University of Washington

Year Seven Self-Evaluation Report

submitted to the

Northwest Commission on Colleges and Universities

September 3, 2013
# Table of Contents

List of Tables ...................................................................................................................................4  
List of Figures ..................................................................................................................................6  
INSTITUTIONAL OVERVIEW .....................................................................................................7  
BASIC INSTITUTIONAL DATA FORM ......................................................................................9  
PREFACE ......................................................................................................................................31  
  Brief Update on Institutional Changes Since Last Report ..........................................................31  
  Response to Topics Previously Requested by Commission ......................................................33  
    Recommendation One ........................................................................................................37  
    Recommendation Two .......................................................................................................38  
CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS .....................................48  
  Executive Summary of Eligibility Requirements 2 and 3 ..........................................................48  
  Standard 1.A Mission ...........................................................................................................49  
  Standard 1.B Core Themes ......................................................................................................52  
    Core Theme One: Research and Scholarship .................................................................53  
    Core Theme Two: Teaching and Learning ........................................................................57  
    Core Theme Three: Service .........................................................................................62  
CHAPTER TWO: RESOURCES AND CAPACITY ...................................................................66  
  Executive Summary of Eligibility Requirements 4 through 21 ..................................................66  
  Standard 2.A Governance ........................................................................................................69  
  Standard 2.B Human Resources ............................................................................................104  
  Standard 2.C Education Resources ........................................................................................115  
  Standard 2.D Student Support Resources ..............................................................................154  
  Standard 2.E Library and Information Resources ..................................................................197  
  Standard 2.F Financial Resources ..........................................................................................209  
  Standard 2.G Physical and Technological Infrastructure ......................................................225  
CHAPTER THREE: INSTITUTIONAL PLANNING ...............................................................241  
  Standard 3.A Institutional Planning .......................................................................................241  
  Standard 3.B Core Theme Planning ......................................................................................265
CHAPTER FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT .266
   Executive Summary of Eligibility Requirements 22 and 23 .................................................266
   Standard 4.A Assessment .......................................................................................................267
      Core Theme One: Research and Scholarship .................................................................270
      Core Theme Two: Teaching and Learning .................................................................294
      Core Theme Three: Service .....................................................................................332
   Standard 4.B Improvement ..............................................................................................347
CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION AND SUSTAINABILITY ..351
   Executive Summary of Eligibility Requirement 24 ...............................................................351
   Standard 5.A Mission Fulfillment ....................................................................................352
   Standard 5.B Adaptation and Sustainability .....................................................................362
CONCLUSION ............................................................................................................................380
List of Tables

Table 1: UW Global Challenge States Peer Institutions ..........................................................38
Table 2: Departments at UW Seattle with Required Capstones in 2011 ..................................44
Table 3: Majors at UW Tacoma with Required Capstones in 2012 .......................................46
Table 4: Majors at UW Bothell with Required Capstones in 2012 ........................................46
Table 5: Objectives, Indicators, and Rationale for Core Theme One ...................................54
Table 6: Objectives, Indicators, and Rationale for Core Theme Two ....................................58
Table 7: Objectives, Indicators, and Rationale for Core Theme Three ..................................63
Table 8: Board of Regents Membership ..................................................................................74
Table 9: Faculty Profile, October 2012 ..................................................................................110
Table 10: Critical Thinking/Problem Solving Goals for Four Disciplines ............................119
Table 11: Class Standing ........................................................................................................132
Table 12: UW General Education Learning Goals ...............................................................138
Table 13: UW Learning Goals and General Education Learning Goals ..............................141
Table 14: UW Bothell Learning Goals and CUSP Learning Goals ........................................145
Table 15: Total Weekly Student Contact Hours in General Use Classrooms Autumn Quarters 2009, 2010, 2011, and 2012 .................................................................155
Table 16: Classroom Use and Capacity Before and After Major Renovations .....................155
Table 17: Availability of Student Information ........................................................................172
Table 18: Projected Revenues for Auxiliary Enterprises FY 2013 .........................................220
Table 19: Campus Representatives for Sustainable Academic Business Plan .....................249
Table 20: Campus Representatives for Teaching and Learning in the 21st Century ................250
Table 21: Campus Representatives for Enhance Student Services Initiative .......................252
Table 22: Campus Representatives for Campus of the 21st Century Initiative ......................252
Table 23: Campus Representatives for Fostering Collaboration Initiative .........................252
Table 24: Campus Representatives for Organizational Effectiveness Initiative ....................253
Table 25: Campus Representatives for Program Evaluation Initiative ................................253
Table 26: Core Theme One Overview ...................................................................................270
Table 27: Objective 1.A .......................................................................................................271
Table 28: Annual Funding of Current Use Funds across Three Areas ....................................272
Table 29: RRF Award Totals for the Past Five Calendar Years ............................................273
Table 30: Quarters of Paid Professional Leave Used Annually ...........................................274
Table 31: Number of Promotions .........................................................................................275
Table 32: Number of Undergraduate Research Symposium Participants .............................277
Table 33: Core Theme 1.B ..................................................................................................284
Table 34: Office of Research Trainings FY 2011 ....................................................................287
Table 35: Number of Completed Responsible Conduct of Research Trainings ....................288
Table 36: Number of Participants in the Biomedical Research Integrity Program ...............288
Table 37: Number of New Human Subjects Applications by Year ......................................289
Table 38: Annual Total Dollars of Grants/Contracts with Animal Subjects ........................290
Table 39: Objective 1.C .....................................................................................................290
Table 40: Remote Services Satisfaction by Group 2007-2013 .............................................293
Table 41: Square Footage and Room Count of UW Laboratory Space ...............................293
Table 42: Core Theme Two Overview ..................................................................................294
Table 43: Objective 2.A .....................................................................................................295
Table 44: Teaching Awards Nominations .................................................................
Table 45: Objective 2.B .....................................................................................
Table 46: Students Enrolled per Program ..........................................................
Table 47: UW General Education Learning Goals ...........................................
Table 48: Critical Thinking/Problem Solving Goals for Four Disciplines ......
Table 49: UW Bothell Campus Learning Goal 2 Mapped to Other Elements of Mission/Values/Priorities and Program/School Learning Goals ................................
Table 50: Objective 2.C ...................................................................................
Table 51: Degrees Awarded Across UW .........................................................
Table 52: Average and Median Time to Degree ..............................................
Table 53: Six-Year Graduation Rate for Students Entering as Resident Freshman ....
Table 54: Office of Student Financial Aid Controlled Merit Scholarships ....
Table 55: Preliminary 2012-2013 Waivers by Type and Student Level ..........
Table 56: University of Washington Undergraduate Residents Percentage Applying for Aid, Demonstrating Need, and Receiving Aid ........................................
Table 57: UW Waivers to Undergraduate Residents Demonstrating Need ........
Table 58: Grants and Waivers to Undergraduate Residents Demonstrating Need ...
Table 59: Aid to UW Undergraduate Residents Demonstrating Need, by Source and Type ...
Table 60: Objective 2.D ...................................................................................
Table 61: Number of Underrepresented Minority Incoming Freshman ............
Table 62: UW Autumn Quarter Enrollment of Underrepresented Students ......
Table 63: Degrees Awarded, by Campus, to Underrepresented Minority Students ...
Table 64: Estimated Number of One-on-One Meetings Regarding Faculty Diversity ...
Table 65: Core Theme Three Overview .........................................................
Table 66: Objective 3.A ...................................................................................
Table 67: Summary of How UW Tacoma Faculty Financially Supported Community Engagement Activities .................................................................
Table 68: UW Alumni Peace Corps Volunteers ..............................................
Table 69: Non-UW On-Campus Attendance ..................................................
Table 70: UW Tacoma Advisory Boards with Community Participation .......
Table 71: UW Bothell Advisory Boards with Community Participation .......
Table 72: Objective 3.B ...................................................................................
Table 73: Objective 3.C ...................................................................................
List of Figures

