



STORIES OF CHANGE

THE PRESIDENT'S REPORT 2019



MAKE WAVES.



My education, more than being for myself, has been for my parents. They have made so many sacrifices over the years to get me and my brother where we are.

Having the opportunity to pursue something that I am passionate about and making them proud is my way of showing them that their hard work and sacrifices have been worth it.

Cecilia Guzman, '15

*BAE, Spanish – Elementary
2015 Outstanding Graduate in
Elementary Education*

First Generation Photo Project

Everyone has a story, and all of our stories are unique. This series began several years ago when I had an unusually high number of first generation college students in one of my cohorts. Since portrait photography is a hobby of mine, I decided to invite my students to collaborate and tell their stories in a way that was highly visual, yet descriptive of their unique circumstances. What followed was a window into what navigating college is like when you're the first in your family to do so.

Lauren McClanahan

*Professor
Secondary Education*



Dear Friends of Western Washington University:

Throughout this year's annual report, you will see images and stories of people at Western who are the first generation in their families to attend college. These inspiring stories of strength and sacrifice are part of the First Gen Project, an ongoing work created by Woodring College of Education Professor Lauren McClanahan.

These stories remind us of the uphill battle many of these students face, whether it is the financial burden of attending college, the fear of failure and culture shock, or the lack of preparation in a family without a college-going mindset. But the triumphs far outweigh the challenges for students who persevere.

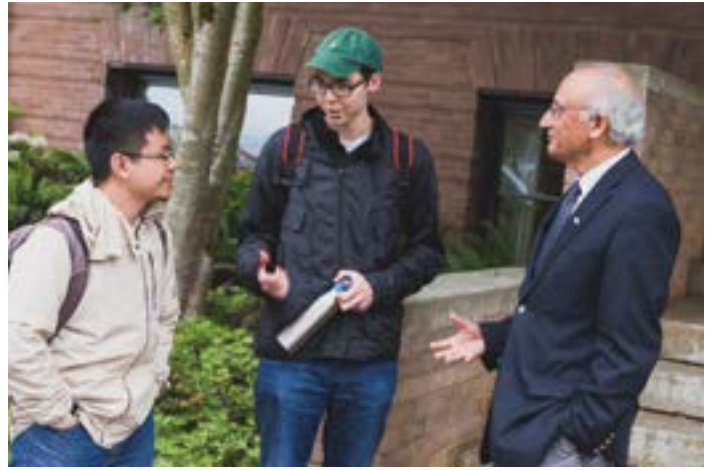
We routinely hear from first generation alumni that they are stronger, smarter and more empowered after finishing college. Many talk about how their lives were transformed by education, not just in career earnings, but in how they actively engage their ongoing curiosity to learn more, contribute to their communities and become lifelong problem solvers.

At Western we strive to set high expectations for all students and provide them with the academic preparation, support and other tools to meet those expectations.

Over the past year we have been piloting several targeted intervention strategies to raise student retention rates, especially for at-risk groups. By tracking persistence data and more closely assessing student needs, we aim to create an environment that supports student success and has more safeguards in place to keep students on track. On the following pages, you can learn more about some of these strategies.

You can also learn more about our progress against key metrics established in our 2025 strategic plan. While it takes a couple of years for intervention strategies to influence retention and success rates, regularly updating and sharing metrics holds us accountable to our commitment of an equitable and transformative education for all students.

We are particularly pleased that the state budget for the next biennium reflects a commitment to student access and affordability. The legislature fully funded the Washington College Grant (formerly known as the State Need Grant) offering a guarantee that all eligible students will receive the award by academic year 2020-21, as well as expanding income eligibility.



At the same time, we recognize that student needs far exceed state investment in affordability. Additionally, to be an exemplar institution in advancing inclusive success—one of the key pillars of our strategic plan—will require investment of new resources targeted to attract the best and brightest from Washington and beyond and provide high-impact experiences critical to their success. To that end, Western has launched a “Make Waves” Student Success campaign, committed to raising \$10 million in private philanthropy in the next three years, for presidential scholarships, need-based scholarships, and scholarships to support study abroad, undergraduate research and other high-impact student learning experiences.

Intelligence and abilities are not fixed, setbacks do not determine future success, and challenges can be opportunities for growth. Achieving our aspirational targets for student retention and graduation rates requires coordinated strategies across the institution, combining financial support with enhanced advising and increased program capacity, and a focus on fostering a sense of belonging from the outset. It requires rethinking long-standing traditions like new student orientation and designing more customized, small group first-year seminars, peer mentoring programs, and other cutting edge practices.

We believe we are up to the challenge. Thank you for embracing this challenge with us.

Sincerely,

A handwritten signature in blue ink that reads "Sabah Randhawa". The signature is fluid and cursive.

Sabah Randhawa
President

ADVANCING INCLUSIVE SUCCESS

More Students Need Faculty Mentors

Western has begun a number of programs to get more students into mentoring relationships with faculty members.

“These relationships are so important, and for many students, they become the cornerstone of their time here,” says Steve VanderStaay, Western’s vice provost for Undergraduate Education.

One example: FIGs, or First-Year Interest Groups. FIGs are a cluster of three courses at the beginning of the freshman year: two general-education courses and one small-group seminar class with a maximum of 25 students. The seminars create a supportive cohort of fellow freshmen who are also visited regularly by the teachers of the bigger classes to build rapport and engagement.

