Western Washington University’s mission is to serve the people of the state of Washington, the nation and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.

Our vision is to build a stronger Washington by being an international leader in active learning, critical thinking and societal problem-solving.

Our Strategic Goals:

- **Building upon Western’s strengths** to address critical needs in the state of Washington.
- **Expanding student access** to rigorous and engaging baccalaureate and graduate education.
- **Fostering and promoting life-long learning** and success in an ever-changing world.
- **Applying Western’s expertise and collaborative approach** to scholarship, creativity and research in ways that strengthen communities beyond the campus.
- **Serving as a model** for institutional effectiveness, innovation, diversity and sustainability.
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Active Minds Changing Lives
AT A GLANCE

• One of Washington’s six state-funded, four-year institutions of higher education.
• The state’s third-largest higher education institution.
• Operates on the quarter system.
• Seven academic divisions: College of Science and Engineering, Huxley College of the Environment, College of Business and Economics, Fairhaven College of Interdisciplinary Studies, College of Fine and Performing Arts, College of Humanities and Social Sciences, Woodring College of Education, and the Graduate School.
• Dr. Sabah Randhawa is WWU’s 14th president.

CAMPUS

• Perched on a hillside in Bellingham, between Seattle and Vancouver, B.C., walking distance to Bellingham Bay and a short drive to Mount Baker.
• A quarter of Western students live on the wooded 212-acre campus, which includes part of the 180-acre Sehome Arboretum.
• Campus also includes the Shannon Point Marine Center in Anacortes, and a recreational complex at Lake Whatcom.
• Also offers classes in Anacortes, Bremerton, Burien, Everett, Mount Vernon, Port Angeles, Poulsbo, Seattle, Tacoma and online.
• Work is under way to include Western in Bellingham’s waterfront redevelopment.

ACADEMIC EXCELLENCE

• Consistently ranked the top master’s-granting public university in the Pacific Northwest by U.S. News & World Report.
• Faculty in fall 2016: 937.
• Full-time faculty: 619, 87.4 percent with terminal degrees.
• Student-faculty ratio: 19 to 1.
• 99 percent of classes are taught by faculty, not graduate assistants.

STUDENTS

• Fall 2016 enrollment: 15,574 full- and part-time students.
• Students of color: 25.3 percent.
• First-year students: 2,888 freshmen and 1,141 transfers.
• 2015 freshmen returning: 81.9 percent.
• Six-year graduation rate: 70 percent.
• Average time to degree: 4.3 years.
• In-state students: 87 percent, with top counties being King, Snohomish, Whatcom and Pierce.
• Undergraduates eligible for Pell grants: 26 percent.
• First-generation undergraduates: 1 in 3.

ALUMNI

• More than 114,000 graduates live in Washington and around the world.
• Top employers of alumni include Boeing, Microsoft, Amazon, Google, school districts and small and large businesses throughout the state.
• Graduates include leaders in business, public service, education, the sciences, the arts, and academia.
• Western ranks first in the nation among medium-sized schools for alumni serving in the Peace Corps.

SUSTAINABILITY

• Purchases 100 percent of its electrical energy from green sources via renewable energy credits.
• One of the nation’s top purchasers of green energy in higher education, according to the EPA.

FINANCES

• Resident undergraduate tuition and fees are $7,143 for three academic quarters.
• State appropriation funds approximately 44 percent of the operating budget. Tuition is approximately 56 percent.
Western in Washington

**WWU Students**

Total students: 15,574  
From Washington: 13,612 (87 percent)

**WWU Alumni**

Total alumni: 114,460  
Living in Washington: 91,251 (80 percent)
State Colleges and Universities

Western Washington University is proud to be a member of the American Association of State Colleges and Universities (AASCU), an organization made up of more than 400 public colleges, universities and systems across the nation.