Figure 1: Sustainable Academic Business Plan Overview .........................................................36
Figure 2: Assessment Feedback Loop ........................................................................................39
Figure 3: Bottom-up Inferential Assessment Process .................................................................40
Figure 4: UW Seattle Learning Goals for Undergraduates, 2011-2013 ....................................118
Figure 5: Relationship between the UW Learning Goals and the General Education Goals ......142
Figure 6: Increase in Percent of Seats Filled for Courses, 2002-2012 ......................................156
Figure 7: Change in Average Weekly Hours of Classroom Scheduled Use, 2002-2012 ..........157
Figure 8: Increase in Classroom Use by Room Size, Autumn Quarters 2009 and 2012 ..........158
Figure 9: Sustainable Academic Business Plan Overview .......................................................244
Figure 10: 21st Century Campus Initiative Priorities .................................................................248
Figure 11: Undergraduate Student Participation in Research, 1997-2012 ..............................276
Figure 12: Overall Library Collections Satisfaction, 2001-2013 .............................................292
Figure 13: UW Seattle Learning Goals for Undergraduates, 2011-2013 .................................307
Figure 14: Undergraduate Student Participation in Public Service, 1997-2012 .......................336
Figure 15: Sustainable Academic Business Plan Overview .....................................................365
Institutional Overview

Founded in Seattle in 1861, the University of Washington (UW) is a multi-campus public research university in Seattle, Tacoma, and Bothell. The UW is the largest university in the northwestern United States and is one of the oldest universities on the west coast. The University of Washington Fiscal Year 2013 budget totals $5.9 billion. The endowment of the University is approximately $2.1 billion (June 2012). The University employs 30,972 FTE faculty and staff at its three campuses (October 2011), occupies over 500 buildings on 640 acres, with over 20 million gross square footage of space.

As the state’s flagship university, the University of Washington enrolled over 51,000 undergraduate, graduate, and professional students in 2012-13. UW Educational Outreach educates more than 47,000 students annually via in-person and online degree and certificate programs and continuing professional education programs. The UW offers over 250 degree options across 150+ programs throughout its three campuses. In 2011-12, the UW awarded over 14,000 bachelors, masters, doctoral, and professional degrees. The UW is one of the top public universities in the nation in the number of students who have received premier national awards, such as the Rhodes, Marshall, Truman, Fulbright, and Goldwater scholarships and fellowships. Among all large universities, UW alumni led in the number of Peace Corps volunteers in 2012.

