

## WENDELIN DUNLAP, MSD, M.ED.

360.920.2008 ~ Wendelin@WendelinDunlap.com

Examples of Work: WendelinDunlap.com

LinkedIn.com/in/WendelinDunlap

---

### KEY QUALIFICATIONS

- Over 20 years of leadership & project management accomplishments.
- Over 20 years of graphic, online presence design, marketing & advertising.
- Developed and administrated multiple service learning programs & curriculum.
- Broad industry experience: Aerospace, Education, High-Tech, Manufacturing, Research, Advertising/Marketing & Service.

### EDUCATION & HONORS

#### **Master of Education: Environment & Curriculum Design Concentration - 3.97 GPA**

Western Washington University, Bellingham WA – Sep 2014-Dec 2016

*Degree Project: Teaching Environmental/STEM College Access Curriculum in Two Western Washington Title I Schools*

#### **Master of Science in Design: Human Factors Concentration - with University Honors**

Arizona State University, Phoenix AZ – Sep 1994-May 1996

*Thesis: Recommendations for a Software Application Based on Individual Differences*

#### **Bachelor of Fine Art: Industrial Design Concentration - with University Honors**

Carnegie Mellon University, Pittsburgh PA – Sep 1988-May 1992

*Degree Project: Wayfinding Device for Low Vision and Blind People*

### HIGHER EDUCATION EXPERIENCE

#### **College Access Coordinator ~ Aug 2015-Jun 2017**

AmeriCorps thru Western Washington University, Bellingham, WA

Developed 15 hours of Environmental-STEM-Based College Access Curriculum for 5<sup>th</sup>-graders in local Title I schools. Created and Taught two courses: Coaching for Social Justice and Sustainability. Last year's requirements were 1,700 hours of service, 9 student coaches recruited, 78 economically disadvantaged youth served and 38 volunteers registered. My numbers were 1,900, 9, 125 and 731.

#### **Director of Leadership, Environment, Action & Discovery ~ Sep 2014-Jun 2016**

Western Washington University, Bellingham, WA

Recruited over 1,500 volunteers & developed service-learning curriculum for 110 events providing environmental restoration and protection. Collaborated with City of Bellingham Parks & Recreation, Nooksack Salmon Enhancement Association, Sehome Hill Arboretum and the Outback Farm.

**Design Department Teacher** ~ Jan-May 1995

Arizona State University, Tempe, AZ

Taught a 3-hour semester-long 4-credit course in Technical Drawing to seventeen students.

**CONFERENCES & PRESENTATIONS**

**Students Serving Washington Awards Student Symposium** ~ Apr 2017

Tukwila, WA

*Master of Ceremonies & Degree Project Poster Presentation*

**Washington Higher Education Sustainability Conference** ~ Feb 2017

Spokane, WA

*Lecture Topic: How Your School Can Create Ongoing Environmental Sustainability Projects*

**WWU Migrant Youth Leadership Conference** ~ Nov 2016 & Nov 2015

Bellingham, WA

*Lecture Topic: Paying for College*

**Northwest Aquatic & Marine Educators Conference** ~ Aug 2016

Metchosin, BC

*Lecture Topic: Fitting Environmental Education in Crowded Elementary School Classroom Schedules*

**WWU Graduate Student Conference** ~ May 2016

Bellingham, WA

*Lecture Topic: Developing Culturally Relevant Curriculum*

**Conference on Natural Resources, Environment and Forestry Sciences** ~ Jan 2015

Friday Harbor, WA

*Lecture Topic: Empowering Children with High Functioning Autism Thru Service Learning Work Parties*

**COMPUTER SKILLS**

- **Social Media:** Facebook, YouTube, LinkedIn, Twitter, Hootsuite, MailChimp, SurveyMonkey
- **Online Presence:** HTML, CSS, Content Management Systems (CMS): Wordpress, Drupal, Weebly, Wix, CMS Made Simple, GoDaddy, E-commerce, Blogs, Google Analytics, E-commerce, Blogs
- **Microsoft Office:** Word, Excel, PowerPoint, Outlook, Visio
- **Adobe:** Photoshop, Illustrator, InDesign, Acrobat, Lightroom, Director, Premier
- **Other:** Google: Gmail, Drive, Docs, Sheets, Analytics; Canvas Learning Management System

## ADDITIONAL PROFESSIONAL EXPERIENCE

### **Owner & Freelance Designer** ~ Jan 2010-Sep 2014

Crush Creations, LLC, Bellingham, WA

Provided clients with Web, Graphic & Information Design, Corporate Identity and Marketing.

