In Attendance: Anthony Azama, Georgia Binnington, Patrick Burke, Tyree Chrisp, Heather Corcoran, Emelyn Dela Pena, Jan Duchek, Reana Elder, Michael Field, Solome Haile, Joanna Kim, Chris Kroeger, Richard Loomis, Steve Malter, Derrick Ogola, Gabi Restrepo, Mark Rollins, Jessica Rosenfeld, Ben Schulman, Jennifer Smith, Kathy Steiner-Lang, Denise Stephens, Maxwell Thompson, Holden Thorp, Tony Tillman, Marni Widen, Rob Wild, Gerhild Williams

Guests:
Katharine Pei, Director, First Year Center Programs
Kyle Jeter, Attending on behalf of Sydney Robinson

Bear Beginnings

Bear Beginnings is the name that is commonly used for the programs offered to new students. The plans being presented today will tentatively go into effect in fall 2019.

Launch was the original pre-orientation program. The purpose of Launch was to give students small group experiences before they came to the university. The programs have grown significantly.

The goal of orientation is not only to ensure successful transition into Washington University but also offer an equitable orientation into the university.

In 2019, Bear Beginnings will be expanded to a week-long program for all students.
Small group experiences enhance the sense of belonging. There is a correlation to higher GPA and persistence.

An infrastructure will need to be created to manage the increase in small groups. This may be achieved through tracks or themes such as leadership and civil service. Each track will have an office and a group of individuals who are responsible for their track.

<table>
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<th>Current</th>
<th>Re-imagined</th>
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<tr>
<td>Fee based</td>
<td>Cost included in program</td>
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- Different points of entry and inconsistent welcome messages of University expectations/policies offered to first-year students and families
- Consistent beginning for all first-year students and families
- Week day move in day for most students and families
- A weekend move in day and weekend scheduled parent orientation program for parents and families
- Academic sessions limited
- Over-programmed/concerns about "packed schedule"
- Increased time dedicated to academically focused content
- More down time for students
- Limited ability to build an understanding of school history and traditions
- A variety of opportunities to develop, traditions and class unity throughout extended experiences

**Experiences & Outcomes**

Part 1: Welcome/Orienting
Part 2: Curriculum/Understanding
Part 3: Small Group Experiences/Relating

**Theme Possibilities:**
- Leadership
- Civic Engagement/Service
- Academic
- Media/Performing Arts
- St. Louis

To be determined by Steering Committee
- Students
- Faculty
- Staff

**Bear Beginnings 2019**

- A week long welcome program for all students that includes small group experiences.

**ORIENTING * UNDERSTANDING * RELATING**

— Pre-Orientation Programs will no longer be a part of the extended schedule
A few of the new changes include:

- All parent sessions will take place over the weekend.
- The time for academic focused programs will be increased.
- Sunday activities will be kept very light.

Questions & Suggestions?

Campus Life
Leslie Heusted
Executive Director
Anna Warbelow
Associate Director
First Year Center
Katharine Pei
Director
Andrea Farnan
Assistant Director

Discussion/Comments

It is important that there is a significant amount of interaction with the first year students and student leaders, not just WUSA leaders.

Many of the current pre-orientation programs are run by students. Is that still the plan? There will be a cultural shift. In the new model, students will be involved in planning but the programs will not be completely student lead.

Will training be extended for RA’s and WUSAs?
We will need the RA’s to help with orientation so RA training will end earlier. The hope is that it wouldn’t be pushed back or extended, but that it would be more efficient. WUSA training may be handled differently.

How will this impact the early arrivals, such as the DEBstar program?
This is a great question but there is not a definite answer at this time. We are currently meeting with the leaders of pre-pre-orientation groups such as the international students, athletics and Ervin Scholars to work on a plan. We want to avoid having different starting dates for everyone. These groups could possibly meet in the second half of the orientation week.

Will small departments such as performing arts or music get lost in the mix of academic programs during orientation? Having freshman experience smaller departments early on could increase their interest in the courses offered by these departments.
If anything ends up on our themes that tie to an academic unit, the unit will be invited into the planning. Early in the process we will ask departments if they want to participate with a small group, if there is a natural tie between the department and theme/small group.

Do you anticipate push back from students who currently run pre-orientation programs and if so do you have outlets for them?
We have received a lot of feedback and concerns about impact on the pre-orientation programs. We will figure out a way to make it work within this new model.

Not all student groups have pre-orientation. It is a big part of how groups recruit. How will these students become interested in these groups? It is important that the students interact with the student leaders during orientation.
One goal is to help students find the groups and help spark an interest. This year we did a soft launch with Welcome Week which started on the first Monday of classes. Hopefully this concept can be cultivated to help students become aware of the groups.

How will Part Two of the week (Academics) work with SOAR?
There is interplay today with orientation and SOAR. The new orientation will drive us to think differently to make sure this isn’t just a repeat of SOAR. At the moment there are no plans to make changes to SOAR. Under no circumstances are we going back to advising students to enroll in classes two days before they begin.

**Athletics**

<table>
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<th>Athletics By the Numbers</th>
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<tr>
<td>- More than 50 student-athletes participate in 19 varsity sports programs</td>
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<tr>
<td>- 98% graduation rate</td>
</tr>
<tr>
<td>- 22 national championships</td>
</tr>
<tr>
<td>- 200 UAA championships</td>
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<tr>
<td>- 156 academic All-Americans</td>
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<tr>
<td>- .736 winning percentage</td>
</tr>
<tr>
<td>- Competing national – recruiting globally – 40 states/4 countries</td>
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**Anthony Azama**
1. You never stop learning
2. The experience of college athletics is what shaped Anthony.
3. You can be successful in collegiate athletics within an institution with high academic rigor.