The teaching and research of the University’s many professional schools provide essential complements to the programs in the arts, humanities, social sciences, and natural and mathematical sciences. Programs in law, medicine, forest resources, oceanography and fisheries, library science, and aeronautics are offered exclusively (in accordance with state law) by the University of Washington. In addition, the University of Washington has assumed primary responsibility for the health science fields of dentistry and public health and offers education and training in medicine for a multi-state region of the Pacific Northwest and Alaska. The schools and colleges of built environments, business administration, education, engineering, nursing, pharmacy, public affairs, and social work have a long tradition of educating students for service to the region and the nation. The University of Washington’s Bothell and Tacoma campuses expand the reach of the University, serving their local and regional communities with diverse offerings. The UW’s schools, colleges, and campuses make indispensable contributions to the state and, with the rest of the University, share a long tradition of educating undergraduate and graduate students toward achieving an excellence that well serves the state, the region, and the nation.

In 2012, the University of Washington was ranked 16th worldwide (14th in the U.S.) by the Academic Ranking of World Universities and 24th worldwide by the Times Higher Education World University 2012-13 rankings. In 2013, the University was also ranked 46th among all "national universities" and 13th among public universities by U.S. News & World Report. In 2013, Forbes magazine ranked the UW 8th nationally (excluding federally funded military academies) in the quality of undergraduate education. The infrastructure that supports this effort includes one of the most extensive library systems in the nation, containing over 7.5 million volumes, and a world-class network of hospitals and clinical facilities providing cutting edge services to patients from throughout the entire northwest region. The University is one of only 63 members of the Association of American Universities and is a sea and space grant institution.
Among public research institutions, the UW also ranks in the top 10 nationally in the number of faculty who receive top international and national awards and honors. Among the faculty, there are five winners of the Albert Lasker Award for Clinical Medical Research, one winner of the Fields Medal, nine winners of the Gairdner Foundation International Award, 15 MacArthur Fellows, two winners of the National Book Award, one winner of the National Medal of Arts, five winners of the National Medal of Science, six Nobel laureates, 29 winners of the Presidential Early Career Award for Scientists and Engineers, and two Pulitzer Prize winners. Additionally, among UW faculty are 67 members of the American Academy for Arts and Sciences, four members of the American Philosophical Society, 15 Howard Hughes Medical Institute Investigators, 53 members of the Institute of Medicine, 21 members of the National Academy of Engineering, and 68 members of the National Academy of Sciences.

In 2012, the University of Washington research budget exceeded $1.47 billion. The majority of the funding came from peer-reviewed research proposals. The research budget consistently ranks among the top five in both public and private universities in the United States. The UW is also the largest recipient of federal research funding among public universities and in the top five among all public and private universities in the country.
Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: University of Washington

Address: Office of the President, Box 351230

City, State, ZIP: Seattle, WA 98195

Degree Levels Offered: ☒ Doctorate ☒ Masters ☒ Baccalaureate ☐ Associate ☐ Other

If part of a multi-institution system, name of system: _____

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

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<td>School of Public Health</td>
<td>Health Informatics and Health Information Management (BS, Certificate)</td>
<td>Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)</td>
<td>2012</td>
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<tr>
<td>School of Public Health</td>
<td>Master of Health Administration (MHA)</td>
<td>Commission on Accreditation of Healthcare Management Education (CAHME)</td>
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<tr>
<td>Program</td>
<td>Degree</td>
<td>Accreditation</td>
<td>Date</td>
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<tr>
<td>The Information School</td>
<td>Library &amp; Information Sciences (Masters)</td>
<td>American Library Association (ALA)</td>
<td>2006</td>
</tr>
<tr>
<td>UW Bothell</td>
<td>Business Administration (BA, MBA)</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>2010</td>
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<tr>
<td>UW Bothell</td>
<td>Education (K-8, Secondary and Middle Level, and Principal Certification Programs)</td>
<td>Office of Superintendent of Public Instruction (OSPI)</td>
<td>2008</td>
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<tr>
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<td>Nursing (BSN, MSN)</td>
<td>Commission on Collegiate Nursing Educaiton (CCNE)</td>
<td>2008</td>
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<td>Electrical Engineering (BS)</td>
<td>Accreditation Board for Engineering and Technology (ABET)</td>
<td>2011</td>
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<td>Business Administration (BA, MBA)</td>
<td>Associate to Advance Collegiate Schools of Business (AACSB), International Association for Management Education</td>
<td>2011</td>
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<td>UW Tacoma</td>
<td>Education (Teacher Certification &amp; Educational Administrator Certification Professional Certificate Program)</td>
<td>Office of Superintendent of Public Instruction (OSPI); Washington Professional Educator's Standard Board (PESB)</td>
<td>2011</td>
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<td>Nursing (BSN and MN)</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2009</td>
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<tr>
<td>UW Tacoma</td>
<td>Social Work (BASW, MSW)</td>
<td>Commission on Accreditation of the Council on Social Work Education (CSWE)</td>
<td>2013</td>
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</tbody>
</table>
**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: Undergraduates: total number of credits divided by 15; graduates: total number of credits divided by 10. This is the standard State formula that is used.