### **Owner: Natural Products Company** ~ Jun 2003-Dec 2009

Peaceful Offerings, LLC, Anacortes, WA

Created the products, packaging, magazine ads, trade show booth and marketing materials for my All Natural & Organic Body Care Product Company.

### **Owner: Design & Usability Company** ~ Dec 1999-Dec 2003

Usercentric Design, LLC, Bellevue, WA

Performed Usability Testing, Information Design, User Interface Design, Web Design, Graphic Design and Product Design for clients including: Microsoft, University of Washington and King County.

### **Interface Designer/Usability/Program Manager** ~ Dec 1997-1999

Microsoft Corp., Redmond, WA

Led a user interface consistency program across seven departments. Managed Program Managers, Graphic Designers, Developers & Testers from each department to ensure consistency and accurate brand representation. Produced a consistency manual for internal use.

### **Designer/Human Differences Specialist** ~ Oct 1996-Dec 1997

Boeing Co./Teague, Everett, WA

Expanded Human Factors Design capability and created their Design Process Tracking Program at Boeing. Redesigned Teague's Company Website.

## AWARDS & SCHOLARSHIPS

### **Students Serving Washington Outstanding Service Presidential Award** ~ Apr 2016

*Awarded by WWU President Bruce Shepard*

### **Tuition Fee Waiver for Academic Achievement** ~ Fall 2015, Winter 2016 & Spring 2016

## WENDELIN DUNLAP, MSD, M.ED.

360.920.2008 - Wendelin@WendelinDunlap.com

Examples of Work: WendelinDunlap.com

LinkedIn.com/in/WendelinDunlap

---

### DIVERSITY STATEMENT

How do I provide a safe space for diversity in my personal life? I tell people that I have dyslexia. When my daughter first heard I had dyslexia, she said, "But Mommy, I thought you were smart!" I told her that dyslexia has nothing to do with intelligence. I actually feel that having dyslexia is a gift which enables me to easily process extremely complex situations and tasks. I often tell my 12-year-old daughter who has autism, ADHD, OCD, anxiety and scoliosis - all ways in which people are different is beautiful. I tell her to consider two of the finest woven tapestries. One is woven with a single colored thread and a single pattern throughout while the other is woven with a multitude of colors and patterns. Then I ask which would be more interesting, have more depth, have colors that more people like and better display the weaver's talent? We agree that it would be the multicolored tapestry (the fact that she has seen my weaver friend's loom definitely helps with understanding the concept). I tell her that the same is with life - diversity brings richness and beauty.

In my professional life while designing my College Access Corps program for local economically disadvantaged schools and realized one school was 63% Latino with many undocumented and migrant youth. I immediately began educating myself about the community since it was unfamiliar to me. First, I met with people at WWU who also provided outreach to those communities. They connected me with people in those communities that were willing to meet with me to discuss the intricacies of talking about schooling and college with community members. They recommended that I read a book that was written by migrant and undocumented youth in the same school district. I shared some of the information with my students the first year during my 2-credit seminar class. The second year, "DreamFields: A Peek into the World of Migrant Youth," was required reading for the 4-credit "Coaching for Sustainability and Social Justice" course that I taught. Both years, a member from the community who was from a migrant background, undocumented and graduated from WWU came to speak to my class. He also answered questions so that coaches going into the 5<sup>th</sup>-grade classes would have an understanding of their students' challenges and strengths.

