

Annual Report | 2008 - 2009

Fairhaven College of Interdisciplinary Studies

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Fairhaven College of Interdisciplinary Studies
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Contributions/Highlights

This report is structured according to strategic goals of the University and it documents the ways Fairhaven College of Interdisciplinary Studies contributes to our shared future.

GOAL 1:

Western Washington University will be recognized as the premier undergraduate institution in the Northwest and in the top echelon of undergraduate schools in the country, committed to a holistic student experience in an environment that is stimulating and physically beautiful.

National Reputation

Fairhaven has a national reputation as a premier liberal arts college; it is a destination college that contributes to Western Washington University's standing as a member in the top echelon of undergraduate schools in the country. Fairhaven does more than provide a private-college education at a public-university price. It offers a unique brand of education for creative, self-discipline, adventuresome students. Fairhaven College provides leadership locally and nationally in providing an educational experience that is holistic. As Fairhaven College's mission says:

The College assumes a responsibility to provide leadership for Western Washington University in diversifying the curriculum, faculty, staff and student body, as well as to demonstrate models of alternative curricular forms and course structures. Fairhaven's programs offer alternatives for students seeking more responsibility for their educations in terms of self-designed majors and independent study.

Fairhaven's national reputation manifests itself in a variety of ways:

- Alternative educational institutions across the nation consult Fairhaven's dean, faculty, and staff to determine best practices and innovations in **narrative assessment, interdisciplinary study, self-designed majors, intensive advising, and independent research**. This past year the Dean, Roger Gilman, was the outside evaluator of the Johnston Center at the University of Redlands: Marie Eaton and Roger Gilman were asked to give workshops at AACU national meetings on Narrative Assessment, Interdisciplinary Research, and on Globalizing the Curriculum. Others are consulting us on best practices and **innovative pedagogy**.
- Fairhaven College attracts over twice as many **out-of-state students** as Western as a whole (**23%** in Fairhaven's 2008 entering class compared to approximately **8.5%** of the new students for Western as a whole).
- Fairhaven College belongs to the **Consortium of Innovative Environments for Learning (CIEL)**, a national consortium of 24 colleges that share pedagogical strategies and curricular emphases. Membership in this Consortium has brought additional national attention to Fairhaven College and Western Washington University through presentations at the American Association of Higher Education and other national venues (see www.cielearn.org).
- Fairhaven College is connected with the **Project on the Future of Higher Education**, a focused initiative, funded by the Pierson-Lovelace Foundation, that brings together leaders in American higher education to answer the question: *Given what we know and the likely future social, technological and economic realities, if we were creating a college or university today, what would it look like?* This project, and Fairhaven College as **a model of engaged student learning**, has been

featured at conferences sponsored by the American Association of Higher Education, American Association for Colleges and Universities, National Association for Student Personnel Administrators, Association of College and Research Libraries National Conference, Association of Governing Boards, and other national higher education conferences (see www.pfhe.org).

- Fairhaven College's signature program in **Law, Diversity and Justice** provides undergraduate preparation for admission to law school (or other professional schools that prepare people for careers that can make good use of legal training) to students from backgrounds currently under-represented in these professions. This Program and the Center attached to it draws attention from around the nation. The graduates of this program have been successful in gaining admission to professional schools of their choice and in developing their careers as professionals. This is another way in which the College contributes to the reputation of Western as a premier institution and one that addresses the whole student – his or her past, present, and future (see www.wvu.edu/cldj/).
- The **Adventure Learning Grants** offered by Fairhaven College are gaining a national reputation. These grants account for some of the College's increased applications from out of state residents. The grants are modeled on the Watson Grants (which are available to students at 28 liberal arts colleges). The fact that Fairhaven has its own grants of this type, exclusively available to Fairhaven students, has attracted a lot of interest to the College. These grants have reinforced the College's initiatives in international studies and global perspectives.
- Fairhaven College faculty, students and alumni are recognized nationally and internationally for their **scholarship, creative work** and **participation in national organizations**. To list just a few examples:
 - Fairhaven College organized and hosted a national conference on **Collaborative Research** that was well attended. The core group of colleges and universities presenting at the conference came from the CEIL consortium and the Carnegie Foundation's associates in the Academy for Teaching and Learning.
 - Professor **John Tuxill** was elected to the national Board of Directors of the Society of Ethnobiology. He published a journal article: Tuxill, J., L.M. Arias, L. Latournerie Moreno, J. Vidal Cob Uicab, and D.I. Jarvis. "All Maize is not equal: maize variety choices and Mayan foodways in contemporary rural Yucatan, Mexico," in *Pre-Columbian Foodways: Interdisciplinary Approaches to Food, Feasting, and Festivals in Ancient Mesoamerica*. J.E. Staller and M. Carrasco, eds. Springer-Verlag Publishers. He delivered several conference papers: "Early successional ethnobotanical resources increase the sustainability of rural subsistence: the case of *taj* (*Viguiera dentate*) and its management by Mayan beekeepers in Yucatan, Mexico," presented at the 32nd Annual conference of the Society of Ethnobiology, New Orleans, LA; "Natural disasters and small farmer responses in Yucatan, Mexico: implications for crop biodiversity and rural food security," presented at the XVI International Conference of the Society for human Ecology, Bellingham, WA. He gave several invited presentations: "Impactos del hurandán Isidoro sobre el flujo de semillas y la producción campesino en Yaxcaba, Yucatan," at the Instituto Politecnico Nacional-Centro Yaxcaba de Investigaciones Integradas para el Desarrollo Rural, Oaxaca, Mexico. Tuxill was also selected as a Service Learning Fellow 2008-2009, WWU Office of Service Learning, and was a reviewer for the National Science Foundation.
 - Professor **Lawrence Estrada** was re-elected President of the National Association for Ethnic Studies (NAES), which promotes activities and scholarship in the field of ethnic studies. During his tenure as President, he brought the NAES headquarters to Western's campus. He also co-authored and co-edited *Immigration in America Today: an Encyclopedia*, Greenwood Press (with Jeanne Armstrong and James Loucky). He also presented at the

Oxford Round Table Seminar in England, the Border Regions In Transition Conference in Victoria, BC, and at several national conferences (on the topics of immigration, multiculturalism, and ethnic studies). He was a presenter at the Latino Education Summit sponsored by the Governor and the Washington State Commission on Hispanic Affairs. He is an editorial board member of the *Ethnic Studies Review*, the *Journal of Educational Controversy*, and the *Journal of Ethnic and Multicultural Studies*. Estrada is a board member of the Washington Latino Business Association.

- Professor **Dana Jack** received a new book contract with Oxford University Press for international studies on silencing the self and depression. This important volume, *Cultural Perspectives on Women's Depression: Self-Silencing, Psychological Distress, and Recovery*, will include authors from 14 countries, as well as depression experts in the United States. This work is supported by two research grants. An invited session dedicated to her work is scheduled for the up-coming annual meetings of the American Psychological Association. She has also been appointed to the governing board of Slum Doctors International, and selected as a Senior Investigator with the Mind and Life Research Institute <http://www.mindandlife.org/sri08.ml.summer.institute.html>
- Professor **Daniel Larner** was awarded the Liberty Bell Award by the Whatcom County Bar Association "for lifetime achievement in civil liberties education and advocacy." He has been appointed guest editor of an upcoming issue of *Law and Literature Journal*, published by the Cardozo School of Law, Yeshiva University, New York. He is also a member of the Board of Directors of the national Eugene O'Neill Society. He is in charge of a commission evaluating the Association's international journal, *The Eugene O'Neill Review*; and he presented a paper at the Society's international conference last June. Larner will serve as Faculty Senate President this year.
- Professor **Kathryn Anderson** completed video and audio recordings of interviews with the returned Adventure Learning Grant recipients for assessment and publication purposes, and conducted an analysis and evaluation of this study abroad program. This "Story Corps" method (<http://www.storycorps.org>) used in this project, with two persons interviewing each other, will become the model for next years Oral History of Fairhaven College as it approaches its 50th year celebration and campaign.
- Among Professor **Tanis S'eiltin's** many accomplishments this year was the curating of the multi-artist exhibition, "TRESPASSING" at the Whatcom Museum of History and Art. Among her exhibitions was a piece, "Savage Apparel" in "On the Edge, forging new directions in contemporary Alaska Native Art" show at the University of Alaska Museum of the North, Fairbanks, Alaska; and a piece, "War Head" in "Changing Hands: art without reservation 2; contemporary Native North American art from the West, Northwest, and Pacific," at the Museum of Art and Design, New York, NY; four pieces in TRESSPASSING: "Hit" "Blood for Shares" "Princess Slurry" and "Coho" at the Whatcom Museum of History and Art; at the Allied Arts gallery, Bellingham, WA, "Resisting Acts of Distillation" and "Hit"; at the International Gallery of Contemporary Art, Anchorage, AL, "Perseverance"; and at FiveMyles Gallery in Brooklyn, NY "Hit" in the show Native Voices, Contemporary Indigenous Art.
- Professor **Babafemi Akinrinade** secured a contract for his new book, *Human Rights and State Collapse in Africa*. He is a reviewer for the *International Journal of Transitional Justice*.
- Professor **Raquel Montoya-Lewis** continues to serve as a Justice for the Northwest Intertribal Court System: the Lummi, Nooksack, and Nisqually Tribal Courts, and was appointed to serve on the Burns-Paiute tribe (Nevada) Tribal Appellate Court. She completed an article "Whiteness in a Red Room: telling stories and legal discourse in the

tribal court room.” One of her students, **Ceci Lopez**, successfully finished her first year at the University of Washington School of Law. Four of her students passed the Washington Bar Exam this year. Montoya-Lewis presented “Juvenile Justice in Indian Country” at the National Conference on Juvenile Justice, Orlando, FL. She was appointed by the Annie E. Casey Foundation to be a member of the Washington State delegation to the National Conference for Juvenile Detention Alternatives, in Baltimore, MD. She authored many appellate court and tribal court decisions this year. And she was the keynote speaker for Western’s Women of Color Empowerment dinner. Professor Montoya-Lewis was appointed the Lummi Nation’s Chief Judge and appointed the Upper Skagit Tribal Court’s Chief Judge. She was hired as a consultant by the Stillaguamish Tribe of Indians to conduct a review of their Indian Child Welfare program. She is a trainer for the Northwest Training Institute on Working with Native Families.