**Official Fall 2012 (most recent year) FTE Student Enrollments**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: 2012-13</th>
<th>One Year Prior Dates: 2011-12</th>
<th>Two Years Prior Dates: 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>27,483</td>
<td>27,554</td>
<td>27,267</td>
</tr>
<tr>
<td>Graduate</td>
<td>11,977</td>
<td>11,741</td>
<td>11,419</td>
</tr>
<tr>
<td>Professional</td>
<td>3,949</td>
<td>3,932</td>
<td>3,970</td>
</tr>
<tr>
<td>Unclassified</td>
<td>670</td>
<td>717</td>
<td>852</td>
</tr>
<tr>
<td>Total all levels</td>
<td>44,079</td>
<td>43,944</td>
<td>43,508</td>
</tr>
</tbody>
</table>

**Full-Time Unduplicated Headcount Enrollment**. (Count students enrolled in credit courses only.)

**Official Fall 2012 (most recent year) Student Headcount Enrollments**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: 2012-13</th>
<th>One Year Prior Dates: 2011-12</th>
<th>Two Years Prior Dates: 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>26,419</td>
<td>26,256</td>
<td>25,902</td>
</tr>
<tr>
<td>Graduate</td>
<td>8,762</td>
<td>8,478</td>
<td>8,200</td>
</tr>
<tr>
<td>Professional</td>
<td>1,940</td>
<td>1,932</td>
<td>1,880</td>
</tr>
<tr>
<td>Unclassified</td>
<td>48</td>
<td>90</td>
<td>72</td>
</tr>
<tr>
<td>Total all levels</td>
<td>37,169</td>
<td>36,756</td>
<td>36,054</td>
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</table>
Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1,798</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>4</td>
<td>42</td>
<td>---</td>
<td>1,752</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1,200</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>4</td>
<td>41</td>
<td>---</td>
<td>1,155</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1,033</td>
<td>---</td>
<td>1</td>
<td>8</td>
<td>31</td>
<td>---</td>
<td>993</td>
<td></td>
</tr>
<tr>
<td>Instructor (Instructional)</td>
<td>702</td>
<td>561</td>
<td>10</td>
<td>142</td>
<td>590</td>
<td>---</td>
<td>521</td>
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</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
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</tbody>
</table>

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary (per month)</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$12,185</td>
<td>23.00</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$9,259</td>
<td>13.78</td>
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<tr>
<td>Assistant Professor</td>
<td>$8,653</td>
<td>5.55</td>
</tr>
<tr>
<td>Instructor (Instructional)</td>
<td>$5,263</td>
<td>8.94</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
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<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution:

<table>
<thead>
<tr>
<th>Reporting of income:</th>
<th>Accrual Basis</th>
<th>Accrual Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting of expenses:</td>
<td>Accrual Basis</td>
<td>Accrual Basis</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Balance Sheet Data**

See following pages

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY Dates:</th>
<th>One Year Prior to Last Completed FY Dates:</th>
<th>Two Years Prior to Last Completed FY Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Funds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts receivable gross</td>
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<tr>
<td>Less allowance for bad debts</td>
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<td></td>
</tr>
<tr>
<td>Inventories</td>
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</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
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</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Investments</td>
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<tr>
<td>Other (identify)</td>
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<tr>
<td>Due from</td>
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<td></td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
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<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
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<td>------------------------</td>
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</tr>
<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
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<tr>
<td>Cash</td>
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<tr>
<td>Investments</td>
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<tr>
<td>Other (identify)</td>
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<tr>
<td>Due from</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
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<td></td>
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</tr>
<tr>
<td>Unexpended</td>
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<td></td>
</tr>
<tr>
<td>Cash</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
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</tr>
<tr>
<td>Other (identify)</td>
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<td></td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
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<td></td>
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</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
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</tr>
<tr>
<td>Land</td>
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<tr>
<td>Land improvements</td>
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<tr>
<td>Buildings</td>
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<tr>
<td>Equipment</td>
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<td>Library resources</td>
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<tr>
<td>Other (identify)</td>
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<tr>
<td><strong>Total investments in plant</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
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<tr>
<td>Other plant funds (identify)</td>
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<td><strong>TOTAL PLANT FUNDS</strong></td>
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<tr>
<td><strong>OTHER ASSETS (IDENTIFY)</strong></td>
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<td><strong>TOTAL OTHER ASSETS</strong></td>
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<td><strong>TOTAL ASSETS</strong></td>
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<tr>
<td>LIABILITIES</td>
<td>Last Completed FY Dates:</td>
<td>One Year Prior to Last Completed FY Dates:</td>
<td>Two Years Prior to Last Completed FY Dates:</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
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<tr>
<td>Unrestricted</td>
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<td>Accounts payable</td>
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<tr>
<td>Accrued liabilities</td>
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<td>Students’ deposits</td>
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<td>Deferred credits</td>
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<td>Other liabilities (identify)</td>
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<td>Due to</td>
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<tr>
<td>Fund balance</td>
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<tr>
<td><strong>Total Unrestricted</strong></td>
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<tr>
<td>Restricted</td>
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<td>Accounts payable</td>
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</tr>
<tr>
<td>Other (identify)</td>
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<tr>
<td>Due to</td>
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</tr>
<tr>
<td>Fund balance</td>
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<td><strong>Total Restricted</strong></td>
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<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
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<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
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<td>Quasi-endowed</td>
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<td>Fund balance</td>
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<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
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</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
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</tr>
<tr>
<td>Unexpended</td>
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<tr>
<td>Accounts payable</td>
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<td></td>
<td></td>
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<tr>
<td>Notes payable</td>
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20
<table>
<thead>
<tr>
<th>Total unexpended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment in Plant</td>
</tr>
<tr>
<td>Notes payable</td>
</tr>
<tr>
<td>Bonds payable</td>
</tr>
<tr>
<td>Mortgage payable</td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
</tr>
<tr>
<td>Due to</td>
</tr>
<tr>
<td>Other plant fund liabilities (identify)</td>
</tr>
</tbody>
</table>

