



UNIVERSITY OF WASHINGTON  
Board of Regents

January 10, 2008

TO: Members of the Board of Regents  
Ex-officio Representatives to the Board of Regents  
FROM: Michele M. Sams, Secretary of the Board of Regents  
RE: Schedule of Meetings

**WEDNESDAY, JANUARY 16, 2008**

6:00 p.m. 7917 Overlake Drive West DINNER FOR REGENTS,  
Medina, WA 98039 SPOUSES & OTHER GUESTS

**THURSDAY, JANUARY 17, 2008**

8:00–10:20 a.m.	Burke Room Burke Museum	<b>FINANCE, AUDIT AND FACILITIES COMMITTEE:</b> Regents Blake (Chr), Barer, Brotman, Jewell, Kiga, Simon
10:20–10:45 a.m.	Burke Room Burke Museum	<b>ACADEMIC &amp; STUDENT AFFAIRS COMMITTEE:</b> Regents Simon (Chr), Barer, Cole, Gates, Lennon, Proctor
10:55 a.m.–2:00 p.m.	Burke Room Burke Museum	<b>ACADEMIC &amp; STUDENT AFFAIRS COMMITTEE:</b> Regents Simon (Chr), Barer, Cole, Gates, Lennon, Proctor
		<i>in Joint Session with</i>
		<b>FINANCE, AUDIT AND FACILITIES COMMITTEE:</b> Regents Blake (Chr), Barer, Brotman, Jewell, Kiga, Simon
3:00 p.m.	Burke Room Burke Museum	<b>SPECIAL MEETING OF BOARD OF REGENTS</b>

ENCLOSURES: Agendas for Committees

1-1/201-08  
1/17/08



**UNIVERSITY OF WASHINGTON  
BOARD OF REGENTS**

**Academic and Student Affairs Committee**  
Regents Simon (Chair), Barer, Cole, Gates, Lennon, Proctor  
**January 17, 2008**  
**10:20 a.m.–10:45 a.m., Burke Room, Burke Museum**

1. **Academic and Administrative Appointments** **ACTION** A-1  
**Phyllis M. Wise**, Provost and Executive Vice President
  
2. **Establishment of the Master of Science in Business** **ACTION** A-2  
**Administration Degree in the Foster School of Business**  
**Thomas Gething**, Associate Dean, The Graduate School  
**Terry J. Shevlin**, Professor, Accounting, School of Business  
Administration
  
3. **Appointment of Board Members for the Institute for Health** **ACTION** A-3  
**Metrics and Evaluation at the University of Washington**  
**Paul G. Ramsey**, CEO, UW Medicine & Dean of the School  
of Medicine
  
4. **Waiver of Tuition and Fees – Revision to WAC 478-160-163** **ACTION** A-4  
**Gary R. Quarfoth**, Interim Vice Provost for Planning &  
Budgeting
  
5. **Other Business** **INFORMATION**



UNIVERSITY OF WASHINGTON  
BOARD OF REGENTS

**Finance, Audit and Facilities Committee**  
Regents Blake (Chair), Barer, Brotman, Jewell, Kiga, Simon  
**January 17, 2008**  
**8:00 a.m.–10:20 a.m., Burke Room, Burke Museum**

1. **Report of Contributions – October and November, 2007** **INFORMATION** F-1  
Walter G. Dryfoos, Associate V. P., Advancement Services,  
Development & Alumni Relations  
Connie Kravas, Vice President for Development and Alumni  
Relations
2. **Grant and Contract Awards – October, 2007** **ACTION** F-2  
Phyllis M. Wise, Provost and Executive Vice President
3. **Metropolitan Tract – 2008 Unico Capital and Tenant  
Improvement Budget** **ACTION** F-3  
Jeanette L. Henderson, Director of Real Estate  
Lisa L. Stewart, Principal, Urbis Partners, LLC
4. **UW Medicine Information Technology Project Status Update** **INFORMATION** F-4  
Johnese Spisso, Clinical Operations Officer, UW Medicine  
& VPMA, UW Medicine  
Ron Johnson, Vice President for Computing and  
Communications
5. **UW Medicine Financial Report** **INFORMATION** F-5  
Orin Smith, Chair, UW Medicine Board  
Paul G. Ramsey, CEO, UW Medicine & Dean of the School  
of Medicine
6. **Denny Hall Restoration Project: Project Presentation** **ACTION** F-6  
Richard Chapman, Associate V. P. for Capital Projects  
John Palewicz, Director, Capital Projects Central, Capital  
Projects Office
7. **Acceptance of Major Gifts and Approval of Naming Rights** **ACTION** F-11  
Jim Jiambalvo, Dean, Foster School of Business
8. **UWINCO Update** **INFORMATION** F-7  
Keith Ferguson, Chief Investment Officer

- |     |   |                    |      |
|-----|---|--------------------|------|
| 9.  | <b>2007 Audit Reports of the UW and UWMC – KPMG</b><br>Ann Anderson, Associate Vice President & Controller<br>Ann Nelson, KPMG Relationship Partner<br>Steve Huebner, KPMG Partner<br>Jacque Cabe, KPMG Partner         | <b>INFORMATION</b> | F-8  |
| 10. | <b>Executive Session</b> (to review the performance of public employees)  |                    |      |
| 11. | <b>2007 Audit Report of the Metropolitan Tract – Peterson Sullivan</b><br>Maureen Rhea, Executive Director, Internal Audit<br>Ray Holmdahl, Director, Peterson Sullivan<br>Kanako Matsumoto, Manager, Peterson Sullivan | <b>INFORMATION</b> | F-9  |
| 12. | <b>Executive Session</b> (to review the performance of public employees)  |                    |      |
| 13. | <b>2007 State Audit Results – State Auditor’s Office</b><br>Maureen Rhea<br>Beth Mauch, Audit Manager, SAO  | <b>INFORMATION</b> | F-10 |
| 14. | <b>Other Business</b>   | <b>INFORMATION</b> |      |



**BUNIVERSITY OF WASHINGTON  
BOARD OF REGENTS**

**Academic and Student Affairs Committee**  
Regents Simon (Chr), Barer, Cole, Gates, Lennon, Proctor

*In Joint Session with*

**Finance, Audit and Facilities Committee**  
Regents Blake (Chr), Barer, Brotman, Jewell, Kiga, Simon

**January 17, 2008**  
**10:55 a.m.–2:00 p.m., Burke Room, Burke Museum**

- |    |  |                    |      |
|----|--|--------------------|------|
| 1. | <b>eScience Institutions</b><br><b>Ron Johnson</b> , Vice President for Computing and Communications<br><b>Edward D. Lazowska</b> , Bill and Melinda Gates Chair, Computer Science and Engineering   | <b>INFORMATION</b> | A-6  |
| 3. | <b>HECB Master Plan</b><br><b>Ed Taylor</b> , Vice Provost and Dean, Undergraduate Academic Affairs<br><b>Frederick L. Campbell</b> , Dean Emeritus, Undergraduate Education   | <b>INFORMATION</b> | A-7  |
| 4. | <b>UW Tower Update</b><br><b>Marilyn E. Cox</b> , Vice Provost for Capital Planning<br><b>Gary R. Quarfoth</b> , Interim Vice Provost for Planning & Budgeting   | <b>INFORMATION</b> | A-8  |
| 5. | <b>Update on Legislative Session</b><br><b>Randy Hodgins</b> , Director of State Relations   | <b>INFORMATION</b> | A-9  |
| 6. | <b>Executive Session</b> (to discuss with legal counsel representing the University legal risks of a proposed action or current practice that the University has identified when public discussion of the legal risks is likely to result in an adverse legal or financial consequence to the agency)<br><br>(to consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price) |                    |      |
| 7. | <b>Alternative Contracting Process for the University of Washington, Chapter 478-350 WAC</b><br><b>V'ella Warren</b> , Senior Vice President, Finance and Facilities   | <b>ACTION</b>      | F-12 |
| 8. | <b>Teacher Preparation at the University of Washington</b><br><b>Patricia A. Wasley</b> , Dean, College of Education<br><b>Ron Irving</b> , Interim Dean, College of Arts & Sciences   | <b>INFORMATION</b> | A-5  |
| 9. | <b>Husky Stadium Renovation Update</b><br><b>Daniel J. Evans</b> , Chair, Stadium Advisory Committee<br><b>Scott Woodward</b> , Vice President for External Affairs, Interim Athletic Director   | <b>INFORMATION</b> | F-13 |
| 9. | <b>Other Business</b>  | <b>INFORMATION</b> |      |

1-2.1/201-08; 1/17/08

**AGENDA**  
**SPECIAL MEETING**  
**OF**  
**BOARD OF REGENTS**  
University of Washington

**January 17, 2008**  
3:00 p.m. – Burke Room, Burke Museum

(Item No.)

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. CONFIRM AGENDA**

**IV. REPORT OF THE CHAIR OF THE BOARD OF REGENTS: Regent Barer**

Resolution of Appreciation for Weldon E. Ihrig BP-1

**V. REPORT OF THE UNIVERSITY PRESIDENT: Dr. Emmert**

**VI. CONSENT AGENDA**

Approval of Minutes of Meeting of November 15 and November 24, 2007

Establishment of the Master of Science in Business Administration Degree in  
the Foster School of Business A-2

Appointment of Board Members for the Institute for Health Metrics and  
Evaluation at the University of Washington A-3

Waiver of Tuition and Fees – Revision to WAC 478-160-163 A-4

Grant and Contract Awards – October, 2007 F-2

Metropolitan Tract – 2008 Unico Capital and Tenant Improvement Budget F-3

Denny Hall Restoration Project: Project Presentation F-6

Acceptance of Major Gifts and Approval of Naming Rights F-11

Alternative Contracting Process for the University of Washington, Chapter 478-  
350 WAC F-12

**VII. STANDING COMMITTEES**

**A. Academic and Student Affairs Committee: Regent Simon - Chair**

Academic and Administrative Appointments (**ACTION**) A-1



***Joint Session*****A. Academic and Student Affairs Committee: Regent Simon – Chair****B. Finance and Audit Committee: Regent Blake - Chair**

Teacher Preparation at the University of Washington (Information only)	A-5
eScience Institutions (Information only)	A-6
HECB Master Plan (Information only)	A-7
UW Tower Update (Information only)	A-8
Update on Legislative Session (Information only)	A-9
Husky Stadium Renovation Update (Information only)	F-13

**B. Finance, Audit and Facilities Committee: Regent Blake - Chair**

Report of Contributions – October and November, 2007 (Information only)	F-1
UW Medicine Information Technology Project Update (Information only)	F-4
UW Medicine Financial Report (Information only)	F-5
UWINCO Update (Information only)	F-7
2007 Audit Reports of the UW and UWMC – KPMG (Information only)	F-8
2007 Audit Report of the Metropolitan Tract – Peterson Sullivan (Information only)	F-9
2007 State Audit Results – State Auditor’s Office (Information only)	F-10

**VIII. OTHER BUSINESS**

Reports from ex-officio representatives to the Board:

**Faculty Senate Chair – Professor Dan Luchtel**

**ASUW President – Mr. Tyler J. Dockins**

**GPSS President – Mr. David B. Brown**

**Alumni Association President – Mr. Norm Proctor**

**IX. DATE FOR NEXT REGULAR MEETING: February 21, 2008****XI. ADJOURNMENT**

OFFICIAL MINUTES

**MINUTES**

**BOARD OF REGENTS  
University of Washington  
January 17, 2008**

The Board of Regents held its regular meeting on Thursday, January 17, 2008, beginning at 3:00 p.m. in the Burke Room of the Burke Museum. The notice of the meeting was appropriately provided to the public and the press.

**CALL TO ORDER**

**ROLL CALL**

Assistant Secretary Keith called the roll: Present were Regents Barer (presiding), Blake, Brotman, Cole, Jewell, Lennon, Proctor, Simon; Dr. Emmert, Dr. Wise, Ms. Warren, Ms. Sams; ex-officio representatives: Professor Luchtel, Mr. Dockins, Mr. Brown, Mr. Proctor.

Absent: Regent Gates and Kiga

**CONFIRM AGENDA**

The agenda was confirmed as presented.

**REPORT OF THE CHAIR OF THE BOARD OF REGENTS:** Regent Barer

Resolution of Appreciation for Weldon E. Ihrig

BP-1

**MOTION:** Upon the recommendation of the Chair of the Board and the motion made by Regent Proctor, seconded by Regent Simon, the Board voted to approve the Resolution of Appreciation for Weldon E. Ihrig.

See Attachment BP-1.

**REPORT OF THE UNIVERSITY PRESIDENT:** Dr. Emmert

President Emmert introduced student, Mr. Jeffrey Easton, a 2008 Marshall Award winner. Mr. Easton is a native Seattleite; he will graduate in June with a B.S. in Mathematics, B.A. in Sociology, a minor in Music and Masters Degree in Statistics. A Marshall Scholarship is in many ways superior to a Rhodes Scholarship simply because a Marshall Scholarship can be taken at any university in Britain. Mr. Easton plans to attend Imperial College in London, where he will work on his Ph.D. in infectious disease epidemiology.

Mr. Easton made brief remarks, thanking the President and the Regents for the wonderful opportunities at the UW, especially the opportunity of work with faculty and conduct

research while an undergraduate. He remarked it made the topics he and his friends study more interesting and applicable to the real world.

President Emmert then introduced Messrs. Eric Godfrey, Lincoln Johnson, and Ms. Vicky Stormo to give a status report on North of 45<sup>th</sup> Street. He reminded the Board that approximately two years ago he appointed the North of 45<sup>th</sup> Committee, a task force of faculty, staff, students, community representatives and city officials to look at what could be done to make living north of 45<sup>th</sup> Street better.

Mr. Godfrey distributed a one-page document entitled, "Progress Report on Activity in the North of 45<sup>th</sup> Area" that provided strategies for autumn 2007 and comparisons of services by Seattle Police Department between the years of 2006 and 2007.

See Attachment UP-1.

President Emmert then introduced Executive Vice Provost Ana Mari Cauce as the new Dean for the College of Arts and Sciences. Dr. Cauce noted she had been at the UW for 22 years, and thinks of the UW not just as a workplace but as her home. She said she feels very privileged to be able to give back to it. She used Mr. Easton and all he has accomplished as a prime example of how important a liberal arts program is in a research university.

## **CONSENT AGENDA**

Regent Barer noted there were 10 items for approval on the consent agenda, and called for a motion.

**MOTION:** Upon the recommendation of the Chair of the Board and the motion made by Regent Cole, seconded by Regent Jewell, the Board voted to approve the 10 items on the consent agenda as shown below:

Regent Barer reminded the Board of a discussion they had several months earlier about stating in the formal Board meetings opinions or reports of historical significance, which they wished to be recorded in the minutes. In light of this conversation, Regent Barer referred to item no. F-11, "Acceptance of Major Gifts and Approval of Naming Rights," which was approved on the Consent Agenda. He noted the Board had substantial dialogue about what the current naming policy, created by a different Board, meant today. He said there were a variety of viewpoints expressed on what, exactly, the old policy meant and unanimous agreement that it is outdated and should be carefully reviewed. Nevertheless, the Board recognized it has the inherent authority to approve, disapprove or amend namings, and today it approved the naming indicated in Agenda no. F-11.

### **Minutes for the meeting of November 15, and 24, 2007**

**Establishment of the Master of Science in Business Administration Degree in the Foster School of Business** (Agenda no. A-2)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents grant authority to the Foster School of Business to offer the Master of Science (M.S.) in Business Administration degree program, effective immediately. The degree program will have provisional status with a review to be scheduled in the 2012–2013 academic year. At such time that continuing status is granted, a ten-year review cycle would begin.

See Attachment A–2.

**Appointment of Board Members for the Institute for Health Metrics and Evaluation at the University of Washington** (Agenda no. A–3)

It was the recommendation of the Administration and the Academic and Student Affairs Committee that the Board of Regents appoint the individuals noted on Attachment A–3, as members of the Board of the Institute for Health Metrics and Evaluation.

See Attachment A–3.

**Amending WAC 478-160-163, Waivers of Tuition and Fees** (Agenda no. A–4)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the attached changes to WAC 478-160-163 (Waivers of Tuition and Fees). Four changes are included in this WAC revision: 1) changes to the tuition and fee waiver provisions for the spouses and children of veterans and members of the Washington National Guard who were killed or permanently disabled in military service that are required by Substitute Senate Bill 5002 which was passed by the state legislature during its 2007 session; 2) changes that make specific certificated teachers eligible for the University of Washington employee/Washington State employee tuition waiver – as required by the passage of Substitute Senate Bill 5101 during the 2007 legislative session; 3) technical corrections to the eligibility language for veterans and members of the Washington National Guard; and 4) technical corrections to the wording of the rule to revise language to include a tuition waiver benefit to those few returning combat veterans who may have previously received an advanced degree at another institution but who are now pursuing their first graduate or professional degree at the University of Washington as a qualified veteran.

See Attachment A–4.

**Grant and Contract Awards – October, 2007** (Agenda no. F–2)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee that the Board of Regents accept Grant and Contract Awards for the month of October, in the total amount of \$123,404,200.

See Attachment F–2.

**Metropolitan Tract - 2008 Unico Capital and Tenant Improvement Budget**  
(Agenda no. F–3)

It was the recommendation of the Finance, Audit and Facilities Committee that the Board of Regents approve reimbursement of up to \$11.74 million in capital expenditures by Unico Properties, LLC, for rehabilitation and modernization projects requested in its 2008 Capital Improvement Plan for the office buildings on the Metropolitan Tract. The \$11.74 million is comprised of approximately \$3.91 million for capital improvements and up to \$7.83 million for tenant improvements.

See Attachment F-3.

**Denny Hall Restoration Project: Project Presentation** (Agenda no. F-6)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee that the Phase 1 project budget be established at \$56,915,000; that the use of alternative public works utilizing the General Contractor/Construction Manager (GC/CM) method of contracting be approved; and that the President be delegated authority to award construction contracts, subject to no significant change in the scope, the forecast cost being within 10% of the budget and funding being in place.

See Attachment F-6.

**Acceptance of Major Gifts and Approval of Naming Rights** (Agenda no. F-11)

It was the recommendation of President Mark Emmert, with the endorsement of Provost Phyllis Wise, the University Names Committee, and Foster School of Business Dean James Jiambalvo that the Phase 1 facility of the Michael G. Foster School of Business be named PACCAR Hall. Consistent with prescribed Seattle Campus Names Committee corporate/organizational guidelines, the gift agreement specifications may be seen in Attachment F-11.

**Alternative Contracting Process for the University of Washington, Chapter 478-350 WAC** (Agenda no. F-12)

It was the recommendation of the Administration and of the Finance, Audit and Facilities Committee that the Board of Regents take the following actions under the authority granted in RCW 28B.20.140:

- 1) Establish regulations providing for a fair, open, and efficient development agreement method by which the University may, under limited circumstances, move expeditiously and efficiently to contract for Capital Projects in a way that protects the best interests of the university and assures the delivery of quality work and products at a reasonable price under the most advantageous terms, and
- 2) Authorize the President to have such regulation take effect immediately as an emergency, and initiate the permanent rule making process.

See Attachment F-12.

**STANDING COMMITTEES**

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE: Regent Simon, Chair**

At the request of Regent Simon, Provost Wise highlighted appointments where an administrator, professorship, dean or chair was included.

**Academic and Administrative Appointments** (Agenda no. A-1)

**MOTION:** Upon the recommendation of the administration and the motion made by Regent Simon, seconded by Regent Jewell, the Board voted to approve the personnel appointments. Regent Lennon abstained from the discussion and vote.

Regent Simon reported the Committee had a presentation on the eScience Institution, and heard about the possibilities for moving the University ahead in the areas of science and technology. The Committee also had a presentation on the HEC Board 10-Year Master Plan. Regent Simon noted the meeting was interrupted for the Prime Minister of Finland, who was visiting the University of Washington. The University has one of the strongest if not the strongest department of Finnish Studies in the United States. Regent Simon concluded by complimenting Dean Patricia Wasley and Interim Dean Ron Irving for their excellent presentation about the new UW approach to teacher education.

***Joint Session***

A. **ACADEMIC AND STUDENT AFFAIRS COMMITTEE: Regent Simon, Chair**

B. **FINANCE, AUDIT AND FACILITIES COMMITTEE: Regent Blake, Chair**

**Teacher Preparation at the University of Washington** (Agenda no. A-5)

**eScience Institutions** (Agenda no. A-6)

**HECB Master Plan** (Agenda no. A-7)

**Update on Legislative Session** (Information only)

**Husky Stadium Renovation Update** (Agenda no. F-13) (Information only)

Regent Blake noted the committees received an update on the Husky Stadium Renovation. The Stadium Advisory Committee has begun to look at scaling the project cost back to \$300 million, and perhaps seeking \$150 million in public funds and \$150 million in private funds.

**FINANCE, AUDIT AND FACILITIES COMMITTEE: Regent Blake, Chair**

**Report of Contributions – October and November, 2007** (Agenda no. F-1) (Information only)

**UW Medicine Information Technology Project Update** (Agenda no. F-4) (Information only)

**UW Medicine Financial Report** (Agenda no. F-5) (Information only)

**UWINCO Update** (Agenda no. F-7) (Information only)

**2007 Audit Reports of the UW and UWMC – KPMG** (Agenda no. F-8) (Information only)

**2007 Audit Report of the Metropolitan Tract – Peterson Sullivan** (Agenda no. F-9) (Information only)

**2007 State Audit Results – State Auditor’s Office** (Agenda no. F-10) (Information only)

Regent Blake reported the UW Medicine information technology projects are moving along. Both the ORCA and the Human Resources projects are being implemented and meeting their established milestones. The Committee received a favorable update on the UW Medicine Financial Report.

Regent Blake reported Mr. Keith Ferguson, Chief Investment Officer, gave an update on UWINCO. He reported the markets are likely to get worse before they get better. However, it is expected the University still will have a positive 12 months return, but the returns will likely be in the single digits, rather than double digits.

The annual audit reports were on the agenda, and Regent Blake noted the University received good opinions from both KPMG and Peterson and Sullivan. The Regents heard from the State Auditors Office as well.

## **REPORTS FROM EX OFFICIO REPRESENTATIVES TO THE BOARD OF REGENTS**

**Faculty Senate Chair:** Professor Dan Luchtel

Professor Luchtel noted he would abbreviate his remarks given it had been a very long day. The Faculty Senate is working on modifying procedures used for resolutions of conflicts. Currently there are two approaches, one conciliatory and the other adjudicative. Because there is a likelihood of faculty immediately going to an adjudicative process, which can be very emotional and destructive, the Senate leadership wants to strengthen the conciliatory process and formalize a mediation approach. The Senate leadership is also looking at a possible reorganization of the Senate and trying to decide what is the optimal number of senators for a faculty of over 4,000 voting members. The goal is to have a manageable number of senators who can be actively engaged in the shared governance process. Currently, the ratio is 1 elected senator to every 15 voting faculty members.

**ASUW President:** Mr. Tyler J. Dockins

Mr. Dockins indicated he was pleased to hear the positive report from the North of 45<sup>th</sup> that was presented earlier in the day. He reported he and representatives from the Go Green Coalition will soon meet with Provost Wise to begin conversations on sustainability. He also reported February 12 is the ASUW Lobby Day in Olympia.

Mr. Dockins introduced Mr. Rob Amidon, Vice President of ASUWB, who reported on Bothell campus activities. He noted the ASUWB has been holding town hall meetings as a way to solicit student feedback. They have learned students would like a fitness facility and an expanded variety of food options. Currently, no fitness facility exists and the only food services are from a Subway and a latte cart. ASUWB students will pursue both topics. Mr. Amidon reported the ASUWB leadership recently attended the American Student Government (ASG) Association Conference in Washington, D.C. to learn more about the roles of student government.

Mr. Dockins introduced Mr. Wil Johnson, President of ASUWT, who reported that ASUWT leaders also attended the ASG Association Conference in Washington, D.C. ASUWT leaders presented a workshop at the conference which focused on developing communication styles, which was well received. The ASUWT students are in the process of restructuring their organization to integrate student interests with campus growth and development. They are increasing the presence of student leadership and working to build and maintain good communications with student, faculty and staff. Mr. Johnson reported the ASUWT recently joined the Washington Student Lobby and will join the ASUW Seattle on Lobby Day in Olympia on February 12.

**GPSS President:** Mr. David B. Brown

Mr. Brown reported on the success of the December 7, Summit on Investment in Graduate and Professional Education in Washington State. Regent Jewell served as moderator during the event, and Mr. Brown thanked her again for her excellent work. He said President Emmert also attended and gave outstanding remarks.

Regent Jewell remarked the GPSS leadership did a spectacular job of getting some influential people in the room and structuring a very engaging agenda. Many of the participants were not only impressed by the agenda but were amazed that it was organized entirely by students.

Mr. Brown reported on two initiatives in which the GPSS is involved. First, there is a childcare bill, which appears to have support. He remains hopeful there will be a matching fund for childcare dollars coming into the University. These funds would be proportionate to the student dollars that are contributed. Currently, UW students contribute over \$800,000 of Services and Activities Fee to childcare. Second, GPSS has a mental health budget proviso that is complementary to and aligned with the campus safety supplemental budget submitted by the UW. They have requested an additional three, fulltime Ph.D. psychologists for the Student Counseling Center. Based on a report commissioned out of the Office of the Vice Provost for Student Life, the UW is below national provider to student ratios by about four to seven fulltime counselors. GPSS believes student wellness has to be a part of the student safety conversation.

**Alumni Association President:** Mr. Norm Proctor

Mr. Proctor announced “The Husky Community” is the theme for the year since the UW Alumni Association is involved in so many events and activities that build and promote Husky community. He mentioned the CEO Lunch Series, Husky Jump Start, and Career Discovery Week. The Association will again celebrate Martin Luther King Day on



January 21 by being of service to the community. Mr. Proctor reported the 2007 Alumni Association tours drew more than 850 travelers who participated in more than 40 trips totaling more than \$4 million. He noted one reason he is so proud of the travel program is the travelers have a strong gift history to the University. In 2007, the 850 travelers had a gift history of \$15 million to the UW.

#### **DATE FOR NEXT MEETING**

The next regular meeting of the Board of Regents will be held on Thursday, February 21, 2008, on campus.

#### **ADJOURNMENT**

The regular meeting was adjourned at 4:30 p.m.



---

Michele M. Sams  
Secretary of the Board of Regents

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Academic and Administrative Appointments

RECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the appointments to the University faculty and administration as presented on the attached list.

Attachment: Personnel Recommendations

## RESERVE OFFICERS TRAINING CORPS

### DEPARTMENT OF AEROSPACE STUDIES

#### **NEW APPOINTMENTS**

##### **BATANGAN, BRENDA S**

(BA, 1998, UNIVERSITY OF HAWAII) TO BE ASSISTANT PROFESSOR OF AEROSPACE STUDIES WITHOUT SALARY, EFFECTIVE 7/1/2008. (CURRENTLY LIEUTENANT BATANGAN IS ASSIGNED TO THE 11TH MISSION SUPPORT SQUADRON AT BOLLING AIR FORCE BASE AS CHIEF OF CUSTOMER SUPPORT.)

### **COLLEGE OF ARCHITECTURE AND URBAN PLANNING**

### DEPARTMENT OF ARCHITECTURE

#### **NEW APPOINTMENTS**

##### **NICHOLLS, JAMES KEITH**

(BA, 1982, UNIVERSITY OF ALBERTA (CANADA); BArch, 1986, UNIVERSITY OF BRITISH COLUMBIA (CANADA)) TO BE SENIOR LECTURER FULL-TIME OF ARCHITECTURE AT A SALARY RATE OF \$53,460 OVER NINE MONTHS, EFFECTIVE 9/1/2008. (PRIOR TO THIS APPOINTMENT, MR. NICHOLLS WAS A LECTURER, FULL-TIME IN THE SAME DEPARTMENT.)

### **COLLEGE OF ARTS AND SCIENCES**

#### **ADMINISTRATIVE APPOINTMENTS**

##### **CAUCE, ANA MARI**

(BA, 1977, UNIVERSITY OF MIAMI (FLORIDA); MS, 1979, YALE UNIVERSITY; PHD, 1984, YALE UNIVERSITY) TO BE DEAN OF THE COLLEGE OF ARTS AND SCIENCES, EFFECTIVE 3/31/2008. (PRIOR TO THIS APPOINTMENT, DR. CAUCE WAS EXECUTIVE VICE PROVOST. DR. CAUCE WILL CONTINUE AS PROFESSOR OF PSYCHOLOGY AND OF AMERICAN ETHNIC STUDIES AND ADJUNCT PROFESSOR OF WOMEN STUDIES.)

### DEPARTMENT OF BIOLOGY

#### **ENDOWED APPOINTMENTS**

##### **STROMBERG, CAROLINE A.E.**

(BA, 1994, UNIVERSITY OF LUND (SWEDEN); MSC, 1997, UNIVERSITY OF LUND (SWEDEN); PHD, 2003, UNIVERSITY OF CALIFORNIA, (BERKELY)) TO BE HOLDER OF THE ESTELLA B. LEOPOLD ENDOWED PROFESSORSHIP AND CURATOR OF PALEOBOTANY OVER NINE MONTHS, EFFECTIVE 12/16/2007. (PROFESSOR STROMBERG WILL CONTINUE AS ASSISTANT PROFESSOR OF BIOLOGY.)

### DEPARTMENT OF HISTORY

#### **ENDOWED APPOINTMENTS**

##### **MCKENZIE, ROBERT TRACY**

(BA, 1982, UNIVERSITY OF TENNESSEE; MA, 1984, VANDERBILT UNIVERSITY; PHD, 1988, VANDERBILT UNIVERSITY) TO BE HOLDER OF THE DONALD W. LOGAN FAMILY ENDOWED CHAIR IN AMERICAN HISTORY OVER NINE MONTHS, EFFECTIVE 1/1/2008. (PROFESSOR MCKENZIE WILL CONTINUE AS ASSOCIATE PROFESSOR OF HISTORY.)

DEPARTMENT OF INTERNATIONAL STUDIES

**ENDOWED APPOINTMENTS**

**JAFFEE, MARTIN**

(BA, 1972, SYRACUSE UNIVERSITY; MA, 1974, FLORIDA STATE UNIVERSITY; PHD, 1980, BROWN UNIVERSITY) TO BE HOLDER OF THE SAMUEL AND ALTHEA STROUM ENDOWED CHAIR IN JEWISH STUDIES OVER NINE MONTHS, EFFECTIVE 1/1/2008. (PROFESSOR JAFFEE WILL CONTINUE AS PROFESSOR OF INTERNATIONAL STUDIES AND ADJUNCT PROFESSOR OF NEAR EAST LANGUAGES AND CIVILIZATION.)

**KASABA, RESAT**

(BS, 1976, MIDDLE EAST TECHNICAL UNIVERSITY (TURKEY); MA, 1979, STATE UNIV OF NEW YORK (BINGHAMTON); PHD, 1986, STATE UNIV OF NEW YORK (BINGHAMTON)) TO BE HOLDER OF THE HENRY M. JACKSON PROFESSORSHIP IN INTERNATIONAL STUDIES OVER NINE MONTHS, EFFECTIVE 9/16/2007. (PROFESSOR KASABA WILL CONTINUE AS PROFESSOR OF INTERNATIONAL STUDIES AND ADJUNCT PROFESSOR OF SOCIOLOGY AND OF POLITICAL SCIENCE AND OF NEAR EASTERN LANGUAGES AND CIVILIZATION.)

DEPARTMENT OF SPEECH AND HEARING SCIENCES

**NEW APPOINTMENTS**

**DONALDSON, AMY**

(BA, 1993, WASHINGTON STATE UNIVERSITY; MS, 1995, GALLAUDET UNIVERSITY; PHD, 2005, UNIVERSITY OF WASHINGTON) TO BE RESEARCH ASSISTANT PROFESSOR OF SPEECH AND HEARING SCIENCES AT A SALARY RATE OF \$82,800 OVER TWELVE MONTHS, EFFECTIVE 10/1/2007. (PRIOR TO THIS APPOINTMENT DR. DONALDSON WAS A RESEARCH SCIENTIST AND SPEECH LANGUAGE PATHOLOGIST AT THE UNIVERSITY OF WASHINGTON AUTISM CENTER.)

**COLLEGE OF ENGINEERING**

DEPARTMENT OF BIOENGINEERING

**NEW APPOINTMENTS**

**DAGGETT, VALERIE D.**

(BA, 1983, REED COLLEGE; PHD, 1990, UNIVERSITY OF CALIFORNIA (SAN FRANCISCO)) TO BE PROFESSOR OF BIOENGINEERING AT A SALARY RATE OF \$120,870 OVER NINE MONTHS, EFFECTIVE 9/16/2007. (PRIOR TO THIS APPOINTMENT, DR. DAGGETT WAS PROFESSOR OF MEDICINAL CHEMISTRY.)

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

**NEW APPOINTMENTS**

**BENSON, CRAIG**

(BSCE, 1985, LEHIGH UNIVERSITY; MSE, 1987, UNIVERSITY OF TEXAS (AUSTIN); PHD, 1989, UNIVERSITY OF TEXAS (AUSTIN)) TO BE CHAIR AND PROFESSOR OF CIVIL AND ENVIRONMENTAL ENGINEERING, EFFECTIVE 7/1/2008. (DR. BENSON IS CURRENTLY PROFESSOR AND CHAIRMAN OF GEOLOGICAL ENGINEERING AT THE UNIVERSITY OF WISCONSIN, MADISON.)

**DAVIDSON, SEANA K.**

(BA, 1990, UNIVERSITY OF OREGON; PHD, 1999, UNIVERSITY OF CALIFORNIA (SAN DIEGO)) TO BE RESEARCH ASSISTANT PROFESSOR OF CIVIL AND ENVIRONMENTAL ENGINEERING AT A SALARY RATE OF \$87,720 OVER TWELVE MONTHS, EFFECTIVE 10/16/2007. (PRIOR TO THIS APPOINTMENT DR. DAVIDSON WAS A RESEARCH ASSOCIATE IN THE SAME DEPARTMENT.)

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

**NEW APPOINTMENTS**

**CEZE, LUIS**

(BS, 2000, UNIVERSITY OF SAN PAULO (BRAZIL); MEng, 2002, UNIVERSITY OF SAN PAULO (BRAZIL); PHD, 2007, UNIVERSITY OF ILLINOIS) TO BE ASSISTANT PROFESSOR OF COMPUTER SCIENCE AND ENGINEERING AT A SALARY RATE OF \$86,004 OVER NINE MONTHS, EFFECTIVE 10/16/2007. (PHD AWARDED OCTOBER 2007 FROM THE UNIVERSITY OF ILLINOIS.)

**INFORMATION SCHOOL**

INFORMATION SCHOOL

**NEW APPOINTMENTS**

**BRUCE, LORRAINE**

(DIPLOMA, 1977, CHARLES STEWART UNIVERSITY (AUSTRALIA); GR DIP, 1987, CHARLES STEWART UNIVERSITY (AUSTRALIA)) TO BE SENIOR LECTURER OF INFORMATION AT A SALARY RATE OF \$53,325 OVER NINE MONTHS, EFFECTIVE 9/16/2007. (PRIOR TO THIS APPOINTMENT, MS. BRUCE WAS A LECTURER IN THE SAME DEPARTMENT.)

**HILL, TRENT GREGORY**

(BA, 1985, DUKE UNIVERSITY; PHD, 1993, DUKE UNIVERSITY; MLIS, 2002, UNIVERSITY OF WASHINGTON) TO BE SENIOR LECTURER OF INFORMATION AT A SALARY RATE OF \$52,020 OVER NINE MONTHS, EFFECTIVE 9/16/2007. (PRIOR TO THIS APPOINTMENT DR. HILL WAS LECTURER IN THE SAME DEPARTMENT.)

**DANIEL J. EVANS SCHOOL OF PUBLIC AFFAIRS**

EVANS SCHOOL OF PUBLIC AFFAIRS

**ADMINISTRATIVE APPOINTMENTS**

**BOSTROM, ANN**

(BA, 1983, UNIVERSITY OF WASHINGTON; MBA, 1986, WESTERN WASHINGTON UNIVERSITY; PHD, 1990, CARNEGIE MELLON UNIVERSITY) TO BE ASSOCIATE DEAN OF PUBLIC AFFAIRS, EFFECTIVE 9/16/2007. (DR. BOSTON WILL CONTINUE AS ASSOCIATE PROFESSOR OF PUBLIC AFFAIRS.)

**NEW APPOINTMENTS**

**BOCHNIARZ, ZBIGNIEW M**

(MA, 1968, WARSAW SCHOOL OF ECONOMICS (POLAND); PHD, 1976, WARSAW SCHOOL OF ECONOMICS (POLAND)) TO BE VISITING PROFESSOR, PART-TIME, OF PUBLIC AFFAIRS AT A SALARY RATE OF \$48,748 OVER NINE MONTHS, EFFECTIVE 10/16/2007. (PRIOR TO THIS APPOINTMENT DR. BOCHNIARZ WAS A SENIOR FELLOW/PROFESSOR AT THE HUBERT H. HUMPHREY INSTITUTE OF PUBLIC AFFAIRS, UNIVERSITY OF MINNESOTA.)

## SCHOOL OF DENTISTRY

### SCHOOL OF DENTISTRY

#### **ADMINISTRATIVE APPOINTMENTS**

##### **MOURADIAN, WENDY E**

(BA, 1971, WELLESLEY COLLEGE; MS, 1973, MASSACHUSETTS INSTITUTE OF TECHNOLOGY; MD, 1977, COLUMBIA UNIVERSITY) TO BE ASSOCIATE DEAN FOR REGIONAL AFFAIRS IN THE SCHOOL OF DENTISTRY, EFFECTIVE 10/1/2007. (DR. MOURADIAN WILL CONTINUE AS CLINICAL PROFESSOR OF PEDIATRICS.)

### DEPARTMENT OF ENDODONTICS

#### **NEW APPOINTMENTS**

##### **FLAKE, NATASHA M**

(BS, 1997, UNIVERSITY OF MISSOURI; DDS, 2005, UNIVERSITY OF MARYLAND; PHD, 2005, UNIVERSITY OF MARYLAND; MSD, 2007, UNIVERSITY OF WASHINGTON) TO BE ASSISTANT PROFESSOR OF ENDODONTICS AT A SALARY RATE OF \$99,996 OVER TWELVE MONTHS, EFFECTIVE 1/1/2008. (PRIOR TO THIS APPOINTMENT DR. FLAKE WAS AN ACTING ASSISTANT PROFESSOR-TEMPORARY IN THE SAME DEPARTMENT.)

## SCHOOL OF MEDICINE

### DEPARTMENT OF ANESTHESIOLOGY

#### **NEW APPOINTMENTS**

##### **GUSTIN, ALLEN NATHANIEL**

(BS, 1992, COLLEGE OF CHARLESTON; MD, 1996, MEDICAL UNIVERSITY OF SOUTH CAROLINA) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF ANESTHESIOLOGY PAID DIRECT BY VETERANS AFFAIRS PUGET SOUND HEALTH CARE SYSTEM EFFECTIVE 12/9/2007. (PRIOR TO THIS APPOINTMENT, DR. GUSTIN WAS AN ASSISTANT PROFESSOR AT EMORY UNIVERSITY.)

##### **SOULAKVELIDZE, IRAKLI**

(MD, 1979, TBLISI STATE MEDICAL INSTITUTE, GEORGIA) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF ANESTHESIOLOGY AT A SALARY RATE OF \$69,768 OVER TWELVE MONTHS, EFFECTIVE 1/2/2008. (PRIOR TO THIS APPOINTMENT, DR. SOULAKVELIDZE WAS AN ANESTHESIOLOGIST AT SWEDISH HOSPITAL IN SEATTLE.)

### DEPARTMENT OF MEDICINE

#### **ENDOWED APPOINTMENTS**

##### **KNOPP, ROBERT HENRY**

(BA, 1960, COLGATE UNIVERSITY; MD, 1964, CORNELL UNIVERSITY) TO BE HOLDER OF THE ROBERT B. MCMILLEN ENDOWED PROFESSORSHIP IN LIPID RESEARCH, EFFECTIVE 12/1/2007. (DR. KNOPP WILL CONTINUE AS PROFESSOR WITHOUT TENURE OF MEDICINE AND ADJUNCT PROFESSOR OF OBSTETRICS AND GYNECOLOGY.)

#### **NEW APPOINTMENTS**

##### **BRANCH, KELLEY ROBERT HARDIN**

(BS, 1991, UNIVERSITY OF CALIFORNIA (LOS ANGELES); MD, 1998, THOMAS JEFFERSON UNIVERSITY) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF MEDICINE AT A SALARY RATE OF \$104,004 OVER TWELVE MONTHS, EFFECTIVE 1/2/2008. (PRIOR TO THIS APPOINTMENT, DR. BRANCH WAS AN ACTING ASSISTANT PROFESSOR-TEMPORARY IN THE SAME DEPARTMENT.)

**GROH-SPIES, VERONIKA**

(MD, 1977, UNIVERSITY OF VIENNA (AUSTRIA)) TO BE RESEARCH ASSOCIATE PROFESSOR OF MEDICINE AT A SALARY RATE OF \$87,360 OVER TWELVE MONTHS, EFFECTIVE 11/1/2007. (PRIOR TO THIS APPOINTMENT, DR. GROH-SPIES WAS A PROFESSOR OF DERMATOLOGY AT THE UNIVERSITY OF VIENNA.)

**JOHNSEN, JILL MARIE**

(BA, 1994, MIAMI UNIVERSITY (OHIO); MD, 1998, CASE WESTERN RESERVE UNIVERSITY) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF MEDICINE PAID DIRECT BY SOURCES OTHER THAN THE UNIVERSITY EFFECTIVE 1/2/2008. (PRIOR TO THIS APPOINTMENT, DR. JOHNSEN WAS A LECTURER / RESEARCH FELLOW AT THE UNIVERSITY OF MICHIGAN.)

**MINAMI, ELINA**

(BS, 1991, UNIVERSITY OF CALIFORNIA (LOS ANGELES); MD, 1995, GEORGE WASHINGTON UNIVERSITY) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF MEDICINE AT A SALARY RATE OF \$122,004 OVER TWELVE MONTHS, EFFECTIVE 1/2/2008. (PRIOR TO THIS APPOINTMENT, DR. MINAMI WAS AN ACTING ASSISTANT PROFESSOR-TEMPORARY IN THE SAME DEPARTMENT.

**PAYNE, BARBARA LOHMAN**

(BA, 1986, UNIVERSITY OF DENVER; MS, 1988, UNIVERSITY OF CALIFORNIA (DAVIS); PHD, 1994, UNIVERSITY OF CALIFORNIA (DAVIS)) TO BE RESEARCH ASSISTANT PROFESSOR OF MEDICINE AT A SALARY RATE OF \$79,608 OVER TWELVE MONTHS, EFFECTIVE 12/1/2007. (PRIOR TO THIS APPOINTMENT, DR. PAYNE WAS AN ACTING INSTRUCTOR IN THE SAME DEPARTMENT.)

DEPARTMENT OF MICROBIOLOGY

**NEW APPOINTMENTS**

**BRILL, WINSTON JONAS**

(BA, 1961, RUTGERS UNIVERSITY; PHD, 1965, UNIVERSITY OF ILLINOIS) TO BE VISITING PROFESSOR OF MICROBIOLOGY AT A SALARY RATE OF \$80,004 OVER TWELVE MONTHS, EFFECTIVE 12/16/2007. (DR. BRILL IS AN ADJUNCT PROFESSOR OF BACTERIOLOGY AT THE UNIVERSITY OF WISCONSIN.)

**LEDBETTER, JEFFREY ALAN**

(BA, 1972, CARLETON COLLEGE; PHD, 1978, UNIVERSITY OF WISCONSIN-MADISON) TO BE RESEARCH PROFESSOR OF MICROBIOLOGY AT A SALARY RATE OF \$150,000 OVER TWELVE MONTHS, EFFECTIVE 12/1/2007. (PRIOR TO THIS APPOINTMENT, DR. LEDBETTER WAS AN AFFILIATE ASSOCIATE PROFESSOR IN THE SAME DEPARTMENT.)

DEPARTMENT OF OPHTHALMOLOGY

**NEW APPOINTMENTS**

**VAN GELDER, RUSSELL NEIL**

(BS, 1985, STANFORD UNIVERSITY; MD, 1994, STANFORD UNIVERSITY; PHD, 1994, STANFORD UNIVERSITY) TO BE CHAIR AND PROFESSOR OF OPHTHALMOLOGY, EFFECTIVE 1/1/2008. (PRIOR TO THIS APPOINTMENT, DR. VAN GELDER WAS A PROFESSOR OF OPHTHALMOLOGY AND VISUAL SCIENCES AT WASHINGTON UNIVERSITY, ST. LOUIS.)

