



Linda Buck



Chuck Close



Jeff Brotman



Bonnie Dunbar



PART 2: TODAY'S UW

Close to half a million people have graduated from the University of Washington – and they've gone on to become pioneering achievers.

Bonnie Dunbar ('71, '75) of Sunnyside became one of the few NASA astronauts to make five space flights. Chuck Close ('62) of Monroe became America's leading photorealistic painter. Andrew Brimmer ('50, '51) of Bremerton became the first African American to serve on the Federal Reserve's Board of Governors. Jeff Brotman ('64, '67) of Seattle founded Costco Wholesale. Linda Buck ('75) of Seattle won the 2004 Nobel Prize in Physiology or Medicine. William Foege ('61) of Chewelah led the successful effort to eradicate smallpox.

Our Students

Most UW undergrads are Washingtonians, and most stay here – giving back to their native state. About 75 percent of UW students make the state their home after graduation.

The achievements of notable UW alumni show how an education at a world-class research university opens up new and unimagined opportunities for students from all over Washington. And the experiences of some of today's students are also great examples of the value of this education:

- Each year 4,000 undergraduates work with professors on cutting-edge research projects on topics from adolescent development to robotics to constitutional law.
- Students spend tens of thousands of hours every week serving the community's nonprofits and schools through a wide range of public service learning courses on topics from global environmental politics to state and local history.
- UW undergraduates mentor K-12 students and build language and social skills for low-income preschoolers through the Pipeline Project and Project Jumpstart.
- 4,200 students have a public service internship every year.
- Over 1,600 UW students per year have international educational experiences in 73 countries, learning about everything from energy use in Bangkok to peacekeeping in Bosnia.
- Undergraduates win scholarships supporting their research and service work through Mary Gates Scholarships, a unique UW resource that has supported over 1,700 UW undergraduates since 1996.

3 OUT OF 4 UW GRADUATES STAY IN THE STATE

AND MORE RETURN HERE TO CONTINUE THEIR CAREERS





Lesley Everett



Sariah Khormaeae



Eliana Hechter

When students are able to take advantage of all the opportunities the UW offers, they achieve amazing things. We are so proud that these amazing students are often from our public schools. They are our neighbors.

Lesley Everett, a graduate of Port Angeles High School, graduated from the UW in 2006 and continued on to England for graduate study with support from the prestigious Gates Cambridge Fellowship. She was a student who initially came to the UW without great academic aspirations and expected to be what she called “one of the many.” Lesley’s college experience was transformed by the undergraduate honors program. She now expects to pursue a career in genetics, finding cures for diseases like diabetes and AIDS.

Her classmate **Sariah Khormaeae** came to the UW from Skyview High School in Vancouver, Washington. She was awarded the highly competitive Marshall Scholarship, which she is using to study medicine at Oxford University. She hopes one day to help develop artificial corneas to restore sight.

Eliana Hechter grew up in Seattle and came to the UW at age 14 through the Early Entrance Program – one of the UW’s pioneering and internationally recognized programs for gifted students. As an 18-year-old senior, she won a Rhodes Scholarship and continued on to study mathematics at Oxford University.

Only about 10 African Americans receive Ph.D.s in Computer Science each year in North America. In 2006, two of these African American Ph.D. recipients got their start at the University of Washington. **John Davis**, who attended Mt. Rainier High School in Des Moines, received his bachelor’s degree from the UW Department of Computer Science & Engineering and is about to receive his Ph.D. from Stanford University. **Hakim Weatherspoon**, who attended Evergreen High School in Vancouver, Washington, received his bachelor’s degree from the UW Department of Computer Science & Engineering and just received his Ph.D. from UC, Berkeley. John and Hakim are great examples of Washingtonians who prepared for successful careers in high-demand fields through educational experiences found at the UW.



Brandon Stogsdill

But it's not just future Ph.D.'s and national award winners who have exceptional experiences at the UW. **Brandon Stogsdill** of Puyallup graduated with honors in Psychology in 2006, but only a few years earlier he was serving a 3+ year prison sentence. In prison, Brandon discovered his life's purpose – to prevent other at-risk youth from making the mistakes he did – and decided to pursue his lifelong dream of attending the UW. He made it from jail to Pierce College, and then to the UW. At the UW, Brandon won a Mary Gates Leadership Scholarship for three years running, allowing him to fulfill his dreams and mentor 6th, 7th and 8th grade youth. He continued this mentoring after graduation and also has a book in the works, "From Incarceration to Higher Education."