- Professor **Marie Eaton** presented at several conferences: “Reflective Self-Evaluation: Connecting Pedagogy, Engaged Learning and Assessment” at the American Association of Colleges and Universities meeting in Washington DC; “Beyond Volunteerism to Engaged Citizenship: the role of reflection and praxis in community-based learning and social justice work” at the CIEL Symposium, Hampshire College; and “Interdisciplinary Teaching and Narrative Assessment,” at Berea College, KY. She also traveled on behalf of the College with the **Village Studies Institute** to India to make arrangements for our Study Abroad program.
- Professor **Julie Helling** won a Liberty Bell Award from the Whatcom County Bar Association for founding the Whatcom Civil Rights Project as a practicum for the Law, Diversity and Justice Program at Fairhaven College. She has designed a new practicum, the Domestic-Violence Court Watch Project for our students which will begin fall term. She was a presenter of “The First Amendment and Students’ Rights” at the Pre-Law Student Leadership Conference.
- Professor **Niall Ó Murchú** presented at the meetings of the Political Studies Association of Ireland in Dublin a paper entitled “Frank Wright’s Northern Ireland: A Comparative Analysis in Comparative Perspective.” He presented a paper of joint research with his students on “Race and Economic Exclusion” at the CIEL/CASTIL conference.
- Professor **Mary Cornish** won the Field Poetry Prize for her book *Red Studio*; and alumnus, Ann Davis, won the T.S. Eliot Prize in poetry for *Into the Arms of Pushkin*. Both of these are prestigious awards.
- Professor **Jungsik Kim** published six articles this year, including “Perceptions of Social Change and Psychological Well-Being: a study focusing on social change in Korea between 1997 – 2000 in the *Journal of Applied Psychology*; and another article, with Wansuk Kim, “Emotional Contagion as an Eliciting Factor of Altruistic Behavior: moderating effects of culture” in the *Korean Journal of Psychology*. He also organized a symposium for the Asian Association of Social Psychology conference in Sabah, Malaysia, “Culture and Self-View and Self-Presentation.” He has been appointed to the editorial review board of the Asian Journal of Social Psychology. [Professor Kim resigned mid-year to take a position at a university in Korea.]
- Professor **Gary Bornzin** published “Multiculturalism and Science: Teaching Diversity Values in ‘Value-Neutral’ Science” in *Unity and Diversity in Religion and Culture: Exploring the Psychological and Philosophical Issues Underlying Global Conflict, International Readings on Theory, History and Philosophy of Culture, No. 22*, (St. Petersburg: Russian Institute for Cultural Research, 2006) pp. 284-294. He published an anthology of student work, *Visioning sustainable Futures*.

- Professor **Dan Scout Rowe** presented a paper in Istanbul, Turkey, on “American Indians in Turkey: Popular Images and Stereotypes,” for the International Association for Ethnic Studies conference. He mentored four students’ research and writing and coached their presentations of work on “Crossing Boundaries of Identity and American Indian Literature” for the national conference of the National Association of Ethnic Studies. He was a consultant to Northwest Indian College on “preparing student-designed majors in native science. He moderated a campus-wide discussion of the documentary film “Standing Silent Nation” at the request of student groups at Western. Dan moderated the plenary session discussions of “Bridging Race and Space: social justice and environmental racism” for the National Association for Ethnic Studies conference in San Diego.
- Professor **John Feodorov** had several exhibitions of his art works this year, including a piece, “Dead Houses,” in a national traveling show organized by the John Erickson Museum of Art; and a presentation, “Guest Curator,” in the group invitational show at the Schalter Gallery in Berlin, Germany. These shows were in addition to several in-state exhibitions of his work such as the solo show “Ambiguities” at South Seattle Community College. He was invited Visiting Artist and lectured at Portland State University, the University of Florida/Gainesville, Stetson College, and the University of Rochester. His student, **Rick Lawson**, produced the installation art work “The War Experience”, painting on uniforms, that is now circulating as a national traveling exhibition.
- Professor **Leslie Conton** presented several workshops (“trainings”) in shamanism nationally (in Portland, OR.) and internationally (in Vancouver, BC). She was named an Honorary Member of the Council of the Foundation of Shamanic Studies.
- Professor **Stan Tag** was appointed to the Editorial Board of Interdisciplinary Studies in Literature and Environment.
- Professor **John Bower** published “Changes in marine bird abundance in the Salish Sea: 1975 to 2207” in *Marine Ornithology* Vol. 37. He also gave several public lectures on marine birds for environmental organizations in the Northwest. His student, Chandler Colahan, traveled to Spain to study the unprecedented jellyfish population explosions in the Mediterranean, research which she is preparing for publication.
- Professor **Midori Takagi** presented a paper at the Washington State Multi-cultural Education conference on “Peer Mentoring of Minority Students” and she was Interim Director of the American Cultural Studies program this year.
- **Shirley Osterhaus** was appointed to the board of directors of the Whatcom Human Rights Task Force and to the board of the Bellingham Human Rights Film Festival. Shirley organized the World Issues Forum speakers series with brought to campus 33 speakers – scholars, lawyers, authors, activists, and journalists – who spoke on a wide variety of global issues; these events attracted many off-campus community members and generated positive external news coverage.
- **Chris Vita** engineered six audio recordings: “Care” by the Sweaty Sweaters; “Everything Louder” by the Contra; “Short Shorts” by the Growers; an untitled solo album by Ryan O’Flarity; “Crossfox” by Crossfox; and “Juicebox” by Juicebox. All these recordings were favorably reviewed in the press: What’s Up! Magazine; Line Out; The Stranger; Sun on the Sand.

- Alumnus **Bill Dietrich**, the Pulitzer Prize winning journalist, published his fifth novel, *Napoleon's Pyramid*, to critical acclaim. He now teaches at Huxley College here at Western.
- Alumnus **Brian Sokol** was named by PDN (Photo District News), an international magazine of photography, as one of the "30 Most Important Emerging Photographers to Watch"; one of his award winning photos graces the cover of this journal.
- Alumnus **Alice Bremner** won a Fulbright Fellowship to teach in India.
- Alumnus **Rabbi Ellen Dreyfus** was appointed President of the Central Conference of American Rabbis.

Goal 2:

Western Washington University will remain true to its niche and not attempt to be all things to all people, steadfastly holding to quality above access, planning creatively within the scope of its resources.

Fairhaven College is proud to have been given a **commendation** by the Higher Learning Commission Re-Accreditation team for "excellence in student/faculty interaction as evidenced by the intensive/extensive advising, the types of assessment tools employed by the College for student learning outcomes, and the nature of the Senior Project."

Goal 3:

Western Washington University will be diverse in its programs and persons through aggressive recruitment and retention of underrepresented groups and women, embracing diversity not as reflected in numbers, but as reflected in respect and in valuing differences, in mentoring both students and staff, and in setting examples of success.

Fairhaven College continues to be a campus leader in many aspects of Western's diversity initiatives.

Diversity in our Community

Fairhaven College is a point of entry to higher education for minority and first generation students. The percent of new students admitted who self-identified as a **person of color** increased from **19%** in the 2004-05 academic year to **25%** in the 2008-2009 academic year. Twenty-four percent (**24%**) of our new students identify themselves as **first-generation-to-college** students. Additionally, our new students differ in other ways from most of the new students coming to Western. The average age of our entering students (**25 years old**) is older than the typical entering class, reflecting the number of older returning students who choose Fairhaven College. We also have a higher percentage of **out-of-state** students (**22%**) than WWU as a whole, reflecting our national reputation.

Fairhaven College Enrollment Statistics, 2008-2009

Quarter	Fall	Winter	Spring	Total Enrolled	Percent
Category					
WWU Transfers	9	12	9	30	23.5%
New Transfers	21	14	5	40	30.3%
Freshman	57	4	1	62	47.0%
Total Enrolled	87	30	15	132	100%
State Residency					
Residents	67	24	12	103	78.0%
Non-Residents	20	6	3	29	22.0%
Gender					
Female	52	19	9	80	59.7%
Male	37	11	6	54	40.3%
Average Age					
	20	23	23		
Ethnicity					
Caucasian	61	17	11	89	67.4%
American Indian/Alaskan Native	4	3	0	7	5.3%
Asian American (E & S)	7	1	2	10	7.6%
Black	2	3	0	5	3.8%
Latino	7	2	2	11	8.3%
Multi-ethnic/Other/Unknown	6	4	0	10	7.6%
Total Students of Color	20	9	4		25.0%
First Generation College Students	19	9	4	32	24.2%
Upside Down Program Students	2	2	0	4	3.0%

Fairhaven College also has a good track record in the **retention of students of color** who chose to join our community. In the chart below, the percentages of students by ethnic origin in our student body are compared with other statistics, both local and state-wide. **In all categories of diversity measured by the Council of Presidents** (except for Asian American and Other Multicultural) **Fairhaven exceeds both the Washington State 4-year public statistics and Western's own statistics.** Especially notable are the statistics on Native American students, a population that has traditionally been under-served by higher education.

