Western Washington University is a public comprehensive institution dedicated to serving the people of the state of Washington. Together our students, staff, and faculty are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement.

As a community, we uphold certain basic values. These include:

- Commitment to equity and justice, and respect for the rights and dignity of others.
- Integrity, responsibility and accountability in all our work.
- Pursuit of excellence, in an environment characterized by principles of shared governance, academic freedom and effective engagement.
- Commitment to student success, critical thought, creativity, and sustainability.

**VISION**

Western Washington University prepares and inspires individuals to explore widely, think critically, communicate clearly, and connect ideas creatively to address our most challenging needs, problems, and questions.

Western Washington University does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities. Inquiries may be directed to the Vice Provost for Equal Opportunity & Employment Diversity, Title IX and ADA Coordinator, Equal Opportunity Office, WWU, Old Main 345, MS 9021, 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eoo@wwu.edu
DEAR FRIENDS OF WESTERN WASHINGTON UNIVERSITY:

The past year was one of great progress toward fulfilling Western’s mission. Advances in scholarship and discovery by our faculty and students helped confront some of society’s greatest challenges; increases in financial aid ensured that more talented students could pursue their highest aspirations regardless of their means; and the long-awaited renovation and expansion of the Carver Academic Complex enhanced our teaching, learning, athletic and research environments.

There is much to celebrate about Western’s success, as demonstrated by the accomplishments of our students, faculty and alumni and by the continual increase in the number of graduates entering the workforce to serve our state and the nation. Also notable is our consistent recognition in external rankings, including being named the number one public, master’s-granting university in the Pacific Northwest for 19 years in a row, and second place in the entire Western region, by U.S. News & World Report, and recognition as one of the top 100 public colleges in the nation that offer the best quality and affordability, according to Kiplinger’s. We achieved these milestones amid constant pressures and challenges that we must address intentionally and effectively. To this end, Western has recently developed a new strategic plan that will guide us and hold us accountable to measurable outcomes.

While WWU today operates from a position of relative strength compared to many of our peers in other parts of the U.S., the strategic plan acknowledges that higher education across the country faces significant challenges, including affordability and student debt, stagnating graduation and retention rates, growing achievement gaps for historically underrepresented groups, public skepticism of the value of college education, globalization and the role of technology, and diminishing state and federal investments. It is informed by the Washington Student Achievement Council’s Roadmap Report on education attainment goals and the projected workforce trends in the state. Most of all, the plan reaffirms our commitment to higher education as a public good that should be accessible to all qualified students.

The Strategic Plan’s four goals to advance Western

1. Provide a transformative education grounded in the liberal arts and sciences and based on innovative scholarship, research, and creative activity.

2. Advance a deeper understanding of, and engagement with, place.

3. Foster a caring and supportive environment where all members are respected and treated fairly.

4. Pursue justice and equity in policies, practices, and impacts.

Additionally, the plan identifies three core themes—defined as manifestations of fundamental aspects of an institution’s mission. These themes are required by our regional accreditation agency, the Northwest Commission on Colleges & Universities (NWCCU), which is recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region. What you will see on the following pages are the core themes—advancing inclusive success, increasing Washington impact, and enhancing academic excellence—and associated performance measures that will allow us to answer the question, “How well is Western fulfilling its mission?”

The strategic plan makes good on our commitment to an equitable and transformative education for all students, and on our commitment to increasing Western’s impact in the state of Washington and beyond. Our university community has the unparalleled passion and commitment to lead, tackle difficult problems, enhance the student experience, and be a model for inclusion and innovation.

We embrace the challenge, and I welcome the opportunity.

Sincerely,

Sabah Randhawa
President

Learn more at: www.edu/strategicplan
ADVANCING INCLUSIVE SUCCESS

The Roadmap report produced by the Washington Student Achievement Council and adopted by the Washington legislature in 2013 set the foundation for Washington’s educational attainment goals that by 2023:

- All adults in Washington, ages 25–44, will have a high school diploma or equivalent.
- At least 70 percent of Washington adults, ages 25–44, will have a postsecondary credential.

Currently, these numbers are 90 percent and 51 percent, respectively. In the next decade, workforce projections in Washington indicate that two-thirds of the jobs in Washington will require some form of post-secondary education, yet Washington currently ranks 46th in the nation in college continuation rates. There are also about 700,000 adults in the state who have earned some college credits, but haven’t completed a degree; nationally, this number is nearly 40 million.

