



**WESTERN WASHINGTON UNIVERSITY  
BOARD OF TRUSTEES  
AGENDA  
AUGUST 20, 2021**

**FRIDAY, AUGUST 20, 2021**

**Location:** Virtual Meeting Via Zoom

**Audiocast:** <https://wp.wvu.edu/live/>

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

- 1. CALL TO ORDER**  
8:00 – 8:01
- 2. EXECUTIVE SESSION WILL BE HELD TO ADDRESS ISSUES AS AUTHORIZED BY RCW 42.30.110**  
8:01 – 8:45
- 3. APPROVAL OF MINUTES**  
8:45 – 8:50
  - Board of Trustees Meeting, June 10 & 11, 2021
- 4. PUBLIC COMMENT (*Held Virtually*)**  
8:50 – 9:00
- 5. RECOGNITIONS**  
9:00 – 9:15
  - Resolution Welcoming Student Trustee Nathanael “Nate” Jo
  - Resolution Recognizing the Service of Vice President Stephanie Bowers
  - Resolution Recognizing the Service of Vice President Rich Van Den Hul
- 6. BOARD CHAIR REPORT**  
9:15 – 9:25
- 7. UNIVERSITY PRESIDENT REPORT**  
9:25 – 9:35
- 8. FACULTY SENATE REPORT**  
9:35 – 9:45
- 9. ASSOCIATED STUDENTS REPORT**  
9:45 – 9:55
- 10. BOARD FINANCE, AUDIT AND ENTERPRISE RISK MANAGEMENT COMMITTEE REPORT**  
9:55 – 10:05      Presentation: Trustee Faith Pettis, Committee Chair

11. **BOARD STUDENT SUCCESS COMMITTEE REPORT**  
10:05 – 10:15 Presentation: Trustee Mo West, Committee Chair

**BREAK** (10 min)

**DISCUSSION ITEMS**

12. **LEGACY REVIEW PROCESS & TIMELINE**  
10:25 – 10:40 Presentation: Sabah Randhawa, President
13. **PROCESS AND TIMELINE FOR BOARD OF TRUSTEES POLICY REVISIONS**  
10:40 – 10:50 Presentation: Sabah Randhawa, President  
Paul Dunn, Chief of Staff and Liaison to the Board
14. **STRUCTURAL EQUITY AND BIAS RESPONSE TEAM PROCESS & REPORTS**  
10:50 – 11:20 Presentation: Litav Langley, Director, LGBTQ+ Western  
Michael Sledge, Executive Director, Student Life  
Faye Gallant, Executive Director, Budget and Financial Planning  
Shevell Thibou, Director, Teaching and Learning for Western Libraries

**ACTION ITEMS**

15. **APPROVAL OF 2022-2023 SUPPLEMENTAL OPERATING BUDGET REQUEST**  
11:20 – 11:40 Presentation: Brent Carbajal, Provost and Vice President for Academic Affairs  
Joyce Lopes, Vice President for Business and Financial Affairs  
Faye Gallant, Executive Director, Budget and Financial Planning
16. **APPROVAL OF 2022-2023 SUPPLEMENTAL CAPITAL BUDGET REQUEST**  
11:40 – 11:50 Presentation: Joyce Lopes, Vice President for Business and Financial Affairs  
Brian Ross, Associate Director of Capital Planning and Budget
17. **APPROVAL OF SUMMER QUARTER DEGREES**  
11:50 – 11:55
18. **INFORMATION ITEMS**  
11:55 – 12:00
- a. Academic Reports
  - b. Enrollment Management Summary
  - c. University Advancement Report
  - d. Capital Program Report
  - e. University Relations and Marketing Report
  - f. Affirmative Action Program Summary Report
19. **TRUSTEE REMARKS**  
12:00 – 12:10

20. DATES FOR NEXT REGULAR MEETING: October 7 & 8, 2021

21. ADJOURNMENT

## **1. CALL TO ORDER**

**4. 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:** President Sabah Randhawa

**DATE:** August 20, 2021

**SUBJECT:** **Approval of the Minutes**

**PURPOSE:** Action Items

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**Purpose of Submittal:**

Approval of the Board of Trustees Meeting Minutes.

**Proposed Motion:**

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

- Approval of the Minutes of the Board of Trustees Meeting, June 10 & 11, 2021

**Supporting Information:**

Minutes of June 10 & 11, 2021

**Western Washington University  
Board of Trustees  
Meeting Minutes  
Thursday, June 10, 2021**

**1. CALL TO ORDER**

Board Chair, Trustee John M. Meyer called the regular meeting of the Board of Trustees of Western Washington University to order at 3:01 p.m., via Zoom. A quorum was established by roll call.

**Board of Trustees**

John M Meyer, Chair  
Chase Franklin, Vice Chair – *via Zoom*  
Karen Lee – *via Zoom*  
Faith Pettis – *via Zoom*  
Sue Sharpe, Secretary– *via Zoom*  
Hunter Stuehm – *via Zoom*  
Mo West – *via Zoom*

**Western Washington University**

Sabah Randhawa, President  
Brent Carbajal, Provost/Vice President for Academic Affairs  
Richard Van Den Hul, Vice President for Business and Financial Affairs  
Stephanie Bowers, Vice President for Advancement  
Melynda Huskey, Vice President for Enrollment and Student Services  
Donna Gibbs, Vice President for University Relations and Marketing  
Becca Kenna-Schenk, Executive Director, Government Relations  
Jeff Young, Faculty Senate President  
Melissa Nelson, Assistant Attorney General  
Paul Cocke, Director, Communication and Marketing  
Paul Dunn, Chief of Staff to the President and Secretary to the Board of Trustees  
Barbara Sandoval, Senior Executive Assistant to the President  
Rayne Rambo, Assistant Secretary to the Board of Trustees

**2. INCREASING WASHINGTON IMPACT: WESTERN'S COMMUNITY-SERVING CENTERS AND INSTITUTES**

Melynda Huskey, Vice President for Enrollment and Student Services was joined by Shelli Soto, Associate Vice President for Enrollment Management and Clara Capron, Assistant Vice President for Enrollment and Student Services provided an overview of Western's Financial Aid team which carries the privilege and responsibility of awarding aid dollars to students, providing many with access to an education that they otherwise would not have. For the 2019-2020 academic year, financial aid disbursements exceeding \$144 million were awarded to 10,807 student financial aid recipients. (This compares to \$145 million in aid disbursements to 10,919 financial aid recipients the year before.)

- Grants: \$46.8 million
- Scholarships: \$23.8 million
- Student Employment: \$13.4 million
- Educational loans: \$59.6 million
- Miscellaneous: \$.4 million

It was noted that although some financial aid pays for expenses due and payable to Western on student accounts, a significant portion of financial aid is disbursed to students to pay for other educationally related expenses, such as rent and food expenses associated with living off campus, transportation, childcare, etc. Capron noted that financial aid is funding for student recipients as opposed to revenue to the University. She added that aid is disbursed to students in accordance with prescribed regulatory requirements, which includes application to specific charges on student accounts. She said there is often aid remaining after allowable expenses have been paid on student accounts and this aid is disbursed to students, which they use to pay for educationally related expenses that are not due and payable to Western.

It was explained that while this critical work to award aid is the centerpiece of the labor of that office, it is flanked by significant compliance demands, individual student service and counseling, regular outreach to current and prospective students, focus on FAFSA (Free Application for Federal Student Aid) and WASFA (Washington Application for State Financial Aid) support, fairs and programming to raise awareness about additional opportunities for financial support, coordination of funding from multiple sources, study and application of the regulations imposed by each source, management of part-time student employment, meeting reporting requirements, and providing input to federal and state government agencies to improve financial aid programs and associated processes.

### **3. EXECUTIVE SESSION**

At 4:33pm the board went into Executive Session for approximately an hour to discuss personnel matters as authorized by RCW 42.30.110. No action was taken in executive session.

Chair Meyer announced the board would go back into open session at 5:56pm.

Chari Meyer reported that the Board concluded their executive session during which they reviewed and discussed matters related to a tort claim against the University. Pursuant to the Open Public Meetings Act, he noted that the Board was prepared to take action.

MOTION 06-01-2021

MOVED that the Board of Trustees of Western Washington University hereby authorizes President Randhawa and/or his designee(s), on behalf of the University and the Board of Trustees, to resolve the matter concerning Kathleen Ashburn, in consultation with Chair Meyer.

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.



**Western Washington University  
Board of Trustees  
Meeting Minutes  
Friday, June 11, 2021**

**CALL TO ORDER**

Board Chair, Trustee John M. Meyer called the regular meeting of the Board of Trustees of Western Washington University to order at 8:01 a.m., via Zoom. A quorum was established by roll call.

**Board of Trustees**

John M. Meyer, Chair  
Chase Franklin, Vice Chair – *via Zoom*  
Karen Lee – *via Zoom*  
Faith Pettis – *via Zoom*  
Sue Sharpe, Secretary– *via Zoom*  
Hunter Stuehm – *via Zoom*  
Mo West – *via Zoom*

**Western Washington University**

Sabah Randhawa, President  
Richard Van Den Hul, Vice President for Business and Financial Affairs  
Stephanie Bowers, Vice President for Advancement  
Melynda Huskey, Vice President for Enrollment and Student Services  
Donna Gibbs, Vice President for University Relations and Marketing  
Brian Burton, Associate Vice President for Academic Affairs  
Becca Kenna-Schenk, Executive Director, Government Relations  
Jeff Young, Faculty Senate President  
Melissa Nelson, Assistant Attorney General  
Paul Cocke, Director, Communication and Marketing  
Paul Dunn, Chief of Staff to the President and Secretary to the Board of Trustees  
Barbara Sandoval, Senior Executive Assistant to the President  
Rayne Rambo, Assistant Secretary to the Board of Trustees

**4. APPROVAL OF MINUTES**

MOTION 06-02-2021

Trustee Meyer moved that the Board of Trustees of Western Washington University, upon the recommendation of the President, approve the following minutes:

- Board of Trustees Meeting, April 01 & 02, 2021

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes

Trustee Hunter Stuehm - Yes  
 Trustee Chase Franklin – Yes  
 Trustee John Meyer, Chair - Yes

The motion passed.

**5. PUBLIC COMMENT**

As per Amended RCW 28B.35.110, the Board of Trustees provided time for public comment. No one signed up for public comment.

**6. RECOGNITIONS AND INTRODUCTIONS**

President Randhawa recognized and welcomed three new leaders joining Western over the summer, and recognized students receiving academic fellowship or scholarship awards, as well as this year’s Presidential Scholars.

Joyce Lopes will join Western Washington University as the new Vice President for Business & Financial Affairs effective July 1, 2021. Lopes currently serves as Vice President of Administrative Affairs at Sonoma State University in Rohnert Park, in California’s Sonoma Valley, a position she has held for nearly four years. He noted the start date provides considerable overlap for transition with Richard Van Den Hul, who will be retiring after a decade of exemplary service to Western at the end of summer.

Kim O’Neill will join Western Washington University as the new Vice President for University Advancement and CEO of the WWU Foundation effective July 1, 2021. He added that Kim currently serves as Associate Vice President of Advancement at Texas Tech University in Lubbock, Texas, a position she has held since September 2019. Randhawa noted that the start date provides considerable overlap for transition with Stephanie Bowers, who will be retiring after 20 years of exemplary service to Western at the end of summer.

Christopher ‘Caskey’ Russell has been named the new dean of the Fairhaven College of Interdisciplinary Studies at Western Washington University. Randhawa noted that Russell, hired following a national search, will start in his new job at Western on August 16, 2021. He added that Russell is currently director of Native American and Indigenous Studies and assistant director of the School of Culture, Gender, and Social Justice at the University of Wyoming.

**WWU Gilman Scholarship Award Recipients**

<b>Daniel Cruz Guzman</b>	<b>Malene Garcia</b>	<b>Emma Fortney</b>	<b>Grace Fortney</b>	<b>Noemi Bueno</b>
<ul style="list-style-type: none"> <li>• College of Science and Engineering</li> <li>• Manufacturing Engineering</li> <li>• United Arab Emirates, Summer 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Huxley College of the Environment</li> <li>• Urban Planning &amp; Sustainable Development</li> </ul>	<ul style="list-style-type: none"> <li>• College of Business and Economics</li> <li>• Business Administration and Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Wooding College of Education</li> <li>• Secondary Education</li> <li>• South Korea, Fall 2021</li> </ul>	<ul style="list-style-type: none"> <li>• College of Business and Economics</li> <li>• International Business</li> <li>• South Korea, Fall 2021</li> </ul>

	<ul style="list-style-type: none"> <li>• Spain, Summer 2021</li> </ul>	<ul style="list-style-type: none"> <li>• South Korea, Fall 2021</li> </ul>		
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<b>Roxana Gonzalez Valle</b>	<b>Soria Rabanal</b>	<b>Victoria Hartman</b>	<b>Rebecca Mercado</b>	<b>Isabella Colbert</b>
<ul style="list-style-type: none"> <li>• College of Business and Economics</li> <li>• Business Administration &amp; Finance</li> <li>• Spain, Fall 2021</li> </ul>	<ul style="list-style-type: none"> <li>• College of Humanities and Social Sciences</li> <li>• Behavioral Neuroscience</li> <li>• Ecuador, Fall 2021</li> </ul>	<ul style="list-style-type: none"> <li>• College of Science and Engineering</li> <li>• Biology</li> <li>• South Korea, Fall 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Huxley College of the Environment</li> <li>• France, Fall 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Huxley College of the Environment</li> <li>• Environmental Science</li> <li>• Costa Rica, Fall 2021</li> </ul>

<b>Kendrick Jackson</b>	<b>Kaia Lane</b>	<b>Kaila Edwards</b>	<b>AdriAnna Rodriguez</b>
<ul style="list-style-type: none"> <li>• College of Humanities and Social Sciences</li> <li>• Sociology</li> <li>• England, Fall 2021</li> </ul>	<ul style="list-style-type: none"> <li>• College of Humanities and Social Sciences</li> <li>• Asian &amp; Anthropology</li> <li>• Japan, 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>• College of Humanities and Social Sciences</li> <li>• Japanese</li> <li>• Japan, 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>• College of Humanities and Social Sciences</li> <li>• Linguistics &amp; Anthropology</li> <li>• Japan, 2021-2022</li> </ul>

**WWU 2021 Presidential Scholars**

<b>Emmelyn Affeldt</b>	<b>Luke Arnold</b>	<b>Brahm vanWoerden</b>	<b>Summer Pascual</b>	<b>Melody Gao</b>	<b>Kathryn Anderson</b>	<b>Azucena Montalvo</b>
<ul style="list-style-type: none"> <li>• College of Business and Economics</li> <li>• International Business</li> </ul>	<ul style="list-style-type: none"> <li>• College of Fine &amp; Performing Arts</li> <li>• Piano Performance and Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• CHSS – Humanities</li> <li>• Spanish and Linguistics</li> </ul>	<ul style="list-style-type: none"> <li>• CHSS – Social Sciences</li> <li>• Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• College of Science and Engineering</li> <li>• Biochemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Huxley College of the Environment</li> <li>• Environmental Science</li> </ul>	<ul style="list-style-type: none"> <li>• Woodring College of Education</li> <li>• Early Childhood Education P-3</li> </ul>

## 7. BOARD CHAIR REPORT

Trustee John Meyer, Board Chair recognized the service and dedication of Trustee Hunter Stuehm whose term comes to an end after a unique year serving as the Western Washington University Student Trustee. Meyer noted that Stuehm's dedication to serve two years as the student trustee is a testament to his exceptional dedication to the role and his perspective and understanding of Western has been invaluable over the course of the past two years.

### RESOLUTION NO. 2021-02

#### A RESOLUTION OF THE BOARD OF TRUSTEES OF WESTERN WASHINGTON UNIVERSITY

#### RECOGNIZING THE SERVICE OF BOARD MEMBER

#### *HUNTER STUEHM*

**WHEREAS, HUNTER STUEHM** of Vancouver, Washington has the distinction of being the twenty-second student appointed by the Governor to the Western Washington University Board of Trustees, serving from July 1, 2019 through June 30, 2021, and of being the only student to serve two consecutive terms as a trustee; and

**WHEREAS, HUNTER STUEHM** brought to his appointment a record of dedication to the campus community, serving as a resident advisor from 2017-2019, and as a member of the Campus Public Safety Advisory Council, the Resident Advisor Advisory Council, and the Associated Students University Housing Representation and Advocacy Committee; and

**WHEREAS, HUNTER STUEHM** has been exceptionally dedicated to the governance of the University during the COVID-19 pandemic while pursuing a Doctorate in Audiology and working as the Associated Students Communications Director, earning a nationally competitive research grant from the National Institute on Deafness, and creating an award-winning COVID safety messaging campaign aimed at students; and

**WHEREAS, HUNTER STUEHM** has contributed to the increased stature and mission fulfillment of Western Washington University through his insightful and articulate engagement in numerous policy discussions and decisions affecting the University, both in meetings of the full Board and as a member of the Board's Student Success Committee; and

**WHEREAS, HUNTER STUEHM** has worked to raise students' awareness and understanding of the Board of Trustees' role in university governance, including the role of the student trustee; and

**WHEREAS, HUNTER STUEHM** has worked to promote the interests of all members of the Western community, and has been an exceptionally effective and universally respected advocate for transparent communication among the Board of Trustees, the University Administration, and the student body;

**NOW, THEREFORE BE IT RESOLVED** by the Board of Trustees of Western Washington University that **HUNTER STUEHM** is hereby honored for outstanding service and dedication to the University and is extended the gratitude and best wishes of the entire University community.

**PASSED AND APPROVED** by the Board of Trustees of Western Washington University at its regular meeting on June 11, 2021.

MOTION 06-03-2021

Trustee West moved that the Board of Trustees approve Resolution 2021-02 Recognizing the Service of Board Member Hunter Stuehm.

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.

The trustee unanimously thanked Trustee Stuehm for his service and wished her well on her future endeavors.

## **8. UNIVERSITY PRESIDENT’S REPORT**

President Randhawa provided the following report: “Continuing the spirit of thanks that was expressed in the Celebration of Excellence employee award ceremony, I want to acknowledge and thank Jeff Young for serving as the president of the Faculty Senate for two years, a time that has perhaps been the strangest and most difficult one of all time. Jeff has done an excellent job and both Provost Carbajal and I have very much appreciated working with Jeff and partnering with him and the Faculty Senate leadership on important issues. Jeff—thank you for your service. I want to take a few minutes and reflect about Western as a complex, organic organization. I can recount initiatives and activities that we have undertaken over the past year. But what matters is our overall movement, in a holistic sense, relative to where we have been and relative to the future that we can best forecast.

Even in the midst of the health pandemic, I have continued to remind myself and others that our direction for forward movement is driven by our values and the vision that we articulated in our strategic plan in 2018. Of course, where we focus our energies—that is, our more immediate priorities—need to be adapted with changes in the external environment, be it a health pandemic or a social imperative.

I wish I had a magic wand whereby I could create a utopian environment that would work for every member of our community. Short of that, our strategic plan was based on the assumptions that we both respect tradition and at the same time we challenge tradition, and that we want to re-envision Western to be responsive to current and evolving needs of our state and our society. One of our traditions that has served us well is our commitment to shared governance that enables us to benefit from the collective wisdom of so many faculty and staff, and share responsibility for implementing those ideas as well. As we move forward, change involves a slow progression in some areas and more of a step-function change in other dimensions.

Times of change and transition and of major external events bring to surface issues in parts of our organization that I am not well aware of previously. While disconcerting, it is healthy when people speak out about things that are not working for them, because as I have often said, it is hard to solve a problem when we have no knowledge about it. And this remote year was no exception. In fact, in

some ways, I was able to connect with more members of our community and learned more from them than I would have been able to do in person.

As I wrote in my self-assessment for the year that Chair Meyer will be sharing with the Board, we managed the human, social and economic dimensions of the past year quite well and we delivered on our mission as best as we could, within the constraints that we faced over the course of the year. With COVID cases falling across the country and vaccinations increasing, we are emerging with renewed purpose, and with a strategy that embraces the multi-ethnic, multi-cultural dynamism of our world and takes on the critical challenges of tomorrow.

I am encouraged by the progress we made during a very trying year, and I have no doubt that our efforts will only accelerate in the coming year. There are already good signs for next year: our legislative support on operations and capital; early enrollment numbers; increased interest in Graduate programs and continued demand for Honors Program; continued work on important ADEI initiatives; fundraising success for the new Electrical Engineering/Computer Science building including our outreach for resources to make it a net zero energy facility; and the recent work by the Provost's Office to create an Institute of Sustainability that will more intentionally and comprehensively focus Western's sustainability efforts in three essential areas of education, co-curricular activities, and operations.

At the end of the day, however, we are about people and a mission-driven community. I am appreciative that our students continue to remind us of the changes we need to make and to hold us accountable for walking our talk. I am appreciative of the work that our faculty and staff undertake in academic colleges, centers and institutes, student affairs, and other support divisions; that work and its alignment with broad University goals, priorities and actions is what drives our forward progress. As we continue our work, we need to place more emphasis on our thought processes and mental models regarding issues that impact our individual and collective presence on campus and in our communities, from racial trauma to mental health to institutional culture. Unfortunately, the social and political dynamics of the past few years have intensified an environment where dehumanization of people and being disrespectful and unkind to people or certain groups of people show up in our everyday interactions in subtle and more open ways. An important element of our climate and culture work is our ability to see humanity in ourselves and others, even in areas of potential conflict, and above all, to ensure that we consciously work to uplift others.

We also need to place more emphasis on examining underlying systems and structures. The work of groups like the Bias Response Team and the Structural Equity Team will be invaluable in this regard. The Structural Equity Committee, for example, constituted at the start of this academic year has been using an equity lens to examine our budget processes, and I look forward to their report in the next couple of weeks.

I want to thank the Board and the campus community for the opportunity to serve Western. I am optimistic about our future. I remain committed to Western's priorities of advancing inclusive student success, increasing Washington impact, and enhancing academic excellence—they were relevant before the pandemic and they are even more relevant now, and I look forward to working with all of you to advance them with even more focus, vigor and energy as we emerge from the global health pandemic."

## **9. FACULTY SENATE REPORT**

Jeff Young, Faculty Senate President reported the following: "ACC and Senate responded to a request made by the BSO last spring to define reasonable accommodations for religious observances, and to mandate a 12-hour window for those accommodations. The updated policy set the time frame to at least 24 hours before or after the scheduled activity, exceeding the 12-hour request in the BSO demands. The updated policy goes further and provides more flexibility for

students on when they can ask for an accommodation, protects students from an accommodation counting against attendance requirements, and includes hardships from activities such as fasting. The hardship wording expands and allows for a more flexible definition of when accommodation should be offered, rather than providing a rigid definition for reasonable accommodation. This flexibility does require faculty and students to work together and to exercise judgement.

Senate and ACC also received a report from CUE, the Council on Undergraduate Education on re-envisioning the general education requirements. CUE's revised recommendations replace the comparative gender and multicultural (CGM) GURs with two new requirements constituting three courses. One course would focus on "Global Perspectives." The other set of courses would be a newly framed "Power, Equity, & Justice" (PEJ) requirement. One of the PEJ GUR courses could also be fulfilled by taking a PEJ course in the major, thus potentially expanding the development of this curriculum across campus. This will be accomplished with no additional GUR credit requirements in the current recommendation.

Much of the senate's time this quarter was devoted to fall quarter planning.

On an operational point, the senate recommended that all temporary grading policies expire at the end of summer quarter. To provide some additional assistance for students facing academic challenges in the fall, the senate recommended a temporary elimination of Withdrawal Privileges. This means that there will not be a two-course limit to Course withdrawals.

Broader discussions have begun in ACC and Senate, as they have across all sectors, about when and how we will return to the workplace as the pandemic wanes. Early in the quarter we spent a good deal of time discussing a safe return to campus and working through the details of scheduling for an uncertain quarter. These discussions have given way in some part to longer term issues regarding course delivery and the role of online education at Western. Online courses were a rarity before the pandemic and very little in the way of policy or standards are in place. With a year and a half's experience, we have faculty and students that can't wait to return to the classroom, and in fact believe that in-person education is the essence of Western. We also have faculty and students that want to explore online modes of deliver. To provide time to sort this out and to encourage the development of standards and policies, ACC will require departments to develop and colleges to approve policies before permanent approval for online course modalities. Because considerations relevant to discussion of course modalities include factors and topics exceeding the scope of ACCs charge and involve discussion and decisions beyond the college level, the faculty senate voted to apply a blanket moratorium on permanent course modality changes for one year. Temporary approval of course modality changes will be available with minimal review as permanent policies are developed.

Finally, I want to state, up front, that I am a member of the UFWW Bargaining Team. I say this to differentiate that role from my responsibilities as senate president. I'd like to end my term as faculty senate president on a positive note with the trustees. However, I think I would be remiss in my role as senate president if I didn't convey that the inability to reach a contract agreement is extremely troubling from the faculty perspective. The message conveyed, by the administration, that investment in faculty is no longer a priority is dismaying and extremely disheartening. This is all the more frustrating given the efforts of faculty during the pandemic."

## **10. ASSOCIATED STUDENTS REPORT**

As no representative from the Associated Students was present at the meeting, there was no AS report.

## **11. BOARD FINANCE, AUDIT, AND ENTERPRISE RISK MANAGEMENT COMMITTEE**

Trustee Faith Pettis, Chair, Finance, Audit, and Enterprise Risk Management (FARM) Committee reported that the committee was provided an overview of Western's financial health update that included the continued impacts from the COVID-19 global pandemic and an overview of the Fiscal Year 2021-2023 budget recommendation and the Academic Affairs financial plan.