2008-2009 Fairhaven College Students by Ethnic Origin

Compared with State, COP and WWU Statistics for Newly Admitted Students

Council Presidents Categories	Washington State (2007 Census)	Washington State 4-yr Public (COP Participation Rates for Students of Color, 2005)	Western Washington University (Registrar's report 10-30-05)	Fairhaven College
	%	%	%	%
Caucasian/White	81.8	74.3	79.6	67.4
African Amer.	3.2	2.6	3.2	3.8
Hispanic Amer.	7.5	4.6	4.6	8.3
Asian Amer.	5.5	11.8	8.0	7.6
Native Amer.	1.6	1.6	2.8	5.3
First Generation	No Data	No Data	?	24.2
Not Indicated	No Data	No Data	?	7.6

<http://quickfacts.census.gov/qfd/states/53000.html>

As the numbers below indicate, **Fairhaven College's faculty is also quite diverse**, perhaps one of the most diverse units on Western's campus. We believe this diversity in the permanent faculty cadre has contributed to our success in attracting and retaining diverse students.

Diversity of the Fairhaven Faculty 2008 - 2009

Category	Number	%	Category	Number	%
Permanent Faculty/Total	18	100	Adjunct Faculty/Total	15	100
Caucasian/White	12	62.9	Caucasian/White	12	61.1
African Amer.	1	5.2	African Amer.	1	5.6
Hispanic Amer.	1	5.2	Hispanic Amer.	2	5.6
Asian Amer.	1	5.2	Asian Amer.	0	0.0
Native Amer.	4	21.5	Native Amer.	0	0.0
Multicultural	0	0.0	Multicultural	1	7.1
GLBT	2	5.2	GLBT	2	11.1

Persons in the last category are counted in both ethnicity and sexual orientation categories, so the total percentage is greater than 100%.

Diversity in our Curriculum: Fairhaven College's contribution to Goal 3 is not just reflected in the numbers of students admitted and retained or the diversity represented in our faculty. Our mission clearly emphasizes our commitment to diversity as it plays out in the curriculum and in our interactions with each other.

Fairhaven students should develop curiosity about and tolerance for diverse ideas and values, and for the ability to engage in dialogue about controversial issues. They should learn to recognize that maintaining healthy diversity is essential for all living systems – ecological, cultural, ideological, genetic – to provide flexibility and adaptability. . . . Cultural pluralism is an important part of Fairhaven's curricular focus. A positive learning environment embraces difference. We recognize that survival requires diversity – that difference is essential and is in the best interest of the planet. Courses and other learning experiences provide an examination of the impacts and contemporary and historical roots of race, class and gender relations. Social issues such as, homophobia, ageism, and internalized oppression are examined along with strategies for conflict resolution.

This commitment to diversity is reflected in the Fairhaven College **course offerings** as illustrated by a sample of the courses offered this year:

- *Slave Narratives*
- *Cross-Cultural Psychology*
- *Radical Politics and the Law*
- *Whatcom Civil Rights Project*
- *Applied Human Ecology*
- *Race Relations on Film*
- *Female Adolescent Development in the US*
- *Environmental Issues of Indigenous Peoples*
- *Psychology of Racism*
- *American Indians in the Cinema*
- *GLBT Issues in Education*
- *The Cultural Creation of Identity*
- *Critical White Studies*
- *American Indian Activism and Resistance*
- *Cross Cultural Shamanism*
- *Asian Culture, Personality and Self*
- *African American Experience*
- *Construction of Queer Identity through Media*
- *Gender and Globalization*
- *Arab World through Literature*
- *Voices of Arab and Islamic Middle East*
- *Issues in Contemporary Mexican Society*
- *The Hispanic American Experience*
- *Korean History and Culture*
- *Asian Women in America*
- *Law and Immigration in America*
- *Topics in Middle East Studies*

In addition to these specific courses, many of the other courses at Fairhaven include a cross-cultural or comparative analysis framework to discuss problems in our society, bringing the lenses of ethnicity, class, and gender to bear on a wide range of topics.

Additionally, the **American Cultural Studies** minor degree programs in African-American Studies and in Hispanic American Studies promote diversity at Fairhaven. These programs add a wide range of course offerings on diversity to the curriculum of Fairhaven College.

The Law and Diversity Program is also an example of Fairhaven's continued commitment to Goal 3. Fairhaven College is the home for the Law and Diversity Program and the Center for Law Diversity and Justice. This is a signature program not only for the College but for the University.

Recent changes to the curriculum of the Law and Diversity Program provide a more flexible structure in order to serve a broader group of students who want to use legal skills and knowledge in their future professions whether or not they intend to go to law school. We continue to actively recruit students from under-represented groups who are interested in the study of law as a tool for social justice. The advising and support of these students has been assumed by a greater number of the Fairhaven faculty and staff. Through the Fairhaven **Interdisciplinary Concentration** process, these candidates are able to combine substantive studies in law with other courses around a wider range of issues related to law and diversity that are more specifically tailored to their career goals.

The Center for Law, Diversity and Justice

Fairhaven College launched a Law, Diversity and Justice Center at Fairhaven College to provide a focus for studies and community collaborations at the intersection of social justice, legal processes and a diverse society and to provide support for students in the Law, Diversity and Justice Program. Its key components are:

- A site for integrating studies of law, diversity and justice in American society, including thematic programming each term to link faculty, courses and student work. The themes for last year's quarters were: Elections and Social Justice; Human Rights and Civil Liberties Since 9/11; and Race and Crime.
- A site for the intellectual exploration of the intersections between social justice, legal processes and a diverse society that brings together the expertise of more Fairhaven faculty and those from other departments and colleges at WWU. It also serves as a venue for students to integrate their knowledge gained from a variety of courses during the year.
- A site for the coordination of student advising and support activities for students in Law, Diversity and Justice concentrations, and a site for creating a community among those involved in the Center and the Program.

GOAL 4

Western Washington University will provide an environment that invigorates the intellectual engagement of students and instills a love of learning through:

- ***A general education program that embraces a liberal arts core for all students and prepares them for living in a global and diverse environment, able to converse in a civil and intellectual manner.***

Model Undergraduate Education Program

Fairhaven College of Interdisciplinary Studies embodies an approach to teaching and learning that puts intellectual engagement and student-centered learning at the center of its programs. This programming exemplifies the pedagogies supported by a growing body of scholarship on teaching and learning and by national curricular trends in undergraduate education. As Fairhaven College's mission statement says:

Fairhaven's interdisciplinary curriculum is centered on the process of inquiry as well as on the development of knowledge. Courses and experiences introduce students to thinking strategies used in various disciplines and areas of study, and application of these thinking and problem-solving skills to larger issues and questions. Classes prepare students to learn on their own, and move from the skills of critiquing and interpreting knowledge to constructing knowledge.

Our curriculum is designed to help develop students' abilities and perspectives in the liberal arts and in civil dialogue. The Core curriculum is designed to help students learn to listen carefully and engage respectfully in discussion, and to value different world-views, and to appreciate multiple voices reflecting the diversity of experience in our society.

The **Core curriculum** revisions, implemented this year, exemplify these commitments. At the heart of the new Core curriculum are three new courses required of all entering first-year and transfer students. These courses are:

- **Critical and Reflective Inquiry** (5 credits)
This interdisciplinary seminar engages students in the process of critical and reflective thinking, reading, and writing, and prepares them to communicate clearly in various modes and to value modes of understanding and expression that are effective in other cultures. It is a place to explore what these processes are, why they are valuable, how they work, and where they fit into a Fairhaven education.
- **Social Relationships and Responsibilities: Theories and Critiques** (5 credits). This interdisciplinary seminar uses multiple perspectives from modern social theory to explore social relationships and examine the rights, responsibilities, and obligations of individuals and communities in the United States. Integral to this examination are the experiences of those excluded from the Western ideals of freedom and equality that form the basis of democracy in the United States.
- **The Practice of Interdisciplinary Study at Fairhaven College** (1 credit)
This course is the roadmap for the Fairhaven philosophy and pedagogical practice. Students are introduced to the Fairhaven College community, mission, educational philosophies and their complementary processes leading toward graduation.

These three required Content Core courses are supplemented by a set of course choices at the low and upper-division level to prepare students in the content of the liberal arts traditions, including:

- **Humanities & Expressive Arts**
Students develop an appreciation for and experience with literature, the arts, and movement, and an exploration of these as modes of expression and communication in the worlds of ideas and social action.
- **Science & Our Place on the Planet**
Students develop an intimate knowledge of the physical world and the effects of science and society on it, and an ability to use these tools to resolve human and environmental issues.
- **Society & The Individual**
Students develop a sense of history and its importance in understanding the present, and the desire and ability to define connections between social phenomena, become aware of these connections, and act in relation to their interdependence with those around them.