**TOTAL INVESTMENTS IN PLANT FUND**

**OTHER LIABILITIES (IDENTIFY)**

**TOTAL OTHER LIABILITIES**

**TOTAL LIABILITIES**

**FUND BALANCE**
## CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

<table>
<thead>
<tr>
<th>REVENUES</th>
<th>Last Completed FY Dates:</th>
<th>One Year Prior to Last Completed FY Dates:</th>
<th>Two Years Prior to Last Completed FY Dates:</th>
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<tbody>
<tr>
<td>Tuition and fees</td>
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<tr>
<td>Federal appropriations</td>
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<tr>
<td>State appropriations</td>
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</tr>
<tr>
<td>Local appropriations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and contracts</td>
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<td></td>
</tr>
<tr>
<td>Endowment income</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## EXPENDITURE & MANDATORY TRANSFERS

| Educational and General                       |                          |                                          |                                            |
| Instruction                                   |                          |                                          |                                            |
| Research                                      |                          |                                          |                                            |
| Public services                               |                          |                                          |                                            |
| Academic support                              |                          |                                          |                                            |
| Student services                              |                          |                                          |                                            |
| Institutional support                         |                          |                                          |                                            |
| Operation and maintenance of plant            |                          |                                          |                                            |
| Scholarships and fellowships                  |                          |                                          |                                            |
| Other (identify)                              |                          |                                          |                                            |
| Mandatory transfers for:                      |                          |                                          |                                            |
| Principal and interest                        |                          |                                          |                                            |
| Renewal and replacements                      |                          |                                          |                                            |
| Loan fund matching grants                     |                          |                                          |                                            |
| Other (identify)                              |                          |                                          |                                            |
### Total Educational and General

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>

### Auxiliary Enterprises

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<tr>
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</table>

### Expenditures

<p>| | | |</p>
<table>
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<tr>
<th></th>
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</thead>
</table>

### Mandatory transfers for:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

- Principal and interest
- Renewals and replacements

### Total Auxiliary Enterprises

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### Total Expenditure & Mandatory Transfers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>

### Other Transfers and Additions/Deletions

<p>| | | |</p>
<table>
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<tr>
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</thead>
</table>

(identify)

### Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>

### Institutional Indebtedness

<table>
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<tr>
<th>Total Debt to Outside Parties</th>
<th>Last Completed FY Dates:</th>
<th>One Year Prior to Last Completed FY Dates:</th>
<th>Two Years Prior to Last Completed FY Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Operations</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
## ASSETS

### CURRENT FUNDS

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>50,158,295</td>
<td>42,714,878</td>
<td>31,901,506</td>
</tr>
<tr>
<td>Investments</td>
<td>1,744,695,648</td>
<td>1,717,773,366</td>
<td>1,332,131,333</td>
</tr>
<tr>
<td>Accounts Receivable, Gross</td>
<td>491,331,403</td>
<td>466,585,466</td>
<td>490,797,814</td>
</tr>
<tr>
<td>Less: Allowance for Bad Debts</td>
<td>(89,403,006)</td>
<td>(94,683,805)</td>
<td>(100,110,486)</td>
</tr>
<tr>
<td>Inventories</td>
<td>31,676,204</td>
<td>28,709,705</td>
<td>29,933,915</td>
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<tr>
<td>Prepaid expenses and deferred charges</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Due from</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Unrestricted</td>
<td>2,228,458,544</td>
<td>2,161,099,609</td>
<td>1,784,654,081</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investments</td>
<td>422,860,506</td>
<td>447,352,579</td>
<td>354,942,367</td>
</tr>
<tr>
<td>Other (identify):</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deposit with State of Washington</td>
<td>50,418,410</td>
<td>50,615,827</td>
<td>72,170,301</td>
</tr>
<tr>
<td>Grant &amp; Contract Accounts Receivable, Net</td>
<td>164,054,051</td>
<td>178,404,815</td>
<td>150,013,927</td>
</tr>
<tr>
<td>Due from</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Restricted</td>
<td>637,332,967</td>
<td>676,373,221</td>
<td>577,126,595</td>
</tr>
</tbody>
</table>

**TOTAL CURRENT FUNDS**

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investments</td>
<td>1,688,473,698</td>
<td>1,707,141,340</td>
<td>1,474,925,831</td>
</tr>
<tr>
<td>Other (identify):</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Metropolitan Tract</td>
<td>114,210,741</td>
<td>115,101,455</td>
<td>115,902,211</td>
</tr>
<tr>
<td>Due from</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td>1,802,684,439</td>
<td>1,822,242,795</td>
<td>1,590,828,042</td>
</tr>
</tbody>
</table>

### ENDOWMENT AND SIMILAR FUNDS

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investments</td>
<td>117,614,312</td>
<td>121,777,033</td>
<td>114,643,959</td>
</tr>
<tr>
<td>Land</td>
<td>97,740,123</td>
<td>101,932,727</td>
<td>100,030,776</td>
</tr>
<tr>
<td>Buildings</td>
<td>2,332,347,874</td>
<td>2,226,550,982</td>
<td>2,139,091,366</td>
</tr>
<tr>
<td>Equipment</td>
<td>227,935,680</td>
<td>223,705,547</td>
<td>218,185,785</td>
</tr>
<tr>
<td>Library resources</td>
<td>94,601,042</td>
<td>99,096,459</td>
<td>101,523,446</td>
</tr>
<tr>
<td>Other (identify):</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Intangibles</td>
<td>20,716,853</td>
<td>19,722,753</td>
<td>3,780,671</td>
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<tr>
<td>Intangibles in process</td>
<td>6,527,591</td>
<td>4,895,596</td>
<td>2,539,611</td>
</tr>
<tr>
<td>Construction in progress</td>
<td>720,925,879</td>
<td>448,805,750</td>
<td>277,981,447</td>
</tr>
<tr>
<td>Total Investment in Plant</td>
<td>3,618,409,354</td>
<td>3,246,486,392</td>
<td>2,957,777,061</td>
</tr>
<tr>
<td>Due from</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL PLANT FUNDS</strong></td>
<td>3,618,409,354</td>
<td>3,246,486,392</td>
<td>2,957,777,061</td>
</tr>
</tbody>
</table>