In addition to the economic necessity, we believe there is a moral imperative to improving degree attainment. Six-year graduation rates from four-year college degree programs have been relatively stagnant, varying between 53 and 58 percent, and graduation rates of underrepresented groups are even lower— from 1970 to 2013, degree attainment remained stuck at about 9 percent for students from the bottom family-income quartile. Meanwhile, a growing number of students will be attending our universities from the bottom family-income quartiles, which also tend to be more ethnically and racially diverse.

WE WILL MEASURE OUR SUCCESS BY:

<table>
<thead>
<tr>
<th>INCLUSIVE SUCCESS</th>
<th>2015-16</th>
<th>2016-17</th>
<th>TARGET 2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Retention Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>82.6%</td>
<td>82.1%</td>
<td>87-90%</td>
</tr>
<tr>
<td>Students of Color, Underrepresented</td>
<td>80.0%</td>
<td>79.8%</td>
<td>87-90%</td>
</tr>
<tr>
<td>Pell Grant Eligible</td>
<td>78.4%</td>
<td>79.5%</td>
<td>87-90%</td>
</tr>
<tr>
<td>Six-year Graduation Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>71.2%</td>
<td>69.5%</td>
<td>75-80%</td>
</tr>
<tr>
<td>Students of Color, Underrepresented</td>
<td>61.8%</td>
<td>64.8%</td>
<td>75-80%</td>
</tr>
<tr>
<td>Pell Grant Eligible</td>
<td>65.4%</td>
<td>65.4%</td>
<td>75-80%</td>
</tr>
<tr>
<td>Transfer Four-year Graduation Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>77.6%</td>
<td>71.9%</td>
<td>75-80%</td>
</tr>
<tr>
<td>Students of Color, Underrepresented</td>
<td>72.6%</td>
<td>69.5%</td>
<td>75-80%</td>
</tr>
<tr>
<td>Pell Grant Eligible</td>
<td>73.6%</td>
<td>72.4%</td>
<td>75-80%</td>
</tr>
</tbody>
</table>
A COMMITMENT TO UNDERREPRESENTED STUDENTS IN STEM

Western is one of only 24 institutions in the country selected by the Howard Hughes Medical Institute’s Inclusive Excellence Program to receive a $1 million grant to enhance student success in STEM fields. Underrepresented minority students, female students, and first-generation students in the natural sciences have lower success rates than university averages. The plan: Establish student cohorts and mentorship opportunities, provide professional development in student-centered learning for faculty and teaching assistants, and analyze policies and procedures to identify issues that get in the way of student success.
In the next decade, two-thirds of the jobs in Washington will require some form of post-secondary education. According to the Washington Roundtable, there will be 740,000 job openings in Washington in the next five years, yet only 31 percent of Washington high school seniors go on to earn a postsecondary credential today.

We often assume that geography is irrelevant in the internet age. In fact, place matters even more for today’s college students, many of whom work full time, care for dependents and have close social ties to their communities. If higher education is to better serve students and expand educational opportunities, then we must prioritize the importance of place and understand how it shapes college options.

We recognize that to contribute to the future workforce in Washington and the region, we need to expand access to our programs, increase persistence and graduation rates, and partner with other education providers to offer programs and credentials to place-bound and non-traditional students. At the same time, we must prepare our students to be successful in a continuously changing work and social environment, where technology and automation are driving employment trends and significantly changing the nature of work and relationships.

WE WILL MEASURE OUR SUCCESS BY:

<table>
<thead>
<tr>
<th>WASHINGTON IMPACT</th>
<th>2015-16</th>
<th>2016-17</th>
<th>TARGET 2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees Awarded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3,645</td>
<td>3,783</td>
<td>4,200-4,500</td>
</tr>
<tr>
<td>Graduate</td>
<td>309</td>
<td>293</td>
<td>350-375</td>
</tr>
<tr>
<td>State’s High Need Areas</td>
<td>1,207</td>
<td>1,276</td>
<td>1,450-1,500</td>
</tr>
<tr>
<td>U.S. Students of Color, Underrepresented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24.9%</td>
<td>25.3%</td>
<td>30-35%</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside Western’s Main Campus &amp; Extended Education</td>
<td>5.5%</td>
<td>5.8%</td>
<td>8-10%</td>
</tr>
</tbody>
</table>
TRAINING MORE MARINE SCIENTISTS FOR THE STATE OF WASHINGTON