Opportunities for student and faculty to interact in scholarly work, learning what discovery and a life of the mind offers.

Students' engagement in scholarship and in the design of their own learning is at the heart of the Fairhaven curriculum. Students design interdisciplinary Concentrations that integrate the contributions of several disciplines to a central problem, issue, or theme, or they choose a major in another college. Seminar formats encourage collaborative assignments and enhance active student participation. Motivating students to develop their own goals for learning is central to Fairhaven's programs of study. Narrative assessments, including a student self-evaluation and written responses from faculty, foster this process.

Helping students develop the *skills to study independently* is one of Fairhaven's goals; students are required to develop an independent study experience as part of their Concentration. This year faculty at Fairhaven College sponsored over 2000 SCH in independent study work, including Senior Projects, foreign study, and focused studies in students' areas of interest and Concentration.

Additionally, Fairhaven faculty involved students in an active program of **undergraduate research, scholarship and creative activity**. A few examples:

- Student **David Albright** won an award for his documentary film, "Smells Like Money," the story of the Georgia-Pacific plant on Bellingham Bay. This project began as an assignment in Professor Anderson's Oral History class. The film has been aired on Public Television stations in the Northwest.
- Based on her research, knowledge and experience of India, **Alice Bremner** won a Fulbright Fellowship to India to teach English.
- **Rick Lawson** created an installation art piece, "The War Experience Project," that is becoming a national traveling exhibition and getting lots of critical review.
- **Andrea Bibee** has been accepted to the University of Oregon Law School with a significant scholarship. Four other Fairhaven alums passed the Washington State Bar Exam this year.
- 30 students have been involved in the **Marine Bird Research Project** directed by Professor John Bower and several were co-authors of the paper presented at the Pacific Seabird Group meetings. **Chandler Colahan** travelled to Sapin to research the unprecedented jellyfish population explosions in the Mediterranean, and is currently writing up her research for publication.
- **Danielle Crawford** became the managing Senior Editor of the literary magazine, Jeopardy.
- Various student teams, led by Professor **John Tuxill**, did restoration work in the Sehome Arboretum and the Outback Learning Lab, removing invasives and replanting native plants, and monitored water quality in the watershed.
- Three Fairhaven student artists won development grants to sponsor the exhibitions of their works: **Ann Watness** ("The Lighted Barn Project"), **Sally Wolf** ("Waterfront Buildings Photo Essay") and **Erin Jensen** ("I See London, I See France"). And **Seres Kyrie** created an installation of peace cranes that hung in City Hall for an extended period of time.
- **Casey Hons** presented at the CIEL Conference on Collaborative Research on "Ecological Restoration: On Campus Opportunities for Environmental Education." And **Brandt Frandle** presented on "The 1907 Bellingham Anti-Sikh Riots" and **Becky Alhadeff** presented on "The German-Turkish

Stratification in Germany” (Becky also received an Adventure Learning Grant to study Kurdish participation in Turkish society next year.)

- **Tyson Minck** is riding his bicycle across the continent of South America teaching low tech bicycle repair to villagers along the way and researching the impact of bicycling on rural communities (and is now riding all the way home to Bellingham); **Eric Vermeers** returned from Bhutan, documenting the transition from monarchy to democracy in this Himalayan kingdom. And **Alia Parker** returned from Guatemala researching the post-war women’s health revolutionary movement. **Rebecca Alhadeff** is in Turkey observing a case of protracted conflict in the Kurdish experience. **Anna van De Grift** is studying micro-financing in Ecuador, Peru, and Bolivia; and **Elise Burnett** is researching art as a political medium in Guatemala. These students are winners of the nationally visible **Adventure Learning Grants** offered exclusively to Fairhaven students.
- Student **Jocelyn Edelstein** returned from a year abroad study to edit a documentary film on the hip hop dance movement in Rio de Janeiro after living in its barrios, teaching hip hop and learning local variations of the dance form. She is now using hip hop in Portland, Oregon in her work with at-risk youth.
- Student **Robyn Albro**, whose Concentration was a study of physical and mental trauma, put her knowledge to work in a Senior Project as a Red Cross volunteer in Texas in response to Hurricane Rita.
- **Danny Teachman** did his student internship with the US Department of Health and Human Services Office on Disability and testified before Congress about Para-Transit’s lack of emergency transport for the disabled. He is going to graduate school in Social Work at Eastern Washington University.
- **Anne Treat** is an Adventure Learning Grant recipient who worked in South East Asia and did research on food and culture. Her Senior Project was a cookbook (that may be published); it links stories about food and culture in Thailand with recipes and photographs.
- **Gabriel Rodriquez** is a graduating graphic design artist who draws his inspiration from his experience as a deaf student in hearing culture. He wrote, directed, produced, edited and played the lead role in a 25 minute silent film that explores the experience of a deaf man navigating through hearing culture.
- Student **Rebecca Renfrow**, a documentary filmmaker, produced and filmed “White Privilege (What’s That?); investigating the invisible”; it streams as video on the Center for Law, Diversity and Justice website; it is nationally known and visited daily by viewers (see www.wvu.edu/cldj/).
- **Jessica Viogt** and **Christopher Longman** and **Stacey Goodbuffalo** gained admission to Gonzaga Law School; and **Beverly Yuodelis** gained admission to Seattle University School of Law.
- **Enrique Lopez** ran from Alaska to Panama with Peace and Dignity, an indigenous organization under the theme of “Sacred Lands”.
- **Aylen Rounds** was admitted to the MFA program in playwriting at the University of Arizona. **Mario Orallo** and **Jimmy Price**, two freshman, co-directed Mr. Marmelade, a play that won enthusiastic audiences and the request to form a Fairhaven Theatre Company which will offer a series of plays next year.
- **Gina Duffy Tichenor** began an internship with Washington State Appeals Court, Judge Mary Kay Becker, and Clair Gallagher began an internship with the ACLU of Washington State.

- **Carson Leh**'s design project won 2nd Place and \$1,500 from the Mt. Baker Plywood Furniture Contest.
- **Matia Jones** completed 900 volunteer hours with AmeriCorps through the Campus Compact service learning office.
- **Alyssa Daschbach** presented a paper, "Sugar in the Blood and the Soul Wound," on Native American diabetes at a conference on undergraduate research sponsored by the CIEL consortium.
- **Kelly Garwick** Ramer did a research internship at the US Consulate in Istanbul, Turkey in the Visa Section in order to better understand and to critique American foreign policy concerning travel and immigrant.
- **Heather Bugni** conducted research on literacy in second languages with the Whatcom Literacy Council and then went to Lijiang, Yunan, China to teach English as a second language to university students.

An Honors program that broadens and involves all who wish to participate in challenging intellectual endeavors.

Fairhaven College does not offer a formal honors program; however, the opportunity is open for all students to design challenging intellectual endeavors, including primary research and creative activities that live up to the highest standards. Fairhaven is "a different kind" of honors college.

An international program that provides students the opportunity to experience and ultimately live and compete in a global economy and diverse world.

Three formal programs, the World Issues Forum, the Adventure Learning Grant, and the bi-yearly Studies in Mexico and the Dominican Republic program, provide opportunities for Fairhaven students to gain important perspectives on global issues and our diverse world. The College is in the process of formalizing a working relationship with the Village Studies Institute that will provide service learning experiences in South Asia, India, and Nepal. We are also exploring the possibility of an on-going educational arrangement in Kenya. And there are additional curricular initiatives that help develop student competencies in global citizenship.

World Issues Forum

This on-campus weekly forum is dedicated to addressing current world events. Over the past year, the World Issues Forum continued to draw large crowds from across the University campus and from the Bellingham community at large. Students may earn academic credit for enrolling in a series of seminar discussions emanating from the weekly Forum presentations. In these seminars, Forum presenters participate with students in a discussion facilitated by Fairhaven's World Issues program Coordinator.

Last year, we collaborated with various departments on campus to expand the World Issues forums by linking them with a "**Human Security Lecture Series**". This past year, four out of the eight speakers were nominated by other academic departments, and those four speakers offered two presentations: one at the World Issues Forum and another as part of the Human Security Lecture Series.