### PLANT FUND

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investments</td>
<td>81,638,150</td>
<td>75,129,667</td>
<td>63,390,213</td>
</tr>
<tr>
<td>Other (identify):</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Unexpended</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### OTHER ASSETS (IDENTIFY)

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment in Seattle Cancer Care Alliance</td>
<td>34,920,266</td>
<td>31,392,947</td>
<td>26,538,281</td>
</tr>
<tr>
<td><strong>TOTAL OTHER ASSETS</strong></td>
<td>116,558,416</td>
<td>106,522,614</td>
<td>89,928,494</td>
</tr>
</tbody>
</table>

**TOTAL ASSETS**

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>8,403,443,720</td>
<td>8,012,724,631</td>
<td>7,000,314,274</td>
</tr>
</tbody>
</table>
### LIABILITIES

#### CURRENT FUNDS

**Unrestricted**
- **Accounts payable**: 161,240,754 / 126,184,094 / 93,704,979
- **Accrued liabilities**: 281,410,922 / 250,544,857 / 221,586,457
- **Students' deposits**: - / - / -
- **Deferred credits**: 154,957,880 / 143,553,315 / 139,540,507
- **Other liabilities (identify)**:
  - **Capital lease obligations**: 8,619,297 / 7,998,175 / 11,258,458
  - **Def'd gift annuity liability**: 30,228,501 / 31,742,791 / 30,273,214
  - **Pollution remediation liability**: 6,000,000 / 6,000,000 / 6,000,000
  - **Self insurance**: 62,918,908 / 50,091,313 / 29,014,331
  - **Net pension obligation**: 127,463,604 / 99,122,648 / 70,676,731
  - **Commercial paper**: 25,000,000 / 50,000,000 / 30,000,000
  - **U.S. Gov't Grants Refundable**: 49,401,236 / 54,544,627 / 50,873,109
  - **Due to**: - / - / -
- **Fund balance (included in FUND BALANCE)**: - / - / -

#### Total Unrestricted
- **Total Unrestricted**: 941,872,398 / 851,273,728 / 740,551,694

**Restricted**
- **Accounts payable**: - / - / -
- **Other liabilities (identify)**:
  - **Funds held for others**: 33,213,438 / 18,343,089 / 16,752,161
  - **Due to**: - / - / -
- **Fund balance (included in FUND BALANCE)**: - / - / -

#### Total Restricted
- **Total Restricted**: 33,213,438 / 18,343,089 / 16,752,161

#### Total Current Funds
- **Total Current Funds**: 975,085,836 / 869,616,817 / 757,303,855

#### ENDOWMENT AND SIMILAR FUNDS

**Restricted**
- **Quasi-endowed**: - / - / -
- **Due to**: - / - / -
- **Fund balance (included in FUND BALANCE)**: - / - / -

#### Total Endowment and Similar Funds
- **Total Endowment and Similar Funds**: - / - / -

#### PLANT FUND

**Unexpended**
- **Accounts payable**: - / - / -
- **Notes payable**: - / - / -
- **Bonds payable**: - / - / -
- **Other liabilities (identify)**:
  - **Due to**: - / - / -
- **Fund balance (included in FUND BALANCE)**: - / - / -

#### Total Unexpended
- **Total Unexpended**: - / - / -

**Investment in Plant**
- **Notes payable**: 30,767,370 / 110,829,399 / 35,866,660
- **Bonds payable**: 1,655,982,873 / 1,303,913,290 / 1,013,474,987
- **Mortgage payable**: - / - / -
- **Other liabilities (identify)**:

#### Total Investments in Plant Fund
- **Total Investments in Plant Fund**: 1,686,750,242 / 1,414,742,689 / 1,049,341,647

**Due from**
- **Due from**: - / - / -

**Other plant fund liabilities (identify)**
- **Other plant fund liabilities (identify)**: - / - / -

#### Total Plant Funds
- **Total Plant Funds**: 1,686,750,242 / 1,414,742,689 / 1,049,341,647

#### OTHER LIABILITIES (IDENTIFY):
- **Other liabilities (identify)**: - / - / -

#### Total Other Liabilities
- **Total Other Liabilities**: - / - / -
<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL LIABILITIES</td>
<td>2,661,836,078</td>
<td>2,284,359,506</td>
</tr>
<tr>
<td></td>
<td>1,806,645,502</td>
<td></td>
</tr>
<tr>
<td>FUND BALANCE (total all categories)</td>
<td>5,741,607,641</td>
<td>5,728,365,125</td>
</tr>
<tr>
<td></td>
<td>5,193,668,773</td>
<td></td>
</tr>
<tr>
<td>TOTAL LIABILITIES AND FUND BALANCE</td>
<td>8,403,443,719</td>
<td>8,012,724,631</td>
</tr>
<tr>
<td></td>
<td>7,000,314,274</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(0)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
## REVENUES