Western’s new marine, coastal and watershed sciences bachelor’s degree will begin in 2019, a response to students’ growing interest in marine sciences—and the state’s need for more people trained in the field. Students will study biology, geology and other subjects in Bellingham and engage in immersive learning experiences at Western’s Shannon Point Marine Center in Anacortes. Internships, capstone projects and other hands-on learning opportunities will be essential parts of the program.
Competition for recruiting and retaining human talent—faculty, staff and students—has intensified nationally, as well as globally, as countries outside the U.S. place greater emphasis on higher education, and an increasing array of online educational offerings and providers are reshaping the higher education landscape. Artificial intelligence, machine learning, adaptive learning, robotics, and cloud technology are just a few of the innovations changing the very nature of jobs. While employers expect institutions to graduate students who are workforce-ready, they also acknowledge that classic liberal arts skills like communications, critical thinking, problem solving and emotional intelligence are critical to the life-long learning and growth of individuals and their organizations.

Western is well positioned to increase its impact and contributions by building upon and maintaining what has made us distinctive. We will continue to enhance the high quality of our undergraduate and graduate programs in the liberal arts and professional programs, while simultaneously extending our reach to become a greater catalyst for regional economic and social development.

WE WILL MEASURE OUR SUCCESS BY:

<table>
<thead>
<tr>
<th>ACADEMIC EXCELLENCE</th>
<th>2015-16</th>
<th>2016-17</th>
<th>TARGET 2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenure/Tenure-track Faculty</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Faculty</td>
<td>500</td>
<td>514</td>
<td>600-625</td>
</tr>
<tr>
<td>Percent U.S. Faculty of Color, Underrepresented</td>
<td>15.2%</td>
<td>15.7%</td>
<td>18-23%</td>
</tr>
<tr>
<td><strong>Students Graduating with High-Impact Experiences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Undergraduate research, global learning, community-based learning, internships, capstone courses and projects)</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research &amp; Sponsored Programs Annual Revenue</td>
<td>$12.5M</td>
<td>$9.9M</td>
<td>$15-20M</td>
</tr>
<tr>
<td>University Supported Research &amp; Creative Activity</td>
<td>$4.5M</td>
<td>$5.9M</td>
<td>$7-9M</td>
</tr>
</tbody>
</table>
UNDERGRADUATE RESEARCH AND CREATIVE WORK THAT TRANSCENDS TRADITIONAL BOUNDARIES

Maria José Palacios Figueroa, a 2018 Presidential Scholar and Western’s Outstanding Graduate in Spanish, explores language not just as a student, but as a teacher. She’s a tutor in Western’s Modern and Classical Languages Lab and leads classes for WWU staff members in the Employee Language Program. “Everything that I do in my studies and extra-curriculars comes back to the same question: How do we integrate critical questions of justice, identity, and language politics into language education?” she says. Next, Palacios Figueroa will take her skills in teaching and critical analysis to Brazil, where she will complete a Fulbright Fellowship to be an English Language Teaching Assistant.
THE FOUNDATION SUPPORTS THE MISSION OF THE UNIVERSITY

The Western Washington University Foundation is solely dedicated to supporting the university through all forms of private philanthropy. This philanthropy is made perpetual through gifts to endowments intended to provide multi-generational support to the university. The WWU Foundation Endowment has grown steadily over the past 10 years as donors have given generously in recognition of the long-term value of these types of gifts.
• For the calendar year ended December 31, 2017, total endowment assets under management grew by $15.1 million to $86.5 million.

• The majority of increase in assets is attributable to favorable market returns which exceeded $12.3 million. Additions to the endowment from donations, net of spending allocations totalled $2.8 million.

• Total Endowment Assets Under Management includes assets owned directly by the WWU Foundation, as well as endowed assets managed by the foundation on behalf of the university.

• The endowment is invested in a mix of stocks, bonds, real estate and alternative investments designed to maximize returns while also mitigating downside risk.

• For the calendar year ended December 31, 2017, the fund achieved an overall rate of return of 17.2 percent.

• Returns continued to be propelled by strong U.S. and foreign equity markets and reasonable fixed income returns.

• This chart reflects the value of all scholarships, program and faculty support provided to the university from all funding sources, including the endowment fund.