The UW's size also makes it a place where students really need individualized attention and support to realize their potential. Lesley, Sariah, Eliana, John, Hakim and Brandon are great examples of students who got that support and realized their academic and leadership ambitions.

We are proud of these student achievements, and we want to see more of them.

The UW educates about 40 percent of the undergraduates enrolled in four-year universities in the state. The UW has done a good job of providing its students with a quality education, but we know that additional individualized experiences and support can be provided to a greater part of the student body. We recognize that space is limited in high-demand majors. Faculty may not have the resources and assistance from the University to take on an undergraduate research assistant or incorporate research projects into their classes. Departments and schools may not have enough faculty or resources to offer more service-learning courses. Our current UW offerings may be uneven and not appeal to every student's academic and professional interests.

The lack of these types of educational opportunities is not good for students because high-demand majors, research experiences, and internships are no longer just "extra perks."

In a globally competitive, knowledge-driven economic climate, these programs are critical elements of the modern higher education experience. They allow undergraduates immediate access to the resources of the research university, and they help students make the best use of their four years of college. This is as true for the music majors as it is for the engineers – every student benefits from directed advising, personal connections with faculty, and academic support from peers.

If the people of Washington choose to invest more resources in direct student support, the UW can expand and enhance the experience it provides to its students.

Students who need to earn money while in school can earn and learn through a public service internship. More students will have small, specialized classes in their freshman and sophomore years that connect them with supportive professors. More room will open up in high-demand majors. There will be a wide range of high-quality educational experiences that match the interests and goals of a wide range of students.

Recognizing the difference that more resources per student can make, and the importance of alumni and private supporters in this partnership, the UW has already taken some big steps toward generating additional resources for undergraduate education. The UW has made a major commitment to generate private resources for teaching and research by launching Campaign UW: Creating Futures. By the first

half of 2006, the Campaign had already raised \$1.8 billion towards its \$2 billion goal. These funds will support great enhancements at the three UW campuses, ranging from new classroom and research facilities, to new scholarships for undergraduates in all regions of the state, to faculty chairs, to tutoring programs for at-risk public school students.

Because expanding access is so important, the last two years of Campaign UW will focus on raising funds for student scholarships. This fundraising effort will create important new opportunities and accessibility for current and future UW students.

These scholarships and program enhancements will be a step toward providing quality educational experiences, from freshman orientation to commencement ceremonies. But private fundraising cannot do it alone. State appropriations and student tuition are the main sources of support for education at the University.

Our values drive our commitment to give all UW students a high-quality education. Let's make sure that every UW undergraduate can have these opportunities. It's up to the partners in the UW – students and parents, the state of Washington, the federal government, alumni and supporters – to provide all students the opportunity for a world-class education without having to leave home.

IF THE PEOPLE OF WASHINGTON CHOOSE TO INVEST MORE RESOURCES IN DIRECT STUDENT SUPPORT, THE UW CAN EXPAND AND ENHANCE THE EXPERIENCE IT PROVIDES TO ITS STUDENTS.

Paying for Education

Because of its size, its many partners, and many research, teaching, and service activities, the UW receives revenue from a number of places. Every dollar that comes to the UW is treated as an investment, from tuition dollars and state resources to research grants and gifts from private citizens. Investments in the UW by the federal government and private donors can support undergraduate education indirectly, but the essential core academic teaching activities are paid for by the taxpayers of Washington and the parents and students of the UW.

Bottom line: state appropriations and student tuition are the primary support for education. Together, these sources of revenue finance the costs of undergraduate teaching, support faculty-student interaction, provide learning experiences outside the classroom, and maintain classroom facilities.

Federal research grants do not pay for these things, and private donations cannot support them alone. State funds and tuition cover the costs of financial aid and access for students who can't otherwise afford college. State support and tuition determine who teaches our students, the size of their classes, the quality of classroom facilities, and student opportunities for research and hands-on learning. And state support and tuition establish the caliber of faculty and give them the resources to engage students in the classroom and beyond.

State appropriations and tuition make up less than one-quarter of the UW's annual revenue but are critical to the quality of the education the school provides.

It is also worth remembering the connection between teaching and research and between state investment and knowledge-economy results.

State funds and tuition are core resources that draw in both federal research grants and private donations.

Federal grant competitions are now getting tougher as national research programs are cut, and they are increasingly requiring matching funds from their beneficiaries – meaning that state funds are more important than ever in maintaining Washington's research reputation.