Like all State Colleges and Universities, Western’s culture is focused on students and centered on learning and teaching. Western and other SCU’s share a historical commitment to underserved student populations and a dedication to research and creativity that set SCU’s apart from land-grant or research universities and community and technical colleges. Western advances the economic progress and cultural development in the state of Washington, as do SCU’s in their home states across the country.

SCU’s embrace four core values: Quality, Accessibility, Affordability and Responsibility.

High Quality: Western embraces a student-centered focus that emphasizes learning and teaching. Western students are taught and mentored by a faculty of scholars in smaller class sizes. Western supports a broad range of different learning styles and opportunities – from its Honors Program to hands-on applied research with faculty, both in the lab and in the field.

Accessible: As a state university, Western provides a high-quality educational experience to a diverse cross-section of the region’s residents, including students and groups that have been traditionally underserved in higher education. Western strives to foster campus diversity, build inclusiveness, and enable partnerships to help students succeed. For more information about these efforts, go to our Diversity at Western site: www.wwu.edu/diversity.

Affordability: Western, like its peer SCUs, is a smart investment, offering a high quality, accessible and affordable choice to earning a four-year baccalaureate degree, and shares the mission of its peers to make higher education available to anyone who is willing to work hard in order to be successful.

Responsible: SCUs like Western create the skilled workforce to support the state’s businesses while advancing economic progress and cultural development. As a place of public purpose, Western prepares its students for a life of leadership and service and enhances their abilities to attain financial independence after graduation.
Ensure Affordability

- **Support** increased grant funding for the neediest students and advocate for policies that promote better management of educational debt for student loan borrowers.
  - Continue and grow current levels of Pell Grant funding;
  - Return year-round Pell Grants;
  - Open Pell Grants to low-income students who earn college credits while still enrolled in high school.

- **Advocate** for college affordability and mitigate tuition increases through adequate state investment in public higher education.

- **Promote** policies that align federal and state practices in support of greater affordability and improved access.

- **Encourage** and promote AASCU’s proposed federal matching program and other strategies for leveraging federal resources to incentivize state higher education funding.

- **Support** proposals that promote state-federal affordability partnerships by providing federal incentives for increased state funding of operating costs at public colleges and universities.

Maintain Accountability

- **Support** effective accountability requirements to safeguard taxpayers’ investment in higher education.

- **Reform** the current regulatory framework for student aid by eliminating ineffective regulations and replacing them with substantive and evidence-based oversight.

- **Promote** better, more actionable consumer information, as well as better analytics on institutional performance for oversight and management purposes.

- **Preserve** and strengthen the American tradition of political non-interference in academic judgments about programmatic quality.

- **Support** the collection of the student data needed by the federal government for purposes specifically authorized by law and mandate the expansion of gender identities available.
Combat Campus Sexual Assault

- **Support** policies and programs emphasizing a renewed and sustained commitment to student safety and prevention of campus sexual violence.

- **Encourage** state and system officials to review and update state laws and campus procedures related to sexual violence, and ensure fair and equitable proceedings.

- **Call on** the U.S. Department of Education and Congress to consult with institutions of higher education in devising policies against sexual violence on campus.

- **Ensure** that federal legislation pertaining to campus disciplinary processes maintains a standard that is fair and equitable to all parties.

Ensure Access and Diversity

- **Recognize** and meet the specific needs of unique populations, including military students and veterans, minorities, marginalized, undocumented students, students with disabilities and international students.

- **Enhance** all facets of international education, including expanded study abroad opportunities for domestic students, enrollment of international students in the U.S., and international partnerships.

- **Support** institutional policies that promote diversity, and actively welcome and support under-represented students.

- **Oppose** state legislation that seeks to strip institutional and/or system authority to regulate concealed weapons on campus.

- **Support** legislation that would allow Electronic Benefit Transfer (EBT) to be used on college campuses.
WWU and AASCU Federal Policy Priorities (continued)

Academic Success and Quality

- **Support** current levels of funding for NSF and NIH research and development.

- **Oppose** proposed legislation to reduce or eliminate K-12 college readiness programs.

