



March 13, 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, MARCH 19

5:00 p.m. Conibear Shell House DINNER FOR REGENTS and Invited Guests

THURSDAY, MARCH 20

8:00 a.m.–10:20 a.m. Tacoma Room
GWP Building
University of Washington,
Tacoma FINANCE, AUDIT AND FACILITIES
COMMITTEE: Regents Blake (Chr), Barer,
Brotman, Jewell, Kiga, Simon

10:30 a.m.–11:30 p.m. Tacoma Room ACADEMIC & STUDENT AFFAIRS
COMMITTEE: Regents Simon (Chr), Barer,
Cole, Gates, Lennon, Proctor

11:30 a.m.–12:30 p.m. Indochine
1924 Pacific Ave.
Tacoma, WA 98402 Lunch for Regents and Invited Guests

12:45 p.m.–3:00 p.m. Tacoma Room ACADEMIC & 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

3:00 p.m. Tacoma Room REGULAR MEETING OF BOARD OF
REGENTS



**UNIVERSITY OF WASHINGTON
BOARD OF REGENTS**

Finance, Audit and Facilities Committee
Regents Blake (Chair), Barer, Brotman, Jewell, Kiga, Simon
March 20, 2008

8:00 a.m.–10:20 a.m., Tacoma Room, GWP Building, UW Tacoma

1. **Report of Contributions – January, 2008** **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 – December, 2007** **ACTION** F-2
Phyllis M. Wise, Provost and Executive Vice President
3. **Actions Taken Under Delegated Authority** **INFORMATION** F-3
Carla Helm, Interim Director, Purchasing
4. **Investment Performance Report** **INFORMATION** F-4
Keith Ferguson, Chief Investment Officer
5. **Metropolitan Tract Report, 4th Quarter, 2007** **INFORMATION** F-5
Jeanette Henderson, Director, Real Estate Office
Lisa Stewart, Principal, Urbis Partners, LLC
V'Ella Warren, Senior Vice President for Finance and
Facilities
6. **Magnuson Health Sciences Center Sixth Floor and RR-Wing
2-Floor Projects Presentation** **ACTION** F-6
Kathryn Waddell, Executive Director, Health Sciences
Administration
Olivia Yang, Director, Special Projects Group
Chris Malins, Senior Associate Treasurer
7. **UW Tacoma Phase 3: Project Presentation** **ACTION** F-7
Patricia Spakes, Chancellor, UW Tacoma
Ysabel Trinidad, Vice Chancellor for Administrative
Services, UW Tacoma
Eric Smith, Director, Capital Projects South

Finance, Audit and Facilities Committee

March 20, 2008

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8. **Washington Dental Service Building for Early Childhood Oral Health – Budget and Financing Plan Approval** **ACTION** F-8
Richard Chapman, Associate Vice President,
Capital Projects
Eric Smith
Wayne Sugai, Debt Analyst, Office of the Treasurer
9. **Molecular Engineering Interdisciplinary Academic Building (MEIAB) Project: Project Presentation** **ACTION** F-9
Richard Chapman
John Palewicz, Director, Capital Projects Central
10. **Lewis Hall Renovation Project: Project Presentation** **ACTION** F-10
Richard Chapman
John Palewicz
11. **UW Tower Occupancy Progress Report, March, 2008** **INFORMATION** F-12
Marilyn Cox, Assistant Vice Provost for Capital Planning
Chris Malins
Tom Schappacher, Assistant Director Finance, Real Estate Office
12. **UW Tower Capital Improvements** **ACTION** F-13
Marilyn Cox
Chris Malins
Tom Schappacher
13. **Benchmarking University Advancement Performance** **INFORMATION** F-14
Walter G. Dryfoos
Connie Kravas
14. **UWINCO Update** **INFORMATION** F-15
Keith Ferguson
15. **Report of Internal Audit Results 2007 and Report of Planned Audit Activities 2008** **INFORMATION** F-16
Maureen Rhea, Director, Internal Audit
16. **Executive Session** (to review the performance of public employees)
17. **Other Business**



UNIVERSITY OF WASHINGTON
BOARD OF REGENTS

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

March 20, 2008

10:30 a.m.–11:30 a.m., Tacoma Room, GWP Building, UW Tacoma

1. **Academic and Administrative Appointments** **ACTION** A-1
Phyllis M. Wise, Provost and Executive Vice President
2. **Honorary Degree for Mr. Quincy Jones** **ACTION** A-2
Phyllis M. Wise
3. **Honorary Degree for Sir Timothy Berners-Lee** **ACTION** A-3
Phyllis M. Wise
4. **Honorary Degree for Mr. Greg Mortenson** **ACTION** A-4
Phyllis M. Wise
5. **Higher Education Coordinating Board Master Plan** **INFORMATION** A-5
Edward Taylor, Vice Provost and Dean, Undergraduate
Academic Affairs
6. **Student Planning for the Future of UW Tacoma** **INFORMATION** A-6
Cedric Howard, Associate Vice Chancellor for Student
Affairs, Chief Student Affairs Officer, UW Tacoma
Wil Johnson, President, ASUW Tacoma
7. **Recommendations Made by 2003 Decennial Accreditation
Visiting Committee** **INFORMATION** A-7
Phyllis M. Wise
James Antony, Associate Professor, College of Education
8. **Other Business**



UNIVERSITY OF WASHINGTON
BOARD OF REGENTS

Academic and Student Affairs Committee

Regents Simon (Chr), Barer, Cole, Gates, Lennon, Simon

In Joint Sessions with

Finance, Audit and Facilities Committee

Regents Blake (Chr), Barer, Brotman, Jewell, Kiga, Simon

March 20, 2008

12:45 p.m.–3:00 p.m.

Tacoma Room, GWP Building, UW Tacoma

1. **Housing Master Plan** **INFORMATION** A-8
Eric S. Godfrey, Vice Provost for Student Life
Paul F. Brown, Director, Housing and Food Services

2. **2008–09 Residence Hall, Single-Student Apartment and Family Housing Rental Rate Adjustments** **ACTION** A-9
Eric S. Godfrey
Paul F. Brown

3. **Executive Sessions** (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)

(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)

4. **Other Business**



AGENDA

BOARD OF REGENTS
University of Washington

March 20, 2008
3:00 p.m. – Tacoma Room, GWP Building
University of Washington, Tacoma

(Item No.)

I. CALL TO ORDER

II. ROLL CALL

III. CONFIRM AGENDA

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

V. REPORT OF THE UNIVERSITY PRESIDENT: Dr. Emmert

VI. CONSENT AGENDA

Approval of Minutes of Meetings of January 17, and February 21, 2008

Honorary Degree for Mr. Quincy Jones A-2

Honorary Degree for Sir Timothy Berners-Lee A-3

Honorary Degree for Mr. Greg Mortenson A-4

2008-09 Residence Hall, Single-Student Apartment and Family Housing Rental Rate Adjustments A-9

Grant and Contract Awards – December, 2007 F-2

Magnuson Health Sciences Center Sixth Floor and RR-Wing 2-Floor Projects Presentation F-6

UW Tacoma Phase 3: Project Presentation F-7

Washington Dental Service Building for Early Childhood Oral Health – Budget and Financing Plan Approval F-8

Molecular Engineering Interdisciplinary Academic Building (MEIAB) Project: Project Presentation F-9

Lewis Hall Renovation Project: Project Presentation F-10

UW Tower Capital Improvements F-13

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee: Regent Simon – Chair

Academic and Administrative Appointments (ACTION) A-1

Higher Education Coordinating Board Master Plan (Information only)	A-5
Student Planning for the Future of UWT (Information only)	A-6
Recommendations Made by 2003 Decennial Accreditation Visiting Committee (Information only)	A-7

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

Housing Master Plan (Information only)	A-8
2008 Legislative Summary (Information only)	A-10

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

Report of Contributions – January, 2008 (Information only)	F-1
Actions Taken Under Delegated Authority (Information only)	F-3
Investment Performance Report (Information only)	F-4
Metropolitan Tract Report, 4th Quarter, 2007 (Information only)	F-5
UW Tower Occupancy Progress Report, March, 2008 (Information only)	F-12
Benchmarking University Advancement Performance (Information only)	F-14
UWINCO Update (Information only)	F-15
Report of Internal Audit Results 2007 and Report of Planned Audit Activities 2008 (Information only)	F-16

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: Thursday, May 15, 2008**X. ADJOURNMENT**

MINUTES

**BOARD OF REGENTS
University of Washington
March 20, 2008**

The Board of Regents held its regular meeting on Thursday, March 20, 2008, beginning at 3:00 p.m. in the Tacoma Room on the UW Tacoma campus. 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, Cole, Gates, Jewell, Lennon, Proctor, Simon; Dr. Emmert, Dr. Wise, Ms. Warren, Ms. Sams; ex-officio representatives: Professor Luchtel, Mr. Brown, Mr. Proctor.

Absent: Regents Brotman and Kiga, ASUW President Mr. Dockins

CONFIRM AGENDA

The agenda was confirmed as presented.

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

REPORT OF THE UNIVERSITY PRESIDENT: Dr. Emmert

President Emmert introduced Mr. Randy Hodgins, Director of State Relations, who briefed the Board on the outcome of the 2008 UW Legislative Session. The President and the Board congratulated Mr. Hodgins on a great job this session.

See Agenda no. UP-1

President Emmert introduced Chancellor Patricia Spakes, who gave a virtual tour of the campus via a Powerpoint presentation, using photographs from 1979 and 2008. She noted that UW Tacoma is being used as a model for many new campuses.

CONSENT AGENDA

Regent Barer noted there were 13 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 Jewell, seconded by Regent Cole, the Board voted to approve the 13 items on the consent agenda as shown below:

Minutes for the meeting of January 17, and February 21, 2008

Honorary Degree for Mr. Quincy Jones (Agenda no. A-2)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the granting of an Honorary Doctor of Arts degree to Mr. Quincy Jones, distinguished musician, composer, and advocate for humanitarian causes.

See Agenda no. A-2.

Honorary Degree – Sir Timothy Berners-Lee (Agenda no. A-3)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the granting of an Honorary Doctor of Science degree to Sir Timothy Berners-Lee, the inventor of the World Wide Web.

See Agenda no. A-3.

Honorary Degree – Mr. Greg Mortenson (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 granting of an Honorary Doctor of Humane Letters degree to Mr. Greg Mortenson, distinguished writer, educator and advocate for humanitarian causes.

See Agenda no. A-4

2008–09 Residence Hall, Single-Student Apartment and Family Housing Rental Rate Adjustments (Agenda no. A-9)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the proposed 2008–09 rental rates, presented in Attachments I–V, for the residence halls, single-student apartments and family housing, collectively termed the Housing and Dining System, making them effective July 1, 2008.

The proposed residence hall room and board rates for 2008–09 represent a net increase of 4 percent (\$246) — from \$6,138 in 2007–08 to \$6,384 in 2008–09 — for those with the most common room type and typical dining plan, i.e., a double room with the Bronze dining plan. The proposed rates compare favorably with those of other higher education institutions, which were surveyed in February 2008.

See Agenda no. A-9.

Grant and Contract Awards – December, 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 December, 2007, in the total amount of \$34,937,650.

See Agenda no. F-2.

Magnuson Health Sciences Center Sixth Floor and RR-Wing 2-Floor Projects Presentation (Agenda no. F-6)

It was the recommendation of the administration and Finance, Audit and Facilities Committee that the Board of Regents approve:

1. establishing the project budget for the Magnuson Health Sciences Center (MHSC) Sixth Floor project at \$11.5 million;
2. establishing the project budget for the MHSC RR-Wing 2-Floor project at \$10.5 million;
3. appointing NBBJ as design architect for the MHSC RR-Wing 2-Floor project. In the event of an unsuccessful negotiation with the selected firm, it is recommended that authority be delegated to open negotiations with Ambia Architecture, the firm recommended as first alternate;
4. financing of the construction of the projects referenced above and other accreditation projects executed under delegated authority through the issuance of up to \$25 million in short term notes (commercial paper) and the issuance of long term debt in the amount required to pay off the notes when UW General Revenue Bonds are next issued; and
5. delegation of authority to the President or his designee to execute documents as required to complete the interim and permanent financings, including the authority to set maturities and roll periods for the short term notes and enter into a rate lock prior to obtaining permanent financing.

See Agenda no. F-6.

UW Tacoma Phase 3: Project Presentation (Agenda no. F-7)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee that the project budget be established at \$60,150,000; 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 the construction contract, subject to no significant change in the scope, the forecast cost being within 10% of the budget and funding being in place.

See Agenda no. F-7.

Washington Dental Service Building for Early Childhood Oral Health – Budget and Financing Plan Approval (Agenda no. F-8)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee to approve:

1. establishing the project budget of \$17,276,000 for the Washington Dental Service Building for Early Childhood Oral Health to be located in Sand Point Building 25;
2. financing the construction of the project through the issuance of up to \$13.0 million in short-term notes (commercial paper) and the issuance of long-term debt in the amount required to pay off the notes when UW General Revenue bonds are next issued; and
3. delegation of authority to the President or his designee to execute documents as required to compete the interim and permanent financings, including the authority to set maturities and roll periods for the short term notes and enter into a rate lock prior to obtaining permanent financing.

See Agenda no. F-8.

Molecular Engineering Interdisciplinary Academic Building (MEIAB) Project: Project Presentation (Agenda no. F-9)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee that the Phase One project budget be established at \$78,500,000; 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 the construction contract, subject to no significant change in the scope, the forecast cost being within 10% of the budget and funding being in place.

See Agenda no. F-9.

Lewis Hall Renovation Project: Project Presentation (Agenda no. F-10)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee that the project budget be established at \$25,130,000; 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 the construction contract, subject to no significant change in the scope, the forecast cost being within 10% of the budget and funding being in place.

See Agenda no. F-10.

UW Tower Capital Improvements (Agenda no. F-13)

It was the recommendation of the Finance, Audit, and Facilities Committee that the Board of Regents approve:

1. financing the construction of various infrastructure and tenant improvement projects at UW Tower through the issuance of up to \$13 million in short term notes

(commercial paper) and the issuance of long term debt in the amount required to pay off the notes when UW General Revenue Bonds are next issued, and

2. delegation of authority to the president or his designee to execute documents as required to complete the interim and permanent financings, including the authority to set maturities and roll periods for the short term notes and enter into a rate lock prior to obtaining permanent financing.

See Agenda no. F-13.

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 Proctor, seconded by Regent Jewell, the Board voted to approve the personnel appointments. Regent Lennon abstained from the discussion and vote.

See Agenda no. A-1

Higher Education Coordinating Board Master Plan (Agenda no. A-5) (Information only)

See Agenda no. A-5.

Student Planning for the Future of UWT (Agenda no. A-6) (Information only)

See Agenda no. A-6.

Recommendations Made by 2003 Decennial Accreditation Visiting Committee (Agenda no. A-7) (Information only)

See Agenda no. A-7.

Regent Simon encouraged the Board to read the article in the *Tacoma News Tribune* about the success of the 2008 Washington State Legislative Session and particularly on how well UW Tacoma fared this year. Regent Simon noted the article publically acknowledged the Board of Regents for supporting the City of Tacoma and UW Tacoma.

Regent Simon announced that following the meeting, the Tacoma Executive Council would be hosting a reception to say thank you to the Board of Regents.

Regent Simon reported Ed Taylor, Vice Provost and Dean of Undergraduate Academic Affairs and Randy Hodgins, Director of State Relations, summarized the results of the HEC Board Master Plan. The report indicates a need to enhance capacity, diversity and affordability, all of which are consistent with the UW Master Plan. The committees also had a presentation by Cedric Howard, Associate Vice Chancellor for Student Affairs and Chief Student Affairs Officer, UW Tacoma, and Wil Johnson, President of the ASUW Tacoma. They discussed enhanced student services at UW Tacoma. The presentation included a strategic plan from 2008 to 2013. Regent Simon reported on a presentation by Provost Phyllis Wise and Dr. James Antony, Associate Professor in the College of Education, on the recommendations made by the 2003 Decennial Accreditation Visiting Committee, which commended the University of Washington for its multiple strategies for academic assessment. Due to our time restraints, Provost Wise asked Professor Antony James to focus on recommendation #2, which listed the goal of setting learning objectives for all the students and measuring the progress toward those objectives. There was good discussion and many questions, and the Committee decided a more in-depth discussion of the issues was in order. Therefore, this topic will be raised at a future meeting when all the Regents can be present.

Joint Session

- A. **ACADEMIC AND STUDENT AFFAIRS COMMITTEE: Regent Simon, Chair**
B. **FINANCE, AUDIT AND FACILITIES COMMITTEE: Regent Blake, Chair**

Regent Simon reported the Housing Master Plan provided a look at the preliminary plan to spend up to \$850 million for additional housing for the University of Washington, Seattle. The plan is divided into three phases and the Regents will be kept apprised as more study is conducted.

Housing Master Plan (Agenda no. A-8) (Information only)

See Agenda no. A-8.

2008 Legislative Summary (Agenda no. A-10) (Information only)

See Agenda no. A-10.

FINANCE, AUDIT AND FACILITIES COMMITTEE: Regent Blake, Chair

Regent Blake reported agenda item no. F-11, Report on Capital Projects, was deferred to the May meeting. The Committee received an update on the UW Tower occupancy; Regent Blake noted it appears everything is going according to schedule. The Committee also heard a report on Advancement Performance from Connie Kravis, Vice President for Development and Alumni Association, and Walter Dryfoos, Associate Vice President for Advancement Services. The report detailed how the University is doing in relation to a variety of comparable institutions. Regent Blake noted the Regents were encouraged by the 18% participation rate of UW alumni. Regent Blake complimented the Alumni Association for their extraordinary efforts. Regent Blake reported Mr. Keith Ferguson, Chief Investment Officer, provided an update on UWINCO. He cautioned the Regents to expect volatile markets and low returns; however, he reminded the Regents that he feels confident about investment results over the longer term.

Report of Contributions - January, 2008 (Agenda no. F-1) (Information only)

See Agenda no. F-1.

Actions Taken Under Delegated Authority (Agenda no. F-3) (Information only)

See Agenda no. F-3.

Investment Performance Report (Agenda no. F-4) (Information only)

See Agenda no. F-4.

Metropolitan Tract, 4th Quarter, 2007 (Agenda no. F-5) (Information only)

See Agenda no. F-5.

Capital Projects Office Status Report, October 2007-February 2008 (Agenda no. F-11) (Information only)

See Agenda no. F-11.

UW Tower Occupancy Progress Report, March, 2008 (Agenda no. F-12) (Information only)

See Agenda no. F-12.

Benchmarking University Advancement Performance (Agenda no. F-14) (Information only)

See Agenda no. F-14.

UWINCO Update (Agenda no. F-15) (Information only)

See Agenda no. F-15.

Report of Internal Audit Results 2007 and Report of Planned Audit Activities 2008
(Agenda no. F-16) (Information only)

See Agenda no. F-16.

REPORTS FROM EX OFFICIO REPRESENTATIVES TO THE BOARD OF REGENTS

Faculty Senate Chair: Professor Dan Luchtel

Professor Luchtel reviewed procedures for Reorganization, Consolidation, and Elimination of Programs (RCEPS). Since 2000, there had been eight such reorganizations. He mentioned, for example, the complicated merger of the Department of Genetics and the College of Arts and Sciences with the Department of Molecular Biotechnology and the School of Medicine to form a new Department of Genome Science in the School of Medicine. Last year, he said, there was the elimination of Department of Pathobiology and the transfer of its interdisciplinary program to a new Department of Global Health, a joint endeavor between Medicine and Public Health.

Professor Luchtel also reviewed the history of higher education in the United States, and its evolutionary phases that brought the value and meaning of higher education to its stature today.

ASUW President: Mr. Tyler J. Dockins

Mr. Dockins was not able to attend the meeting. Regent Jewell noted that since the Board was holding its meeting in Tacoma, perhaps the ASUW President from UW Tacoma would like to say a few words.

Mr. Wil Johnson, ASUW Tacoma President, took the opportunity to recognized a number of UW Tacoma students in attendance at the meeting. He thanked the Board of Regents for coming to Tacoma for their March meeting.

GPSS President: Ms. David B. Brown

Mr. Brown announced as of Autumn Quarter 2008, the fee for visits to the Student Counseling Center is gone, thanks to Mr. Eric S. Godfrey, Vice Provost for Student Life. Mr. Brown noted this is an important step in ensuring access to quality mental health services. He reminded the Board that at its meeting in February he asked the University to strongly consider adopting a five-year budget and planning priority to achieve parity in its student to mental health provider ratio. Mr. Brown reported the Graduate and Professional Student Senate passed a resolution in support of the request and he asked the Board Chair for approval to include a copy of that resolution for the record (see Attachment UB-1).

Mr. Brown indicated GPSS felt it had been successful with its legislative initiatives, namely securing an additional mental health provider for the Seattle campus, as well as an additional mental health FTE for every four-year university in the state. Mr. Brown noted the out-of-state graduate student tuition subsidy was eliminated during the last budget cycle and was not funded by the legislature this year. While it is not a large amount of money, he said it is important to graduate students coming from out of state and it allows the University to offer an attractive and competitive financial aid package to the more competitive students in the nation, particularly in the sciences. Mr. Brown thanked Provost Phyllis M. Wise for her commitment to ensure the funds will be found in the budget for next year.

Mr. Brown reported a comprehensive survey on student health insurance soon will be sent to the entire student body. An analysis of the responses will be conducted and in consultation with Mr. Eric S. Godfrey, Vice Provost for Student Life, recommendations will be made for consideration by the Student Health Care Committee for the next round of negotiations with the student health insurance carrier.

Alumni Association President: Mr. Norm Proctor

Husky community is again the theme for the month of March. Mr. Proctor reported on Dawg Days in the Desert, which took place last week in Palm Springs, California. Over 600 alumni and friends participated in the event. He thanked President Emmert and Regent William H. Gates for all their many efforts to ensure a successful event.

Mr. Proctor reported the next issue of *Viewpoints* will include stories on the student protest that led to the creation of the Office of Minority Affairs and Diversity. It will outline the tremendous successes the University has enjoyed since then. In addition, the Alumni Association is working with the Office of Minority Affairs and Diversity to promote events surrounding the 40th anniversary of diversity at the UW. Mr. Proctor announced there will be an event on May 18, to honor Japanese American students who were incarcerated during WW II. At its February 21, meeting, the Board of Regents approved Honorary Baccalaureate Degrees for Japanese American Students at the University of Washington Who Were Sent by the U.S. Government to be Incarcerated in Camps During World War II

DATE FOR NEXT MEETING

The next regular meeting of the Board of Regents will be held on Thursday, May 15, 2008, on the Seattle campus.

ADJOURNMENT

Before adjourning the meeting, Chairman Barer remarked he is half way through his term as Chair of the Board of Regents. He announced Regent Craig Cole will be up for election as Chair of the Board at the conclusion of the September meeting. Regent Barer indicated he hoped before his term is up that the Board would review its naming policy, which was created by a prior board. Regent Blake indicated the naming policy is on the forward calendar of the Finance, Audit and Facilities Committee and the plan is to have the discussion prior to October. Regent Barer noted the University continues to work on its China initiative and an agreement was recently signed with a Chinese research entity, which is the equivalent of the UW Office of Planning and Budgeting. He requested a briefing for the Board on those developments. President Emmert agreed to give an update at a future meeting. Chairman Barer indicated he had been thinking about the Board's committee structure, noting some Board members believe there should be two committees which meet at the same and some think all Regents should be at the same meetings.

Regent Jewell noted good governance includes a board assessing its own performance periodically. She said she thinks it is a good time to assess the effectiveness of committee and Board meetings and make suggestions for committee chairs, Board chair and for the Board more broadly. Regent Jewell suggested contacting Corcoran Consulting, the same consulting company the Board uses for President Emmert's annual assessment. She indicated it could be as simple as developing questionnaire and compilation of data.

Regent Barer remarked perhaps it is time for a Board retreat.

The regular meeting was adjourned at 4:15 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

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF COMMUNICATION

NEW APPOINTMENTS

NISHIME, LEILANI LINDA

(BA, 1989, UNIVERSITY OF CALIFORNIA (BERKELEY); MA, 1991, UNIVERSITY OF MICHIGAN; PHD, 1997, UNIVERSITY OF MICHIGAN) TO BE ASSISTANT PROFESSOR OF COMMUNICATION AT A SALARY RATE OF \$64,998 OVER NINE MONTHS, EFFECTIVE 9/16/2008. (DR. NISHIME IS CURRENTLY AN ASSOCIATE PROFESSOR OF AMERICAN MULTICULTURAL STUDIES AT SONOMA STATE UNIVERSITY.)

DEPARTMENT OF ENGLISH

NEW APPOINTMENTS

RAI, CANDICE SAMJHANA

(BFA, 1999, ROOSEVELT UNIVERSITY; MA, 2001, UNIVERSITY OF ILLINOIS; PHD, 2008 (Expected), UNIVERSITY OF ILLINOIS) TO BE ACTING ASSISTANT PROFESSOR OF ENGLISH AT A SALARY RATE OF \$57,006 OVER NINE MONTHS, EFFECTIVE 3/16/2008. (PRIOR TO THIS APPOINTMENT, MS. RAI WAS A TEACHING ASSISTANT AT THE UNIVERSITY OF ILLINOIS, CHICAGO.)

JACKSON SCHOOL OF INTERNATIONAL STUDIES

NEW APPOINTMENTS

GARCIA, MARIA ELENA

(BA, 1993, COLLEGE OF WILLIAM AND MARY; MA, 1996, BROWN UNIVERSITY; PHD, 2001, BROWN UNIVERSITY) TO BE ASSISTANT PROFESSOR OF INTERNATIONAL STUDIES AT A SALARY RATE OF \$67,626 OVER NINE MONTHS, EFFECTIVE 9/16/2008. (DR. GARCIA IS CURRENTLY AN ASSISTANT PROFESSOR OF ANTHROPOLOGY AT SARAH LAWRENCE COLLEGE.)

LUCERO, JOSE ANTONIO

(BA, 1994, STANFORD UNIVERSITY; MA, 1997, PRINCETON UNIVERSITY; PHD, 2002, PRINCETON UNIVERSITY) TO BE ASSISTANT PROFESSOR OF INTERNATIONAL STUDIES AT A SALARY RATE OF \$67,500 OVER NINE MONTHS, EFFECTIVE 9/16/2008. (DR. LUCERO IS CURRENTLY AN ASSISTANT PROFESSOR OF POLITICAL SCIENCE AT TEMPLE UNIVERSITY.)

DEPARTMENT OF SCANDINAVIAN STUDIES

ENDOWED APPOINTMENTS

GAVEL ADAMS, ANN-CHARLOTTE

(MA, 1968, UNIVERSITY OF UPPSALA (SWEDEN); MA, 1975, LINKOPING UNIVERSITY (SWEDEN); PHD, 1990, UNIVERSITY OF WASHINGTON) TO BE HOLDER OF THE BARBRO OSHER ENDOWED PROFESSORSHIP OF SWEDISH STUDIES OVER NINE MONTHS, EFFECTIVE 1/1/2008. (PROFESSOR GAVEL ADAMS WILL CONTINUE AS PROFESSOR OF SCANDINAVIAN STUDIES AND ADJUNCT PROFESSOR OF WOMEN STUDIES.)

COLLEGE OF EDUCATION

EDUCATION

NEW APPOINTMENTS

HUNE, SHIRLEY

(BA, 1966, UNIVERSITY OF TORONTO (CANADA); PHD, 1979, GEORGE WASHINGTON UNIVERSITY) TO BE PROFESSOR WITHOUT TENURE, PART-TIME, OF EDUCATION AT A SALARY RATE OF \$49,500 OVER NINE MONTHS, EFFECTIVE 9/16/2008. (DR. HUNE IS CURRENTLY A VISITING PROFESSOR IN THE SAME DEPARTMENT.)

COLLEGE OF ENGINEERING

DEPARTMENT OF MECHANICAL ENGINEERING

NEW APPOINTMENTS

VERESS, ALEXANDER

(BSME, 1985, UNIVERSITY OF WASHINGTON; MEng, 1995, OHIO STATE UNIVERSITY; PHD, 2000, OHIO STATE UNIVERSITY) TO BE RESEARCH ASSISTANT PROFESSOR OF MECHANICAL ENGINEERING AT A SALARY RATE OF \$82,800 OVER TWELVE MONTHS, EFFECTIVE 2/15/2008. (PRIOR TO THIS APPOINTMENT, DR. VERESS WAS A RESEARCH ASSISTANT PROFESSOR AT THE UNIVERSITY OF UTAH.)

DEPARTMENT OF TECHNICAL COMMUNICATION

ADMINISTRATIVE APPOINTMENTS

SPYRIDAKIS, JAN

(BA, 1970, UNIVERSITY OF WASHINGTON; MAT, 1972, UNIVERSITY OF WASHINGTON; PHD, 1986, UNIVERSITY OF WASHINGTON) TO BE CHAIR OF TECHNICAL COMMUNICATION, EFFECTIVE 8/1/2008. (DR. SPYRIDAKIS WILL CONTINUE AS PROFESSOR IN THE SAME DEPARTMENT.)

SCHOOL OF LAW

LAW

NEW APPOINTMENTS

LIU, MINA TITI

(BA, 1993, HARVARD UNIVERSITY; JD, 1997, HARVARD UNIVERSITY) TO BE VISITING PROFESSOR OF LAW, WITHOUT SALARY, OVER NINE MONTHS, RETROACTIVE TO 9/16/2007. (PRIOR TO THIS APPOINTMENT, MS. LIU WAS A PROGRAM OFFICER FOR THE FORD FOUNDATION.)

DANIEL J. EVANS SCHOOL OF PUBLIC AFFAIRS

EVANS SCHOOL OF PUBLIC AFFAIRS

NEW APPOINTMENTS

DAMON, MARIA

(BA, 1999, CORNELL UNIVERSITY; MA, 2003, UNIVERSITY OF CALIFORNIA (SAN DIEGO); CPH, 2005, UNIVERSITY OF CALIFORNIA (SAN DIEGO); PHD, 2007, UNIVERSITY OF CALIFORNIA (SAN DIEGO)) TO BE ASSISTANT PROFESSOR OF PUBLIC AFFAIRS AT A SALARY RATE OF \$81,000 OVER NINE MONTHS, RETROACTIVE TO 9/8/2007. (PHD RECEIVED SEPTEMBER 2007 FROM THE UNIVERSITY OF CALIFORNIA, SAN DIEGO)

SCHOOL OF DENTISTRY

DEPARTMENT OF ENDODONTICS

NEW APPOINTMENTS

HEILBORN, CARLOS J

(DDS, 1995, NATIONAL UNIV OF ASUNCION (PARAGUAY)) TO BE VISITING PROFESSOR OF ENDODONTICS AT A SALARY RATE OF \$80,000 OVER TWELVE MONTHS, EFFECTIVE 3/1/2008. (PRIOR TO THIS APPOINTMENT, DR. HEILBORN WAS A DENTAL SURGEON AND PART-TIME CLINICAL PROFESSOR AT THE UNIVERSITY OF PACIFICO, ASUNCION, PARAGUAY)

SCHOOL OF MEDICINE

DEPARTMENT OF GLOBAL HEALTH

NEW APPOINTMENTS

LOZANO, RAFAEL

(MD, 1979, U NACIONAL AUTONOMA DE MEXICO (MEXICO); MSc, 1984, U NACIONAL AUTONOMA DE MEXICO (MEXICO)) TO BE VISITING PROFESSOR OF GLOBAL HEALTH AT A SALARY RATE OF \$180,000 OVER TWELVE MONTHS, EFFECTIVE 1/25/2008. (DR. LOZANO IS THE GENERAL DIRECTOR OF HEALTH INFORMATION IN THE MINISTRY OF HEALTH, MEXICO.)

DEPARTMENT OF MEDICINE

ENDOWED APPOINTMENTS

ABRASS, ITAMAR B.

(BA, 1963, UNIVERSITY OF CALIFORNIA (SAN FRANCISCO); MD, 1966, UNIVERSITY OF CALIFORNIA (SAN FRANCISCO)) TO BE HOLDER OF THE WILLIAM E. COLSON ENDOWED CHAIR IN GERONTOLOGY, EFFECTIVE 2/1/2008. (DR. ABRASS WILL CONTINUE AS PROFESSOR OF MEDICINE.)

BROUDY, VIRGINIA C.

(BA, 1976, HARVARD UNIVERSITY; MD, 1980, UNIVERSITY OF CALIFORNIA (SAN FRANCISCO)) TO BE HOLDER OF THE SCRIPPS ENDOWED PROFESSORSHIP IN HEMATOLOGY, EFFECTIVE 3/1/2008. (DR. BROUDY WILL CONTINUE AS PROFESSOR WITHOUT TENURE OF MEDICINE.)

ELKON, KEITH BARRY

(MD, 1974, UNIVERSITY OF WITWATERSRAND (S. AFRICA)) TO BE HOLDER OF THE MART MANNIK, M.D. - LUCILE T. HENDERSON ENDOWED PROFESSORSHIP IN RHEUMATOLOGY, EFFECTIVE 3/1/2008. (DR. ELKON WILL CONTINUE AS PROFESSOR OF MEDICINE AND ADJUNCT PROFESSOR OF IMMUNOLOGY)

NEW APPOINTMENTS

BERGER, SUSANNA CAROLINA

(MD, 1993, UNIVERSITY OF HAMBURG (GERMANY)) TO BE RESEARCH ASSISTANT PROFESSOR OF MEDICINE PAID DIRECT BY FRED HUTCHINSON CANCER RESEARCH CENTER EFFECTIVE 2/1/2008. (PRIOR TO THIS APPOINTMENT, DR. BERGER WAS A STAFF SCIENTIST AT FRED HUTCHINSON CANCER RESEARCH CENTER.)

DEPARTMENT OF ORTHOPAEDICS AND SPORTS MEDICINE

NEW APPOINTMENTS

CAVANAGH, PETER ROBERT

(BEd, 1968, UNIVERSITY OF NOTTINGHAM (UK); PHD, 1972, UNIVERSITY OF LONDON (UK); DSc, 2004, UNIVERSITY OF LONDON (UK)) TO BE PROFESSOR OF ORTHOPAEDICS AND SPORTS MEDICINE AND HOLDER OF THE ENDOWED CHAIR IN WOMEN'S SPORTS MEDICINE AND LIFETIME FITNESS AT A SALARY RATE OF \$220,020 OVER TWELVE MONTHS, EFFECTIVE 7/1/2008 WITH AN ADDITIONAL \$2,500 PER MONTH. (PRIOR TO THIS APPOINTMENT, DR. CAVANAGH WAS THE VIRGINIA KENNEDY CHAIRMAN OF BIOMEDICAL ENGINEERING IN THE LERNER RESEARCH INSTITUTE)

DEPARTMENT OF PEDIATRICS

NEW APPOINTMENTS

SESLAR, STEPHEN PAUL

(BS, 1998, UNIVERSITY OF MICHIGAN; PHD, 1993, GEORGETOWN UNIVERSITY; MD, 1996, GEORGETOWN UNIVERSITY) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF PEDIATRICS PAID DIRECT BY CHILDREN'S HOSPITAL AND REGIONAL MEDICAL CENTER EFFECTIVE 3/1/2008. (PRIOR TO THIS APPOINTMENT, DR. SESLAR WAS THE DIRECTOR OF ELECTROPHYSIOLOGY AT RADY CHILDREN'S HOSPITAL IN SAN DIEGO.)

SCHOOL OF PUBLIC HEALTH AND COMMUNITY MEDICINE

DEPARTMENT OF GLOBAL HEALTH

NEW APPOINTMENTS

LINGAPPA, JAISRI

(BA, 1979, SWARTHMORE COLLEGE; PHD, 1985, HARVARD UNIVERSITY; MDes, 1987, UNIVERSITY OF MASSACHUSETTS) TO BE ASSOCIATE PROFESSOR OF GLOBAL HEALTH- PUBLIC HEALTH AND ASSOCIATE PROFESSOR OF GLOBAL HEALTH-MEDICINE AT A SALARY RATE OF \$116,424 OVER TWELVE MONTHS, EFFECTIVE 12/1/2007. (DR. LINGAPPA WILL CONTINUE AS ASSOCIATE PROFESSOR OF PATHOBIOLOGY AND ADJUNCT ASSOCIATE PROFESSOR OF MEDICINE.)

UNIVERSITY OF WASHINGTON, BOTHELL

BUSINESS PROGRAM

NEW APPOINTMENTS

ZYPHUR, MICHAEL JAMES

(BA, 2000, SAN DIEGO STATE UNIVERSITY; MS, 2003, TULANE UNIVERSITY; PHD, 2006, TULANE UNIVERSITY) TO BE ASSISTANT PROFESSOR OF BUSINESS AT A SALARY RATE OF \$125,001 OVER NINE MONTHS, EFFECTIVE 9/16/2008. (DR. ZYPHUR IS CURRENTLY AN ASSISTANT PROFESSOR OF MANAGEMENT AT THE NATIONAL UNIVERSITY OF SINGAPORE.)

NURSING PROGRAM

NEW APPOINTMENTS

COOKE, CHERYL L.

(BSN, 1996, UNIVERSITY OF WASHINGTON; MSN, 1999, UNIVERSITY OF WASHINGTON; PHD, 2002, UNIVERSITY OF WASHINGTON) TO BE ASSISTANT PROFESSOR OF NURSING AT A SALARY RATE OF \$77,994 OVER NINE MONTHS, EFFECTIVE 12/16/2007. (PRIOR TO THIS APPOINTMENT, DR. COOKE WAS AN ACTING ASSISTANT PROFESSOR, TEMPORARY IN THE SAME DEPARTMENT.)

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Honorary Degree for Mr. Quincy JonesRECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the granting of an Honorary Doctor of Arts degree to Mr. Quincy Jones, distinguished musician, composer, and advocate for humanitarian causes.

BACKGROUND:

RCW 28B.20.130(3) grants to the Board of Regents, upon recommendation of the faculty, the authority to confer honorary degrees upon persons other than graduates "in recognition of their learning or devotion to literature, arts, or sciences." The Faculty Council on University Relations is responsible for recommending candidates for honorary degrees. On February 8, 2008, the Council recommended to President Emmert that Mr. Jones be awarded an Honorary Doctor of Arts degree at the University's June commencement ceremony. President Emmert concurs with the recommendation and brings it to the Board of Regents on behalf of the faculty.

Mr. Jones was born in Bremerton and attended Seattle's Garfield High School. He has gone on to a career of international accomplishment and acclaim as a performing musician, composer, educator, recording executive, philanthropist and humanitarian. He has written scores for 33 motion pictures, including "The Color Purple" and "in Cold Blood," recorded dozens of jazz albums and received 76 Grammy nominations, winning 26 Grammy awards. In addition to his major accomplishments in the music world, Mr. Jones has been active in social and human rights causes. He established the Quincy Jones Listen Up Foundation in 2001, and worked with Nelson Mandela to build 100 new homes in South Africa for the Mandela Foundation. His "We Are the World" recording project raised money and awareness for famine victims in Ethiopia. In 1995, he became the first African American to win the Jean Hersholt Humanitarian Award and in 2005 received a special award from the United Negro College Fund for his contributions to African American culture.

For his brilliant globe-spanning career in musical creation and performance, and for his tireless efforts in addressing worldwide humanitarian causes, it would be an honor to confer upon Seattle's own Quincy Jones an Honorary Doctor of Arts degree at the June commencement.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Honorary Degree – Sir Timothy Berners-LeeRECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the granting of an Honorary Doctor of Science degree to Sir Timothy Berners-Lee, the inventor of the World Wide Web.

BACKGROUND:

RCW 28B.20.130(3) grants to the Board of Regents, upon recommendation of the faculty, the authority to confer honorary degrees upon persons other than graduates “in recognition of their learning or devotion to literature, arts, or sciences.” The Faculty Council on University Relations is responsible for recommending candidates for honorary degrees. On February 8, 2008, the Council recommended to President Emmert that Sir Berners-Lee be awarded an Honorary Doctor of Science degree at the University’s June commencement ceremony. President Emmert concurs with the recommendation and brings it to the Board of Regents on behalf of the faculty.

In 1989, while at CERN (the European Particle Physics Laboratory), Sir Berners-Lee invented the World Wide Web, the internet-based hypermedia initiative for global information sharing that has revolutionized communications around the world. He wrote the first Web client and server in 1990. His specifications of standards such as the Uniform Resource Identifier (URI), Hypertext Transfer Protocol (HTTP), and Hypertext Markup Language (HTML) have been refined by the World Wide Web Consortium as Web technology has evolved.

Sir Berners-Lee has served as Director of the World Wide Web Consortium since its founding in 1994. He holds the 3Com Founders chair and is a Senior Research Scientist at the Laboratory for Computer Science and Artificial Intelligence (CSAIL) at the Massachusetts Institute of Technology. He is also Professor of Computer Science at the University of Southampton School of Electronics and Computer Science. He graduated from Queen’s College, Oxford University in 1973 with a degree in Physics.

In 2001, he became a fellow of the Royal Society, and in 2004, he was knighted by Her Majesty Queen Elizabeth. His work has received worldwide recognition.

In less than two decades, the global Web envisioned and enabled by Sir Berners-Lee has transformed how we communicate, conduct science, do business, create

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Honorary Degree – Sir Timothy Berners-Lee (continued p. 2)

new works, and educate ourselves. The technologies set in motion by Sir Berners-Lee have enabled communications and mobilization among seekers of freedom the world over. He has made it possible for people from every part of the planet to connect and remain connected in ways never before possible.

In recognition of these transforming accomplishments, it would be appropriate for the University to confer upon Sir Timothy Berners-Lee an Honorary Doctor of Science degree at the June Commencement.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Honorary Degree – Greg MortensonRECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the granting of an Honorary Doctor of Humane Letters degree to Mr. Greg Mortenson, distinguished writer, educator and advocate for humanitarian causes.

BACKGROUND:

RCW 28B.20.130(3) grants to the Board of Regents, upon recommendation of the faculty, the authority to confer honorary degrees upon persons other than graduates “in recognition of their learning or devotion to literature, arts, or sciences.” The Faculty Council on University Relations is responsible for recommending candidates for honorary degrees. On February 8, 2008, the Council recommended to President Emmert that Mr. Mortenson be awarded an Honorary Doctor of Humane Letters degree at the University of Washington Bothell’s June commencement ceremony. President Emmert concurs with the recommendation and brings it to the Board of Regents on behalf of the faculty.