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>(681,227,364)</td>
<td>(594,914,691)</td>
<td>(527,957,510)</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State appropriations</td>
<td>(224,408,571)</td>
<td>(334,024,177)</td>
<td>(335,993,044)</td>
</tr>
<tr>
<td>Local appropriations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>(1,352,600,377)</td>
<td>(1,365,429,647)</td>
<td>(1,256,120,718)</td>
</tr>
<tr>
<td>Endowment income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>(161,296,568)</td>
<td>(153,898,638)</td>
<td>(147,104,486)</td>
</tr>
<tr>
<td>Other (identify):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient services</td>
<td>(1,097,525,167)</td>
<td>(1,063,826,966)</td>
<td>(987,917,395)</td>
</tr>
<tr>
<td>Other medical-related revenue</td>
<td>(28,536,000)</td>
<td>(22,928,159)</td>
<td>(27,325,225)</td>
</tr>
<tr>
<td>Sales and services of educational departments</td>
<td>(185,520,923)</td>
<td>(165,475,256)</td>
<td>(166,809,545)</td>
</tr>
<tr>
<td>Federal education stimulus funding</td>
<td></td>
<td></td>
<td>(43,971,000)</td>
</tr>
<tr>
<td>Net investment income</td>
<td>(34,122,396)</td>
<td>(394,669,563)</td>
<td>(308,752,168)</td>
</tr>
<tr>
<td>Gifts</td>
<td>(151,831,151)</td>
<td>(176,995,467)</td>
<td>(118,310,667)</td>
</tr>
<tr>
<td>Capital contribution</td>
<td></td>
<td>(13,247,677)</td>
<td></td>
</tr>
<tr>
<td>Other operating revenue (primarily royalties)</td>
<td>(66,710,592)</td>
<td>(74,476,815)</td>
<td>(55,132,438)</td>
</tr>
</tbody>
</table>

**TOTAL REVENUES**: (3,983,779,309) (4,359,887,056) (3,975,394,196)

## EXPENDITURES & MANDATORY TRANSFERS

### Educational and General

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>925,724,035</td>
<td>920,169,086</td>
<td>904,812,105</td>
</tr>
<tr>
<td>Research</td>
<td>782,457,548</td>
<td>791,506,638</td>
<td>699,954,704</td>
</tr>
<tr>
<td>Public services</td>
<td>24,108,436</td>
<td>29,573,908</td>
<td>33,814,086</td>
</tr>
<tr>
<td>Academic support</td>
<td>291,647,276</td>
<td>278,693,061</td>
<td>259,387,852</td>
</tr>
<tr>
<td>Student services</td>
<td>36,746,573</td>
<td>34,908,343</td>
<td>33,814,637</td>
</tr>
<tr>
<td>Institutional support</td>
<td>161,579,317</td>
<td>133,546,703</td>
<td>141,371,257</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>180,915,571</td>
<td>192,433,443</td>
<td>155,187,730</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>107,729,001</td>
<td>101,388,438</td>
<td>93,219,122</td>
</tr>
<tr>
<td>Other (identify):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical-related</td>
<td>961,206,432</td>
<td>873,784,699</td>
<td>776,767,222</td>
</tr>
<tr>
<td>Depreciation</td>
<td>242,929,050</td>
<td>243,638,012</td>
<td>228,713,865</td>
</tr>
</tbody>
</table>

**Mandatory transfers for:**
- Principal and interest
- Renewal and replacements
- Loan fund matching grants
- Other (identify)

**Total Educational and General**: 3,715,043,239 3,599,642,332 3,327,042,580

### Auxiliary Enterprises

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>195,982,319</td>
<td>169,876,015</td>
<td>165,612,030</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal and interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewal and replacements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loan fund matching grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Auxiliary Enterprises**: 195,982,319 169,876,015 165,612,030

**TOTAL EXPENDITURE & MANDATORY TRANSFERS**: 3,911,025,558 3,769,518,347 3,492,654,610

### OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify):

- Interest on capital asset-related debt: 41,181,861 42,725,949 42,979,698
- Other nonoperating revenues and expenses: 18,329,376 12,946,409 8,861,178

**EXCESS (net change in fund balance)**: (13,242,514) (534,696,352) (430,898,710)
<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2011</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td>1,655,982,873</td>
<td>1,303,913,290</td>
<td>1,013,474,987</td>
</tr>
<tr>
<td>For Operations</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td><strong>1,655,982,873</strong></td>
<td><strong>1,303,913,290</strong></td>
<td><strong>1,013,474,987</strong></td>
</tr>
</tbody>
</table>
**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.  
**Academic Credit Courses** – report the total number of academic credit courses offered at the site.  
**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.  
**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**Programs and Academic Credit Offered at Off-Campus Sites Within the United States**