That work preparing my coaches helped them build new and deeper understandings as they reported in their final service learning reflection papers:

Coach 1 - "I really feel this course has had a profound impact on my life. It has introduced me to issues that I didn't know existed. Being an environmental education student, I feel that the lessons learned in this program will greatly affect my future as an educator. I would like to apply social justice work into my environmental education programs, similar to the concept of mountain school. This program proved to be very

beneficial to the students of [ABC] Elementary. The teachers also expressed their appreciation of having us there. Thank you for providing the opportunity and platform for us to grow as educators and work towards dismantling the injustices of our society.”

Coach 2 – “Working with underrepresented youth to give them the opportunities they deserve to get out and explore nature. From this program, I have gained so many tools in how I can help to fulfill my own dream of one day owning my own non-profit. Not only that, I learned so much from the students themselves. My mind has been opened into the world of our nation’s youth, and in doing so I feel I am better equipped to equitably handle any future career I choose to pursue working with youth of color. I undoubtedly still have a lot to learn, but this class really did point me in the right direction. Most importantly of course, it gave me the confidence to head down this path of work, because I now know it is what will truly obtain a sense of fulfillment in life.”

Coach 3 – “When I look back at the past few months of coaching the fifth graders of [ABC] Elementary, I cannot think of a word that could describe the experience better than grateful. Grateful that I got to play a part in teaching the students that they all have the option to go to college, regardless of their interests, families’ social status, race, etc. Grateful to know that the next generation already had knowledge and interest in post-secondary school, but now they have even more. And grateful to have been able to see social justice issues taken place and then learn how to find solutions for them. Overall, this course has helped me grow as a person and I have gained a more defined perspective of social justice.”

Coach 4 – “We can agree that this is a time for change and action. I will never forget the profound readings of this class, the integration with the students at [ABC] Elementary, North Cascades Institute, and the overall curriculum as it unfolded. I would recommend all courses to move in this sort of direction, in all departments, it was beneficial for not only my peers but for the students I worked with, and the environment as a whole.”

Coach 5 – “I have gained insight into the social justice issues affecting the students both at school and at home. For example, a few students did not have time for homework because they had to feed and care for their siblings when they got home. In recognition of this sort of life challenge, Ms. [Smith] only assigns twenty minutes of reading for homework, which can be done with younger siblings. One student, with five younger siblings, was waiting to hear if her step father was going to be deported. This would leave her, and her mother, with a huge responsibility. These issues are daunting and there is only so much that can be done for these children, but Ms. [Smith] is a consistent advocate for her students.”

Coach 6 – “Overall, these past three months of service-learning at [ABC] Elementary and learning in our classroom discussions about social justice and environmental justice issues have influenced my day-to-day life. This program has also influenced the students’ understanding of environmental issues and post high-school opportunities.”

In the end, I want the same thing for everyone else that I want for my daughter and myself – acceptance and appreciation of individual differences without negative judgment.

## WENDELIN DUNLAP, MSD, M.ED.

360.920.2008 ~ Wendelin@WendelinDunlap.com

Examples of Work: WendelinDunlap.com

LinkedIn.com/in/WendelinDunlap

---

### PERSONAL STATEMENT

I am a highly motivated, hardworking individual, who recently completed a second Masters' degree. Having achieved outstanding grades; I once again surpassed my High School guidance counselor's expectations of not being able to do well in college due to dyslexia. Excelling at complicated tasks with many moving parts and a wide range of stakeholders, I am seeking a position with fast-paced, ever-changing challenges. Finally, I enjoy being a role-model, demonstrating that disabilities can be speed bumps, not roadblocks.

### REFERENCES

**Dr. Steven Hollenhorst** ~ Dean of WWU Huxley College of the Environment

- 360-650-3521
- Steve.Hollenhorst@wwu.edu
- Western Washington University, 516 High Street MS 9079, Bellingham WA 98225

**Patrick McGinty** ~ Director of Programs and Operations Washington Campus Compact

- 360-927-4848 (Limited access to phone and email while on site visits)
- PatrickMcGinty@yahoo.com

**Dr. Gene Myers** ~ Professor, WWU Huxley College of the Environment

- 360-650-4775 (Out of the office Jun 16 – Sep 25)
- Gene.Myers@wwu.edu (limited availability via email during summer)
- Western Washington University, 516 High Street MS 9085, Bellingham WA 98225