DEPARTMENT OF PEDIATRICS

**ENDOWED APPOINTMENTS**

**CHRISTAKIS, DIMITRI ALEXANDER**

(BA, 1986, YALE UNIVERSITY; MD, 1993, UNIVERSITY OF PENNSYLVANIA) TO BE HOLDER OF THE GEORGE E. M. ADKINS ENDOWED PROFESSORSHIP IN PEDIATRICS, EFFECTIVE 12/1/2007. (DR. CHRISTAKIS WILL CONTINUE AS PROFESSOR WITHOUT TENURE OF PEDIATRICS AND ADJUNCT PROFESSOR OF HEALTH SERVICES.)

**OCHS, HANS DEITER**

(MD, 1969, UNIVERSITY OF FREIBURG (GERMANY)) TO BE HOLDER OF THE JEFFREY MODELL ENDOWED CHAIR IN PEDIATRIC IMMUNOLOGY RESEARCH, EFFECTIVE 5/1/2007. (DR. OCHS WILL CONTINUE AS PROFESSOR WITHOUT TENURE OF PEDIATRICS.)

**NEW APPOINTMENTS**

**TORGERSON, TROY**

(BS, 1990, UNIVERSITY OF UTAH; PHD, 1998, VANDERBILT UNIVERSITY; MD, 1998, VANDERBILT UNIVERSITY) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF PEDIATRICS AT A SALARY RATE OF \$140,004 OVER TWELVE MONTHS, EFFECTIVE 11/1/2007. (PRIOR TO THIS APPOINTMENT, DR. TORGERSON WAS AN ACTING ASSISTANT PROFESSOR-TEMPORARY IN THE SAME DEPARTMENT.)

**WALLS, THERESA ANN**

(BA, 1993, UNIVERSITY OF DELAWARE; MD, 1997, TEMPLE UNIVERSITY; MPH, 2004, EASTERN VIRGINIA MEDICAL SCHOOL) TO BE ASSISTANT PROFESSOR WITHOUT TENURE, PART-TIME, OF PEDIATRICS PAID DIRECT BY CHILDREN'S HOSPITAL AND REGIONAL MEDICAL CENTER EFFECTIVE 1/2/2008. (PRIOR TO THIS APPOINTMENT, DR. WALLS WAS THE CHIEF FELLOW AT CHILDREN'S NATIONAL MEDICAL CENTER IN WASHINGTON D.C.)

DEPARTMENT OF PHARMACOLOGY

**NEW APPOINTMENTS**

**BRUNET, SYLVAIN**

(BS, 1992, MCGILL UNIVERSITY (CANADA); PHD, 1998, MCGILL UNIVERSITY (CANADA)) TO BE RESEARCH ASSISTANT PROFESSOR OF PHARMACOLOGY AT A SALARY RATE OF \$60,000 OVER TWELVE MONTHS, EFFECTIVE 12/16/2007. (PRIOR TO THIS APPOINTMENT, DR. BRUNET WAS AN ACTING INSTRUCTOR IN THE SAME DEPARTMENT.)

DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES

**ENDOWED APPOINTMENTS**

**MCCANN, BARBARA SUE**

(BA, 1979, UNIVERSITY OF MICHIGAN; MS, 1982, RUTGERS UNIVERSITY; PHD, 1984, RUTGERS UNIVERSITY) TO BE HOLDER OF THE MENTAL HEALTH COUNSELING AND HYPNOTHERAPY ENDOWED CHAIR, EFFECTIVE 12/1/2007. (DR. MCCANN WILL CONTINUE AS PROFESSOR WITHOUT TENURE OF PSYCHIATRY AND BEHAVIORAL SCIENCES.)

**NEW APPOINTMENTS**

**DAVYDOW, DIMITRY**

(BA, 2001, UNIVERSITY OF MISSOURI; MD, 2002, UNIVERSITY OF MISSOURI) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF PSYCHIATRY AND BEHAVIORAL SCIENCES AT A SALARY RATE OF \$118,008 OVER TWELVE MONTHS, EFFECTIVE 1/15/2008. (PRIOR TO THIS APPOINTMENT, DR. DAVYDOW WAS AN ASSISTANT IN THE DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES AT JOHNS HOPKINS UNIVERSITY.)



**LIPSKY, SHERRY**

(BS, 1980, UNIVERSITY OF WASHINGTON; MPH, 1989, UNIVERSITY OF WASHINGTON; PHD, 2002, UNIVERSITY OF WASHINGTON) TO BE RESEARCH ASSISTANT PROFESSOR OF PSYCHIATRY AND BEHAVIORAL SCIENCES AT A SALARY RATE OF \$75,876 OVER TWELVE MONTHS, EFFECTIVE 11/9/2007. (PRIOR TO THIS APPOINTMENT, DR. LIPSKY WAS AN ASSISTANT PROFESSOR OF EPIDEMIOLOGY AT THE UNIVERSITY OF TEXAS-DALLAS.)

DEPARTMENT OF RADIOLOGY

**NEW APPOINTMENTS**

**ISHAK, GISELE ELIAS**

(MD, 2000, LEBANESE UNIVERSITY (BEIRUT)) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF RADIOLOGY AT A SALARY RATE OF \$269,004 OVER TWELVE MONTHS, EFFECTIVE 1/1/2008. (PRIOR TO THIS APPOINTMENT, DR. ISHAK WAS A FELLOW IN THE SAME DEPARTMENT.)

**MACDONALD, LAWRENCE RHINE**

(BS, 1988, UNIVERSITY OF MINNESOTA; MS, 1992, UNIVERSITY OF CALIFORNIA (LOS ANGELES); PHD, 1996, UNIVERSITY OF CALIFORNIA (LOS ANGELES)) TO BE RESEARCH ASSISTANT PROFESSOR OF RADIOLOGY AT A SALARY RATE OF \$81,000 OVER TWELVE MONTHS, EFFECTIVE 1/2/2008. (PRIOR TO THIS APPOINTMENT, DR. MACDONALD WAS A SENIOR FELLOW IN THE SAME DEPARTMENT.)

**PRUTHI, SUMIT**

(MBBS, 1998, UNIVERSITY OF MUMBAI (INDIA)) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF RADIOLOGY PAID DIRECT BY CHILDREN'S HOSPITAL AND REGIONAL MEDICAL CENTER EFFECTIVE 11/27/2007. (PRIOR TO THIS APPOINTMENT, DR. PRUTHI WAS A FELLOW IN THE SAME DEPARTMENT.)

DEPARTMENT OF REHABILITATION MEDICINE

**NEW APPOINTMENTS**

**MCCOY, SARAH WESTCOTT**

(BS, 1976, UNIVERSITY OF MONTANA; MS, 1979, UNIVERSITY OF WASHINGTON; PHD, 1993, UNIVERSITY OF WASHINGTON) TO BE ASSOCIATE PROFESSOR WITHOUT TENURE OF REHABILITATION MEDICINE AT A SALARY RATE OF \$88,008 OVER TWELVE MONTHS, EFFECTIVE 12/17/2007. (PRIOR TO THIS APPOINTMENT, DR. MCCOY WAS A CLINICAL ASSOCIATE PROFESSOR IN THE SAME DEPARTMENT.)

DEPARTMENT OF UROLOGY

**NEW APPOINTMENTS**

**KOYLE, MARTIN ALLAN**

(MD, 1976, UNIVERSITY OF MANITOBA(CANADA)) TO BE PROFESSOR WITHOUT TENURE OF UROLOGY PAID DIRECT BY SOURCES OTHER THAN THE UNIVERSITY EFFECTIVE 1/1/2008. (PRIOR TO THIS APPOINTMENT, DR. KOYLE WAS A PROFESSOR OF SURGERY AND PEDIATRICS AT THE UNIVERSITY OF COLORADO-DENVER.)

## SCHOOL OF NURSING

### NEW APPOINTMENTS

#### **SALMON, MARLA ELIZABETH**

(BA, 1971, UNIVERSITY OF PORTLAND; BSN, 1972, UNIVERSITY OF PORTLAND; DSc, 1977, JOHNS HOPKINS UNIVERSITY; MS, 1999, UNIVERSITY OF PORTLAND) TO BE DEAN OF THE SCHOOL OF NURSING, HOLDER OF THE ROBERT G. AND JEAN REID ENDOWED DEANSHIP IN NURSING, PROFESSOR OF PSYCHOSOCIAL AND COMMUNITY HEALTH AND PROFESSOR OF GLOBAL HEALTH AT A SALARY RATE OF \$280,008 OVER TWELVE MONTHS, EFFECTIVE 10/1/2008. (PRIOR TO THIS APPOINTMENT, DR. SALMON WAS DEAN OF THE NELL HODGSON WOODRUFF SCHOOL OF NURSING AT EMORY UNIVERSITY.)

### DEPARTMENT OF FAMILY AND CHILD NURSING

#### **ENDOWED APPOINTMENTS**

#### **SPIEKER, SUSAN J**

(BA, 1974, NEW COLLEGE OF FLORIDA; PHD, 1982, CORNELL UNIVERSITY) TO BE HOLDER OF THE NURSING TERM PROFESSORSHIP OVER TWELVE MONTHS, RETROACTIVE TO 1/1/2007. (DR. SPIEKER WILL CONTINUE AS PROFESSOR OF FAMILY AND CHILD NURSING AND ADJUNCT PROFESSOR OF SOCIAL WORK.)

### **UNIVERSITY OF WASHINGTON, TACOMA**

### EDUCATION PROGRAM

#### **ADMINISTRATIVE APPOINTMENTS**

#### **KINDER, DIANE**

(BA, 1972, WASHINGTON STATE UNIVERSITY; MS, 1982, UNIVERSITY OF OREGON; PHD, 1987, UNIVERSITY OF OREGON) TO BE CO-DIRECTOR OF THE EDUCATION PROGRAM AT THE UNIVERSITY OF WASHINGTON, TACOMA OVER NINE MONTHS, EFFECTIVE 10/1/2007. (PROFESSOR KINDER WILL CONTINUE AS PROFESSOR OF EDUCATION AT THE UNIVERSITY OF WASHINGTON, TACOMA.)

## VII. STANDING COMMITTEES

## A. Academic and Student Affairs Committee

Establishment of the Master of Science in Business Administration Degree in the Foster School of BusinessRECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents grant authority to the Foster School of Business to offer the Master of Science (M.S.) in Business Administration degree program, effective immediately. The degree program will have provisional status with a review to be scheduled in the 2012-2013 academic year. At such time that continuing status is granted, a ten-year review cycle would begin.

BACKGROUND:

In March 2007, the Graduate School received a proposal from the graduate faculty in the Foster School of Business requesting authority to offer the Master of Science in Business Administration degree program within the existing Doctor of Philosophy degree program. Implementation is planned for Winter Quarter 2008.

The proposed Master of Science degree in Business Administration would be awarded to students enrolled in the Foster School of Business Ph.D. degree program. Students apply to and are admitted only to the Ph.D. program. The degree would be earned by all students who successfully complete the first two years of course work required for the Ph.D. program and who sit the Major Area Field Exam, a capstone exam. Upon successfully completing the course work and the Field Exam some students may determine that the Ph.D. program is not suited to their objectives and then decide not to enter the dissertation stage. Awarding of the M.S. in Business Administration degree will acknowledge students' successful completion of the required course work and the Field Exam, and provide them with a credential more easily recognized by employers as a qualification to perform higher level applied analytical work.

The M.S. in Business Administration degree will not be in competition with any of the other graduate degree programs offered by the Foster School of Business. The new degree will not require expansion of the Ph.D. program, nor will it entail any changes to the program admission and recruitment process, curriculum or faculty. The new degree will not require any additional resources.

## VII. STANDING COMMITTEES

### A. Academic and Student Affairs Committee

#### Establishment of the Master of Science in Business Administration Degree in the Foster School of Business (continued p. 2)

On November 26, 2007, the Higher Education Coordinating Board Education Committee discussed the proposal for the new degree program and recommended that it be considered by the full membership of the Higher Education Coordinating Board on December 13, 2007. The Board approved the proposal by the Foster School of Business at the University of Washington to offer the Master of Science in Business Administration degree program.

The Vice Provost and Dean of the Graduate School, the Dean of the Foster School of Business, and the Provost have reviewed and approved the recommendation. The Higher Education Coordinating Board will be informed of the Board of Regents' action on the Master of Science in Business Administration degree program.

## VII. STANDING COMMITTEES

## A. Academic and Student Affairs Committee

Appointment of Board Members for the Institute for Health Metrics and Evaluation at the University of WashingtonRECOMMENDED ACTION:

It is the recommendation of the Administration and the Academic and Student Affairs Committee that the Board of Regents appoint the individuals listed here as members of the Board of the Institute for Health Metrics and Evaluation.

**Jane Halton** is Secretary of the Australian Department of Health and Ageing.

Ms. Halton currently chairs the National Aboriginal and Torres Strait Islander Health Council, is a member of the board of the Australian Institute of Health and Welfare, a board member of the National E-Health Transition Authority and a Commissioner of the Australian Commission on Safety and Quality. She is an Executive Board Member at the World Health Organization and President of the World Health Assembly. Prior to the appointment as secretary, Ms. Halton was Executive Coordinator of the Department of Prime Minister and Cabinet. She was awarded the Public Service Medal in 2002, and the Centenary Medal in 2003.

**Dave Roux** is a co-founder of Silver Lake and Co-Chief Executive.

He was formerly Chairman and CEO of Liberate Technologies, Executive Vice President at Oracle Corporation and Senior Vice President at Lotus Development. Mr. Roux began his technology career as co-founder and CEO of Datext, Inc., the first commercial CD-ROM publishing company. He serves on the board of Thomson S.A. and is Chairman of the Avaya and Serena Software boards. Previously, Mr. Roux was a director of Business Objects S.A., Gartner, Inc., Symantec, UGS Corp., and was the Chairman of the Board of Seagate Technology. He is a trustee at Environmental Defense, The Center for Advanced Study in the Behavioral Sciences at Stanford University and an advisor to the Positive Coaching Alliance. Mr. Roux holds an M.B.A. from Harvard Business School and an M. Phil. from King's College, Cambridge University. He is a graduate of Harvard College.

## VII. STANDING COMMITTEES

### A. Academic and Student Affairs Committee

#### Appointment of Board Members for the Institute for Health Metrics and Evaluation at the University of Washington (continued p. 2)

**Lincoln Chen** is President of the China Medical Board.

In 2001-2006, Dr. Chen founded and directed the Global Equity Initiative in Harvard University's Asia Center, where he continues to hold a research affiliation. Dr. Chen has served on numerous boards, committees, or councils of non-profit organizations, CARE/USA, Secretary-General Advisory Board of the UN Fund for International Partnership, and he chairs the facilitation group of the NGO President's Forum. He was designated by the World Health Organization's Director-General as Special Envoy in Human Resources for Health, and was elected to be Chair of the Board of the Global Health Workforce Alliance. Dr. Chen is a member of the National Academy of Sciences' Institute of Medicine, the American Academy of Arts and Sciences, and the World Academy of Arts and Sciences. He graduated from Princeton University (BA), Harvard Medical School (MD), and the Johns Hopkins School of Hygiene and Public Health (MPH). He was trained in internal medicine at the Massachusetts General Hospital.

#### BACKGROUND:

Article I, Section 1.1. of the Board Bylaws of the Institute for Health Metrics and Evaluation states that "The Board shall consist of nine (9) members. The Board members shall be appointed by the Board of Regents from nominations submitted by the President. The Chair of the Board of Regents shall appoint the Chair of the Board. Four members shall be from key global health institutions but shall serve in their individual capacity, four members shall be eminent scientists or policy makers from around the world, and the Chair of the Board shall be a leading figure with a scientific background and substantial leadership experience with health policy programs."

## VII. STANDING COMMITTEES

### A. Academic and Student Affairs

#### Waiver of Tuition and Fees – Revision to WAC 478-160-163

##### RECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the attached changes to WAC 478-160-163 (Waivers of Tuition and Fees). Four changes are included in this WAC revision: 1) changes to the tuition and fee waiver provisions for the spouses and children of veterans and members of the Washington National Guard who were killed or permanently disabled in military service that are required by Substitute Senate Bill 5002 which was passed by the state legislature during its 2007 session; 2) changes that make specific certificated teachers eligible for the University of Washington employee/Washington State employee tuition waiver – as required by the passage of Substitute Senate Bill 5101 during the 2007 legislative session; 3) technical corrections to the eligibility language for veterans and members of the Washington National Guard; and 4) technical corrections to the wording of the rule to revise language to include a tuition waiver benefit to those few returning combat veterans who may have previously received an advanced degree at another institution but who are now pursuing their first graduate or professional degree at the University of Washington as a qualified veteran.

##### BACKGROUND FOR THE RECOMMENDED ACTION:

Two bills were passed by the state legislature in its 2007 session that require the University of Washington to implement changes to selected tuition waiver provisions. The specific revisions to the WAC language are attached.

Substitute Senate Bill 5002 requires the University of Washington to waive 100% of the tuition and fees for the spouse or children of an eligible veteran or Washington National Guard member who was either killed in the line of duty, permanently disabled in the line of duty or is determined by the federal government to be either a prisoner of war or missing in action. Substitute Senate Bill 5101 created a new category of specific certificated teachers who are eligible for the University of Washington/Washington State employee tuition waiver. The state legislature required that the changes specified in both of these bills be implemented by higher education institutions.

The attached WAC revision includes revisions to the “eligible veteran” definition to make the language in the WAC consistent with the legislative bill language; these are simply technical revisions.

## VII. STANDING COMMITTEES

### A. Academic and Student Affairs

#### Waiver of Tuition and Fees – Revision to WAC 478-160-163 (continued p. 2)

Based on comments made at the required public hearing on the proposed WAC revisions (the Hearing Officer report is attached), the administration is proposing one additional change to the previously adopted provisions that provide a tuition waiver to eligible veterans or members of the Washington National Guard who are enrolled in graduate or professional programs. As previously implemented, the language in this section specified that the tuition waiver would only be provided for a first graduate degree. This language had the unintended consequence of making veterans or members of the Washington National Guard who had received a graduate or professional degree prior to or during their military service not eligible for the tuition waiver if they were pursuing a second graduate or professional degree at the university.

The administration believes that the wording of WAC should be changed to provide a tuition waiver benefit to those few returning combat veterans who may have previously received a graduate or professional degree elsewhere, but who are now pursuing their first graduate or professional degree at the University of Washington as a qualified veteran. The administration proposes that this revised language be applied retroactively to Spring Quarter 2007 when the tuition waiver for eligible veterans and members of the Washington National Guard was changed to include graduate and professional programs.

Attachments: Hearing Officer's Report  
WAC 478-160-163

A-4/201-08  
1/17/08



January 4, 2008

President Mark A. Emmert  
Office of the President  
University of Washington  
Box 351230

Dear President Emmert:

Pursuant to your delegation, I served as the Hearing Officer to receive public comment on the University of Washington's proposed amendments to WAC 478-160-163, "Waivers of Tuition and Fees." The hearing commenced at 12:00 p.m. on Thursday, November 29, 2007, in Room 200A of the Husky Union Building (HUB) at the University of Washington, Seattle campus. I am pleased to provide you a report of that hearing and the written comments received.

As required by the Administrative Procedure Act, the University filed the following notices with the State of Washington Code Reviser: a Preproposal Statement of Inquiry (published as WSR 07-16-120, in the *Washington State Register* on August 15, 2007) and a notice of Proposed Rule Making (published as WSR 07-21-032, in the *Washington State Register* on November 7, 2007). Campus notice that the hearing would be held was published in *University Week* on November 15, 2007, and in *The Daily* on November 21, 2007. In addition, notice of the public hearing was included in the online events calendar for the Seattle, Bothell, and Tacoma campuses. The written comment period began August 15, 2007, and ended November 29, 2007.

### **Public Comment**

One student provided oral testimony at the hearing as well as written comments. Kevin McCrae, a first year law student and a returning combat veteran, sought changes to the section of the rule that expanded the veteran's tuition waiver to graduate and professional degree programs adopted by the Regents last spring. He noted that the narrow wording of the subsection left him, and presumably other returning combat veterans, without the tuition waiver benefit because he had previously received a secondary degree at another educational institution. He argued for a broader interpretation of the rule so that a tuition waiver for a qualified veteran might be applied to any single degree program at the University.

### **Analysis and Recommendation**

The proposed changes to WAC 478-160-163 deal primarily with revisions imposed by the State Legislature in the 2007 session: SSB 5002 (Chapter 450, Laws of 2007) created a mandatory waiver of tuition and fees for children and spouses of veterans who have been killed, become totally disabled, are missing in action, or are being held as prisoners of war, where previously there was a permissive waiver established for these same individuals; and SSB 5101 (Chapter 461, Laws of 2007) created a new category of specific certificated teachers eligible for the University of Washington employee/Washington State employee tuition waiver.

However, once the testimony provided by Mr. McCrae was reviewed by the Vice Provost for Student Life and the Vice Provost for Planning and Budgeting, both agreed that the wording of the rule could and should be revised to include a tuition waiver benefit to those few returning combat veterans who may have previously received secondary degrees elsewhere, but who are now pursuing their first degree at the University of Washington as a qualified veteran.

Consequently, the proposed amendments to WAC 478-160-163 (5)(a)(ii), that address this revised wording for the veteran's tuition waiver, are included with the other language revisions that update the rule to comply with the recently enacted legislation. It is my recommendation that all revisions to WAC 478-160-163, "Waivers of Tuition and Fees," be adopted by the Board of Regents.

An audio tape of the hearing has been deposited with the Secretary of the Board of Regents.

Sincerely yours,

Carol S. Niccolls  
Special Counsel to the President

Enclosure

cc: Ms. Janis Campbell  
Ms. Rebecca Goodwin Deardorff  
Mr. Eric S. Godfrey  
Ms. Diane M. Hanks  
Mr. Gary R. Quarfoth  
Ms. Michele M. Sams  
Dr. Phyllis M. Wise  
Mr. Quentin Yerxa

AMENDATORY SECTION (Amending WSR 07-13-024, filed 6/11/07, effective 7/12/07)

**WAC 478-160-163 Waivers of tuition and fees.** (1) The board of regents is authorized to grant tuition and fee waivers to students pursuant to RCW 28B.15.910 and the laws identified therein. ~~((Each of these laws, with the exception of RCW 28B.15.543 and 28B.15.545,))~~ A number of these statutes authorize~~((s))~~, but ~~((does))~~ do not require, the board of regents to grant waivers for different categories of students and provides for waivers of different fees. For the waivers that are authorized but not required by state law, the board of regents must affirmatively act to implement the legislature's grant of authority under each individual law. A list of waivers that the board has implemented can be found in the *University of Washington General Catalog*, which is published biennially. The most recent list may be found in the online version of the *General Catalog* at [www.washington.edu/students/reg/tuition\\_exempt\\_reductions.html](http://www.washington.edu/students/reg/tuition_exempt_reductions.html).

(2) Even when it has decided to implement a permissive waiver listed in RCW 28B.15.910, the university, for specific reasons and a general need for flexibility in the management of its resources, may choose not to award waivers to all students who may be eligible under the terms of the laws. Where the university has chosen to impose specific limitations on a permissive waiver listed in RCW 28B.15.910, those limitations are delineated in subsection (5) of this section. If the university has not imposed specific limitations on a permissive waiver listed in RCW 28B.15.910, the waiver is not mentioned in subsection (5) of this section. The university's description of the factors it may consider to adjust a waiver program to meet emergent or changing needs is found in subsection (7) of this section. All permissive waivers are subject to subsection (7) of this section.

(3) The board of regents also has the authority under RCW 28B.15.915 to grant waivers of all or a portion of operating fees as defined in RCW 28B.15.031. Waiver programs adopted under RCW 28B.15.915 are described in the *General Catalog*. The most recent list may be found in the online version of the *General Catalog* at [www.washington.edu/students/reg/tuition\\_exempt\\_reductions.html](http://www.washington.edu/students/reg/tuition_exempt_reductions.html). Waivers granted under RCW 28B.15.915 are subject to subsection (7) of this section.

(4) Waivers will not be awarded to students participating in self-sustaining courses or programs because they do not pay "tuition," "operating fees," "services and activities fees," or "technology fees" as defined in RCW 28B.15.020, 28B.15.031, 28B.15.041, or 28B.15.051, respectively.

(5) Specific limitations on waivers are as follows:

(a) Waivers authorized by RCW 28B.15.621 (2)(a) for eligible

veterans and National Guard members, shall be awarded only to:

(i) Undergraduate students pursuing their first bachelor's degree to a maximum of 225 college-level credits, including credits transferred from other institutions of higher education; and

(ii) Full-time graduate or professional degree students (~~((pursuing their first advanced degree (including advanced degrees earned at other institutions))~~), provided however, that the waiver may be applied only toward a single degree program at the University of Washington, and, provided further, that graduate and professional degree students who received a waiver authorized by RCW 28B.15.621 (2) (a) as undergraduates at (~~(any Washington state institution of higher education)~~) the University of Washington shall not be eligible for this waiver.

To qualify an individual as an "eligible veteran or National Guard member," the person seeking the waiver must present proof of domicile in Washington state and a DD form 214 (Report of Separation) indicating their service as an active or reserve member of the United States military or naval forces, or a National Guard member called to active duty, who served in active federal service, under either Title 10 or Title 32 of the United States Code, in a war or conflict fought on foreign soil or in international waters or in another location in support of those serving on foreign soil or in international waters, and if discharged from services, has received an honorable discharge.

~~(b) ((Waivers authorized by RCW 28B.15.621 (2) (b) and (c) for children or spouses of eligible veterans and National Guard members who became totally disabled, or lost their lives, while engaged in active federal military or naval service, or who are prisoners of war or missing in action, shall be awarded only to:~~

~~(i) Undergraduate students pursuing their first bachelor's degree to a maximum of 225 college-level credits, including credits transferred from other institutions of higher education; and~~

~~(ii) Full-time graduate or professional degree students pursuing their first advanced degree (including advanced degrees earned at other institutions), provided however, that graduate and professional degree students who received a waiver authorized by RCW 28B.15.621 (2) (b) or (c) as undergraduates at any Washington state institution of higher education shall not be eligible for this waiver.~~

~~(c))~~ Waivers of nonresident tuition authorized by RCW 28B.15.014 for university faculty and classified or professional staff shall be restricted to four consecutive quarters from their date of employment with the University of Washington. The recipient of the waiver must be employed by the first day of the quarter for which the waiver is awarded. Waivers awarded to immigrant refugees, or the spouses or dependent children of such refugees, shall be restricted to persons who reside in Washington state and to four consecutive quarters from their arrival in Washington state.

~~((d))~~ (c) Waivers authorized by RCW 28B.15.380 for children of police officers or fire fighters who are deceased or permanently disabled, shall be awarded only to undergraduate students pursuing

their first bachelor's degree to a maximum of 225 college-level credits, including credits transferred from other institutions of higher education.

~~((e))~~ (d) Waivers authorized by RCW 28B.15.558 shall be awarded only to:

(i) University of Washington employees who are employed half-time or more, hold qualifying appointments as of the first day of the quarter for which the waivers are requested, are paid monthly, and, for classified staff new to the university, have completed their probationary periods prior to the first day of the quarter; or

(ii) State of Washington permanent employees who are employed half-time or more, are not University of Washington permanent classified employees, are permanent classified or exempt technical college paraprofessional employees, or are permanent faculty members, counselors, librarians or exempt employees at other state of Washington public higher education institutions; or

(iii) Teachers and other certificated instructional staff employed at public common and vocational schools, holding or seeking a valid endorsement and assignment in a state-identified shortage area.

~~(6) ((To qualify an individual as an "eligible veteran or National Guard member," the person seeking the waiver must present proof of domicile in Washington state and a DD form 214 (Report of Separation) indicating their service related to specific United States military operations or campaigns fought on foreign soil or in international waters.))~~ Waivers mandated by RCW 28B.15.621(4), as amended by section 1, chapter 450, Laws of 2007, for children and spouses or surviving spouses of eligible veterans and National Guard members who became totally disabled, or lost their lives, while engaged in active federal military or naval service, or who are prisoners of war or missing in action, shall be awarded in accordance with, and subject to the limitations set forth in state law.

(7) The university may modify its restrictions or requirements pursuant to changes in state or federal law, changes in programmatic requirements, or in response to financial or other considerations, which may include, but are not limited to, the need to adopt fiscally responsible budgets, the management of the overall levels and mix of enrollments, management initiatives to modify enrollment demand for specific programs and management decisions to eliminate or modify academic programs. The university may choose not to exercise the full funding authority granted under RCW 28B.15.910 and may limit the total funding available under RCW 28B.15.915.

## VII. STANDING COMMITTEES

### A. Academic and Student Affairs Committee

*In Joint Session With*

### B. Finance, Audit and Facilities Committee

## Teacher Preparation at the University of Washington

### Challenges Facing Washington Public Schools

Teacher shortages in critical areas

- Special Education
- English Language Learners
- Secondary Math & Science

Persistent Gaps in Achievement & Resources

- Students of color continue to score below white & Asian students
- Students from poverty continue to score below those from middle & upper class families
- Students from poverty more likely to attend schools staffed by less experienced teachers

### Current COE initiatives to address these problems

Through the Teachers for a New Era (TNE) program we have been redesigning our teacher education program to address contemporary problems and exigencies. (See further information about TNE below.)

### Teacher Shortage Areas

The UW is one of four institutions nationally to be awarded the Woodrow Wilson/Lenore Annenberg Fellowships which will help us recruit top candidates to teach in shortage areas. (See additional information about the WWF Fellowships below.) Further programmatic changes include;

#### Special Education

- All teachers learning to differentiate instruction to meet individual student needs

#### English Language Learners

- All UW Teacher Education Program faculty are being trained on the issues teachers of ELL face and how to help them with these challenges

## VII. STANDING COMMITTEES

### A. Academic and Student Affairs Committee

#### Teacher Preparation at the University of Washington (continued p. 2)

- All teachers learning specific techniques to ensure ELL success

#### Secondary Math & Science

- UW teachers learning how to think like experienced teachers by learning to teach in partnership schools under dual supervision of practicing teachers and university faculty

#### Students of color continue to score below white & Asian students:

- UW teachers learning how to help students of color succeed through internships in partner schools with concentrations of students of color and through new internship placement in local community organizations

#### Students from poverty continue to score below those from middle & upper class families

- By learning to teach in high-poverty schools, UW teachers develop confidence that they can succeed in these settings
- UW teachers learning how to emphasize student learning while covering the curriculum

#### Students from poverty more likely to attend schools staffed by less experienced teachers and too many new teachers leave the profession in the first five years

- Seminars and online support for graduates to help them succeed and persevere in demanding circumstances
- We have created a two-year induction program to support beginning teachers

#### Accountability

- We are creating a system of evidence that will give us data about the effect our teachers have on student achievement

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Teacher Preparation at the University of Washington (continued p. 3)

Our UW Programs

There are currently 22 institutions of higher education preparing teachers in Washington State; six are public and the rest are private or proprietary. These institutions educate nearly 3000 teachers per year, with the UW producing approximately 10% of the total.

	<u>UW Bothell</u>	<u>UW Seattle</u>	<u>UW Tacoma</u>
Program Options for New Teachers	<ul style="list-style-type: none"> <li>• Master of Education (MEd) for secondary teachers</li> <li>• Certification for elementary and middle level teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Master in Teaching (MIT) for elementary and secondary teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Master of Education (MEd) for elementary and secondary science teachers</li> </ul>
Program Options for Practicing Teachers	<ul style="list-style-type: none"> <li>• Professional Certification</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Certification</li> <li>• Administrative Certification</li> <li>• National Board Certification</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Certification</li> <li>• Administrative Certification</li> </ul>
Endorsements Offered	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle level math/science and humanities</li> <li>• Secondary math, science, and English/language arts</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Secondary math, science, English/language arts, world languages, social studies</li> <li>• Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle level math/science and humanities</li> <li>• Secondary math, science, and English/language arts</li> <li>• Special Education</li> </ul>
Annual Graduates	50	200*	50

*\*When fully enrolled. Both the elementary and the secondary program have been operating with reduced enrollments during the redesign process. The renewed Elementary TEP will launch summer 2008 and the renewed Secondary TEP fall 2009.*



## VII. STANDING COMMITTEES

### A. Academic and Student Affairs Committee

#### Teacher Preparation at the University of Washington (continued p. 4)

##### Our Students

	UW Seattle	<i>Why this matters . . .</i>
<hr/>		
Selectivity		
Admissions Offer Rate	36%	
Top Undergraduate Institutions Attended	UW (65%)	<i>The selectivity of the UW TEP and the academic qualifications of its students belie the old adage that “. . . those who can’t, teach . . .”</i>
Top Undergraduate Majors	English, Biology, Psychology	
Median Undergraduate GPA	3.57	
Median SAT Scores	575 (Verbal), 590 (Math)	
<hr/>		
Demographics		<i>With a rapidly aging teacher workforce that is over 90% white, WA state needs an infusion of younger, more ethnically diverse teachers.</i>
Of Color	24%	
Female	82%	
Median Age	25 yrs	
<hr/>		

##### Our Graduates

Over the last ten years we have graduated 1200 students from our Teacher Education Program.

Approximately 75% of our graduates enter the teacher workforce in Washington State

- Most are concentrated in the Puget Sound region, with over one-half employed by the Seattle, Bellevue, Edmonds and Renton school districts collectively
- After 5 years, nearly 80% continue to work in the state’s public education system in comparison to the national average of approximately 50%

##### National Board Certification

The UW prepares approximately 175 teachers each year for National Board Certification, a rigorous, performance-based assessment that typically takes one to three years to complete, with a pass rate of 70% while the national average is 65%.

## VII. STANDING COMMITTEES

### A. Academic and Student Affairs Committee

#### Teacher Preparation at the University of Washington (continued p. 5)

##### Recent Initiatives

##### Carnegie Corporation Teachers for a New Era

The University of Washington is one of 11 institutions nationwide funded by the Carnegie Corporation of New York to participate in the Teachers for a New Era (TNE) program. The goals of the program are “to stimulate construction of excellent teacher education programs at selected colleges and universities” and to assure the nation “that colleges and universities are educating prospective teachers of the highest quality possible.”

The primary design principles of the TNE program are:

- A teacher education program should be guided by *a respect for evidence*, including attention to pupil learning gains accomplished under the tutelage of teachers who are graduates of the program.
- *Faculty in the disciplines of the arts and sciences should be fully engaged* in the education of prospective teachers, especially in the areas of subject matter understanding and general and liberal education.
- *Education should be understood as an academically taught clinical practice profession*, requiring close cooperation between colleges of education and P-12 schools; master teachers as clinical faculty in the college of education; and residencies for beginning teachers during a two-year period of induction.

##### Woodrow Wilson National Fellowship Foundation

The UW College of Education was recently the recipient of the Woodrow Wilson National Fellowship Foundation’s Leonore Annenberg Teacher Fellowship. The Fellowship is meant to be the equivalent of a “Rhodes Scholarship” for teaching. The fellowships will go to outstanding recent college graduates and career-changers who agree to work in urban and rural secondary schools serving high proportions of disadvantaged students. The fellowship is funded by a \$5 million grant from the Annenberg Foundation and a \$1 million grant from Carnegie Corporation of New York.

Over three years, the Leonore Annenberg Teaching Fellowship will produce 100 Annenberg Fellows, 25 at each of four of the nation’s most innovative teacher preparation programs. Fellows will receive \$30,000 to pursue master’s degrees. Fellows will be selected from a diverse pool of high-caliber candidates who hold baccalaureate degrees in arts and sciences fields or related professions, like engineering or finance, and who show a commitment to high-need communities, education, and schoolchildren. College seniors and recent graduates, along with mid-career professionals, are eligible. The fellowship is named for the president and chairman of the Annenberg Foundation and a former Chief of Protocol of the United States.

## VII. STANDING COMMITTEES

### A. Academic and Student Affairs Committee

#### Teacher Preparation at the University of Washington (continued p. 6)

The four primary goals of this initiative are:

- Transform teacher education—not just for Fellows but for the universities that prepare them, other teacher candidates in the same programs, and the high-need schools where they are placed as teachers;
- get strong teachers into high-need schools;
- attract the very best candidates to teaching through fellowships with well-known names and high visibility; and
- cut teacher attrition and retain top teachers through intensive clinical preparation and ongoing in-school mentoring, provided by veteran teachers and supported by able principals.

VII. STANDING COMMITTEE

A. Academic and Student Affairs Committee

*In Joint Session With*

B. Finance, Audit and Facilities Committee

eScience Institutions

Information will be available at the meeting.

VII. STANDING COMMITTEE

A. Academic and Student Affairs Committee

*In Joint Session With*

B. Finance, Audit and Facilities Committee

HECB Master Plan

See Attached.

WASHINGTON  
**HIGHER  
EDUCATION**  
COORDINATING BOARD

**December 2007**



**Moving the blue arrow**  
*Pathways to educational opportunity*

**2008 Strategic Master Plan  
for Higher Education  
in Washington**

WASHINGTON  
HIGHER  
EDUCATION  
COORDINATING BOARD



917 Lakeridge Way SW  
P.O. Box 43430  
Olympia, WA 98504-3430  
360.753.7800  
[www.hecb.wa.gov](http://www.hecb.wa.gov)

Bill Grinstein, chair  
*Seattle*

Charley Bingham  
*Tacoma*

Ethelda Burke  
*Tacoma*

Gene Colin  
*Seattle*

Roberta Greene  
*Spokane*

Earl Hale  
*Lacey*

Jesus Hernandez  
*Wenatchee*

Betti Sheldon  
*Silverdale*

Sasha Sleiman  
*East Wenatchee*

Sam Smith  
*Seattle*

Ann Daley  
Executive Director

## Preface

The Washington Higher Education Coordinating Board is directed by state law (RCW 28B.76.200, as amended in 2007) to create a strategic master plan for higher education in Washington every 10 years and update the plan every four years. Following final review and adoption by the Board in December 2007, this plan will be submitted to the 2008 session of the Washington State Legislature, which will hold public hearings and pass a concurrent resolution approving or recommending changes to the plan.

To prepare the plan, the Higher Education Coordinating Board held a series of public meetings, open forums, and conversations throughout the state in 2007 to learn more about what people wanted and needed from their public higher education system. Citizens, educators, students, and parents participated, along with legislators, the leaders of other governing boards and councils; representatives from business and labor; local and regional economic development organizations; demographers; and public policy experts. These consultations crystallized two simple but challenging goals.

***Goal 1: We will create a high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships.***

***Goal 2: We will create a higher education system that drives greater economic prosperity, innovation and opportunity.***

The Board's discussions and public forums have been a rich source of ideas, information, and most important, passion. K-12 educators told the Board about the challenges of preparing teachers to teach higher levels of science and math, and to educate an increasingly diverse student population. College students spoke about the educational needs of veterans and other non-traditional students, the problem of student debt, and the critical need for more student advising, career counseling, and support services such as child care.

Students also asked for more seamless transfer from one college to another, and better, simpler information about financial aid. Leaders of independent and for-profit colleges and career schools showcased the contributions they are making to meet our state's educational needs and spoke of their willingness to collaborate more closely with the public system. Business leaders, economic development, and workforce training experts shared their worry about today's educational trends and what they mean for our state's economic future. Each of these issues is addressed in this plan.

While the scale and urgency of the challenge of educating more Washingtonians to higher levels is daunting, the Board is encouraged by the passionate support for doing so that comes from every corner of our state. In every community forum, we heard divergent opinions about many issues, but absolute unanimity on one overarching principle: We must expand educational opportunity to every young person and every adult in our state. This plan reflects our state's commitment to that principle.



## Table of Contents

Moving Washington's Blue Arrow .....	1
Washington's Changing Demographics .....	2
Education and the public good .....	3
Costs associated with low education levels.....	4
How did we fall behind?.....	5
Where do we begin?.....	8
A vision for 2018.....	10
I. Raise educational attainment to create prosperity, opportunity.....	11
Help people earn degrees .....	11
New strategies for expansion .....	13
Four strategies to raise educational attainment .....	14
1. Focus on diversity .....	14
2. Create high expectations for all K-12 students .....	15
Scale up advising and mentoring .....	16
Engage families and communities.....	17
Create multiple pathways .....	17
Prepare educators for the 21st century .....	18
3. Create a system of support for lifelong learning.....	19
Study, learn, work . . . and repeat .....	19
Make transfer user-friendly .....	20
Schedule learning differently and customize instruction .....	22
Improve student advising, support and child care .....	22
Education: the 21st century anti-poverty program.....	23
4. Make college affordable and easy to access .....	23
Project future needs and refining programs .....	24
Simplify financial aid and admissions.....	24
The dilemma of middle-class students .....	25
II. Promote economic growth and innovation .....	26
Fill unmet needs in high-demand fields.....	26
Promote student enrollment in STEM .....	26
Expand research capacity.....	27
Contribute to the innovation economy.....	28
Stimulate capital formation.....	28
Build a coherent approach to workforce development .....	28
Find new ways to finance work-related education and training.....	29
III. Monitor and fund higher education for results .....	30
It is time for change.....	30
Funding levels tied to Global Challenge State benchmarks.....	30
Focusing accountability on master plan goals .....	31
Exploring financial incentives .....	31
IV. Implementation.....	33

## Moving Washington's blue arrow

Opportunity abounds in Washington. In the arts, in civic life and public service, and in science and industry there are openings for innovators, dreamers and doers. But to take advantage of this abundance of opportunity, more Washingtonians need higher levels of education.

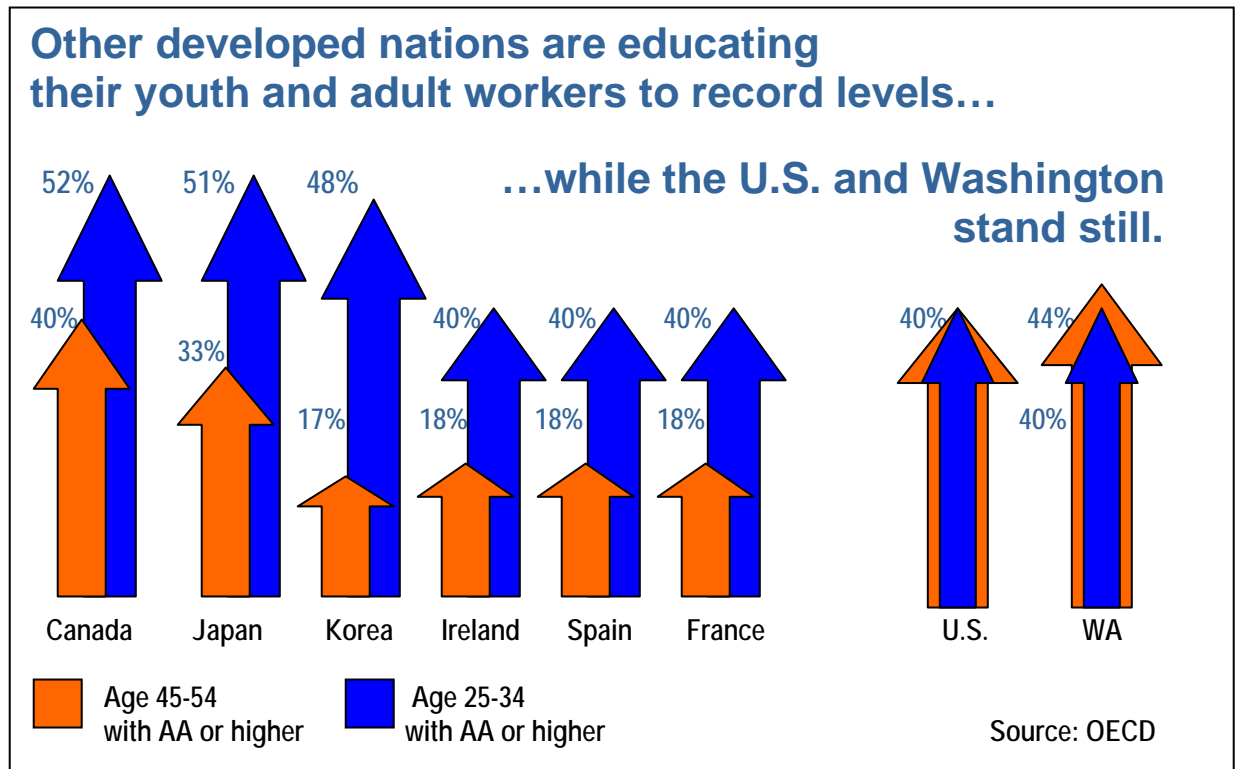
Washington's baby boomers (people born between 1946 and 1964) are the most highly educated generation in our history. Younger adults in our state have, on average, *less* education than boomers.

In many other countries, the reverse is true: younger adults are *more* educated than their elders, and the long-term trend shows a steady increase in the overall level of education of each new generation.

This is good for them, but not for us. Countries where education attainment is rising have rising incomes and productivity.







