



February 11, 2010

TO: Members of the Board of Regents
Ex-officio Representatives to the Board of Regents
FROM: Joan Goldblatt, Secretary of the Board of Regents
RE: Schedule of Meetings

THURSDAY, FEBRUARY 18, 2010

9:00 to 10:40 a.m.	142 Gerberding Hall	FINANCE, AUDIT AND FACILITIES COMMITTEE: Regents Blake (Chr), Brotman, Cole, Jewell, Smith
10:55 a.m. to 1:15 p.m.	142 Gerberding Hall	ACADEMIC & STUDENT AFFAIRS COMMITTEE: Regents Barer (Chr), Gates, Golden, Harrell, Jewell
1:30 to 2:25 p.m.	142 Gerberding Hall	ACADEMIC & STUDENT AFFAIRS COMMITTEE: Regents Barer (Chr), Gates, Golden, Harrell, Jewell
		<i>in Joint Session with</i>
		FINANCE, AUDIT AND FACILITIES COMMITTEE: Regents Blake (Chr), Brotman, Cole, Jewell, Smith
3:00 p.m.	Petersen Room Allen Library	REGULAR MEETING OF BOARD OF REGENTS

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PRELIMINARY AGENDA

BOARD OF REGENTS University of Washington

February 18, 2010

3:00 p.m. – Petersen Room, Allen Library

(Item No.)

I. CALL TO ORDER

II. ROLL CALL – Assistant Secretary Kelly Keith

III. CONFIRM AGENDA

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

Amendment to the Bylaws of the Board of Regents (Action) BP-1

Federal Legislative Report (Information only) BP-2
Christy Gullion, Director of Federal Relations

V. REPORT OF THE UNIVERSITY PRESIDENT

VI. CONSENT AGENDA

Approval of Minutes of Meeting of January 21, 2010

Approval of Minutes of Special Meeting of January 29, 2010

Reorganizations Within the College of the Environment A-2

Daniel J. Evans School of Public Affairs: Establishment of the Graduate
Certificate Program in Nonprofit Management A-3

Information School: Establishment of the Master of Science in Information
Science A-4

Grant and Contract Awards Summary – December, 2009 F-1

Renaming the Academic Computer Center “John M. Wallace Hall” F-7

VII. STANDING COMMITTEES**A. Academic and Student Affairs Committee: Regent Barer – Chair**

Academic and Administrative Appointments (ACTION)	A–1
Report to the UW Regents on Online Learning (Information only)	A–5
Update on UW Financial Aid Program for Undergraduates 2009-10 (Information only)	A–6
UW Dream Project (Information only)	A–7
“Sustainability Sensing” (Information only)	A–8

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

Legislative Report from Olympia (Information only)	A–9
Activity Based Budgeting Update (Information only)	A–10
2y2d Update (Information only)	A–11

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

Actions Taken Under Delegated Authority (Information only)	F–2
Report of Contributions – December, 2009 (Information only)	F–3
Internal Lending Program Quarterly Report (Information only)	F–4
Market Update (Information only)	F–5
UW Medicine Board Annual Compliance Report (Information only)	F–6

VIII. OTHER BUSINESS

Reports from ex-officio representatives to the Board:

Faculty Senate Chair – Professor Bruce Balick

ASUW President – Mr. Tim Mensing

GPSS President – Mr. Jake Faleschini

Alumni Association President – Mr. Eddie Pasatiempo

IX. DATE FOR NEXT REGULAR MEETING: Thursday, March 18, 2010, on the UW Tacoma Campus.**X. ADJOURNMENT**



**UNIVERSITY OF WASHINGTON
BOARD OF REGENTS**

Finance, Audit and Facilities Committee
Regents Blake (Chair), Brotman, Cole, Jewell, Smith

**February 18, 2010
9:00 to 10:40 a.m.
142 Gerberding Hall**

- | | | | |
|----|---|--------------------|-----|
| 1. | Grant and Contract Awards Summary – December, 2009
Phyllis M. Wise, Provost and Executive Vice President | ACTION | F–1 |
| 2. | Actions Taken Under Delegated Authority
Richard Chapman, Associate Vice President, Capital Projects Office | INFORMATION | F–2 |
| 3. | Report of Contributions – December, 2009
Walter G. Dryfoos, Associate Vice President, Advancement Services
Connie Kravas, Vice President, University Advancement | INFORMATION | F–3 |
| 4. | Internal Lending Program Quarterly Report
Chris Malins, Senior Associate Treasurer, Treasury Office | INFORMATION | F–4 |
| 5. | Market Update
Keith Ferguson, Chief Investment Officer, Treasury Office | INFORMATION | F–5 |
| 6. | UW Medicine Board Annual Compliance Report
Sue Clausen, Associate Vice President, Medical Affairs, Compliance, UW Medicine
Shan Mullin, Chair, UW Medicine Board Compliance Committee | INFORMATION | F–6 |
| 7. | Executive Session
(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) | | |
| 8. | Other Business | | |



**UNIVERSITY OF WASHINGTON
BOARD OF REGENTS**

Academic and Student Affairs Committee
Regents Barer (Chair), Gates, Golden, Harrell, Jewell

**February 18, 2010
10:55 a.m. to 1:15 p.m.
142 Gerberding Hall**

1. **Academic and Administrative Appointments** **ACTION** A-1
Phyllis M. Wise, Provost and Executive Vice President
2. **Reorganizations Within the College of the Environment** **ACTION** A-2
Phyllis M. Wise
3. **Daniel J. Evans School of Public Affairs: Establishment of the Graduate Certificate Program in Nonprofit Management** **ACTION** A-3
James Antony, Associate Vice Provost and Associate Dean for Academic Affairs, The Graduate School
Sandra O. Archibald, Dean, Daniel J. Evans School of Public Affairs
4. **Information School: Establishment of the Master of Science in Information Science** **ACTION** A-4
James Antony
Allyson Carlyle, Associate Professor, the Information School
5. **Report to the UW Regents on Online Learning** **INFORMATION** A-5
Ana Mari Cauce, Dean, College of Arts and Sciences
David Szatmary, Vice Provost for Educational Outreach
Michael J. Offerman, EdD, Vice Chairman, External Initiatives, Capella University
6. **Update on UW Financial Aid Program for Undergraduates 2009-10** **INFORMATION** A-6
Eric Godfrey, Vice President, Vice Provost for Student Life
Kay Lewis, Assistant Vice President and Director of Financial Aid
7. **UW Dream Project** **INFORMATION** A-7
Stanley Chernicoff, Principal Lecturer, Department of Earth and Space Sciences, Faculty Adviser, UW Dream Project
Ed Taylor, Dean and Vice Provost, Undergraduate Academic Affairs
8. **Other Business**



**UNIVERSITY OF WASHINGTON
BOARD OF REGENTS**

Academic and Student Affairs Committee

Regents Barer (Chr), Gates, Golden, Harrell, Jewell

In Joint Session with

Finance, Audit and Facilities Committee

Regents Blake (Chr), Brotman, Cole, Jewell, Smith

February 18, 2010

1:30 to 2:25 p.m.

142 Gerberding Hall

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|----|---|--------------------|-------------|
| 1. | Renaming the Academic Computer Center “John M. Wallace Hall”
Dennis Hartmann , Interim Dean, College of the Environment | ACTION | F-7 |
| 2. | Legislative Report from Olympia
Randy Hodgins , Vice President, Office of External Affairs
Margaret Shepherd , Director of State Relations, Office of External Affairs | INFORMATION | A-9 |
| 3. | Activity Based Budgeting Update
Phyllis M. Wise , Provost and Executive Vice President | INFORMATION | A-10 |
| 4. | 2y2d Update
Phyllis M. Wise | INFORMATION | A-11 |
| 5. | Other Business | | |



AGENDA

BOARD OF REGENTS University of Washington

February 18, 2010
3:00 p.m.
Petersen Room, Allen Library

(Item No.)

I. CALL TO ORDER

II. ROLL CALL – Assistant Secretary Kelly Keith

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Christy Gullion, Director of Federal Relations

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UW Dream Project (Information only)	A–7

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

Legislative Report from Olympia (Information only)	A–9
Activity Based Budgeting Update (Information only)	A–10
2y2d Update (Information only)	A–11

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

Actions Taken Under Delegated Authority (Information only)	F–2
Report of Contributions – December, 2009 (Information only)	F–3
Internal Lending Program Quarterly Report (Information only)	F–4
Market Update (Information only)	F–5
UW Medicine Board Annual Compliance Report (Information only)	F–6

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ASUW President – Mr. Tim Mensing

GPSS President – Mr. Jake Faleschini

Alumni Association President – Mr. Eddie Pasatiempo

IX. DATE FOR NEXT REGULAR MEETING: Thursday, March 18, 2010, on the UW Tacoma Campus.**X. ADJOURNMENT**

OFFICIAL MINUTES

MINUTES

BOARD OF REGENTS University of Washington

February 18, 2010

The Board of Regents held its regular meeting on Thursday, February 18, 2010, beginning at 3:05 p.m. in the Petersen Room of the Allen Library. The notice of the meeting was appropriately provided to the public and the media.

CALL TO ORDER

Regent Simon called the meeting to order at 3:05 p.m.

ROLL CALL

Assistant Secretary Keith called the roll: Present were Regents Simon (presiding), Barer, Blake, Brotman, Cole, Gates, Golden, Harrell, Smith, Dr. Wise, Ms. Warren, Ms. Goldblatt; ex-officio representatives: Professor Balick, Mr. Mensing, Mr. Faleschini, Mr. Pasatiempo.

Absent: Regent Jewell, Dr. Emmert

CONFIRM AGENDA

The agenda was confirmed as presented.

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

Regent Simon noted the standing committee assignments for 2009-10 were updated to reflect the appointment of Orin Smith as Vice Chair of the Finance, Audit and Facilities Committee.

Academic and Student Affairs:

Stan Barer, Chair
Sally Jewell, Vice Chair
Bill Gates
Ben Golden
Joanne Harrell

Finance, Audit and Facilities:

Kristi Blake, Chair
Orin Smith, Vice Chair
Jeff Brotman
Craig Cole
Sally Jewell

Amendment to the Bylaws of the Board of Regents (Agenda no. BP-1)

Regent Simon asked Regent Cole to outline the background of the proposed change to the bylaws.

MOTION: Upon the recommendation of the Chair of the Board and the motion made by Regent Cole, seconded by Regent Blake, the Board of Regents voted to adopt the proposed amendment to the Bylaws of the Board of Regents. The change specifies that the Board Chair would serve as an alternate only “at any regular or special meeting scheduled pursuant to Article II of the Bylaws.”

See Attachment BP-1.

Federal Legislative Report (Agenda no. BP-2)

Christy Gullion, UW’s Director of Federal Relations, provided the Regents with a report from Washington, D.C. on federal legislation and the activities of her office.

Ms. Gullion told the Regents she recently completed a year as Director of Federal Relations. She described the outcome of the UW’s federal funding requests. Ms Gullion said there are strong UW champions in the Washington State congressional delegation. In FY10 the UW secured nearly \$11.5 million in congressionally directed project funds. Funding was received to support tidal energy research, medical simulation work, and to conduct and disseminate research in the area of Puget Sound restoration and health.

Ms. Gullion’s office is identifying the projects that will determine the focus of their efforts in FY11 and build on last year’s successes. The UW plans to request funding from the Department of Defense to build a tidal energy test facility. This research facility would be unique in the U.S.

The UW will also seek federal support for the renovation of the Dental Clinic, the UW Bothell Nursing Consortium, increased rural rotations for the Physician Assistant program, small business development projects at UW Tacoma, and other projects related to health, energy, and economic development.

Ms. Gullion told the Regents the President’s federal budget, released in early February, is favorable for the UW and higher education in general. The budget includes a proposed 3.2% increase in the NIH budget. There is also an 8% increase for NSF, which will continue to fund the ocean observing initiative at the UW. Ms. Gullion said her office plans to advocate in support of these aspects of President’s budget.

President Emmert and Randy Hodgins will travel to Washington, D.C. in March. They plan to visit with members of Washington State’s congressional delegation. The UWAA, and their local group, D.C. Dawgs, plan to host a reception in conjunction with President Emmert’s visit.

Questions and discussion followed Ms. Gullion’s presentation.

See Attachment BP-2.

REPORT OF THE UNIVERSITY PRESIDENT: Dr. Emmert

Dr Emmert did not attend the meeting.

CONSENT AGENDA

Regent Simon noted there were seven 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 Blake, seconded by Regent Cole, the Board voted to approve the seven items on the consent agenda as shown below:

Minutes for the meeting of January 21, 2010

Minutes for the special meeting of January 29, 2010

Reorganizations Within the College of the Environment (Agenda no. A-2)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the following academic program consolidations be effective March 16, 2010:

Reorganization of the School of Oceanography, with its relocation from the College of Ocean and Fishery Sciences to the College of the Environment;

Reorganization of the School of Aquatic and Fishery Sciences, with its relocation from the College of Ocean and Fishery Sciences to the College of the Environment.

It was further the recommendation of the administration and the Academic and Student Affairs Committee that with the consolidation of all of the academic programs within the College of Ocean and Fishery Sciences into the College of the Environment that the College of Ocean and Fishery Sciences be eliminated effective July 1, 2010.

See Attachment A-2.

Daniel J. Evans School of Public Affairs: Establishment of the Graduate Certificate Program in Nonprofit Management (Agenda no. A-3)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents grant authority to the Daniel J. Evans School of Public Affairs to offer the Graduate Certificate Program in Nonprofit Management, effective immediately. The Graduate Certificate Program will have provisional status with a review to be scheduled in the 2014-2015 academic year. At such time that continuing status is granted, a ten-year review cycle would begin.

See Attachment A–3.

Information School: Establishment of the Master of Science in Information Science
(Agenda no. A–4)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents grant authority to the graduate faculty of the Information School to offer the Master of Science in Information Science (MSIS), effective spring quarter 2010. The graduate degree program will have provisional status with a review to be scheduled in the 2015-2016 academic year, at which time the review of the Information School's Doctor of Philosophy (PhD) degree program will occur. At such time that continuing status is granted, the review cycle would be consistent with that of the PhD program.

See Attachment A–4.

Grant and Contract Awards Summary – December, 2009 (Agenda no. F–1)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee the Board of Regents accept Grant and Contract Awards for the month of December, 2009, in the total amount of \$57,338,070.

See Attachment F–1.

Renaming the Academic Computer Center “John M. Wallace Hall”
(Agenda no. F–7)

The administration and the Finance, Audit and Facilities Committee recommend the Academic Computer Center (3737 Brooklyn Ave NE) be renamed “John M. Wallace Hall,” effective immediately

See Attachment F–7.

STANDING COMMITTEES

ACADEMIC AND STUDENT AFFAIRS COMMITTEE: Regent Barer, Chair

At the request of Regent Barer, Provost Wise highlighted the appointment of Professor Gordon Bradley, from the School of Forest Resources in the College of the Environment. Professor Bradley was named the holder of the B. Bruce Bare Endowed Professorship in Forest Resources. The Professorship was the result of a gift in honor of Dean Emeritus Bruce Bare.

Academic and Administrative Appointments (Agenda no. A–1)

MOTION: Upon the recommendation of the administration and the motion made by Regent Gates, seconded by Regent Harrell, the Board voted to approve the

personnel appointments. Regent Golden abstained from the discussion and vote.

See Attachment A-1.

Report to the UW Regents on Online Learning (Agenda no. A-5) (Information only)

See Attachment A-2.

Update on UW Financial Aid Program for Undergraduates 2009-10
(Agenda no. A-6) (Information only)

See Attachment A-6.

UW Dream Project (Agenda no. A-7) (Information only)

Regent Barer said the presentation by UW students from the Dream Project was one of the most enlightening and exciting presentations heard by the Board. Started and run by students, the Dream Project is an outreach and mentorship program designed to motivate and assist High School students who aspire to attend the UW. Regent Barer said this was a heartwarming presentation and he is proud of the participants.

See Attachment A-7.

Legislative Report From Olympia (Agenda no. A-9) (Information only)

Regent Barer reported the Board received a briefing on the status of legislation related to the University. Regents and administrators are concerned for the future of important programs like the Husky Promise and financial aid. Regents also expressed concern for the ability of middle class students, who do not qualify for aid, to attend the University. Regent Barer said the University has a mission to serve the entire state and he hopes there will not be devastating cutbacks to financial aid, which would affect Husky Promise commitments.

See Attachment A-9.

Activity Based Budgeting Update (Agenda no. A-10) (Information only)

Regent Barer said the Board learned about Activity Based Budgeting (ABB), an enhanced budgeting process, that potentially offer greater transparency and accountability.

See Attachment A-10.

2y2d Update (Agenda no. A-11) (Information only)

See Attachment A-11.

FINANCE, AUDIT AND FACILITIES COMMITTEE: Regent Blake, Chair

Actions Taken Under Delegated Authority (Agenda no. F-2) (Information only)

See Attachment F-2.

Report of Contributions – December, 2009 (Agenda no. F-3) (Information only)

The amount of total gifts received in December, 2009 was \$37,284,497; the total for the year to date is \$154,834,295.

See Attachment F-3.

Internal Lending Program Quarterly Report (Agenda no. F-4) (Information only)

See Attachment F-4.

Market Update (Agenda no. F-5) (Information only)

Regent Blake said the Board received a financial market update from Keith Ferguson. They viewed historical data used to project the expected yield on the University's investment portfolio over the next ten years. Regent Blake said Mr. Ferguson's presentation highlighted the need to re-examine the spending policy for the University's endowment funds to determine a realistic spending amount. Regent Blake indicated that this would be an action item for follow-up at a future meeting.

See Attachment F-5.

UW Medicine Board Annual Compliance Report (Agenda no. F-6) (Information only)

Regents received the annual UW Medicine compliance report from the UW Medicine Board. Regent Blake said Regents were assured that UW Medicine is giving attention to this issue and there is a culture of compliance throughout the entire Medical Center. She said it is clear there are qualified people in key positions working in the area of compliance doing all they can to identify potential areas of non-compliance.

See Attachment F-6.

Regent Cole asked to tell the Board about his recent experience riding with the UW Police. Regent Cole praised the work done by the UWPD and noted their positive relationships with students. He said he observed professionalism in community policing and a caring attitude in dealing with students while educating and protecting them and creating a safe environment. Regent Cole noted the UWPD's enthusiasm for the work they do and the positive rapport between students and police. Regent Cole asked UW Police force members in attendance to stand so that Regents could recognize and thank them for their service. Police force members in attendance received applause from the Regents and others.

REPORTS FROM EX OFFICIO REPRESENTATIVES TO THE BOARD OF REGENTS

Faculty Senate Chair: Professor Bruce Balick

Professor Balick updated the Regents on the progress of faculty salary issues.

Dr. Balick responded to two items discussed in committee earlier in the day.

He said, in response to the ABB presentation, he feels the process is going well and the effort has broad support from the faculty, especially from the Faculty Senate. He said ABB measures accountability and responsibility to students.

Responding to the report on distance learning, Professor Balick commented that the report may not fully account for the cost of faculty time to develop an online course.

Professor Balick invited the Regents to attend the Undergraduate Research Symposium on Friday, May 21, in Mary Gates Hall. Dr. Balick also encouraged Regents to view the cherry trees on the UW's quad when they bloom in March.

ASUW President: Mr. Tim Mensing

Mr. Mensing said ASUW has been working with administrators and others to craft a unified message of advocacy for the University in Olympia. Recently leaders from ASUW and GPSS met with administrators and Regents Golden and Simon to identify ways to maintain quality education for students and predictable and affordable tuition rates. Mr. Mensing said UW student groups attended Higher Education Advocacy Day on Friday, February 5, in Olympia, and a statewide rally for education on Monday, February 15.

Mr. Mensing said ASUW leadership is working on initiatives concerned with quality of education and large classes. They are working with the Faculty Council on Student Affairs to encourage community-based learning across the campus to promote student-to-student teaching and accountability, and extending the academic experience into the social realm. They also support restoring funding for study centers, following last year's budget cuts. They are promoting expanded career counseling by encouraging every academic department to include a component of career counseling to assist students with finding jobs or to enter graduate school.

Mr. Mensing highlighted the collaborations between students at the Seattle, Tacoma and Bothell campuses. He cited the recent Higher Education Advocacy Day and a legislative reception in December as examples of combined efforts, and said the three campuses are working together to capitalize on their collective strengths.

In conjunction with a safety initiative, ASUW leaders are working to implement neighborhood watches. They recently held a safety orientation meeting with fraternity and sorority houses, and conducted safety audits in the neighborhood north of 45th, and on campus, to determine high stress areas. They are conducting an email survey to

determine how students view campus safety and to get ideas from students for improving safety.

Regent Simon complimented the professionalism of the student leaders.

GPSS President: Mr. Jake Faleschini

Mr. Faleschini reported GPSS held its third annual speed dating event.

Mr. Faleschini thanked Regents Simon and Golden, President Emmert and Randy Hodgins for meeting with student leaders to discuss the University's legislative issues and message. He believes this will help students and administrators to work together effectively in Olympia.

GPSS participated in the successful Higher Education Advocacy Day in Olympia. It was attended by over 400 students, who attended dozens of meetings with legislators. Mr. Faleschini said he felt the participation of UW students made a difference.

Mr. Faleschini offered his thanks to Christy Gullion and UW's Federal Relations Office for their support of GPSS. Graduate students plan to travel to D.C. in April to meet with Washington state's congressional delegation.

Mr. Faleschini reported, with the HUB renovation starting in June, all student offices currently located in the HUB will be temporarily relocated until the project is completed in September, 2012. GPSS leaders are working to maintain a sense of community for student groups during the two years of construction.

Mr. Faleschini complimented the work of a group of students rallying support for an initiative to implement a Campus Sustainability Fund. The fund would be created by a student fee in the amount of \$5 to \$10 per student, per quarter. The fund is projected to generate about \$750,000 per year to be used to fund grants for student-initiated projects related to environmental responsibility and a greener, more sustainable, campus.

Alumni Association President: Mr. Eddie Pasatiempo

Mr. Pasatiempo highlighted UWAA's successful alumni travel program which offers alumni the opportunity to travel throughout the world. On many trips, a UW faculty member accompanies the group and shares expertise. The tour program started in 1975, and is one of the largest alumni travel programs in the country, offering over 40 tours per year attended by over 600 travelers. Mr. Pasatiempo correlated affinity with the travel program with \$23 million in cumulative donations to the University. He feels the travel program connects the travel experience with the University to encourage lifelong learning and create lifelong friendships.

Mr. Pasatiempo updated the Regents on UWImpact, an advocacy initiative web portal launched on January 29, 2010. UWImpact is designed to support the mission of the UWAA by creating new ways to connect with the alumni community. By harnessing the power of technology and the internet, UWAA is able to reach more people than through

February 18, 2010

the use of other media. This results in education, connection, and engagement. Mr. Pasatiempo described the next steps for promoting the site and the increasing levels of usage and said he is excited about the platform and its possibilities.

Mr. Pasatiempo told the Regents about Dawg Days in the Desert, in Palm Springs from March 15 to 16. The event raises money for scholarships.

Questions and discussion followed.

Regent Simon thanked Regent Golden for suggesting the Dream Project presentation for the meeting. Hearing the presentation supported the Regents' goal to learn more about what is happening on campus.

DATE FOR NEXT MEETING

The next regular meeting of the Board of Regents will be held on Thursday, March 18, 2010, at UW Tacoma. The Board will meet for dinner in Seattle on Wednesday, March 17.

ADJOURNMENT

The regular meeting was adjourned at 4:15 p.m.



Joan Goldblatt
Secretary of the Board of Regents

Approved at the meeting of the Board on March 18, 2010.

V. REPORT OF THE CHAIR OF THE BOARD OF REGENTSAmendment to the Bylaws of the Board of Regents**RECOMMENDED ACTION:**

It is the recommendation of the Chair of the Board that the Board of Regents adopt the amendment to the Bylaws of the Board of Regents, as attached.

BACKGROUND:

The Board of Regents amends the Bylaws and the Standing Orders as necessary to accommodate changes in the Board's and the University's operations and policies. The most recent such change to the Bylaws was made in March, 2005. The proposed amendment to the Bylaws would clarify the Board Chair's role in creating a quorum of a standing committee.

Currently the bylaws state that the President of the Board (The President of the Board may also be referred to as Chair of the Board) shall not be appointed to any committee, but may act as an alternate, including voting, in the event of the absence of any committee member. Each such committee shall consist of at least four (4) members. A majority of the members of a committee shall be necessary to constitute a quorum.

The proposed change specifies that the Board Chair would serve as an alternate only "at any regular or special meeting scheduled pursuant to Article II of the Bylaws."

Attachment

Proposed Bylaws of the Board of Regents with the change in Article III, 2 highlighted

Board of Regents

By-laws -- Articles I - VIII

- Article I - **Officers of the Board**
- Article II - **Meetings of the Board**
- Article III - **Committees of the Board**
- Article IV - **Officers of the University**
- Article V - **Student, Faculty, and Alumni Representatives**
- Article VI - **Exercise of Powers**
- Article VII - **Standing Orders**
- Article VIII - **Amendments**

Article I - Officers of the Board

1. Election. At its regular meeting held in September of each year, the Board of Regents by majority vote shall elect a President and Vice President who shall be members of the Board. The Board by majority vote shall also elect a Secretary and a Treasurer, and may elect an Assistant Secretary, Assistant Treasurer, and such other officers as it may desire, who need not be members of the Board. The President and Vice President shall hold office for one year and until their successors are elected. All other officers of the Board shall hold office during the pleasure of the Board.

2. President. The President of the Board shall preside at all meetings of the Board and shall sign all contracts and other written instruments required to be executed by the Board. The President shall have the authority and perform the duties usually attached to the office and shall have such other authority and duties as prescribed by these Bylaws, the Standing Orders, and the Board. The President of the Board may also be referred to as Chair of the Board.

3. Vice President. The Vice President of the Board shall have the authority and shall perform the duties of the President of the Board in the event of the President's absence or incapacity. The Vice President may have such other authority and duties as prescribed by these Bylaws, the Standing Orders, and the Board. The Vice President of the Board may also be referred to as the Vice Chair of the Board.

4. Secretary. The Secretary of the Board shall: (a) give notice of all meetings of the Board in the manner prescribed by applicable law and these Bylaws; (b) attend all meetings of the Board, and make and retain custody of complete and permanent minutes and records of all proceedings of the Board; (c) be custodian of the permanent records of all rules and regulations of the Board; (d) execute or attest all contracts and other written instruments required to be signed by the President of the Board; (e) maintain custody of the seal of the University and affix it to appropriate documents; and (f) in general, have the authority and perform all duties incident to the office of Secretary and such other authority and duties as prescribed by these Bylaws, the Standing Orders, and the Board. If an Assistant Secretary is elected by the Board, the Assistant Secretary shall have the authority and shall perform the duties of the Secretary in the event of the Secretary's absence or incapacity, and shall perform such other duties as may be assigned by the Board.

5. Treasurer. The Treasurer of the Board shall: (a) be responsible to the Finance, Audit and Facilities Committee for recommending, developing, and analyzing policy and procedures relating to the investment of endowments, gifts, and bequests, other non-appropriated funds, and other funds in excess of immediate needs of the University of Washington; (b) attend meetings of the Finance, Audit and Facilities Committee as an ex officio member without vote and participate in the preparation of agendas for such meetings; and (c) report to the Finance, Audit and Facilities Committee and the Board from time to time on matters pertaining to the Consolidated Endowment Fund and other gift funds. If an Assistant Treasurer is elected by the Board, the Assistant Treasurer shall have the authority and shall perform the duties of the Treasurer in the event of the Treasurer's absence or incapacity, and shall perform such other duties as may be assigned by the Board.

BR October 27, 1995; revised October 17, 1997; January 20, 2005

Article II - Meetings of the Board

1. Regular Meetings. Regular meetings of the Board shall be held pursuant to a schedule and at locations established yearly by resolution of the Board. The President of the Board, with the concurrence of a majority of the members of the Board, may cancel any regular meeting. All such regular meetings will be conducted in conformance with the laws of the State of Washington governing such meetings.

The Board shall give no less than 24 hours notice of cancellation of a regular meeting.

2. Special Meeting. The President of the University, the President of the Board, or any six (6) members of the Board may call a special meeting at any time. Not less than twenty-four hours before any special meeting, the Secretary shall have notified each member of the Board by written notice of the time, place, and the business to be transacted at the meeting. Such notice shall be distributed and posted in accordance with the laws of the State governing such meetings. The presence of a Regent at the meeting or the Regent's written waiver of notice filed with the Secretary shall constitute a waiver of receiving written notice of the meeting. When the meeting is called to deal with an emergency involving injury or damage, or the likelihood of injury or damage, to persons or property, and the time requirements for notice provided for above would be impractical and increase the likelihood of such injury or damage, such required notice may be dispensed with and the Secretary shall notify each member of the Board by the best means possible under the circumstances.

3. Notice of Agenda for Regular Meeting. Not less than four days before any regular meeting, the Secretary shall mail to each member of the Board a reminder of the regular meeting and a preliminary Agenda setting forth the matters which are to be considered at the meeting.

4. Addenda to the Agenda at Regular or Special Meetings. Addenda to the Agenda of either a regular or a special meeting may be permitted at the commencement of or during such meeting, except that final disposition shall not be taken on addenda to the Agenda of a special meeting unless notice as required by applicable law has been given.

5. Quorum. A majority of the entire Board shall be necessary to constitute a quorum at all regular meetings and special meetings.

6. Order of Business. The following shall be the order of business at each regular meeting of the Board:

Report of the President of the Board
Report of the President of the University
Consent Agenda (including Approval of Minutes)
Reports of Standing Committees of the Board
Reports of Special Committees of the Board
Any other business that may properly come before the Board
The following shall be the order of business at each special meeting of the Board:
Reading of Notice of Meeting
The special business for which the meeting was called
Any other business that may properly come before the Board
The order of business of the Board may be changed or suspended at any meeting by a majority of the Regents present. An item shall be removed from the consent agenda by request of any Regent.

7. Minutes. The minutes of all regular and special meetings of the Board shall be kept by the Secretary. Such minutes, following approval, shall be open to public inspection in the office of the Secretary of the Board of Regents during regular University business hours.

8. Public Meetings. Regular and special meetings of the Board of Regents and committees thereof as required by applicable law shall be open to the public, except for executive sessions which may be held as permitted by applicable law. Board members may appear at any meeting through a telephone or video-conferencing device that permits communications with all other persons at the meeting. Persons wishing to appear before the Board to make a presentation shall comply with the procedures as specified in Article II, Paragraph 11 of the Bylaws.

9. Committee of the Whole Meetings. Meetings of the Board as a Committee of the Whole may be held before regular or special meetings of the Board or at such time and such place as the President of the Board may direct from time to time.

10. Executive Sessions. During any regular or special meeting of the Board or committee, the Board or committee may hold an executive session to discuss matters as permitted in applicable laws of the State of Washington.

11. Communications to and Appearance before the Board. Any persons who wish to communicate to the Board or appear before the Board shall do so as follows:

A. Communications to the Board. Any person who wishes to bring a matter to the attention of the Board may do so by submitting such communication in writing to the Secretary of the Board of Regents. The Secretary shall bring such written communications to the attention of the President of the Board and the President of the University for direction as to response and/or transmittal to the Board.

B. Appearance before the Board. The meetings of the Board of Regents are intended for presentation of agenda items by the chairs of the respective standing committees and by the President of the University for discussion and action by the members of the Board. Public testimony on Agenda items, or on other relevant items which any person may wish to call to the attention of the Board, may be taken by the appropriate standing committee or by the Committee of the Whole. The chair of each committee shall have the discretion to limit the time and order of appearances as deemed desirable for a fair presentation of views consistent with the other business before the committee. In an unusual case, this Bylaw may be waived by the President of the Board or by any other six (6) members of the Board.

C. Petition to Board for Promulgation, Amendment, or Repeal of Rule. Persons having an interest in the promulgation, amendment, or repeal of a "rule" as defined in RCW 34.05.010 may submit a written petition to the University's Rules Coordination Office. Any petition so submitted shall contain the name and address of the petitioner or petitioners, a description of the persons on whose behalf the petition is presented if it is presented in a representative capacity, a statement of the interest of the petitioner and/or the persons on whose behalf it is presented, and a statement of the reasons supporting the petition. If the petition is for the promulgation of a rule, it shall contain the proposed rule. If the petition is for an amendment of an existing rule, it shall contain the rule with the proposed deletions lined out and proposed additions underlined or italicized. If the petition is for the repeal of a rule, it shall contain a copy of the rule proposed to be repealed. The petition shall be considered by the Board at the first regular meeting held not less than thirty (30) days after the date the petition was submitted to the Rules Coordination Office, provided that the Board may consider the petition at any earlier regular or special meeting of the Board. Within sixty (60) days after submission of a petition to the Rules Coordination Office that is for the promulgation, amendment, or repeal of a "rule," as defined in RCW 34.05.010, the Board shall either deny the petition in writing or initiate rule-making procedures in accordance with RCW 34.05.330 .

12. Rules of Procedure. Robert's Rules of Order, latest revised edition, shall govern all meetings of the Board and its committees except where such rules of order are superseded by the Bylaws or Standing Orders of the Board. Any member of the Board may make a motion which need not be seconded in order to bring the subject of the motion before the Board for action.

Article II revised October 18, 1985; March 15, 1991; BR October 27, 1995; July 17, 1998, January 21, 2000; February 21, 2003; September 17, 2004; March 17, 2005

Article III - Committees of the Board

1. Executive Committee. At its regular meeting held in September of each year, the Board by majority vote shall elect an Executive Committee of not less than six (6) members, of which the President of the Board shall be an ex officio member and chairperson. Five (5) members of the Executive Committee shall constitute a quorum for the conduct of business of the Executive Committee. During the absence or incapacity of the President, the Executive Committee shall elect from among its membership a chairperson pro tem. The Executive Committee may call special meetings of the Board, and shall represent and may transact business for the entire Board during the interim between regular meetings of the Board, but, except in emergencies, will generally refer all matters to the entire Board for subsequent action.

2. Standing Committees. The standing committees hereinafter set forth are established to facilitate the business of the Board and the University. The incoming President of the Board, during the meeting at which the election is held or prior to the next regular meeting of the Board following such election, shall designate the chairperson and other members of each standing committee. The President of the Board shall not be appointed to any committee, but may act as an alternate, including voting, in the event of the absence of any committee member at any regular or special meeting scheduled pursuant to Article II of the Bylaws. Each such committee shall consist of at least four (4) members. The student regent may serve on the Academic and Student Affairs Committee but shall excuse himself or herself from participation or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel. All matters considered by the standing committees requiring action shall be referred to the Board for action unless express authority is delegated to a committee. Subsequent to the transaction by a committee of any business under delegated authority, the committee shall render a report thereof to the Board.

A. Academic and Student Affairs Committee. The Academic and Student Affairs Committee shall consider matters pertaining to the teaching, research, and public service programs of the University and to its faculty, staff, and students. Matters to be brought before the Committee may include, but are not limited to, the following examples:

(1) Faculty and Staff Affairs. The Committee shall consider and make recommendations to the Board on matters relating to the faculty and the professional and classified staff, including their status, responsibilities, discipline, remuneration, benefits, health, and welfare.

(2) Educational Policy. The Committee shall consider and make recommendations to the Board on matters relating to educational policy, including admissions requirements, instruction, curriculum, degrees, research, educational technology, distance learning, public services activities, and the establishment and disestablishment of educational and research organizational units.

(3) Student Welfare. The Committee shall consider and make recommendations to the Board on matters relating to the general welfare of students, including housing and food services, health services and health insurance, safety, extracurricular activities, sports programs, and policies governing student discipline and student organizations.

Any of the above enumerated examples of matters to be brought before the Academic and Student Affairs Committee may be directed to any other standing or special committee or the Committee of the Whole of the Board for consideration.

B. Finance, Audit and Facilities Committee. The Finance, Audit and Facilities Committee shall consider matters pertaining to the financial, capital, and other assets management of the University, including the management of investments and investment properties. Matters to be brought before the Committee may include, but are not limited to, the following examples:

(1) Budget and Appropriations. The Committee shall review all proposed requests for appropriation of State funds for the University for subsequent approval by the Board before presentation to the legislature or other State authority. The Committee shall review proposed annual or biennial operating and capital budgets for subsequent approval by the Board. No expenditure of University funds, except as the Board may specifically order, shall be made otherwise than pursuant to the budgets recommended by the Committee and approved by the Board: Provided, That the President of the University or the President's authorized representative is:

(a) empowered to approve transfers within a college or school budget, transfers between college, school, or other operating unit budgets, so long as the previously approved total is not thereby exceeded, and

(b) empowered to make allocations to any college, school, department, or other budget unit from the President's Reserve or from general University funds except for capital additions.

(2) Audits. The Committee shall consider and make recommendations to the Board concerning audit policies and guidelines and shall review audit plans and reports.

(3) Investments. The Committee shall consider and make recommendations to the Board concerning investment policies and strategies, shall review the performance of the Treasurer, UWINCO and other officers charged with their implementation, and shall make periodic reports to the Board.

(4) Gifts, Grants, Bequests, Contracts, and Agreements. The Committee shall consider and make recommendations to the Board on acceptance and approval and allocation of gifts, grants, bequests, trusts, contracts, and agreements received by the University.

(5) Development Program. The Committee shall consider and make recommendations to the Board concerning the policies governing the fund-raising efforts of the University.

(6) Tuition and Fees. The Committee shall consider and make recommendations to the Board on fees and charges pertaining to revenue-producing operations such as housing, parking, and intercollegiate athletics.

(7) Intellectual Properties. The Committee shall consider and make recommendations to the Board concerning the University's intellectual properties, particularly with respect to technology transfer activities. The Committee will regularly review management of these assets and propose policies that, consistent with the University's mission, will maximize income to the University over the long term.

(8) Borrowings. The Committee shall consider and make recommendations to the Board concerning the long term financing of capital projects and any other borrowings which may be required by the University.

(9) Collective Bargaining. The Committee shall consider and make recommendations to the Board on matters relating to collective bargaining for those employees authorized by state law to bargain collectively, including general policy and collective bargaining agreements.

(10) Planning, Development and Maintenance of Facilities. The Committee shall consider matters relating to all physical assets of the University including the Metropolitan Tract and University trust lands. The Committee will regularly review management of these assets and propose policies that, consistent with the University's mission, will maximize income to the University over the long term. The Committee shall consider and make recommendations to the Board on matters relating to the planning, development, maintenance, and upkeep of all campuses and stations of the University and the facilities and building thereon, including environmental assessments, selection of architects and engineers, plans and specifications, the taking of bids, and the award and execution of all contracts relating thereto. The Committee will also review the strategies for intergovernmental and neighbor relations and recommend to the Board policies and agreements related to land usage.

(11) Real Property. The Committee shall consider and make recommendations to the Board concerning the ownership, management and leasing of the University's real property, including safeguarding the interests of the University in the operation and development of the Metropolitan Tract. The Committee will review Tract operations, assure compliance with major Tract leases, and make recommendation to the Board on all major modernization and new development. The Committee will also consider and make recommendations to the Board concerning the stewardship and management of University trust lands, including the sale of such lands or any timber, forage, minerals, or other valuable materials on those or other University lands.

(12) Security and Safety. The Committee shall consider and make recommendations to the Board concerning the safety of the campus, including security, protection from fire and other hazards, and the safety of lives and property.

(13) Information Technology. The Committee shall consider and make recommendations to the Board concerning the general strategies of the University to take advantage of current information technology.

(14) Other Matters. The Committee shall consider and make recommendations to the Board on other matters relating to the finances of the University, such as property and liability insurance, bank accounts, and surety bonds, or special committee or the Committee of the Whole of the Board for consideration.

Any of the above enumerated examples of matters to be brought before the Finance, Audit and Facilities Committee may be directed to any other standing or special committee or the Committee of the Whole of the Board for consideration.

3. Special Committees. Special committees may be established and appointed by the President of the Board with the concurrence of the Executive Committee or the Board, and with such powers and duties as the Executive Committee or the Board may determine. All matters considered by special committees requiring action shall be referred to the Board for action unless express authority is delegated to a committee.

4. Notice of Meetings of Committees. Meetings of committees of the Board shall be held at such times and places as may be fixed by each committee or its chairperson. The Secretary of the Board shall give each member of the committee notice of committee meetings in sufficient time and manner to allow attendance at the meetings. Notice of meetings of any committee of the Board at which an action is taken on behalf of the Board pursuant to delegated authority shall be given, when required, in accordance with the applicable law of the State of Washington governing such meetings.

5. Communications to and Appearance before Committees. Any person who wishes to communicate to a committee or appear before a committee shall do so in accordance with Article II, Paragraph 11 of the Bylaws of the Board.

6. Quorums. A majority of the members of a committee shall be necessary to constitute a quorum.

Article III revised October 18, 1985; December 13, 1985; and BR, October 27, 1995; revised October 17, 1997; July 17, 1998; January 21, 2000; February 21, 2003; October 14, 2004; March 17, 2005

Article IV - Officers of the University

1. President of the University. The President of the University shall be elected by the Board upon receiving the affirmative votes of not less than two-thirds of the members of the Board (excluding the student regent), and shall serve at the pleasure of the Board. The President of the University shall be the chief executive officer of the University and shall be responsible directly to the Board for the management and conduct of all the affairs of the University except those which by law, these Bylaws, the Standing Orders, or other orders of the Board are the specific responsibility of other persons or bodies. The President of the University is authorized to attend all regular and special meetings of the Board and its committees unless requested otherwise in specific instances by the Board or committee, and is authorized to bring matters before the Board or any of its committees for discussion and action.