Examples of Forum speakers are:

- Elizabeth May, Chair of Canada's Green Party, "The Climate Crisis: Why US Leadership is Urgently Needed."
- Margaret Lee, Associate Professor of African and Afro American Studies, University of North Carolina, "Re-enter the Dragon: China-Africa Relations in the 20th Century Scramble for Africa."
- Hiroshi Motomura, Professor of Law at the UCLA School of Law, "Immigration Outside the Law."
- Dahr Jamail, independent journalist of the Iraq War, "Beyond the Green Zone" and Camilo Mejia, former staff sergeant US Army, "A Soldier of Conscience."
- Jeff Halper, anthropologist and activist from Israel, "Breaking the Siege of Gaza."
- Professor Riki Ott, marine biologist, "Not One Drop: Betrayal and Courage in the Wake of the Exxon Oil Spill."
- Baldemar Mendoza Jimenez, and agro ecologist from Oaxaca, "NAFTA Turns 15."
- Q'orianka Kilcher, descendant of the Huachipaeri and Quechua people of Peru, "Indigenous Peoples: human rights, dignity and development with identity."
- Gary Nabhan, ethnobotanist and author, "Where Our Food Comes From: Conserving Heritage Foods Globally, Nationally, and Locally."
- Stephen Gloyd, MD, Assistant Chair of University of Washington Global Health Program, "The Promise of Health for All: Are US Policies Making it Harder to Achieve Global Health?"
- Dr. Thomas Ackerman, Director of the Joint Institute for the Study of the Atmosphere and Ocean (JISAO) and Professor of Atmospheric Sciences at the University of Washington; "Global Warming: Facts and Fictions."
- Jamal Rahman, Muslim Sufi minister of the Interfaith Community Church, Director of the Sacred Psychology School: "Coping with Islamophobia."
- Christine Ingebritsen, Professor of Scandinavian Studies at the University of Washington: "The Politics of Whaling."
- Darrell Hillaire, the Lummi Nation: "Finding Our Way Home: a story of the journey from cultural genocide to celebration of place and time."
- Deborah Campbell, Journalist and adjunct professor at University of British Columbia: "Iran's Quiet Revolution."
- Carolyn Finney, Assistant Professor of Environmental Science, Policy, and Management at University of California, Berkeley: "What's Race Got to Do With It? Climate Change, Privilege, and Consciousness."
- Vincent Harding, Colleague of Martin Luther King and Professor Emeritus of Religion at the Iliff School of Theology, and visiting Distinguished Professor of African-American Religion, Drew University: "King's World Vision and Ours."
- Ramya Vijaya, Assistant Professor of Economics, Richard Stockton College: "Balancing the Home and the World: the Ascendance of Women Workers in the Global Economy."

- Carol Davis, Poet, Santa Monica College, the Sandburg-Auden-Stein Poet-in-Residence at Olivet College, winner of the TS Eliot Prize for *Into the Arms of Pushkin: Poems of St. Petersburg: "Russia from the Inside: an American Perspective."*
- Benjamin Smith, Assistant Professor of Political Science and Asian Studies at the University of Florida, Gainesville: "The Sole Voice(s) of Kurdistan? The Historical Roots of Kurdish Nationalism in Iraq and Turkey."
- Alice Rothchild, Physician, Author, and Human Rights Activist: "Broken Dreams: Stories of Jewish and Palestinian Trauma and Resilience."
- Lama Mugabo, UBC School of Community and Regional Planning: "Post-Genocide Rwanda: a Resilient Society."
- Tamir Moustafa, Jarislowsky Chair in Religion and Cultural Change, and Associate Professor of International Studies at Simon Fraser University; "Struggle for Constitutional Power: Law, Politics, and Economic Development in Egypt."
- Shafqat Hussain, School of Forestry and Environment, and Department of Anthropology at Yale University: "Protecting the Snow Leopard and Enhancing Farmers' Livelihoods."

The World Issues Forum collaborated with the **Critical Junctures Lecture Series**, the **Center for Law, Diversity, and Justice**, the **Northwest Indian College, Whatcom and Skagit Community Colleges, local high schools**, and community organizations such as the **Whatcom Human Rights Task Force**, the **Peace & Justice Center**, the **Community Co-op**, and **Village Books** in hosting speakers at off-campus events in addition to the on-campus events. We have begun video-taping the presentations; and next year, with new up-graded cameras we will film with higher production values and air the series on BTV Channel 10. This is great publicity for the College and University; it shows our dedication to community outreach and education.

Adventure Learning Grant

This program provides a unique opportunity annually for Fairhaven students to design a year-long international learning experience. This year's recipients are Rebecca Alhadeff who is investigating protracted conflicts, using as an example the Kurdish experience which she is researching in Turkey. Anna van De Grift is studying micro-financing in Ecuador, Peru, and Bolivia. And Elise Burnett is looking at art as a political medium in Guatemala. Alia Parker just returned from researching health as a human right: in particular, reproductive rights in Nicaragua, Peru, and Brazil; Tyson Minck who is researching the bicycle's impact on South America, in Peru, Chile, Argentina, Uruguay, and Brazil is currently riding all the way home to Bellingham; and Eric Vermeers who observed the devolution of power from the king to the parliament in Bhutan, the crossroads of the Himalayas, in particular the Buddhist communities worried about cultural conservation and neo-liberalism" in Bhutan, Sikkim, and Nepal. This grant is garnering nation-wide attention for the College and the University.

Six students also participated in foreign study connected with Western's study abroad programs.

Studies in Mexico and the Dominican Republic

Every other summer, Professor Larry Estrada leads a program of study in Mexico (FC 310-V: Contemporary Cultures of Mexico). The course provides students opportunities to travel and study in central Mexico while learning about the historical, cultural, social and political dynamics of Mexican society. The course features intensive language instruction, home stays and field trip opportunities to produce understanding of the complexities of Mexico's Mesoamerican past and present. Content of the course ranges from issues of immigration and economic sustainability to indigenous traditional medicine. Last summer 18 students participated in the program, and over the past few years, nearly 100 students. This

program will alternate with a new similar program to begin this fall (2009) that travels to the Dominican Republic.

In addition to these structured programs, **twenty-five students planned and implemented foreign study experiences** through Fairhaven College's **Independent Study program**. In consultation with a faculty sponsor, these students studied music, comparative conflict, languages, ecology, travel writing, comparative religions, and political economy in countries as varied as Sweden, Ireland, Peru, Thailand, New Zealand, France, Palestine, India, and Nigeria.

International and global issues are also represented in Fairhaven's curriculum. A sampling from this year's course schedule includes:

- *Gender and Globalization*
- *Arab World through Literature*
- *Voices of Arab and Islamic Middle East*
- *Issues in Contemporary Mexican Society*
- *Global Education: Culture and Change*
- *The Peace Corp Experience*
- *Eastern and Western Concepts of Culture, Personality and the Self*
- *The Modern Middle East*
- *Nationalism and Ethnic Conflict*
- *International Law and Immigration*

Fairhaven College intends to make strategic plans during the up-coming year to strengthen and focus its efforts to produce competencies for global citizenship. We will capitalize on recent experiences of faculty stays abroad, including Niall O' Murchu's fellowship in Ireland, John Bower's sabbatical in Chile, Dana Jack's research in Nepal, John Tuxhill's in the Yucatan, Marie Eaton's research in Thailand and Kenya, and Dan First Scout Rowe's collaborations in Istanbul.

Opportunities for student and faculty participation in interdisciplinary programs.

Fairhaven is a key site of Western's commitment to interdisciplinary learning. All our classes and programs are interdisciplinary, and our students design degree programs that use an interdisciplinary approach to the study of a problem or theme. In addition to the over 425 Fairhaven students who participate in our programs, approximately 450 students from other colleges at Western registered for classes at Fairhaven during the past academic year.

Through our **Distinguished Teaching Colleague** program, a faculty member from another college at Western is offered the opportunity to teach interdisciplinary courses at Fairhaven College for a year. During the 2006-2007 academic year, James Loucky from Anthropology joined our community; we did not have a DTC this past year for budget reasons.

GOAL 5

Western Washington University will provide, through public and private sources, the resources needed to: attract and retain highly competent faculty and staff, support students who come to learn and challenge their own and others' intellectual capabilities, and maintain facilities and technologies that reflect intellectual opportunity and involvement.

Marketing: Newly designed website

New website launched 10/30/2008 – <http://www.wwu.edu/fairhaven/>

Analytics	New website	Old website*	Impact
Bounce Rate**	30.96%	45.17%	Decreased 31%
Average Time on Site	00:04:27	00:02:30	Increased by about 2 minutes
Visits	33,640	13,593	2.5 times
Pageviews	172,016	33,849	5 times
Pages/Visit	5.11	2.49	2 times
New Visits	37.78%	40.15%	Decreased 5%

*Analytics scripting was not added to pages until March 2008, and was only added to major landing pages (site was largely disorganized and was not based on templates, making maintenance difficult.) These data are therefore only averages during the entire period scripting has been in place for both sites. All variables are difficult to qualify on the old site since analytics scripting is missing from many of the 2nd and 3rd tier pages.

**Bounce Rate = Total # of Visits for 1 page / Total # of Visits.

Old Site data = March 1, 2008 – October 30, 2008 (8 months)
New Site data = October 30, 2008 – August 3, 2009 (9 months)

Impact Analysis

These data cannot precisely portray the comparison of the new Fairhaven College website with the old site, yet they can give us a rough idea of some of the improvements of the new site.

The new site has, at the very least, decreased our bounce rate by a significant amount. This means more people are landing on our site (about ½ are from search terms) and finding interesting, useful, and engaging content. The Average Time on Site, Visits, Pageviews, and Pages/Visit have all increased, which supports the theory that more people are finding more interesting and/or relevant content on the new website.

Unique/New Users

The new Fairhaven website serves new users (our prospective students and parents, alumni, and outside community members) through meaningful content, user-friendly navigation, structure, and page design. Prospective students and their parents can easily read about, watch videos, and view photos of our current students and alumni accomplishments as well as quickly access and download information about applying to Fairhaven and Western Washington University. They could also find out a lot more about student life, events, the local culture of Bellingham, and extra-curricular activities via the Student Life section of the new site. New users can get overviews of all things Fairhaven, but they can easily delve much further – they can see full course descriptions, read about a particular faculty member, or watch the full video of last week's World Issues Forum. Relevant content is embedded based on subject rather than type, so users can find links to written content, multimedia, photos, online forms, and downloadable PDF documents all relevant to a particular subject, such as the Core Curriculum.