In these countries, parents can reasonably expect that their children will have more opportunity to make a good living, and to understand and shape the world around them. They can also expect that their children will live in societies characterized by economic, technological, scientific, cultural, civic and social progress.

We cannot share those expectations unless we *act now to reverse the trend* of falling educational attainment among our younger adults and children.



*The goal of this 10-year plan is to move Washington's blue arrow up by raising educational attainment for adult workers and young people across our state.*

## Washington's changing demographics – 2005-2030

<p><b>There will be more of us</b></p> <p>2.5 million increase (+37%)</p>	<p><b>2005 - 6.2 million</b></p>  <p><b>2030 – 8.6 million</b></p> 
<p><b>We will be older</b></p> <p>Those <b>over 65</b> will increase most rapidly (+72%)</p>	<p><b>2005 = 11% of population</b></p>  <p><b>2030 = 19% of population</b></p> 
<p><b>We will be more diverse</b></p> <p>We will experience a <b>39% increase</b> in the diversity of our population</p>	<p><b>2005 = 23% people of color</b></p>  <p><b>2030 = 32% people of color</b></p> 

### An aging workforce

Over the next 10 years, a generation of well-educated people will leave the workforce and be replaced by a generation with lower average levels of education and skill. As the baby boomers retire, some occupations and industries may have skill shortages such as: nursing, teaching, and "management occupations."

Washington's Office of Financial Management estimates that about 400,000 people aged 55 and older will leave the labor force in the next decade. This represents 11.7 percent of the current labor force.

These employees will take with them a great deal of knowledge and experience. It is often the case that those employees in management positions also are older workers – because they have invaluable industry wisdom – and so, as baby boomers retire, much of today's leadership in business, government, education, and civic life will retire as well.

## Education and the public good

Education is the wellspring of economic growth. It also is the foundation of democracy, and the shared experience that knits a diverse society together.

### Education Benefits

24.4% of those with less than a high school diploma are living below the poverty level. Only 2.4% of those with a bachelor's degree are below the poverty level. (U.S. Census)

Although infant mortality rates are associated with race and ethnicity, they decrease proportionately with education attainment for all reported racial and ethnic categories. (NCHS).

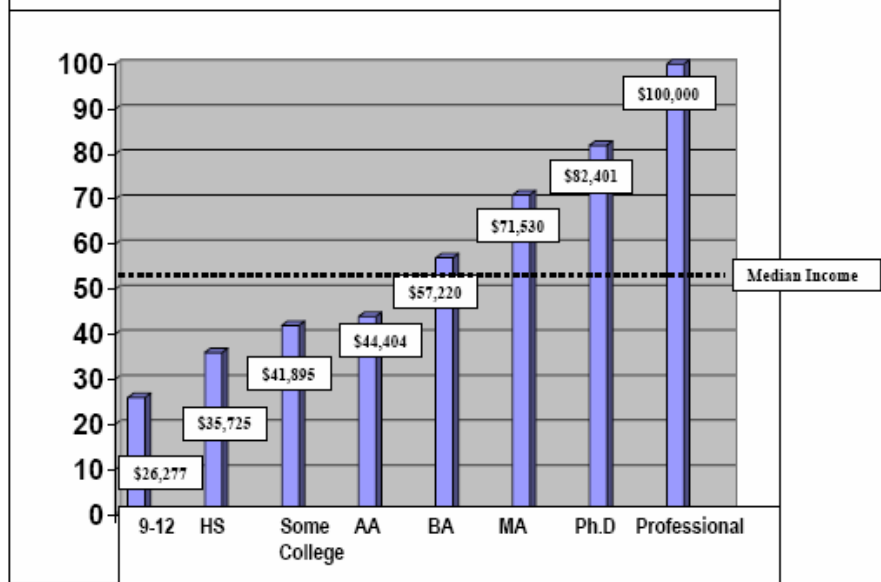
College graduates have lower smoking rates, more positive perceptions of personal health, and healthier lifestyles than individuals who did not graduate from college. (CollegeBoard)

Adults with higher levels of education are less likely to depend on social safety-net programs, generating decreased demand on public budgets. (CollegeBoard)

### Overview – Education & the public good

<p><b>Societal benefits</b> <i>Rising levels of education produce more engaged citizens who help make our society more stable and productive.</i></p>	<ul style="list-style-type: none"> <li>• Voter participation increases</li> <li>• Volunteerism increases</li> <li>• Crime decreases</li> <li>• Welfare, health costs decrease</li> </ul>
<p><b>Economic benefits</b> <i>More degreed individuals in a regional economy produce higher wages for everyone.</i></p>	<ul style="list-style-type: none"> <li>• Productivity increases</li> <li>• Technology innovation rises</li> <li>• Economy grows on fast track</li> <li>• Tax contributions increase</li> </ul>
<p><b>Personal benefits</b> <i>2.4% of those with a BA degree or higher live at or below the poverty level compared with 24.4% of those with less than a high school diploma.</i></p>	<p>A bachelor's degree brings</p> <ul style="list-style-type: none"> <li>• \$357,000 additional lifetime income for men</li> <li>• \$156,000 additional lifetime income for women</li> </ul>
<p><b>Generational benefits</b> <i>Increasing college completion rates today will produce exponentially greater public return in the future.</i></p>	<ul style="list-style-type: none"> <li>• Those whose parents have completed college are most likely to earn a college degree</li> </ul>

### Income increases as education increases

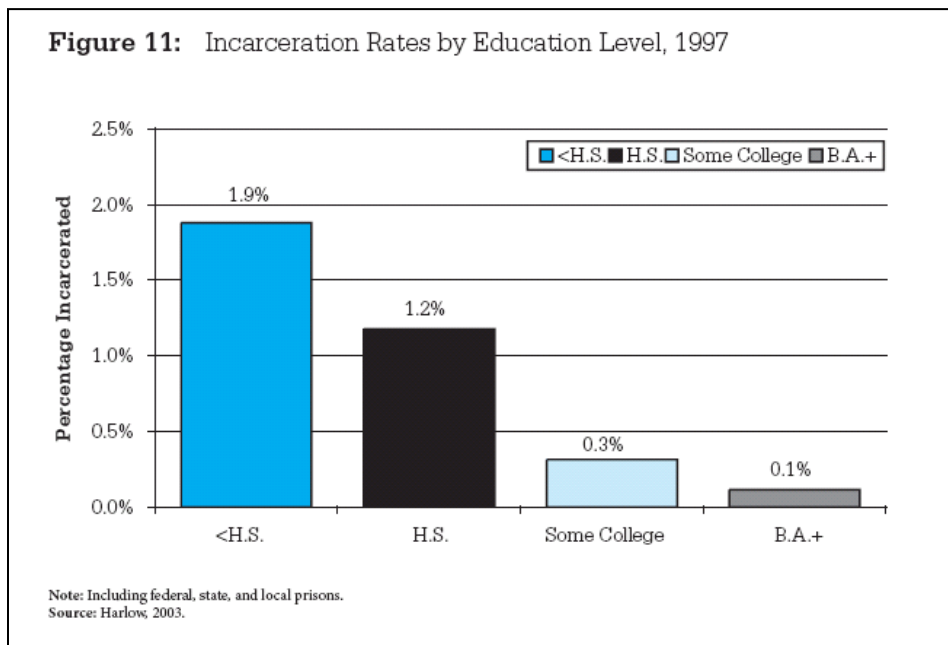


Source: U.S. Dept. of Commerce, Bureau of the Census, Current Population Reports, Series P-60, "Money Income of Households, Families, and Persons in the United States," "Income, Poverty, and Valuation of Noncash Benefits," various years; and Series P-60, "Money Income in the United States," various years. From *Digest of Education Statistics 2005*.

## Costs associated with low education levels

The absence of education is the polar opposite: it drains our society of hope, opportunity, civic engagement and economic growth. It creates a downward spiral of poverty, dependence, ill-health, alienation, and crime.

*That's why the challenge before us is so urgent. Our state's future is at stake. Our moral obligation to future generations requires a renewed and sustained commitment – a commitment of the time, resources, and creativity needed to transform our education system for a new economy, a new century, and a new mix of diverse and promising students.*



### Challenges in Washington

- Washington's under-educated working population is equal in size to its next 10 high school graduating classes.



- One out of four people aged 18-24 does not have a high school diploma.
- About 47% of Latinos 25 and over do not have a high school diploma.
- One in every three people 18-64 has only a high school diploma.

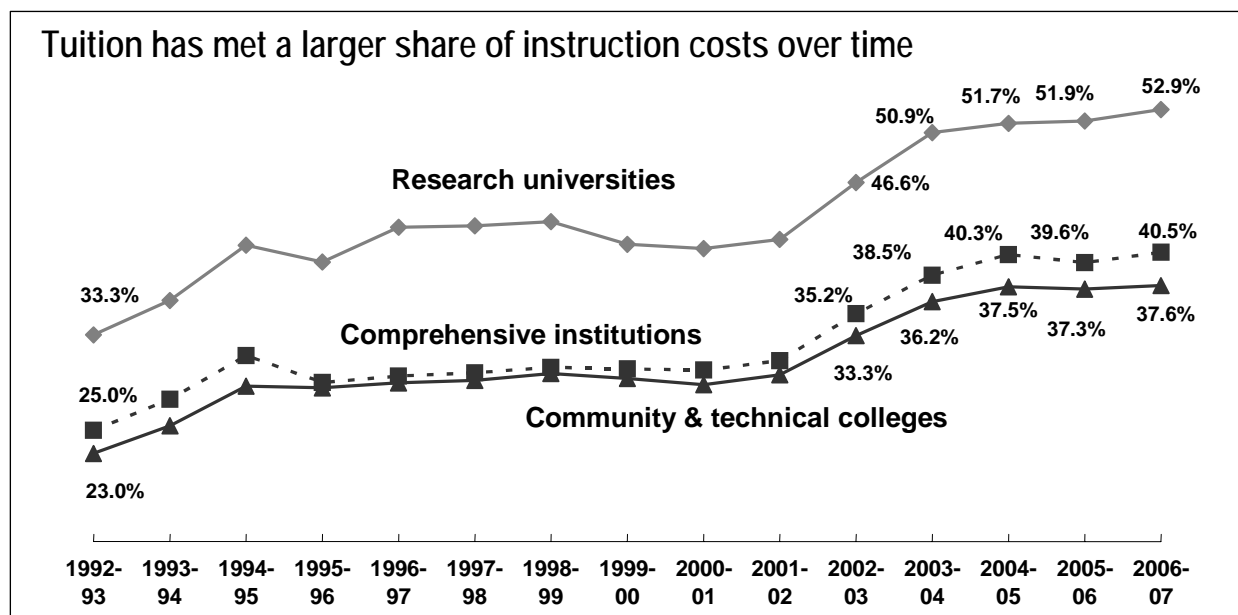
## How did we fall behind?

If the need for rising levels of educational attainment is so obvious, why have we fallen behind? It's not because we've ignored our education needs; on the contrary, we have made enormous investments in education. We have world-class research and regional universities and a community and technical college system that is the envy of other states. We have held on – against considerable pressure – to academic standards that ensure that our high school graduates can read and write. And we've begun to make new investments in early learning through the Department of Early Learning.

Between 1996 and 2009, our public and independent higher education enrollments are expected to grow by about 23 percent. We added nearly 10,000 new full time equivalent (FTE) students in the 2007-09 biennium. In fact, in 2007 the state Legislature provided more than \$443 million for increased enrollment, financial aid, and other improvements. This was the largest increase in state funding for public higher education in history.

*But we still have not come far enough, fast enough. And we have not fully grasped how both the size and the nature of our educational challenge are changing. Here are some of the changes we need to face up to:*

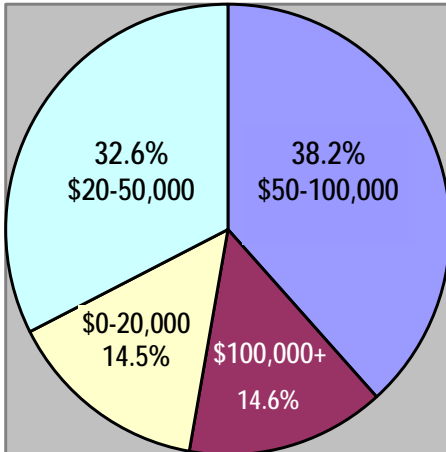
**First**, until the current biennium, our investment in postsecondary education has not kept pace with growth in the student population, especially in this decade. In a time of significantly rising costs, this has forced institutions to raise tuition to make up the difference.



Source: HECB

*Our Legislature and governor have increased education spending steadily, but state spending on education must compete with rapid escalation in the cost of health care, prisons, and environmental protection. As a result, students have had to bear a much greater share of the cost of postsecondary education.*

**Second**, our growing population includes more people who have not fared well in our education system – the poor, people of color, and recent immigrants. Poverty is the single most powerful risk factor for lack of academic attainment among children, and people of color – particularly Latino, Native American, and African American people – have disproportionately low incomes. Differences in culture, race, and language are growing in our state, and they also play an important role in how both children and adults learn, and what they need from our education system.

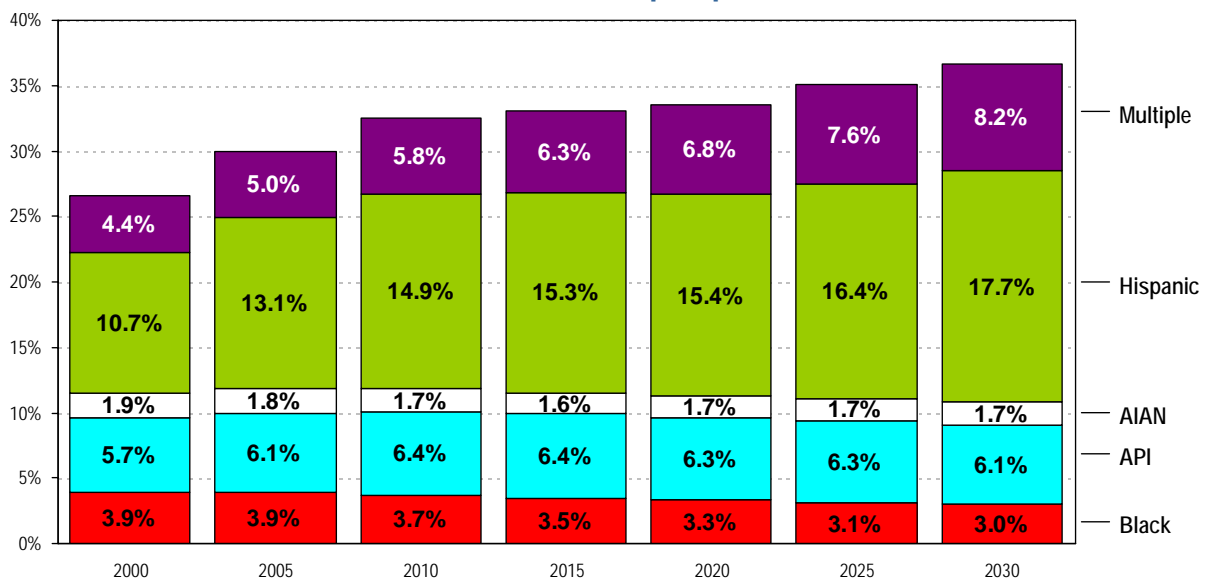


*By 2013, 47.1 percent of high school graduates will come from families with incomes of \$50,000 a year or less.*

*These students are less likely to have parents who completed college and are at greater risk for not participating and succeeding in postsecondary education.*

Source: WICHE, 2003

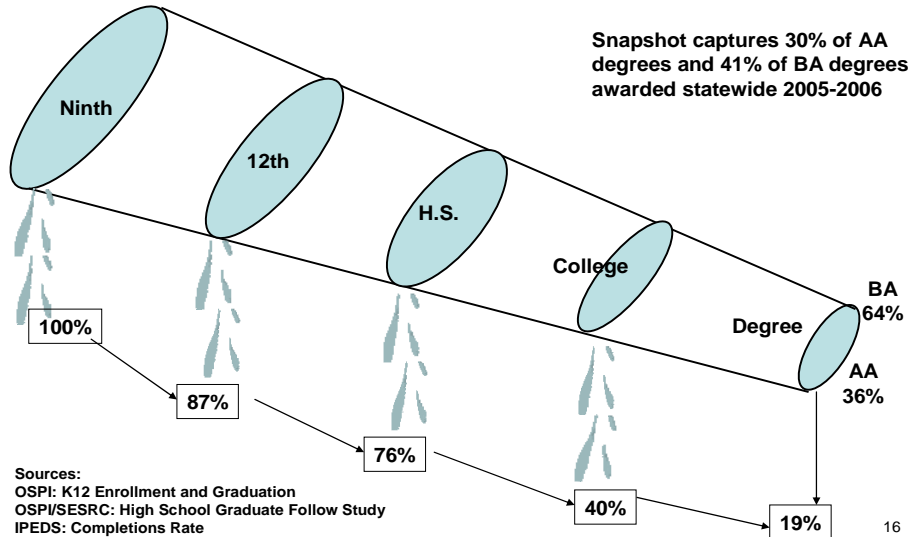
### By 2030, more than 37 percent of Washington's K-12 students will be people of color



Source: OFM 2007



## The pipeline is leaking...



**Third**, we have a “pipeline” problem. Too many of our young people start kindergarten already behind. Too many drop out of high school, and among those who graduate from high school, too many require remediation (especially in math) before they can do college-level work. Too few go on to postsecondary education, and even fewer complete the postsecondary programs they enroll in. At every stage, the “education pipeline” leaks like a sieve.

**Fourth**, we have a “way of thinking” problem that inhibits our progress, and it is expressed in the very term “education pipeline.” We think of education as something for young people – something that should be completed in our late teens or early twenties. And, we think of education as having an end point – in fact, academics actually use the rather odd phrase “terminal degrees” to describe it.

This just doesn’t match the reality of the 21<sup>st</sup> century, or of Washington’s education challenge. Education beyond high school *and* learning throughout our careers are the new norm, but we are late adapters to this change.

Equally important, our state has more than a million adults with a high school diploma or less. Each year, we add 15,000 high school dropouts to that population, along with 23,000 high school graduates who go straight into the workforce. The number of immigrants who need to learn English as well as job skills also is a growing; currently they account for half of all those enrolled in adult basic education programs.

Sixty percent of today’s jobs require some form of postsecondary education or job training, and 10 years from now, the percentage will be even higher. As the economy changes, skills must change, so that more and more adults will need to return to the well for more education time and time again, throughout their careers. But though we have talked about “lifetime learning” for what seems like a lifetime already, we have not re-engineered our education system to make adult learning accessible and user-friendly for those who need it.



## Where do we begin?

This plan builds on the work of generations of visionary leaders who created today's higher education system. Those leaders founded both public and private colleges and universities across the state, built the community and technical college system, and created a financial aid system for low-income students. They were guided by the ethic of creating opportunity for the next generation. Now it is our turn to build on their legacy, and to live up to their ethical example.

This plan has more recent inspiration as well. One source is the *System Direction*, a document published by the State Board for Community and Technical Colleges in September 2006, (available on their Web site). It sets out bold ideas about innovation, student success, and economic growth, which have been incorporated into this plan.

The Workforce Training and Education Coordinating Board biennially develops the state's strategic plan for workforce development. *High Skills, High Wages 2006*, sets out goals for workforce development, including:

- Preparing youth for success in postsecondary education and work;
- Providing adults with access to lifelong education and training;
- Meeting the needs of industry for skilled employees; and
- Better integrating services to support learners of all ages.

These goals also are strongly embraced in the policies and recommendations of this plan.

*The Washington Learns* committee, convened by Governor Gregoire, also provided both data and ideas that inform, direct, and inspire this plan. The committee examined education from cradle through careers, and its final report calls for a single, seamless system of learning that tailors education to the needs of individual students. It emphasizes early learning, academic rigor, clear accountability, creativity, and new partnerships between families, the public sector and the private sector.

Its final report, issued in November 2006, *Washington Learns* set out 10-year goals for a world-class education system.

### **Washington Learns – 10-year goals:**

1. *Parents will be their children's first and best teachers and will have the support they need to help their children "learn to learn" in their first years of life.*
2. *Families will have access to high-quality, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated.*
3. *All children will enter kindergarten healthy and emotionally, socially, and cognitively ready to succeed in school and in life.*
4. *All students will transition from third grade with the ability to read well and do basic math, and with the ability to actively participate in a learning environment.*
5. *All students will transition from eighth grade with demonstrated ability in core academic subjects, citizenship skills and an initial plan for high school and beyond.*
6. *All students will graduate from high school with an international perspective and the skills to live, learn and work in a diverse state and a global society.*
7. *All students will complete a rigorous high school course of study and demonstrate the abilities needed to enter a postsecondary education program or career path.*
8. *All Washingtonians will have access to affordable postsecondary education and workforce training opportunities that provide them with the knowledge and skills to thrive personally and professionally.*
9. *Washington will have a well-trained and educated workforce that meets the needs of our knowledge-based economy.*
10. *Academic research will fuel discoveries and innovations that allow Washington business to compete globally.*

At first glance, one might think that higher education's role begins with goal number eight on this list. But ours is a larger challenge, because higher education institutions provide parent education, and education of early learning providers, K-12 teachers, and school administrators. Postsecondary education also plays a major role in providing the continuing education today's teachers need to meet the needs of children from every culture and to improve student achievement in math and science. Higher education is also called upon to reach out to students in middle and high school, and to help create the expectation that *all* students should plan and prepare for postsecondary education.

Even the first goal – that parents will be their children's first and best teachers – is profoundly connected to our higher education system, because the more educated parents are, the more likely their children are to succeed in school and life. When even one parent learns, many successive generations benefit.

The gift of educational opportunity has the power to change the trajectory of families, of communities, and our state. It has the power to move the blue arrow up.

That is the starting point and the aim of this 10-year plan.

## A vision for 2018

In 2018, Washington's higher education institutions will be fully integrated into a cradle-through-career system that educates more people to higher levels of skill and knowledge than ever before. We will reduce employers' need to import people with advanced degrees or specialized skills from other states and countries. The best jobs in Washington will go to Washingtonians educated in our colleges and universities.

University-based research will foster innovation and the growth of leading-edge industries. Washington businesses will expand, fueled by skilled workers who have easy access to a system that helps them learn the skills they need to move up in the world.

Washington's engaged citizens will create a civic culture that sustains a strong sense of responsibility to the next generation. This will be expressed in concerted action to address global climate change, protect our natural heritage, foster community service, and continue to expand and improve our education system.

Washington will be a center of creativity, cultural vitality and innovation in the arts, business, technology, agriculture, renewable energy development and, of course, in education. By nurturing the dreams and the potential of every Washingtonian and embracing our growing diversity, our highly qualified educators – from early learning through graduate school – will build our state's reputation for educational excellence, and all educators will earn a higher level of remuneration and respect.

To achieve this vision, we will do more, and do it differently. We will provide more space and funding for more students. We will rethink and redesign educational programs to suit the needs of diverse learners and a changing economy. Education will be available where and when people need it.

Public, independent, and for-profit postsecondary institutions will forge strong partnerships with K-12 schools and communities to reach out to students in our public schools, to working professionals, and to under-educated adults and new immigrants; and will tailor programs to meet their needs. A wide array of programs will provide upward mobility, foster creativity and innovation, and stimulate the growth of our economy.

Washington's P-20 education system will be a more customized, responsive, and collaborative enterprise that puts the needs of individual learners first. The result will be a prosperous economy, a healthy society, and a shrinking gap between rich and poor.

To achieve this vision, three broad efforts are required:

- **First** and foremost, we will need to get more people into postsecondary education, and do more to help them succeed once they get there.
- **Second**, we will need to promote economic growth and innovation by mobilizing our education and research resources to match talent with opportunity.
- **Third**, we will need a new system of incentives and accountability that rewards higher education institutions that help achieve the goals spelled out in this plan

## I. Raise educational attainment to create prosperity, opportunity

Educating more people to higher levels will require new efforts throughout our education system and our society. Early learning, more rigorous and relevant public education, strong mentors and advocates for students, more engaged communities, a renewed focus on math and science education, accessible financial aid, more user-friendly institutions, and focused outreach to students of color and low-income students are all essential.

### Help more people earn degrees

But none of this will suffice if we do not expand the capacity of our higher education system. As our population grows, we will have to expand enrollments just to maintain our current level of degree attainment. To *increase* our level of degree attainment – the central goal of Washington Learns – we will have to expand even more. To meet the ambitious growth goal we have set, we will need to expand by an additional (27%) by 2018 over enrollment in 2006-07. This will require adding enrollment at an approximate rate of 2.7% per year.

We need more baccalaureate and advanced degrees, and more space for those who take their first two years of study toward a baccalaureate degree in a community or technical college. We will need to prepare more people for high-demand fields such as science, technology, engineering, mathematics and health care. We also will need more students completing job training certificate programs, associate degrees, and apprenticeship programs.

The number of students graduating from high school will level off in the next few years. The growing proportion of low-income and minority students in K-12 have been less likely to graduate from high school or to enroll in postsecondary education. We must undertake an aggressive, focused and consistent effort to inspire, support and encourage more students to reach higher.

There also will be a growing need among adults at all educational levels for intermittent education throughout their careers. The system should both stimulate and respond to this growth. This will require additional enrollment capacity. (It will also require raising expectations for K-12 students, improving outreach, and making the system more user-friendly and flexible for working adults. These topics are addressed in subsequent sections of this plan.)

All of these differences will have significant cost implications. Efficiency, productivity, and innovation will be prerequisites for meeting this challenge. Many of the high-demand programs such as nursing, engineering, and science are costly to provide. However, implementation of this plan also will produce significant cost savings, because increasing the user-friendliness and accessibility of the higher education system will raise the number of *graduates* relative to the number of students enrolled. Improvements in the system described in subsequent sections of this plan will help more students not just enroll, but persist and graduate in less time.

Improvement also needs to be measured. That's why we are establishing benchmarks for improvement based on the performance of states similar to our own, the Global Challenge States (GCS).

The GCS are ‘new economy’ states – states with great potential to succeed in the global economy. Washington is ranked fourth among the GCS based on indicators such as knowledge jobs, economic dynamism, globalism, digital economy, and technical innovation capacity. The GCS also include Massachusetts, California, New Jersey, Connecticut, Colorado, Virginia, and Maryland.

However, Washington ranks sixth among the GCS in bachelor’s degrees awarded and last in advanced degrees awarded. We can and must do better to ensure best opportunities and to maintain our state’s competitive position in the global economy during the next decade and beyond.

***Policy goal: Increase the total number of degrees and certificates produced annually to achieve Global Challenge State benchmarks.***

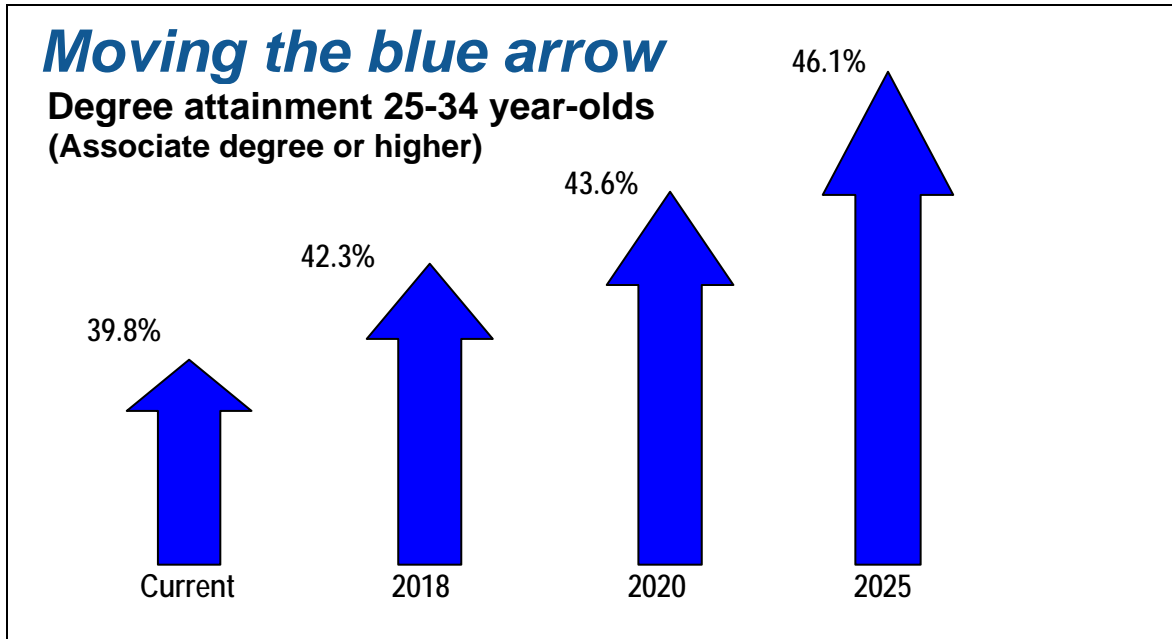
- By 2018, raise mid-level degrees and certificates to 36,200 annually, an increase of 9,400 degrees annually.
- By 2018, raise baccalaureate degree production to 42,400 per year, an increase of 13,800 degrees annually. This equals the 75<sup>th</sup> percentile of the GCS.
- By 2018, raise advanced degree production to 19,800 per year, an increase of 8,600 degrees annually. This equals the 50<sup>th</sup> percentile of the GCS.
- By 2018, we would need a total higher education enrollment of 297,000 FTEs, an increase of 27 percent compared the current biennium.

***Action:*** *To achieve these degree goals, by October 2008, the HECB, SBCTC, public and independent sector institutions, and other key partners will develop a detailed enrollment plan that draws on the current strengths of the system and expands pathways to degrees for Washington citizens.*

***Outcome:*** Washington would continue to lead the GCS in awarding middle-level degrees.

***Outcome:*** Washington would move from sixth to third among the GCS in terms of bachelor’s degrees awarded and from last to fifth in advanced degrees awarded.

***Outcome:*** Washington would raise the overall level of degree attainment among its 25-34-year-old population from just under 40% to 42.5% by 2018. That rate would continue to climb as more students move through a postsecondary system with high expectations and levels of support for academic achievement, one designed to more equitably provide opportunities for access and success in higher education.



*Washington’s effort to move the blue arrow upward more quickly by funding additional enrollment and through systemic improvement will produce exponentially greater results over time, HECB degree projections indicate.*

### **New strategies for expansion**

In the past, expanding the higher education system has meant building new buildings. To some extent, that will always be true, but distance-learning technologies, the location of university programs on community college campuses, and leased facilities in remote locations have added new options for expansion. Serving place-bound students, providing programs on job sites, and creating community-based learning in church basements and community centers have also helped to change the equation of higher education with ivy-covered brick buildings.

Nonetheless, buildings are hardly obsolete, and we will need more of them. We are now in the final biennium of capital funding provided by a bonding measure championed by former Governors Booth Gardner and Dan Evans and passed by the Legislature in 2003. The Gardner-Evans bonds have helped address of backlog of need for expansion and maintenance, but unmet needs remain.

Work is underway to site a new campus to serve the North Puget Sound region, and that will require new funding. And more work is needed to accurately plan the way our system will grow to serve other regions of the state. In addition, there is a \$1.2 billion backlog of maintenance required to protect our investment in the buildings we already have.

The policy question we face is how to plan strategically to meet the needs of more diverse learners, in every corner of our state, in the most economical and efficient fashion.

***Policy goal: Create innovative, efficient facilities and programs that meet the learning needs of students throughout the state.***



## Four strategies to raise educational attainment

Washington cannot raise the level of educational attainment – and move the blue arrow up – by doing what we have always done. Higher education institutions must actively recruit and encourage prospective students who currently think further education is beyond their reach because of cost, competing work and family obligations, or lack of academic preparation. Postsecondary education must become more accessible and user-friendly to everyone who can benefit from it.

Four broad strategies are called for: 1) focusing on student diversity; 2) creating the expectation among K-12 students that all will get education beyond high school; 3) creating a higher education system that is user-friendly for all adult learners; and 4) making college more affordable and accessible.

### 1. Focus on diversity

In 2006, the Higher Education Coordinating Board published *Diversity in Washington Higher Education* following a series of public forums, stakeholder meetings, and focused research. The report concludes that low-income and minority Washingtonians are chronically under-represented among students, staff, faculty and leadership in the higher education system. The data show the state is maintaining the status quo in some areas, and actually losing ground in others. Clearly, current efforts to achieve greater representation are insufficient.

If closing the gap were easy, it would have been done by now. But this is a complex challenge, involving issues of both race and class. The largest *number* of disadvantaged students are low-income whites. But a much larger *percentage* of students of color are poor or near-poor. They face the double disadvantage of diminished expectations based on both economic status and race. Raising the expectations of all these students – and their families, teachers and communities – is the critical test we have failed so far.

The demographic shift that is taking place in Washington raises the stakes. We cannot meet our enrollment or degree goals unless and until we do a better job of educating low-income students and students of color. But even if that were not so, closing this chronic and long-standing academic opportunity gap is a moral obligation of our society. In a century in which education is the primary path to upward mobility, neglecting this work is tantamount to turning our backs on our most basic American values.

To enroll and graduate low-income students and students of color, the Diversity Report recommends increased effort in several areas, including:

- More collaboration with K-12 schools to recruit and prepare students beginning in elementary and middle school; and to expand and coordinate existing pre-college programs;
- Smoothing transitions from high school to college, and from two- to four-year colleges;
- Building the capacity of both K-12 and higher education faculty to educate more students from diverse backgrounds through expanded recruitment and retention efforts;

- Providing training and professional development for K-12 and higher education faculty and staff to ensure strong, culturally competent educators;
- Creating incentives for students of color and low-income students to pursue graduate degrees;
- Expanding and improving support services such as student advising and child care that help students stay in school;
- Increasing the diversity of faculty, staff and leadership in higher education; and
- Increasing accountability, collaboration and shared responsibility for achieving parity.

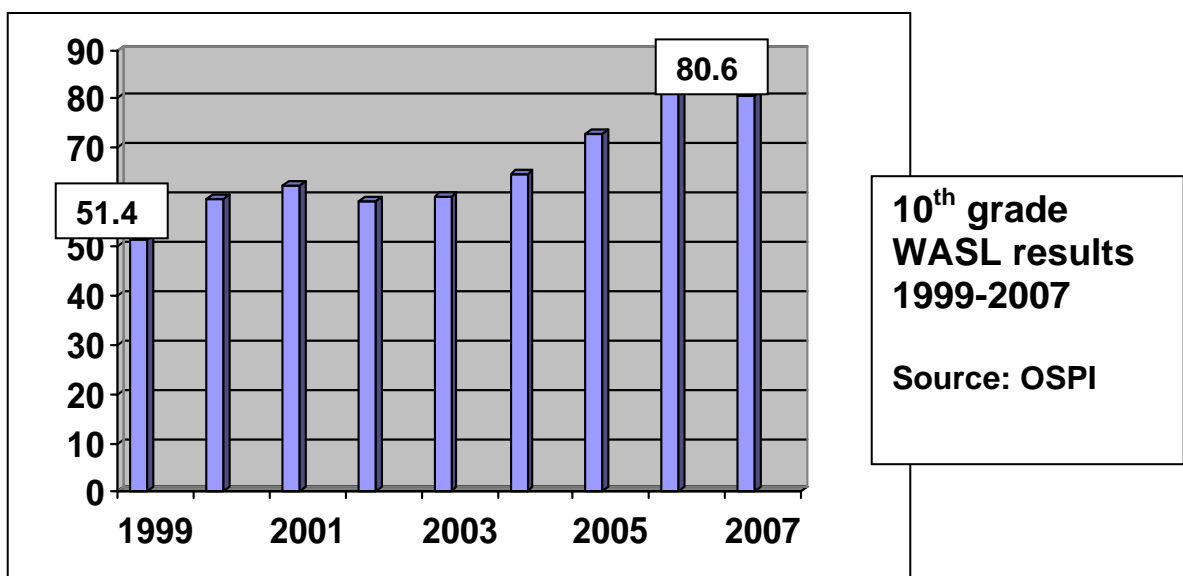
***Policy goal: Increase the number and percentage of underrepresented students, staff, and faculty of color in postsecondary education.***

## 2. Create higher expectations for all K-12 students

Postsecondary education is no longer optional. Virtually everyone needs some education or job training beyond high school, and everyone deserves the opportunity to get whatever level of education they need to meet their personal and career goals.

To enter many apprenticeship programs today, high school graduates need the same skill levels in reading, writing, math and science as they would to enter a four-year college program. (In fact, a higher level of reading skill may be required to read a car repair manual than some college textbooks.) As the need for more educated workers increases, an intense and important policy debate is being held about whether our high school graduation requirements are rigorous enough.

Since 1997, when the Washington Assessment of Student Learning (WASL) was first administered, student achievement in reading and writing has risen steadily. Math and science skills have not advanced as quickly, and, while we debate requiring a third year of high school math, we still have not aligned high school graduation requirements and postsecondary admission requirements.





The Transition Math Project has developed college readiness standards to reduce the percentage of college freshmen who require remedial math. Similar standards are being developed for English and science. These initiatives will help bolster the rigor and relevance of high school, and ensure that every high school graduate is college and career ready. In fact, completing rigorous high school coursework is a stronger predictor of college success than family income – a powerful testament to the importance of sustaining efforts to improve secondary education.

However, at the same time that the State Board of Education is considering more rigorous graduation requirements, a quarter of Washington’s students are dropping out of high school. How can we improve the skills of high school graduates *and* reduce the dropout rate?

We need to create a culture in our public schools that helps every student imagine and prepare for a successful adult life. We need high expectations for students from every income level and ethnic group. We need more opportunities for hands-on, applied learning in skills centers and in high school classrooms. We need immediate improvement in programs for immigrant students who struggle to learn English and to navigate a new culture. Every K-12 educator ought to expect all students to pursue education or job training beyond high school, and should help them plan and prepare to do so.

Every student should have clear incentives for learning and persisting in school. The new College Bound Scholarship, which promises full financial aid to low-income seventh graders who graduate from high school and demonstrate good citizenship, is an important step in this direction. But we must be even bolder to create a universal expectation among students that every one of them can plan on graduating from high school and getting some postsecondary education. In today’s economy, a high school diploma is simply not enough.

### **Scale up successful student advising and mentoring programs**

Many students don’t know about the opportunities available to them in our postsecondary education system, or in the world of work. Nor do they learn early enough about what preparation they will need to pursue these opportunities. Public schools lack sufficient counseling and advising staff and many have no formal academic advisory program. As a result, our state ranks 32<sup>nd</sup> nationally in the percentage of low-income students who participate in postsecondary education.

Students need to know far more about what jobs and professions the world has to offer, and what the world will need their generation to accomplish. They need early and consistent learning opportunities to explore their own aptitudes and interests, and more information about all the possible ways they can leverage their best abilities into meaningful careers. They need opportunities for job shadowing, internships, and volunteer work.

Most middle and upper-class students have family and community networks that provide a great deal of this learning; low-income students often do not. To fill this gap for low-income students, students in foster care, students of color, and students in the juvenile justice system, there are some programs that offer students mentoring, help with study skills, early outreach from higher education institutions, and a curriculum that teaches students and their families the skills they need to take charge of their own education and to plan and prepare for their future.

Despite their effectiveness at improving student achievement, reducing the dropout rate, and stimulating participation in higher education, these programs have not become an intrinsic part of every student's education. They serve only a fraction of students in a fraction of our schools.

***Policy goal: Higher education will partner with K-12 to provide every student, in every public school, the mentoring, academic advising, and skill development necessary to plan, prepare for, and enter postsecondary education.***

### **Engage families and communities**

Expanded early learning programs and more engaging and culturally responsive public schools can do a great deal to close the achievement gap. But schools cannot succeed alone. To plan for their futures, students need to see and experience what life is like in a variety of trades and professions. They need stable, ongoing relationships with adult mentors and role models. They need opportunities to serve their communities and to participate in cultural and civic events. They need to learn and practice both academic skills and democratic values.

This requires a web of family and community support. Our state has a rich array of such supports – including faith communities, youth service organizations, business associations, and parent organizations. But there are critical gaps. Far too many boys – especially boys of color – are not achieving the academic success we know they are capable of. And far too many children from low-income families lack the role models and relationships they need to raise their expectations.

***Policy goal: Foster the creation of community-based programs that will help low-income and minority children and families prepare for postsecondary education.***

### **Create multiple pathways from high school to college or workforce training**

Running Start, College in the High School, Advanced Placement, Tech Prep and similar programs are helping high school students move to more advanced levels of education faster. The state's investment in additional skills centers, combined with articulated programs between skills centers and community and technical colleges, also provide a growing array of opportunities for high school students to achieve their education and career goals quickly and efficiently.

But growth in key programs is constrained by insufficient funding, and sometimes by a lack of student knowledge about them. For example, Running Start is used mostly by students who want a head start on earning a college degree, but it is also available – though underutilized – for students who want an early start in workforce training programs.

A new Running Start program for the trades is a small step toward helping more students meet their career goals sooner. Similarly, we need to increase awareness and visibility of our Tech-Prep programs, which provide high school students with dual-credit courses in an articulated pathway to postsecondary workforce education programs. Tech-Prep enrollment has grown and is now on par with Running Start enrollment statewide and deserves similar levels of support and recognition.

We need even more innovative thinking about the last two years of high school and the first year or two years of postsecondary education or job training. Our students need much more flexibility so that those who want to accelerate can, and those who need extra help receive it. And all students need more opportunities to explore the world of work, and access to the information and skills necessary to chart their own path from school to a rewarding career.

***Policy goal: Provide high school juniors and seniors multiple pathways to success, including an expanded array of learning options for accelerated advancement or intensive help to meet rigorous academic standards.***

### **Prepare educators for the 21st century**

The higher education system prepares Washington's public school teachers, principals, and other school administrators, and provides professional development for those who are already working in our schools. OSPI also provides extensive professional development opportunities. Improving these programs could pay big dividends.

The higher education system also will play a key role improving the quality of early learning programs in Washington by expanding and improving the education of early learning providers. Among the areas of emphasis needed are improved parent education and education of early learning providers ranging from certificates to masters' degrees. Immediate and significant expansion of these programs is needed.

For example, one of the impediments to bringing programs such as Navigation 101 to scale in our public schools is that many of today's teachers are not prepared to take on the role of academic advisors or mentors. Some welcome this new role and learn the skills needed to lead Navigation or AVID classes; others do not believe this should be part of their job description.

Similarly, certainly not all, but many of today's teachers were prepared to teach students like themselves – students who are white, middle-class, without disabilities, and college-bound from birth. Many teachers have gained insight into the cultures and expectations of diverse students in order to motivate and engage them. Others have not. There also is a chronic shortage of teachers of color, and especially of teachers who are bilingual, as well as a chronic shortage of special education teachers.

In elementary and middle schools especially, many teachers feel unprepared to help students achieve the higher levels of skill in math and science they will need. These teachers need help. And in middle and high schools, many teachers need to hone their skills to provide better instruction in advanced levels of math and science.

To improve learning in math and science and help close the achievement gap for low-income students and students of color, we will need to recruit strong teacher candidates and offer those candidates effective preparation in both subject matter and pedagogy. We also will need to expand professional development programs for incumbent teachers.

The HECB sponsors professional development for K-12 educators through its federally funded Improving Teacher Quality Program. This program provides competitive partnership grants for projects that provide professional development for teachers, principals, and highly qualified paraprofessionals. The program's purpose is to increase student achievement in core academic subjects by improving educator quality through professional development.

***Policy goal: Invest in teacher preparation (pre-service and in-service) to produce early learning providers, K-12 school teachers and administrators who can effectively engage families and communities to close the achievement gap, raise student proficiency in math and science, provide high-quality academic advising, and increase college attendance .***

### **3. Create a system of support for lifelong learning**

#### **Study, learn, work . . . and repeat**

College isn't just for young people any more. Today about half of state financial aid is used by people who are over 24, or who already have a family. These students come to the higher education system with a wide range of educational needs. Some already have a bachelor's degree but need a specific job skill; others come back for a second bachelor's degree, a graduate degree, or a specific course related to their profession.

Our community and technical colleges serve a wide range of adult students: new immigrants or former high school dropouts who need basic literacy skills and job training; adults who are getting the first two years toward a baccalaureate degree; and college graduates who need technical skills.

There also are many adults who go to public, independent or for-profit career schools and colleges intermittently, alternating periods of work and education. They take classes when they can find a babysitter or synchronize work and class schedules, or enroll in school when they lose a job and need new skills for another. They move between two- and four-year institutions – or between public, independent, and private career colleges – and come in and out of the system. At times they take only one class; at others they may attend full time; at still other times – for example, upon the arrival of a new baby in the family – they may not continue their education for awhile.

These students confound traditional ideas of education coming in predictable, tidy sequences and timelines. They also frustrate those who would measure higher education productivity by how quickly students earn degrees. But these students are the system's customers as surely as "traditional" 18-year-old high school graduates. And the learning that these "non-traditional" students pursue is every bit as important to their future and to the future of our state. We need to do more to adapt the system to their needs. We also need to offer these and other students more help designing individual pathways to meet their career and life goals.