2. Other Officers. The President of the University is authorized and encouraged to recommend for appointment by the Board (excluding the student regent) such number of vice presidents, deans, and other officers as may be necessary for assistance in carrying out efficiently the manifold responsibilities of the chief executive officer of the University. All such officers of the University shall be under the general supervision of and shall exercise such powers and duties as may be prescribed by the President of the University.

Article V - Student, Faculty, and Alumni Representatives

1. The Associated Students of the University of Washington (ASUW), the Graduate and Professional Student Senate (GPSS), the Faculty Senate, and the Alumni Association (UWAA) each may annually designate a person to sit as a representative of that organization with the Board of Regents at its public meetings; and, upon invitation from the chairperson of a standing or special committee or the President of the Board, such representative may sit at meetings of standing or special committees of the Board or at any other meetings. In order to assure continuity, persons other than the representative so designated may not represent those organizations at meetings of the Board. Participation of any of the aforementioned representatives shall be at the expense of the organization which they represent and not an expense obligation of the Board.

2. Notice of public meetings shall be given such representatives in the same manner and at the same time as notice is given members of the Board.

3. Not less than four days before any regular meeting, the Secretary shall provide to each representative a preliminary Agenda setting forth the matters which are to be considered at the meeting.

4. Such representatives shall be entitled to speak but not to vote on any matter being considered at a public meeting of the Board or a committee and on other matters brought up for discussion by any member of the Board or the President of the University. Concerning any other matters, such representatives may communicate with the Board in accordance with Article II, Paragraph 11 of the Bylaws of the Board.

Article V revised July 17, 1998; March 17, 2005

Article VI - Exercise of Powers

The Board and its committees shall act only at meetings called as provided by applicable law and these Bylaws, and all matters coming before the board or its committees for action shall be determined by the majority vote of its members present, the members present being not less than a quorum, except as otherwise specified herein. The member of the Board who is presiding at a meeting shall be entitled to make motions, second motions, vote, and otherwise participate in the meeting to the same extent as the other members of the Board. The student regent shall excuse himself or herself from participation or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel.

Article VII - Standing Orders

The Board may adopt Standing Orders, not inconsistent with these Bylaws, for the government of the University and for regulation of the business of the Board. Except as otherwise specified in a particular Standing Order, the Board may amend or repeal any Standing Order in whole or in part at any meeting of the Board.

Article VIII - Amendments

These Bylaws may be amended or repealed in whole or in part by the affirmative vote of a majority of the members of the Board at any meeting; Provided, That a draft of the proposed amendment or repealer shall have been given to each member at least four days prior to a regular meeting or with notice of a special meeting.

Bylaws are as revised through March 17, 2005

V. REPORT OF THE CHAIR OF THE BOARD OF REGENTS**Federal Legislative Report**

For information only.



Christy Gullion
Director of Federal Relations

- Christy joined the University of Washington as Director of Federal Relations in February of 2009.
- She has nearly two decades of experience working for a variety of federal, state, and local agencies.
- Before joining the University of Washington, she served as director of federal relations for Washington2Advocates, a government affairs consulting firm. She was responsible for managing lobbying strategies for multiple and diverse clientele (including the University of Washington), as well as building and maintaining successful relationships with members of Congress and their staff.
- Christy has served as northwest Washington director for U.S. Senator Patty Murray, as chief of staff to King County Councilmember Bob Ferguson, and as a legislative analyst for U.S. Representative Brian Baird.
- She holds a B.A. in education from Central Washington University and an M.P.A. from The Evergreen State College.



FY 2011 President's Budget Request Released

Despite an overall spending freeze, the higher education community fared relatively well in the President's Budget Request (PBR) for FY11 – released on February 1st. Some agency highlights from the PBR include:

- **Department of Education Pell Grants** — The maximum Pell grant is increased to \$5,710 in FY11 from \$5,550 and the Perkins loan program is expanded. The proposal would also make the Pell grant an entitlement, guaranteeing future increases. However, the Federal Work Study program was level funded in the PBR. Additionally, several of the Department of Education's student services programs (e.g. TRIO, GEAR UP, Graduate Assistance in Areas of National Need) were level funded.
- **National Institutes of Health (NIH)** — The PBR contains an increase of \$1 billion (3.2%), which is the largest NIH dollar increase in 8 years (excluding the Recovery Act).
- **National Science Foundation (NSF)** — NSF is increased by 8% to \$7.4 billion. Within NSF, the Ocean Observatories Initiative (a UW joint project) will receive \$90.7 million, as expected.
- **Department of Energy (DoE), Office of Science** — The Office of Science will receive a 4.4% increase. Within DoE, the **Advanced Research Projects Agency -Energy (ARPA-E)** is slated for its first significant annual appropriation at a level of \$300 million. **Workforce investments for scientists and teachers** is identified as a priority area for the agency. Additional **Energy Frontier Research Centers (EFRCS)** are provided for in the PBR.
- **Federal Medical Assistance Percentage (FMAP)** — The PBR extends the temporary FMAP increase (provided by the Recovery Act) until June 2011. The extension will result in \$25.5 billion to states for maintaining support for children and families helped by Medicaid.

The **UW FY11 Federal Agenda** will express support for many of the increases in student aid and research contained in the PBR. Full FY11 budget coverage is available on the Office of Federal Relations website.

UW Directed Appropriations

As 2009 came to a close, Congress completed work on the remaining FY10 appropriations bills and the process was sealed with the President's signature. The following congressionally directed projects for UW were included in the final bills:

FY10 Recap

Institute for Simulation & Interprofessional Studies	\$4.6 million
Puget Sound Ecosystem Research Initiative	\$4.0 million
WA Biofuels Industry Development	\$1.0 million
NW National Marine Renewable Energy Center	\$880,000
Advanced Materials in Transport Aircraft Structures	\$500,000
Ctr for International Trade in Forest Products (with WSU)	\$469,000
UW Bothell Nursing Faculty Consortium Training Program	\$200,000
Total	\$11.649 million

UW Specific FY11 Federal Agenda Projects

UW project requests will be made in support of: tidal energy research and environmental sustainability; increased funding for health professions through dental, nursing, and physicians assistant programs; coordinated student services for returning veterans; emerging research on the treatment of battlefield injuries to eyes and bone; small business development in the Tacoma area; and increasing K-12 learning outcomes through the use of advanced technology in classrooms.

The FY11 appropriations process will play out in the halls of Congress over much of this calendar year, with the goal of having a final budget in place by October 1, 2010. However, as was the case last year, Congress often requires extra time to push spending bills across the finish line.

FOR DAILY FEDERAL UPDATES VISIT: <http://www.washington.edu/externalaffairs/fedrelations>

Jobs Bill Likely to be Split-up in Senate

On December 16th, the House passed legislation to create or save jobs with targeted investments (\$155 billion). These investments are paid for partly by redirecting \$75 billion of TARP (Troubled Asset Relief Program) funds from Wall Street. Sections of the legislation affecting the higher education community include:

- **Energy Innovation Loans:** \$2 billion for the Department of Energy Innovative Technology Loan Guarantee Program, to promote the rapid deployment of renewable energy and electric transmission projects.
- **Education Jobs Fund:** \$23 billion for an Education Jobs Fund to help states support an estimated 250,000 education jobs over the next two years. 95% of the funds will be allocated by States to school districts and public institutions of higher education to retain or create jobs. The remaining 5% of funds is reserved for state education-related jobs and administration of the Education Jobs Fund.
- **Federal Work Study:** \$300 million to support the College Work Study program. Together with institutional matching funds, this appropriation will help approximately 250,000 students stay in school.
- **Job Training for High Growth Fields:** \$750 million for competitive grants to support job training for approximately 150,000 individuals in high growth and emerging industry sectors, particularly in the

health care and green industries.

- **FMAP Extension:** \$23.5 billion to extend the higher federal match for payments to doctors providing services to low-income families under **Medicaid** through June 2010.

On the Senate side, Majority Leader Harry Reid (D-NV), reflecting the reality imposed by the loss of a filibuster-proof majority, intends to move several smaller jobs measures through the chamber — as opposed to one large bill — in order to attract some Republican support for non-controversial items.

Senator Reid first wants to move legislation designed to create a tax credit for new jobs, other tax provisions in aid of small businesses, as well as extending federal highway and transportation programs in order to create more infrastructure projects. Senator Reid has made no mention of the increased funding for **Federal Work Study** or an **education jobs fund** for governors to allocate within their states or an extension of the increase in **Federal Medical Assistance Percentages (FMAP)** that aids state budgets -as proposed in the House passed *Jobs for Main Street* bill. It is expected that more controversial job promoting measures will follow those that have bipartisan support.

Student Aid Overhaul Remains on Hold

HR 3221, the Student Loan Overhaul legislation, passed the House in September; action is still pending in the Senate. The bill's highlights include:

- strengthening the Pell Grant program by increasing the maximum grant from \$5,550 in 2010 to \$6,900 in 2019.
- simplifying the Free Application for Federal Student Aid (FAFSA);
- lowering student loan interest rates beginning in 2012;
- provide federal funds for programs targeted to community colleges, historically Black colleges and universities, Hispanic-serving institutions, and Tribal colleges;
- expanding the Perkins Loan Program; and
- terminating the Federal Family Education Loan (FFEL) program and converting all schools to the Direct Loan program (conversion to the Direct Loan program provides funding for increased Pell and other new programs).

Senate action on this legislation has been stalled pending a decision on a way forward on health care reform. However, House and Senate Committee staffs are working behind the scenes on the legislation. Financial institutions have been fervently lobbying Congress to preserve their role in the federal loan program. However, the leadership and President remain committed to advancing the legislation.

Despite the significant good that is proposed, there are several areas of concern with what Senate staff has drafted so far; including the following:

- **Ensuring proper expansion of Perkins Loans**— It is important that the proposed expansion of the Perkins Loan Program is done in a way that it remains an attractive loan option for institutions and affordable to students.
- **Avoiding the concentration of funding for persistence and completion activities in state bureaucracies**— Funding for proposed post-secondary access and completion programs should foster collaboration and not require states to impose one-size-fits-all mandates on institutions.
- **Maintaining the role of institutions in setting outcome measures**— The Secretary of Education shouldn't be given new authority—either explicitly or implicitly—to write or approve specific institutional outcome measures.
- **Ensuring maintenance of effort**— Clear legislative language should ensure that states receiving federal funds under this bill continue funding higher education at the same or higher level as they are at present, and that federal funds be used to supplement -- not supplant -- state higher education funding.

Health Care Reform Uncertain

The path forward for health care overhaul legislation appears murky, as the election of Scott Brown (R-MA) to replace the late Senator Ted Kennedy shifted the balance of power in the Senate. However, President Obama made it clear in his State of the Union address that the issue remains on the table. House and Senate leaders have stated the need for a few weeks to contemplate options. There are two particular options that might provide a breakthrough, but they also contain political and practical difficulties.

House Clearance — One option would be for the House to clear the Senate-passed version (HR 3962), simultaneously moving a separate bill containing desired changes through the budget reconciliation process — which can not be filibustered. However, this path is problematic, as many House Democrats are deeply dissatisfied with the Senate bill, and

the budget reconciliation process will not allow for changes that are not germane to the federal budget.

Stripped-down Bill — Some in Congress are in favor of proposing a more modest bill in order to win Republican support. However, this would be a difficult bill to do since most of the changes that are needed to overhaul health care are interrelated; the process of deciding what parts to strip out would be contentious. Some Senate Democrats feel this tactic would increase partisan friction.

Solutions may be found, but the legislation is certainly no longer on the fast track.

Climate Change Reform Minus Cap and Trade

While there has been no movement on climate legislation in Congress, only days before the Copenhagen summit commenced, the Environmental Protection Agency (EPA) announced its endangerment finding on greenhouse gases. This was followed by EPA's proposal to increase smog standards that was introduced just last week. Additionally, at least a handful of other federal agencies including the Departments of Transportation, Interior, Housing and Urban Development, the Securities and Exchange Commission and the Council on Environmental Quality are working to follow through on a government wide strategy to curb climate change through the rulemaking and regulatory processes.

Again, with so many close votes on hotly debated issues, little attention is expected in the Senate on climate change this year. However, activity will continue to occur (and even increase) at the regulatory level. Since the Senate moved energy related legislation in two separate bills, it's possible the "low hanging fruit" in the Senate Energy and Natural Resource's [American Clean Energy Leadership Act](#) could find its way to the Senate floor this year. The most controversial proposal, calling for a carbon cap and trade system, will almost certainly be excluded from any climate legislation that does emerge from Congress this year.

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Christy Gullion, Director

Jonathan Nurse, Assistant Director

Jessica Thompson, State/Federal Funding Analyst

Maggie Mount, Administrator



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 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 PHYSICS

NEW APPOINTMENTS

ROSATI, STEFANO

(MS, 1996, UNIVERSITY OF ROME (ITALY); PHD, 2002, UNIVERSITY OF BONN (GERMANY)) TO BE RESEARCH ASSISTANT PROFESSOR OF PHYSICS AT A SALARY RATE OF \$56,400 OVER TWELVE MONTHS, EFFECTIVE 1/1/2010.

DEPARTMENT OF POLITICAL SCIENCE

NEW APPOINTMENTS

THORPE, REBECCA

(BA, 2004, SKIDMORE COLLEGE; PHD, 2009, UNIVERSITY OF MARYLAND) TO BE ASSISTANT PROFESSOR OF POLITICAL SCIENCE AT A SALARY RATE OF \$75,006 OVER NINE MONTHS, EFFECTIVE 9/16/2010.

DEPARTMENT OF PSYCHOLOGY

NEW APPOINTMENTS

STONE, WENDY

(BA, 1975, WILLIAMS COLLEGE; MS, 1978, UNIVERSITY OF MIAMI (FLORIDA); PHD, 1981, UNIVERSITY OF MIAMI (FLORIDA)) TO BE PROFESSOR OF PSYCHOLOGY AT A SALARY RATE OF \$150,003 OVER NINE MONTHS, EFFECTIVE 5/1/2010. (DR. STONE IS CURRENTLY PROFESSOR OF PEDIATRICS AND PSYCHOLOGY AND HUMAN DEVELOPMENT AT VANDERBILT UNIVERSITY.)

COLLEGE OF ENGINEERING

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

NEW APPOINTMENTS

LEE, UN KUN

(BS, 1991, UNIVERSITY OF ULSAN (KOREA); MS, 1993, UNIVERSITY OF ULSAN (KOREA); PHD, 2002, PUSAN NATIONAL UNIVERSITY (S KOREA)) TO BE VISITING ASSISTANT PROFESSOR OF CIVIL AND ENVIRONMENTAL ENGINEERING WITHOUT SALARY FROM THE UNIVERSITY, EFFECTIVE 3/1/2010. (DR. LEE IS CURRENTLY AN ASSISTANT PROFESSOR AT BUSAN KYUNGSANG COLLEGE.)

WARTMAN, JOSEPH

(BS, 1990, VILLANOVA UNIVERSITY; MSCE, 1996, UNIVERSITY OF CALIFORNIA (BERKELEY); MEng, 1996, UNIVERSITY OF CALIFORNIA (BERKELEY); PHD, 1999, UNIVERSITY OF CALIFORNIA (BERKELEY)) TO BE ASSOCIATE PROFESSOR OF CIVIL AND ENVIRONMENTAL ENGINEERING AT A SALARY RATE OF \$144,000 OVER NINE MONTHS, EFFECTIVE 9/16/2010. (DR. WARTMAN IS CURRENTLY AN ASSOCIATE PROFESSOR AT DREXEL UNIVERSITY.)

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

NEW APPOINTMENTS

LEE, SU-IN

(BS, 2001, KOREA ADVANCED INST OF SCIENCE AND TECH; PHD, 2010, STANFORD UNIVERSITY) TO BE ASSISTANT PROFESSOR OF COMPUTER SCIENCE AND ENGINEERING AND ASSISTANT PROFESSOR OF GENOME SCIENCES AT A SALARY RATE OF \$92,016 OVER NINE MONTHS, EFFECTIVE 1/21/2010. (PRIOR TO THIS APPOINTMENT DR. LEE WAS A VISITING ASSISTANT PROFESSOR AT CARNEGIE MELLON UNIVERSITY.)

DEPARTMENT OF MECHANICAL ENGINEERING

NEW APPOINTMENTS

FRIED, ELIOT

(BA, 1981, UNIVERSITY OF CALIFORNIA (BERKELEY); BS, 1986, CALIF POLYTECHNIC STATE (SAN LUIS OBIS); MS, 1989, CALIFORNIA INSTITUTE OF TECHNOLOGY; PHD, 1991, CALIFORNIA INSTITUTE OF TECHNOLOGY) TO BE PROFESSOR OF MECHANICAL ENGINEERING AT A SALARY RATE OF \$147,996 OVER NINE MONTHS, EFFECTIVE 9/16/2010. (CURRENTLY DR. FRIED IS A PROFESSOR OF MECHANICAL ENGINEERING AT MCGILL UNIVERSITY.)

COLLEGE OF THE ENVIRONMENT

FOREST RESOURCES

ENDOWED APPOINTMENTS

BRADLEY, GORDON

(BS, 1969, CALIFORNIA STATE POLY U - POMONA; MLA, 1972, UNIVERSITY OF CALIFORNIA (BERKELEY); PHD, 1986, UNIVERSITY OF MICHIGAN) TO BE HOLDER OF THE B. BRUCE BARE ENDOWED PROFESSORSHIP IN FOREST RESOURCES, EFFECTIVE 4/1/2010. (PROFESSOR BRADLEY WILL CONTINUE AS PROFESSOR OF FOREST RESOURCES.)

SCHOOL OF LAW

LAW

NEW APPOINTMENTS

CHIESA, LUIS E

(BBA, 2001, UNIVERSITY OF PUERTO RICO; JD, 2004, UNIVERSITY OF PUERTO RICO; LL.M., 2006, COLUMBIA UNIVERSITY) TO BE VISITING PROFESSOR OF LAW WITHOUT SALARY FROM THE UNIVERSITY, EFFECTIVE 9/16/2009. (DR. CHIESA IS CURRENTLY AN ASSOCIATE PROFESSOR AT PACE UNIVERSITY SCHOOL OF LAW.)

LAFRANCE, MARY

(BA, 1981, BRYN MAWR COLLEGE; JD, 1986, DUKE UNIVERSITY; MA, 1986, DUKE UNIVERSITY) TO BE VISITING PROFESSOR OF LAW WITHOUT SALARY FROM THE UNIVERSITY, EFFECTIVE 9/16/2009. (DR. LAFRANCE IS CURRENTLY A PROFESSOR AT THE UNIVERSITY OF NEVADA, LAS VEGAS.)

SCHOOL OF MEDICINE

DEPARTMENT OF ANESTHESIOLOGY AND PAIN MEDICINE

NEW APPOINTMENTS

IVASHKOV, YULIA

(MD, 1989, FAR EASTERN STATE UNIVERSITY (RUSSIA)) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF ANESTHESIOLOGY AND PAIN MEDICINE AT A SALARY RATE OF \$76,812 OVER TWELVE MONTHS, EFFECTIVE 1/2/2010. (PRIOR TO THIS APPOINTMENT, DR. IVASHKOV WAS AN ACTING ASSISTANT PROFESSOR - TEMPORARY IN THE SAME DEPARTMENT.)

DEPARTMENT OF BIOENGINEERING

NEW APPOINTMENTS

WOODROW, KIM

(BA, 1998, WELLS COLLEGE; MS, 2001, STANFORD UNIVERSITY; PHD, 2006, STANFORD UNIVERSITY) TO BE ASSISTANT PROFESSOR OF BIOENGINEERING AT A SALARY RATE OF \$100,008 OVER TWELVE MONTHS, EFFECTIVE 1/4/2010. (PRIOR TO THIS APPOINTMENT, DR. WOODROW WAS A VISITING SCIENTIST IN THE SAME DEPARTMENT.)

DEPARTMENT OF GENOME SCIENCES

NEW APPOINTMENTS

VENTURA, MARIO

(BS, 1999, UNIVERSITY OF BARI (ITALY); PHD, 2003, UNIVERSITY OF BARI (ITALY)) TO BE VISITING ASSISTANT PROFESSOR OF GENOME SCIENCES AT A SALARY RATE OF \$69,996 OVER TWELVE MONTHS, EFFECTIVE 1/15/2010. (DR. VENTURA IS AN ASSISTANT PROFESSOR AT THE UNIVERSITY OF BARI, ITALY.)

DEPARTMENT OF MEDICINE

NEW APPOINTMENTS

BRYSON, CHRISTOPHER

(BA, 1993, AUSTIN COLLEGE; MD, 1997, UNIVERSITY OF TEXAS (SOUTHWESTERN); MS, 2002, UNIVERSITY OF WASHINGTON) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF MEDICINE PAID DIRECT BY VETERANS AFFAIRS PUGET SOUND HEALTH CARE SYSTEM EFFECTIVE 1/2/2010. (PRIOR TO THIS APPOINTMENT, DR. BRYSON WAS A CLINICAL ASSISTANT PROFESSOR IN THE SAME DEPARTMENT.)

CHOE, JOHN

(MD, 1997, NEW YORK UNIVERSITY; MPH, 2002, UNIVERSITY OF WASHINGTON) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF MEDICINE AT A SALARY RATE OF \$121,500 OVER TWELVE MONTHS, EFFECTIVE 1/2/2010. (PRIOR TO THIS APPOINTMENT, DR. CHOE WAS AN ACTING ASSISTANT PROFESSOR - TEMPORARY IN THE SAME DEPARTMENT.)

CHOW, LAURA

(BSCE, 1994, UNIVERSITY OF BRITISH COLUMBIA (CANADA); MD, 1999, UNIVERSITY OF BRITISH COLUMBIA (CANADA)) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF MEDICINE AT A SALARY RATE OF \$155,004 OVER TWELVE MONTHS, EFFECTIVE 1/2/2010. (PRIOR TO THIS APPOINTMENT, DR. CHOW WAS AN ASSISTANT PROFESSOR AT THE UNIVERSITY OF OTTOWA.)

GHARIB, SINA

(BS, 1992, UNIVERSITY OF CALIFORNIA (LOS ANGELES); MD, 1996, HARVARD UNIVERSITY) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF MEDICINE AT A SALARY RATE OF \$130,008 OVER TWELVE MONTHS, EFFECTIVE 1/2/2010. (PRIOR TO THIS APPOINTMENT, DR. GHARIB WAS AN ACTING ASSISTANT PROFESSOR - TEMPORARY IN THE SAME DEPARTMENT.)

GRIM, JONATHAN

(BA, 1991, UNIVERSITY OF CALIFORNIA (BERKELEY); PHD, 1997, UNIVERSITY OF ALABAMA; MD, 1999, UNIVERSITY OF ALABAMA) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF MEDICINE PAID DIRECT BY FRED HUTCHINSON CANCER RESEARCH CENTER EFFECTIVE 1/2/2010. (PRIOR TO THIS APPOINTMENT, DR. GRIM WAS AN ACTING INSTRUCTOR IN THE SAME DEPARTMENT.)

WATKINS, TIMOTHY

(BS, 1996, OHIO UNIVERSITY; MD, 2000, OHIO STATE UNIVERSITY) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF MEDICINE PAID DIRECT BY SOURCES OTHER THAN THE UNIVERSITY EFFECTIVE 1/18/2010. (PRIOR TO THIS APPOINTMENT, DR. WATKINS WAS AN ACTING INSTRUCTOR IN THE SAME DEPARTMENT.)

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

NEW APPOINTMENTS

MITCHELL, CAROLINE

(BA, 1994, HARVARD UNIVERSITY; MD, 2002, HARVARD UNIVERSITY) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF OBSTETRICS AND GYNECOLOGY AT A SALARY RATE OF \$132,504 OVER TWELVE MONTHS, EFFECTIVE 11/1/2009. (PRIOR TO THIS APPOINTMENT, DR. MITCHELL WAS AN ACTING INSTRUCTOR IN THE SAME DEPARTMENT.)

DEPARTMENT OF PEDIATRICS

NEW APPOINTMENTS

CICO, STEPHEN

(BS, 1993, WRIGHT STATE UNIVERSITY; MD, 1997, UNIVERSITY OF CINCINNATI) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF PEDIATRICS PAID DIRECT BY SEATTLE CHILDREN'S EFFECTIVE 1/18/2010. (PRIOR TO THIS APPOINTMENT, DR. CICO WAS AN ASSISTANT PROFESSOR OF EMERGENCY MEDICINE, PEDIATRICS, AND INTERNAL MEDICINE AT VANDERBILT UNIVERSITY.)

MEFFORD, HEATHER

(BS, 1994, WASHINGTON UNIVERSITY; PHD, 2001, UNIVERSITY OF WASHINGTON; MD, 2003, UNIVERSITY OF WASHINGTON) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF PEDIATRICS AT A SALARY RATE OF \$127,500 OVER TWELVE MONTHS, EFFECTIVE 1/18/2010. (PRIOR TO THIS APPOINTMENT, DR. MEFFORD WAS AN ACTING ASSISTANT PROFESSOR - TEMPORARY IN THE SAME DEPARTMENT.)

DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES

NEW APPOINTMENTS

TURNER, ERIC

(BS, 1979, STANFORD UNIVERSITY; MD, 1986, UNIVERSITY OF WASHINGTON; PHD, 1987, UNIVERSITY OF WASHINGTON) TO BE PROFESSOR WITHOUT TENURE OF PSYCHIATRY AND BEHAVIORAL SCIENCES AT A SALARY RATE OF \$190,008 OVER TWELVE MONTHS, EFFECTIVE 1/4/2010. (PRIOR TO THIS APPOINTMENT, DR. TURNER WAS AN ACTING PROFESSOR IN THE SAME DEPARTMENT.)

ENDOWED APPOINTMENTS

GRANT, THERESE MARIE

(BA, 1979, WESTERN WASHINGTON UNIVERSITY; MED, 1982, UNIVERSITY OF OREGON; PHD, 1999, UNIVERSITY OF WASHINGTON) TO BE HOLDER OF THE ANN STREISSGUTH, PHD. ENDOWED PROFESSORSHIP IN FETAL ALCOHOL SPECTRUM DISORDERS, EFFECTIVE 1/1/2010. (PROFESSOR GRANT WILL CONTINUE AS ASSOCIATE PROFESSOR WITHOUT TENURE OF PSYCHIATRY AND BEHAVIORAL SCIENCES AND ADJUNCT ASSOCIATE PROFESSOR OF EPIDEMIOLOGY.)

SCHOOL OF PHARMACY

DEPARTMENT OF PHARMACY

NEW APPOINTMENTS

CARLSON, JOSHUA

(BA, 1997, UNIVERSITY OF COLORADO (BOULDER); MPH, 2004, UNIVERSITY OF WASHINGTON; PHD, 2007, UNIVERSITY OF WASHINGTON) TO BE RESEARCH ASSISTANT PROFESSOR, PART-TIME, OF PHARMACY AT A SALARY RATE OF \$45,000 OVER TWELVE MONTHS, EFFECTIVE 1/15/2010. (DR. CARLSON IS CURRENTLY A SENIOR FELLOW TRAINEE IN THE SAME DEPARTMENT.)

SCHOOL OF PUBLIC HEALTH

DEPARTMENT OF HEALTH SERVICES

NEW APPOINTMENTS

EDWARDS, TODD CHARLES

(BS, 1987, UNIVERSITY OF WISCONSIN; MS, 1994, CLAREMONT GRADUATE SCHOOL; PHD, 1994, CLAREMONT GRADUATE SCHOOL) TO BE RESEARCH ASSISTANT PROFESSOR OF HEALTH SERVICES AT A SALARY RATE OF \$85,488 OVER TWELVE MONTHS, EFFECTIVE 2/1/2010. (PRIOR TO THIS APPOINTMENT, DR. EDWARDS WAS AN AFFILIATE ASSISTANT PROFESSOR IN THE SAME DEPARTMENT.)

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Reorganizations Within the College of the Environment

RECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the following academic program consolidations be effective March 16, 2010:

Reorganization of the School of Oceanography, with its relocation from the College of Ocean and Fishery Sciences to the College of the Environment;

Reorganization of the School of Aquatic and Fishery Sciences, with its relocation from the College of Ocean and Fishery Sciences to the College of the Environment.

It is further the recommendation of the administration and the Academic and Student Affairs Committee that with the consolidation of all of the academic programs within the College of Ocean and Fishery Sciences into the College of the Environment that the College of Ocean and Fishery Sciences be eliminated effective July 1, 2010.

REVIEW PROCESS:

During the 2008-09 academic year, following the processes prescribed in the Faculty Code (Section 26-41) the School of Marine Affairs was relocated from the College of Ocean and Fishery Sciences to the College of the Environment. During the 2009-10 academic year, the Reorganization, Consolidation, and Elimination Procedures were completed to effect these proposed reorganization actions. There have been detailed discussions with the affected units and associated faculty advisory committees about reorganization. The School of Oceanography and the School of Aquatic and Fishery Sciences have each had independent and collective opportunities to petition for additional review.

RATIONALE FOR REORGANIZATION:

The proposed reorganization of these academic programs into the College of the Environment continues the efforts initiated in 2008 to bring the world-class environmental science programs at the University of Washington together into one comprehensive organizational unit. This reorganization will support the University's efforts to build the strongest and most capable environmental research and teaching institution in the world.

Attachment

Letter from President Emmert and Provost Wise, dated February 12, 2010
 "Final decision regarding the proposed reorganization of the College of Ocean and Fishery Sciences into the College of the Environment."



UNIVERSITY OF WASHINGTON

OFFICE OF THE PRESIDENT

Mark A. Emmert, President

February 12, 2010

UW Board of Regents
Arthur Nowell, Dean, College of Ocean and Fishery Sciences
Russell McDuff, Director, School of Oceanography
David Armstrong, Director, School of Aquatic and Fishery Sciences
Dennis Hartmann, Interim Dean, College of the Environment
Bruce Balick, Chair, Faculty Senate
Marcia Killien, Secretary of the Faculty

RE: Final decision regarding the proposed reorganization of the College of Ocean and Fishery Sciences into the College of the Environment

Dear Colleagues:

At its November 2, 2009 meeting, the Provost and Senate Committee on Planning and Budgeting reviewed Dean Arthur Nowell's proposal to initiate a review for consolidation of the School of Oceanography and the School of Aquatic and Fishery Sciences into the College of the Environment under Faculty Code Section 26-41C. As prescribed, on November 5, 2009 the Secretary of the Faculty notified the faculty members of each of the Schools of their option to petition for additional review. No requests for additional review were submitted.

At its January 11, 2010 meeting, the Senate Committee on Planning and Budgeting reviewed Provost Phyllis Wise's proposal to initiate a review for the reorganization/consolidation of the College of Ocean and Fishery Sciences into the College of the Environment under Faculty Code Section 26-41E. As prescribed, on January 13, 2010 the Secretary of the Faculty notified the faculty members of the College of Ocean and Fishery Sciences of their option to petition for additional review. No requests for additional review were submitted.

We have decided to move forward with the consolidation of the School of Oceanography and the School of Aquatic and Fishery Sciences into the College of the Environment. With this reorganization, which consolidates each of the academic programs of the College of Ocean and Fishery Sciences into the College of the Environment, the need for the College of Ocean and Fishery Sciences as an independent entity is eliminated. The College of Ocean and Fishery Sciences was established in September 1981. The five major units of the College have been the Schools of Oceanography, Aquatic and Fishery Sciences, and Marine Affairs, the Applied Physics Lab and the Washington Sea Grant Program. The contributions of these units to the University of Washington are many and we are confident they will continue to flourish and lead us to new academic and research opportunities.

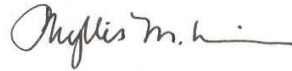
UW Board of Regents, et al.
February 12, 2010
Page 2

Therefore, at its February 18, 2010 meeting, we will be recommending that the Board of Regents approve, effective March 16, 2010, the consolidation of the School of Oceanography and the School of Aquatic and Fishery Sciences into the College of the Environment. Further, we will be recommending that the Board of Regents approve, effective July 1, 2010, the elimination of the College of Ocean and Fishery Sciences.

Sincerely,



Mark A. Emmert
President



Phyllis M. Wise
Provost and Executive Vice President

cc: Vice Provost Cheryl Cameron
Ms. Carol Niccolls

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Daniel J. Evans School of Public Affairs: Establishment of the Graduate Certificate Program in Nonprofit Management

RECOMMENDED ACTION

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents grant authority to the Daniel J. Evans School of Public Affairs to offer the Graduate Certificate Program in Nonprofit Management, effective immediately. The Graduate Certificate Program will have provisional status with a review to be scheduled in the 2014-2015 academic year. At such time that continuing status is granted, a ten-year review cycle would begin.

BACKGROUND

In May 2009, the Graduate School received from the graduate faculty of the Daniel J. Evans School of Public Affairs a proposal to offer the Graduate Certificate Program in Nonprofit Management. The program is a course of study on the management of nonprofit organizations, combining theoretical and applied learning, and providing students an understanding of the issues and opportunities that nonprofit organizations face. The program will prepare students with the following skills and knowledge about nonprofit organizations and NGOs: management and governance; finance and budget skills; designing, implementing, and evaluating strategic plans and programs, and performance measures; fundraising and resource development; similarities and differences in management and governance in different cultural and geographic contexts; regulation and rules pertaining to start-up, political advocacy and fund raising. Graduate students in other academic programs will be able to apply to the certificate program.

The lines between the public, private and nonprofit sectors are blurring, leaving federal, state and local governments increasingly turning to nonprofit organizations to deliver services they once provided. Nonprofit managers must now have expertise in an ever-growing range of skills. In addition, government scrutiny requires increased accountability and transparency.

Nationally, the nonprofit sector is growing rapidly but a significant leadership deficit exists. A national study on nonprofit organizations forecasted the need for 640,000 new nonprofit managers between 2007 and 2016. Data on nonprofit organizations in Washington State indicate the growth has increased employment opportunities in the local nonprofit sector.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Daniel J. Evans School of Public Affairs: Establishment of the Graduate Certificate Program in Nonprofit Management (continued p. 2)

The Graduate Certificate Program in Nonprofit Management is designed to meet the local and national need for new nonprofit managers. The program will support the mission of the Evans School of Public Affairs and the University of Washington. The School is committed to improving the quality of public and nonprofit service, to educate leaders to meet community challenges with compassion, vision, analytic rigor, and practicality, to strengthen sound public policy and management, and to serve the community and promote thoughtful, civil, and public deliberation.

On October 22, 2009, the Graduate School Council reviewed the proposal to establish the Graduate Certificate Program in Nonprofit Management and recommended that it be forwarded to the Board of Regents for final approval.

The Vice Provost and Dean of the Graduate School, the Dean of the Daniel J. Evans School of Public Affairs, and the Provost have reviewed and approved the recommendation. The Higher Education Coordinating Board will be informed of the Board of Regents' action on the graduate certificate program.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Information School: Establishment of the Master of Science in Information Science

RECOMMENDED ACTION

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents grant authority to the graduate faculty of the Information School to offer the Master of Science in Information Science (MSIS), effective spring quarter 2010. The graduate degree program will have provisional status with a review to be scheduled in the 2015-2016 academic year, at which time the review of the Information School's Doctor of Philosophy (PhD) degree program will occur. At such time that continuing status is granted, the review cycle would be consistent with that of the PhD program.

BACKGROUND

In January 2009, the Graduate School received a proposal from the graduate faculty in the Information School requesting authority to offer a Master of Science in Information Science degree program. The MSIS is a part of the Doctor of Philosophy (PhD) degree program which the Information School currently offers. Graduate students are admitted to the PhD degree program; no students will be admitted into the MSIS who intend to pursue the degree. Establishment of the MSIS will not alter the existing PhD programs' admission process, curriculum, degree requirements, faculty, location, delivery mode, scheduling, or cost. It would align the doctoral program with current University of Washington policy to include master's degrees. The PhD program currently serves 30-35 FTE students per year and would continue to do so.

The General Examination assesses a student's ability to demonstrate and apply their knowledge of the field, and ability to scope, design and write a dissertation. Establishment of the MSIS degree program would provide three possible outcomes for students on the General Examination: 1) Pass and continue to PhD candidacy with the option of receiving the MSIS, 2) Pass and receive the MSIS but not continue to PhD candidacy, and 3) Fail.

The MSIS is an important option for students who do not continue to PhD candidacy. Currently, students who pass three of the four General Examination components must leave the University with no degree that acknowledges their two years of intensive graduate study and successful completion of the three General Examination sections. Occasionally, a student will pass all four sections of the General Examination and determine they are unable or unwilling to continue toward completing the doctoral program. The MSIS would provide appropriate academic recognition for students' who successfully complete all

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Information School: Establishment of the Master of Science in Information Science (continued p. 2)

doctoral course work and meet the required General Examination evaluation criteria. It is especially important for some international students to return to their countries with a degree in hand.

Employer demand exists for post-baccalaureate level students in Information Science. The MSIS would meet existing state and regional workforce needs. Students who receive the MSIS would be better prepared to teach and conduct research, and would provide an excellent foundation for teaching at community or technical colleges. The required teaching practica would give students an advantage over those with master's degree in the sciences and technology who have no opportunity for specific teaching experiences other than as teaching assistants. MSIS graduates would be more qualified than many with a graduate degree to teach part time or as a lecturer in a university in a graduate or undergraduate program with an information focus, or to teach general research methods in such a setting.

January 4, 2010, the Higher Education Coordinating Board's Education Committee considered the proposal and recommended that the MSIS degree program be approved by the full Board. On January 29, 2010, the Higher Education Coordinating Board approved the MSIS degree program.

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

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Report to the UW Regents on Online Learning

For information only.

Attachment

Presentation by Michael Offerman, Capella University



CAPELLA UNIVERSITY

University of Washington Board of Regents

Michael Offerman
February 18, 2010

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Background

2

Over twenty years in state universities—continuing education/extension

University of Arizona

University of Wisconsin

At the University of Wisconsin:

Created UW Learning Innovations

Supported 13 UW colleges and universities

Online degree programs

Faculty development and institutional entrepreneurship



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2

Capella University Experience

3

Last nine years at Capella University

Adults
Online
Primarily graduate (80% of enrollment at Doctoral and Master's levels)
For-profit (publicly traded on NASDAQ)
Over 30,000 students
70% female and 45% learners of color
Average age is 39
Average class size of 18

President from 2001 through 2007—grew from 2,000 to 22,000 students



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3

Compare Public and Online For-Profit University

- | | |
|---|---|
| <ul style="list-style-type: none">• State University<ul style="list-style-type: none">• Broad mission• Broad program array• Faculty role=teaching, research, public service• Very competitive admissions• Limited remediation• Curriculum development within departments• Student support is primarily face-to-face during regular office hours | <ul style="list-style-type: none">• Online For-Profit University<ul style="list-style-type: none">• Narrow mission (adults)• Only high demand programs• Emphasis on teaching—4 courses a term• Less competitive admissions• Extensive remediation• Curriculum development is centralized• Student support must be available online 24X7X365 |
|---|---|



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4

Compare Public and Online For-Profit University

- | | |
|--|--|
| <ul style="list-style-type: none">• State University<ul style="list-style-type: none">• Online has added costs• Steward state resources• State procurement rules• Focus on state• Limited access to capital• Institution Centric• Traditional college-going• Input based• Brand is tied to campus experience | <ul style="list-style-type: none">• Online For-Profit University<ul style="list-style-type: none">• Online efficiencies• Invest to build valuation• Agile procurement• Focus is national/international• Capital access vehicles• Student (customer) centric• Flexible and varied options• Outcome based• Must build brand without campus |
|--|--|



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5

Summary of Differences

Different missions
Different infrastructures (including student services and remediation)
Different governance and curriculum development
Different faculty roles
Different fiscal models

Both have opportunity or challenge:

How optimize different delivery modes to improve outcomes?



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6

Contemporary Reality

7

Higher and post-secondary education students don't fit the traditional stereotype

About 15% of higher ed students are 18–22, going to school full time, working only a few hours a week, and living on campus (Blog)

The other 85% are older, studying part-time, working at least 20 hours per week, and financially independent

Source: Stokes, Peter J., "Hidden in Plain Sight: Adult Learner's Forge a New Tradition in Higher Education", an issue paper for The Secretary of Education's Commission on the Future of Higher Education, 2006

They define the concept of “at-risk” for educational failure

They are our exclusive audience but you also serve them—must provide some level of flexibility and support for success



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7

Thoughts about online learning—what lessons?