**Dr. Nick Stanger** ~ Assistant Professor, WWU Huxley College of the Environment

- 360-650-2203 (Out of the office Jun 16 – Sep 25)
- Nick.Stanger@wwu.edu (limited availability via email during summer)
- Western Washington University, 516 High Street MS 9085, Bellingham WA 98225

**Joanne DeMark** ~ Leadership Dev Specialist, Leadership Advantage Program WWU

- 360-650-4187 (Verbal Reference Preferred)
- Joanne.DeMark@wwu.edu
- Western Washington University, 516 High Street MS 9105, Bellingham WA 98225

**Ed Weber** ~ Graduate Program Coordinator, WWU Huxley College of the Environment

- 360-650-3646 (Verbal Reference Preferred)
- Ed.Weber@wwu.edu
- Western Washington University, 516 High Street MS 9079, Bellingham WA 98225



## HUXLEY COLLEGE OF THE ENVIRONMENT

Environmental Science 539 • MS 9079

516 High Street, Bellingham, Washington 98225

360-650-3520 - Fax 360-650-2842 - [www.wvu.edu/huxley](http://www.wvu.edu/huxley)

Dear Hiring Committee:

I am pleased to submit this letter recommending Wendelin Dunlap. I initially came to know Wendelin in the spring of 2014 after she was accepted into our Masters of Environmental Education program. Shortly after being accepted and months before her degree began in the fall, she applied for a Teaching Assistant position as Co-Director of our LEAD (Learning, Environment, Action & Discovery) program. During the interview I learned the breadth of her prior leadership positions as Program Manager at Microsoft, PTA President and small business owner for eight years, which made her an excellent candidate. In her second year as LEAD TA, she continues making smart improvements to the program. She analyzed the data in the 43 quarterly reports that comprise LEAD's history into a single report that highlighted LEAD's past accomplishments and gave insight and direction for future changes.

Based on her research she completely redesigned LEAD's website to adhere to university standards, added more compelling content and completely revamped the entire work party sign up process by adding a shopping cart. This fulfilled the 15 year goal of having a professional looking website while streamlining the process for the two work study students she manages. Hours of data management have been eliminated which has allowed her employees to focus on extending LEAD's campus outreach and types of programming. For the first time, LEAD is starting an Associated Students club that will empower Western students to explore more types of environmentally focused projects. This year she is also working to implement Huxley's first College Access Corps program serving 5<sup>th</sup> grade students who are currently underrepresented in STEM education and careers.

Wendelin is equally passionate about her studies. While maintaining a 3.96 GPA, she gave a 15 minute presentation about her degree project "Empowering Children with High Functioning Autism via Environmentally Focused STEM Learning Work Parties" at CONFORWest in January. Whether serving on Western's Environmental Leadership Council, making sure LEAD is featured in Western's campus newspaper for their work with the Nooksack Salmon Enhancement Association to protect and restore salmon habitat or incorporating new learning into her degree project; she enthusiastically uses her skills to change the future of environmental education.

Given her outstanding job performance, and wonderful human qualities, Wendelin has my highest, unqualified recommendation.

Sincerely,

A handwritten signature in black ink that reads "Steven J. Hollenhorst".

Steve Hollenhorst  
Dean, Huxley College of the Environment  
Western Washington University



Dear Hiring Committee,

I was asked to write a reference for Wendelin Dunlap and I am happy to do so. I've known Wendelin for the past two years as the Director of the College Access Corps program.

It is easy for me to say that Wendelin has been our top performing AmeriCorps member over the last two years. This is significant because our program attracts very strong AmeriCorps members, however, Wendelin has recorded monster numbers in her program's progress reports and her positive energy and enthusiasm is a huge benefit to all who come into contact with her. The expectations of our College Access Corps members is for each member to recruit 9 student coaches, serve at least 78 economically disadvantaged youth, and recruit 38 volunteers for National Days of Service or other community service events; during the 2015-16 grant year, Wendelin recruited 9 coaches, served 125 economically youth, and recruited 731 volunteers for National Days of Service. This year Wendelin is on target to serve over 300 economically disadvantaged youth and recruit over 500 volunteers as part of her program. Just looking at her program numbers she is tops in our program.