### **Make transfer user friendly**

Increasing numbers of high school graduates are accessing postsecondary education through a "cafeteria" approach, taking classes at multiple institutions before obtaining a degree. Improving students' ability to transfer from community and technical colleges to baccalaureate institutions and among all types of colleges and universities is necessary to ensure greater levels of bachelor's and advanced degree attainment in Washington.

About 41 percent of the 16,800 students awarded degrees at Washington public baccalaureate institutions in the 2000-01 academic year had completed at least 40 credits at a community or technical college. Of these students, 67 percent (27 percent of those earning baccalaureate degrees) had completed an academic associate degree, and another five percent (two percent of baccalaureate degree earners) had completed both an academic and a technical associate degree prior to transfer.

Despite these successes, some students who begin their academic journey at community colleges with the intention of transferring and completing a baccalaureate degree never reach their goal. In the 2004-05 academic year, about half of the students who had enrolled in 2001-02 intending to transfer in pursuit of a bachelor's degree actually had transferred to public four-year colleges in Washington.

Students don't reach their goals for a number of reasons, such as: changes in their personal lives, their finances, or their employment. But higher education can do more to help all students navigate the system. We can help them map out individual pathways to career and life goals without having to repeat courses, lose credits that don't transfer, or wait for classes that aren't available when needed.

To recognize increasing mobility among students, two separate but connected initiatives are necessary. The first would further align institutional policies and practice to ensure that students have flexibility in designing their path to a degree. The second would get the right information to students at the right time.

To provide students with maximum flexibility in planning their route to a degree, we must:

- ◆ As needed in the future, design additional pathways that allow community and technical college students to prepare for entry into selective majors at more than one baccalaureate institution.

- ◆ Connect faculty and administrators across institutions and sectors more broadly and more regularly, to ensure that pathways stay current with expectations of industry, and that other obstacles can be dismantled. This ‘behind-the-scenes’ communication among institutions is critical to ensure that the transfer pathways for students are, and continue to be, effective and efficient.
- ◆ Regularly assess these pathways in greater depth to ensure they are providing students with the most efficient road to their educational goals.

New and improved pathways to degrees are useful only if students know about them. Clear communication with students and their families is needed to make transfer work well. A single, statewide Web site, with information on course articulation, transfer requirements, and other relevant information is needed. The site will provide students a better understanding of the different paths available to help them make better choices in coursework, and spell out their transfer options more completely.

Such a Web site could:

- ◆ Provide students with a one-stop shop that contains information for every public, independent, and private college and career school in the state;
- ◆ Give students the ability to manage their own information and share it with the institutions they choose in an electronic format;
- ◆ Show high school students that the academic choices they make can influence the time it will take them to complete certain major courses of study in college;
- ◆ Provide information about all of the available pathways for efficient transfer;
- ◆ Illustrate for students how transfer to different colleges will affect their time to degree and requirements for graduation; and
- ◆ Connect the community and technical college registration process with the baccalaureate admissions process.

The Higher Education Coordinating Board can coordinate these efforts to avoid duplication and ensure integration of technology approaches and applications.

***Policy goal: Develop an array of simple and accessible information tools to help students and adult learners understand and navigate through the postsecondary education system.***



### **Schedule learning differently and customize instruction**

Scheduling issues are also a major barrier for many adult learners. Some institutions have responded by creating new ways of “packaging” education. For example, some offer intensive weekend courses that allow students to complete a semester or quarter of credit in one month. Others offer blocks of classes early in the day or late in the day, so students can still get in a full shift at work. Many also combine in-person and online learning and offer more Web-based learning resources. As the proportion of working adults in our higher education system grows, it is becoming more important to tailor programs to student needs in this way. New technologies offer a wealth of opportunity for expanding the array of education delivery systems, and for creating powerful e-learning communities.

There also is a growing need for “just-in-time” learning. Many adult workers may suddenly need skill upgrade training, and only have time for just what they need. The need may arise from a new business opportunity, a new technology or piece of equipment, a new product line or service, a new market. Just-in-time and customized training are often the solution to a pressing business need.

Delivering this type of training presents a significant challenge for colleges and universities, whose traditional approach has been to provide courses in sequence over time. Institutions will need to develop customized curricula, modular course units, and more effective assessment tools to pinpoint specific learning gaps. And they also will need to determine how to grant academic credit for prior learning or knowledge and skills acquired on the job. Institutional academic leadership will need to work closely with the continuing education and extended learning communities to achieve fully integrated institutional support for just-in-time learning.

***Policy goal: Develop the capacity to respond to the “just-in-time” learning needs of non-traditional students, adult workers and Washington businesses.***

### **Improve student advising, support services, and child care**

Improving academic advising services, child care, and other support services also is becoming a more urgent need as the adult student population grows. Improved student advising and support can help students achieve their goals faster, thus reducing costs to both students and the system.

Child care – care that provides high quality early learning – should be available and affordable for students and higher education staff and faculty. Student parents who advocate for child care cite it as one of the most important obstacles to student success, and a high priority for system improvement.

Its absence is an enormous barrier to both student participation and staff recruitment and retention. Our colleges ought to become a model for the nation in the provision of this important support service. Campus-based early learning programs also can serve as a training tool for early learning providers, thus helping the state achieve the goal of improved early learning for all.

***Policy goal: Provide an array of student support services, including academic advising and high-quality child care.***

### **Adult education: the route to upward mobility**

As the skill levels required for family wage jobs increase, so does the need for expanded and improved programs for under-educated adults. In today's economy, education and training are the primary route out of poverty. Improving the skills of workers at the bottom of the wage ladder also improves economic productivity and prosperity in the communities in which they live.

Perhaps even more important, educating parents significantly improves their children's likelihood of success in school and in life. Helping under-educated adults has multi-generational benefits. Today's low-income adult learners face formidable barriers. Most have competing demands from children and jobs. Many lack transportation. And many are recent immigrants who need to learn English as well as job skills. It is difficult for them to find and enter education programs; it is even more difficult for them to persist and complete them.

Yet within the community and technical college system, adult basic education and English as a Second Language programs have the least amount of funding. Because these programs serve people who are not ready for college-level coursework, they are often treated as the step-children of the larger higher education system. Raising public and policymakers' awareness of their importance, their power to change lives and communities, and their need for funding and support must be a higher priority. It does not make sense for those who need education the most to get the least.

In the past few years, there have been significant innovations and successes in adult basic education and English as a Second Language programs, and in connecting them with workforce training programs that give people more earning power. In the past, students were required to progress through ESL and basic education programs *before* they could learn job skills. Now programs that combine ESL, basic skills and job skills (Integrated Basic Education and Job Skills, or I-BEST) have produced much faster gains and higher earnings for students.

The federal contribution to programs serving under-educated adults has been shrinking, and the state's most effective programs, such as I-BEST and Opportunity Grants, serve only a small fraction of those who could benefit. There is also a need for more outreach to the least educated, who are often unlikely to hear about the educational opportunities that do exist, or to receive the encouragement and support they need to take advantage of those opportunities.

***Policy goal: Expand opportunities for immigrants and under-educated adults to enroll and succeed in postsecondary education and job training programs.***

## **4. Make college affordable and easy to access**

The State Need Grant (SNG) program, which serves students in public and private, two- and four-year colleges and universities across the state, is expected to serve about 72,000 students in 2007-08. SNG helps both recent high school graduates and non-traditional adult students participate in postsecondary education. Almost half of all SNG recipients are over the age of 24 (25 percent are over the age of 30) and about a third have children of their own. A growing number of SNG recipients are attending part time (16 percent in 2006-07, up from 12 percent the year before).



New financial aid programs created by the 2007 Legislature include:

- ♦ The **Opportunity Grant Program**, which is administered by the State Board for Community and Technical Colleges, helps low-income adults enroll in and complete job training programs for skills that are in high demand by employers.
- ♦ The **College Bound Scholarship** provides a promise of financial aid as an incentive for low-income middle school students to plan and prepare for college. And, a complementary program expansion extends the early awareness and college preparation services of GEAR UP to 25 additional school districts.
- ♦ The **Passport to College Promise Scholarship** encourages foster youth to prepare for, attend, and successfully complete postsecondary education.
- ♦ The **GET Ready for Math and Science Conditional Scholarship Program** provides high school students who excel in math or science with an incentive to enroll and work in these fields.

### **Project future needs and refine programs**

The number of low-income students in the educational pipeline is expected to grow in the next decade and beyond. The state should expect greater rates of participation as a result of programs designed to increase the level of aspiration and preparation for postsecondary education. And student aid administrators will need to anticipate and respond to the needs of future student populations such as increasing numbers of adult learners, first-generation college students, students of color and others.

*Policy goal: Maintain the state's leadership role in providing need-based financial aid by expanding and refining need-based financial aid programs to serve more low-income students.*

### **Simplify financial aid and admissions**

Decisions about whether and where to attend college and how to pay for it can be daunting for many students and families. The processes to apply for admission to college and financial aid can be mystifying. Students often apply only to those colleges they believe will admit them, and those they think they can afford. Often they make these decisions with too little information, and miss important opportunities. Simple, high-quality, clear and consistent information on college planning, choice, preparation, and financing is needed. Lack of this information acts as a significant barrier to low-income, first generation students and families for whom higher education is unfamiliar territory.

There is no statewide, personalized assistance to address concerns and questions on preparing and paying for college. Nor is there a system for helping prospective students with the lengthy, complex federal form that must be completed to apply for financial aid. Any high school student – or inexperienced adult, for that matter – who lacks help filling out these forms is at a serious disadvantage.

The state cannot alter the federal student aid application process. It can, however, seek ways to make state and local financial aid and scholarship processes simpler, more user-friendly, and much better known to prospective students of every age, income group, culture, and walk of life.

***Policy goal: Provide clear and comprehensive information about admission procedures and financial aid and improve the simplicity and transparency of financial aid administration.***

### **The dilemma of middle-class students and growing debt**

The Higher Education Coordinating Board has been encouraging Washington families to save for college now and reduce the amount of money they borrow later. And today more than 70,000 future students have money set aside for their college expenses through the Board's Guaranteed Education Tuition (GET) program.

But despite this increase in family savings, thousands of students continue to graduate from college with record levels of debt. Last year 65,000 resident undergraduate students took out student loans at an average of \$6,600 per student. About 22,000 students borrowed more than \$8,000, and about 6,000 students borrowed more than \$15,000 in that year. It is likely that thousands of students are also borrowing through private market loans.

Too many low-income students are borrowing heavily. State and federal grants and work study make it possible for many students to avoid over-indebtedness, but many students are enticed by the direct-to-consumer marketing and ease with which they can borrow. Outreach and financial aid awareness activities could provide greater financial literacy for prospective students.

For a family of four, the maximum family income to be eligible for the State Need Grant is \$50,500. Many students and families who are above this limit and who borrow, tend to accumulate higher student debt than SNG recipients. For some people fear about taking on debt may keep them from enrolling in higher education.

Washington is missing the opportunity to reap the civic, cultural, and economic contributions of these people by not providing adequate levels of aid to ensure access to postsecondary education. Expanding the income limits for State Need Grant eligibility even further will be necessary in the next decade to ensure more people 'on the margin' do not find college costs a barrier.

Subsidized jobs provided by the State Work Study program also can play a significant role in helping students avoid taking on debt. Demand for work study jobs has outstripped the available funding to support the positions. Today, the state's work study funding is sufficient to assist about one in every 16 needy students. This compares to an historical ratio of one in 12 just a decade ago.

***Policy goal: Reduce student indebtedness by providing accurate information and advising about alternatives to borrowing; and expanding need-based financial aid to middle-income students and families.***

## II. Promote economic growth and innovation

In a knowledge-driven economy, higher education plays a vital role in promoting economic growth. Leading-edge scholarship and research help create new industries and products, solve pressing problems in environmental protection, climate change, food safety and animal and human health. These innovations create new industries and jobs that require a well-educated workforce.

But getting the full potential economic gain from higher education requires more careful planning, forecasting of workforce, entrepreneurial, and research needs, and better incentives for both institutions and students to respond to specific economic opportunities.

### Fill unmet needs in high-demand fields

A 2006 HECB report found shortages of people with baccalaureate and graduate degrees in engineering, computer science, the medical professions, editing, writing and performing occupations, human and protective service occupations, research, scientific, and technical occupations.

Mid-level postsecondary education degree and certificate programs that prepare students to enter an occupation or trade also are not meeting employer demand in Washington. There are shortages of qualified workers in the construction trades, health care, early childhood education, auto mechanics, the installation/maintenance/repair fields, and aircraft mechanics.

Thanks to sustained funding, the community and technical college system has expanded high-demand enrollments since 2000, focusing primarily on health sciences. The results are an increase of 71 percent in Allied Health and Health Services degree awards between 2000 and 2006. Still, further expansion is needed to meet employer demand for jobs requiring mid-level preparation.

A similar sustained and focused investment to expand high-demand enrollments is underway, and needs to be sustained at the baccalaureate and graduate levels that focus on science, technology, engineering, mathematics, and health services. Expansion of high-demand enrollments should be based on a recently agreed upon definition of high demand that was developed for use by state agencies and institutions.

***Policy goal: Expand bachelor's and advanced degree programs in science, technology, engineering, mathematics and health sciences and mid-level degree programs in the construction trades, health care, early childhood education and other middle-wage occupations.***

### Promote student enrollment in STEM fields

More must be done to inform prospective students about career opportunities in high-demand fields, and to actively recruit students for these occupations. Responding to this need can serve two goals: the goal of economic growth, and the goal of equal access to opportunity.

For example, too few women and people of color earn degrees in science, technology, engineering and mathematics (STEM) fields. Women of all races and people of color are also under-represented in the most lucrative high-demand professions.

Several effective outreach programs have been developed to encourage middle and high school students of color to enter STEM fields by providing educational experiences and encouragement. However, far too few of these programs exist to serve all the students who would benefit from them.

A comprehensive approach to development and expansion of the number of students enrolling in high-demand fields must include:

- ◆ A sustained, statewide public information campaign, in collaboration with the Puget Sound Regional Council's Prosperity Partnership, to inform students, parents, and educators about the opportunities available in high-demand programs and how to prepare for them;
- ◆ Student access to career exploration opportunities in middle and high school;
- ◆ Student opportunities to interact with professionals and potential role models in high-demand fields;
- ◆ Experiential, project-oriented learning in K-12 schools, including science fairs, career academies, summer science camps, field trips and guest speakers;
- ◆ College counseling, student retention, and academic support services that target low income and first-generation college students; and
- ◆ Diverse college faculty in high-demand fields of study.

***Policy goal: Improve student interest in and preparation for STEM programs in high demand by employers.***

### **Expand research capacity**

The University of Washington is the nation's number one public higher education recipient of federal research dollars. But celebrating this fact can create a misguided complacency regarding our need to invest in basic research – creating the false impression that the federal government has taken care of this for us. The truth is that we are not doing that well compared to other states with regard to federal research funding overall, and the total level of research and development investment in our state.

Both research and regional universities engage in research that is vital to our state's future, but they struggle to sustain and expand their research capacity, and to provide opportunities for students to participate in research projects. Researchers often lack the support services they need to apply for and win grant funding that would support their work.

Research is vital not only to our state's economic growth, but also to excellence in teaching. Research and teaching go hand-in-hand, and students who participate in research reap lasting benefits from participation in the quest for new knowledge. Students who have the opportunity to participate in research as undergraduates also are more likely to become researchers.

***Policy goal: Invest in university- and college-based research that improves student learning and drives innovation and economic growth.***

### **Contribute to the innovation economy**

As the governor's *Next Washington* economic development strategy notes, high tech, research-intensive industries are a critical part of our state economy. Among the "smart strategies" proposed are initiatives to strengthen research capacity at our higher education institutions and improve commercialization of research products.

This must include attention to each stage of the technology commercialization process: bringing star researchers to our state, funding basic and applied research, identifying commercially promising research results, and developing license agreements with outside organizations.

Both the University of Washington and Washington State University have technology transfer offices that comb the institution for research results that have commercial potential. These offices also support the intellectual property rights of the researcher and the institution, collect information on innovations and inventions from academic research, help file patent applications, develop technology licensing or option to license agreements, and identify commercial research opportunities. They may also help licensees start and develop new businesses, or direct them to business development assistance. Our state needs to do more to support the success of these offices.

*Policy goal: Promote commercialization of university research innovations.*

### **Stimulate capital formation and create an entrepreneurial environment**

Many institutions lack researchers and staff interested in taking a research product through all of the stages necessary for the development of research commercialization. Entrepreneurial skills and assistance, access to finance capital, and business development resources may also be lacking.

*Policy goal: Develop centers of entrepreneurial innovation and training in Washington colleges and universities.*

### **Build a coherent approach to workforce development**

In 1991, the governor and Legislature set out to create a coordinated system for preparing workers for jobs that do not require a baccalaureate degree. These steps included moving the technical colleges into the community college system, placing programs for adult literacy at a new Office for Adult Literacy, and creating the Workforce Training and Educating Coordinating Board (WTECB) to coordinate policy, planning and evaluation for the workforce training system.

The governor and Legislature (through the 1991 statutes and a subsequent executive order) defined the training system to include 18 programs administered by seven different agencies. In addition to workforce and adult education programs at the community and technical colleges, the system includes apprenticeship programs, private career colleges (proprietary schools), the Division of Vocational Rehabilitation at the Department of Social and Health

Services, Workforce Investment Act programs for disadvantaged people and dislocated workers, WorkSource career centers that connect people with these programs and with the public labor exchange, and secondary career and technical education. The public and private colleges and apprenticeship programs provide most of the skills training and literacy instruction, while the other programs help provide funding and support services, including assistance with finding a job.

The Workforce Board maintains a comprehensive plan for this system, (see *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*), including goals, objectives, and strategies. This plan helps students by providing a more seamless administrative structure for the system.

Workforce development, however, does not end at the 14<sup>th</sup> year of schooling. Baccalaureate, graduate, and professional programs are a critical part of preparing people for the labor market and for meeting employers' workforce needs. In fact, nearly a third of Washington's adult workforce holds a baccalaureate degree or beyond, and many more aspire to be in that group.

As our higher education system renews its emphasis on helping our state compete in the global economy, we must be more mindful of the role that four-year colleges and universities play in preparing the workforce. This will require more collaboration between four-year colleges and universities and the workforce preparation that occurs in the sub-baccalaureate workforce training system to create worker friendly career pathways among two-year and four-year degree programs. Collaboration needs to take place at the local, state, and regional levels.

***Policy goal: Develop a statewide consensus that public and private, two- and four-year colleges and universities comprise the workforce education system.***

### **Find new ways to finance work-related education and training**

Job tenure has declined dramatically in the last 20 years, and changing jobs often makes it more difficult for workers to rely on employer support for their professional development. Not all employers offer tuition reimbursement to their employees, and the benefit is not portable from one employer to another. Furthermore, research indicates that lower-paid workers are less likely to be offered training opportunities, or to take advantage of them when they are available.

More portable and flexible options for promoting and financing skill upgrade training and professional development are needed. The HECB, WTECB, and their partners are exploring Lifelong Learning Accounts (LiLAs). LiLAs are employer-matched, portable individual savings accounts used to finance education and training—like a 401(k) for skill building and career advancement. The HECB will participate in a LiLA pilot project in 2008 in collaboration with the Workforce Training and Education Coordinating Board, to investigate the feasibility of this option for statewide implementation.

***Policy goal: Broaden and coordinate the mission of educating the state's future workforce to be shared by all two- and four-year colleges and universities.***



### III. Monitor and fund higher education for results

The state currently funds public higher education based on enrollment. The state budget assumes specific enrollment numbers for each four-year institution and for the community and technical college system as a whole, and allocates an average dollar amount per full time student. Students are counted on the 10th day of the quarter or semester to determine actual (as distinct from budgeted) enrollment levels.

This is a common method of funding higher education, but it has several limitations. First, by funding each full-time enrollment at the *average* cost of educating all students at that institution, there is a built-in disincentive for institutions to offer or expand degree and certificate programs that are more costly than average. The Legislature has recognized this disincentive in recent budgets by providing higher funding levels for specified enrollments in high-demand programs in science, mathematics, engineering and allied health professions that have higher than average costs.

A second limitation is that enrollment-based funding is disconnected from results. It assumes results, but does not direct them. Policy makers in Washington and in many other states are searching for ways to connect funding to state policy priorities and to create incentives for improved outcomes.

#### It is time for change

This strategic master plan advocates for a dramatic increase in the number of Washingtonians who hold degrees and certificates beyond high school. It is unlikely that these ambitious aspirations can be accomplished with our current funding and accountability structure. In order to achieve the magnitude of system-wide growth and the dramatic gains in educational outcomes advocated in this plan, we need to (1) improve over time the amount of per-student funding levels, (2) strengthen and refocus our accountability strategies, and (3) provide at least some portion of funding that rewards desired outcomes. These are interrelated challenges.

#### Funding levels tied to Global Challenge State benchmarks

Per-student funding levels are addressed by new state policy adopted in 2007. Based on recommendations from *Washington Learns*, Senate Bill 5806 established a long-term goal to improve per-student funding, which includes both state appropriations and tuition revenue, over the next 10 years to at least the 60<sup>th</sup> percentile of similar institutions in the Global Challenge States. By also holding tuition to modest annual increases (7 percent per year), the new law requires the state to provide steady improvement in the level of funding per student. The Office of Financial Management is required to develop a “funding trajectory” from current funding levels to achieve the 60<sup>th</sup> percentile goal by 2017. OFM’s first report is due by September 2008.

***Policy goal: Improve per-student funding levels consistent with Global Challenge State benchmarks established by SB 5806.***

## **Focusing Accountability on Master Plan Goals**

State law now requires institutions to report annually to the HECB on a number of specified outcomes: the number of degrees awarded, graduation and retention rates, transfer rates, and other results. Colleges are also required to report other accountability measures to a variety of oversight entities. The newly formed P-20 Council is in the process of developing a set of indicators to measure progress toward the 10-year goals advocated by *Washington Learns*. While these various and overlapping reports may provide a sense of public accountability, taken as a whole their lack of focus diminishes their power to drive results.

The purpose of a statewide strategic master plan is to identify the overarching goals of the state's postsecondary education system. A limited and focused set of accountability measures must be designed to monitor progress and incent institutional behavior that can accomplish these goals.

***Policy goal: Modify and coordinate Washington's various postsecondary accountability systems to focus on monitoring progress toward achieving the goals of this strategic master plan.***

## **Exploring financial incentives for educational attainment**

Washington funds higher education based on enrollment under the assumption – well grounded in history – that if we fund the inputs (enrollments), the outputs we want (degrees and certificates) will follow. By modifying our funding methodology to reward performance, we could create powerful incentives for improving outcomes.

Several approaches for linking performance and funding are possible:

- Reward improvements in student progression toward degrees and certificates. The community and technical college system has begun to test a strategy to reward a modest amount of additional funding to colleges that improve student outcomes based on key benchmarks that mark progress toward degree and certificate completion.
- Provide some portion of funding based on *completed* course enrollments, in addition to funding based on enrollments measured on the 10<sup>th</sup> day of the quarter or semester. This would represent a progress point on the path to program completion.
- Fund completed degrees or certificates in addition to enrollments.
- Develop performance agreements as a mechanism to connect funding with desired outcomes.

***Policy goal: Create a new funding methodology that focuses some revenue on results.***





# **Moving the blue arrow**

## *Pathways to educational opportunity*

## **Implementation**

**December 2007**

**2008 Strategic Master Plan  
for Higher Education  
in Washington**

## ***Moving the blue arrow...***

### **Implementation Plan**

The 2008 Strategic Master Plan charts the course for improvement of the state's higher education system over the next decade and beyond. To get started with this important work, the Higher Education Coordinating Board will lead initiatives in three main areas of emphasis during the coming year.

The work immediately ahead consists of establishing strategies and crafting proposals that will, when carried out fully, achieve long-term goals. Following is a summary of the initiatives scheduled for the plan's first year.

- I. Raise educational attainment to create prosperity, opportunity
- II. Promote economic growth and innovation
- III. Monitor and fund higher education for results

## I. Raise educational attainment to create prosperity, opportunity

*Policy Goal: Increase the total number of degrees and certificates produced annually to achieve Global Challenge State benchmarks.*

- By 2018, raise mid-level degrees and certificates to 36,200 annually, an increase of 9,400 degrees annually. Maintains our national leadership position.
- By 2018, raise baccalaureate degree production to 42,400 per year, an increase of 13,800 degrees annually. This equals the 75th percentile of the GCS.
- By 2018, raise advanced degree production to 19,800 per year, an increase of 8,600 degrees annually. This equals the 50th percentile of the GCS.
- By 2018, we would need a total higher education enrollment of 297,000 FTEs, an increase of 27 percent compared the current biennium.

*Action: To achieve these degree goals, by October 2008, the HECB, SBCTC, public and independent sector institutions and other key partners will develop a detailed enrollment plan that draws on the current strengths of the existing system and proposes expanded pathways to degrees for Washington citizens.*

### **Expected outcomes**

- Move Washington from sixth to third among the GCS in terms of bachelor's degrees awarded and from last to fifth in advanced degrees awarded.
- Yearly reporting on progress toward degree goals as part of institutional accountability reporting.
- Numbers and types of new programs needed, including high-demand programs and programs for adult learners.

*Policy Goal: Create innovative, efficient facilities and programs that meet the learning needs of students throughout the state.*

*Action: By October 2008, as directed in HB 3658, Section 610(6), the HECB, SBCTC, and institutional partners will complete a study of the physical and programmatic capacity needs of higher education, including an assessment of the technology needed to support teaching, learning, research, and course delivery.*

### **Expected outcome**

- Continued and increased funding for prioritized capital projects needed to support quality, sustainability, access and the priorities of the strategic master plan.

**Participants:** The HECB, SBCTC, Council of Presidents, public and independent baccalaureate institutions, the community and technical colleges, and the P-20 Council.

## Four strategies to raise educational attainment

### 1. Focus on diversity

**Policy Goal:** Increase the number and percentage of students, staff and faculty of color in postsecondary education.

**Action:** By December 2008, in collaboration with public and independent baccalaureate institutions and the State Board for Community and Technical Colleges, the Higher Education Coordinating Board will propose to the governor and State Legislature a systemic framework for diversity in higher education that includes the development of effective, comprehensive data systems to provide for review, evaluation and accountability and to inform statewide decision making.

#### **Expected outcomes**

- No later than 2015, Washington state will place among the top 10 states in the nation in achieving parity for under-represented minority students and students in poverty in accessing higher education.
- By 2020, Washington state will place among the top 10 states in the nation in achieving parity for under-represented minority students and students in poverty in completing two- and four-year college degrees.

**Participants:** The HECB, SBCTC, public and independent baccalaureate institutions, Council of Presidents, ethnic commissions, students, and faculty members.

### 2. Create higher expectations for all K-12 students

**Policy Goal:** Provide every student in every public school the mentoring, academic advising and skill development necessary to plan, prepare for and enter postsecondary education.

**Policy Goal:** Invest in teacher preparation (pre-service and in-service) to produce early learning providers, K-12 school teachers and administrators who can effectively engage families and communities to close the achievement gap, raise student proficiency in math and science and provide high-quality academic advising.

**Policy Goal:** Create community-based programs to support and mentor low-income and minority children and their families to prepare for postsecondary education.

**Action:** *Expand access to early learning provider education programs and to teacher preparation programs in mathematics, science, bilingual education, special education, and other shortage areas. Assess the need for additional programs or locations, and encourage institutions of higher education to offer additional programs or use additional locations if appropriate. Incorporate the findings of the need assessment in the next revision of the HECB State and Regional Needs Assessment Report by May 2008.*

**Action:** *By October 2008, convene a statewide task force to project teacher shortages by field, and to work with the Professional Educator Standards Board to implement its policy to improve teacher preparation and professional development programs. This should include efforts to ensure that teachers are well versed in fields they will teach, including math and science, and that they are skilled in providing academic advising and mentoring that helps students plan for their futures. Findings and actions will be sent to the Legislature by October 2009.*

**Action:** *To ensure a welcoming and inclusive environment for students, training and professional development opportunities for K-12 and higher education faculty and staff focusing on cultural competency will be provide. A rubric will be developed by December 2008 that describes cultural competency standards.*

**Action:** *By October 2008, working with college access program partners and community-based organizations, the HECB will survey and review existing postsecondary outreach programs and efforts, evaluate which programs have the best outcomes, identify gaps, and propose a college and career aspiration campaign to reach students in every school district.*

### **Expected outcomes**

- New educators will enter the teaching profession better prepared to teach core subjects such as math and science, well-prepared to teach students from diverse ethnic and racial backgrounds, and skilled in mentoring and advising.
- Practicing teachers will have improved access to professional development programs so they can obtain endorsements in teacher shortage fields and fully understand and use evolving academic and college readiness standards.
- College access programs will be expanded to reach increasing numbers of students identified as at-risk for not completing high school and continuing to postsecondary education.

**Participants:** The HECB, SBCTC, baccalaureate institutions, Independent Colleges of Washington, Office of the Superintendent of Public Instruction, P-20 Council, community and technical colleges, Professional Educators Standards Board, State Board of Education.

### 3. Create a system of support for lifelong learning

*Policy Goal: Provide high school juniors and seniors multiple pathways to success, including an expanded array of learning options for accelerated advancement or intensive support to meet rigorous academic requirements.*

*Policy Goal: Develop an array of simple and accessible information tools to help students and adult learners understand and navigate the postsecondary education system.*

*Action: By June 2008, the HECB will initiate work with the Education Research and Data Center at the Office of Financial Management to develop ongoing assessment of student transitions through higher education, including the effectiveness of transfer pathways. Analysis will include HECB research into factors that influence students' rate of transfer, including geographic, financial and other relevant factors, and will be presented in the bi-annual HECB report to the Legislature and governor on transfer policy.*

*Action: The HECB will convene a task force to develop a comprehensive plan to expand the use of online communication (Web sites, software, e-mail) to support and retain students through their transitions among higher education institutions with specific emphasis on transfer pathways. The work group will recommend funding for the plan in the 2009-11 biennial budget.*

*Action: By June 2008, the HECB will initiate a task force to develop additional models and/or funding strategies to expand opportunities for high school juniors and seniors for Running Start and other accelerated options.*

*Action: The HECB will work with public and private higher education institutions through the Joint Access and Oversight Group (JAOG) to continue and strengthen policy work that smoothes transfer pathways for current and future students.*

#### **Expected outcomes**

- Increased number of students who successfully use early college options to focus their learning goals and/or expedite their educational outcomes.
- Significant increase in the number of students who transfer successfully between two- and four-year institutions as measured under current accountability framework.
- Increased rates of participation in education and job training programs leading to greater economic productivity and personal prosperity.

**Participants:** The HECB, public and private baccalaureate institutions, community and technical colleges, Workforce Training and Education Coordinating Board, Council of Presidents, Office of the Superintendent of Public Instruction.

#### 4. Make college affordable and easy to access

**Policy Goal:** *Maintain the state's leadership role in providing need-based financial aid by expanding and refining need-based financial aid programs to serve more low-income students.*

**Policy Goal:** *Provide clear and comprehensive information about admission procedures and financial aid and improve the simplicity and transparency of financial aid administration.*

**Policy Goal:** *Reduce student indebtedness by providing accurate information and advising about alternatives to borrowing and expanding need-based financial aid to middle-income students and families.*

**Action:** *By November 2008, the Board will seek a modification in the state's financial aid statute to affirm the Legislature's intent to provide the financial aid funding for low-income students needed to keep pace with tuition increases and to achieve enrollment and degree production goals.*

**Action:** *By November 2009, the Board will work with other state agencies and postsecondary institutions to evaluate all state financial aid programs for accessibility, outcomes, coordination, and efficiency.*

**Action:** *The Board will promote increasing the State Need Grant eligibility threshold from 70% of median family income to 85% of median family income.*

**Action:** *The Board will promote increasing funding for work study jobs sufficient to provide a subsidized job for at least one in 12 needy students.*

##### **Expected outcomes**

- The Legislature's commitment to provide adequate levels of financial aid to support enrollment and degree production goals will be formalized in statutory intent language.
- Clear policy goals for each state student aid program will guide development of administrative improvements, performance goals, greater coordination and efficiency.
- More people will go to college.

**Participants:** The HECB, the Legislature, public and private baccalaureate institutions, the SBCTC and community and technical colleges; the WTECB; and students.



## II. Promote Economic Growth and Innovation

***Policy Goal:** Expand bachelor's and advanced degree programs in science, technology, engineering, mathematics and health sciences and mid-level degree programs in the construction trades, health care, early childhood education and other middle-wage occupations.*

***Policy Goal:** Improve student interest in and preparation for programs in high demand by employers.*

***Policy Goal:** Invest in university- and college-based research that improves student learning and drives innovation and economic growth.*

***Action:** By June 2008, the HECB will collaborate with the P-20 Council to coordinate efforts to increase the number of students who enroll and succeed in high-demand fields. The work group will report to the Council on a quarterly basis and develop initial policy actions for the 2009-11 biennial budget.*

***Action:** By October 2008, Washington's postsecondary education institutions and the HECB will develop a research task force to focus on expanding federal, state and private support for college-based research programs, improving technology commercialization, and developing entrepreneurial skills and capacity.*

***Action:** By June 2008, convene a work group to identify steps needed to more fully integrate our workforce development planning efforts and build better and more complete career pathways for Washington workers.*

### **Expected outcomes**

- Increased statewide awareness about high-demand fields, new program development and delivery strategies, greater accessibility for under-served populations, increased enrollment and degree production.
- Increased levels of research support for both the regional and research universities: for new collaborative projects with business, and growing entrepreneurial capacity in postsecondary education.
- Improved student access to career exploration opportunities in middle and high school; far lower levels of college remediation; more portable and flexible means of financing career education.

**Participants:** The HECB, P-20 Council, Council of Presidents, public and private baccalaureate institutions, community and technical colleges, Workforce Training and Education Coordinating Board.

### III. Monitor and fund higher education for results

***Policy Goal:** Improve per-student funding levels consistent with Global Challenge State benchmarks established by SB 5806.*

***Policy Goal:** Modify and coordinate Washington's various postsecondary accountability systems to focus on monitoring progress toward achieving the goals of this strategic master plan.*

***Policy Goal:** Create a new funding methodology that focuses some revenue on results.*

***Action:** By September 2008, OFM and the HECB will complete a study of the per student level of funding for Washington postsecondary education. The study will describe the funding trajectory needed to advance per-student funding levels to reach the 60th percentile of peer institutions in the Global Challenge States by 2017.*

***Action:** By April 2008, the Higher Education Coordinating Board will convene a task force of representatives of the Office of Financial Management, institutions, and other stakeholders to design a performance funding demonstration project for inclusion in the 2009-11 biennial budget.*

#### ***Expected outcomes***

- State funding levels adequate to meet enrollment and degree production goals 2008-20, which include adding 61,500 FTE.
- Benchmarks and best practices to guide the further development of performance funding agreements in postsecondary education.

**Participants:** The HECB, public baccalaureate institutions, Council of Presidents, community and technical colleges, Office of Financial Management.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

*In Joint Session With*

B. Finance, Audit and Facilities Committee

UW Tower Update

Information will be provided at the joint committee meeting.

VII. STANDING COMMITTEE

A. Academic and Student Affairs Committee

*In Joint Session With*

B. Finance, Audit and Facilities Committee

Update on Legislative Session

An oral report will be presented at the meeting.

**The University of Washington  
Board of Regents  
Resolution of Appreciation to  
Weldon Ihrig**

**WHEREAS**, Weldon Ihrig served as executive vice president of the University of Washington from 1996-2007, providing exceptional leadership for the business and non-academic operations of the University; and

**WHEREAS**, his scope of responsibilities touched virtually every aspect of business operations, including financial management, human resources, facilities, capital projects, police, environmental stewardship, the University's investment portfolio, and other critical service units; and

**WHEREAS**, he strove to innovate and continually improve services to make the workplace better and more productive for the University's faculty and staff, ultimately to the benefit of our students; and

**WHEREAS**, he assembled a talented, highly skilled team of leaders in their own right to oversee the various divisions for which he was responsible; and

**WHEREAS**, he provided timely and detailed information to the Regents on all of the important transactions occurring on his watch, enabling the Regents to arrive at sound decisions on behalf of the University; and

**WHEREAS**, two major decisions he managed and prepared for action by the Board of Regents were the landmark purchase of the Safeco properties and the agreement with Sound Transit;

**NOW, THEREFORE, BE IT RESOLVED:** That the members of this Board express to Weldon Ihrig their gratitude on behalf of the entire University community and their own personal thanks for his diligence, persistence, and expertise across a wide range of issues, that we wish him continued success and happiness as he commutes into the sunset, and that this resolution be spread upon the minutes of the Board as a permanent record of the Board's sincere appreciation.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

**UW**

---

**Report of Contributions**

University of Washington  
University of Washington Foundation

October and November, 2007

---

NOTES AS OF OCTOBER 31, 2007

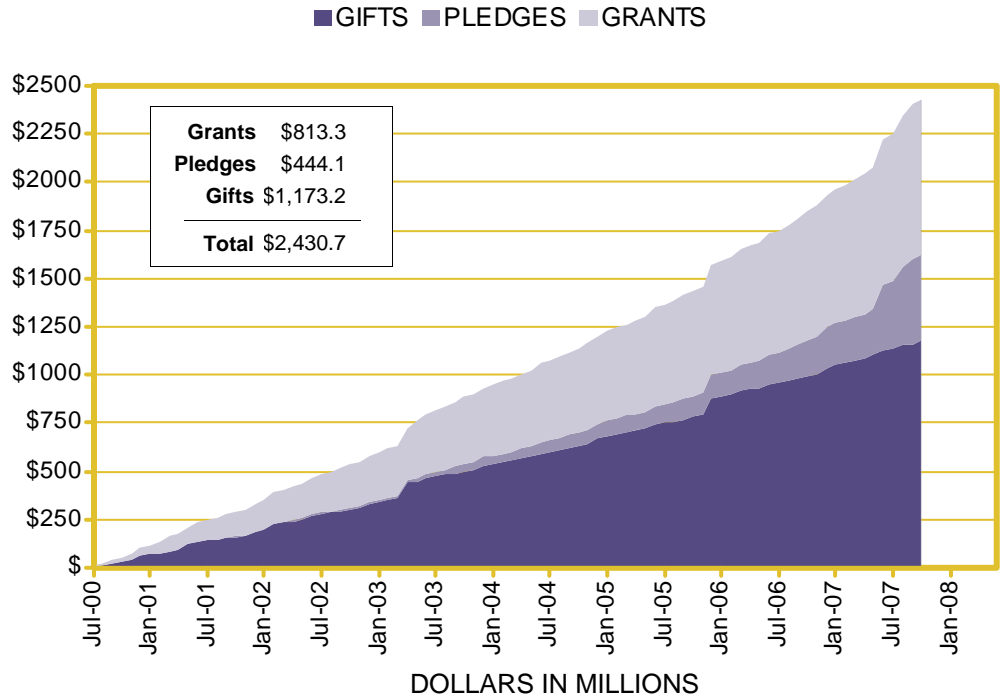
**DATA POINTS**

\$2,430,677,184 has been raised toward our campaign goal of \$2.5 billion.

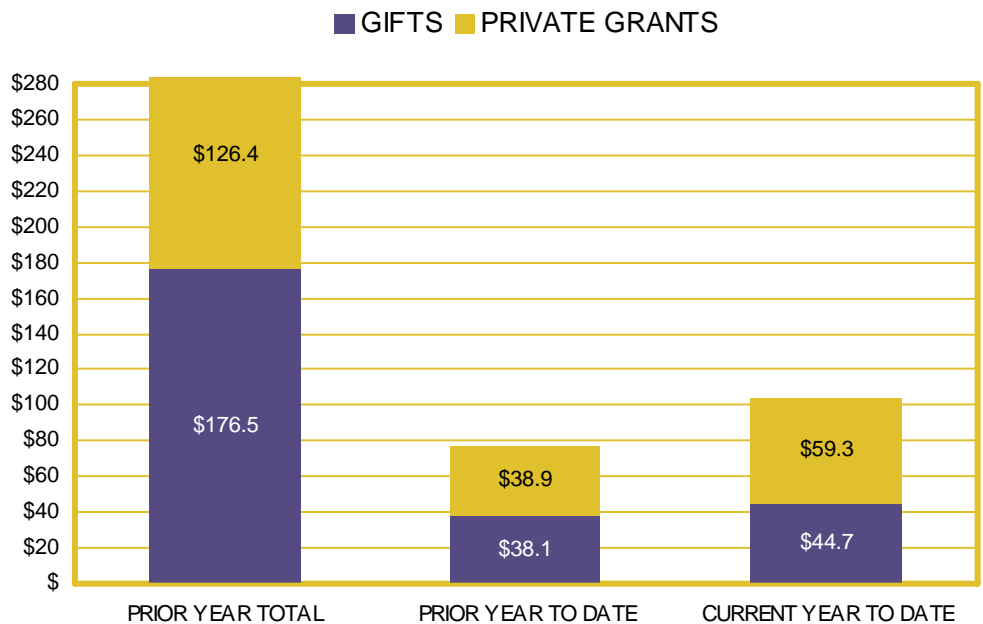
The UW received \$21.5 million in total private voluntary support (\$11.1 million in gifts and \$10.4 in grants) in October.

Areas including Architecture, Arts and Sciences, Broadcast Services, Forest Resources, Information School, Intercollegiate Athletics, Law, Libraries, Ocean and Fisheries, Pharmacy, Public Health, Scholar. & Student Progs., Social Work and UW Medicine are ahead of last year's year-to-date totals.

**FUNDRAISING PROGRESS SINCE JULY 1, 2000**



**CURRENT GIFT AND PRIVATE GRANT TOTALS**



## OCTOBER 2007 GIFTS AND IMPACT

Selected gifts representing private support for one of the University of Washington's key fundraising priorities -- student, faculty, program and facility support.FOMA

### **Lenore Hanauer – \$1,000,382 to the College of Arts and Sciences**

- Ms. Hanauer's gift to the Hanauer History Discretionary Fund will be used by the Chair of the department of History for four critical areas: graduate support, outreach, faculty research and travel, and support for Jon Bridgman's lecture series, teaching, and outreach activities.
- Ms. Hanauer attended the UW and completed her degree in history in 1984, occasionally attending the same classes as her two grown sons. The entire family became close to Jon Bridgman, UW Professor Emeritus of History who continues to host very popular annual lecture series.
- Discretionary support is key for schools and colleges; providing them with maximum flexibility to address immediate and high priority needs and to leverage other resources.

### **Jim and Nancy Kenagy – \$10,000 to the Graduate School**

- The Jim and Nancy Kenagy Endowed Fellowship will provide financial assistance to graduate students seeking a Ph.D. in the biological sciences at the University of Washington, specifically to students studying natural history, ecology, evolution, or systematics of natural populations of organisms in the field.
- The gift will benefit Graduate Opportunities & Minority Achievement Program (GO-MAP) fellows, enabling the department to better attract and support a broadly diverse graduate population and train them to take on leadership roles in society.
- Dr. Kenagy is a Zoology Professor and Curator of Mammals at the Burke Museum. The Kenagy Endowment will receive a 100% match via the University's Faculty/Staff/Retiree Campaign for Students.

### **Dr. Nancy Robinson – \$50,000 to Scholarships and Student Programs**

- Dr. Robinson's gift is a lead gift for a Students First Endowment that will help financially needy Early Entrance Program and UW Academy students at the Halbert and Nancy Robinson Center for Young Scholars fund the cost of attending the University of Washington. The Robinson endowment may fund required components of the cost of education at the University including all standard and reasonable educational expenses.
- In 1977 the Early Entrance Program welcomed its first two students to the UW campus. By this fall, the Center's 30<sup>th</sup> anniversary, the number of students involved in the Robinson Center had climbed to more than 550 students.
- Until the end of Campaign UW: Creating Futures on June 30, 2008, the University will match at 50 percent any qualifying gift to needs-based Students First scholarships for undergraduates, graduate or professional students at any of the three campuses.







# REPORT OF CONTRIBUTIONS

October 2007

---

---

## **CAMPAIGN UW: CREATING FUTURES**

Report prepared by: Office of Development and Alumni Relations  
Advancement Services, Information Management

11/9/2007 04:21 PM

## TABLE OF CONTENTS

Campaign Progress to Date*	1
Campaign Progress by Giving Level*	2
Campaign Progress Pyramid*	3
Campaign Progress by Constituency*	4
Campaign Theme Progress*	5
Development Area Summary - Total Private Voluntary Support	6
Development Area Summary - Gifts and Private Grants	7
Development Area Summary - Gifts	8
Complete Fiscal Year Comparison	9
Year to Date Contribution Totals	10
Development Activity by Donor Type	11
Alumni Participation by Constituency	12

\*All Campaign totals represented are from July 1, 2000 through the end of the preceding calendar month. Please note that grant revenue totals in Campaign Reports may contain clinical trials. Fundraising totals from all affiliated non-profit organizations are also included in UW Campaign totals.