8

Online versus blended

Tremendous advantage with the data generated and the potential data analytics

- Focus on learning outcomes

- Open data-information to “non-power-users”

- Program versus course focus (caution about loading)

- Curriculum maps enable transparency, analytics, re-packaging

Combinations of data analytics, transparency, outcomes-focus, granular content delivery, robust assessment may be transformative



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8

UW Online Learning: Degrees, Certificates, Courses

Distance learning degrees: 10

- Master in Construction Engineering
- Master in Aeronautics & Astronautics Engineering
- Master in Aerospace Engineering
- Master in Mechanical Engineering
- Master of Nursing, Master of Science (from the UW School of Nursing)
- Extended Master in Public Health
- Extended Master of Clinical Health Services (from the MEDEX Northwest Physician Assistant Program)
- Master in Strategic Planning for Critical Infrastructures
- Master of Library and Information Science (dMLIS)
- Master in Applied Mathematics

Distance learning certificate programs: 31

- Addiction and the Brain – on a contract basis only
- Advanced Research in Addiction and the Brain – on a contract basis only
- Biotechnology Project Management
- Brain Research in Education
- C++ Programming
- Construction Management
- Critical Infrastructures Protection
- Database Management
- Decision Making for Climate Change
- Editing
- E-Learning Design and Development
- Embedded and Real-Time Systems Programming
- Emergency Management
- Facility Management
- Geographic Information Systems
- Gerontology
- Guardianship (online + classroom combined)
- Heavy Construction Project Management
- Information Assurance & Cybersecurity
- Infrastructure Construction
- Marketing, Advanced Interactive (online + classroom combined)
- Medical Engineering: Biosensors and Biomaterials
- Oracle Applications Development (online + classroom combined)
- Paralegal Studies
- Project Management
- Psychological Trauma: Effective Treatment and Practice (online + classroom combined)
- School Library Professional
- SQL Server Specialist (Autumn-start; online + classroom combined)
- Sustainable Transportation (online)
- Urban Green Infrastructure
- Web Technology Solutions

- Distance learning undergraduate credit classes: 58 (some of these classes are listed in the Time Schedule)
- Online free courses (including mini courses): 12

UW DL Enrollments	2004	2005	2006	2007	2008	2009 (1st qtr)
Total UW DL	10865	9919	11892	11242	12369	2438

Report to the UW Regents on Online Learning

February 2010

Karen Dowdall-Sandford
James W. Harrington, Jr.
Kevin Mihata
Robert Stacey
David Szatmary
Deborah Wiegand

INTRODUCTION

Online learning has become a ubiquitous part of any discussion about the future of higher education. Provost Wise convened this working group to summarize the key issues surrounding online learning at the University of Washington. To do so, we have reviewed the extensive national literature on online learning; talked with leaders in the private sector and peer universities; and met with faculty and student leadership, through key Faculty Senate Councils (representing all three UW campuses) and ASUW.

What is online learning?

Online learning is a way of delivering most of the course content and instruction of a class using the Web. Though onsite, face-to-face classes at the UW and other institutions use educational technologies to enhance their classroom instruction, online learning courses are taught almost entirely online, and students seldom meet face-to-face with their instructors or their fellow students. Online learning includes a wide range of pedagogical techniques: websites and discussion boards; assigned readings accessible to students through the UW libraries' electronic reserve system; audio or video recordings of class sessions that students can view and/or download; course management systems that accept and immediately grade student assignments submitted electronically; and, at times, virtual worlds in which students take on identities as avatars and interact with their classmates digitally.

Online learning in its various forms has been steadily increasing. Over twenty percent of all U.S. higher education students were taking at least one online course in the fall of 2007. Despite the recession, demand for online classes has grown, not decreased; according to the forthcoming Sloan Consortium report, online learning growth continues to outpace overall growth in higher education.

This growth, however, has not been evenly distributed across the higher education landscape. Community colleges have consistently produced a disproportionate share of online enrollments; over half of all online students are currently enrolled by institutions offering associate degrees. Moreover, while public institutions have increased their online offerings in recent years, there has been an even more significant increase in attendance at for-profit online higher educational institutions. According to new research from the consulting firm Eduventures, for-profits' share of the online sector rose from 39 percent in 2008 to 42 percent in 2009, as the recession drove students back to college and severe budget cuts strained public universities.

Much attention has been paid to "open courseware" efforts from institutions such as MIT (through its OpenCourseWare project) and Carnegie Mellon (through its Open Learning Initiative). The Obama administration, numerous foundations (including the Hewlett, McDonnell, Mellon and Gates Foundations) and the National Science Foundation have all committed significant funding to open courseware initiatives. Indeed, the University of Washington was an early contributor to the open courseware movement; UWEO open courseware includes

13 free courses ranging from *Fluency with Information Technology* to *The American Civil War*.

Notably, however, neither MIT nor Carnegie Mellon offers an online degree program. MIT provides access to its syllabi and course materials, and CMU has developed eleven online courses, which are aimed at students who do not have access to high-quality instruction in these subjects at their home institutions. On the whole, open courseware expands the pool of resources available to instructors, but benefits primarily those institutions that could not otherwise develop such materials.

Fully online degree programs, which may integrate open courseware into its classes to enhance them, tend to succeed with very self-motivated, mature learners, and national growth has generally followed this pattern. Many public and for-profit institutions have successfully launched online degrees, especially master-level degrees, to working adults.

Such online programs and courses may expand access to students not otherwise able to enroll in residential programs, providing time flexibility for students with work and family responsibilities. They lessen the constraints on physical space and somewhat ameliorate the classroom shortage. Totally online courses provide a “green” alternative to driving to class, and may help institutions reach a more diverse population of students. Online education may also appeal to a new generation of students who have familiarity with technology and offers a learning environment that can be accessed repeatedly rather than once in a live context.

ONLINE LEARNING AT THE UNIVERSITY OF WASHINGTON

Given these benefits, the University of Washington, through UW Educational Outreach (UWEO), has been a national leader in online learning, with 9 degree programs, 31 certificate programs, and more than 12,000 students in 2008. UWEO has been an early adopter of several technological innovations over the past twenty years, with design and technology platforms paralleling many of the most significant trends seen during this period. Today's UW online learning uses Web conferencing, voice-over PowerPoint presentations, Virtual Worlds, UWEO's current learning platform, the fully integrated open-source learning management system known as “Moodle” that integrates blogs and wikis, and various types of social media applications such as Twitter and Facebook.

UW has also taken a leadership role in a number of institutional and corporate partnerships (see Table 1) dealing with online learning. Partnerships encourage sharing of online resources and benchmarks (streamed videos, syllabi, course readers, course resources, best practices, etc.) in a consortial effort, help expand the market for online learning among the collaborators and mitigate risk by spreading the sometimes very expensive costs of program development among a number of institutions. With its partners, the UW has created the first joint online certificate programs in the country.

Table 1. University of Washington online partnerships and initiatives.

- **R1edu.** In 1999, the UW started and continues to manage R1edu, a collaboration between 34 major AAU Research Institutions who offer online learning programs. (See attached for list of members.) Initiatives include:
 - Short Courses on the Environment (UW/Wisconsin/Rutgers)
 - R1edu Award
 - Course Search
 - **Actions, Solutions and Growth (ASG).** In 2005, the UW helped start ASG, a consortium of large prestigious public and for-profit institutions pursuing a variety of partnerships, especially with online learning. (See attached for list of members.) Initiatives include:
 - Biotechnology Project Management (UW/UCSD)
 - Decision making for Climate Change (UW/UBC/UCI/Northwestern)
 - Certificate Program in Web Intelligence (UBC and UC-Irvine)
 - Sustainability Institute (UW/UBC)
 - **Prentice-Hall.** The UW has partnered with Pearson/Prentice Hall, the largest publisher in the world, on several online initiatives, including:
 - LAAP Grant (\$1.5M) dealing with Web-based curricula
 - iPhone Applications Certificate
 - **Other Project Partners:**

Department of Labor (\$1.5M grant)	Apex
Boeing	Heritage University
Chulalongkorn University	Sloan Foundation
WUN	
-

However, the University of Washington has not developed online versions of most of its courses for its matriculated undergraduate students. As a highly-ranked public research university with particularly heavy investments in high-cost instructional areas such as laboratory sciences, engineering, and medicine, as well as a commitment to growing the residential infrastructure with new dormitories and student union, UW attracts a more residential student population than that of most online degree programs. UW undergraduates are traditionally-aged (18-24), unlike the older, career-oriented, often fully employed students who drive online learning growth. In contrast, Capella University, a large online-only institution, refuses to admit students under 24 years of age to its courses, because in its view, students must be mature to be successful. Many of the community colleges who offer online learning also cater to a more mature, population of working students.

For the future, the University of Washington will likely expand its number of online learning classes to supplement, but not replace, the existing onsite classes. These online courses will enable students to have more flexible scheduling options and address the growing classroom shortage on campus. It will also cater to the UW students who can learn more effectively online and will attract at least a few UW students who could not otherwise attend the University of Washington because they find it hard to juggle family and work responsibilities. In an

experiment with seven undergraduate online courses in Autumn, both the students and faculty involved expressed interest in expanded online UW offerings to add to their largely onsite degree programs (though students also express a desire to limit the number of such courses they take over the course of their career at UW).

These online classes and others will add capacity to the UW, which will continue to maximize its physical classroom facilities with onsite courses and offer hands-on courses that cannot be easily transformed into online classes. Given the projected student population at the University of Washington, now in discussion for the 2Y2D UW strategic plan, the majority of onsite courses, some of them already enhanced by different technologies, will be supplemented by these new online offerings.

The costs of online learning

Surprisingly, no one has done an analysis about the relative costs of online learning versus onsite education in a nonprofit institution. Advocates have naively expected faculty to teach thousands of students as a cost-savings measure, and detractors have cited the million-dollar-a-course development costs of a few high-end online learning projects. Such broad arguments, however, do not help evaluate online learning at UW.

Rather than quote either detractors or supporters of online learning, the UW recently developed a comparative budget about the relative costs of an online versus onsite class, which represents the first comparative cost analysis between onsite and online courses at a nonprofit institution, comparing costs and revenues for a typical state-funded class at the University of Washington with identical enrollment, tuition, and faculty teaching costs for each format. In the end, the costs of the online learning course were slightly higher. Though it had no classroom costs, the online class had higher course development, technology and staff expenses than the onsite class. The UW has somewhat equalized the cost of online and onsite courses through the partnership model, mentioned above. A detailed budget follows at the end of this report.

THE FUTURE OF ONLINE LEARNING AT THE UNIVERSITY OF WASHINGTON

We expect that UWEO will continue to lead in the development of innovative programs for its target audiences. We need to find the best combination of online and face-to-face learning for traditional, matriculated undergraduate and graduate students at the University of Washington.

Our goal will be to attain maximum pedagogical effectiveness at the lowest possible cost. We have to find the optimum balancing point between cost and instructional effectiveness for the University of Washington at this moment in its history. Striking this balance is not a new challenge. It is an ongoing one, requiring constant readjustment as budgets expand or shrink, our student body changes, and educational technology evolves. The current moment, however, is a particularly dramatic one.

How we strike this balance will depend very much on the strategic decisions we make, beginning with the “Two Years to Two Decades” (2Y2D) conversations now underway. The larger questions raised in connection with these discussions will define the kind of university we want to be and the kind of students we want to teach and graduate. In fact, the topic of online learning emerged independently in multiple focus group sessions of the 2Y2D group on teaching and learning. The cost analysis clarifies the financial impact of online learning. Though we may want to expand our online offerings, lower cost should not be the central reason. We should teach online because it represents the best learning platform for our students.

It is clear that online learning has a role in the future of the University. We see a multi-tiered strategy for online learning at the University of Washington. We expect some increase in the number of fully online courses for matriculated students. The College of Arts and Sciences, for example, has already invested in the development of several such courses. We will also focus on the growth of hybrid courses, which combine face-to-face instruction with Web-based tools and resources. Finally, we expect an evolution of online learning from the text-based descendants of correspondence courses to new customized forms of learning appropriate to our core mission at UW – in the words of one faculty member, to shape “what teaching and learning will look like 20 years from now” and to be the leader for the “integration of technology in teaching.”

APPENDIX: COST COMPARISON, ONLINE VS. ONSITE COURSE MODELS

Analysis and notes by David Szatmary, Vice Provost for Educational Outreach

	ONLINE	ONSITE
Program Name: Degree or Certificate program	300-level class ¹ degree	300-level class ² degree
Estimated Total Student Headcount:	35 ³	35
Resident students	28	28
Nonresident students	7	7
Total budgeted course enrollments	35	35
Number of Credits	5	5
Number of courses budgeted:	1	1
Gross Revenue	45,948 ⁴	45,948 ⁵
Licensing Fee	0 ⁶	0
TOTAL REVENUE & CONTRA REVENUE	45,948	45,948
Full-Time Faculty - Instruction	21,702 ⁷	21,702
Full-time Faculty- Course Development	3,289 ⁸	965 ⁹
Auxiliary Faculty	0	0
Auxillary Faculty - Course Development	0	0
Teaching Assistants	0	0
Teaching Assistant - Course Development	0	0
Research Assistants	0	0
Instructional Designer for Course Development	8,000 ¹⁰	0
Technologist for Troubleshooting Technical Issues	779 ¹¹	0
Program Administration	1,112 ¹²	1,112 ¹³
Technology Trainer	779 ¹⁴	0
TOTAL SALARY EXPENSES	35,660	23,778
Educational Facilities Costs	0	4,444 ¹⁵
Faculty/Instructional Office Costs per Class	1,103 ¹⁶	1,103 ¹⁷
Staff Office Space Per Class	592 ¹⁸	63 ¹⁹
Faculty/Instructional Costs for Office	186 ²⁰	186 ²¹
Staff Costs for Office	100 ²²	11 ²³

Office software for faculty	13 ²⁴	13 ²⁵
Office software for staff	7 ²⁶	1 ²⁷
Faculty Travel - Annual Allocation	250 ²⁸	250 ²⁹
Supplies & Materials	50 ³⁰	200 ³¹
Learning Management System	176 ³²	0
Server time for LMS	58 ³³	0
Technology for delivery	1,000 ³⁴	0
Advising	2,725 ³⁵	2,725 ³⁶
UW Technology Charge for faculty	44 ³⁷	44 ³⁸
UW Technology Recharge Rate for staff	24 ³⁹	3 ⁴⁰
Special Library Needs	65 ⁴¹	0
General Library Resources	100 ⁴²	100 ⁴³
Exam Proctors	35 ⁴⁴	0
Student Financial Aid	3,446 ⁴⁵	3,446 ⁴⁶
UW Overhead	2,573 ⁴⁷	2,573 ⁴⁸
TOTAL NON-SALARY EXPENSE	12,546	15,160
TOTAL GAIN/LOSS	-2,258	7,010

NOTES

¹ Assume that the class will be state-funded.

² Assume that the class will be state-funded.

³ Represents the average class size for undergraduate courses at the UW - 35.5 students per class.

⁴ Assume that all students will take approximately a full load of classes, and tuition will be distributed equally among all classes. I also assume that 80% of the students will be residents and 20% will be nonresidents. Special mandatory fees have not been included in this calculation (e.g. student & activities fee, IMA fee and the building fee). I have used only operating fee revenue (2010-11) for these calculations.

⁵ Assume that all students will take approximately a full load of classes, and tuition will be distributed equally among all classes. I also assume that 80% of the students will be residents and 20% will be nonresidents. Special mandatory fees have not been included in this calculation (e.g. student & activities fee, IMA fee and the building fee). I have used only operating fee revenue (2010-11) for these calculations.

⁶ Some online classes generate license fees but most do not, so I have not included any revenues here.

⁷ Assume that a faculty member making \$70K plus benefits will teach this course as part of a total teaching load of 4 classes per year. Obviously, this workload and salary will vary with the individual faculty member.

⁸ Generally for the development of an online class, we have paid faculty one month's salary in additional pay. Also we assume that a faculty member will have to revise the class minimally during the next two years at \$1000/year. We have finally assumed that this class will be taught once a year in the three-year period. We pay faculty for the development of these courses (unlike onsite courses in some cases) because the final class results in a product that has more identifiable intellectual property implications and could be licensed.

⁹ For an onsite class, some faculty may receive release time to develop classes. In many cases, faculty do not receive additional time or money to develop a new class for an onsite offering. In this case, we assume that a faculty member receives the equivalent of one month salary to

develop a course. Faculty almost never receive additional release time to offer minor refinements to a course. As a result, I have conservatively estimated that the faculty development costs would be amortized over ten years with the class being offered once a year during this time period.

¹⁰ Assume that an instructional designer will help with the user-centered design and provide suggestions for course formats, exit requirements, interactivity tools, etc. The initial development will cost \$14K and minor revisions will be made for \$5K in each of the next two years. The total cost has been amortized over 3 years. In some cases, the course will need major revision sooner, especially in technical areas, and in other cases the course may last up to 5 years without a major revision. These salary figures include the cost of benefits. Assume that the class will be taught once a year.

¹¹ Assume that a base level technologist at \$60K/yr. will troubleshoot problems with the courses. Also, assume that each technologist can handle roughly 100 classes per year.

¹² I have assumed that the program administration costs for these classes would include a mix of professional and classified staff. One FTE would cost approximately \$60,000/year and could handle 70 classes.

¹³ I have assumed that the program administration costs for these classes would include a mix of professional and classified staff. One FTE would cost approximately \$60,000/year and could handle 70 classes.

¹⁴ Online classes need a learning management system to be operated effectively and efficiently. Some of these systems cost a significant amount of money (e.g. Blackboard) while others operate as open source (e.g. Moodle) but require integration into the other administrative systems such as a student database. I have assumed that the UW would use an open source solution such as Moodle. This cost represents the trainer who will work with faculty to train them on the LMS systems. I have assumed that this trainer could work with 100 faculty per year and would make \$60K plus benefits per year.

¹⁵ Based upon the rental costs for instructional space in downtown Seattle. This represents the cost for one room per quarter at full usage (8 a.m. to 10 p.m.), obviously a conservative number. With lower room utilization, the cost would increase. This number includes utilities.

¹⁶ On an annual basis, the cost of a cubicle for professional staff in UW Tower would be approximately \$4,411. I have divided this number by the number of classes taught by a faculty member.

¹⁷ On an annual basis, the cost of a cubicle for professional staff in UW Tower would be approximately \$4,411. I have divided this number by the number of classes taught by a faculty member.

¹⁸ This line includes office space for the program administrator, the instructional designer, the trainer and the technologist, assuming that the technologist deals with 100 classes, the program administrator deals with 70 classes, the trainer with 100 classes and the instructional designer deals with 10 courses annually.

¹⁹ This line includes office space for the program administrator.

²⁰ It generally costs \$3,726 to outfit an average faculty office, not including research start-up. We assume that the furniture, computer, file cabinets and other materials will last a total of 5 years and have amortized these costs across the number of courses taught during this time period.

²¹ It generally costs \$3,726 to outfit an average faculty office, not including research start-up. We assume that the furniture, computer, file cabinets and other materials will last a total of 5 years and have amortized these costs across the number of courses taught during this time period.

²² It costs approximately the same (\$3,726) to outfit a staff office as it does for a faculty office. I have amortized these costs over 5 years and over the number of activities that the instructional designer, the trainer, the technologist and the program administrator perform during this time period.

²³ It costs approximately the same (\$3,726) to outfit a staff office as it does for a faculty office. I have amortized these costs over 5 years and over the number of activities that the instructional designer, the trainer, the technologist and the program administrator perform during this time period.

²⁴ According to our estimates, it will cost \$50 per person for software and licenses each year. This amount has been multiplied by the number of faculty and then divided by the number of courses offered annually.

²⁵ According to our estimates, it will cost \$50 per person for software and licenses each year. This amount has been multiplied by the number of faculty and then divided by the number of courses offered annually.

²⁶ According to our estimates, it will cost \$50 per person for software and licenses each year. This amount has been multiplied by the number of staff (program administrator, trainer instructional designer and technologist) and then divided by the number of activities performed annually.

²⁷ According to our estimates, it will cost \$50 per person for software and licenses each year. This amount has been multiplied by the number of staff (program administrator) and then divided by the number of activities performed annually.

²⁸ Assume that the average faculty member receives \$1,000 in travel annually divided by the number of courses taught (4).

²⁹ Assume that the average faculty member receives \$1,000 in travel annually divided by the number of courses taught (4).

³⁰ Though the online class can more efficiently distribute printed material (i.e. no xeroxes) and show videos online, it still needs to secure copyright clearance for at least some of its material. Other materials may be free due to their open source nature.

³¹ I have assumed that a faculty member will spend about \$200 per course on such materials as xeroxes, films and other instructional aids. This includes copyright clearance.

³² Online classes need a learning management system to be operated effectively and efficiently. Some of these systems cost a significant amount of money (e.g. Blackboard) while others operate as open source (e.g. Moodle) but require integration into the other administrative systems such as a student database. I have assumed that the UW would use an open source solution such as Moodle. The costs represent an amortized expense of integration and then the ongoing technology costs of support.

³³ This costs represents the per course cost of hosting a class on the server of a cost-effective vendor such as Moodle Rooms. It costs approximately \$1.67 per student for this hosting, though the number decreases with an economy of scale.

³⁴ This cost will vary widely by the type of technology that a faculty member chooses. For example, the faculty member may choose to a print format with some minimal animations, which would incur little additional cost. Likewise, the use of open-source resources also would cost little more. However, if the faculty member chooses to videotape and then stream his/her own class or use Virtual Worlds (e.g. Second Life), the costs could be considerable. For example, the costs of an island and the buildout of that island in second life would have to be amortized over a specific number of courses, and the more courses in this format, the lower the cost until another island would be needed. For the purposes of this budget, I have been very conservative and estimated \$1,000 per course for the cost of additional technology.

³⁵ Assume than one advisor can deal with 1000 students per year in an online or onsite capacity.

³⁶ Assume than one advisor can deal with 1000 students per year in an online or onsite capacity.

³⁷ I have taken the total number of faculty headcount and multiplied it by the recharge rate and then divided by the number of courses that faculty teach each year (4). Though the recharge rate has not yet been established, I used \$175/person/year as an estimate.

³⁸ I have taken the total number of faculty headcount and multiplied it by the recharge rate and then divided by the number of courses that faculty teach each year (4). Though the recharge rate has not yet been established, I used \$175/person/year as an estimate.

³⁹ I have taken the total number of staff (4) headcount and multiplied it by the recharge rate and then divided by the number of activities that each staff performs annually. Though the recharge rate has not yet been established, I used \$175/person/year as an estimate.

⁴⁰ I have taken the total number of staff (4) headcount and multiplied it by the recharge rate and then divided by the number of activities that each staff performs annually. Though the recharge rate has not yet been established, I used \$175/person/year as an estimate.

⁴¹ Online classes many times have special library needs because students cannot come physically to the library. At the UW we have a dedicated position in the library for all online classes that helps instructors and students identify and establish electronic material resources.

⁴² I have taken the total library costs for materials and staff and divided by the total number of headcount students and assumed that a student takes 6.93 classes per year (if we have 47,361 students and approximately 36,438 student FTE).

⁴³ I have taken the total library costs for materials and staff and divided by the total number of headcount students and assumed that a student takes 6.93 classes per year (if we have 47,361 students and approximately 36,438 student FTE).

⁴⁴ At this point, we do not have an inexpensive solution for exam verification. We only have such items as retinal verification, etc. As a result, we ask students to go to a pre-assigned physical site for identity verification for exams. Though the sites generally participate for free, we need an exam proctor coordinator who establishes and verifies sites and sometimes sends exams. This half-time employee can deal with approximately 700 classes per year.

⁴⁵ Generally, the UW attributes 7.5% of total tuition revenues to student financial aid.

⁴⁶ Generally, the UW attributes 7.5% of total tuition revenues to student financial aid.

⁴⁷ This overhead represents general costs that cannot be easily applied to specific activities in an activities-based budgeting model. Such costs may include the President's and Provost's office, the human resources office, general administrative systems, emergency management, disability services, the office of planning and budgeting, the attorney general's office, etc. These costs would apply to both online and onsite classes.

⁴⁸ This overhead represents general costs that cannot be easily applied to specific activities in an activities-based budgeting model. Such costs may include the President's and Provost's office, the human resources office, general administrative systems, emergency management, disability services, the office of planning and budgeting, the attorney general's office, etc. These costs would apply to both online and onsite classes.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Update on UW Financial Aid Program for Undergraduates 2009-10

For information only.

Attachment

Update on UW Financial Aid Program for Undergraduates 2009-10

UPDATE ON UW FINANCIAL AID PROGRAM FOR UNDERGRADUATES 2009-10

Board of Regents Presentation
February 18, 2010

A--6.1/202-10
2/18/10



OFFICE OF STUDENT FINANCIAL AID

UNIVERSITY *of* WASHINGTON

Division of Student Life

Scholarships

	<u>Total Dollars</u>	<u>Number of Awards</u>
Centrally Administered	\$4,000,000	820
State (Centrally Coordinated)	1,660,000	250
Departmental	9,000,000	1,800
Total	\$14,660,000	

Grants

Pell/TRIO	\$37,989,000	8,600
Supplemental (SEOG)	2,300,000	5,900
ACG/SMART	3,700,000	2,500
State Need Grant	41,487,000	7,000
Other State Grants	750,000	250
Tuition Waiver	7,770,000	2,200
Other Waiver	2,390,000	500
University Grants	11,272,000	2,600
Total	\$107,658,000	

Total UW Scholarship/Grant Awards **\$122,318,000**

Loans

Direct Loans	\$110,000,000	11,000
Perkins	4,620,000	2,800
Health Professions	320,000	50
Departmental Loans	400,000	60
Total	\$115,340,000	

Work Study **\$3,157,000** 1,000

Outside Assistance

Achievers/Governor's	2,330,000	425
Other Outside Assistance	\$22,400,000	3,800
Veteran/Military	1,500,000	200
Total Private Loans	7,700,000	450
Total	\$33,930,000	

Grand Total **\$274,745,000**

A--6.1/202-10
2/18/10

**Aid Recipients as a % of Total
UW Enrollment (Approximate)**

62%

20,000 Unduplicated Total of Recipients

UNDERGRADUATE AID OVERVIEW

Types of Aid

Scholarships	\$39,390,000	14%
Grants	\$109,158,000	40%
Loans	\$123,040,000	45%
Work Study	\$3,157,000	1%
<hr/>		
TOTAL	\$274,745,000	

25% OF UNDERGRADUATES QUALIFY FOR PELL GRANT

UNDERGRADUATE AID OVERVIEW

Sources of Aid

Federal	\$161,256,656	59%
State	\$44,726,344	16%
University	\$34,832,000	13%
Outside/Private	\$33,930,000	12%
<hr/>		
TOTAL	\$274,745,000	

DETERMINING FINANCIAL AID ELIGIBILITY

$$\begin{aligned} &\text{Cost of Attendance} \\ &- \text{Expected Family Contribution} \\ &= \text{Financial Need} \end{aligned}$$

Costs include: Tuition, fees, housing, books, transportation and personal expenses

Expected Family Contribution: Federal formula that measures the income and assets of the family to determine ability to pay for college

AWARDING PHILOSOPHY

- Neediest students have first priority for funds.
- Generally, funds are awarded to those students with the lowest resources going up the Expected Family Contribution (EFC) range until we run out of that particular fund.
- We try to award aid with 60% of the student's costs in grant funds and 40% in loans and work study up to their need.
- Scholarships replace loan and work.

AWARD EXAMPLE – RESIDENT \$20,000 INCOME

Cost	\$20,445	Grants	\$12,267
- EFC	\$0	Work Study	\$3,000
<hr/>		Loans	\$5,178
= Need:	\$20,445	AID:	\$20,445

FINANCIAL AID DISPLAYED ABOVE IS ROUGHLY THE SAME FOR STUDENTS
WITH INCOMES FROM \$21,000 – \$50,000

AWARD EXAMPLE – RESIDENT \$50,000 INCOME

Cost	\$20,445	Grants	\$12,267
- EFC	\$3,045	Loans	\$5,133
<hr/>		<hr/>	
= Need:	\$17,400	AID:	\$17,400

FINANCIAL AID DISPLAYED ABOVE IS ROUGHLY THE SAME FOR STUDENTS
WITH INCOMES FROM \$51,000 – \$60,000

AWARD EXAMPLE – RESIDENT \$60,000 INCOME

Cost	\$20,445	Grants	\$7,692
- EFC	\$5,033	Loans	\$7,720
<hr/>		<hr/>	
= Need:	\$15,412	AID:	\$15,412

AWARD EXAMPLE – RESIDENT \$64,000 INCOME

Cost	\$20,445	Student Loans	\$5,500
- EFC	\$5,532	Parent Loan	\$9,413
<hr/>		<hr/>	
= Need:	\$14,913	AID:	\$14,913

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

UW Dream Project

For information only.

Attachment

University of Washington Dream Project, 2008 Program Update



UNIVERSITY OF WASHINGTON **DREAM PROJECT**

2008 Program Update

What we've done, where we're at, and how we're growing...

With updates from January 2010



THE UNIVERSITY OF WASHINGTON
DREAM PROJECT

The Dream Project is a unit within Undergraduate Academic Affairs at the University of Washington.

www.dreamproject.washington.edu • (206) 616-5791 • uwdreamproject@uw.edu • Box 352800, Seattle, WA 98195-2800

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A-7.1/202-10
2/18/10

About the Program

The Dream Project is a student-initiated high-school outreach program that operates as a University of Washington course, partnering UW students with first-generation and low-income high school students to help them achieve the dream of attending college. The program's dual-focus approach strives not only to help these high school students, but also to teach UW students about important social issues through a unique, hands-on experience.

We believe that every student has the right to higher education.

Poverty, familial background, and access to resources should not preclude any student from accessing higher education. We work closely with our high school Dream Scholars to help them overcome adversities and to achieve the highest level of education in order to reach their dreams. Higher education includes technical colleges, community colleges, four-year colleges and universities.

We believe in the power of education to inspire empathy.

Through learning about and discussing issues of social inequality and access to education, undergraduate Dream Team mentors develop the communication skills necessary for open dialogue with others from different backgrounds. Through shared experiences and stories, we strive to create stronger relationships with our Dream Scholars knowing that we can learn from them as much as they can learn from us.

We believe in providing vehicles for student leadership and engagement.

College students become critical thinkers by developing creative solutions to complex problems. Students in the Dream Project run the day-to-day operations of the program and maintain relationships with donors and community partners. Students have real power to affect change in the organization and the greater community by holding various positions of leadership.

We believe that we are one part of a larger effort and collaboration is critical to our success.

We see ourselves as serving only one part of the P-20 continuum; therefore, we coordinate our efforts with schools, community organizations, colleges and universities to maximize student achievement. We work closely with administrators, families, and partner programs to tailor our efforts to the needs of the students at each high school.

We believe in the impact of meaningful student-to-student relationships.

Dream Project mentors, all of whom went through the college admissions process just a few years earlier, develop interpersonal relationships with our Dream Scholars in order to establish trust and to foster long-lasting friendships. We create a "community-in-waiting" for them on the college campus that will support them throughout their higher education experience.



2009 STATISTICS

- High-school Dream Scholars: 457 at nine high schools and other community programs
- UW Dream Team Mentors: 207 in Winter 2010
- Money raised by students: Over \$351,000 as of Jan. 2010

HIGH SCHOOLS

- Academy of Citizenship and Empowerment
Highline Public School District
- Chief Sealth High School
Seattle Public School District
- Cleveland High School
(ADDED SPRING 2009)
Seattle Public School District
- Evergreen High School
(ADDED SPRING 2009)
Highline Public School District
- Foster High School
Tukwila School District
- Global Connections High School
Highline Public School District
- Ingraham High School
Seattle Public School District
- Odyssey: The Essential School
Highline Public School District
- Renton High School
Renton Public School District

"The Dream Project attitude of do-what-it-takes-to-get-it-done has rubbed off. Where there was previously a belief, now is paired with action."

— High School Counselor

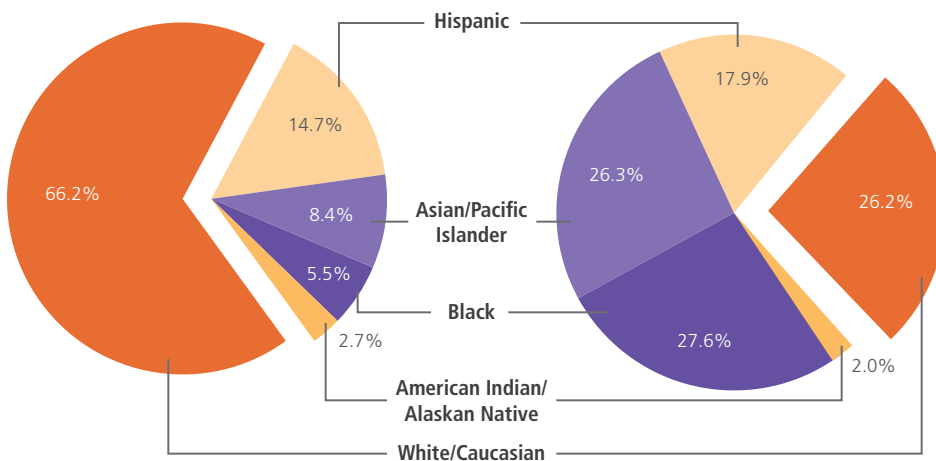
Our Target Population

High School Student Demographics By Race/Ethnicity

The Dream Project partners with high schools that serve a higher number of under-represented students. Students of color and students from low-income households are less likely to apply to, gain admission to, and persist in college. Dream Project partner high schools also have a lower presence of college readiness programs and community-based organizations when compared to other urban Seattle high schools. Students at Dream Project partner high schools are less likely, on average, to step foot on a college campus than the average Washington State high school student.¹

ALL WASHINGTON SCHOOLS

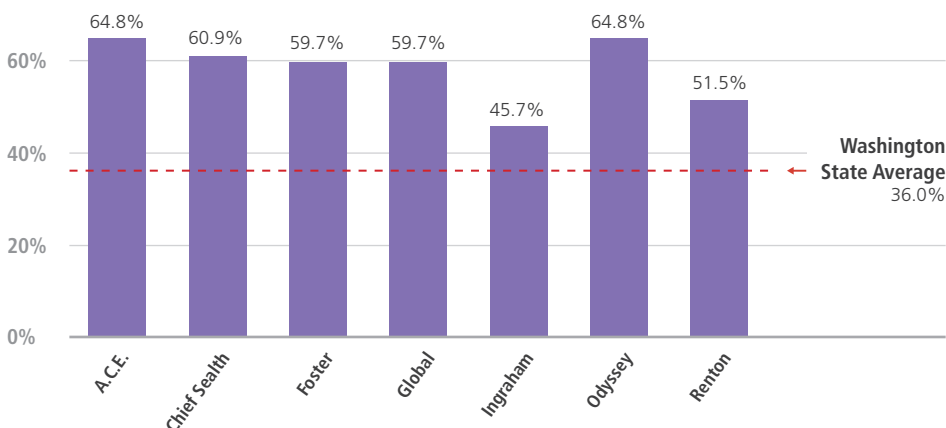
DREAM PROJECT SCHOOLS



Source: Office of Superintendent of Public Instruction Washington State Report Card, October 2007.

Percentage of Students Receiving Free or Reduced Price Lunch

Dream Project partner high schools serve a higher number of students who receive free or reduced price lunch than the average number from high schools across Washington State. Most of these students will be the first in their families to attend an institution of higher education, which means they often lack the social and monetary capital necessary to apply to and pay for college.



Source: Office of Superintendent of Public Instruction Washington State Report Card, May 2008.

1. Levine, A. & Nidiffer, J. (1996). *Beating the odds: How the poor get into college*. San Francisco: Jossey-Bass Publishers.



2006-2007 WASHINGTON STATE HIGHER EDUCATION PARTICIPATION BY RACE/ETHNICITY

OVERALL

American Indian/ Alaskan Native	1.60%
Asian/Pacific Islander	8.60%
Black	3.75%
Hispanic	5.37%
White/Caucasian	64.97%
Nonresident Alien	2.92%
Unknown race/ethnicity	12.89%

2-YEAR

American Indian/ Alaskan Native	1.62%
Asian/Pacific Islander	6.94%
Black	4.23%
Hispanic	5.70%
White/Caucasian	64.23%
Nonresident Alien	2.26%
Unknown race/ethnicity	15.01%

4-YEAR

American Indian/ Alaskan Native	1.58%
Asian/Pacific Islander	10.58%
Black	3.17%
Hispanic	4.76%
White/Caucasian	65.86%
Nonresident Alien	3.71%
Unknown race/ethnicity	10.34%

Source: Integrated Postsecondary Education Data System, Fall 2006.

“Students born and raised in poverty are three times as likely not to graduate from high school...[and] twenty times as likely not to graduate from college.”¹

Updated January 2010

By the Numbers

Each Dream Scholar is expected to apply to at least three colleges or universities during the fall of their senior year of high school. They have collectively matriculated at more than 36 four-year schools and seven community colleges.

Overall acceptance data for 2006-2007 Dream Scholar Cohort:

Dream Scholars	103
Dream Scholars reporting data	79
Accepted to 4-year institution	49
Attending 4-year institution	43
Attending 2-year institution	34
TOTAL ATTENDING COLLEGE	77
Percent of total Dream Scholars	74.7%
Percent of reporting Dream Scholars	97.5%

Overall acceptance data for 2007-2008 Dream Scholar Cohort:

Dream Scholars	252
Active Dream Scholars ¹	206
Dream Scholars reporting data	172
Accepted to 4-year institution	121
Attending 4-year institution	113
Attending 2-year institution	55
TOTAL ATTENDING COLLEGE	164
Percent of total Dream Scholars	66.7%
Percent of active Dream Scholars	81.6%
Percent of reporting Dream Scholars	97.7%

TOTAL NUMBER OF DREAM SCHOLARS ATTENDING COLLEGE: 245

as of January 2009

1. High School Leads determine whether or not a Dream Scholar is considered "active," based on attendance and participation in Dream Project events. This designation was not made during the 2006-2007 year.



WHERE OUR DREAM SCHOLARS ARE

Our Dream Scholars are attending the following colleges and universities:

2-YEAR

- Bellevue Community College
- Centralia College
- Everett Community College
- Highline Community College
- Renton Technical College
- Seattle Central Community College
- South Seattle Community College

4-YEAR (PARTIAL LIST)

- University of Washington
- Western Washington University
- Central Washington University
- Washington State University
- Eastern Washington University
- Seattle University
- Pacific Lutheran University
- University of Washington Bothell
- University of Washington Tacoma
- Northwest University
- University of Puget Sound
- St. Martin's University
- Whitworth University



UNIVERSITY OF WASHINGTON-SPECIFIC DATA (SEATTLE CAMPUS ONLY)

University of Washington acceptance data for 2006-2007 Dream Scholar Cohort:

Dream Scholars applied	42
Percent of total Dream Scholars	40.8%
Dream Scholars accepted	31
Dream Scholar acceptance rate	73.8%
Overall UW acceptance rate	64.7%
Dream Scholars attending	24
Dream Scholar admit-to-enroll yield rate	77.4%
Overall UW admit-to-enroll yield rate	45.6%

University of Washington acceptance data for 2007-2008 Dream Scholar Cohort:

Dream Scholars applied	105
Percent of total Dream Scholars	51.0%
Dream Scholars accepted	65
Dream Scholar acceptance rate	61.9%
Overall UW acceptance rate	60.8%
Dream Scholars attending	53
Dream Scholar admit-to-enroll yield rate	81.5%
Overall UW admit-to-enroll yield rate	45.9%

University of Washington acceptance data for 2008-2009 Dream Scholar Cohort:

Dream Scholars applied	114
Percent of total Dream Scholars	unavailable
Dream Scholars accepted	68
Dream Scholar acceptance rate	59.6%
Overall UW acceptance rate	57.7%
Dream Scholars attending	54
Dream Scholar admit-to-enroll yield rate	79.4%
Overall UW admit-to-enroll yield rate	43.5%

TOTAL NUMBER OF DREAM SCHOLARS AT UNIVERSITY OF WASHINGTON-SEATTLE: 136² as of January 2010

2. Includes transfer students who did not initially matriculate at the UW and, therefore, were not counted in previous years' cohort totals at left.

Research-Supported Methods

Youth-Centered Approaches¹

Effective community-based organizations place youth at the center of organizational programming. Therefore, the Dream Project:

Builds on youths' strengths

Dream Project mentors do not assume that the high school participants come to the program with deficiencies; rather the mentors **recognize and value the skills and strengths** the high schoolers bring with them to the college application process. Acknowledging youths' worth and encouraging achievement based on that worth allows for a more trusting and committed relationship between the mentors and the high schoolers. The Dream Project creates a **culture of shared knowledge** and humility of practice such that everyone at the table—college students and high school students alike—acknowledges what they bring and what they take away from each exchange and each relationship.

Provides personal attention to youth

Personal, **one-on-one connections** between mentors and high schoolers create strong relationships that last well beyond graduation and college matriculation. College students exchange email addresses and cell phone numbers with the high school students so that conversations regarding admissions essays can be continued during holiday breaks, on weekends, and late at night. Visitations to the high schools or local libraries and coffee shops are often scheduled outside of regular visit times so that busy students can stay on track for completing applications and meeting financial aid deadlines.

Reaches out to youth

Effective organizations **actively advertise to youth** using media and relationships that are familiar to youth. The Dream Project has **permeated the social struc-**

ture of the high schools so that younger siblings and friends learn about the program before they hear about it from counselors or teachers. Furthermore, students are actively recruited into the program through letters and emails rather than expected to apply when and if they hear about it.

Peer-Peer Mentorship²

Successful community-based organizations recognize **from whom, with whom, and where** youth gather information that shapes their learning and aspirations. Interpersonal relationships for youth, especially with peers, deeply shape youths' ambitions and motivation to learn and incorporate learning into their life goals.

The Dream Project partners college students who are only a few years older than the high school participants. Natural friendships transpire, allowing high school students to easily envision themselves as college students. Trust and confidence builds between mentors and high schoolers, allowing for **mutual learning and growth**. Many high school students join the Dream Project once they come to campus; these students **"pay it forward,"** returning to their alma maters to mentor younger friends and siblings. Youth recognize and take note of what they learn when they are aware that someone knows them as an individual and actively cares for them.

College Student Development³

The Dream Project provides formative and meaningful experiences for its college student mentors, which in turn,

increases the likelihood of their persistence to graduation. Time spent in programs like the Dream Project stimulates personal as well as academic growth for participants.

The **connections** that students make between in-class and out-of-class experiences correlate with gains from **holistic learning**. Students read about educational equity and hear from college admissions experts in class and apply this knowledge to the relationships they have with the high school students. This builds both critical thinking skills and empathy—critical skills that students can carry with them as active and engaged citizens.