Enhancement of our Communities

- **Protect** funding for the Corporation for National and Community Service (CNCS).

  - National service programs such as AmeriCorps and AmeriCorps VISTA have contributed greatly to communities across our nation;
  
  - These programs offer a cost-effective way to build and sustain important community partnerships that tackle critical community issues, educate students for civic and social responsibility, and prepare students for the workforce;
  
  - A study by economists at Columbia University demonstrated that for every $1.00 invested in national service, there is a $3.95 return to society in the forms of higher earnings, increased output, and other community-wide benefits.
STEM Teacher Education...

The United States’ economic future hinges on our nation’s capacity to prepare excellent teachers trained to improve STEM achievement for K-12 students.

STEM teacher preparation is a core strength at Western – we have received more than $30 million in grants to improve K-12 STEM education. It’s time to build our annual capacity to meet the state’s needs by producing:

- 100 secondary Math and Science teacher graduates per year, double our current number.
- Secondary endorsements in Engineering and Computer Science Education.
- New teacher preparation curriculum and professional development programs to support the teaching of computer science and engineering education in K-12 schools.
- An improved model for undergraduate STEM education that engages more students in STEM majors, encourages them to pursue STEM teaching careers, and improves the success of under-represented students in STEM.
- Easier-to-navigate career pathways into STEM from high schools and two-year colleges to Western.

The state’s schools are experiencing a critical shortage of highly qualified STEM teachers. We must significantly increase not only the number and diversity of certified STEM teachers, but improve the quality of their preparation.

As the state’s largest producer of elementary teachers and secondary mathematics and science teachers, Western is uniquely qualified to address this crisis:

- Western’s Science, Mathematics and Technology Education (SMATE) program is a national leader in producing high quality teachers with deep knowledge of both content and pedagogy.
- WWU Secondary Education students pass the state content knowledge test by an average of 30 points in mathematics and 28 points in science, compared with state averages of 5 and 10 points.
- Eighty-five percent of WWU-trained teachers are still in the field five years after graduation.

Western’s collaboration with school districts is paying off. Students whose teachers are involved with a professional development partnership with Western tend to do better on the state’s science tests. This is particularly true among low-income students.
Leadership in Science and Technology Education

The Science, Mathematics and Technology Education Program (SMATE) at Western Washington University has evolved into a national model of how scientists and mathematicians can partner with colleges of education to provide the highest quality preparation of future elementary and secondary teachers.

Targeting the Achievement Gap

SMATE faculty are applying new and compelling research on effective teaching and school leadership in pre-service programs and with practicing teachers, with amazing results.

The program has demonstrated improvement in student achievement and narrowing of the achievement gaps among privileged and underrepresented groups.

Mentoring for New Teachers

SMATE grant-funded work with regional P-12 schools is both improving mathematics and science teaching and learning in classrooms and creating ideal practicum and internship locations for our pre-service teachers where effective teaching is modeled and quality mentoring is offered.

Recent grants include those funded by Washington’s Office of the Superintendent of Public Instruction, the state’s Higher Education Coordinating Board and the National Science Foundation.

Additional components of the STEM teacher preparation program will be funded through private philanthropy.

Western works closely with more than 150 area K-12 teachers to improve STEM instruction and to prepare them to mentor student teachers.

SMATE is led by a dynamic team of science, math, technology and education faculty, including Scott Linneman, the state of Washington’s Professor of the Year in 2014.
Western’s Institute for Energy Studies is a pioneering bachelor degree program providing students with a diverse mix of skills to tackle our energy challenges and advance our economy.

The Institute combines science, technology, economics, business and policy in an innovative, interdisciplinary undergraduate program designed to prepare students to become leaders in the new energy economy.

The environmental problems associated with the use of conventional energy – and the responses to those problems – are spawning a complex “new energy economy,” particularly in Washington state.

National energy industry leaders agree that the new energy economy requires a workforce of individuals who can think across disciplines and apply a diverse set of skills to solve real-world energy problems and respond to the opportunities of the new energy economy.