• Over the past 10 years, support to the university has increased by 72 percent, to $7.6 million annually.
ENDOWMENT BALANCES BY COLLEGE, DIVISION OR AREA

- College of Fine & Performing Arts: $10,628,752
- Huxley College: $1,993,897
- Office of the Provost: $6,265,750
- Admissions, Financial Aid, & Student Services: $11,393,420
- College of Humanities & Social Sciences: $7,246,088
- Fairhaven College: $4,609,526
- Athletics: $4,887,944
- College of Business & Economics: $8,009,728
- Western Washington University Foundation: $6,366,018
- College of Science & Engineering: $9,668,918
- Woodring College of Education: $7,074,944
- Other Departments, and Programs: $8,361,022

ENDOWMENT BALANCES BY TYPE OF SUPPORT

- Student Support: $45,131,000
- Program Support: $19,015,725
- Faculty Support: $8,136,740
- University Support: $14,222,542
GIFT TO WWU WILL SUSTAIN SCULPTURE WOODS ON LUMMI ISLAND

Artist Ann Morris spent two decades creating bronze sculptures and other artwork at her 14.5-acre wooded retreat on Lummi Island. Now, Morris is making sure the beautiful enclave known as Sculpture Woods can be a creative retreat for WWU artists, faculty and community members for years to come.

Morris and her children, Brook Morris of California and Clea Costa Van Voorhis of Illinois, have given the property to the Western Foundation to preserve as a space for art, creation, performance and education. Jack and JoAnn Bowman, Anne Steele and an anonymous donor have helped the WWU Foundation create an endowment to maintain and preserve the property.
During his tenure as a member of the Chemistry Department faculty, and then as chair of the department from 1982 to 2007, Mark Wicholas had a vision: He wanted students to graduate from Western prepared for professional careers in chemistry. He wanted to place serious research in the hands of undergraduates—a concept that was unheard of at the time. He also believed strongly in providing research funds to new faculty. Just before his death in November 2017, Wicholas gave $100,000 to a fund for Chemistry established in his name by WWU alumnus Terry Smedley, ’75, ensuring a legacy that will nurture future generations of students in Chemistry at Western.

David Patrick, professor and director of Scientific Technical Services, said of Wicholas, “Mark was an early and influential advocate for the importance of involving students in scholarly research at Western, believing that providing students hands-on experience in the practice of scientific investigation is the most effective and inspiring way to help them develop into professional scientists themselves.”

WWU biochemistry alumnus Jared Chang, ’16, is precisely the kind of student Wicholas had in mind all those years ago. In 2015, Chang wanted to spend a summer on a research project with Patrick and John Gilbertson, associate professor of inorganic chemistry. The research project was a bit off of Chang’s normal path of biochemistry—he wanted to explore the fabrication and utilization of luminescent solar conductors for future energy resources.

“I met with Dr. Patrick and this project sounded really interesting to me,” Chang said.

Chang applied for the Wicholas Endowment funds, and became the first recipient.

“It covered my rent and expenses while I spent 40 or more hours (a week) in the lab working. Without this financial support, I would not have been able to join a research lab, and certainly not in this capacity.” Chang had to study hard to be able to move as nimbly in applied materials and inorganic chemistry as he had in biochemistry.

“I had to pick up new concepts quickly, and I had to figure out how to learn those new processes. Gilbertson and Patrick helped a lot. The best part about Western’s chemistry professors is how involved they are in doing research with students. That research project led to a solid foundation in learning new things, which pushed everything forward to my current job.”

Chang works at Inbios International on protein purification and molecular biology. He got the job straight out of Western. “My research project at Western, and the support I had from Gilbertson and Patrick, totally prepared me for this position.” He plans to attend graduate school, but isn’t sure in which field. He feels confident that whatever path he decides to take, he’ll be able to pick up concepts and processes very well, thanks to the research project at Western, and the support from the Wicholas Endowment.
“Providing students hands-on experience in the practice of scientific investigation is the most effective and inspiring way to help them develop into professional scientists themselves.”

Mark Wicholas (1940-2017),
Professor Emeritus of Chemistry
CAROL AND DAVID ROBINSON: ATHLETICS AND EXCELLENCE

Carol and David Robinson have been fans of Viking Men’s Basketball for three decades. The Bellingham couple attend almost every game, travel to out-of-state tournaments, and were in the stands in Kentucky when the Vikings won their first Division II National Championship in 2012. They provide annual scholarships for team members and have kept in touch with many players after those students have graduated and left Bellingham.