Mr. Mortenson is co-founder of the non-profit Central Asia Institute, dedicated to promoting literacy and education, especially for girls, in remote regions of Pakistan and Afghanistan. He has also founded Pennies for Peace, a program in over 500 U.S. schools to introduce children to philanthropy and cultural understanding.

In 1993, Mr. Mortenson found himself in a remote village in Pakistan and made a promise to a group of children to build them a school. Since that experience, he has dedicated his life to promoting education and literacy in remote regions of Pakistan and Afghanistan. By 2007, the Central Asia Institute has established sixty-one schools providing education to more than 24,000 children, 14,000 of whom are girls. These schools have given hope to many young children and their families.

His experiences in this difficult part of the world have been chronicled in his best-selling book, *Three Cups of Tea*, and his work has received international recognition. He provides an example to students of what it means to live a life of meaning and transformation. His example is that of one person making a difference in the face of the world’s seemingly insurmountable problems.

Mr. Mortenson is this year’s Commencement speaker at the University of Washington Bothell. It is fitting that the University confer upon Mr. Mortenson an honorary Doctor of Human Letters degree in recognition of his extraordinary efforts to improve the lives of others.

VII. STANDING COMMITTEE

A. Academic and Student Affairs Committee

Higher Education Coordinating Board Master Plan

See attached.

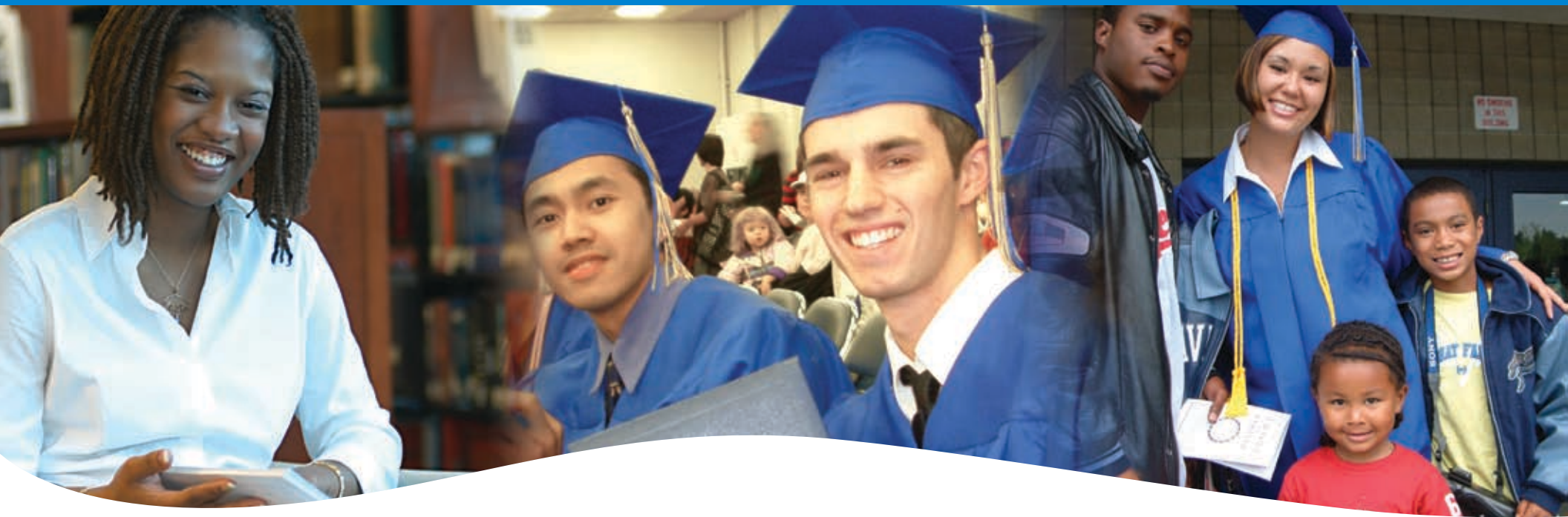


2008 STRATEGIC
MASTER PLAN FOR
HIGHER EDUCATION IN WASHINGTON

MOVING the BLUE ARROW
Pathways_{to} educational opportunity

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

December 2007



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917 Lakeridge Way SW
P.O. Box 43430
Olympia, WA 98504-3430
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Preface

The Higher Education Coordinating Board is directed by state law to create a strategic master plan for higher education every 10 years and update the plan every four years.

State law RCW 28B.76.200, as amended in 2007, also directs the Board to submit the plan to the state Legislature, which will hold hearings and pass a concurrent resolution approving or recommending changes to the plan in the 2008 legislative session.

To prepare this strategic master plan, the Board held a series of public meetings, public forums, and conversations throughout the state during 2007. Citizens, students, parents and educators participated. The Board also heard from legislators; leaders of other governing boards and councils; business and labor leaders; 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.



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“The public education... we divide into three grades:

- 1. Primary schools,** in which are taught reading, writing, and common arithmetic, to every infant of the State, male and female.
- 2. Intermediate schools,** in which an education is given proper for artificers and the middle vocations of life; in grammar, for example, general history, logarithms, arithmetic, plane trigonometry, mensuration, the use of the globes, navigation, the mechanical principles, the elements of natural philosophy, and, as a preparation for the University, the Greek and Latin languages.
- 3. A University,** in which these and all other useful sciences shall be taught in their highest degree; the expenses of these institutions are defrayed partly by the public, and partly by the individuals profiting of them.”

-- Thomas Jefferson, 1823

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.

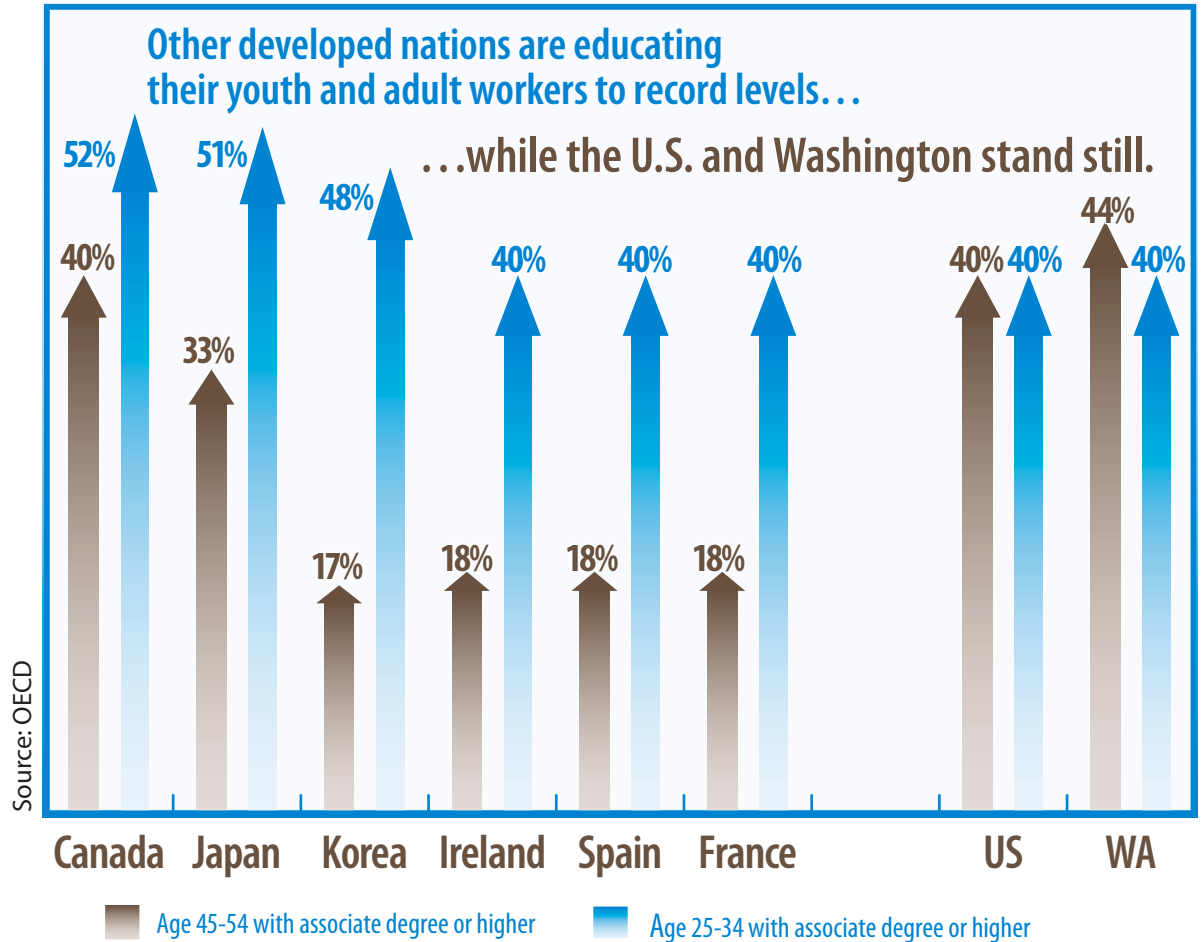
Washington's baby boomers (people born between 1946 and 1964) are the most highly educated generation in our history. Younger adults in our state have, on average, *less* education than boomers.

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 strategic master plan is to move Washington's blue arrow by raising the overall level of educational attainment among Washington's younger citizens and under-educated adult workers.

Washington's changing demographics – 2005-2030

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

Occupations most impacted by baby boomer retirements

- Nursing
- Education
- Social Services
- Personnel Management
- Civil Engineering
- Transportation Services
- Government
- Machinists/Technicians
- Computer/Mathematical
- Legal

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)

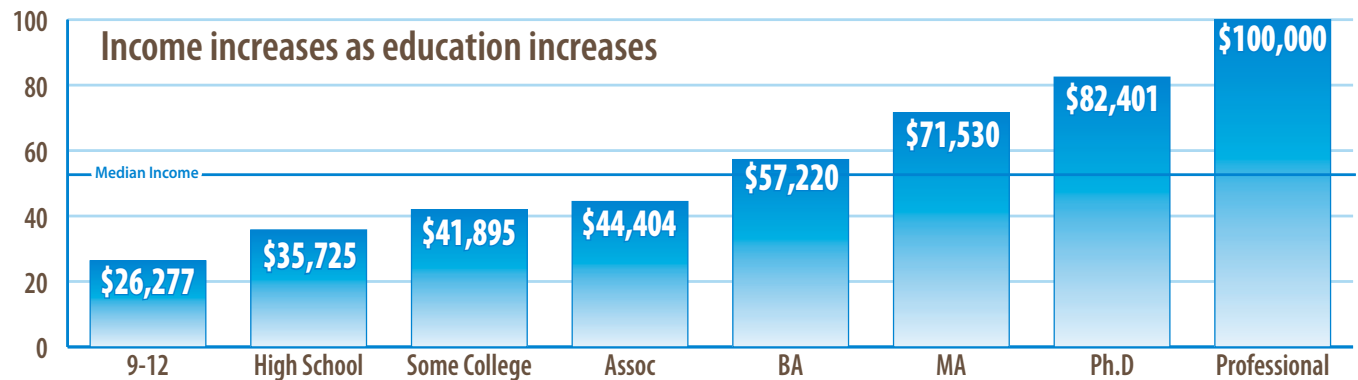
Although infant mortality rates are associated with race and ethnicity, they decrease proportionately with education attainment for all reported racial and ethnic categories. (NCHS)

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

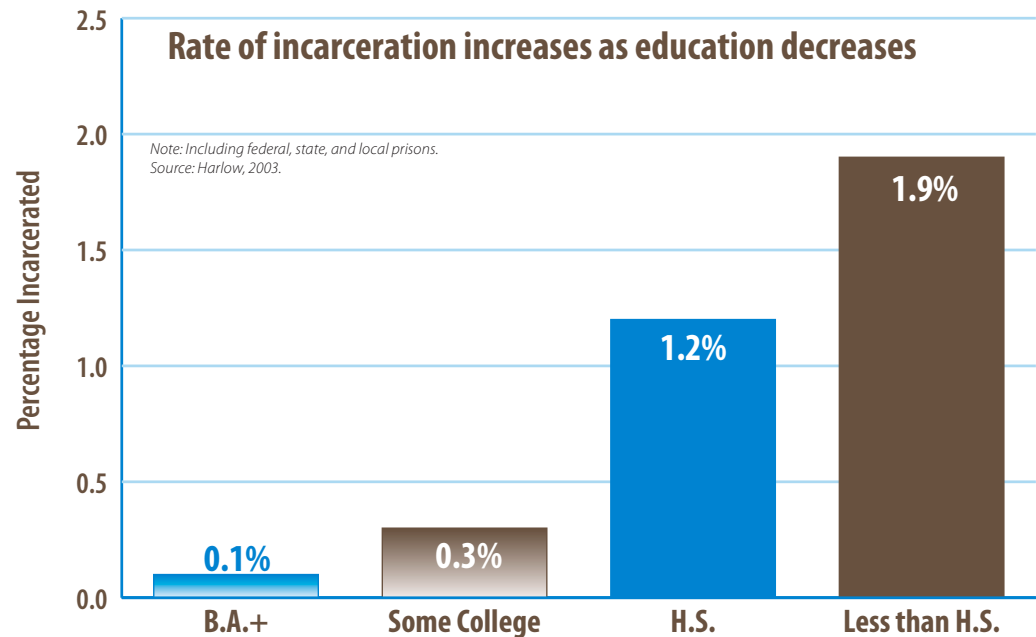


Source: U.S. Dept. of Commerce, Bureau of the Census, Current Population Reports, Series P-60, "Money Income of Household, Families, and Persons in the United States," "Income, Poverty, and Valuation of Noncash Benefits," various years; and Series P-60, "Money Income in the United States," various years.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

Costs associated with low education levels

A society with low levels of educational attainment is the polar opposite of one with high levels of educational attainment. Lack of education drains our society of hope, opportunity, civic engagement, and economic growth. It creates a downward spiral of poverty, independence, 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.

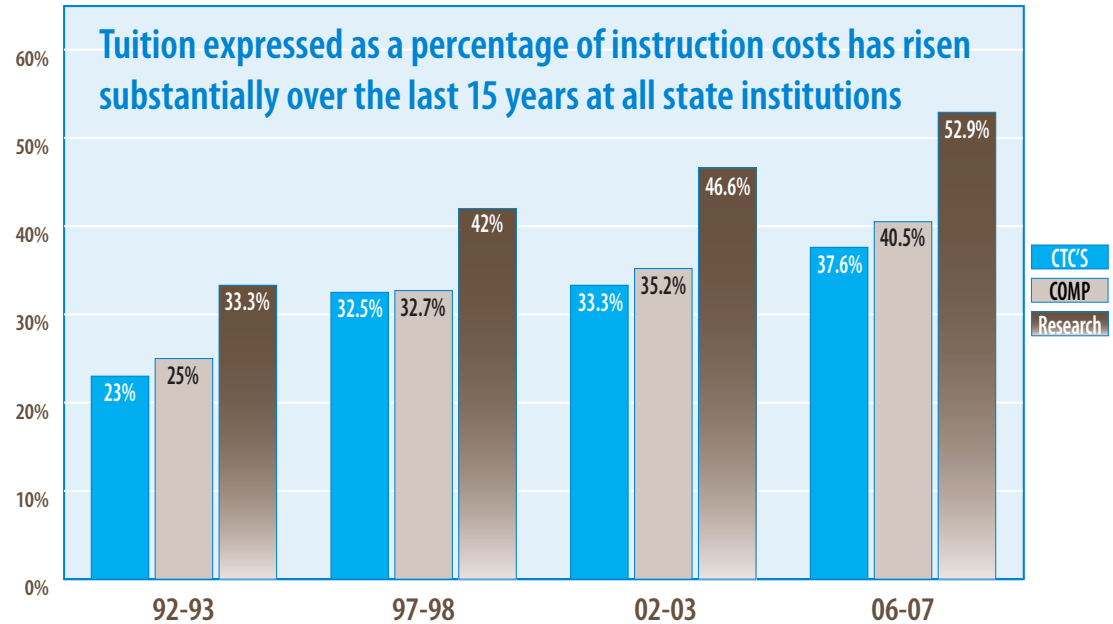
Between 1996 and 2009, our public and independent higher education enrollments are expected to grow by about 23 percent. We added nearly 10,000 new full time equivalent (FTE) students in the 2007-09 biennium. In fact, in 2007 the state Legislature provided more than \$443 million for increased enrollment,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

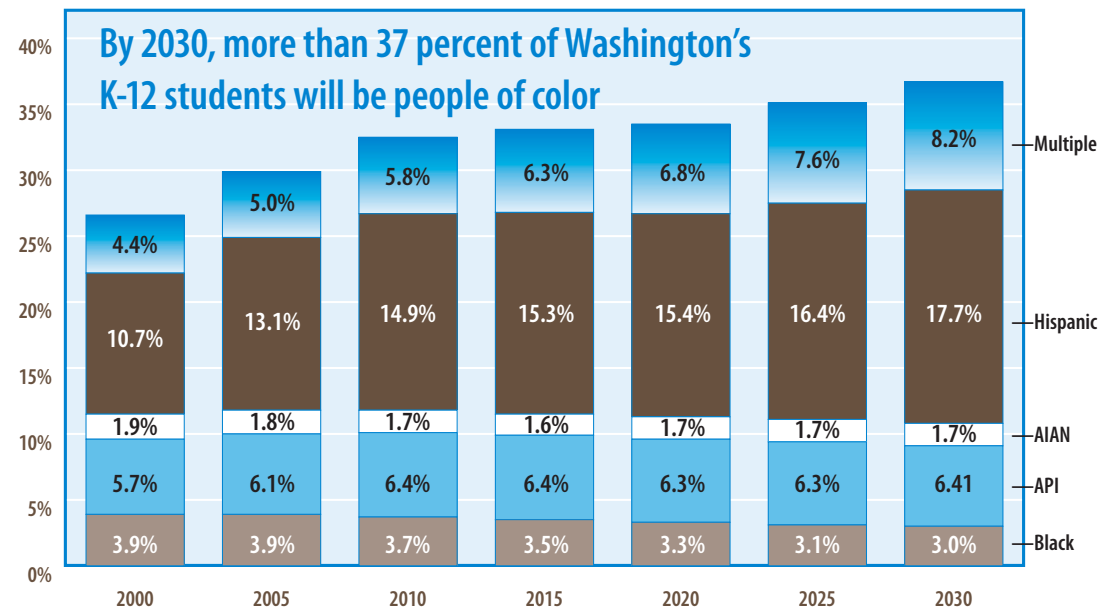


How did we fall behind?

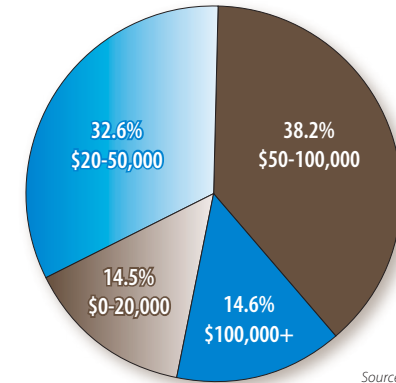
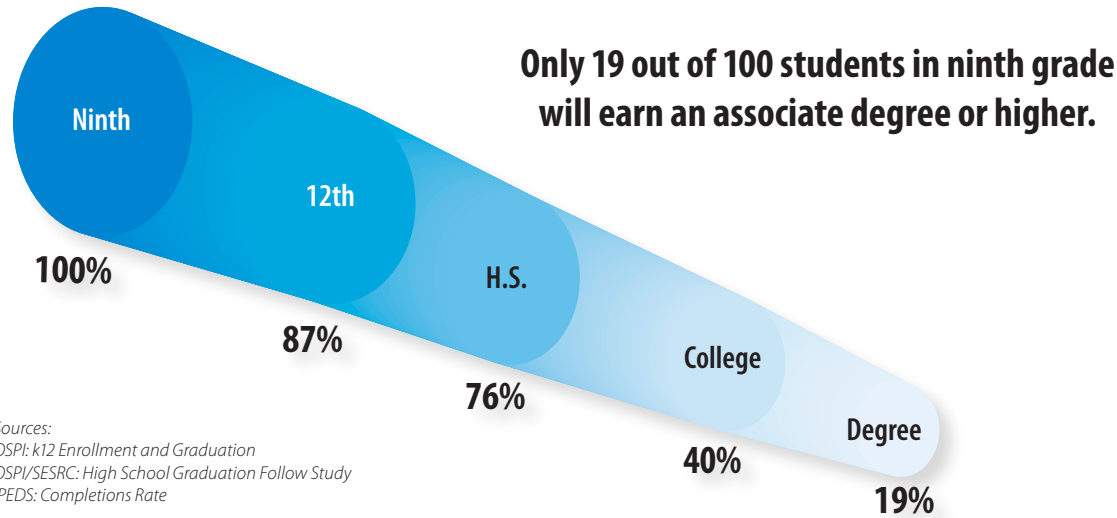
First, although legislative appropriations for higher education have increased steadily over the years and were raised dramatically in 2007, the share of total state resources assigned to higher education has declined steadily. Higher education has had to compete with rapidly escalating health care costs, acute transportation funding needs, rising expenditures for criminal justice, and higher social safety-net costs. As a result, students and families now must pay a much greater proportion of the cost of instruction.



Second, our growing population includes more people who have not fared well in our education system – the poor, people of color, and 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 – who 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.



How did we fall behind?



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.

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 21st century, or of Washington’s education challenge. Education beyond high school and learning throughout our careers are the new normal, 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 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. And as the economy changes, skills must change. 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.

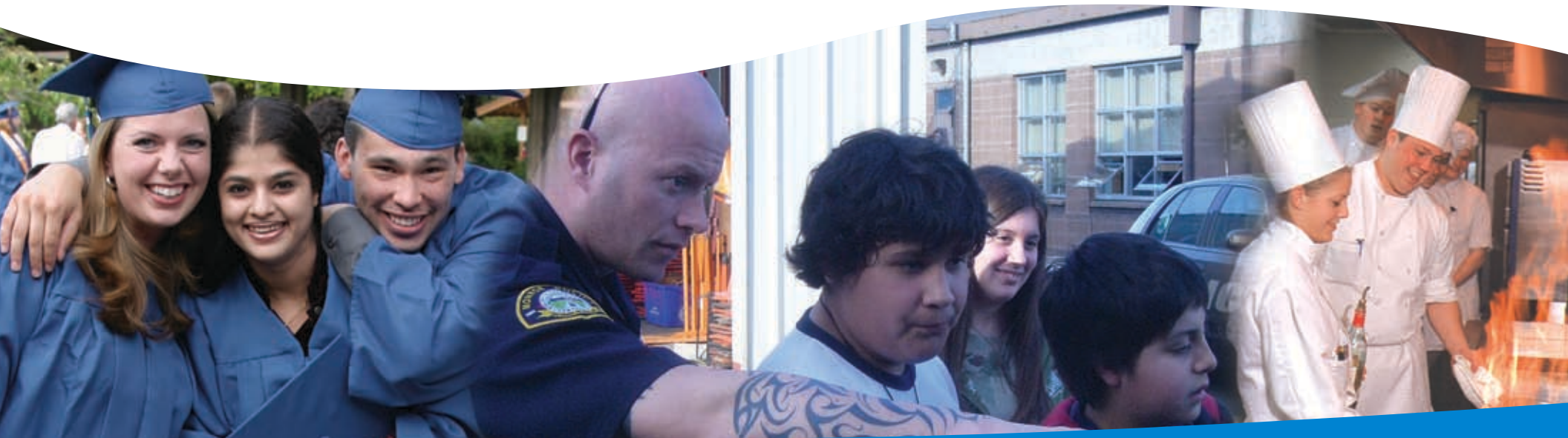
The Workforce Training and Education Coordinating Board biennially develops the state's strategic plan for workforce development. *High Skills, High Wages 2006*, sets out goals for workforce development, including:

- 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 Steering Committee, convened by Governor Gregoire, also provides 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.

In 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.

Ours is a larger challenge

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.

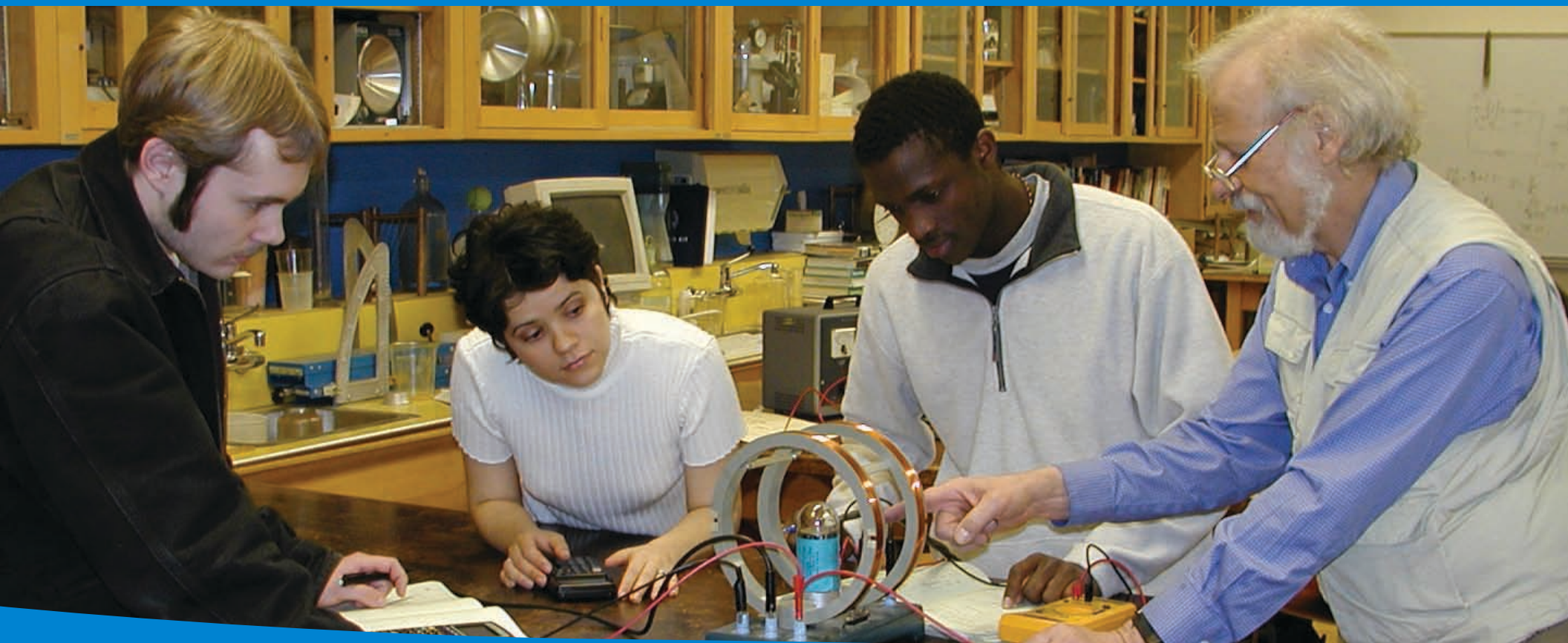
Washington's P-20 education system will be a more customized, responsive, and collaborative enterprise that puts the needs of individual learners first. The result will be a prosperous economy, a healthy society, and a shrinking gap between rich and poor.



A vision for 2018

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.



Raise educational attainment to create prosperity, opportunity

Washington will not be able to increase overall education levels unless we begin to do things differently. To increase educational opportunity and enable more our citizens to attain degrees, we will need to fund higher levels of enrollment throughout the system.

To prepare for the new students who will fill these enrollment slots, we also will need to plan our growth more strategically, starting with how new enrollments will be distributed and what kinds of facilities, distance learning technology, and program innovations will be needed.

Even more important, we will have to make rapid progress developing today's students into the college students of the future. We will need to improve and expand early learning, provide more rigorous primary and secondary education especially in math and science, develop strong mentors and advocates for students, encourage greater community involvement in education, ensure accessible financial aid, create more user-friendly postsecondary institutions, and improve outreach to students of color and low-income students.

We also will have to actively recruit and encourage a new cadre of prospective students - adult learners who may see the cost of college as a barrier, who may be struggling with competing work and family obligations, and who lack basic language skills and academic preparation.

Educate more people to higher levels

Help more people achieve degrees

Develop facilities, technology, distance learning

Pursue four strategies to increase educational attainment

1. Focus on diversity

2. Create higher expectations for K-12 students

- Scale up successful student advising and mentoring
- Engage families and communities
- Create multiple pathways from high school to college or workforce training
- Prepare educators for the 21st century

3. Create a system of support for lifelong learning

- Study, earn, work, and repeat
- Make transfer user friendly
- Schedule learning differently and customize instruction
- Improve student advising, support services, and child care
- Adult education: the road to upward mobility

4. Make college affordable and easy to access

- Project future needs and refine programs
- Simplify financial aid and admissions
- The dilemma of middle class students and growing debt

Help more people achieve degrees

Expanding the capacity of our higher education system is the most direct route to raising the overall level of educational attainment in our society. 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 percent 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 the best opportunities and to maintain our state's competitive position in the global economy during the next decade and beyond.

Help more people achieve degrees

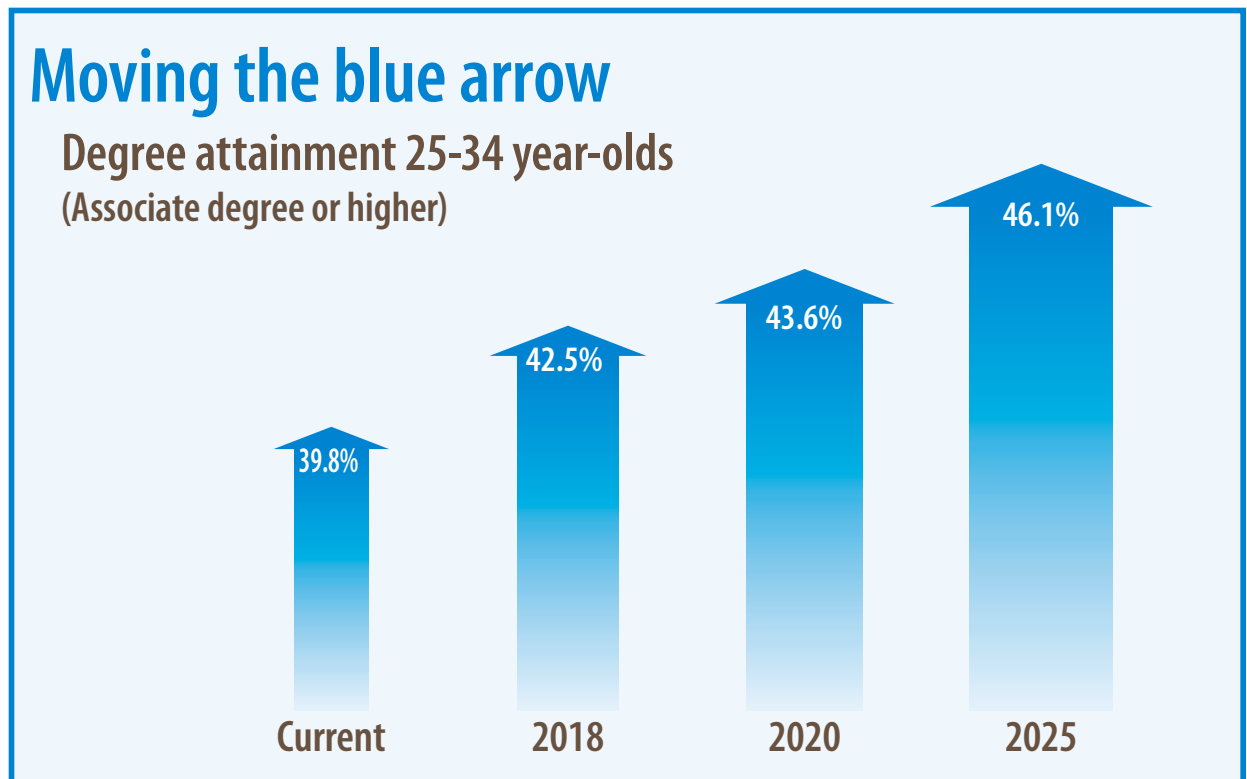
Policy goal: Increase the total number of degrees and certificates produced annually to achieve Global Challenge State benchmarks.

- 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 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 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.



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.

Outcome: Washington would raise the overall level of degree attainment among its 25-34 year-old population from just under 40 percent to 42.5 percent 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.

Develop facilities, technology, distance learning

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 also have 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 a 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.



Pursue four strategies to raise educational attainment

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.

Pursue four strategies to raise educational attainment

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 32nd 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.

Pursue four strategies to raise educational attainment

2. Create higher expectations for all K-12 students (cont.)

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.

Pursue four strategies to raise educational attainment

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 .

Sutton Hall at Eastern Washington University



Pursue four strategies to raise educational attainment

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 5 percent (2 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:

Pursue four strategies to raise educational attainment

- ◆ 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.

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.

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.



Pursue four strategies to raise educational attainment

3. Create a system of support for lifelong learning (cont.)

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,

Pursue four strategies to raise educational attainment

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.



Pursue four strategies to raise educational attainment

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



Pursue four strategies to increase educational attainment

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.

Promote economic growth and fund higher education for results

In a knowledge-driven economy, higher education plays a vital role promoting economic growth. Leading-edge scholarship and research help create new industries and products and 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, improved forecasting of workforce needs, more support for entrepreneurial activity, expanded research activity, and incentives to stimulate institutions and students to identify and respond to specific economic development opportunities.

Equally important, we need to re-examine the way we fund higher education so that more of the resources being allocated achieve intended outcomes.

The next section of the plan outlines how our state's higher education institutions will play a central role in further developing the state's economic potential. It also calls for more funding accountability focused on master planning priorities.

Promote economic growth and innovation

- **Fill unmet needs in high-demand fields**
- **Promote student enrollment in STEM fields**
- **Expand research capacity**
- **Contribute to the innovation economy**
- **Stimulate capital formation and create an entrepreneurial environment**
- **Build a coherent approach to workforce development**
- **Find new ways to finance work-related education and training**

Monitor and fund higher education for results

- **It is time for change**
- **Provide funding tied to Global Challenge State benchmarks**
- **Focus accountability on master plan goals**
- **Explore financial incentives for educational attainment**

Promote economic growth and innovation

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 also are 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 programs in high-demand by employers.

Promote economic growth and innovation

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.



Promote economic growth and innovation

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 Education 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 coordinate the training programs so that customers of multiple training programs feel more like they are being served by a system rather than a hodgepodge of programs with conflicting goals and requirements.

Workforce development, however, does not end at the 14th 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 one-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 past 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.

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



Monitor and fund higher education for results

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.

Provide funding 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 over the next 10 years to at least the 60th 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 60th 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.

Focus accountability on master plan goals

The HECB now requires institutions to report each biennium on a number of specified outcomes: the number of degrees awarded, graduation and retention rates, transfer rates, and other results. Colleges also are 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.

Explore financial incentives for educational attainment

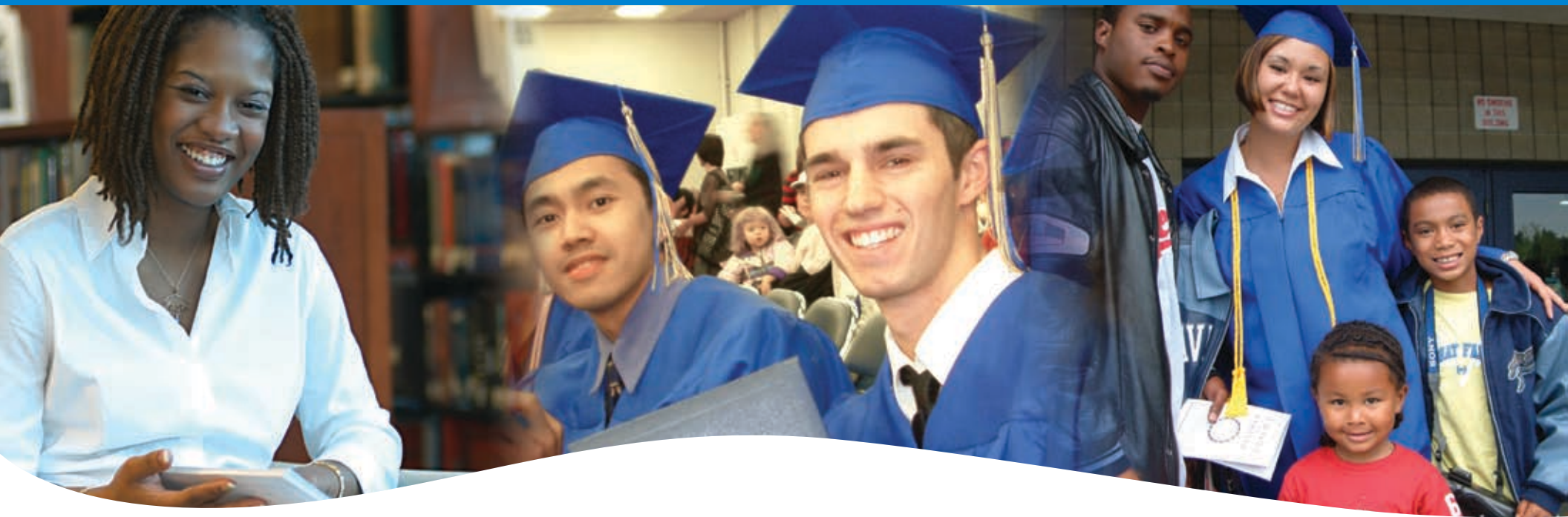
Washington funds higher education based on enrollment under the assumption – well grounded

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 10th 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.





IMPLEMENTATION

HIGHER EDUCATION IN WASHINGTON

MOVING the BLUE ARROW

Pathways to educational opportunity

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.

Raise educational attainment to create prosperity, opportunity

Promote Economic Growth and Innovation

Monitor and fund higher education for results

Raise educational attainment to create prosperity, opportunity

Help more people achieve degrees

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.

Develop facilities, technology, distance learning

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 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 prepared to teach diverse students, that they are well versed in fields that 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 will be provided training and professional development opportunities focusing on cultural competency. 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

- 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.

Four strategies to raise educational attainment

- 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 broadly improved access to professional development programs that can help them obtain endorsements in teacher shortage fields, acquire the skills to differentiate instruction for diverse students, and fully understand and use evolving academic and college readiness standards.



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.

Four strategies to raise educational attainment

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.



Promote economic growth and innovation

Fill unmet needs in high-demand fields

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.

Action: By June 2008, convene a working group to identify steps needed to more fully integrate high-demand degree production with workforce development planning efforts and build better and more complete career pathways for Washington workers and employers.

Expected outcome

- Increased numbers of high-demand degrees produced at the mid-level, bachelor's, and advanced levels to meet the specific needs of Washington employers.

Promote student interest in, preparation for STEM fields

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

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 2009-2011 biennial budget.

Expected outcome

- Increased statewide awareness about high-demand fields, new program development and delivery strategies, greater accessibility for under-served populations, increased enrollment and degree production.

Expand research capacity

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

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.

Expected outcome

- 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.

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



Monitor and fund higher education for results

Provide funding levels tied to GCS benchmarks

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

Action: By September 2008, OFM and the HECB will complete a study of the structure 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.

Expected outcomes

- State funding levels adequate to meet enrollment and degree production goals 2008-20, which include adding 61,500 FTE.

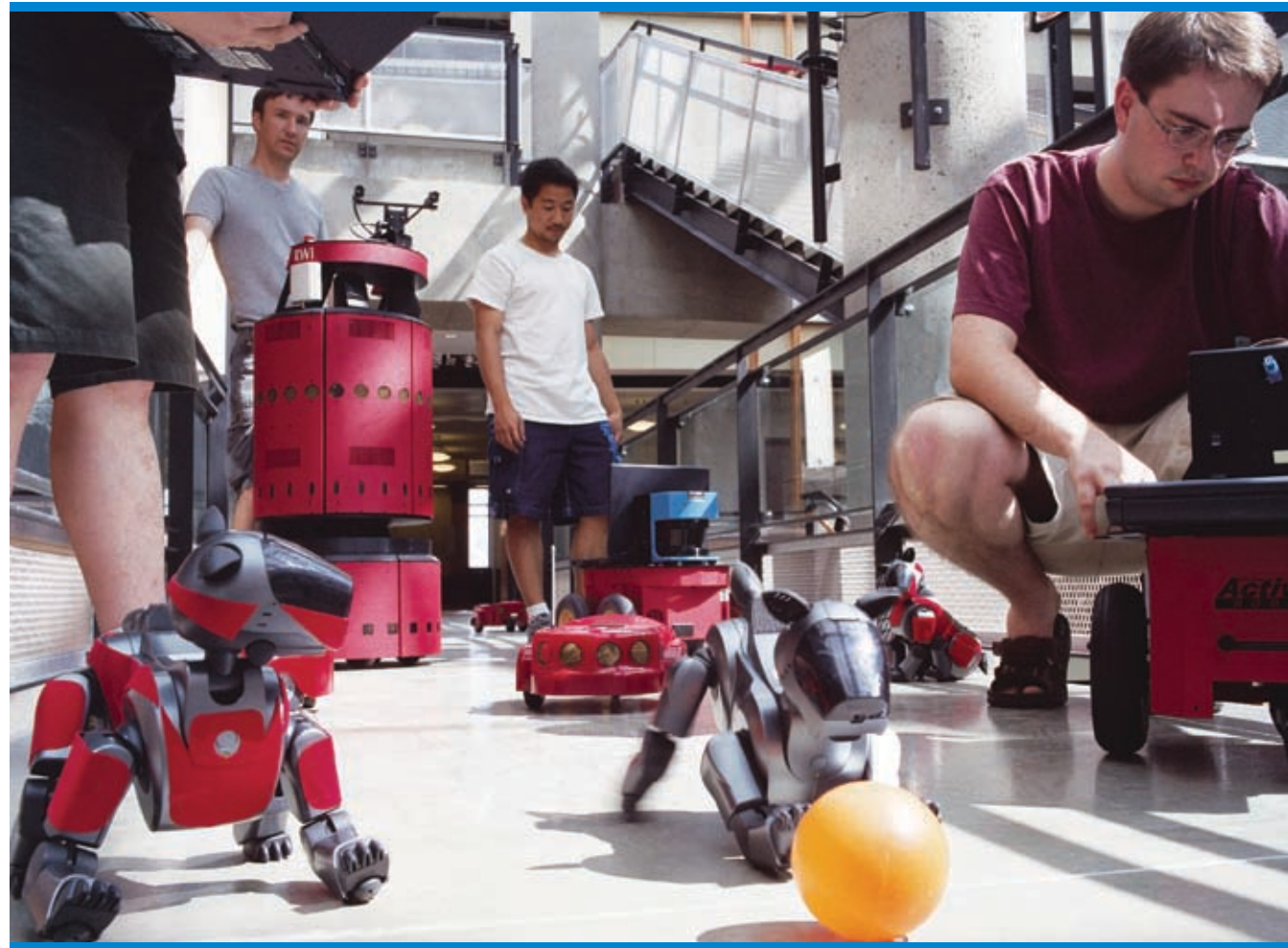
Explore financial incentives for educational attainment

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

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

- Benchmarks and best practices to guide the further development of performance funding agreements in postsecondary education.