Pettis noted that the committee was provided an update on open internal and external audits, internal controls reports, and regulatory compliance reports.

Pettis reported that the committee was provided an overview of the 2021-2023 Capital Budget information based on the legislative funding being awarded to Western for a number of projects and the full Board of Trustees would be provided an overview at an upcoming regular meeting.

## **12. BOARD STUDENT SUCCESS COMMITTEE REPORT**

Trustee Mo West, Chair, Student Success Committee, (SSC) reported that the committee received a presentation from Professor John McLaughlin, Environmental Sciences, on field course opportunities that were provided to Western students during COVID-19. West explained during the COVID pandemic, most courses at colleges and universities throughout the nation shifted to virtual modalities. It was noted that field courses and programs were affected severely, with a large majority being cancelled or suspended. She added the impacts of these closures could be long-lasting, as some field programs closed permanently, and future professionals miss gaining knowledge, skills, and experiences needed to address current and future environmental challenges.

West explained Environmental Sciences (ESCI) Department developed an approach to conduct in-person field courses while maintaining COVID safety. She reported that the results were exceptionally positive, and all student learning outcomes were achieved in whole or part. She said it was noted that student expedition experiences exemplified all five of Western's character traits: engaging, inviting, distinctive, adventurous, and collaborative. It was noted that transcendent outcomes also resulted, including student self-efficacy, sense of belonging, responsibility to society, and renewed motivation. She concluded that the approach and results provided a model to support inclusive student success during the pandemic and beyond.

## **13. ADVANCING WESTERN'S ACCESSIBILITY, DIVERSITY, EQUITY, AND INCLUSION INITIATIVES: THE YEAR IN REVIEW**

President Randhawa provided an overview of initiatives to advance Western's commitments with respect to Accessibility, Diversity, Equity, and Inclusion (ADEI) during the 2020 – 2021 academic year.

Randhawa explained that on June 19<sup>th</sup> (Juneteenth) 2020, the Black Student Organization (BSO) delivered a [set of demands](#) to the Associated Students (AS) executive board and the administration. He said at the time, Western leadership acknowledged that we can and must do more to create lasting institutional changes needed to achieve more equitable outcomes in education and beyond for our Black and Indigenous, People of Color (BIPOC) students. Randhawa also acknowledged that Western must do more to create supportive and empowering environments for its BIPOC faculty and staff.



Randhawa reported that Western has undertaken specific institutional action on approximately fifteen ADEI-related items during the 2020-21 academic year (others have been undertaken at divisional or departmental levels), many of them part of the BSO demands and a few additional items discussed with the BSO and the AS leadership, including the establishment of a university-level [Office of Equity](#) to be led by a Cabinet-level Executive Director/Chief Diversity Officer. He noted that more detail about these and other initiatives is available on [Western's ADEI website](#).

#### **14. REFLECTIONS ON THE ASSOCIATION OF GOVERNING BOARDS CONFERENCE ON TRUSTEESHIP**

Board Chair John Meyer led the trustees in a discussion of their reflections and key takeaways from the 2021 Association of Governing Boards National Conference on Trusteeship. All were impressed by the ADEI themes running throughout the conference in all aspects of board governance, from campus culture to fiduciary responsibility.

#### **15. REFLECTIONS ON THE LEGISLATIVE SESSION**

Becca Kenna-Schenk, Executive Director of Government Relations, provided an overview of the outcomes of the 2021 Legislative Session.

Kenna-Schenk reported that Washington's 2021 Legislative Session began on January 11, 2021 and adjourned sine die on April 25, 2021, the 105th day of the regular session. She said over the course of the unprecedented, mostly virtual session, representatives from Western Washington University testified on proposed legislation and presented to legislative committees via Zoom hearings. She added that Western staff tracked approximately 152 bills (of which approximately 45% passed to become law) and submitted approximately 90 fiscal notes on proposed legislation.

The state's biennial capital budget included over \$70 million in construction investments on WWU's campus.

2021-23 capital budget investments for WWU include:

- \$51 million for construction of the Electrical Engineering and Computer Science building
- \$4.5 million for construction of a Coast Salish-style Longhouse on Western's campus
- \$225,000 for pre-design of a new Student Development and Success Center
- \$4.8 million for minor works preservation projects
- \$2.5 million for classroom and lab upgrades
- \$2.15 million for critical safety and access control upgrades
- \$1 million for minor works programmatic projects
- \$450,000 for a feasibility study to convert WWU's heating system to a more energy efficient system

Kenna-Schenk reported the final biennial operating budget maintained Western's baseline state funding level and did not include furloughs for faculty and staff. She noted the operating budget also carried forward funding originally intended for salary increases in Fiscal Year 2021 for WWU faculty and staff that is supported by a combination of state funding and tuition revenue.

2021-23 operating budget investments for WWU include:

- \$1.016M per biennium for an ethnic studies program
- \$1.06M per biennium for bilingual educator programs in the South King County region
- \$1.04M per biennium for student support services

- \$506,000 for implementation of ESSSB 5227 – requiring Diversity, Equity and Inclusion training for faculty, students and staff
- \$300,000 per biennium for graduate assistant stipends
- \$96,000 per biennium for a veterans' mental health counselor
- \$90,000 in one-time funding for WWU's Center for Economic and Business Research to assess the feasibility and benefits of expanding outdoor residential school programs to equitably serve all fifth and sixth grade students statewide
- \$40,000 for implementation of ESHB 1273 – concerning menstrual product in schools
- \$7,000 for implementation of ESSSB 5259 – concerning law enforcement data collection

## 16. APPROVAL OF BOARD OF TRUSTEES BYLAWS

Board Chair Meyer reported that over the summer and fall of 2020 the WWU Board of Trustees began reviewing its Rules of Operation, appointed an Ad Hoc Committee on Governance that is composed of Trustees Sue Sharpe, Chase Franklin, and himself to lead the process, assisted by President Randhawa, Assistant Attorney General Melissa Nelson, and Secretary to the Board Paul Dunn. He noted the primary motivation for conducting this review was to broaden agreement that the Board's Rules of Operation contained an inappropriate amount of procedural and operational details for a foundational governing document, also requiring frequent amendment. Meyer reported the Ad Hoc Committee made recommendations to the full Board at its work session on September 16, 2020, to transition the Board's governance documents toward a simplified, high-level set of bylaws, to conduct a review of Board policies with the goal of revising, replacing, adding or eliminating policies as necessary, and to ultimately repeal the Board's Rules of Operation after the completion of these tasks. He explained that during fall 2020 and winter 2021 the Ad Hoc Committee reviewed governance documents and structures of peer institutions around the state and developed a set of draft bylaws and initial recommendations on policy, including the immediate repeal of an out of date Board of Trustees Policy U1000.04 Executive Session Actions by Board of Trustees (an action taken at the April 2, 2021 meeting).

Chair Meyer explained the Board further discussed and reviewed revised draft Bylaws at its work session on March 8, 2021. He acknowledged that the process for reviewing, revising, and potentially adding Board policies will require additional work through the summer of 2021, the Board believes that the Bylaws contain sufficiently important improvements over the Rules of Operation that they should not wait for approval. He added, insofar as the Rules of Operation contain important material that has yet to be adapted to policy, they will not be formally repealed until that process is complete. He said until then, where the Bylaws come into conflict with the Rules of Operation or other policies, the Bylaws shall take precedence.

MOTION 06-04-2021      Trustee Sharpe moved that the Board of Trustees of Western Washington University approve the Bylaws included in the meeting materials, dated June 11, 2021, as its foundational governing document, outlining the Board's fundamental authority, powers, and structure. Because a process is underway to incorporate material from the Board's current Rules of Operation, dated June 15, 2018, into Board policies, the Rules of Operation will be formally repealed when that work is complete. With the Board's approval, the Bylaws will become its primary governing document, and shall take precedence over the Rules of Operation or Board policies in the event of any conflict between them.

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Hunter Stuehm - Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.

## **17. 2021-2022 BUDGET AND RELATED MATTERS**

Richard Van Den Hul, Vice President, Business and Financial Affairs, Brian Burton, Associate Vice President, Academic Affairs, and Faye Gallant, Executive Director, Budget and Financial Planning provided the Board with an overview of the 2021-2022 Operating Budget.

It was requested that the Board approve the 2021-2022 Academic Year Tuition Fees. It was noted that tuition fees include both the tuition operating fee and the capital building fee for each category of student. Additionally, the Board was asked to approve the mandatory student fee levels and revenue distributions for academic year 2021-2022, with one increase (0.4% total) from the 2020-2021 approved rates.

MOTION 06-05-2021

Trustee Pettis moved that the 2021-2022 annual tuition operating fee and capital building fee rates for all state-funded students, including: resident undergraduate students, non-resident undergraduate students, resident and non-resident graduate, resident and non-resident MBA, resident and non-resident Clinical Doctorate of Audiology program, resident and non-resident Clinical Mental Health and School Counseling, and the resident and non-resident Speech Pathology program be raised by 2.8%;

Trustee Pettis further moved that the Board of Trustees of Western Washington University, upon the recommendation of the President and various constituent review committees, approve the 2021-2022 mandatory student fee levels and distribution for the S&A Fee as proposed in the submitted documents.

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Hunter Stuehm - Yes  
Trustee Chase Franklin – Yes

Trustee John Meyer, Chair - Yes

The motion passed.

Richard Van Den Hul, Vice President for Business and Financial Affairs and Faye Gallant, Executive Director, Budget and Financial noted that the Board of Trustees previously approved rates for mandatory student fees for Summer 2021. He said at that time, the Alternative Transportation Fee included a minimal reduction based on best assumptions about operational levels. He added that given current information, Board approval is now requested to continue the more substantial reduction of \$25.50 from Spring Quarter, setting the Summer rate at \$3.00 due to COVID-related impacts to service levels.

MOTION 06-06-2021

Trustee West moved, that the Board of Trustees of Western Washington University, upon the recommendation of the President, approve the reduction of Summer 2021 Student Alternative Transportation Fee by \$25.50 (89.5%) for Summer Quarter for a rate of \$3.00.

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Hunter Stuehm - Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.

Brent Carbajal, Provost and Vice President for Academic Affairs and Robert Squires, Vice Provost for Outreach and Continuing Education, on the recommendation of the President, and after discussion and review, request that the Board of Trustees approves the 2020 – 21 Self-Sustaining Academic Year Tuition Rates for each classification.

MOTION 06-07-2021

Trustee Sharpe moved that the 2021 – 22 Self-Sustaining Academic Year Tuition Rates be raised to or maintained at the following rates: Undergraduate Course/Workshop \$280 per credit, Graduate Course/Workshop \$356 per credit, Self-Paced Courses \$165 per credit, Credit Option variable fee between \$50 and \$100 per credit, Undergraduate Degree Program Courses \$324 per credit, Graduate Degree Program Courses \$386 per credit, and Weekend MBA \$757 per credit, and

Trustee Sharpe further moved that the Global Pathway Undergraduate Program tuition rate be approved at a flat rate of \$5,000 per quarter (no change from prior year 2020 – 2021).

- Services & Activities Fee (1.07% or \$2.40 per quarter increase for students taking 10 credits or more, pro-rated for students taking less than 10 credits)

- Student Recreation Fee (No increase)
- Student Health Services Fee (No increase)
- Student Technology Fee (No increase)
- Non-Academic Building Fee (No increase)
- Sustainable Action Fee (No increase)
- Alternative Transportation Fee (No increase)
- Legislative Action Fee (No increase)
- Multicultural Services Fee (No increase)

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Hunter Stuehm - Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.

Richard Van Den Hul, Vice President, Business and Financial Affairs and Faye Gallant, Executive Director, Budget and Financial Planning reported that based on the conference committee budget passed by the Legislature in the session ending April 25, 2021 and signed by the Governor on May 18, 2021, and Western’s internal budget development process, it was requested after discussion and review that the Board was asked to approve the 2021-2022 annual state operating budget for Western Washington University.

MOTION 06-08-2021

Trustee Pettis moved, that the Board of Trustees of Western Washington University, upon the recommendation of the President, approve the 2021-2022 annual state operating budget of \$200,532,219.

*FURTHER MOVED*, that the Board of Trustees of Western Washington University, upon the recommendation of the President, approve the 2021-2022 intercollegiate athletics operating budget of \$6,042,118 consisting of tuition and fees in the amount of \$3,517,608 and waiver allocations, self-sustaining and other revenues of \$2,359,906, and with the intention to fund the operating deficit for intercollegiate athletics, as defined by Substitute Senate Bill 6493, by continued use of tuition and fee revenues as it has in the past.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Hunter Stuehm - Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.

Richard Van Den Hul, Vice President for Business and Financial Affairs provided an overview of the 2021-2023 Capital Budget, Substitute House Bill 1080, and requested approval of total project budgets for Electrical Engineering and Computer Science, Student Development and Success Center – predesign, and Coast Salish Longhouse.

MOTION 06-09-2021

Trustee Lee moved, that the Board of Trustees of Western Washington University, upon the recommendation of the President, accept the 2021-2023 Capital Budget totaling \$70,104,000 in appropriations, and approve the distribution by major categories.

Trustee Lee further moved that the Board of Trustees of Western Washington University, upon the recommendation of the President, approve the total project budgets for: **Electrical Engineering and Computer Science** (\$72.01 million), consisting of State Capital appropriations (\$53 million) and non-state funding (\$19.01 million); **Student Development and Success Center – predesign** (\$300,000), consisting of State Capital appropriations (\$225,000) and non-state funding (\$75,000); and the **Coast Salish Longhouse** (\$4.95 million), consisting of State Capital appropriations (\$4.5 million) and non-state funding (\$450,000).

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Hunter Stuehm - Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.

## **18. APPROVAL OF 2021-2022 HOUSING AND DINING RATES AND RATE RESTRUCTURE**

Melynda Huskey, Vice President for Enrollment and Student Services provided an overview and requested approval from the Board for increases in rates for Housing and Dining room and board for 2021-2022.

Huskey explained the proposed 4.5% rate increase consists of components to address inflation, the recent impact to System fund balances, and the need to address the identified renovation projects. She said for example, refunding two years of the System’s principal and interest payments provides much-needed relief for FY2021 and 2022, but will result in an additional burden beginning in 2023 to repay that new debt. She added, the recommended institution of a tiered rate system allows for more gradations of room and meal choice and allows greater flexibility for residents to select the

options that best fit their circumstances. She said student's support for the price increases has been mixed; however, student input throughout the process has been extremely valuable in shaping the tiered system and in offering insights as to how the pricing may evolve in the near term.

- MOTION 06-09-2021
- Trustee Franklin moved, that the Board of Trustees of Western Washington University, upon recommendation of the University President, approve the Housing and Dining rates and rate restructure as proposed. The 2021-2022 proposed rates call for:
- 1) A 4.5 percent increase in the base residence hall room and board rates and Birnam Wood apartment rental rates.
  - 2) Suspending the room component price increase for all triple rooms for 2021-22.
  - 3) The institution of a three-tier room pricing model.
    - a. The room component of all mid-tier rooms will be established at 5 percent higher than the room component of the base-tier rooms.
    - b. The room component of all top-tier rooms will be established at 9 percent higher than the room component of the mid-tier rooms.

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Hunter Stuehm - Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.

## **19. APPROVAL OF EMERGENCY RULE EXTENSION REQUEST**

Melynda Huskey, Vice President for Enrollment and Student Services, requested an extension of the emergency rule approved by the Board of Trustees on August 21, 2020, and extended on December 11, 2020 in response to Title IX changes issued by the Office of Civil Rights in May 2020. She explained that immediate changes to the rule were necessary to comply with these new regulations. Huskey added to remain in compliance, while the permanent rule is under revision, it is requested that the emergency rule be extended.

Permanent rule development timeline:

- Request Board of Trustees' approval to extend emergency rule for an additional 120 days – June 11, 2021
- Public hearing and report to President Randhawa in November 2021
- Board of Trustees' review/approval of permanent rule – December 10, 2021

MOTION 06-11-2021 Trustee Stuehm moved that the Board of Trustees of Western Washington University, upon recommendation of the President, approve an extension of the emergency rule change to chapter 516-21 WAC, Student Conduct Code.

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Hunter Stuehm - Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.

## **20. SPRING QUARTER DEGREES**

Brian Burton, Associate Vice President presented the candidates for undergraduate and graduate degrees for Spring quarter.

MOTION 06-12-2021 Trustee Stuehm moved that the Board of Trustees of Western Washington University, on recommendation of the faculty and subject to the completion of any unmet requirements, approves awarding undergraduate and graduate degrees to the candidates listed in the files of the Registrar and Graduate Dean, for Spring Quarter 2021, effective June 12, 2021.

The motion was voted on by roll call.

Roll Call for the Vote:

Trustee Sue Sharpe - Yes  
Trustee Karen Lee – Yes  
Trustee Faith Pettis – Yes  
Trustee Mo West – Yes  
Trustee Hunter Stuehm - Yes  
Trustee Chase Franklin – Yes  
Trustee John Meyer, Chair - Yes

The motion passed.

## **21. INFORMATION ITEMS**

### **a. Academic Reports Report**



Provost Carbajal provided a written report with an update on the status of the tenure-track faculty searches undertaken during the 2020-21 academic year and followed by spreadsheets showing the status of the TT faculty searches per college and other interesting information about Western's new faculty members

**b. Annual & Quarterly Grant Report**

Provost Carbajal provided a written report with information from the Office of Research and Sponsored Programs concerning the quarterly and current grant awards at Western

**c. Enrollment Management Summary**

Vice President Huskey provided a written report regarding the university's general enrollment and admissions

**d. University Advancement Report**

Vice President Bowers provided a written report on the University's Alumni Relations and Western's Foundation activities.

**e. Capital Program Report**

Vice President Van Den Hul provided a written report on the University's capital projects.

**f. University Relations and Marketing Report**

Vice President Gibbs provided a written report documenting recent activities of University Relations and Marketing.

**22. TRUSTEE REMARKS**

The trustees thanked everyone in attendance for their participation and the thoroughness of the meeting materials.

**23. DATES FOR NEXT MEETING**

August 19 & 20, 2021

**24. ADJOURNMENT**

The meeting adjourned at 12:22 pm.

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

**TO:** Members of the Board of Trustees  
**FROM:** Sabah Randhawa, President  
**DATE:** August 20, 2021  
**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.

The August meetings of the WWU Board of Trustees will be conducting using the virtual meeting platform, Zoom. Persons wishing to comment during public comment can email Rayne Rambo, Assistant Secretary to the Board of Trustees to receive a Zoom invitation to the meeting. [rambor@wwu.edu](mailto:rambor@wwu.edu)

Any member of the public wishing to listen to the meeting can do so via the audiocast as per usual at the link provided on the Board of Trustees web site and here: <https://wp.wwu.edu/live/>

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

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

**FROM:** President Sabah Randhawa

**DATE:** August 20, 2021

**SUBJECT:** **Recognitions and Introductions**

**PURPOSE:** Information Item

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President Sabah Randhawa will recognize the following people for their outstanding achievements and service to the University.

- Resolution No. 2021-03 Welcoming Student Trustee Nathanael “Nate” Jo
- Resolution No. 2021-04 Recognizing the Service of Vice President Stephanie Bowers
- Resolution No. 2021-05 Recognizing the Service of Vice President Richard Van Den Hul

**RESOLUTION NO. 2021-03**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF  
WESTERN WASHINGTON UNIVERSITY  
WELCOMING TRUSTEE**

***Nathanael “Nate” Jo***

**WHEREAS**, on July 1, 2021, Governor Jay Inslee appointed **NATE JO** of Hanford, Washington to serve a one-year term ending on June 30, 2022 on the Western Washington University Board of Trustees; and

**WHEREAS**, **NATE JO** is a student in good standing at Western Washington University pursuing a degree in Philosophy, Political Science and Economics; and

**WHEREAS**, **NATE JO** brings to their appointment as a trustee a record of broad service and dedication to the campus community, including as the WWU Associated Students Vice President of Business and Operations, Vice President for Hall Representation in University Residences, Board Member for the WWU Queer/Trans People of Color Club, and captain of the WWU Swim Team; and

**WHEREAS**, **NATE JO** was nominated by an Associated Students committee to serve as a student member of the Western Washington University’s Board of Trustees; and

**WHEREAS**, **NATE JO** has declared their commitment to serve as a member of the Western Washington University Board of Trustees;

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Trustees of Western Washington University officially extends a warm welcome to **NATE JO** as they begin their term on the Board.

**PASSED AND APPROVED** by the Board of Trustees of Western Washington University at its meeting on August 20, 2021.

**RESOLUTION NO. 2021-04**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF  
WESTERN WASHINGTON UNIVERSITY**

**RECOGNIZING THE SERVICE OF VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT AND PRESIDENT  
AND CEO OF THE WWU FOUNDATION  
STEPHANIE BOWERS**

**WHEREAS**, in 2001, **STEPHANIE BOWERS** was appointed Executive Director of the Western Foundation by President Karen W. Morse, and later the first Vice President of University Advancement, as a new division including the WWU Foundation and the WWU Alumni Association; and

**WHEREAS**, **STEPHANIE BOWERS** brought to her appointment leadership experience at the University of Maryland Global Campus, including as Executive Director of Development at Maryland's Smith School of Business, Assistant Vice President for Alumni and Development and Interim Vice President, and prior to that Alumni Director at the University of Baltimore; and

**WHEREAS**, **STEPHANIE BOWERS** received her Masters of General Administration degree from the University of Maryland University Global Campus and a bachelor's degree in English from De Sales University; and

**WHEREAS**, under **STEPHANIE BOWERS**'s leadership the WWU Foundation endowment has grown more than eight-fold to \$123 million and total assets exceeding \$146 million, with annual gifts to the Foundation more than doubling and the number of students receiving scholarships having tripled; and

**WHEREAS**, **STEPHANIE BOWERS** has led several landmark fundraising campaigns, including the Western Stands for Washington Campaign, which, as the largest in the university's history raised more than \$62 million for WWU programs, student scholarships, and program enhancements; the \$20 million Building Washington's Future capital campaign, including a \$10 million gift toward the construction of Kaiser Borsari Hall; the \$10 million Student Success Campaign for student scholarships, study abroad experiences, and research and creative opportunities; and facilitated the gift of the Sculpture Woods art studio, grounds, and artwork of Ann Morris to the University, along with two supporting endowments; and

**WHEREAS**, **STEPHANIE BOWERS** has provided exceptional leadership for the Western Foundation and University Advancement, transforming its capacity and vision for how it can serve the institution with innovative public-private partnerships including those leading to the funding of the softball and multipurpose fields on South Campus, the sale of the Armory, and the acquisition of the President's residence, among others; and

**WHEREAS**, **STEPHANIE BOWERS** has been a deeply valued colleague on the University's senior leadership team, leading from the heart with compassion and integrity both on and off-campus, leaving a legacy that will be reflected not only in strong teams and structures, but the high esteem and friendship of so many at Western and in the local and regional community; and

**WHEREAS**, **STEPHANIE BOWERS** completed her appointment as Vice President for University Advancement and CEO of the WWU Foundation on June 30, 2021;

**NOW, THEREFORE BE IT RESOLVED** that the Board of Trustees of Western Washington University offers thanks and commendation to **STEPHANIE BOWERS** for her many achievements and for her service as Vice President for University Advancement and CEO of the WWU Foundation.

**PASSED AND APPROVED** by the Board of Trustees of Western Washington University at its regular meeting on the 20th day of August 2021.

**RESOLUTION NO. 2021-05**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF  
WESTERN WASHINGTON UNIVERSITY**

**RECOGNIZING THE SERVICE OF VICE PRESIDENT FOR BUSINESS AND FINANCIAL AFFAIRS**

***RICHARD VAN DEN HUL***

**WHEREAS**, in 2010, **RICHARD VAN DEN HUL** was appointed Vice President for Business and Financial Affairs by President Bruce Shepard; and

**WHEREAS**, **RICHARD VAN DEN HUL** brought to his appointment fourteen years' experience at the University of South Dakota, including as vice president and associate vice president for Finance and Administration, director of Budget, Finance, and Institutional Research, and previous experience as director of Research at the Office of the Executive Director for the South Dakota Board of Regents and as a fiscal analyst for the South Dakota Legislative Research Council; and

**WHEREAS**, **RICHARD VAN DEN HUL** received his Masters of Business Administration degree from the University of South Dakota and a bachelor's degree in Commercial Economics and Agriculture Business from South Dakota State University; and

**WHEREAS**, **RICHARD VAN DEN HUL's** personal integrity and principled leadership have made him a an exceptional leader for Business and Financial Affairs and the University as a whole; and

**WHEREAS**, under **RICHARD VAN DEN HUL's** leadership, Business and Financial Affairs helped Western successfully navigate the 2008-9 Great Recession and the COVID-19 pandemic; improved customer service by bringing in new technology and reengineering business practices throughout the division; overseen construction and renovation of multiple campus buildings, including the Viking Union Multicultural Center, Carver Academic Facility, Miller Hall, the Interdisciplinary Sciences Building, and Alma Clark Glass Residence Hall; and helped break new ground with public-private partnerships that funded Western's softball and multipurpose fields on South Campus; and

**WHEREAS**, **RICHARD VAN DEN HUL** has served with distinction as a valued colleague on the University's senior leadership team, contributing a data-driven approach, calm and cheerful collegiality, and a self-effacing commitment to enhancing the effectiveness of the leadership team, his division, and the institution as a whole; and

**WHEREAS**, **RICHARD VAN DEN HUL** completed his appointment as Vice President Business and Financial Affairs on June 30, 2021;

**NOW, THEREFORE BE IT RESOLVED** that the Board of Trustees of Western Washington University offers thanks and commendation to **RICHARD VAN DEN HUL** for his many achievements and for his service as Vice President for Business and Financial Affairs.