The UW Campaign Executive Committee developed the counting policy for Campaign reports, based on Council for Advancement and Support of Education (CASE) campaign counting standards.

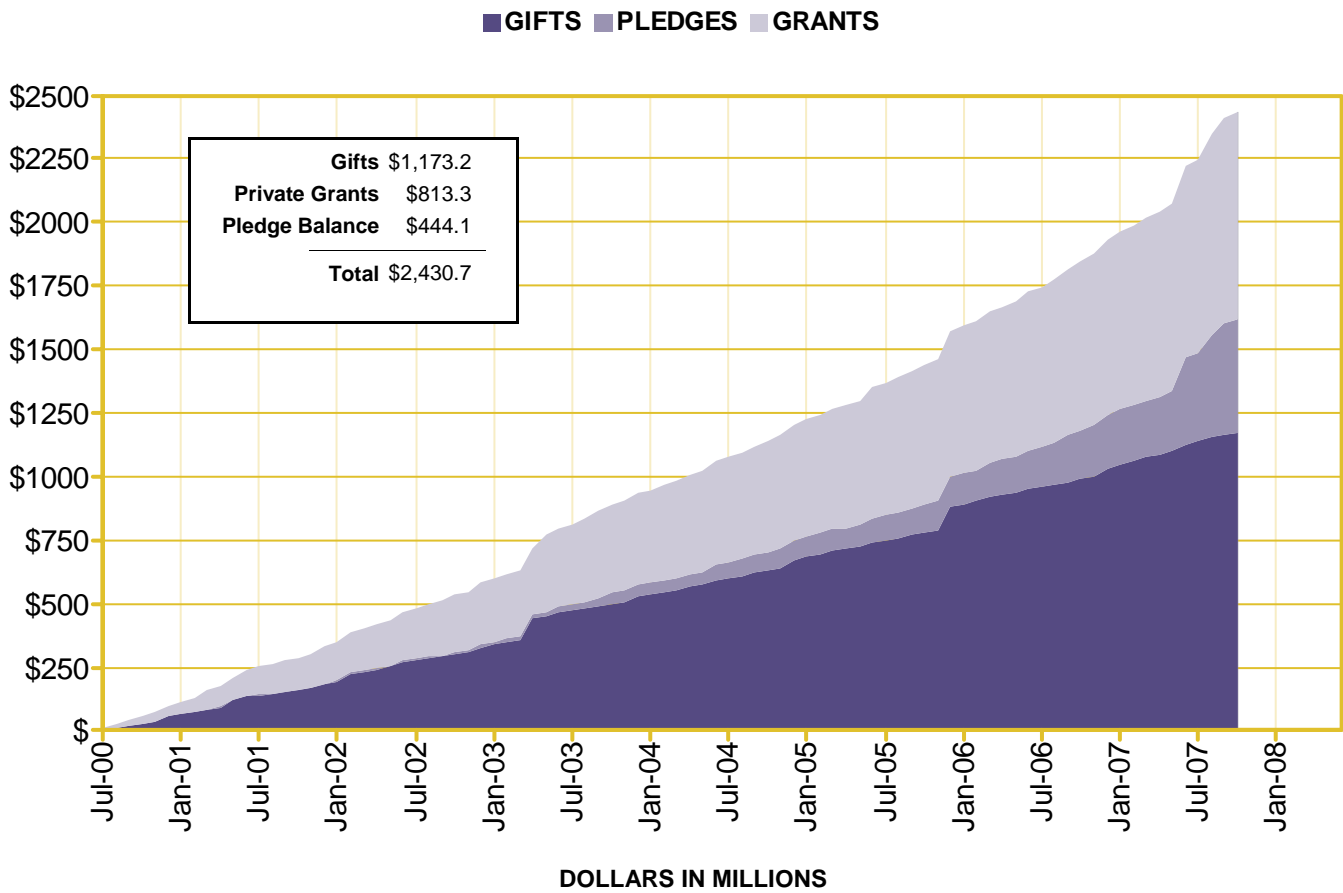
Annual reporting is July 1, 2007 through the end of the preceding calendar month.

Job Number: 77595  
October 2007

Table of Contents



# CAMPAIGN PROGRESS SINCE JULY 1, 2000



Source: UW Office of Development

Summarizes Total Private Voluntary Support since July 1, 2000. Testamentary Commitments included in Pledge Balance total. All dollar totals in millions.

Job Number: 77595  
 October 2007

Fundraising Progress Since July 1, 2000



## CAMPAIGN PROGRESS BY GIVING LEVEL

<b>DOLLARS RAISED</b>							
<b>Gifts, Pledges &amp; Grants</b>							
Giving Level *	Alumni	Non Alumni	Family Fndns.	Corporations	Foundations	Other Orgs.	Total
\$100M+	\$0	\$35,220	\$0	\$0	\$415,080,051	\$0	\$415,115,271
\$50M - \$99,999,999	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$10M - \$49,999,999	\$53,114,683	\$77,655,933	\$72,342,500	\$77,409,722	\$112,384,356	\$61,672,542	\$454,579,736
\$5M - \$9,999,999	\$29,867,572	\$23,762,796	\$0	\$54,835,147	\$52,104,286	\$61,180,902	\$221,750,703
\$1M - \$4,999,999	\$147,208,231	\$72,513,609	\$33,075,382	\$137,482,019	\$111,241,812	\$101,400,027	\$602,921,080
\$100,000 - \$999,999	\$106,416,321	\$80,258,026	\$26,123,179	\$137,464,024	\$69,331,069	\$62,136,445	\$481,729,064
\$25,000 - \$99,999	\$30,168,793	\$22,453,550	\$3,185,783	\$32,570,999	\$8,549,028	\$11,337,280	\$108,265,433
\$10,000 - \$24,999	\$21,393,034	\$15,312,466	\$841,620	\$11,041,252	\$1,766,466	\$2,322,218	\$52,677,056
\$5,000 - \$9,999	\$13,402,669	\$10,309,617	\$275,818	\$5,162,126	\$614,334	\$790,506	\$30,555,070
\$2,000 - \$4,999	\$10,424,438	\$8,324,633	\$68,678	\$3,466,880	\$276,498	\$536,932	\$23,098,058
\$1,000 - \$1,999	\$6,607,845	\$5,391,512	\$21,555	\$1,496,344	\$80,993	\$243,195	\$13,841,445
\$500 - \$999	\$5,752,886	\$4,407,922	\$5,460	\$746,131	\$32,125	\$98,961	\$11,043,485
\$250 - \$499	\$3,779,447	\$2,381,154	\$2,000	\$317,078	\$11,855	\$45,558	\$6,537,092
\$100 - \$249	\$3,053,448	\$2,238,620	\$2,515	\$298,736	\$8,217	\$34,484	\$5,636,020
\$1 - \$99	\$1,531,295	\$1,305,429	\$239	\$78,146	\$971	\$11,591	\$2,927,671
<b>Total</b>	<b>\$432,720,660</b>	<b>\$326,350,487</b>	<b>\$135,944,729</b>	<b>\$462,368,605</b>	<b>\$771,482,062</b>	<b>\$301,810,641</b>	<b>\$2,430,677,184</b>
<b>DONOR COUNTS</b>							
Giving Level	Alumni	Non Alumni	Family Fndns.	Corporations	Foundations	Other Orgs.	Total
\$100M+	0	2	0	0	1	0	3
\$50M - \$99,999,999	0	0	0	0	0	0	0
\$10M - \$49,999,999	13	9	4	5	6	4	41
\$5M - \$9,999,999	7	9	0	7	8	8	39
\$1M - \$4,999,999	118	108	16	67	50	49	408
\$100,000 - \$999,999	621	696	79	501	205	201	2,303
\$25,000 - \$99,999	1,208	1,186	75	703	174	224	3,570
\$10,000 - \$24,999	2,576	2,423	59	821	123	158	6,160
\$5,000 - \$9,999	3,422	3,326	45	864	102	129	7,888
\$2,000 - \$4,999	5,511	5,857	25	1,331	96	194	13,014
\$1,000 - \$1,999	7,333	7,562	19	1,351	67	211	16,543
\$500 - \$999	11,321	11,063	12	1,350	54	168	23,968
\$250 - \$499	13,762	11,386	7	1,095	37	148	26,435
\$100 - \$249	23,637	23,301	17	2,309	56	268	49,588
\$1 - \$99	43,819	46,581	5	2,010	23	328	92,766
<b>Total</b>	<b>113,348</b>	<b>113,509</b>	<b>363</b>	<b>12,414</b>	<b>1,002</b>	<b>2,090</b>	<b>242,726</b>

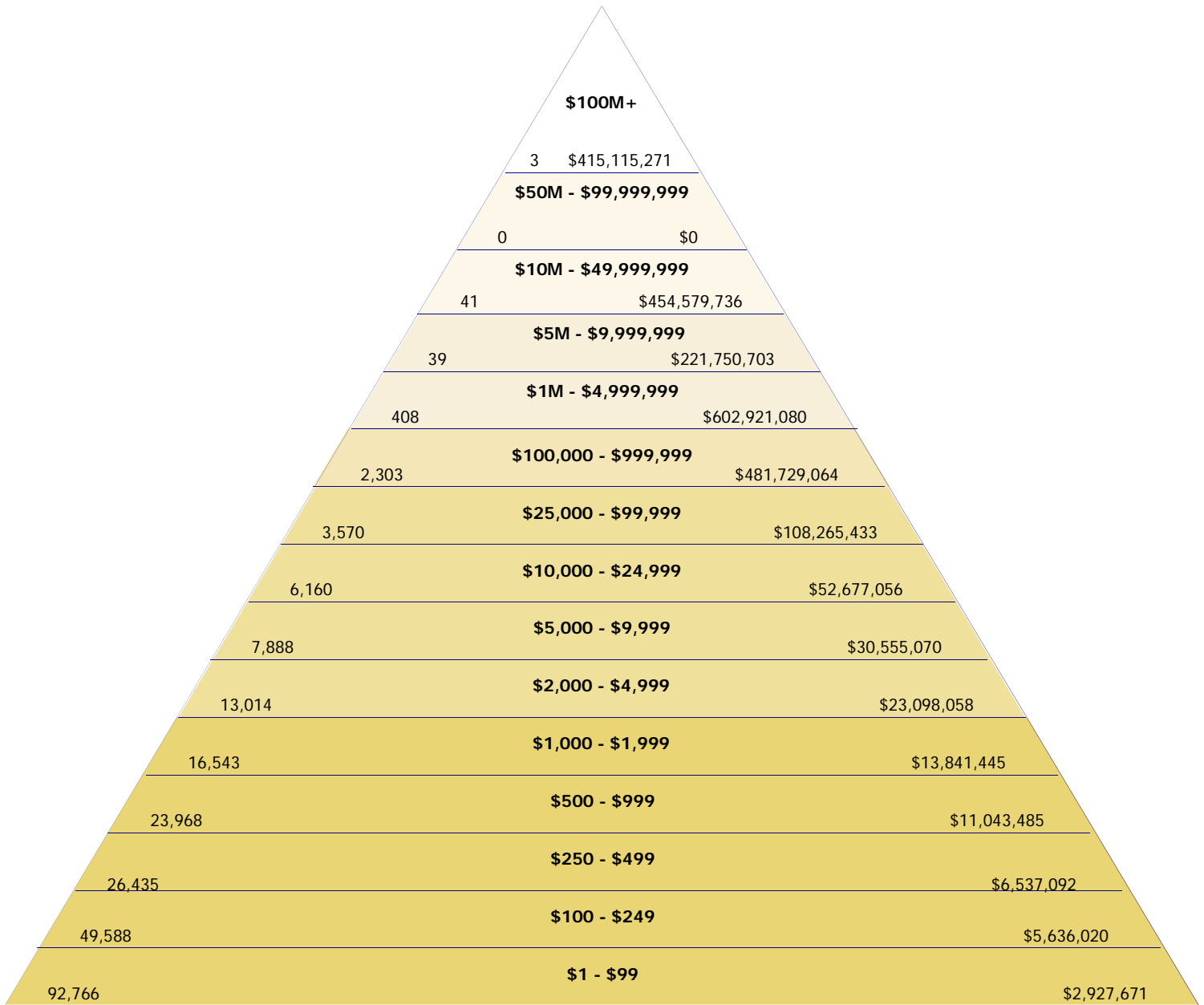
Source: UW Office of Development & Alumni Relations

This report shows the count of distinct donors and campaign total by giving level and donor type since July 1, 2000.

\*\*"Giving Level" is determined by summing all gift record types (including grants)



**CAMPAIGN PROGRESS BY PYRAMID, SINCE JULY 1, 2000**



242,726 Donor Count

Campaign Total: \$2,430,677,184

\*Campaign Working Goal: \$2,500,000,000

Percent Complete: 97.2%

Source: UW Office of Development

The counts of distinct donors and fundraising totals by giving level are shown.

\*Unit campaign goals are still being finalized.

Pyramid Levels are determined by summing all gift record types (including grants)



## CAMPAIGN PROGRESS BY CONSTITUENCY

	GIFTS	Irrevocable Deferred Gifts		PLEDGES	Testamentary Commitments		GRANTS	Campaign - Private Voluntary Support		
		Donor Value	Discount Value		Donor Value	Discount Value		TOTAL	Working Goal	% of Goal
UW Medicine	\$318,031,318	\$11,624,834	\$7,019,121	\$175,940,904	\$29,701,186	\$10,798,245	\$430,197,774	\$965,496,016	\$1,000,000,000	96.5%
Architecture	\$8,392,369	\$2,244,117	\$1,270,276	\$1,167,832	\$2,275,000	\$1,311,271	\$4,043,804	\$18,123,122	\$19,000,000	95.4%
Arts and Sciences	\$124,335,471	\$6,955,983	\$4,911,394	\$8,880,991	\$38,156,000	\$24,499,673	\$77,513,332	\$255,841,777	\$240,000,000	106.6%
Broadcast Services	\$55,279,771	\$0	\$0	\$15,182	\$0	\$0	\$0	\$55,294,952	N/A	N/A
Business School	\$72,328,330	\$1,027,036	\$811,185	\$72,816,180	\$7,915,271	\$5,416,671	\$368,335	\$154,455,152	\$135,000,000	114.4%
Dentistry	\$8,483,411	\$246,992	\$191,357	\$2,286,043	\$910,000	\$508,954	\$4,300,296	\$16,226,743	\$15,000,000	108.2%
Education	\$11,428,642	\$48,552	\$45,881	\$2,517,710	\$2,050,000	\$1,261,668	\$15,431,939	\$31,476,842	\$23,000,000	136.9%
Engineering	\$142,097,683	\$2,659,904	\$1,844,942	\$7,479,261	\$7,464,691	\$2,978,632	\$82,278,035	\$241,979,573	\$250,000,000	96.8%
Evans Schl. of Pub. Affairs	\$12,217,443	\$81,135	\$114,706	\$1,117,813	\$500,000	\$265,793	\$41,469,171	\$55,385,562	\$40,000,000	138.5%
Forest Resources	\$10,212,615	\$646,572	\$562,957	\$54,680	\$2,915,000	\$1,609,906	\$4,162,621	\$17,991,487	\$17,700,000	101.6%
Friday Harbor Labs	\$6,304,744	\$153,242	\$90,816	\$179,156	\$5,255,000	\$2,978,876	\$862,743	\$12,754,885	\$12,000,000	106.3%
Information School	\$3,276,072	\$25,000	\$25,070	\$275,926	\$100,000	\$64,666	\$4,241,458	\$7,918,456	\$5,000,000	158.4%
Intercollegiate Athletics	\$116,712,930	\$246,570	\$179,922	\$4,467,883	\$260,000	\$160,402	\$0	\$121,687,384	\$110,000,000	110.6%
Law	\$62,669,136	\$71,186	\$46,904	\$831,009	\$674,988	\$417,533	\$1,176,222	\$65,422,540	\$70,000,000	93.5%
Libraries	\$6,789,112	\$442,146	\$381,541	\$70,073	\$1,893,000	\$829,910	\$475,708	\$9,670,039	\$9,000,000	107.4%
Nursing	\$11,674,262	\$3,295,000	\$2,549,270	\$771,129	\$3,472,799	\$1,758,022	\$9,311,088	\$28,524,278	\$24,000,000	118.9%
Ocean and Fisheries	\$14,505,539	\$5,823,186	\$2,742,236	\$54,688	\$0	\$0	\$32,297,261	\$52,680,674	\$34,000,000	154.9%
Pharmacy	\$10,153,525	\$0	\$0	\$532,075	\$1,000,000	\$310,068	\$6,701,385	\$18,386,985	\$10,260,000	179.2%
President's Funds	\$8,696,980	\$788,472	\$690,676	\$329,085	\$11,230,000	\$4,709,801	\$0	\$21,044,537	N/A	N/A
Public Health	\$14,268,070	\$50,259	\$39,563	\$9,867,804	\$0	\$0	\$73,144,027	\$97,330,159	\$90,000,000	108.1%
Scholar. & Student Progs.	\$42,532,304	\$1,826,486	\$814,919	\$2,613,168	\$6,718,333	\$3,513,133	\$1,864,332	\$55,554,623	\$40,000,000	138.9%
Social Work	\$6,274,851	\$290,566	\$183,270	\$6,093,380	\$0	\$0	\$7,184,921	\$19,843,718	\$10,000,000	198.4%
University Press	\$3,893,625	\$108,239	\$93,710	\$15,290	\$0	\$0	\$0	\$4,017,154	\$3,000,000	133.9%
University Support	\$35,981,242	\$2,130,448	\$1,123,146	\$4,131,867	\$4,050,000	\$2,173,350	\$15,448,370	\$61,741,928	N/A	N/A
UW Bothell	\$2,615,640	\$0	\$0	\$45,015	\$0	\$0	\$750,500	\$3,411,155	\$3,500,000	97.5%
UW Tacoma	\$23,095,851	\$195,000	\$181,257	\$12,321,334	\$2,725,000	\$1,535,533	\$80,257	\$38,417,441	\$35,000,000	109.8%
<b>All UW Total</b>	<b>\$1,132,250,935</b>	<b>\$40,980,925</b>	<b>\$25,914,119</b>	<b>\$314,875,478</b>	<b>\$129,266,268</b>	<b>\$67,102,107</b>	<b>\$813,303,578</b>	<b>\$2,430,677,184</b>	<b>\$2,500,000,000</b>	<b>97.2%</b>

Source: UW Office of Development

Fundraising progress toward campaign working goals by constituency area (school/college/program). Campaign total is the sum of gifts, grants, active pledges and donor values of irrevocable deferred gifts and testamentary commitments. "N/A" is not applicable. 1 - "Pledges" are those in active status only. 2 - "Grants" are private grants only. 3 - Unit campaign working goals are still being finalized.

Job Number: 77595  
October 2007

Campaign Progress by Constituency - Since July 2000



**CAMPAIGN FUNDING THEME PROGRESS - JULY 2000 - PRESENT**

THEME	CURRENT USE	ENDOWMENT	TOTAL
Student Support	\$107,396,281	\$196,345,143	\$303,741,424
Faculty Support	\$96,280,353	\$156,500,883	\$252,781,236
Program Support for Faculty and Students	\$1,190,122,335	\$154,484,567	\$1,344,606,902
Capital	\$294,056,206	\$1,778,269	\$295,834,475
Unrestricted	\$201,425,449	\$32,287,697	\$233,713,146
<b>Total</b>	<b>\$1,889,280,625</b>	<b>\$541,396,559</b>	<b>\$2,430,677,184</b>
Goal	\$2,000,000,000	\$500,000,000	\$2,500,000,000
% to Goal	94.5%	108.3%	97.2%

Source: UW Office of Development

This report shows contribution totals by campaign theme/priority since July 1, 2000.

Job Number: 77595  
 October 2007

Campaign Theme Progress



DEVELOPMENT SUMMARY - TOTAL PRIVATE VOLUNTARY SUPPORT

AREA	YEAR TO DATE DONOR VALUES		
	GIFTS	PRIVATE GRANTS	TOTAL
UW Seattle			
UW Medicine	\$14,905,528	\$42,512,649	\$57,418,177
Architecture	\$357,728	\$52,500	\$410,228
Arts and Sciences	\$8,855,420	\$1,827,690	\$10,683,110
Broadcast Services	\$3,076,590		\$3,076,590
Business School	\$2,103,039		\$2,103,039
Dentistry	\$271,985	\$34,964	\$306,949
Education	\$298,350	\$99,000	\$397,350
Engineering	\$3,901,417	\$627,904	\$4,529,321
Evans Schl. of Pub. Affairs	\$233,191	\$727,714	\$960,905
Forest Resources	\$266,720	\$255,902	\$522,622
Graduate School	\$624,462	\$69,558	\$694,020
Information School	\$110,302	\$2,745,000	\$2,855,302
Intercollegiate Athletics	\$4,171,257		\$4,171,257
Law	\$1,228,001		\$1,228,001
Libraries	\$209,878		\$209,878
Nursing	\$733,331	\$759,963	\$1,493,294
Ocean and Fisheries	\$195,790	\$5,334,106	\$5,529,896
Pharmacy	\$140,458	\$625,596	\$766,054
President's Funds	\$164,325		\$164,325
Public Health	\$141,817	\$3,454,254	\$3,596,072
Scholar. & Student Progs.	\$1,191,871		\$1,191,871
Social Work	\$35,725	\$157,903	\$193,628
UW Alumni Association	\$289,704		\$289,704
University Press	\$118,004		\$118,004
University Support	\$733,556		\$733,556
UW Bothell	\$34,562		\$34,562
UW Tacoma	\$303,283		\$303,283
<b>All UW Total</b>	<b>\$44,696,312</b>	<b>\$59,284,704</b>	<b>\$103,981,016</b>

Source: UW Office of Development

Contribution totals for the major Development areas of the University are shown.

Job Number: 77595

October 2007

Development Area Summary - Total Private Voluntary Support





## DEVELOPMENT SUMMARY - GIFTS AND PRIVATE GRANTS

AREA	CURRENT MONTH		YEAR TO DATE		PRIOR YEAR TO DATE		PRIOR FISCAL YEAR	
	Donors	Value	Donors	Value	Donors	Value	Donors	Value
UW Seattle								
UW Medicine	3,388	\$7,237,994	6,686	\$57,418,177	6,105	\$34,468,927	18,369	\$106,235,847
Architecture	59	\$188,518	281	\$410,228	220	\$324,769	1,511	\$1,285,219
Arts and Sciences	1,806	\$3,957,129	4,781	\$10,683,110	5,961	\$8,953,348	17,118	\$34,367,909
Broadcast Services	1,063	\$1,240,471	1,793	\$3,076,590	2,162	\$2,724,425	4,560	\$10,835,348
Business School	760	\$274,359	2,076	\$2,103,039	2,008	\$2,827,686	4,542	\$16,631,593
Dentistry	255	\$96,525	494	\$306,949	576	\$447,354	1,410	\$1,721,826
Education	95	\$112,986	570	\$397,350	700	\$1,318,467	1,869	\$4,112,575
Engineering	925	\$1,099,082	1,770	\$4,529,321	1,756	\$5,122,975	4,586	\$26,027,370
Evans Schl. of Pub. Affairs	39	\$153,410	107	\$960,905	150	\$1,398,144	522	\$7,146,491
Forest Resources	40	\$63,690	341	\$522,622	244	\$417,988	1,208	\$1,929,058
Graduate School	48	\$550,338	79	\$694,020	191	\$1,106,477	415	\$2,481,332
Information School	100	\$2,046,136	346	\$2,855,302	365	\$315,010	651	\$686,093
Intercollegiate Athletics	473	\$540,074	3,428	\$4,171,257	3,149	\$3,667,124	24,151	\$21,911,161
Law	267	\$409,033	481	\$1,228,001	283	\$500,027	2,019	\$2,960,515
Libraries	332	\$67,103	664	\$209,878	438	\$96,321	4,428	\$1,143,601
Nursing	143	\$401,402	398	\$1,493,294	434	\$4,079,429	1,849	\$6,185,723
Ocean and Fisheries	72	\$103,549	178	\$5,529,896	224	\$1,619,574	790	\$7,085,809
Pharmacy	95	\$412,268	281	\$766,054	313	\$545,232	1,153	\$3,527,989
President's Funds	150	\$39,757	646	\$164,325	567	\$84,936	2,096	\$726,232
Public Health	98	\$1,406,513	198	\$3,596,072	278	\$2,863,610	788	\$11,799,217
Scholar. & Student Progs.	879	\$524,062	2,535	\$1,191,871	910	\$603,881	3,881	\$13,158,596
Social Work	109	\$59,372	221	\$193,628	179	\$181,814	980	\$5,996,397
UW Alumni Association	1,674	\$80,392	5,727	\$289,704	7,665	\$342,063	24,884	\$1,216,529
University Press	43	\$8,905	108	\$118,004	114	\$1,523,483	311	\$1,822,053
University Support	121	\$370,644	758	\$733,556	819	\$454,988	2,365	\$7,142,087
UW Bothell	34	\$3,581	92	\$34,562	109	\$145,396	647	\$406,048
UW Tacoma	84	\$33,042	204	\$303,283	198	\$817,042	810	\$4,346,953
<b>All UW Unique Total</b>	<b>12,448</b>	<b>\$21,480,347</b>	<b>32,281</b>	<b>\$103,981,016</b>	<b>32,831</b>	<b>\$76,950,503</b>	<b>105,353</b>	<b>\$302,889,584</b>

Source: UW Office of Development

The number of donors and contribution totals for the major Development areas of the University are shown. Dollar values are based on donor values.

Job Number: 77595

October 2007

Development Area Summary - Gifts and Private Grants



## DEVELOPMENT SUMMARY - GIFTS

AREA	CURRENT MONTH		YEAR TO DATE		PRIOR YEAR TO DATE		PRIOR FISCAL YEAR	
	Donors	Value	Donors	Value	Donors	Value	Donors	Value
UW Seattle								
UW Medicine	3,328	\$1,999,866	6,532	\$14,905,528	5,956	\$8,095,506	18,109	\$35,839,896
Architecture	59	\$188,518	279	\$357,728	218	\$264,769	1,504	\$1,015,838
Arts and Sciences	1,791	\$3,061,420	4,750	\$8,855,420	5,932	\$5,145,667	17,051	\$22,448,302
Broadcast Services	1,063	\$1,240,471	1,793	\$3,076,590	2,162	\$2,724,425	4,560	\$10,835,348
Business School	760	\$274,359	2,076	\$2,103,039	2,007	\$2,799,339	4,541	\$16,603,246
Dentistry	255	\$96,525	493	\$271,985	573	\$383,228	1,400	\$1,302,793
Education	94	\$38,986	568	\$298,350	695	\$490,100	1,859	\$1,560,076
Engineering	922	\$876,065	1,758	\$3,901,417	1,732	\$3,257,111	4,531	\$15,097,858
Evans Schl. of Pub. Affairs	39	\$153,410	100	\$233,191	139	\$147,203	503	\$2,577,597
Forest Resources	38	\$21,690	336	\$266,720	241	\$385,547	1,191	\$1,416,624
Graduate School	47	\$547,738	76	\$624,462	188	\$929,885	410	\$1,665,861
Information School	99	\$46,136	344	\$110,302	362	\$141,286	648	\$436,870
Intercollegiate Athletics	473	\$540,074	3,428	\$4,171,257	3,149	\$3,667,124	24,151	\$21,911,161
Law	267	\$409,033	481	\$1,228,001	282	\$475,027	2,015	\$2,773,835
Libraries	332	\$67,103	664	\$209,878	438	\$96,321	4,428	\$1,143,601
Nursing	141	\$361,402	393	\$733,331	431	\$3,904,492	1,842	\$5,457,618
Ocean and Fisheries	68	\$55,875	167	\$195,790	217	\$788,809	763	\$2,515,555
Pharmacy	91	\$50,282	276	\$140,458	309	\$257,479	1,144	\$1,707,704
President's Funds	150	\$39,757	646	\$164,325	567	\$84,936	2,096	\$726,232
Public Health	93	\$20,034	182	\$141,817	264	\$191,027	749	\$669,251
Scholar. & Student Progs.	879	\$524,062	2,535	\$1,191,871	910	\$603,881	3,881	\$12,158,596
Social Work	108	\$12,255	218	\$35,725	175	\$29,365	970	\$4,249,650
UW Alumni Association	1,674	\$80,392	5,727	\$289,704	7,665	\$342,063	24,884	\$1,216,529
University Press	43	\$8,905	108	\$118,004	114	\$1,523,483	311	\$1,822,053
University Support	121	\$370,644	758	\$733,556	816	\$369,288	2,358	\$4,590,672
UW Bothell	34	\$3,581	92	\$34,562	109	\$145,396	647	\$406,048
UW Tacoma	84	\$33,042	204	\$303,283	196	\$811,475	808	\$4,341,386
<b>All UW Unique Total</b>	<b>12,361</b>	<b>\$11,121,637</b>	<b>32,069</b>	<b>\$44,696,312</b>	<b>32,619</b>	<b>\$38,054,245</b>	<b>104,934</b>	<b>\$176,490,215</b>

Source: UW Office of Development

The number of donors and contribution totals (gifts only) for the major Development areas of the University are shown. Dollar values are based on donor values.

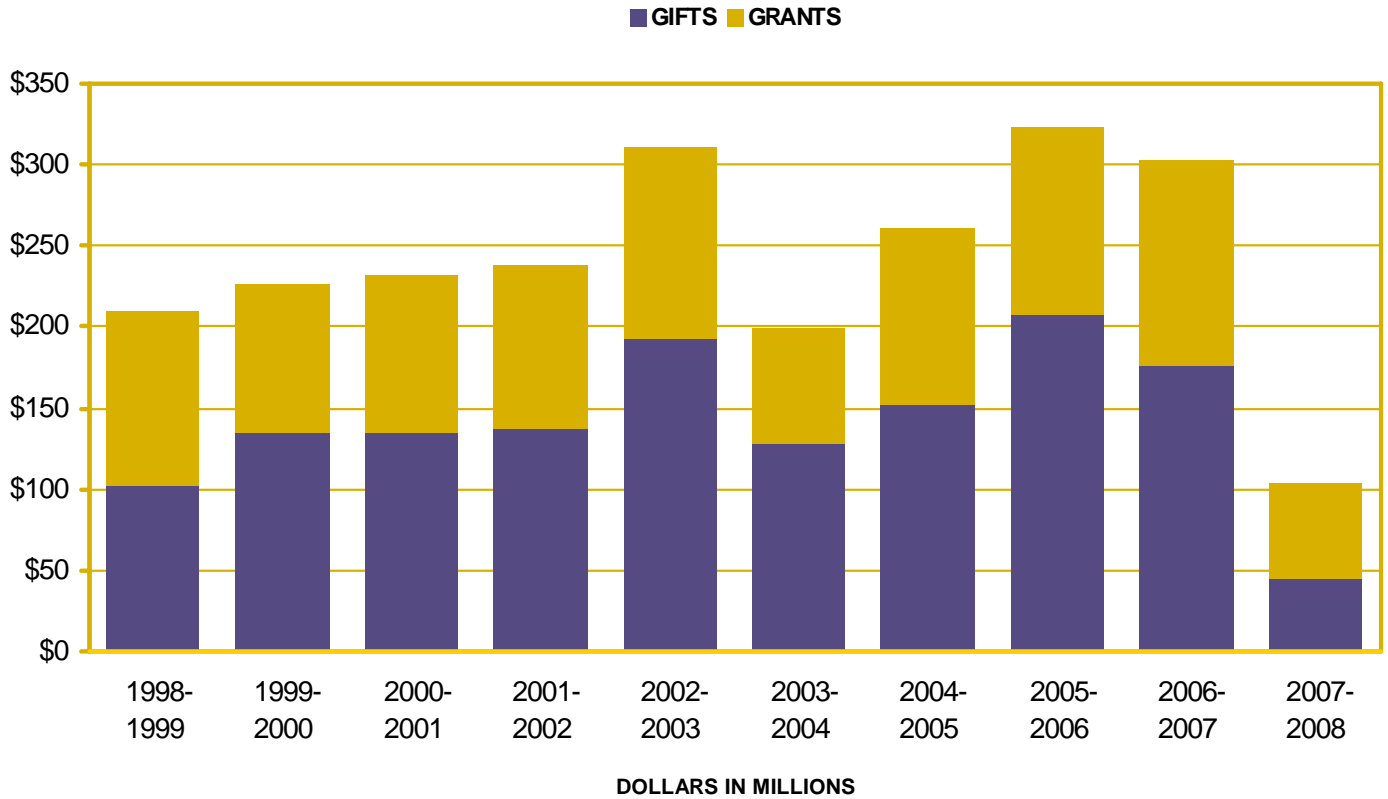
Job Number: 77595

October 2007

Development Area Summary - Gifts



COMPLETE FISCAL YEAR COMPARISON OF TOTAL CONTRIBUTIONS RECEIVED



FISCAL YEAR	GIFTS	GRANTS	TOTAL CONTRIBUTIONS
2007- 2008	\$44,696,312	\$59,284,704	\$103,981,016
2006- 2007	\$176,490,215	\$126,399,369	\$302,889,584
2005- 2006	\$207,744,231	\$115,261,186	\$323,005,417
2004- 2005	\$151,969,925	\$108,802,371	\$260,772,296
2003- 2004	\$128,174,367	\$71,603,323	\$199,777,690
2002- 2003	\$192,573,183	\$118,677,722	\$311,250,905
2001- 2002	\$137,959,340	\$100,820,547	\$238,779,887
2000- 2001	\$134,805,190	\$97,112,979	\$231,918,169
1999- 2000	\$134,037,997	\$91,536,165	\$225,574,162
1998- 1999	\$102,925,077	\$107,619,586	\$210,544,663

Source: UW Office of Development

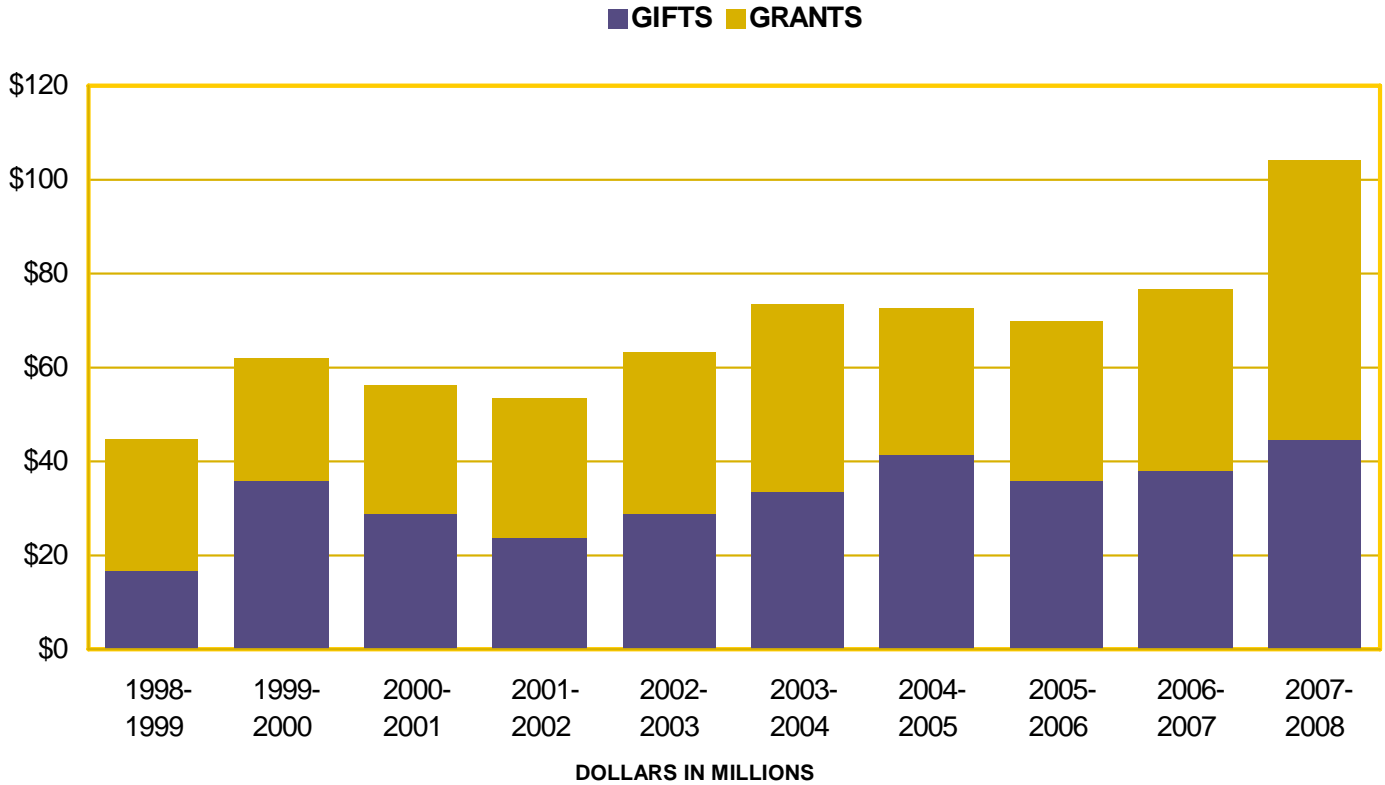
This graph compares the current fiscal year's contribution totals to each of the previous nine fiscal year's contribution totals.

Job Number: 77595  
 October 2007

Fiscal Year Totals Graph



## YEAR TO DATE CONTRIBUTION TOTALS



FISCAL YEAR	GIFTS	GRANTS	TOTAL CONTRIBUTIONS
2007- 2008	\$44,696,312	\$59,284,704	\$103,981,016
2006- 2007	\$38,054,245	\$38,896,258	\$76,950,503
2005- 2006	\$35,905,189	\$33,783,873	\$69,689,062
2004- 2005	\$41,342,960	\$31,333,435	\$72,676,395
2003- 2004	\$33,364,731	\$40,123,767	\$73,488,498
2002- 2003	\$28,948,199	\$34,187,741	\$63,135,940
2001- 2002	\$23,646,905	\$29,726,587	\$53,373,492
2000- 2001	\$28,936,585	\$27,192,951	\$56,129,536
1999- 2000	\$35,619,963	\$26,419,272	\$62,039,235
1998- 1999	\$16,962,188	\$27,901,031	\$44,863,219

Source: UW Office of Development

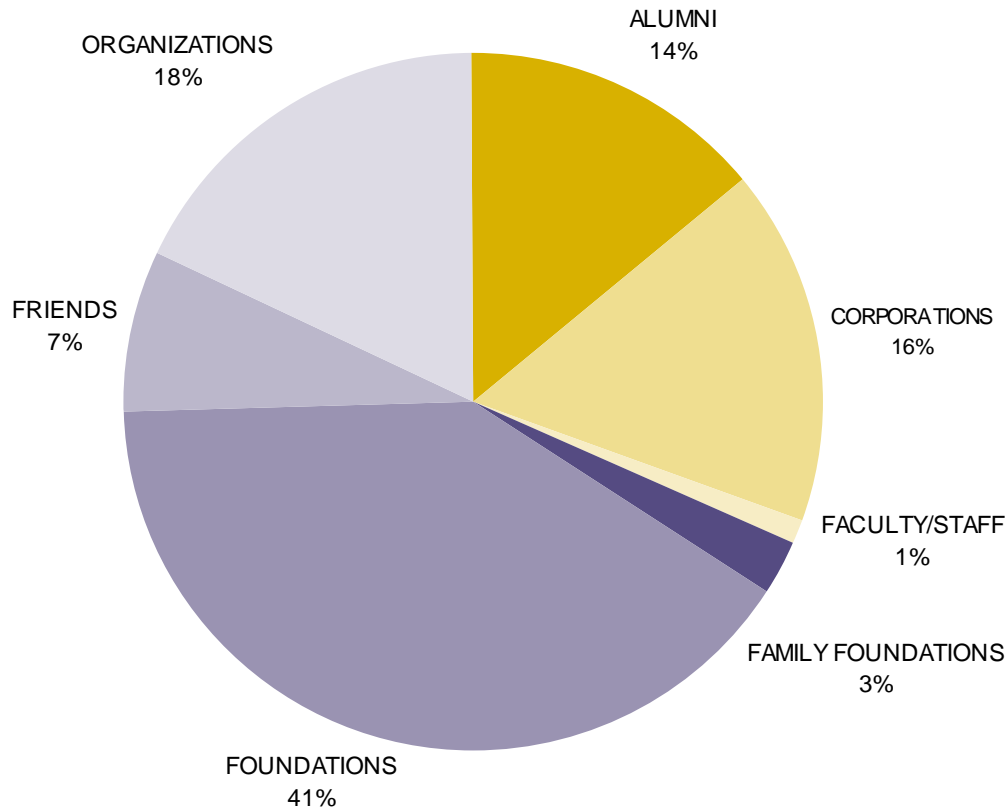
This graph compares the current fiscal year's contribution totals to each of the previous nine fiscal year's contribution totals.

Job Number: 77595  
 October 2007

Year to Date Graph



DEVELOPMENT ACTIVITY BY DONOR TYPE IN CURRENT FISCAL YEAR



DONOR TYPE	YEAR TO DATE		PRIOR YEAR TO DATE		PRIOR FISCAL YEAR	
	Donors	Value	Donors	Value	Donors	Value
Alumni	17,590	\$14,819,750	18,571	\$14,591,183	54,753	\$60,282,263
Corporations	943	\$16,895,454	925	\$16,229,470	3,222	\$59,587,495
Faculty/Staff	1,984	\$1,117,910	1,904	\$939,510	3,711	\$3,848,794
Family Foundations	52	\$2,836,817	47	\$12,391,845	160	\$33,777,254
Foundations	185	\$41,709,189	172	\$11,862,257	405	\$45,676,525
Friends	11,299	\$7,734,245	11,010	\$6,139,641	42,526	\$40,107,637
Organizations	228	\$18,867,651	202	\$14,796,596	576	\$59,609,617

Source: UW Office of Development

This graph shows the sources of contributions for the current year to date. Dollar values are based on donor value.

Job Number: 77595  
 October 2007

Development Activity by Donor Type in Current Fiscal Year Chart



## ALUMNI PARTICIPATION BY CONSTITUENCY

AREA	CURRENT FISCAL YEAR TO DATE			PREVIOUS FISCAL YEAR TO DATE			
	Solicitible	Donors	Partic. Rate	Solicitible	Donors	Partic. Rate	Final %
UW Seattle							
UW Medicine	18,010	1,044	5.8%	16,867	1,095	6.5%	22.0%
Architecture	7,965	375	4.7%	7,709	386	5.0%	19.5%
Arts and Sciences	141,595	7,658	5.4%	138,301	8,192	5.9%	16.6%
Business School	37,430	2,939	7.9%	36,594	3,156	8.6%	22.7%
Dentistry	4,579	437	9.5%	4,525	460	10.2%	27.5%
Education	18,902	1,203	6.4%	19,116	1,191	6.2%	20.2%
Engineering	32,393	1,998	6.2%	31,945	2,036	6.4%	17.3%
Evans School of Public Affairs	2,329	161	6.9%	2,119	195	9.2%	25.1%
Forest Resources	4,603	197	4.3%	4,603	209	4.5%	17.9%
Interdisc. Grad. Programs	1,622	96	5.9%	1,463	92	6.3%	18.0%
Interdisc. Undergrad. Programs	225	4	1.8%	170	21	12.4%	24.7%
Interschool Programs	453	20	4.4%	353	24	6.8%	17.8%
Information School	4,370	457	10.5%	4,202	435	10.4%	22.4%
Law	7,780	538	6.9%	7,593	436	5.7%	24.8%
School of Nursing	8,598	570	6.6%	8,469	647	7.6%	24.5%
Ocean & Fisheries	3,911	187	4.8%	3,866	191	4.9%	18.5%
Pharmacy	3,426	253	7.4%	3,364	271	8.1%	30.3%
Public Health	4,318	233	5.4%	4,104	289	7.0%	20.2%
Social Work	6,404	313	4.9%	6,232	355	5.7%	17.8%
UW Bothell	6,084	218	3.6%	5,245	233	4.4%	15.1%
UW Tacoma	7,003	243	3.5%	5,850	234	4.0%	14.4%
Unspecified	10,866	717	6.6%	11,278	745	6.6%	22.8%
<b>All UW Total</b>	<b>305,971</b>	<b>17,590</b>	<b>5.7%</b>	<b>297,648</b>	<b>18,571</b>	<b>6.2%</b>	<b>18.4%</b>

Source: UW Office of Development

Job Number: 77595  
October 2007

Alumni Participation



NOTES AS OF NOVEMBER 30, 2007

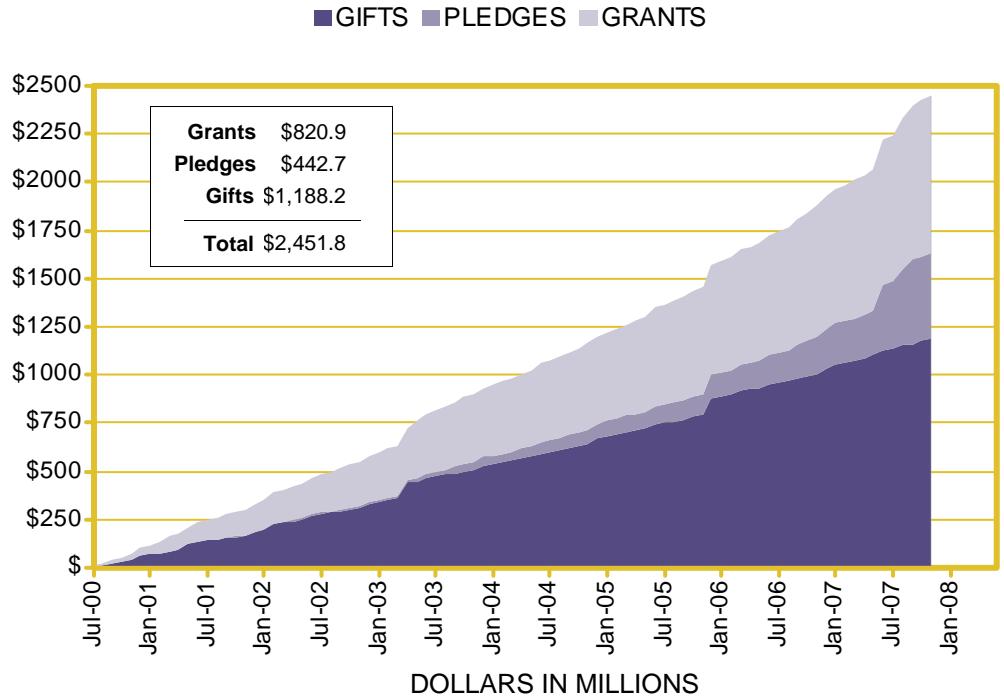
**DATA POINTS**

\$2,451,821,595 has been raised toward our campaign goal of \$2.5 billion.