The Institute for Energy Studies is one of the only comprehensive bachelor’s degree programs in the country combining the fields of science, technology, economics, business management and public policy.

Graduates have the right mix of skills to manage and grow successful new and existing energy-related businesses. Energy sector jobs include:

- Energy efficiency analyst
- Energy resource planner
- Scientist
- Electrical engineering technician
- LEED certified project manager
- Marketing professional
- Project controls officer
- Analyst
- Energy economist
- Renewable energy project manager
- Wind plant administrator

Western works in partnership with community and technical colleges to develop curricular programs and streamline pathways to degrees in energy-related studies.

Research

One of the hallmarks of a Western education is students getting involved in research. As the Institute grows its academic offerings it will be assisting groups of faculty in writing research proposals and helping to get students involved with research across campus.

Energy research at Western ranges from sciences like physics and chemistry but also includes fields like economics and environmental studies. For instance, in Western’s Advanced Material Sciences and Engineering Center, David Patrick is leading a team of graduate and undergraduate researchers in studying high efficiency solar concentrators. At the same time member faculty Dan Hagen studies the theoretical foundations of environmental valuation which has implications for how we assess the economic benefits of clean energy.
Interdisciplinary Academics
The Institute’s academic program is well underway. When fully developed, programs will integrate research and outreach with a unique interdisciplinary curriculum. The curriculum will include a Bachelor of Arts degree, a Bachelor of Science degree, and the option to minor in policy and economics or science and technology. Graduate degrees will also be offered.

Research will cover a wide range of investigations related to the production and use of energy, with emphasis on clean and renewable energy, and energy efficiency. Program participants will gain core competencies in energy related science, policy, technology, economics, and business and have opportunities to participate in energy research with nationally recognized faculty-mentors.

Western’s energy curriculum is a perfect fit for collaboration among three colleges, the College of Science and Engineering, the College of Business and Economics and Huxley College of the Environment. Each college provides core competencies such as science and math fundamentals – particularly literacy of energy processes and systems – and knowledge of applied technology such as familiarity with electric power systems, energy in buildings and vehicles and greenhouse gas management. Students will also be well-versed in business and entrepreneurship concepts and graduate with a global perspective on energy studies.

Western’s emphasis on clean energy sets the Institute apart – few other universities offer to undergraduates key clean-energy subjects such as utility resource planning, energy efficient design and greenhouse gas management.

The results: Graduates in Energy Science and Technology are interdisciplinary in the right way, with broad yet deep knowledge, with solid technical and analytical skills and comprehensive knowledge of energy systems. Graduates are prepared to launch into careers in clean energy entrepreneurship and leadership.

Timeline
2012-2013: The Energy Policy minor was created in the fall of 2012 and graduated its first cohort in the spring of 2013.
2014: A new Energy Track was added in the new Electrical Engineering program in fall 2014.
2016: A Bachelor of Science in Energy Studies officially began in fall 2016.
2017: The WWU Institute for Energy Studies held its second annual state-wide Energy Symposium with Washington Governor Jay Inslee delivering the keynote address.
Trade and Transportation
Trade between Washington and Canada totaled $21.5 billion in 2015 and 223,300 Washington jobs depend on that trade.
BPRI research explores:
• Why the border is so important in facilitating trade with Canada.
• The impact of border delays on regional supply chains.
• Composition and destination of exports and imports to and from Canada.

Security
It is vital that the U.S. and Canada achieve the dual goals of facilitation of legitimate trade and interdiction of threats.
BPRI research examines:
• Effects of post-9/11 security measures on the flow of commodities across the Canada-U.S. border.
• The impact of security policies on Washington transportation patterns.
• How security affects economic competitiveness.

Tourism and Business Travel
Travel between Washington and Canada involves everyday business operations and tourism. In 2015, nearly 4 million Canadians traveled to Washington. Vacation spending by Canadians was $1.1 billion.
BPRI research includes:
• Strategies for reducing border wait times.
• Strategies for increasing the use of RFID-enabled documents at ports of entry.
• Travel patterns and border performance at the Cascade Gateway.