**PASSED AND APPROVED** by the Board of Trustees of Western Washington University at its regular meeting on the 20th day of August 2021.

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

**TO:** Members of the Board of Trustees  
**FROM:** John M. Meyer, Chair, Board of Trustees  
**DATE:** August 20, 2021  
**SUBJECT:** **Board Chair Report**  
**PURPOSE:** Information Item

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**Purpose of Submittal:**

Board Chair John M. Meyer 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:** August 20, 2021

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

**PURPOSE:** Information Item

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**Purpose of Submittal:**

President Randhawa will present brief reflection 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:** August 20, 2021

**SUBJECT:** Faculty Senate

**PURPOSE:** Faculty Senate Report

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**Purpose of Submittal:**

Shirin Deylami, 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:** August 20, 2021

**SUBJECT:** **Associated Students**

**PURPOSE:** Associated Students Report

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**Purpose of Submittal:**

AS President Glory Busic will brief the Board of Trustees on recent activities of the Associated Students.

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

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

**FROM:** Faith Pettis, Chair, Board Finance, Audit, and Enterprise Risk Management Committee

**DATE:** August 20, 2021

**SUBJECT:** **Board FARM Committee Report**

**PURPOSE:** Information Item

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**Purpose of Submittal:**

Chair Pettis will report to members of the Board of Trustees and the university president and his staff topics related to the Board FARM 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:** **August 20, 2021**  
**SUBJECT:** **Board 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:** Sabah Randhawa, President  
**DATE:** August 20, 2021  
**SUBJECT:** Legacy Review Process and Timeline  
**PURPOSE:** Discussion Item

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### **Purpose of Submittal:**

President Randhawa will lead the Board of Trustees in a conversation about the process and timeline for reviewing and acting on the recommendations of the Legacy Review Task Force.

### **Background:**

At the start of winter quarter 2021, the Legacy Review Task Force was charged with a two-fold task. First, with reviewing a report prepared by Western Libraries Heritage Resources on the history and significance of building names on Western's Bellingham campus, and to decide if names of particular buildings warrant consideration for removal. Second, to review the names associated with named colleges, particularly Huxley College of the Environment, and determine whether particular names warrant consideration for removal. The Task Force was not charged with considering new names for buildings or colleges. The final responsibility and authority on naming buildings and academic colleges rests with the Board of Trustees.

In mid-June, the Legacy Review Task Force submitted its [report and recommendations](https://president.wvu.edu/legacy-review-task-force) on four named features: Huxley College of the Environment, Mathes Hall, Haggard Hall, and Viking Union. In addition to the full report, information about the Legacy Review process, including research and resources used by the Task Force and the complete Task Force charge, is available at: <https://president.wvu.edu/legacy-review-task-force>

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

**TO:** Members of the Board of Trustees  
**FROM:** Sabah Randhawa, President  
**DATE:** **August 20, 2021**  
**SUBJECT:** **Process and Timeline for Board of Trustees Policy Revisions**  
**PURPOSE:** Discussion Item

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**Purpose of Submittal:**

President Randhawa and Paul Dunn, Chief of Staff and Liaison to the Board, will solicit the Board's input on a proposed process on the process and timeline for revising Board of Trustees policies in the coming academic year.

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

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

**FROM:** President Sabah Randhawa

**DATE:** August 20, 2021

**SUBJECT:** **Structural Equity and Bias Response Team Process & Reports**

**PURPOSE:** Discussion Item

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### **Purpose of Submittal:**

In this session, members of the 2020-21 Structural Equity and Bias Response Team (SEBRT) will discuss the group's work during its inaugural year and recommendations flowing from that work. Litav Langley, LGBTQ+ Director, who chaired SEBRT, will be joined by SEBRT members Shevell Thibou (Director, Teaching and Learning, Western Libraries), Faye Gallant (Executive Director, Budget and Financial Planning), and Michael Sledge (Associate Dean of Students).

### **Background:**

Creation of SEBRT was recommended by the 2019-20 President's Council on Equity, Inclusion, and Social Justice. Fully formed in Fall 2021, SEBRT is composed of two teams – a Bias Response Team and a Structural Equity Team. The Bias Response Team provides support to individuals and communities impacted by bias incidents, while the Structural Equity Team uses information about those incidents to inform recommendations aimed at building and sustaining a more equitable and just environment. For the 2020-21 year, the Structural Equity Team was also charged with examining the extent to which Western currently uses a diversity, equity, and justice lens in developing its budget and recommending how to better incorporate those institutional commitments throughout the budget process.

With a focus on the Structural Equity Team's recommendations regarding budget processes, this session will provide Trustees with an understanding of SEBRT's work during its inaugural year and institutional actions that can be taken to better infuse the diversity, equity, and justice commitments of Western's strategic plan throughout our budgeting.

2020-21

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# BIAS RESPONSE TEAM REPORT



MAKE WAVES.







# WHAT IS THE **BIAS** RESPONSE TEAM?

Western is committed to fostering a caring and supportive environment that is equitable and just for all people in our community. The Bias Response Team (BRT) works toward this commitment by

- (1) supporting students, staff, and faculty who are targeted or impacted by bias incidents and
- (2) educating the Western community about bias.



[www.edu/sebrt](http://www.edu/sebrt)

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If you are dealing with a safety, medical, or mental health emergency, please call 911 or University Public Safety at (360) 650-3911. Mental health crisis services are also available for students 24/7 through the Counseling Center, (360) 650-3164.

## WHAT IS A BIAS INCIDENT?

A bias incident is language or an action that demonstrates bias against an individual or group of people based on actual or perceived race, color, creed, religion, national origin, sex, gender identity or expression, disability, sexual orientation, age, or veteran status.

## HOW CAN I REPORT A BIAS INCIDENT?

Students, staff, and faculty can notify the BRT by submitting an online notification form or directly contacting a member of the BRT. The form can be submitted anonymously.

When the BRT is notified of an incident, a member of the team contacts the person submitting the notification to offer support, discuss next steps, and share resources.

## WHY SHOULD I NOTIFY THE BRT OF AN INCIDENT?

The BRT exists to provide our community with care and support. When the BRT is notified of a bias incident, it can coordinate support for people most impacted, work to limit the hurtful impacts of the incident, and advance learning aimed at preventing future similar acts.

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# Letter from the Bias Response Team

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Dear Western Community,

The Bias Response Team (BRT) was founded in August 2020. Our role is to identify and collaboratively coordinate responses to bias incidents to (1) support Western students, staff, and faculty who are targeted or impacted by these incidents and (2) educate the Western community about impacts and histories of such bias and actions to prevent future similar incidents. We also aim to educate the University community about how to notify the BRT of bias incidents.

The BRT responds caringly and promptly to (1) bias incidents that occur at any Western location, including the Bellingham campus and Western's locations in Anacortes, Bremerton, Everett, Port Angeles, and Poulsbo, or at a Western-sponsored activity and (2) at our discretion to significant incidents of bias beyond the University that impact people in our Western community. This requires anticipating likely impacts of bias incidents even before full impacts are shared by members of our community.

The following report is a summary of our activities during the BRT's inaugural academic year. Given the impactful and often deeply personal nature of incidents reported, identifying information has

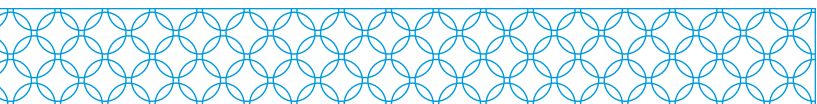
been removed to respect privacy of the reporting parties. While privacy is paramount, so too is transparency. As a group we are committed to honestly representing the hurt experienced by members of our community this year, and the steps we have taken to provide support and resources to those affected.

It is important that we say “thank you” specifically to the students, faculty, and staff who reached out and spoke up when they were concerned that we as a community are not living up to our core principles. Thank you for letting us walk alongside you in these times. It has been an impactful journey for all of us too, working together in building a more accessible, equitable, and just community—and the work continues.

Thank you, too, for reading this report. If you have questions or feedback, please contact us at [brt@wwu.edu](mailto:brt@wwu.edu).

In community,

2020-21 Bias Response Team  
*(members listed at end of report)*



# Bias Response Team Background

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The Bias Response Team is part of Western's Structural Equity and Bias Response Team, which was created following a recommendation of the 2019-20 Council on Equity, Inclusion, and Social Justice. The BRT furthers Western's commitments to access, diversity, equity, and inclusion. Its work particularly advances Western's third and fourth **strategic goals**, to foster a caring and supportive environment and to pursue justice and equity in our policies, practices, and impacts. Members of the BRT work as educators and with an ethos of care for our students and colleagues. The BRT recognizes both the right to freedom of speech and the imperative of creating welcoming places to learn for all students.

When it was established in summer 2020, the BRT created a **website** to share information about its role and how to report bias incidents. The BRT also established a protocol (**linked to here**) for responding to incidents of bias. Students, staff, and faculty can **notify the BRT of an incident** via the online notification form or by communicating directly with a member of BRT.

The BRT does not conduct investigations or impose discipline. Investigations of possible civil rights violations are conducted by the Office of Civil Rights & Title IX Compliance (for potential violations of university policy and civil law) and University Police (for potential criminal violations). Discipline is imposed only after a finding of a violation of law or policy and is imposed by the appropriate disciplinary entity (Student Conduct for students, supervisors/vice presidents for employees).

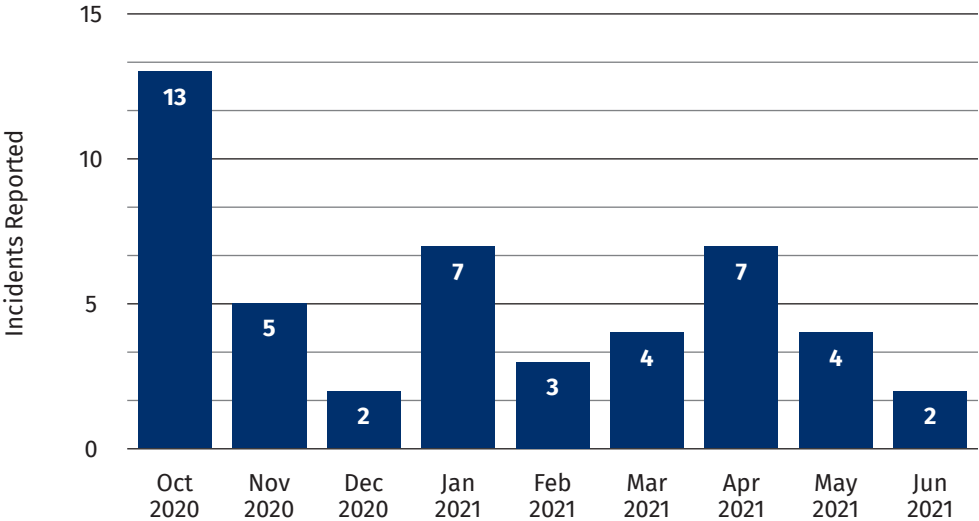
# BRT Reports by the Numbers 2020-2021

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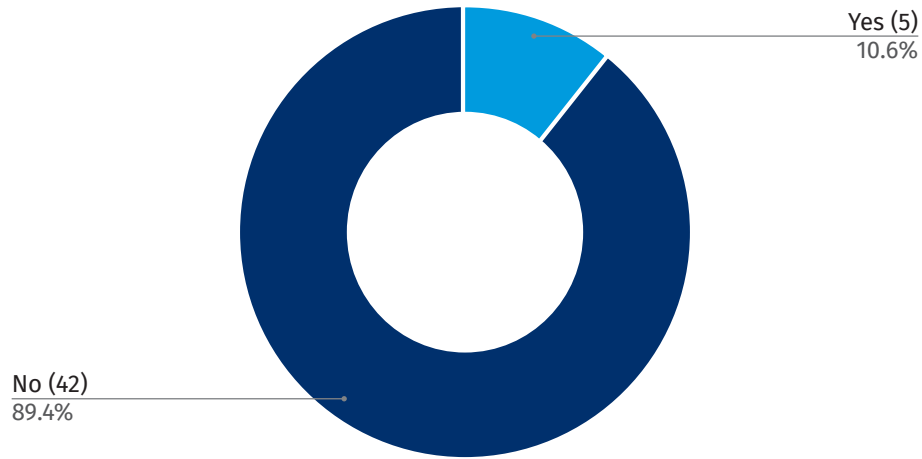
47

**Incidents of Bias Reported**

**Reports Received: Timeframe**

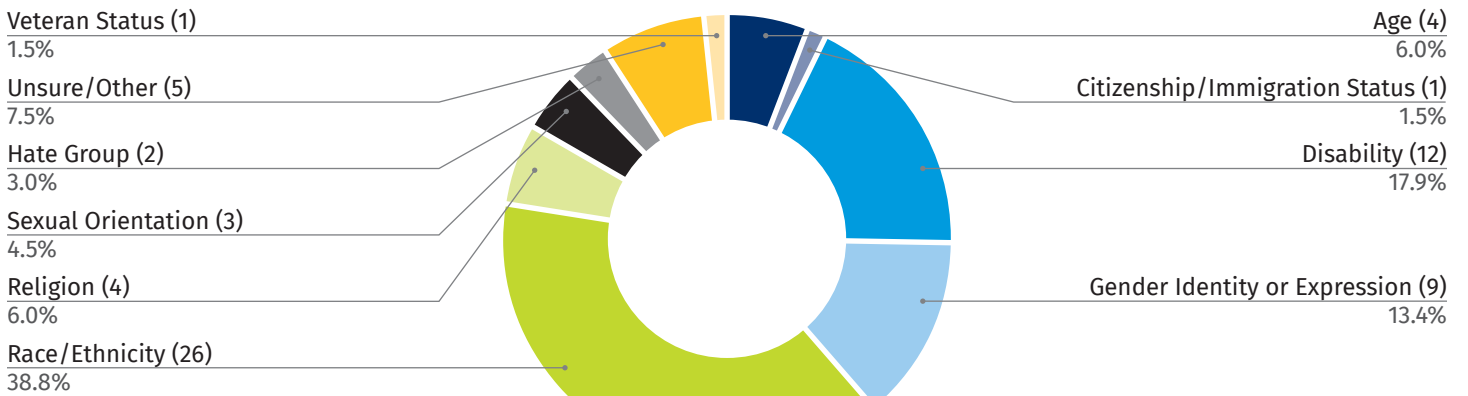


## Anonymous Reporting



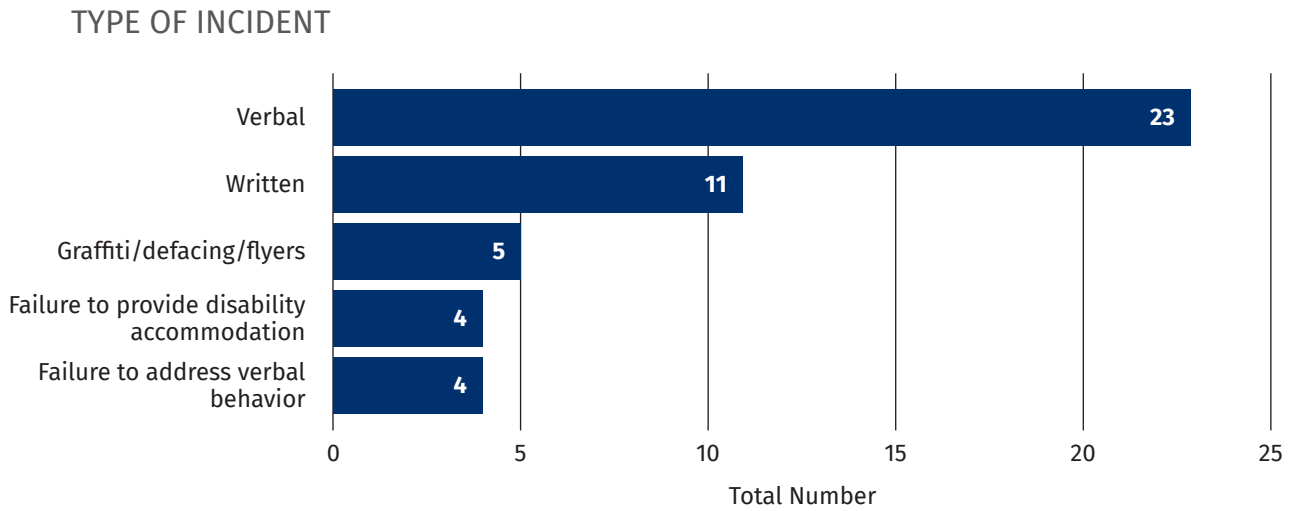
## Type of Bias Reported

### TYPE OF BIAS



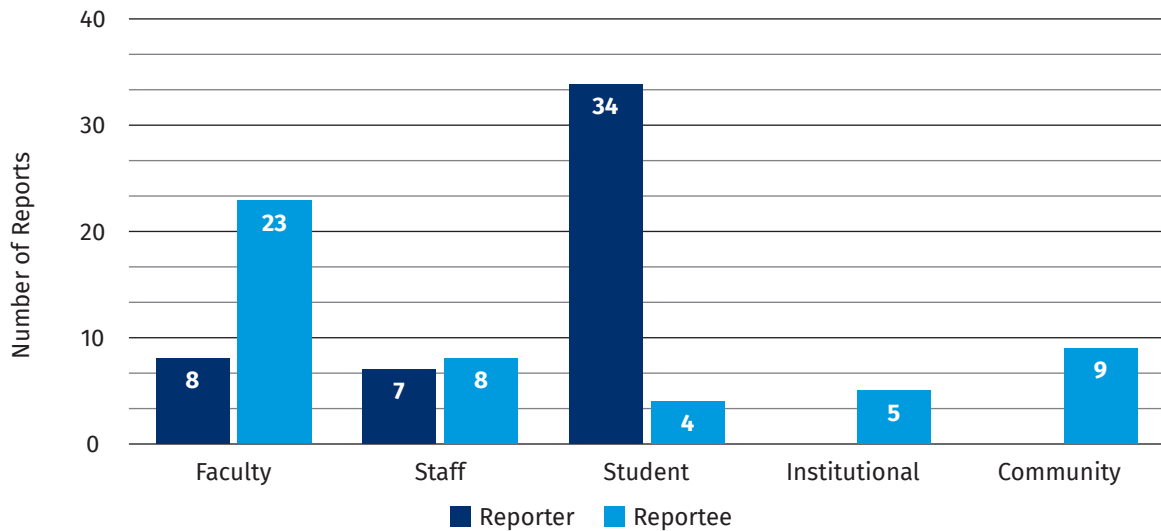
Some notifications referenced more than one type of bias.  
All types of bias reported in a notification are reflected above.

## Type of Incident Reported



## Roles of Reporting Parties and Reportees

### REPORTER AND REPORTEE ROLES



**Institutional** - refers to instances of reported bias that were part of an institutional action, such as a school-wide training or broadly published institutional message.

**Community** - refers to an incident of reported bias that occurred on or near the Bellingham campus not targeting a particular individual, such as bias in graffiti.



# Summary of Bias Incident Themes and Responses

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In total, the BRT received reports of 47 separate incidents of bias throughout the academic year. Most reports were submitted through the online notification form and most reporters self-identified rather than reporting anonymously. Reports were made by students, faculty, and staff. They reported concerns with interpersonal interactions, occurrences in or related to classes, institutional activities, and occurrences in the broader community. Additionally, some reports came through referrals from Western staff and faculty or through issues BRT members learned about in the course of their other professional duties or through local media. The significant volume of reports, the willingness of reporters to self-identify, and the broad cross-section of reporters indicate the BRT was visible and trusted to provide assistance in sensitive and difficult situations.

While it is difficult to summarize the unique and broad ranging concerns and responses, here are some examples that highlight the BRT's work:

- After online events experienced biased zoom bombings, BRT coordinated with ATUS to provide additional information to the university community about actions to prevent zoom bombing and steps to take if a zoom bombing occurs.
- When students raised concerns about faculty displaying bias or not addressing bias displayed by classmates, BRT members listened with care to student concerns, shared options for addressing the concerns, made appropriate referrals within the university, and engaged in educational conversations with faculty members.
- When an institution-wide training failed to provide effective closed captions and asked a survey question demonstrating a misunderstanding of LGBTQ+ identities, members of the BRT worked with Western colleagues and the vendor that created the training to quickly improve the training.
- When a tweet to Bellingham Police wrongly indicated that a Black Western student might be

a suspect in a crime, BRT worked with University Police and University Communications to have the harmful tweet removed, offer support to students, and provide feedback to Bellingham Police.

- When swastikas appeared on local businesses, BRT members worked to offer supportive space and counseling resources to students.

Additionally, national events impacted the experiences of Western students, faculty, and staff. After the failure to issue meaningful indictments in the killing of Breonna Taylor, around the Presidential election, after the storming of the Capitol, after the trial of Derek Chauvin for killing George Floyd, and in the face of racist activity directed at AAPI people, the BRT organized virtual support and discussion spaces. Students, faculty, staff, and alumna connected in online spaces to be in community, talk, and share support and resources. The BRT extends great appreciation to colleagues in the Counseling Center and Ethnic Student Center for their partnerships and leadership in holding at least 11 community care and decompression spaces over the academic year.

One misconception the BRT will work to address next year is that many reporters believed the BRT was an investigatory or punitive body, or that the BRT could provide mediation services to resolve interpersonal disputes. The BRT will work to improve messaging that it is an educational and supportive resource hub and that the BRT does not conduct investigations (which is the purview of the Office of Civil Rights and Title IX Compliance) or issue sanctions.

The BRT is also developing educational programming and communications for the upcoming year, including “teach-ins” in collaboration with faculty to provide university-wide opportunities for learning related to issues of bias impacting people in the Western community. The BRT looks forward to building more partnerships as it grows and further focuses its work.



# Recommendations

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The BRT's first year of operation coincided with the COVID-19 pandemic. Given the remote nature of much of Western's operations during the 2020-21 year, reports received and addressed by the BRT this year may not be wholly indicative of the types of bias incidents people at Western might experience and report to the BRT when more students, faculty, and staff are on campus. Nonetheless, themes that emerged in bias incidents this year, including the high proportion of incidents involving bias based on race or ethnicity and of student concerns regarding incidents in classes or interactions with faculty, demonstrate the prudence of building university resources in the near term to better prevent and respond productively to such concerns in the future.

- 1. Western should hire and allocate resources to support the success of dedicated full-time professionals, likely housed within the Office of Equity, to engage in (a) productive educational conversations, (b) offer consultations, and (c) provide relevant proactive and reactive trainings for faculty, staff, and students to create more anti-racist, accessible, equitable, and inclusive environments.** It will be important to support these professionals with programmatic resources necessary to meaningfully fulfill their responsibilities. These professionals could have oversight of State Senate Bill 5227 funding for the purposes of developing anti-racism, access, diversity, equity, and inclusion trainings.

Interactions happening in academic courses are important and impactful. The number of concerns from students related to their courses is indicative of the need for greater resources and support to improve communications on ADEI topics and develop a more positive experience in courses and beyond for historically marginalized students.

- 2. Western should hire and allocate resources to support the success of at least one full-time dedicated professional, such as an ombud, to provide conflict resolution services including but not limited to mediation.** This professional must have a firm understanding of dynamics of

power and oppression and faculty rights and responsibilities, and ample time within their regular job responsibilities to engage in this time intensive work.

This position is needed because the majority of bias incidents were concerns of perceived bias in small group settings such as classrooms, meetings, and informal conversations. What happens in these settings can be extremely impactful to individuals. However, the BRT's work should be more narrowly focused on responding to incidents of bias that have a broad community impact. Staff serving on the BRT have other full-time responsibilities and cannot dedicate sufficient time to facilitate reconciliation at the scale required.

Furthermore, reports received by the BRT included student concerns regarding how faculty managed conversations regarding accessibility, diversity, equity, or inclusion (ADEI). The grading relationship between faculty and students creates a significant power differential and academic freedom is an added complexity when engaging in creating an inclusive and equitable teaching and learning experience. There is currently no resource at Western tasked with conducting conflict resolution and providing education for faculty and staff regarding dynamics of bias and inclusion separate from potentially investigatory proceedings that could lead to discipline. The BRT encourages building resources that are educational and restorative to serve Western students, faculty, and staff.

- 3. Formal, regular avenues of communication should be established between leaders of the Structural Equity and Bias Response Team and the Office of Equity.** Among other things, these avenues of communication will allow the Office of Equity's development and delivery of training and education to be informed by the specificities of what is being reported to the Bias Response Team. In the development of trainings and educational programming, it will be important for the Office of Equity to collaborate with faculty and staff with expertise in the topics being addressed.