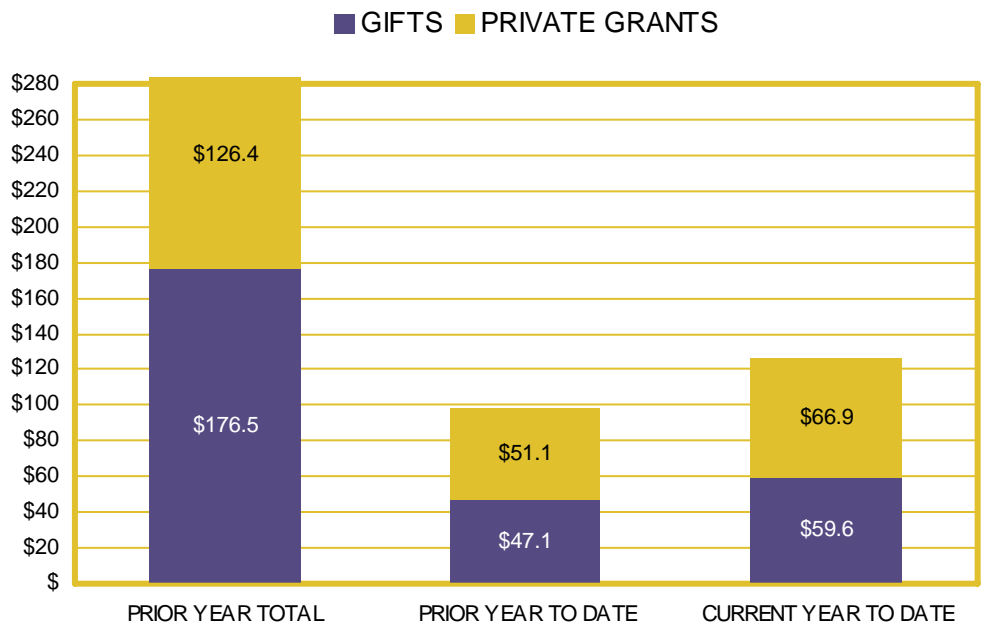
The UW received \$22.5 million in total private voluntary support (\$14.9 million in gifts and \$7.6 in grants) in November.

Areas including Architecture, Arts and Sciences, Broadcast Services, Business School, Dentistry, Forest Resources, Information School, Intercollegiate Athletics, Law, Libraries, Ocean and Fisheries, Public Health, UW Medicine and UW Tacoma are ahead of last year's year-to-date totals.

**FUNDRAISING PROGRESS SINCE JULY 1, 2000**



**CURRENT GIFT AND PRIVATE GRANT TOTALS**





## NOVEMBER 2007 GIFTS AND IMPACT

Selected gifts representing private support for one of the University of Washington's key fundraising priorities -- student, faculty, program and facility support.

### **Donald and Lynda Horowitz - \$25,000 to the Information School**

- This gift represents the first pledge payment to the Donald and Lynda Horowitz Endowed Fellowship in Information, Technology and Justice. Funds from the endowment will support Information School graduate students with unmet financial need who are interested in exploring how improved access to information technology can contribute to a more just world.
- Judge Horowitz, a former King County Superior Court judge, has been active in justice and legal systems for over forty years. He currently serves as Chair of the Technology Bill of Rights Committee for the state Access to Justice Technology Board, established by the Washington State Supreme Court to ensure full and equal access to the justice system by all citizens. Lynda Horowitz received her undergraduate and graduate degrees in Social Work from the University of Washington.
- Through the Students First Matching Initiative, available through June 30, 2008, the University will match the Horowitzes' gift at 50 percent, enabling a greater number of future students to benefit from their generosity.

### **James and Margaret Rose – \$23,000 to Intercollegiate Athletics**

- Jim and Margie Rose's first pledge payment kicks off the Rose Family Scholarship Endowment to help financially needy undergraduate student athletes at the UW. When fully funded at \$100,000, the endowment will receive \$50,000 in matching funds via the University's Students First Matching Initiative.
- The Students First matching initiative began in November 2006. Already, the effort has led to more than 100 new endowments and a number of Students First scholarships have been awarded to deserving students.
- Jim Rose is a partner with Seattle-based Westlake Associates, providers of commercial real estate brokerage services throughout Puget Sound. Margie Rose earned her Master of Education from the University of Washington.

### **Craig and Gretchen Wittenberg - \$10,071 to the College of Engineering**

- This gift to The Craig and Gretchen Wittenberg Endowed Scholarship in Computer Science & Engineering will help undergraduate students fund the cost of attending the UW.
- The Wittenbergs have pledged \$100,000 to provide support for undergraduates in the Computer Science & Engineering department with unmet financial need. The Students First Matching Initiative will add an additional \$50,000 to the endowment once it is fully funded.
- Gifts like the Wittenbergs' help to ensure that greater numbers of qualified students receive an outstanding education and graduate with the skills to create solutions for local and global challenges.







# REPORT OF CONTRIBUTIONS

November 2007

---

---

## **CAMPAIGN UW: CREATING FUTURES**

Report prepared by: Office of Development and Alumni Relations  
Advancement Services, Information Management

12/10/2007 03:55 PM

## TABLE OF CONTENTS

Campaign Progress to Date*	1
Campaign Progress by Giving Level*	2
Campaign Progress Pyramid*	3
Campaign Progress by Constituency*	4
Campaign Theme Progress*	5
Development Area Summary - Total Private Voluntary Support	6
Development Area Summary - Gifts and Private Grants	7
Development Area Summary - Gifts	8
Complete Fiscal Year Comparison	9
Year to Date Contribution Totals	10
Development Activity by Donor Type	11
Alumni Participation by Constituency	12

\*All Campaign totals represented are from July 1, 2000 through the end of the preceding calendar month. Please note that grant revenue totals in Campaign Reports may contain clinical trials. Fundraising totals from all affiliated non-profit organizations are also included in UW Campaign totals.

The UW Campaign Executive Committee developed the counting policy for Campaign reports, based on Council for Advancement and Support of Education (CASE) campaign counting standards.

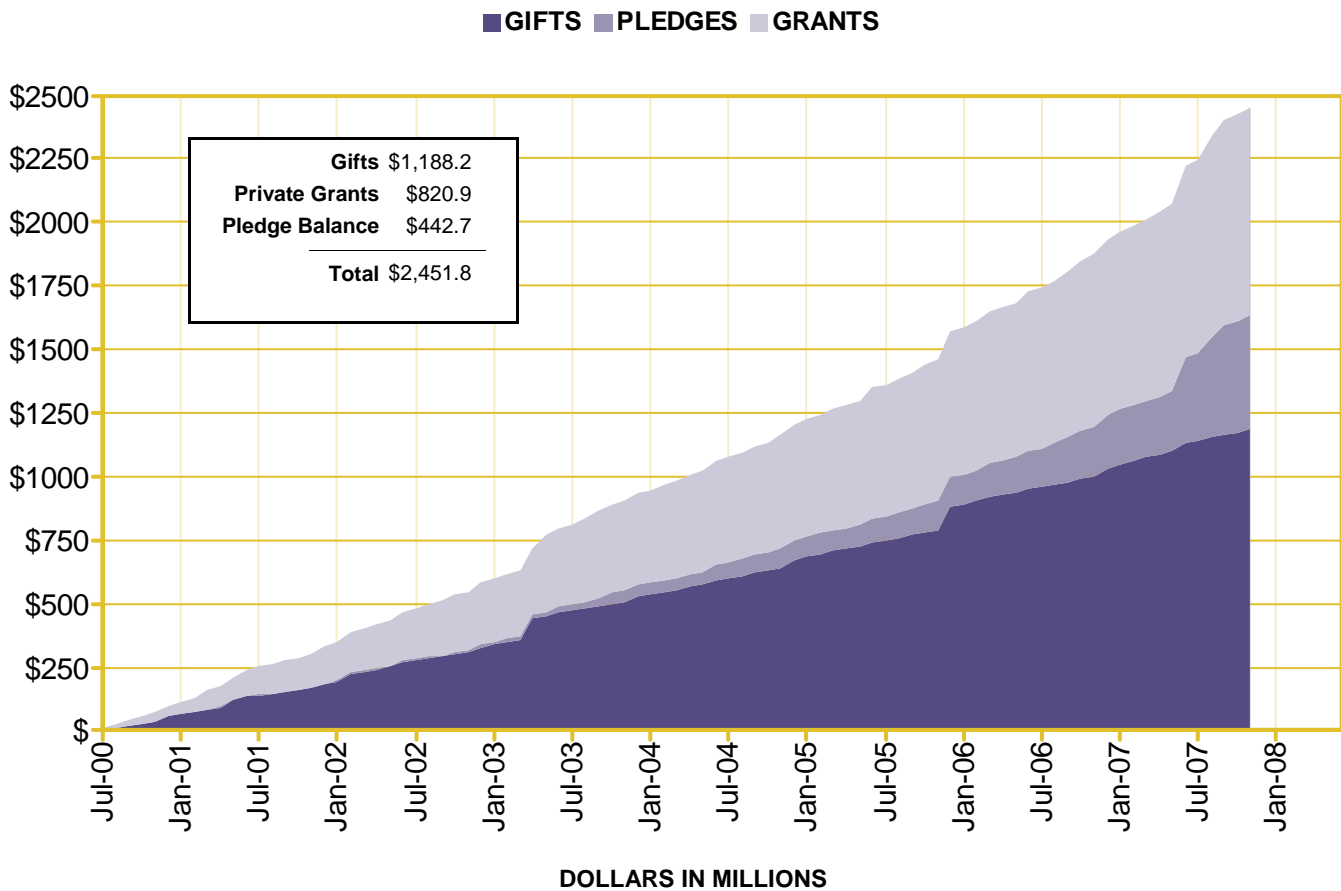
Annual reporting is July 1, 2007 through the end of the preceding calendar month.

Job Number: 78184  
November 2007

Table of Contents



## CAMPAIGN PROGRESS SINCE JULY 1, 2000



Source: UW Office of Development

Summarizes Total Private Voluntary Support since July 1, 2000. Testamentary Commitments included in Pledge Balance total. All dollar totals in millions.

Job Number: 78184  
 November 2007

Fundraising Progress Since July 1, 2000



## CAMPAIGN PROGRESS BY GIVING LEVEL

<b>DOLLARS RAISED</b>							
<b>Gifts, Pledges &amp; Grants</b>							
Giving Level *	Alumni	Non Alumni	Family Fndns.	Corporations	Foundations	Other Orgs.	Total
\$100M+	\$0	\$35,220	\$0	\$0	\$415,568,019	\$0	\$415,603,239
\$50M - \$99,999,999	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$10M - \$49,999,999	\$53,214,683	\$84,670,877	\$72,342,500	\$78,251,547	\$112,603,593	\$62,736,170	\$463,819,369
\$5M - \$9,999,999	\$29,867,572	\$15,864,796	\$0	\$56,337,838	\$52,799,286	\$61,476,115	\$216,345,608
\$1M - \$4,999,999	\$149,526,074	\$74,470,709	\$33,075,382	\$140,841,352	\$111,980,837	\$101,570,427	\$611,464,781
\$100,000 - \$999,999	\$108,115,508	\$80,775,158	\$26,405,929	\$139,416,736	\$70,328,701	\$62,591,497	\$487,633,529
\$25,000 - \$99,999	\$30,468,092	\$22,939,517	\$3,270,483	\$32,818,526	\$8,682,158	\$11,282,916	\$109,461,692
\$10,000 - \$24,999	\$21,592,654	\$15,393,536	\$868,720	\$11,010,216	\$1,720,898	\$2,334,908	\$52,920,932
\$5,000 - \$9,999	\$13,596,074	\$10,408,138	\$280,918	\$5,203,726	\$616,834	\$808,642	\$30,914,333
\$2,000 - \$4,999	\$10,552,225	\$8,372,691	\$68,678	\$3,474,168	\$282,999	\$544,610	\$23,295,370
\$1,000 - \$1,999	\$6,715,599	\$5,431,340	\$20,555	\$1,510,522	\$82,043	\$239,695	\$13,999,755
\$500 - \$999	\$5,814,028	\$4,443,914	\$5,460	\$749,351	\$31,645	\$100,911	\$11,145,309
\$250 - \$499	\$3,833,005	\$2,393,196	\$2,000	\$318,164	\$12,440	\$46,502	\$6,605,307
\$100 - \$249	\$3,052,637	\$2,269,806	\$2,540	\$302,050	\$7,982	\$34,633	\$5,669,648
\$1 - \$99	\$1,540,298	\$1,314,033	\$239	\$78,476	\$971	\$11,707	\$2,945,724
<b>Total</b>	<b>\$437,888,448</b>	<b>\$328,782,931</b>	<b>\$136,343,404</b>	<b>\$470,312,672</b>	<b>\$774,718,407</b>	<b>\$303,778,733</b>	<b>\$2,451,824,595</b>
<b>DONOR COUNTS</b>							
Giving Level	Alumni	Non Alumni	Family Fndns.	Corporations	Foundations	Other Orgs.	Total
\$100M+	0	2	0	0	1	0	3
\$50M - \$99,999,999	0	0	0	0	0	0	0
\$10M - \$49,999,999	13	11	4	5	6	4	43
\$5M - \$9,999,999	7	7	0	7	8	8	37
\$1M - \$4,999,999	124	109	16	68	50	49	416
\$100,000 - \$999,999	628	704	79	507	207	203	2,328
\$25,000 - \$99,999	1,218	1,204	75	712	178	223	3,610
\$10,000 - \$24,999	2,590	2,438	60	819	121	160	6,188
\$5,000 - \$9,999	3,460	3,363	46	870	102	132	7,973
\$2,000 - \$4,999	5,569	5,909	25	1,336	97	196	13,132
\$1,000 - \$1,999	7,437	7,638	18	1,361	67	208	16,729
\$500 - \$999	11,445	11,182	12	1,357	53	171	24,220
\$250 - \$499	13,932	11,470	7	1,097	39	151	26,696
\$100 - \$249	23,682	23,686	17	2,330	55	269	50,039
\$1 - \$99	43,946	46,945	5	2,018	23	331	93,268
<b>Total</b>	<b>114,051</b>	<b>114,668</b>	<b>364</b>	<b>12,487</b>	<b>1,007</b>	<b>2,105</b>	<b>244,682</b>

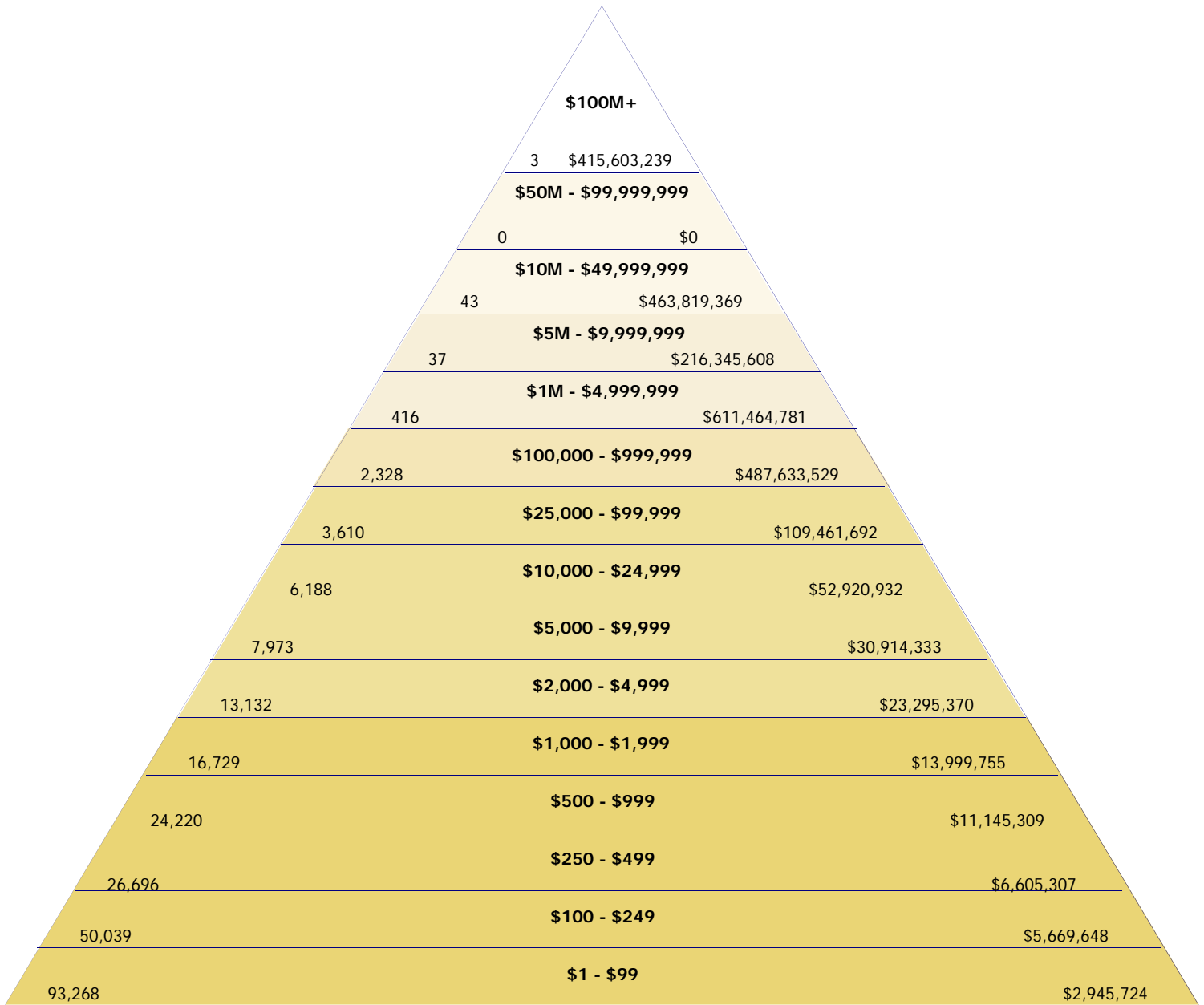
Source: UW Office of Development & Alumni Relations

This report shows the count of distinct donors and campaign total by giving level and donor type since July 1, 2000.

\*\*"Giving Level" is determined by summing all gift record types (including grants)



**CAMPAIGN PROGRESS BY PYRAMID, SINCE JULY 1, 2000**



244,682 Donor Count

Campaign Total: \$2,451,824,595

\*Campaign Working Goal: \$2,500,000,000

Percent Complete: 98.1%

Source: UW Office of Development

The counts of distinct donors and fundraising totals by giving level are shown.

\*Unit campaign goals are still being finalized.

Pyramid Levels are determined by summing all gift record types (including grants)



## CAMPAIGN PROGRESS BY CONSTITUENCY

	GIFTS	Irrevocable Deferred Gifts		PLEDGES	Testamentary Commitments		GRANTS	Campaign - Private Voluntary Support		
		Donor Value	Discount Value		Donor Value	Discount Value		TOTAL	Working Goal	% of Goal
UW Medicine	\$321,643,733	\$11,624,834	\$7,019,121	\$174,201,293	\$29,701,186	\$10,798,245	\$434,511,285	\$971,682,331	\$1,000,000,000	97.2%
Architecture	\$8,595,686	\$2,244,117	\$1,270,276	\$1,117,560	\$2,275,000	\$1,311,271	\$4,043,804	\$18,276,167	\$19,000,000	96.2%
Arts and Sciences	\$126,444,143	\$6,955,983	\$4,911,394	\$8,371,118	\$38,156,000	\$24,499,673	\$77,865,449	\$257,792,693	\$240,000,000	107.4%
Broadcast Services	\$55,651,122	\$0	\$0	\$13,053	\$0	\$0	\$0	\$55,664,175	N/A	N/A
Business School	\$73,327,171	\$1,905,524	\$1,013,884	\$72,060,900	\$7,915,271	\$5,416,671	\$368,335	\$155,577,202	\$135,000,000	115.2%
Dentistry	\$8,692,758	\$246,992	\$191,357	\$2,101,806	\$910,000	\$508,954	\$4,315,296	\$16,266,852	\$15,000,000	108.4%
Education	\$11,557,979	\$48,552	\$45,881	\$2,508,908	\$4,050,000	\$2,015,446	\$15,464,659	\$33,630,098	\$23,000,000	146.2%
Engineering	\$143,266,356	\$2,659,904	\$1,844,942	\$7,136,666	\$8,264,691	\$3,363,446	\$82,668,318	\$243,995,935	\$250,000,000	97.6%
Evans Schl. of Pub. Affairs	\$12,342,889	\$81,135	\$114,706	\$1,114,901	\$500,000	\$265,793	\$41,694,171	\$55,733,096	\$40,000,000	139.3%
Forest Resources	\$10,295,110	\$646,572	\$562,957	\$54,130	\$2,915,000	\$1,609,906	\$4,162,621	\$18,073,432	\$17,700,000	102.1%
Friday Harbor Labs	\$6,331,746	\$153,242	\$90,816	\$177,708	\$5,255,000	\$2,978,876	\$862,743	\$12,780,439	\$12,000,000	106.5%
Information School	\$3,310,696	\$25,000	\$25,070	\$248,739	\$100,000	\$64,666	\$4,241,458	\$7,925,893	\$5,000,000	158.5%
Intercollegiate Athletics	\$117,552,207	\$246,570	\$179,922	\$4,676,514	\$260,000	\$160,402	\$0	\$122,735,291	\$110,000,000	111.6%
Law	\$62,723,346	\$71,186	\$46,904	\$824,700	\$674,988	\$417,533	\$1,176,222	\$65,470,442	\$70,000,000	93.5%
Libraries	\$6,872,953	\$442,146	\$381,541	\$70,702	\$1,893,000	\$829,910	\$475,708	\$9,754,508	\$9,000,000	108.4%
Nursing	\$11,835,108	\$3,295,000	\$2,549,270	\$797,129	\$3,477,799	\$1,762,136	\$9,452,903	\$28,857,939	\$24,000,000	120.2%
Ocean and Fisheries	\$15,714,063	\$5,823,186	\$2,742,236	\$53,571	\$0	\$0	\$32,519,284	\$54,110,103	\$34,000,000	159.1%
Pharmacy	\$10,206,089	\$0	\$0	\$528,756	\$1,000,000	\$310,068	\$6,715,443	\$18,450,287	\$10,260,000	179.8%
President's Funds	\$8,744,422	\$788,472	\$690,676	\$329,751	\$11,230,000	\$4,709,801	\$0	\$21,092,645	N/A	N/A
Public Health	\$14,310,010	\$50,259	\$39,563	\$9,859,306	\$0	\$0	\$74,877,940	\$99,097,515	\$90,000,000	110.1%
Scholar. & Student Progs.	\$43,008,603	\$1,847,980	\$829,776	\$2,692,086	\$6,718,333	\$3,513,133	\$1,944,332	\$56,211,334	\$40,000,000	140.5%
Social Work	\$6,278,912	\$290,566	\$183,270	\$6,091,034	\$0	\$0	\$7,284,878	\$19,945,390	\$10,000,000	199.5%
University Press	\$3,906,862	\$108,239	\$93,710	\$15,270	\$0	\$0	\$0	\$4,030,371	\$3,000,000	134.3%
University Support	\$36,836,659	\$2,130,448	\$1,123,146	\$3,749,495	\$4,050,000	\$2,173,350	\$15,448,370	\$62,214,972	N/A	N/A
UW Bothell	\$2,625,330	\$0	\$0	\$44,140	\$0	\$0	\$750,500	\$3,419,970	\$3,500,000	97.7%
UW Tacoma	\$24,219,323	\$195,000	\$181,257	\$11,812,934	\$2,725,000	\$1,535,533	\$80,257	\$39,032,514	\$35,000,000	111.5%
<b>All UW Total</b>	<b>\$1,146,293,278</b>	<b>\$41,880,907</b>	<b>\$26,131,675</b>	<b>\$310,652,169</b>	<b>\$132,071,268</b>	<b>\$68,244,813</b>	<b>\$820,923,974</b>	<b>\$2,451,821,595</b>	<b>\$2,500,000,000</b>	<b>98.1%</b>

Source: UW Office of Development

Fundraising progress toward campaign working goals by constituency area (school/college/program). Campaign total is the sum of gifts, grants, active pledges and donor values of irrevocable deferred gifts and testamentary commitments. "N/A" is not applicable. 1 - "Pledges" are those in active status only. 2 - "Grants" are private grants only. 3 - Unit campaign working goals are still being finalized.

Job Number: 78184

November 2007

Campaign Progress by Constituency - Since July 2000



**CAMPAIGN FUNDING THEME PROGRESS - JULY 2000 - PRESENT**

THEME	CURRENT USE	ENDOWMENT	TOTAL
Student Support	\$108,220,644	\$202,332,427	\$310,553,071
Faculty Support	\$96,285,201	\$156,614,333	\$252,899,534
Program Support for Faculty and Students	\$1,201,816,439	\$155,635,513	\$1,357,451,952
Capital	\$294,162,890	\$1,778,269	\$295,941,159
Unrestricted	\$202,670,255	\$32,308,624	\$234,978,879
<b>Total</b>	<b>\$1,903,155,430</b>	<b>\$548,669,165</b>	<b>\$2,451,824,595</b>
Goal	\$2,000,000,000	\$500,000,000	\$2,500,000,000
% to Goal	95.2%	109.7%	98.1%

Source: UW Office of Development

This report shows contribution totals by campaign theme/priority since July 1, 2000.

Job Number: 78184  
 November 2007

Campaign Theme Progress



DEVELOPMENT SUMMARY - TOTAL PRIVATE VOLUNTARY SUPPORT

AREA	YEAR TO DATE DONOR VALUES		
	GIFTS	PRIVATE GRANTS	TOTAL
UW Seattle			
UW Medicine	\$18,517,944	\$46,826,159	\$65,344,104
Architecture	\$561,045	\$52,500	\$613,545
Arts and Sciences	\$11,042,747	\$2,179,806	\$13,222,554
Broadcast Services	\$3,448,442		\$3,448,442
Business School	\$3,980,368		\$3,980,368
Dentistry	\$481,332	\$49,964	\$531,296
Education	\$427,687	\$131,720	\$559,407
Engineering	\$5,070,091	\$1,018,187	\$6,088,278
Evans Schl. of Pub. Affairs	\$358,637	\$952,714	\$1,311,351
Forest Resources	\$376,216	\$255,902	\$632,118
Graduate School	\$780,992	\$69,558	\$850,550
Information School	\$144,926	\$2,745,000	\$2,889,926
Intercollegiate Athletics	\$5,010,534		\$5,010,534
Law	\$1,282,211		\$1,282,211
Libraries	\$293,724		\$293,724
Nursing	\$894,178	\$901,778	\$1,795,956
Ocean and Fisheries	\$1,404,314	\$5,556,129	\$6,960,443
Pharmacy	\$193,022	\$639,654	\$832,676
President's Funds	\$211,767		\$211,767
Public Health	\$183,758	\$5,188,167	\$5,371,926
Scholar. & Student Progs.	\$1,528,630	\$80,000	\$1,608,630
Social Work	\$39,786	\$257,860	\$297,646
UW Alumni Association	\$398,312		\$398,312
University Press	\$131,241		\$131,241
University Support	\$1,358,216		\$1,358,216
UW Bothell	\$44,252		\$44,252
UW Tacoma	\$1,426,756		\$1,426,756
<b>All UW Total</b>	<b>\$59,591,142</b>	<b>\$66,905,100</b>	<b>\$126,496,241</b>

Source: UW Office of Development

Contribution totals for the major Development areas of the University are shown.

Job Number: 78184

November 2007

Development Area Summary - Total Private Voluntary Support





DEVELOPMENT SUMMARY - GIFTS AND PRIVATE GRANTS

AREA	CURRENT MONTH		YEAR TO DATE		PRIOR YEAR TO DATE		PRIOR FISCAL YEAR	
	Donors	Value	Donors	Value	Donors	Value	Donors	Value
UW Seattle								
UW Medicine	3,999	\$7,949,926	9,010	\$65,344,104	7,934	\$40,305,291	18,369	\$106,235,847
Architecture	88	\$203,316	362	\$613,545	310	\$403,641	1,511	\$1,285,219
Arts and Sciences	2,194	\$2,542,779	6,561	\$13,222,554	8,026	\$10,569,025	17,118	\$34,367,909
Broadcast Services	649	\$372,661	2,034	\$3,448,442	2,353	\$3,185,880	4,560	\$10,835,348
Business School	511	\$1,877,329	2,518	\$3,980,368	2,409	\$3,427,033	4,542	\$16,631,593
Dentistry	259	\$224,346	701	\$531,296	745	\$518,600	1,410	\$1,721,826
Education	100	\$162,057	635	\$559,407	777	\$1,365,855	1,869	\$4,112,575
Engineering	610	\$1,558,956	2,294	\$6,088,278	2,286	\$7,183,451	4,586	\$26,027,370
Evans Schl. of Pub. Affairs	53	\$350,445	136	\$1,311,351	182	\$1,452,277	522	\$7,146,491
Forest Resources	111	\$109,495	436	\$632,118	318	\$485,528	1,208	\$1,929,058
Graduate School	240	\$156,530	306	\$850,550	227	\$1,714,054	415	\$2,481,332
Information School	62	\$34,623	395	\$2,889,926	423	\$392,631	651	\$686,093
Intercollegiate Athletics	600	\$839,277	3,900	\$5,010,534	3,385	\$3,993,229	24,151	\$21,911,161
Law	298	\$54,210	758	\$1,282,211	635	\$665,225	2,019	\$2,960,515
Libraries	251	\$83,645	895	\$293,724	611	\$166,075	4,428	\$1,143,601
Nursing	301	\$302,661	671	\$1,795,956	692	\$4,394,665	1,849	\$6,185,723
Ocean and Fisheries	90	\$1,430,546	228	\$6,960,443	289	\$1,754,921	790	\$7,085,809
Pharmacy	146	\$66,621	394	\$832,676	400	\$893,437	1,153	\$3,527,989
President's Funds	230	\$47,442	821	\$211,767	772	\$117,894	2,096	\$726,232
Public Health	115	\$1,775,853	257	\$5,371,926	350	\$5,367,190	788	\$11,799,217
Scholar. & Student Progs.	995	\$513,258	3,346	\$1,608,630	1,360	\$1,970,034	3,881	\$13,158,596
Social Work	78	\$104,018	280	\$297,646	284	\$355,978	980	\$5,996,397
UW Alumni Association	2,197	\$108,607	7,883	\$398,312	9,773	\$440,653	24,884	\$1,216,529
University Press	29	\$13,236	135	\$131,241	133	\$1,536,208	311	\$1,822,053
University Support	121	\$525,290	853	\$1,358,216	939	\$4,401,722	2,365	\$7,142,087
UW Bothell	62	\$9,690	129	\$44,252	126	\$163,431	647	\$406,048
UW Tacoma	110	\$1,123,472	266	\$1,426,756	257	\$953,589	810	\$4,346,953
<b>All UW Unique Total</b>	<b>13,445</b>	<b>\$22,540,302</b>	<b>41,706</b>	<b>\$126,496,241</b>	<b>41,262</b>	<b>\$98,177,531</b>	<b>105,353</b>	<b>\$302,889,584</b>

Source: UW Office of Development

The number of donors and contribution totals for the major Development areas of the University are shown. Dollar values are based on donor values.

Job Number: 78184

November 2007

Development Area Summary - Gifts and Private Grants



## DEVELOPMENT SUMMARY - GIFTS

AREA	CURRENT MONTH		YEAR TO DATE		PRIOR YEAR TO DATE		PRIOR FISCAL YEAR	
	Donors	Value	Donors	Value	Donors	Value	Donors	Value
UW Seattle								
UW Medicine	3,941	\$3,636,415	8,835	\$18,517,944	7,770	\$9,699,695	18,109	\$35,839,896
Architecture	88	\$203,316	360	\$561,045	306	\$281,641	1,504	\$1,015,838
Arts and Sciences	2,190	\$2,190,662	6,527	\$11,042,747	7,993	\$6,155,545	17,051	\$22,448,302
Broadcast Services	649	\$372,661	2,034	\$3,448,442	2,353	\$3,185,880	4,560	\$10,835,348
Business School	511	\$1,877,329	2,518	\$3,980,368	2,408	\$3,398,686	4,541	\$16,603,246
Dentistry	258	\$209,346	699	\$481,332	741	\$446,211	1,400	\$1,302,793
Education	98	\$129,337	631	\$427,687	772	\$537,488	1,859	\$1,560,076
Engineering	608	\$1,168,673	2,281	\$5,070,091	2,254	\$4,674,614	4,531	\$15,097,858
Evans Schl. of Pub. Affairs	51	\$125,445	127	\$358,637	171	\$201,336	503	\$2,577,597
Forest Resources	111	\$109,495	431	\$376,216	313	\$428,973	1,191	\$1,416,624
Graduate School	240	\$156,530	303	\$780,992	223	\$1,065,856	410	\$1,665,861
Information School	62	\$34,623	393	\$144,926	420	\$218,907	648	\$436,870
Intercollegiate Athletics	600	\$839,277	3,900	\$5,010,534	3,385	\$3,993,229	24,151	\$21,911,161
Law	298	\$54,210	758	\$1,282,211	633	\$553,225	2,015	\$2,773,835
Libraries	251	\$83,645	895	\$293,724	611	\$166,075	4,428	\$1,143,601
Nursing	299	\$160,846	664	\$894,178	688	\$4,059,676	1,842	\$5,457,618
Ocean and Fisheries	87	\$1,208,523	214	\$1,404,314	280	\$840,710	763	\$2,515,555
Pharmacy	145	\$52,563	389	\$193,022	396	\$579,824	1,144	\$1,707,704
President's Funds	230	\$47,442	821	\$211,767	772	\$117,894	2,096	\$726,232
Public Health	109	\$41,940	238	\$183,758	331	\$274,571	749	\$669,251
Scholar. & Student Progs.	994	\$433,258	3,345	\$1,528,630	1,359	\$970,034	3,881	\$12,158,596
Social Work	76	\$4,061	275	\$39,786	279	\$75,829	970	\$4,249,650
UW Alumni Association	2,197	\$108,607	7,883	\$398,312	9,773	\$440,653	24,884	\$1,216,529
University Press	29	\$13,236	135	\$131,241	133	\$1,536,208	311	\$1,822,053
University Support	121	\$525,290	853	\$1,358,216	935	\$2,066,022	2,358	\$4,590,672
UW Bothell	62	\$9,690	129	\$44,252	126	\$163,431	647	\$406,048
UW Tacoma	110	\$1,123,472	266	\$1,426,756	255	\$948,022	808	\$4,341,386
<b>All UW Unique Total</b>	<b>13,368</b>	<b>\$14,919,906</b>	<b>41,463</b>	<b>\$59,591,142</b>	<b>41,020</b>	<b>\$47,080,249</b>	<b>104,934</b>	<b>\$176,490,215</b>

Source: UW Office of Development

The number of donors and contribution totals (gifts only) for the major Development areas of the University are shown. Dollar values are based on donor values.

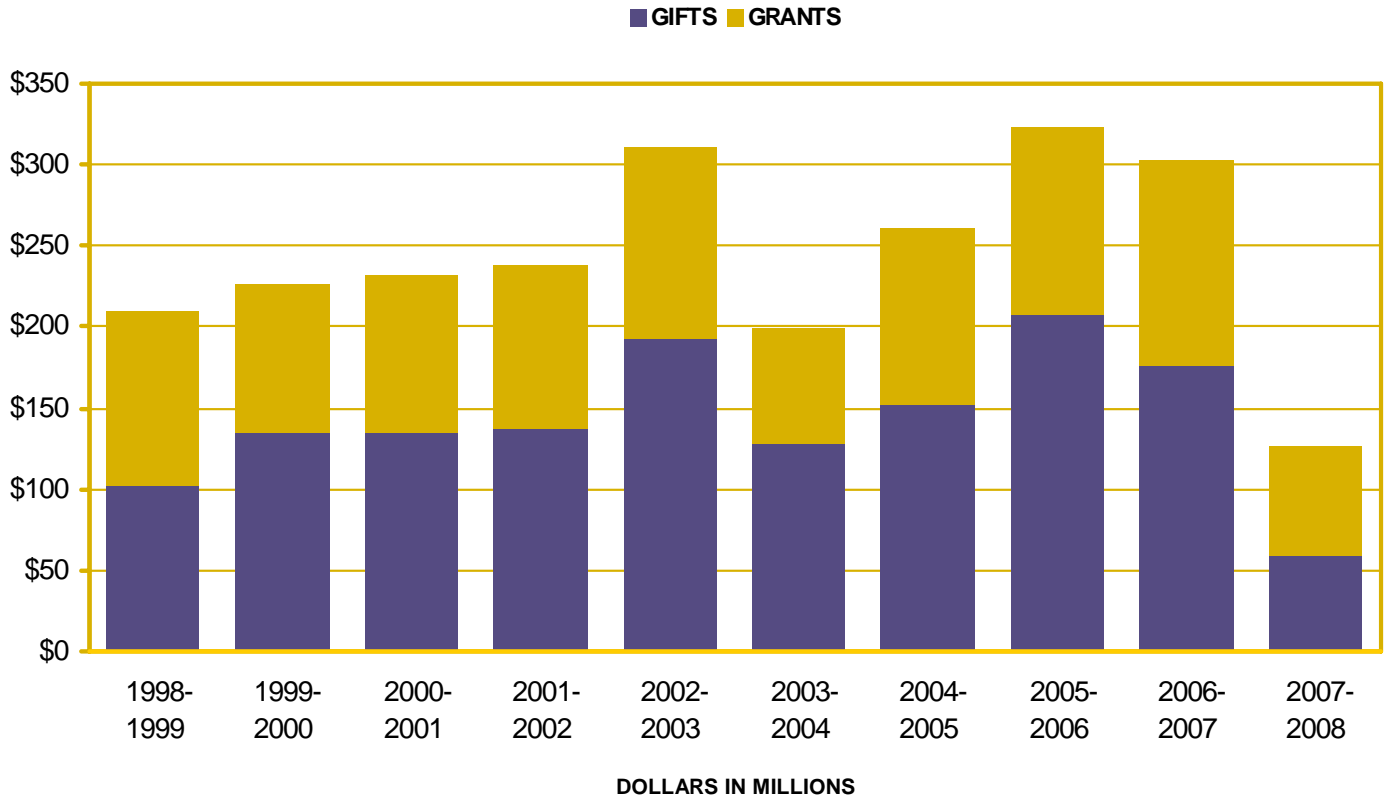
Job Number: 78184

November 2007

Development Area Summary - Gifts



COMPLETE FISCAL YEAR COMPARISON OF TOTAL CONTRIBUTIONS RECEIVED



FISCAL YEAR	GIFTS	GRANTS	TOTAL CONTRIBUTIONS
2007- 2008	\$59,594,142	\$66,905,100	\$126,499,241
2006- 2007	\$176,490,215	\$126,399,369	\$302,889,584
2005- 2006	\$207,744,231	\$115,261,186	\$323,005,417
2004- 2005	\$151,969,925	\$108,802,371	\$260,772,296
2003- 2004	\$128,174,367	\$71,603,323	\$199,777,690
2002- 2003	\$192,573,183	\$118,677,722	\$311,250,905
2001- 2002	\$137,959,340	\$100,820,547	\$238,779,887
2000- 2001	\$134,805,190	\$97,112,979	\$231,918,169
1999- 2000	\$134,037,997	\$91,536,165	\$225,574,162
1998- 1999	\$102,925,077	\$107,619,586	\$210,544,663

Source: UW Office of Development

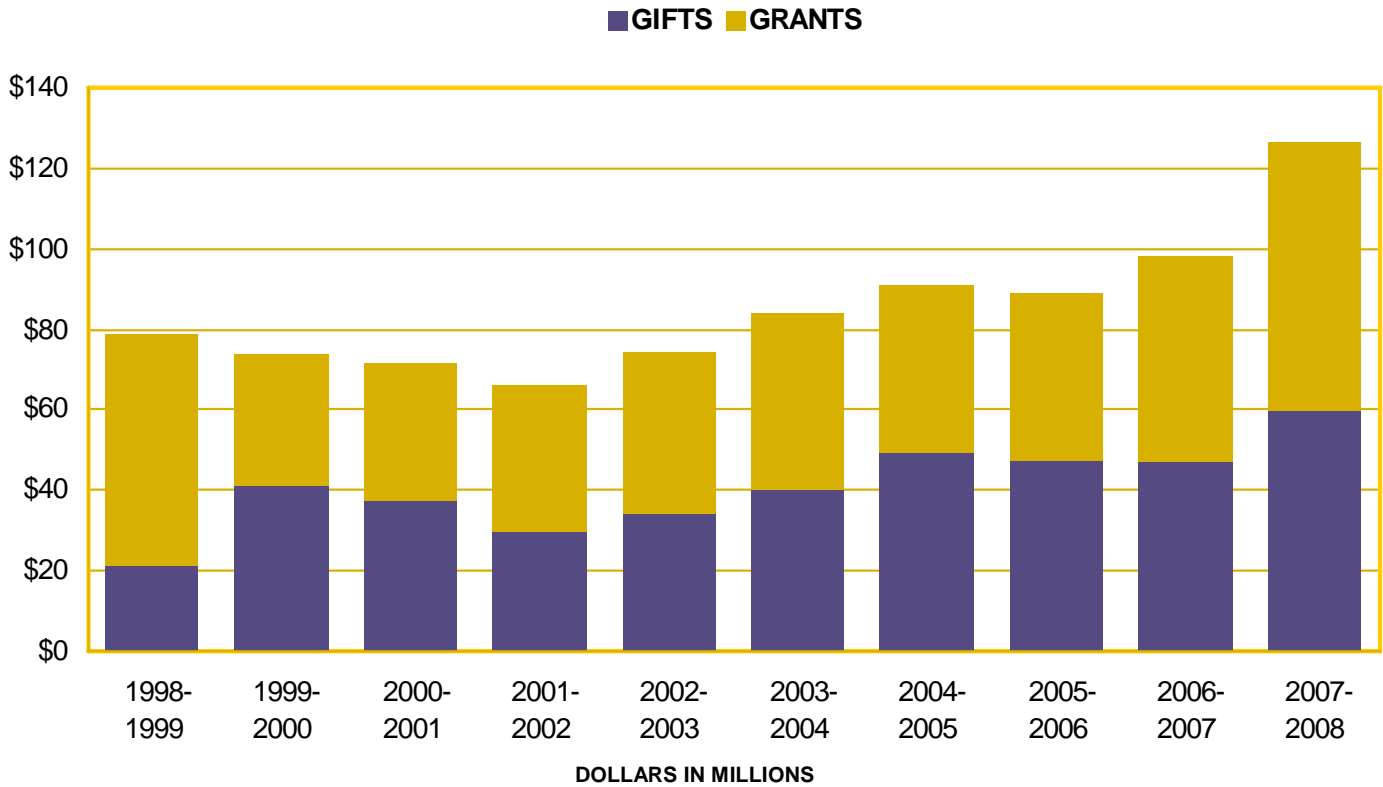
This graph compares the current fiscal year's contribution totals to each of the previous nine fiscal year's contribution totals.