Returning Users

The New site surely serves our new users more than our previous website, but it also serves our returning users—that is, our current students and faculty as well as the WWU community—more efficiently. The new website builds community by including faculty biographies, student profiles, a student life section, and an updated events calendar. Current students can now read Fairhaven-specific course descriptions online, download scholarship applications, and find resources for the Fairhaven curriculum, Independent Study processes, Self-Evaluations, and applications and online forms.

Development

Thea Kleiber was appointed as the first **Development Director** for Fairhaven College this past year. She spent her first year developing relationships with existing donors, making qualifying first-calls to alumni, and working in conjunction with the marketing department to strengthen Fairhaven's pipeline for major gifts. This involved inventing strategies to increase alumni engagement with the College. Thea accomplished 316 donor communications, including 150 personal meetings with current donors, alumni, and supporters (including ones in Spokane and Vancouver, BC; and visits with members of the Minority Bar Associations in Seattle to set the stage for future support for the Center for Law, Diversity, and Justice.

We launched the first electronic version of our Alumni and Donor newsletter, the *Connection*; and updated the giving page on the College website. Thea reviewed and updated scholarship agreements and application requirements to bring them in accordance with donor intentions. She also solicited and procured commitment of financial support for the Brentwood, Martina Horn, Carten and Conant Dodge scholarships; and she arranged for a pass-through grant from the Gittenger family (via the VP for Advancement) to support the World Issues Forum.

Conant Dodge Scholarship Fund - A fund-raising concert by Motherlode raised additional funds for the Conant Dodge Scholarship to fund scholarships at a higher level.

In addition, the annual **Telethon** and the **Dean's Letter** this past year yielded results significantly above past years' levels. The College was blessed with a \$100,000 **irrevocable estate gift** to the Fairhaven College by Ms. Dana Starr. And two **founding donors** of the Center for Law, Diversity and Justice (\$10,000 ea.) were announced. The number of gifts made and the average size of gifts has increased over the past year. In estate planning we have worked with two donors toward \$4M in future gifts. Jane Carten with Saturna Capitol invited Fairhaven to submit a proposal for engaging alumni and students around entrepreneurship and a lecture series on International Business, Politics and Law. Three distinguish lectures have been offered this year by Saturna and the alumni event for entrepreneurs. In addition Jane and Terry Carten funded the Carten Family Scholarship for \$5,000. And the family of Blake Grinstein made \$10,000 cash donation to the Blake Grinstein Scholarship Endowment. Mark Lehmann made significant donations for sponsoring the World Issues Forum.

Progress on 2008-2009 Goals; and Goals for 2009-2010

This has been a challenging time for the College. Ron Riggins, the former dean, had to step down because of illness, and Marie Eaton took over as acting dean while a search for a new dean was concluded. Roger Gilman, an alumnus of the College, was appointed dean in the fall of 2006 after 25 years of teaching and administering in Universities in the Chicago area. Several key staff members retired during the past year and several took new jobs in other cities. This left just two of eight experienced staff members to provide continuity; we have hired five replacement staff members and trained them this year. This has absorbed an enormous amount of time. We will have hired a new Office Manager, a new Assistant to the Dean, a new Registrar, a new Communications, Marketing and Outreach Coordinator, and a new Admissions Director this year. The result of all this personnel change is that some of the strategic initiatives set for last year were not fully realized. In addition, a reduced operating budget allotment for the past year hampered our efforts to move forward. With even bigger cuts in our budget for the next two years, the College will have to identify projects to work on that require fewer resources.

Some of the **issues we will continue to focus on next year** are:

1. Refine our reduced **Operating Budget** for the College.
2. Find more **Space** for Offices and Classrooms; begin the process of working with Francis Halle and Rick Brenner in planning a new building for the college.
3. Raise **Funds** for Innovative initiatives, Scholarships, and Faculty and Student development; emphasize Old Main Society memberships
4. **Internationalize** our Curriculum and Programs; integrate classes and the World Issues Forum.
5. Refresh the **Law, Diversity and Justice** Program and Center.
6. Secure **First-Year Program Funding** and refine the Program; proposal to Steve Vanderstaay's group.
7. Implement our new **Electronic Portfolio System**; start next phase.
8. Continue Assessment of our **New Core Curriculum**; especially the Transition Conference.
9. Establish a new Off-Site **Freshman Orientation** Program model.
10. Develop an Academic Strategic Plan for the **Outback**; include Huxley and Woodring.
11. Develop an **Alumni Organization** for the College; and a college Advisory Board.
12. Begin the Fairhaven College **Oral History Project** on the Story Corps model.
13. Create a Fairhaven College **Policy Handbook**
14. Set up new **Video Production Editing Lab**
15. **Brand and Market** the College with new logo, colors, fonts, layouts, tag lines.
16. Further build-out the College's **website**
17. Continue work on the College's Alumni publication, **The Connection**, as an electronic publication.
18. Rewrite from scratch the college **Catalog copy** for the University catalog.
19. Lure freshman back to spending their first (and perhaps second) year in the Fairhaven **Dorm** cluster (and provide new programming for them and a Fairhaven student RA).
20. Create new **Strategic Plans for Recruitment and Admissions**.
21. Create new **Strategic Plan for Fund Raising**.
22. Do **Succession planning** in anticipation of a flood of sabbatical and retirement requests.
23. Plan a **40th Year Reunion** in conjunction with the WWU Alumni Reunion in 2010.
24. Consider new **Learning Outcomes** (and support programming) in Oral and Visual Presentation Skills; and in Leadership and Citizenship.
25. Create "**Pipeline**" programs of Recruitment to Fairhaven for High School Students.

Faculty Accomplishments

New Courses Designed

The development of new courses is an avenue for faculty to link their research and scholarship with teaching. These new courses reflect those links.

Babafemi Akinrinade

- Accountability for Gross Human Rights Violations
- International Human Rights
- Human Rights in Africa

John Feodorov

- Art During War Time

Raquel Montoya-Lewis

- Transgender Identities and Histories; and Complications: Legal and Medical Ethics
- Children and the Law

Dana Jack

- Global Hunger; and From Prospectus to Publication; and The Psychology of Mindfulness

Julie Helling

- Comics and Diversity
- Domestic Violence Court Watch Project
- Battered Women and the Law
- Topics in Literature: Philip Pullman

Daniel Larner

- Contemporary American Playwrights: August Wilson and Tony Kushner
- Free Press

Niall Ó Murchú

- Immigration Law
- History of the Modern Middle East
- South Africa in Comparative Historical Analysis

Stan Tag

- Place and Imagination
- Maps
- Elements of Style

Gary Bornzin

- Visioning Sustainable Futures: Wikitopia in Process

Larry Estrada

- Race and Society in the Latino Caribbean

John Tuxill

- Agroecology
- The Ecology of Eating
- Ecological Restoration
- Sustaining Biological Diversity
- Biological Inventory of Blanchard Mountain (with John Bower)

John Bower

- National Elections
- Marine Ecology
- Evolutionary Medicine
- Biological Inventory of Blanchard Mountain (with John Tuxill)

Shirley Osterhaus

- Human Rights/Global Awareness
- The Spirit of Justice

Midori Takagi

- Horror Films

Books

Babafemi Akinrinade

- *Human Rights and State Collapse in Africa*, Eleven Publishers, Utrecht, Netherlands.

Mary Cornish

- *The Red Studio* a collection of poems she won the prestigious Field Prize in Poetry

Refereed Journal Articles

Kathryn Anderson

- "A Review of Janet Rankin: A Political Woman," in the *Oregon Historical Quarterly*, winter 2006.

Daniel Larner

- "O'Neill's Endings: the Tragicomedy of Distant Echoes," *The Eugene O'Neill Review*, Fall 2009.
- "The Purpose and Power of the First Amendment: A Response to Hildon and Colitti." *Journal of Educational Controversy*, Vol. 2.1, January 2007: special issue: *Jonathan Kozol's Nation of Shame Forty Years Later*. <http://www.wce.wvu.edu/Resources/CEP/eJournal>.
- "Keeping the Constitution inside the Schoolhouse Gate – Students' Rights Thirty Years after *Tinker v. Des Moines Independent Community School District*," by Nadine Strossen, edited from the original version by Daniel Larner. *Journal on Educational Controversy*, 1:1 (February, 2006), <http://www.wce.wvu.edu/Resources/CEP/eJournal/v001n001/Index.shtml>. Original version appears in *Drake Law Review*, 48:445, - 462 (2000).

Jungsik Kim

- Kim, J.S. and S. Lee (in press, accepted 2008). "A Cross-Cultural Study of Self-Presentation: The Influence of the Length and Scope of an Expected Social Relationship." (34 pages). *Asian Journal of Social Psychology*.
- Kim, J.S. and S-H Ng (2008). "The Influence of Perceptions of Social Changes on Social Identity Negotiation: a Study focusing on Hong Kong Society after Reunification." (28 pages). *Asian Journal of Social Psychology*, 11 (3).
- Kim, J.S. and E. Song, and S. S. Lee (2008). "Effects of Culture Priming on Self-rating." *Korean Journal of Social and Personality Psychology*. 22 (1), pp. 179 – 196.
- Kim, J.S. and W-S Gim (2008). "The Perceptions of Social Change and Subjective Well-being: National Comparison on the Effects of Coping Resources." *Korean Journal of Psychological and Social Issues*, 14 (1), pp. 19 – 45.
- Lee, S.S. and J.S. Kim (2008). "Influence of Fit in Self-Construals Between Superior-Subordinates on Burnout." *Korean Journal of Psychology: Health*.
- Gim, W-S and Kim, J.S. (2007). "Body-related Values and Body-esteem in East Asian Women: a Cross-national Study Focusing on Korean, Chinese, and Japanese college students." *Korean Journal of Psychological and Social Issues*, 13 (4), pp. 113 – 134.