# Bias Response Team Roster 2020-2021

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**Brandon Joseph**

Men's Resiliency Specialist (through April 2021)

**Christian Urcia**

Assistant Director, Residence Life

**Jon McGough**

Director, Disability Access Center

**Keith Williams**

Assistant Director of Public Safety

**Litav Langley**

Director, LGBTQ+ Western, SEBRT Chair (2020-21)

**Mary Heller**

Office of Civil Rights & Title IX Compliance (through April 2021)

**Samantha Bragg**

Office of Civil Rights & Title IX Compliance (beginning May 2021)

**Michael Sledge**

Associate Dean of Students/Executive Director – Student Life

**Moya Lojewski**

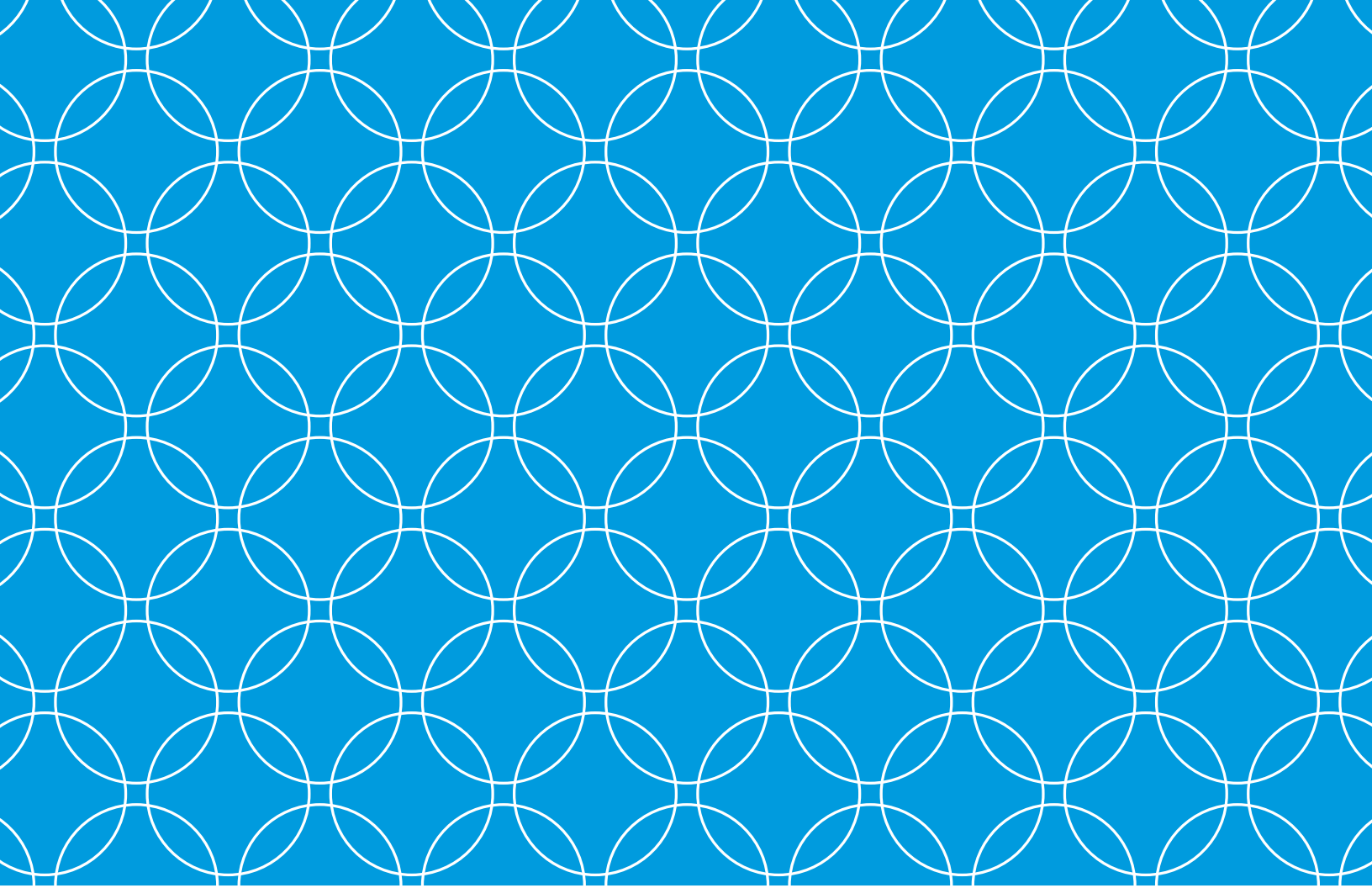
Ethnic Student Center Club Advising Manager (through April 2021)

**Sarah Godoy**

Director, Counseling Center

**Shevell Thibou**

Director, Teaching & Learning, Western Libraries



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**MAKE WAVES.**

# Report of the Structural Equity Team Regarding Access, Diversity, Equity, Inclusion, and Justice in the University's Budget Processes

## Western Washington University

June 15, 2021

In Fall 2020, President Randhawa charged the inaugural Structural Equity Team with developing recommendations regarding diversity, equity, and justice in Western Washington University's budget process. This Report responds to the questions in the charge and offers recommendations as requested.

### INTRODUCTION

#### **Background**

During the 2019-20 academic year, President Randhawa charged the Council on Equity, Inclusion, and Social Justice (the Council) with generating recommendations regarding creation of a bias education and response team for Western. The Council submitted its recommendations on March 16, 2020, proposing creation of a Structural Equity and Bias Response Team (SEBRT).

President Randhawa in turn created SEBRT, with formation of the Structural Equity Team concluding in November 2020. The Structural Equity Team is responsible for creating a public report regarding bias incidents reported to the Bias Response Team (BRT) and recommendations to foster an equitable and just environment based on information learned by the BRT. For the 2020-21 academic year, the Structural Equity Team was also charged with examining the university's budget process through a diversity, equity, and justice lens ([charge and Structural Equity Team composition are here](#)). This examination, and recommendations flowing from it, are the focus of this report.

The Structural Equity Team's charge regarding budget process specifically poses these questions:

- To what extent does Western use a diversity, equity, and justice lens in developing its budget and arriving at budget priorities? How could this be improved at various stages of the process?
- What are the core principles and values that need to be applied in using a diversity, equity, and justice lens to develop and make budget decisions at various levels of the institution?
- How do we structurally and practically increase opportunities for diverse members of the Western community to provide input into the budget processes?

## **Overview**

In this report, we first set out the core principles and values to be applied when using an access, diversity, equity, and justice lens to develop and make budget decisions.

We next describe the extent to which Western currently uses a diversity, equity, and justice lens in developing its budget and arriving at budget priorities. In this section, we describe the method by which we sought to ascertain how diversity, equity, and justice commitments are currently manifested within divisional, college, and institution-level budget processes.

Finally, we offer recommendations for how Western's budget processes could be improved to better use an access, diversity, equity, inclusion, and justice lens when developing budgets and setting budget priorities. Among other recommendations, we offer suggestions about how Western could structurally and practically increase opportunities for diverse members of the university community to provide input into our budget processes.

## CORE PRINCIPLES AND VALUES

The following principles and values are rooted in the commitments of [Western's 2018-2025 Strategic Plan](#). They are intended to be broadly applicable across the university's diverse divisions, colleges, and departments.

In developing the principles, values, and recommendations offered in this Report, the SET found it beneficial to create working definitions of the terms "diversity," "equity," "justice," "inclusion," and "access" that can be used when engaging these concepts in budget processes. These definitions are provided in [Appendix A](#) to this Report. The definitions are offered not to be prescriptive, but to offer some common sense of understanding and meaning amongst the many people in our university community who interact with and are decision-makers in Western's budget processes.

**Principle 1:** Budgets reflect departmental, divisional, and institutional values. Budgets, and the processes underlying their development, should reflect Western's values articulated in our 2018-2025 Strategic Plan and advance the Strategic Plan's goals.

**Principle 2:** Recognizing Goal 4 of the Strategic Plan, financial commitments to access, equity, diversity, and justice should be diffused throughout budgets on an ongoing basis. Additionally, budgets should include specific resourcing to advance access, equity, diversity, and justice.

*Resource allocations must advance the university's mission of inclusive achievement and the moral imperative of equitable degree attainment.*

*What work divisions do to advance access, diversity, equity, and justice and how they do it may vary depending on the role of the division.*

**Principle 3:** Departmental, college, divisional, and institutional actions furthering commitments to access, diversity, equity, and justice are fundamental responsibilities of Western and are necessary to the health of the university and the people who compose our Western community now and in the future. These actions must be appropriately financially resourced; they cannot be un-resourced add-ons.

*For example, actions to ensure participation by diverse people in processes and to recruit, retain, and support the thriving of diverse students, staff, and faculty require thoughtful allocation of financial resources.*

**Principle 4:** Members of the organization with diverse identities and perspectives should be included at all stages of institutional, divisional, college-level, and departmental budget creation and prioritization.

*Inclusion requires allocation of time and resources for a diversity of people and positions to meaningfully participate in the process. It requires more than a seat at the table.*

**Principle 5:** All stages and levels of the budget process, and information about actual spending, should be accessible, transparent, and understandable to students, faculty, and staff.

**Principle 6:** The budget process should foster collaboration across departments, colleges, and divisions in making progress towards access, diversity, equity, and justice goals.

*Increased collaboration reduces silos, allowing greater impacts and reducing redundancies.*

*Increased collaboration requires resource commitments at the divisional and departmental levels and cannot be an un-resourced “add on” to existing service or extracurricular commitments.*

**Principle 7:** Continued allocation of funding should be tied to demonstrated progress in advancing strategic goals and objectives related to diversity, equity, and justice.

*Metrics for measuring progress should be constructed through deliberative and inclusive processes.*

*Collecting and assessing metrics should not be an administrative burden and should be acknowledged as valuable work and incorporated accordingly.*

## DIVERSITY, EQUITY, AND JUSTICE CONSIDERATIONS IN WESTERN'S CURRENT BUDGET PROCESSES

### **Introduction**

In evaluating Western's existing budget processes, we aimed to first identify common themes and opportunities, and next to root the principles above practically and tactically into the existing landscape of budgeting across Western. The recommendations that follow arise from the principles and are intended to provide actionable ways to improve the application of an access, diversity, equity, and justice lens and increase opportunities for diverse members of Western's community to engage with the budget process, recognizing current opportunities and challenges.

### **Methodology**

To assess to what extent Western currently uses a diversity, equity, and justice lens in budget processes, we began with an orientation to the institutional processes and structures from Budget and Financial Planning, followed by a more in-depth presentation and question and answer session with Structural Equity Team members. We then collectively developed a questionnaire ([Appendix B](#)) to collect more detailed information about local budget processes across the university, focused on understanding our current state and context. Budget authorities (such as vice presidents, budget officers, and deans) at the divisional and college levels completed the questionnaire. We then tabulated the responses, highlighting additional information and context that helped to more fully describe existing processes, and reviewed the collection for common themes, needs, and opportunities.

### **Findings**

Our findings include opportunities and common challenges. Beginning with opportunities, respondents described existing committees at the division and college level who have been actively working on development of ADEIJ definitions, processes, and policies, but as of yet are typically not engaged in budget processes or development. Where definitions and criteria/considerations formally exist, they have been developed collaboratively and are grounded in the specific context of the unit. The range of responses on each question also highlighted the opportunity to learn from each other and adapt approaches – within the common challenges discussed below, there was often an answer that described a solution or evolving process.

Common challenges identified in reviewing questionnaire responses include: ability to track and report on decisions and expenditures, identifying resources to support broader engagement (both in ADEIJ work more broadly, and in committee work related to decision making), few roles explicitly charged with highlighting ADEIJ implications of budget decisions, and a common compartmentalization of resources specific to ADEIJ efforts or siloed approach. Of



particular note was a frequent association of *lens* with *targeted funding*, which we seek to address via recommendations below.

## RECOMMENDATIONS: TOWARDS AN ACCESS, DIVERSITY, EQUITY, INCLUSION, AND JUSTICE LENS THROUGHOUT WESTERN'S BUDGET PROCESSES

1. Common definitions are critical in both improving our application of an access, diversity, equity, inclusion, and justice lens to our budget development and in increasing engagement in budget processes. Definitions have been developed at a local level through college and divisional ADEI committees (see College of Business and Economics and Woodring College of Education) or are in development (Enrollment and Student Services, Business and Financial Affairs). Local development of definitions is important to tie concepts to the specific nature of an area's work, and this recommendation is not meant to discourage or make redundant those efforts. We recommend that a common set of generally applicable definitions be adopted at the university level (see [Appendix A](#)), with divisions and departments building upon these definitions in ways that are relevant to their particular work.
2. The budget process at all levels must begin with setting priorities that align with Western's mission and strategic goals. Where possible, budget requests should make explicit the connection between requested resources and these priorities, and recommendations and decisions should tie back directly to the strategic plan (e.g. for each new line item, note which strategic goal(s) it supports).
3. Every department should be engaged in ADEIJ work in ways that are relevant for that department and that are resourced. All divisions and departments must allocate meaningful, reliable, permanent, flexible resources specifically to advance strategic goals and objectives related to access, diversity, equity, inclusion, and justice. Resources may include specific funds and/or clearly allocated employee time and effort, and should be clearly defined.
4. Rubrics or other tools should be used to help budget developers and decisionmakers (including the University Planning and Resources Council, Vice Presidents, and Deans, and local/divisional decisionmakers) apply an access, diversity, equity, inclusion, and justice lens throughout budget processes. For the institutional budget processes (decision package proposals, internal budget requests, and emergent budget requests) we

recommend including these tools in the templates. **These tools can and should be applied to all budget proposals, not only those explicitly categorized as ADEIJ initiatives.** The Budget Strategy Analysis Group provides one example of applying an ADEI lens to varied budget ideas. These tools could include questions informed by Goals 3 and 4 of Western's Strategic Plan such as:

*How does this allocation or withdrawal of funding advance or hinder access to Western, academic excellence, and inclusive achievement?*

*Beyond specific projects, how does this budget holistically and actively redress inequities based on race, ethnicity, creed, disability, gender, socioeconomic class, and sexual orientation?*

*For proposals that include personnel resources, how does the proposal improve recruitment, retention, and satisfaction of diverse faculty, staff, and administrators?*

*For proposals that include capital development or IT infrastructure, how are physical accessibility and cultural inclusion (beyond statutory requirements) resourced as foundational elements of project development?*

*How was this proposal or request developed? Who was involved, and in what role/capacity? Which groups were engaged and at what stages?*

5. Engagement with the budget process requires accessible information regardless of a person's role in the institution or access to informal knowledge sharing networks. Information about the budget process should be easy to find. This includes information about opportunities for participation in the budget process. Descriptions of process should follow plain language standards. Onboarding and/or other trainings should include information on how to effectively pursue funding, how to be involved in the budget, and how to find information about budget initiatives.

6. The budget process should include tracking and reporting on access, diversity, equity, inclusion, and justice related budget initiatives at both the institutional and local levels, with a consistent approach that is replicable. This would include:

Establishing criteria for what constitutes an ADEIJ activity for budget reporting purposes (perhaps led by the Office of Equity or Chief Diversity Officer).

Identifying and implementing a system for tracking budget decisions and actual spending associated with ADEIJ activities across the university that is easily reportable (led by Budget and Financial Planning).

Including updates on ADEIJ budget initiatives and processes in divisional and college reports. [ESS](#) already aims to do this and the template ESS uses may be replicable.

7. Western's current approach of having each member of a budget decision-making body charged with considering impacts to access, diversity, equity, and inclusion in their deliberations is important. This work should not be siloed, but it can and should be strengthened by including positions that are specifically and primarily responsible for applying an ADEIJ lens. In the substantive processes of developing their budgets and making budget allocation decisions, all divisions and colleges should include at least one position from within the unit that is specifically responsible for applying an ADEIJ lens. In units where these positions do not already exist, new positions should be created or current positions should be revised so that formal job descriptions and shared understanding of position responsibilities includes applying an informed ADEIJ lens to the unit's budget work.

At the institutional level, this role could be filled by the incoming Chief Diversity Officer supported by a system of deputies who are representative, both in terms of positionality and identity, and who can provide feedback to the CDO on community priorities.

For divisions, colleges, and other units with similar budgetary discretion and responsibility, this role should be filled by someone who is both actively engaged in and accountable to ADEIJ initiatives within the unit and empowered to participate as a co-equal member of the body. This should be a formal appointment included in workload or job duty determinations.

8. To support broader community engagement in the budget process, leverage/apply local shared governance structures to budget development, similar to curriculum development. Use this to create formal structures of participation that do not require additional vulnerability (e.g. undervalued service work by faculty, additional job responsibilities with no offset of previous responsibilities for staff) for participants. Units must develop and internally share formal mechanisms for inclusion in their budget processes, including providing defined opportunities for stakeholders within the unit to participate (e.g. open calls for applications to serve on budget committees). These members should be granted the same resources, responsibility, and input of those already present in the budgeting process.

9. To foster collaboration in support of advancing ADEIJ goals, include structured opportunities and resources such as applications for support (course buyouts, labor distribution codes (funding for staff to charge time towards), student stipends, etc.) to develop full-fledged collaborative proposals for funding. Opportunities could also include funded workshops or events where participants could initiate collaborations. Fostering collaboration should include fostering inter-college and inter-divisional collaborations.
  
10. Continued allocation of funding should be tied to demonstrated progress advancing strategic goals and objectives related to access, diversity, equity, inclusion, and justice. Metrics for measuring progress should be constructed through deliberative and inclusive processes. Collecting and assessing metrics should not be an administrative burden and should be acknowledged as valuable work and incorporated accordingly. When considering allocation of funds based on progress in advancing ADEIJ objectives, in addition to progress made by departments fitting clearly within the university organization chart, attention should be paid to progress made by less formal entities engaged in access, diversity, equity, inclusion, and justice, such as employee resource groups.
  
11. Continued review of the budget process for opportunities to improve alignment with Western's strategic plan and particularly advancing access, diversity, equity, inclusion, and justice is essential to carry this work forward. We recommend this topic be revisited following implementation of recommendations to assess new or remaining gaps and opportunities, and that an existing body (such as the University Planning and Resources Council) be named as the home for this ongoing review to ensure its success.

## APPENDIX A: DEFINITIONS

The terms diversity, equity, inclusion, access, and justice are often defined differently depending on the audience and one's perspective. These terms have also evolved through time. The following definitions were developed by the Structural Equity Team (SET) to provide a common understanding as SET discussed potential recommendations. These definitions may be further improved for adoption at the institutional level and are not intended to limit divisional, college, or departmental additions to institutional definitions. Indeed, collaboration within divisions and departments to build in context-specific ways upon institutional definitions is encouraged.

**Diversity** refers to socially relevant differences among people resulting from history, culture, and circumstances. Our differences can be along dimensions including race, ethnicity, gender, sexual orientation, socio-economic status, nationality and citizenship, language, age, physical abilities, neurodiversity, religious beliefs, and other aspects of our identities and experiences. Valuing diversity includes being receptive to and respectful of the many attributes and experiences everyone brings to the institution. Valuing diversity means identifying and acknowledging the many dimensions of an individual's identity, being considerate and respectful of the fact that everyone is unique, and aiming to create fairness across differences in every aspect of our work.

Diversity is understanding each other beyond simple tolerance and emphasizing acceptance and inclusion of difference. It is the practice of knowing how to respect, relate to, and consider the many things that make us different and unique from one another, while embracing and celebrating our differences. Remember, the ways in which we are a diverse are not necessarily visible or readily evident.

### **Examples:**

- Increase BIPOC hires across the institution; this includes providing equitable salaries.
- Develop one's knowledge and awareness related to particular cultural behaviors and norms.

**Equity** demands remedies to redress historic injustices that have prevented or diminished access. To maximize opportunities for access experienced by certain groups, an equitable institution commits resources to level the playing field. Equality, by contrast, sets up the expectation that every individual deserves the same opportunity to influence the course of democracy; it treats each person the same when distributing resources and opportunities. Equality fails to recognize and celebrate our unique differences and needs. Individuals should be informed and represented within all aspects of the institution, empowered to be independent, and celebrated for their uniqueness.

**Examples:**

- Create scholarship opportunities within each college for underrepresented students.
- Provide accommodation for students with disabilities to create equitable opportunities for success.
- Provide the same exposure and support to BIPOC related events that is provided to non-BIPOC specific alumnx engagements and fundraising opportunities.

**Inclusion** means all individuals are fully engaged and empowered to participate in the life and work of the university. Inclusion requires understanding our history, removing barriers, and revising processes and ways of operating to include people and perspectives that have historically been excluded or undervalued. Inclusion creates an empowering space where individuals can engage authentically and safely.

**Examples:**

- Provide participants involved in budget conversations with equal and safe access to historical and relevant information.
- Update university stakeholders regularly on budget related matters; this includes providing contextual information, Q&A opportunities, and relevant documentation.
- Include and compensate students to participate on faculty committees and task forces; this includes providing them with similar voting authority as faculty participants.
- Increase opportunities for current BIPOC staff/faculty to be involved in highly visible decisions related to budget and hiring.

**Access** moves beyond compliance and accommodation, taking a proactive approach that ensures university constituents' wide range of needs (e.g., ability, socioeconomic status, gender) are met. It ensures meaningful equal opportunity to instruction, physical and virtual spaces, professional resources, and other services.

**Accessible** means that a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. A person with a disability must be able to obtain information provided as fully, equally, and independently as a person without a disability.

**Examples:**

- Ensure students basic needs are met (e.g., housing, food, technology).
- Ensure equitable access to not only curricular and co-curricular opportunities, but also extracurricular offerings (e.g. sports clubs, speaking events, outdoor programs).

- Engage with several types of disabled students before and throughout the planning and building processes for new and retrofitted buildings and other on-campus infrastructure; this includes considering who is not here and how we can make spaces inviting for them to be here.

***Justice*** consists of a combination of diversity, accessibility, equity, and inclusion. Each of these elements intersect to achieve an empowering, liberating, transparent, and just organization. The institution should work towards creating and sustaining just outcomes by holding individuals accountable for their contributions to fostering a diverse, accessible, equitable, and inclusive teaching and learning community.

**Examples:**

- Work towards reparations when a member of the university community reports a bias incident.
- Empower supervisors and employees to pursue ADEI trainings, workshops, and other opportunities with the same level of encouragement and support provided for professional development offerings related to one's field and/or position responsibilities.

## APPENDIX B: Structural Equity Team Questionnaire on Budget Processes, Winter 2021

Name of Unit (e.g. College/Division)

Point of Contact for Submission

1. Does your unit have standing definitions of: diversity, equity, inclusion, accessibility, and justice?
  - a. If yes, when and how were these definitions created and/or adopted?
  - b. How does your unit implement this definition?
  - c. Has the strategic plan evolved these definitions?
  
2. How does your area ensure accountability and focus of resources in achievement of Goal 4 (LINK) of the strategic plan?
  
3. Do you currently have criteria in place to assess the Diversity, Equity, and Justice (DEJ) impact of changes in budget (proposals, cuts, etc.) within your unit? If so, what are they?
  
4. How, if at all, are your formal budget processes and structures deliberately inclusive of people with diverse social identities and/or positions within the unit or university?
  - a. In your budget process, are there roles charged with ensuring equitable and just impacts or outcomes of that process?
  - b. Are those most responsible and accountable for DEJ work in your unit represented in your budgeting process? What mechanisms does your unit deploy to ensure that their input is invited and acted upon?
  
5. How has the lens of diversity, equity, and justice guided your development of budgetary priorities? Please specify which dimensions of that lens (diversity, equity, justice) have played a role, as well as the specific social groups (e.g., Black, Indigenous, LGBTQ+, first generation, etc.; students, faculty, staff, alumni, community) highlighted.



6. Are you tracking DEJ expenditures? How are these being tracked? Where is the data kept and who has access to it?

While our charge is focused on process, if you are able to share we would also love to know:

- In addition to your general approach, we welcome examples of specific initiatives you are investing in to deepen the role of diversity, equity, and justice in your activities?
- How are successful DEJ programs scaled, expanded, and/or made permanent?
- Do you have a mechanism for measuring the DEJ successes and impact of investments and considering the continuation or repurposing of funding?

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

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

**FROM:** President Sabah Randhawa by:  
Brent Carbajal, Provost and Vice President for Academic Affairs  
Joyce Lopes, Vice President for Business and Financial Affairs  
Faye Gallant, Executive Director, Budget and Financial Planning

**DATE:** August 20, 2021

**SUBJECT:** **Approval of 2022-2023 Supplemental Operating Budget Request**

**PURPOSE:** Action Item

---

An overview will be provided for the Supplemental 2022-2023 Operating Budget Request by:

- Brent Carbajal, Provost and Vice President for Academic Affairs
- Joyce Lopes, Vice President for Business and Financial Affairs
- Faye Gallant, Executive Director, Budget and Financial Planning

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

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

**FROM:** President Sabah Randhawa by:  
Brent Carbajal, Provost and Vice President for Academic Affairs  
Joyce Lopes, Vice President for Business and Financial Affairs  
Faye Gallant, Executive Director, Budget and Financial Planning

**DATE:** August 20, 2021

**SUBJECT:** **Approval of 2022-2023 Supplemental Operating Budget Request**

**PURPOSE:** Action Item

---

**Purpose of Submittal:**

Board approval is required for Western's 2022-2023 Supplemental Operating Budget Request for submission to the Governor's Office of Financial Management.

**Proposed Motion:**

***MOVED*, that the Board of Trustees of Western Washington University, upon the recommendation of the President, approve the 2022-2023 Supplemental Operating Budget Request of \$7,936,662. With concurrence of the Board Chair, the President may make adjustments to the approved budget request in response to subsequent instructions from the Office of Financial Management, to advance consistency among the submissions of Washington's six public baccalaureate institutions, or other adjustments as appropriate.**

**Supporting Information:**

Attached

**WESTERN WASHINGTON UNIVERSITY  
SUPPORTING INFORMATION  
SUBMITTED TO THE BOARD OF TRUSTEES**

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

**FROM:** President Sabah Randhawa by:  
Brent Carbajal, Provost and Vice President for Academic Affairs  
Joyce Lopes, Vice President for Business and Financial Affairs  
Faye Gallant, Executive Director, Budget and Financial Planning

**DATE:** August 20, 2021

**SUBJECT:** **Supporting Information for Board Approval of the 2022-2023  
Supplemental Operating Budget Request**

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**Overview**

The proposals pending approval by the Board of Trustees to be submitted to the Office of Financial Management (OFM) for the 2022-2023 Supplemental Operating request are:

1. Student Success
2. Addressing Nursing Workforce Needs
3. Tenure Track Faculty Initiative
4. Compensation
5. Legal Services

Additionally, Western plans to request support for the Washington State University (WSU) proposal to fund historic salary increases for Everett contract employees, which would pass funding through the existing contract to Western.