"Experimental" or **non-traditional** classroom courses and experiences stretch students' thinking and encourage them to **take academic and personal risks** in a **safe environment**. Students in the Dream Project learn about their abilities as a leader and mentor. They hone their communication skills and build lasting friendships by helping sustain a student-run non-profit organization.

The Dream Project is an experiential learning course, where a **diverse group of students** must solve real and urgent problems regarding the management of the program and its partnership with hundreds of high school students. Working with others from various backgrounds and educational experiences increases students' **openness to diversity**, helping them associate positive outcomes with differences among peers. Students appreciate and welcome different stories and viewpoints so that the program can continue to improve.



"It creates an opportunity for students to be inventive, but it also does something very tangible. It creates an opportunity for UW students to be creative, to think in terms of equity and fairness and justice and to bring that to life."

— Dr. Edward Taylor
Dean and Vice Provost of
Undergraduate Academic Affairs

1. McLaughlin, M. W. 2000. Community counts: How youth organizations matter for youth development. Washington, DC: Public Education network. 2. Storz, M. G. & K. R. Nestor. 2008. "It's all about relationships." In F. P. Peterman (ed), Partnering to prepare urban teachers, New York: Peter Lang Publishing, Inc. 3. Pascarella, E. T. & P. T. Terenzini. 2005. How college affects students: A third decade of research (Jossey-Bass Higher & Adult Education). San Francisco: John Wiley & Sons, Inc.

Structure & Leadership

The Dream Project is run and operated by undergraduates at the University of Washington with support from faculty and staff. Dr. Stan Chernicoff serves as the faculty adviser for the program, drawing on thirty years of experience teaching at the UW and working with new student programs. Dream Team mentors can participate in various leadership positions in the program, allowing them to affect real change and to address urgent organizational challenges.

Steering Committee

Program-wide decisions are made by a five-person student steering committee. Each member of the committee is responsible for a different aspect of the project: classroom planning/curriculum, student leadership development, high school relationships, program advancement, and organizational expansion.

High School Leads

High school leads manage all aspects of their respective high school's visits. Each high school lead coordinates the efforts of approximately 15 Dream Team mentors and 30 high school students. They work closely with school administrators, students' families, and the local community to serve the needs of the area.

Committee Heads

In order to organize all major events and programs within the Dream Project, the steering committee selects a committee lead—typically an emerging student leader. The committee lead works closely with a steering committee member and a small group of interested Dream Team mentors to execute the event or program.

Think Tank

Students in the class who are interested in a leadership position are encouraged to attend a weekly forum called "Think Tank" where they can introduce their ideas and gain feedback. After gaining approval from steering committee members, these emerging student leaders are empowered to implement their ideas.

Advisory Board

The advisory board is composed of UW staff with experience in educational programming; it meets quarterly to approve large expenses and to provide advice for the student leaders.

"This has become the best crucible for leadership on campus. It projects an image of the university that there's a place for students to develop friendships and meaningful connections."

— Dr. Stan Chernicoff
December 14, 2007, Chronicle of Higher Education



ANNUAL EXPENSES

The Dream Project funds its daily operations and activities through funds raised entirely by students in the program. Dream Project students learn to cultivate relationships with donors and to effectively research grant opportunities.

UW Class & Mentor Supplies

\$5,853

Leadership Team

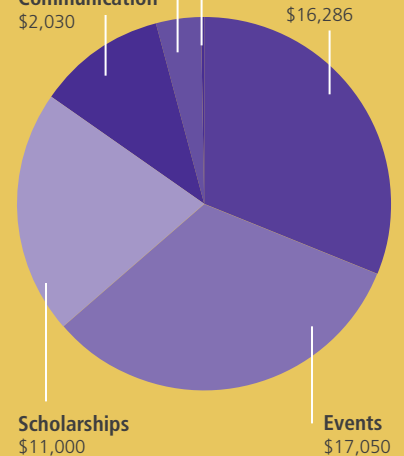
\$100

Advancement & Communication

\$2,030

High School Core Costs*

\$16,286

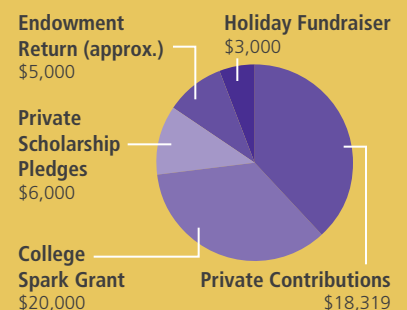


*Our Core Costs

The core costs of the Dream Project cover expenses for our day-to-day involvement at the high schools, including transportation and materials.

FUNDING SOURCES

Every dollar that funds the Dream Project is the result of students' efforts.



A Year in the Dream Project

Mentors meet weekly with a cohort of high school students for a full year, from spring of their junior year through the winter of their senior year. Mentors establish relationships with their students as the foundation to their work on standardized test preparation, admission applications and essays, and financial aid and scholarship applications.

JUNIOR YEAR

- SPRING
- Students meet their Dream Team mentors and begin forming relationships. Transcripts are examined to ensure that students meet **core course requirements** for college admissions or create action plans for meeting missing requirements.
 - Students experience college life for a day by coming to the UW campus, attending a college class, and touring the campus for the annual **Spring BBQ**.

SUMMER

- Students attend **intensive SAT/ACT preparation courses** provided by the Education Access Network.

SENIOR YEAR

- AUTUMN
- Students polish application essays and **complete college applications** for at least three schools.
 - Over 125 high schoolers fill Mary Gates Hall during **Admissions Workshop Weekend** to work on college applications and essays with campus writing tutors, Dream Team mentors and UW admissions counselors.
- WINTER
- Students shift their focus to completing the **Free Application for Federal Student Aid (FAFSA)** and applying for **scholarships**. Financial aid **workshops** are held at each high school, allowing students and their families to work directly with UW Financial Aid Officers and Dream Team mentors.
 - The Dream Project hosts a **Scholarship Workshop Weekend** on the UW campus to assist high school students in completing and submitting both local and national scholarship applications.
- SPRING
- Nine Dream Scholars who will be attending the UW in the fall are selected to receive a **"Live the Dream" scholarship**. Students are honored at an event on campus that includes distinguished campus and community guests.



PARTICIPANT WORKBOOK

Each Dream Scholar is given a Participant Workbook in the Spring of their junior year to serve as a companion guide through the college admissions process. Dream Team members compile and update the contents annually. It covers topics and themes including:

- An overview of the college admissions process with terms and definitions
- Fill-in worksheets for college entrance requirements
- Interactive flowcharts to see if a student has met core requirements
- Registration information and practice guides for the SAT and ACT
- Brainstorming activities for writing personal statements
- Tips on how to apply for financial aid and scholarships

"I started out fearing college at first, and then, after partnering with all the UW students, it gave me a sense of confidence in going to college and wanting to go to college and knowing where to go."

— **Michael Peralta**
Renton High School '07
"Live the Dream" Scholarship Recipient

Updated January 2010

Where We're Going

New Initiatives to Better Serve Our Seattle Dream Scholars

We constantly think about new, creative ways to better serve our local high school students and undergraduate mentors.

- **Outreach to 9th & 10th Graders.** Many of our 11th and 12th grade students apply to college not having ever learned the differences between high school graduation requirements and college entrance requirements in the state of Washington. To ensure that our Dream Scholars are well-prepared for applying to college, we are starting presentations to 9th and 10th grade students that focus on the college application process and how they can better prepare for it.
- **College Tours in Washington State.** While we bring our Dream Scholars to the University of Washington campus for a Spring BBQ during the spring of their junior year, we also want to take them on tours to other college campuses around the state of Washington so that they can envision themselves on any college campus they choose to attend or are accepted to outside of the University of Washington.
- **Outreach to Central/Eastern Washington.** To help more high school students in the state of Washington—particularly areas that traditionally have not received as much outreach from the Washington's flagship university—understand the process of applying to college, we intend to organize and facilitate short-term outreach trips to different areas of the state.

Expanding Locally to Reach More Students

Our growth allows us to reach farther and deeper to impact more students.

- **Seattle-area High School Expansion.** We add at least one additional partner high school each year. Continued growth in our class allows us to serve more and more high-schoolers every quarter.
- **Dream Project at the Bothell Campus.** Students at UW Bothell created a Dream Project on their campus in 2009, working in three high schools in the Bothell area. Their program recently received a grant from the State Farm Foundation to help grow their operations, and they will see Dream Scholars matriculate onto their campus in autumn 2010.

Scaling Up Nationally

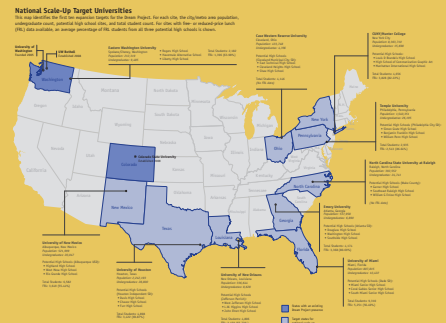
As part of our efforts to help more students across the country successfully transition to college and complete their degrees, we are working to share our effective model with other colleges across the country.

- **Sharing with other colleges.** As a result of our efforts to share our model, our program, and our materials with students and administrators at other colleges, new Dream Project chapter sites are forming around the country. Most recently, a group of five students from Colorado State University visited Seattle for five days to learn and plan for a new Dream Project on their campus.
- **Targeting universities in urban centers around the U.S.** We have identified ten universities as first targets for a national scale-up of our program and plan to start the expansion process in the coming months.



CONTACT US

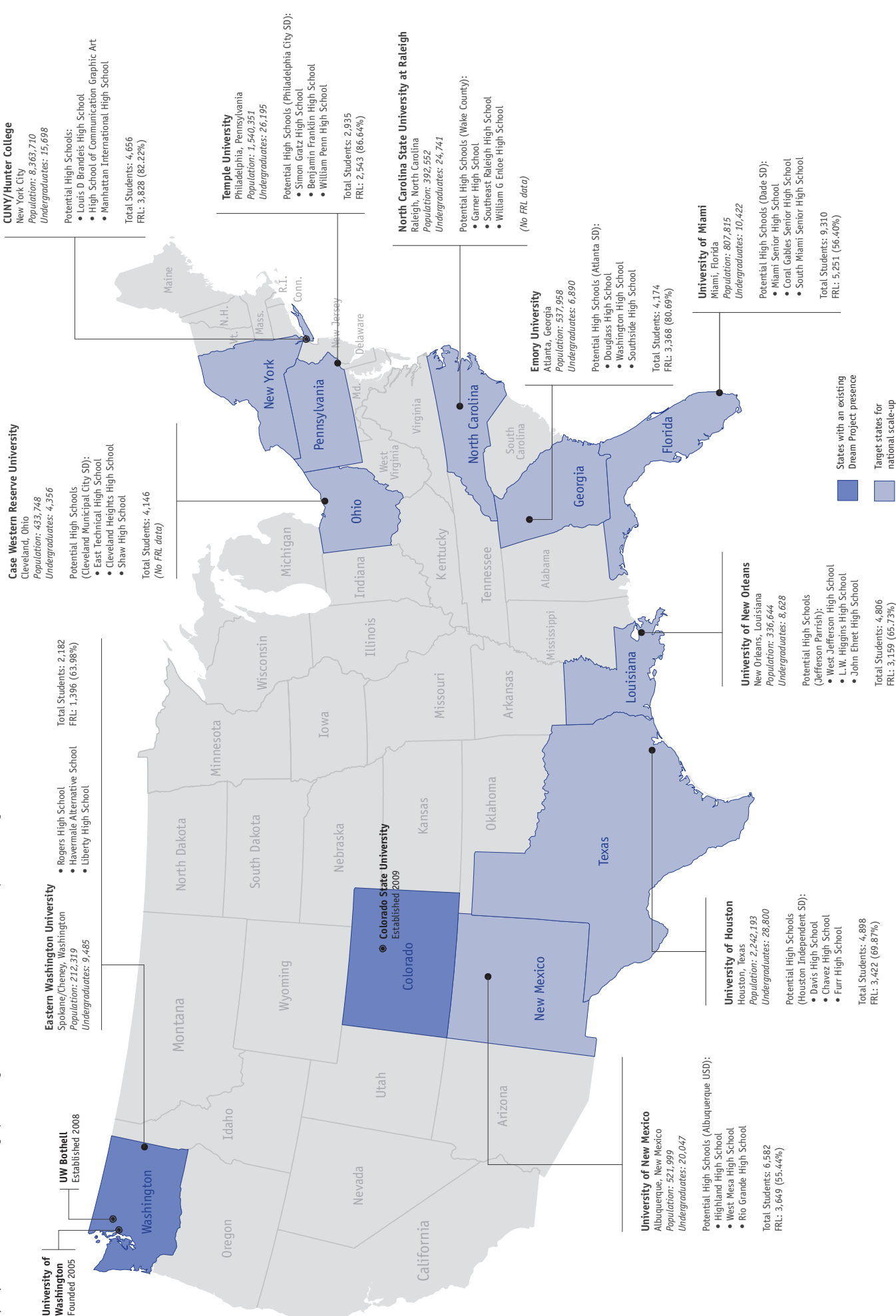
- Visit us on the web at dreamproject.washington.edu
- E-mail our leadership team: uwdreamproject@uw.edu
- Call us: **(206) 616-5791**
- Postal address:
**University of Washington
Dream Project
Box 352800
Seattle, WA 98195-2800**

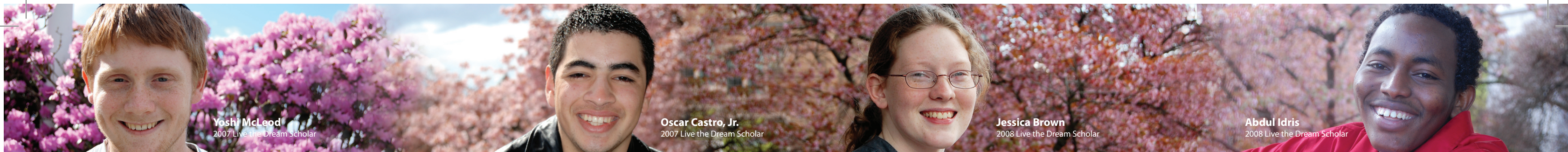


For more details about our national scale-up plan, see the map included with this report.

National Scale-Up Target Universities

This map identifies the first ten expansion targets for the Dream Project. For each site, the city/metro area population, undergraduate count, potential high school sites, and total student count. For sites with free- or reduced-price lunch (FRL) data available, an average percentage of FRL students from all three potential high schools is shown.





Yoshi McLeod
2007 Live the Dream Scholar

Oscar Castro, Jr.
2007 Live the Dream Scholar

Jessica Brown
2008 Live the Dream Scholar

Abdul Idris
2008 Live the Dream Scholar

Joshua (Yoshi) McLeod • 2007 Live the Dream Scholar

My transition to the UW was beautiful. Through the Dream Project, I already had a handful of good friends on campus and a community that assured me leadership opportunities as well as the support of a large network. At my first Dream Project meeting, I was invited by another student to check out the campus Hillel, an organization for Jewish students. Since then, I have been able to become quite involved with Hillel through social justice work, religious services, and Jewish cultural activities. This has been the other main network of support that I have found to nestle my identity within the huge UW campus.

Throughout my adjustment to university life, the Dream Project has continually been a positive inspiration to me as a demonstration of commitment and work ethic. I've relied on my personal friendships through the Dream Project to advise me on classes, housing, study habits, and even good campus food. Currently, I plan on studying Computer Science and Jewish Studies, engaging my two interests in computer graphics technology and Jewish historical life as well as contemporary engagement of the wider Jewish community. I am slowly becoming more involved in Dream Project leadership through the steering committee and planning events. The Dream Project has been nothing but the strongest support for me through all of my challenges and achievements.

Oscar Castro, Jr. • 2007 Live the Dream Scholar

Being a part of the Dream Project in high school, as a UW freshman, and now currently as a sophomore, has been a great learning experience for me. It made the transition from high school into college a smooth one, and even though I am a sophomore now, it still continues to make my college experience even more valuable because I am able to help younger students, just like the Dream Project helped me through the admissions process a few years ago. It's my way of saying thanks to those who made this scholarship possible and to all the past and current Dream Project members for making my dream of pursuing a higher education come true.

Jessica Brown • 2008 Live the Dream Scholar

Sometimes I feel so overwhelmed with the size and the intensity of everything at the UW, but I am so happy to be here because I know that I am furthering my education and I have people here who can help me if I need it. My transition to college has been smooth because of the network of Dream Team students. Since I've come to the UW I still don't know what area of study I want to pursue, but I have taken on leadership positions which have been very rewarding for me. Being involved in the Dream Project has given me the ability to lead high school Dream Scholars to success, and it's a good feeling to know that I am helping other people through the college admissions process by going back to my high school as a mentor.

Abdul Idris • 2008 Live the Dream Scholar

The Dream Project had a big role in making my transition to the UW an excellent one. I believe that I would not have been accepted to the UW without the guidance of the Dream Project. Since I became a UW student, I have enjoyed the increased responsibility and the chance I've had to create a new life and prepare for a successful future. I feel that, as a UW student, I have the tools to become whatever I want. This university has broadened my interests greatly. I plan on majoring in civil and mechanical engineering.

I want to eventually utilize my engineering skills to play a role in helping to rebuild the Somali community where I once lived, which has been devastated by wars and atrocities. I would like to teach other Somali students about engineering and technology and inspire them to have hope for their futures. I am involved in many activities in the UW community, including the Muslim Students Association, the Somali Students Association, the Spiritual Club, and the African Students Association. I also created my own soccer team, recruited players, and now coach the team. For the Dream Project, I call students to remind them about Wednesday meetings and take care of our t-shirts. It feels good to be a Dream Project mentor after the program made my dreams come true.





Dream Scholar Updates 2009

Stories from some of our students at the University of Washington

Michael Peralta • 2007 Live the Dream Scholar, Renton High School

I can still vividly recall my first day stepping foot on campus at the UW. I wasn't nervous; I was anxious because I knew there was already a community on campus that I could look forward to everyday—the UW Dream Project. Now that I am a junior, I attribute a lot of my growth to the Dream Project. They have mentored me so now I can become a guiding light for others, and they have introduced me to a growing network of mentors such as Dr. Sheila Edwards Lange, Dean Ed Taylor, and Dr. Stan Chernicoff. The Dream Project and its supporters have all guided me throughout my development as an emerging leader on campus.

I'm currently in my second year as a Resident Adviser (RA) at the UW. As an RA, I serve on a departmental Diversity and Social Justice committee and supervise a floor of about 50-60 residents in which I organize floor- and building-wide programs. For two summers, I have served as a UW State GEAR-UP Program Team Leader, working with low-income, first-generation high school students to plan for post-secondary education. The Dream Project has instilled in me a strong passion for working with under-represented communities and efforts surrounding social justice issues. As a first-generation student, I thank the Dream Project for my journey of struggle, mentorship, and love. I can't thank them enough for how much they invested in ensuring that I not only got into the college of my choice but that I have a community-in-waiting to help me succeed along the way!



Michael Peralta
2007 Live the Dream Scholar

Phavy Chey • 2009 Live the Dream Scholar, Ingraham High School

Because of the Dream Project, it has been great transitioning into college from high school. I came into the University of Washington excited and with a sense of belonging. I knew I had a whole family waiting for me. Since I have been on campus, I joined the Dream Project class. The Dream Project class was overwhelming on the first day; but, since then, I have been going back to Ingraham High School as a mentor and working with some of my former classmates. It has been easier for the high school students to relate to me since I was in their shoes not too long ago. I have also taken on more of a leadership role through planning the Dream Project Fall Social. It was a lot of work, but I am proud to say I was a part of making it a huge success.

I have enjoyed my first quarter in the Dream Project and at the University of Washington. It has been such a welcoming community. In the future, I want to continue with the Dream Project and focus more on my studies. Being a part of the Dream Project is a way to give back and say thanks to a program that helped me. It would have been difficult to not have a mentor to turn to while filling out college applications. The Dream Project made a huge impact on my transition into college and will do the same for future Dream Scholars who will be attending the University of Washington. I remember someone saying that, once you join the Dream Project, you will be hooked for life. I am hooked and can definitely say that statement is true now.



Phavy Chey
2009 Live the Dream Scholar



Isaura Jimenez
2008 Live the Dream Scholar

Phi-Long Nguyen
2009 Live the Dream Scholar

Italiana Hughes
2008 Live the Dream Scholar

Isaura Jimenez • 2008 Live the Dream Scholar, Odyssey: The Essential School

When I decided to go to UW, I was really afraid that I would lose my sense of place and community back home. Coming from such a small and diverse high school made the UW very different for me. But since I've come here, I've enjoyed the ability that the Dream Project has given me to not only continue to be involved in my community, but to also marry my university course work and beliefs with action. I believe in transformative education that steps outside of the classroom, and the Dream Project allows me to not just say that I care about building community or college access and completion, but also the opportunity to do something about it by working with students as they make their transition into their post-high school lives. The Dream Project has afforded me the opportunity to keep one foot in my community while still pursuing my education, and that's something that I really appreciate.

These stories represent just a few examples of students who have achieved the dream of attending college. It takes \$186 to cover the costs of each student who participates in the Dream Project, which includes a participant workbook, weekly visits at the high school, trips to the UW campus, and more.

To read more stories and learn how to support us, visit www.dreamproject.washington.edu.

Phi-Long Nguyen • 2009 Live the Dream Scholar, Ingraham High School

It is clear that without the Dream Project, I would have been lost. My dad never went to college and my mom was an immigrant, so unfortunately I really had no one to guide me. It is unbelievable how much I lucked out being part of Ingraham High School's first batch of Dream Scholars. Sometimes I wonder if Sam, Lily, Tim, Fredolyn, and Jessa know how much they meant to me at that time in my life. I wonder, where exactly would I be if not for the Dream Team... probably not at the UW. Then, they go and make me feel even more special by putting up a big poster of me in Mary Gates Hall.

Though I had fun being a Dream Scholar, I feel that it is only right to give back to my community because there are children, and lots of them, that need a strong influence like I had. Eric Liu, the author of Guiding Lights, says that mentors are like flashlights aimed at the light switch in the dark room. I want to be that flashlight. Not only do I have the opportunity to help students, I also get to become a leader and make my voice heard across campus. I just helped to plan the fall social, and I am helping to fundraise for the program.

Being part of the Dream Team has made my transition into college life a bit smoother. This is really what I wanted: a sense of family in a pool of 40,000-plus students. I know that if I need help, this diverse family has got my back.

Italiana Hughes • 2008 Live the Dream Scholar, Renton High School

Since becoming a Live the Dream Scholar, I have continued my involvement in the Dream Project. The first quarter of my freshman year at UW I decided to make use of the community-in-waiting on campus and joined the Dream Project. I knew there were people that I could talk to, ask questions and reconnect with. I also wanted to give back to other students who are in similar situations as me when I applied to college.

I have been a mentor in the Dream Project for four quarters now and have had many great experiences. I became a co-lead for Renton High School during spring quarter of my freshman year and will continue my leadership experience in winter quarter. I recently traveled to New York City with other Dream Project leaders to present on the program at the College Board Forum 2009. These are just a few of the many wonderful opportunities that I have experienced because of my participation in the Dream Project. However, my greatest moments have come from simply talking with the students that I mentor, getting to know them, and listening to their personal stories. My work with the Dream Project has inspired me to pursue a career in education and has shaped my goal of becoming a college admissions counselor and ultimately to become a dean of admissions.



Two track approach



High School
Students



University
Students

THE UNIVERSITY OF WASHINGTON DREAM PROJECT



Preschool through College Continuum



Elementary School

Middle School

High School

College



Upward Bound

THE UNIVERSITY OF WASHINGTON DREAM PROJECT



418 : 217

High School Students

UW Undergraduates

THE UNIVERSITY OF WASHINGTON DREAM PROJECT



67 colleges

53 four-year, 14 two-year

136 at **W**

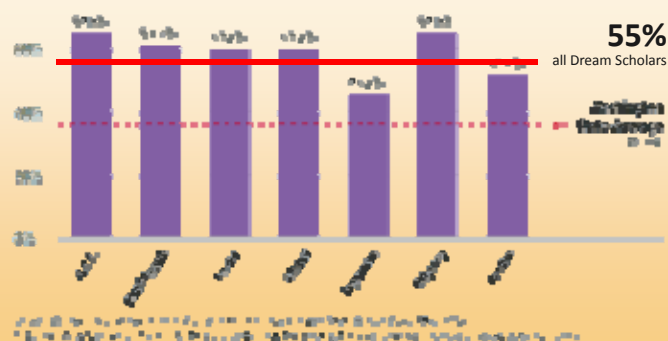
2010 admits: 46 and counting...

THE UNIVERSITY OF WASHINGTON DREAM PROJECT



Our Population

Percentage of Students receiving Free or Reduced Price Lunch



THE UNIVERSITY OF WASHINGTON DREAM PROJECT



"I didn't know anything about the process."

Italiana Hughes
2008 "Live the Dream" Scholar



THE UNIVERSITY OF WASHINGTON DREAM PROJECT





Student Leadership

Sam Lim teaches the EDUC 360 class with support from faculty advisor Stan Chernicoff.

THE UNIVERSITY OF WASHINGTON DREAM PROJECT



College student growth

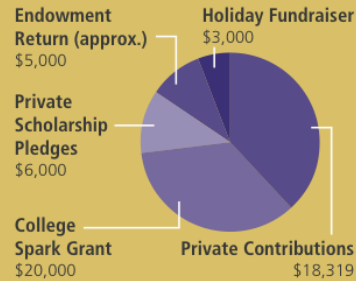
The Dream Team can often be found at Chipotle on the Ave.

THE UNIVERSITY OF WASHINGTON DREAM PROJECT



Student Fundraising

Funding Sources



Expenses per year

\$63,000

Serving 750 college and high school students

\$84 per student per year

THE UNIVERSITY OF WASHINGTON DREAM PROJECT



Personal and professional growth



UW students Sam Lim, Brukab Sisay, and Katherine Kleitsch present along with Assistant Vice President/Director of Financial Aid Kay Lewis at the 2008 National Association of College Admissions Counselors Conference in Denver, CO.

THE UNIVERSITY OF WASHINGTON DREAM PROJECT



Never satisfied – Always innovating

Dream Team members in “think tank” mode.

THE UNIVERSITY OF WASHINGTON DREAM PROJECT



314 students

from 42 high schools in the Seattle area



THE UNIVERSITY OF WASHINGTON DREAM PROJECT





National expansion

The Dream Project is in talks with the Bill & Melinda Gates Foundation and others to support a national scale-up.





UW Bothell Dream Project



THE COLORADO STATE UNIVERSITY DREAM PROJECT

THE UNIVERSITY OF WASHINGTON DREAM PROJECT





THE UNIVERSITY OF WASHINGTON DREAM PROJECT





VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Legislative Report from Olympia

This will be an oral report, for information only.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Activity Based Budgeting Update

For information only.

Attachments

Initial Charge to Working Group, June 24, 2009

Working Group Report, October 6, 2009

Charge to Sub-Committees, October 21, 2009

Working Groups Primary Issues

June 24, 2009

Working Group on Activity-Based Budgeting

Paul Jenny, Vice Provost, Office of Planning & Budgeting, ***Co-chair***

Doug Wadden, Executive Vice Provost for Academic Affairs, ***Co-chair***

Ann Anderson, Associate Vice President and Controller, Office of Financial Management

Tom Baillie, Dean, School of Pharmacy

Ana Mari Cauce, Dean, College of Arts & Sciences

Paul Hopkins, Chair, Department of Chemistry

Matt O'Donnell, Dean, College of Engineering

Gary Quarfoth, Associate Vice Provost, Office of Planning & Budgeting

Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs

Dear Colleagues:

Over the last two budget sessions we have increased our discussions about the need to change the current budget model for the University of Washington. Most prominent in our discussions has been the desire to explore an activity-based approach to budgeting and to then to determine if such a model would fit with our institutional goals and culture.

To further our conversation on activity-based budgeting at the University of Washington, I am writing to ask you to join a small working group that will meet throughout the summer. Executive Vice Provost Doug Wadden and Vice Provost Paul Jenny will co-chair the group. The Office of Planning and Budgeting will provide staffing. There are three primary goals for this working group:

First, I ask that you develop a comprehensive list of issues that need to be addressed in reframing our budget model to one that more transparently aligns revenue generation with the activities associated with the revenue. We have already invested significant time in examining some of the issues that will be affected by a change in our budget model and suggest that the *Draft Report of the Joint Policy Advisory Committee on Tuition, Access, Financial Aid, Enrollment Retention and Service Operations* may be a good starting point for your efforts. I expect there are several other issues that need to be addressed that are not included in this report. As you draw up the list of issues to be addressed, please make preliminary recommendations on how they might be resolved. It is important to note, however, that development of final recommendations and agreements will involve more inclusive campus conversations among the Board of Deans & Chancellors and the Faculty Senate during the upcoming academic year.

Second, I would like you to develop an implementation schedule that includes significant changes to our budget model effective in Fiscal Year 2010–11. I understand it is likely that we cannot move to a full implementation by FY10, but assuming we will determine to change our budget model, I would like to have us move forward in the most expedient way possible.

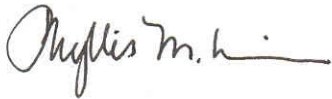
Finally, to be successful in changing our budget model, it is clear that we will need absolute agreement on the data points we use in distributing revenues. I recognize that our current data definitions and supporting systems are less than ideal. The Offices of Information Management, Planning and Budgeting and other

groups are working to address the issues associated with data collection, defining, and reporting. I do not expect you to replicate their efforts. Rather I would like a list of the data points necessary to implement any proposed changes to the budget model and recommend definitions. As far as possible, your recommendations should mirror those already developed by others working on data issues.

Please provide a final report by October 1, 2009. This report will serve as the basis for significant conversation at the Board of Deans and Chancellors' retreat and at the Senate Committee for Planning and Budgeting. Following the release of your report, I will work with the co chairs on the next steps we need to take to meet my goal of significant changes to our budget model by the start of fiscal year 2010–11.

Thank you for agreeing to assist the University of Washington on this critical endeavor.

Sincerely,

A handwritten signature in dark ink, appearing to read "Phyllis M. Wise". The signature is fluid and cursive, with a horizontal line extending from the end.

Phyllis M. Wise
Provost and Executive Vice President

October 6, 2009

To: Phyllis M. Wise, Provost and Executive Vice President

From: Doug Wadden, Executive Vice Provost for Academic Affairs
Paul Jenny, Vice Provost, Office of Planning & Budgeting

Cc: Working Group on Activity Based Budgeting:
Ann Anderson, Associate Vice President and Controller, Office of Financial Management
Tom Baillie, Dean, School of Pharmacy
Ana Mari Cauce, Dean, College of Arts & Sciences
Paul Hopkins, Chair, Department of Chemistry
Matt O'Donnell, Dean, College of Engineering
Gary Quarfoth, Associate Vice Provost, Office of Planning & Budgeting
Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs

RE: Activity Based Budgeting Report

Provost Wise:

In response to your letter dated June 24, 2009, the Working Group on Activity Based Budgeting (ABB) has met regularly over the past three months to examine limitations of the current budget model and how an ABB model might be implemented at the University of Washington. The attached report is the result of that effort.

Please contact us if you have any questions. Thank you.



Activity Based Budgeting Working Group Report October 6, 2009

Activity Based Budgeting Working Group Members:

Ann Anderson, Associate Vice President and Controller, Office of Financial Management
Tom Baillie, Dean, School of Pharmacy
Ana Mari Cauce, Dean, College of Arts & Sciences
Paul Hopkins, Chair, Department of Chemistry
Paul Jenny, Vice Provost, Office of Planning & Budgeting
Matt O'Donnell, Dean, College of Engineering
Gary Quarfoth, Associate Vice Provost, Office of Planning & Budgeting
Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs
Doug Wadden, Executive Vice Provost for Academic Affairs

Executive Summary

The University of Washington currently uses a modified version of an incremental budget model to plan and develop budgets at the unit level. However, incremental budgeting has limitations that impact the ability of management to effectively manage resources, which may have adverse effects on the institution. Further, the University has recently experienced significant reductions in state general fund appropriations, such that the reliance on tuition and other enterprise revenues have surpassed state appropriations in the existing funding model.

In response to similar challenges, several major public universities have successfully implemented variations of an activity based budget (ABB) system. ABB is a method of budgeting in which the revenues generated from instructional and research activities are allocated directly to the unit responsible for the activity.

In June 2009, the Provost established a working group to examine issues related to the feasibility and implementation of an ABB system at the University of Washington. The working group met regularly over three months to examine these issues. Additionally, the group sought outside counsel from the University of Michigan, which had successfully implemented ABB. This report reflects the findings and recommendations of the working group.

The working group was not specifically charged with making a recommendation to move to an ABB model. We nevertheless report that the group did reach consensus that the ABB approach to resource allocation has merits and should be more thoroughly explored during the current fiscal year. To achieve this we recommend that as a key next step a steering committee be appointed with decanal, faculty senate and senior administration representation. This steering group would be larger than the current working group and would be tasked to form new smaller working groups to examine the structure and detail of ABB with respect to:

1. Academic Impact
2. Research and Indirect Cost Recovery
3. Administration and common good elements
4. Structure and delivery of a tax model
5. Definitions and data points

We recommend that the campus fully develop an ABB model at the University of Washington that can be presented to the campus community for feedback and acted upon by the Provost and President.

Overview

The University of Washington is assessing the potential value and feasibility of implementing a new activity based budgeting (ABB) system. In its most basic definition, ABB is a method of budgeting in which the revenues generated from instructional and research activities are allocated directly to the unit responsible for the activity. This budget model has been successfully implemented at several major public research universities including Michigan, Minnesota, Indiana, etc. While there are local variations in each of the respective budget models, it is generally accepted that an ABB approach is more transparent and stable than a traditional incremental budget model such as that currently in place at the University of Washington. ABB 'empowers' greater local planning and accountability and creates incentives for units to more efficiently manage resources and expenditures. Further, direct control of resources generated from activities creates incentives to set priorities and develop new activities consistent with the overall mission and strategic goals of the institution.

Goals of the Working Group

In the last academic year there has been significant concern that the current budget model employed by the University of Washington is no longer the best approach for resource management. (The University of Washington currently uses a modified incremental budgeting model that bases budget proposals and allocations on the budget from the previous year.) Based on the success of peer institutions in changing their budget models, Provost Wise directed a Working Group to examine ABB as a possible budget model for implementation at the University of Washington. The Working Group met regularly from July through September to consider issues related to transforming our current budgeting process to a new ABB model, including an implementation schedule and data requirements. Provost Wise outlined three primary goals for the working group. (Appendix A)

1. Develop a comprehensive list of issues that need to be addressed in reframing our (existing incremental) budget model to one (an ABB model) that more transparently aligns revenue generation with the activities associated with the revenue. Include *preliminary* recommendations on how they might be resolved. (Note that *final* recommendations will involve more inclusive campus conversations among the Vice Presidents and Vice Provosts, Board of Deans & Chancellors and the Faculty Senate, the Senate Committee on Planning and Budgeting, and other academic and administrative leaders.)
2. Develop an implementation schedule that includes significant changes to our (existing incremental) budget model effective in FY 2010-11. Full implementation in 2010 is NOT likely, but work towards a timely schedule of implementation.
3. Develop a list of information necessary to implement any proposed changes to the budget model and recommend definitions. Work to ensure that data and definitions reflect progress in this arena which has been made during the past few years.

In determining an approach that satisfies the Provost's charge in these goals, the working group focused its efforts on the following areas

1. Limitations of the current University of Washington budget model
2. Working principles of a new budget model
3. Defining the scope of an ABB approach
4. An ABB approach at the University of Washington
 - a. Transparency in allocation of resources
 - b. Accountability
5. Next steps

Limitations of the Current University of Washington Budget Model

In examining the potential of a new ABB budget model at the University of Washington, the working group first examined the current budget model and we concurred with general campus opinion that the current model has significant demerits that we summarize as follows:

1. The existing incremental budget model does not align revenue generation with the activities associated with the revenue. This factor is of concern given the uncertainty of future revenue streams combined with increasing operating costs.

***Example:** Tuition revenues associated with the student population of a given program are not clearly accounted for or linked to that program, irrespective of whether or not that program is subsidizing other programs or being subsidized itself.*

2. The full cost of university programs—whether instructional, research or service oriented—is unknown, limiting the ability of management to make informed decisions that fully take into account efficacy, value and cost of a given program relative to both the budget and mission of the university.

***Example:** No accounting for the cost of space, utilities, deferred maintenance, etc.*

3. The existing incremental budget model is not sufficiently transparent to our external constituencies, particularly our funders (including taxpayers, tuition payers and the legislature). The lack of transparency limits our ability to account for the use of our current budget or to make a compelling case for increased funding, tuition-setting authority or other management flexibilities and operating efficiencies
4. The existing incremental budget model does not have the flexibility or fluidity required to allow management to effectively reallocate resources in response to workload shifts or changes in the strategic priorities. This factor results in a disincentive for innovations (such as expanded instructional programs) that would require new funding.

***Example:** In the course of a biennium the workload in college A increases while the workload in college B decreases. When this happens the University has very limited ability to make adjustments to*

budget allocations within the existing system to accommodate such changes.

Working Principles of a New Budget Model

The working principles of any new budget model should increase the internal capacity of the University—at both the operational and management levels—to carry out its required duties as directed in state law and the Role and Mission as approved by the Board of Regents. Further, the working principles may help to clarify or address the limitations of the current incremental budget model either directly or indirectly.

With these underlying goals in mind, the Working Group developed a list of principles that would help guide their analysis and inquiry of a new ABB model for the University of Washington. The principles are modeled in part after concepts that were successfully implemented at the University of Michigan and the University of Minnesota.

In addition to the working principles is the strong endorsement by the working group that any change in the UW budget model initially be revenue-neutral for all affected units. The focus of a new ABB model needs to focus on the prospective incremental changes in the revenues generated by activities and not on a retrospective analysis of the current base.

A new budget model ideally would:

1. **Support, not determine, university missions and goals**—including quality aspirations.
2. **Incent positive behaviors, innovation and operational efficiencies** that facilitate improvement in any of the standard performance metrics
3. **Be transparent.**
4. **Be as simple as possible to understand, administer and implement.**
5. **Enable the administration to effectively lead the institution** and reallocate resources when necessary.
6. **Use common data, definitions and information** that are clear and standardized campus wide.
7. **Allocate revenues to the centers that incur costs**, and thus must have some way of explicitly accommodating the differential costs of instruction by school/college.
8. **Include all central revenues** (GOF/DOF, indirect costs from research grants, central scholarship/fellowship funds, etc.), not some subset of these funds.
9. **Clearly identify cross subsidization.**
10. **Support “common good” services, programs and operations** across the entire institution.

11. **Facilitate planning** (based on comprehensive systemic assessment), require acknowledgement of near-term and long-term mission objectives. It should and contain accountability for performance relative to funding decisions (enrollment, retention, outcomes, etc.).
12. **Be fundamentally forward looking in incentives**, coupled with periodic rebalancing of investments.
13. **Encourage how to redirect investments even under financially distressed circumstances**
14. **Recognize the importance of maintaining current funding levels** or phasing-in funding reductions for colleges and schools in the short-term as the ABB model is implemented to minimize the impact on existing programs, including incumbent students, faculty and overall program quality.

Defining the Scope of an ABB Approach

It is important to note that any move to an Activity Based Approach would not be appropriate for all units across the University of Washington. First and foremost, the working group recognizes that this effort is focused on the Seattle Campus. While UW Bothell and UW Tacoma are critical contributors to the mission of the University of Washington, they are separate and distinct budget entities and thus are outside of the scope of this effort. Additionally, we have excluded from consideration in this approach the auxiliary and self supporting units such as the UW Medical Center, Intercollegiate Athletics, Housing and other units which are expected to manage their budgets as standalone, self-sustaining entities.

The focus on ABB at the University of Washington should be on those units driving the instructional, research and service mission of the university and the necessary supporting administrative units. These units can be classified as **Activity Based Units** represented by the schools and colleges and **Non-Activity Based units** that include central academic support units (libraries, undergraduate education, etc.) and administrative support units (finance and facilities, student life, etc.).

The budgets of those units defined as activity based would be based in large part on the revenue generated from the activities of the unit (instruction and research) plus the addition of any supplemental funding. Budgets of non-activity based units would follow the current approach in providing an annual budget request of new funding for consideration by the provost.

An ABB Approach at the University of Washington

Any budget model, and certainly any implementation of a new budget model, needs to be based on the core values of transparency and accountability and consistent with stated principles. The allocation method of the activity-generated revenue needs to be simple and clearly understood. Further, campus activity units and central administration need to be held accountable in ensuring that revenues are clearly tied to unit missions and the overall mission and strategic goals of the University.

If the determination is made to formally move to an ABB model at the University of Washington, the working group endorses that all revenue generated by activities be fully allocated to the units directing the activity. All tuition and research indirect cost recovery (ICR) should flow to the schools and colleges. Indirect Cost Recovery should be fully allocated to the school or college 'housing' the research associated with the generation of ICR. The allocation of tuition should be distributed to both the school of instruction and the school of enrollment.

To both fund central costs and reinvestments into key university initiatives (again, in and out of the schools and colleges) we recommend that an annual tax be charged to schools and colleges. We have not formally endorsed what should serve as the base for taxation but recognize that the base could be either revenues or expenses. (At this juncture we have also not discussed what specific revenues and expenses should be included in the base on which the tax is applied.) Further the tax model and the financial obligation of the tax must be clearly articulated so schools have sufficient ability to develop their respective budget models before the start of a fiscal year.