- Florida Citrus Sports gave him an opportunity to work with ESPN
- Was able to establish a brand at Miami.
- Being the #2 guy at Columbia helped him establish how to grow a brand at an athletic institution.

Ultimate Goal: Graduate a Champion

“Four for Forty”
During these four years WashU should equip the students with the tools to be prepared for the next 40 years of their life.
Recruiting is the same as sales; you never stop doing it.

- One of our goals is to provide our students with the very best experience. We will need to be innovative with today’s challenges not only with athletics but with the rec center.
Defining Our Brand
Find out what former athletics that graduated 30 years ago have in common with our students.
Engage in our campus and community. Think outside of the box:
1. Use game day to recognize student groups, faculty and staff.
2. How do we continue to entertain? What are we doing to make game day fun?
3. Use game day as a platform for student group philanthropy.

WashU Athletics and Team IMPACT have facilitated a match with the WashU baseball team. The goal of Team IMPACT is to improve the life of children with life threatening illnesses, as well as give them an opportunity to experience the team atmosphere and have some fun.
Control/click on the picture to view the video about Connor’s experience with the WashU Bears.

A strategic plan is in the works with an objective that allows us to not be the best kept secret.
We have a great story to tell but we are not doing a good job of telling it.
There are many students who come to the facility that do not necessarily work out. Athletics’ continues to push the envelope beyond the Rec Center, offering opportunities outside of the facility.

The Wellness Suite offering a variety of events.

Discussion/Comments
How can students, faculty and staff be more supportive of athletics?

- We would like to bring in a marketing person to develop plans:
  - How can we reach out on campus?
  - How can we involve the schools to make it win-win?

The only limit is our creativity. Hopefully, we will get a marketing person to help us think outside the box. We will have someone to engage across the campus and develop a Most Valuable Partnership (MVP) list.

It could be beneficial to have Performing Arts join forces with athletics.

- Yes. It is exciting to think about moving forward in areas that have not been tapped before. Dancers would benefit from working with the trainers. It is feasible that performing Arts could perform during half-time such as singing the National Anthem.

Trends in Higher Education

Holden Thorp
At the last Undergraduate Council meeting a member asked how WashU decides to respond to Federal issues. The current tax bill being debated has a lot of provisions that some of us object to personally. The tax bill has some provisions that are clear attacks on higher education and we object to those provisions professionally. That distinction is a very important part to understanding how we decide to respond.
There is absolutely no question that college graduates are four times better off than those with a high school diploma or no high school:
- Their income is higher
- Their household net worth is higher
- They are healthier
- They are more engaged in their community and their local government

Some college is the same as not going to college at all. So it is important to graduate. This is why WashU will do everything they can to keep the students in school.

Many students who are the first in their family to go to college talk about how their parents saved and scrimped for them to go to college.

If these same people believe the information on this graph, they may decide to not save for their children’s education. This is a problem.

There is a sharp increase among Republicans who believe attending college has a negative impact.

The point of this slide and the two previous slides is that undergraduate education is by far the biggest driver of opinion about higher education.
The men pictured here built the atomic bomb. There are many views about nuclear weapons now, but in 1945 the majority of American’s views were positive. The atomic bomb won World War II which means Physics won World War II. This was the high point of America’s appreciation for science.

Vannevar Bush was asked by Franklin D. Roosevelt to write a paper on the future of American Science, called “Science: The Endless Frontier, 1945”. The paper was the “Declaration of Independence” for science. Bush’s paper emphatically made the case for Federally funded research. Before this, the Federal government did not give grants to universities for research.

Bush’s paper stated that the most important reason institutions should have Federal funding for research was the war on disease. The government should not tell institutions what type of research should be done.

In regard to public opinion, the two most important things WashU does is research on the war on disease and undergraduate education. Undergraduate education forms public opinion and war on disease is the most tried and true reason we have for our research.

These are not new concepts. We have been selling the same story since 1945.

The Federal government gives us the freedom to do undergraduate education, as well as everything else we do, as a nonprofit organization. We receive enormous direct and indirect subsidies from the government.

As of now we do not pay taxes on the subsidies. If the new tax bill goes through as it is written now, we will have to pay taxes.
Sections of the tax bill that are worrisome:

- There is an excise tax on earnings of the endowment. The endowment itself won’t be taxed but when money is paid out from the endowment, 1.2% would be paid as a tax. This is in the house and senate.
- The house bill wants to count tuition remission given to graduate students as tuition. This means that students who earn $30,000/yr will still only have $30,000 in pay but they
would have $80,000 counted as income. This could increase their taxes by $7000 - $8000 a year.

Discussion/Comments

The house bill also includes a provision that employee and children of employee’s tuition remission be taxed. Is the university also addressing this?

Yes.

If the endowment is taxed, either at $500,000 or $200,000 per student, the misnomer is that “the whole paid nomenclature” is not really true because every student is subsidized to some degree. If it gets to the point where universities are being taxed on the payout then it could impact universities on all levels whether it be socio economic diversity or racial diversity. It will be a serious rollback with respect to what our campus complexion looks like. Many of us don’t understand the full impact of what this means in a sense that this is like the smoking mirror distraction.

This is why it is important that we all call our state’s congressman.

Can you provide some context on the impact on endowment payout taxes? How much does WashU payout from the endowment?

WashU pays out 4 ½ percent of the value of the endowment. The endowment is around 6.5 billion dollars which makes the payout about 300 million. 1.5% of that amount is around 4 million dollars. It may not sound like that much but every $70,000 is one Pell eligible student that may not get their financial aid package. $4 million dollars would mean a lot of $70,000 financial aid package losses.

Campus pulse

Chancellor search process and update – possibly in fall 18
Dean Mark Taylor – Strategic Vision
Student Union Update - January meeting