**Proposal #1 – Student Success**

WWU requests funding in the supplemental budget to address critical staffing and programmatic needs aimed at ensuring underrepresented students receive the same opportunities for academic success as their peers. This request would address the most urgently needed student support services on WWU's Bellingham campus, as well as on Western on the Peninsulas campuses, that serve the Kitsap and Olympic Peninsulas. This reflects the highest-need elements of WWU's 2021-2023 and 2020 supplemental budget requests that were not funded in previous budget cycles, specifically in the areas of outreach and recruitment, financial aid support, and veterans services.

As WWU strives to return to pre-pandemic operations, the University is more committed than ever to advancing inclusive success and addressing barriers to access and completion, particularly among underserved students across Washington. Western also remains strongly committed to helping the state meet the 2030 degree attainment goal of a postsecondary credential for at least 70 percent of Washington residents. Over the next few years, WWU will be strategically focused on recovering from declines in student enrollment as a result of the pandemic, particularly among first generation and low-income Washington students, as well as

refocusing on student retention and success initiatives and helping students get back on track to academic success following pandemic-related disruptions.

WWU is requesting state funding in the 2022 Supplemental Operating Budget to address the most urgently needed staffing and programmatic items to support current and prospective students on Western's Bellingham and Kitsap and Olympic Peninsulas locations.

In the 2020 Supplemental Budget, WWU requested state funding to expand access to Western on the Peninsulas undergraduate degree programs that are located on the campuses of Olympic College-Bremerton, Olympic College-Poulsbo and Peninsula College in Port Angeles. The scope of the 2020 Supplemental request was to secure state funding in order to align tuition rates for these programs with other WWU baccalaureate degree programs offered in Bellingham and Everett, as well as to hire support staff to be located at WWU's locations on the Peninsulas to serve as front-line support for current and prospective students in these locations. Ultimately, the Legislature funded the tuition reduction portion of this request but did not provide funding for WWU to address staffing needs at its Peninsulas locations.

In the 2021-2023 Biennial Budget, WWU requested state funding for student support services aimed at supporting all students, especially historically underserved student populations, in the areas of outreach and recruitment, mental health counseling, financial aid support, veterans and disability services, and multicultural student support. In the final 2021-23 biennial budget, WWU received approximately \$521,000 per year to address these staffing needs. While this funding will support important investments in student support at Western, a significant need still remains to address outreach, retention and success initiatives that are critical to addressing barriers for underserved students in the state.

This 2022 Supplemental Budget request is aimed at addressing the most critically needed portions of these previous requests that were not funded in previous budget cycles, as well as more recently identified staffing and programmatic needs focused on helping current and future students get back on track after the pandemic.

The cost to address these needs is \$1,968,662. This amount includes new FTE for a mental health counselor, sexual violence survivor support services, veterans support, underrepresented and multicultural student services program developer, retention counselor, former foster youth and homeless youth program manager, academic/career advisor, enrollment and retention data analyst, application development, financial aid counselor, financial literacy counselor, financial aid IT data analyst, admissions and financial aid IT data specialist, Western on the Peninsula (WotP) academic administrator, WotP program coordinator, WotP recruitment and student success specialists, and WotP curriculum specialists. Additionally, it includes operational funding for inclusive commencement, financial aid resources in non-English languages, Western Success Scholars, and Multicultural Student Services.

### **Proposal #2 – Addressing Nursing Workforce Needs**

WWU requests state funding to address critical regional needs in the nursing workforce. Specifically, Western is seeking state funding to align tuition rates for WWU's existing Bachelor of Science in Nursing (an RN-to-BSN program) with other state-supported undergraduate degree programs at Western and to establish a new Master of Science in Nursing (MSN) degree program, with tracks focused on population health, nursing administration, and nursing education. The aim of this request is to improve affordability and expand access to WWU's current RN-to-BSN program by making it more affordable to prospective nursing students while simultaneously addressing an acute workforce need for more nursing educators and nursing

professionals who are equipped to care for medically complex public health needs, particularly in underserved communities, as a means of achieving health equity.

The COVID-19 pandemic has dramatically exposed the frailty of our health care and public health systems and has widened health inequities, particularly for low-income and marginalized communities. In the recently released landmark report, “The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity”, the National Academy of Science, Engineering, and Medicine (NASEM) called for a concerted, collaborative effort among nursing stakeholders to address these growing health inequities by adapting to the changing health needs of the nation’s populations. The pandemic has highlighted the need for significant structural and systemic work, including strengthening nursing education. This situation confirms the value of WWU’s current RN-to-BSN nursing program and points to the critical need for higher education for nurses via specialty certification and graduate degrees.

WWU has offered an RN-to-BSN degree program since 2013. This nationally accredited program accepts students who have earned their Associate Degree in Nursing (ADN) from community and technical colleges, and enables their completion of a Bachelors of Science in Nursing (BSN) degree. Research shows that a more highly educated nursing workforce is worth the investment in terms of health outcomes. For example, evidence demonstrates that over time, hospitals who employ more BSN-educated nurses have reduced patient death rates and cases of “failure to rescue” - i.e., failure to recognize when a patient’s health status quickly deteriorates and needs emergency clinical care. A BSN degree also opens pathways to higher education and attainment of advanced practice degrees. With approximately 30 students per year, WWU’s program has now graduated over 200 nurses who are solidly grounded in social justice, health policy, leadership, and community/public health nursing. Many of these nurses have expanded their practice roles and made significant contributions to the health of people across the state as nurse administrators, nurse educators, and advanced practice nurses.

Despite these successes, the impact of the program has been hampered by its cost. While programs funded by student tuition alone can address a critical workforce need, they are significantly more expensive for students than state-funded programs, which are offered more affordably through the combination of state-funding and tuition revenue. The current tuition-funded rates for WWU’s RN-to-BSN program create significant barriers to access for many prospective nursing students, particularly for those who are low-income, first-generation, and people of color. From a multi-year review of advising, we estimate that approximately 10 students per year choose not to join the program due to the high cost of tuition. For low-income students, the cost difference is even more of a barrier, as income-based financial aid programs like the Washington College Grant only cover tuition costs for state-funded programs. This fact forces low-income students attending tuition-funded programs to take out more student loans to cover the cost of their degree. Having already incurred student debt in their ADN program, our tuition rates can be the determining factor in a decision not to enroll.

Transitioning the existing program to state-support tuition and creating a Master of Science in Nursing program will cost \$474,000 on a recurring basis, with an additional \$100,000 in one-time startup costs.

### **Proposal #3 – Tenure Track Faculty Initiative**

WWU requests funding to create new tenure-track faculty positions to improve student retention and success for current and future WWU students. Years of research has shown that increasing access to tenure-line faculty can very positively impact student success, especially low-income students, students of color, and first-generation students. This initiative will increase student access to faculty with the expertise, time, and resources to provide students with the advising and mentoring they need. The initiative will also build on WWU's current Faculty Diversity Hiring Initiative by targeting additional resources toward hiring faculty from underrepresented groups.

This initiative is part of Western's commitment to the State's goal of 70% of Washington adults having a post-secondary credential by 2030. Retention and graduation are crucial to this goal and student retention and graduation are significantly improved and enhanced when more tenure-track faculty can be hired. Extensive research has shown that access to faculty with appropriate training, expertise, time, resources, and institutional commitment increases student engagement, persistence, and graduation. This is particularly true for first-year students and students from underserved backgrounds. Faculty are a student's primary connection to the university, and meaningful connections between students and faculty present one of the best opportunities for students to feel welcome and part of the campus community. Faculty with appropriate time and resources are also best positioned to identify at-risk students who may need additional supports such as tutoring, advising, financial support, or mental health counseling.

WWU is seeking \$2,000,0000 in FY23 to create approximately 20 new tenure-track faculty positions (dependent on discipline) as part of the University's ongoing and multifaceted efforts to advance inclusive student success.

### **Proposal #4 – Compensation**

Recruiting and retaining a skilled and dedicated workforce is essential to delivering on Western's commitments to excellence. The state's approach to compensation in the biennial budget included partial funding for one pay increase per employee group over the three-year period of FY21, FY22 and FY23. This request would include funding for a general wage increase in FY23 for all employee types.

The total cost of an FY23 3% general wage increase for faculty and professional staff employees is \$3,153,000. The cost for classified staff, in addition to this figure, will depend on bargaining. The state practice has been to partially fund any general wage increase for institutions of higher education, relying on increased tuition revenue to fund the remainder. Given the sector-wide impacts to enrollment and tuition revenues due to COVID-19, Western is identifying the full cost of the increase in our supplemental request for consideration.

### **Proposal #5 – Legal Services**

An additional Assistant Attorney General (AAG) position is requested to meet the expanding workload demands arising from campus growth and development, as well as an increase in complex legal issues requiring more attorney time and resources. By its nature, higher education law has become increasingly complicated. The legal risks for not complying with federal laws and regulations concerning areas such as campus sexual assault issues (Title IX), privacy issues relating to student health records, data privacy and contracting, and public records, as well as novel, but frequently emerging challenges related to COVID-19 pandemic, have significantly increased WWU's need for timely and thorough legal advice. In the past 20 years, there has been a slight increase in legal services or resources dedicated to WWU. This

increase is inadequate considering the significant increases in both state and federal legal and regulatory obligations, and significant student and employee growth at WWU. Currently, only 1.5 AAG FTE is funded to advise the entire institution. With the size of the institution, 1.5 AAG FTE are spread too thin to proactively manage liability risk and respond to emergency legal issues.

Increasing AAG capacity to meet existing workload would require \$241,000 per year, for an Assistant Attorney General (1.0 FTE) and Legal Assistant (0.5 FTE).

### **Washington State University Proposal – Everett Salaries Support**

WWU has developed and will indicate our support for a WSU request to cover salary increases related to the Everett contract. Because of the original funding mechanism for this program, WWU Everett employees have not been included in the state's compensation increase calculations, creating an operating gap for that program. Funds will be requested to cover WWU Everett employee salary increases from 2014 to present not funded by state (via WSU contract), as well as FY23 increases mirroring those requested above.

With the transfer of WWU programs from Everett Community College to the Everett University Center in July 2014, a contracted amount was determined for the delivery of the existing degree programs at the center location. The contracted amount was based on program enrollment targets and amounted to \$1,134,126. The programs and the contracted amount remain the same today despite a 14% total increase in Washington State Cost of Living Adjustments (COLAs) over the last seven years. The request includes both one-time funding to address the accrued impact to date, and recurring funding to bring funding levels in line with current costs.



# WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

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

**FROM:** President Sabah Randhawa by Joyce Lopes, Vice President for Business and Financial Affairs

**DATE:** August 20, 2021

**SUBJECT:** Approval of 2022-2023 Supplemental Capital Budget Request

**PURPOSE:** Action Item

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## **Purpose of Submittal:**

Western Washington University (WWU) is proposing to submit the following two projects for State appropriations in the 2022 Supplemental Capital Budget Request:

1. **2021-23 Classroom & Lab Upgrades** (\$1 million in state appropriated local funds; \$2 million in state bond funds)
2. **Minor Works – Program** (\$2 million in state bond funds)

## **Proposed Motion:**

MOVED that the Board of Trustees of Western Washington University, upon the recommendation of the President, approve the 2022 Supplemental Capital Budget Request of \$5 million for the Classroom & Lab Upgrades (\$3 million) and Minor Works – Program (\$2 million).

## **Supporting Information:**

The 2021-2023 Classroom and Lab Upgrades and Minor Works – Program projects received limited funding in the 2021-2023 Capital Budget. The additional funding in the 2022 Supplemental Request - \$3 million for 2021-2023 Classroom and Lab Upgrades and \$2 million for Minor Works-Program - will address urgently needed capital improvement projects on WWU's campus in the areas of ADA accessibility, gender-neutral restroom access, and classroom and lab upgrades in the University's most outdated academic facilities. The 2022 Supplemental Request only includes partially restoring funding in these two projects. The Request will not include new projects or programs that haven't been previously approved by the Board or previously submitted to the State.

### **2021-2023 Classroom & Lab Upgrades**

WWU only received \$2.5 million in the 2021-2023 Capital Budget out of a total request of \$9 million for Classroom & Lab Upgrades. The funding received in the biennial budget will improve approximately 13,500 square feet of classroom and instructional lab space. WWU's

overall need for this project is approximately 49,000 square feet. The additional \$3 million requested in the 2022 Supplemental Capital Budget would be prioritized for renovating classrooms and instructional labs in greatest need of renewal and technology upgrades.

Specifically, WWU would use the additional funding to improve several instructional labs in the Environmental Studies (ES) building, a facility which WWU has requested, but not yet received, capital funding for a complete renovation in previous biennial budget requests. Because of the rapidly deteriorating condition of the building, coupled with demand created by steady growth in STEM, improvements to these instructional labs cannot wait until the ES Renovation project receives the necessary funding. WWU would also prioritize additional funding for renewing and modernizing instructional labs at the Shannon Point Marine Center, an interdisciplinary facility that houses WWU's new premier undergraduate degree program in Marine and Coastal Science and is also used by several other State agencies for coastal and marine system monitoring and research.

### **Minor Works – Program**

Of the \$7 million requested for Minor Works – Program projects in the 2021-2023 Capital Budget, WWU received \$1 million that will go towards urgent programmatic needs across campus, including in Veterans Services, ADA access, and space to accommodate new academic programs. The additional \$2 million in this supplemental request will be used to address additional high-need improvements in ADA accessibility, and gender-neutral restrooms that will better accommodate the demand for inclusive facilities on campus, academic and administrative improvements within the ES building and Shannon Point Marine Center, and interior space renovations to accommodate growing and changing programs.

The projects included in the additional funding request will be a streamlined deployment of funds from design to beginning of construction, with construction expected to be underway by summer 2023.

### **Fund Sources:**

State Appropriations – Bonds

State Appropriations – Local Funds

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

**TO:** Members of the Board of Trustees  
**FROM:** President Sabah Randhawa by Provost Brent Carbajal  
**DATE:** August 20, 2021  
**SUBJECT:** **Approval of Summer Quarter Degrees**  
**PURPOSE:** Action Item

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**Purpose of Submittal:**

Board of Trustees responsibility to approve awarding of degrees

**Proposed Motion:**

MOVED, that the Board of Trustees of Western Washington University, on recommendation of the faculty and subject to the completion of any unmet requirements, approves awarding undergraduate and graduate degrees to the candidates listed in the files of the Registrar and Graduate Dean, for Summer Quarter 2021, effective August 21, 2021.

**Supporting Information:**

Lists on file with the Registrar and Graduate Dean.

<b><i>Students</i></b>	<b><i>August 2021</i></b>	<b><i>Comparison: August 2020</i></b>
<i>Undergraduates</i>	424	398
<i>Masters</i>	42	56

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

**TO:** Members of the Board of Trustees  
**FROM:** Provost Brent Carbajal  
**DATE:** August 20, 2021  
**SUBJECT:** **Academic Report: New Tenure Track Faculty**  
**PURPOSE:** Information Item

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**Purpose of Submittal:**

During the past academic year, Western Washington University successfully recruited a number of well-qualified new tenure-track faculty. This report provides the Board of Trustees with information about the tenure-track faculty members who were hired last year and who will begin teaching at Western during the 2021-22 academic year.

New TT Hires AY2021-22 - Terminal Degrees  
 Prepared by Academic Budget and Administration  
 August 9, 2021

SEQ	Name	Coll.	Department	Specialization	Terminal Degree	University	Year
1	Nipun Goel	AA	Institute for Energy Studies	Energy Policy and Planning	PhD, Mechanical Engineering	Lehigh University	2016
2	Xi Wang	AA	Institute for Energy Studies	Energy/Climate Planning	PhD, Geography	University of Colorado - Boulder	2021
3	Melanie Bowers	CHSS	Political Science	American Politics and Public Policy	PhD, Political Science	Michigan State University	2015
4	Nathan Robey	CHSS	Health and Human Development	Kinesiology	PhD, Biomechanics	University of Northern Colorado	2020
5	Asmaa Boujibar	CSE	Geology	Planetary Science	PhD, Petrology	University Blaise Pascal	2014
6	Bhaskar Ramasubramanian	CSE	Engineering and Design	Electrical and Computer Engineering	PhD, Electrical and Computer Engineering	University of Maryland	2018
7	Casey Saenger	CSE	Geology	Paleoceanography	PhD, Marine Geology	MIT	2009
8	Michael Enright	CSE	Chemistry	Analytical Chemistry	PhD, Chemistry	University of Washington	2019
9	Regina Jefferies	FAIR	Fairhaven College	Law, Diversity, and Justice	PhD, Global Governance, Law, and Policy	University of New South Wales	2021
10	Samuel Kastner	HUX	Environmental Science	Physical Oceanography	PhD, Civil and Environmental Planning	University of Washington	2020
11	Nicole Torres	WCE	Health and Community Studies	Human Services	PhD, Cultural Anthropology (Medical)	University of Washington	2013

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

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

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

**DATE:** **August 20, 2021**

**SUBJECT:** **Enrollment Management Summary**

**PURPOSE:** Information Item

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**I. Enrollment**

While there is still uncertainty surrounding Fall 2021, we are optimistic about enrollment and the return to campus. We are diligently working to manage student compliance with the COVID vaccine policy, optimize the on-campus experience, firm up new student commitments, onboard new students and those who have not yet had a campus experience at Western, ensure accurate and timely awarding of aid, and bring back students who sat out for some part of the pandemic. The landscape continues to change, and we remain nimble.

**Summer 2021 Enrollment**

Though we are six weeks into the summer term, census day has not yet passed, so we are not able to provide final numbers for Summer 2021. As of August 4<sup>th</sup>, we had a total of 3,897 students enrolled in summer classes. Our enrollment for summer is down 11.5% from the same time last year and is comparable to enrollment from Summer 2019 (though down slightly). Importantly, our current FTE levels for summer are still slightly up from 2019, with the average number of credits at 7.97 per student for this summer compared to 7.75 for Summer 2019 and 8.11 for Summer 2020.

**Fall 2021 Applications and Recruitment**

As we noted in June, we are closely monitoring comparisons to both Fall 2020 and Fall 2019. While some other public universities in the state are still seeing sizable drops (as much as 20%) in confirmations from new first-year students for Fall 2021 when compared to Fall 2020, our confirmations are up by 8.7% from Fall 2020. We are paying particular attention to confirmations as they compare to Fall 2019--overall down by 5.8% from Fall 2019.

Important notes on First-year Students as of August 4, 2021

- Admit Rate: 96.2% (Fall 2020: 93.5% / Fall 2019: 90.4%)
- Yield Rate: 30.4% (Fall 2020: 29.8% / Fall 2019: 34.6%)
- Confirmed Students of Color: 30.2% (Fall 2020: 31.2% / Fall 2019: 31.3%)
- Confirmed Nonresidents: 18.4% (Fall 2020: 15.3% / Fall 2019: 14.0%)
- Confirmed First Generation: 26.5% (Fall 2020: 28.5% / Fall 2019: 29.9%)

Important notes on Transfer Students (Bellingham) as of August 4, 2021

- Admit Rate: 82.7% (Fall 2020: 81.7% / Fall 2019: 82.2%)
- Yield Rate: 67.0% (Fall 2020: 62.6% / Fall 2019: 66.9%)
- Confirmed Students of Color: 27.5% (Fall 2020: 26.9% / Fall 2019: 25.7%)
- Confirmed Nonresidents: 16.2% (Fall 2020: 10.5% / Fall 2019: 8.3%)
- Confirmed First Generation: 34.3% (Fall 2020: 36.7% / Fall 2019: 39.9%)
- Noticeable increase in nonresident yield, even with significantly larger number of admits
- We continue to see more students transferring from other four-year institutions, while experiencing the impact of declines in enrollment in the state’s community colleges. Our transfer confirmations from Washington community colleges are down 12.4% compared to Fall 2019, and transfer confirmations from other institutions are up 16.4% compared to Fall 2019.

Totals as of August 4, 2021

New first-year students—Bellingham

	<b>Applied</b>	<b>Admitted</b>	<b>Confirmed</b>
<b>2021</b>	10,574 (↑ 3.6%)	10,167 (↑6.6%)	3,093 (↑8.7%)
<b>2020</b>	10,206	9,538	2,845
<b>2019</b>	10,501	9,492	3,285

New transfers—Bellingham

	<b>Applied</b>	<b>Admitted</b>	<b>Confirmed</b>
<b>2021</b>	1,972 (↓2.9%)	1,633 (↓1.6%)	1,092 (↑5.2%)
<b>2020</b>	2,030	1,659	1,038
<b>2019</b>	2,069	1,699	1,137

New transfers—other locations

	<b>Applied</b>	<b>Admitted</b>	<b>Confirmed</b>
<b>2021</b>	225 (↓10%)	154 (↓1.9%)	134 (↓11.3%)
<b>2020</b>	250	157	151
<b>2019</b>	219	161	156

We continue to support several outreach and communication efforts to hold confirmations and convert them to enrollments: postcard writing campaign, social media contests, as well as messaging about COVID-19 vaccination policies, and phone calls by OIE graduate students (to follow up with students about advising and registration sessions and on-campus housing applications). Additionally, we ramped up on-campus tours—with opportunities to see residence hall rooms—offering an experiential component that had been absent since March 2020. Trying to reach as many nonresident first-years and their families as possible is a focus of our work. This year, they represent a larger number and percentage of both our first-year and transfer new student cohorts, thus representing a more sizeable risk to enrollment, which is magnified by the pandemic.

**Recruitment Scholarships—New Model Used for Fall 2021**

We are also taking stock of some of the tactics deployed this year, with special attention on the new recruitment scholarship awarding plan. With this year’s ratification of a permanent test-optional policy for reviewing applications for admission, the practice of using standardized test scores in the awarding of recruitment scholarships had to be reimaged. The process of

creating a scholarship model is challenging enough, but we had multiple variables that were changing at the same time—beyond the elimination of standardized test scores. We had little ability to rely on trends, since the pandemic had upended common expectations about student preference and behavior. Additionally, we were making the shift to a process of awarding dollars from a placeholder account rather than directly awarding specific funded accounts. This is a more streamlined process and allows for better matching of students with donors. Assigning specific funds to students at the time of admission requires ongoing re-awarding as students make their college choices. We also had a lack of reliable data tracking the impact of recruitment dollars on student enrollment.

Our foundational goal was to strategically extend institutional dollars to as many new first-year students as possible, making the Western proposition more attractive and attainable (considering our competitive tuition price point). We have been able to extend recruitment dollars to more students and have stayed within our scholarship budget. This will give us an excellent foundation on which to further develop our new scholarship model.

### **Fall Insights**

Much time and attention are being focused on moving students toward compliance with the COVID vaccine policy. We continue to message the different categories of students with instructions and information; work to make the necessary systems adaptations to allow internal tracking and communication; and coordinate with the Student Health Center, Academic Affairs, and COVID Support to ensure that we are addressing all points of concern and making that information available to students and families. This work is challenging in scope and made more challenging by the varied positions that individuals have about the virus and the vaccine, but we understand deeply its importance in allowing us to achieve our vision for the move back onto campus this fall. So far, we have more than 8,500 students who have met the requirements of the COVID vaccination policy.

Enrollment Management has partnered with University Marketing and Communications, Admissions, Financial Aid, and the Registrar's Office to organize the "come-back campaign" to get the students who have sat on the sidelines during the pandemic to return this fall. We appreciate the work of Western's marketing team. Donna Gibbs and her group worked with our marketing vendor to set up the ads, and a beautiful landing page is live with the new welcome back anthem that the Communications team developed. In late June and throughout July, the vendor delivered advertisements to the IP addresses of the students that EM identified as viable targets (about 2,100 former students). Internally, we are also driving a direct email campaign to those students and hope to get many of them back to their studies at Western. So far, 551 former students have taken steps to come back in Fall 2021 after sitting out for some part of the pandemic. Nonresidents in the "come-back campaign" are registering at a higher rate than residents: 33% of nonresidents in the campaign have registered for fall classes, and 26% of residents.

### **Looking Ahead**

While we remain focused on our Fall 2021 efforts, we are ramping up initiatives for the Fall 2022 recruitment year. In early September, we will be launching the Slate and Coalition applications. In late-September, we will be updating the Net Price Calculator within Slate. As allowed by campus policies regarding health and safety and with guidance from health officials and the CDC, we will be returning to off-campus and in-person recruitment activities.