“Our numbers show that FIG students achieve higher GPAs, are more engaged in their classes, and return to Western after their first year at higher rates than those students who were not in a FIG,” VanderStaay says. “And we tried a pilot program this year where the faculty members kept in touch and interacted with their seminar students for the entire year, not just the first quarter, and those numbers bumped up a bit, too.”

About 20 percent of freshmen enroll in FIGs now, a number VanderStaay says

will climb as they build more courses across all colleges.

FIGs and mentoring are also part of a new \$1 million grant from the National Science Foundation to help low-income students in their pursuit of bachelor’s degrees in engineering at Western. While about two thirds of that funding goes to scholarships the other third will be used to study the effectiveness of academic, social, and career support specifically designed to enhance the success of low-income engineering students, including mentorship from faculty.

“We know the relationships are being built, and that by the time our



Vice Provost for Undergraduate Education
Steve VanderStaay

students are nearing graduation, these mentoring relationships are extraordinarily impactful,” VanderStaay says. “Finding new ways to build that faculty/student relationship earlier in the process is how we go from good to great.”

WE WILL MEASURE OUR SUCCESS BY:

INCLUSIVE SUCCESS	2016-17	2017-18	TARGET 2024-25
First-year Retention Rate			
Overall	82.1%	81.2%	87-90%
Students of Color	80.8%	78.9%	87-90%
Pell Grant Eligible	79.5%	74.2%	87-90%
Six-year Graduation Rate			
Overall	69.5%	69.1%	75-80%
Students of Color	67.9%	67.8%	75-80%
Pell Grant Eligible	65.4%	65.4%	75-80%
Transfer Four-year Graduation Rate			
Overall	71.9%	75.3%	75-80%
Students of Color	71.5%	78.2%	75-80%
Pell Grant Eligible	72.4%	72.9%	75-80%



WWU faculty members Katherine Anderson (middle) and Nick Galati (at right)

WWU Faculty members start new 'Community Office Hours' project

Every college student has had days, weeks, months and maybe even years when they feel the weight of the world pushing down on them as they try to juggle school, work and social responsibilities.

Faculty members Katherine Anderson of the English Department and Nick Galati of the Biology Department know the pressures of a university environment as well as anyone. To try to alleviate some of this pressure they are creating the “Community Office Hours” program to provide extra support for students and to contribute to a supportive campus community.

The goal of the Community Office Hours program is to provide an opportunity for students to connect with faculty members outside of their field of study, in a space in which students and faculty can interact in a space devoid of grades, classes and power hierarchies.

The norm is for students to visit professors for help with class work. While these interactions are good, they also inadvertently create a taboo about approaching professors for support or mentoring for issues that are not class specific.

The discomfort and insecurity students often feel when approaching faculty is the central issue Galati and Anderson are hoping community office hours will combat. Central to their mission is making sure everyone who might need support has a place to go.

As professors, we often assume a blanket open-door policy will encourage our students to connect with us, but this kind of well-intentioned vagueness does little to dissipate student discomfort.

The two first-year professors met at an active learning workshop for new faculty and soon began to formulate a way to contribute to Western.

“When we were dealing with our own hardships in college, we were lucky enough to have faculty mentors who went above and beyond to help us achieve what we didn’t think we could, and we’re excited to do the same. Nick and I were both first-generation students who struggled trying to fit in on a college campus,” Anderson said.

“We believe that the interdisciplinary community-oriented office hours will help students and faculty find a common ground with one another,” Galati said.

Galati and Anderson have been working to spread the word about their program around Western, and from these efforts they have received support from within their departments and from about 30 other faculty members around campus.

“Even if students don’t happen to come to the office hours during a certain quarter, just knowing they exist if and when a student needs them or wants to access them can make a huge difference in how that student feels supported,” Anderson.

INCREASING WASHINGTON IMPACT

WWU Student Kim Huynh Wins National Cybersecurity Award

There isn't much Western Washington University cybersecurity student Kim Huynh hasn't managed to accomplish this year.

In January she started Western's chapter of Women in CyberSecurity (WiCyS), a nonprofit organization dedicated to empowering and bringing together women from academia, research and industry to share their experiences and help to play a role in the future of cybersecurity.

About 20 percent of the current cybersecurity workforce are women, Huynh said. She's hoping it will grow to at least 50 percent.

In March, Huynh attended the WiCyS Conference 2019 in Pittsburgh where she managed to walk away with the National Student Chapter Leadership Award against 52 other student chapter leaders across the nation.

She accomplished this while carrying a full course load and interning at Premera Blue Cross, where she became familiar with the health insurance provider's cybersecurity measures and practiced both defending and attacking its systems. A large part of learning how to be a good defender is understanding how hackers work and thinking like an attacker.

"There's a high need for cybersecurity professionals right now and there are many different domains in cyber. In order to have comprehensive, diverse solutions we need all hands on deck. That's what WiCyS is about," Huynh said.

WWU cybersecurity program director Erik Fretheim is proud of the work Huynh has accomplished with her time in the program. "Kim is one of those students who amazes you with the breadth of her involvement and the extent of her accomplishments," he said. "She is a fine example of the many outstanding students we have in the Cybersecurity program."