Wendelin has demonstrated strong partnership development skills as she served and cultivated relationships with multiple K-12 schools throughout Whatcom and Skagit counties. She has developed some of the best college access curriculum for her program. I was so impressed with it, I had her present the curriculum to her AmeriCorps cohort because it was so exceptional. Wendelin is overseeing one of the few STEM programs and has created many STEM oriented activities for the youth she is serving in her program. Teachers and students alike love Wendelin's teaching and administrative style and this helps her with developing one of the largest College Access Corps programs in our two state region.

However, Wendelin is so much more than her demonstrated work ethic and ability to get things done as she also has demonstrated tremendous energy, a positive, refreshing attitude, and a big heart. Everyone who comes into contact with Wendelin loves her enthusiasm and positive spirit. This being her second year as an AmeriCorps member, she has been a great role model to our new AmeriCorps members. She has demonstrated excellent presentation skills when she presented at the mid-year training to her cohort. She is always willing to help out with our reflection exercises and has been a joy to work with in our program. She is always willing to lend a helping hand and last year she went the extra mile to fundraise for resources and supplies for the classrooms she serves. Most full-time AmeriCorps members will serve 1,700 hours during their term of service, Wendelin served over 1,900 hours at her site in her first year.

Wendelin Dunlap has been a rock star AmeriCorps member for our program by serving a large number of economically disadvantaged youth, being a role model for our new AmeriCorps members, and for having a wonderful positive attitude toward her service. She has a winning style and any program who hires Wendelin will see immediate benefits as she will be a huge asset to any program she works with in the future. I think anyone who works with Wendelin would say the same thing.

If you have any questions about Wendelin's ability to be a strong asset for your program or department, please feel free to contact me at any time.

Sincerely,

A handwritten signature in black ink, appearing to read "Patrick McGinty". The signature is fluid and cursive, with the first name "Patrick" being larger and more prominent than the last name "McGinty".

Patrick McGinty  
Director of Programs & Operations  
Washington Campus Compact  
360-927-4848



Department of Environmental Studies

Arntzen Hall 217  
516 High Street  
Bellingham, Washington 98225-9085  
Office (360) 650-6133 Fax (360) 650-7702  
<http://www.wvu.edu/huxley/estu/departement>

To: Hiring Committee

I am writing to recommend Wendelin Dunlap. I have known Wendelin for three years, as her graduate instructor, thesis advisor, and advisor to her in her position of paid co-director of a service learning program for which I am the faculty advisor (it is called LEAD). She recently finished her thesis and has been running a successful environmental / STEM outreach program for title I schools in the Mt. Vernon area, in an AmeriCorps position the program is an outgrowth of her M.Ed. in environmental education.

Wendelin has many skills. She enjoys designing curriculum; she is an experienced instructor with youth, and is particularly attuned to individual differences and special needs learners. She marched into the area of environment-based STEM education and used it successfully with both youth and in a service learning context with the LEAD program. In both her masters project and her work with LEAD she coordinated with multiple entities such as multiple school districts, the City of Bellingham, the North Cascades Institute, and others on campus. Her background in design always comes in handy also.

Wendelin is a careful and sensitive communicator, one who takes time to affirm and be sure she got it right. She has always been very patient and accommodating to me in her communication and requests. I appreciated her ability to navigate and explain challenging interpersonal situations when her predecessor in the LEAD program was doing a poor job but also trying to control everyone else. She handled it with tact and we were able to get through with minimal damage to program or to ego. Wendelin is good in small group instructional settings or in larger groups. She is incredibly resourceful, imaginative, and able to think of options – perhaps outgrowths of her design background.

As a researcher Wendelin is very good with finding and assessing a wide range of kinds of information. Her M.Ed. project involved several challenges to evaluate the program she ran. While there were several logistical glitches, she demonstrated that she learned from them all, applying that to this year's iteration of the program, now as an AmeriCorp employee.