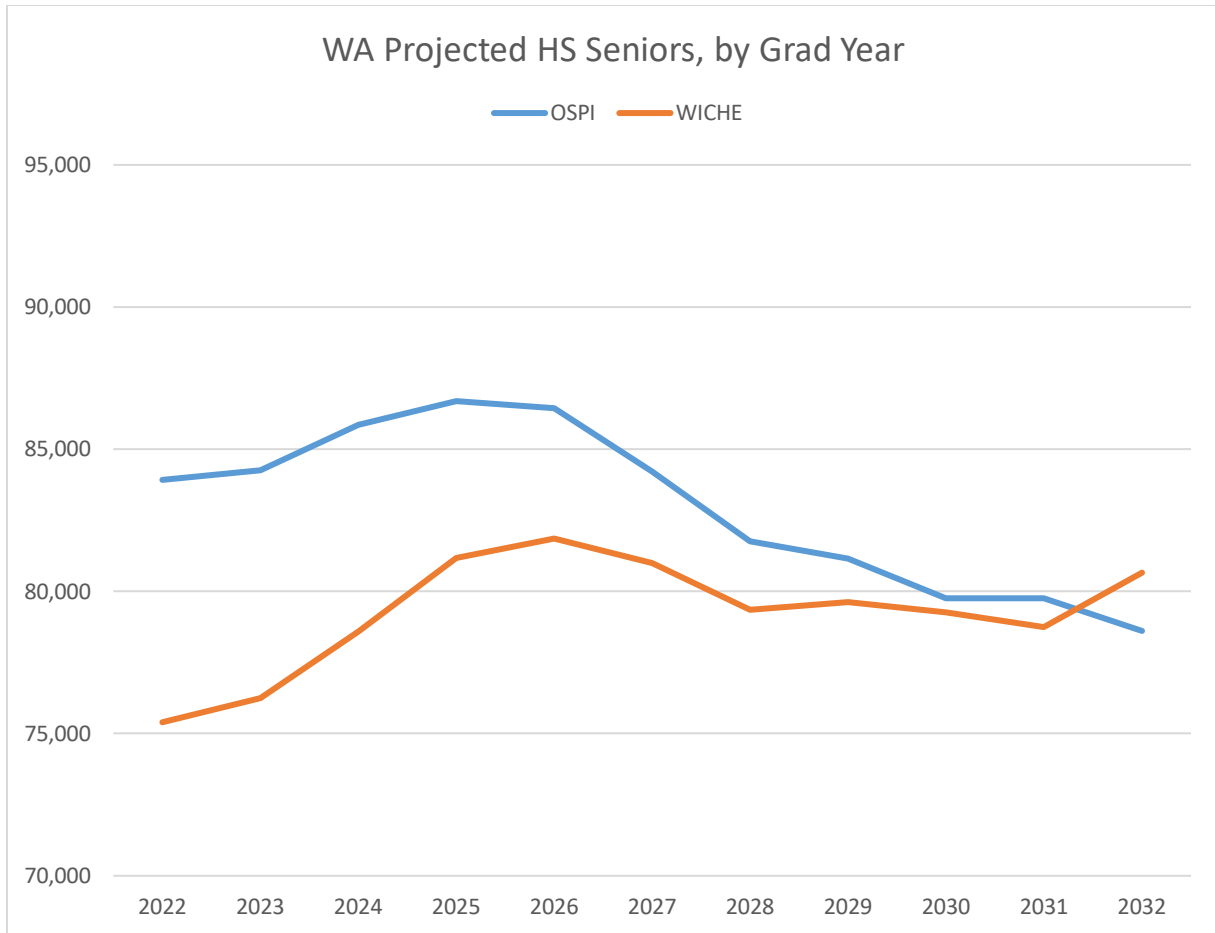


We are watching with interest the demographic landscape that is emerging from the COVID-19 experience. Below are several takeaways copied from the WICHE report “COVID-19 and Public School Enrollments and Graduates”, available at <https://knocking.wiche.edu/public-hsgs-covid-19/>.

- *“The COVID-19 pandemic appears to have had limited effect on the immediate potential number of public high school graduates. But the overall positive leading indicators may mask negative impacts, and some students may be short of needed material or credits to graduate on time. Fast action is needed to avoid graduation dips, and there should be extensive focus on helping recent and forthcoming high school graduates to continue or resume postsecondary pursuits.*
- *The widespread public school enrollment declines in fall 2020 varied by race and ethnicity. If these reductions persist with coming school years, the pre-pandemic predictions of declining numbers of white public high school graduates would amplify and the predicted increase in graduates of color could be dampened.*
- *Younger grades had substantial drops in enrollment last year. If this pattern persists, coupled with the declining birth rate, which steepened in 2020, the number of public high school graduates would be greatly impacted long after the pandemic.”*

Below is the juxtaposition of two viewpoints of projected high school seniors and graduates in the state of Washington:

- Blue Line: Enrollment count, by grade (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.) and projecting forward to their respective high school senior year (2032 for 1<sup>st</sup> graders, 2031 for 2<sup>nd</sup>, and so on; source: OSPI data dashboard)
- Red Line: WICHE’s projected number of WA high school graduates (Source: WICHE data dashboard)



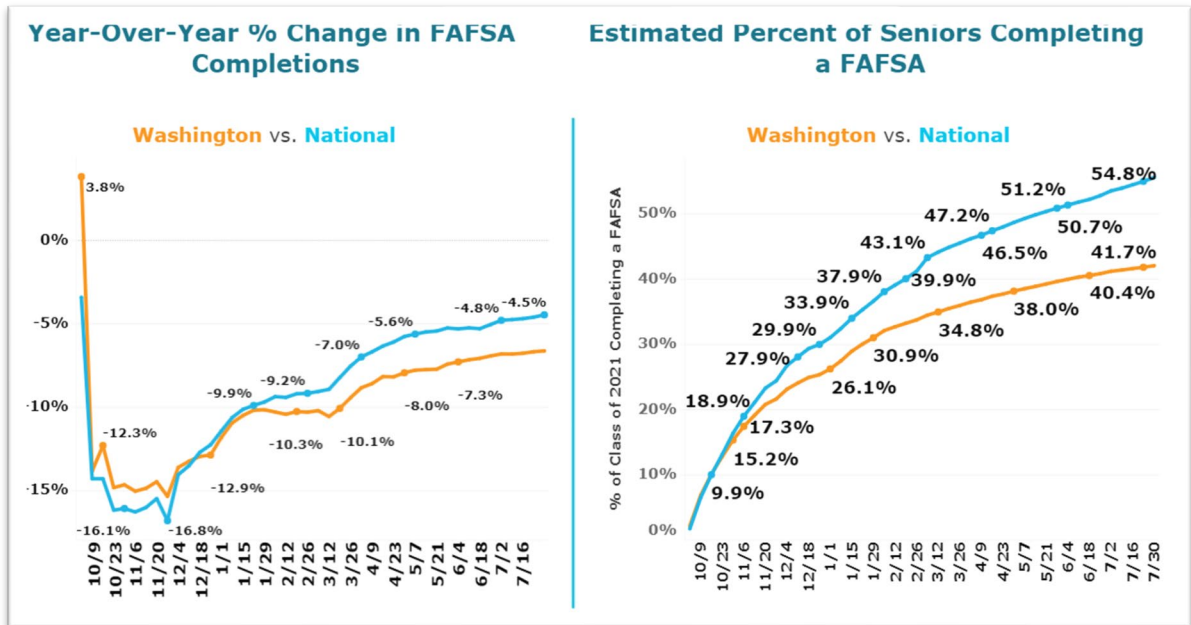
In both instances, there is a slight increase between 2022 and 2025/26, beyond which time both projections suggest a decline (the *Enrollment Cliff* or *Demographic Cliff* as touted by some: <https://www.insidehighered.com/digital-learning/blogs/online-trending-now/second-demographic-cliff-adds-urgency-change>)

Additionally, Washington presents other environmental and systemic challenges, featured below and represented by the following tables and graphs:

Washington high school graduates are not enrolling in college at competitive rates (the continuation rate). Source: *National Center for Education Statistics (NCES)*

Washington's Competitive Landscape (Fall 2019 Data)	
<b>WA High School Graduates</b>	71,850
Who Continue to College within 12 months	37,480
<i>Continuation Rate% (usually ranks in bottom 5*)</i>	52.2%
Who Continue to College In-State	28,079
<i>Note: Ranked 22nd</i>	
<b>Number of Post-Secondary Institutions in Washington</b>	74
<i>Note: Ranked 19th</i>	
<b>Net Migration of High School Graduates</b>	
In Migration (Entering WA)	8,173
Out Migration (Leaving WA)	9,401
Difference	(1,228)
<i>Note: WA is among 13 states that "export" students</i>	
<i>Source: National Center for Education Statistics, Tables 219 and 309</i>	

The percentage of high school seniors who complete a FAFSA continues to be a concern. (Washington is currently at just under 42%, ranked 48<sup>th</sup>.) Source: *FAFSA Tracker*, sponsored by the National College Attainment Network at <https://formyourfuture.org/fafsa-tracker/>.



## II. Registrar

### Fall 2021 Registration

Phase I registration opened three weeks later than usual on June 2<sup>nd</sup>, due to the rescheduling of the majority of classes to be face-to-face, following the [announcement](#) by President Randhawa that Western will require COVID vaccinations for students, faculty, and staff before returning to campus for fall quarter. Phase I registration closed on July 18<sup>th</sup>. The Registrar's Office is currently working closely with New Student Services, Admissions, and the Academic Advising Center to ensure a smooth registration process for incoming students, which includes overseeing the reservation and release of course seats to provide new students sufficient access to courses. To give students who had already registered for fall a chance to make adjustments to their schedules and to allow new transfer and continuing and returning students who had not yet registered an opportunity to register, a Special Registration Session was offered from August 6-9, in between new student registration sessions. Approximately 250 students, who were not registered for Fall 2021, were able to secure fall classes during that special registration opportunity.

### **COVID Vaccination Policy Compliance**

For the health and safety of our campus community and in compliance with the [policy](#) requiring proof of COVID vaccination status prior to returning to campus for Fall 2021, the Registrar's Office is currently partnering with the Student Health Center to develop a method for indicating when students are in compliance with the policy. Various processes and reports are being developed to indicate COVID vaccination policy compliance, allowing students to move into University housing, attend in-person courses, work on campus, and participate in on-campus activities.

### **Fall 2021 Grading Policy**

In May 2021 the Faculty Senate deliberated about Fall 2021 grading and made a decision to return to standard grading policy. All pandemic-related temporary grading policies will expire at the end of Summer 2021. The Registrar's Office will work to remove transcript annotations and all processes and procedures previously required to comply with the temporary grading policies due to the pandemic.

### **Residency**

In the last legislative session, the legislature made changes to state law regarding how students may qualify for residency. These changes have significant ramifications to our work, residency processes, and how many students will qualify for residency. We are getting guidance from the Washington Student Achievement Council (WSAC) and the Attorney General's office as to how those changes are to be interpreted, and we are working with residency colleagues at the other Washington public universities to determine appropriate action. We are still in the early stages of assessing impact to residency decisions and to tuition revenue.

## **III. Student Aid**

### **Financial Aid Preparations for Fall Quarter 2021**

After 2021-22 tuition, fees, and housing rates for University Residences were set in June, Financial Aid began awarding for actual costs and awarded \$70.2 million to 5,639 returning students. The team is working to revise new first-year and transfer student aid offers (that used estimated cost figures) with the finalized figures.

Demands for aid recalculations using income for an alternate time period are at an all-time high because the 2021-22 FAFSA requires reportage of prior-prior calendar year income from 2019 (pre-pandemic). In many cases, income from 2019 no longer represents the abilities of students and families to pay college costs. Financial Aid Counselors are recalculating aid eligibilities in much larger quantities than usual, in addition to their regular file review, advising, and programmatic duties as we approach fall.

To streamline aid processing next year, the U.S. Department of Education waived verification requirements in July. This is equivalent to waiving audit requirements associated with FAFSA reportage. However, they did not waive the requirement that aid offices resolve conflicting data. Since Financial Aid had already requested documents such as tax transcripts from students who were selected for verification by the U.S. Department of Education beginning in January of 2021, most verification documents are already on file. Financial Aid is required by federal law to review them to determine whether conflicting data exists and if so, resolve any conflicts. Financial Aid does not have the authority to return the documentation to students or otherwise disregard the records received. While we appreciate the regulatory flexibility that has been provided and acknowledge that it will help a bit, it was too late in coming to serve as a source of much workload relief.

### **Vaccine Incentive Scholarships**

Western Washington University was pleased to have the opportunity to award vaccine incentive funds granted by the governor, and we wanted to use them in a way that met the intent of the Governor's Office. To that end, we needed to establish a structure that didn't just give funds to students who had already been vaccinated but to encourage students to get vaccinated. We coordinated with colleagues from the other Washington public universities, established parameters, and were able to meet the goal of having \$10,000 awarded by the end of July. We have awarded 10 students each a \$1,000 scholarship that will be disbursed with Fall 2021 financial aid.

WWU Enrollment Management took the lead on designing the program (with guidance from legal counsel), advertising the scholarship opportunity, notifying students of the eligibility requirements, and selecting the recipients by random drawing. The Financial Aid Department's Scholarship Center has worked directly with the student recipients to ensure notification and awarding of the funds.

On July 2<sup>nd</sup>, we sent out an email about the scholarship opportunity to all students who 1) successfully completed at least 6 credits in Spring 2021, 2) did not graduate in spring or summer, and 3) were registered as Washington residents. We also created a [webpage about the scholarship](#), advertised the scholarship opportunity through WWU social media, and posted a story about the scholarship opportunity in *Western Today*. Of note, in our materials we did make reference to the Governor's Office as the source of the scholarship funds and linked to the State's ["Shot of a Lifetime" program](#) website. There were two additional criteria that students had to meet to be eligible to be included in the drawing for the scholarships. By Sunday, July 18<sup>th</sup>, students had to both register for classes for Fall 2021 and submit proof of COVID vaccination to Western's Student Health Center through their student health portal. This gave us additional opportunity to provide vaccination information to students and instruct them about the process for meeting our COVID vaccination requirement.

On July 20<sup>th</sup>, we conducted the drawing from the pool of eligible students. By random drawing, 10 students were selected. Those names were passed to the Financial Aid Department's Scholarship Center, and the Scholarship Center followed up with students to notify them and to

arrange for the posting of the scholarships to students' accounts for Fall 2021. With student releases, we have posted the names of the scholarship recipients on the scholarship website at <https://www.wvu.edu/coronavirus/vax-scholarship-drawings>.

### **HEERF III (Higher Education Emergency Relief Fund III)**

Western was awarded a total of \$16,100,922 in HEERF III allocation to award to Western students with exceptional financial need. The first HEERF III awards were made in July to fund students experiencing financial crisis. Financial Aid will continue to award HEERF III to students on a case-by-case basis and is scheduled to award our neediest summer students in batch mode within the next few weeks. Discussions are taking place among University stakeholders to award HEERF III to students with exceptional need in a collaborative and timely manner for the upcoming academic year.

As a condition of accepting HEERF III funding, schools are required to conduct direct outreach to financial aid applicants about the opportunity to receive a financial aid adjustment due to the recent unemployment of a family member or independent student, or other circumstances, described in section 479A of the HEA.

### **Western's Student Employee of the Year Wins State and Regional Recognition**

Western student Ruby LeClair was named the Washington State Student Employee of the Year and Student Employee of the Year for the Western Association of Student Employment Administrators.

Ruby worked in the Accounting Department for the Volunteer Income Tax Assistance program, a free service that prepares tax returns for qualifying students and low-income community members. Free tax preparation has been essential to help low-income students and community members receive their COVID-19 stimulus checks. Ruby recruited over 50 student volunteers and collaborated with the Internal Revenue Service, Opportunity Council, Whatcom Community College, and Western's Accounting Department to leverage use of digital technology to serve students and community members in need.

### **Postponement of New Veterans Disclosure Requirements**

In the interest of continuing to provide clear and accurate consumer disclosure information to Western students who are veterans, Financial Aid and Veterans Services collaborated to file a waiver with the Veterans Administration to postpone implementation of specific requirements associated with Section 1018 of the Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020.

Language discrepancies concerning veterans disclosure requirements are being examined nationally, and colleagues across the state and the country are reporting that they are not prepared to meet the requirements. Veterans offices in Washington universities are reporting that they will pursue a waiver of the requirement, and the Veterans Administration is expected to provide additional guidance in the near future concerning implementation of the Act.

Barring approval of a one-year waiver, the Act requires schools to estimate college costs and financial aid eligibilities for the entire duration of each veteran's program of study that would span multiple years. This new requirement has caused quite a stir among financial aid offices across the country, as it is a significant paradigm shift in award notifications. Unfortunately, such information is unavailable and would create confusion among students, with the issuance of two financial aid notifications instead of one. The first aid notification would include a partial financial aid offer with educational loans excluded, and the second would

include all aid eligibilities including loans. Financial aid notifications from most schools convey aid eligibilities for all programs for which students are eligible using mainframe software, so providing a partial notification of aid eligibilities would require systems software modifications. It should be noted that the bulk of the financial aid notifications have already gone out to Western students.

#### **IV. New Student Services/Family Outreach**

##### **Orientation, Advising, and Registration (OAR) Programs for New Students & Families**

Sessions for Fall Advising & Registration kicked off on July 21 for new Transfer and Post-baccalaureate students, with six sessions held in late July. A total of 867 students attended those sessions, compared to 839 last year and 887 in 2019. The sessions featured a small group advising appointment in the morning, optional academic department drop-in advising mid-day, and an individual registration appointment in the afternoon, all led by faculty, staff, and student academic advisors.

Advising & Registration sessions for new First Year/Running Start students kicked off August 2 and will run Monday through Thursday until August 26. One final session will be held on September 20 just prior to the start of classes to ensure that any late admits or students who could not make the August sessions receive academic advising and support for course registration. Many of the sessions are full, but students continue to make reservations for remaining available sessions in mid- and late-August.

Orientation is online in 2021 with virtual events running in July, August, and September. Visit the [New Student and Family Orientation website \(https://orientation.wvu.edu/\)](https://orientation.wvu.edu/) to view Orientation. With more time to plan this year, departments were able to create a more robust set of events. This year we have over 30 Live Events, and have curated over 70 pre-recorded informational resource videos from a wide variety of academic departments and campus services offices. Additional resources can be found at [Welcome New Students!](#) and [Welcome Families!](#)

Some examples from NSSFO include a series of events led by our Orientation Student Advisors. These events help new students connect to other new and current students about a wide variety of academic, personal, and social resources and opportunities. Events include How to Get Involved (options for student engagement, time management), Hidden Gems of Western (navigation routes, unique study spots, fun facts), Outdoor Activities in Bellingham (campus equipment rental services, student transportation options), How to Be a Bellingham Foodie (learning about local cuisine, on and off campus dining options, navigating dietary or cultural needs around food), and more.

Additionally, we are hosting a series for parents and families called “New Viking Families On Board” that provides resource overviews, insights from current students, tips on how families can stay connected to Western, as well as offering appointments with our Family Outreach Manager for small group dialogue with other family members or individual appointments for support. NSSFO is also producing some podcast-like interviews between current students and their families about the transition to university life, using real conversations and storytelling to encourage dialogue, answer questions, and present different takes on the student-family partnership.

#### **Western Welcome Week**



Planning for Western Welcome Week continues in its new highly collaborative process. A team of over two dozen campus partners are part of the Welcome Week Collaboration Team. Team meetings are scheduled weekly, and attendees share updates and plans for events, strategize on resource sharing and event transitions, and problem-solve together. Additionally, COVID Support Team representatives are also attending to provide guidance on policies and protocols as they evolve.

The WWW Team established a date range to anchor campus activities, which will be the week surrounding the first day of classes in Fall Quarter (2021: Sunday, 9/19 – Saturday, 9/25). Additional conversation is expected to frame welcome activities and time frames for Winter, Spring, and Summer Quarter. The Marketing team in University Communications has developed a visual identity for the week to tie advertising and communications together across campus, and the Web Tech team will build out a new WWW website for an event schedule and resources.

#### Western Welcome Week Guiding Goals

1. Center access, diversity, equity, and inclusion in the programming.
2. Increase new students' understanding of opportunities available at Western.
3. Strengthen all new students' sense of belonging to the Western community and beyond.
4. Ensure the program's activities and events reflect the values of the institution.
5. Build a program that supports all new students in their personal, social, and academic transition to the university experience.

The week kicks off with Move-in activities organized by University Residences. Core events currently anchoring the week include New Student Convocation, Fall Info Fair, Associated Students Outdoor Movie on the Lawn, Viking Union Late Night, a weeklong Bike Fest, LGBTQ+ Queerorientation, and campus tours, along with International Student Orientation and a final session of Advising & Registration for new first-year students. The schedule will also highlight activities for several weeks beyond the opening week of the quarter to generate interest and engagement early in the quarter, including all-campus events such as the West Fest music festival, Black Earth Day, and Fall Family Weekend.

#### **Fall Family Weekend 2021**

Fall Family Weekend will be held October 15 - 17, and it will feature a continued combination of virtual and in-person events. Planning is underway for the weekend, and we anticipate featuring guided bike trips, highlights of Student Research in Action, as well as virtual tours and events for those unable to travel to campus.





# UNIVERSITY ADVANCEMENT REPORT AUGUST 2021

## LETTER FROM KIM O'NEILL

As a first-generation college student, former high school teacher, and having built a career in public higher education, I genuinely appreciate the value of education. When the opportunity to apply to be the next VP of University Advancement and President and CEO of the Western Washington University Foundation presented itself, I considered how my career in philanthropy could add value to the excellent reputation Western has as a leading liberal arts institution. As a native of the Pacific Northwest, I have always been impressed by Western's commitment to inclusive success for all students and a quote I read from President Randhawa galvanized my decision to pursue this opportunity:

**“Western and higher education institutions across the country have a moral imperative to expand access to higher education, particularly for students from traditionally underrepresented backgrounds. But we have an added responsibility that goes beyond access; we need to ensure success is attainable for all students as well. Advancing access and success for all students is one of the most courageous and concrete ways to ensure equity, inclusion, and opportunity.”**

And as I spoke with the search committee, board members, and Western staff during the interview process, I knew Western was where I wanted to continue my career because of the philanthropic investment from alumni, community members, parents, corporations, businesses, private foundations, and friends of Western to help achieve the vision established by university leadership.

Following in the footsteps of Stephanie Bowers is a monumental task. Over two decades, she has overseen the significant growth of the Foundation's assets and endowment, helping to create countless opportunities for students to discover, develop, and excel. She has earned this well-deserved retirement, and I am grateful she will be close by to offer advice and insight as I transition into this role.

In my research during the interview process, I watched the December 2020 Commencement video and paused at the statement, “The world can't wait. Let's change it.” These words have never rang more true than they do today in a global pandemic. Thank you for your leadership in promoting higher education. Together, we make obtaining a degree a reality for so many, which ultimately changes lives. The impact of Western Washington University is truly extraordinary.

I look forward to meeting you in person to share how philanthropy leads to student success for future Western Washington University Vikings.

**Kim O'Neill**

*Vice President, University Advancement*

*President and CEO, Western Washington University Foundation*

# WWU FOUNDATION FISCAL YEAR NUMBERS

Total assets under management rose to **\$146 million**, up from \$115 million this time last year.

The endowment returned **over 28%** for the fiscal year ended June 2021.

Over **8,002 donors** made cash gifts in excess of **\$9.1 million** (20% increase over last year)

# WWU GIVEDAY THANKS A MILLION!

WWU's sixth annual Give Day, held on May 27<sup>th</sup>, generated unprecedented levels of support for our students! You helped us meet their critical needs during a time when many are facing financial hardship, and you invested in transformational learning experiences that will shape their futures.

A record number of donors and dollars

**2,500+ DONORS**  
gave more than **\$1,000,000**

Many thanks to the WWU Foundation Board for their leadership in securing \$368,520 in challenge funds this year, a new record!

We welcomed nearly **700 FIRST-TIME DONORS**, a 10% increase over last year.

We are celebrating an **18% INCREASE** in the number of gifts from Alumni.



## Capital Program Report

Board of Trustees

August 20, 2021

### MAJOR / INTERMEDIATE CAPITAL PROJECTS

#### Interdisciplinary Science Building (formerly known as Sciences Building Addition - STEM I)

WWU is working with Perkins+Will (design consultant) and BNBuilders, General Contractor/Construction Manager (GC/CM). The project is scheduled for Spring Quarter 2022 occupancy. Live video feed is available at: <https://cpd.wwu.edu/interdisciplinary-science-building-webcams>. Below are project photos.



Screen capture of the webcam from July 29, 2021



Aerial photo from June 29, 2021



Aerial photo from June 29, 2021

#### Electrical Engineering and Computer Science

Perkins+Will, the selected design consultant, has completed the Design Development phase. Mortenson Company, the selected GC/CM, completed the selection RFP process for Mechanical and Electrical



Contractor/Construction Managers (M & EC/CM). McKinstry is the selected MC/CM and VECA Electric is the selected EC/CM. The design and construction teams are working on estimating the construction costs. The State approved funding in the 2021-2023 capital budget and construction is scheduled to begin in Summer 2022. The project is scheduled for occupancy in Spring 2024.

**Multiple Building Access Control**

DECO/Dutton Electric and their subcontractor Convergent Technologies have successfully reached final completion for the access control system conversion.

**Alma Clark Glass Hall (formerly known as New Residence Hall)**

The progressive design team consists of Lydig Construction from Spokane and Mahlum Architects from Seattle. Occupancy is scheduled for Fall 2021. The team is also working in Ridgeway Commons to improve ADA accessibility from the south entrance of the Alma Clark Glass Hall (CG) to the second-floor dining facility. Ridgeway Commons is the closest eatery to the new residence hall. The Ridgeway Commons scope includes adding an elevator, two gender neutral and ADA accessible restrooms, as well as upgrading the fire alarm system. Work in Ridgeway Commons will be complete by Fall 2021.

The following webpage shows live video feed from webcams installed for the CG portion of the project: <https://cpd.wvu.edu/new-residence-hall-webcams>. The following are photos from July 2021.



Lounge kitchenette in North Wing



Interior of fourth floor's "Shared Journey" looking north



South wall of west courtyard

### **Fairhaven Academic Replace Main Electrical Switch Gear**

This project was awarded to DECO/Dutton Electric Co. Construction is underway and is scheduled for completion by September 2021.

### **Physical Plant Underground Fuel System**

This project replaces the underground fuel system at the Physical Plant. This construction contract was awarded to Granite Petroleum LLC. The project also replaces the antiquated underground storm water and sewer systems, also at the Physical Plant. Construction is scheduled for completion in September 2021.