Focus accountability on master plan 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.

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

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Washington Public Higher Education Institutions

Baccalaureate Granting Institutions

University of Washington

University of Washington Seattle Campus
University of Washington Bothell Campus
University of Washington Tacoma Campus

Washington State University

Washington State University Pullman Campus
Washington State University Spokane Campus
Washington State University Tri-Cities Campus
Washington State University Vancouver Campus

Central Washington University

Ellensburg, Washington

Eastern Washington University

Cheney, Washington

The Evergreen State College

Olympia, Washington

Western Washington University

Bellingham, Washington

Community and Technical Colleges

Bates Technical College
Bellevue Community College
Bellingham Technical College
Big Bend Community College
Cascadia Community College
Centralia College
Clark College
Clover Park Technical College
Columbia Basin College
Edmonds Community College
Everett Community College
Grays Harbor College
Green River Community College
Highline Community College
Lake Washington Technical College
Lower Columbia College
North Seattle Community College
Olympic College
Peninsula College
Pierce College - Fort Steilacoom
Pierce College - Puyallup
Renton Technical College
Seattle Central Community College
Shoreline Community College
Skagit Valley College
South Puget Sound Community College
South Seattle Community College
Spokane Community College
Spokane Falls Community College
Tacoma Community College
Walla Walla Community College
Wenatchee Valley College
Whatcom Community College
Yakima Valley Community College
Northwest Indian College
(A tribally controlled community college)

Other Colleges and Universities Serving Washington

33 Independent four-year institutions
56 Authorized degree-granting schools
52 Religious exempt schools



WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

917 Lakeridge Way SW
P.O. Box 43430
Olympia, WA 98504-3430
360.753.7800
www.hecb.wa.gov



VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Student Planning for the Future of UWT

Since my arrival in September 2007, The Division of Student Affairs (DOSA) has entered into a new phase of development, which has included an organizational philosophy change to become a student development administrative unit. This period also encompasses DOSA's implementation of a new organizational structure, beginning July 2008, which embodies a renewed sense of energy and commitment to enhance student services and the contribution student affairs makes to the educational and developmental experience of UW Tacoma students.

Divisional Goals

In fall 2007, Student Affairs completed an analysis of its objectives, priorities and needs. The results of this analysis identified four communal, division-wide objectives:

1. Revision of Student Service Delivery

DOSA has developed comprehensive performance indicators addressing student needs, perceptions and satisfaction. These indices indicate the need for appropriate student services for a more diverse student population during hours other than the traditional 9am-5pm, Monday through Thursday. Better use of technology to deliver student services will also be pursued. This will not only put relevant information in the hands of students at their discretion, but allow for enhanced use of person-to-person service delivery.

In response to this performance indicator, the Division of Student Affairs and its units will modify office hours to 9am-7pm, Monday through Thursday and 9am-5pm, Friday to accommodate our diverse student populations; some offices such as Campus Recreation and Fitness may provide additional hours of operation.

2. Refocus of Student Experiential Learning

DOSA recognizes the need to demonstrate our impact on student learning and development. This will occur via enhanced coordination of programs within DOSA and increased collaboration with Academic Affairs.

3. Improvement of Resource Stewardship

The efficient and effective use of resources underlies all DOSA future planning efforts. Through re-alignment with existing university budget practices, DOSA will use Student Learning Outcomes to provide periodic and continuing assessment of service efficiency, effectiveness and satisfaction. Allocation of resources for current and future budget request will be based on identified needs, goals and priorities.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Student Planning for the Future of UWT (continued p. 2)

4. Enhance Student Development and Renewal

Essential to DOSA's success is a committed multicultural staff with the training and tools to serve our diverse students with distinction. In-Service training will be emphasized, most immediately in the use and application of technology to service areas. Client service will be enhanced and assessed via satisfaction indices. Appropriate cross-training of staff and support of professional development opportunities will help address both staff renewal and development. Critical to the success of these efforts, we have created a model for staff development for all members of the DOSA organization.

2008-13 Strategic Plan

As a part of our initial steps in developing our strategic planning documents, the division went through a process of identifying best practices for each unit and comparing existing operations against the professional guidelines for student service operations developed by the Council for Advanced Standards in Higher Education (better known as the CAS Standards). This review was done in early fall to examine all divisional and unit functions for efficiency and effectiveness. The results of our examination were quite revealing, and led our development of a new mission, vision, value statement and strategic plan.

In December 2007, Student Affairs' began work on its Divisional Strategic Plan using the SWOT analysis, CAS standards and best practices to guide our thoughts.

As you review the attachment in your packet of information, you will see an overview of our division, including our organizational re-alignment. We will use this proposed structure to facilitate achievement of our strategic initiatives over the next five years.

Also in your packet, you will find our new mission, vision and values developed to complement the academic mission of this institution; while the remaining pages outline our five divisional goals, I would like to highlight a couple important components associated with each.

Goal One: Provide Excellent and Efficient Services

This goal will focus our attention on the quality of our service to students. In development of this goal, we asked ourselves two leading questions: Are we doing, what we say we are doing? And are we doing it well?

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Student Planning for the Future of UWT (continued p. 3)

Goal Two: Sustain a Healthy and Safe Campus

In goal two, Student Affairs is looking to improve the overall health and wellness of the campus community. You will notice we are planning health and wellness from a facilities and programmatic perspective. In conjunction with UWT's Department of Campus Safety, Student Affairs is developing strategies to address safety issues across campus.

Goal Three: Cultivate a Vibrant Campus Community

In goal three, Student Affairs is addressing the university's transition to a four year institution, where social activities and campus life have increased in demand. Your attention should be drawn to service enhancements opportunities we are considering, with the addition of Campus Housing, a Student Union, Volunteer Opportunities (joint project with Academic Affairs, who is working on Service Learning Opportunities) and Greek Life.

Currently, we have hired a consultant to develop options for all campus life facilities ranging from student housing and food services to health services and campus recreation.

Goal Four: Facilitate Co-Curricular Experience which Enhance Student Learning, Leadership and Development

This goal will focus on Student Affairs' role in the student learning process.

Goal Five: Contribute to Student Success

In summary, this goal focuses on how we measure student development and how we assist in student retention and academic success.

Student Affairs plays a vital role in the University's bold move towards serving increased enrollment and more diverse students. The goals and activities outlined in the Student Affairs' strategic plan are essential components of the University's new strategy of "Student-Centeredness." With this plan, Student Affairs is poised to help assure the success of UW Tacoma's bold vision of becoming an urban university.

National Recognition

The field of student affairs has two primary professional organizations which provide professional development opportunities for student affairs individuals at all levels within the profession, American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA); these organizations are the leading voices for student affairs administration, its policies

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Student Planning for the Future of UWT (continued p. 4)

and practices. Annually, each organization hosts a national conference for its membership, ACPA's conference is late-March in Atlanta and NASPA's conference was early-March in Boston. This year, two UWT colleagues will receive national recognition and honors.

At ACPA, Bernie Liang will be recognized as the "Outstanding Social Justice Teacher, Trainer or Mentor" by the CSJA commission of ACPA. In addition, Bernie has been named as the "Lead Facilitator" for the LeaderShape Conference. LeaderShape is considered by many as the leading student leadership training conference in the country. At NASPA, Bob Hardie will receive the "NASPA GLBT Knowledge Community Exemplary Program Award" for his leadership as chair of the Power of One LGBT Leadership Conference.

Students Perspective (Wil Johnson, UWT Student Body President)

The plan of the DOSA is in line with the vision and values of ASUWT as we work to best meet the needs, not only of our students, but of faculty, staff, and our campus community.

We feel that we can best do this through a plan which focuses on improved awareness and visibility, effective communication, dynamic support systems, and developing a comprehensive sustainability program.

Improved Awareness and Visibility

We have worked this year to improve awareness on our campus. This initiative stems from a need to be keenly aware of systems, programs, and structures currently in place to prevent doing the unnecessary work of reinventing the wheel.

We also saw a need to improve the overall awareness of ASUWT. Aside from holding forums and email updates, we have increased our visibility on campus to help the students know who we are. Students are much more likely to approach someone they know if they have any concerns or problems.

Effective Communication

As you may know, I am a student in the communications concentration of the IAS program at UWT. I am also pursuing a minor in education. I am often asked why I chose those two fields of study. To me it is simple; we cannot teach the people if we cannot reach the people. Communication is essential to everything we do.

With this in mind, we have evaluated the diverse ways in which we communicate with others. This non-exclusive list includes verbal / non – verbal, active

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Student Planning for the Future of UWT (continued p. 5)

listening, use of candor, and multimedia. We are working to be more intentional in our communication efforts to ensure clarity and acceptance of our opinions, thoughts, and concerns on various platforms.

Dynamic Support Systems

Simply put, this is about relationships. We understand the importance of building bridges and networking in our attempts to reach mutual success. We have worked on this by bridging the gaps between our students, faculty, and staff through relationship building. We have also worked on bridging the gaps between our campuses with campus visits, the Tri-Campus Committee meetings, and quarterly ASB reports to the Regents.

Comprehensive Sustainability

This is likely the most important factor. Without a system in place for sustainability, all of our efforts will cease when our term of office ends. This is the foundation of our restructure efforts this year which will help to provide a defined system of communication and support for students on our campus.

This restructure is in line with the mission and strategic plan of DOSA and UWT. Our combined efforts will allow us to serve our students, faculty, staff, and community on a more dynamic level than was possible before.

In closing, the Division's primary function is to enhance the learning environment for students at the University of Washington Tacoma. We accomplish this by stimulating the learning process, integrating in-class and out-of-class experiences, promoting an environment conducive to growth and discovery, and facilitating intellectual, spiritual, social, occupational, physical, cultural, and emotional development.

Ultimately, we work to enhance the overall quality of campus life, to establish a sense of community, and to enable all students to realize their fullest potential.

Attachment



DIVISION OF



STUDENT AFFAIRS

UNIVERSITY OF WASHINGTON TACOMA

Strategic Plan 2008-2013

STUDENT AFFAIRS. LIVE YOUR POTENTIAL.





DIVISION OF STUDENT AFFAIRS



Strategic Planning 2008-2013

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STUDENT AFFAIRS. LIVE YOUR POTENTIAL.



DIVISION OF STUDENT AFFAIRS



Divisional Overview

The Division of Student Affairs (DOSA) supports the mission of the University through the provision of the following broad functions:

- ❖ Student retention and academic support services;
- ❖ Student development and co-curricular learning experiences, including leadership development;
- ❖ Campus life programs including student clubs and organizations, student government and student sponsored activities;
- ❖ Outreach programs to under-represented populations;
- ❖ Campus health, wellness and safety services.

In order to facilitate achievement of its strategic initiatives, DOSA is structured along functional lines into five main clusters reporting to the Associate Vice Chancellor for Student Affairs: Student Administration, Student Development, Student Health and Wellness, Student Involvement, and Student Services.

The following units are in each cluster:

- **Student Administration:**
Student Planning and Assessment, Judicial Affairs, Student Publications and Office of Associate Vice Chancellor for Student Affairs; will add Co-Curricular Transcripts
- **Student Development:**
Career Development & Education, Employer Relations, and New Student Programs; will add Parent Affairs
- **Student Health and Wellness:**
Student Counseling Services, Disability Support Services, and Health Education & Promotion; will add Health & Wellness Services
- **Student Involvement:**
Student Government, Student Organizations, Student Activities, Intramurals, and Student Leadership programs; will add Volunteer Services, Greek Life and Club Sports
- **Student Services:**
Student Housing, Recreation and Fitness Centers, and Childcare Assistance Program; will add Student Center and Food Services

The Division's primary function is to enhance the learning environment for students at the University of Washington Tacoma. We accomplish this by stimulating the learning process, integrating in-class and out-of-class experiences, promoting an environment conducive to growth and discovery, and facilitating intellectual, spiritual, social, occupational, physical, cultural, and emotional development.

Ultimately, we work to enhance the overall quality of campus life, to establish a sense of community, and to enable all students to realize their fullest potential.



DIVISION OF STUDENT AFFAIRS



Mission, Vision, Values

Mission

The mission of the Division of Student Affairs at the University of Washington Tacoma is to foster a student-centered environment which empowers students to reach their fullest potential.

Vision

In support of the University of Washington Tacoma's strategic objectives, the Division of Student Affairs will be recognized as a leader in the provision of exceptional service to students.

Values

United through a shared vision, the Division of Student Affairs believes in:

- **Innovative Programs and Services** that contribute to, enrich and stimulate the academic, personal and social experiences of students.
- **Commitment to the Highest Standards of Professionalism** that promote competent, dynamic leadership for lifelong learning.
- **Holistic Development** that supports growth through challenge.
- **Relationships informed by Respect and Integrity** that foster an environment which openly embraces and empowers the uniqueness of our community.



DIVISION OF STUDENT AFFAIRS



Divisional Goals

Goal 1

Provide Excellent and Efficient Student Services

Goal 2

Sustain a Healthy and Safe Campus Community

Goal 3

Cultivate a Vibrant Campus Community

Goal 4

Facilitate Co-Curricular Experiences Which Enhance Student Learning, Leadership, and Development

Goal 5

Contribute to Student Success



DIVISION OF STUDENT AFFAIRS



GOAL ONE

PROVIDE EXCELLENT AND EFFICIENT STUDENT SERVICES

Indicator for Success

All DOSA units will be required to conduct annual point-of-service customer satisfaction surveys with the aim of each achieving 90% satisfaction rate or greater.

Challenges

The challenges faced by DOSA in providing excellent and efficient services include planning and adjusting resources and services to meet the expanding enrollment and greater service needs of students being admitted, such as academic support, health and counseling, disability accommodations, and student conduct. In addition, DOSA must plan for establishing a residential population who will utilize student services to a greater extent than their commuter counterparts.

Towards this goal, DOSA will:

- establish an administrative office to identify resources and services that address the needs of an evolving student body;
- fully staff, equip and provide appropriate space for mental and physical health support operations;
- update all divisional publications to be compatible with the Americans with Disabilities Act;
- focus professional development of DOSA staff in the areas of technology initiatives, cultural (and diversity) competency training, leadership and student development training;
- develop a marketing plan for DOSA programs and services;
- develop a divisional planning and assessment infrastructure as a tool to aid in unit development and operations.

Progress Benchmarks

- Development of unit plans that address resource and service needs of expanding student populations
- Completion of divisional planning and assessment infrastructure
- Improved student/customer satisfaction
- Development of divisional marketing plan and materials



DIVISION OF STUDENT AFFAIRS



GOAL TWO

SUSTAIN A HEALTHY AND SAFE CAMPUS

Indicator for Success

DOSA units that oversee health and wellness issues will work in concert to create a healthy, civil, and safe campus community, while providing for the well-being of students. DOSA units such as Student Counseling Services, Disability Support Services, Health Education & Promotion, Recreation & Fitness Centers, and Judicial Affairs will coordinate efforts to develop a cross-functional plan to improve the overall health and well-being of the campus community.

Challenges

Some of the challenges in this area have resulted from a need to provide an increased level of services to students admitted with greater concerns. Examples include students with disabilities requiring complex accommodations; students with unmet health service needs; students involved in judicial services; as well as student access to ongoing and triage counseling. In addition, DOSA has seen an increase in utilization of recreational and fitness centers. Limited resources will continue to challenge our ability to respond to increases in service demand.

Towards this goal, DOSA will:

- increase provision of prevention programming to students inside and outside the classroom, as well as to staff and faculty, by Student Counseling Services, Disability Support Services, Judicial Affairs and Health Education & Promotion;
- propose construction of Health Services Center;
- expand Recreation & Fitness programs;
- expand campus-wide community conduct philosophy and partnerships.

Progress Benchmarks

- Completion of Student Health Services by fall 2012
- Completion of a permanent Recreation & Fitness facility by fall 2012
- Increase in the number of prevention programs and number of participants by 10% per year
- Expansion of Health Education & Promotion program
- Development of a marketing plan to increase campus community awareness of administrative units
- Development of a conduct awareness program



DIVISION OF STUDENT AFFAIRS



GOAL THREE

CULTIVATE A VIBRANT CAMPUS COMMUNITY

Indicator of Success

DOSA cultivates a vibrant campus community where programs and services are offered to promote quality of life and well-being of the campus community. In partnership with student government and programming board, DOSA will expand campus social activity offerings to include more evening and weekend programming.

Challenges

The primary challenge is changing the limited perspective of campus life programming within the culture of UW Tacoma. Other challenges include the current culture for commuter students versus residential students, limited campus life programming space, and no recognized student union.

Toward this goal, DOSA will:

- expand quantity and quality of programming for all students;
- emphasize multicultural and diversity programming by all DOSA units;
- work with faculty and the student programming board to implement a “Campus Engagement Hour” speaker series for local and community lectures;
- offer Greek Life opportunities;
- increase student organizations;
- construct campus life facilities to expand living and learning communities.

Progress Benchmarks

- Increase in number and quality of campus social activities, number of students participating in them and improved student learning outcomes as a result of program participation
- Increase student programming by 20% each year
- Increase Registered Student Organizations by 20% each year
- Development of Greek Life system by fall 2010
- Completion of Phase I Student Housing by fall 2012
- Completion of Student Union by fall 2012
- Collaborative proposal for implementation of a “Campus Engagement Hour” speaker series
- Expansion of volunteer opportunities for students in conjunction with service learning efforts



DIVISION OF STUDENT AFFAIRS



GOAL FOUR

*FACILITATE CO-CURRICULAR EXPERIENCES WHICH ENHANCE
STUDENT LEARNING, LEADERSHIP AND DEVELOPMENT*

Indicator for Success

DOSA emphasizes student learning through its offerings of co-curricular services and programs. Each encounter a student has with one of our programs is a learning experience. DOSA will measure student learning outcomes (SLO) resulting from use of its services and participation in its programs. This data will be used to improve the educational effectiveness of services and programs.

Challenges

The primary challenge is to determine relevant and realistic measures for student learning for each unit. A related challenge is to assign resources to aid each unit in developing and measuring student learning outcomes.

Towards this goal, DOSA will:

- develop a division-wide Student Leadership Program, involving all DOSA units;
- develop a Co-Curricular Transcript Program;
- implement a post-graduation student tracking process;
- develop programs to enhance student/faculty interaction beyond the classroom.

Progress Benchmarks

- Development of a plan for a Student Leadership Program completed by June 30, 2009
- Development of a Co-Curricular Transcript Program for recording student involvement by June 30, 2009
- Completion of a post-graduation student tracking process by June 30, 2010
- Development of a plan for student/faculty engagement programs by summer 2010



DIVISION OF STUDENT AFFAIRS



GOAL FIVE

CONTRIBUTE TO STUDENT SUCCESS

Indicator for Success

DOSA, through its programming philosophy, will develop a system that will aid in monitoring students who utilize DOSA services and measure their retention and academic success.

Challenges

It is well-known within the field of student affairs that “high-touch” programs, such as the UW Tacoma Peer Adviser program and student organizations, are most effective in improving student retention. Additional challenges are the limited capacity and funding to provide appropriate “high-touch” opportunities in areas such as career planning, health & wellness, experiential learning, and leadership.

Another challenge in the area of retention is meeting the need for expanded year-round orientation programming with increased freshman population and need for more targeted programs associated with parent involvement.

Toward this goal, DOSA will:

- restructure existing programs to offer more “high-touch” opportunities for students;
- expand orientation programs and develop a stronger connection to parents;
- coordinate student and academic programs that enhance holistic student learning (experiential learning and co-curricular);
- seek opportunities to increase faculty involvement in DOSA programs and services.

Progress Benchmarks:

- Improvement in retention, graduation rates, and GPAs of students participating in DOSA programs and services
- Increase satisfaction of students participating in student organizations
- Increase number of students and parents served by orientation programs
- Increase student and faculty involvement in combined student and academic affairs programs



DIVISION OF STUDENT AFFAIRS



GOAL SUMMARY

As University plans call for expanded enrollment, it is clear more resources will need to be added to DOSA to ensure student retention, graduation and success. The DOSA objectives to achieve our goals are under development, slated for a June 30, 2008 completion date. While some objectives can be carried out by current staff, many will require additional resources—including staff, technology, and space—and all objectives will require additional resources as enrollment expands.

Student Affairs plays a vital role in the University's bold move towards serving increased enrollment and more diverse students. The goals and activities outlined in the Student Affairs' strategic plan are essential components of the University's new strategy of "Student-Centeredness." With this plan, Student Affairs is poised to help assure the success of UW Tacoma's bold vision of becoming an urban university.



VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Recommendations Made by 2003 Decennial Accreditation Visiting Committee**RECOMMENDATION 1**

The Committee notes some inconsistencies in perceptions of future relationships among the three campuses. The self-study describes the continuing “transformation from a university with three campuses to a coordinated multi-campus university,” but these words appear to have little meaning on any of the three campuses. There is no apparent reconciliation of the clear diversity of the three campus missions and the concept of “one university.” The consequences of the resulting confusion may become serious if not addressed carefully and thoroughly, as the Committee now recommends (Standard 1.A.1).

RECOMMENDATION 2

The Committee commends the University’s multiple strategies for academic assessment, but still it must be noted that the University of Washington remains far from the goal of setting learning objectives for all students and measuring progress toward those objectives to facilitate continuous improvement. The Committee recommends continuing accelerated efforts toward these ends (Standards 2.B.1, 2.B.2, and 2.B.3; and Policy 2.2).

RECOMMENDATION 3

The Committee recognizes the impressive success of the University of Washington thus far in managing scarce resources without perceptible loss of quality in its core mission, but recommends considering the broadest possible range of strategies to achieve this critical objective, even including the elimination of academic programs of diminishing priority (Standard 2.A.1).

RECOMMENDATION 4

The Committee observed a pervasive concern about the need to maintain (or restore) competitive compensation, even if this action requires the reallocation of resources with locally adverse consequences. The Committee recommends that the University persist in its current plans to set a modest minimum goal for compensation increases to be achieved even in the face of revenue shortfalls that require budget cuts (Standard 4.A.4).

RECOMMENDATION 5

The recommends that the concerns of the campus information technologists regarding network security be addressed (Standard 5.E.3; Standard 8.B.2).

RECOMMENDATION 6

The Committee recognizes the sincere efforts to advance the diversity agenda at the university of Washington, but no one should be satisfied with the results. The Committee recommends that the UW undertake additional efforts to increase the number of faculty and students from underrepresented groups (Standard 3.D.2; Standard 6.1).

VII. STANDING COMMITTEE

A. Academic and Student Affairs Committee

In Joint Session With

B. Finance, Audit and Facilities Committee

Housing Master Plan

See attachment.

Strategic Master Plan – Student Housing

Board of Regents Meeting

March 20, 2008

A strategic master plan that expands student housing on West Campus, resulting in a living experience with which students will identify and which they will fondly recall during their lifetime relationship with the University.



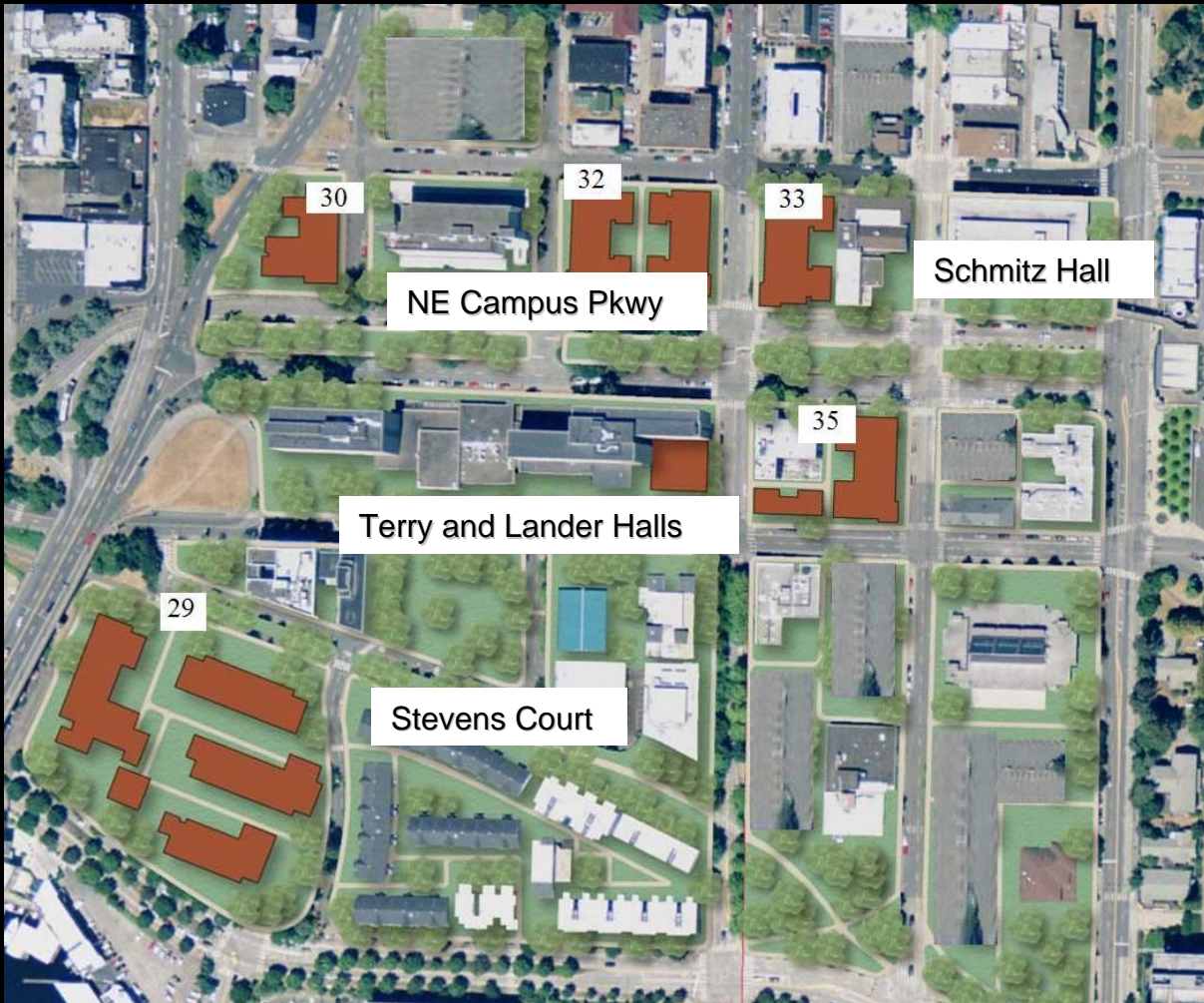
Master Plan Goals and Desired Outcomes

- ❑ Provide students with a memorable and life-shaping undergraduate experience.
- ❑ Enhance the vitality of the campus community by engaging the full range of diverse student groups.
- ❑ Redefine the academic and social environments within the residence halls, improve students' academic success and increase their engagement with faculty.
- ❑ Enhance the physical environment through sustainable renovation and new construction.
- ❑ Increase availability of on-campus housing.

Market Study Results

- ❑ UW houses 5,100 residents in space designed for 4,500.
- ❑ Residence halls are mid-century and need major renovations.
- ❑ Affordability and proximity to campus are the most important rental factors.
- ❑ Living/learning communities, social interaction, and living near others with similar interests are preferred by on- and off-campus students.
- ❑ Potential demand for 3,400 new on-campus living spaces.

Master Plan Sites – Phase I: Proposed Locations for New Construction

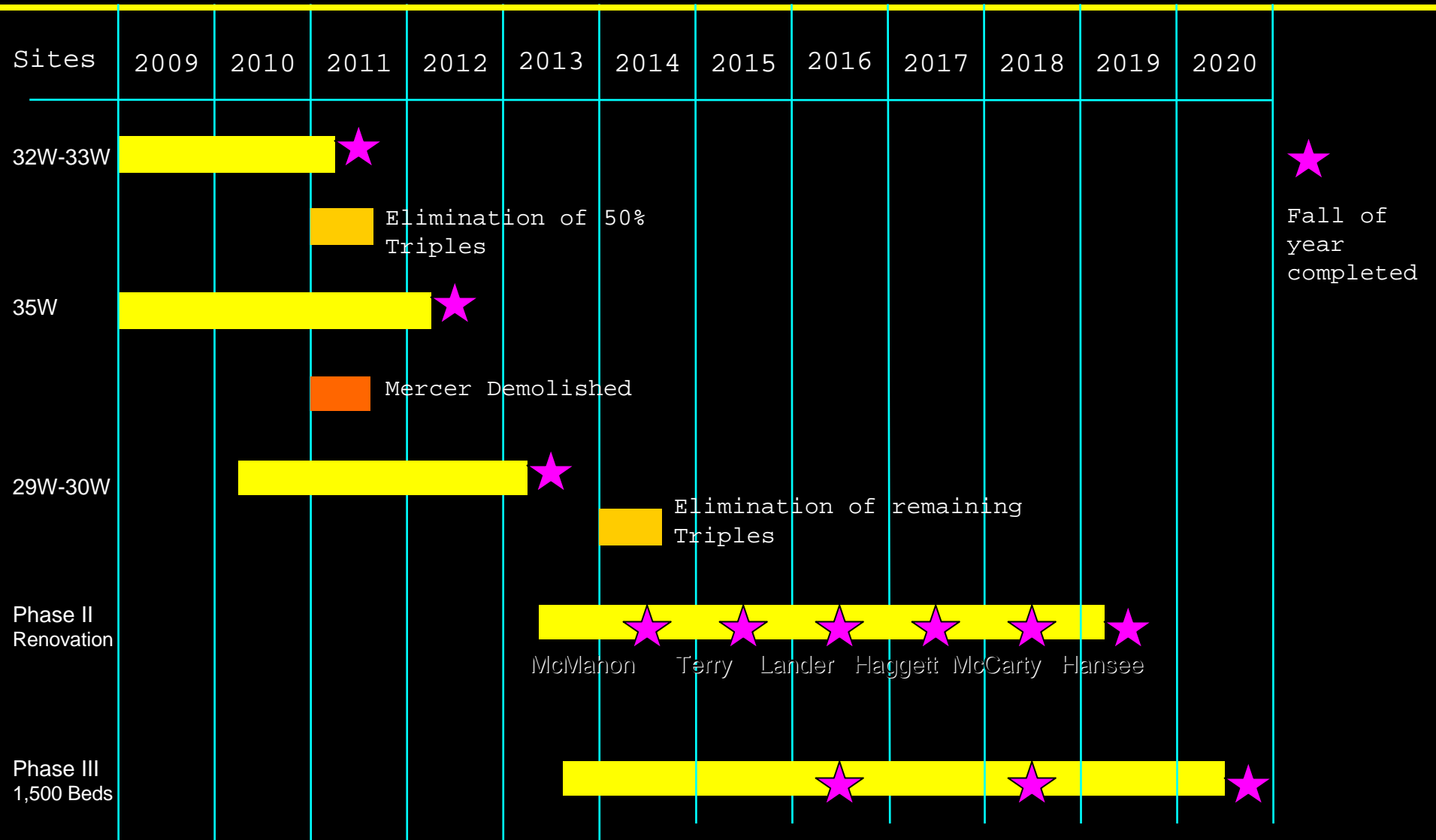


Site 29	Apartments	656 Beds
Site 30	Apartments	195 Beds
Site 32	Res. Hall	488 Beds
Site 33	Res. Hall	313 Beds
Site 35	Res. Hall	481 Beds
New Apartments		851 Beds
New Res. Hall		1,282 Beds
Total New Beds		2,133 Beds

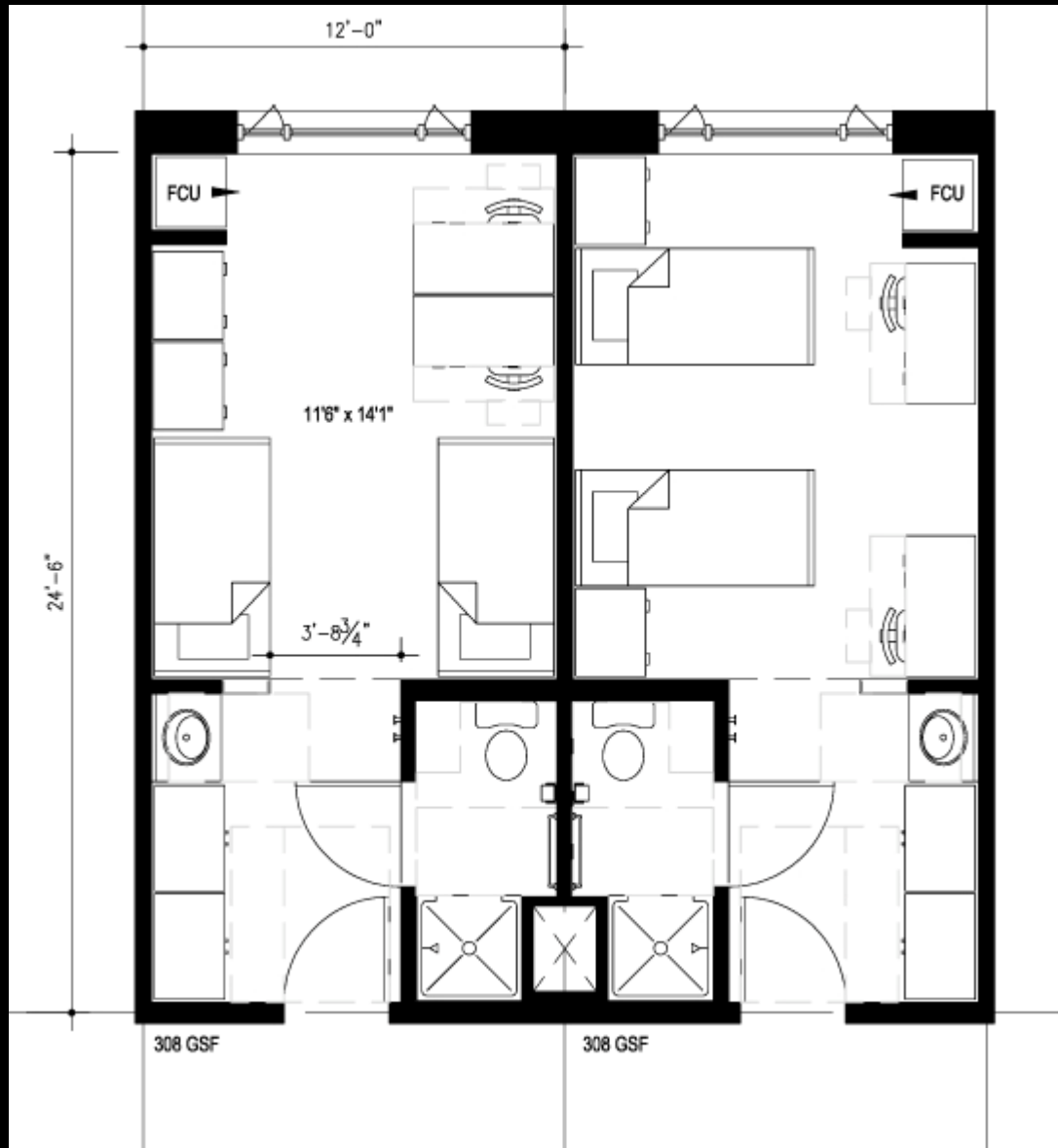
Phase I: Proposed Construction Shown in 3-Dimensions



Master Plan Schedule

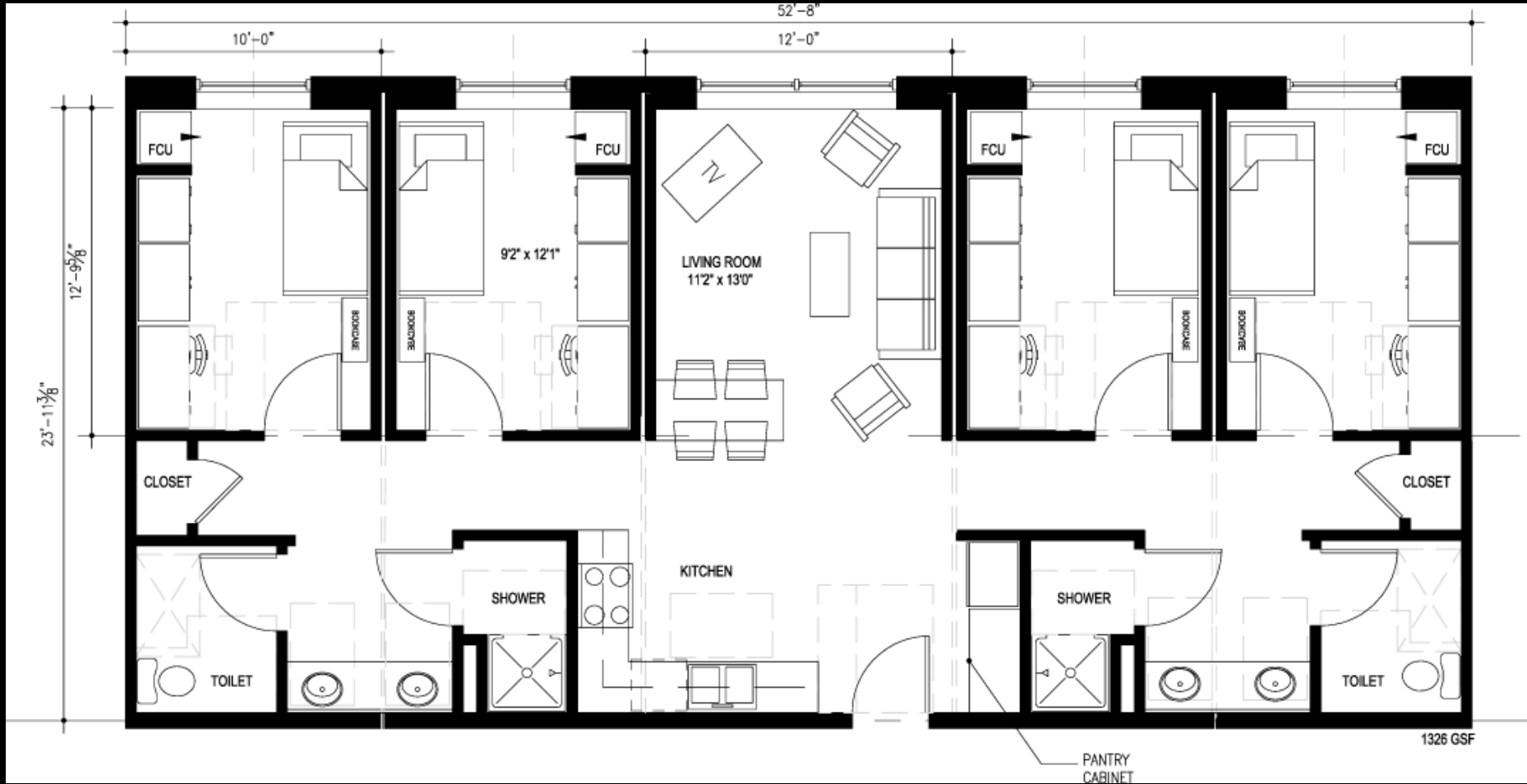


Residence Hall Double with Bath



This design reflects the room type preferred by freshman and sophomore students who responded to the UW housing survey (indicating that they would live on campus if this type of housing were available).

4-Bedroom Apartment



This design reflects the room type preferred by upper-class students who responded to the UW housing survey (indicating that they would move to on-campus housing if this type of apartment were available).

UW Housing System Capacity Summary Before and After Completion of Strategic Master Plan

Total Existing Beds in System – *6,897

Total New Beds Upon Completion – 3,255, Net 2,365

Existing Beds Renovated – 4,557

Total Beds Demolished – 447 (Mercer)

Total Beds in System at Completion – *9,262

% Increase in Capacity from Plan – **34.3%**

% Increase in Single Beds – 141.6%

% of University Enrollment in Residence – From 16% to 22%

Total Costs Over Life of Plan – \$850,000,000

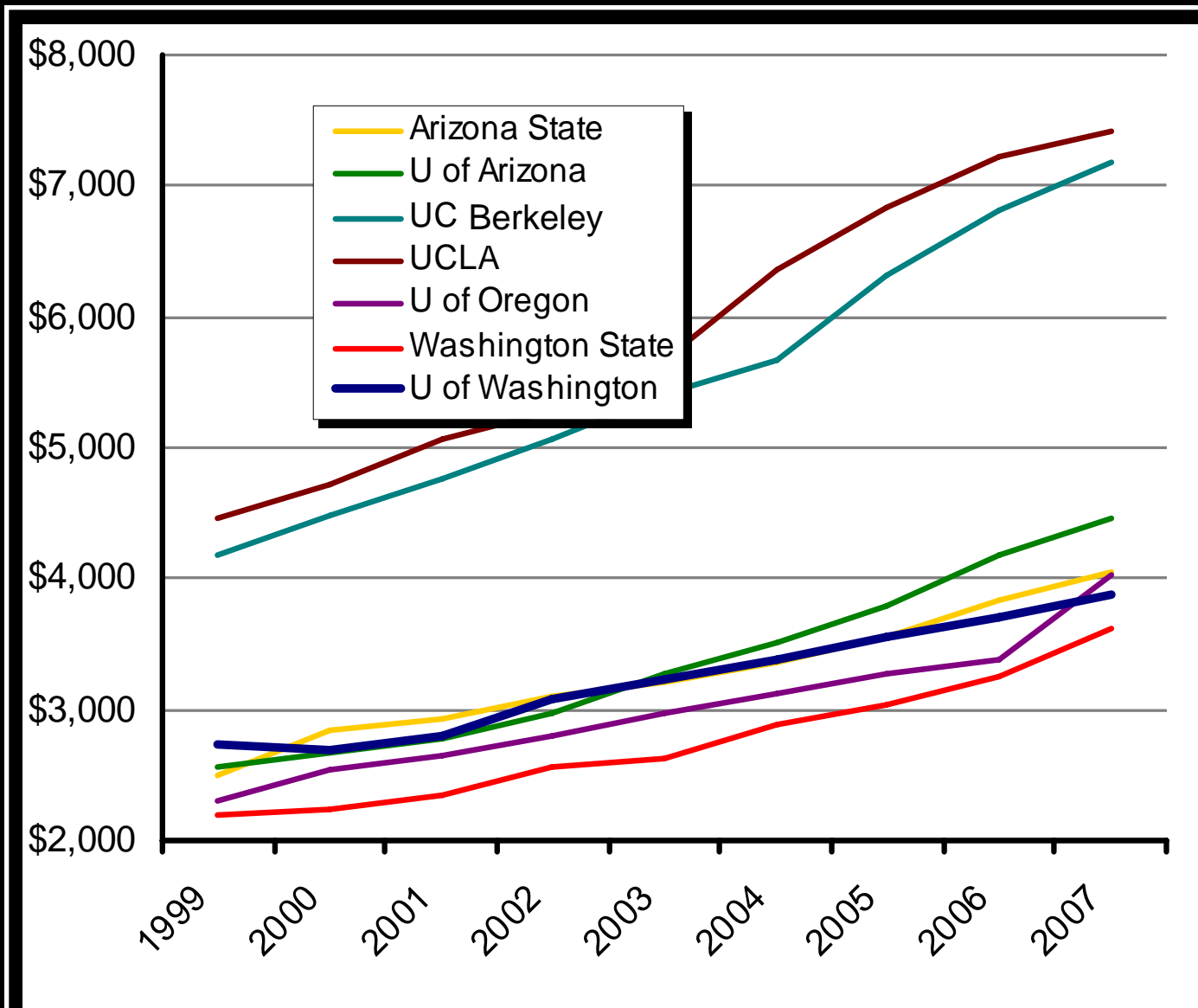
*Includes public/private housing

Funding the Strategic Master Plan: Impact on Housing Rental Rates

- 2% Increase □ Annual rate increase for all new and renovated residence halls and apartments throughout the term of the plan.
- 20% Increase □ One-time rate increase for each renovated building in the year it is reopened.
- Market Rate □ Market-tested rates that support the cost of construction for new residence hall rooms and new apartments.