John Bower

- Bower, J.L. "Changes in Marine Bird Abundance in the Salish Sea: 1975 – 2007," *Marine Ornithology* Vol. 37.

Book Chapters

John Tuxill

- Tuxill, J., L.M. Arias, L. Latournerie Moreno, J. Vidal Cob Uicab, and D.I. Jarvis. "All Maize is not Equal: maize variety choices and Mayan foodways in contemporary rural Yucatan, Mexico," In *Pre-Columbian Foodways: Interdisciplinary Approaches to Food, Feasting, and Festivals in Ancient Mesoamerica*. J.E. Staller and M. Carrasoco, ed.s Springer-Verlag Publishers.

Edited Volumes

Larry Estrada

- Co-edited and Co-authored *Immigration in America Today: An Encyclopedia*, Greenwood Press (Sept. 2006); with Jeanne Armstrong and James Loucky.

Daniel Larner

- Guest Editor, the *Journal of Law and Literature* for a commemorative, 100th birthday (and now memorial) issue on the work of American playwright Barrie Stavis.

Conference Papers or Presentations

Raquel Montoya-Lewis

- "Juvenile Justice in Indian Country: the Lummi Juvenile Justice Project" at the National Conference on Juvenile Justice, Orlando, FL; the Governor's Conference on Juvenile Justice, Seattle, WA; and Northwest Intertribal Court System, Tulalip, WA.

Roger Gilman

- "Issues in Interdisciplinary Research," AACU national convention, representing the CIEL consortium. "Globalizing the Curriculum," AACU national convention, Portland, OR.

John Bowers

- Presented "Evolution's Guide to the Good Life," Western Washington University's Turning Point Lectures; "Storming the Sound" Soundwatch Environmental Conference, Whidbey Island; Presented "Changes in Marine Bird populations of the Pacific Northwest," at the Northwest Vertebrate Association meetings. "'NW Washington Marine Bird Abundance Changes Over 25 Years: what we know and what we need to know," Whidbey Island Audubon Society, September 2007. "Western Washington University/Fairhaven College Marine Bird Study -- An Integrated Research and Education Program," CIEL conference, Berea, KY, October 2007. "Survey Studies on Abundance Changes in Pacific Northwest Seabirds," Pacific Seabird Group, Blaine, WA.

Larry Estrada

- Presented a paper at the Oxford Round Table Seminar, Oxford, England, March 2007; presented paper "Attacks on Multiculturalism," at National Ethnic Studies Association meeting, June 27 -28, 2007, Philadelphia, PA. Panelist and Chair "Border Regions in Transition" conference at Victoria, BC, January 12 -15, 2008. Presided as President over the 36th Annual NAES Conference, April 3 – 5, 2008 in Atlanta, GA and discussant for "Chicanas Taking Charge: student led implementation of Ethnic Studies." Keynote Speaker for the MCCChA Northwest regional conference, March, 2008, at Western Washington University. Keynote Speaker "Immigration, Education, and Our Future," conference sponsored by St. Edwards University, University of Texas and Austin Community College, May 9th, 2008.

Tanis S'eiltin

- Panelist, "Sharing our Work: the artists speak" at "Sharing our Knowledge: a Conference of Haida, Tlingit and Tsimshian Tribes and Clans," sponsored by NSF, Sitka, Alaska
- Panelist, "Explorations of Identity in Contemporary Native American Art" Anchorage Museum at the Rasmuson Center, Anchorage, Alaska

Marie Eaton

- "Beyond Volunteerism to Engaged Citizenship: the role of reflection and praxis in community-based learning and social justice work (with Toby Smith), the CIEL Symposium, Hampshire College, Fall 2006; "Songwriting and Song Repertoire" at the Puget Sound Guitar Workshop, Summer 2007.

John Feodorov

- "Native American Art" invited lecture, Southern Illinois University, Carbondale; and at Central Michigan State University, Mount Pleasant, MI; and at Whitman College, Walla Walla, WA; and at the University of Washington, Seattle, WA.

Daniel Larner

- "The tragicomedy of Distant Echoes: O'Neill's Social Vision," Seventh International conference of the Eugene O'Neill Society, Boston, MA.; "Eugene O'Neill" at the O'Neill Festival, Danville, California, September 2006 and "What O'Neill Teaches: Kushner and the Playwright's Perspective," at the American Literature Association, Boston, Mass, May 2007; "Drama and Democracy: the Boundary Between Art and Social Justice," at the annual conference of the Association for Integrative Studies, Tempe, AZ, September 27 – 30, 2007. "Out from Under: Reclaiming Civil Liberties and the Rule of Law (and What We can do Now)." CASCAID conference on Social Justice, Bellingham, WA, May 3, 2008; panelist for video interview of Aaron Caplan, moderated by Lorraine Kasprisin for the *Journal of Educational Controversy*, WWU, April 30, 2008 (see <http://www.wce.wvu.edu/resources/cep/ejournal/>)

Dan First Scout Rowe

- "American Indian Community Adaptation to the Boarding School Movement," and "Ne'er-do-well Moses White Horse and Indian Community Transition," both at the National Association for Ethnic Studies conference in San Francisco.

Niall Ó Murchú

- "Frank Wright's *Northern Ireland: a Comparative Analysis* in Comparative Perspective," Political Studies Association of Ireland, Dublin, October 2007.

Stan Tag

- Panelist for commentary on the dance performance *Furies Alpha 1/24* by Montreal Danse.

John Tuxill

- "Early Successional Ethnobotanical Resources Increase the Sustainability of Rural Subsistence: the case of *taj* (*Viguiera dentate*) and its management by Mayan beekeepers in Yucatan, Mexico." 32nd Annual Conference of the Society of Ethnobiology, New Orleans, LA, 2009. "Natural Disasters and Small Farmer Responses in Yucatan, Mexico: implications for crop biodiversity and rural food security," at XVI International Conference of the Society for Human Ecology "Integrative Thinking for Complex Futures: Creating Resilience in Human-Nature Systems," Bellingham, WA. "Ecological Restoration: On-Campus Opportunities for Environmental Education," at the CEIL conference, Western Washington University, April, 2008. Commentator and Discussion facilitator of the film "Un Poquito de Tanto Verdad," Bellingham Human Rights Film Festival, February, 22, 2008.

Midori Takagi

- "Assessing Peer Mentoring Programs" Washington State Multicultural Education Conference, Seattle, WA.

Kathryn Anderson

- "Constructing Narratives for Global Understanding: Policy, Economics, and Travel," at the CIEL conference, Western Washington University, Bellingham, WA. Chair and commentator for panel on "US Feminists in the 1960s and 1970s," Western Conference of Women Historians, Vancouver, BC, May, 2008.

Julie Helling

- "How the Whatcom Civil Rights Project Operates," at the CIEL conference, April, 2008, Western Washington University, Bellingham, WA. Keynote speaker for the Center for Law, Diversity and Justice spring quarter emphasis on Women and Violence, May 15, 2008, Fairhaven College: "The Prosecution of Domestic Violence in the United States: Questions, Quandaries, and Possible Solutions."

Exhibits and Productions

Tanis S'eiltin

- Co-curated large group show, "Trespassing," with Rebecca Hutchins at the Whatcom Museum of History and Art, Bellingham, WA.
- "Trespassing" featured artworks: "Hit" "Blood for Shares" "Princess Slurry" and "Coho"
- Whatcom Museum of History and Art, Bellingham, WA.
- "Resisting Acts of Distillation, Allied Arts Gallery, Bellingham, WA. solo exhibition.
- "Perspectives" group show, featured artwork: "Perseverance" International Gallery of Contemporary Art, Anchorage, AK.
- "Native Voices: Contemporary Indigenous Art," Five Myles Gallery, Brooklyn, New York.
- "Making Sense of Things," McMaster University Museum of Art, Hamilton, Ontario Canada; and at the University of California Davis
- "Savage Apparel" in "On the Edge, forging new directions in contemporary Alaska Native art," University of Alaska Museum of the North
- "War Head" in "Changing Hands, art without reservation 2, Contemporary Native North American Art from the West, Northwest and Pacific" at the Museum of Art and Design, New York, NY and the Anchorage Museum at the Rasmuson Center

John Feodorov

- "Ambiguities," a solo show, South Seattle Community College, Seattle, WA.
- "Trespassing," group show, Whatcom Museum, Bellingham, WA.
- "Ruminations and Pontifications," a solo exhibition at the Sheehan Gallery of Art, Whitman College, Walla Walla, WA.
- "Dead Houses," a national solo traveling exhibit organized by the John Erickson Museum of Art.
- "Temple," a solo exhibition at the 911 Media Arts Center, Seattle, WA.
- "Packed: Portable Views of Varied Terrain," in a group show at the Duncan Gallery of Art, Stetson University, Deland, FL.
- "Guest Curator," in a group invitational, Schalter Gallery, Berlin, Germany.
- "Syndicalism: the art of tend and befriend," in the WA State Convention & Trade Center show, Seattle, WA.