### **2021-2023 Capital Budget**

The Legislature released their compromised 2021-23 Capital Budget (Budget) in late April 2021 and the Governor signed the legislative bill in May 2021. The Budget included \$70.104 million in funding for Western and consisted of the following:

- **Electrical Engineering and Computer Science** - \$51 million
- **Minor Works – Preservation** - \$4.8 million
- **2021-23 Classroom and Lab Upgrades** - \$2.5 million
- **Student Development and Success Center (predesign)** - \$225,000
- **Coast Salish Longhouse** - \$4.5 million
- **Minor Works – Program** - \$1 million
- **Access Control** - \$2.015 million
- **Heating System Conversion Feasibility Study** - \$450,000 in grant funding
- **Preventive Facility Maintenance and Building System Repairs** - \$3.614 million

Western is proposing a supplemental Capital Budget request for an additional \$3 million for the **2021-23 Classroom and Lab Upgrades** project, and an additional \$2 million in **Minor Works – Program**.

For more information about the major projects, the Capital Program, and the Capital Planning Process, please visit the Office of Capital Planning and Development website: <https://cpd.wvu.edu/2021-23-capital-budget-request>.

**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 & Marketing

**DATE:** August 19, 2021

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

**PURPOSE:** Information Item

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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**

This summer, the URM team has been busy supporting communications to employees and students as we prepare for a fuller campus this fall, including educating the community about the highly contagious COVID-19 Delta variant and promoting free vaccine clinics. We have also been busy producing video stories for the kickoff of our 2021-22 digital recruitment marketing campaigns while also undertaking summer melt strategies and targeted outreach focused on the so-called “defectors,” students who stopped out over the 20-21 academic year.

We’re pleased that more than 500 of the identified defector students have re-registered for fall 21, and while about 300 of those students had initiated the registration process before the start of our IP targeting efforts, we believe the campaign nonetheless had an impact as evidenced by the fact that 11 percent of traffic to our website in July came through that campaign. Please see below for a detailed breakdown of traffic by campaign source.

A major change we are tracking is a new Facebook and Instagram advertising policy that will affect many digital marketers, especially in the higher education space. Beginning August 23, Facebook and Instagram will restrict audience targeting directed at users under the age of 18 in the US to three criteria: age, gender, and location. [According to Facebook’s news center](#), this change was made to give young people a safer, more private experience on both platforms.

This means we will no longer be able to reach traditional age first-year students within this segment using detailed targeting (demographics, interests, and behaviors), custom audiences, lists, look-alikes, or retargeting.

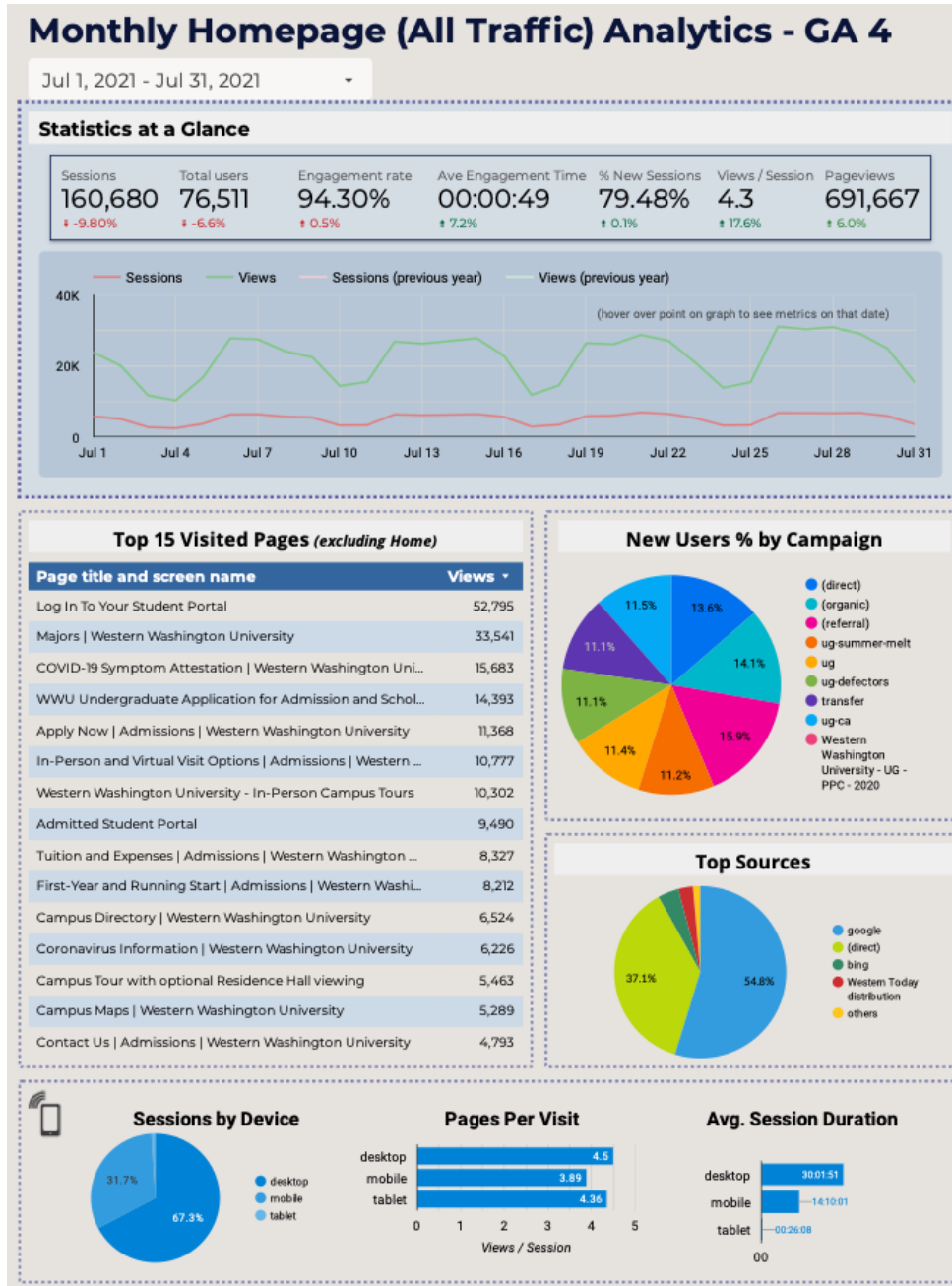
While we continue to evaluate the impact of this change, we still have quite a few ways to reach users within this segment including:

- Using data from previous applicants and admits to identify specific locations for audience targeting, such as ZIP Codes or cities that feeder high schools are in;
  - Incorporating aspects of interests, demographic, or behavioral criteria into specific ad messaging;
  - Linking our ads to landing pages with program-specific content, request for information forms and calls to action directly associated with ad messaging;
  - Adding hashtags into Instagram ads to reach users who search for content and new accounts to follow;
  - And increasing our efforts on other social media platforms that target prospective undergraduate students, such as Snapchat and TikTok, where more detailed targeting parameters and custom list targeting are still available.
- 
- For search and prospect lists, we will likely focus more on IP Targeting, which allows us to reach not only the prospective student but any other decision-makers in the household as well.
  - We are also launching a parent-targeted campaign, since we know that parents are involved in their child’s discovery and exploration of colleges, making them a vital influencer.
  - First-party lists of inquiries, applicants, and accepted students can also be utilized via Google Customer Match to reach these audiences on YouTube, Gmail, and display advertising.

In terms of organic content, we’ll also be expanding some of the tactics we’ve been using to reach the under-18 audience:

- Relying on influencer marketing by tapping into current students with large followings. We will also continue to ask students to share insights into academics and student life which fosters an authenticity that ads sometimes lack.

- Continuing to post high-quality, engaging content on a regular basis to create the expectation that there's always something new to discover about Western, and engaging with followers in comments and through content that encourages conversation and sharing which helps increase reach.



## UNIVERSITY COMMUNICATIONS

Our office continued to provide broad, rapid and intensive communications support for Western's response to the COVID-19 pandemic. These efforts included:

- Assisted with important messages to campus on issues such as President Randhawa's recent message updating mask usage on campus. The decision was covered in the media.



See: <https://www.bellinghamherald.com/news/coronavirus/article253152293.html>

- Constant and rapid support for the Student Health Center, Admissions, University Residences, and other campus offices. Provided updated information, including responding to inquiries from students, employees, parents and the media, about Western's vaccine mandate, vaccine exemption process, updated mask requirements, and other COVID issues. Coordinated regular meetings and COVID messaging with a campus Communications Committee, which includes representatives from offices throughout campus.
- Assistant Director and Western Today Editor John Thompson has provided continuous updates on Western's response to the pandemic, including expert information on COVID, such as this recent interview with virologist and WWU Assistant Professor of Chemistry Gerry Prody about the Delta variant. See: <https://westerntoday.wvu.edu/features/inside-the-delta-variant-a-conversation-with-western-s-virologist-gerry-prody>.
- Publications Editor Mary Gallagher also provided updated and timely information on Western's pandemic response via Western's Family Connection newsletter, sent to thousands of Western parents and families. In addition, Mary directed and edited the Summer Edition of Window magazine that was just sent to more than 128,000 alumni. It includes stories about Washington Poet Laureate Rena Priest, Western's Stories Deployed program that provides a platform for veterans to tell their own stories, and an alum who launched an unusual resort in Alaska that caters to those who want to view the aurora borealis. We're also working with New Student Services/Family Outreach to send a series of welcoming and informative emails to returning and incoming families over the summer. See: <https://window.wvu.edu>

Western also continued to receive notable media coverage, including:

- Laurie Trautman, director of Western's Border Policy Research Institute, was quoted in several media outlets on effects of the U.S.-Canada pandemic-related border closure, including in the Seattle Times. See: <https://www.seattletimes.com/business/international-trade/with-travel-restrictions-barely-easing-u-s-canada-border-towns-stuck-in-economic-limbo/>
- Jackie Caplan-Auerbach, professor of Geology and associate dean of Western's College of Science & Engineering, was quoted in the Vietnam Explorer Channel on seismic signals and volcanic eruption. See <https://vnexplorer.net/a-burp-or-a-blast-seismic-signals-reveal-the-volcanic-eruption-to-cme-a2021223350.html>
- The Oregonian quoted Michael Medler, professor of Environmental Studies at Western, on Oregon's comprehensive and contentious wildfire response bill. See: <https://www.oregonlive.com/politics/2021/06/oregons-comprehensive-and-contentious-wildfire-response-bill-left-for-the-last-week-in-session.html>
- Social Media Coordinator Zoe Fraley is continuing her work on optimizing Western's YouTube channel to create a more branded and useful experience for new and prospective students. While this is an ongoing and evolving project as new content is added to the channel, many of the visible features are updated, including a re-organization of the homepage into featured sections, building out college playlists and creating branded thumbnails for all videos on the homepage. She also used social media to celebrate June graduates leading up to, on the day of, and following commencement, sharing lots of family videos for each of the three ceremonies as well as highlighting Presidential Scholars and Outstanding Graduates with daily posts. She is now in the midst of supporting Orientation

through social media and is building a plan for Western Welcome Week that will include daily Instagram Stories takeovers by important groups on campus such as the Associated Students, University Residences, Counseling & Wellness Services and the library so that new and returning students can hear from their peers in a fun, interactive way about the resources that are available on campus.

- University Communications graphic designer Chris Baker also provided a range of support, including design for the Summer Window magazine; branded office window graphics in the new WWU Community Commons space on the groundfloor of the new Stateside apartment building in downtown Bellingham; Geology Department photo graphics; travel time map for the campus transportation office; and design for University Residence’s revised housing agreement.



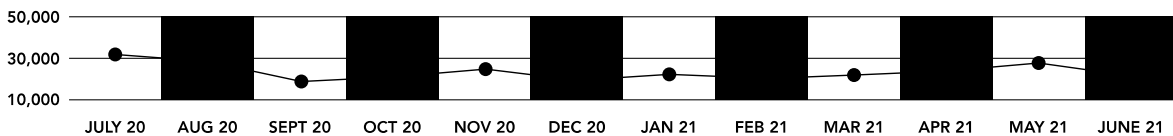
## WESTERN TODAY

### Total Sessions

50,554

### Top Stories

- Meet the 2021 Presidential Scholars – [Link](#)
- The Vax Facts: Answering your questions on the COVID vaccines – [Link](#)
- Christopher ‘Caskey’ Russell named new Dean of Western’s Fairhaven College of Interdisciplinary Studies – [Link](#)



## SOCIAL MEDIA

Twitter

Facebook

Instagram

STATISTICS AT A  
GLANCE

**22,277**  
Total followers

**0**  
New followers

**-1%**  
% gained

**336**  
Engagements

**50,627**  
Total followers

**14**  
New followers

**0%**  
% gained

**8,583**  
Engagements

**24,351**  
Total followers

**285**  
New followers

**1.2%**  
% gained

**44,788**  
Engagements



OFFICE OF UNIVERSITY COMMUNICATIONS

JUNE 2021 – JULY 2021

External Media

Total Stories

1,208

Top Stories

- House Republicans kept a woman in their third-highest post. What stops GOP women from climbing higher? – [Washington Post](#)
- Pressure builds to lift coronavirus restrictions on U.S.-Canada border – [Yahoo news](#)
- Confessions of a reluctant Hindu – [Wall Street Journal](#)



FAMILY CONNECTION NEWSLETTER

May

Sent: 10,977

Opened: 38.6%

Clicked: 10.8%

June

Sent: 10,994

Opened: 33%

Clicked: 6.6%

Top clicks: Get Ready to Rent event, Viking Vax Day, Coronavirus Information, Internship and Volunteer Fair, Vaccine Requirements for Fall.

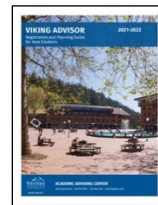
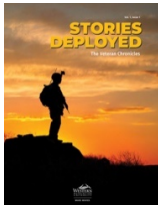
Top clicks: Spring Commencement, University Residences, Coronavirus Information.

## GRAPHIC DESIGN

Total Projects 28

### Featuring

- Stories Deployed Magazine
- Viking Advisors booklets
- Global Humanities and Religions Newsletter
- Campus Calendar



## UNIVERSITY MARKETING

### SUMMARY:

University Marketing is engaged in a range of work which includes digital marketing, collateral creation, video and photography, brand management, and marketing planning & project management.

### DIGITAL MARKETING:

UM breaks down digital marketing into two main sections, campaign work that is coordinated with a third-party service provider, Carnegie Dartlet, and in-house placement of ads. In both cases, the UM team is responsible for strategy, creative production, asset coordination and budget reconciliation. The difference is based on the placement/routing of the advertising on the various platforms as well as tracking, in which in-house placement means that a member of the UM team works directly on the platforms to launch and track ad performance.

In both cases, part of our digital strategy includes monitoring how target audiences are engaging with the ads and landing pages. The UM team, in collaboration with WebTech, has successfully set up Key Metrics in the SiteImprove software, generating a real-time dashboard report which is reviewed monthly at the External Recruitment and Marketing committee meetings.

### CAMPAIGN DIGITAL MARKETING:

Beginning September 2020, URM launched an undergraduate digital campaign in partnership with Admissions as the primary recruitment marketing campaign for WWU. This includes display, display retargeting, Snapchat, YouTube, Pay-per-click, Audience Select (list targeting), and

Facebook/Instagram advertising which runs for a six to nine-month cycle, depending on the platform. At-a-Glance (May 1 – June 30, 2021)

- Total Impressions = 5,284,443
- Total Ad Clicks = 21,385
- Total Conversions (Application or RFI button clicks) = 123

Key highlights:

Overall conversion volume increased 29% in May as a result of strengthened performance from the general undergraduate display retargeting campaign, driving a 74% increase month over month.

The Yield & Melt campaign began May 1, 2021, which includes IP targeting and Facebook list tactics for students who have applied but have not yet confirmed enrollment.

- The yield campaigns completed after a 3-month flight, driving 1,656 clicks and 21 conversions, 14 of those being Confirm Your Enrollment button clicks
- The Facebook/Instagram campaign drove 67% of total yield conversions

At-a-Glance (May 1 – June 30, 2021): Regional Undergraduate Campaign (Everett and Western on the Peninsulas)

- Total Impressions = 258,518
- Total Ad Clicks = 1,379
- Total Conversions (Application or RFI button clicks) = 70

At-a-Glance (May 1 – June 30, 2021): Regional Graduate Campaign (Everett only)

- Total Impressions = 208,587
- Total Ad Clicks = 600
- Total Conversions (Application or RFI button clicks) = 5

Key highlights:

- The continued success of the discovery campaigns led to conversion volume increasing 87% month over month
- The Facebook/Instagram campaigns completed on 5/31 and over their lifetime drove over 1.6 million impressions, 4,680 clicks and 38 conversions
  - The general retargeting campaign was the top converting tactic, driving 16 total conversions, 87% of which were apply related.

## **COLLATERAL CREATION (GRAPHIC DESIGN)**

In March and April, the designers collectively worked on **100 projects** and produced **588 individual assets**.

Notable projects include:

- Undergraduate recruitment campaign digital ads
- WWU Family Calendar, New Student Handbook, New Family Handbook for New Student Services and Family Outreach

- Degree program collateral library updates
- International audience collateral library
- SMATE heritage/history thumbnails and banners
- Window Magazine user experience redesign

## **VIDEO AND PHOTOGRAPY:**

**For May and June, the video team focused on preparing for a number of high-profile, University-wide events. Chief among these was virtual Commencement. The team is also starting to do more field shooting and covering the building of Western's two new campus academic and residential halls. In addition, the team completed the new set of videos for our ongoing student recruitment campaigns.**

### Videography:

- On-site Elwha Dam restoration project filming for the transfer campaign video
- Videos for New Student Orientation
- Commencement
- International alum video shoot in Seattle

### Photography:

- Give Day shoot
- Congressman Rick Larsen visit
- Marysville/Huxley fieldwork shoot with Professors Alex Tadio and Kathy Reidy Liermann
- Cherry Point and Bellingham Bay shoots with Professor John Rybczyk
- STARs (Student Admissions Representatives) portraits and action shots edited and finalized
- Scholarship "I Promise" shoot
- Child Development Center and Sunflower the Crane story
- Juneteenth Flag raising
- Planetarium shoot
- Alma Clark Glass residence hall

## **BRAND MANAGEMENT:**

The creative team works with partners across campus to manage Western Washington University's brand. This includes the development of design elements and assuring adherence to Western's brand standards.

In March and April, the Creative Team:

- Completed brand identity work for:
  - College of Business
  - College of Humanities and Social Sciences
  - College of Science and Engineering
  - Fairhaven College of Interdisciplinary Studies
  - Office of Budget and Financial Planning
  - Office of Business and Financial Affairs
  - Office of Capital Planning and Development
  - Office of Environmental Health and Safety
  - SEA Discovery Center
- Brand identity work in progress for:
  - Entrepreneurship and Innovation Studies
  - Tribal Liaison Office

- Canada House
  - Border Policy Research Institute
  - Center for Canadian-American Studies
  - Salish Sea Institute
  - The Ray Wolpow Institute

## **COMMUNITY RELATIONS**

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

### **MARS LAB PRESENTATION AT CITY CLUB:**

WWU researcher Kristiana Lapo served as the presenter for Bellingham City Club on Wednesday, July 28. She shared her spectroscopy research done in the WWU Mars Lab and their exciting work with NASA's Perseverance Rover which landed on Mars in February 2021. City Club is a non-partisan civic organization that fosters dialogue and debate on important issues facing the community and includes a membership of more than 500 engaged community members. The virtual event was recorded and shared with City Club members, posted on social media, and broadcast on local cable access BTW 10. The Director of Community Relations moderated the discussion and serves on the program committee of City Club which expands opportunities to showcase WWU's exceptional faculty experts to the broader community.

### **HAND SANITIZER FOR A YEAR:**

Last year, Community Relations worked with Chuckanut Bay Distillery to purchase needed hand sanitizer for campus. This effort provided WWU with much needed product while also generating timely financial support to a local business. Now, Chuckanut Bay Distillery has donated much of their remaining supply of hand sanitizer. In total, more than 100 gallons of hand sanitizer has been donated to WWU which will provide the supply needed campus wide for the entire 2021-22 academic year.

### **WWU COMMUNITY COMMONS:**

Community Relations is serving as a key point of contact and project lead for the development of WWU's new Community Commons located in the new Stateside apartment complex in downtown Bellingham. The WWU Community Commons will serve as an accessible and vibrant space for campus and community partners to engage with flexible space for meeting and working. The space is being provided to the university rent-free for three years by project developer Spectrum Development. This space will be supported and staffed by Community Relations in collaboration with multiple campus partners including the Morse Leadership Institute, VU Leadership and Community Engagement, and Entrepreneurship and Innovation Studies. The grand opening ribbon cutting at Stateside will take place on August 24 and the WWU Community Commons will open mid fall quarter.

### **MOVE OUT MADNESS:**

Community Relations worked in collaboration with the Office for Off Campus Living, Zero Waste Western, AS Recycle Center, and the City of Bellingham to offer two recycle locations for Move Out Madness on the weekend following spring commencement. This annual program provides a location for students to donate their furniture, clothes and other household items while discouraging illegal dumping. Additionally, Community Relations facilitated communication between neighborhood

association leaders and the City of Bellingham to make “Pack it in/Pack it out” yard signs available to residents.

### **CELEBRATION OF EXCELLENCE:**

The director of Community Relations served as the narrator of the virtual [Celebration of Excellence Awards](#). He also led the Phil Sharpe Community Engagement Award committee which chose this year’s recipient.

### **COMMUNITY CONNECTIONS AND ENGAGEMENT:**

Community Relations connected multiple community partners to campus programs including the Bellingham Juneteenth Celebration, Ferndale Chamber of Commerce, Washington Liquor Control Board, Whatcom Volunteer Center, Wild Buffalo, Salish Wealth Management, Whatcom Business Alliance, Whatcom Community Foundation, and Allstate.

## **TRIBAL LIAISON**

### **PLANNING:**

The Tribal Liaison was a member of the Legacy Review Task Force. The task force met during the winter and spring quarters to examine the history and significance of building and college names on Western’s main campus in Bellingham. The task force members spent many hours researching and reviewing archival materials and reviewing the processes used by other institutions for re-naming buildings. A forum was also held to seek out input from the Western community. A final report and recommendations on four highlighted buildings: Huxley College of the Environment, Mathes Hall, Haggard Hall, and the Viking Union was submitted in June 2021 to the President and the Board of Trustees.

The Tribal Liaison is leading the campus development process for the Longhouse House of Healing project. Planning is underway with Advancement staff regarding fundraising strategies to fill the gap on the \$500,000 needed on top of the \$4.5 million in state appropriations. Design planning is also underway with the campus architect and capital planning and with the City of Bellingham on the land transfer process in Sehome Arboretum. The Liaison is also creating an advisory structure including a tribal elders committee and a longhouse steering committee.

### **EVENTS:**

Planning has begun with the Tribal Liaison and Community Relations for an Indigenous People’s Day celebration in October. More information to follow in the next report.

### **ADVISORY FUNCTIONS:**

The Tribal Liaison continues to meet with Western staff and other organizations regarding tribal and Indigenous issues which impact the students, faculty and staff at Western. In the forefront is ongoing response on pandemic impacts among Indigenous communities, restorative measures following the discovery of several unmarked graves of Indigenous children at residential boarding schools in British Columbia, and advising on land acknowledgements and honoring a sense of place for Salish tribes.

### **RELATIONSHIP-BUILDING:**

The Tribal Liaison continues to meet with the Tribal Leaders Congress on Education regarding current issues for Native students in K-12 and higher education.



The Tribal Liaison met with Lummi Tribal Chairman Lawrence Solomon to share an update on successful state funding for the longhouse. We expect that the Lummi Council will continue to support Western on this project.

The Tribal Liaison continues to support Northwest Indian College as a board of trustee. The relationship between Northwest Indian College and Western is recognized as an advantageous relationship for both institutions.