Huynh also works with different organizations and local elementary schools to teach them about cybersecurity. She has also assisted in designing the curriculum for GenCyber,



Kim Huynh (left) and Erik Fretheim, director, Cybersecurity program

a National Science Foundation and NSA-sponsored cybersecurity camp.

"Growing up, I didn't consider computer science, cybersecurity or IT," Huynh said. "That's what I think about when I work with these young girls in middle school. I believe the best predictor of the future is to build it. And that's what we want to do here at Western."

WE WILL MEASURE OUR SUCCESS BY:

WASHINGTON IMPACT	2016-17	2017-18	TARGET 2024-25
Degrees Awarded			
Total	3,783	3,791	4,200-4,500
Graduate	293	310	350-375
State's High Need Areas	1,276	1,273	1,450-1,500
Students of Color	25.3%	25.6%	30-35%
Enrollment			
Outside Western's Main Campus & Extended Education	5.8%	6.0%	8-10%



Devoted to Overcoming the Odds for Herself and Other Native American Students

Alana Quigley had her first experience getting drunk at 11 years old. From there, it was a slippery slope to other substances, ultimately falling into a spiral of heroin use. It wasn't until she had lost her children and husband that she began to change her life's journey.

In 2006 Quigley went into recovery and reunited with her family, and in 2011 she went back to school to earn her GED. Since then, she has never looked back.

She earned a transfer degree from Skagit Valley College, where she was the recipient of the Charles H. Lewis Memorial Award honoring students who possess high ethical and moral standards, intellectual curiosity and qualities of good citizenship. Her husband won the prestigious award the prior year.

Quigley finished her bachelor's degree in human services at Western in 2016, and is now a student in Woodring's Master of Education program in adult and higher education. She's putting her knowledge and experience to work at Skagit

Valley College, where she supports low-income students in WorkFirst. She's also developing a bridge program to improve retention, graduation and transfer rates for tribally affiliated students, which led to her recent promotion to Director of Student Equity & Inclusion.

A member of the St. Croix and Lac Courte Oreilles Ojibwe people from Wisconsin, Quigley plans to go for a doctorate in multicultural education with aspirations to develop culturally relevant curricula for Native students.

As a "non-traditional" student with kids and a job, the prospect of going back to school was daunting for Quigley.

"I think it's important for people like me to realize that it doesn't have to take your whole lifetime to go to school and then get to work. I started this journey just seven years ago and I have been able to build a really solid career in that time. My children have been able to see me overcome challenges along the way and know that challenges are just a hiccup, and you can still achieve your goals despite setbacks."

Above all, Quigley is teaching her children the value of education and perseverance—and the importance of creating opportunities for others along the way.

ENHANCING ACADEMIC EXCELLENCE

WWU students awarded pair of ultra-competitive scholarships

Like cherry blossoms opening up on campus, certain activities indicate that spring has arrived, and one of those annual rites is celebrating the successes of Western students and the scholarships and fellowships they have been awarded.

But spring 2019 was different, as a pair of students have been awarded ultra-competitive scholarships that places WWU in extremely rarified company. Junior biology major and member of the Honors Program Darby Finnegan received Western’s first Barry Goldwater Scholarship since 2007; and junior environmental science major Risa Askerooth was awarded Western’s first Udall Scholarship in more than a decade.

Finnegan’s \$7,500 Goldwater scholarship is awarded to college sophomores and juniors who intend to pursue research careers in the natural sciences, mathematics and engineering, and is awarded to fewer than 10 percent of those who even qualify to be part of the rigorous application process.

“At first, I was just surprised,” Finnegan said. “Then I was overwhelmed with gratitude, both for the scholarship itself and for

everyone who helped make it possible.”

Finnegan applied for the Goldwater in January with the help of WWU Fellowship Office Director Tom Moore, who had previously worked with her on other scholarships.

“It’s so wonderful Darby was able to receive the Goldwater,” Moore said. “The scholarship is really competitive. To even be in the running you typically need to have at least one scientific publication, and as an undergraduate that’s tough.”

In the summer following her freshman year, Finnegan was a Research

Experience for Undergraduates (REU) Scholar at Friday Harbor Laboratories through the University of Washington and the National Science Foundation — that, too, is no small feat as a freshman.

Finnegan said this summer she will work on an independent research project with WWU Environmental Science Professor Leo Bodensteiner at Shannon Point Marine Center, where they will look at how the swimming mechanics of rainbow trout might change with increased carbon dioxide levels.

“I’m lucky to be surrounded by mentors and advisors who have

WE WILL MEASURE OUR SUCCESS BY:

ACADEMIC EXCELLENCE	2016-17	2017-18	TARGET 2024-25
Tenure/Tenure-track Faculty			
Total Faculty	514	537	600-625
Percent U.S. Faculty of Color	15.8%	16.6%	18-23%
Students Graduating with High-Impact Experiences (undergraduate research, global learning, community-based learning, internships, capstone courses and projects)	TBA	TBA	TBA
Research			
Research & Sponsored Programs Annual Revenue	\$9.9M	\$8.7M	\$15-20M
University Supported Research & Creative Activity	\$5.9M	\$6.6M	\$7-9M

*Questions regarding HIPS have been added to the Western Educational Longitudinal Study (WELS) undergraduate exit survey and will be reported beginning in 2020.

invested time in helping me learn and reach my goals. I honestly cannot thank them enough," she said.