When Carver was being renovated in 2015, an opportunity to construct a permanent Athletic Hall of Fame Room above the entrance to Carver Gym was made available. In its previous 50 years of existence, the Hall of Fame plaques were displayed in different locations across campus. When the opportunity to create a permanent home to honor the accomplishments of past Vikings was presented to the Robinsons, they were eager to turn a half-century dream into a reality.

“It is important to us to give back to the community where we have lived for 38 years,” said the Robinsons. “Our contribution for the Hall of Fame Room will help honor former athletes who have given so much to Western. In addition, the hall will provide a pleasant venue to encourage former athletes, students, and community members in general to continue their interest in this great university.”

And so it has. Opened during the 2017-18 basketball season, the space held pre- and post-game receptions for Viking Athletic Club members and several team celebrations. Most significantly, it was home to the 2018 Athletic Hall of Fame reception for inductees and their families, allowing all to celebrate in a room dedicated to honoring and recognizing excellence.

“The addition of this room has been a game changer for us,” said Director of Athletics Steve Card. “What an amazing way to honor past Vikings and celebrate our current student athletes.”

But the Robinsons didn’t stop there. To encourage both the academic and athletic accomplishments of current and future members of the men’s basketball team, they also established an endowment—the Carol and David Robinson Men’s Basketball Success Fund—to support that program.

“We have attended basketball games since 1988 because it’s enjoyable as a fan to both contribute and experience the excitement of team sports. The establishment of the basketball endowment will help players succeed in the classroom as well as on and off the court. “Athletic programs provide all student-athletes—including many lower-income or minority individuals—opportunities which normally might not be available. Successful athletic programs can help reinforce the continued attachment and interest of former students and to encourage them to be supportive in the future.”
In fiscal 2017, the university strengthened its overall financial position by $22.4 million. This increase in net position/net assets was primarily due to the increase in capital assets from the Carver Academic Building Renovation Project. Non-depreciable capital assets and depreciable capital assets, net, increased in FY 2017 by $34.6 million (7.9 percent). State capital appropriations of $35.3 million were utilized primarily for this project; this represented an increase of about $11.6 million from the previous year’s state capital appropriations.

The student related revenue decrease of $8.3 million in fiscal 2017 can be attributed to the 15 percent reduction in the resident undergraduate tuition rate approved by the State Legislature. This was offset, however, by an increase in state appropriations. In total the university received an increase of $13.7 million in state appropriations. These funds facilitated the resident undergraduate tuition buyback program by offsetting the effects of the reduced tuition rate. They also funded increases in general wages, benefits and other compensation, as well as a cyber-security program at the Poulsbo campus.

The Board of Trustees approved the issuance and sale of housing and dining system revenue and refunding bonds. These bonds will be utilized for the Housing Renovations Project in the amount of $16.1 million, and the construction of the Multicultural Center in the amount of $18.5 million.

Sincerely,

Richard Van Den Hul
Vice President,
Business and Financial Affairs

More detail about the University’s financial statements and rating reports can be found at: https://wp.wwu.edu/acctsrvcs/2016/04/12/financial-statements/
TOTAL ASSETS VS. NET POSITION
($ in thousands)

OPERATING REVENUES BY SOURCE
FOR THE YEAR ENDED JUNE 30, 2017
$298,107 (in thousands)

TOTAL EXPENSES BY NATURAL CLASSIFICATION
FOR THE YEAR ENDED JUNE 30, 2017
$313,213 (in thousands)
#1 PUBLIC, MASTER’S-GRANTING UNIVERSITY
in the Pacific Northwest for 19 years in a row
U.S. News & World Report

IN THE TOP 10 NATIONALLY
for grads who go on to earn research doctorates among master’s-granting institutions

AMONG THE NATION’S 100 BEST VALUES IN EDUCATION
combining an outstanding education with economic value
Kiplinger’s Personal Finance magazine

President’s Higher Education Community Service Honor Roll with Distinction award
for FIVE CONSECUTIVE YEARS

RANKED THIRD NATIONALLY FOR FULBRIGHT FELLOWSHIPS
among master’s-granting institutions

Outside and National Geographic Adventure magazines ranked Bellingham among the top communities in the country for outdoor lovers