Historical UW Housing Rates in Comparison to Peers

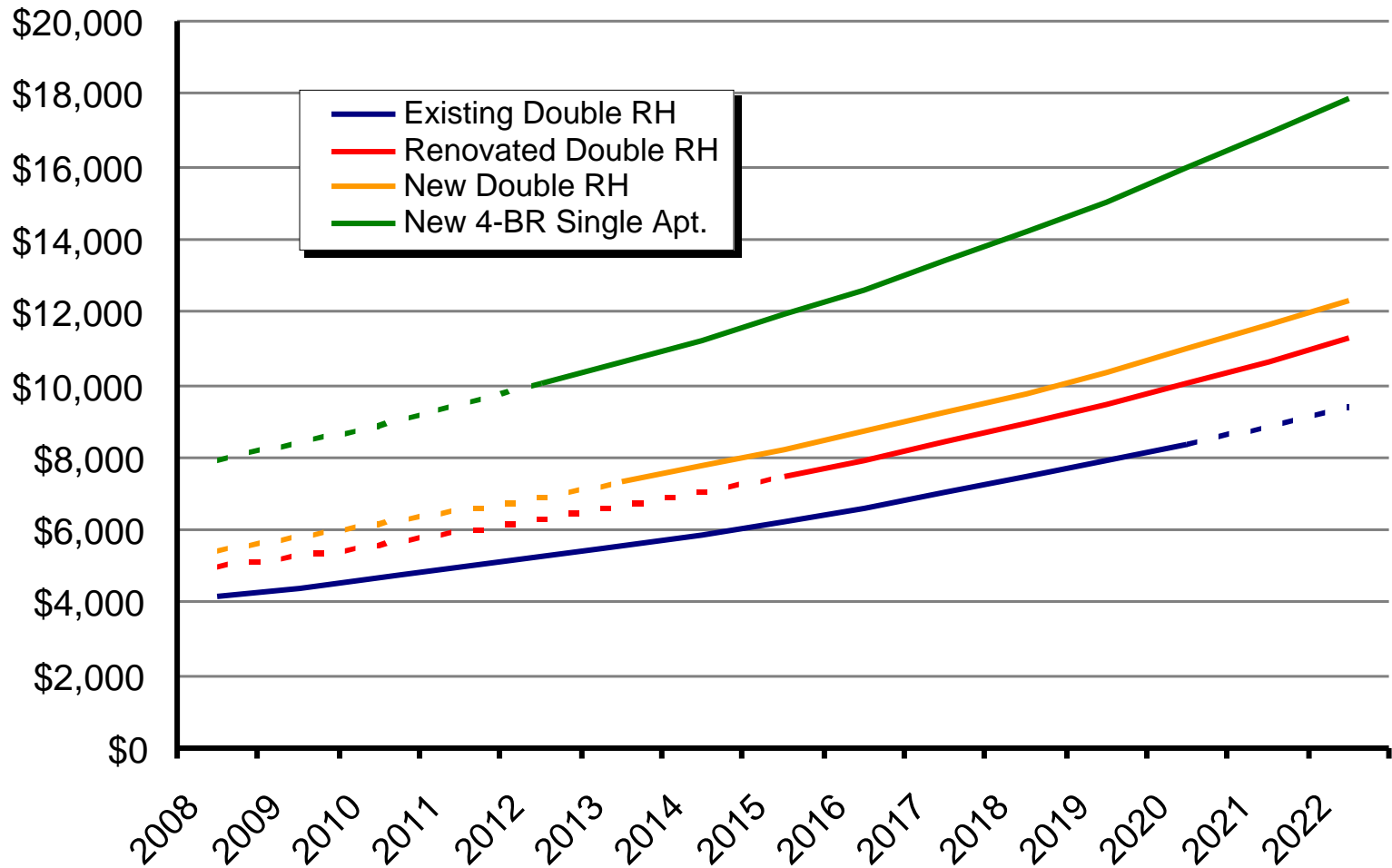
Rates for Double Residence Hall Room



Average Annual Increase '99-'07

UO	9.4%
ASU	9.2%
UC Berkeley	8.9%
UCLA	8.3%
WSU	8.1%
ASU	7.9%
UW	5.2%

Projected UW Housing Rents at 6% Escalation



VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

In Joint Session With

B. Finance, Audit and Facilities Committee

2008–09 Residence Hall, Single-Student Apartment and Family Housing Rental Rate AdjustmentsRECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the proposed 2008–09 rental rates, presented in Attachments I–V, for the residence halls, single-student apartments and family housing, collectively termed the Housing and Dining System, making them effective July 1, 2008.

The proposed residence hall room and board rates for 2008–09 represent a net increase of 4 percent (\$246) — from \$6,138 in 2007–08 to \$6,384 in 2008–09 — for those with the most common room type and typical dining plan, i.e., a double room with the Bronze dining plan. The proposed rates compare favorably with those of other higher education institutions, which were surveyed in February 2008 (Attachment I).

BACKGROUND:

1. ROOM RATES:

The proposed room rates reflect an increase of 6 percent for the residence halls and single-student apartments, and 3.5 percent for family housing. For the residence halls, the rate for a double room represents an increase of \$246 for the academic year (Attachment II). For single-student apartments, the increase is \$36 per month (Attachment III). For family housing, the increase ranges from \$23-30 per month, depending on unit size and location. A breakdown of the room rate increases is shown below, along with further discussion of the line items in Sections A, B and C.

	Residence Halls	Single-Student Apartments	Family Housing
A1. Operational Increases	2.6%	2.6%	2.6%
A2. Utilities	.9%	.9%	.9%
B. Increased Security	0.5%	0.5%	0%
C. Strategic Master Plan for Housing	2.0%	2.0%	0%
Room Rate Increase	6.0%	6.0%	3.5%

The policy of maintaining family housing rates below those of the private market is adhered to in this recommendation (Attachment IV).

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

2008-09 Residence Hall, Single-Student Apartment and Family Housing Rental Rate Adjustments (continued - page 2)

A1 & A2. OPERATIONAL INCREASES:

The Department of Housing and Food Services (HFS) anticipates a 3.5 percent increase in normal operating expenses during fiscal year 2008–09. This anticipated increase is higher than the projected 2.9 percent increase in the Seattle Consumer Price Index (CPI) for 2008 (*Washington Economic and Revenue Forecast*, November 2007, Office of the Forecast Council), for the reasons cited below.

Overall, salaries and benefits are budgeted to rise by a minimum of 3 percent and accommodate the January 1, 2007 minimum wage increase. The budget allows for a 3 percent cost-of-living increase; regular, incremental pay increases for classified and contract staff; and an additional step at the top of the range for all staff covered by the Federation contract. (Salary increases for Professional staff beginning July 1, 2007 are being budgeted at 4 percent but will follow University guidelines when they are announced.)

Also included is a .9 percent increase in utilities.

B. SECURITY IMPROVEMENTS:

To fund an additional patrol officer for the already established residence patrol program, the proposed residence hall and single-student apartment rates include a .5 percent increase. The additional officer will provide enhanced patrol coverage.

C. STRATEGIC MASTER PLAN FOR HOUSING:

In January 2007, HFS contracted with Hanbury, Evans, Wright and Vlattas, national campus planning consultants, to develop a Strategic Master Plan for Housing to address current overcrowded conditions and potential housing growth through the next decade. The 2% increase in rates reflects the annual rate increase that is recommended over the next twenty years in order to sustain the new debt load that will be incurred in developing new student housing.

2. RESERVE REQUIREMENTS/DEBT SERVICE COVERAGE RATIOS:

The recommended rates would allow the Housing and Dining System to remain financially strong and meet its bond obligations. Under provisions of the bond resolution, the System must maintain a ratio of net revenues to annual debt service of at least 1.25:1. Based on the proposed rate schedules and anticipated expenditures, coverage for the System for 2008–09 would be 2.21:1. This provides increasing reserve balances for the Strategic Master Plan for Housing.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

2008-09 Residence Hall, Single-Student Apartment and Family Housing Rental Rate Adjustments (continued - page 3)

The long-range financial plan, developed as a basis for the Strategic Master Plan, calls for the Housing and Dining System to achieve a fund balance of \$10.5 million on June 30, 2009— \$3 million of which is necessary to maintain balances required by the bond resolutions.

3. CONSULTATION WITH STUDENTS AND OTHERS:

On January 22, 2008, the operating budget and the need for adjustments to housing rates were discussed with the budget subcommittee of the Residence Hall Student Association (RHSA). On January 24, the rate and meal plans were discussed with the Residence Hall Council. Letters detailing the rate proposal were sent to all residence hall students on January 25. On January 28 and February 4, the proposal was discussed at Hall Council meetings, with HFS staff available at the January 28 meeting to answer questions. On February 7, 2008, RHSA voted to endorse the rate proposal.

On January 25, letters were sent to all residents of single-student apartments informing them of the proposed rate changes and inviting them to the Residence Hall Council meetings described above.

On January 25, letters were sent to all family housing apartment residents informing them of the proposed rates and inviting them to community meetings on January 29. These proposed adjustments have been discussed with the presidents of GPSS and ASUW.

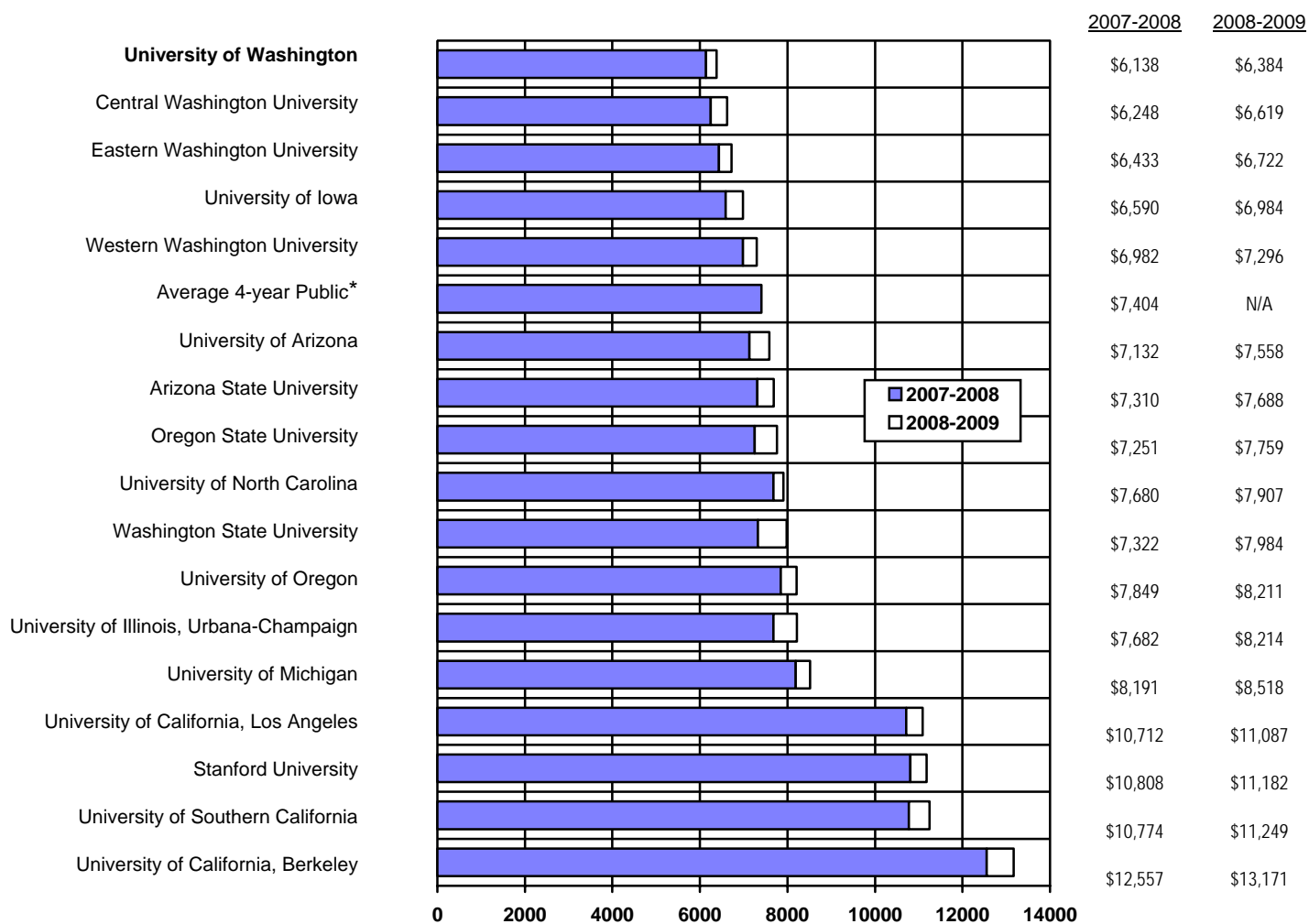
The Vice Provost for Student Life has reviewed and approved this recommendation.

ATTACHMENTS:

- I. Room and Board Rates of Comparable Universities, February 2008 Survey
- II. Proposed 2008-09 Residence Hall Academic Year Rates
- III. Proposed Monthly 2008-09 Single-Student Apartment Rental Rates
- IV. Proposed Monthly 2008-09 Family Housing Apartment Rental Rates

UNIVERSITY OF WASHINGTON
Department of Housing and Food Services

**ROOM AND BOARD RATES OF
COMPARABLE UNIVERSITIES**



For comparative purposes, room costs for the schools named above are shown at the double room rate. Board plans vary widely in cost, depending on the types of programs offered. The board costs shown above reflect fixed meal plans ranging from 9 to 16 meals per week (or an equivalent level on a point system), unless a higher minimum meal plan is required. The amount of board included for the University of Washington is the Bronze Dining Plan – \$2,061 for 2008-2009.

*Trends in College Pricing 2007, College Board

N/A: Not available at time of survey

UNIVERSITY OF WASHINGTON
Department of Housing and Food Services

**PROPOSED 2008-09 RESIDENCE HALL ACADEMIC YEAR RATES
INCLUDING DINING ALTERNATIVES**

	ROOM TYPE ¹		
	Triple ²	Double	Single
Academic Year Room Rate	3,462	4,323	5,310
Husky Card Deposit ³	105	105	105
Bronze Dining Deposit	2,061	2,061	2,061
Total Room, Husky Card and Bronze Dining Deposit	5,628	6,489	7,476
Silver Dining Deposit	2,511	2,511	2,511
Total Room, Husky Card and Silver Dining Deposit	6,078	6,939	7,926
Gold Dining Deposit	3,060	3,060	3,060
Total Room, Husky Card and Gold Dining Deposit	6,627	7,488	8,475
Purple Dining Deposit	5,031	5,031	5,031
Total Room, Husky Card and Purple Dining Deposit	8,598	9,459	10,446

¹ Over 95% of residence hall rooms are included in this room type. Other limited room types are available which provide options such as super singles, board optional and apartment space that has been converted for use in the residence hall system. Housing rates for these other room types have been increased at the 6% rate over previous year.

² A triple is a room built to accommodate two residents, but which has been retrofitted to accommodate a third resident.

³ A \$105 Husky Card deposit is required of all residents and is completely refundable if not used.

UNIVERSITY OF WASHINGTON
Department of Housing and Food Services

PROPOSED MONTHLY 2008-09 SINGLE-STUDENT APARTMENT RENTAL RATES

Unit	Current Rate	Proposed Rate 2008-09
Multi-Bedroom, Single Student	597	633

UNIVERSITY OF WASHINGTON
Department of Housing and Food Services

**PROPOSED MONTHLY 2008-09 FAMILY HOUSING
APARTMENT RENTAL RATES**

Unit	Current Rate	Proposed Rate 2008-09	Private Market Rent 2003 ₁	Percentage Below Market
Laurel/Blakeley				
Two-Bedroom	773	800	1,090	27
Three-Bedroom	850	880	1,260	30
Stevens Court Addition ¹				
Small One-Bedroom	668	691	1,050	34
One-Bedroom	746	772	1,050	26

-
1. Source for private market rent: *Rent Survey of Blakeley Village & Laurel Village* and *Rent Study of Stevens Court & Stevens Court Addition*, by GVA Kidder Mathews Valuation Advisory Services for the University of Washington, December 2003. Private market rates have not been adjusted for inflation of past five years.

VII. STANDING COMMITTEE

A. Academic and Student Affairs Committee

In Joint Session With

B. Finance, Audit and Facilities Committee

2008 Legislative Summary

Information will be available at the meeting.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW

Report of Contributions

University of Washington
University of Washington Foundation

January, 2008



REPORT OF CONTRIBUTIONS

January 2008

CAMPAIGN UW: CREATING FUTURES

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

2/11/2008 12:25 PM

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*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.

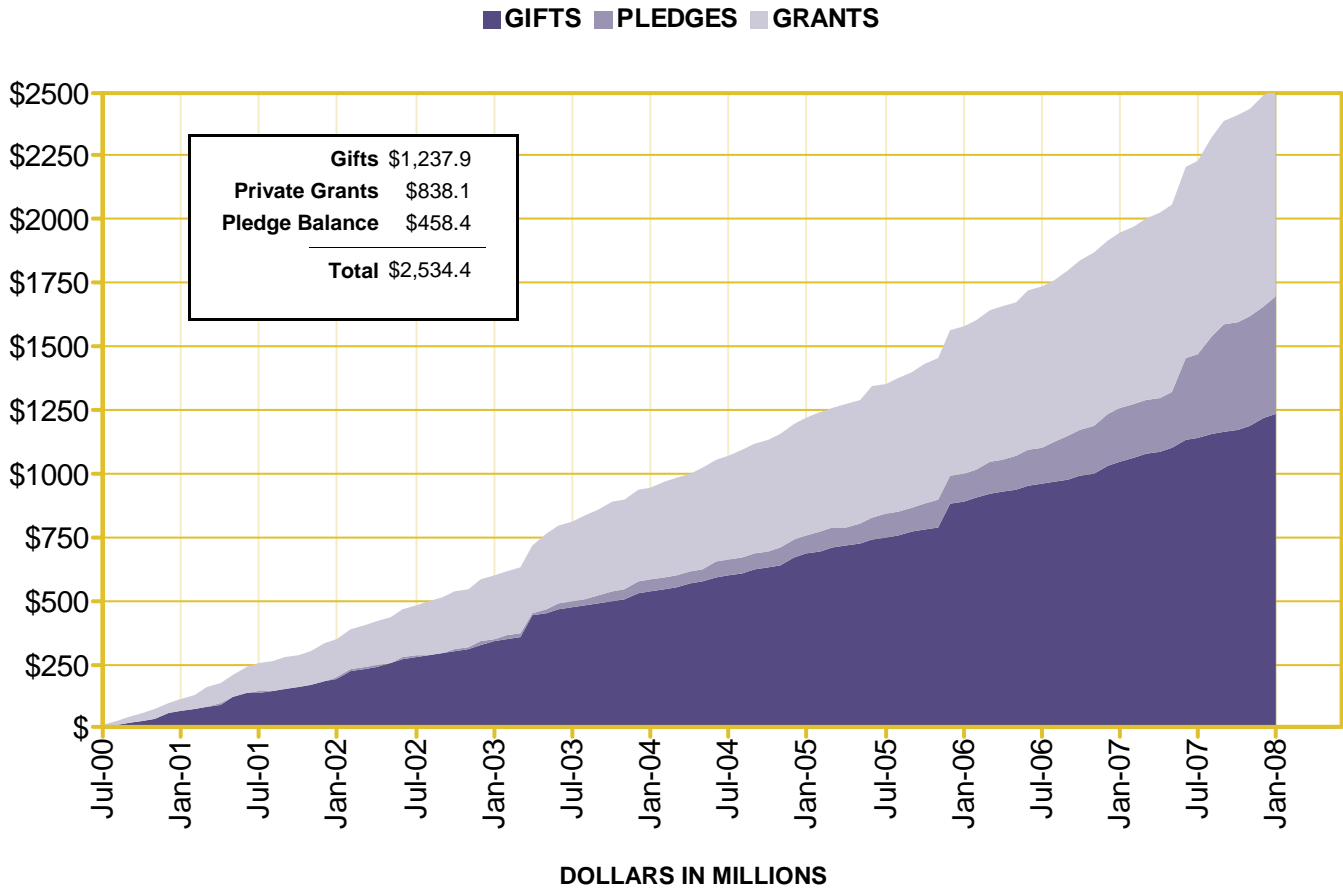
Annual reporting is July 1, 2007 through the end of the preceding calendar month.

Job Number: 79081
January 2008

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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: 79081
 January 2008

Fundraising Progress Since July 1, 2000



CAMPAIGN PROGRESS BY GIVING LEVEL

DOLLARS RAISED							
Gifts, Pledges & Grants							
Giving Level *	Alumni	Non Alumni	Family Fndns.	Corporations	Foundations	Other Orgs.	Total
\$100M+	\$0	\$35,220	\$0	\$0	\$415,572,276	\$0	\$415,607,496
\$50M - \$99,999,999	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$10M - \$49,999,999	\$52,371,372	\$86,177,400	\$73,482,500	\$100,626,272	\$132,250,268	\$68,943,950	\$513,851,762
\$5M - \$9,999,999	\$30,391,691	\$19,388,625	\$0	\$43,336,942	\$65,085,500	\$79,267,126	\$237,469,884
\$1M - \$4,999,999	\$153,320,642	\$75,330,770	\$34,095,192	\$145,222,721	\$104,926,351	\$88,647,712	\$601,543,387
\$100,000 - \$999,999	\$114,396,744	\$82,534,517	\$27,447,154	\$139,271,311	\$72,193,489	\$64,315,234	\$500,158,448
\$25,000 - \$99,999	\$32,703,164	\$24,208,360	\$3,391,453	\$33,827,961	\$8,831,410	\$11,352,967	\$114,315,316
\$10,000 - \$24,999	\$22,381,399	\$16,161,404	\$957,842	\$11,098,635	\$1,851,292	\$2,379,679	\$54,830,251
\$5,000 - \$9,999	\$14,064,416	\$10,720,772	\$253,168	\$5,302,073	\$627,882	\$812,942	\$31,781,253
\$2,000 - \$4,999	\$10,816,138	\$8,542,920	\$72,928	\$3,577,411	\$286,609	\$544,329	\$23,840,335
\$1,000 - \$1,999	\$6,915,435	\$5,503,766	\$21,055	\$1,518,018	\$80,922	\$244,358	\$14,283,554
\$500 - \$999	\$5,925,462	\$4,503,897	\$5,960	\$760,452	\$32,181	\$103,367	\$11,331,319
\$250 - \$499	\$3,944,177	\$2,419,950	\$2,000	\$324,854	\$12,260	\$47,068	\$6,750,308
\$100 - \$249	\$3,012,894	\$2,306,740	\$2,540	\$306,765	\$7,727	\$34,968	\$5,671,635
\$1 - \$99	\$1,543,850	\$1,329,105	\$239	\$79,378	\$1,006	\$11,733	\$2,965,311
Total	\$451,787,384	\$339,163,446	\$139,732,031	\$485,252,792	\$801,759,172	\$316,705,433	\$2,534,400,260
DONOR COUNTS							
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	7	7	4	46
\$5M - \$9,999,999	8	8	0	7	10	11	44
\$1M - \$4,999,999	126	113	16	71	48	46	420
\$100,000 - \$999,999	672	736	80	507	210	206	2,411
\$25,000 - \$99,999	1,301	1,287	77	732	181	225	3,803
\$10,000 - \$24,999	2,648	2,547	65	826	126	165	6,377
\$5,000 - \$9,999	3,543	3,457	43	885	104	133	8,165
\$2,000 - \$4,999	5,682	6,031	26	1,367	99	196	13,401
\$1,000 - \$1,999	7,612	7,769	19	1,367	68	210	17,045
\$500 - \$999	11,634	11,359	13	1,381	55	175	24,617
\$250 - \$499	14,308	11,628	7	1,119	38	155	27,255
\$100 - \$249	23,489	24,158	17	2,372	53	271	50,360
\$1 - \$99	44,100	47,491	5	2,037	23	331	93,987
Total	115,136	116,597	372	12,678	1,023	2,128	247,934

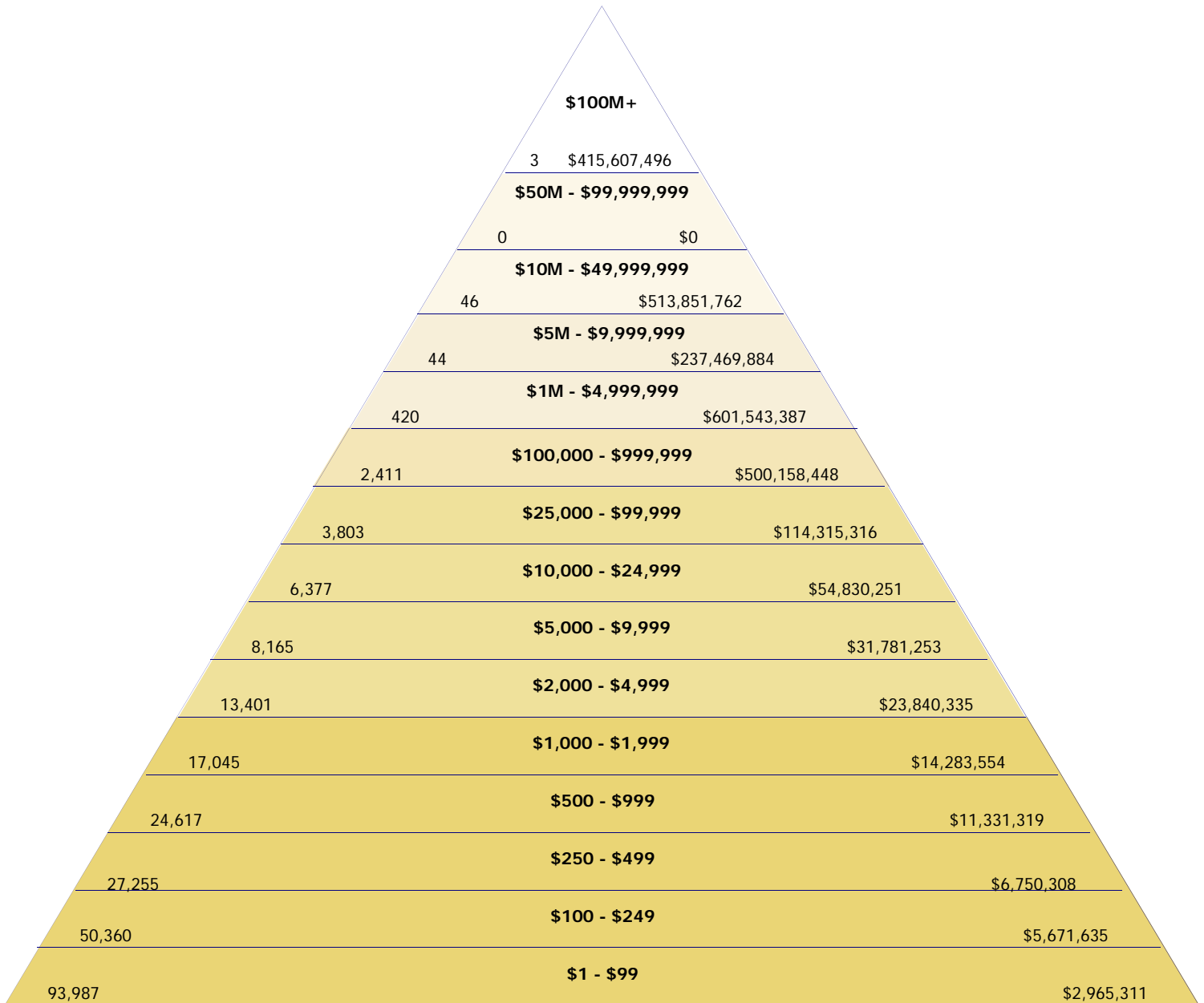
Source: UW Office of Development & Alumni Relations

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



247,934 Donor Count

Campaign Total: \$2,534,400,260

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

Percent Complete: 101.4%

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)



UW FOUNDATION
REPORT OF CONTRIBUTIONS - JANUARY 2008

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	\$333,024,032	\$11,824,834	\$7,148,984	\$174,988,399	\$29,924,360	\$10,956,851	\$445,721,267	\$995,482,892	\$1,000,000,000	99.5%
Architecture	\$9,161,907	\$2,244,117	\$1,270,276	\$1,160,767	\$2,250,000	\$1,300,883	\$4,209,737	\$19,026,528	\$19,000,000	100.1%
Arts and Sciences	\$131,363,528	\$6,955,983	\$4,911,394	\$7,231,805	\$38,306,000	\$24,575,433	\$79,954,687	\$263,812,003	\$240,000,000	109.9%
Broadcast Services	\$58,342,991	\$0	\$0	\$14,450	\$0	\$0	\$0	\$58,357,440	N/A	N/A
Business School	\$77,794,421	\$3,035,524	\$1,623,140	\$84,580,010	\$7,915,271	\$5,416,671	\$384,322	\$173,709,549	\$135,000,000	128.7%
Dentistry	\$9,127,754	\$246,992	\$191,357	\$7,025,196	\$910,000	\$508,954	\$4,315,296	\$21,625,238	\$15,000,000	144.2%
Education	\$12,239,665	\$48,552	\$45,881	\$2,070,874	\$4,050,000	\$2,015,446	\$15,499,980	\$33,909,070	\$23,000,000	147.4%
Engineering	\$149,706,954	\$2,837,209	\$2,010,611	\$6,010,353	\$8,264,691	\$3,363,446	\$83,100,441	\$249,919,648	\$250,000,000	100.0%
Evans Schl. of Pub. Affairs	\$13,364,288	\$81,135	\$114,706	\$1,110,319	\$500,000	\$265,793	\$41,694,171	\$56,749,913	\$40,000,000	141.9%
Forest Resources	\$10,743,882	\$646,572	\$562,957	\$95,350	\$2,915,000	\$1,609,906	\$4,366,465	\$18,767,268	\$17,700,000	106.0%
Friday Harbor Labs	\$6,458,427	\$307,268	\$149,278	\$193,384	\$5,255,000	\$2,978,876	\$862,743	\$13,076,821	\$12,000,000	109.0%
Information School	\$3,414,452	\$25,000	\$25,070	\$223,493	\$100,000	\$64,666	\$4,241,458	\$8,004,402	\$5,000,000	160.1%
Intercollegiate Athletics	\$121,792,809	\$246,570	\$179,922	\$4,700,360	\$260,000	\$160,402	\$0	\$126,999,740	\$110,000,000	115.5%
Law	\$63,140,750	\$71,186	\$46,904	\$995,747	\$674,988	\$417,533	\$1,212,822	\$66,095,493	\$70,000,000	94.4%
Libraries	\$7,705,740	\$442,146	\$381,541	\$276,473	\$1,868,000	\$819,522	\$475,708	\$10,768,067	\$9,000,000	119.6%
Nursing	\$12,313,487	\$3,275,000	\$2,534,893	\$824,887	\$3,507,799	\$1,775,879	\$9,547,900	\$29,469,072	\$24,000,000	122.8%
Ocean and Fisheries	\$16,550,572	\$5,823,186	\$2,742,236	\$63,770	\$0	\$0	\$33,481,050	\$55,918,579	\$34,000,000	164.5%
Pharmacy	\$11,231,398	\$0	\$0	\$438,883	\$1,000,000	\$310,068	\$6,728,611	\$19,398,892	\$10,260,000	189.1%
President's Funds	\$8,941,882	\$788,472	\$690,676	\$293,296	\$11,230,000	\$4,709,801	\$0	\$21,253,650	N/A	N/A
Public Health	\$14,412,277	\$50,259	\$39,563	\$9,872,866	\$0	\$0	\$76,628,816	\$100,964,218	\$90,000,000	112.2%
Scholar. & Student Progs.	\$46,150,153	\$1,896,761	\$865,957	\$2,419,888	\$6,718,333	\$3,513,133	\$1,944,332	\$59,129,467	\$40,000,000	147.8%
Social Work	\$7,336,029	\$290,566	\$183,270	\$5,107,887	\$0	\$0	\$7,284,878	\$20,019,360	\$10,000,000	200.2%
University Press	\$4,047,562	\$108,239	\$93,710	\$15,380	\$0	\$0	\$0	\$4,171,181	\$3,000,000	139.0%
University Support	\$38,402,806	\$2,130,448	\$1,123,146	\$3,812,712	\$4,050,000	\$2,173,350	\$15,604,243	\$64,000,209	N/A	N/A
UW Bothell	\$2,682,387	\$0	\$0	\$28,820	\$0	\$0	\$750,500	\$3,461,707	\$3,500,000	98.9%
UW Tacoma	\$24,926,846	\$195,000	\$181,257	\$12,382,749	\$2,725,000	\$1,535,533	\$80,257	\$40,309,853	\$35,000,000	115.2%
All UW Total	\$1,194,376,999	\$43,571,018	\$27,116,729	\$325,938,119	\$132,424,442	\$68,472,146	\$838,089,682	\$2,534,400,260	\$2,500,000,000	101.4%

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: 79081
January 2008

Campaign Progress by Constituency - Since July 2000



CAMPAIGN FUNDING THEME PROGRESS - JULY 2000 - PRESENT

THEME	CURRENT USE	ENDOWMENT	TOTAL
Student Support	\$111,617,377	\$210,773,646	\$322,391,023
Faculty Support	\$97,997,770	\$164,467,084	\$262,464,853
Program Support for Faculty and Students	\$1,236,220,775	\$159,819,770	\$1,396,040,545
Capital	\$309,408,323	\$1,778,269	\$311,186,591
Unrestricted	\$209,742,052	\$32,575,194	\$242,317,247
Total	\$1,964,986,297	\$569,413,962	\$2,534,400,260
Goal	\$2,000,000,000	\$500,000,000	\$2,500,000,000
% to Goal	98.2%	113.9%	101.4%

Source: UW Office of Development

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

Job Number: 79081
 January 2008

Campaign Theme Progress



DEVELOPMENT SUMMARY - TOTAL PRIVATE VOLUNTARY SUPPORT

AREA	YEAR TO DATE DONOR VALUES		
	GIFTS	PRIVATE GRANTS	TOTAL
UW Seattle			
UW Medicine	\$29,996,217	\$58,036,141	\$88,032,359
Architecture	\$1,127,017	\$218,433	\$1,345,450
Arts and Sciences	\$16,033,558	\$4,269,044	\$20,302,602
Broadcast Services	\$6,140,310		\$6,140,310
Business School	\$9,585,118	\$15,987	\$9,601,105
Dentistry	\$908,627	\$49,964	\$958,591
Education	\$1,109,373	\$167,041	\$1,276,414
Engineering	\$11,585,943	\$1,450,310	\$13,036,254
Evans Schl. of Pub. Affairs	\$1,380,036	\$952,714	\$2,332,750
Forest Resources	\$856,987	\$459,746	\$1,316,733
Graduate School	\$1,036,277	\$69,558	\$1,105,835
Information School	\$253,681	\$2,745,000	\$2,998,681
Intercollegiate Athletics	\$9,272,636		\$9,272,636
Law	\$1,699,615	\$36,600	\$1,736,215
Libraries	\$1,126,461		\$1,126,461
Nursing	\$1,352,556	\$996,775	\$2,349,331
Ocean and Fisheries	\$2,240,824	\$6,517,895	\$8,758,719
Pharmacy	\$1,218,331	\$652,822	\$1,871,153
President's Funds	\$409,227		\$409,227
Public Health	\$286,024	\$6,939,043	\$7,225,068
Scholar. & Student Progs.	\$4,723,961	\$80,000	\$4,803,961
Social Work	\$1,096,904	\$257,860	\$1,354,764
UW Alumni Association	\$575,677		\$575,677
University Press	\$271,741		\$271,741
University Support	\$2,792,068	\$155,873	\$2,947,941
UW Bothell	\$101,309		\$101,309
UW Tacoma	\$2,126,779		\$2,126,779
All UW Total	\$109,307,272	\$84,070,808	\$193,378,080

Source: UW Office of Development

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

Job Number: 79081

January 2008

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	2,818	\$9,967,941	13,036	\$88,032,359	12,260	\$59,149,339	18,369	\$106,235,847
Architecture	193	\$281,432	904	\$1,345,450	918	\$862,592	1,511	\$1,285,219
Arts and Sciences	1,632	\$1,533,291	10,506	\$20,302,602	12,270	\$20,448,303	17,118	\$34,367,909
Broadcast Services	923	\$2,197,811	2,811	\$6,140,310	2,608	\$3,565,408	4,560	\$10,835,348
Business School	323	\$1,684,338	3,670	\$9,601,105	3,513	\$8,249,712	4,542	\$16,631,593
Dentistry	188	\$113,636	1,058	\$958,591	1,119	\$949,416	1,410	\$1,721,826
Education	224	\$268,623	981	\$1,276,414	1,183	\$2,050,768	1,869	\$4,112,575
Engineering	446	\$1,740,401	3,519	\$13,036,254	3,465	\$12,309,413	4,586	\$26,027,370
Evans Schl. of Pub. Affairs	58	\$6,442	234	\$2,332,750	288	\$3,724,165	522	\$7,146,491
Forest Resources	140	\$224,431	747	\$1,316,733	659	\$965,003	1,208	\$1,929,058
Graduate School	44	\$17,329	427	\$1,105,835	334	\$1,959,326	415	\$2,481,332
Information School	56	\$17,423	520	\$2,998,681	556	\$554,913	651	\$686,093
Intercollegiate Athletics	2,100	\$2,186,851	7,182	\$9,272,636	6,856	\$10,570,739	24,151	\$21,911,161
Law	416	\$234,226	1,606	\$1,736,215	1,452	\$1,302,502	2,019	\$2,960,515
Libraries	242	\$159,893	1,542	\$1,126,461	1,152	\$559,717	4,428	\$1,143,601
Nursing	226	\$337,294	1,354	\$2,349,331	1,452	\$4,931,318	1,849	\$6,185,723
Ocean and Fisheries	144	\$508,719	543	\$8,758,719	628	\$2,811,933	790	\$7,085,809
Pharmacy	265	\$119,660	755	\$1,871,153	853	\$1,828,010	1,153	\$3,527,989
President's Funds	232	\$50,687	1,495	\$409,227	1,398	\$319,480	2,096	\$726,232
Public Health	148	\$687,688	463	\$7,225,068	533	\$6,583,082	788	\$11,799,217
Scholar. & Student Progs.	561	\$2,445,123	4,578	\$4,803,961	2,149	\$9,998,625	3,881	\$13,158,596
Social Work	217	\$1,013,675	597	\$1,354,764	655	\$953,653	980	\$5,996,397
UW Alumni Association	1,711	\$80,057	11,177	\$575,677	13,445	\$647,567	24,884	\$1,216,529
University Press	57	\$15,453	256	\$271,741	207	\$1,641,984	311	\$1,822,053
University Support	192	\$1,111,884	1,249	\$2,947,941	1,295	\$5,591,711	2,365	\$7,142,087
UW Bothell	63	\$33,941	201	\$101,309	212	\$209,191	647	\$406,048
UW Tacoma	102	\$473,275	375	\$2,126,779	351	\$1,574,285	810	\$4,346,953
All UW Unique Total	12,583	\$27,511,536	61,800	\$193,378,080	61,565	\$164,312,170	105,353	\$302,889,584

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: 79081

January 2008

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	2,764	\$4,643,564	12,840	\$29,996,217	12,062	\$19,379,362	18,109	\$35,839,896
Architecture	191	\$115,499	901	\$1,127,017	913	\$700,592	1,504	\$1,015,838
Arts and Sciences	1,628	\$1,191,961	10,463	\$16,033,558	12,220	\$13,311,938	17,051	\$22,448,302
Broadcast Services	923	\$2,197,811	2,811	\$6,140,310	2,608	\$3,565,408	4,560	\$10,835,348
Business School	322	\$1,668,351	3,669	\$9,585,118	3,512	\$8,221,365	4,541	\$16,603,246
Dentistry	188	\$113,636	1,056	\$908,627	1,114	\$872,027	1,400	\$1,302,793
Education	223	\$233,302	976	\$1,109,373	1,177	\$1,120,737	1,859	\$1,560,076
Engineering	440	\$1,491,766	3,498	\$11,585,943	3,430	\$8,746,339	4,531	\$15,097,858
Evans Schl. of Pub. Affairs	58	\$6,442	226	\$1,380,036	275	\$2,148,224	503	\$2,577,597
Forest Resources	137	\$160,402	740	\$856,987	648	\$688,500	1,191	\$1,416,624
Graduate School	44	\$17,329	424	\$1,036,277	329	\$1,174,980	410	\$1,665,861
Information School	56	\$17,423	518	\$253,681	553	\$381,189	648	\$436,870
Intercollegiate Athletics	2,100	\$2,186,851	7,182	\$9,272,636	6,856	\$10,570,739	24,151	\$21,911,161
Law	415	\$197,626	1,605	\$1,699,615	1,450	\$1,190,502	2,015	\$2,773,835
Libraries	242	\$159,893	1,542	\$1,126,461	1,152	\$559,717	4,428	\$1,143,601
Nursing	225	\$267,294	1,345	\$1,352,556	1,445	\$4,305,909	1,842	\$5,457,618
Ocean and Fisheries	143	\$451,021	522	\$2,240,824	608	\$1,466,769	763	\$2,515,555
Pharmacy	265	\$119,660	750	\$1,218,331	848	\$1,095,483	1,144	\$1,707,704
President's Funds	232	\$50,687	1,495	\$409,227	1,398	\$319,480	2,096	\$726,232
Public Health	144	\$49,877	437	\$286,024	504	\$453,471	749	\$669,251
Scholar. & Student Progs.	561	\$2,445,123	4,577	\$4,723,961	2,149	\$8,998,625	3,881	\$12,158,596
Social Work	217	\$1,013,675	592	\$1,096,904	649	\$127,504	970	\$4,249,650
UW Alumni Association	1,711	\$80,057	11,177	\$575,677	13,445	\$647,567	24,884	\$1,216,529
University Press	57	\$15,453	256	\$271,741	207	\$1,641,984	311	\$1,822,053
University Support	192	\$1,111,884	1,248	\$2,792,068	1,290	\$3,237,104	2,358	\$4,590,672
UW Bothell	63	\$33,941	201	\$101,309	212	\$209,191	647	\$406,048
UW Tacoma	102	\$473,275	375	\$2,126,779	349	\$1,568,718	808	\$4,341,386
All UW Unique Total	12,510	\$20,513,814	61,518	\$109,307,272	61,248	\$96,703,439	104,934	\$176,490,215

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.