After her graduation next spring, Finnegan plans to look into graduate programs in ecophysiology—the study of the relationship between an organism’s internal functions and external environments—or biomechanics, the science of movement of a living body. Whichever path she takes, she knows her work at Western and the research she has been able to complete have put her in a place to succeed.

“My desired career path in biology often feels equal parts exciting and terrifying, and I've doubted myself at times,” she said. “But receiving the Goldwater means that my efforts have been worthwhile, and it gives me confidence that I can do well in a research career.”

Darby Finnegan



From the North Shore to the Salish Sea

Askerooth, a native of Haleiwa, Hawaii, said she felt incredibly honored to claim WWU’s first Udall Scholarship in more than 10 years.

The \$7,000 Udall Scholarship is awarded to college sophomores and juniors who show public service, leadership, and commitment to issues related to Native American nations or the environment. The Udall Foundation awards the Udall Undergraduate Scholarship to 55 out of about 450 undergraduate student applicants.

“I could not think of a more deserving student,” said James Helfield, environmental sciences professor. “It gives me great comfort to know that she is one of the people who will be working on solutions for our environmental problems in the future.”

Last spring, Askerooth was among five students from Western who were awarded the Ernest F. Hollings Undergraduate Scholarship through the National Oceanic and Atmospheric Administration. During that time she also received a Udall honorable mention.

Askerooth said she knew after high school she wanted to attend a university with a strong environmental program.

“Huxley has a great reputation as one of the oldest environmental colleges in the U.S., and I think so many students on this campus are plugged into environmental justice or other forms of activism,” she said. “I thought that was really cool as someone who hadn’t heard about a lot of these issues in high school and had thought of environmentalism from a purely ecological stand point, and not how it relates to humans or other ways in which we live.”

This summer Askerooth will be at the Lake Superior National Estuarine Research Reserve as part of the NOAA



Risa Askerooth

Hollings Scholarship Program where she will be evaluating the success of a previous fish habitat restoration project in Radio Tower Bay. In early August she’ll travel to a conference in Silver Spring, Maryland to present her Hollings Program research before attending the Udall conference the following week.

After her graduation next spring, Askerooth said she might take a gap year or apply for the Peace Corps; eventually she wants to go to graduate school to get her master’s degree in Natural Resource Management or Conservation Biology.

Next spring, as the cherry blossoms slowly open to the longer days of the Pacific Northwest, these two groundbreaking WWU scholars will be about to graduate and move on to the next, equally impressive steps in their lives. But they have kicked open a door that has shown to those who follow that anything is possible.

WESTERN FOUNDATION REPORT

The 2018-19 fiscal year was a great success for the Western Washington University Foundation. Your philanthropic support, as measured by our four-year giving trend and the steady uptick of our annual WWU Give Day results, continues to make so much possible. We are proud to announce that the Western Washington University Foundation won a 2019 CASE Educational Fundraising Award for Overall Performance; this award recognizes exemplary development programs that show solid growth and are mature and well-maintained.

Giving to the Foundation continues to increase. Annual gifts and net pledges have doubled since the start of the campaign in 2013. We topped assets of \$111 million at the end of March, and over the spring we regained the lost momentum of the December stock market decline. Of special note, the Foundation partnered with WWU's Small Business Development Center (SBDC) and business leaders on the Kitsap Peninsula to open an SBDC in Poulsbo to offer assistance, advice and support to entrepreneurs in the area.

Capital Campaign

For the first time in our history, we are embarking on a capital campaign. The new advanced technology engineering and computer science building will respond directly to the needs of Washington state employers and address student demand. In the 2019-21 biennium, Western received design funding from the Washington State Legislature. The state intends to fund construction of the building in the next biennium as long as Western secures pledges of private support for a portion of the construction funds by fall 2020. Our goal is to raise \$20 million.

We are also launching a fundraising campaign focused on Student Success. This focused drive, with its goal of \$10 million and anticipated duration of three years, targets four specific areas of financial need:

Admissions Scholarships

Offering students multi-year, need-based scholarships to offset the rising costs of education is critical to both recruiting and retaining students. These scholarships will recognize merit, support diversity and provide an affordable path to a college degree for many.

President's Scholarships

The most prestigious scholarship Western will offer, President's Scholarships will be awarded to high-achieving students from underserved populations. This four-year commitment will recognize the very best at WWU, provide important financial support and encourage continued academic success.

Study Abroad Experiences

Currently, only 4% of WWU students have a global study experience. Associated costs are frequently a significant factor in preventing more students from learning abroad. Scholarships to promote international experiences will open the door for many more to have this life-changing opportunity.

Student Research & Creative Activity Opportunities

One of Western's pride points is the opportunity for undergraduates to engage in real-world research with faculty. Summer stipends for students will allow focused time to immerse themselves in their chosen field of study, preparing them for graduate school or a career.