## SMALL BUSINESS DEVELOPMENT CENTER (SBDC)

### BELLINGHAM HIGHLIGHTS

<b>Businesses Served</b>	<b>Q2 2021</b>	<b>Q2 2020</b>	<b>YTD 2021</b>
Business Counseling Received	164	191	269
Research or Students Projects	3	6	5
SBDC Sponsored Training Participants	0	865	203
Information or Resources Provided	36	127	74

<b>Clients' Economic Impacts</b>	<b>Q2 2021</b>	<b>Q2 2020</b>	<b>YTD 2021</b>
Capital Formation	\$2.5M	\$6.8M	\$6M
Business Starts	2	1	3
Jobs Created or Retained	59	17	160

Top Areas of Counseling: Start-up Assistance, Buy/Sell a Business, Managing a business, Financing/Capital

Rolling 12-month Demographics

- Top Industries: Service Establishment, Retail Trade, Accommodation and Food Services, Manufacturer or Producer
- Annualized Sales: \$288M
- Jobs Supported: 2,798

### OUTREACH AND PROFESSIONAL DEVELOPMENT

Outreach

- Attended Meet Up Zoom Group "Women in Tech"
- Attended Whatcom Business Alliance Open House
- Attended Women's Professional Network Meeting
- Bellingham Bar and Restaurant Network
- Cindy Brooks, Economic Recovery Coordinator at North Olympic Peninsula Resource Conservation and Development Council - BIPOC Outreach
- Congressman Rick Larsen - 5-County ADO/Chambers Meeting
- Congresswoman DelBene Zoom Meeting - PPP, ERTC
- Downtown Bellingham Partnership - Economic Vitality Committee
- Elizabeth Boyle Consulting
- Ferndale Chamber Networking Meeting
- Ferndale Chamber Small Business Support
- Mauri Ingram, Whatcom Community Foundation - Community Reinvestment Act
- Meeting with Clients and Congressman Rick Larsen - PPP 2nd draws

- Meeting with Fernando Oriz of Solidarity Nation Accounting – Bilingual
- Meeting with Jenefeness Tucker - CBA South Seattle - Black Business Outreach
- Meeting with Joel Nania - SBA, Client Issue
- Outreach to BIPOC Business Population by Email and Phone
- Outreach to International Brotherhood of Electrical Workers
- Outreach to Sustainable Connections
- Outreach to UniteUs - How could SBDC and BIPOC community benefit from association with UniteUs
- Outreach to Yon Wyandt, Wyandt Accounting
- Prime Sports - Belles Sponsorship Night
- Professional Service Provider Meeting with Corky Booze, Commercial Brokers Association
- Professional Service Provider Meeting with Cynthia Martell, Practical Solutions
- Professional Service Provider Meeting with Jim Bjerke, Pacific Continental Realty
- Professional Service Provider Meeting with Lirio Perez, First Federal
- Professional Service Provider Meeting with Fernando Oriz, Solidarity Nation Accounting
- Professional Service Provider Meeting with Ralph Homan, Connex
- Professional Service Provider Meeting, Grace Peschek, Conor McDonald, Angela Korvas - BECU
- Safer Stronger Campaign Steering Committee
- Team Whatcom COVID-19 Economic Resilience Team
- Whatcom Community College - Business and Office Administration Spring Advisory Committee Meeting
- Whatcom Community Foundation - Impact Investing Committee
- Whatcom County Council Advisory Committee - Business and Commerce
- Whatcom County Racial Equity Commission - Community Visioning Summit
- Whatcom County Racial Equity Commission - Meeting with Founders
- Whatcom County Small Cities Partnership
- WWU Board of Trustees
- WWU SBDC Quarterly Advisory Meeting

#### **PROFESSIONAL DEVELOPMENT GENERAL:**

- All SBDC advisors participated in the WSBDc Spring Conference and Professional Development Meetings
- Research on structuring business sale and client reference materials
- ADEI workshop with WWU Senior Leadership
- Aspen Institute - Encouraging Job Quality in Small Businesses: Advising, Lending, and Procurement Approaches
- Comply Right Webinar - Rising Minimum Wage Rates and How they May Impact Your Business
- Global Meet Webinar: Crucial Factors to Consider Before Firing
- Met with Dr. Ray Bowman, California SBDC
- Mike Moyer - How to Split Equity with Cofounders
- Research for L&I Presentation on Agriculture Workers and Overtime Rules
- WiX Ecommerce
- WWU Webinar: Attracting a Workforce in Demand

#### **PROFESSIONAL DEVELOPMENT EQUITY AND CULTURAL AWARENESS:**

- Black Excellence Webinar by D.r Jennifer Harvey
- Deeper Dive Exploring Equity & Cultural Humility Part 2 - provided thanks to WCF's Resilience Fund
- Oregon State University Provost Lecture Series with Ibram X. Kendi, author of How to be an Antiracist

**PROFESSIONAL DEVELOPMENT PANDEMIC RELIEF:**

- Connecting Communities® Session, "A Year of Crisis, and Now What? Where Our Main Streets Go from Here"
- SBA Restaurant Revitalization Fund Webinar
- The Post-COVID Comeback by Jon Schallert, Destination Business Expert.  
[www.JonSchallert.com](http://www.JonSchallert.com)
- WSBDC Meeting: - Chuck DePew, National Development Council - Flex Fund

**KITSAP HIGHLIGHTS**

<b>Businesses Served</b>	<b>Q2 2021</b>	<b>Q2 2020</b>	<b>YTD 2021</b>
Business Counseling Received	43	60	81
SBDC Sponsored Training Participants	14	28	70
Information or Resources Provided	5	63	15

<b>Clients' Economic Impacts</b>	<b>Q2 2021</b>	<b>Q2 2020</b>	<b>YTD 2021</b>
Capital Formation	\$75K	\$420K	\$632K
Business Starts	0	0	1

Top Areas of Counseling: COVID-19 Financial/Capital or General Support, Start-up Assistance, Managing a Business

Rolling 12-month Demographics

- Top Industries: Accommodation and Food Services, Arts and Entertainment, Service Establishment, Retail Trade
- Clients' Annualized Sales: \$27.7M
- Jobs Supported: 561

**HIGHLIGHTS:**

- Facebook Live: With 1000+ views, US Congressman Derek Kilmer visited with Kitsap CBA, Jaime Forsyth, and three SBDC clients. April 8, 2021
- Following more than a year of impressive impact and outreach during the pandemic, the Kitsap SBDC has added new local partners: The Cities of Bremerton and Bainbridge Island have both approved 2022 funding for the Kitsap SBDC as of 6/29/2021. We look forward to additional municipalities joining in that support for 2022 and beyond.
- The Kitsap SBDC recently participated in the Kitsap BIPOC Forum, an initial outreach and conversation to reach out to business owners who identify as members of historically disadvantaged groups. Kitsap Economic Development Alliance has promised to continue this outreach on a quarterly basis.
- Jaime Forsyth, in her first full year as a Certified Business Advisor (CBA), received two awards at the Washington SBDC Annual Meeting, joining the "100 Jobs Club" and "\$1 Million Club" representing jobs saved and capital financing accessed for clients.

## OUTREACH AND PROFESSIONAL DEVELOPMENT:

### Outreach

- BIPOC Business Forum
- Bremerton Chamber CEO
- Bremerton Kiwanis
- Facebook live with Congressman Kilmer
- Fundraising presentation to Poulsbo City Council
- Kitsap Digital Hour (KEDA)
- Kitsap Commercial Investors and Brokers
- Kitsap Credit Union: Business Development
- Kitsap Immigrant Assistance Center
- Mayor of Bremerton - Greg Wheeler
- City of Poulsbo event: Girls Night Out
- Port of Bremerton
- Port Orchard Rotary - Guest Speaker
- Shuttered Venue Operators Grant: Statewide Webinar
- Silverdale Chamber – Guest speaker
- WEDA -SBA-SBDC Technical Assistance Training

### Professional Development

- Census builder data for small businesses
- Dividing the Founder's Pie
- Kiva - Microlending for Small Business
- NFIB Small Business Tax Essentials
- Restaurant Revitalization Fund portal training
- SBA Community Navigator webinar
- The Post-COVID Comeback - The New Requirements to Build a Destination Business and Community
- Washington SBDC statewide spring conference

## SMALL BUSINESS TRENDS AND OBSERVATIONS:

### Access to Capital/Financing

- **Targeted EIDL and Supplemental Grants:** The SBA recently opened these grants up for any small business in a low-income area, with documented revenue loss of at least 30% for the Targeted EIDL (max. award \$10,000) or the Supplemental Targeted EIDL with a documented revenue loss of at least 50% (award of \$5000). Previously, this was only open to businesses that applied for the Economic Impact Disaster Loan in 2020. Recently, the SBA noted that the emails to that original group only have a 40% open rate.
- **Economic Impact Disaster Loan (EIDL):** As long as funds are available, this SBA program will continue through 2021
- **Small Business Flex Fund:** Washington State has opened this loan program on June 30 to provide no fee, low interest loans of up to \$150,000 for small businesses impacted by the pandemic. These loans will be administered through Community Development Financial Institutions (CDFIs). More information on this program can be found here: <https://smallbusinessflexfund.org/>
- **Restaurant Revitalization Fund (RRF):** While this grant fund was intended to make up for pandemic losses in 2020, it has run into a roadblock impacting some of the most in-need businesses. Because of lawsuits in Texas and Tennessee, grants that had been prioritized

for historically disadvantaged businesses were cancelled, because the distribution of funds were based on race or sex. This is an ongoing situation.

- **Employee Retention Tax Credit (ERTC or ERC):** We are still seeing CPAs who are still not familiar with this tax credit opportunity with a potential impact of \$33,000 per employee based on \$5000 retroactive to 2020 and \$7,000 per quarter in 2021.
- **Shuttered Venue Operators Grant (SVOG):** As of June 30, the SBA has “decisioned” 52% of the applicants. We hope that all our eligible Kitsap County venues will have good news to report...soon, if not already.
- **Business buy/sell activity** continues, and deals are still going through with SBA 7a loans, owner financing or self-financing from buyers. Interestingly, we are working with a number of clients in the food service/restaurant space on acquisitions and expansion of operations.
- **Talk of capital gains** rates going up has more baby-boomer business owners contemplating earlier retirements via selling their businesses, sometimes to employees. While Employee Stock Ownership Plans (ESOPs) and Co-ops are gaining in popularity, they may be too expensive or complex for small businesses with few employees. SBDCs can help navigate those options.
- **Startups:** New funding opportunities, such as the new Small Business Flex Fund, continue to require that businesses have been in business before the pandemic. Sixteen months after the beginning of the pandemic, this is limiting access to capital for businesses that were already gearing up prior to the pandemic or want to open a business in a currently vacant space.

## WASHINGTON CAMPUS COMPACT

### LAUNCHING NEW GRANT:

Washington Campus Compact/Western Washington University has launched the new grant, *Civic Leaders and Engagement Corps* on August 1, 2021. Campuses throughout Washington and Idaho have been selected as program partners. This funding will support projects addressing the following issues:

- Academic success and engagement of underrepresented K-12 students
- Academic success and engagement of underrepresented college/university students
- Food security in higher education and communities
- Mental health in higher education and communities
- Civic engagement and racial equity projects
- Environmental stewardship across Washington

### DISAFFILIATION FROM NATIONAL CAMPUS COMPACT:

The Washington Campus Compact board voted to disaffiliate from National Campus Compact. The board deliberated on this decision for the past year. While some elements of affiliation with the national association were valuable, it became increasingly evident that the Washington Campus Compact and national Campus Compact were not aligned with a place-based service delivery model that has been central to growth and success for Washington Campus Compact. To advance our mission, we believe it is essential to have presidential leadership and programming at the local level to effectively implement community engagement and equity work.

Over the past several years national Campus Compact has been reorganizing towards a more centralized structure, away from place-based work and eliminating local presidential leadership in the Campus Compact network. This is counter to our philosophy on how to meet campus partner and community needs.

While national membership has declined significantly over the past several years, membership in Washington Campus Compact continues to grow. Currently there are 46 higher education institutions in Washington that are members: 100% of the four-year public institutions, 68% of private institutions, and 51% of community and technical colleges. Several Idaho campuses are also planning to join this upcoming year.

This is part of a trend as several other state affiliates are also choosing to disaffiliate this year. As a result of this disaffiliation, we will undergo a rebranding process in collaboration with our member institutions over the next year.

## **WEB COMMUNICATIONS TECHNOLOGIES (WebTech)**

### **CORONAVIRUS MESSAGING:**

Work continues in supporting coronavirus messaging to the campus and community. We are working with Prevention and Wellness, Student Health, and University Communications to simplify the coronavirus site pages into a singular landing page, linking off to relevant resources for student, staff, faculty, and visitors. This should make it easier for site visitors to find key at-a-glance coronavirus information and allow us to push updates more quickly as guidelines continue to evolve due to the delta variant.

### **SITE LAUNCHES:**

In late June, Public Records moved out of the Risk, Compliance, and Policy Services website into its own [public records site](#). The site now provides a clearer pathway to university rules and policies and reflects the department's organizational move to the President's Office. We also launched a [Western Success Scholars website](#), a community support program for students who have experienced foster care or homelessness, and an info site for the [Business and Sustainability program](#).

WebTech continues supporting Window Magazine's website, which launched its latest July edition. Our team created a site for one of Window's July features, [Stories Deployed](#), which highlights stories of service written by Western veteran students, with support from the English Department's Kathryn Trueblood.

Western's Information Technology Services (ITS) had two major site launches between June and July. The [ITS site](#) serves as a central resource to learn about Western's network and application support services. ITS's Security Office also launched a [security-specific site](#) to support Western in its IT security practices.

We are fortunate to have one of our talented student web developers working with us over the summer to migrate a suite of Business & Financial Administration WordPress sites into one collective Financial Services site. This huge content migration should come with major improvements in usability and accessibility.

### **SEARCH ENGINE OPTIMIZATION PROJECT:**

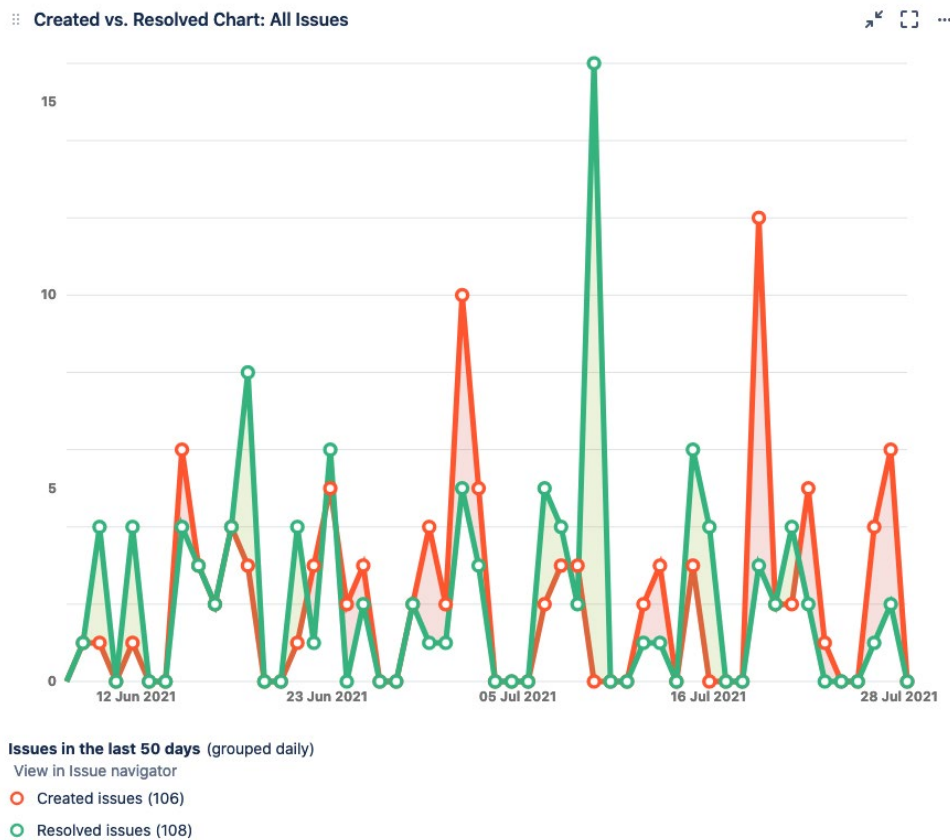
Over the summer, WebTech is addressing backend technical roadblocks that have been inhibiting our ability to show up in Google organic search results. With the support of Carnegie-Dartlet, the agency we use to activate and track our digital recruitment advertising efforts, we are also

developing a content strategy, performing keyword research, and rewriting and optimizing admissions-focused website content for increased search engine visibility. In tandem with this we are reworking the majors landing page, one of our most highly trafficked pages, with the goal of presenting offerings in a more visually appealing way and also improving the text to HTML ratio to increase search engine visibility.

### NEW WEB TRAINING:

WebTech started providing beginner Drupal training, which continues to receive positive feedback from participants. The training focuses on staff who are new to site editing responsibilities, or who want to improve their editing skills. Participants learn how to use our site building platform Drupal and different ways to create content in a hands-on training session. By the end of the training, editors learn how to create informative yet engaging site content, using their own sites to practice and improve.

### WEBTECH WORKLOAD:



Resolution and creation of tickets decreased slightly over the prior period, with 108 resolved issues and 106 issues created. A spike in closed issues on July 9th is due to a series of closed tickets for updates that improve web editing and user experiences overall.

Around 281 help emails were received within June and July. This is a dip from last report, due to summer being a slower than usual time of year for WebTech. In the remote work environment email has stayed consistently popular as a method of seeking support.

# 2021 Affirmative Action Programs – Summary Information

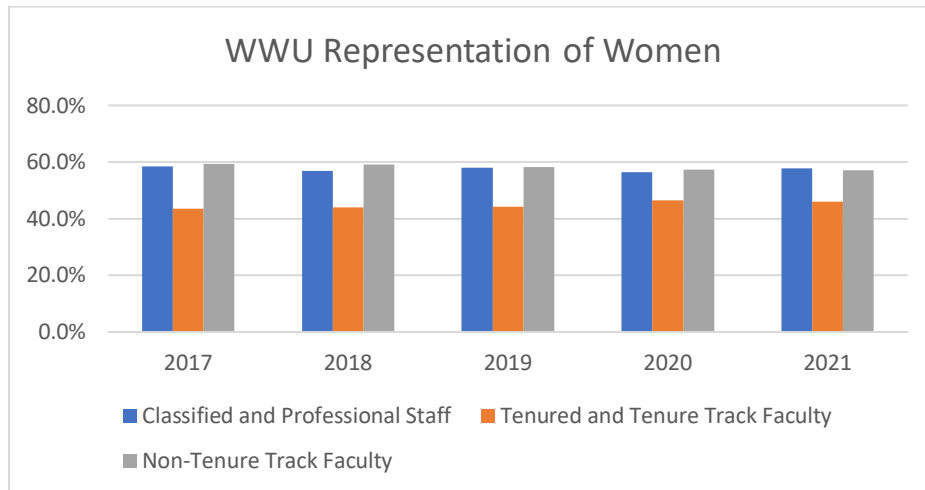
Prepared by the Office of Civil Rights and Title IX Compliance, August 2021

## Introduction

The following is a brief summary from Western Washington University’s 2021 Affirmative Action Program (AAP) for Women and Racial/Ethnic Minorities and AAP for Protected Veterans and People with Disabilities. The Office of Civil Rights and Title IX Compliance meets annually with Vice Presidents and Deans to review the results of the AAPs, including representation in the workforce for women, racial/ethnic minorities, protected veterans and people with disabilities; applicable underutilization and placement goals; and hiring trends, as well as the annual hiring benchmark for protected veterans; so that Vice Presidents and Deans can communicate this information to hiring authorities in their administrative organizations, or College, as appropriate.

## WWU Workforce Representation and Current Hiring Trends for Women and Racial/Ethnic Minorities

**Women:** The University’s representation of women has remained steady over the years, as demonstrated in the below chart. Women have consistently represented approximately 57-59% of classified and professional staff; between 44-47% of tenured or tenure track faculty; and approximately 57-59% of non-tenure track faculty<sup>1</sup> (see footnote below). According to Western’s 2021 AAP, the University currently has placement goals for women in 18 of its 34 job groups (53%). The majority of job groups that are underutilized for women are faculty job groups, with the exception of Western’s staff job group for Senior Administrative Officers also being underutilized for women. A job group is considered underutilized for women when incumbency fails to reach 80% of estimated availability for women in that job group.

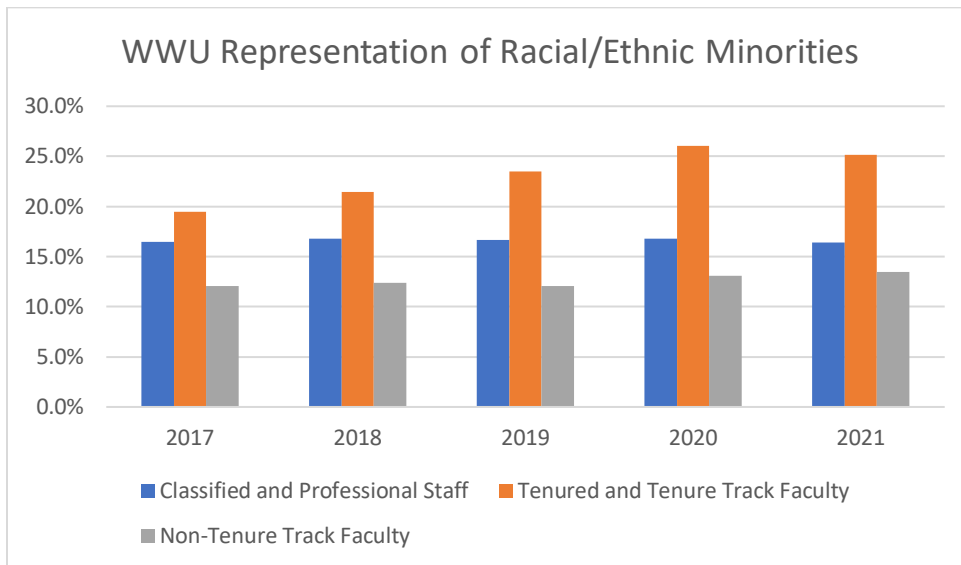


**NOTE:** Data Source: 2017-2021 WWU Affirmative Action Programs. Percentage calculations exclude from the total individuals whose demographic information is not available, as providing this information is entirely voluntary. Charts reflect WWU Workforce as of October 31st of each year. For example, for 2021 AAP, data as of October 31, 2020. Includes employees of any FTE; Classified/Professional Staff data includes temporary employees.



In the 2021 AAP year (November 1, 2019 through October 31, 2020), women represented 61.2% of the hires and/or promotions occurring in permanent or project classified and professional staff positions (hiring data does not include temporary staff). For tenure-track faculty positions, women represented 58.3% of the hires occurring in the 2021 AAP year (data does not include faculty promotions). For non-tenure track faculty positions, women represented 56.7% of the hires occurring in the 2021 AAP year (includes only new hires or re-hires made after a period of 18 months or longer).

**Racial/Ethnic Minorities:** As demonstrated in the below chart, the University’s representation of racial/ethnic minorities has remained steady in classified and professional staff positions, as well as non-tenure track faculty positions, with tenured and tenure track faculty positions seeing a steady increase. Racial/ethnic minorities have consistently represented approximately 16-17% of classified and professional staff; between 20-26% of tenured and tenure track faculty; and approximately 12-14% of non-tenure track faculty (see footnote on page 1). According to Western’s 2021 AAP, the University currently has placement goals for racial/ethnic minorities in 8 of its 34 job groups (24%). More than half of the job groups that are underutilized for racial/ethnic minorities are staff job groups, with the remaining underutilized job groups being evenly split between both tenured/tenure track and non-tenure track faculty job groups. A placement goal is set for a job group when incumbency fails to reach 80% of estimated availability for racial/ethnic minorities in that job group.



In the 2021 AAP year (November 1, 2019 through October 31, 2020), racial/ethnic minorities represented 16.6% of the hires and/or promotions occurring in permanent or project classified and professional staff positions (hiring data does not include temporary staff). For tenure track faculty positions, racial/ethnic minorities represented 39.1% of the hires occurring in the 2021 AAP year (data does not include faculty promotions). For non-tenure track faculty positions, racial/ethnic minorities represented 19.8% of the hires occurring in the 2021 AAP year (includes only new hires or re-hires made after a period of 18 months or longer).

## **WWU Workforce Representation and Current Hiring Trends for Protected Veterans and Individuals with Disabilities**

***Protected Veterans:*** Western conducted a workforce analysis to measure protected veteran representation (utilization) in the workforce. As of October 31, 2020, 2% of all Western employees identified as protected veterans.

The annual national benchmark for *hiring* of protected veterans, effective March 31, 2019 through March 30, 2020, was set at 5.9%, based on the annual national percentage of veterans in the civilian labor force.

Overall, 2 protected veterans (0.6%) were hired and/or promoted from the total 324 positions available, including professional and classified staff, as well as tenured or tenure track and non-tenure track faculty, well below the 5.9% hiring benchmark target<sup>2</sup> (see footnote below). The low percentage of protected veteran hires points to Western's need to increase its efforts with respect to effectively recruiting, retaining, and providing outreach related to veteran populations.

***Individuals with Disabilities:*** Section 503 of the Rehabilitation Act of 1973 (41 CFR Part 60-741.45), as amended establishes a nationwide 7% utilization goal for all qualified individuals with disabilities. Western conducted a workforce analysis to measure representation of individuals in the workforce who identified as having (or having had) a disability. The utilization analysis indicates the representation of employees who identified as having (or previously having) a disability, in each job group within Western's workforce.

As of October 31, 2020, 5.3% of all Western employees identified as having a disability or having had a disability. When looking at utilization by job group, employees with disabilities are underrepresented in all of Western's 34 job groups, except Job Groups 33 (Student Support Professionals), 41 (Clerical Staff I), 42 (Clerical Staff II), 43 (Administrative Support Staff), and 850 (Huxley College Non-Tenure Track Faculty).

Overall, 11 people who self-identified as having (or previously having) a disability (3.4%) were hired and/or promoted from the total 324 hires and/or promotions that occurred, including for professional and classified staff, as well as tenured or tenure track and non-tenure track faculty (see footnote below). Western will continue to refine its efforts with respect to effective recruitment, retention and outreach related to people with disabilities.

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**NOTE:** Hires and promotions data includes only permanent or project staff (does not include temporary staff); data does not include faculty promotions; and for non-tenure track faculty, only includes new hires or re-hires made after a period of 18 months or longer. The data time period for the 2021 AAP is from November 1, 2019 through October 31, 2020.

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

**TO:** Members of the Board of Trustees  
**FROM:** John M. Meyer, Chair, Board of Trustees  
**DATE:** August 20, 2021  
**SUBJECT:** **Board Trustees Remarks**  
**PURPOSE:** Information Item

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**Purpose of Submittal:**

Chair Meyer will provide time to members of the Board of Trustees and the University President for any final remarks, questions, or observations.

**20. DATE FOR NEXT REGULAR MEETING**

- **October 7 & 8, 2021**

## **21. ADJOURNMENT**