The working group has not formally recommended what the split between instruction and enrollment should be. Rather we have focused our efforts on defining each of these factors. We believe that the allocation for instruction should be based on the number of Student Credit Hours (SCH) each school produces within each unique tuition category (undergraduate, graduate tier 1, tier 2, etc.)

Since the UW does not have direct admissions to school and colleges for freshman, defining school of enrollment is a much less clear concept. We have not formally determined the best proxy for school of enrollment. We believe that there are really two points of consideration, major and degree, both of which have difficulties. We recognize that determination of a major by an individual student is not a budget determining point. The degree production of schools and colleges is a key outcome for the University of Washington and may serve as a good indicator of school of enrollment. However, a complicating feature is that different degrees with a single tuition category (for example Ph.D. and M.S.) require very different levels of activity. We recognize that defining school of enrollment will require additional analysis.

It is important to note that when discussing tuition by classification (undergrad, grad, professional), that tuition represents a net blended rate of resident/nonresident, waivers, exemptions, etc. The decision of the resident/nonresident mix is determination made by the President and Provost in consultation with the Regents. Further, there are many legislatively mandated exemptions that do not produce actual tuition dollars. To the extent that these decisions are outside of the scope of responsibility of a school or college it is important that allocated tuition needs to be a blend of these considerations.

Beyond tuition and indirect cost recovery, we recognize that there are several other sources of revenue generated by schools and colleges that are in the current allocation of central funds, such as summer quarter enrollment and interest on fund balances that are currently considered part of the Designated Operating Fund of UW (DOF). While we have not examined these funds in depth we recommend that the approach to these funds be consistent with that taken for tuition and ICR.

In addition to the allocation of activity generated revenues to the school and colleges, it is recognized that there are costs associated with these activities outside of the schools and colleges. Further, we recognize that there are significant common good activities both in and out of the schools and colleges that as a university we believe are important to our mission.

To both respect historic commitments and assure maintenance of essential services, it is crucial that any new budget model be at least revenue neutral to all units. This is not to say that the budgets of units (both activity based units and non activity based ones) will not change prospectively. Rather, again at the onset, the new budget for a unit must be equivalent to the current budget (GOF/DOF) of the unit. Peer Institutions that have transitioned to ABB models have reached similar conclusions.

The final primary source of central funds is the investment by the State of Washington. While state funding is in decline and we are unlikely to enjoy investment of new state funds in the near term, it remains a key funding source of the university. This funding source, along with the revenues generated from taxes on activities becomes the supplemental base that at the onset will ensure that the model be rolled out in a revenue neutral fashion.

In addition to the transparent allocation of revenue, it is crucial that an ABB budget model also have a strong commitment to accountability. As with other universities that have adopted an activity based approach it will be crucial that we develop an annual reporting process in which Deans, Vice Provosts and Vice Presidents meet with the Provost to review the financial, academic and administrative metrics of the unit. These annual meetings can also be the base for determining any Provost decisions in the allocation of supplemental (non-formulaic) budget funds.

Next Steps

If the Provost and President make the determination to move to an ABB model, there remains a significant body of work to complete before implementation of an ABB model at the University of Washington. That being said, we are confident that we could see significant progress to allow partial implementation by FY11 (with a focus on tuition) and projected full implementation in FY12. We believe that a more prolonged (multi-year) implementation of a new budget model would be inadvisable, as this would prolong financial uncertainty at the unit level.

To implement ABB, it is critical that we continue our deliberation of this approach.

It is important that we do not find ourselves in a situation of having competing analyses of ABB. We need to ensure that we have one overall approach to our deliberations and any final recommendation. To ensure a thoughtful and complete analysis of the issues that would need to be addressed in moving to ABB we recommend the following implementation approach.

We recommend that as a key next step a steering committee be appointed with decanal, faculty senate and senior administration representation. This steering group, no doubt larger in size than the current working group, would be tasked to form small working groups to examine the structure and detail of ABB with respect to:

1. Academic Impact
2. Research and Indirect Cost Recovery
3. Administration and common good elements
4. Structure and delivery of a tax model
5. Definitions and data points

The newly constituted steering committee should be tasked with defining the deliverables and work product for each working group as well as establishing membership of the groups. It is expected that membership of each working group include a combination of steering committee members and additional campus representatives.

Conclusion

The working group was not specifically charged with making a recommendation to move to an ABB model. We nevertheless report that the group did reach consensus that the ABB approach to resource allocation has merits and should be more thoroughly explored during the current fiscal year. There are many things an ABB model does not do. ABB or any budget model employed by the UW is unlikely to directly impact or reverse the deterioration in state funding for higher education. However, an ABB model may help to improve transparency and articulate more clearly to external constituencies how funding is allocated internally. Further, an ABB model may allow us to invest the resources we do have more responsibly. We thus recommend that the campus fully develop an ABB model at the University of Washington that can be presented to the campus community for feedback and acted upon by the Provost and President.



June 24, 2009

Working Group on Activity-Based Budgeting

Paul Jenny, Vice Provost, Office of Planning & Budgeting, ***Co-chair***

Doug Wadden, Executive Vice Provost for Academic Affairs, ***Co-chair***

Ann Anderson, Associate Vice President and Controller, Office of Financial Management

Tom Baillie, Dean, School of Pharmacy

Ana Mari Cauce, Dean, College of Arts & Sciences

Paul Hopkins, Chair, Department of Chemistry

Matt O'Donnell, Dean, College of Engineering

Gary Quarfoth, Associate Vice Provost, Office of Planning & Budgeting

Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs

Dear Colleagues:

Over the last two budget sessions we have increased our discussions about the need to change the current budget model for the University of Washington. Most prominent in our discussions has been the desire to explore an activity-based approach to budgeting and to then to determine if such a model would fit with our institutional goals and culture.

To further our conversation on activity-based budgeting at the University of Washington, I am writing to ask you to join a small working group that will meet throughout the summer. Executive Vice Provost Doug Wadden and Vice Provost Paul Jenny will co-chair the group. The Office of Planning and Budgeting will provide staffing. There are three primary goals for this working group:

First, I ask that you develop a comprehensive list of issues that need to be addressed in reframing our budget model to one that more transparently aligns revenue generation with the activities associated with the revenue. We have already invested significant time in examining some of the issues that will be affected by a change in our budget model and suggest that the *Draft Report of the Joint Policy Advisory Committee on Tuition, Access, Financial Aid, Enrollment Retention and Service Operations* may be a good starting point for your efforts. I expect there are several other issues that need to be addressed that are not included in this report. As you draw up the list of issues to be addressed, please make preliminary recommendations on how they might be resolved. It is important to note, however, that development of final recommendations and agreements will involve more inclusive campus conversations among the Board of Deans & Chancellors and the Faculty Senate during the upcoming academic year.

Second, I would like you to develop an implementation schedule that includes significant changes to our budget model effective in Fiscal Year 2010–11. I understand it is likely that we cannot move to a full implementation by FY10, but assuming we will determine to change our budget model, I would like to have us move forward in the most expedient way possible.

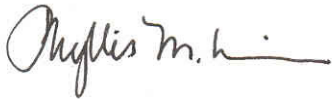
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groups are working to address the issues associated with data collection, defining, and reporting. I do not expect you to replicate their efforts. Rather I would like a list of the data points necessary to implement any proposed changes to the budget model and recommend definitions. As far as possible, your recommendations should mirror those already developed by others working on data issues.

Please provide a final report by October 1, 2009. This report will serve as the basis for significant conversation at the Board of Deans and Chancellors' retreat and at the Senate Committee for Planning and Budgeting. Following the release of your report, I will work with the co chairs on the next steps we need to take to meet my goal of significant changes to our budget model by the start of fiscal year 2010–11.

Thank you for agreeing to assist the University of Washington on this critical endeavor.

Sincerely,

A handwritten signature in dark ink, appearing to read "Phyllis M. Wise". The signature is fluid and cursive, with a horizontal line extending from the end.

Phyllis M. Wise
Provost and Executive Vice President

October 21, 2009

Steering Committee on Activity-Based Budgeting

Paul Jenny, Vice Provost, Office of Planning & Budgeting, ***Co-chair***

Doug Wadden, Executive Vice Provost for Academic Affairs, ***Co-chair***

Ann Anderson, Associate Vice President and Controller, Office of Financial Management

Tom Baillie, Dean, School of Pharmacy

Bruce Balick, Professor, Department of Astronomy and Chair, Faculty Senate

Harry Bruce, Dean, The Information School

Ana Mari Cauce, Dean, College of Arts & Sciences

Paul Hopkins, Chair, Department of Chemistry

Jim Jiambalvo, Dean, Foster School of Business

Mary Fran Joseph, Chief Financial Officer, School of Medicine

Mary Lidstrom, Vice Provost for Research

Matt O'Donnell, Dean, College of Engineering

Gary Quarforth, Associate Vice Provost, Office of Planning & Budgeting

Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs

V'Ella Warren, Senior Vice President, Finance & Facilities

Dear Colleagues:

As you know, the University of Washington has been engaged in an ongoing conversation about the need to transition to a more transparent and functional budget model. This past summer I asked a Working Group to explore and make preliminary recommendations on the possible change to a new activity based budget (ABB) model. On October 6, 2009, the Working Group submitted a report (see attached) that recommended the campus fully develop an ABB model at the University of Washington which can then be presented to the campus community for feedback and acted upon by the Provost and President.

To further our conversation on activity based budgeting at the University of Washington, I am writing to ask you to join a Steering Committee that will meet throughout the fall and winter. Executive Vice Provost Doug Wadden and Vice Provost Paul Jenny will co-chair the Steering Committee. The Office of Planning and Budgeting will provide staffing. Building on the final report from the Working Group, there are three primary goals for this Steering Committee:

First, please engage immediately in the formation of five smaller sub-committees that will examine specific aspects of implementing ABB at the University of Washington. The Steering Committee should provide guidance and coordination to the five sub-committees as they examine the structure and detail of ABB. A sub-committee should be created for each of the following subject areas:

1. Academic Impact
2. Research and Indirect Cost Recovery
3. Administration and common good elements
4. Structure and delivery of a tax model
5. Definitions and data points

The Steering Committee should define the charge for each sub-committee. Each sub-committee's charge should include indentifying a list of challenges concerning the implementation of ABB relative to their assigned subject area, as well as recommendations to resolve these issues.

Further, in an effort to ensure adequate technical expertise and to facilitate broader campus participation, membership on each sub-committee should include a combination of Steering Committee members and additional campus representatives. The Steering Committee shall submit a proposed list of participants for each of the sub-committees to the Provost for approval and appointment.

Second, I ask that you synthesize the work of the sub-committees to develop a detailed implementation plan and schedule that would enable implementation of a new ABB model to begin on July 1st, 2010. Please incorporate the findings of the sub-committees and any other technical or process changes that would be necessary for successful implementation.

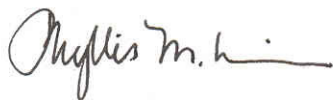
Finally, I ask that you provide a final recommendation to the Provost and President on the viability and prudence of implementing ABB at the University of Washington. In addition to the technical aspects of implementing a new budget model, please also consider the potential impact of ABB on our institutional goals and culture. This final recommendation should take into account the recent report of the Working Group, the work of the sub-committees and the perspective of the Steering Committee.

Given that this effort is entering a more detailed phase of examination, please structure your work to provide reports as follows:

February 24, 2010	Progress report to my office, the Board of Deans and Chancellors and the Senate Committee on Planning and Budgeting
April 1, 2010	Recommendations for implementation that will impact Fiscal Year 2011
May 15, 2010	Final Report

Thank you for agreeing to assist the University of Washington on this critical endeavor.

Sincerely,



Phyllis M. Wise
Provost and Executive Vice President

Enclosure

c: Mark A. Emmert



Activity Based Budgeting Working Groups Primary Issues

The primary issues outlined below include those that need to be addressed by each Working Group in order to begin construction of the budget model.

Note: There are several areas of overlap in the questions for each group.

Note: In addition to the identified primary issues developed by the steering committee, each working group is asked to develop a list of secondary issues for consideration following development of recommendations on the primary issues.

Note: It is important to undertake review of these issues with respect to the principles developed by the ABB working group that met over the summer and endorsed by the Provost and Board of Deans and Chancellors. An overriding principle is that this is a prospective approach to incremental revenue changes and that at the start of this model there would be no consideration of changing the existing allocation of base budgets.

Note: In general, the consideration of an ABB model is to understand the funding of Activity Based Units and Non Activity Based Units. In general, Activity Based Units include Schools and Colleges with their funding derived directly from their activities, primarily through tuition and research and a central supplement. Non activity based units include central academic and administrative units with funding derived from a system of indirect cost recovery and a centralized tax model.

Academic Impact

1. How should we allocate tuition between school of instruction and school of enrollment?
 - a. Should instruction be defined by SCH attributable to course of record?
 - b. Should enrollment be defined by number of majors, number of degree, or both?
 - i. What unique concerns are there with respect to pre-majors?
 - c. Is the distribution between instruction/enrollment constant for undergrads, graduate and professional students?
 - i. If a different distribution is applied, what is it, and why?
2. What ABB approach should be taken with respect to course offering through UW Educational Outreach?
 - a. Should summer quarter be part of the model?
 - i. If so, how should tuition revenue be distributed?
 - b. Should self-supporting fee-based programs be part of the model?

3. How should tuition revenue be distributed with respect to hybrid units (those both generating tuition revenue in the current model and also considered centrally based units) such as Undergraduate Academic Affairs and the Graduate School?
4. How should funding of tuition waivers for graduate students be incorporated into the model?
5. How should the building fee portion of tuition be considered in an ABB model?

Research and Indirect Cost Recovery

1. How should Indirect Cost Recovery be distributed?
2. How do we fund current debt obligations funded by F-ICR at the central level?
3. How do we ensure adequate funding for central services (Sponsored Project Office, Extramural Grant Accounting, etc.) as research expands?
 - a. Should there be a unique tax levied based on a unit's direct research expenditures?
4. How should "matching funds" be handled?
5. How should "faculty startups" be handled?

Central Academic and Administrative Units

1. What Units are considered "central"?
2. What activities currently funded from the center need to be reallocated (cost and supporting revenues) to units?
 - a. GOF/DOF fringe benefits?
 - b. Centrally funded debt service on FICR, building fees, etc?
3. How do we ensure funding for planned but not budgeted administrative strategic needs such as replacement of IT student and financial systems?
4. How should we distribute central/miscellaneous fees (application fees, transcript fees, etc?)
5. How do we structure funding for units such as UW Technology that have both a centrally funded base and recharge funding based on unit variable usage of the services provided?
6. How do we consider the funding of hybrid units (those both generating tuition revenue in the current model and also considered centrally based units) such as Undergraduate Academic Affairs and the Graduate School?

Structure and Delivery of a Tax Model

1. What is the purpose of a tax?
 - a. Funding of central academic and administrative units?
 - b. New academic and administrative strategic initiatives?

- c. Contingency for unanticipated cost increases (i.e. utility costs?)
- 2. If expenditures serve as the proxy for a tax, what expended funding sources should be included in the tax rate?
 - a. GOF/DOF/ICR?
 - b. Gifts and Endowment Income?
 - c. Unit generated revenue sources?
 - d. If any funding group is excluded, why?
- 3. How do we tax self supporting auxiliary units such as Housing or Parking? Do we continue with the institutional overhead tax or something new?

Definitions and Data Points

- 1. What data points are needed to populate an Activity Based Budget Model based on the primary issues being developed in the other four working groups?
 - a. Confirm existing institutional definitions and where necessary propose new ones for missing or incomplete definitions
 - i. Definitions should include both a descriptive summary and the detailed protocols for extracting data from existing systems and databases
- 2. What time periods should be considered in the definition of data and distribution of revenues?
 - a. As example, should tuition be allocated in arrears or prospectively based on projected results with reconciliation between actual and projected?
- 3. What time period should the tax be based on?
- 4. What standard reports do we need to develop and distribute the budget model?
- 5. What reports do we need that already exist or need to be developed for units to manage their budgets during the fiscal year?

Steering Group

- 1. How should we consider the allocation, assignment and use of space and the funding of existing and planned new space needs?
- 2. What potential behavior changes are of concern and how do these get mitigated?
- 3. What conversation should there be around impacts of a new budget model on the faculty code and salary policies?
- 4. What is the realistic implementation schedule?
- 5. When, by whom, and by what measures should the performance of the new system be assessed?

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

2y2d Update

For information only.

Attachments

Letter to Regents from Phyllis M. Wise, Provost and Executive Vice President

Summary of 2y2d Focus Groups

Dear Regents,

The initiative "Two Years to Two Decades" was inspired by an email President Emmert wrote to a group of us in May, the day before you first reviewed the current budget. He noted that the current budget is not a "road map for the future," and that:

"We need to launch the process of drawing the new road map, the one that is going to get us through two decades of progress and success, not just survival. I need you to all start thinking about both the process for drawing such a map and the key elements that will be on the map. I want us to have a much better sense of how we want to proceed. Along with that, we will need a sharp statement of what we need to do and how we are going to do it. We don't have years to discuss this. We have months."

Mark also noted that we can't afford to think in terms on a biennium ("Two Years") but need to think in terms of "Two Decades." Thus, the Two Years to Two Decades (2y2d) initiative was begun. The people included in Mark's initial email formed a steering committee, who then led intensive focus groups in the fall. Today we have, in your binders, a summary of the reports from those focus groups to discuss.

When I convened this group, I stressed that this is not strategic planning in the traditional sense, but the development of what I called an "academic business model"--a combination of academic vision and resource planning. Such a model could allow the UW not only to remain a preeminent public research university, but perhaps to become THE preeminent public university over the next 20 years, in an era of reduced public funding. In doing so, we must remain true to our mission and values. Underlying this work is our assumption that the University's current business model is unsustainable.

The steering committee members are:

Gerald Baldasty, Vice provost & Dean, The Graduate School
Bruce Balick, Chair, Faculty Senate
Ana Mari Cauce, Dean, College of Arts & Sciences
Sheila Edwards Lange, Vice President & Vice Provost, Office of Minority Affairs & Diversity
Eric Godfrey, Vice President & Vice Provost, Student Life
Norman Arkans (substituting for Randy Hodgins), External Affairs
Paul Jenny, Vice Provost, Office of Planning & Budgeting
Mindy Kornberg, Vice President, Human Resources
Connie Kravas, Vice President, University Advancement
Mary Lidstrom, Vice Provost, Research
Linden Rhoads, Vice Provost, UW Commercialization Center
Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs
Doug Wadden, Executive Vice Provost
V'Ella Warren, Senior Vice President, Finance & Facilities

Focus Groups:

Diversity (led by Sheila Edwards Lange)

External (led by Norm Arkans & Connie Kravas)

Interdisciplinarity (led by Jerry Baldasty)

Learning (led by Ana Mari Cauce & Ed Taylor)

Research (led by Mary Lidstrom)

Technology (led by Linden Rhoads, Sara Gomez, and Kelli Trosvig)

I would like to take this opportunity to thank these leaders for the amazing work they did this fall in meeting with many member of the campus communities in focus groups and writing up their preliminary findings. We hope to offer this early information to the President Emmert, Randy Hodgins and others who will be deeply involved in the legislative session.

We will be going forward to draw many others into this and plan to have a full report by the end of 2011.

Sincerely,

Phyllis M. Wise

Provost and Executive Vice President

Summary of 2y2d Focus Groups

Common Themes:

- **Preserve quality. Become nimble.** Quality and nimbleness are central to success and quickly adjusting to changes in funding, student demographics, faculty retirements, the growth of distance learning, the omnipresence of technology, and the big problems facing society today (e.g., sustainability, global health). Quality and nimble responses are key to reputation.
- **Maintain the core.** Build on foundational strengths of department and discipline-based knowledge. Breadth is our competitive edge. Don't fix what is not broken.
- **Work Together. Form teams.** Create an even more facilitative, collaborative, interdisciplinary environment within and across schools and colleges and external stakeholders. Share space, services and best practices. Avoid silos.
- **Facilitate and Remove Barriers.** Facilitate ease of policies/processes, reduce administrative burden and collect input from those affected by new policies. Remove structural, institutional, bureaucratic, administrative, logistical, and technological barriers that serve as artificial constraints or hinder collaboration.
- **Reward and Encourage What Really Matters.** Offer incentives, remove disincentives and require accountability at all levels to support key areas such as collaboration, interdisciplinary activity, teamwork, diversity, entrepreneurship, and efficiency.
- **Learning is On-site, Online and Hands-on.** Combine the campus experience with online learning and in-field internships. Stress collaboration and problem-solving in teaching and learning, Integrate teaching technologies with face-to-face interaction. Offer greater flexibility and options. Focus on quality teaching, supporting faculty professional development and training.
- **Respond to Changing Demographics.** Develop strategies to respond to trends such as the coming wave of faculty retirements and increased numbers of Hispanic high school graduates.
- **Become More Diverse.** Expand definition of "Diversity" beyond only race and ethnicity. Recruit, retain, and support the success of a diverse community: students, faculty, staff, and leadership. The key to retention of URM is providing a welcoming, inclusive learning/working environment.

Summary of 2y2d Focus Groups

- **Invest and Disinvest Strategically** in areas identified as prime for further development. Establish criteria for investment and build in ‘sunset’ provisions.
- **Foster an Entrepreneurial Spirit.** Encourage entrepreneurial alternatives to traditional funding sources. Partner with community, government and industry to secure/pursue resources. Link partners and support proposal creation to respond to Federal RFPs prioritizing diversity. Foster bottom-up problem-solving to find creative solutions.
- **Waste Not.** Reduce redundancies and inefficiencies. Leverage shared resources and minimize duplication of services.

Sub-group specific findings:

DISCOVERY

Key Themes: Flexibility, Nimbleness, Collaboration

Discovery will entail fostering a highly collaborative, interactive research environment that is supportive, enabling, based on a foundation of fundamental research and resting solidly on a high quality faculty and single-PI labs. Include a variety of partners (at UW, at other universities, companies, foundations, other countries, and combinations thereof). Establish fewer but larger, cost-effective research facilities that are highly leveraged and cooperative. Non-traditional opportunities supported by a small group looking for opportunities and helping to write, submit and administer grants.

DIVERSITY

Key Themes: Retention, Diversity More Broadly Defined, Welcoming Environment, Accountability

Diversity in the next twenty years will reflect changing ethnic demographics, will require a broadening without diluting the definition of diversity, and will be the responsibility of all to integrate into daily activities. Improve access and retention. The central diversity unit will serve as a catalyst for action, engage the university community around diversity topics, be a resource for decentralized efforts and coordinate the many diversity-related activities and programs at UW.

Summary of 2y2d Focus Groups

INTERDISCIPLINARY EDUCATION & RESEARCH

Key Themes: Collaboration, Bottom-up Initiatives, Key to Solving the Big Problems

The future of interdisciplinary education and research will see faculty collaboration across disciplines and departments providing strong opportunity to address big social problems, anticipate emerging fields, and build on departmental and discipline strengths. Interdisciplinary approaches will be key to understanding the biggest societal challenges and finding solutions in the coming decades.

LEARNING

Key Themes: Quality, Engagement, Access, Renewed Attention to Crafting Pedagogy, Coherent General Education and Interdisciplinary Breadth, Curricular Links, Virtual and Face-to-face Learning Communities

Teaching and learning will focus on relationships and engagement; rest on innovative pedagogy that meets the needs of diverse students; incorporate virtual and real-time learning communities, online and emerging educational technologies; and focus on interdisciplinary options and alternative ways to access traditional degrees, alternative degrees and certification. Excellence, access, and a commitment to diversity will be essential as demographics shift. Explore innovations in recruiting, retention, and advising as well as provide faculty professional development.

TECHNOLOGY:

Key Themes: IT for Teaching and Research, the Rise of Distance Learning, Collaboration Tools, Interaction and “Warm-ware” (i.e. people)

As more content goes online and research problems involve teamwork, the role of technology will be to integrate virtual and face-to-face collaboration, facilitating fluid research teams and flexible educational models. More flexible models are likely to emerge in which some undergraduate courses can be delivered more online. Identity, brand, credentialing, a climate of discovery and the college experience will be key distinguishers for students in an age when course content is available online. Specific technologies are less relevant than the content/interaction they provide; data will gain importance as an institutional asset.

Management of data and information, for research, teaching, and administration will be essential to be competitive, and to measure progress, performance, and accountability.

VII. STANDING COMMITTEES

B. Finance, Audit & Facilities Committee

Grant and Contract Awards Summary – December, 2009

RECOMMENDED ACTION:

It is the recommendation of the administration and the Finance, Audit & Facilities Committee that the Board of Regents accept the Grant and Contract Awards as presented in the attached report.

Attachment

Grant and Contract Awards Summary for December, 2009

Grant and Contract Awards Summary

to

The Board of Regents

of the

University of Washington

for

December 2009

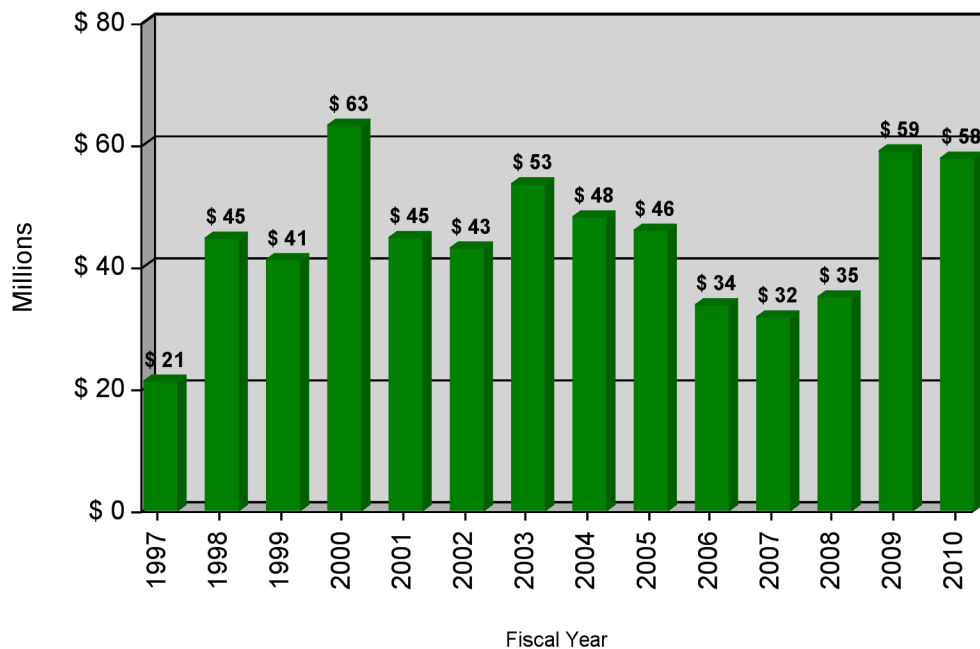
Office of Research

Office of Sponsored Programs

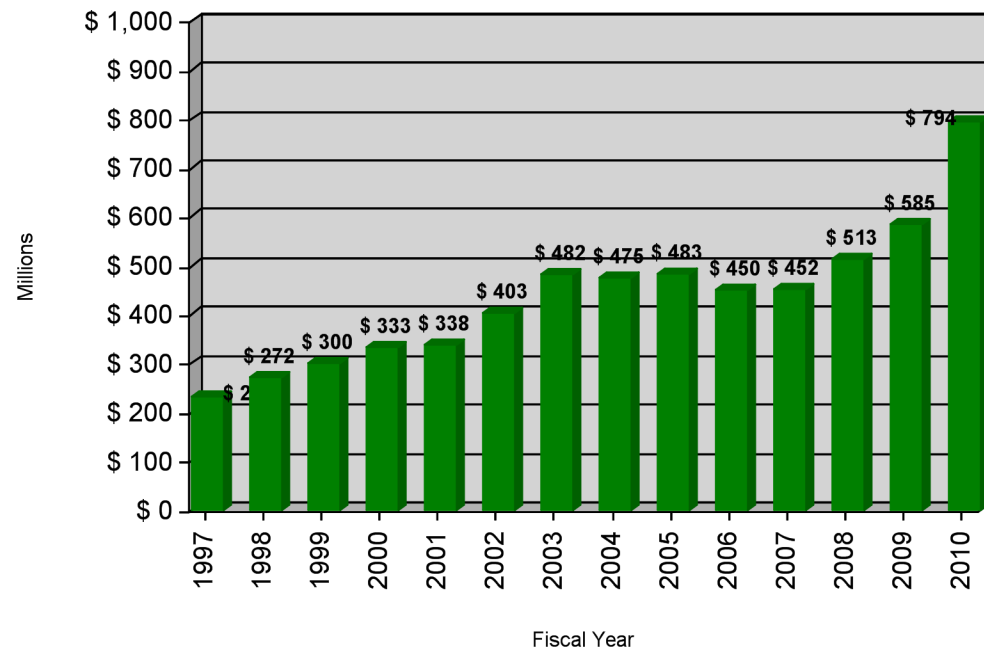
Table of Contents

Graphical Summary of Award Activity	3
Summary of Grant and Contract Awards	4
Comparison of Grants and Contract Awards by Agency	5
Comparison of Grants and Contract Awards by School/College	6
Summary of Grant Awards – Excluding Private Awards	8
Summary of Grant Awards - Private Awards	9
Summary of Contract Awards	10
Report of Grant & Contract Awards over \$1,000,000	11

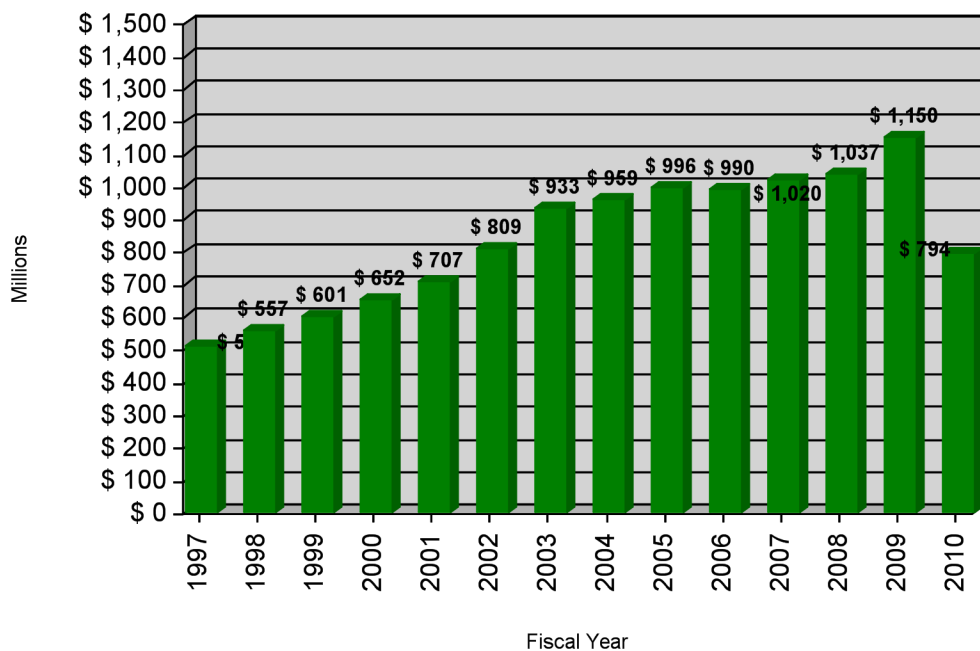
December Only
Comparison of Grant & Contract Awards



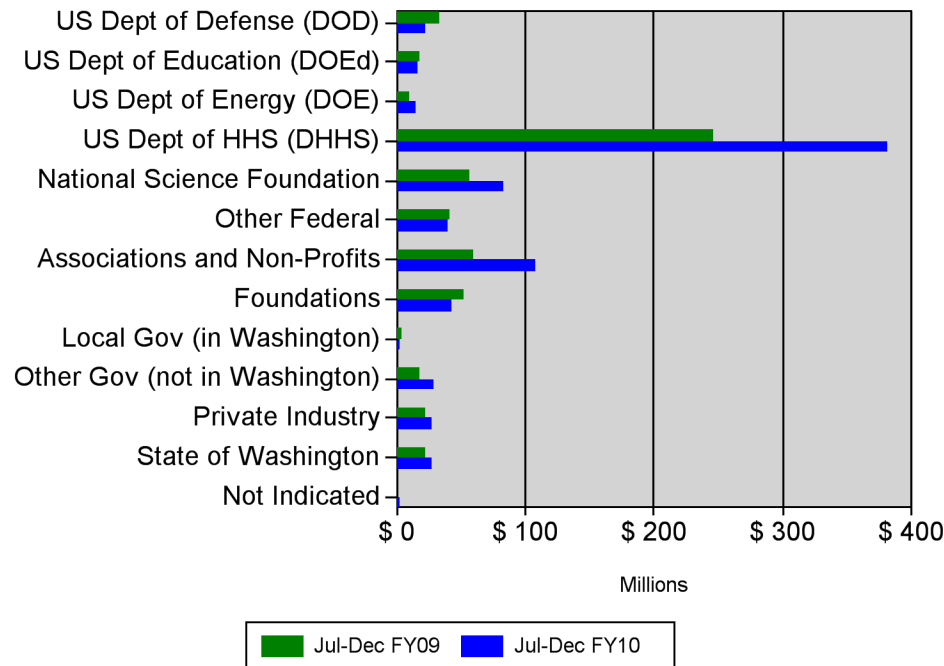
Fiscal Year to Date
Comparison of Grant & Contract Awards



Complete Fiscal Year
Comparison of Grant & Contract Awards



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



Summary of Grant and Contract Awards

Fiscal Year 2009-2010

Month	RESEARCH AND OTHER		TRAINING		Total Grants and Contracts
	Federal	Non-Federal	Federal	Non-Federal	
July	\$ 92,953,080	\$ 29,256,340	\$ 15,030,890	\$ 1,904,177	\$ 139,144,500
August	\$ 125,313,800	\$ 30,716,240	\$ 5,900,316	\$ 1,531,602	\$ 163,462,000
September	\$ 126,577,700	\$ 35,953,430	\$ 32,079,670	\$ 395,123	\$ 195,005,900
October	\$ 77,578,540	\$ 45,219,880	\$ 28,673,290	\$ 1,363,737	\$ 152,835,500
November	\$ 22,820,040	\$ 62,174,290	\$ 366,285	\$ 725,599	\$ 86,086,220
December	\$ 28,128,920	\$ 26,964,780	\$ 1,144,268	\$ 1,100,108	\$ 57,338,070
FY10 to Date	\$473,372,068	\$230,284,954	\$83,194,718	\$7,020,346	\$793,872,087
FY09 to Date	\$371,518,634	\$167,338,703	\$34,382,436	\$11,151,523	\$584,391,296
Over (Under) Previous Year	\$101,853,435	\$62,946,251	\$48,812,282	(\$4,131,177)	\$209,480,791

Assuming acceptance of all awards by the Board of Regents

Comparison of Grant and Contract Awards by Agency

Fiscal Years 2008-2009 and 2009-2010

Agency	Jul-Dec FY09	Jul-Dec FY10
US Department of Defense (DOD)	\$ 33,795,988	\$ 22,978,057
US Department of Education (DOEd)	\$ 17,825,134	\$ 15,548,257
US Department of Energy (DOE)	\$ 10,131,248	\$ 15,392,971
US Department of Health and Human Services (DHHS)	\$ 246,469,534	\$ 381,011,819
National Science Foundation (NSF)	\$ 56,714,828	\$ 82,641,965
Other Federal	\$ 40,964,337	\$ 38,993,717
Subtotal for Federal :	\$ 405,901,070	\$ 556,566,786
Associations and Non-Profits	\$ 59,147,777	\$ 108,547,992
Foundations	\$ 52,432,311	\$ 43,248,624
Local Government (in Washington)	\$ 3,785,979	\$ 2,432,788
Other Government (not in Washington)	\$ 18,268,532	\$ 29,102,830
Private Industry	\$ 22,845,668	\$ 27,561,208
State of Washington	\$ 22,009,958	\$ 26,411,859
Not Indicated	\$ 0	\$ 288,231
Subtotal for Non-Federal :	\$ 178,490,226	\$ 237,593,531
Grand Total :	\$ 584,391,296	\$ 794,160,318
Amount of Increase (Decrease) :		\$ 209,769,022
Percent of Increase (Decrease) :		35.9 %

Assuming acceptance of all awards by the Board of Regents

Comparison of Grant and Contract Awards by School/College

Fiscal Years 2008-2009 and 2009-2010

School/College		Jul-Dec FY09	Jul-Dec FY10
Upper Campus			
	Architecture and Urban Planning	\$ 557,311	\$ 471,430
	Arts and Sciences	\$ 52,895,660	\$ 59,768,673
	College of the Environment		\$ 24,077,749
	Director of Libraries	\$ 64,500	\$ 132,000
	Education	\$ 6,372,273	\$ 3,860,265
	Educational Outreach	\$ 39,001	
	Engineering	\$ 47,242,597	\$ 59,349,742
	Evans School of Public Affairs	\$ 1,350,502	\$ 984,805
	Executive Vice President	\$ 621,238	
	Forest Resources	\$ 5,268,451	\$ 1,793,271
	Foster School of Business	\$ 770,000	\$ 1,456,477
	Graduate School	\$ 4,245,870	\$ 3,802,291
	Information School	\$ 4,761,506	\$ 2,690,585
	Law	\$ 1,258,309	\$ 439,707
	Ocean and Fishery Sciences	\$ 48,662,130	\$ 67,096,588
	Office of Research	\$ 16,216,915	\$ 19,653,896
	Social Work	\$ 9,120,254	\$ 11,391,475
	Undergraduate Education	\$ 201,568	\$ 213,373
	VP Educational Partnerships	\$ 30,000	
	VP Minority Affairs	\$ 6,412,603	\$ 4,802,313
	VP Student Affairs		\$ 280,137
	VP Student Life		\$ 20,715
	Subtotal :	\$ 206,090,687	\$ 262,285,492
Health Sciences			
	Dentistry	\$ 5,732,748	\$ 4,599,508
	Medicine	\$ 291,560,705	\$ 432,483,547
	Nursing	\$ 7,863,591	\$ 11,806,221
	Pharmacy	\$ 5,921,154	\$ 9,490,513
	Public Health	\$ 40,281,619	\$ 54,851,935
	Subtotal :	\$ 351,359,817	\$ 513,231,724
Special Programs			
	Alcohol and Drug Abuse Institute	\$ 2,060,091	\$ 2,798,542
	CHDD Administration	\$ 4,336,437	\$ 5,551,413
	Regional Primate Center	\$ 18,123,545	\$ 7,976,745
	Subtotal :	\$ 24,520,073	\$ 16,326,700
Other UW Campuses			
	Bothell	\$ 1,978,925	\$ 1,784,491
	Tacoma	\$ 441,793	\$ 356,806

School/College		Jul-Dec FY09	Jul-Dec FY10
Other UW Campuses	Subtotal :	\$ 2,420,718	\$ 2,141,297
Not Indicated Bothell			\$ 175,105
	Subtotal :		\$ 175,105
	Grand Total :	\$ 584,391,296	\$ 794,160,318

Assuming acceptance of all awards by the Board of Regents

Summary of Grant Awards**Fiscal Year 2009-2010***Excluding private awards from Foundations, Industry, Associations and Others*

Month	RESEARCH AND OTHER		TRAINING		Total Grants
	Federal	Non-Federal	Federal	Non-Federal	
July	\$ 91,428,820	\$ 4,713,717	\$ 15,030,890	\$ 955,270	\$ 112,128,700
August	\$ 119,211,600	\$ 10,426,390	\$ 5,900,316	\$ 998,571	\$ 136,536,800
September	\$ 118,584,700	\$ 3,619,947	\$ 31,878,100	\$ 155,656	\$ 154,238,400
October	\$ 72,006,290	\$ 9,217,262	\$ 28,673,290	\$ 172,632	\$ 110,069,500
November	\$ 16,219,290	\$ 4,912,430	\$ 366,285	\$ 89,960	\$ 21,587,960
December	\$ 25,204,060	\$ 5,228,272	\$ 1,144,268	\$ 304,160	\$ 31,880,760
Year to Date	\$ 442,654,700	\$ 38,118,020	\$ 82,993,150	\$ 2,676,249	\$ 566,442,100

Assuming acceptance of all awards by the Board of Regents

Summary of Grant Awards**Fiscal Year 2009-2010***Private awards from Foundations, Industry, Associations and Others*

Month	RESEARCH AND OTHER	TRAINING	Total Grants
July	\$ 12,968,550	\$ 64,396	\$ 13,032,950
August	\$ 13,367,960	\$ 304,231	\$ 13,672,190
September	\$ 26,139,530	\$ 239,467	\$ 26,378,990
October	\$ 29,279,300	\$ 567,213	\$ 29,846,510
November	\$ 47,961,170	\$ 201,993	\$ 48,163,160
December	\$ 14,759,730	\$ 345,878	\$ 15,105,610
Year to Date	\$ 144,476,200	\$ 1,723,178	\$ 146,199,400

Assuming acceptance of all awards by the Board of Regents

Summary of Contract Awards					
Fiscal Year 2009-2010					
Month	RESEARCH AND OTHER		TRAINING		Total Contracts
	Federal	Non-Federal	Federal	Non-Federal	
July	\$ 1,524,264	\$ 11,574,070	\$ 0	\$ 884,511	\$ 13,982,840
August	\$ 6,102,208	\$ 6,921,895	\$ 0	\$ 228,800	\$ 13,252,900
September	\$ 7,993,044	\$ 6,193,956	\$ 201,565	\$ 0	\$ 14,388,560
October	\$ 5,572,260	\$ 6,723,323	\$ 0	\$ 623,892	\$ 12,919,470
November	\$ 6,600,753	\$ 9,300,686	\$ 0	\$ 433,646	\$ 16,335,080
December	\$ 2,924,862	\$ 6,976,772	\$ 0	\$ 450,070	\$ 10,351,700
Year to Date	\$ 30,717,390	\$ 47,690,700	\$ 201,565	\$ 2,620,919	\$ 81,230,580

Assuming acceptance of all awards by the Board of Regents

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

December 2009

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

**Office of Research
Office of Sponsored Programs**

Detail of Public Grant Awards

Federal

US Department of Defense (DOD)	
Air Force Office of Scientific Research (AFOSR)	
To: Minoru Taya, Professor Mechanical Engineering	\$ 1,179,991
For: Energy Harvesting and Storage Systems and Their Integration to AF Aero Vehicles	
Eff: 2/1/2006	Classified: No
Total for Air Force Office of Scientific Research (AFOSR):	\$ 1,179,991
Total for US Department of Defense (DOD):	\$ 1,179,991
US Department of Health and Human Services (DHHS)	
National Institutes of Health (NIH)	
To: Ann Collier, Professor Department of Medicine	\$ 1,055,284
For: University of Washington Clinical HIV Integrated Research Program	
Eff: 12/1/2009	Classified: No
<i>National Institute of Biomedical Imaging and Bioengineering (NIBIB)</i>	
To: David G. Castner, Professor Bioengineering	\$ 1,577,287
For: Surface Analysis Facility for Biomedical Problems	
Eff: 12/1/2009	Classified: No
<i>Total for National Institute of Biomedical Imaging and Bioengineering (NIBIB):</i>	<i>\$ 1,577,287</i>
<i>National Institute of Child Health and Human Development (NICHD)</i>	
To: Bryan King, Professor Department of Psychiatry	\$ 2,205,452
For: UW Autism Center of Excellence	
Eff: 8/1/2009	Classified: No
<i>Total for National Institute of Child Health and Human Development (NICHD):</i>	<i>\$ 2,205,452</i>
Total for National Institutes of Health (NIH):	\$ 4,838,023
Total for US Department of Health and Human Services (DHHS):	\$ 4,838,023
Total for Federal:	\$ 6,018,014
Total Public Grants:	\$ 6,018,014
Grand Total for all Awards	\$ 6,018,014

VII. STANDING COMMITTEES**B. Finance, Audit & 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 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.