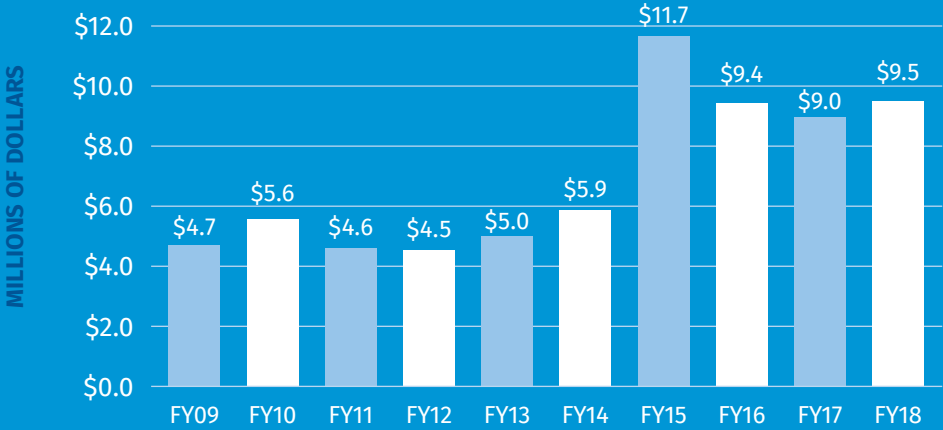
Thank you for turning opportunities into realities and helping so many students reach their goals.

Sincerely,

Stephanie Bowers

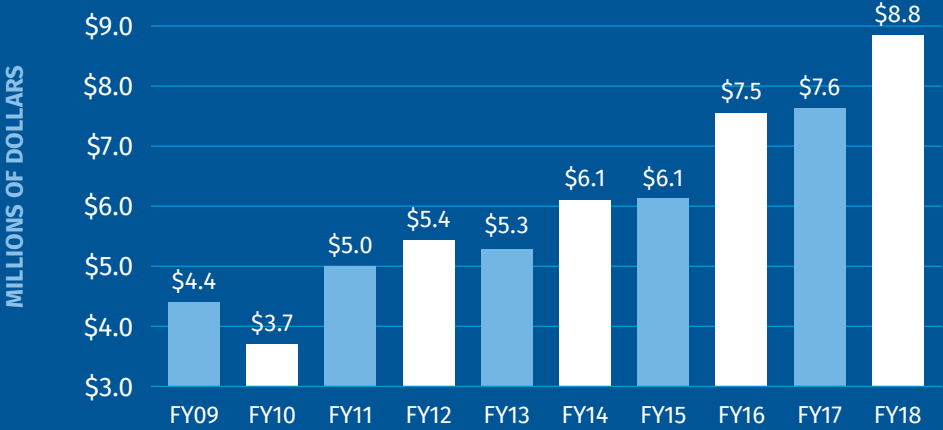
*Vice President,
University Advancement
President and CEO, WWU Foundation*

TOTAL CONTRIBUTIONS TO THE WWU FOUNDATION BY FISCAL YEAR



2X increase in annual giving,
since the beginning of the campaign

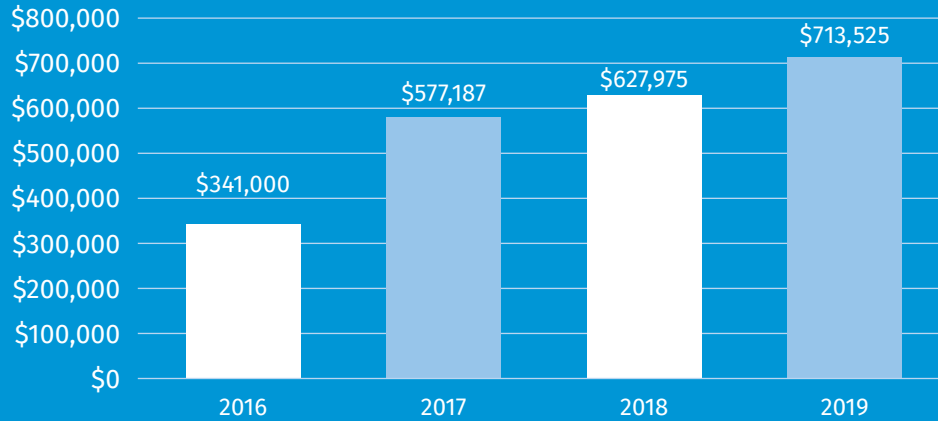
TOTAL VALUE OF GIFTS AND SERVICES PROVIDED TO THE UNIVERSITY



Over the past 10 years, support to the University has grown from **\$4.4 million** to **\$8.8 million annually.**

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

WWU GIVE DAY DONATIONS BY YEAR



2,123 Donors gave
\$729,179

- Challenge match pool was more than \$200,000
- 361 current students made gifts of \$16,756 (313 students gave on Give Day last year), meeting and exceeding a 2:1 donor challenge match
- 177 recent grads met and exceeded a Recent Grad Challenge Match, giving nearly \$16,000. Last year, 141 recent grads gave on Give Day



Top number of gifts
by state:

WA – 3,140 gifts

OR – 115 gifts

ID – 39 gifts

CA – 199 gifts

NY – 41 gifts



Top 5 fundraisers

Men's rowing – 223 gifts

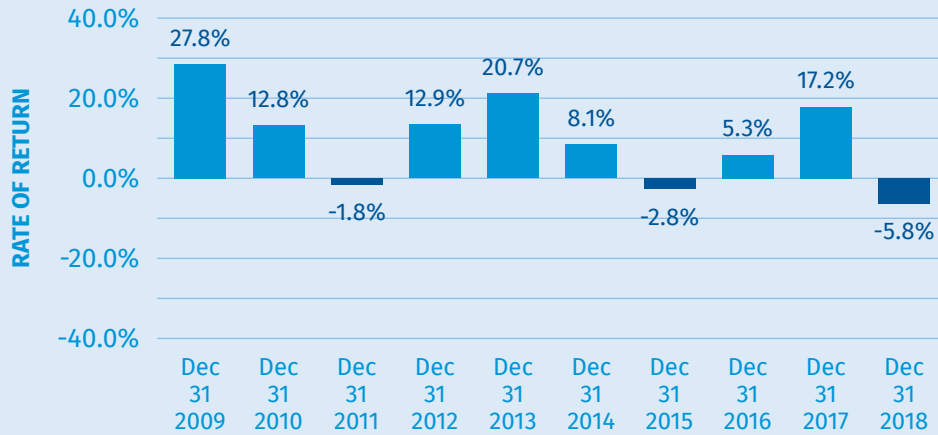
WWU Volleyball – 184 gifts

WWU Racing – 146 gifts

WWU Symphony Orchestra
Vienna Prague 2020 Tour
– 128 gifts

Computer Science – 83 gifts

ENDOWMENT FUND RETURNS



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

Returns for the current year were affected by the profound market volatility experienced during the final quarter of the calendar year. In spite of such volatility, the fund has provided a 10-year average annual return of 8.9%.

TOTAL ENDOWMENT ASSETS UNDER MANAGEMENT



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

Scholarship Recipient Thinks Global, Acts Local

Western international business senior Jasmine Medina-Perez learned about the power of the global economy as a 6-year-old working in her family's grocery in Bremerton.

"We were one of the first stores in the community to provide Latin goods so Latinos from all over and other curious people were coming in, and over time I got to meet them, talk to them, even help translate at times," Medina-Perez said. "The store became a micro international community in itself that opened my eyes to the world beyond what I knew. This was exciting, fun, and even rewarding when I could help people fix problems that came out of language barriers."

Her parents invested everything into the store and when her older sister graduated from high school, their parents said they would not be able to help pay for college. Medina-Perez was still determined to find a way, so she entered the 2016 Miss Silverdale Pageant, a local community service-based scholarship contest—and won.

"My parents were so supportive but they just couldn't help me financially," she said. "As a first generation student, I had to make my own path, so I kept looking at university websites and going to college fairs. I learned about financial aid and scholarships that would get me to where I wanted to go."

Medina-Perez said her parents and grandparents hadn't been offered the types of chances she received.

"My Abuelita (grandmother) always really wanted to go to school, but she couldn't. It wasn't a basic freedom for her. My great-grandmother told her education was for wealthy people and that she had to work, so she barely had any primary education. Today, she talks about how proud she is of what her children and grandchildren have accomplished."

At Western, Medina-Perez received two scholarships her senior year: the Grant Shaver Sustained Service Scholarship and the International Study Abroad Scholarship. One person who helped open doors for her has been Management Professor Tom Roehl who specializes in international business. Roehl likes to say that as an international business student you have to "be comfortable with being uncomfortable."

She kept Roehl's words in mind as she lived out another dream, to study abroad. She spent a semester studying international business in Montevideo, Uruguay.

"I've never traveled so far on my own but I felt comfortable with the uncomfortable," Medina-Perez said. "I didn't think it would be possible financially, but I was determined to do it. Thankfully, I received scholarships and made the most out of my special time in a very different part of the world."

She has also made the most of her Western experience by creating a new club for underrepresented multicultural business scholars and attending a conference in Washington D.C. with fellow women of color.

"Being able to take advantage of these experiences has broadened my aspirations and long-term goals," said Medina-Perez. "After graduation I hope to continue to work at the strategy consulting firm where I'm interning because I love problem-solving, research, building solutions, and being part of teams."

"Ultimately, I hope to work internationally in something related to education, diversity and inclusion, and empowering women, specifically in economic development for rural communities."





I've always wanted to help people who need help, and raise the happiness level of humanity. The education I've received at Western Washington University will allow me to help people effectively and make a positive impact on the world. Your smile is my fuel.

Colby Biesheuvel, '15
B.A., History and Social Studies
Peace Corps Volunteer

Ocean Acidification Research Fund Enables Investment in Critical Measurement Equipment

In January 2019, the faculty and staff at Shannon Point Marine Center in Anacortes installed a new Synergy LX microplate reader, providing student and faculty scientists a state-of-the-art analytical tool for their ongoing research on the Salish Sea.

The equipment was purchased with funds from the Ocean Acidification Research Endowment Fund, established by California marine scientist Greg Rau, '71, and a significant contribution from Shell U.S., which continues to fund important research at Shannon Point.

“The research we do at the Shannon Point Marine Center often requires precise measurements of chemical, biological, or molecular processes,” said Brian Bingham, director of Marine and Coastal Sciences. “Historically, those measurements were time-consuming and plagued by inaccuracy, particularly since we are often training students unfamiliar with these analytical techniques.”