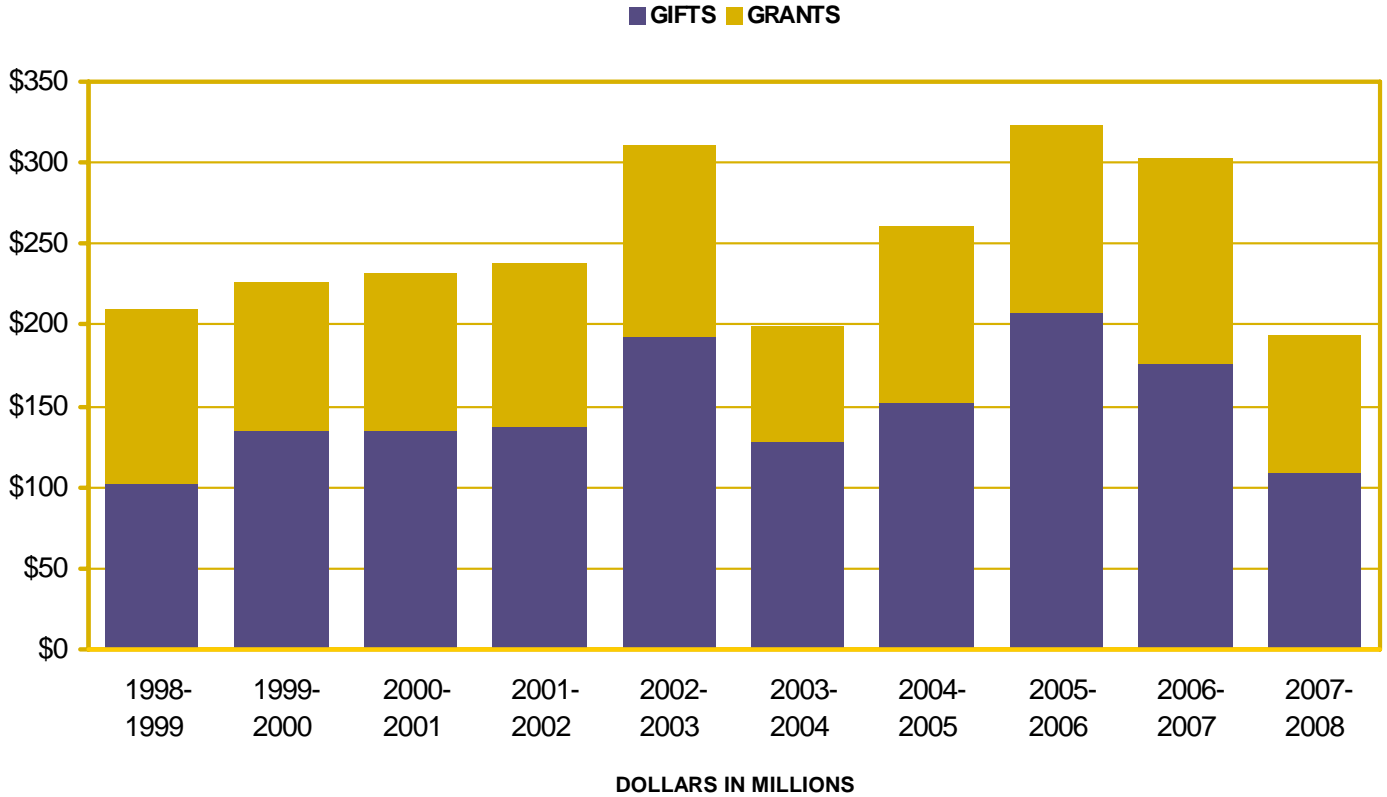
Job Number: 79081

January 2008

Development Area Summary - Gifts



COMPLETE FISCAL YEAR COMPARISON OF TOTAL CONTRIBUTIONS RECEIVED



FISCAL YEAR	GIFTS	GRANTS	TOTAL CONTRIBUTIONS
2007- 2008	\$109,307,272	\$84,070,808	\$193,378,080
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.

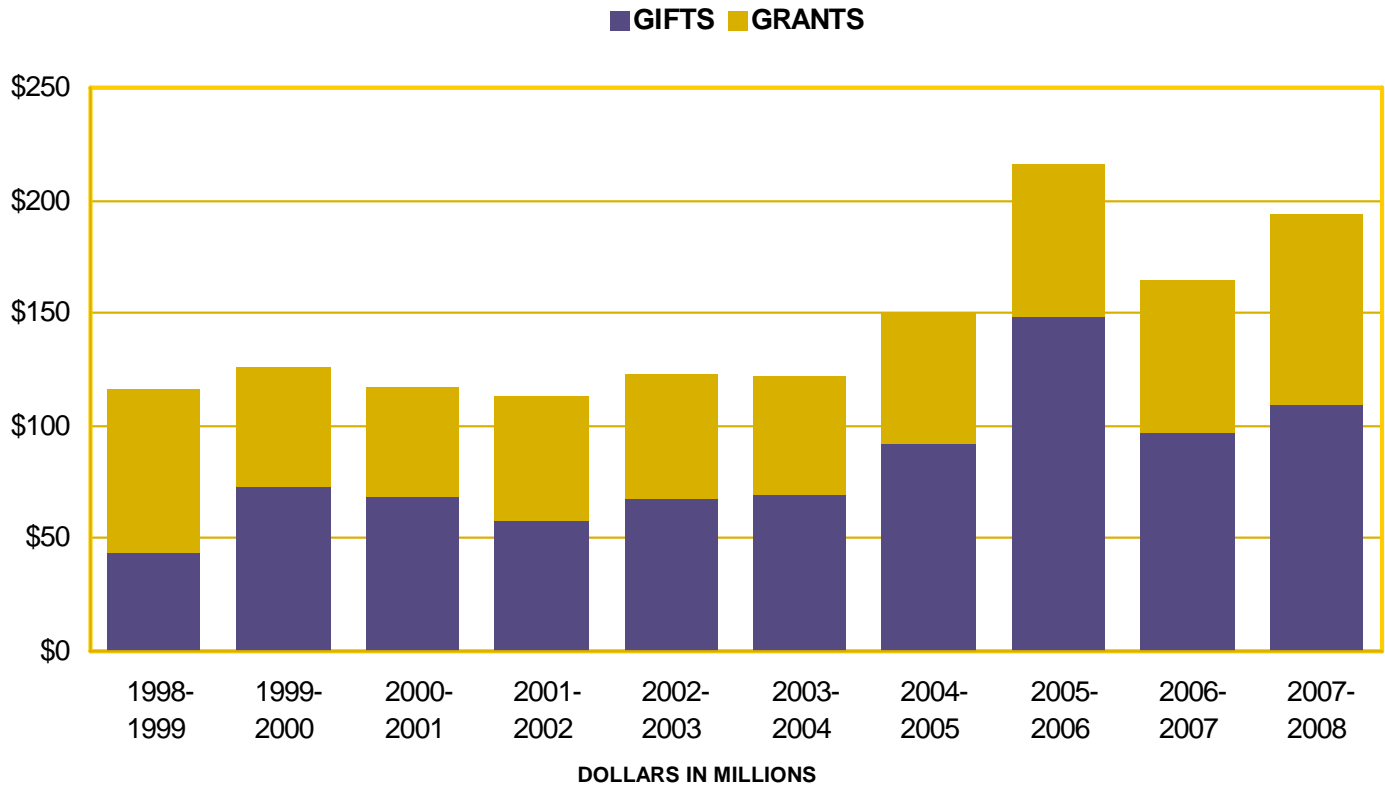
Job Number: 79081

January 2008

Fiscal Year Totals Graph



YEAR TO DATE CONTRIBUTION TOTALS



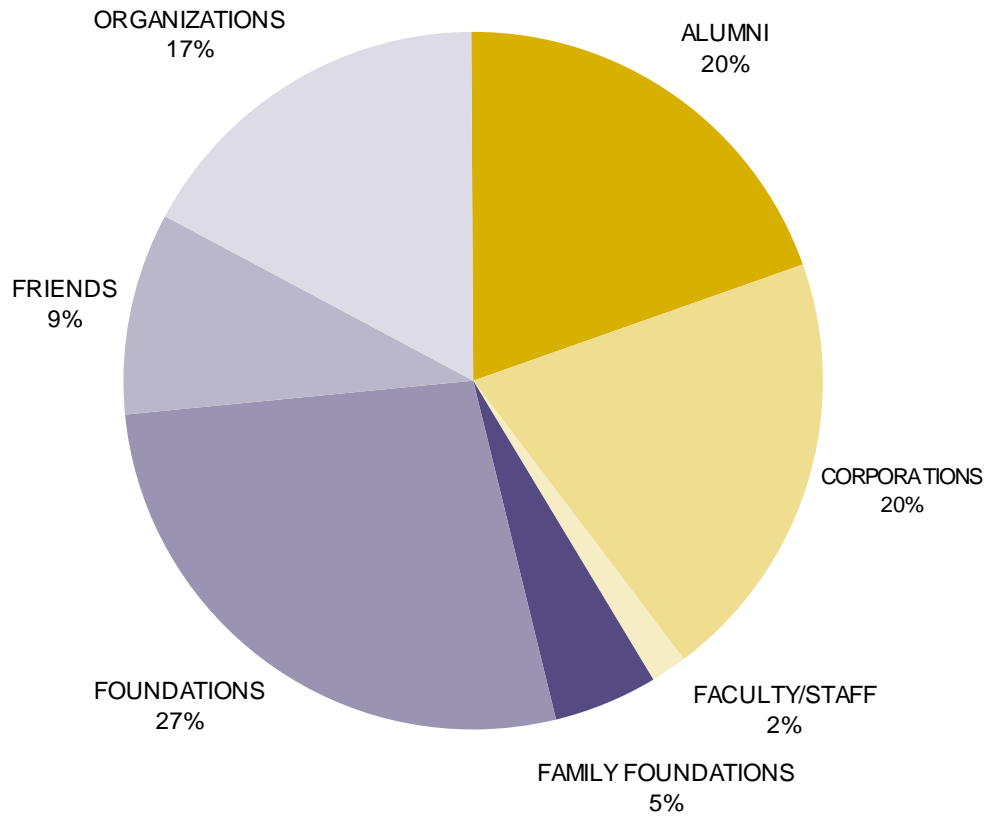
FISCAL YEAR	GIFTS	GRANTS	TOTAL CONTRIBUTIONS
2007- 2008	\$109,307,272	\$84,070,808	\$193,378,080
2006- 2007	\$96,703,439	\$67,608,731	\$164,312,170
2005- 2006	\$148,723,494	\$67,340,072	\$216,063,566
2004- 2005	\$91,958,042	\$58,146,002	\$150,104,044
2003- 2004	\$69,490,009	\$52,323,959	\$121,813,968
2002- 2003	\$67,592,542	\$55,378,469	\$122,971,011
2001- 2002	\$58,505,478	\$54,904,965	\$113,410,444
2000- 2001	\$69,131,941	\$47,895,964	\$117,027,905
1999- 2000	\$72,873,077	\$52,757,080	\$125,630,157
1998- 1999	\$44,000,235	\$72,625,814	\$116,626,049

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	33,545	\$38,288,996	34,565	\$33,477,870	54,753	\$60,282,263
Corporations	1,820	\$38,466,197	1,841	\$30,731,052	3,222	\$59,587,495
Faculty/Staff	2,817	\$3,356,434	2,704	\$2,059,124	3,711	\$3,848,794
Family Foundations	134	\$9,007,119	123	\$18,701,804	160	\$33,777,254
Foundations	297	\$52,917,998	270	\$25,980,178	405	\$45,676,525
Friends	22,821	\$17,771,101	21,695	\$21,134,423	42,526	\$40,107,637
Organizations	366	\$33,570,235	367	\$32,227,719	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: 79081
 January 2008

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	2,411	13.4%	16,867	2,349	13.9%	22.0%
Architecture	7,965	947	11.9%	7,709	970	12.6%	19.5%
Arts and Sciences	141,595	14,021	9.9%	138,301	14,474	10.5%	16.6%
Business School	37,430	5,047	13.5%	36,594	5,301	14.5%	22.7%
Dentistry	4,579	819	17.9%	4,525	868	19.2%	27.5%
Education	18,902	2,352	12.4%	19,116	2,319	12.1%	20.2%
Engineering	32,393	3,621	11.2%	31,945	3,621	11.3%	17.3%
Evans School of Public Affairs	2,329	314	13.5%	2,119	322	15.2%	25.1%
Forest Resources	4,603	411	8.9%	4,603	444	9.6%	17.9%
Interdisc. Grad. Programs	1,622	174	10.7%	1,463	151	10.3%	18.0%
Interdisc. Undergrad. Programs	225	7	3.1%	170	25	14.7%	24.7%
Interschool Programs	453	36	7.9%	353	44	12.5%	17.8%
Information School	4,370	715	16.4%	4,202	682	16.2%	22.4%
Law	7,780	1,339	17.2%	7,593	1,273	16.8%	24.8%
School of Nursing	8,598	1,356	15.8%	8,469	1,483	17.5%	24.5%
Ocean & Fisheries	3,911	478	12.2%	3,866	489	12.6%	18.5%
Pharmacy	3,426	618	18.0%	3,364	687	20.4%	30.3%
Public Health	4,318	483	11.2%	4,104	531	12.9%	20.2%
Social Work	6,404	655	10.2%	6,232	699	11.2%	17.8%
UW Bothell	6,084	364	6.0%	5,245	363	6.9%	15.1%
UW Tacoma	7,003	347	5.0%	5,850	344	5.9%	14.4%
Unspecified	10,866	1,441	13.3%	11,278	1,548	13.7%	22.8%
All UW Total	305,971	33,545	11.0%	297,648	34,565	11.6%	18.4%

Source: UW Office of Development

Job Number: 79081
January 2008

Alumni Participation



VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Grant and Contract Awards – G&cmo, 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

December 2007

Office of Research

Office of Sponsored Programs

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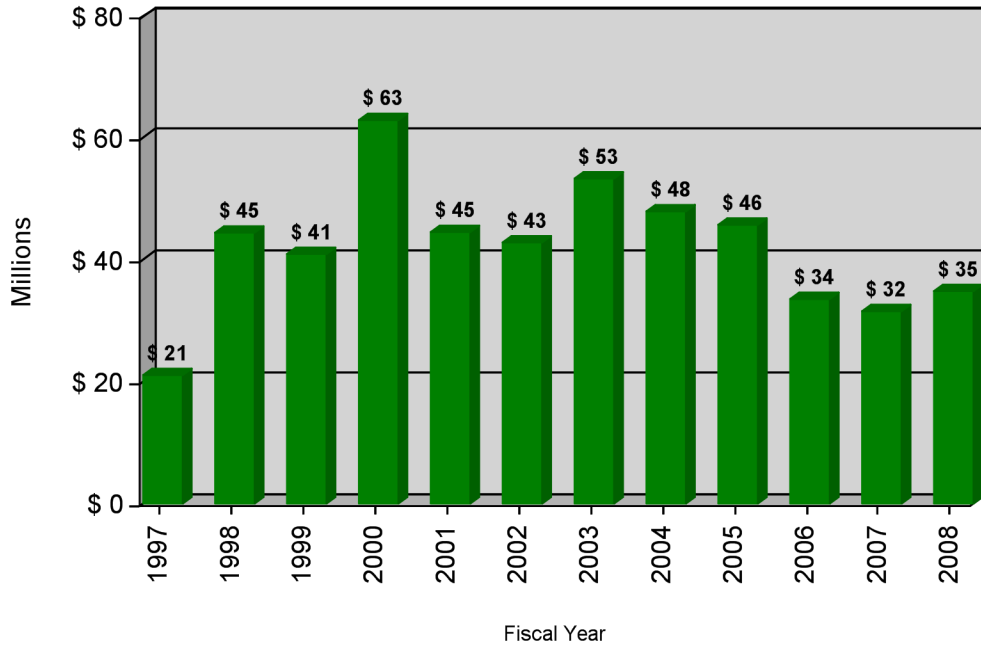
DECEMBER 2007 HIGHLIGHTS

The *National Institutes of Health* have awarded a grant in the amount of \$306,681 for a project under the direction of *Professor Jane Sullivan* of the *Department of Physiology and Biophysics* entitled “*Mechanisms of synapse dysfunction in Alzheimer’s disease.*” A prominent theory about Alzheimer’s disease (AD) proposes that early cognitive deficits are due to subtle alterations in synaptic transmission, but specific AD-related changes in synaptic transmission are not well understood. In order to better understand the role of synaptic deficits during the early stages of AD, we must study the effects of AD-related proteins on synaptic transmission. These studies will provide molecular targets for novel therapies to improve cognitive function and delay further neural degeneration in patients with early Alzheimer’s disease.

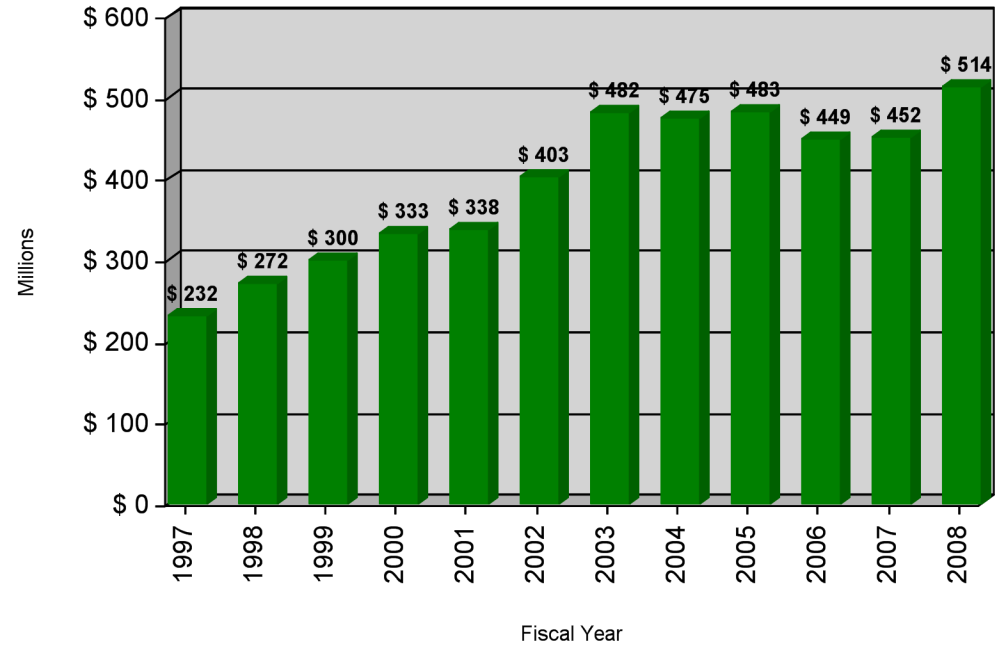
The *Gordon and Betty Moore Foundation* has awarded a grant in the amount of \$826,657 for a project under the direction of *Professor E. Virginia Armbrust* of the *School of Oceanography* entitled “*Next Generation DNA Sequencing: A New Window into Microbial Community Diversity.*” The overall research goal addressed by this proposal is to understand how microbes shape, and are shaped by, the environment. A fundamental requirement for achieving this goal is to identify which microbes are present within a community and what functions they perform. Metagenomic studies carried out thus far suggest that a significant fraction of DNA sequence diversity is found within microbial communities and whole genome sequences of cultured marine microbes indicate that they house unexpected metabolic capabilities

The *Nature Conservancy* has awarded a grant in the amount of \$139,815 for a project under the direction of *Professor Joshua Lawler* of the *College of Forest Resources* entitled “*Climate Change and Conservation Planning.*” To address climate change, planners will require 1) information about recent past and projected future changes in climate, 2) projected changes in hydrology and disturbance regimes such as fire, flooding, and extreme weather events, 3) assessments of the vulnerability of sites and species to climate change, and 4) clear and illustrative examples of the impacts of climate change on both ecological and human systems for public outreach. The goal of this project is to build a toolbox containing many of these elements as well as guidance on how to use this information in the design of reserve networks. We will develop the toolbox for three or more state field offices of The Nature Conservancy in the United States and one field office outside of the United States.

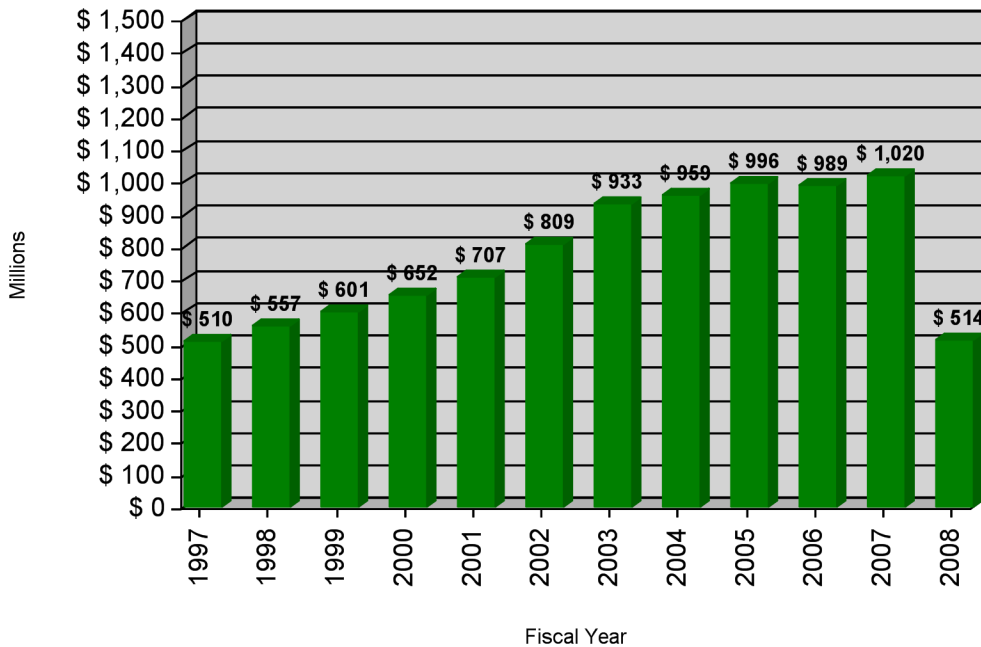
December Only
Comparison of Grant & Contract Awards



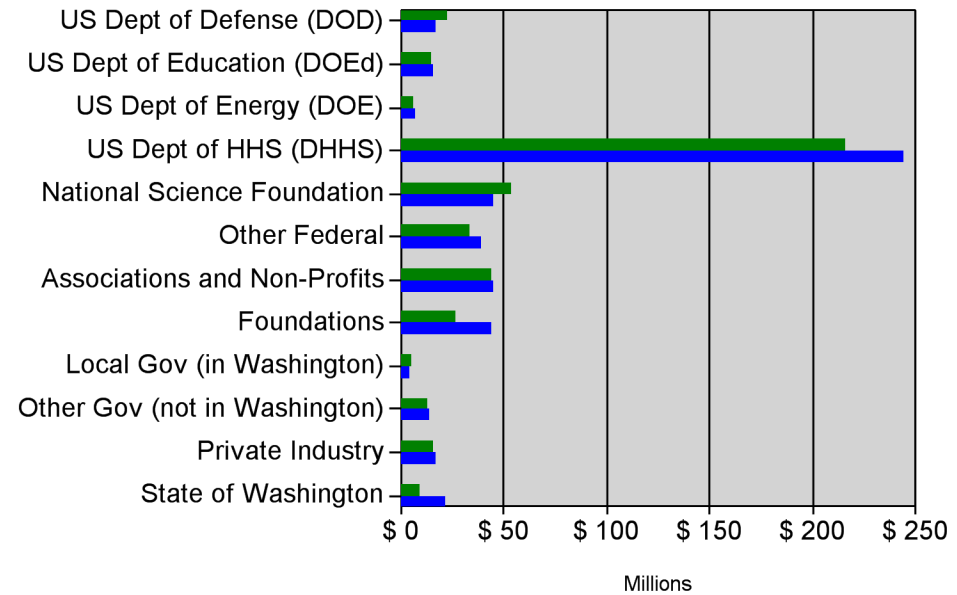
Fiscal Year to Date
Comparison of Grant & Contract Awards



Complete Fiscal Year
Comparison of Grant & Contract Awards



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



Jul-Dec FY07 Jul-Dec FY08

Summary of Grant and Contract Awards

Fiscal Year 2007-2008

Month	RESEARCH AND OTHER		TRAINING		Total Grants and Contracts
	Federal	Non-Federal	Federal	Non-Federal	
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
November	\$ 11,290,950	\$ 14,589,700	\$ 319,941	\$ 1,747,225	\$ 27,947,810
December	\$ 16,090,690	\$ 16,532,470	\$ 385,596	\$ 1,928,891	\$ 34,937,650
FY08 to Date	\$332,295,680	\$131,928,988	\$36,291,277	\$14,352,655	\$514,868,600
FY07 to Date	\$319,075,685	\$99,903,889	\$28,671,378	\$14,243,516	\$461,894,469
Over (Under) Previous Year	\$13,219,995	\$32,025,098	\$7,619,899	\$109,138	\$52,974,132

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**

Agency	Jul-Dec FY07	Jul-Dec FY08
US Department of Defense (DOD)	\$ 23,164,865	\$ 17,241,208
US Department of Education (DOEd)	\$ 15,405,535	\$ 16,014,484
US Department of Energy (DOE)	\$ 6,075,297	\$ 7,298,051
US Department of Health and Human Services (DHHS)	\$ 215,508,574	\$ 244,145,508
National Science Foundation (NSF)	\$ 54,163,230	\$ 44,599,103
Other Federal	\$ 33,429,562	\$ 39,288,604
Subtotal for Federal :	\$ 347,747,063	\$ 368,586,958
Associations and Non-Profits	\$ 43,999,015	\$ 44,673,413
Foundations	\$ 26,689,509	\$ 44,236,583
Local Government (in Washington)	\$ 5,195,389	\$ 3,980,048
Other Government (not in Washington)	\$ 13,391,407	\$ 14,197,535
Private Industry	\$ 16,065,468	\$ 17,348,152
State of Washington	\$ 8,806,619	\$ 21,845,911
Subtotal for Non-Federal :	\$ 114,147,406	\$ 146,281,642
Grand Total :	\$ 461,894,469	\$ 514,868,600
Amount of Increase (Decrease) :		\$ 62,099,572
Percent of Increase (Decrease) :		13.7 %

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

School/College	Jul-Dec FY07	Jul-Dec FY08
Upper Campus		
Architecture and Urban Planning	\$ 768,491	\$ 459,356
Arts and Sciences	\$ 43,295,325	\$ 43,755,245
Business Administration	\$ 58,147	\$ 724,471
Director of Libraries	\$ 3,000	\$ 116,500
Education	\$ 6,067,024	\$ 1,541,004
Educational Outreach	\$ 366,528	\$ 287,668
Engineering	\$ 44,743,797	\$ 37,558,156
Evans School of Public Affairs	\$ 2,983,563	\$ 1,999,160
Forest Resources	\$ 3,040,077	\$ 3,460,168
Graduate School	\$ 2,053,702	\$ 1,008,619
Information School	\$ 1,641,990	\$ 4,483,229
Law	\$ 114,750	\$ 209,134
Ocean and Fishery Sciences	\$ 43,037,563	\$ 46,476,545
Office of Research	\$ 18,784,763	\$ 17,682,317
Provost		\$ 200,000
Social Work	\$ 6,242,329	\$ 8,092,628
Undergraduate Education	\$ 1,250,161	\$ 326,802
VP Educational Partnerships	\$ 131,347	\$ 43,745
VP Minority Affairs	\$ 4,059,253	\$ 7,002,709
Subtotal :	\$ 178,641,811	\$ 175,427,456
Health Sciences		
Dentistry	\$ 2,825,733	\$ 4,944,771
Medical Centers	\$ 1,000	
Medicine	\$ 205,307,437	\$ 248,811,491
Nursing	\$ 7,546,093	\$ 9,538,827
Pharmacy	\$ 5,676,060	\$ 4,392,653
Public Health and Community Medicine	\$ 37,217,826	\$ 42,996,713
Subtotal :	\$ 258,574,150	\$ 310,684,455
Special Programs		
Alcohol and Drug Abuse Institute	\$ 617,016	\$ 3,113,132
CHDD Administration	\$ 8,201,104	\$ 7,107,293
Regional Primate Center	\$ 4,784,124	\$ 16,024,340
Subtotal :	\$ 13,602,244	\$ 26,244,765
Other UW Campuses		
Bothell	\$ 680,323	\$ 1,193,411
Tacoma	\$ 205,829	\$ 203,450
Subtotal :	\$ 886,152	\$ 1,396,861
Not Indicated	Not Indicated	\$ 50,391

School/College	Jul-Dec FY07	Jul-Dec FY08
Not Indicated		\$ 50,391
Subtotal :		
Grand Total :	\$ 451,704,357	\$ 513,803,928

Assuming acceptance of all awards by the Board of Regents

List of Awards for Arts and Sciences**Fiscal Years 2006-2007 and 2007-2008**

Department	Jul-Dec FY07	Jul-Dec FY08
Center for Statistics and the Social Sciences	\$ 809,139	\$ 704,512
Center for Studies in Demography and Ecology	\$ 1,080,915	\$ 1,879,361
Department of Anthropology	\$ 136,250	\$ 249,016
Department of Applied Mathematics	\$ 1,726,247	\$ 7,864
Department of Astronomy	\$ 1,878,725	\$ 2,412,241
Department of Atmospheric Sciences	\$ 3,524,254	\$ 2,438,959
Department of Biology	\$ 6,271,238	\$ 2,864,950
Department of Chemistry	\$ 9,675,546	\$ 12,529,740
Department of Communication	\$ 201,100	\$ 1,395,680
Department of Comparative Literature	\$ 21,178	\$0
Department of Earth and Space Sciences	\$ 2,487,289	\$ 2,179,784
Department of Economics	\$ 24,800	\$ 6,575
Department of English	\$ 5,000	\$ 77,573
Department of Geography	\$ 180,909	\$ 336,787
Department of Germanics	\$ 45,000	\$ 53,000
Department of History	\$ 70,694	\$0
Department of Linguistics	\$0	\$ 164,666
Department of Mathematics	\$ 695,925	\$ 2,319,271
Department of Physics	\$ 3,440,958	\$ 3,789,591
Department of Political Science	\$ 558,733	\$ 1,124,910
Department of Psychology	\$ 6,422,655	\$ 5,789,082
Department of Sociology	\$ 77,244	\$ 10,350
Department of Speech and Hearing Sciences	\$ 677,086	\$ 795,626
Department of Statistics	\$ 479,115	\$ 635,728
Department of Women Studies	\$ 23,592	\$0
Henry M. Jackson School of International Studies	\$ 1,642,194	\$ 1,713,145
Institute for Nuclear Theory	\$ 135,000	\$0
Language Learning Center	\$ 20,000	\$ 76,000
Law, Societies and Justice Program	\$ 90,017	\$0
Public Performing Arts	\$ 81,565	\$ 115,338
School of Art	\$ 48,000	\$0
School of Music	\$ 300,000	\$0
Thomas Burke Memorial Washington State Museum	\$ 464,958	\$ 85,495
Total :	\$ 43,295,320	\$ 43,755,240

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*

Month	RESEARCH AND OTHER		TRAINING		Total Grants
	Federal	Non-Federal	Federal	Non-Federal	
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
November	\$ 7,672,178	\$ 2,205,321	\$ 319,941	\$ 21,146	\$ 10,218,590
December	\$ 13,839,270	\$ 1,071,375	\$ 385,596	\$ 203,738	\$ 15,499,980
Year to Date	\$ 306,876,100	\$ 11,039,830	\$ 36,237,030	\$ 618,671	\$ 354,771,600

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*

Month	RESEARCH AND OTHER	TRAINING	Total Grants
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
November	\$ 6,912,596	\$ 233,710	\$ 7,146,306
December	\$ 9,944,877	\$ 1,380,140	\$ 11,325,020
Year to Date	\$ 77,460,140	\$ 2,829,207	\$ 80,289,350

Assuming acceptance of all awards by the Board of Regents

Summary of Contract Awards

Fiscal Year 2007-2008

Month	RESEARCH AND OTHER		TRAINING		Total Contracts
	Federal	Non-Federal	Federal	Non-Federal	
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
November	\$ 3,618,770	\$ 5,471,781	\$ 0	\$ 1,492,369	\$ 10,582,920
December	\$ 2,251,427	\$ 5,516,219	\$ 0	\$ 345,013	\$ 8,112,658
Year to Date	\$ 25,759,620	\$ 42,024,340	\$ 54,250	\$ 10,904,780	\$ 78,742,980

Assuming acceptance of all awards by the Board of Regents

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

December 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 Health and Human Services (DHHS)

National Institutes of Health (NIH)

To: John M. Harlan, Professor \$ 2,095,535
Department of Medicine
For: Copy of BIOLOGY OF THE ARTERY WALL AND
ATHEROSCLEROSIS
Eff: 12/1/2007

Total for National Institutes of Health (NIH): \$ 2,095,535

Total for US Department of Health and Human Services (DHHS): \$ 2,095,535

Total for Federal: \$ 2,095,535

Total Public Grants: \$ 2,095,535

Detail of Private Grant Awards

Associations and Non-Profits

Fred Hutchinson Cancer Research Center (FHCRC)

To: Jairam R. Lingappa, Asst Professor
Department of Medicine \$ 1,276,072

For: Immune Correlates of Protection Against HIV and SIV Infection

Eff: 6/1/2007

Total for Fred Hutchinson Cancer Research Center (FHCRC): \$ 1,276,072

Total for Associations and Non-Profits: \$ 1,276,072

Foundations

Dart Foundation

To: Bruce A Shapiro, Director
Department of Communication \$ 1,255,000

For: DART CENTER FOR JOURNALISM AND TRAUMA

Eff: 11/1/2007

Total for Dart Foundation: \$ 1,255,000

Total for Foundations: \$ 1,255,000

Total Private Grants: \$ 2,531,072

Detail of Contract Awards

Federal

Other Federal

US Agency for International Development (USAID)

To: Ann E. Downer, Senior Lecturer
Department of Health Services \$ 1,200,000

For: Improving HIV/AIDS Training & Service Delivery in the Caribbean

Eff: 11/16/2004

Total for US Agency for International Development (USAID): \$ 1,200,000

Total for Other Federal: \$ 1,200,000

Total for Federal: \$ 1,200,000

Associations and Non-Profits

Health Alliance International (HAI)

To: King K. Holmes, Chair
Global Health \$ 1,346,772

For: Mozambique Health Committee 4

Eff: 5/1/1992

Total for Health Alliance International (HAI): \$ 1,346,772

Total for Associations and Non-Profits: \$ 1,346,772

Total Contracts: \$ 2,546,772

Grand Total for all Awards \$ 7,173,379

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Actions Taken Under Delegated Authority

Pursuant to the Standing Orders of the Board of Regents, Delegation of Authority, and to the delegation of authority from the President of the University to the Senior Vice President for Finance and Facilities in Administrative Order No. 1, to take action for projects or contracts that exceed \$1,000,000 in value or cost but are less than \$5,000,000, the Administration may approve and execute all instruments.

1. Report of Actions Taken Under General Delegated AuthorityCapital Project Budgets

None

Acquisition of goods and services

UW Medicine

Action Reported: Anesthesia Documentation Project

UW Medical Center, Department of Anesthesiology, has acquired DocuSys software and professional services to implement anesthesia documentation functionality in peri-operative areas. Harborview Medical Center has already acquired and is currently implementing the DocuSys solution. A common anesthesia documentation system will make documentation easier, more consistent, and enhance patient care and safety at both locations. The acquisition also brings UWMC into alignment with national and American Society for Anesthesiologists recommendations.

This is a sole source acquisition based on technological compatibility with the installed base. The total contract value including estimated travel costs is not to exceed \$1,046,516 plus tax, with payments tied to delivery and acceptance of specific deliverables. The investment plan for this project was approved by the Vice President for UW Technology and submitted to Washington State Department of Information Services, which approved the plan on March 16, 2007. The contract has been reviewed and approved by the Chief Technical Officer, UW Medicine IT Services and the Interim Chief Nursing Officer, UWMC.

UW subscribes to national pricing services that compare vendor proposals to recent acquisitions by other hospitals. The pricing for this acquisition is considered fair and reasonable by MD Buyline and the ECRI Institute. Funding was provided by UW Medical Center capital equipment funds.