REPORT OF ACTIONS TAKEN UNDER GENERAL DELEGATED AUTHORITY –
CAPITAL PROJECT BUDGETS

1. Magnusson Health Sciences Center T739 Lecture Hall Remodel Project
No. 201280
Action Reported: Budget Adjustment

On August 24, 2006, an architectural agreement was awarded to Hoshide Williams Architects, for the Magnusson Health Sciences Center (MHSC) T739 Lecture Hall Remodel Design project under their existing Master Term for Architectural Services contract. The project is being reactivated after being put on hold in May of 2008, just prior to the completion of construction documents. The budget was established in June of 2007 at \$1,046,657, and reported as an actions taken under delegated authority at the June 7, 2007 Board of Regents meeting. The budget has been increased to \$1,240,000.

The MHSC T739 Lecture Hall Remodel project will modernize the existing 121 seat lecture hall, updating the audio, video and communications systems as well as updating finishes throughout the 2100 SF room. The 2007 project budget was based on a significantly different program. This revised project budget has been increased to provide for changes in the architectural code since 2007, new seating, and updated camera system.

Design is expected to be completed by March of 2010. Construction is scheduled to begin in June for construction through the summer with completion by September 2010.

Funding of \$1,255,493, for completion of the project, is provided from the 2009-2011 Biennium Classroom Improvement and 2005-2007 Biennium Program Renewal.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Actions Taken Under Delegated Authority (continued p. 2)

Budget Summary:	Previously Approved Budget	Current Approved Budget
Total Consultant Services	\$155,906	\$199,594
Total Construction Cost*	\$783,307	\$815,012
Equipment & Furniture	0	\$85,686
Other Costs	\$24,987	\$38,813
Project Administration	\$82,457	\$100,895
Total Project Budget	\$1,046,657	\$1,240,000

*Includes construction contract amount, contingencies and state sales tax.

2. Mary Gates Hall Student Services Project No. 202463 Action Reported: Select Architect/Adopt Budget

On November 12, 2009, an architectural agreement was awarded to Schacht-Aslani Architects for the Mary Gates Hall Student Services project. In October 2009, the Capital Projects Office and a representative of the Capital and Space Planning Office selected four firms from the current files to interview. Three of the four firms responded and were interviewed on October 23, 2009. The interviewed firms were: Basatti Architects, Schacht-Aslani Architects, and Ruffcorn Mott Hinthorne Stine Architects. The agreement amount is for \$259,816 versus a budget value of \$474,040 for design consultants. The balance of the design budget is intended for a hazardous materials consultant, voice and data, acoustic, lighting, interior design, and other specialty consultants required for the project.

Schacht-Aslani Architects is a firm with experience working with the University of Washington (UW) since 1996. In addition to the projects at the UW, they also have significant educational facility planning and design experience. Schacht-Aslani has documented experience with building renovation projects and has completed work on four advising, counseling, student, social and employment services facilities.

The first floor of Mary Gates Hall is being renovated in association with the "Core Campus Building Concept." The Mary Gates Hall component of "The Core Campus Building Concept" provides student support services in one

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Actions Taken Under Delegated Authority (continued p. 3)

building. The following units have been identified to date as key in providing these services in Mary Gates Hall:

- Undergraduate Academic Affairs Advising
- Office of Minority Affairs and Diversity Counseling Services
- Academic Support Services
- First Year Programs
- Experiential Learning
- Louis Stokes Alliance for Minority Participation Program (LSAMP)
- Early Identification Program/McNair Program
- Career Services

Each of these services will be located on the first floor of Mary Gates Hall. The scope will include renovation of approximately 22,000 assignable square feet.

Design is expected to be completed by May 2010. Construction is scheduled to begin on or before July 1, 2010 with completion anticipated on or before December 2011.

The project budget is established at \$3,890,000. Funding of \$3,890,000 is provided from the 05-07 Intermediate Student Services and Classroom Improvements, State funds (Education Construction Account).

Budget Summary:	Current Approved Budget	Forecast Cost At Completion
Total Consultant Services	\$474,040	\$474,040
Total Construction Cost*	\$2,518,500	\$2,518,500
Other Costs	\$612,577	\$612,577
Project Administration	\$284,883	\$284,883
Total Project Budget	\$3,890,000	\$3,890,000

* Includes construction contract amount, contingencies and state sales tax.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Actions Taken Under Delegated Authority (continued p. 4)

REPORT OF ACTIONS TAKEN UNDER GENERAL DELEGATED AUTHORITY – ACQUISITION OF GOODS AND SERVICES

1. Harborview Medical Center Action Reported: Purchase of a “CT Scanner”

Requisition number 900050 has been awarded for the purchase of a Computer Tomography (CT) scanner. The total value for this transaction will not exceed \$1,200,000 plus sales tax.

Harborview Medical Center has undertaken a project to improve its Computer Tomography (CT) capabilities. Harborview’s existing CT scanners do not have the multi-slice resolution which will aid in definitive diagnosis for their critically ill patients. Harborview is proposing to purchase a Siemens SOMATOM Definition AS+ high resolution CT scanner. This purchase will support their emphasis in Trauma, Neuroscience, Orthopedics and emergent Cardiac patients.

This transaction is being processed against Novation Contract # XR50042 with Siemens Medical. RCW 43.19.1906 Competitive bids, Sealed bids, exception states:

However, formal sealed bidding is not necessary for: (6)
Purchases by universities for hospital operation or
biomedical teaching or research purposes and by the state
purchasing and material control director, as the agent for
state hospitals as defined in RCW72.23.010... made by
participating in contracts for materials, supplies, and
equipment entered into by nonprofit cooperative hospital
group purchasing organizations.

Therefore, since Novation is Harborview’s nonprofit cooperative group purchasing organization of record, competitive bidding is not required for this transaction.

This amount was included in Harborview’s FY2010 Capital Budget. The purchase has been approved by the Harborview Executive Director, the Clinical Operating Officer and Vice President for Medical Affairs, and the Harborview Board of Trustees.

VII. STANDING COMMITTEES

B. Finance, Audit & Facilities Committee

Report of Contributions – December, 2009

For information only.

Attachment

University of Washington Foundation Report of Contributions for December,
2009



UNIVERSITY of WASHINGTON | *Foundation*

Report *of* Contributions

All Areas

December 2009

Report By: University Advancement, Advancement Services, Information Management

ANNUAL PROGRESS BY CONSTITUENCY

School	Current Month				Year to Date			
	Gifts	Grants	Total	Donors ¹	Gifts	Grants	Total	Donors
UW Medicine	\$5,917,316	\$7,075,760	\$12,993,076	4,174	\$20,925,360	\$56,861,020	\$77,786,379	9,991
Arts and Sciences	\$2,201,751	\$290,070	\$2,491,821	2,779	\$6,046,747	\$4,505,095	\$10,551,842	8,427
Broadcast Services	\$304,972	\$0	\$304,972	841	\$837,275	\$0	\$837,275	1,529
Built Environments	\$606,773	\$0	\$606,773	396	\$764,795	\$151,408	\$916,203	840
Business School	\$7,485,967	\$0	\$7,485,967	913	\$9,469,762	\$30,000	\$9,499,762	2,906
Dentistry	\$1,251,904	\$0	\$1,251,904	277	\$2,253,105	\$241,323	\$2,494,428	890
Education	\$212,483	\$1,216,185	\$1,428,668	205	\$1,005,890	\$2,134,598	\$3,140,488	731
Engineering	\$2,974,580	\$12,500	\$2,987,080	949	\$6,796,547	\$4,184,584	\$10,981,130	3,001
Environment	\$415,037	\$119,991	\$535,028	294	\$3,008,129	\$397,324	\$3,405,452	705
Evans School of Public Affairs	\$4,210	\$10,000	\$14,210	66	\$149,447	\$310,000	\$459,447	194
Forest Resources	\$0	\$0	\$0	0	\$0	\$0	\$0	0
Graduate School	\$111,904	\$0	\$111,904	71	\$807,244	\$0	\$807,244	200
Information School	\$12,913	\$0	\$12,913	108	\$122,956	\$776,250	\$899,206	483
Intercollegiate Athletics	\$1,932,872	\$0	\$1,932,872	1,481	\$5,230,608	\$0	\$5,230,608	5,089
Law	\$220,072	\$0	\$220,072	507	\$750,378	\$2,500	\$752,878	939
Libraries	\$302,835	\$0	\$302,835	464	\$523,527	\$0	\$523,527	1,871
Minority Affairs	\$53,121	\$0	\$53,121	255	\$226,207	\$25,000	\$251,207	367
Nursing	\$381,072	\$564,567	\$945,639	593	\$1,931,765	\$615,911	\$2,547,676	1,026
Ocean and Fishery Sciences	\$288,944	\$283,013	\$571,957	118	\$479,831	\$2,979,345	\$3,459,176	262
Pharmacy	\$251,113	\$0	\$251,113	157	\$706,841	\$1,177,559	\$1,884,400	458
President's Funds	\$83,104	\$0	\$83,104	399	\$259,595	\$0	\$259,595	845
Public Health	\$238,258	\$857,556	\$1,095,815	200	\$538,305	\$11,384,292	\$11,922,597	415
Social Work	\$16,986	\$231,218	\$248,204	185	\$93,164	\$311,466	\$404,630	390
Student Affairs	\$267,640	\$0	\$267,640	543	\$988,851	\$0	\$988,851	1,445
Undergraduate Academic Affairs	\$133,347	\$20,000	\$153,347	168	\$424,934	\$143,276	\$568,210	361
University Press	\$54,410	\$0	\$54,410	44	\$164,705	\$0	\$164,705	71
UW Alumni Association	\$95,655	\$0	\$95,655	1,895	\$388,329	\$0	\$388,329	8,110
UW Bothell	\$222,884	\$0	\$222,884	88	\$319,391	\$759,100	\$1,078,491	228
UW Tacoma	\$190,703	\$0	\$190,703	132	\$1,463,406	\$0	\$1,463,406	407
Other University Support	\$320,813	\$50,000	\$370,813	357	\$890,819	\$276,331	\$1,167,150	920
Total	\$26,553,637	\$10,730,861	\$37,284,497	16,593	\$67,567,914	\$87,266,381	\$154,834,295	46,861

MONTHLY HIGHLIGHTS

The UW received \$37.28M in total private voluntary support (\$26.55M in gifts and \$10.73M in grants) in the current month.

Areas including UW Medicine, Built Environments, Dentistry, Education, Engineering, Information School, Intercollegiate Athletics, Minority Affairs, Nursing, Pharmacy, Public Health, Social Work, Student Affairs, Undergraduate Academic Affairs, University Press, UW Bothell and UW Tacoma are ahead of last year's year-to-date totals.

¹ Donors are defined as those entities who have a credit amount of greater than \$0.00.

The donor total at the bottom of the chart is not a cumulative total of the rows above. The donor total is the number of unique donors who have been credited with a gift to the UW during the given time period.

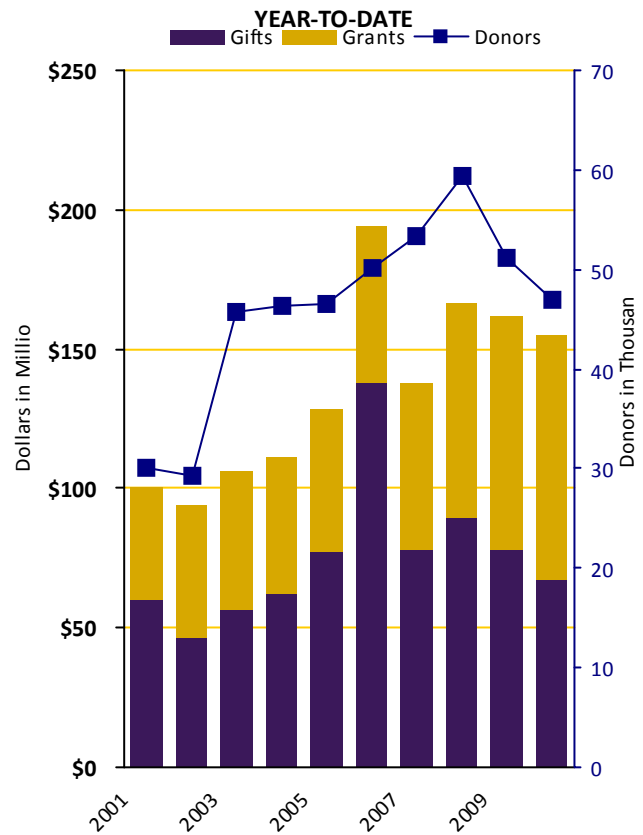
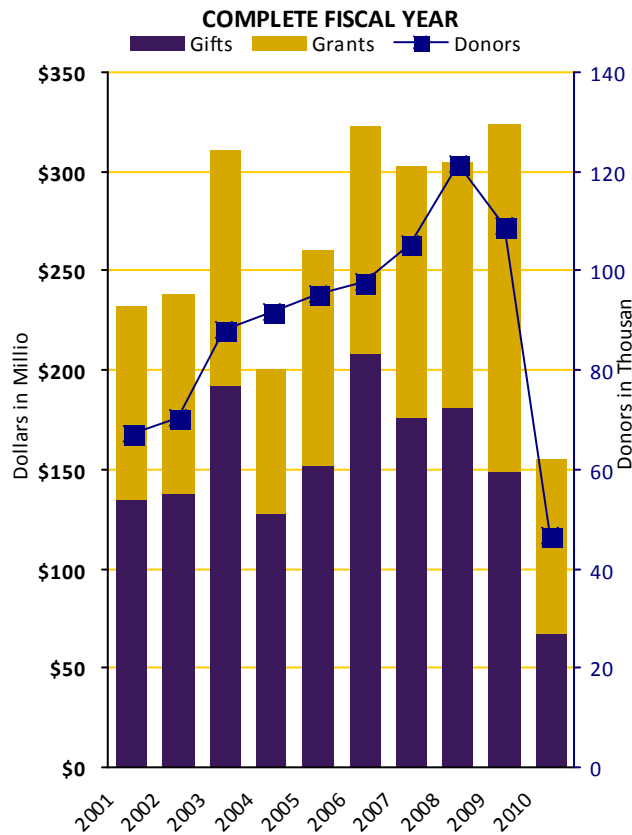
Source: University Advancement, Information Management Report # devrpts_s1001219

DEVELOPMENT SUMMARY BY CONSTITUENCY

School	Current Month		Year to Date		Prior Year to Date		Prior Year Total	
	Total	Donors	Total	Donors	Total	Donors	Total	Donors
UW Medicine	\$12,993,076	4,174	\$77,786,379	9,991	\$76,181,628	9,660	\$156,190,821	16,799
Arts and Sciences	\$2,491,821	2,779	\$10,551,842	8,427	\$13,517,753	8,697	\$25,589,815	14,817
Broadcast Services	\$304,972	841	\$837,275	1,529	\$1,351,779	6,946	\$4,427,717	16,191
Built Environments	\$606,773	396	\$916,203	840	\$641,526	691	\$2,127,643	1,341
Business School	\$7,485,967	913	\$9,499,762	2,906	\$18,094,637	2,718	\$25,381,696	4,210
Dentistry	\$1,251,904	277	\$2,494,428	890	\$1,302,465	793	\$2,541,366	1,584
Education	\$1,428,668	205	\$3,140,488	731	\$2,394,240	823	\$3,724,956	1,667
Engineering	\$2,987,080	949	\$10,981,130	3,001	\$9,066,311	2,849	\$18,855,120	4,260
Environment	\$535,028	294	\$3,405,452	705	\$4,645,494	20	\$4,679,781	27
Evans School of Public Affairs	\$14,210	66	\$459,447	194	\$555,275	237	\$2,718,803	480
Forest Resources	\$0	0	\$0	0	\$1,116,912	423	\$3,451,299	1,096
Graduate School	\$111,904	71	\$807,244	200	\$1,104,170	166	\$1,602,622	324
Information School	\$12,913	108	\$899,206	483	\$831,199	438	\$1,679,278	609
Intercollegiate Athletics	\$1,932,872	1,481	\$5,230,608	5,089	\$3,941,297	3,803	\$15,659,243	23,317
Law	\$220,072	507	\$752,878	939	\$1,943,907	910	\$2,665,941	1,935
Libraries	\$302,835	464	\$523,527	1,871	\$539,341	1,235	\$1,171,951	5,280
Minority Affairs	\$53,121	255	\$251,207	367	\$73,601	252	\$388,492	511
Nursing	\$945,639	593	\$2,547,676	1,026	\$2,282,142	1,034	\$3,549,704	1,678
Ocean and Fishery Sciences	\$571,957	118	\$3,459,176	262	\$6,278,106	390	\$10,157,709	740
Pharmacy	\$251,113	157	\$1,884,400	458	\$954,722	389	\$2,098,248	1,034
President's Funds	\$83,104	399	\$259,595	845	\$1,876,615	917	\$5,761,734	1,691
Public Health	\$1,095,815	200	\$11,922,597	415	\$8,605,691	412	\$15,492,932	792
Social Work	\$248,204	185	\$404,630	390	\$141,866	467	\$1,289,956	700
Student Affairs	\$267,640	543	\$988,851	1,445	\$701,933	1,454	\$2,906,525	3,000
Undergraduate Academic Affairs	\$153,347	168	\$568,210	361	\$366,255	193	\$424,576	353
University Press	\$54,410	44	\$164,705	71	\$104,191	73	\$219,219	167
UW Alumni Association	\$95,655	1,895	\$388,329	8,110	\$462,019	9,023	\$1,001,508	19,763
UW Bothell	\$222,884	88	\$1,078,491	228	\$561,246	232	\$2,229,545	592
UW Tacoma	\$190,703	132	\$1,463,406	407	\$1,344,057	329	\$3,656,827	792
Other University Support	\$370,813	357	\$1,167,150	920	\$975,721	1,483	\$2,433,450	2,220
Total ¹	\$37,284,497	16,593	\$154,834,295	46,861	\$161,956,099	51,054	\$324,078,477	109,083

¹ The donor total at the bottom of the chart is not a cumulative total of the rows above. The donor total is the number of unique donors who have been credited with a gift to the UW during the given time period.

FISCAL YEAR COMPARISON OF TOTAL CONTRIBUTIONS



Fiscal Year	Complete Fiscal Year				Year to Date			
	Gifts	Grants	Total	Donors	Gifts	Grants	Total	Donors
2009-2010	\$67,567,914	\$87,266,381	\$154,834,295	46,861	\$67,567,914	\$87,266,381	\$154,834,295	46,861
2008-2009	\$148,364,809	\$175,713,667	\$324,078,477	109,083	\$78,321,572	\$83,634,528	\$161,956,099	51,054
2007-2008	\$180,735,444	\$124,224,214	\$304,959,657	121,447	\$89,445,201	\$77,073,087	\$166,518,288	59,458
2006-2007	\$176,490,215	\$126,399,369	\$302,889,584	105,353	\$78,353,078	\$59,264,713	\$137,617,791	53,294
2005-2006	\$207,744,231	\$115,261,186	\$323,005,417	97,876	\$138,499,322	\$55,494,951	\$193,994,273	50,054
2004-2005	\$151,969,925	\$108,802,371	\$260,772,296	95,227	\$77,689,900	\$50,505,571	\$128,195,471	46,526
2003-2004	\$128,174,367	\$71,603,323	\$199,777,690	91,903	\$62,089,442	\$48,886,946	\$110,976,388	46,351
2002-2003	\$192,573,183	\$118,677,722	\$311,250,905	88,259	\$56,283,917	\$49,383,639	\$105,667,556	45,698
2001-2002	\$137,959,340	\$100,820,547	\$238,779,887	70,560	\$46,825,862	\$46,929,112	\$93,754,975	29,285
2000-2001	\$134,797,642	\$97,112,979	\$231,910,621	67,307	\$59,840,357	\$40,542,569	\$100,382,926	30,185

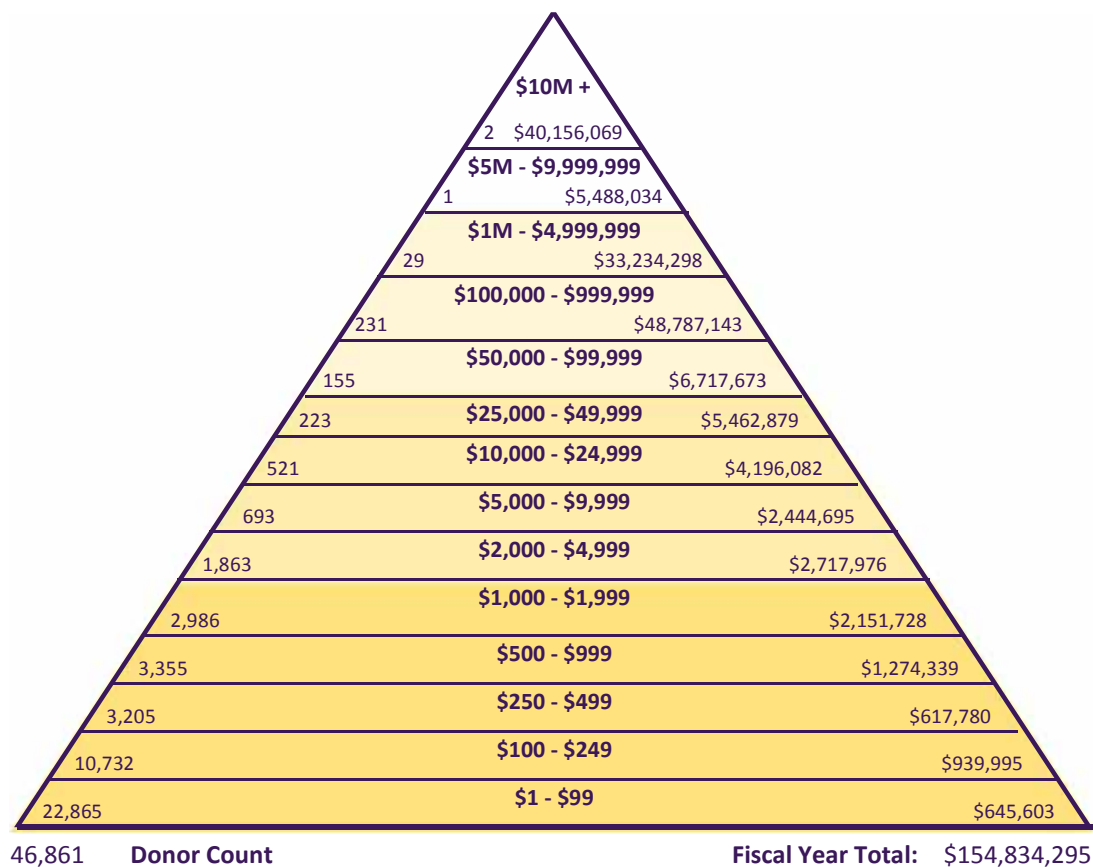
ANNUAL FUNDING THEME PROGRESS

Theme	Year to Date		
	Current Use	Endowment	Total
Student Support	\$3,930,690	\$9,022,221	\$12,952,911
Faculty Support	\$4,923,984	\$5,531,234	\$10,455,219
Program Support for Faculty and Students	\$107,795,265	\$4,603,807	\$112,399,072
Capital	\$7,186,349	\$2,020	\$7,188,369
Excellence Funds	\$11,694,695	\$144,029	\$11,838,724
Total	\$135,530,983	\$19,303,312	\$154,834,295

DEVELOPMENT ACTIVITY BY DONOR TYPE

Donor Type	Year to Date		Prior Year to Date		Prior Fiscal Year	
	Donors	Total	Donors	Total	Donors	Total
Alumni	25,725	\$15,659,089	26,038	\$18,623,706	49,981	\$40,529,614
Corporations	1,288	\$21,539,445	1,298	\$25,807,486	3,029	\$79,017,981
Family Foundations	108	\$8,732,371	103	\$8,069,082	173	\$15,996,206
Foundations	251	\$51,344,760	246	\$53,825,844	427	\$83,293,447
Non-Alumni	19,156	\$15,554,195	23,112	\$22,649,297	54,849	\$41,916,304
Organizations	333	\$42,004,433	327	\$32,980,685	624	\$63,324,926
Total	46,861	\$154,834,295	51,124	\$161,956,099	109,083	\$324,078,477

DEVELOPMENT ACTIVITY PYRAMID



ANNUAL PROGRESS BY GIVING LEVEL

Giving Level	Alumni	Non Alumni	Family Fndns.	Corporations	Foundations	Other Orgs.	Total
\$10M +	\$0	\$0	\$0	\$0	\$25,891,093	\$14,264,976	\$40,156,069
\$5M - \$9,999,999	\$0	\$5,488,034	\$0	\$0	\$0	\$0	\$5,488,034
\$1M - \$4,999,999	\$1,074,165	\$0	\$5,023,150	\$4,689,630	\$7,006,504	\$15,440,849	\$33,234,298
\$100,000 - \$999,999	\$5,890,687	\$4,166,747	\$2,381,167	\$11,114,874	\$15,626,537	\$9,607,130	\$48,787,143
\$50,000 - \$99,999	\$1,005,251	\$678,216	\$521,100	\$1,946,436	\$1,481,404	\$1,085,266	\$6,717,673
\$25,000 - \$49,999	\$959,722	\$851,345	\$353,880	\$1,648,941	\$794,196	\$854,795	\$5,462,879
\$10,000 - \$24,999	\$1,245,112	\$859,677	\$297,640	\$1,088,767	\$332,204	\$372,683	\$4,196,082
\$5,000 - \$9,999	\$898,024	\$685,964	\$99,180	\$449,002	\$116,026	\$196,498	\$2,444,695
\$2,000 - \$4,999	\$1,360,430	\$852,298	\$37,361	\$299,001	\$51,719	\$117,168	\$2,717,976
\$1,000 - \$1,999	\$1,099,943	\$794,492	\$16,192	\$172,335	\$27,726	\$41,041	\$2,151,728
\$500 - \$999	\$704,068	\$473,509	\$2,100	\$69,168	\$11,510	\$13,984	\$1,274,339
\$250 - \$499	\$378,344	\$205,959	\$300	\$25,299	\$2,837	\$5,041	\$617,780
\$100 - \$249	\$600,912	\$304,663	\$300	\$28,090	\$2,434	\$3,596	\$939,995
\$1 - \$99	\$442,431	\$193,292	\$1	\$7,902	\$570	\$1,407	\$645,603
Total	\$15,659,089	\$15,554,195	\$8,732,371	\$21,539,445	\$51,344,760	\$42,004,433	\$154,834,295

Giving Level	Alumni	Non Alumni	Family Fndns.	Corporations	Foundations	Other Orgs.	Total
\$10M +	0	0	0	0	1	1	2
\$5M - \$9,999,999	0	1	0	0	0	0	1
\$1M - \$4,999,999	4	4	3	4	5	9	29
\$100,000 - \$999,999	40	56	12	44	46	33	231
\$50,000 - \$99,999	34	44	9	29	23	16	155
\$25,000 - \$49,999	57	57	11	48	25	25	223
\$10,000 - \$24,999	173	194	19	84	27	24	521
\$5,000 - \$9,999	264	273	20	84	21	31	693
\$2,000 - \$4,999	886	781	13	126	17	40	1,863
\$1,000 - \$1,999	1,376	1,395	12	144	23	36	2,986
\$500 - \$999	1,582	1,602	4	125	17	25	3,355
\$250 - \$499	1,680	1,413	1	86	9	16	3,205
\$100 - \$249	5,935	4,513	3	229	21	31	10,732
\$1 - \$99	13,694	8,823	1	285	16	46	22,865
Total	25,725	19,156	108	1,288	251	333	46,861

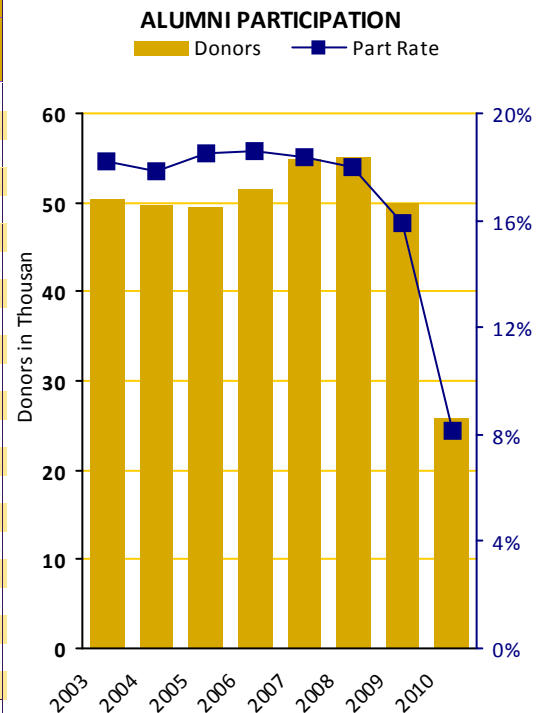
Source: University Advancement, Information Management Report # devrpts_s1001219

REPORT OF CONTRIBUTIONS, UNIVERSITY OF WASHINGTON December 2009

All Areas

ALUMNI PARTICIPATION BY CONSTITUENCY (CURRENT FISCAL YEAR)

Area	Solicitable	To UW		To Unit	
		Year to Date	Part Rate	Year to Date	Part Rate
Donors				Donors	Part Rate
UW Medicine	19,127	2,152	11.25%	1,728	9.03%
Arts and Sciences	146,824	10,697	7.29%	4,444	3.03%
Business School	38,262	3,925	10.26%	1,860	4.86%
Built Environments	8,184	696	8.50%	448	5.47%
Dentistry	4,540	682	15.02%	471	10.37%
Education	18,841	1,673	8.88%	174	0.92%
Engineering	32,965	2,892	8.77%	1,889	5.73%
Evans School of Public Affairs	2,496	234	9.38%	78	3.13%
Forest Resources	4,612	261	5.66%		
Interdisc. Grad. Programs	1,817	151	8.31%		
Interdisc. Undergrad. Programs	258	9	3.49%		
Interschool Programs	520	36	6.92%		
Information School	4,614	619	13.42%	376	8.15%
Law	7,905	871	11.02%	584	7.39%
School of Nursing	8,644	1,031	11.93%	750	8.68%
Ocean & Fisheries	4,076	297	7.29%	102	2.50%
Pharmacy	3,547	382	10.77%	251	7.08%
Public Health	4,580	392	8.56%	114	2.49%
Social Work	6,522	528	8.10%	314	4.81%
UW Bothell	6,995	343	4.90%	41	0.59%
UW Tacoma	8,050	316	3.93%	100	1.24%
Unspecified	11,600	1,001	8.63%		
ALL UW TOTAL	317,522	25,725	8.10%		



ALUMNI PARTICIPATION BY CONSTITUENCY (PREVIOUS FISCAL YEAR)

Area	Solicitable	To UW				To Unit			
		Year to Date		FY Total		Year to Date		FY Total	
		Donors	Part Rate	Donors	Part Rate	Donors	Part Rate	Donors	PFFY Final
UW Medicine	19,109	1,732	9.06%	3,576	18.71%	1,088	5.69%	2,279	11.93%
Arts and Sciences	145,069	10,800	7.44%	21,029	14.50%	4,197	2.89%	6,553	4.52%
Business School	37,913	3,705	9.77%	7,343	19.37%	1,597	4.21%	2,345	6.19%
Built Environments	8,096	700	8.65%	1,410	17.42%	333	4.11%	576	7.11%
Dentistry	4,501	618	13.73%	1,237	27.48%	390	8.66%	722	16.04%
Education	18,944	1,633	8.62%	3,494	18.44%	213	1.12%	620	3.27%
Engineering	32,856	2,765	8.42%	4,994	15.20%	1,605	4.88%	2,374	7.23%
Evans School of Public Affairs	2,394	245	10.23%	529	22.10%	68	2.84%	189	7.89%
Forest Resources	4,601	269	5.85%	713	15.50%	105	2.28%	329	7.15%
Interdisc. Grad. Programs	1,719	130	7.56%	261	15.18%				
Interdisc. Undergrad. Programs	247	14	5.67%	27	10.93%				
Interschool Programs	493	35	7.10%	74	15.01%				
Information School	4,516	558	12.36%	932	20.64%	288	6.38%	395	8.75%
Law	7,755	837	10.79%	1,792	23.11%	495	6.38%	987	12.73%
School of Nursing	8,661	1,034	11.94%	1,804	20.83%	609	7.03%	944	10.90%
Ocean & Fisheries	4,038	328	8.12%	681	16.86%	148	3.67%	335	8.30%
Pharmacy	3,529	340	9.63%	895	25.36%	204	5.78%	594	16.83%
Public Health	4,465	378	8.47%	803	17.98%	116	2.60%	288	6.45%
Social Work	6,428	559	8.70%	972	15.12%	289	4.50%	427	6.64%
UW Bothell	6,635	368	5.55%	799	12.04%	80	1.21%	253	3.81%
UW Tacoma	7,685	315	4.10%	793	10.32%	100	1.30%	305	3.97%
Unspecified	11,813	990	8.38%	2,160	18.28%				
ALL UW TOTAL	314,219	25,058	7.97%	49,980	15.91%				

Source: University Advancement, Information Management Report # devrpts_s1001219

REPORT OF CONTRIBUTIONS, UNIVERSITY OF WASHINGTON December 2009

All Areas

The University of Washington Alumni Association is the broad-based engagement vehicle for University Advancement and the University of Washington. Through its strategically designed programs, the UW Alumni Association invites alumni, donors and friends to engage in the life of the UW. Research indicates that engaged alumni and friends are more inclined to support the University and its students. The UW Alumni Association is proud to develop a solid base of support for the University of Washington.



UWAA Member Giving by Constituency

School	Solicitable Alumni	Members ¹	Member Donors	Alumni Giving	
				Members	Non Members
UW Medicine	19,127	1,880	636	33.83%	7.67%
Arts and Sciences	146,824	18,504	3,592	19.41%	3.55%
Business School	38,262	7,113	1,653	23.24%	4.77%
Built Environments	8,184	1,116	226	20.25%	4.54%
Dentistry	4,540	1,006	303	30.12%	7.67%
Education	18,841	3,091	673	21.77%	4.02%
Engineering	32,965	4,500	1,014	22.53%	4.78%
Evans School of Public Affairs	2,496	287	70	24.39%	5.02%
Forest Resources	4,612	644	98	15.22%	2.32%
Interdisc. Grad. Programs	1,817	158	33	20.89%	4.82%
Interdisc. Undergrad. Progra	258	20	2	10.00%	1.68%
Interscholar Programs	520	44	4	9.09%	4.20%
Information School	4,614	748	201	26.87%	8.51%
Law	7,905	1,027	310	30.19%	6.60%
School of Nursing	8,644	1,337	366	27.37%	7.13%
Ocean & Fisheries	4,076	473	91	19.24%	3.86%
Pharmacy	3,547	617	171	27.71%	5.53%
Public Health	4,580	414	108	26.09%	5.30%
Social Work	6,522	603	134	22.22%	5.27%
UW Bothell	6,995	613	59	9.62%	1.97%
UW Tacoma	8,050	613	64	10.44%	1.40%
Unspecified	11,600	2,516	499	19.83%	2.95%
Non-Alumni		7,645	2,931	38.34%	
Total	317,522	52,422	12,095	23.07%	5.43%

Alumni Activity

1 in 3 registrants at 2009 UW events were UWAA members
1 in 12 registrants at 2009 UW events were UW donors
2 in 3 registrants at 2009 UW events were Solicitable Alumni
1 in 25 UWAA members attended a 2009 UW event
1 in 3 2008-2009 Football/Basketball season ticket holders were UWAA members
1 in 8 UWAA members were 2008-2009 Football/Basketball season ticket holders

Top 10 Membership by Class Year

Class Year	Part. Rate	Class Year	Population
1955	23.20%	2009	1,423
1953	22.41%	1971	1,103
1946	22.24%	1973	1,063
1959	22.15%	1974	1,052
1954	22.05%	1972	1,026
1952	21.32%	1970	1,025
1956	21.26%	1976	1,012
1950	20.96%	1975	985
1958	20.44%	1977	966
1951	20.41%	2008	913

Activity Participation - Rolling 3 Year Total

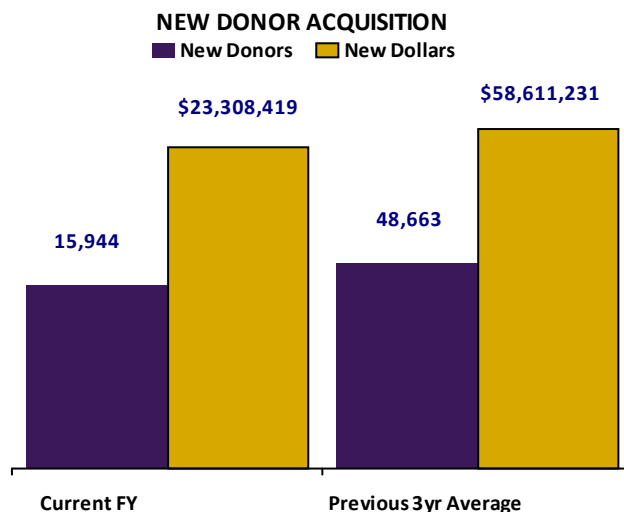
School ²	Participants	Part. Donors	% Donors	Alum Non-Part.	Alum Non-Par Donor	% Non-Part Donor
UW Medicine	3,225	2,631	81.58%	23,287	3,414	14.66%
Arts and Sciences	10,674	2,747	25.74%	176,410	8,007	4.54%
Built Environments	1,078	514	47.68%	9,383	853	9.09%
Business School	5,116	1,410	27.56%	47,065	3,252	6.91%
Dentistry	1,762	746	42.34%	3,440	354	10.29%
Education	1,587	374	23.57%	27,567	962	3.49%
Engineering	2,210	797	36.06%	42,780	3,217	7.52%
Environment	420	420	100.00%			
Evans School of Public Affairs	543	208	38.31%	2,456	369	15.02%
Graduate School	279	180	64.52%	1,360	2	0.15%
Information School	600	178	29.67%	6,406	550	8.59%
Law	1,721	774	44.97%	9,727	1,202	12.36%
Libraries	740	740	100.00%			
Nursing	810	399	49.26%	11,079	1,398	12.62%
Ocean & Fishery Sciences	311	111	35.69%	4,632	407	8.79%
Pharmacy	347	213	61.38%	4,967	773	15.56%
Public Health	483	183	37.89%	4,171	385	9.23%
Social Work	632	194	30.70%	7,820	721	9.22%
UW Bothell	546	181	33.15%	7,384	616	8.34%
UW Tacoma	355	171	48.17%	9,035	832	9.21%

¹ Members include paid Annual Members, Lifetime Members, and TPC Level Donors

² Activity is based on positive RSVP, host, speaker, or participant at a unit event.