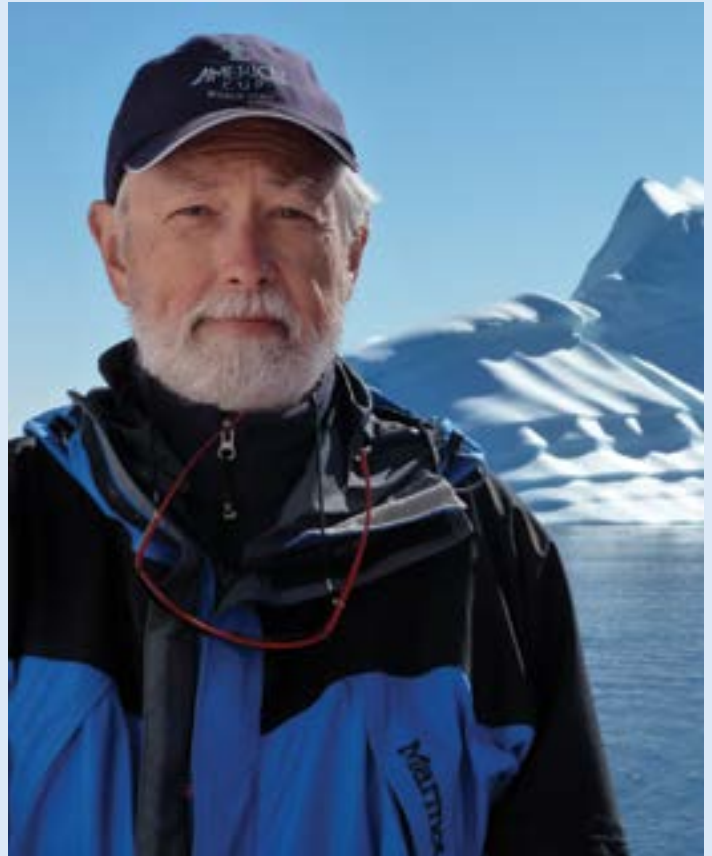
The development of microplate readers has revolutionized such work, permitting the use of small samples to very accurately measure, for example, reactive oxygen species, lipids, and proteins. This technology is increasing the accuracy and precision of measurements while decreasing the time and quantity of chemicals required.

“Some time ago, we identified the microplate reader as a critical piece of analytical/instructional instrumentation missing from our facility,” said Bingham. “One of the major stressors we are studying is acidification of our ocean waters.”

The instrument is a valuable addition to Western’s capacity for laboratory work embedded in the new undergraduate marine science major that the Washington State Legislature recently funded at WWU and Shannon Point. The first cohort of students for that new program will arrive at Shannon Point in the fall of 2019.

Shannon Point Marine Center faculty and staff regularly collaborate with scientists from state and federal agencies, including Padilla Bay National Estuarine Research Reserve, Department of Ecology and NOAA; non-profits like the Puget Sound Restoration Fund; and Native American communities including the Swinomish Indian Tribal Community and Northwest Indian College. Faculty and staff expect that the microplate reader will be used in collaborative work with researchers from those organizations and with visiting investigators from other universities and marine laboratories.

“Exposing students to state-of-the-art technology is an extremely effective way to attract, support, and retain them in STEM disciplines while better preparing them to enter the workforce,” said Bingham. “Students will be trained to use the microplate reader and will have hands-on opportunities to use it in research and in coursework activities.”



Greg H. Rau

Dr. Greg H. Rau graduated from Western in 1971 with a degree in biology. He went on to the University of Washington to earn a Ph.D. in biogeochemistry, and since 1988, has worked at the University of California, Santa Cruz where he is a senior researcher in the Institute of Marine Sciences. He specializes in carbon/CO₂ cycling, management, mitigation and use, and in policy, environmental and societal aspects thereof. He is also a visiting scientist in the Carbon Management Program at Lawrence Livermore National Laboratory. In 2013, he established the Ocean Acidification Research Fund to provide support for marine research and education at Shannon Point Marine Center, with a specific focus on ocean acidification.



A portion of the Ocean Acidification Research Fund was used to fund staff member Kelley Bright who helped master's degree candidate Jake Lawlor set up an experimental system to manipulate levels of ocean acidification in a laboratory setting. Lawlor is studying “lazy larvae,” which involves a change in the swimming behavior of bivalve larvae exposed to acidified conditions. Lawlor had the opportunity to share his research with Gov. Jay Inslee who, after learning about Lawlor and his work, named him “Most Inspirational Washingtonian of the Day.”

FINANCIAL SUMMARY 2017-18

In fiscal year (FY) 2018, the university's overall financial position decreased by \$13.5 million, due largely to increased salaries, wages and employee benefit expense and decreased capital revenue. GASB 75 – Other Post-Employment Benefits (OPEB), was implemented during FY 2018, requiring the university to report its share of Washington State's unfunded OPEB liability for retiree medical benefits. This resulted in a restatement of the FY 2017 beginning financial position from \$433.0 million to \$334.3 million.

During FY 2018, the university issued \$33.7 million in Housing and Dining System Bonds for the construction of the Multicultural Center and the Housing Renovations Project. Construction work expenditures that were capitalized on the Multicultural Center and Buchanan Towers Renovation during FY 2018 were \$6.0 million and \$7.4 million respectively.