Environment and Energy
Management of our shared environment is crucial to both our ecological well-being and our economic resources.
BPRI research explores:
• Patterns in the flow of energy between Washington and Canada.
• Environmental management policies and policy actors in the Salish Sea.
• Issues related to cross-border watershed management.
Vital Research for a Vital Relationship

The 2016 visit by Prime Minister Trudeau to our nation’s Capitol is ushering in an era of enhanced visibility of the importance of the Canada-U.S. relationship. Global insecurity and fragile economies make this relationship, and particularly our shared border, ever more vital for both countries’ economic competitiveness and prosperity.

The BPRI provides crucial institutional capacity to better understand our border with Canada, and what it means to Washington residents.

Comprehensive Data

The research focus and capacity of BPRI represent key tools in supporting the U.S.-Canada relationship. Two recent examples:

- This year BPRI published a special report, “Washington State’s Economy in Relation to Canada and the Border,” which is the culmination of 10 years of research by our institute. This report captures the immense value and importance of the relationship between Washington and Canada, through a comprehensive and data-driven analysis.

- Recent fluctuations in the value of the Canadian dollar have significant, yet varying, impacts on border crossings and border communities. BPRI research explored these impacts in our region, which affect local and regional sales tax revenues.

More examples can be seen at the BPRI website, www.wwu.edu/bpri.

Regional Collaboration

BPRI works across scales, interacting with local security agencies at our neighboring ports of entry, organizing with regional organizations such as the Pacific Northwest Economic Region (PNWER), and engaging with both national officials and global scholars. As such, we have a unique capacity to communicate, collaborate, understand, and inform on issues related to the U.S. – Canada border.

In 2017 the BPRI played a lead role as a convener and facilitator in Western and Northwest Indian College hosting the Columbia River Treaty Symposium. This event brought together lead negotiators from the U.S. Department of State and Canadian representatives to hear from public, private and NGO stakeholders.

There are few, if any, comparable university-based research entities with this capacity.
The Western Difference

EXCELLENCE IN ACADEMICS AND RESEARCH

• Western was a top national producer of Fulbright Scholarship recipients from public master’s-granting universities in 2015.

• Western’s Shannon Point Marine Center has received numerous grants from the National Science Foundation for high-quality marine research.

• Faculty and students are engaged in cutting-edge research projects exploring sea star wasting disease, the link between groundwater depletion and seismic activity, and factors associated with resiliency following natural disasters.

NATIONAL RECOGNITION

• Western is the best public, master’s-granting institution in the Pacific Northwest, and one of the most efficient in producing educational quality, according to U.S. News and World Report.

• Western received the 2015 Active Minds Healthy Campus Award, recognizing the university as one of the healthiest campuses in the nation.

• Kiplinger’s Personal Finance magazine ranks Western 89th on its national list of the 100 Best Values in Public Colleges for 2016, reflecting academic quality as well as cost.

STUDENTS OF DISTINCTION

• Western students win top fellowships and awards, recently including the Fulbright Scholarship, the Ernest F. Hollings Scholarship and the National Science Foundation Graduate Fellowship.

• Western students won top national honors from the EPA for their design of a smart window that harnesses solar energy to assist its building’s HVAC system.

• Western is ninth among the nation’s more than 560 comprehensive universities for undergraduate alumni who go on to earn research doctorates.

COMMUNITY LEADERSHIP

• Western student mentors have spent thousands of hours working with area children through Compass 2 Campus, which encourages youngsters to start early setting a course for college.

• Environmental Studies’ Rebekah Paci-Green detailed narrative of a potential 9.0 Cascadia Subduction Zone quake is used by FEMA for regional disaster preparedness training.

• Western alumni make a difference in businesses around the state. For example, alumni are key executives at Microsoft and The Boeing Company.
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