23%

**STATE APPROPRIATIONS AND
STUDENT TUITION**

PAYS FOR: financial aid • student advising •
small group classes • high-demand majors •
high-quality faculty • classrooms and lab facilities •
student research • service-learning •
international experiences

24%

PATIENT CARE REVENUE

PAYS FOR: operation of UW Medicine hospitals and clinics •
capital investments in facilities and equipment in UW Medicine hospitals
and clinics • support for medical education and research •
some support for clinically active faculty • training UW medical residents

22%

**FUNDRAISING, SELF-SUPPORTING ACADEMIC AREAS,
SALES AND SERVICES, INVESTMENT REVENUE**

PAYS FOR: special faculty chairs • student merit and leadership grants •
some faculty research support • building improvements • facilities for high-
demand disciplines • resources for the professional schools •
services purchased

31%

RESEARCH GRANTS

PAYS FOR: faculty research projects • graduate student fellowships •
departmental research projects • research centers and institutes



Tuition and Accessibility

It costs much less to attend the UW than it costs to attend similar public universities around the country.

While low tuition makes the UW appear like a great bargain, it also puts pressure on the state to fill the shortfall between tuition revenues and the actual cost of educating students. The state and the UW face this problem every budget season as the University asks the state to fill its higher education needs, and state leaders have to make tough choices between funding higher education and funding other crucial public programs. Low tuition levels contribute to this.

In-state undergraduate tuition is set at a level that does not ask more of families who are able – and willing – to pay more. The current cost of the UW's in-state tuition and mandatory fees is significantly less than some Washington families have paid to care for and educate their children since infancy. A UW education costs:

- About 30 percent of what it costs to send a student to some Seattle-area private schools;
- \$2,300 less than the Washington statewide average for grade 9–12 private school tuition; and
- \$1,700 less than the average annual cost for infant and toddler child care in Washington state.

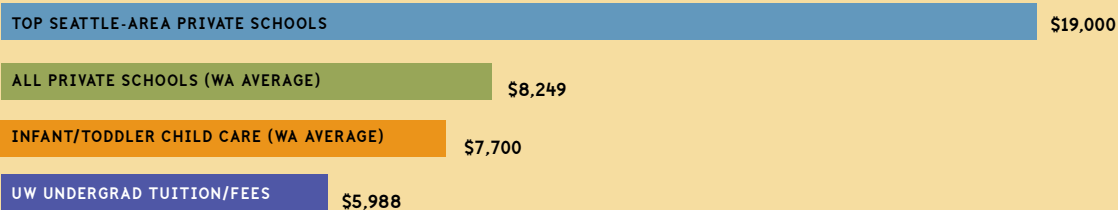
Sending children to the UW cuts education costs dramatically for a lot of families. But it doesn't mean that it's affordable for everybody. That's why financial aid is so important. The UW is economically diverse because financial aid grants here are strong. Washington state does an outstanding job in providing support to low-income students through the State Need

Grant Program. The UW also uses its own resources (tuition revenue and private gifts and endowments) to provide additional support to low- and middle-income families. We all work together to ensure that students from all economic backgrounds can afford college, and this results in over \$160 million in financial aid to students every year. Thanks to the generosity of the state and all who are partners in the UW, families who cannot afford the cost of a college education can find the support they need through financial aid.

This is true at today's tuition levels, and it will be true even if tuition increases. If the pool of resources available per student grows – whether it comes from state funds, tuition, or a combination of both – so will the pool of financial aid. With more investment in undergraduate education, the low-income students already supported by financial aid would still be covered, and eligibility for financial aid could be extended to additional middle-income students.

WHAT WE SPEND ON OUR CHILDREN

PRIVATE SCHOOLS AND DAYCARE COSTS ARE HIGHER THAN IN-STATE UW UNDERGRADUATE TUITION



SOURCES: Washington Federation of Independent Schools, Washington State Child Care Resource and Referral Network.



WITH MORE INVESTMENT IN UNDERGRADUATE EDUCATION, THE LOW-INCOME STUDENTS ALREADY SUPPORTED BY FINANCIAL AID WOULD STILL BE COVERED, AND ELIGIBILITY FOR FINANCIAL AID COULD BE EXTENDED TO ADDITIONAL MIDDLE-INCOME STUDENTS.