Student head count average annual enrollment figures for academic year 2017-2018 was 15,213 compared to 14,867 the prior academic year. Total operating revenues increased

\$13.7 million in FY 2018 due primarily to tuition and fee and state appropriations increases totaling \$6.4 million and \$6.9 million in increased net auxiliary revenue. The net auxiliary revenue increase is the result of a 4.5% Housing and Dining fee increase and a new fee for the Multicultural Center.

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:
www.wvu.edu/financials

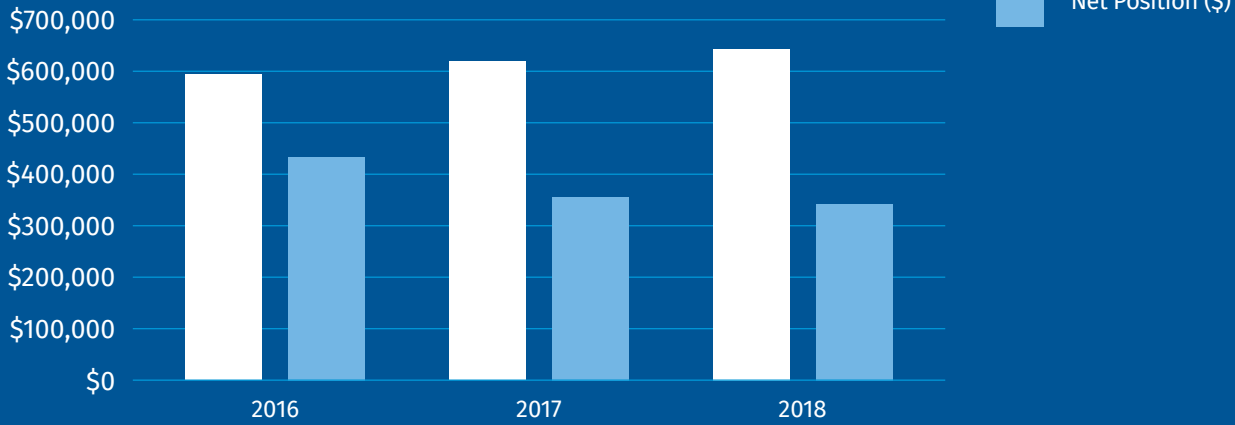


Every one of us comes from a different place in our lives, but that shouldn't hinder us from gaining knowledge. Being ambitious and driven led me to further my educational journey in Adult and Higher Education. Inspiring students from low-income and first-generation families to pursue education is a passion. Never give up. Always look towards your future.

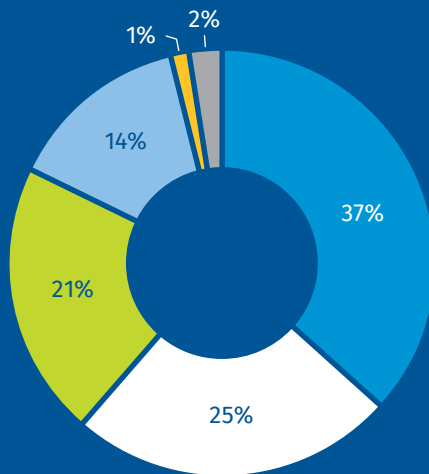
Stevona Burks, '15, '17

*B.A., Human Services; M.Ed., Adult and Higher Ed
Parent and Community Advocate*

TOTAL ASSETS VS. NET POSITION (\$ in thousands)

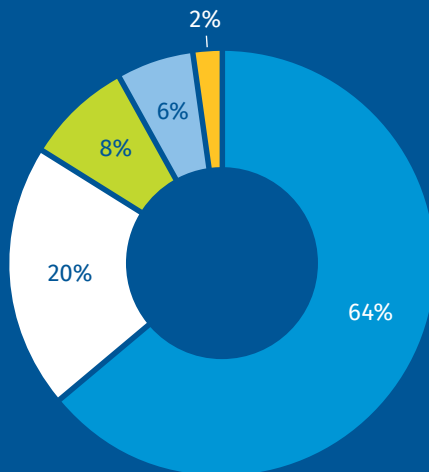


OPERATING REVENUES BY SOURCE FOR THE YEAR ENDED JUNE 30, 2018 \$309,184 (in thousands)



- Net student tuition and fees **\$113,444**
- State appropriations - Operating **\$78,652**
- Net auxiliary enterprises **\$64,483**
- Government grants and contracts **\$43,242**
- Private grants **\$4,215**
- Sales & services of educational activities & other **\$5,148**

TOTAL EXPENSES BY NATURAL CLASSIFICATION FOR THE YEAR ENDED JUNE 30, 2018 \$319,716 (in thousands)



- Salaries, wages & benefits **\$203,602**
- Supplies, services & other **\$63,496**
- Depreciation **\$26,543**
- Scholarships **\$20,918**
- Utilities **\$5,157**

To me, entering college felt like jumping into the ocean, not exactly knowing if you knew how to swim. You don't really know what you're getting yourself into, or are even prepared for what will come. You're not sure who you can ask for help, or go to for advice about what's best for you. You're just there because you know you have to be, and your siblings, your future kids, and grandkids will know that the only limit they have is themselves. So you plunge into this thing called "college," and make every single mistake, take every given opportunity, and extract all the experiences, knowledge and relationships you can during your time there in order to pave the way for those that will come behind you.

Kathleen Lee
Secondary Education

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MAKE WAVES.