UNIVERSITY OF WASHINGTON INVESTMENT PERFORMANCE REPORT

SECOND QUARTER FISCAL YEAR 2008

As of December 31, 2007



TREASURER, BOARD OF REGENTS
TREASURY OFFICE

Published February 2008

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TREASURY ASSETS¹

As of 12/31/07—\$3.4 Billion

Dollars in Millions



Endowment & Similar Funds

Endowment Funds	\$1,760
Operating Funds	<u>432</u>
Consolidated Endowment Fund	2,192
Life Income Trusts	100
Outside Trusts	58
Non-CEF Endowments	24
Permanent Fund ⁶	<u>27</u>
	<u>\$2,401</u>

Operating & Reserve Funds

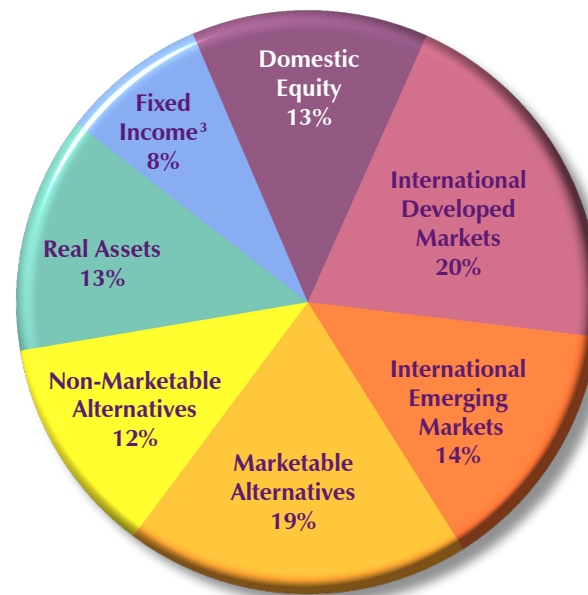
Invested Funds ^{2,3}	\$944
Bond Retirement Fund ⁴	5
Building Fund ⁴	26
Debt Service Reserve Funds ⁵	9
Bond Proceeds ⁷	<u>39</u>
	<u>\$1,023</u>

1. Includes assets whose management falls under the auspices of the Finance & Audit Committee of the Board of Regents. Excludes Metro Tract and Forest Trust Lands. All dollar amounts are expressed in millions and represent market values.
2. The Invested Funds holds Consolidated Endowment Fund units valued at \$432. To avoid double counting, the dollars are included only in the CEF totals.
3. In June 2002, the Board of Regents authorized the establishment of a captive insurance company, Portage Bay Insurance(PBI). The previous insurance vehicle, the Self Insurance Revolving Fund(SIRF), will close after existing claims are resolved. Current balances: PBI \$72.6 SIRF \$3.0.
4. General obligation bond reserve fund on deposit with the state of Washington.
5. Required reserve funds for locally issued bonds (2002 Housing & Dining \$1.6, 2004 Housing & Dining \$0.6, 2004 Parking \$1.6, Roosevelt 1 \$3.3 and Roosevelt 2 \$2.0).
6. Proceeds from sale of land grants and subsequent investment returns on deposit with the state of Washington.
7. Construction project funds which have not yet been disbursed (IMA \$7.9, Genome/R&T \$13.6, Parking \$6.1, Global Health Labs \$0.02 and 2007 General Revenue Bond \$11.8)

ASSET ALLOCATION

As of December 31, 2007

Consolidated Endowment Fund¹—\$2,192 MM



Dollars in Millions

	Current Allocation	Policy Target	Policy Range
Domestic Equity	\$281 13% ²	18%	10%–40%
International Developed Markets	\$445 20%	20%	10%–35%
International Emerging Markets	\$313 14%	10%	5%–15% ⁴
Marketable Alternatives	\$412 19%	16%	5%–25%
Non-Marketable Alternatives	\$267 12%	12%	5%–20%
Equity Fund	\$1,719 79%	76%	60%–90%
Real Assets Fund	\$293 13%	12%	5%–20%
Fixed Income Fund ³	\$180 8%	12%	5%–35%
Total Consolidated Endowment Fund	\$2,192 100%		

¹ Total international exposure: 47%; estimated net foreign currency exposure: 44%

² 14% including notional exposure to S&P500 Futures

³ Includes allocation to cash

⁴ On November 14, 2007, the Board of Regents approved expansion of the International Emerging Markets policy range to 5%–25% through June 30, 2008

CONSOLIDATED ENDOWMENT FUND (CEF)

For the Quarter ending December 31, 2007

Total Returns As of 12/31/07¹ (%)

	2 nd Qtr FY 2008	1-Year	5-Year	10-Year
Total CEF Return	1.6	18.7	16.9	11.2
Strategy Weighted Policy Benchmark	0.6	13.9	14.8	9.9
Equity Fund	1.5	20.4	18.1	11.4
Weighted Policy Benchmark	-0.3	14.9	17.0	10.3
Real Assets Fund	1.2	16.2	—	—
Policy Benchmark	2.6	12.2	—	—
Fixed Income Fund	2.7	9.0	5.2	6.5
Policy Benchmark (LB Govt Bond)	3.7	8.7	4.1	5.9

¹ Average Annual Compound Return

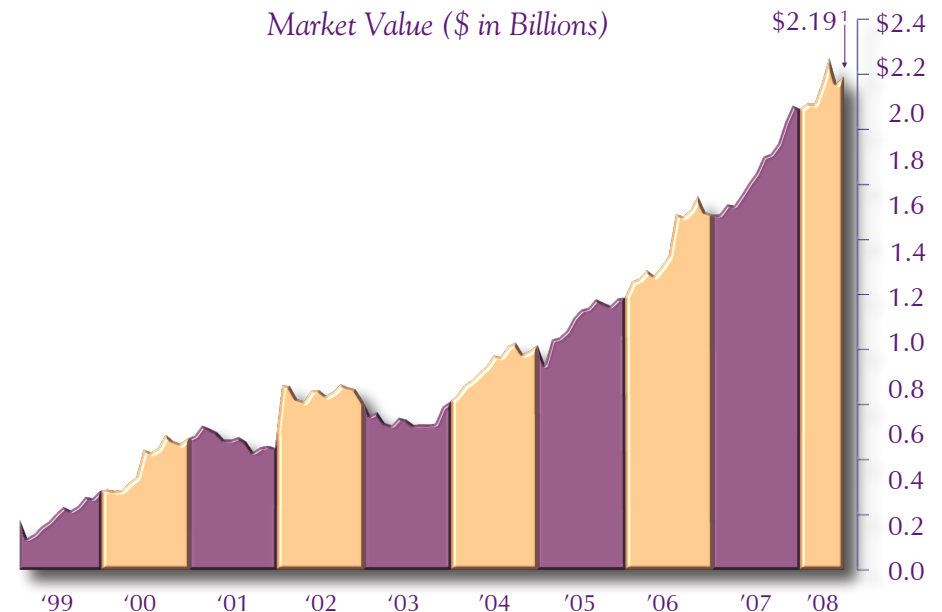
Activity (\$ in Millions)

	FYTD 2008	FY 2007	FY 2006	Five Years	Ten Years
Beginning Balance	\$2,074	\$1,690	\$1,388	\$945	\$526
Gifts	39	66	114	337	526
Transfers	3	9	22	54	99
Total Additions	41	75	137	390	626
Operating Fds Purchases	18	15	0	104	319
Net Investment Return	115	392	250	1,184	1,346
Distributions	(45)	(81)	(70)	(358)	(528)
Administrative Fees	(2)	(4)	(3)	(15)	(23)
Development Support	(8)	(14)	(12)	(58)	(73)
Ending Balance	\$2,192	\$2,074	\$1,690	\$2,192	\$2,192
Net Change	\$119	\$384	\$302	\$1,248	\$1,666

UW & Cambridge Associates¹ Returns for periods ending 12/31/07

NOT AVAILABLE
AT PRESS TIME

Market Value (\$ in Billions)



¹ Reflects inclusion of IF units in CEF starting 7/01—value without would be \$1.76

PERFORMANCE UPDATE

Total Return¹ As of 12/31/07

	2 nd Qtr FY '08	1 Year	3 Years	5 Years	10 Years
Consolidated Endowment Fund	1.6	18.7	16.8	16.9	11.2
Equity Fund	1.5	20.4	17.2	18.1	11.4
Domestic Equity	-3.1	7.6	9.4	13.7	8.9
Core Equity	-2.8	5.2	10.0	14.1	8.7
Value Equity	-4.3	2.9	6.5	11.5	9.1
Growth Equity	-3.0	16.9	12.5	18.3	9.7
International Developed Markets	-2.4	10.2	15.9	20.6	8.6
International Emerging Markets	8.1	57.4	40.9	38.9	17.6
Marketable Alternatives	2.9	15.3	13.5	14.7	11.8
Non-Marketable Alternatives ²	3.9	28.8	24.0	17.4	13.8
Real Assets Fund	1.2	16.2	17.5	—	—
Fixed Income Fund	2.7	9.0	6.4	5.2	6.5
Market Indices					
<i>Equity Indices</i>					
S&P 500	-3.3	5.5	8.6	12.8	5.9
Russell 3000	-3.3	5.1	8.9	13.6	6.2
Russell 2000	-4.6	-1.6	6.8	16.2	7.1
Dow Jones	-4.0	8.8	9.6	12.2	7.4
NASDAQ	-1.8	9.8	6.8	14.7	5.4
MSCI ACWI ex US	-0.6	17.1	20.4	24.5	10.1
Emerging Markets (IFCG)	5.4	46.4	37.6	38.7	16.0
<i>Fixed Income Indices</i>					
LB Government Bond	3.7	8.7	4.9	4.1	5.9
JP Morgan Global Hedged Bond Index	2.5	6.0	4.7	4.2	5.8

Sources: Cambridge Associates and Northern Trust

¹ Total Return: average annual compound return (dividend or interest plus capital appreciation or depreciation)

² Provided by Cambridge Associates on a quarter lag.

INVESTED FUNDS (IF)

For the Quarter ending December 31, 2007

Total Return¹ (%)

	2 nd Qtr FY 2008	1-Year	5-Year	10-Year
Cash	2.5	7.0	3.2	5.0
Citi 2 Yr Treasury	2.6	7.5	3.1	4.6
Liquidity	2.5	7.3	3.6	5.6
LB Intermediate Govt Bond	3.4	8.5	3.7	5.5
IF excluding CEF units	2.5	7.2	3.5	5.4
Weighted Benchmark	3.1	8.1	3.5	5.3
IF including CEF units	2.2	10.8	7.4	7.2
Weighted Benchmark	2.3	10.0	6.9	6.8

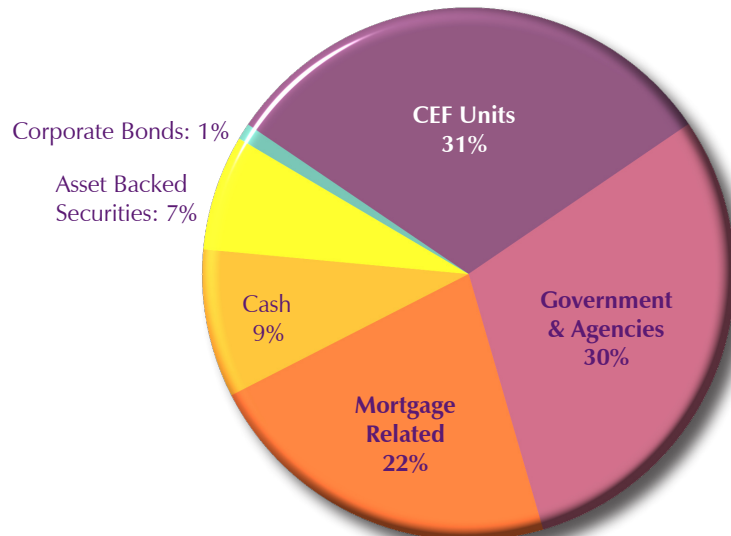
¹ Average Annual Compound Return

Fund Allocation by Pool (\$ in Millions)

	Fund Allocation		Range	Duration	
				Actual	Maximum
Cash Pool	\$362	26%	10%–40%	1.7	3.0 yrs
Liquidity Pool ¹	583	42%	30%–60%	3.4	4.0 yrs
Total Cash & Liq. Pool	\$944	69%			
CEFs Units held by IF		31%	15%–40%		
Total Invested Funds		100%			

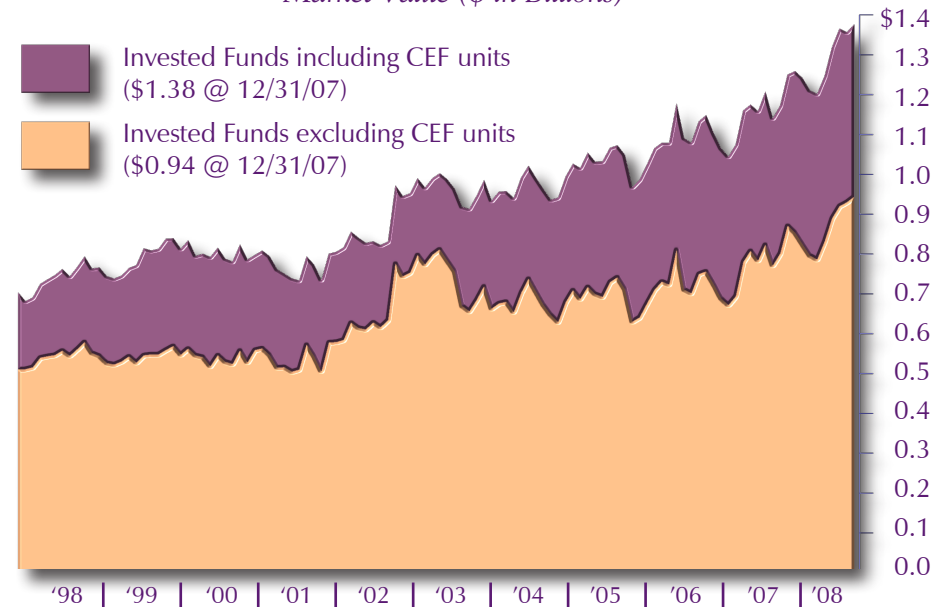
¹ Includes Interfund Loans

Mix of Investments¹



¹ Not shown—Interfund Loans (0.01%)

Market Value (\$ in Billions)



UWINCO SUMMARY OF ACTIONS TAKEN UNDER BOARD DELEGATED AUTHORITIES

JANUARY 1, 2007 THROUGH DECEMBER 31, 2007 (\$ IN MILLIONS)

By the Chief Investment Officer

Public Markets

Approved	Action	Manager / Fund	Strategy	Investment (\$MM)
01/08/07	New	Arisaig Africa	International Emerging Markets	\$2.0
01/11/07	Addition	Wellington Energy	Real Assets	\$10.0
01/11/07	Addition	Tygh Capital	Domestic Equity	\$10.0
01/11/07	Addition	Tree Line	International Emerging Markets	\$3.0
01/11/07	Reduction	PIMCO All Asset	Real Assets	-\$15.0
01/11/07	New	Northern Trust	Domestic Equity	\$10.0
01/11/07	Addition	Morgan Stanley Best Ideas	Real Assets	\$20.0
01/18/07	New	Atlantis China	International Emerging Markets	\$5.0
02/22/07	Addition	SSGA EAFE	International Developed	\$12.0
03/02/07	Termination	PIMCO All Asset	Real Assets	-\$17.0
03/02/07	New	Fidelity Real Estate	Real Assets	\$10.0
03/23/07	Termination	Sands Capital Management	Domestic Equity	-\$45.0
03/23/07	Termination	Payden & Rygel Global Fixed Income	Fixed Income	-\$44.0
03/23/07	Addition	Goldman Sachs	International Emerging Markets	\$15.0
03/23/07	New	Brandywine Global	Fixed Income	\$50.0
04/06/07	New	Renaissance	Domestic Equity	\$50.0
05/17/07	Termination	Tukman Capital	Domestic Equity	-\$62.0
06/22/07	Addition	Arisaig Asia	International Emerging Markets	\$10.0
07/06/07	New	Matterhorn	International Emerging Markets	\$10.0
07/13/07	New	Mekong Capital	International Emerging Markets	\$3.0
08/27/07	Addition	Ward Ferry	International Emerging Markets	\$3.0
08/31/07	Addition	Tree Line	International Emerging Markets	\$3.0
09/14/07	Liquidation	City of London China	International Emerging Markets	-\$23.0
09/14/07	Addition	Arisaig Africa	International Emerging Markets	\$3.0
09/20/07	Reduction	Northern Trust	Domestic Equity	-\$50.0
10/05/07	New	City of London Frontier Fund	International Emerging Markets	\$3.0
11/21/07	Reduction	Tygh Capital	Domestic Equity	-\$10.0
11/21/07	Liquidation	SSGA MSCI	International Emerging Markets	-\$26.0
11/21/07	Reduction	Rainier Investment Management	Domestic Equity	-\$10.0
11/21/07	Addition	Arisaig Asia	International Emerging Markets	\$15.0
11/30/07	Reduction	Morgan Stanley Best Ideas	Real Assets	-\$10.0
12/21/07	New	Prosperity Capital	International Emerging Markets	\$20.0

UWINCO SUMMARY OF ACTIONS TAKEN UNDER BOARD DELEGATED AUTHORITIES

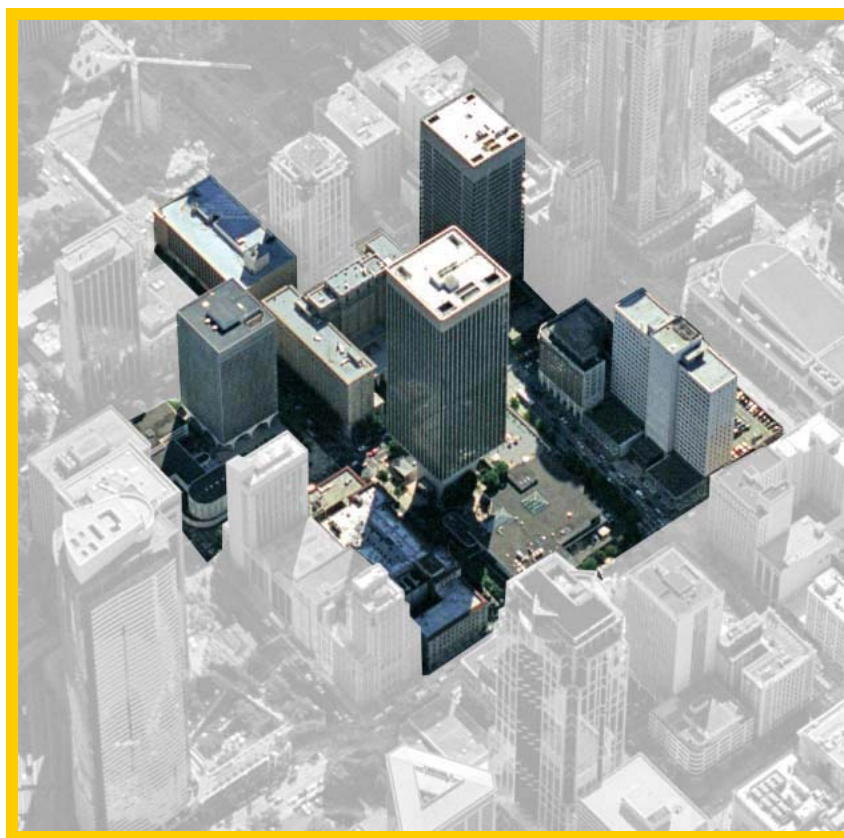
JANUARY 1, 2007 THROUGH DECEMBER 31, 2007 (\$ IN MILLIONS)

By the Chief Investment Officer

Private Markets

Approved	Action	Manager / Fund	Strategy	Investment (\$MM)
01/04/07	New	Greenbriar Capital Equity	Non-Marketable Alternatives	\$7.0
03/02/07	Reup	OCM Opportunities	Non-Marketable Alternatives	\$6.0
03/02/07	Addition	Morgan Stanley Special Situations	Real Assets	\$5.0
03/23/07	New	Riverside European	Non-Marketable Alternatives	\$6.0
03/23/07	Reup	Matlin Patterson Partners	Non-Marketable Alternatives	\$6.0
04/06/07	New	Redwood Grove International	Real Assets	\$12.0
05/04/07	Reup	Arclight Energy Partners	Real Assets	\$10.0
05/25/07	Reup	Thackeray Partners	Real Assets	\$5.0
06/14/07	New	Bessemer Venture Partners	Non-Marketable Alternatives	\$15.0
06/14/07	Reup	Battery Ventures	Non-Marketable Alternatives	\$7.5
06/22/07	New	Valinor Capital Partners	Marketable Alternatives	\$10.0
06/22/07	New	Phoenix Asia Real Estate	Real Assets	\$8.0
07/06/07	New	HIG - Brightpoint Capital	Marketable Alternatives	\$15.0
07/13/07	Reup	LaSalle Asia Opportunities	Real Assets	\$10.0
07/13/07	Reup	Chrys Capital	Non-Marketable Alternatives	\$4.0
08/06/07	Reup	TPG Asia	Non-Marketable Alternatives	\$6.0
08/06/07	Reup	Endeavor Capital	Non-Marketable Alternatives	\$7.0
08/24/07	Termination	Northsound Capital	Marketable Alternatives	-\$18.0
08/31/07	Reup	Ignition Venture Partners	Non-Marketable Alternatives	\$3.0
08/31/07	Reup	General Catalyst	Non-Marketable Alternatives	\$3.1
08/31/07	Reup	Frazier Healthcare	Non-Marketable Alternatives	\$6.0
09/14/07	Reup	Natural Gas Partners	Real Assets	\$10.0
10/12/07	Reup	Bain Capital Partners	Non-Marketable Alternatives	\$15.0
10/22/07	New	Lone Cascade	Marketable Alternatives	\$10.0
10/22/07	New	CVI Specialized Ventures	Real Assets	\$20.0
11/08/07	Termination	Highline Capital	Marketable Alternatives	-\$17.0
11/08/07	Addition	Bridger Capital	Marketable Alternatives	\$15.0
11/21/07	Addition	Valinor Capital Partners	Marketable Alternatives	\$2.0
11/30/07	New	Tiger Asia	Marketable Alternatives	\$20.0
11/30/07	Addition	Highfields Capital	Marketable Alternatives	\$5.0
11/30/07	Termination	Fir Tree Capital	Marketable Alternatives	-\$15.0
11/30/07	New	Cadent Energy Partners	Real Assets	\$15.0
12/21/07	New	Russia Partner's	Non-Marketable Alternatives	\$7.5

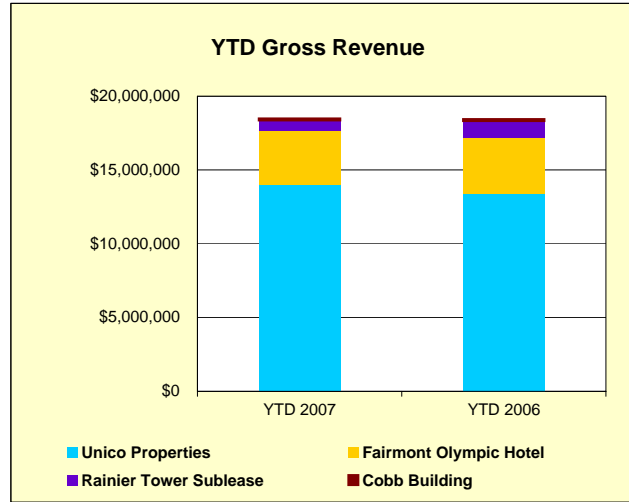
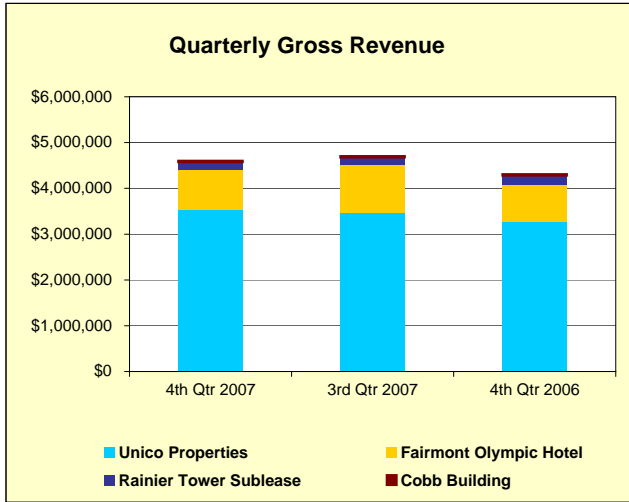
METROPOLITAN TRACT
PERFORMANCE REPORT
For the Quarter Ended
December 31, 2007



Finance, Audit & Facilities Committee

March 20, 2008

University of Washington Metropolitan Tract
CONSOLIDATED METROPOLITAN TRACT PROPERTIES
Quarterly Summary
Quarter Ending December 31, 2007



CURRENT QUARTER							
Gross Revenue to University	4th Qtr 2007	Prior Qtr	Prior Year	Change from Prior Qtr		Change from Prior Year	
		3rd Qtr 2007	4th Qtr 2006	\$	%	\$	%
Unico Properties	3,546,703	3,452,245	3,279,551	94,458	2.7%	267,152	8.1%
Rainier Tower Sublease	167,522	147,347	202,443	20,175	13.7%	(34,921)	(17.2%)
Fairmont Olympic Hotel	853,399	1,068,036	791,427	(214,637)	(20.1%)	61,972	7.8%
Cobb Building	38,500	38,500	38,500	0	0.0%	0	0.0%
TOTAL GROSS REVENUE	\$4,606,124	\$4,706,128	\$4,311,921	(\$100,004)	(2.1%)	\$294,203	6.8%

Gross Revenue to University	CALENDAR YEAR TO DATE				ANNUAL	
	YTD 2007	YTD 2006	Change from Prior YTD		Projected 2007	Actual 2006
			\$	%		
Unico Properties	13,950,839	13,378,932	571,907	4.3%	14,073,512	13,378,928
Rainier Tower Sublease	669,976	1,093,831	(423,856)	(38.7%)	582,213	1,093,831
Fairmont Olympic Hotel	3,723,059	3,825,836	(102,777)	(2.7%)	3,554,724	3,825,836
Cobb Building	154,000	154,000	0	0.0%	154,000	154,000
TOTAL GROSS REVENUE	\$18,497,874	\$18,452,599	\$45,275	0.2%	\$18,364,449	\$18,452,595

12/31/06 INTERNAL VALUATION	
	Gross Market Value
Unico Managed Properties ¹	488,197,000
Fairmont Olympic Hotel	192,700,000
Cobb Building ²	2,200,000
TOTAL	\$683,097,000

¹ Includes the Rainier Tower Sublease

² Represents UW's land value; not improvements

CONSOLIDATED METROPOLITAN TRACT PROPERTIES

Quarterly Summary

Quarter Ending December 31, 2007

CONSOLIDATED METROPOLITAN TRACT SUMMARY

The Metropolitan Tract generated \$4.6M of revenue during the final three months of 2007. This is a 2% decrease from the third quarter but represents a 7% increase from a year ago. On a quarter-to-quarter basis, only the hotel was down. From a year-ago perspective, the Unico properties are quite strong and the hotel is up, but the Rainier Tower sublease's performance has been down.

UNICO PROPERTIES

The 4th quarter's gross revenue from the Unico Properties was up 2.7% from the the third quarter yielding more than \$3.5M. Solid growth in both the Office and Retail revenue streams combined for the positive result. Compared to the 4th quarter of 2006, we see growth of more than 8%. Parking revenue also improved from a year ago. For the complete year, 2007's results were up more than 4% from 2006.

RAINIER TOWER SUBLEASE

The Rainier Tower Sublease generated \$167,522 to the University during the fourth quarter. As expected, 2007's total is off from previous years due to the vacancy created by Washington Mutual's relocation to the new Washington Mutual Center and the downtime until Marsh and Mercer start paying rent on 100,000 square feet in early 2008. For the year, the sublease is down almost 40% for the year, though it fared better than projected due to not yet having paid the tenant improvement expenses for the Marsh lease.

FAIRMONT OLYMPIC HOTEL

Not surprisingly, the hotel's final quarter of 2007 was down 20% from the 3rd quarter, netting \$850,000. However, the 4th quarter was stronger than the same quarter in 2006 by almost 8%. In a year marked by inconsistency, the hotel generated \$3.7 million in revenue for the University, down less than 3% from 2006 and above projections for the year.

INTERNAL VALUATION

The numbers presented represent the overall value of the real estate as estimated by Heitman and Urbis Partners as of 12/31/06, but do not account for the leasehold encumbrances.

MARKET UPDATE

OFFICE MARKET

Occupancy figures in the downtown office market continue to hover around 90%. The Eastside is leading the region with vacancy of only 5%. Continued tenant demand has strengthened the market for landlords and rents continue to rise due to the shrinking volume of available space. After a brief period where the rents in Bellevue's core had risen above that of the Seattle Central Business District, the Seattle market's rental rates have accelerated to close this gap. While new supply will enter the Seattle CBD market beginning in 2009, rents are expected to trend upward 5% to 8% during 2008 as demand remains strong due to the continued strength of the Puget Sound economy.

HOTEL MARKET

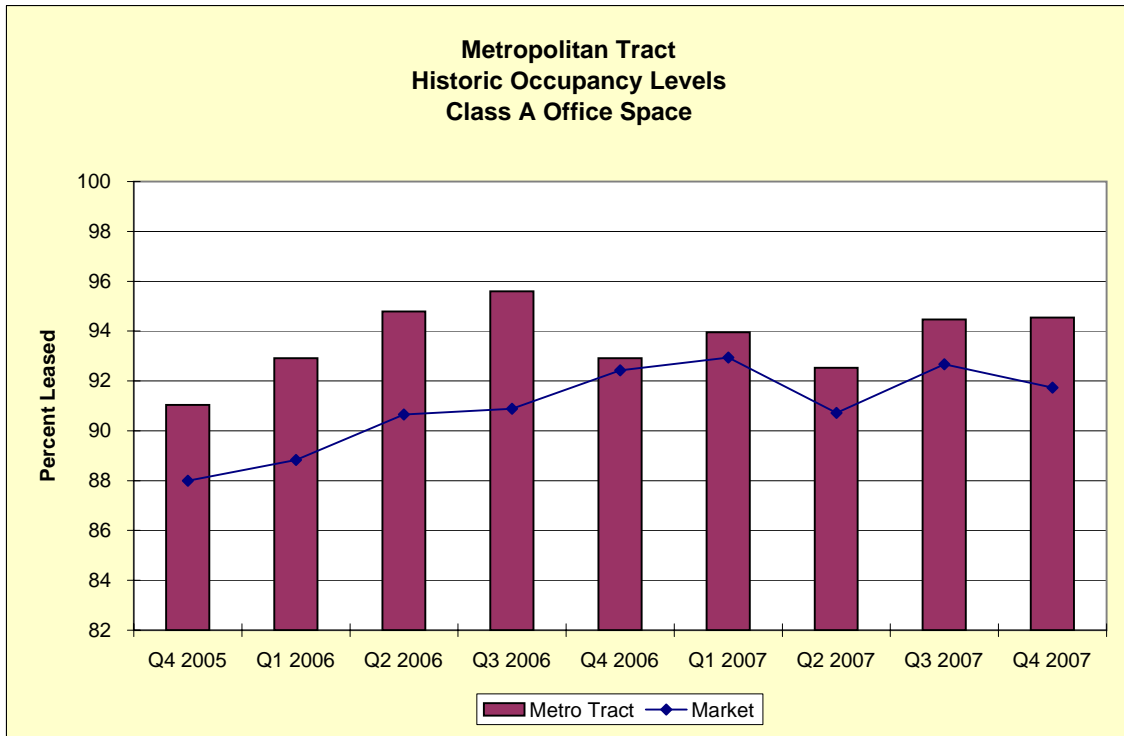
After two years of explosive growth, it seems the luxury hotel industry in Seattle found its ceiling. The Fairmont was down, as were most of the hotels in the market. There were a number of factors conspiring to produce this result, but two stand out as most significant. The first is simple economics. The market couldn't sustain growth like we saw in the past couple of years with a slowing national and global economy, regardless of whether the local economy continued to experience growth. The second is new competition. The Pan Pacific, Hotel 1000 and the Sheraton's new tower all added new supply and high-quality rooms and overall hotel experiences. In 2008, we will see more luxury supply added to the market, in the form of 1Hotel and, more notably the new Four Seasons Hotel. While neither are big projects, they will continue to dilute the market by spreading the pool of high-end travelers to Seattle.

2/12/2008
4th Qtr 2007

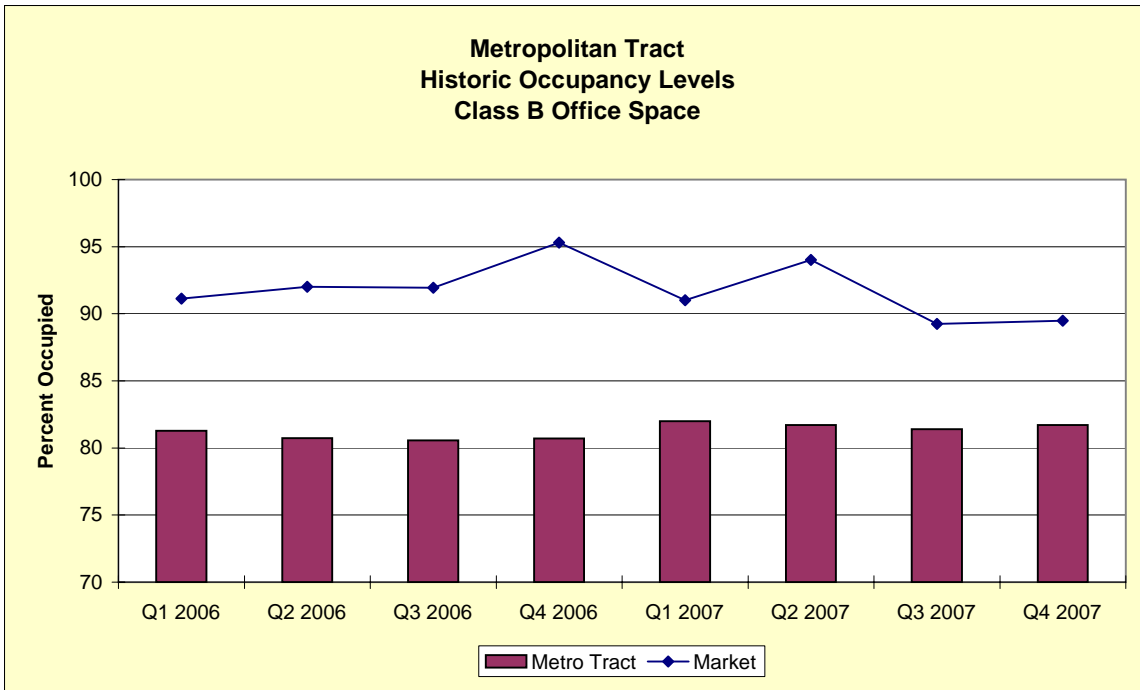
OFFICE BUILDING OCCUPANCY COMPARISON CHARTS

Last Eight Quarters

Quarter Ending December 31, 2007



Includes Rainier Tower, Puget Sound Plaza, IBM Building and Financial Center

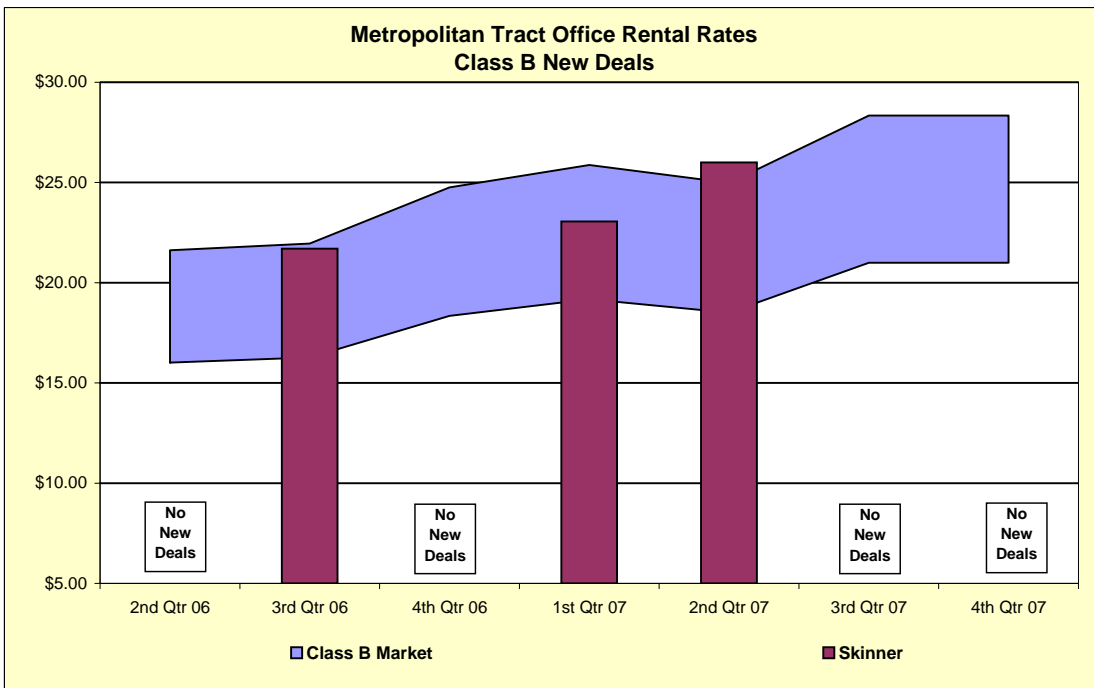
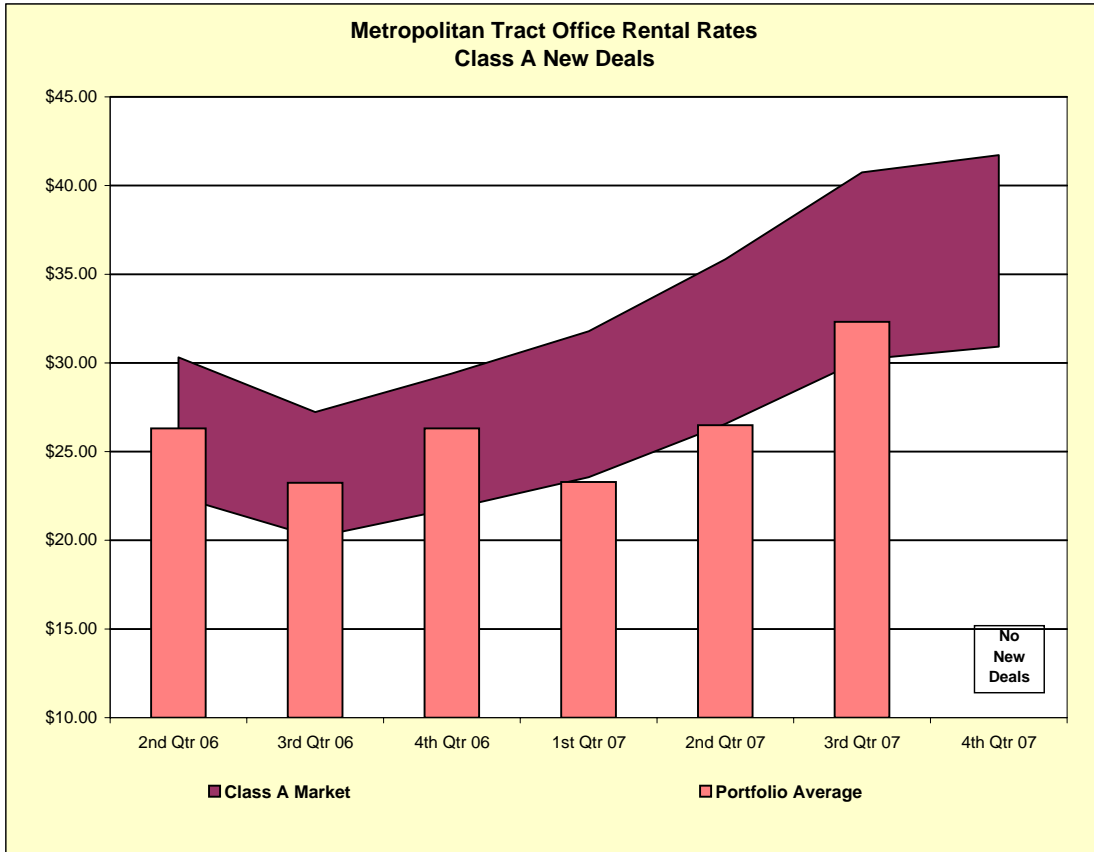


Includes Skinner Building

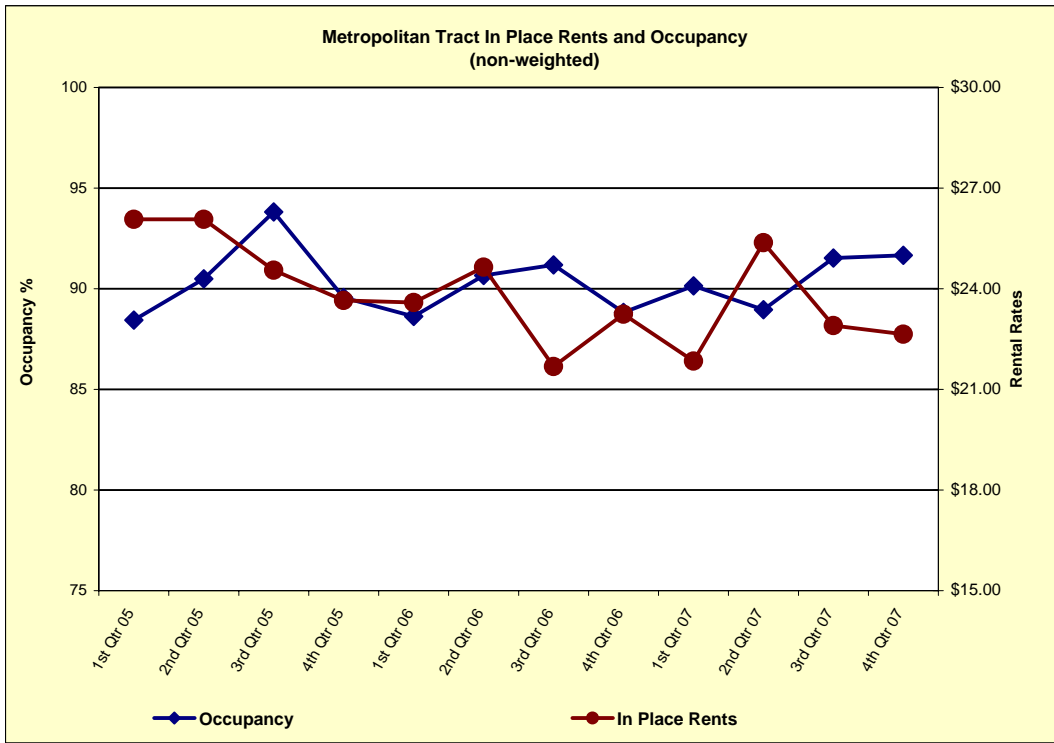
OFFICE BUILDING RENTAL RATE COMPARISON

Last Seven Quarters

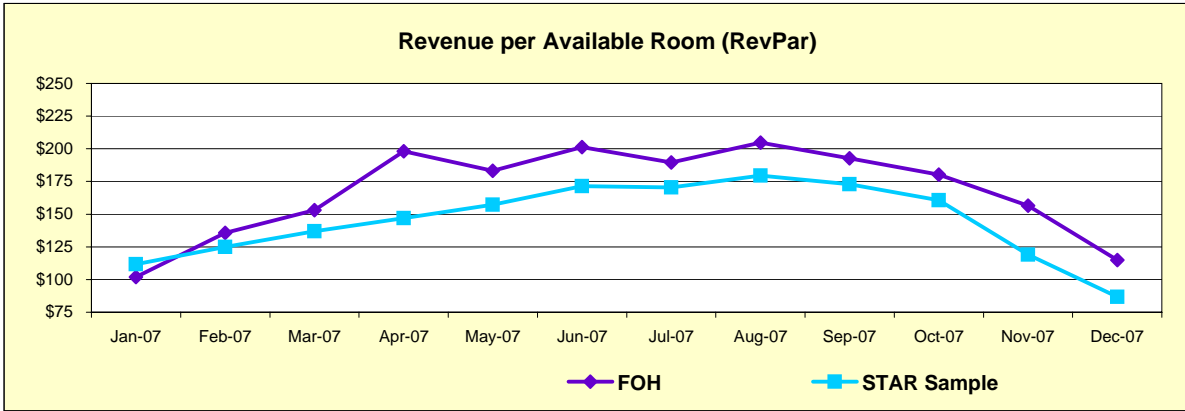
Quarter Ending December 31, 2007



OFFICE BUILDING RENTAL RATE COMPARISON
Last 3 Years
Quarter Ending December 31, 2007

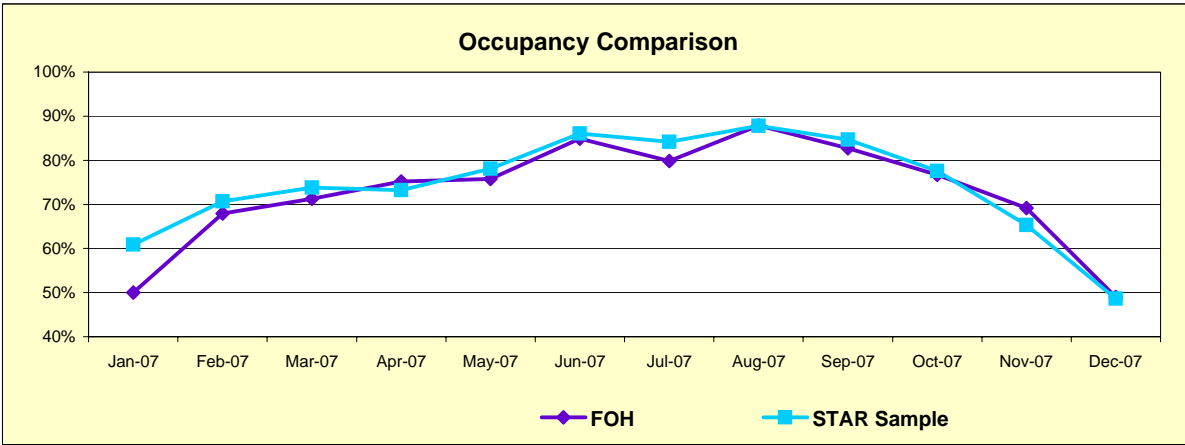


FAIRMONT OLYMPIC HOTEL MARKET COMPARISONS
Twelve Months Ended December 31, 2007



RevPar 12-months Average	Dec-07	Dec-06	Change from Prior Year \$
FOH	\$167.65	\$172.90	(\$5.25)
STAR Sample Avg <1>	\$144.91	\$148.63	(\$3.72)

RevPar Current Month Ended	Dec-07	Dec-06	Change from Prior Year %
FOH	\$114.87	\$114.73	\$0.14
STAR Sample Avg <1>	\$86.82	\$98.93	(\$12.11)

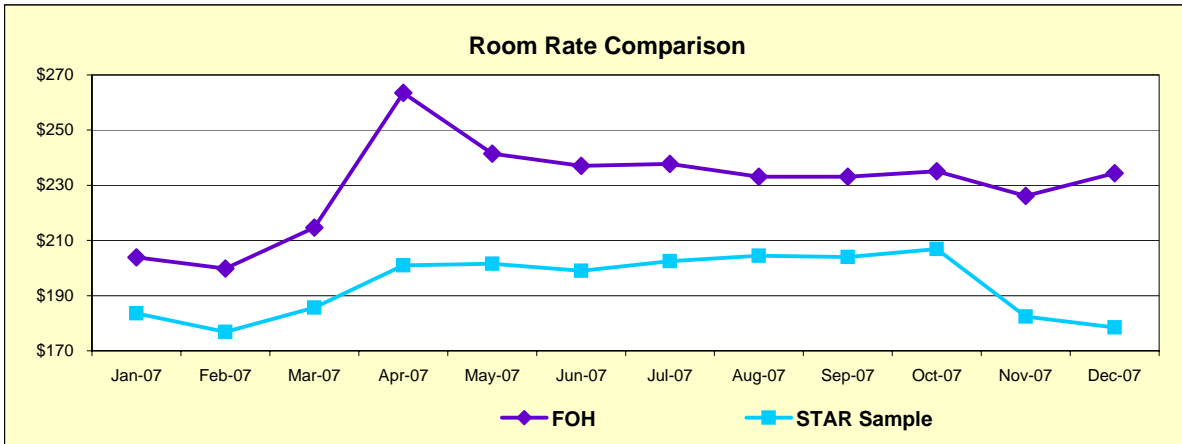


Occupancy 12-months Average	Dec-07	Dec-06	Change from Prior Year %
FOH	72.5%	73.3%	(0.8%)
STAR Sample Avg <1>	74.3%	72.8%	1.4%

Occupancy Current Month Ended	Dec-07	Dec-06	Change from Prior Year %
FOH	49.0%	52.2%	(3.2%)
STAR Sample Avg <1>	48.6%	55.2%	(6.6%)

<1> Information is based on Smith Travel Research (STAR) Report for the Sheraton Hotel, Hotel Vintage Park, Hotel Monaco, Seattle Alexis, Sorrento, Westin, W Hotel, Madison and Inn at the Market.