Source: University Advancement, Information Management Report # devrpts_s1001219

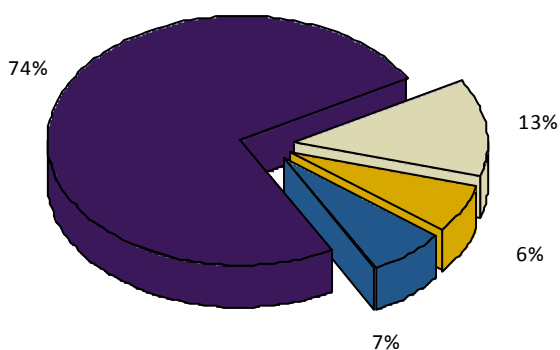
KEY PERFORMANCE INDICATORS



	New Donors	New Dollars
Current FY	15,944	\$23,308,419
Previous 3yr Average	48,663	\$58,611,231

DONOR RETENTION (CURRENT FY)

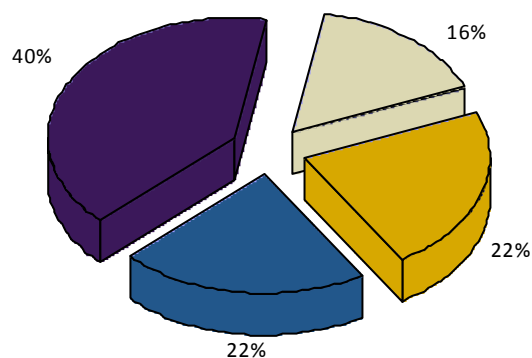
■ Returning Donor - Decreased Giving
 ■ Returning Donor - Increased Giving
 ■ Returning Donor - Same Giving
 ■ Yet to Return as Donor



	Donors	Dollars
Returning Donor - Decreased Giving	15,383	\$69,624,112
Returning Donor - Increased Giving	7,466	\$59,104,297
Returning Donor - Same Giving	8,068	\$2,797,267
Yet to Return as Donor	90,520	

DONOR RETENTION (PREVIOUS 3YR AVG)

■ Returning Donor - Decreased Giving
 ■ Returning Donor - Increased Giving
 ■ Returning Donor - Same Giving
 ■ Yet to Return as Donor



	Donors	Dollars
Returning Donor - Decreased Giving	16,124	\$65,278,811
Returning Donor - Increased Giving	22,023	\$178,192,234
Returning Donor - Same Giving	21,414	\$8,169,227
Yet to Return as Donor	39,919	

Donor counts may vary slightly due to donor crediting preferences.

Three-year averages are based on fiscal year totals and do not reflect year-to-date status.

Source: University Advancement, Information Management Report # devrpts_s1001219

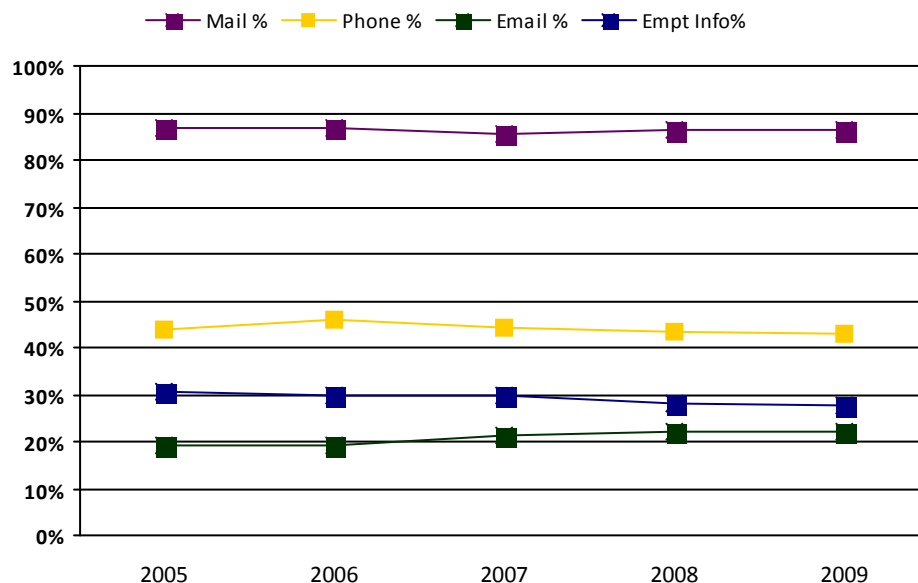
REPORT OF CONTRIBUTIONS, UNIVERSITY OF WASHINGTON December 2009

All Areas

STATE OF THE DATABASE

School	Alumni	Friends	Total	Mailable	Mail %	Phonable	Phone %	Emailable	Email %	Emp Info	Emp %
UW Medicine	23,044	33,192	56,236	51,614	91.78%	30,272	53.83%	12,790	22.74%	17,274	30.72%
Arts and Sciences	181,363	17,226	198,589	166,770	83.98%	76,186	38.36%	48,720	24.53%	53,004	26.69%
Broadcast Services	0	37,354	37,354	36,557	97.87%	14,731	39.44%	4,996	13.37%	6,799	18.20%
Built Environments	9,619	1,660	11,279	10,025	88.88%	5,264	46.67%	2,885	25.58%	4,347	38.54%
Business School	47,113	3,725	50,838	42,850	84.29%	21,840	42.96%	15,344	30.18%	21,772	42.83%
Dentistry	5,110	1,518	6,628	6,137	92.59%	3,946	59.54%	1,924	29.03%	2,058	31.05%
Education	25,406	2,208	27,614	21,199	76.77%	11,217	40.62%	4,203	15.22%	7,946	28.78%
Engineering	41,372	3,800	45,172	37,265	82.50%	18,595	41.16%	10,768	23.84%	17,030	37.70%
Environment	0	3,137	3,137	3,031	96.62%	2,355	75.07%	1,136	36.21%	1,271	40.52%
Evans School of Public Affairs	2,824	479	3,303	3,082	93.31%	1,804	54.62%	1,644	49.77%	1,815	54.95%
Forest Resources	5,670	0	5,670	4,672	82.40%	2,260	39.86%	1,265	22.31%	2,250	39.68%
Graduate School	2,050	954	3,004	2,823	93.97%	1,790	59.59%	1,356	45.14%	1,401	46.64%
Information School	5,853	387	6,240	5,174	82.92%	3,206	51.38%	1,788	28.65%	2,644	42.37%
Intercollegiate Athletics	0	8,910	8,910	8,756	98.27%	6,980	78.34%	4,017	45.08%	3,604	40.45%
Law	8,951	1,623	10,574	9,599	90.78%	5,184	49.03%	5,953	56.30%	4,786	45.26%
Libraries	0	11,560	11,560	11,345	98.14%	9,403	81.34%	2,997	25.93%	2,311	19.99%
Minority Affairs	0	975	975	958	98.26%	748	76.72%	504	51.69%	536	54.97%
Nursing	10,908	1,443	12,351	10,231	82.84%	5,721	46.32%	2,836	22.96%	4,770	38.62%
Ocean and Fishery Sciences	4,976	564	5,540	4,673	84.35%	2,377	42.91%	1,307	23.59%	2,178	39.31%
Pharmacy	4,254	759	5,013	4,347	86.71%	2,511	50.09%	1,380	27.53%	2,225	44.38%
President's Funds	0	3,801	3,801	3,733	98.21%	2,989	78.64%	1,369	36.02%	1,997	52.54%
Public Health	5,254	812	6,066	5,529	91.15%	3,045	50.20%	2,435	40.14%	2,804	46.22%
Social Work	7,911	771	8,682	7,408	85.33%	3,509	40.42%	1,766	20.34%	2,935	33.81%
Student Affairs	0	9,136	9,136	8,996	98.47%	7,033	76.98%	3,492	38.22%	4,077	44.63%
Undergraduate Academic Affairs	0	1,154	1,154	1,114	96.53%	853	73.92%	559	48.44%	435	37.69%
University Press	0	573	573	548	95.64%	401	69.98%	219	38.22%	223	38.92%
UW Alumni Association	0	39,549	39,549	38,651	97.73%	25,060	63.36%	20,059	50.72%	15,469	39.11%
UW Bothell	7,916	849	8,765	8,215	93.73%	4,220	48.15%	3,142	35.85%	1,508	17.20%
UW Tacoma	9,241	854	10,095	9,423	93.34%	4,908	48.62%	3,231	32.01%	1,429	14.16%
Other University Support	953	6,305	7,258	6,922	95.37%	5,018	69.14%	3,416	47.07%	1,949	26.85%
Unspecified School	16,587	0	16,587	11,482	69.22%	6,290	37.92%	1,964	11.84%	3,717	22.41%
No Degree\Gift Affiliation	0	276,296	276,296	249,885	90.44%	148,159	53.62%	27,309	9.88%	49,030	17.75%
Total	394,301	380,473	774,774	676,018	87.25%	358,649	46.29%	139,881	18.05%	187,800	24.24%

Database Trends



Source: University Advancement, Information Management Report # devrpts_s1001219

REPORT OF CONTRIBUTIONS, UNIVERSITY OF WASHINGTON December 2009

All Areas

VII. STANDING COMMITTEES

B. Finance, Audit & Facilities Committee

Internal Lending Program Quarterly Report for Quarter Ended December 31, 2009

For information only.

Attachment

Internal Lending Program Quarterly Report for Quarter Ended December 31, 2009

Average
Cost of
Debt
4.6%

Internal Lending Program Quarterly Report

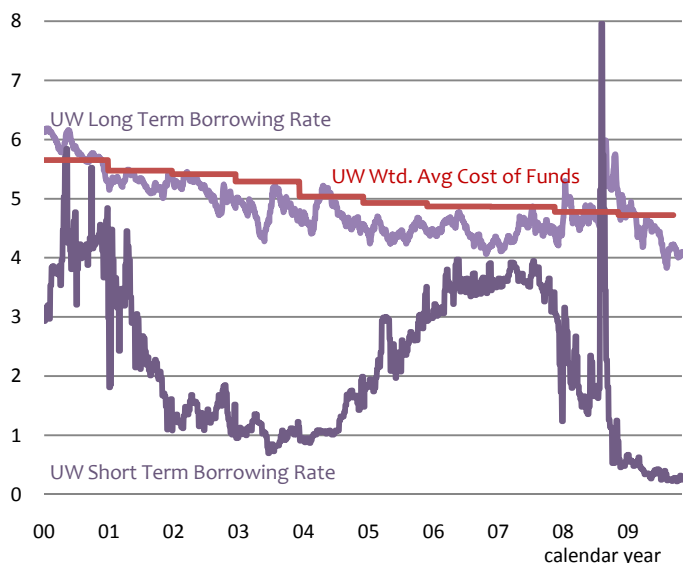
Quarter Ended December 31, 2009

(dollars in millions)

Internal
Lending
Rate
5.5%

Interest Rates

President Obama has proposed making the Build America Bonds program permanent with some modifications in his 2011 budget. This would allow the UW to continue to issue taxable bonds and receive a 28% refund from the government after 2010.



External Borrowing

The UW issued \$78 million of Build America Bonds in December 2009 at a record low of 3.63% for long term debt. In total, the UW has issued about \$155 million in BABs with an average rate of 3.8%

Debt Issued to Fund ILP	Issued FY10	Total Outstanding	Wtd. Avg Rate	Wtd. Avg Maturity (yrs)
Commercial Paper	0	30	0.2%	0.02
Variable Rate	0	0	n/a	n/a
Fixed Rate	78	687	4.3%	16.1
ILP Total	78	717	4.3%	16.1
Non-ILP Debt	0	369	5.1%	12.9
Total Debt	78	1,086	4.6%	15.0

Note: Used \$78 of \$150M authorization for FY2010.

Internal Lending

No new projects were approved in the quarter ending December 2009. UWMC Expansion Phase 1 and AAALAC projects continue to be the most active and account for about 80% of the capital expenditures funded in FY10 from internal loans.

As of 6/30/09 FY10 Total

Approved Project Budget

Internal Loans	502	140	642
Cash	97	49	146
Total Approved Budget	599	189	788

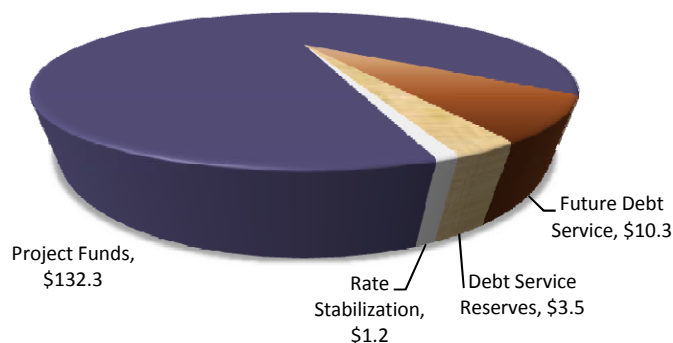
Capital Expenditures Funded to Date

Internal Loans	19	40	59
Cash	43	22	65
Total Funded to Date	62	62	124

Cash Position

The pace of funding internal loans has increased. The ILP expects to use up the proceeds from the December 2009 issue in the next 9 to 12 months.

Beginning Balance Jul-09	\$120.4
Internal Debt Service	\$28.0
External Debt Service	(\$23.5)
Net Debt Proceeds	\$22.5
Expenses	(\$0.1)
Ending Balance Dec-09	\$147.3



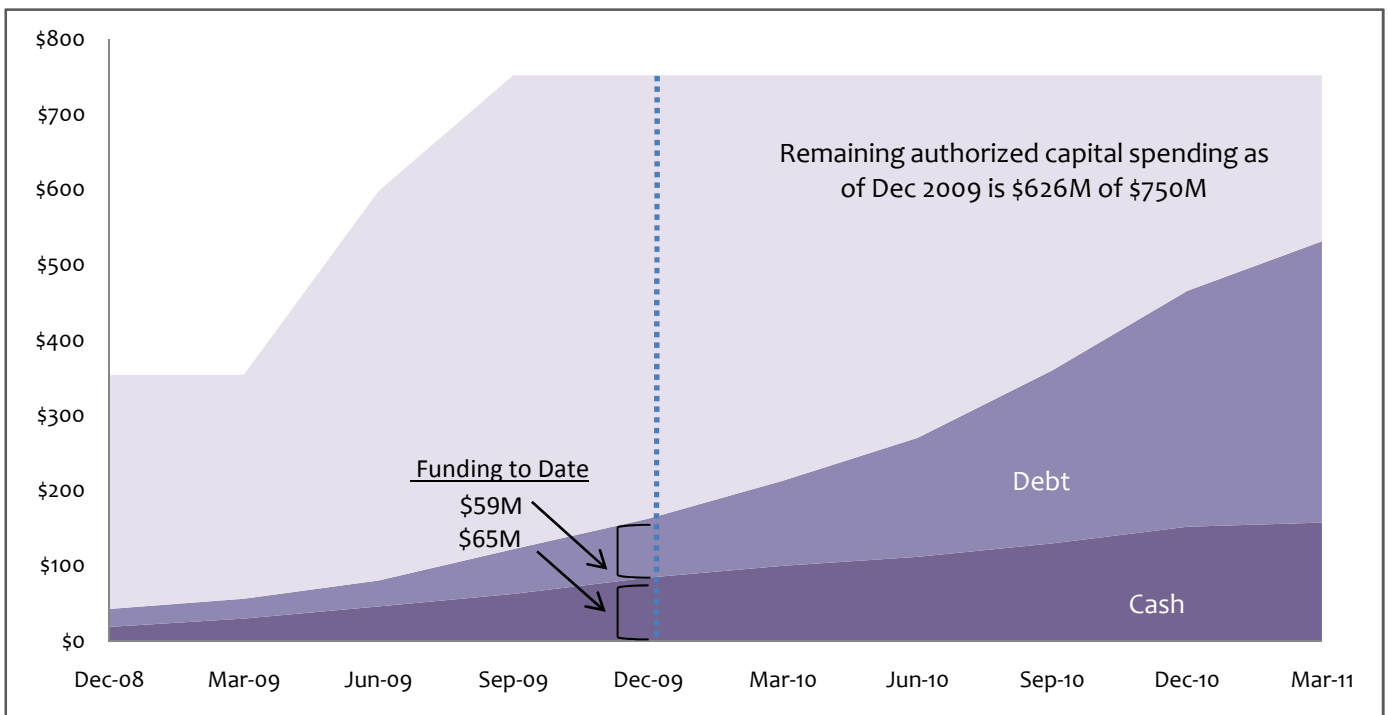
Ending Balance Composition

Internal Lending Program - Approved Funding

Project Name	Date Approved	Debt	Cash	Total Approved Budget	Spent to Date (all sources)
UWMC Expansion	Feb-08	160	10	170	21%
AAALAC Projects	Mar-08	25	3	28	79%
Pediatric Dentistry	Mar-08	12	6	18	17%
Tower Improvements	Mar-08	13	0	13	89%
J-Wing	Jul-08	16	8	24	4%
PACCAR Business School	Jul-08	30	65	95	34%
AAALAC Budget Increase	Nov-08	7	0	7	0%
Housing Phase 1	May-09	164	0	164	5%
Alumni Association TI's	May-09*	2	0	2	29%
Molecular Engineering	Jun-09	74	5	79	12%
HUB Renovation	Jul-09	117	11	128	2%
ECC Renovation	Jul-09	15	1	16	5%
Hall Health Renovation	Jul-09	8	3	11	5%
Total		643	112	755	16%

* Note: approved under delegated authority.

Project Funding By Source - Actual and Projected



VII. STANDING COMMITTEES

B. Finance, Audit & Facilities Committee

Market Update

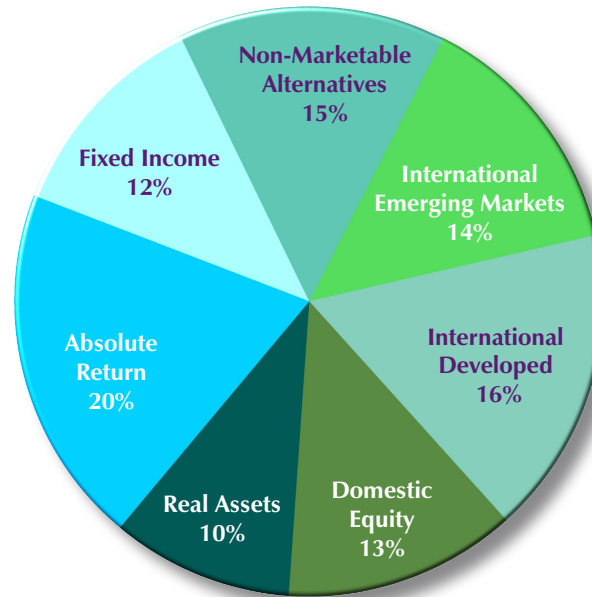
For information only.

Attachment

DRAFT

Asset Allocation as of December 31, 2009

Consolidated Endowment Fund—\$1,838 Million

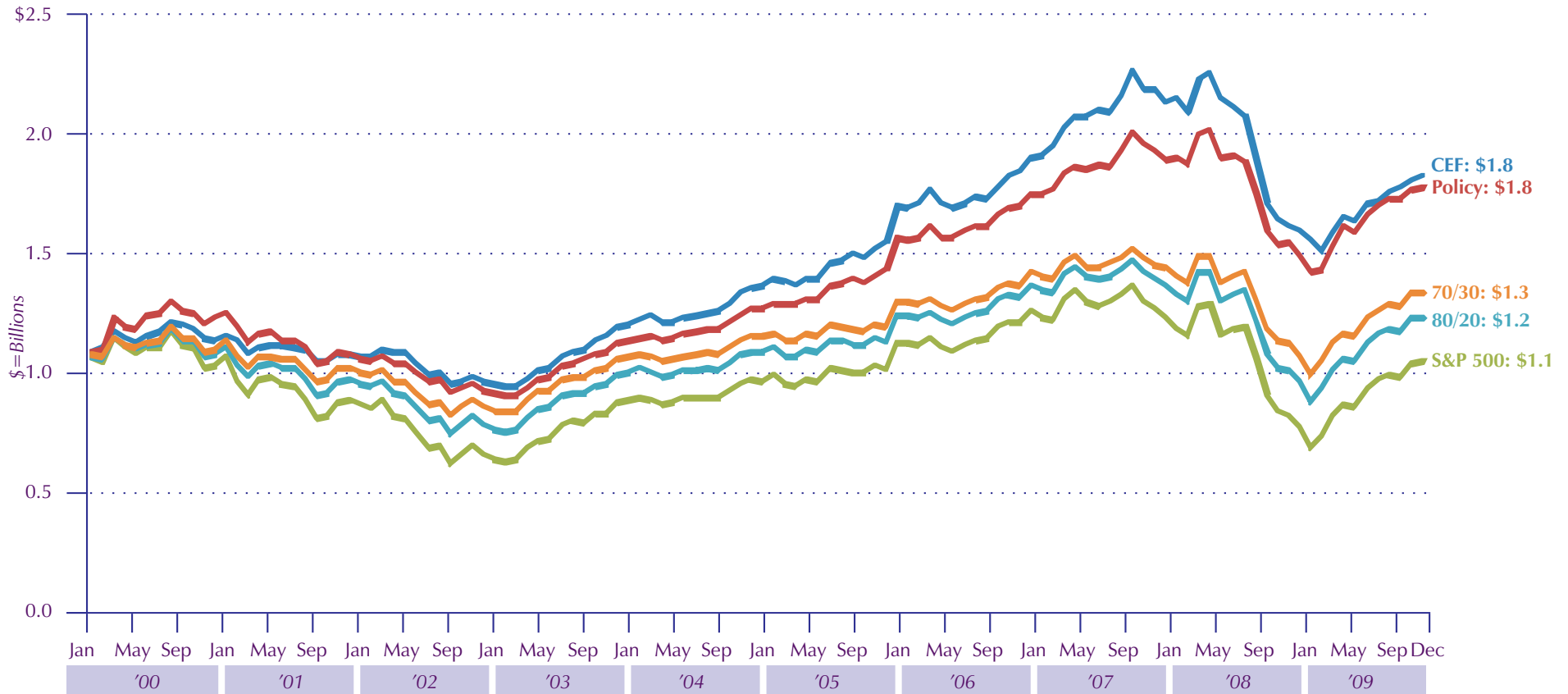


Dollars in Millions

Current Allocation			Policy Target	Policy Range
Non-Marketable Alternatives	\$268	15%	12%	5%–25%
International Emerging Markets	261	14%	13%	5%–35%
International Developed Markets	304	16%	16%	5%–35%
Domestic Equity	234	13%	15%	5%–35%
Equity Fund	<u>\$1,067</u>	<u>58%</u>	<u>56%</u>	<u>45%–75%</u>
Real Assets Fund	\$178	10%	15%	5%–25%
Absolute Return	372	20%	18%	5%–25%
Fixed Income Fund	221	12%	11%	5%–35%
Total Consolidated Endowment Fund	<u>\$1,838</u>	<u>100%</u>		

Comparative Growth of Endowment

10 years ending December 2009—Beginning value \$1,104 Million



<u>AACR</u>	<u>CEF</u>	<u>Policy</u>	<u>S&P 500</u>	<u>80/20</u>	<u>70/30</u>
5-year	5.7%	6.2%	0.4%	1.5%	2.1%
10-year	4.9%	4.5%	-0.9%	0.7%	1.5%
10-year Sharpe Ratio	0.08	0.03	-0.32	-0.27	-0.24

Note: AACR is Average Annual Compound Return. 80/20 refers to 80% S&P 500 and 20% Lehman Govt. 70/30 refers to 70% S&P500 and 30% Lehman Govt. Data as of 12/31/09

Statement of Cash Flows

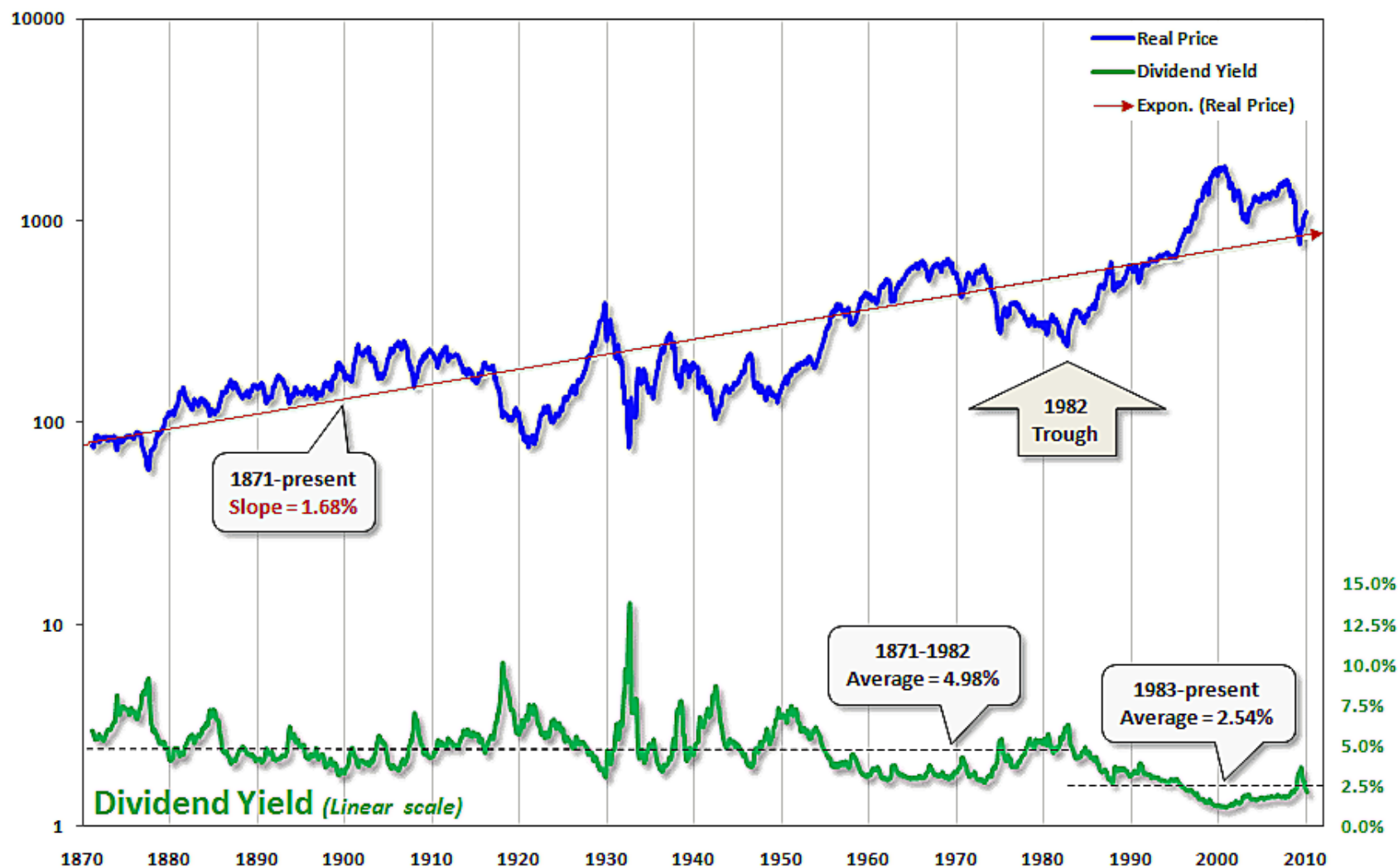
(in Millions)

	<u>FY '10</u>	<u>FY '09</u>	<u>FY '08</u>	<u>1 Year</u>	<u>5 Years</u>	<u>10 Years</u>
CEF Balance						\$835
DIP Balance						268
Beginning Balance	\$1,649	\$2,161	\$2,074	\$1,618	\$1,344	\$1,104
Gifts	17	84	99	46	409	624
Transfers	3	10	8	7	57	84
IF Transfers	5	3	44	8	67	100
Total Additions	25	97	151	61	534	809
Net Investment Return	202	(515)	53	230	429	692
Distributions	(29)	(75)	(94)	(54)	(381)	(638)
Administrative Fees	(2)	(4)	(4)	(3)	(18)	(28)
Advancement Support	(7)	(14)	(17)	(13)	(70)	(101)
Ending Balance	\$1,838	\$1,649	\$2,161	\$1,838	\$1,838	\$1,838

- Active portfolio management enhances long term returns.
- Global diversification adds value.

S&P Composite Index Since 1871*

Real (inflation-adjusted) Price and Dividend Yield



**Log scale with exponential regression trend line*

Source: dshort.com

Mega-Bear Quartet Extended

The Dow Crash of 1929 and Great Depression



The Nikkei 225 Collapse in 1989, The NASDAQ post Tech Bubble and Today's S&P 500

Source: dshort.com

VII. STANDING COMMITTEES**B. Finance, Audit & Facilities Committee****UW Medicine Board Annual Compliance Report****INFORMATION**

The UW Medicine Board Bylaws require an annual report to the UW Board of Regents regarding the effectiveness of UW Medicine compliance programs, which includes but is not limited to, the following topics:

- Status of the compliance program infrastructure and reporting relationships
- Level of resources dedicated to the compliance programs
- Scope of authority of key positions
- Key compliance policies and issues
- Current assessment of compliance risks

This report is for information only.

BACKGROUND

Since the UW Medicine Board Compliance Committee was established in 2000, UW Medicine has devoted significant efforts toward identifying and understanding compliance risks, establishing comprehensive and responsive programs, and promoting a culture of compliance.

UW Medicine uses external and internal audit results, complaints and settlements as well as internal training feedback and guidance from regulators to identify risk areas which become the focus of our compliance programs. In 2009, UW Medicine focused on six primary risk areas (including clinical billing, clinical research billing, post-Corporate Integrity Agreement (CIA) compliance, privacy, information security, Stark and Anti-Kickback compliance, and conflicts of interest), based on the likelihood and impact of noncompliance. Although these were not the only compliance risks addressed by UW Medicine, they were the focus of comprehensive planning, implementation, and reporting.

ANALYSIS

The attached report identifies several key events occurring during the past year. These include:

- The five-year UW Physicians (UWP) and Children's University Medical Group (CUMG) CIA with the Federal government came to a successful close in 2009. The CIA established compliance standards for professional fee billing, including training and auditing requirements, reviews by independent

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW Medicine Board Annual Compliance Report (continued p. 2)

- external organizations, and annual reporting to the Office of Inspector General (OIG). Results of the independent external review identified a 98.12% confirmation rate for audits conducted by UWP/CUMG auditors. The final annual CIA report was accepted in May and the OIG confirmed conclusion of the CIA on August 4, 2009. In anticipation of the CIA completion, the UWP Compliance Program was re-designed as a “Business Excellence Program” to embrace the philosophy of excellence in business and include a broader scope of standards and expectations.
- UW Medical Center (UWMC) concluded all reviews and repayments associated with short stay visits and outlier reimbursements.
 - The Medicare contractor, Noridian, placed both hospitals in “provider review” status, which means that it will conduct pre-payment reviews for billing comprehensive metabolic panels at UWMC, and billing a low-level facility visit at the same time as a procedure at Harborview Medical Center (HMC).
 - HMC was one of ten institutions selected by the OIG to learn about hospital practices for the detection, prevention, reporting, and billing of adverse events. The OIG was on site for several months observing hospital systems. Results showed that HMC’s processes were appropriate, and no findings or recommendations were made.
 - In November 2007, HMC received a subpoena from the OIG seeking information and documents related to price-setting practices and Medicare outlier payments. The OIG and the Department of Justice (DOJ) have been investigating outlier billings nationally. HMC demonstrated to the OIG’s and DOJ’s satisfaction that no improper conduct had occurred and the investigation was closed in the Fall of 2009.
 - To date, 77 audits of clinical trials have been completed. The key error rate, incorrect charges to patient accounts, remains very low (1.9%). The audit results continue to highlight areas for process improvement.
 - UW Medicine adopted a new Conflict of Interest policy in 2009. The purpose of the policy is to ensure that School of Medicine (SOM) faculty avoid, or disclose and address, perceived or real conflicts of interest between responsibilities as faculty and their outside activities while encouraging appropriate relationships between faculty and industry to the extent they further the mission of UW Medicine. The policy addresses such issues as consulting, service on boards and advisory panels, and other outside work;

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW Medicine Board Annual Compliance Report (continued p. 3)

speeches, meetings, and travel funded by outside entities; gifts; food and beverages; teaching activities; and outside support for educational events.

The report also identifies three areas of compliance activity associated with new Federal initiatives. These include:

- The Center for Medicare and Medicaid Services (CMS) contracted with HeathDataInsights to manage the Medicare Recovery Audit Contractor (RAC) program in Washington State. RAC is one of the numerous federal and state programs established to identify billing errors and abusive or fraudulent billing practices. A similar external audit program for Medicaid billing is expected to begin in 2010.
- The American Recovery and Reinvestment Act (ARRA) of 2009, enacted early in 2009, established new requirements governing the privacy and information security of patient information. It also extends civil and criminal penalties to individuals, requires detailed reporting of breaches to affected patients, annual notification of breaches to the Department of Health and Human Services, and notification of local media for breaches involving more than 500 patients. A workgroup to address these and other ARRA requirements has been established, and is in the process of managing the UW Medicine response.
- In July 2008, the Federal Trade Commission (FTC) issued the Red Flag Rules, requiring financial institutions and creditors to develop and implement written identity theft prevention programs. UW Medicine Compliance worked with upper campus to develop policies in response to the regulations. The Board of Regents approved the policies in July, 2009. The FTC has delayed enforcement of the rules several times; the new deadline for implementation is June 1, 2010. UW Medicine has already completed the bulk of its implementation work, and serves as a model for peer institutions.

Attachment

UW Medicine Board Annual Compliance Report: February, 2010

UW MEDICINE BOARD

ANNUAL COMPLIANCE REPORT TO THE UW BOARD OF REGENTS

February 18, 2010

<u>CONTENTS</u>	<u>Page</u>
I. INTRODUCTION	2
A. Purpose of the Annual Report	2
B. UW Medicine Structure	2
C. Executive Overview	3
II. UW MEDICINE COMPLIANCE PROGRAM	4
A. Program Components	4
B. Roles and Responsibilities	4
C. Program Structure	5
1. Organizational Changes in 2009	5
2. Compliance Resources	6
3. Channels of Communication	7
III. KEY COMPLIANCE AREAS	7
A. Clinical Billing	8
B. Post CIA Compliance Planning	9
C. Clinical Research Billing	10
D. Information Security and Privacy	10
E. Stark/Anti-Kickback	12
F. Conflict of Interest	12
IV. SUMMARY	13
ATTACHMENT A: UWMB-CC Roster 2009 – 2010	14
ATTACHMENT B: UW Medicine Compliance Organization Chart	15
ATTACHMENT C: Channels of Communication for UW Medicine Compliance Issues	16
ATTACHMENT D: 2009 UWMB-CC Meeting Schedule	17

I. INTRODUCTION

A. Purpose of the Annual Report

Section 1.4.3 of the UW Medicine Board Bylaws requires an annual report to the UW Board of Regents regarding the effectiveness of UW Medicine compliance programs, which includes but is not limited to, the following topics:

- Status of the compliance program infrastructure and reporting relationships
- Level of resources dedicated to the compliance programs
- Scope of authority of key positions
- Key compliance policies and issues
- Current assessment of compliance risks

B. UW Medicine Structure

UW Medicine includes the following owned or managed entities:

- University of Washington School of Medicine (UWSOM)
- University of Washington Physicians (UWP)
- UW Medicine Neighborhood Clinics (UWPN)
- University of Washington Medical Center (UWMC)¹
- Harborview Medical Center (HMC)²
- AirLift Northwest³

UW Medicine is also a founding member of two non-profit corporations: a pediatric practice plan, Children's University Medical Group (CUMG) founded with Seattle Children's Hospital (SCH), and the Seattle Cancer Care Alliance (SCCA) founded with the Fred Hutchinson Cancer Research Center (FHCRC) and SCH. All physician clinical services at the SCCA are provided by UW Medicine faculty physicians who are members of UWP or CUMG. UW Medicine faculty physicians provide clinical service at SCH primarily through CUMG. UW Medicine also has regular faculty physicians employed at the Puget Sound Veterans Administration Health System hospitals and the Boise VA Medical Center, which are part of the Veterans Administration, a federal agency. A key element tying the affiliated entities to UW Medicine is that they are staffed primarily by UW Medicine faculty who must meet UW Medicine standards and compliance expectations for patient care, teaching, and research activities.

¹ The governance authority for hospital accreditation, operations, and quality of patient care at UWMC is vested in the UW Medicine Board. The UW Board of Regents retains authority for some financial matters and capital plant expansion at UWMC.

² Harborview Medical Center (HMC) is owned by King County and governed by a Board of Trustees appointed by King County. Pursuant to a management contract between King County, the Board of Trustees and the UW Board of Regents, UW Medicine manages HMC and provides physician services through UWP. All personnel at HMC, including faculty physicians, are employed by the UW.

³ AirLift Northwest (ALNW) is a non-profit 501C3 organization governed by the founding partners of HMC, UWMC and Seattle Children's Hospital. All personnel of ALNW are UW employees or Seattle Children's employees.

C. Executive Overview

Since the UW Medicine Board Compliance Committee was established in 2000, UW Medicine has continued to refine, reassess and improve its compliance programs. Efforts throughout the years have focused on understanding the compliance risks, establishing comprehensive and responsive programs, and promoting a culture of compliance. UW Medicine continues to make significant strides in all three focus areas.

Understanding the compliance risks. Risk assessment is an on-going, dynamic process. UW Medicine evaluates the regulatory environment in light of numerous sources of input, including audit results, complaints and settlements, investigation outcomes, training feedback, national developments, and guidance from regulators. This information is used to identify risk areas which become the focus of leadership, compliance and operations in the venues and communication channels described in Section II of this report. In 2009, UW Medicine focused on six primary risk areas (including clinical billing, clinical research billing, post-CIA compliance, privacy, information security, Stark and Anti-Kickback compliance, and conflicts of interest), based on the likelihood and impact of noncompliance. Although these were not the only compliance risks addressed by UW Medicine, they were the focus of comprehensive planning, implementation and reporting. Section III of this report highlights key developments in these areas, including proactive efforts to manage evolving regulatory demands, improved internal controls, and enhanced systems.

Establishing comprehensive and responsive programs. UW Medicine compliance programs are comprehensive, and include elements required by the US Federal Sentencing Guidelines. Section IIA identifies the programmatic foundation of UW Medicine compliance efforts, and these elements are highlighted throughout the discussion of key compliance areas in Section III.

Promoting a culture of compliance. In our first presentation to the UW Board of Regents in February 2007, we conveyed the characteristics of a culture of compliance:

- Compliance accountability is clear for individuals and management.
- The organizational culture – trust, safety, and openness of communication – supports compliance.
- The compliance function is integrated for all of UW Medicine, and leadership comes from the CEO of UW Medicine.
- Business systems and processes support faculty, staff, students, and trainees to meet compliance requirements, especially with regard to documenting and coding accurately and efficiently.
- Compliance concerns are respected and immediately addressed, investigated, and where necessary, resolved effectively.
- The organization has the ability to anticipate and prevent problems through strong risk assessment and compliance planning processes.
- UW Medicine is seen as a national leader in ethics and compliance, comparable to its leadership position in research, teaching, and patient care.

Evidence of UW Medicine's progress in promoting a culture of compliance is reflected throughout this report, from the well-defined accountabilities, openness of communication, and integration of compliance functions for the hospitals and clinics described in Section II to the proactive identification of risks and the improvements in systems and reporting mechanisms outlined in Section III.

UW Medicine's compliance efforts are successful because they include the required program components, defined roles and responsibilities, and a structure that includes both formal reporting relationships and channels of communication. Taken together, these elements ensure senior-level

executive support, reduce duplication of effort, enhance the flow of information throughout the system, and promote effective system-wide responses and best-practice models to address a dynamic regulatory environment.

Although compliance is an aspirational goal, and there will always be the need for continuous improvement, UW Medicine is proud of its efforts and achievements, and the work described in this report.

II. UW MEDICINE COMPLIANCE PROGRAM

A. Program Components

UW Medicine compliance programs for all content areas include the following core elements:

- Policies, procedures, and standards of conduct
- Education and outreach activities to inform UW Medicine faculty, staff, students, and trainees about their responsibilities and rights
- Monitoring and auditing activities to detect noncompliance and assess the effectiveness of internal controls
- Mechanisms (including hotlines) that invite and enable safe reporting of compliance concerns
- Timely and appropriate responses to compliance issues, investigation of reported concerns, and protection of complainant rights
- Appropriate administrative and management responses to noncompliance when it occurs, including sanctions and corrective actions
- On-going assessment, analysis, and response to emerging risks and regulatory developments
- Process improvement projects to enhance compliance efforts or implement operational controls
- Regular evaluations of program effectiveness

B. Roles and Responsibilities

A culture of compliance relies on clearly defined roles and accountabilities. UW Medicine expects all **faculty, staff, students, and trainees** to meet the professional, ethical and regulatory standards associated with their individual roles. Specifically, they are expected to understand and adhere to compliance policies and procedures, participate in required training, fulfill recordkeeping requirements, report compliance concerns, seek clarification when questions arise, and respond in a timely manner to requests for information associated with internal audits or investigations. These expectations are conveyed in new employee orientations, mandatory and voluntary training, regular communications from compliance officers and senior leaders, "Integrity at Work" brochures, and the Codes of Conduct for UWP and CUMG. In addition, UW Medicine adopted a Policy on Professional Conduct for faculty, staff, students, and trainees⁴ during this reporting period, and is seen as a leader among its peers in addressing this issue.

Staff in **management or supervisory positions** have additional responsibilities, including communicating compliance expectations, ensuring that personnel complete training, implementing and enforcing policies, monitoring compliance, and providing personal support of compliance initiatives.

⁴ See <http://uwmedicine.washington.edu/Global/policies/Pages/default.aspx>
UW Medicine Board Annual Compliance Report: February 2010

Compliance Officers and staff in compliance support roles lead the development of effective internal controls, respond to compliance inquiries, investigate allegations of noncompliance, monitor compliance, conduct audits, and participate in the development and delivery of compliance training.

The **Chief Compliance Officer, UW Medicine and Associate Vice President for Medical Affairs, University of Washington (CCO/AVPMA)** provides system-wide oversight and coordination, is a member of UW Medicine's senior leadership team, serves as an ex-officio member of all compliance committees, and staffs the UW Medicine Board Compliance Committee.