In terms of character and personal traits, Wendelin is solid. As the mother of a high functioning autistic daughter she knows what it means to be depended upon, and to depend on others. She is always considerate, polite, personable, and mostly cheerful whatever the challenge. I would

definitely describe her as resilient and responsive, capable, trustworthy and a very hard worker. She has demonstrated her abilities to organize other people and the mechanics of a service learning organization.

Sincerely,

A handwritten signature in blue ink that reads "Gene Myers". The signature is written in a cursive style with a large initial "G" and "M".

Gene Myers, Ph.D.  
Professor



Dear Hiring Committee:

It is with pleasure that I write this letter of recommendation for Wendelin Dunlap as she pursues new opportunities. I worked with Wendelin preparing the first mentoring/social justice/environmental education freshman interest group (FIG) on Western Washington University's campus. Wendelin approached me because I direct the Compass 2 Campus program, a mentoring initiative that serves underrepresented, first generation, low-income students who are part of the opportunity gap in our current educational system.

Wendelin, working with Campus Compact's College Access Corps, wanted to design a new cohort class at Western to encourage environmental science students to mentor youth for the purpose of developing their interest in this area. This required her to work cooperatively with me to garner support from two Compass 2 Campus participating elementary schools involved in fifth grade mountain school, the Compass 2 Campus leadership students who work in these schools, and the partnership with North Cascade Institute's Mountain School.

Wendelin worked with persistence and passion to achieve her goal. She brought the WWU partners together to discuss the possibility of the course cluster, worked to get administrative acceptance of establishing the FIG, created a Funds of Knowledge and Growth Mindset based STEM and Environmental CAC curriculum to account for multi-cultural diversity in and between classrooms, worked with me to refine the curriculum so that elementary principals and teachers would be willing to accept the changes in their classroom structure, and then worked to develop the specifics of the college seminar that had to be collaborative with two university existing courses to unite them in theory. She traveled with me to present the project to both school's teachers and principals, worked to develop materials that explained the project for each, and then recruited WWU students into the FIG by organizing presentations from Compass 2 Campus and Environmental Sciences to several ES classes. She worked tirelessly until she had at least one student "coach" per classroom. Wendelin has organized her materials in a way to help all students be successful and has made sure that lead mentors in Compass 2 Campus are informed at every step of the way.

I have been impressed with Wendelin's attention to detail, her willingness to be flexible and learn how to adapt her ideas to real life systems that need to be navigated. She has done an excellent job of making the fig a successful and workable cohort cluster that may be sustained in future quarters.

We encourage students at Western to give back to their community, thus connecting learning to life. Not only does this benefit the young students involved, it has allowed Wendelin to strengthen her leadership, communication, and teaching skills to a high level. I am proud of her accomplishments. Her dedication to this project through her hard work is an indication of her passion and enthusiasm for bringing college interests into the lives of students in our community.

Sincerely,

Cyndie Shepard , Executive Director Compass 2 Campus

April 26, 2016

Wendelin Dunlap  
Western Washington University

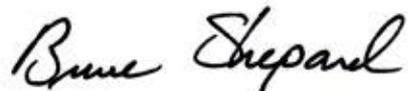
Dear Wendelin:

Congratulations on receiving the Washington Campus Compact Students Serving Washington Outstanding Service Award! I was delighted to see Western Washington University students among the award winners, and while I am not surprised when our students shine in applying their higher education to higher purposes, I am always proud. Congratulations on this well-deserved recognition.

As I learned more about your work as co-Director of Western's LEAD Program I was amazed by all that you have been able to accomplish and the huge quality improvements you have devised and implemented for the program and its connections to the community. Your collaborative leadership and project management skills in complex on- and off-campus environments are especially impressive, particularly in the midst of your own graduate work! Western, our students, and the many community partners you have worked with on these projects are fortunate to benefit from your leadership, vision, and commitment.

Congratulations again on being selected to receive the Outstanding Service Award, and for exemplifying what *Active Minds Changing Lives* is all about.

Sincerely,



Bruce Shepard  
President