FAIRMONT OLYMPIC HOTEL MARKET COMPARISONS
Twelve Months Ended December 31, 2007



Average Daily Rate 12-months Average	Dec-07	Dec-06	Change from Prior Year \$
FOH	\$229.98	\$237.01	(\$7.03)
STAR Sample Avg <1>	\$193.86	\$201.53	(\$7.67)

Average Daily Rate Month Ended	Dec-07	Dec-06	Change from Prior Year \$
FOH	\$234.34	\$219.60	\$14.74
STAR Sample Avg <1>	\$178.50	\$179.10	(\$0.60)

<1> Information is based on Smith Travel Research (STAR) Report for the Sheraton Hotel, Hotel Vintage Park, Hotel Monaco, Seattle Alexis, Sorrento, Westin, W Hotel, Madison and Inn at the Market.

VII. STANDING COMMITTEES**B. Finance, Audit and Facilities Committee**Magnuson Health Sciences Center Sixth Floor and RR-Wing 2-Floor Projects PresentationRECOMMENDED ACTIONS

It is the recommendation of the administration and Finance, Audit and Facilities Committee that the Board of Regents approve:

1. establishing the project budget for the Magnuson Health Sciences Center (MHSC) Sixth Floor project at \$11.5 million;
2. establishing the project budget for the MHSC RR-Wing 2-Floor project at \$10.5 million;
3. appointing NBBJ as design architect for the MHSC RR-Wing 2-Floor project. In the event of an unsuccessful negotiation with the selected firm, it is recommended that authority be delegated to open negotiations with Ambia Architecture, the firm recommended as first alternate;
4. financing of the construction of the projects referenced above and other accreditation projects executed under delegated authority through the issuance of up to \$25 million in short term notes (commercial paper) and the issuance of long term debt in the amount required to pay off the notes when UW General Revenue Bonds are next issued; and
5. delegation of authority to the President or his designee to execute documents as required to complete the interim and permanent financings, including the authority to set maturities and roll periods for the short term notes and enter into a rate lock prior to obtaining permanent financing.

BACKGROUND

In Fall 2006, the University launched a multi-phased effort to address deficiencies resulting from a site visit by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC).

Phase I consisted of the purchase of equipment, relocation of rodents from non-compliant spaces and initial funding of several small capital projects and studies.

The Phase I equipment purchases and relocation work is now complete. Based on information developed from studies undertaken in Phase I, the University has

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Magnuson Health Sciences Center Sixth Floor and RR-Wing 2-Floor Projects Presentation (continued p. 2)

determined that there is approximately \$28 million of capital projects required to correct identified deficiencies.

Phase II consists of implementation of the large construction projects identified in Phase I. The two projects discussed in this writeup require approval by the Board of Regents. The other projects listed below are under \$5,000,000 and executed under delegated authority. These projects are as follows:

3018 Western Avenue Entry/Cage Wash	\$2,168,439
HSC I-Wing Surgery Corridor/Cage Wash	\$1,655,494
Environmental Monitors Projects	\$1,876,067

MHSC Sixth Floor Project

The MHSC Sixth Floor Project will renovate approximately 10,600 square feet of the Department of Comparative Medicine's existing vivarium facility on the sixth floor of the MHSC. This renovation focuses primarily on the G & H Wings portion of the vivarium, which were constructed in 1947. This project will demolish the interior of the existing vivarium in the G & H Wings and construct a state of the art vivarium designed to have a useful life of 25 – 30 years. The work includes new architectural finishes, redundant mechanical, electrical, and plumbing infrastructure systems to be compliant with current AAALAC requirements. The mechanical ventilation, plumbing and electrical systems will be constructed in new penthouse space above the existing facility due to the limited floor height and to provide ease of maintenance. Adjacent areas in the E & F Wings will be upgraded as necessary to surge existing operations out of G & H Wings, and maintain animal care procedures in the remaining sixth floor vivarium.

PREVIOUS ACTION

At the July 2007 Board of Regents meeting, the President was delegated authority to award a design contract to Ambia Architecture.

PROJECT SCHEDULE

To meet the commitments from the University of Washington to AAALAC that the animals be housed in compliant spaces requires that the project spaces be ready for occupancy in January 2010.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Magnuson Health Sciences Center Sixth Floor and RR-Wing 2-Floor Projects Presentation (continued p. 3)

Key project milestones are as follows:

Architect Appointment	Completed July 2007
Predesign	March 2008
Preliminary Design	July 2008
Construction Documents	December 2008
Construction	February 2009 through December 2009
Occupancy and Use	January 2010

MHSC RR-Wing 2-Floor Project

The MHSC RR-Wing tower addition, including the area occupied by this project was constructed in 1966. The MHSC RR-Wing 2-Floor project will renovate approximately 8,600 square feet of the Washington National Primate Research Center's (WaNPRC) existing vivarium facility on the minus one and first floor of RR-Wing. This renovation will demolish the interior of the existing facilities and construct a state of the art vivarium designed to have a useful life of 25 – 30 years. The improvements will include new architectural finishes, redundant mechanical, electrical, and plumbing systems to be compliant with current AAALAC requirements. Improvements include a new two stop elevator, improved circulation, and separation of clean and dirty areas, architectural enhancements addressing cleanable surfaces for the floors, walls and ceilings plus security improvements.

In January 2008, the Capital Projects Office advertised for firms interested in providing architectural design services. Four firms responded to the Request for Qualifications for this project. Two firms were interviewed on February 22, 2008 by a Capital Projects Evaluation Committee which included representatives from the Health Sciences Center administration, WaNPRC, University Campus Engineering, and the Capital Projects Office. It is the recommendation of the Evaluation Committee that NBBJ be appointed design architect for this project, with Ambia as the first alternate.

NBBJ Architecture has an extensive history of design projects at the University of Washington and at a national level working at educational facilities, including a previous master planning, and visioning study for the WaNPRC. Other recent projects at the University of Washington include the MHSC T-Wing School of Medicine 5th Floor Renovation, University

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Magnuson Health Sciences Center Sixth Floor and RR-Wing 2-Floor Projects Presentation (continued p. 4)

of Washington Medical Center (UWMC) Surgery Pavilion, Harborview Bond Project and the current UWMC Expansion Project (Phase I).

PROJECT SCHEDULE

To meet the commitments from the University of Washington to AAALAC that the animals be housed in compliant spaces requires that the project be ready for occupancy in April 2010.

Key project milestones are as follows:

Architect Appointment	March 2008
Predesign	June 2008
Preliminary Design	October 2008
Construction Documents	March 2009
Construction	May 2009 through March 2010
Occupancy and Use	April 2010

CONTRACTING STRATEGY

The Capital Projects Office will be evaluating whether the use of an alternate public works contracting procedure, General Contractor/Construction Manager (GC/CM), authorized by RCW 39.10 or design-bid-build is the best strategy for construction of the MHSC Sixth Floor and MHSC RR-Wing 2-Floor projects. The contracting strategy will be reported when we return for construction approvals for these projects.

SIGNIFICANT RISKS OR OPPORTUNITIES

There are several significant and similar risks for all of the projects. Access and construction staging areas are severely limited and difficult. Moving materials to each project will be through occupied spaces with limited access. Staging areas are limited to the construction site. Access to the RR-Wing 2-Floor project will be further hampered by the construction of the UWMC Expansion (Phase I), which could impede access to the loading dock for moving materials.

The MHSC Sixth Floor and MHSC RR-Wing 2-Floor projects are technically challenging design projects with extensive redundancy and reliability requirements for the mechanical and electrical systems. Given the redundant systems requirements it will be a challenge to locate and install the necessary

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Magnuson Health Sciences Center Sixth Floor and RR-Wing 2-Floor Projects Presentation (continued p. 5)

cooling, ventilation, and emergency power equipment. In addition, these projects are located adjacent to occupied spaces that will remain in use during the construction. These projects provide the opportunity to provide state of the art vivarium spaces to support the UW teaching and research missions.

FUNDING AND FINANCING PLAN

The total cost for all of the accreditation projects is \$27.8 million, which includes renovations to the MHSC Sixth Floor and MHSC RR-Wing 2-Floor, the Western Avenue Entry/Cage Wash and MHSC I-Wing Surgery/Cage Wash, and Environmental Monitors.

The sources and uses are below:

Sources and Uses of Funds

Sources of Funds

Long/Short Term Debt	25,000,000
Central Funding	3,102,000
Total Sources of Funds	28,102,000

Uses of Funds

Western Avenue Cage Wash	2,168,000
I-Wing Cage Wash	1,656,000
HSC Sixth Floor	11,500,000
HSC RR Wing Renovation	10,500,000
Environmental Monitors	2,000,000
Debt Cost of Issuance	278,000
Total Uses of Funds	28,102,000

CREDIT ANALYSIS

The debt service will be paid from existing indirect cost. These projects do not generate new revenue, but they are critical to the quality of animal facilities and the continuing success of UW's research enterprise. The Treasury Office has reviewed indirect cost projections with the Office of the Provost and believes that existing indirect cost will be sufficient to pay the debt.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Magnuson Health Sciences Center Sixth Floor and RR-Wing 2-Floor Projects Presentation (continued p. 6)

INTERNAL REVIEWS AND APPROVALS

The financing plan has been reviewed and approved by the Senior Vice President for Finance and Facilities and the Vice Provost for Budgeting and Planning.

Attachments

- Attachment 1 – Project Budget MHSC Sixth Floor
- Attachment 2 – Project Budget MHSC RR-Wing 2-Floor
- Attachment 3 – ICR Summary 2007 – 2016

Project Budget MHSC Sixth Floor

	<u>Total Escalated Cost*</u>	<u>% of TPC</u>
Pre-Schematic Design Services	\$210,000	1.80%
A/E Basic Design Services	\$504,000	4.40%
Extra Services	\$170,000	1.50%
Other Services	\$407,000	3.50%
Design Services Contingency	\$266,000	2.30%
Subtotal Consultant Services	\$1,557,000	13.50%
Construction Cost	\$6,713,000	58.40%
Other Contracts		
Construction Contingencies	\$1,306,000	11.40%
Sales Tax	\$722,000	6.30%
Subtotal Construction	\$8,741,000	76.00%
Equipment	\$283,000	2.50%
Artwork		
Other Costs	\$224,000	1.90%
Project Management	\$695,000	6.00%
Subtotal (Other)	\$1,202,000	10.50%
Total Project Cost (TPC)*	\$11,500,000	100.00%
<u>Included in above:</u>		
Escalation through June 2009	\$648,000	5.60%
<u>Source of Funds</u>		
General Revenue	\$11,500,000	100.00%
Total	\$11,500,000	100.00%
*Escalated to construction midpoint (June 2009)		

Project Budget MHSC RR-Wing 2-Floor

	<u>Total Escalated Cost*</u>	<u>% of TPC</u>
Pre-Schematic Design Services	\$85,000	0.80%
A/E Basic Design Services	\$594,000	5.70%
Extra Services	\$64,000	0.60%
Other Services	\$358,000	3.40%
Design Services Contingency	\$242,000	2.30%
Subtotal Consultant Services	\$1,345,000	12.80%
Construction Cost	\$5,943,000	56.60%
Other Contracts	\$42,000	0.04%
Construction Contingencies	\$1,486,000	14.20%
Sales Tax	\$665,000	6.30%
Subtotal Construction	\$8,134,000	77.50%
Equipment	\$246,000	2.30%
Artwork		
Other Costs	\$130,000	1.20%
Project Management	\$645,000	6.10%
Subtotal (Other)	\$1,021,000	9.70%
Total Project Cost (TPC)*	\$10,500,000	100.00%
<u>Included in above:</u>		
Escalation through October 2009	\$757,000	7.20%
<u>Source of Funds</u>		
General Revenue Bonds	\$10,500,000	100.00%
Total	\$10,500,000	100.00%
*Escalated to construction midpoint (October 2009)		

ICR Summary 2007 - 2016

(in 000's)

SOURCE	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Indirect Cost Recovery	189,000	196,000	204,500	211,800	218,500	225,600	232,400	239,500	246,800	254,300
USES										
Research Cost Recovery (RCR)	64,100	65,110	69,110	72,230	74,580	77,190	79,460	81,790	84,200	86,680
Administrative Support	45,360	47,040	48,500	50,000	51,550	53,150	54,800	56,500	58,250	60,050
Utilities, Insurance, Property Rental	22,000	23,520	24,250	25,000	25,780	26,580	27,400	28,250	29,120	30,030
Research Support	21,170	21,750	16,640	14,250	15,410	16,920	17,470	19,180	20,370	20,280
Debt Service	11,830	14,180	15,860	15,850	15,850	15,220	15,340	15,360	15,940	16,870
Animal Facilities	-	-	852	1,703	1,703	1,703	1,703	1,703	1,703	1,703
Specific Building /Function	13,640	13,500	18,390	20,780	21,620	22,810	23,270	23,740	24,220	24,720
Transfer to Capital	10,900	10,900	10,900	12,000	12,000	12,000	13,000	13,000	13,000	14,000
Total Uses	189,000	196,000	204,500	211,800	218,500	225,600	232,400	239,500	246,800	254,300

Assumptions:

ICR growth from 2009 is based on CPI (State of Washington, Economic Revenue Forecast, February 2008, Table 1.1 U.S. Economic Forecast Summary) plus revenue growth from additional space in South Lake Union

VII. STANDING COMMITTEES**B. Finance, Audit and Facilities Committee**UW Tacoma Phase 3: Project PresentationRECOMMENDED ACTION:

It is the recommendation of the administration and the Finance, Audit and Facilities Committee that the project budget be established at \$60,150,000; 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 the construction contract, subject to no significant change in the scope, the forecast cost being within 10% of the budget and funding being in place.

PROJECT DESCRIPTION

The Phase 3 development on the Tacoma Campus will provide additional academic space to support expanded and new degree programs. The goal of the project is to develop capacity to accommodate at least 600 additional full-time equivalent students and transition to a model of a comprehensive four-year institution. The Phase 3 scope includes a major renovation to the Joy Building, new construction of a four-story, 40,000 square foot building and other associated capital improvements.

The Russell T. Joy Building (Joy Building) is an existing historic masonry structure, constructed in 1892, located on the west side of Pacific Avenue, in the Union Depot/Warehouse Special Review District. This three-story 47,000 gross square foot building is located between two UW Tacoma buildings, West Coast Grocery Building (WCG Building) to the south and the Pagni and Lenti Grocery Building (Grassi's) to the north. The Joy Building will house general assignment classrooms totaling 698 seats and department space for the Interdisciplinary Arts and Sciences Program. A shelled out space will be provided on the Pacific Avenue level and designated for retail use per the University's agreement with the City of Tacoma. A full major building renovation is proposed to correct seismic, structural, and life/safety code deficiencies.

New construction of a four-story, 40,000 gross square foot building will be located directly south of the existing Jet Tioga Building on Jefferson Avenue. This building, currently referred to as the Jefferson Building, will house flexible office space, library expansion space, and a shelled-out retail space on the Jefferson Avenue level.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW Tacoma Phase 3 – Project Presentation (continued p. 2)

In accordance with the requirements of the State of Washington, this project (both buildings) will be designated to achieve Leadership in Energy and Environmental Design (LEED) Silver certification or higher.

Subject to the availability of funds within the approved project budget, other related capital improvements may include: improvements to the existing underground utilidor system, a renovation of several rooms in the existing Science Building to wet labs, and improvements to three rooms in the Dougan Building for Art Studio use.

PREVIOUS ACTION

At the June 2007 Board of Regents meeting, the President was delegated authority to award a design contract to Thomas Hacker Architects.

SCOPE OF THE PROJECT

The planned restoration of the Joy Building 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 reasonable and cost effective alternative for preserving and restoring this historic structure to a safe and useful condition.

The new construction of the Jefferson Building south of the Jet Tioga Building is the next planned expansion of the library, as noted in the 2003 UWT Master Plan Update. This four-story 40,000 square foot building will provide one level of shelled retail space, one level devoted to library expansion and two levels of flexible office and program space that will respond to the campus need for faculty and department administrative space.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW Tacoma Phase 3 – Project Presentation (continued p. 3)

SCHEDULE

Architect Selection	June 2007
Predesign	August 2007 through December 2007
Design	May 2008 through May 2010
Construction	December 2009 through July 2011
Occupancy and Use	Fall Term 2011

PROJECT BUDGET AND FUNDING

The project budget of \$60,150,000 was established in the University's 2007-2009 Capital Project Request Report to the Office of Financial Management (OFM). In its 2007 session, the state legislature appropriated \$6,150,000 for Predesign and design services only. The OFM allotted \$600,000 of the appropriation for Predesign, with the remaining appropriation to be allotted for design only after approval of the Predesign report by OFM and the legislature in the 2008 session. The legislature identified the remaining \$54,000,000 for appropriation in future biennia.

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. During design the GC/CM has been able to provide detailed construction scheduling, input into design constructability issues, coordination of construction documents, determination of construction logistics and needed lay-down areas, and 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.

SIGNIFICANT RISKS AND OPPORTUNITIES

The UW Tacoma continues to be challenged to optimize each new opportunity for growth to meet the transitioning needs of their campus. As the campus adds 270

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW Tacoma Phase 3 – Project Presentation (continued p. 4)

full-time equivalent students each year, options to adequately meet the space requirements to support this growing enrollment, expand academic programs and support areas increasingly diminish. The change from a commuter campus to a four-year university has presented UW Tacoma with the challenge of meeting student requests for housing, student life and services and other accommodations associated with on-campus living.

The UW Tacoma recognizes that existing contaminated soils and underground water on the campus will continue to be a potential impact to the cost of construction and that planning for this cost is imperative for a successful project.

The renovation of the Joy Building presents another opportunity to restore a long abandoned, historic masonry structure on Pacific Avenue. This building is the last campus-owned building on this street, between 21st Avenue and 15th to be restored, and it will complete the restoration of the retail core in this area.

The Jefferson Building will provide the next opportunity to expand the campus west and uphill. This building is designated to be the beginning of a library expansion that will grow with the campus. The 2003 Master Plan Update envisioned this entire block of Jefferson, between 19th and 21st to be library expansion. This site will challenge us to plan and design a small building with the flexibility to accommodate other phases that increase functionality for the campus.

Attachment: Project Budget

**UNIVERSITY OF WASHINGTON
CAPITAL PROJECTS OFFICE - SUMMARY PROJECT BUDGET
ALTERNATIVE PROCUREMENT (GC/CM)**

PROJECT:UW Tacoma Phase 3 Expansion

Project Number:200636

<u>Project Budget</u>	<u>Total Escalated Cost*</u>	<u>% of TPC</u>
Pre-Schematic Design Services	\$ 913,000	1.52%
A/E Basic Design Services	\$ 2,020,000	3.36%
Extra Services	\$ 1,780,000	2.96%
Other Services	\$ 1,244,000	2.07%
Design Services Contingency	\$ 932,000	1.55%
Consultant Services	\$ 6,889,000	11.45%
GC/CM Construction Cost	\$ 37,135,000	61.74%
Other Contracts	\$0	0%
Construction Contingencies	\$ 6,514,000	10.83%
Sales Tax	\$ 3,841,000	6.39%
Construction	\$ 47,490,000	78.95%
Equipment	\$ 1,414,000	2.35%
Artwork	\$ 149,000	0.25%
Other Costs	\$ 989,000	1.64%
Project Management	\$ 3,219,000	5.35%
Other	\$ 5,771,000	9.59%
Total Project Cost (TPC)*	\$ 60,150,000	100.00%
<u>Included in Above:</u>		
Escalation through September 2010	\$ 7,998,000	13.30%
<u>Source of Funds:</u>		
State Funds	60,150,000	100.00%
Total	\$ 60,150,000	100.00%

*Escalated to construction midpoint (Sep '10)

ATTACHMENT

VII. STANDING COMMITTEES**B. Finance, Audit and Facilities Committee**Washington Dental Service Building for Early Childhood Oral Health – Budget and Financing Plan ApprovalRECOMMENDED ACTION:

It is the recommendation of the administration and the Finance, Audit and Facilities Committee to approve:

1. establishing the project budget of \$17,276,000 for the Washington Dental Service Building for Early Childhood Oral Health to be located in Sand Point Building 25;
2. financing the construction of the project through the issuance of up to \$13.0 million in short-term notes (commercial paper) and the issuance of long-term debt in the amount required to pay off the notes when UW General Revenue bonds are next issued; and
3. delegation of authority to the President or his designee to execute documents as required to compete the interim and permanent financings, including the authority to set maturities and roll periods for the short term notes and enter into a rate lock prior to obtaining permanent financing.

PROJECT DESCRIPTION

The project will renovate Building 25 at Sandpoint into a pediatric dental clinic and treatment center. Building 25 is an art deco building of approximately 23,000 gross square feet, formerly used as a Navy administration building.

Design services were placed on hold pending the resolution of an Affiliation Agreement between the University of Washington and Children's Hospital regarding use and funding participation in the project. The terms of this agreement were agreed to in April 2007.

Once the terms of the Affiliation Agreement were approved, ARC Architects was authorized to proceed with predesign services. These services were completed in December 2007, with the final Predesign Report being issued on January 18, 2008.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Washington Dental Service Building for Early Childhood Oral Health – Budget and Financing Plan Approval (continued p. 2)

PREVIOUS ACTION

In August 2005 the Board of Regents approved the award of an architectural contract to ARC Architects for the design of this project. The use of Alternative Public Works utilizing the GC/CM approach was authorized by the Board of Regents in November 2007, and the award of the GC/CM contract to Bayley Construction was approved by the Board of Regents in February 2008.

PROJECT SCHEDULE

The terms of the Affiliation Agreement between the University of Washington and Children's Hospital require that the Washington Dental Service Building for Early Childhood Oral Health be ready for occupancy in September 2010.

Key project milestones are as follows:

Architect Selection	Completed August 2005
Predesign	Completed December 2007
Design Completion	March 2009
Construction	April 2009 through August 2010
Occupancy and Use	September 2010

PROJECT BUDGET AND FUNDING

The preliminary project budget of \$17,276,000 has been confirmed by the Pre-Design Report. Pre-design funding of \$214,000 was provided by CASPO. The remaining funding will be as provided in the Joint Agreement between the University of Washington and Children's Hospital. Washington Dental Services is contributing 5 million toward the project through Children's Hospital, and initial funding of \$2 million has been received from Children's Hospital. Both Children's Hospital and the School of Dentistry have committed to fully funding the project.

PROJECT FINANCING PLAN

This project is being funded by contributions from Washington Dental Service and Children's Hospital, and new debt:

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Washington Dental Service Building for Early Childhood Oral Health – Budget and Financing Plan Approval (continued p. 3)

Sources and Uses of Funds

Sources of funds:

Washington Dental Service	5,000,000
Children's Hospital	1,000,000
New debt, project funding	11,300,000
Capitalized interest & issuance cost	1,100,000
Total sources of funds	<u>18,400,000</u>

Uses of funds:

Renovation, Sand Point Building 25	17,300,000
Capitalized interest & issuance cost	1,100,000
Total uses of funds	<u>18,400,000</u>

Washington Dental Service's \$5,000,000 contribution will be received in increments during FY2008-FY2011. The University has received an initial \$2,000,000 payment and will receive separate \$1,000,000 payments in FY2009, FY2010, and FY2011. The Children's Hospital \$1,000,000 payment will be received in FY2012.

The bonds will be repaid from patient revenues and annual payments from Children's Hospital for partial occupancy of the building. Children's Hospital has also agreed to contribute \$500,000 for patient outreach expenses and to fund 30 percent of operating revenue shortfalls up to an aggregate total of \$1,000,000.

The Treasury Office has reviewed the ten-year facility revenue proforma and believes that patient revenues and annual Children's Hospital payments will be sufficient to service the new debt. Children's Hospital and Washington Dental Service have also analyzed the proforma in detail as part of the due diligence review for their financial participation in the project.

The primary financial risk to the facility is from patient revenues less than projected, but the facility sponsors have identified a pool of potential patients that has been confirmed by several sources, including the State, Children's Hospital, Washington Dental Service, and in the regional academic literature on pediatric dentistry. The \$500,000 patient outreach contribution from Children's Hospital,

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Washington Dental Service Building for Early Childhood Oral Health – Budget and Financing Plan Approval (continued p. 4)

combined with a proposed ongoing program marketing expenditure, will support patient recruitment and retention efforts for the facility.

INTERNAL REVIEW AND APPROVALS

The project financing plan has been reviewed and approved by the Provost and Executive Vice-President, the Senior Vice President for Finance and Facilities, and the Vice Provost for Planning and Budgeting.

SIGNIFICANT CONSTRUCTION RISKS AND OPPORTUNITIES

An ongoing risk is the continued climate of high 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.

This project is historically significant and therefore subject to review and approval by local and state agencies. The challenge will be to meet the historical review requirements while meeting the programmatic and space requirements of the pediatric dentistry clinic.

The project presents a tremendous opportunity for the University, in partnership with Children’s Hospital and Regional Medical Center, to contribute to dramatic improvements in early childhood oral health, by implementing new clinical methods, expanding clinical services and providing greater visibility and accessibility to the community.

Attachments

Attachment 1 – Proforma

Attachment 2 – Site Plan

Attachment 3 – Budget

WDS Building for Early Childhood Health
Ten-Year Proforma, FY2011 - FY2020

(In Millions)

	FY2011	FY2012	FY2013	FY 2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>
Operating revenue	4.39	10.61	11.40	12.25	13.41	14.08	14.79	15.53	16.30	17.12
Operating expense	(4.36)	(7.34)	(7.82)	(8.34)	(8.77)	(9.18)	(9.60)	(10.05)	(10.52)	(11.01)
Net operating revenue	0.03	3.27	3.58	3.91	4.65	4.91	5.18	5.48	5.78	6.11
Debt service	-	(0.85)	(0.85)	(0.85)	(0.85)	(0.85)	(0.85)	(0.85)	(0.85)	(0.85)
Capital reserve	-	(0.20)	(0.20)	(0.21)	(0.21)	(0.22)	(0.23)	(0.23)	(0.24)	(0.25)
Cash flow after debt service/reserves	0.03	2.23	2.53	2.85	3.58	3.84	4.11	4.39	4.69	5.01
Cumulative ending fund balance	0.03	2.26	4.78	7.64	11.22	15.06	19.16	23.55	28.24	33.25
Debt service coverage	N/A	3.85	4.21	4.60	5.46	5.77	6.09	6.44	6.80	7.18

ATTACHMENT 1



Site Plan Washington Dental Service Bldg for Early Childhood Oral Health Project
200786

Project Budget 200786 Washington Dental Services Building

	<u>Total Escalated</u>	
	<u>Cost*</u>	<u>% of TPC</u>
Pre-Schematic Design Services	\$167,000	1.0%
A/E Basic Design Services	\$637,000	3.7%
Extra Services	\$294,000	1.7%
Other Services	\$430,000	2.5%
Design Services Constingecy	\$342,000	2.0%
Consultant Services	\$1,870,000	10.8%
Construction Cost	\$9,088,000	52.6%
Other Contracts		
Construction Contingencies	\$1,539,000	8.9%
Sales Tax	\$946,000	5.5%
Construction	\$11,573,000	67.0%
Equipment	\$2,650,000	15.3%
Artwork		
OtherCosts	\$159,000	0.9%
Project Management	\$1,024,000	5.9%
Other	\$3,833,000	22.2%
Total Project Cost (TPC)*	\$17,276,000	100.0%
<u>Included in above:</u>		
Escalation through December 2009	\$1,187,000	6.9%
<u>Source of Funds</u>		
CASPO	\$214,000	1.2%
Joint Agreement	\$17,062,000	98.8%
Total	\$17,276,000	100.0%

*Escalated to construction midpoint (December 2009)

VII. STANDING COMMITTEES**B. Finance, Audit and Facilities Committee**Molecular Engineering Interdisciplinary Academic Building (MEIAB) Project:
Project PresentationRECOMMENDED ACTION:

It is the recommendation of the administration and the Finance, Audit and Facilities Committee that the Phase One project budget be established at \$78,500,000; 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 the construction contract, subject to no significant change in the scope, the forecast cost being within 10% of the budget and funding being in place.

PROJECT DESCRIPTION

This new building will provide the facilities needed to support an emerging field that focuses on the design, discovery, and engineering of complex molecular systems and their applications - Molecular Engineering.

The facilities provided by this project will create state of the art laboratory and research spaces essential for the support of the emerging field of Molecular Engineering. With an emphasis on interdisciplinary research, the new building will facilitate the connection of students, faculty and staff across many disciplines. A primary goal for the building is to create technologically rich supportive spaces that provide a high degree of operational flexibility to allow fast and inexpensive changes to accommodate rapidly changing research needs.

The project will be located on the Johnson Hall Annex site referenced in the Campus Master Plan as the 25C site.

PREVIOUS ACTION

At the June 2007 Board of Regents meeting, the President was delegated authority to award design contracts to Zimmer Gunsul Frasca (ZGF) Architects for the MEIAB project.

SCOPE OF THE PROJECT

The facility will be home for the Institute for Molecular Engineering and Sciences and will provide administrative support for this new group. These administrative spaces along with the faculty and staff offices, student workstations, and conference/seminar spaces will support the laboratory functions which make up

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Molecular Engineering Interdisciplinary Academic Building Project (MEIAB): Project Presentation (continued p. 2)

approximately 80% of the programmed area of the facility, creating a primarily laboratory focused building.

The overall program envisions 160,000 gross square feet (gsf) that is divided into two phases: Phase One finished space with approximately 49,000 gsf to be funded through a request to the State for \$62,500,000; Phase One shell space with approximately 28,000 gsf funded through University general revenue bonds for \$16,000,000; and a future Phase Two of approximately 83,000 gsf. Phase One scope includes redevelopment of the 25C site and infrastructure for the future Phase Two.

The research laboratories provide space for three distinct program directions: new faculty, new initiatives, and shared instrumentation laboratories. These spaces will support faculty research in the areas of bio-chemistry, micro-biology, chemistry and other related fields. The laboratories will be used by faculty and graduate students for collaborative and individual research and are located immediately adjacent to office zones to facilitate interaction and collaboration. The instrumentation laboratory spaces are ground contact open labs to house the vibration sensitive, specialty equipment that is envisioned as a shared resource for both the building and the University.

PROJECT SCHEDULE

Architect Selection	May 2007
Predesign	July 2007 through December 2007
Design	April 2008 through April 2010
Construction	December 2009 through October 2011
Occupancy and Use	January 2012

PROJECT BUDGET AND FUNDING

The preliminary project budget of \$78,500,000 has been confirmed by the Predesign. This consists of \$62,500,000 in state funding and \$16,000,000 of University general revenue bonds. The State appropriated \$5,000,000 for Predesign and Design in the 2007-2009 biennium.

CONTRACTING STRATEGY

The recommendation of the Capital Projects Office is to use the alternate public works contracting procedure, General Contractor/Construction Manager

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Molecular Engineering Interdisciplinary Academic Building Project (MEIAB): Project Presentation (continued p. 3)

(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 Foege Research Building and 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, determination of construction logistics and needed lay-down areas, 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 before the completion of the schematic design phase.

SIGNIFICANT RISKS OR OPPORTUNITIES

An ongoing risk is the continued climate of high 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.

The location of this new building, at one of the main entries to the University, will provide high visibility for this emerging field of technology.

Inserting this large highly technical building into the existing context of buildings with busy pedestrian and vehicular circulation will require an extremely sensitive design.

Cunningham Hall, a wood two story structure from the Alaska Yukon Pacific Exposition, is located on the western side of the site and may require relocation to another site on campus.

Attachment: Project Budget

Project Budget

	<u>Total Escalated Cost*</u>	<u>% of TPC</u>
Pre-Schematic Design Services	\$425,000	0.54%
A/E Basic Design Services	\$2,437,000	3.10%
Extra Services	\$2,225,000	2.83%
Other Services	\$2,279,000	2.90%
Design Services Contingency	\$827,000	1.05%
Consultant Services	\$8,193,000	10.44%
GC/CM Construction Cost	\$51,842,000	66.04%
Other Contracts	\$0	0%
Construction Contingencies	\$5,858,000	7.46%
Sales Tax	\$5,135,000	6.54%
Construction	\$62,835,000	80.04%
Equipment	\$1,001,000	1.28%
Artwork	\$195,000	0.25%
Other costs	\$2,956,000	3.77%
Project Management	\$3,320,000	4.23%
Other	\$7,472,000	9.52%
Total Project Cost (TPC)*	\$78,500,000	100.00%
<u>Included in Above:</u>		
Escalation through November 2010	\$10,946,050	13.94%
<u>Source of Funds</u>		
State Funds	\$62,500,000	79.62%
University Funds	\$16,000,000	20.38%
Total	\$78,500,000	100.00%

* Escalated to construction midpoint (Nov '10)

ATTACHMENT

VII. STANDING COMMITTEES**B. Finance, Audit and Facilities Committee**Lewis Hall Renovation Project: Project PresentationRECOMMENDED ACTION:

It is the recommendation of the administration and the Finance, Audit and Facilities Committee that the project budget be established at \$25,130,000; 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 the construction contract, subject to no significant change in the scope, the forecast cost being within 10% of the budget and funding being in place.

PROJECT DESCRIPTION

Lewis Hall was constructed in 1899 as a dormitory and is one of the oldest buildings on the Seattle campus. It is a part of the University's "Restore the Core" program of major building renovations. The current Business School occupants will surge to Condon Hall and then relocate into the new Business School building when it is completed. The Information School (iSchool) assignment to Lewis Hall will allow for the iSchool's Mary Gates Hall space to be used to consolidate key student services currently located in several other campus buildings. By relocating the iSchool, the program will be able to physically express its identity as a separate school as well as move into a space that has been specifically designed to meet the needs of its program for a highly collaborative culture that fosters collegiality, inclusiveness, creativity, and innovation.

This project will update all major building systems utilizing sustainability goals to a minimum LEED Silver certification, address important seismic, life safety and code requirements including accessibility requirements, and will ensure the preservation of this historic building. The renovation of the Lewis Hall houses 11,700 assignable square feet (ASF) of the total 17,500 ASF needed for the iSchool. The preferred alternative constructs an addition of 5,800 ASF/(9,250 GSF) to accommodate the balance of the program space requirements. Additional state funding was requested to consider the preferred alternative for constructing an addition to Lewis Hall to accommodate the iSchool's larger program need.

PREVIOUS ACTION

At the May 2007 Board of Regents meeting, the President was delegated authority to award design contracts to Mithun Architects for the Lewis Hall Renovation project.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Lewis Hall Renovation Project - Project Presentation (continued p. 2)

SCOPE OF THE PROJECT

The project includes the renovation of Lewis Hall and the construction of an addition to accommodate the user program needs. The planned renovation 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 renovating Lewis Hall to a safe and useful condition. To accommodate iSchool program needs, a new 9,250 GSF addition will be attached to Lewis Hall. The addition is not only planned to compliment the scale and materials of the existing historic Lewis Hall structure but also to give an opportunity to further express a modern state of art facility for the iSchool. The new iSchool home expresses the roots of library science into the digital information age.

SCHEDULE

Architect Selection	June 2007
Predesign	July 2007 through December 2007
Design	April 2008 through November 2009
Construction	November 2009 through December 2010
Occupancy and Use	January 2011

PROJECT BUDGET AND FUNDING

Funding of \$2,000,000 for pre-design and design have been allocated by the State Legislature based on a 2007-2009 Capital Project Request of \$18,500,000. The preferred alternative budget for Lewis Hall has been established at \$25,130,000. The construction cost estimate was completed for the Lewis Hall Renovation Predesign Study dated December 24, 2007, and escalation cost is included to the mid point of construction (June 2010). The construction phase will be part of the University's 2009-2011 budget request.

CONTRACTING STRATEGY

The recommendation of the Capital Projects Office is to use the alternate public works contracting procedure, General Contractor/Construction Manager

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Lewis Hall Renovation Project - Project Presentation (continued p. 3)

(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, Architecture Hall, Savery Hall and Clark Hall. During design the GC/CM has been able to provide detailed construction scheduling, input into design constructability issues, coordination of construction documents, determination of construction logistics and needed lay-down areas, and 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 before the completion of the schematic design phase.

SIGNIFICANT RISKS OR OPPORTUNITIES

The project presents an opportunity to renew one of the oldest buildings on campus. The original building was configured as a dormitory and has been used as office space since the 1930s. Office space is the main utilization of the building but the iSchool program also includes computer classrooms, labs, and collaborative learning spaces. With the need for upgrades for seismic, energy, Leadership in Energy and Environmental Design (LEED), accessibility, restrooms, elevators, and other code-related improvements, efficiency of the assignable square footage available for the user is a challenge.

Another challenge for the addition to Lewis Hall is to sensitively consider the design of the addition with respect to the historic nature of the original structure. The University of Washington, Seattle Campus Master Plan requires the preparation of an Historic Resource Addendum (HRA) which was prepared for this project in November of 2007. The HRA has been used in the evaluation of alternatives and helps to ensure that important elements of the campus, its historical character and value, environmental considerations and landscape context are preserved, enhanced and valued. The HRA further insures that improvements, changes and modifications to the physical environment are clearly analyzed and documented. The addition to Lewis Hall does not adversely impact the architectural and historic significance of the building and permits the University to fulfill its mission of preservation, advancement, and dissemination of knowledge.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Lewis Hall Renovation Project - Project Presentation (continued p. 4)

This addition will trigger the requirement for the Master Use Permit from the City of Seattle, Department of Design and Development. The Seattle Campus Master Plan 2003 was adopted by the Board of Regents and the Seattle City Council. It outlines the review and approval process for projects over 50 years old, adjacent to a building or a significant campus feature older than 50 years old and public spaces identified in the Campus Master Plan.

An ongoing risk is the continued climate of high 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.

Attachment: Project Budget

Project Budget

	<u>Total Escalated Cost*</u>	<u>% of TPC</u>
Pre-Schematic Design Services	\$319,000	1.27%
A/E Basic Design Services	\$832,000	3.31%
Extra Services	\$816,000	3.25%
Other Services	\$653,000	2.60%
Design Services Contingency	\$345,000	1.37%
Consultant Services	\$2,965,000	11.80%
GC/CM Construction Cost	\$13,234,000	52.66%
Other Contracts	\$2,757,000	10.97%
Construction Contingencies	\$1,992,000	7.93%
Sales Tax	\$1,605,000	6.39%
Construction	\$19,588,000	77.95%
Equipment	\$487,000	1.94%
Artwork	\$43,000	0.17%
Other costs	\$481,000	1.91%
Project Management	\$1,566,000	6.23%
Other	\$2,577,000	10.25%
Total Project Cost (TPC)*	\$25,130,000	100.00%
<u>Included in Above:</u>		
Escalation through June 2010	\$2,624,540	10.44%
<u>Source of Funds</u>		
State Funds base	\$18,501,000	73.62%
State Funds add'l request	\$6,629,000	26.38%
Total	\$25,130,000	100.00%

* Escalated to the mid point of construction June 2010

ATTACHMENT

VII. STANDING COMMITTEE

B. Finance, Audit and Facilities Committee

Capital Projects Office Status Report, October 2007–February 2008

Information will be available at the meeting.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW Tower Occupancy Progress Report, March 2008

The last UW Tower planning progress report was provided to the Board of Regents at the January 2008 meeting. A general summary of occupancy progress is provided below.

BUILDING TRANSITION AND OCCUPANCY PROGRESS

The first phase of move-ins to the UW Tower properties began last month with the Office of Planning and Budgeting's move to the UW Tower on February 27. This first phase of moves also includes Educational Outreach, the Office of Research, UW Technology Services, the Attorney General's Office, UPress, the School of Nursing, and the School of Public Health and Community Medicine.