Chris Vita

- Engineered and Produced audio recordings by Sweaty Sweaters; The Contra; The Growers; Ryan O'Flarity; Crossfox; and Juicebox.
- Producer for Audio Recordings by: The Russians; the 10 Killing Hands; and MOTAG.
- Engineer for Audio Recordings by Karate Kitchen and by Sam Kelly.

Recordings and Films

Kathryn Anderson

- "Exit Video Interviews with the Adventure Learning Grant Recipients, 2000 – 2007"

Invited Non Conference Presentations, Panels, and Juries

Too numerous to list.

Workshops

Julie Helling

- College Quest: Criminal Law: Mock Trial for high school students, summer, with final performance at the Whatcom County Courthouse.

Leslie Cotton

- "Culture Shock" for students departing for, and returning from, study abroad; sponsored by the Center for Law, Diversity and Justice
- "The Way of the Shaman: basic training" Seattle, WA; Vancouver, BC; Bellingham, WA; Portland, OR; Eugene, OR; Bainbridge Is. WA.
- "Shamanism and the Spirits of Nature," Vancouver, BC, and Portland, OR.
- "Shamanism: Dying and Beyond," Bellingham, WA; all between May 2007 and May 2008.

Raquel Montoya-Lewis

- "Working with Native Families" at the Northwest Training Institute.

Marie Eaton

- "Teaching for Interdisciplinary Understanding," AACU Annual Conference, January 2007
- Developing Reflective Activities for the Curriculum of the Bio-Region Project of the Whidbey Institute, Clinton, WA. May 21, 2008.
- "Interdisciplinary Understanding," Berea College, KY, June 12-14 2007

Artistic Performances

Dan Lerner

- Played the part of Raskolnikov in Intiman Theatre's production of Crime and Punishment, Seattle, WA.

Marie Eaton

- Many performances in two musical groups, Motherlode (American folk) and Juba (African marimba).

Professional Consulting

Roger Gilman

- The outside evaluator of the Johnston Center college at University of Redlands preparatory to re-accreditation.

Raquel Montoya-Lewis

- Reviewer of the Indian Child Welfare Program of the Stillaguamish Tribe.

Grants

Babafemi Akinrinade

- Summer Research Grant, WWU

Midori Takagi

- Provost Faculty Development Grant, to conduct Focus Group study of Faculty of Color at Fairhaven College
- Summer Research Grant, WWU

Niall Ó Murchú

- Summer Research Grant, WWU

Raquel Montoya-Lewis

- Summer Research Grant, Sponsored Programs

Stan Tag

- Summer Research Grant, Sponsored Programs

Leslie Conton

- Private Foundation support for ethnographic film on Tibetan shamans

John Bower

- "Digital Conversion of MESA Marine Bird Data" from the Northwest Straits Commission

Dana Jack

- Two manuscript preparation grants from WWU Research and Sponsored Programs

Awards

Daniel Larner

- The Liberty Bell Award 2008 from the Whatcom County Bar Association for outstanding community service in protection of our civil liberties and education for civic responsibility.

John Tuxill

- Appointed as Service Learning Fellow 2008-2009 WWU Office of Service Learning.

Midori Takagi

- Woman of Color Award, WWU.

Mary Cornish

- The Field Prize in Poetry, for her new volume, *The Red Studio*.

Shirley Osterhaus

- "Academy Award" from the Teaching and Learning Academy

Julie Helling

- The Liberty Bell Award 2007 from the Whatcom County Bar Association for previous work on leading the Law and Diversity Program and for current work on the Whatcom Civil Rights Project.

Service 2008 -2009 (other than normal FHC or University committees)

Niall Ó Murchú

- Chair, Search Committee for new position in International Human Rights
- Member, Advisory Group for Center for International Studies

Babafemi Akinrinade

- College Organizer of Scholar's Day

Midori Takagi

- Interim Coordinator of the Center for Law, Diversity and Justice
- Accreditation Committee member for American Cultural Studies Program

Marie Eaton

- Festival of Scholarship Steering Committee

Larry Estrada

- Member of the UFWW Steering Committee and Bargaining Team
- Member of the team that designed and secured authorization of a new minor within American Cultural Studies: "Raza/Latina Studies"
- Member of the team that designed and secured authorization of new curricula and a minor within American Cultural Studies: "Diversity in Higher Education"

Daniel Larner

- Vice President of the Faculty Senate (in-coming President)
- Advisor in the Summerstart Program
- Writing Assessment Advisory Group

Dan Scout Rowe

- Gave the Keynote address at Northwest Indian College commencement: "The Ecologies of Tonto and the Lone Ranger," Lummi Nation

John Tuxill

- Advisory Group Member for Center for International Studies
- University Service Learning Fellow

Kathryn Anderson

- MA Thesis Committee member, Anthropology: Maria C. Hicks, "The Practice of Becoming Women: the theory of vital conjectures applied to volunteers in girls' programming."

Julie Helling

- Special Merit Pay Task Force

Professional or Disciplinary Service

Roger Gilman

- Board of Directors, The Sehome Arboretum
- Board of Directors, The Village Studies Institute

Larry Estrada

- Re-elected to Presidency of the National Association for Ethnic Studies
- Board member, Washington Latino Business Association
- Co-Editor of the *Ethnic Studies Review*
- Editorial Board Member of *The Journal of Educational Controversy*

John Tuxill

- National Board of Directors, The Society of Ethnobiology
- Officer of WWU Chapter of Sigma Xi, Scientific Research Society

Stan Tag

- Board of Advisors to the Whittenberger Writing Project, Log Cabin Literary Center, Boise, ID

Daniel Larner

- Member of the Board of Directors, the Eugene O'Neill Society; member of the Board of Directors, the American Civil Liberties Union

Marie Eaton

- Board Member, the Village Studies Institute

Community Service (Bellingham, Whatcom, Regional) Service

Dana Jack

- Board Member, Slum Doctor Programme

Marie Eaton

- Board of Directors, The Evergreen Aids Foundation, and Whatcom All Ages Music Association, and the North West Women's Celebration

Stan Tag

- Guest Lecturer (three sessions), Bellingham High School, "Poetry and the Lives of Walt Whitman and Emily Dickinson"

Julie Helling

- Board Member, Whatcom County Civil Rights Project. Teacher/Mentor for College Quest summer program mock trial class for high school students.

John Bower

- Organizer of the Columbia Elementary School Science Fair

Larry Estrada

- Memorial Keynote Speaker, Ferndale High School, Cesar Chavez memorial
- Keynote Speaker, Bellingham Technical College, "Hispanic Generational Development" Keynote Speaker, Skagit Valley College, "Sustainability and Mesoamerican Society" Delegate, 2nd Congressional District and Democratic State Convention
- Keynote Speaker, Human Rights Day, Whatcom County Human Rights Commission
- Presenter, Latino Educational Summit, Office of the Governor, the State of Washington

Raquel Montoya-Lewis

- Chief Judge, Lummi Nation, tribal court
- Chief Judge, Upper Skagit Tribal Court
- Justice, the Court of Appeals, Northwest Intertribal Court System
- Consultant, Review of Indian Child Welfare Program, Stillaguamish Tribe
- Trainer, Northwest Training Institute, Native Families program

Shirley Osterhaus

- Member, Whatcom Human Rights Task Force
- Member of the Board, Whatcom Peace and Justice Center
- Member of the Board, Bellingham Human Rights Film Festival

John Feodorov

- Panel judge for the City of Seattle's Office of Art and Culture to commission two new public artworks, and for the After School Arts Program.
- Jury Member for Jack Straw Productions New Media Gallery, and for 911 Media Arts Center, and for the Viking Gallery

Daniel Larner

- Board of Directors, Mount Baker Theatre, and the American Civil Liberties Union
- Keynote Speaker, Martin Luther King conference, Whatcom Human Rights Task Force

Chris Vita

- Volunteer DJ for KUGS 89.3fm, hosting show featuring recordings and live in-studio performances from Bellingham area artists.

Press / Media

John Feodorov

- New Village Press, Oakland, CA, Beverly Nadius, "Arts for a Change: teaching outside the frame"
- "Artist Profile" 1/18/09 Bellingham Herald
- Exhibition Review, by Susan Platt, at <http://artandpoliticsnow.blogspot.com/2009/03/trespassing-in-bellingham-washington.html>
- Arts Journal, "Another Bouncing Ball" by Regina Hackett, March 20, 2009 at <http://www.artsjournal.com/anotherbb/2009/03/>

Chris Vita

- "Crossfox: One of Town's Best Kept Secrets" What's Up Magazine, February 2009
- "Your Talent versus My Bitterness" Line Out: The Stranger's Web Blog, March 25, 2009
- "Sun on the Sand" web blog, March 16, 2009

Student Credit Hours (SCH) / Full Time Equivalent, 1997-2009

<i>Student Credit Hours/Full Time Equivalent 1997 – 2009</i>											
	08/09	07/08	06/07	05/06	04/05	03/04	02/03	01/02	99/00	98/99	97/98
SCH	3,709	3,925	4,129	3,645	4,054	3,714	3,850	3,692	3,561	2,372	3,005
FTE (%)	21.00	20.75	20.24	21.67	18.43	20.26	19.50	17.70	14.95	13.95	14.15