The **UW Medicine Board Compliance Committee (UWMB CC)** is advisory to the UW Medicine Board with regard to the following: strategic planning, program development, organizational structure and resource allocation associated with UW Medicine compliance efforts; the role of UW Medicine compliance programs; advocacy and support for compliance efforts; risk assessment; and analysis of urgent, emergent and on-going compliance issues. The current roster of UWMB CC members is provided in ***Attachment A***.

Dr. Paul Ramsey, Chief Executive Officer, UW Medicine, Executive Vice President for Medical Affairs and Dean of the School of Medicine, University of Washington (CEO/EVPMA/Dean) has delegated additional specific responsibilities for **key senior leadership positions**; these responsibilities are reflected in the written job description for each position.

C. Program Structure

Numerous compliance program structural changes have occurred over the years to enhance the collaboration between entities, clarify roles and responsibilities, establish accountabilities, and create effective communication channels. Since 2005, coordination of system-wide activities and initiatives has been provided by the Chief Compliance Officer, UW Medicine and Associate Vice President for Medical Affairs, University of Washington (CCO/AVPMA). The current organization chart presented in ***Attachment B*** reflects the following changes that occurred in 2009.

1. Organizational Changes in 2009

Practice Plans. Historically, UWP and CUMG operated under one compliance program. In response to the growth of CUMG membership and Seattle Children's Hospital (SCH), CUMG leaders began evaluating the need for a separate compliance program in 2008. After a thorough review and broad-based engagement of physicians and executive leaders from SCH and UW Medicine, CUMG established its own compliance office in July, 2009. Existing policies from the former UWP/CUMG compliance program were retained by CUMG, and both practice plans will continue to coordinate key policy issues.

Hospitals and Clinics. Historically, UW Medicine hospitals and clinics operated entity-based compliance programs. Early in 2009, to improve coordination and establishment of best-practice models across the clinical entities, Johnese Spisso (Clinical Operations Officer, UW Medicine and Vice President for Medical Affairs, University of Washington [COO/VPMA]), worked with the CCO/AVPMA and Executive Directors for HMC, UWMC, UWP, and ALNW to consolidate system-wide compliance functions for those entities. Upon approval by senior leadership, reorganization began in July, 2009. The new structure centralizes compliance activities for shared risk areas in the UW Medicine health system and enhances the

compliance interface with risk management, quality improvement, and The Joint Commission. Key features of the new structure include the following:

- Oversight for all hospital and clinic compliance functions, the clinical research billing audit program, and UW Medicine privacy/identity theft prevention programs are centralized under the CCO/AVPMA.
- Compliance staff offices have been centralized at the UW Medicine South Lake Union facility to improve efficiency and resource management.
- Responsibility for designing and implementing system-wide hospital and clinic compliance programs for clinical billing/documentation, Emergency Medical Treatment and Active Labor Act (EMTALA), Stark/Anti-Kickback, and hospital-related research compliance is assigned to one compliance officer who reports to the CCO/AVPMA and has a "dotted-line" reporting relationship to the entity executive directors.
- Responsibility for ensuring program integrity, including the implementation of system-wide education/outreach activities, and the receipt of inquiries and complaints, is assigned to a director-level position reporting to the CCO/AVPMA.

These changes have resulted in numerous efficiencies and service improvements:

- Standardization of best practices across all clinical entities
- Clarification of reporting relationships and accountabilities
- Streamlined communication between executive leadership and compliance experts
- A standard approach to monitoring and implementing regulatory changes
- Simplification of the intake, logging, referral, and reporting of compliance concerns from the clinical system
- Consistent messaging to all UW employees in the employee orientation (on-boarding) process
- General compliance education is now tracked in a new learning management system that enables training content to be centrally assigned, delivered, and tracked
- A comprehensive website maintained by UW Medicine Compliance provides full access to compliance policies, procedures, guidance, and tools (<http://depts.washington.edu/comply/>).
- Replacement of several entity-based committees with a joint compliance committee of hospital and clinic executive leaders provides a system-wide venue for assessing compliance risk, planning, allocating resources, and ensuring effective operational responses to emerging issues

2. Compliance Resources

As noted in previous reports, UW Medicine devotes significant resources to both entity-wide and entity-specific compliance efforts. The annual budget for 2009 was \$6.3 million. Total funding and FTEs have remained relatively stable since 2007, when the annual budget was \$6.5 million. FTEs dedicated specifically to compliance functions increased from 47 in 2007 to 49 in 2009. Salaries and benefits increased from \$4.7 million in 2007 to \$5.4 million in 2009. However, there have been reductions in external consulting budgets (which rose from \$815,000 in 2007 to more than \$1 million in 2008, and fell to \$385,000 in 2009), and funding for supplies/operations/equipment (which fell from \$1 million in 2007 to \$492,000 in 2009). These figures do not represent the full cost of time, effort, and systems devoted to compliance-related activities throughout the organization. For example, professional effort devoted to compliance by leadership and operational staff across UW Medicine is not included in the UW Medicine Compliance Program budget.

The UWP Compliance Officer resigned in November, 2009. An interim Compliance Officer has been named, and recruitment for a permanent replacement is underway. During the interim period, the CCO/AVPMA and UW Medicine Compliance staff are providing additional support and assistance to UWP as needed.

At the time of this report, there are only three vacancies in funded compliance positions across UW Medicine. While recruiting and maintaining quality staff continues to be a priority, it does not represent the significant risk experienced in the prior two reporting periods.

3. Channels of Communication

UW Medicine has established numerous communication channels (see **Attachment C**) to support compliance efforts within each entity and enhance the sharing of information between entities. These groups provide a venue for compliance officers and senior leaders to identify risks and mitigation strategies, respond proactively to emerging issues, report on the status of projects and initiatives, and strategize about key program priorities.

Workforce members must also have safe communication and reporting channels. Numerous hotlines and helplines at UW Medicine enable confidential reporting of compliance concerns and provide answers to compliance questions. During this reporting period, existing lines for HMC, UWMC, UWPB and Privacy/HIPAA were consolidated into one helpline maintained by UW Medicine Compliance. Both practice plans continue to maintain their own helplines. In October, 2009, the School of Medicine launched a new helpline for regulatory issues involving research, educational programs, finance/business, environment and safety, information management, and international projects.

III. KEY COMPLIANCE AREAS

The key compliance focus areas identified for 2009 include the following :

Clinical Billing (Facility & Professional Fee)
Clinical Research Billing
Post-Corporate Integrity Agreement Compliance for Practice Plans
Information Security and Privacy
Stark/Anti Kickback
Conflicts of Interest

Although these were not the only risk areas for UW Medicine, they were the focus of significant attention throughout the system, and within the communication venues described in Section IIA3 above. At each meeting of the UW Medicine Board Compliance Committee in 2009 (see **Attachment D**), a content expert presented the following information on one of the focus areas:

- Relevant background (rules, agency involvement, general risks, consequences of noncompliance)
- Primary areas of scrutiny and recent developments, if any
- How the compliance issue affects UW Medicine
- Internal controls to reduce risk, focusing on the eight elements of an effective compliance program:

High Level of Involvement	Policy and Procedures
Education & Outreach	Auditing & Monitoring
Reporting Mechanisms/Complaint Process	Sanctions
Assessment	Reporting
- Special initiatives or planned program changes; individuals responsible for oversight, implementation and enforcement; relevant timelines or project milestones
- How and when the committee will be apprised of future developments regarding the issue

Focus area presentations are contained in the official committee records. The following section highlights major activities and developments that occurred in 2009.

A. Clinical Billing

Risk Assessment Efforts. Following completion of the clinical reimbursement risk statements and review of internal controls in 2008, compliance and financial officers met in 2009 to identify possible areas of collaboration and coordinate efforts. They concluded that although both groups focused on similar stages in the revenue cycle, each group identified different risks. Compliance officers discussed risk statements with entity leaders and operational units to assess further the effectiveness of internal controls, and identify opportunities for improvement. This dialogue is part of the on-going work done in compliance committees for the hospitals, clinics and practice plans, and culminates in comprehensive, prioritized compliance workplans. In 2010, the hospitals and clinics will consolidate their workplans.

Internal Auditing and Monitoring. Auditing and monitoring activities are essential components of a robust compliance program to mitigate risk and help determine the effectiveness of training and internal controls. The hospitals, clinics and practice plans all conduct internal audits based on their established workplans. Both hospitals contract with an external company that conducts independent audits for documentation, coding, and billing. In 2009, the Compliance Officers Group developed a draft policy establishing UW Medicine-wide audit standards and methodologies. The draft is undergoing review by the CCO/AVPMA and will be finalized in 2010. The group has also begun work on a policy that formalizes timeframe expectations for audits and related investigative work leading to federal payor repayments. These efforts will enable meaningful analysis and reporting of audit results from a system-wide perspective.

External Reviews. The Center for Medicare and Medicaid Services (CMS) contracted with HeathDataInsights to manage the Medicare Recovery Audit Contractor (RAC) program in Washington State. RAC is one of the numerous federal and state programs established to identify billing errors and abusive or fraudulent billing practices. A similar external audit program for Medicaid billing is expected to begin in 2010. As evidence of its ability to prepare proactively for emerging risks, UW Medicine devoted extensive resources and planning to prepare for these external reviews. Each entity created a RAC taskforce, developed response protocols that will be triggered when an external audit notice is received, and assigned ownership for each step. UW Medicine purchased and is implementing data-mining software that enables the hospitals, clinics, practice plans and SCCA to evaluate claims data in the same way as the RAC contractor. As new topics are identified by CMS for RAC review, compliance staff conduct proactive risk assessments to identify and correct any problems. This work, coordinated through the Compliance Officers Group under direction of the CCO/AVPMA, is expected to be a major compliance focus area for 2010.

Facility Billing. During this reporting period, UWMC concluded all reviews and repayments associated with short stay visits and outlier reimbursements. The Medicare contractor, Noridian, placed both hospitals in "provider review" status, which means that it will conduct pre-payment reviews for billing comprehensive metabolic panels at UWMC, and billing a low-level facility visit at the same time as a procedure at HMC.

HMC was one of ten institutions selected by the Office of the Inspector General (OIG) to learn about hospital practices for the detection, prevention, reporting and billing of adverse events. The OIG was

on site for several months observing hospital systems. Results showed that HMC's processes were appropriate, and no findings or recommendations were made.

In November 2007, Harborview received a subpoena from the OIG seeking information and documents related to price-setting practices and Medicare outlier payments. The OIG and the Department of Justice (DOJ) have been investigating outlier billings nationally. Harborview demonstrated to the OIG's and DOJ's satisfaction that no improper conduct had occurred and the investigation was closed in the Fall of 2009.

Professional Fee Billing. The five-year UWP and CUMG Corporate Integrity Agreement (CIA) with the Federal government came to a successful close in 2009⁵. The CIA established compliance standards for professional fee billing, including training and auditing requirements, reviews by independent external organizations, and annual reporting to the OIG. Results of the independent external review identified a 98.12% confirmation rate for audits conducted by UWP/CUMG auditors. The final annual CIA report was accepted in May, and the OIG confirmed conclusion of the CIA on August 4, 2009.

During this reporting period, the School of Medicine, UWP and the Office of Graduate Medical Education partnered to produce on-line documentation and coding training for residents and fellows.

B. Post-CIA Compliance Planning

In anticipation of the CIA completion, the UWP Compliance Program was re-designed as a "Business Excellence" program to embrace the philosophy of excellence in business and include a broader scope of standards and expectations. Specific goals were discussed with the UW Medicine Board Compliance Committee, and the new program was approved by the UWP Board of Trustees in late Spring, 2009. The compliance committee charter was revised, and the committee renamed as the Business Excellence Committee. It continues to meet monthly and reports to the UWP Board of Trustees. Programmatic changes include more emphasis on risk assessment, audit feedback for new physicians, and focused reviews of potential risks. The education program enhancements include expansion of required on-line training modules, customized required training for all new UWP Members, and new department-specific education plans. UWP maintains a confidential reporting line and a coding help line.

CUMG's post-CIA compliance program is building on the solid foundation of policies established for the practice plans during the CIA. In 2009, CUMG developed a compliance structure and related position descriptions; recruited, hired and trained staff; enhanced integration of CUMG education and outreach efforts with Seattle Children's Hospital; and began addressing risk areas unique to the pediatric setting. CUMG has also implemented a new compliance helpline, is in the process of refining existing policies, and has participated in the development of a UW Medicine auditing methodology currently under consideration.

⁵ UWP and CUMG were the subject of Federal criminal and civil investigations into allegations of fraudulent Medicare billing between 1999-2004. Launched by a "whistleblower" lawsuit filed under the False Claims Act, the criminal investigation concluded with guilty pleas by two nationally prominent UW Medicine physicians. The civil investigation culminated in a \$35 million settlement and the negotiated CIA. UW Medicine Board Annual Compliance Report: February 2010

C. Clinical Research Billing

Clinical research billing continues to be a nationally recognized focus area for academic health centers. Medicare's National Coverage Decision (NCD) in 2000 was intended to pave the way for greater Medicare beneficiary participation in clinical trials. Preliminary work in this area at UW Medicine commenced in 2001. Task forces were established to identify how best to implement the NCD and prevent billing errors, a Director of Clinical Research Compliance was hired in 2004, and a new office charged with supporting and overseeing the clinical trial budgeting and billing system was established in 2005.

UW Medicine implemented a series of procedural and coding enhancements at the clinic level in 2007 and 2008 to enhance its systems for ensuring compliance with federal requirements, including the Clinical Trials Policy released in 2007 by the Centers for Medicare and Medicaid Services (CMS). Principal Investigators (PIs) and study staff on active clinical research studies have been trained in the new procedures, and effective January 1, 2009, studies cannot be initiated until PIs and staff have completed the requisite training. UW Medicine also began a new comprehensive Clinical Research Staff training program including required curricula in Good Clinical Practices, research billing compliance principles, and correct coding and documentation procedures.

The Clinical Research Billing Audit Program was established in 2007. The program is designed to determine compliance with UW Medicine policies governing clinical research billing, and verify that clinical services provided to research subjects are correctly billed. Studies to be audited are selected according to pre-established risk criteria. To date, 77 audits have been completed. The key error rate, incorrect charges to patient accounts, remains very low (1.9%). The audit results continue to highlight areas for process improvement.

The conduct of clinical research requires attention to complex regulations, including those governing financial accounting of federal dollars and separation of usual patient care costs from research costs in the delivery of professional services. In 2009, UW Medicine developed a policy and comprehensive guidance to clarify compliance requirements for charging effort or professional fees to a clinical research study. The policy overlays a foundation of existing UW faculty effort policies, and provides PIs and study teams with information about the interplay of federal funding principles and third party payer insurance rules, and guidelines for allocating costs accurately, including effort. This policy and related guidelines were the focus of training efforts conducted in the Fall of 2009⁶. UW Medicine's work in clinical research billing compliance serves as a model for peer institutions.

D. Information Security and Privacy

These programs work closely together to manage the receipt and handling of incidents. Both programs participated in the development of a new UW Information Security and Privacy Policy Framework which will be finalized in 2010. Staff from both programs also collaborated with the UW Chief Information Officer and the UW Facility Security Officer to develop a UW-wide policy and process for managing security incidents across the enterprise. During this reporting period, both programs established workplans and timelines in response to audit findings issued by the UW Internal Audit Office.

⁶ Training materials are located at <https://depts.washington.edu/somcomp/training.htm>
UW Medicine Board Annual Compliance Report: February 2010

Information Security. The UW Medicine Information Security Program (ISP) operates under the direction of the UW Medicine Chief Information Security Officer, reporting to the CCO/VPMA. A revised operating plan and governance structure was adopted in October, 2009, and the program is now governed by a newly established Security Program Executive Committee, chaired by the CCO/VPMA. Organizational changes in the program were made to improve focus and increase effectiveness.

A functional specification was designed in 2009 for a new web-based Information Security Assurance Database (ISADB) that will be developed and deployed in 2010. It will be used to help track UW Medicine educational activities and system owner compliance with security policies. Work has also begun on the development of an inventory of information assets, and a process for maintaining the inventory on a regular basis.

The ISP provides information security training for new employees, and System Owner/System Operator training for those directly responsible for systems. ISP staff also work with UW Technologies staff on ongoing identity management initiatives.

Privacy. The UW Medicine Privacy and Identity Theft Prevention Programs operate under the direction of the CCO/AVPMA. In 2009, the program was reorganized to integrate operations, provide centralized leadership, and respond to new regulatory developments. All workforce members receive mandatory orientation regarding privacy compliance, and workforce members who handle clinical information receive additional required job-related training. System-wide awareness emails are broadcast monthly to provide useful reminders and practical guidance about protecting patient privacy. In 2010, UW Medicine will assess the feasibility of moving the HIPAA training platform to a new learning management system that is being used for clinical billing.

The American Recovery and Reinvestment Act (ARRA) of 2009, enacted early in 2009, establishes new requirements governing the privacy and information security of patient information. It also extends civil and criminal penalties to individuals, requires detailed reporting of breaches to affected patients, annual notification of breaches to the Department of Health and Human Services, and notification of local media for breaches involving more than 500 patients. A workgroup to address these and other ARRA requirements has been established, and is in the process of managing the UW Medicine response. This work will continue in 2010.

In July 2008, the Federal Trade Commission (FTC) issued the so-called Red Flag Rules, requiring financial institutions and creditors to develop and implement written identity theft prevention programs. UW Medicine Compliance worked with upper campus to develop policies in response to the regulations. The Board of Regents approved the policies in July, 2009. The FTC has delayed enforcement of the rules several times; the new deadline for implementation is June 1, 2010. UW Medicine has already completed the bulk of its implementation work, and serves as a model for peer institutions.

HIPAA requires every provider who does business electronically to use the same transactions, code sets, and identifiers. Last year we reported that CMS intended to upgrade the current electronic transaction formats by April, 2010. That timeline has been delayed until January 2012. Code sets are used to identify specific diagnoses and clinical procedures on claims and encounter forms. UW Medicine will also need to implement a new coding nomenclature system (ICD-10) by 2013 to be in

compliance. The UW Medicine leadership team is monitoring developments, participating in the national dialogue, and has begun work to prepare for these changes.

Last year's report noted that questions were raised about the use of patient information in blogs and books. A review of relevant cases and research on the wide range of issues associated with authorship was completed in 2009. The report, recommendations, and draft guidance will be evaluated by senior leadership early in 2010.

E. Stark/Anti-Kickback

The Stark Law prohibits a physician from referring Medicare/Medicaid patients for certain designated health services to an entity with which the physician (or immediate family member) has a financial relationship, unless an exception applies. Compliance with Stark is being managed jointly by the School of Medicine, UWP, and the hospitals and clinics. Planned activities for 2010 include the following:

- Have all faculty physicians sign specific documentation identifying services provided and compensation or benefits received
- Roll out a physician services contract manual and templates to clinical department directors
- Continue to improve hospital support processes and accompanying timelines
- Review any benefits provided to non-faculty, community physicians for compliance
- Continue due diligence regarding arrangements in which the hospitals may contract with a third party (especially when the third party is a physician-owned entity) to provide and bill for a given service.

The Anti-Kickback Statute (AKS) prohibits the knowing and willful payment or acceptance of any remuneration for referring an individual for an item or service covered by a federal health care program or for purchasing an item or service (or recommending for purchase) reimbursable under federal health care programs. Unlike Stark, the AKS applies not only to physicians, but also to non-physicians and entities.

Potential AKS risk areas include relationships between drug or device manufacturers and persons in a position to make or influence referrals and/or purchasing decisions. Planned risk mitigation activities for 2010 include the following:

- Review/develop policies and procedures on disclosure of conflicts in connection with drug and device purchases
- Develop guidance regarding vendor offers to loan equipment
- Develop guidance regarding vendor gifts to support educational mission
- Develop guidance on managing research related Stark risk, including residuals
- Develop guidance on Conflict of Interest and AKS as it relates to non-faculty members of the workforce

F. Conflict of Interest

Conflicts of interest (COI) are governed by a significant number of regulations and policies, including but not limited to the following:

- State Ethics in Public Service Act and University Policy on Employee Conflict of Interest
- University Outside Professional Work Policy
- University Significant Financial Interest Disclosure Policy (GIM 10)
- UW Medicine Ghost Authorship Policy
- UWMC, HMC, and Seattle Children's Hospital Policies on Vendors in Clinical Areas and Drug and Device Purchasing

In order to address the wide-ranging COI issues, UW Medicine adopted a new COI policy in 2009. The purpose of the policy is to ensure that SOM faculty avoid, or disclose and address, perceived or real conflicts of interest between responsibilities as faculty and their outside activities while encouraging appropriate relationships between faculty and industry to the extent they further the mission of UW Medicine. The policy addresses such issues as consulting, service on boards and advisory panels, and other outside work; speeches, meetings, and travel funded by outside entities; gifts; food and beverages; teaching activities; and outside support for educational events.

Key provisions of the policy include the requirement to disclose in advance the amount of compensation to be received for outside work. The policy was developed by the CEO/EVPMA/Dean after significant input from chairs, faculty, and other internal and external stakeholders. It is posted on the UW Medicine website with FAQ's ([provide web link here](#)). Implementation challenges and remaining work include improvement of reporting mechanisms, and improved systems for record keeping and access to information.

IV. SUMMARY

UW Medicine's efforts have continued to advance its understanding of risks, the robust nature of its compliance program components, and its culture of compliance. In 2009, advancements were made in the education and auditing programs, reporting avenues for workforce members, and system-wide integration of compliance functions for the hospitals and clinics. UW Medicine successfully and proactively responded to new risk areas and acquired new technology to prepare for and manage external reviews.

This report also identifies specific work to be accomplished in 2010 in the areas of external reviews, transaction and code set changes, privacy, information security, Stark/Anti-Kickback, and conflict of interest. In 2010, UW Medicine will enhance its system-wide integration of policies, education, audit planning and methodologies, assessment of program effectiveness, and proactive programs designed to mitigate existing and emerging risks.

Attachment A

UW MEDICINE BOARD COMPLIANCE COMMITTEE: FISCAL YEAR 2010 ROSTER

Voting Members

Shan Mullin, Committee Chair – Board Member

- o Vice chair of the UW Medicine Board
- o Former chair of the Fred Hutchinson Cancer Research Center and the SCCA boards, chair of the Norman Archibald Charitable Foundation board
- o Board member of the Greater Seattle Chamber of Commerce; and Board member/Secretary of the SCCA
- o Partner in the Seattle office of Perkins Coie law firm; Distinguished Alumni Award from the UW Law School 2004

Charlotte Guyman - Board Chair

- o UW alumnus and former general manager of MSN Internet sales and marketing for Microsoft
- o Developed learning software and the pioneering internet travel application, Expedia; general manager of Kids and Games software for Microsoft, director of international and consumer division marketing, and since 2003, a director for Berkshire Hathaway, Inc.

Rich Jones - Board Member

- o President and CEO of the Washington Society of Certified Public Accountants
- o Member of the Board of the Fred Hutchinson Cancer Research Center and Chair of the Board of SCCA
- o Past officer and member of the Board of the Pacific Science Center
- o Retired Partner of Ernst & Young LLP

Julie Nordstrom – Board Member

- o UW alumnus and former board member of Seattle Children's Home and Childhaven; volunteer at Seattle Children's
- o Former associate, Stafford, Frey, Cooper and Stewart, and law clerk for Justice James Dolliver of the Washington Supreme Court

Paul Ramsey, MD – Board Member

- o CEO, UW Medicine, Executive Vice President for Medical Affairs, UW, and Dean, UW School of Medicine

Bruce Pym - Community Member

- o Former President of the King County Bar Association, Board Chair of the King County United Way, member of the Board for the Seattle Repertory Theatre and the Board of Trustees, UW Law School Foundation, and Board Chair of the 5th Avenue Theatre Association
- o Long-time member of the Fred Hutchinson Cancer Research Center Board, member of the Hutch board committee charged with oversight of the conflict of interest litigation, and first chair of the Patient Protection Oversight Committee
- o UW alumnus

Odell Guyton - Community Member

- o Compliance Director for Microsoft; former Assistant U. S. Attorney; former Corporate Compliance Officer, University of Pennsylvania
- o Volunteer advisor for the UC System Regents and the Audit Committee on Compliance matters
- o Former member of the Board of Trustees, Moravian College

Dan Dubitzky - Community Member

- o Lead counsel for the UW in its response to the now-completed Medicare fraud investigation
- o Former board member of the Northwest Defender Association and the Tom Wales Foundation, previous Chair of the Criminal Law Committee of the Federal Bar Association, and a lawyer's representative from the Federal Bar Association to the Ninth Circuit Judicial Conference.
- o While in private practice, represented several Fortune 500 companies and corporate officers with clients from health care, fisheries, aerospace, architecture and timber

Non-Voting Members

Practice Plans

Mika Sinanan - President, UWP
Catherine Boelke - Executive Director, UWP
Beth DeLair - Interim Compliance Officer, UWP
Robert Sawin - President, CUMG
Rick Nielsen - Executive Director, CUMG
Sheryl Forrester - Compliance Officer, CUMG
Margaret Peyton - General Counsel, UWP/CUMG

Hospitals/Clinics

Eileen Whalen - Executive Director, HMC
Stephen Zieniewicz - Executive Director, UWMC
Meg Kerrigan - Executive Director, UW Medicine Neighborhood Clinics
Phuong Dao - Interim Integrity Officer, SCCA

School of Medicine

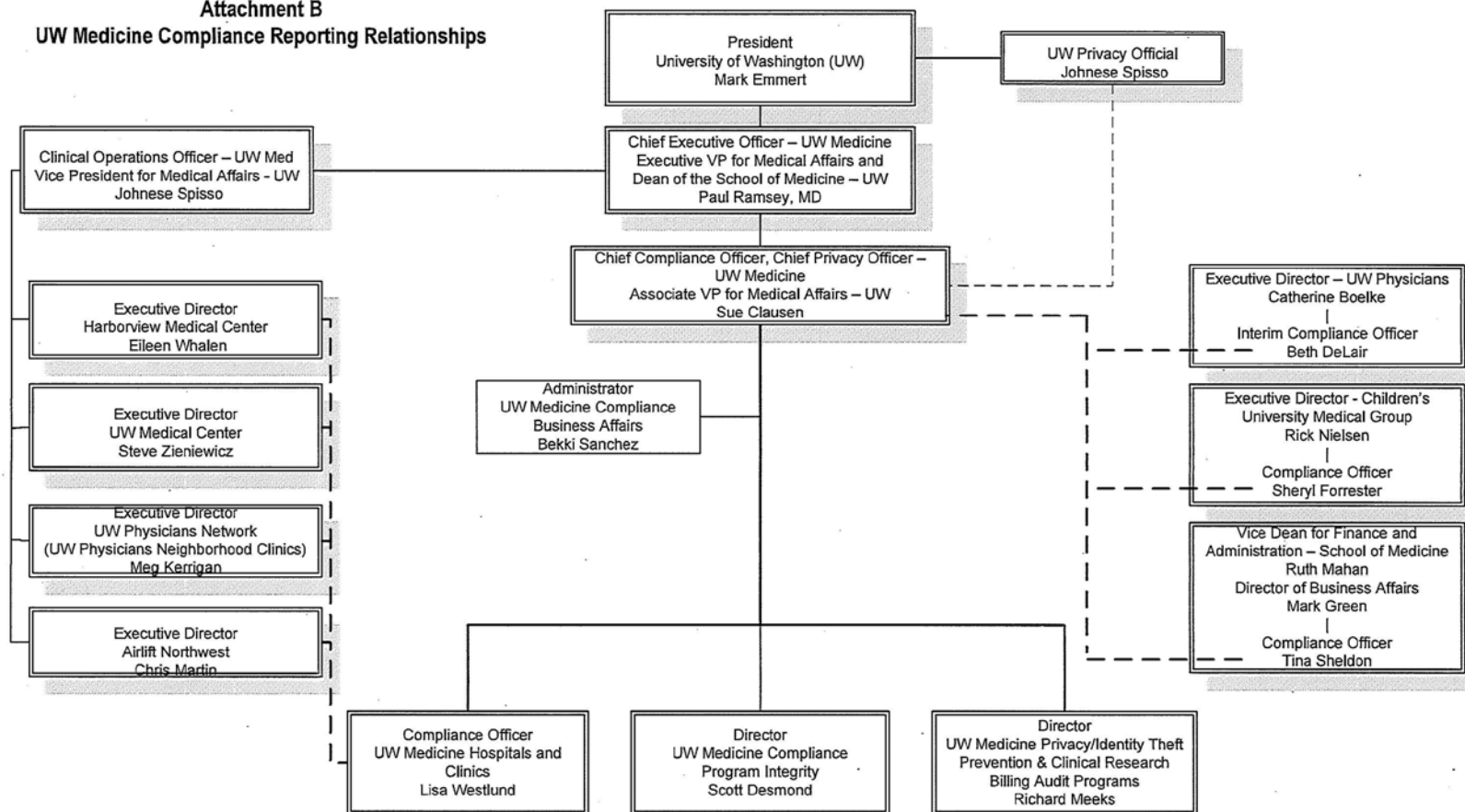
Ruth Mahan - Vice Dean for Administration & Finance
Larry Robinson - Vice Dean, Clinical Affairs and Graduate Medical Education
Mark Green - Director of Business Affairs, School of Medicine (SOM)
Tina Sheldon - Compliance Officer, SOM

UW Medicine

Johnese Spisso - COO (UWMed), VPMA (UW)
Bruce Ferguson - CFO (UWMed), VPMA (UW)
Sue Clausen - CCO/CPO (UWMed), AVPMA (UW)
Lisa Westlund - Compliance Officer, UW Med Hospitals and Clinics
Richard Meeks - Director, Privacy/ID Theft Prevention (UW Med)
Scott Desmond - Director, Program Integrity (UW Med Compliance)

Attorney General's Office: Lori Oliver - Assistant Attorney General, UW

Attachment B
UW Medicine Compliance Reporting Relationships



Approved Paul G. Ramsey Date 1/15/10
 Paul G. Ramsey, MD
 CEO, UW Medicine
 Executive Vice President for Medical Affairs and
 Dean of the School of Medicine, University of Washington

ATTACHMENT C

Channels of Communication for UW Medicine Compliance Issues

Committee/Chair	Committee Role	Membership
UW Medicine Board Compliance Committee, chaired by Shan Mullin (UW Medicine Board member)	This committee has a wide scope of advisory responsibilities including strategic planning, advocacy and support for compliance efforts, and assessment of progress on major compliance matters. The group meets approximately 8 times/year, receives quarterly reports regarding entity-specific program activities, and is briefed at each meeting about urgent, emergent and on-going issues. Minutes of each meeting are provided to the UW Medicine Board.	Voting members include community members, the UW Medicine Board Chair, and Paul Ramsey (CEO, UW Medicine). Non-voting members include senior executive leaders and entity compliance officers. See Attachment A for the full roster.
UWP Business Excellence Committee, chaired by Bruce Sangeorson, MD CUMG Physician Billing & Education Compliance Committee, chaired by Mark DelBeccaro, MD	These committees provide a venue for engaging administrative, clinical and operational leaders in the planning, problem-solving, and risk assessment activities associated with key compliance initiatives. The committees work closely with compliance and operations staff to assess risk, establish compliance standards, monitor program effectiveness, implement effective educational and outreach activities, and endorse policies and standards.	Members include executive leaders, physicians, clinical department representatives, legal counsel, training and operational staff, the practice plan compliance officers, the SOM compliance director, and the CCO/AVPMA.
Hospital and Clinic System Executive Compliance Committee	This new committee will replace the HMC and UWMC hospital compliance committees in December 2009. Co-convened by the Hospital & Clinics Compliance Officer and the CCO/AVPMA, the committee will serve as a forum for engaging key executives from the hospitals, clinics and ALNW. compliance planning, problem-solving, and risk assessment activities. The group will work closely with UW Medicine Compliance to evaluate urgent and emergent issues, monitor progress toward resolution of compliance issues, and establish strategies for communicating and enforcing expectations to staff.	Members include the COO/AVPMA; executive directors and senior officers from the hospitals, clinics and ALNW; administrative directors from key operational units; and a representative from the AGO.
Compliance Officers Group, chaired by Sue Clausen, CCO/AVPMA	This group provides a forum for engaging entity compliance officers in the identification of and response to regulatory developments, assessment of risks, and development of mitigation strategies. Subgroups provide a venue for working collaboratively on mutual concerns, establishing system-wide standards, and coordinating the handling of urgent/emergent issues that involve multiple entities.	Members include the UW Med hospital/clinics compliance officer, and compliance staff representing privacy, SOM, practice plans, SCCA, ITHS, Pharmacy, Laboratory, Patient Financial Services, School of Dentistry and UW Research Compliance.
UW Medicine Operations and Finance Committee, chaired by Paul Ramsey, CEO/EVPMA/Dean	This committee provides a venue for engaging senior leaders in the evaluation of, and response to UW Medicine-wide compliance issues.	Members include the CCO/AVPMA, VPs for Medical Affairs, Vice Deans for Admin/Finance and Clinical Affairs, UWP President, Executive Directors (UWMC, HMC, UWP, UWP), Chief Operating Officers, Chief Financial Officers, SOM Director of Business Affairs, AVP for Community Relations.
Clinical Research Billing Oversight Group, chaired by Bruce Ferguson, CFO/VPMA	This committee provides a venue for engaging senior leaders in strategic planning and problem-solving, communicating the status of clinical research billing process improvement projects, assessing risk, reviewing and endorsing policies, and generating communications necessary to support the process improvements or enforce policies.	Members include Executive Directors (UWMC, HMC, UWP); Vice Deans for Research, Admin/Fin, Clinical Affairs; UWP President, UW Human Subjects Division, Dept. of Medicine, AGO, SCCA, FHCRC, CCO/AVPMA, UW Med Hospital/Clinics Compliance Officer
Executive Clinical Leadership, chaired by Johnese Spisso, COO/VPMA	This group provides clinical operations leadership for UW Medicine System, develops/implements strategic operating & financial plans, addresses related issues (e.g., access management, coordination of care, process improvement, HR, regulatory affairs, recruitment/retention needs, space planning, IT)	Members include the Executive Leadership Team from UW Medicine Clinical Health System entities-Harborview Medical Center, UW Medical Center, UW Neighborhood Clinics, UW Physicians and AirLift Northwest.
Security Program Executive Committee (SPEC), chaired by Johnese Spisso, COO/VPMA	SPEC provides executive direction for the UW Med Info Security Program, reviews and endorses security policies, strategic plans, annual budget requests and risk assessments.	Members include UW Med Director of Security & Networking, CCO/AVPMA, CIO, SOM Vice Dean for Admin/Fin, Director of Health Science Risk Mgmt, UWP President, Executive Directors (UWMC, HMC, UWP), UW CISO, Asst VP for Med Ctr. HR

ATTACHMENT D

UW MEDICINE BOARD COMPLIANCE COMMITTEE - SCHEDULE 2009

Meeting Date	Focus Areas/Special Briefings	Focus Area Presenter(s)	Reports
January 12 10:00-11:30 am 11:30-noon Board Meets	<ul style="list-style-type: none"> OIG Workplan – upper campus response Executive Session - HMC <p>Ad Hoc Discussion Session: focus areas, annual schedule, agenda planning, meeting structure, reporting strategies</p>		<ul style="list-style-type: none"> CIA Update Annual Compliance Report CO Updates
February 23 9:30-11:30 am	<ul style="list-style-type: none"> Focus Area – Conflict of Interest Executive Session Special Briefing: CUMG post-CIA planning 	<ul style="list-style-type: none"> Mark Green Kristin Miles/SAAG Mark Del Beccaro 	<ul style="list-style-type: none"> Briefings CIA Update Distribute FY09 2nd Quarter Reports**
March	No CC meeting ***** Board Retreat 3/1-2 *****		
April 6 9:30-11:30 am	<ul style="list-style-type: none"> Focus Area – Clinical Research Billing Special Briefing: Red Flag Rules 	<ul style="list-style-type: none"> Bruce Ferguson Sue Clausen 	<ul style="list-style-type: none"> Briefings CIA Update UWP Business Excellence Plan
May	No CC meeting		Distribute FY09 3 rd Quarter Reports
June 22 Board Meets 6/1	<ul style="list-style-type: none"> Focus Area – Post-CIA Compliance Programs: UWP and CUMG Special Briefing: Preparation for External Reviews (RACs, etc.) 	<ul style="list-style-type: none"> Mika Sinanan, Bob Sawin Lisa Westlund 	<ul style="list-style-type: none"> Briefings
July	No CC meeting		Briefings by mail
August	No CC meeting		Distribute FY09 4 th Quarter Reports; briefings by mail
September 14	Focus Area – Privacy Special Briefing: Compliance Reorganization	Sue Clausen	Briefings RAC update - Westlund
October 26	Focus Area - Stark/Anti-kickback	Mark Green	Briefings
November	No CC meeting		Distribute FY10 1 st Quarter Reports
December 7	<ul style="list-style-type: none"> Focus Area – Information Security Annual Compliance Report Draft 	<ul style="list-style-type: none"> Johnese Spisso Sue Clausen 	Briefings

VII. STANDING COMMITTEES**B. Finance, Audit and Facilities Committee**Renaming the Academic Computer Center “John M. Wallace Hall”RECOMMENDED ACTION

The administration and the Finance, Audit and Facilities Committee recommend the Academic Computer Center (3737 Brooklyn Ave NE) be renamed “John M. Wallace Hall,” effective immediately

BACKGROUND

The College of the Environment’s Dean’s Office, along with the Joint Institute for the Study of the Atmosphere and Ocean and the Program on the Environment occupy the Academic Computer Center (ACC), a building which does not currently house a computer center. This causes understandable confusion for students and visitors, especially those who are seeking computer support or access. As a result, this request is being put forward seeking approval to change the name of the Academic Computer Center to “John M. Wallace Hall.”

Section 2, Item A of the University of Washington Facilities and Spaces Naming Policy stipulates that in order to name a building after a person, that individual must have “rendered distinguished service to the University” or have “made a substantial contribution to society.” As outlined in the attached, Professor John “Mike” Wallace’s long-standing service both to the University of Washington and to the field of climate studies fulfills both of these criteria, with notable impact and scope.

Attachments

1. Biography of John M. Wallace
2. Presidential/Names Committee approval letter

John M. Wallace

John Michael Wallace was born in Flushing, New York on October 28, 1940. He received his Bachelors Degree from Webb Institute of Naval Architecture in 1962 and his doctoral degree from Massachusetts Institute of Technology in 1966. Since that time he has served as an academic faculty member at in the Department of Atmospheric Sciences at the University of Washington. He was appointed to the rank of full Professor in 1975 and he served as department chair from 1983 to 1988.

Wallace held an adjunct faculty appointment in the former Institute for Environmental Studies from its inception in 1975 until its termination in 1995. The following year he was appointed to the UW Task Force on Environmental Education, which made recommendations that led to the formation of the Program on the Environment and he served for three years (1997-2000) as one of its founding co-Directors. He served as Director of the UW-NOAA Joint Institute for Studies of the Atmosphere and Ocean (JISAO) from 1982 until 1997 and again from 2004 until 2007. His UW committee service includes chairing the Ad Hoc Task Force for Faculty Rewards and Responsibilities (1998) and numerous other review and search committees. He is a recipient of the David B. Thorud Leadership Award, 2007.

Wallace's teaching responsibilities have ranged from elementary courses in weather and climate to graduate courses. He is co-author (with Peter V. Hobbs) of a textbook entitled "Atmospheric Science: An Introductory Survey", which is widely used in both graduate and undergraduate courses in the field, with over 40,000 copies sold since the First Edition was published in 1977. With support from grants from the National Science Foundation, he has funded and supervised 27 PhD students and 8 M.S. students.

Wallace's research and that of his students is concerned with global patterns of climate variability. Their work was instrumental in recognizing how El Nino affects winter climate over North America and the so-called "Arctic Oscillation", which has contributed to this winter's record-breaking cold over many parts of the Northern Hemisphere. One of their recent studies has helped to reconcile conflicting views concerning the rate of decline in winter snow pack in the Cascades in response to global warming. Wallace is among the most highly cited researchers in the earth sciences. He is a member of the National Academy of Sciences, a fellow of the American Academy of Arts and Sciences, the American Geophysical Union, and the American Meteorological Society and a foreign member of the Russian Academy of Sciences. He is a recipient of the American Geophysical Union's Roger Revelle Medal and the American Meteorological Society's Carl Gustav Rossby Medal.

Attachment 1



EVANS SCHOOL OF PUBLIC AFFAIRS

UNIVERSITY of WASHINGTON

January 11, 2010

Dennis Hartmann
Interim Dean, College of the Environment
136 ACC Building, Box 351640
University of Washington

Dear Dennis:

I am pleased to inform you that President Emmert has concurred with the University Names Committee recommendation for approval of your request to re-name the Academic Computer Center in honor of Professor John "Mike" Wallace. The new name will be "John M. Wallace Hall."

As with all building names, this naming will require approval by the Regents (UW Handbook, Vol. 4, Chap. 10, Sect. 1.) You are responsible to prepare the item and get it on the Regent's agenda. Please see <http://www.washington.edu/regents/meetings/saf.html> for full instructions.

Please let me know if you have any questions or concerns. Thank you.

Sincerely,

Sandra O. Archibald
Dean and Professor
Chair, Campus Names Committee

cc: University Names Committee
V'Ella Warren, Box 354998
Jeffrey Linn, Box 359445
Butch Kuecks; Box 352165,

Daniel J. Evans School of Public Affairs Box 353055 109 Parrington Hall Seattle, WA 98195-3055
206.543.4900 fax 206.543.1096 evansuw@u.washington.edu <http://evans.washington.edu>

Attachment 2