FISCAL REALITY

We are asking state leaders and citizens to consider other solutions that will ensure access and affordability while charging a fairer amount to those who can afford to pay. Filling the gap entirely with state general fund appropriations could keep tuition very low for everyone. But state fiscal realities may mean that tuition increases are needed. Incremental tuition and fee increases made to support a strong academic program at the UW would still keep in-state tuition and fees comparable to – or lower than – those at other public universities that also serve an economically diverse student population, like UCLA and The Ohio State University.

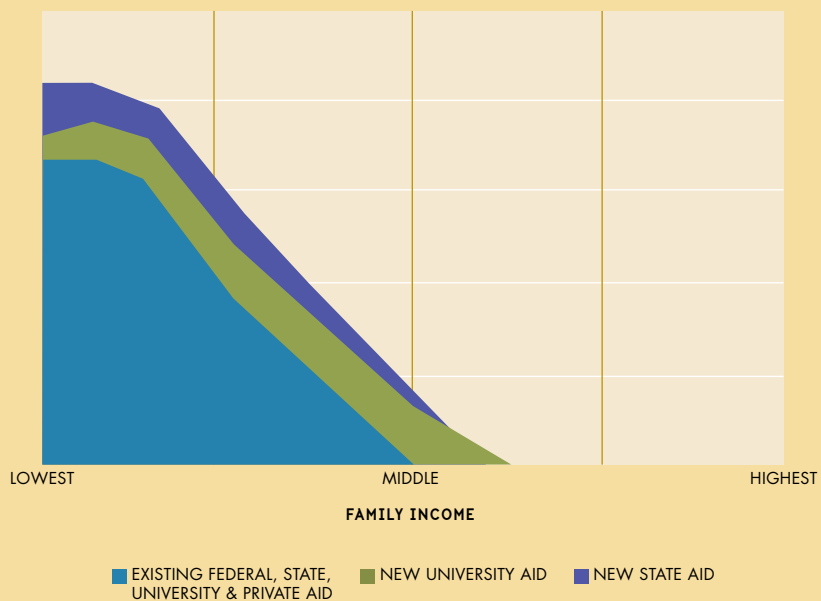
State appropriations and tuition are the primary support of the cost of an undergraduate education – from classes to teachers to advisors to financial aid. The overall size of this pool of resources determines how much the UW can do for each student. And when this pool of resources is limited, it has very real and measurable effects on the undergraduate experience: limiting the number of students who can get into high-demand classes and majors, restricted advising, allowing facilities to deteriorate, and limited financial aid availability to working families.

THE UNIVERSITY OF WASHINGTON AND STATE OF WASHINGTON

AN ACCESS PARTNERSHIP

More resources per student mean more access to education.

New aid pools will be created if tuition rises – ensuring families can continue to afford a UW education.



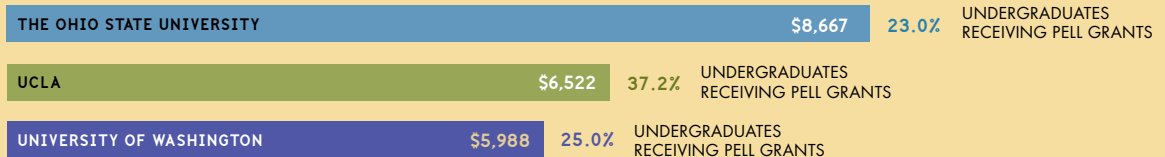
We believe that every student who comes here should be able reach his or her potential. It matters to each student’s individual future, and it matters to our state’s future. The reality of limited resources is that the majority of UW undergraduates do not currently experience the programs and support that will give them the competitive edge they need to succeed

professionally – and make Washington an economically dynamic place in the future. If our children are being asked to meet these big, global challenges then our public institutions should prepare them for the world ahead. The UW needs help from the people of Washington to make it happen.

THE REALITY OF LIMITED RESOURCES IS THAT THE MAJORITY OF UW UNDERGRADUATES DO NOT CURRENTLY EXPERIENCE THE PROGRAMS AND SUPPORT THAT WILL GIVE THEM THE COMPETITIVE EDGE THEY NEED TO SUCCEED PROFESSIONALLY – AND MAKE WASHINGTON AN ECONOMICALLY DYNAMIC PLACE IN THE FUTURE.

ACCESS IS IMPORTANT

*Universities can maintain access even with higher tuition.
95 percent of Pell Grant recipients have family incomes of less than \$35,000.*



SOURCES: Tuition and Mandatory Fees (2006-2007) and Proportion of Undergrads with Pell Grants (2004-05), Washington Learns 2006, The Chronicle of Higher Education.