Job Number: 78184  
 November 2007

Fiscal Year Totals Graph



## YEAR TO DATE CONTRIBUTION TOTALS



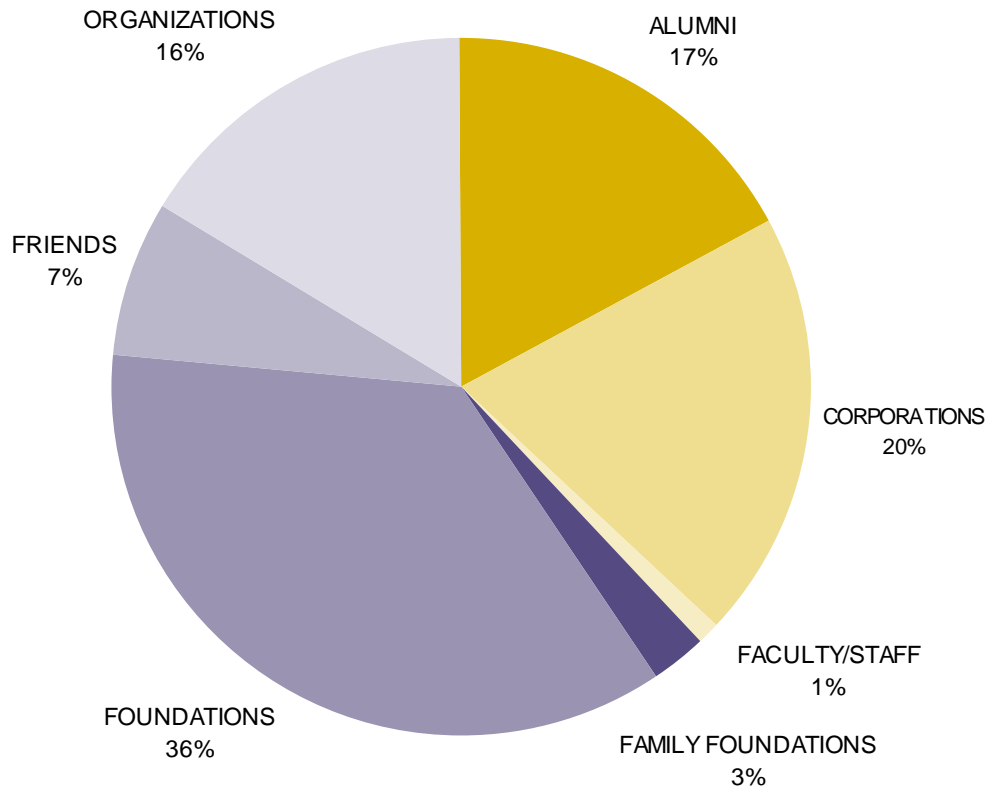
FISCAL YEAR	GIFTS	GRANTS	TOTAL CONTRIBUTIONS
2007- 2008	\$59,594,142	\$66,905,100	\$126,499,241
2006- 2007	\$47,080,249	\$51,097,282	\$98,177,531
2005- 2006	\$47,328,278	\$41,920,482	\$89,248,760
2004- 2005	\$49,499,496	\$41,615,811	\$91,115,307
2003- 2004	\$40,115,399	\$43,839,685	\$83,955,084
2002- 2003	\$34,187,163	\$40,154,560	\$74,341,723
2001- 2002	\$29,673,079	\$36,734,510	\$66,407,590
2000- 2001	\$37,543,479	\$34,169,985	\$71,713,464
1999- 2000	\$41,262,818	\$32,387,391	\$73,650,209
1998- 1999	\$21,169,306	\$57,685,616	\$78,854,922

Source: UW Office of Development

This graph compares the current fiscal year's contribution totals to each of the previous nine fiscal year's contribution totals.



DEVELOPMENT ACTIVITY BY DONOR TYPE IN CURRENT FISCAL YEAR



DONOR TYPE	YEAR TO DATE		PRIOR YEAR TO DATE		PRIOR FISCAL YEAR	
	Donors	Value	Donors	Value	Donors	Value
Alumni	22,662	\$21,779,777	23,466	\$18,140,170	54,753	\$60,282,263
Corporations	1,159	\$24,936,412	1,141	\$20,329,778	3,222	\$59,587,495
Faculty/Staff	2,266	\$1,332,869	2,175	\$1,159,483	3,711	\$3,848,794
Family Foundations	75	\$3,320,492	66	\$13,067,587	160	\$33,777,254
Foundations	218	\$45,203,768	197	\$18,345,421	405	\$45,676,525
Friends	15,053	\$9,070,081	13,981	\$7,684,683	42,526	\$40,107,637
Organizations	273	\$20,855,843	236	\$19,450,410	576	\$59,609,617

Source: UW Office of Development

This graph shows the sources of contributions for the current year to date. Dollar values are based on donor value.

Job Number: 78184  
 November 2007

Development Activity by Donor Type in Current Fiscal Year Chart



## ALUMNI PARTICIPATION BY CONSTITUENCY

AREA	CURRENT FISCAL YEAR TO DATE			PREVIOUS FISCAL YEAR TO DATE			
	Solicitable	Donors	Partic. Rate	Solicitable	Donors	Partic. Rate	Final %
UW Seattle							
UW Medicine	18,010	1,517	8.4%	16,867	1,478	8.8%	22.0%
Architecture	7,965	486	6.1%	7,709	500	6.5%	19.5%
Arts and Sciences	141,595	9,870	7.0%	138,301	10,309	7.5%	16.6%
Business School	37,430	3,576	9.6%	36,594	3,760	10.3%	22.7%
Dentistry	4,579	579	12.6%	4,525	593	13.1%	27.5%
Education	18,902	1,547	8.2%	19,116	1,535	8.0%	20.2%
Engineering	32,393	2,529	7.8%	31,945	2,576	8.1%	17.3%
Evans School of Public Affairs	2,329	205	8.8%	2,119	240	11.3%	25.1%
Forest Resources	4,603	264	5.7%	4,603	269	5.8%	17.9%
Interdisc. Grad. Programs	1,622	110	6.8%	1,463	113	7.7%	18.0%
Interdisc. Undergrad. Programs	225	6	2.7%	170	22	12.9%	24.7%
Interschool Programs	453	27	6.0%	353	32	9.1%	17.8%
Information School	4,370	539	12.3%	4,202	516	12.3%	22.4%
Law	7,780	769	9.9%	7,593	709	9.3%	24.8%
School of Nursing	8,598	822	9.6%	8,469	895	10.6%	24.5%
Ocean & Fisheries	3,911	237	6.1%	3,866	257	6.6%	18.5%
Pharmacy	3,426	352	10.3%	3,364	345	10.3%	30.3%
Public Health	4,318	315	7.3%	4,104	365	8.9%	20.2%
Social Work	6,404	380	5.9%	6,232	428	6.9%	17.8%
UW Bothell	6,084	265	4.4%	5,245	272	5.2%	15.1%
UW Tacoma	7,003	287	4.1%	5,850	278	4.8%	14.4%
Unspecified	10,866	931	8.6%	11,278	966	8.6%	22.8%
<b>All UW Total</b>	<b>305,971</b>	<b>22,662</b>	<b>7.4%</b>	<b>297,648</b>	<b>23,466</b>	<b>7.9%</b>	<b>18.4%</b>

Source: UW Office of Development

Job Number: 78184  
November 2007

Alumni Participation



VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Grant and Contract Awards – October, 2007

RECOMMENDED ACTION:

It is the recommendation of the administration and the Finance and Audit Committee that the Board of Regents accept the Grant and Contract Awards as presented on the attached list.

Attachment: Grant and Contract Awards Summary  
Report of Grant and Contract Awards of  
\$1,000,000 or More

---

---

# **Grant and Contract Awards Summary**

**to**

**The Board of Regents**

**of the**

**University of Washington**

**for**

**October 2007**

**Office of Research**

**Office of Sponsored Programs**

---

---



---

## Table of Contents

Award Highlights	3
Graphical Summary of Award Activity	4
Summary of Grant and Contract Awards	5
Comparison of Grants and Contract Awards by Agency	6
Comparison of Grants and Contract Awards by School/College	7
Listing of Awards for College of Arts and Sciences by Department	9
Summary of Grant Awards – Excluding Private Awards	10
Summary of Private Awards	11
Summary of Contract Awards	12
Grant & Contract Awards over \$1,000,000	13

## OCTOBER 2007 HIGHLIGHTS

---

The *National Institutes of Health* awarded a grant in the amount of \$10,470,746 for a project under the direction of Professor Mary L. “Nora” Disis of the *Department of Medicine* entitled “Institute for Translational Health Sciences (ITHS).” This award establishes the Institute of Translational Health Sciences (ITHS) to support the increasingly interdisciplinary and collaborative nature of translational research. The ITHS will enhance collaboration between the UW, FHCRC and CHRMC, and strengthen ties throughout the existing clinical and research infrastructure across the 5-state WWAMI region. The overarching goals of the ITHS are to enhance and develop collaboration networks within the research community, provide education and career development, foster innovative research and create a community that prioritizes translational research.

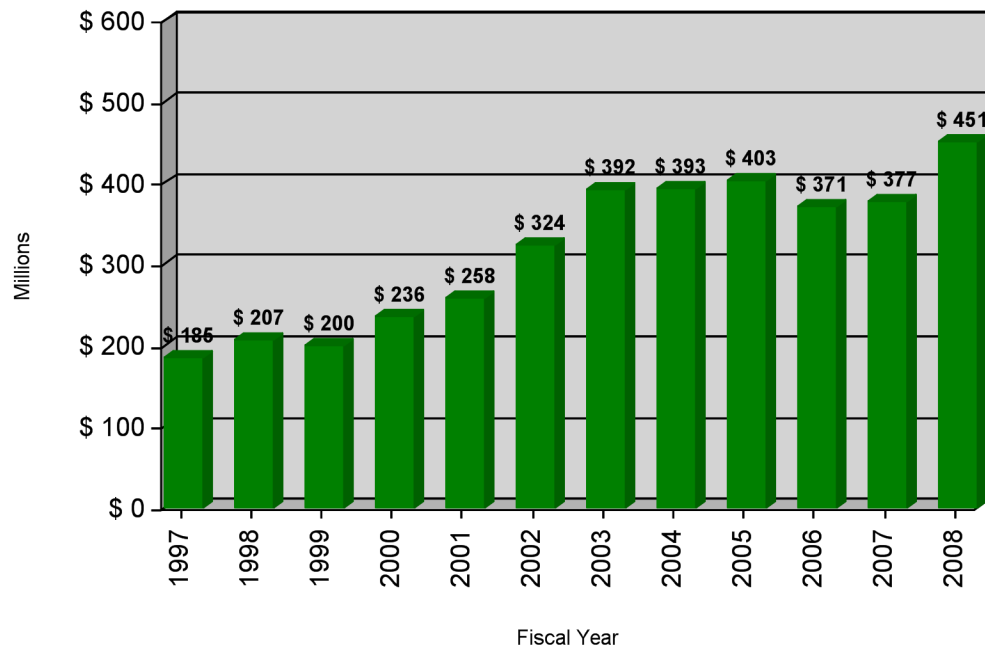
The *U.S. Department of Energy* awarded a grant in the amount of \$1,000,000 for a project under the direction of Professor Caroline Harwood of the *Department of Microbiology* entitled “Redirection of Metabolism for Hydrogen Production.” Photosynthetic microbes like *R. palustris* can produce the clean-burning fuel hydrogen gas using one of nature’s most plentiful resources, sunlight. Anoxygenic photosynthetic bacteria generate hydrogen and ammonia during a process known as biological nitrogen fixation. The objective of this project is to develop and apply techniques in metabolic engineering to improve the biocatalytic potential of *R. palustris* for nitrogenase-catalyzed hydrogen production. The challenge is to understand the systems biology of *R. palustris* sufficiently well to engineer cells to produce hydrogen continuously, at as a rapid a rate as possible and with as high an efficiency as possible.

The *National Science Foundation* awarded a grant in the amount of \$951,500 for a project under the direction of Senior Lecturer Susan Joslyn of the *Department of Psychology* entitled “DRU: A Multi-disciplinary Approach to Communicating Weather Forecast Uncertainty.” Although information about weather forecast uncertainty has been become increasingly available, it is rarely communicated in public forecasts. The purpose of this project is to bridge that gap. In order to determine how best to communicate forecast uncertainty to the general public, its needs and information processing requirements must first be understood. This project will conduct both naturalistic and experimental research to accomplish these goals. Based on the results of their research, the researchers will create an unprecedented prototype weather forecasting web site that is entirely probabilistic. The principles of uncertainty communication instantiated here will have important implications for any community or organization with weather safety issues.

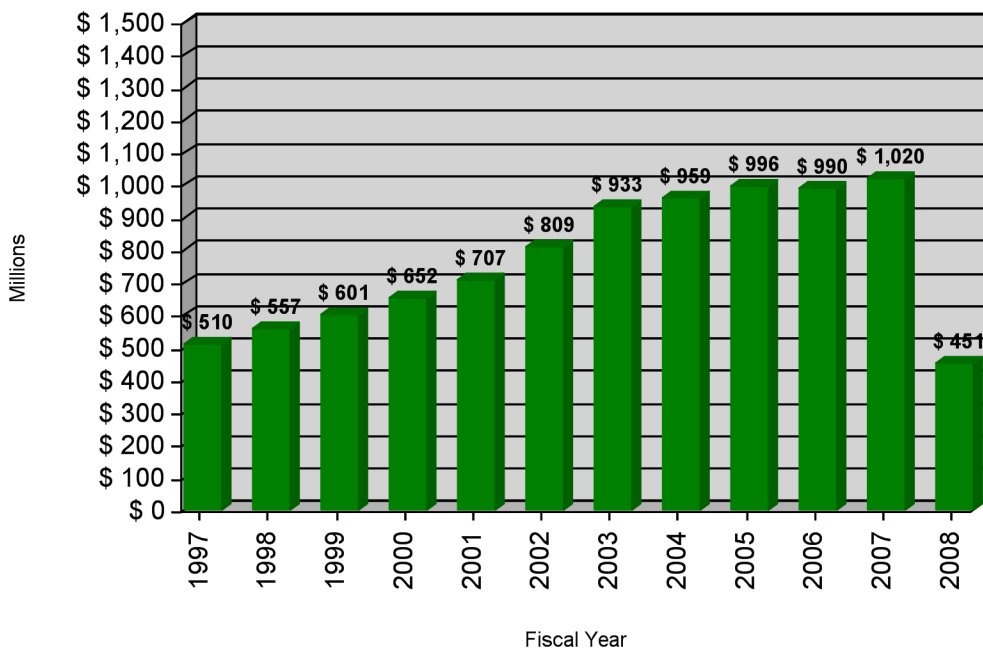
**October Only**  
Comparison of Grant & Contract Awards



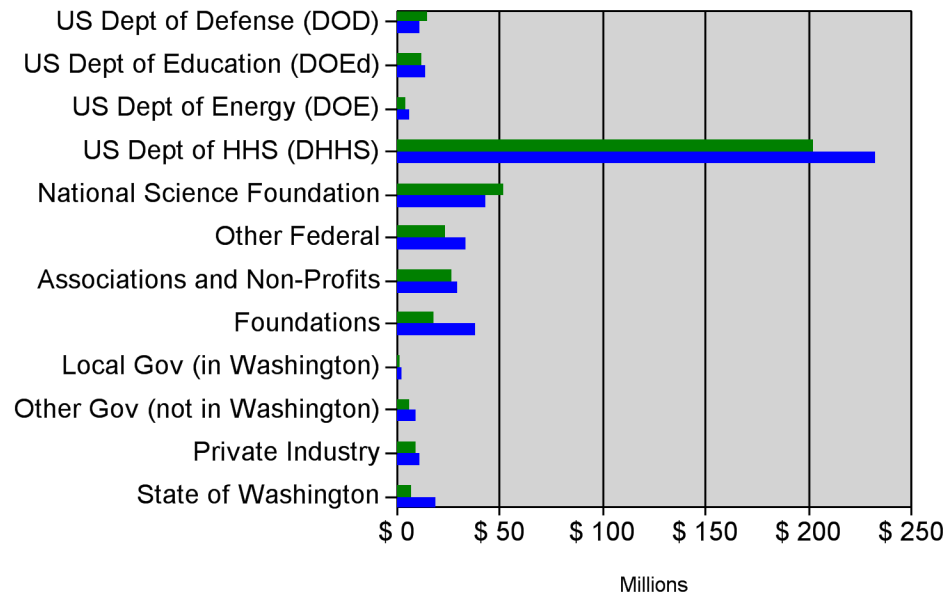
**Fiscal Year to Date**  
Comparison of Grant & Contract Awards



**Complete Fiscal Year**  
Comparison of Grant & Contract Awards



**Fiscal Year to Date**  
Two-Year Comparison of Grant and Contract Awards



Legend: Jul-Oct FY07 (Green), Jul-Oct FY08 (Blue)

---

---

**Summary of Grant and Contract Awards**

**Fiscal Year 2007-2008**

---

<b>Month</b>	<b>RESEARCH AND OTHER</b>		<b>TRAINING</b>		<b>Total Grants and Contracts</b>
	<b>Federal</b>	<b>Non-Federal</b>	<b>Federal</b>	<b>Non-Federal</b>	
July	\$ 54,889,260	\$ 15,048,400	\$ 7,034,788	\$ 5,593,291	\$ 82,565,740
August	\$ 111,423,800	\$ 21,120,610	\$ 10,878,860	\$ 1,041,935	\$ 144,465,200
September	\$ 63,019,760	\$ 24,344,880	\$ 11,261,270	\$ 1,857,398	\$ 100,483,300
October	\$ 75,921,240	\$ 38,888,260	\$ 6,410,827	\$ 2,183,915	\$ 123,404,200
<b>FY08 to Date</b>	<b>\$304,864,040</b>	<b>\$99,792,148</b>	<b>\$35,585,741</b>	<b>\$10,676,539</b>	<b>\$450,918,468</b>
<b>FY07 to Date</b>	<b>\$282,687,827</b>	<b>\$63,471,064</b>	<b>\$27,295,535</b>	<b>\$3,926,295</b>	<b>\$377,380,720</b>
<b>Over (Under) Previous Year</b>	<b>\$22,176,214</b>	<b>\$36,321,084</b>	<b>\$8,290,206</b>	<b>\$6,750,244</b>	<b>\$73,537,748</b>

*Assuming acceptance of all awards by the Board of Regents*

---

---

**Comparison of Grant and Contract Awards by Agency****Fiscal Years 2006-2007 and 2007-2008**

---

<b>Agency</b>	<b>Jul-Oct FY07</b>	<b>Jul-Oct FY08</b>
US Department of Defense (DOD)	\$ 14,836,156	\$ 10,793,306
US Department of Education (DOEd)	\$ 12,441,639	\$ 14,417,443
US Department of Energy (DOE)	\$ 4,391,523	\$ 6,186,475
US Department of Health and Human Services (DHHS)	\$ 202,818,572	\$ 232,530,356
National Science Foundation (NSF)	\$ 51,392,390	\$ 43,515,180
Other Federal	\$ 24,103,081	\$ 33,007,021
<b>Subtotal for Federal :</b>	<b>\$ 309,983,362</b>	<b>\$ 340,449,781</b>
Associations and Non-Profits	\$ 26,326,992	\$ 29,553,930
Foundations	\$ 18,015,287	\$ 38,130,673
Local Government (in Washington)	\$ 956,132	\$ 2,733,510
Other Government (not in Washington)	\$ 5,944,885	\$ 9,347,461
Private Industry	\$ 9,372,364	\$ 11,536,558
State of Washington	\$ 6,781,700	\$ 19,166,555
<b>Subtotal for Non-Federal :</b>	<b>\$ 67,397,359</b>	<b>\$ 110,468,687</b>
<b>Grand Total :</b>	<b>\$ 377,380,720</b>	<b>\$ 450,918,468</b>
<b>Amount of Increase (Decrease) :</b>		<b>\$ 73,537,748</b>
<b>Percent of Increase (Decrease) :</b>		<b>19.5 %</b>

*Assuming acceptance of all awards by the Board of Regents*

**Comparison of Grant and Contract Awards by School/College**

**Fiscal Years 2006-2007 and 2007-2008**

<b>School/College</b>	<b>Jul-Oct FY07</b>	<b>Jul-Oct FY08</b>
<b>Upper Campus</b>		
Architecture and Urban Planning	\$ 469,905	\$ 445,412
Arts and Sciences	\$ 35,314,351	\$ 37,901,990
Business Administration	\$ 58,147	\$ 724,471
Director of Libraries	\$ 3,000	\$ 116,500
Education	\$ 5,576,807	\$ 1,184,785
Educational Outreach	\$ 366,528	\$ 267,568
Engineering	\$ 34,770,710	\$ 31,995,049
Evans School of Public Affairs	\$ 2,633,563	\$ 1,672,520
Forest Resources	\$ 2,693,868	\$ 3,056,704
Graduate School	\$ 912,838	\$ 911,288
Information School	\$ 1,641,990	\$ 4,483,229
Law	\$ 25,000	\$ 209,134
Ocean and Fishery Sciences	\$ 31,287,276	\$ 37,116,748
Office of Research	\$ 13,632,407	\$ 17,011,444
Provost		\$ 200,000
Social Work	\$ 4,664,981	\$ 7,513,197
Undergraduate Education	\$ 250,161	\$ 266,802
VP Educational Partnerships	\$ 106,347	\$ 43,745
VP Minority Affairs	\$ 4,009,253	\$ 7,002,709
<b>Subtotal :</b>	<b>\$ 138,417,132</b>	<b>\$ 152,123,295</b>
<b>Health Sciences</b>		
Dentistry	\$ 2,503,979	\$ 4,854,356
Medicine	\$ 179,255,143	\$ 219,064,159
Nursing	\$ 6,408,682	\$ 9,295,979
Pharmacy	\$ 5,220,820	\$ 4,265,427
Public Health and Community Medicine	\$ 31,496,559	\$ 34,040,007
<b>Subtotal :</b>	<b>\$ 224,885,183</b>	<b>\$ 271,519,928</b>
<b>Special Programs</b>		
Alcohol and Drug Abuse Institute	\$ 617,016	\$ 2,997,632
CHDD Administration	\$ 8,143,952	\$ 7,055,996
Regional Primate Center	\$ 4,523,042	\$ 15,871,406
<b>Subtotal :</b>	<b>\$ 13,284,010</b>	<b>\$ 25,925,034</b>
<b>Other UW Campuses</b>		
Bothell	\$ 604,108	\$ 1,096,370
Tacoma	\$ 190,287	\$ 203,450
<b>Subtotal :</b>	<b>\$ 794,395</b>	<b>\$ 1,299,820</b>
<b>Not Indicated</b>	Not Indicated	\$ 50,391

School/College	Jul-Oct FY07	Jul-Oct FY08
Not Indicated	Subtotal :	\$ 50,391
Grand Total :		\$ 450,918,468

*Assuming acceptance of all awards by the Board of Regents*

**List of Awards for Arts and Sciences**

**Fiscal Years 2006-2007 and 2007-2008**

<b>Department</b>	<b>Jul-Oct FY07</b>	<b>Jul-Oct FY08</b>
Center for Statistics and the Social Sciences	\$ 82,482	\$ 704,512
Center for Studies in Demography and Ecology	\$ 1,039,885	\$ 1,879,361
Department of Anthropology	\$ 44,850	\$ 246,138
Department of Applied Mathematics	\$ 1,726,247	\$ 7,864
Department of Astronomy	\$ 1,083,936	\$ 1,741,086
Department of Atmospheric Sciences	\$ 2,998,100	\$ 1,417,388
Department of Biology	\$ 5,462,204	\$ 2,409,532
Department of Chemistry	\$ 9,143,546	\$ 12,173,570
Department of Communication	\$ 201,100	\$ 140,680
Department of Comparative Literature	\$ 21,178	\$ 0
Department of Earth and Space Sciences	\$ 1,472,148	\$ 1,694,899
Department of Economics	\$ 24,800	\$ 6,575
Department of English	\$ 0	\$ 72,573
Department of Geography	\$ 180,909	\$ 336,787
Department of Germanics	\$ 45,000	\$ 45,000
Department of History	\$ 70,694	\$ 0
Department of Linguistics	\$ 0	\$ 164,666
Department of Mathematics	\$ 627,642	\$ 2,289,271
Department of Physics	\$ 2,630,958	\$ 3,527,127
Department of Political Science	\$ 508,696	\$ 1,124,910
Department of Psychology	\$ 5,766,981	\$ 5,482,375
Department of Sociology	\$ 3,846	\$ 10,350
Department of Speech and Hearing Sciences	\$ 643,830	\$ 643,619
Department of Statistics	\$ 109,876	\$ 41,508
Henry M. Jackson School of International Studies	\$ 783,328	\$ 1,473,362
Institute for Nuclear Theory	\$ 135,000	\$ 0
Language Learning Center	\$ 0	\$ 76,000
Law, Societies and Justice Program	\$ 90,017	\$ 0
Public Performing Arts	\$ 21,565	\$ 107,338
School of Art	\$ 48,000	\$ 0
School of Music	\$ 300,000	\$ 0
Thomas Burke Memorial Washington State Museum	\$ 47,533	\$ 85,495
<b>Total :</b>	<b>\$ 35,314,350</b>	<b>\$ 37,901,990</b>

*Assuming acceptance of all awards by the Board of Regents*



---

---

**Summary of Grant Awards**

**Fiscal Year 2007-2008**

*Excluding private awards from Foundations, Industry, Associations and Others*

---

<b>Month</b>	<b>RESEARCH AND OTHER</b>		<b>TRAINING</b>		<b>Total Grants</b>
	<b>Federal</b>	<b>Non-Federal</b>	<b>Federal</b>	<b>Non-Federal</b>	
July	\$ 54,392,780	\$ 1,031,886	\$ 7,034,788	\$ 0	\$ 62,459,460
August	\$ 106,644,800	\$ 2,487,815	\$ 10,875,880	\$ 199,000	\$ 120,207,500
September	\$ 54,887,540	\$ 855,616	\$ 11,260,000	\$ 0	\$ 67,003,160
October	\$ 69,439,460	\$ 3,387,818	\$ 6,360,827	\$ 194,787	\$ 79,382,900
<b>Year to Date</b>	<b>\$ 285,364,600</b>	<b>\$ 7,763,135</b>	<b>\$ 35,531,490</b>	<b>\$ 393,787</b>	<b>\$ 329,053,000</b>

---

*Assuming acceptance of all awards by the Board of Regents*

---

---

**Summary of Grant Awards**

**Fiscal Year 2007-2008**

*Private awards from Foundations, Industry, Associations and Others*

---

<b>Month</b>	<b>RESEARCH AND OTHER</b>	<b>TRAINING</b>	<b>Total Grants</b>
July	\$ 5,529,786	\$ 223,067	\$ 5,752,853
August	\$ 12,792,000	\$ 604,407	\$ 13,396,400
September	\$ 16,434,390	\$ 237,863	\$ 16,672,250
October	\$ 25,846,500	\$ 150,020	\$ 25,996,520
<b>Year to Date</b>	<b>\$ 60,602,670</b>	<b>\$ 1,215,357</b>	<b>\$ 61,818,030</b>

---

*Assuming acceptance of all awards by the Board of Regents*

---

---

**Summary of Contract Awards**

**Fiscal Year 2007-2008**

---

<b>Month</b>	<b>RESEARCH AND OTHER</b>		<b>TRAINING</b>		<b>Total Contracts</b>
	<b>Federal</b>	<b>Non-Federal</b>	<b>Federal</b>	<b>Non-Federal</b>	
July	\$ 496,481	\$ 8,486,723	\$ 0	\$ 5,370,224	\$ 14,353,430
August	\$ 4,778,947	\$ 5,840,805	\$ 2,977	\$ 238,528	\$ 10,861,260
September	\$ 8,132,220	\$ 7,054,878	\$ 1,273	\$ 1,619,535	\$ 16,807,910
October	\$ 6,481,776	\$ 9,653,934	\$ 50,000	\$ 1,839,108	\$ 18,024,820
<b>Year to Date</b>	<b>\$ 19,889,420</b>	<b>\$ 31,036,340</b>	<b>\$ 54,250</b>	<b>\$ 9,067,395</b>	<b>\$ 60,047,410</b>

---

*Assuming acceptance of all awards by the Board of Regents*

---

---

**Report of Grant and Contract Awards  
of \$1,000,000 or More**

**October 2007**

**Requiring action of  
The Board of Regents  
of the  
University of Washington**

**Office of Research  
Office of Sponsored Programs**

---

---

**Detail of Public Grant Awards**

**Federal**

---

**US Department of Defense (DOD)**

**Office of Naval Research (ONR)**

To: Russell E Mc Duff, Professor \$ 1,267,056  
 School of Oceanography  
 For: ONR Ship Operations  
 Eff: 6/1/2007

**Total for Office of Naval Research (ONR): \$ 1,267,056**

**Total for US Department of Defense (DOD): \$ 1,267,056**

**US Department of Education (DOEd)**

**US Department of Education (DOEd)**

To: Loueta D. Johnson, Director \$ 2,956,863  
 Vp Minority Affairs  
 For: Two Valleys One Vision GEAR UP program 2006-2012  
 Eff: 9/29/2007

**Total for US Department of Education (DOEd): \$ 2,956,863**

**Total for US Department of Education (DOEd): \$ 2,956,863**

**US Department of Energy (DOE)**

**US Department of Energy (DOE)**

To: Caroline Harwood, Professor \$ 1,000,000  
 Department of Microbiology  
 For: Redirection of Metabolism for Hydrogen Production  
 Eff: 9/1/2007

**Total for US Department of Energy (DOE): \$ 1,000,000**

**Total for US Department of Energy (DOE): \$ 1,000,000**

**US Department of Health and Human Services (DHHS)**

**Centers for Disease Control and Prevention (CDC)**

To: Mark W. Oberle, Associate Dean \$ 1,274,502  
 Public Health Interdisciplinary Programs  
 For: Center of Excellence in Public Health Informatics  
 Eff: 9/30/2007

To: Jeffrey R Harris, Professor \$ 2,583,074  
 Department of Health Services  
 For: Health Promotion Research Center and Special Interest Projects  
 Eff: 9/30/2007

To: Jeffrey R Harris, Professor \$ 1,281,482  
 Department of Health Services  
 For: Centers of Excellence in Health Marketing and Health  
 Communication  
 Eff: 9/30/2007

**Total for Centers for Disease Control and Prevention (CDC): \$ 5,139,058**

**Health Resources and Services Administration (HRSA)**

To: King K. Holmes, Professor \$ 1,431,056  
 Department of Medicine  
 For: International AIDS Education and Training Center

**Detail of Public Grant Awards**

**Federal**

**US Department of Health and Human Services (DHHS)**

**Health Resources and Services Administration (HRSA)**

Eff: 4/1/2007

**Total for Health Resources and Services Administration (HRSA): \$ 1,431,056**

**National Institutes of Health (NIH)**

To: Dagmar Amtmann, Research Assistant Professor \$ 1,563,681  
Department of Rehabilitation Medicine

For: UW Center on Outcome Research in Rehabilitation

Eff: 8/1/2007

To: King K. Holmes, Professor \$ 1,656,393  
Department of Medicine

For: University of Washington STI-TM Cooperative Research Center Y17

Eff: 9/1/2007

*National Center for Research Resources (NCRR)*

To: Mary L. Disis, Professor \$ 1,864,127  
Department of Medicine

For: Institute for Translational Health Sciences (ITHS)

Eff: 9/17/2007

To: Mary L. Disis, Professor \$ 8,074,693  
Department of Medicine

For: Institute for Translational Health Sciences (ITHS)

Eff: 9/17/2007

*Total for National Center for Research Resources (NCRR): \$ 9,938,820*

*National Human Genome Research Institute (NHGRI)*

To: John A Stamatoyannopoulos, Assistant Professor \$ 3,114,596  
Department of Genome Sciences

For: A comprehensive catalog of human DNaseI hypersensitive sites

Eff: 9/29/2007

*Total for National Human Genome Research Institute (NHGRI): \$ 3,114,596*

*National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK)*

To: Alan Chait, Professor \$ 1,034,122  
Department of Medicine

For: Clinical Nutrition Research Unit

Eff: 7/1/2007

*Total for National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK): \$ 1,034,122*

**Total for National Institutes of Health (NIH): \$ 17,307,612**

**Total for US Department of Health and Human Services (DHHS): \$ 23,877,726**

**Other Federal**

**National Oceanic and Atmospheric Administration (NOAA)**

To: Edward Sarachik, Professor \$ 1,360,000  
Department of Atmospheric Sciences

For: Center for Science in the Earth System 2007-2008

Eff: 4/2/2001

To: Thomas Ackerman, Director \$ 6,510,136

Detail of Public Grant Awards

**Federal**

---

**Other Federal**

**National Oceanic and Atmospheric Administration (NOAA)**

Joint Institute for Study of the Atmosphere and Ocean (JISAO)

For: Joint Institute for the Study of the Atmosphere & Ocean: Tasks I & II

Eff: 4/2/2001

**Total for National Oceanic and Atmospheric Administration (NOAA): \$ 7,870,136**

**Total for Other Federal: \$ 7,870,136**

**Total for Federal: \$ 36,971,781**

**Other Government (not in Washington)**

---

**Arizona State University**

To: Babak Amirparviz, Assistant Professor \$ 1,685,295  
Electrical Engineering

For: CEGS: Microscale Life Sciences Center

Eff: 1/1/2007

**Total for Arizona State University: \$ 1,685,295**

**Total for Other Government (not in Washington): \$ 1,685,295**

**Total Public Grants: \$ 38,657,076**

## Detail of Private Grant Awards

### Foundations

---

#### Bill and Melinda Gates Foundation

To: Christopher T. Coward, Director  
Information School \$ 2,000,000

For: Research on Library Systems and the Environment for Public  
Access to ICT in Selected Countries  
Eff: 9/21/2007

To: Connie L. Celum, Professor  
Department of Medicine \$ 15,168,648

For: HSV-2 Suppression to Prevent HIV Transmission  
Eff: 5/1/2003

**Total for Bill and Melinda Gates Foundation: \$ 17,168,648**

**Total for Foundations: \$ 17,168,648**

**Total Private Grants: \$ 17,168,648**



Detail of Contract Awards

**Federal**

---

**US Department of Health and Human Services (DHHS)**

**National Institutes of Health (NIH)**

To: Jeffrey L. Probstfield, Professor \$ 2,576,032  
Department of Medicine  
For: ACCORD-Memory In Diabetics  
Eff: 8/1/2007

**Total for National Institutes of Health (NIH): \$ 2,576,032**

**Total for US Department of Health and Human Services (DHHS): \$ 2,576,032**

**Total for Federal: \$ 2,576,032**

**Associations and Non-Profits**

---

**George Washington University**

To: Santica M. Marcovina, Research Professor \$ 1,250,044  
Department of Medicine  
For: Diabetes Prevention Program Outcome Study (DPPOS) - CBL  
Eff: 2/1/2007

**Total for George Washington University: \$ 1,250,044**

**Total for Associations and Non-Profits: \$ 1,250,044**

**State of Washington**

---

**Washington State Department of Social and Health Services (DSHS)**

To: Therese M. Grant, Assoc Professor \$ 2,491,608  
Department of Psychiatry  
For: Parent-Child Assistance Program  
Eff: 7/1/2007

**Total for Washington State Department of Social and Health Services (DSHS): \$ 2,491,608**

**Total for State of Washington: \$ 2,491,608**

**Total Contracts: \$ 6,317,684**

**Grand Total for all Awards \$ 62,143,408**

**VII. STANDING COMMITTEES****B. Finance, Audit and Facilities Committee**Metropolitan Tract – 2008 Unico Capital and Tenant Improvement BudgetRECOMMENDED ACTION:

It is the recommendation of the Finance, Audit and Facilities Committee that the Board of Regents approve reimbursement of up to \$11.74 million in capital expenditures by Unico Properties, LLC, for rehabilitation and modernization projects requested in its 2008 Capital Improvement Plan for the office buildings on the Metropolitan Tract. The \$11.74 million is comprised of approximately \$3.91 million for capital improvements and up to \$7.83 million for tenant improvements.

BACKGROUND:

Under the terms of the University's lease with Unico Properties, LLC, capital improvement expenditures for purposes of rehabilitation and modernization of the Metropolitan Tract must be approved by the University. As lessor, the University is responsible for reimbursement of these expenditures.

The recommended 2008 capital expenditure request is \$3.91 million. Of this, approximately \$1.4 million is for improvements necessary to reduce the risk of potential liability (such as sprinkler distribution) and to maintain competitiveness in the marketplace (such as lobbies and restrooms). Major projects include the continued upgrade of common areas on multi-tenant floors, sprinkler distribution, restoration of the mosaic tile exterior of Puget Sound Plaza, and restoration and painting of windows in the Skinner Building. Approximately \$1.7 million is related to base building improvements to be performed in conjunction with the leasing of vacant space. These include installation of an HVAC system on the 8<sup>th</sup> floor of the Skinner Building, removal of an internal staircase in the IBM Building, and replacing old ceiling and lighting systems in vacant spaces of the Financial Center, IBM Building and Puget Sound Plaza.

The remaining \$7.83 million recommended for approval is allocated to tenant improvements for existing vacant space and leases due to expire in 2008. Funds will be used for tenant improvements necessary to facilitate leasing and to achieve targeted rental rates. Reimbursement for tenant improvements is subject to Unico achieving agreed upon rent thresholds.

Attachment A summarizes the projected expenditures and contains a projected 5-year capital plan for information purposes only. Unico is required to submit its recommendations for approval on an annual basis.

The 2008 Unico Capital and Tenant Improvement Budget has been recommended for approval by the Senior Vice President of Finance and Facilities and the Director of Real Estate.

Attachment: Unico Properties 2008 Capital Budget Summary

F-3/201-08

1/17/08

# ATTACHMENT A

## UNICO PROPERTIES 2008 CAPITAL BUDGET SUMMARY

2008 REQUESTED APPROVAL	
Capital Improvements	\$ 3,911,135
Tenant Improvements	\$ 7,829,155
<b>TOTAL</b>	<b>\$ 11,740,290</b>

2008 Building	Capital Improvements		Tenant Improvements
	Recommended 2008 Capital <sup>1</sup>	Total 5 Year Projected Capital	Expected Transaction Budget <sup>2,3</sup>
Rainier Tower & Square	90,532	2,021,713	444,580
Financial Center	1,234,788	5,937,654	3,856,415
IBM Building	647,176	2,663,076	858,665
Puget Sound Plaza	786,367	2,127,278	1,818,960
Skinner Building	1,127,271	4,519,109	850,535
Met Tract Studies <sup>4</sup>	25,000	125,000	
<b>TOTAL</b>	<b>3,911,135</b>	<b>17,393,830</b>	<b>7,829,155</b>

<sup>1</sup> The Budget includes approximately \$1.2 m of projects from the 2007 budget that were included in the 2007 budget, but not started during the year.

<sup>2</sup> Based on Unico's budgeted leasing for 2008; all vacant and expiring spaces are budgeted to be \$12.6m.

<sup>3</sup> The amount of the expected TI expenditures for 2008 is impacted by significant 2008 lease expirations and a high volume of expected leasing.

<sup>4</sup> Required under Article VII of the Unico Lease

### Historical Capital Expenditures

Budget Year	Net Capital Expended <sup>1</sup>
2007 <sup>2</sup>	\$ 6,649,805
2006 <sup>2</sup>	6,572,225
2005	3,507,663
2004	4,379,878
2003	5,512,083
2002	5,450,485
2001	5,900,633
2000	10,564,627
<b>8 YEAR CAPITAL TOTAL</b>	<b>48,537,399</b>
<b>8 YEAR TI TOTAL</b>	<b>23,818,243</b>
<b>TOTAL</b>	<b>72,355,641</b>

### Historical Tenant Improvement Expenditures

Budget Year	Completed Deals (Actual)
2007	\$ 2,322,061
2006	5,197,611
2005	3,794,321
2004	5,513,034
2003	3,612,124
2002	649,780
2001	1,943,772
2000	785,539
<b>TOTAL</b>	<b>23,818,243</b>

Separately Approved Projects	Net Capital Approved
Skinner Seismic Upgrade <sup>3</sup>	9,966,400
Cobb Preservation Investment	7,916,494
Cobb Pre-Development	403,802
IBM Retail Pre-Development <sup>4</sup>	250,000
<b>TOTAL:</b>	<b>18,536,696</b>
<b>TOTAL All Projects</b>	<b>90,892,338</b>

<sup>1</sup> Net Capital Expended represents the actual (and, for projects in process, projected) costs to complete the projects.

<sup>2</sup> Includes major mechanical project costs less rebates received. Does not include anticipated external financing proceeds nor approximately \$800,000 of additional City Light Rebates.

<sup>3</sup> Skinner Building seismic project achieved savings of \$750,000 from the initial budget.


<sup>4</sup> Approximately \$135,000 remains in this budget, to be spent once leasing is achieved.

VII. STANDING COMMITTEE

B. Finance, Audit and Facilities Committee

UW Medicine Information Technology Project Status Update

See Attached.



# UW Medicine Information Technology (IT) Project Status Report

---

January 17, 2008

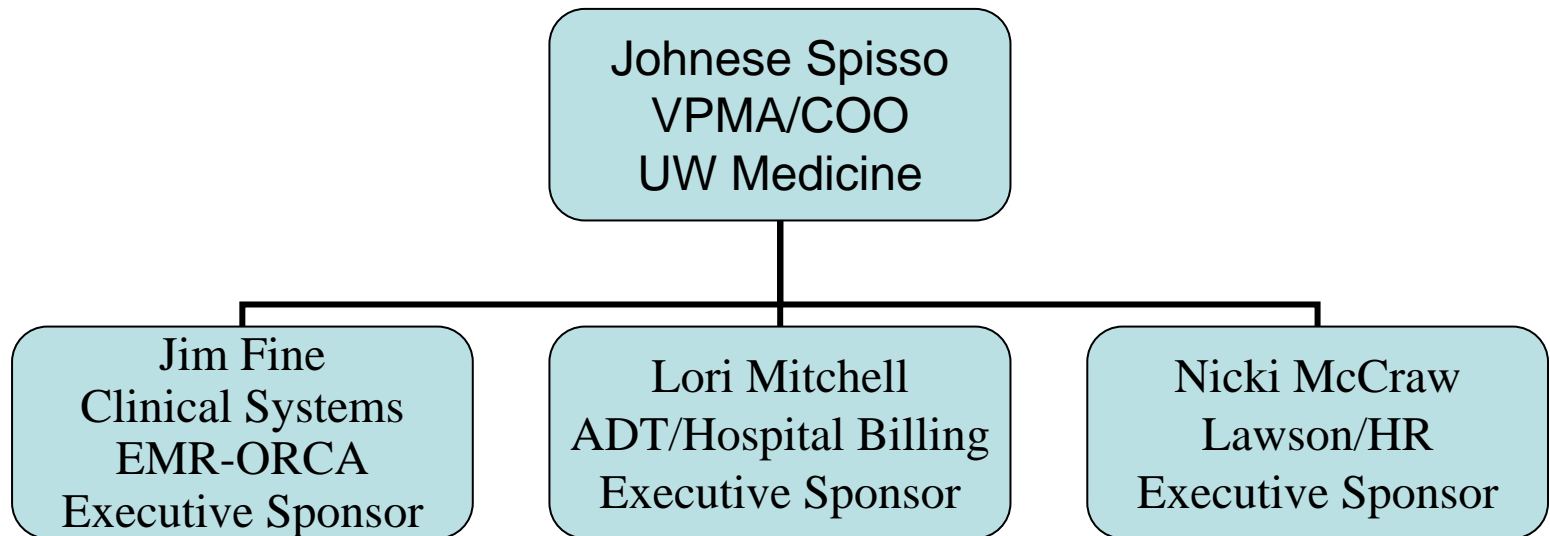
Johnese Spisso  
VPMA/COO UW Medicine

Ron Johnson  
VP/UW Technology

# Resource Contention Between Major Projects

---

- Role of VPMA/COO – Authority to redirect resources and priorities as needed
- Dedicated senior leadership for each of the three main projects





# Status of Current Projects

## ORCA-Cerner EMR

---

- ORCA – Successfully trained 1,500 staff in Sept/Oct on use of new system.
- Implemented pilot at HMC on October 23rd on the 7EH Unit. User acceptance and system performance met expectations. Issues monitored and resolved.
- Further deployment proceeded as planned for successful implementation throughout *entire* hospital on November 28<sup>th</sup>
- System performance and user acceptance and satisfaction meeting goals.