The overall move-in schedule is tracking within the original tower acquisition proforma assumptions which assumed that the buildings would be 50% occupied by June 30, 2008, 75% occupied by December 31, 2008 and 100% occupied by June 30, 2009. The current move schedule is very close to the proforma assumptions and we are working to exceed the ramp-up schedule. More detailed information, including unit move-in schedules, can be found at <http://www.uwtower.org/Main.aspx>.

Work is going on throughout the office properties to prepare floors for occupancy based on the move-in schedule:

Work to extend fiber to the property and replace the vertical telephone/data wiring and electrical wiring in the UW Tower buildings is essentially complete.

Cleaning and painting of the interior surfaces of the perimeter pillars, and the building core has largely been completed, as have fire alarm and building control upgrades.

The furniture given to the University by Safeco has been inventoried, disassembled and stacked on several floors throughout the tower to facilitate reassembly according to the specific space requirements of the occupants.

The City issued the permit for the new parapet and exterior sign package on February 4, and the project has been put out to bid with a target installation date for the new signs in May. Approximately \$980,000 has been provided from central capital reserves for the sign change project.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW Tower Occupancy Progress Report, March 2008 (continued p.2)

Building orientations are underway for all future building occupants to familiarize staff and faculty with the facilities and the neighborhood.

Consistent with the proforma assumptions, the administration is proposing to finance various capital improvements necessary to prepare the property for occupancy. The debt service costs associated with these improvements have been factored into the UW Tower rent rate.

Maintenance and repair work is underway in the parking garages and a capital improvement project for seismic upgrades is planned for this summer.

A dedication event is being planned for April 25 to celebrate the University's occupancy of the tower properties.

The two surface parking lots included in the acquisition are currently being leased for parking under varying arrangements. The University and the City have finalized a lease for use of Lot #1 as a temporary fire station (May 2008 to December 2009). The administration is also evaluating future options including development of faculty/staff housing on one or both of these lots.

B. Finance, Audit and Facilities Committee

UW Tower Capital ImprovementsRECOMMENDED ACTIONS:

It is the recommendation of the Finance, Audit, and Facilities Committee that the Board of Regents approve:

- 1) financing the construction of various infrastructure and tenant improvement projects at UW Tower through the issuance of up to \$13 million in short term notes (commercial paper) and the issuance of long term debt in the amount required to pay off the notes when UW General Revenue Bonds are next issued, and
- 2) delegation of authority to the president or his designee to execute documents as required to complete the interim and permanent financings, including the authority to set maturities and roll periods for the short term notes and enter into a rate lock prior to obtaining permanent financing.

BACKGROUND:

The current proforma shows a smaller overall deficit when compared to the one prepared in 2006 for the purchase analysis of the Tower properties. The major differences are the \$2.6M annual state contribution for operations and maintenance, slightly lower expense for O&M and reserves, higher rent revenue from Safeco for the first two years, and lower debt service in FY 2008.

When the UW Tower was purchased in 2006, the capital costs involved in preparing the building for university occupancy were estimated at \$9.1 million and built into the proforma that was presented to the regents in August 2006. Examples of these costs included tenant improvement allowances, installation of the computing and communications infrastructure, and capitalized moving costs.

As the university now transitions into full occupancy of the UW Tower properties, additional costs have been identified totaling \$3.9 million, bringing the total cost of preparing the building for occupancy to nearly \$13 million. After purchasing the building, it was determined that much of the electrical wiring required replacement and that a variety of improvements to the common areas were necessary. In addition, the original proforma did not include costs for space programming, reconfiguration of the donated furniture, and equipment.

FINANCING PLAN:

The debt service for these capital improvements is built into the building-wide rent rate and will be paid from tenant rents, indirect cost recovery from grants,

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW Tower Capital Improvements (continued p. 2)

and central funds. Treasury Office, in conjunction with the Office of Planning and Budgeting and the Real Estate Office, has reviewed the occupancy plan and believe that the rental revenues and planned central contribution to the projects are sufficient to pay the debt.

The sources and uses for these projects are as follows:

Sources and Uses of Funds

Sources of Funds

Short / Long Term Debt	12,989,000
Total Sources of Funds	12,989,000

Uses of Funds

Tenant Improvement Allowance	5,105,000
Computing Infrastructure / Data Wiring	3,985,000
Capitalized Repairs and Common Area Improvements	1,350,000
Space Planning and Programming	803,000
Interior Signage	196,000
Other Capital Costs	1,421,000
Debt Cost of Issuance	129,000
Total Uses of Funds	12,989,000

REVIEWS AND APPROVALS:

The financing plan has been reviewed and approved by the Senior Vice President for Finance and Facilities and the Vice Provost for Planning and Budgeting.

Attachment: Ten year UW Tower proforma

UW Tower Ten Year Proforma (in 000's)

<u>Revenue (1)</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>	<u>FY 2016</u>
Safeco Rent	8,137	3,613	-	-	-	-	-	-	-	-
Lease Consolidation (2)	-	1,140	5,700	6,141	6,590	7,047	7,513	7,987	8,067	8,148
Indirect Cost Recovery	-	300	1,500	1,515	1,530	1,545	1,561	1,577	1,592	1,608
State Contribution to O&M	-	1,282	2,619	2,619	2,619	2,619	2,619	2,619	2,619	2,619
Total Revenue	8,137	6,335	9,819	10,275	10,739	11,211	11,693	12,183	12,278	12,375
<u>Expenses</u>										
Building Debt Service	5,164	4,070	7,656	7,656	7,656	7,656	7,656	7,656	7,656	7,656
Debt Service: Capital Improvements	-	-	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300
O&M and Reserves	219	1,420	4,580	4,717	4,859	5,005	5,155	5,309	5,469	5,633
Moving and Lease Termination	367	4,653	3,500	-	-	-	-	-	-	-
Total Expenses	5,750	10,143	17,036	13,673	13,815	13,961	14,111	14,265	14,425	14,589
Total Cash Flow	2,387	(3,808)	(7,217)	(3,399)	(3,076)	(2,749)	(2,418)	(2,083)	(2,146)	(2,214)
Total Cash Flow Estimate 8/06	1,585	(7,593)	(11,370)	(6,961)	(4,339)	(4,227)	(4,111)	(3,990)	(3,865)	(3,736)
Variance	802	3,785	4,153	3,563	1,263	1,478	1,692	1,907	1,718	1,522

NOTES:

(1) Includes UW Tower and Buildings O,C, and S. Does not include surface lots, parking garage, Collegiana, and data center.

(2) Self sustaining and leased space only.

ATTACHMENT

BENCHMARKING UNIVERSITY ADVANCEMENT PERFORMANCE

Benchmarking Data based on VSE stats (2007 survey results released on February 22, 2008) and peer lists including Universities in \$2+ Billion-Dollar Campaigns, Global Universities, HECB Peers, Public Research/Doctoral Universities, and Public & Private Research/Doctoral Universities.

CAMPAIGN UW: CREATING FUTURES

Report Prepared by: Office of Development and Alumni Relations

Universities in \$2+ Billion-Dollar Campaigns
Ranked by 5-Year Contribution Average - FY2007

Rank	University	Grand Total 5-Year Avg.	Campaign Goal	Alumni Participation	Alumni of Record
1	Stanford University	\$671,541,576	\$4.3 billion	28.6%	162,807
2	Cornell University	\$398,418,722	\$4 billion	41.7%	125,865
3	University of Pennsylvania	\$389,685,433	\$3.5 billion	25.9%	262,517
4	Johns Hopkins University	\$355,994,793	\$3.2 billion	20.1%	135,654
5	Columbia University	\$344,311,169	\$4 billion	11.5%	296,532
6	Yale University	\$323,266,930	\$3 billion	31.4%	138,922
7	University of Washington	\$279,185,979	\$2.5 billion	18.3%	299,067
8	New York University	\$249,177,221	\$2.5 billion	8.4%	381,162
9	University of Michigan	\$241,808,539	\$2.5 billion	14.2%	457,302
10	University of Virginia	\$223,977,955	\$3 billion	20.8%	180,307
11	University of Chicago	\$216,594,258	\$2 billion	22.6%	126,281
12	University of Pittsburgh	\$106,476,009	\$2 billion	16.0%	244,177

Note: Campaigns currently in progress as of 2/25/08

Sources:

By Marisa Lopez-Rivera, "Updates on Billion-Dollar Campaigns at 31 Universities." *The Chronicle of Higher Education*, February 7, 2008.

<http://chronicle.com/daily/2008/02/1551n.htm>
(accessed February 25, 2008)

The Council for Aid to Education's VSE Survey / VSE Data Miner.
Http://www.cae.org/content/pro_data_trends.htm
(accessed February 25, 2008)

Global Universities
Ranked by 5-Year Contribution Average - FY2007

Rank	University	Grand Total 5-Year Averages	Alumni Participation	Alumni of Record
1	Univ of California, Los Angeles	\$310,875,332	8.7%	341,636
2	University of Washington	\$279,185,979	18.3%	299,067
3	University of Virginia	\$223,977,955	20.8%	180,307
4	Univ of California, San Diego	\$140,906,723	6.5%	116,606
5	University of Colorado Foundation	\$96,889,337	5.8%	311,602
6	Rutgers, The State University	\$84,383,592	9.8%	333,089
7	Univ of California, Davis	\$84,119,497	7.7%	191,958
8	University of Maryland College Park	\$81,361,180	8.9%	258,184
9	Univ of California, Irvine	\$64,318,183	11.1%	86,278
10	University of Connecticut Foundation	\$45,885,373	10.9%	176,349
11	University of Massachusetts, Amherst	\$26,515,660	11.8%	202,323

Source:

The Council for Aid to Education's VSE Survey / VSE Data Miner. [Http://www.cae.org/content/pro_data_trends.htm](http://www.cae.org/content/pro_data_trends.htm)
(accessed February 25, 2008)

HECB Peer Institutions
Ranked by 5-Year Contribution Average - FY2007

Rank	University	Grand Total 5- Year Averages	Alumni Participation	Alumni of Record
1	Cornell University	\$398,418,722	41.7%	125,865
2	University of Wisconsin-Madison	\$361,913,622	13.1%	374,906
3	Univ of California, Los Angeles	\$310,875,332	8.7%	341,636
4	University of Washington	\$279,185,979	18.3%	299,067
5	University of Minnesota	\$266,042,364	10.6%	467,907
6	University of Michigan	\$241,808,539	14.2%	457,302
7	University of Virginia	\$223,977,955	20.8%	180,307
8	Ohio State University	\$209,501,913	16.4%	416,937
9	Univ of North Carolina at Chapel Hill	\$205,903,923	19.3%	244,943
10	University of Florida	\$158,751,379	17.2%	298,488
11	Texas A&M University	\$144,310,802	16.9%	258,133
12	Univ of California, San Diego	\$140,906,723	6.5%	116,606
13	University of Arizona	\$135,454,637	6.5%	252,308
14	Michigan State University	\$128,904,669	14.0%	429,693
15	University of Pittsburgh	\$106,476,009	16.0%	244,177
16	University of Iowa	\$99,938,313	14.2%	250,843
17	Univ of California, Davis	\$84,119,497	7.7%	191,958
18	University of Missouri-Columbia	\$81,144,449	16.8%	193,920
19	Univ of California, Irvine	\$64,318,183	11.1%	86,278
20	University of Cincinnati	\$62,050,290	7.5%	263,430
21	University of Kentucky	\$60,411,325	12.1%	166,566
22	University of New Mexico	\$45,964,376	6.3%	145,600
23	University of Hawaii Foundation	\$31,844,225	6.8%	205,384

Source:

The Council for Aid to Education's VSE Survey / VSE Data
Miner. [Http://www.cae.org/content/pro_data_trends.htm](http://www.cae.org/content/pro_data_trends.htm)
(accessed February 25, 2008)

Public Research / Doctoral Universities
Ranked by 5-Year Contribution Average - FY2007

Rank	University	Grand Total 5-Year Averages	Alumni Participation	Alumni of Record
1	University of Wisconsin-Madison	\$361,913,622	13.1%	374,906
2	Univ of California, Los Angeles	\$310,875,332	8.7%	341,636
3	University of Washington	\$279,185,979	18.3%	299,067
4	Indiana University	\$267,397,998	13.7%	418,461
5	University of Minnesota	\$266,042,364	10.6%	467,907
6	University of Michigan	\$241,808,539	14.2%	457,302
7	Univ. of Texas at Austin	\$225,250,869	14.9%	393,267
8	University of Virginia	\$223,977,955	20.8%	180,307
9	Univ of California, Berkeley	\$216,553,230	8.8%	399,689
10	Ohio State University	\$209,501,913	16.4%	416,937
11	Univ of North Carolina at Chapel Hill	\$205,903,923	19.3%	244,943
12	Purdue University	\$172,387,213	15.1%	370,902
13	Pennsylvania State University	\$163,798,930	16.3%	459,561
14	University of Florida	\$158,751,379	17.2%	298,488
15	University of Arkansas	\$153,689,899	14.3%	120,439

Source:

The Council for Aid to Education's VSE Survey / VSE Data Miner. [Http://www.cae.org/content/pro_data_trends.htm](http://www.cae.org/content/pro_data_trends.htm)
(accessed February 25, 2008)

Public and Private Research / Doctoral Universities
Ranked by 5-Year Contribution Average - FY2007

Rank	University	Grand Total 5-Year Averages	Alumni Participation	Alumni of Record
1	Stanford University	\$671,541,576	28.60%	162,807
2	Harvard University	\$614,732,222	21.00%	312,706
3	Cornell University	\$398,418,722	41.70%	125,865
4	University of Pennsylvania	\$389,685,433	25.90%	262,517
5	University of Southern California	\$378,882,337	23.00%	186,046
6	University of Wisconsin-Madison	\$361,913,622	13.10%	374,906
7	Johns Hopkins University	\$355,994,793	20.10%	135,654
8	Columbia University	\$344,311,169	11.50%	296,532
9	Yale University	\$323,266,930	31.40%	138,922
10	Duke University	\$313,742,937	31.00%	134,312
11	Univ of California, Los Angeles	\$310,875,332	8.70%	341,636
12	University of Washington	\$279,185,979	18.30%	299,067
13	Indiana University	\$267,397,998	13.70%	418,461
14	University of Minnesota	\$266,042,364	10.60%	467,907
15	Massachusetts Institute of Technology	\$254,590,887	27.20%	121,735

Source:

The Council for Aid to Education's VSE Survey / VSE Data
Miner. [Http://www.cae.org/content/pro_data_trends.htm](http://www.cae.org/content/pro_data_trends.htm)
(accessed February 25, 2008)

University of Washington Investment Committee Update



MARCH 20, 2008

Presented by
Keith Ferguson
Chief Investment Officer

INVESTMENT OUTLOOK

Capital Markets

- Low returns environment
- Increased volatility
- Inflationary pressures
- U.S. Dollar uncertainty

Consolidated Endowment Fund

- Defensive posture
- Emphasis on global markets
- Long term investment perspective

*Asset Allocation**

- Minor adjustments to long-term targets
- Wider policy ranges
- Greater diversification and flexibility

** Formal policy review in May 2008*

ASSET ALLOCATION

As of January 31, 2008

Consolidated Endowment Fund¹—\$2,120 MM



	Dollars in Millions		Long-Term Target	Policy Range
	Current	Allocation		
Domestic Equity	\$278	13% ²	18%	10%–40%
International Developed Markets	\$410	19%	20%	10%–35%
International Emerging Markets	\$300	14%	10%	5%–15% ⁴
Marketable Alternatives	\$352	17%	16%	5%–25%
Non-Marketable Alternatives	\$268	13%	12%	5%–20%
Equity Fund	\$1,6079	76%	76%	60%–90%
Real Assets Fund	\$278	13%	12%	5%–20%
Fixed Income Fund ³	\$235	11%	12%	5%–35%
Total Consolidated Endowment Fund	\$2,120	100%		

¹ Total international exposure: 47%; estimated net foreign currency exposure: 44%

² 12% without notional exposure to S&P500 Futures

³ Includes allocation to cash

⁴ On November 14, 2007, the Board of Regents approved expansion of the International Emerging Markets policy range to 5%–25% through June 30, 2008



Report of Planned Internal Audit Activities 2008



Finance, Audit and Facilities Committee
Board of Regents

Department of Audits
University of Washington

March 2008



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Executive Summary

Internal Audit engages in three primary activities – audits, advisory services and investigations. Our focus is to actively work with campus schools and colleges, assisting management to address financial risk and exposures. Rather than duplicate the financial and compliance auditing performed by KPMG and the State Auditor’s Office, Internal Audit concentrates on departmental control systems and processes. In this way, audit resources are maximized.

Internal Audit’s goals for 2008 are:

- Complete the top ten highest risk audits
- Develop and refine the UW Medicine audit function
- Revise our follow up audit process
- Implement a University-wide fraud reporting hotline
- Continue participation in the development of University-wide strategic risk management framework

The University of Washington Internal Audit Plan for 2008 is designed to provide comprehensive audit coverage, deploying Internal Audit resources in an effective and efficient manner. As in years past, we will continue to focus on the high risk areas as identified by our risk assessment.



2008 Audit Focus

Federal Regulatory Issues

Effort Certification Process

Faculty effort on research projects continues to be the subject of scrutiny by federal and state auditors. Faculty Effort Certifications (FECs) and Grant and Contract Certification Reports (GCCRs) document faculty and staff efforts charged to sponsored projects. FECs also document cost sharing. We will review controls to ensure effort certification reports are certified by the due date. We will also determine whether principal investigator efforts on sponsored projects are consistent with the level of commitment proposed to the federal government.

Subrecipient Monitoring

The monitoring of subrecipients of federal funds continues to be the subject of scrutiny by federal and state auditors. When the University is awarded federal funds to perform research or other projects, it may choose to subcontract some of the work out to other organizations. The University is responsible for monitoring the subrecipients to ensure they comply with federal regulations and achieve program objectives. We will review controls to ensure that subrecipient monitoring is performed in accordance with federal regulations.

Conflicts of Interest

We will review compliance with the University's policy for the disclosure and management of significant financial interests related to research and technology transfer.

Grants Management

We anticipate continued federal interest in research and program accountability. The University can be proud of its award winning grants management program. Internal Audit will continue to identify high risk departments and work with departmental management to ensure full compliance with applicable regulations.

Capital Projects

The need to ensure that ongoing and new capital projects do not expose the University to major financial losses is a continuing internal audit focus. In 2008 we will focus on control systems that ensure contractors and consultants are hired in compliance with state law and University procedures.

Cash Receipts

Over half a billion dollars in cash is received each year at multiple locations throughout the University. We will continue to review controls in high risk cash handling locations to ensure that University assets are properly accounted for and adequately protected against misappropriation.

Internal Control Systems

The University continues to move its central systems away from pre-approval controls and toward post audit controls. Internal Audit provides advisory services and training to ensure that departments continue to have a sound basis for establishing and monitoring internal control systems. It is more important than ever that departmental management understand the risks and responsibilities



2008 Audit Focus (continued)

associated with operating in a decentralized post audit control environment. As more functions are delegated to departments, oversight is required to ensure that controls are in place and serve the intended purpose.

Resource demands on departmental general operating funds force departments to make difficult decisions regarding resource allocations. Resource pressures may result in the elimination of critical system controls. Without system checks and balances, departments have a higher exposure to financial irregularities and noncompliance with policies and regulations.

Gifts and Endowments

During FY 2007, the University received more than \$176 million in gifts and endowments. The University relies on individual departments to ensure that these funds are spent in accordance with donor intentions. In 2008, we will continue to review departmental controls designed to ensure gift and endowment funds are expended according to donor intent.

Computing and Networking

Departmental Computing and Networking

University departments often develop and operate their own computer systems because of special needs. Our focus is on identifying critical systems and networks managed at the departmental level

so that we can ensure the security of the overall University computing environment. Toward this objective, we are working with departmental staff to promote awareness of risks and issues concerning internal security and uninterrupted operations.

Data Security

The University and its affiliated institutions acquire, generate, and maintain an enormous amount of data as part of business operations, education programs, and extensive research efforts. Data are stored in electronic form on a variety of information systems. Proper protection of data and information systems is determined by a combination of compliance requirements mandated by state and federal government statutes and regulations, accepted best practices, and institutional risk management decisions. In 2008, we plan to review information security controls designed to ensure the proper protection of University data and information systems.

UW Medicine

Computing and Networking

In 2008, we will focus our information technology audits on both central IT operations and departmental systems. We will look at Information Technology Services controls over project intake, management and resource allocation. We will also focus on data integrity and security controls operating in departmental systems that provide significant data feeds to the billing system.



2008 Audit Focus (continued)

Medical Centers Human Resources and Payroll

We will review controls that ensure hiring, separation and leave transactions are processed accurately and promptly, and that timekeeping entries are appropriately authorized and accurately processed.

Hospital Billing

The ability to capture services and bill them in a timely manner is critical to the hospital's ability to collect revenue from its payers. Our focus will be on determining whether controls are sufficient to ensure timely and accurate billing, and the appropriate review and approval of administrative write offs.

Medical Centers Materials Management

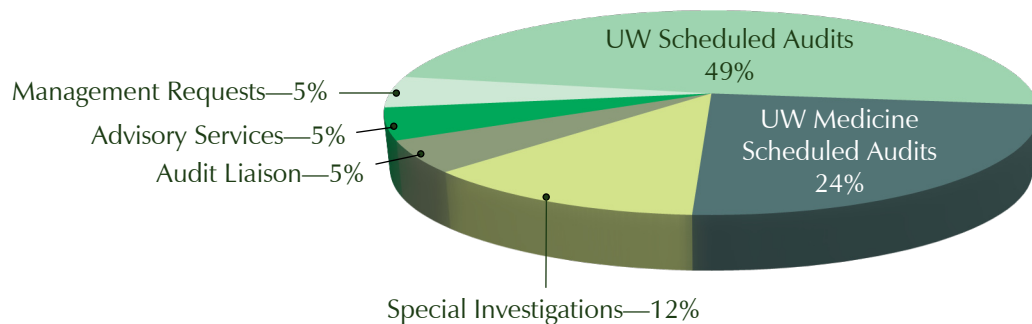
Our audit focus will be on controls that ensure inventory is properly accounted for and safeguarded against theft and loss.



2008 Scheduled Audits

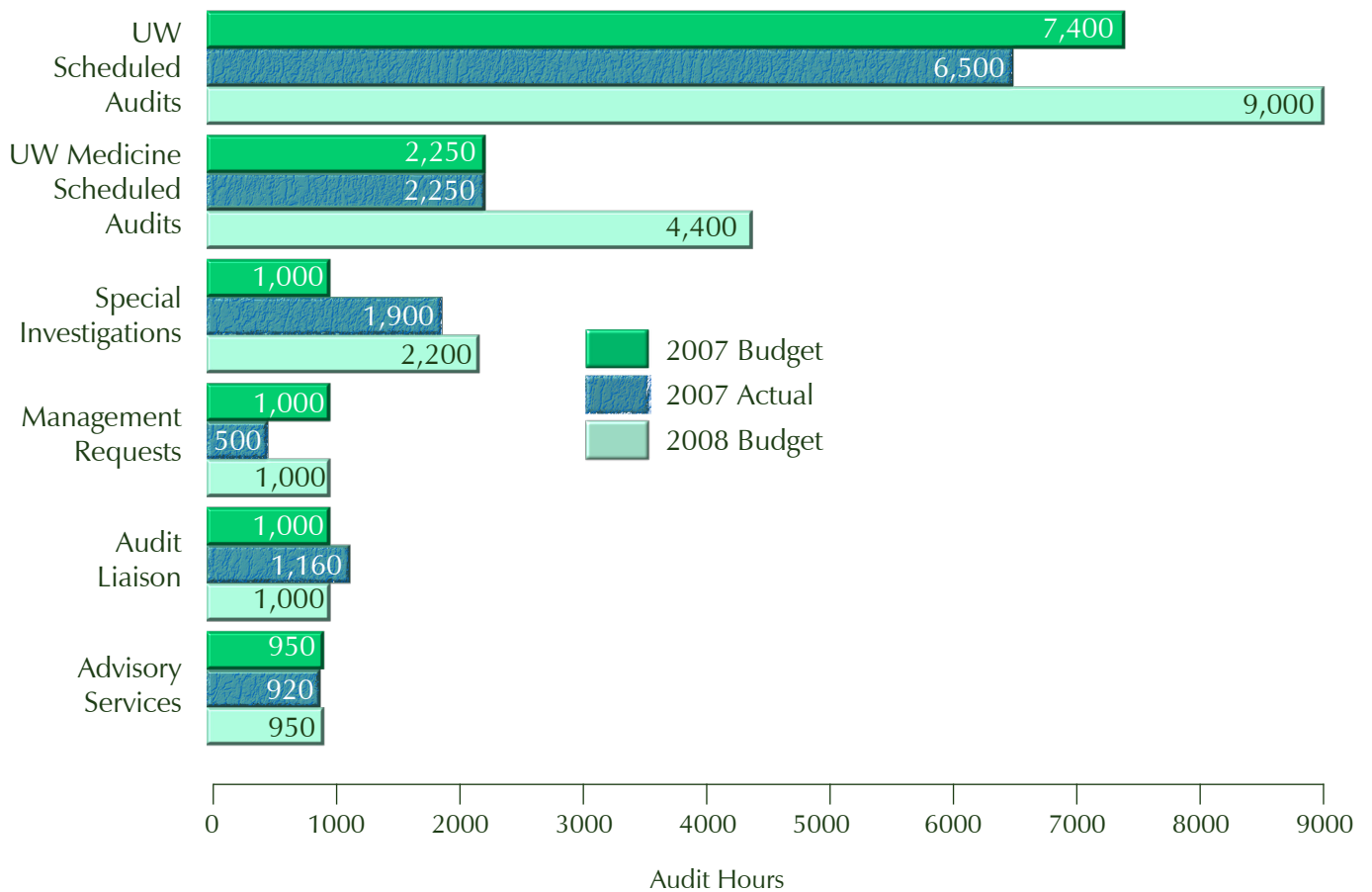
	Internal Controls	Compliance	Business Processes	Information Systems	Follow-Ups
UW					
College of Arts & Sciences - Speech & Hearing	•	•	•	•	
School of Medicine					
Allergy & Infectious Diseases	•	•			
Genome Sciences*	•	•			
Laboratory Medicine	•	•	•	•	
Otolaryngology*	•	•	•	•	
School of Nursing	•	•	•		
School of Public Health –					
International Training and Education Center on HIV	•	•			
Bothell Campus – Chancellor’s Office	•		•		
Capital Projects – Consultants/Contractors	•	•	•		
Cash Receipts	•		•		
Educational Outreach*	•		•	•	
Grants and Contracts					
Conflicts of Interest		•			
Faculty Effort Certification*		•			
Subrecipient Monitoring		•			
Intercollegiate Athletics	•	•	•		•
Primate Center*	•		•	•	•
Student Database				•	
Student Publications	•		•		
Various Departments					•
UW Medicine					
Hospital Billing System	•		•	•	
Information Technology Services*				•	
Medical Centers Materials Management	•		•	•	
Medical Centers Human Resources and Payroll *	•		•	•	
Patient Financial Services	•		•		

* In progress





2008 Planned Audit Hours



2008

- Budget for UW scheduled audits increased in anticipation of a fully staffed internal audit department
- Budget for UW Medicine audits increased now that Internal Audit is fully staffed
- Budget for Investigations increased to align with 2007 results and to cover UW Medicine



Summary of Audit Coverage

The University departments listed below are ranked from high to low in terms of the relative risk they represent. A ● in the columns to the right signifies the areas each auditing entity plans to audit in 2008. A ○ represents the areas audited by other auditors in 2007.

Risk/ Rank	Organization	University Internal Audit	Hospital Internal Audit	State Auditor's Office	KPMG	Peterson Sullivan	Other Auditors
1.	School of Medicine	●		●			○
2.	Harborview Medical Center		●	●	●		○
3.	University Medical Center		●	●	●		
4.	College of Arts & Sciences	●					○
5.	UW Technology			●	●		
6.	Educational Outreach	●					
7.	Health Sciences	●					○
8.	School of Dentistry	●					○
9.	School of Public Health & Community Medicine	●					
10.	Intercollegiate Athletics	●		●	●		
11.	Office of Development & Alumni Relations				●		
12.	Facilities Services				●		
13.	Bothell Campus	●					
14.	Capital Projects	●		●	●		
15.	Tacoma Campus						
16.	School of Nursing	●					
17.	Purchasing			●	●		
18.	College of Engineering						○
19.	School of Business Administration						
20.	College of Ocean & Fishery Sciences						○
21.	Payables Operations			●	●		
22.	Grant & Contract Accounting			●	●		○
23.	University Police						
24.	School of Pharmacy						
25.	Human Resources						
26.	University Libraries						
27.	Payroll			●	●		
28.	UW Tech Transfer						
29.	Office of Sponsored Programs			●			
30.	Student Publications	●				●	
31.	School of Law						
32.	School of Social Work						



Summary of Audit Coverage (continued)

The University departments listed below are ranked from high to low in terms of the relative risk they represent. A ● in the columns to the right signifies the areas each auditing entity plans to audit in 2008. A ○ represents the areas audited by other auditors in 2007.

Risk/ Rank	Organization	University Internal Audit	Hospital Internal Audit	State Auditor's Office	KPMG	Peterson Sullivan	Other Auditors
33.	College of Forest Resources						
34.	Student Fiscal Services				●		
35.	Treasury Office				●		
36.	Housing & Food Services			●		●	
37.	Graduate School						
38.	Financial Accounting			●	●		
39.	Real Estate/Metropolitan Tract Office					●	
40.	Office of Research						
41.	Office of Information Management						
42.	Minority Affairs						
43.	Undergraduate Education						
44.	College of Architecture & Urban Planning						
45.	Daniel J. Evans School of Public Affairs						
46.	Transportation				●		
47.	Enrollment Services (Admissions & Registrar)			●			
48.	Student Financial Aid						
49.	College of Education						
50.	Equipment Inventory				●		○
51.	External Affairs						
52.	Provost						○
53.	Planning & Budgeting						
54.	Risk Management				●		
55.	Information School						○
56.	Student Life						
57.	ASUW/GPSS					●	
58.	Student Activities and Union Facilities					●	



Risk Assessment Methodology

We use a risk assessment model to prioritize audit coverage and ensure timely reviews of high exposure areas. We define risk to include:

- Loss, unauthorized use and misappropriation of University assets
- Violation of laws and regulations
- Adverse publicity involving the University

The risk assessment process includes gathering and evaluating information from senior management and college and department administrators, and utilizing the University's data warehouse for financial information. We use the following risk factors to help identify high risk areas.

- Business Exposure
- Compliance Requirements
- Control Environment Stability
- Audit Coverage
- Financial Impact
- Information Systems Complexity
- Management's Interest
- Auditor's Interest

We review risk assessment models used by peer institutions and utilize their experience and knowledge of university operations to ensure our risk assessment model includes factors relevant to the University of Washington.

We develop our annual audit plan based on the results of the risk assessment survey, management input, planned external audit coverage and issues currently affecting universities nationwide.



Elements of the Audit Planning Process

- Interviews of senior University management for key concerns
- University-wide assessment of risk
- Consideration of the changing environment and identification of issues that could affect the University
- Evaluation of issues of concern to other universities

Universities contacted:

University of Arizona
University of California - Berkeley
University of California - San Diego
University of California System
Colorado State University System
Cornell University
University of Florida
University of Georgia
Georgia Institute of Technology
University of Georgia System
University of Illinois - Urbana-Champaign
Johns Hopkins University
Massachusetts Institute of Technology
University of Michigan
University of Minnesota
University of New Mexico
University of North Carolina - Chapel Hill
Ohio State University
Oregon University System
University of Pennsylvania
Stanford University
Texas A&M University Systems
University of Texas System
University of Utah
University of Wisconsin-Madison

- Integrated planning with external auditors
- Assessment of cyclical audit coverage for the high-risk organizational units identified in our risk assessment

2008 UW Legislative Session Summary

Supplemental Budget Summary

The 2008 supplemental operating and capital budgets provide a total of \$5.3 million in new resources for the University of Washington (UW). This includes additional operating support of \$2.0 million and increased capital budget funding of \$3.3 million. In a session where funding for new initiatives was limited given an unexpected \$423.0 million drop in the February general fund revenue forecast, a \$91.0 million increase in mandatory caseload and other state expenditures and the desire to maintain a sizeable budget reserve, the University received \$1.0 million in new funding to support the creation of an eScience Institute and \$3.0 million for land acquisition and soils remediation on the UW Tacoma campus. In addition, there were no reductions to the underlying 2007-09 base budget and the University successfully obtained authorization to collect tuition and fees in the 2008-09 academic year as required by Initiative 960.

eScience Institute — \$1.0 Million

The budget provides \$1.0 million to establish an “eScience Institute” at the UW. This new Institute will help make the University a leader in advancing the technology, tools and consulting expertise to help scientists with their data-related research problems. The Institute will focus initially on the NEPTUNE project where the UW hopes to be awarded a \$130 million National Science Foundation grant to construct the world’s first regional cabled observatory on the Juan de Fuca plate off the Washington and Oregon coasts.

UW Tacoma Land Acquisition and Soils Remediation — \$3.0 Million

A total of \$3.0 million is provided for land acquisition and soils remediation at the UW Tacoma campus. Specifically, \$2.0 million is provided from the state

building construction account to acquire additional parcels within the boundaries of the campus master plan and \$1.0 million is provided from the state toxics account to clean up contaminated soils on land owned by the University.

Entrepreneurial “Star” Researchers — \$265,000 (CTED)

The final supplemental budget provides the Department of Community, Trade and Economic Development (CTED) with an additional \$265,000 for the Entrepreneurial Researchers program. A total of \$2.4 million was provided to establish this program in the 2007-09 biennial budget. Both the UW and WSU are currently engaged in active recruitments of two faculty members who will lead innovation research teams and the budget ensures sufficient funds will be available to finalize these efforts.



I-960 Tuition and Fee Re-authorization

Based on the interpretation of the state's Solicitor General, the recent voter-approved Initiative 960 requires that all state agency fees (including tuition) not previously authorized prior to certification of the measure in December 2007, be statutorily "re-authorized" by the legislature during the 2008 session. For the UW, this includes all categories of tuition and related fees not yet adopted by the Board of Regents for the 2008-09 academic year, estimated to provide up to \$45 million in additional core education budget revenue. The final operating budget includes the necessary legislative re-authorization language.

Student Childcare Grants — \$500,000 (HECB)

An additional \$500,000 is provided in the HECB budget to increase child care opportunities for students at the six public baccalaureate institutions. Together with funding in the base budget, monies will be disbursed based on new provisions included in SHB 2582 (see *Enacted Legislation of Interest to the University*, page 4).

Campus Safety — \$88,000

A total of \$88,000 is provided to hire one additional mental health counselor as part of the legislature's "campus safety" initiative. In addition, \$200,000 is provided in the supplemental capital budget to the Washington State Patrol to conduct a needs analysis and fiscal impact study of higher education campus security as provided in 2SHB 2507 (see *Enacted Legislation of Interest to the University*, page 3).

NOTE: The "net" change to the UW's near general fund operating budget is actually a decrease of \$14.0 million from the level provided in the original 2007-09 biennial budget due to a one-time reduction in the state employer contribution for the cost of employee health benefits. The health benefit reduction reflects lower than budgeted expenditures for employee health benefits and will not change the health benefits provided to employees.

UW North Sound

While legislation to establish a new UW North Sound branch campus in Snohomish County did not pass during the 2008 session, the supplemental budget provides \$100,000 to the Higher Education Coordinating Board (HECB) to convene interested parties from the Snohomish, Island and Skagit county region to review the consultant's November 2007 recommendations and develop a consensus recommendation for a permanent site. In the supplemental capital budget, the \$2.5 million remaining from the original 2007-09 \$4 million appropriation for the new campus is removed.

Legislatively Directed Enhancements

Burke Museum Renovation. \$300,000 is provided in the supplemental capital budget from the state building construction account for a predesign study of a Burke Museum renovation project. The predesign must include a feasibility study and plan for covering at least one-third of the projected renovation costs through non-state sources.

William D. Ruckelshaus Center. \$244,000 is provided to the Ruckelshaus Center for two study efforts. Of this amount, \$125,000 is for additional financial support for an ongoing land use study and \$119,000 is for a patient safety study required under the provisions of E2SHB 3123.

Hood Canal Study. \$200,000 is provided for the UW's marine science program to study the impact of dissolved oxygen on marine biota in Hood Canal.

Institute for the Study of the Brain (I-LABS). \$150,000 is provided for additional support to the UW's Institute for the Study of the Brain.

International Trade Fellowships. \$135,000 is provided for stipends and travel expenses for five students to work as fellowship assistants to international trade representatives.

Greenhouse Gas Emissions. \$76,000 is provided for the UW's Climate Impacts Group and Business and Economic Development Center to implement the provisions of HB 2815 related to greenhouse gas emissions.

Climate Change Research. \$65,000 is provided to expand the work of the Office of the State Climatologist.

Disabilities Research Grants. \$50,000 is provided for incentive grants for research or training projects that will improve delivery of medical services for people with developmental disabilities.

Husky Stadium Renovation

The UW request legislation (SB 6848) to secure \$150 million in financing towards a planned \$300 million renovation of Husky Stadium did not pass the legislature during the 2008 session. However, in the 2008 supplemental capital budget bill, the legislature establishes a joint “King County Projects Financing Task Force” to review King County-specific revenue options to fund housing, arts, cultural, civic center, Puget Sound restoration and preservation, youth recreation and community development projects in King County. Once formed, the task force could consider the Husky Stadium renovation project to be funded from some of the tax sources currently used to finance Safeco and Qwest fields and the outstanding Kingdome debt.

The task force would be comprised of up to seven members, three from the House, and three from the Senate and one appointed by the Governor. The task force final report with recommendations would be issued by December 1, 2008.

Enacted Legislation of Interest to the University

University Request Legislation

Purchasing Alcohol in Non-Beverage Form. HB 2825 will permit the University to purchase industrial alcohol (ethanol) directly from national suppliers instead of from the state Liquor Control Board. The UW uses 8,000 gallons of ethanol per year in 170 different labs and facilities. The change is necessitated by the University’s decision to eliminate its central stores function and move to an automated electronic ordering system which could not be accommodated by the Liquor Control Board.

Campus Safety

Enhancing Campus Security. SSB 6328 directs institutions of higher education to make campus safety plans available to students, faculty, and staff. The plan must include the following: demographic data; prevention strategies;

complaint registration; and additional access information for special populations requiring assistance. In addition, institutions must enter into agreements with local governments regarding responsibilities during campus and local emergencies. Each institution must specify an individual responsible for monitoring compliance with campus safety laws.

Expanding the Statewide First Responder Building Mapping Information System. 2SHB 2507 requires the Washington State Patrol in consultation with others to (1) assess the emergency and critical incident plans of public and private colleges and universities; (2) evaluate campus buildings for addition to the Statewide First Responder Building Mapping Information System and develop a financial analysis and timeline for adding buildings; and (3) assess campus emergency notification systems and devices.



Assisting Victims of Domestic Violence, Sexual Assault or Stalking

Employment Leave for Victims of Domestic Violence.

SHB 2602 requires employers to provide reasonable leave to employees who are victims of domestic violence, sexual assault, or stalking, or whose family members are victims. The leave may be taken to: seek legal advice; find treatment; assist family members in obtaining shelter, rape crisis, or other social services; or participate in safety planning.

Shared Leave Sharing for Victims. SSB 6500 allows state agency heads to permit an employee who is a victim of domestic violence, sexual assault, or stalking to receive shared leave. Shared leave is a state program where employees may donate some of their annual, sick, or personal holiday leave for other employees in need of leave, not to exceed 261 days.

Child Care

Student Child Care Grants. SHB 2582 instructs the Higher Education Coordinating Board (HECB) and State Board for Community and Technical Colleges (SBCTC) to award child care grants for students on a competitive or matching basis. The HECB administers the program for the four year institutions and is required to proportionally distribute funds based on the financial support for child care received by student government associations who may also solicit private funds. The HECB and SBCTC were each provided an additional \$500,000 in the supplemental operating budget for student child grants.

Planning & Performance

HECB Master Plan. ESHCR 4408 is an update of the ten-year master plan created by the HECB at the direction of the legislature. The HECB plan provides specific action to be taken and identifies measurable performance indicators and benchmarks for gauging progress toward achieving the goals and priorities for higher education in Washington state. ESHCR 4408 includes: (1) linking the bachelor's and graduate degree goals to the state's specific economic needs; (2) producing program, degrees, and certificates linked to industry best practices and an outcome-based approach; (3) maximizing the use of full-time faculty while achieving flexibility; (4) facilities, technologies, and programs that are sustainable, efficient, and cost effective; (5) maximizing state funds and reviewing

the cost of service delivery; and (6) assessing the program capacity of public, independent, and career schools when determining public investments.

Higher Education Performance Agreements. Beginning in 2008, EHB 2641 creates a pilot-program to test performance agreements in the state's baccalaureate institutions over a six-year period. The purpose of these agreements is to develop and communicate a six-year plan developed jointly by state policymakers and an institution of higher education that aligns goals, priorities, desired outcomes, flexibility, institutional mission, accountability, and levels of resources.

Higher Education Capital Project Prioritization. ESHB 3329 repeals the current capital project prioritization efforts by the HECB and the Council of Presidents on behalf of the six public baccalaureate institutions. In its place, the bill directs OFM to develop common definitions, a new scoring system based on the system employed by the community colleges and a new process for prioritizing four-year institutions' capital projects. Projects must be independently scored based on whether they are addressing: (1) enrollment growth; (2) replacement/renovation; (3) infrastructure; (4) research promoting economic growth and innovation; or (5) other categories determined by OFM and legislative fiscal committees. On a pilot basis, OFM may choose one research institution to submit two prioritized lists of capital projects – one for branch campuses and one for all other campus projects.

Other Legislation

Associate Degree Transfer Students. E2SHB 2783 requires a list of rights to be established by a workgroup coordinated by the HECB for Transfer Associate Degree students. The workgroup must develop a system of identifying generally transferrable courses. Full institutional implementation is required by 2009, including course listings in catalogues. The HECB is required to create an additional workgroup for a statewide, web-based academic planning tool.

State Route 520 Bridge Replacement. ESHB 3096 allows the Washington State Department of Transportation (WSDOT) to seek approval from the Legislature for the collection of tolls on the existing and replacement State Route 520 Bridge following the submission of the tolling implementation report required by the act.