# Status of Current Projects

## ORCA-Cerner EMR Next Steps

---

- Begin staff training at UWMC January and February-need to train over 1500 staff
- Design Pilot phase for UWMC
- Pilot Implementation on one unit at UWMC week of February 25th
- Complete hospital wide deployment at UWMC by March 24<sup>th</sup>
- CIS-Replacement milestone and evaluation complete across UW Medicine system by March 31st





# Status of Current Projects

## Lawson-Human Resources System

---

- All milestones meeting or ahead of schedule.
- Parallel Pilot phase is underway. Completed system operating procedures and training materials.
- Final plans to address server needs (4545 data center) completed.
- Last milestone to install Lawson and related software on new servers was completed one month ahead of schedule.
- Project executive (Janelle Browne) relocating-new executive (Nicki McCraw) identified and in place. Effective transition plan between Janelle and Nicki completed in December.



# Status of Current Project Planning ADT/Hospital Billing

---

- Readiness to Launch Project-Assessed at both the Operational (hospitals) and Technical (UW Medicine IT) Resource Levels
- Analysis was performed for all three strategic projects (ORCA, Lawson, ADT/HB) by having each project enter its planned level of engagement by group by month to assess workload across system
- One minor resource conflict identified with nurse manager workload – will be rectified by changing timing of project workflow design of ADT/Hospital Billing project



# Development of Detailed Project Plan

---

- Task level plan developed in conjunction with Epic
- Epic project plan template includes 1,697 tasks to be evaluated
- Refinement in process as we address issues specific to UW Medicine environment, such as complex system interfaces
- Determine best approach for deployment



# Identification and Recruitment of Technical Staff Resources

---

- Detailed listing of IT positions and job descriptions has been developed
- Dedicated HR IT recruiter hired-as of January 17<sup>th</sup>, 15 staff have been hired, 2 offers pending, 12 positions being recruited with multiple qualified candidates (*recruitments/positions are contingent, with explicit understanding the project may not go forward*)
- Contracts with Epic approved vendors also being put in place to be used if needed
- Project manager positions have been successfully recruited and filled.



# Development of Vendor Contract Template that Addresses Contingencies and Risk Mitigation

---

- Amendment to existing contract signed to commit funding to initiate project team training, provide remote access to software, and assign an Epic implementation team to complete planning phase in March 08
- A second amendment to the contract addressing contingencies and risk mitigation will be executed when planning phase is complete and project has been approved to move forward

# UW Medicine Request to Continue Project Planning

---

- Requested spending authority for planning project up to an additional \$3.86 M through March 2008, for a total project planning budget of \$5 M.  
➔ ***Received ISB approval***
- Presented update at November 15<sup>th</sup> University of Washington Board of Regents Facilities Audit & Finance meeting.  
➔ ***Received support of Regents***

# Next Steps ADT/Hospital Billing

---

- January
  - Written update to ISB – by January 10
  - Update to Board of Regents – January 17
- February
  - Update readiness document - Submit to ISB for review- February 14
- March (*\*potential meeting sequencing issue*)
  - Verify success of ORCA CIS-R implementation at UWMC
  - Regents **March 20\*** – Update status; if ORCA successful and if ADT/Billing plan is compelling, request approval to finalize and sign a contract and proceed with project
  - ISB presentation – **March 13\*** (or May) – If ORCA a success, then request approval for project to begin, sign contract with Epic



# Status of Other (Departmental) Projects

---

## Departmental Projects:

- Anesthesia-Project on-time, on-budget and within scope. Both hospitals coordinating planning with new Chair.  
*potential risk issues-delivery of production code by vendor, lab interface*
- Radiology-Project on-time, on-budget and within scope for IDX 10 upgrade at HMC.  
*potential risk issues-design of new work flows and overhaul of exam dictionaries*
- Materials Management-Project on-time, on-budget and within scope for UWMC.



VII. STANDING COMMITTEE

B. Finance, Audit and Facilities Committee

UW Medicine Financial Report

See Attached.





**UW MEDICINE BOARD**

**ANNUAL FINANCIAL REPORT TO THE UW BOARD OF REGENTS**

**JANUARY 17, 2008**



## OVERVIEW AND EXECUTIVE SUMMARY

UW Medicine financial results in FY 2007 remain stable. The clinical programs recorded continued growth and positive financial performance. Research funding increased despite the flat growth in the NIH budget. State support improved as a result of the FY 2007-09 budget that provided \$6.3 million for the Department of Global Health and the Institute for Health Metrics and Evaluation, \$3.8 million for the WWAMI expansion in Spokane, and capital funds to expand and improve School of Medicine classrooms and teaching space to accommodate the expanded medical student class size.

Key financial highlights for FY 2007 include:

- The balance sheet for UW Medicine's clinical programs remains stable with a strong ratio of current assets to current liabilities and very low debt. Cash remains the weak spot on the balance sheet.
- The clinical programs outperformed budget by a wide margin due to strong volumes, improved reimbursement, improved payer mix, and tight expense control. Operating margins were 4.4% at UW Medical Center and 1.2% at Harborview. One significant exception was Airlift Northwest, which recorded a \$4.2 million operation loss due to lower than anticipated volumes. UW Physicians Network recorded an operating loss of \$4.6 million, consistent with the budgeted loss for the network.
- The fund balance for the School of Medicine increased by 7.7%, reflecting growth in endowment funds.
- UW Medicine research grew at a 7.1% rate for UW based research grants in FY 2007 compared to FY 2006. NIH awards to all UW Medicine faculty at all sites have grown substantially over the last few years.
- For the second consecutive year, UW Medicine exceeded \$100 million in private support, with \$106 million in gifts and private grants. One hundred percent of School

of Medicine department chairs and leadership from both medical centers contributed during the fiscal year. Campaign totals in gifts and pledges increased by \$229 million, from \$636 million to \$865 million. The total number of donors remained constant at more than 18,000, exceeding all other academic units on campus, and exceeded only by Intercollegiate Athletics and memberships in the UW Alumni Association.

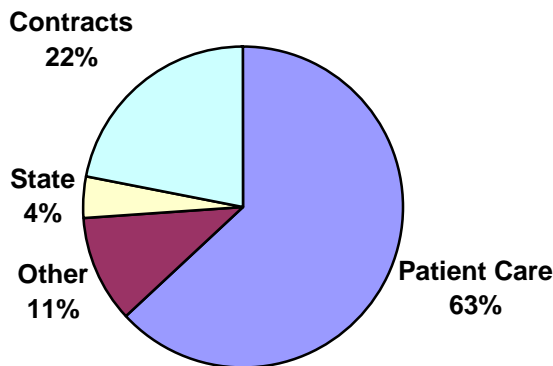
- Approximately 10% of total revenues are transferred between various UW Medicine entities to support the teaching, research and patient care missions of the organization. In FY 2007, this included \$16.5 million from the UWP and CUMG to support the School of Medicine, \$63.5 million from the medical centers to SOM departments to provide faculty and program support, \$30.7 million from the medical centers to the SOM to support resident training, and \$18.2 million from the medical centers, practice plans, and SOM to support the central administrative functions of UW Medicine.

The consolidated financial report for UW Medicine is included as an appendix to this report.

## KEY STATISTICS & RESULTS

UW Medicine revenues were approximately \$2.16 billion in FY 2007. This represents an increase of approximately 4% compared to FY 2006. The following charts summarize the sources of financial support for UW Medicine.

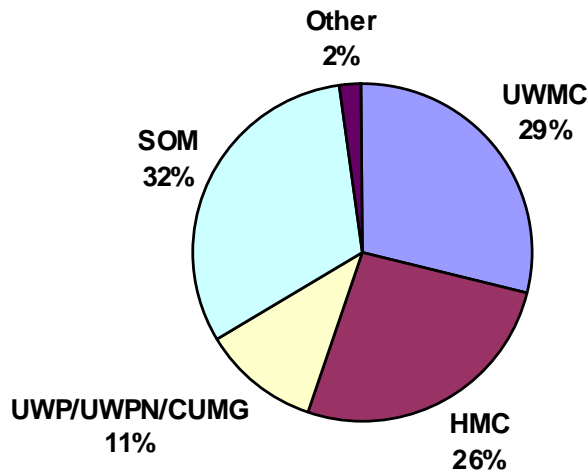
### Fiscal Year 2007 – Revenue by source



**Total Revenue: \$2.16 billion**

(Other includes support from Wyoming, Alaska, Montana and Idaho, revenue from endowments and gifts, and cost centers.)

**Fiscal Year 2007– Revenue by entity**



**Total Revenue: \$2.16 billion**

(Other includes Airlift Northwest and the Consolidated Laundry.)

UW Medicine financial support comes predominantly from patient services revenues (63%) and research grants and contracts (22%). The following sections highlight the performance in each of these areas.

**PATIENT CARE**

The following table summarizes net clinical revenue from patient services provided by UW Medicine medical centers, faculty physicians, and Airlift Northwest in FY 2007. This table does not include research grants and other funds received by the School of Medicine.

UW Medicine Clinical Organization	Net Patient Revenue	
	2006 (audited)	2007 (audited)
Harborview Medical Center	\$ 500,313,000	\$ 531,868,000
UW Medical Center	\$ 552,726,000	\$ 578,267,000
UW Physicians	\$ 154,718,000	\$ 156,273,000
UW Physicians Network	\$ 22,524,000	\$ 22,573,000
Children’s University Medical Group	\$ 39,098,000	\$ 38,597,000
SCCA (outpatient clinic only)*	\$ 137,200,000	\$ 148,400,000
Airlift Northwest	\$ 28,319,000	\$ 28,213,000
<b>Total</b>	<b>\$1,434,898,000</b>	<b>\$1,504,191,000</b>

\*Inpatient revenues for the SCCA 20 bed unit are included in the UWMC total.

Net income from operations was \$ 28.3 million, or 1.9% of operating revenue. The net operating income included \$6.9 million at Harborview and \$27.6 million at UW Medical

Center. The net income at the medical centers was offset by losses in Airlift Northwest (\$4.2 million) and UW Physicians Network (\$4.6 million).

The following tables provide benchmark comparisons for the medical centers.

Ratio/Indicator	Moody's "A"	UW Medical Center	Harborview Medical Center
Operating margin	3.3%	4.4%	1.2%
Debt service coverage	5.0	5.0	27.0
Days cash on hand	173.1	97.7	60.6
Days in A/R (net)	48.9	60.6	68.8

These comparisons reflect four important points:

- Operating margins at Harborview remain very narrow due primarily to the high percentage of uninsured and under-insured patients served;
- The Harborview debt service coverage number reflects the capital support provided by King County through voter approved general obligation bonds;
- Days cash on hand is below benchmark at both medical centers, again reflecting the high percentage of uninsured and uninsured patients; and
- Days in accounts receivable are above benchmark at both medical centers, reflecting the inefficiency of our current hospital billing system.

#### 5-YEAR PERFORMANCE COMPARISON

The patient care activity of UW Medicine remains very strong. The following tables summarize the clinical activity for the owned and managed components of UW Medicine.

#### Harborview Medical Center

Statistic	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Admissions & short stays	22,252	22,336	22,973	22,439	21,147
Patient Days	125,408	131,355	125,189	129,831	133,345
Outpatient visits	207,833	221,413	221,159	223,916	218,229
Emergency visits	88,081	87,634	79,112	81,073	76,491
Average Length of Stay	7.4 days	6.9 days	6.8 days	6.9 days	7.2 days

#### UW Medical Center

Statistic	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Admissions & short stays	16,966	17,919	18,086	18,120	18,866
Patient Days	111,688	118,209	118,455	114,542	115,659
Outpatient visits	333,784	350,062	352,927	333,099	327,297
Emergency Visits *	33,892	35,462	35,547	32,838	27,868
Average Length of Stay	6.6 days	6.6 days	6.5 days	6.3 days	6.1 days

\* Emergency visit count methodology changed in FY 2007, restated FY 2006 is 27,527

## UW Physicians Network

Statistic	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Clinic Visits	225,167	232,458	237,732	227,929	218,561
New Patients	17,970	18,377	16,925	15,784	14,867

## Seattle Cancer Care Alliance

Statistic	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Clinic Visits	35,130	38,149	38,774	44,084	43,230
Admissions	365	372	444	455	428

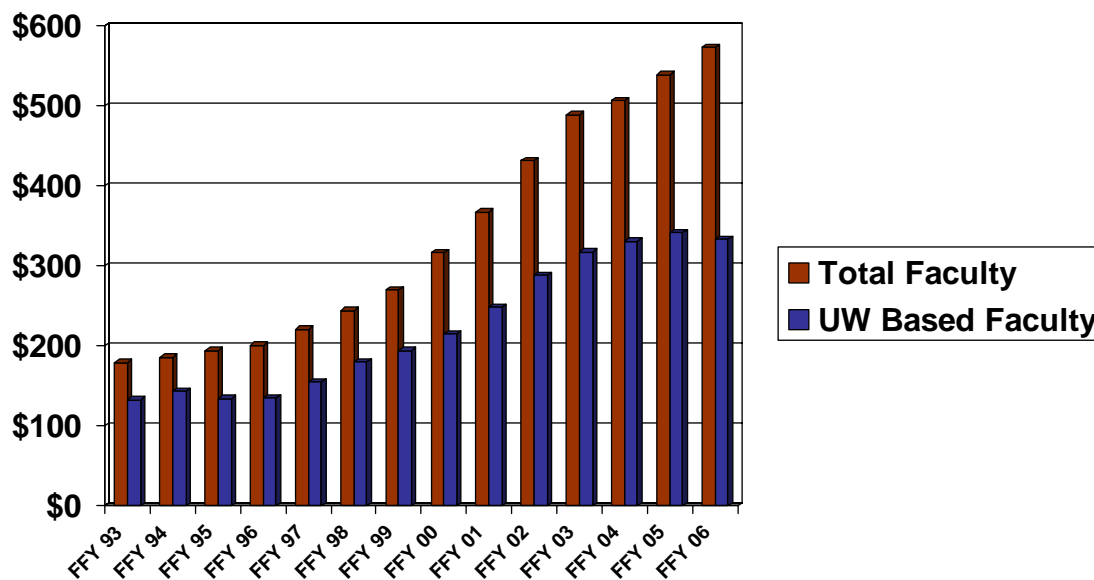
Inpatient admissions are for the SCCA 20 bed unit at UWMC and are included in the UWMC admissions total.

## RESEARCH PROGRAMS

UW Medicine research continues to grow. UW School of Medicine awards through the University of Washington totaled \$496 million in FY 07. This was a \$33 million (7.1%) increase over FY 2006.

NIH awards represent almost three-fourths of the total awards received by UW Medicine faculty. The following chart tracks the growth of NIH awards (managed by the UW) to UW Medicine faculty over the past 14 federal fiscal years (year ending September 30).

**NIH Grant Awards to UW Medicine  
(\$ in millions)**



Note: Average annual growth rate: 9.4% for Total Faculty; 7.3% for UW-based faculty.

There were, in federal fiscal year 2006, 1,078 separate NIH awards to 710 Principal Investigators. There are an estimated 1,141 regular and research faculty working on NIH



research grants. In addition to NIH awards managed by the UW, School of Medicine faculty receive NIH awards that are managed by affiliated institutions (e.g., FHCRC, Children's). Total NIH awards to UW Medicine faculty in federal fiscal year 2006 were \$573.2 million, an increase of \$34.5 million (6%) over federal fiscal year 2005. UW Medicine faculty were second in the country among all medical schools, and first among public institutions, in NIH research funding based on FY 2006 awards. The growth in NIH funding to UW School of Medicine faculty over the past five years has exceeded the comparable growth of our peer institutions.

-----\$ in millions-----

<b>Institution</b>	<b>2002 NIH Awards</b>	<b>2006 NIH Awards</b>	<b>% change</b>
<b>Univ. of Washington</b>	<b>\$431.5</b>	<b>\$ 573.2</b>	<b>32.8%</b>
Michigan	\$255.7	\$ 325.5	27.3%
Johns Hopkins	\$372.6	\$ 471.6	26.6%
UCLA	\$340.5	\$ 425.5	24.9%
Harvard	\$957.8	\$1,172.5	22.4%
Yale	\$253.6	\$ 305.1	20.3%
UCSF	\$368.7	\$ 433.8	17.7%
Univ. of Pennsylvania	\$431.4	\$ 485.7	12.6%
Washington Univ.	\$320.4	\$ 360.1	12.4%
Baylor	\$382.8	\$ 419.5	9.6%

### **LOOKING FORWARD – FY 2008**

There have been some significant changes in federal and state health care payment programs in the past year. Medicare inpatient and outpatient hospital payment changes will have a positive impact of about \$3 million each for HMC and UWMC in FY 2008. There will also be an average 1% increase in physician payments, but there is considerable variation around the average, with primary care specialties faring better than procedural specialties. The Washington State Medicaid Program has implemented a new hospital payment system in FY 2008. UW Medicine was concerned with some of the provisions of the new system included in early proposals, but these provisions were eliminated in the final system. Maintaining stability in funding from the Medicare and Medicaid programs and growing the commercially insured segment of our patient population remain areas of focus for UW Medicine's clinical programs.

The FY 2008 budgets for Harborview, UW Medical Center, and UW Physicians are based on increases in the range of 3% to 5% for patient volumes (admissions, outpatient visits, and surgeries), a decrease in the average length of stay per admission to accommodate the growth, and an increase of 4% to 6% in net revenue. Inpatient bed occupancy rates at both medical centers remain very strong. Harborview averaged 99% occupancy in FY 2007, while UW Medical Center averaged 81%. Successful implementation of the strategic IT systems (ORCA, ADT/Hospital Billing, Lawson Human Resources) are key to achieving UW Medicine's financial goals.

Harborview Medical Center will open the Inpatient Expansion Building in the summer of 2008. The building will add eight operating rooms and fifty beds (net) to meet the growing regional demand for service. The new facility will add to the operating costs of the medical center. Harborview has initiated a major effort to transform the care model to ensure that the new and existing facilities are operated in the most efficient manner consistent with excellent patient care.

The NIH budget remains flat, however as noted above, overall awards to the University for UW Medicine faculty increased in FY 2007, and NIH awards to all UW Medicine faculty continue to show strong growth. UW Medicine has taken several important steps to broaden and strengthen the research base, including the creation of the Department of Global Health, the Institute for Health Metrics and Evaluation, and the Institute for Stem Cell and Regenerative Medicine. These programs enhance our ability to attract public and private support for UW Medicine's research activities.

The combination of planned growth and the cost of supporting the teaching, research, and safety net missions of UW Medicine place significant demands on the organization's ability to form and deploy capital. In FY 2008, UW Medicine will undertake a comprehensive strategic planning exercise to define the growth requirements and priorities, the program and financial requirements to achieve the desired growth, and inform our future resource allocation decisions.

**VII. STANDING COMMITTEES****B. Finance, Audit and Facilities Committee**Denny Hall Restoration Project: Project PresentationRECOMMENDED ACTION:

It is the recommendation of the administration and the Finance, Audit and Facilities Committee that the Phase 1 project budget be established at \$56,915,000; that the use of alternative public works utilizing the General Contractor/Construction Manager (GC/CM) method of contracting be approved; and that the President be delegated authority to award construction contracts, subject to no significant change in the scope, the forecast cost being within 10% of the budget and funding being in place.

Project Description

Constructed in 1895, Denny Hall is the oldest building on the Seattle campus and is listed in the Washington State Heritage Register. Denny Hall has been prioritized as part of the University's ongoing "Restoring the Core" renovation program to restore and modernize buildings in greatest need of renovation. The last major structural and interior renovation of this hundred year old building occurred 50 years ago in 1956.

The 89,745 gross square foot facility currently houses offices and programs for the College of Arts and Sciences, including the Departments of Anthropology, Classics, Germanics, Near Eastern Languages & Civilization as well as the College's Language Learning Center. Denny also houses 12,000 square feet of general assignment classrooms totaling 765 seats.

A full major building renovation is proposed to correct seismic, structural, and life/safety code deficiencies. In accordance with the requirements of the state of Washington, the project will be designed to achieve Leadership in Energy and Environmental Design (LEED) Silver certification or higher.

Previous Action

At the May 2007 Board of Regents meeting, the President was delegated authority to award design contracts to Thomas Hacker Architects for the Denny Hall Restoration project.

## VII. STANDING COMMITTEES

### B. Finance, Audit and Facilities Committee

#### Denny Hall Restoration Project: Project Presentation (continued p. 2)

##### Scope of the Project

The planned restoration scope will address structural, seismic, life safety, hazardous materials, accessibility and other code deficiencies and will improve the building enclosure (windows and masonry systems) to ensure the long-term preservation of the facility and safety of its occupants. The project will also upgrade all major building systems including mechanical, fire protection, and electrical systems to improve performance and energy efficiency, and upgrade communications and interior finish systems to meet modern classroom and academic program needs. The University has evaluated other alternatives and determined that a total building renovation is the most sensible and cost effective alternative for preserving and restoring Denny Hall to a safe and useful condition.

##### Schedule

Architect Selection	May 2007
Pre-design	July 2007 through December 2007
Design	April 2008 through November 2009
Construction	December 2009 to July 2011
Occupancy and Use	September 2011

##### Contracting Strategy

The recommendation of the Capital Projects Office is to use the alternate public works contracting procedure, General Contractor/Construction Manager (GC/CM), authorized by RCW 39.10 for construction of this project. The use of a GC/CM during design has been absolutely critical to the success of our recent Restore the Core projects such as Johnson Hall, Guggenheim Hall and Architecture Hall. During design the GC/CM has been able to provide detailed construction scheduling, input into design constructability issues, coordination of construction documents, determining construction logistics and needed lay-down areas, providing detailed cost estimates and investigation of existing construction as-built conditions. To help meet the overall project schedule, the GC/CM is able to bid out and start construction on early work packages before the construction documents are 100% complete if there are compelling reasons to do so. In today's rapidly escalating construction costs market, the GC/CM has been integral in developing cost savings incrementally rather than waiting for a total construction bid number. The intent is to have a GC/CM chosen and under contract for preconstruction services by the completion of the schematic design phase.

## VII. STANDING COMMITTEES

### B. Finance, Audit and Facilities Committee

#### Denny Hall Restoration Project: Project Presentation (continued p. 3)

##### Significant Risks or Opportunities

An ongoing risk is the current climate of extraordinary escalation and “market conditions” in the Seattle commercial building marketplace that reflects an extremely busy construction industry and a limited pool of available equipment and skilled labor.

Another challenge is bringing the building into compliance with modern building codes and accessibility standards, while minimizing reduction in assignable area, improving building space efficiency and restoring Denny’s historic amenities. Fitting the programs of all the existing building occupants back into the reduced assignable area is difficult, given their differing new and future space needs due to growth.

A major opportunity is to provide formal and informal interaction spaces that promote synergy and collegiate interaction among faculty and students while recalling Denny’s original interior organization.

Denny offers many opportunities to incorporate sustainable design features to achieve a more efficient and sustainable building as mandated by the Washington State legislature.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Denny Hall Restoration Project: Project Presentation (continued p. 4)

<b><u>Project Budget</u></b>	<b><u>Total Escalated Cost*</u></b>	<b><u>% of TPC</u></b>
Pre-Schematic Design Services	\$268,323	0.47%
A/E Basic Design Services	\$2,011,930	3.54%
Extra Services	\$1,035,870	1.82%
Other Services	\$1,749,972	3.07%
Design Services Contingency	\$738,214	1.30%
<b>Consultant Services</b>	<b>\$5,804,308</b>	<b>10.20%</b>
GC/CM Construction Cost	\$36,629,984	64.36%
Other Contracts	\$0	0%
Construction Contingencies	\$4,783,856	8.40%
Sales Tax	\$3,685,832	6.48%
<b>Construction</b>	<b>\$45,099,672</b>	<b>79.24%</b>
Equipment	\$2,191,235	3.85%
Artwork	\$146,611	0.26%
Other costs	\$735,949	1.29%
Project Management	\$2,937,225	5.16%
<b>Other</b>	<b>\$6,011,020</b>	<b>10.56%</b>
<b>Total Project Cost (TPC)*</b>	<b>\$56,915,000</b>	<b>100.00%</b>
<b><u>Included in Above:</u></b>		
Escalation through September 2010	\$6,626,000	11.64%
<b><u>Source of Funds</u></b>		
State Funds	\$56,915,000	100.00%
<b>Total</b>	<b>\$56,915,000</b>	<b>100.00%</b>

\* Escalated to construction midpoint (Sep '10)

VII. STANDING COMMITTEE

B. Finance, Audit and Facilities Committee

UWINCO Update

See Attached.

# Consolidated Endowment Fund (CEF) Update

## as of November 30, 2007

Asset Allocation—\$2.2 Billion\*



Performance (%)

	2007 Calendar Year-to-Date	5-Year	10-Year
<b>Total CEF Return</b>	<b>17.5</b>	<b>16.3</b>	<b>11.5</b>
Policy Benchmark	13.8	14.1	10.2
<b>Equity Fund</b>	<b>19.3</b>	<b>17.6</b>	<b>11.8</b>
Policy Benchmark	15.2	16.0	10.7
<b>Real Assets Fund</b>	<b>13.7</b>	<b>15.2</b>	<b>7.3</b>
Policy Benchmark	9.7	14.5	12.0
<b>Fixed Income Fund</b>	<b>8.5</b>	<b>5.6</b>	<b>6.5</b>
Policy Benchmark	8.4	4.6	6.0

### Market Perspective

Global equity markets, fueled by the worsening stress in the credit markets, corrected sharply in November 2007. International developed markets outperformed U.S. markets due to the continuing weakness of the U.S. dollar. Emerging markets were hardest hit in November yet remain the strongest performing region year-to-date.

The CEF fell 3.1% during the month, -90 basis points below the policy benchmark. This underperformance reflects an overweight to “value” and smaller companies. Fiscal year-to-date performance of 4.9% is on par with benchmark while

year-to-date performance of 17.5% exceeds the policy benchmark by +370 basis points.

Our posture remains defensive in the US. We have lowered our domestic equity exposure to 14%, down from the 18% policy target. Recent areas of research include credit distressed markets and international real estate. We are believers in long term emerging markets growth but expect markets to be increasingly volatile in the near term. We expect challenging markets and lower returns in 2008.

\* Asset allocation percentages may not add to 100% due to rounding.



VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

2007 Audit Reports of the UW and UWMC – KPMG

Copies of these reports will be available after the January 17 Board Meeting.

VII. STANDING COMMITTEE

B. Finance, Audit and Facilities Committee

2007 Audit Report of the Metropolitan Tract – Peterson Sullivan

Copies of this report will be available after the January 17 Board Meeting.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

2007 State Audit Results – State Auditor’s Office

Copies of this report will be available after the January 17 Board Meeting.

## VII. STANDING COMMITTEES

## B. Finance, Audit and Facilities Committee

Acceptance of Major Gifts and Approval of Naming Rights

Request to Name the Phase 1 Facility of the Michael G. Foster School of Business on the University of Washington's Seattle Campus for PACCAR, Inc.

RECOMMENDED ACTION:

It is the recommendation of President Mark Emmert, with the endorsement of Provost Phyllis Wise, the University Names Committee, and Foster School of Business Dean James Jiambalvo that the Phase 1 facility of the Michael G. Foster School of Business be named PACCAR Hall. Consistent with prescribed Seattle Campus Names Committee corporate/organizational guidelines, the gift agreement will specify:

- A) a naming term of 50 years from the date of the building opening, with right of renewal for another 50 years subject to reasonable review and approval by the Board of Regents; and
- B) if, at any time, PACCAR Inc is sold or reorganized under a different name, any change to the building name will be at the University's discretion in consultation with the Pigott family, subject to approval by the Board of Regents.
- C) The Corporation has a prominent relationship with the University and/or the region, and it has a positive image and demonstrated integrity. In the event of changed circumstances, the University reserves the right, on reasonable grounds, to revise the form of or withdraw recognition in consultation with the donor when possible.

BACKGROUND:

The University of Washington's Foster School of Business is pursuing a long-term goal to be the best public business school in America. Critical to this effort is a two phased project that will add more than 180,000 square feet of community, office, program and classroom space to the UW's Foster School complex by 2012. Phase 1 presents an opportunity to name a building in recognition of PACCAR Inc, a long-time supporter of the University of Washington and a community leader in the Pacific Northwest for more than a century.

The PACCAR Foundation has pledged \$16 million over a five-year payment period beginning with the University's receipt of building permits and start of construction in 2008 to support the new Foster facilities. In addition, the Mark Pigott family has pledged \$2 million for UW Business School faculty

## VII. STANDING COMMITTEES

### B. Finance, audit and Facilities Committee

#### Acceptance of Major Gifts and Approval of Naming Rights (continued p. 2)

endowments. The PACCAR Foundation and Mark Pigott, PACCAR's Chairman and CEO, have asked specifically that building naming recognition be given to PACCAR Inc rather than the Pigott family. The Foster School believes, and respectfully recommends, that the appropriate recognition of PACCAR's philanthropy and partnership with the School is the permanent naming of PACCAR Hall on the University of Washington campus.

As a professional school with a focus on developing connections between business and education, the Foster School has enjoyed a long, mutually beneficial relationship with PACCAR. Established in Seattle in 1905, the company is an American success story. Beginning as a manufacturer of steel and rail equipment, the company has become a global technology leader and is best known for commercial vehicles sold under the brand names Kenworth, Peterbilt, and DAF. PACCAR is also a leader in financial services and aftermarket customer support. The company was founded and has been led by members of the Pigott family, one of the most recognized and respected names in the Northwest, for four generations.

At the Foster School, PACCAR provides mentors to our students, representatives for our advisory groups and speakers for our classes. The company opens its doors to facility visits, sponsors team projects and hires past and present students for internships and full-time positions. Along with its annual financial support, PACCAR endowed a business professorship 20 years ago, has provided the top teaching award in the nation for graduate business faculty for the last decade (which the company has renewed for the next 10 years at \$35,000 per annual award), and was among the first companies to pledge to our building efforts with an initial commitment in 2004.

The generosity and support of higher education from PACCAR, one of the top five corporate donors in UW history, and the Pigott family has benefited many UW schools and activities. They have made leadership commitments to faculty endowments in Engineering, Public Health, Social Work and the Gerberding University Professorship. They have also made multiple, significant donations targeting areas throughout the University of Washington, including Athletics, Art History, Achievement Rewards for College Scientists, Aeronautics/Astronautics, KUOW, Harborview, the American Sign Language Program, the Burke Museum, the Henry Gallery, the Law School, Economics, and diversity scholarships. Beyond the UW, PACCAR has made seven-figure commitments to advance education at other Northwest universities including Gonzaga, University of Puget Sound, Seattle University, and the Independent Colleges of Washington association. Clearly, PACCAR epitomizes the term "corporate citizenship" in our community.

## VII. STANDING COMMITTEES

### B. Finance, audit and Facilities Committee

#### Acceptance of Major Gifts and Approval of Naming Rights (continued p. 3)

There are several reasons for granting this request for permanent naming of the Foster School's Phase 1 facility:

- I. First, the Foster School, the University and the Northwest region all have vibrant, beneficial relationships with PACCAR. Indeed, PACCAR has been a world leader in contributing to the UW and the state of Washington for over 100 years.
- II. Second, the gift is extremely generous and will play a major role in advancing the Foster School to national prominence. PACCAR's philanthropic commitment to this building project is the largest donation to date. Adding this single commitment from PACCAR to more than \$60 million in private support already pledged to the effort, is vital to minimizing the debt the Foster School will take on to complete the project – freeing up future revenues to be invested directly into the education the Foster School provides.
- III. Third, it is important to recognize that associating a business school building with a corporation is a natural connection and supports our vision to be the best public business school in the nation. Such a naming illustrates a vitally important connection to the community we educate and serve. We already have the Bank of America Executive Education Center on the UW campus.

PACCAR is an established and respected name in the Northwest and around the world. The company has an impeccable record for integrity, innovation and involvement in its communities, making it a true global leader. As the Foster School works toward similar aspirations in the education it provides and the leaders it produces, we believe adding PACCAR Hall to the UW Campus landscape is appropriate and worthy of the Regents consideration and support.

Attachments: 1) Letter dated January 9, from Dean Archibald to President Emmert  
w/attachment  
2) Letter dated January 10, from Dean Archibald to Dean Jiambalvo

F-11/201-08  
1/17/08



Daniel J. Evans  
School of Public Affairs

UNIVERSITY of  
WASHINGTON

January 9, 2008

Mark A. Emmert  
President, University of Washington  
301 Gerberding Hall  
Box 351230

Dear President Emmert:

The University Names Committee has reviewed the attached proposal from Foster School of Business Dean Jim Jiambalvo recommending that the Phase 1 facility of the Michael G. Foster School of Business on UW's Seattle Campus be named PACCAR Hall.

The building is being named for PACCAR Inc. in recognition of their significant gift, as well as their long-time and ongoing relationship with the Foster School of Business and the University of Washington.

The University Names Committee has approved the proposal. Dean Jiambalvo's request is consistent with UW's Naming Policies (University Handbook, Volume 4, Part 7, Chapter 10, section 3.A.4) and the committee accepts and approves Dean Jiambalvo's request.

On behalf of the committee, I respectfully ask that you grant this request. Upon your approval, the request will be submitted to the Board of Regents for consideration.

Sincerely,

Sandra O. Archibald  
Dean and Professor  
Chair, University of Washington Names Committee

Concurrence  
Mark A. Emmert, President

Date

cc: University Names Committee  
V'ella Warren, Box 354998  
Charles Kennedy, Box 352217  
Minnie Johnson, Box 352215  
Michele Sams, Box 351264

January 8, 2008

To: The University Names Committee

From: Jim Jiambalvo  
Dean, Foster School of Business

RE: Name Building for PACCAR

The University of Washington's Michael G. Foster School of Business is pursuing a long-term goal to be the best public business school in America. Critical to this effort is a two phase project that will add 180,000 square feet of community, office, program and classroom space to the Foster complex by 2012. The project's construction costs are projected at \$90.2 million (\$63.7 million for Phase I and \$26.5 million for Phase II). In each phase, there is an opportunity to name a building.

I write today to propose naming the Phase 1 facility of the Michael G. Foster School of Business on the University of Washington Seattle Campus for PACCAR Inc. The name of the building will be PACCAR Hall.

Consistent with prescribed Seattle Campus Names Committee corporate/organizational guidelines, the gift agreement will specify:

- A) A naming term of 50 years from the date of the building opening, with right of renewal for another 50 years subject to reasonable review and approval by the Board of Regents.
- B) If, at any time, PACCAR Inc is sold or reorganized under a different name, any change to the building name will be at the University's discretion in consultation with the Pigott family, subject to approval by the Board of Regents.
- C) The corporation has a prominent relationship with the University and/or the region, and it has a positive image and demonstrated integrity. In the event of changed circumstances, the University reserves the right, on reasonable grounds, to revise the form of or withdraw recognition in consultation with the donor when possible.

As a professional school with a focus on building connections between business and education, the Foster School has enjoyed a long, mutually beneficial relationship with PACCAR. Established in Seattle in 1906, the company is a 20<sup>th</sup> century American success story. Beginning as a manufacturer of steel and log-transport equipment, the company has become a global leader in truck manufacturing, best known for heavy-duty trucks sold under the names Kenworth, Peterbilt, DAF and Foden. PACCAR is also a leader in financial services and the use of



technology. The company has been led by members of the Pigott family, one of the most recognized and respected names in the Northwest, for four generations. At the Foster School, PACCAR provides mentors to our students, representatives for our advisory groups and speakers for our classes. The company opens its doors to site visits, sponsors team projects and hires past and present students for internships and full-time positions. Along with its annual financial support, PACCAR endowed a business administration professorship 20 years ago, has provided the top teaching award in graduate business education for the last decade (which the company has renewed for the next 10 years at \$35,000 per annual award), and was among the first companies to pledge to our building efforts with an initial commitment of \$2 million in 2004.

The generosity and support of higher education from PACCAR and the Pigott family have not been limited to the Foster School. They have made leadership commitments to faculty endowments in Engineering, Public Health, Social Work and the Gerberding University Professorship. They have also made multiple, significant donations targeting areas throughout the University, including Athletics, Art History, Achievement Rewards for College Scientists, Aeronautics/Astronautics, KUOW, Harborview, the American Sign Language Program, the Burke Museum, the Henry Gallery, the Law School, Economics, and diversity scholarships. Beyond the UW, PACCAR has made seven-figure commitments to advance education at other Northwest Universities including Gonzaga, Puget Sound University, Seattle University, and the Independent Colleges of Washington association. Clearly, PACCAR epitomizes the term “corporate citizenship” in our community.

The PACCAR foundation is now considering increasing its building gift to \$16 million to name the Phase 1 facility. Additionally, the Mark Pigott family will commit \$2 million of faculty endowment. The PACCAR Foundation and Mark Pigott, PACCAR's CEO, have asked specifically that naming recognition be given to PACCAR Inc rather than the Pigott family. The Foster School believes, and respectfully recommends, that the appropriate recognition of PACCAR's philanthropy and partnership with the School is the naming of PACCAR Hall on University of Washington campus.

We believe that this request fulfills the language of Section 3.A. of the Facilities and Space Naming Policy which states “in rare situations will a building or outdoor area be named for a corporation or organization...”

There are several reasons why this request meets this language. First, the Foster School, the University and the Northwest region all have a prominent relationship with PACCAR. Indeed, we would be hard-pressed to identify a company anywhere in the world that has done as much for the UW and the state of Washington over such a long period of time. Second, the gift is

extremely generous and will play a major role in advancing the Foster School to national prominence. To date, we have raised approximately \$62 million toward the building project. The support of PACCAR is vital to closing the remaining gap and avoid taking on debt to complete the project. Third, it is important to recognize that associating a **business school** building with a corporation is a more natural connection than associating a corporation with another college or school. Such a naming illustrates a vitally important connection to the community we educate and serve. We already have the Bank of America Executive Education Center on the UW campus.

Thank you for your consideration of this naming request.



UNIVERSITY of  
WASHINGTON  
Daniel J. Evans  
School of Public Affairs

January 10, 2008

Jim Jiambalvo  
Dean  
Foster School of Business  
University of Washington  
Box 353200

Dear Dean Jiambalvo:

President Emmert has concurred with the University Names Committee's recommendation for approval of your request to name the Phase 1 facility of the Michael G. Foster School of Business on UW's Seattle Campus the PACCAR Hall.

Your proposal may now be submitted to the Board of Regents for their approval. Please submit an electronic and hard copy to Michele Sams for the next meeting of the Board of Regents.

Please let me know if you have any questions or concerns.

Sincerely,

Sandra O. Archibald  
Dean and Professor  
Chair, University Names Committee

cc: University Names Committee  
V'ella Warren, Box 354998  
Charles Kennedy, Box 352217  
Minnie Johnson, 352215  
Michele Sams, 351264

## VII. STANDING COMMITTEES

## A. Academic and Student Affairs Committee

*In Joint Session With*

## B. Finance, Audit and Facilities Committee

Establishment of Contracting Regulations

RECOMMENDED ACTION:

It is the recommendation of the Administration and of the Finance, Audit and Facilities Committee that the Board of Regents take the following actions under the authority granted in RCW 28B.20.140:

- 1) Establish regulations providing for a fair, open, and efficient development agreement method by which the University may, under limited circumstances, move expeditiously and efficiently to contract for Capital Projects in a way that protects the best interests of the university and assures the delivery of quality work and products at a reasonable price under the most advantageous terms, and
- 2) Authorize the President to have such regulation take effect immediately as an emergency, and initiate the permanent rule making process.

The full text of the proposed regulations is attached.

BACKGROUND:

In 1969, the legislature amended RCW 28B.20.140 to authorize the Board of Regents to construct and improve University buildings through contracts as the Regents deem to be in the best interest of the University. The statute authorizes the Regents to let such contracts under regulations as the Regents may establish or through processes established elsewhere in state law.

The University has historically used the processes set forth in other state laws (for instance, the General Contractor Construction Manager (GCCM) process set forth in chapter 39.10 RCW) in contracting for construction and improvement of University facilities. Currently, there are plans for construction of the Sound Transit Station, as well as consideration by other transportation agencies, regarding the sites adjacent to Husky Stadium. The University is at the same time considering plans for major renovations of Husky Stadium.

## VII. STANDING COMMITTEES

### B. Finance, Audit and Facilities Committee

#### Establishment of Contracting Regulations (continued p. 2)

If the University were to follow existing contracting processes for the Stadium renovations, it may suffer significant adverse effects on its operation, mission, and/or financial interests due to the Sound Transit project. These circumstances call for a specialized contracting method to protect the interests of the University.

The purpose of the proposed regulations is to establish a fair, open, and efficient contracting method by which the University may, under limited circumstances, move expeditiously and efficiently to contract for a project in a way that protects the best interests of the university and assures the timely delivery of quality work at a reasonable price under the most advantageous terms. For this reason, the Regents are being asked to use the authority of RCW 28B.20.140 to establish the regulation to enable use of different contracting methods.

Because time is a crucial factor in this situation, the regulations, if adopted by the Regents, would then be adopted by the University as emergency regulations under the Washington Administrative Code. Following a full period of notice and comment, these regulations would come back to the Board for final adoption. This period of notice and comment will include: filing and publication of a Pre-proposal Statement of Inquiry; no earlier than 30 days thereafter, filing the Proposed Rule Making Notice; and no earlier than 20 days thereafter, hold a hearing. After the hearing and completion of a report, the rule will return to the Board of Regents for adoption.

Attachment: Alternative Contracting Process for the University of Washington

## Chapter 478-350 WAC

### Alternative Contracting Process for the University of Washington

#### NEW SECTION

**WAC 478-350-010 Authority.** The University of Washington adopts these rules pursuant to RCW 28B.20.140.

#### NEW SECTION

**WAC 478-350-020 Purpose.** The purpose of this chapter is to establish a fair, open, and efficient method by which the university may, under certain circumstances, contract for the erection and construction of university buildings or improvements thereto, in lieu of other statutorily authorized contracting methods. These rules are intended to protect the best interests of the university and assure the delivery of quality work and products at a reasonable price under the most advantageous terms.

#### NEW SECTION

**WAC 478-350-030 Applicability.** The contracting method set forth in this chapter may be used only when the president of the university finds that all of the following criteria are met:

(1) The building or improvement involved has a total project cost in excess of \$25,000,000;

(2) The design or construction of the building or improvement or its construction schedule may be directly impacted by large construction projects being planned or constructed by other agencies or private developers;

(3) Postponing the building or improvement or delaying it through the use of other contracting methods is likely to have a significant

adverse effect on the operation, mission, or financial interests of the university, and;

(4) The building or improvement may benefit from a contracting method that integrates services including but not limited to a developer, designer, construction manager and contractor being on the same team and working collaboratively.

A finding by the university president that a project meets all of the above criteria shall be subject to review by the University of Washington board of regents.

#### NEW SECTION

**WAC 478-350-040 Contracting method.** Upon a finding by the President that a project meets the criteria set forth above, the president or the president's designee may proceed to conduct a competitive process that is open, fair, and unbiased and results in one or more contracts with a highly qualified entity or team on the most advantageous terms. The process must include at least the following elements:

(1) RFQ/RFP. Contracts will be awarded through either a Request for Qualifications (RFQ) or a Request for Proposals (RFP) process or a combination thereof. The RFQ/RFP will include a clear description of what the university believes to be most important about the project as well as the weight of selection criteria.

(2) Public notice. The university shall publish at least once in a legal newspaper of general circulation published in, or as near as possible to, that part of the county in which the project will be constructed, a notice of its RFQ/RFP, and information regarding the availability and location of the RFQ/RFP documents.

(3) Selection criteria. Selection criteria shall include, but are not limited to, qualifications of the project team, technical excellence and competence, experience, capacity to accomplish the work, ability to deliver a quality project, past performance of the team or its constituent members, and price or fee, taking into

consideration the estimated cost of construction as well as the long-term performance, operation and maintenance of the building or improvement.

(4) Negotiations. The university shall first attempt to negotiate a contract with the entity deemed to have submitted the best overall response. If such negotiations are not successful, the university may proceed to negotiate with the entity deemed to have submitted the next best response.

NEW SECTION

**WAC 478-350-050 Prevailing wages, bonds and retainage.** Any contract awarded pursuant to these rules shall require full compliance with applicable sections of chapters 39.08, 39.12, and 60.28 RCW. The selected entity shall also be encouraged to work closely with the university's business diversity program.



VII. STANDING COMMITTEE

A. Academic and Student Affairs Committee

*In Joint Session With*

B. Finance, Audit and Facilities Committee

Husky Stadium Renovation Update

An oral report will be presented at the meeting.