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>City, State, ZIP</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puget Sound Plaza</td>
<td>1325 4th Ave., Seattle, WA 98101</td>
<td>Master’s in Biomedical Regulatory Affairs</td>
<td>2</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>Puget Sound Plaza</td>
<td>1325 4th Ave., Seattle, WA 98101</td>
<td>Master’s in Pharmaceutical Bioengineering</td>
<td>4</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>Puget Sound Plaza</td>
<td>1325 4th Ave., Seattle, WA 98101</td>
<td>Executive Master’s in Public Health</td>
<td>5</td>
<td>64</td>
<td>7</td>
</tr>
<tr>
<td>Eastside Leadership Center</td>
<td>2515 140th Ave., NE Bellevue, WA 98005</td>
<td>BABA – BA in Business Administration</td>
<td>12</td>
<td>89</td>
<td>8</td>
</tr>
<tr>
<td>UWPCE Bellevue Facility</td>
<td>2445 140th Ave., NE Bellevue, WA 98005</td>
<td>Executive Master of Health Administration</td>
<td>6</td>
<td>90</td>
<td>7</td>
</tr>
<tr>
<td>UWPCE Bellevue Facility</td>
<td>2445 140th Ave., NE Bellevue, WA 98005</td>
<td>Master’s in Medical Engineering</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>
**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.
**Academic Credit Courses** – report the total number of academic credit courses offered at the site.
**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**Programs and Academic Credit Courses offered at Sites Outside the United States**

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>City, State, ZIP</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rome, Italy</td>
<td>Anthropology Italy: Culture and Politics of Food</td>
<td>2</td>
<td>17</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Rome, Italy</td>
<td>Architecture Italy: Roma</td>
<td>4</td>
<td>32</td>
<td>4</td>
<td></td>
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<tr>
<td>Berlin, Germany</td>
<td>CHID Germany: Berlin</td>
<td>3</td>
<td>17</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Prague, Czech Republic</td>
<td>CHID Prague: Discovering Central Europe</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Paris, France</td>
<td>Comparative Literature France: Autumn Quarter in Paris</td>
<td>12</td>
<td>22</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Nantes, France</td>
<td>French Studies: Nantes</td>
<td>3</td>
<td>14</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bale, Croatia</td>
<td>Landscape Architecture Croatia: Bale</td>
<td>3</td>
<td>16</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Leon, Spain</td>
<td>Spanish Leon: Advanced Spanish</td>
<td>4</td>
<td>13</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cuzco, Peru</td>
<td>Spanish Peru: Cusco</td>
<td>4</td>
<td>14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cadiz, Spain</td>
<td>Cadiz Spain, Autumn Semester</td>
<td>3</td>
<td>49</td>
<td>1</td>
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</tbody>
</table>
PREFACE

Brief Update on Institutional Changes Since Last Report

Since the 2011 Year One Self-Evaluation Report was submitted, change has been constant at the University of Washington. Growth, expansion, fiscal challenges, and shifting support impact operations and decision making about the future and about how the University’s mission is realized. These changes fall within the following categories: Leadership, Budget Resources, Resource Allocation, and Sustainable Business Plan.

Leadership

Over the past two years, there have been significant changes in the senior leadership of the institution. Michael K. Young became President of the University of Washington on July 1, 2011. A tenured Professor of Law, President Young has a distinguished record as an academic leader with broad experience in public service and diplomacy.

Debra Friedman was named Chancellor of UW Tacoma and Professor of Urban Studies on July 1, 2011. Prior to joining UW Tacoma, Friedman served as Vice President at Arizona State University at the Downtown Phoenix campus and Dean of the ASU College of Public Programs, where she was also Professor of Public Affairs.

Ana Mari Cauce was appointed Provost on January 2, 2012. She was previously Dean of the University of Washington’s College of Arts & Sciences and is an accomplished scholar in the field of psychology.

Effective August 1, 2012, Gerald Baldasty was appointed Senior Vice Provost for Academic and Student Affairs. This new position reflects the institution’s interest in enhancing the student experience for all students: undergraduate, graduate, and professional. Baldasty was previously Vice Provost and Dean of the Graduate School and is a Professor in the Department of Communication.

Dr. Bjong Wolf Yeigh has been selected as the next chancellor of the UW Bothell, effective September 1, 2013. Yeigh replaces Kenyon S. Chan, who held the position from July 2007 through June 2013. He comes from the State University of New York Institute of Technology at Utica/Rome, where he served as Professor and President. Previous appointments include Assistant Professor at Oklahoma State University; Assistant Provost for Science and Technology at Yale University; Dean of the Parks College of Engineering, Aviation and Technology at St. Louis University; and Vice President for Academic Affairs and Dean of the Faculty at Norwich University in Northfield, Vermont.

Budget Resources

The UW’s FY14 budget, combining all sources of revenue, is projected to be $6 billion. Primary revenue sources in FY14 include those from the UW’s Health System, federal grants and
contracts, and tuition operating fees. The state increased its appropriations 20 percent over the prior year—the first time since FY08 that the UW has not experienced a substantial decline in state funding per student. Tuition revenue will comprise 69 percent of the University’s general operating fund resources (state funds plus tuition revenue), down from 72 percent in FY13.

Resource Allocation

Prior to FY13, the University of Washington long operated with an incremental budgeting model that based budget proposals and allocations on the budget from the previous year. Over time, consensus developed around the identification of several key weaknesses with this type of budget model:

- The full cost of programs—whether instructional, research, or service oriented—was unknown, limiting the ability to make informed decisions that fully took into account efficacy, value, and cost of a given program.

- The budget was not sufficiently transparent to external stakeholders (including taxpayers, tuition payers, and the legislature), which limited the ability to account for the use of current funds or make compelling cases for new investment.

- The UW did not have the flexibility required for effective reallocation of resources in response to workload shifts or changes in strategic priorities, which created a disincentive for innovation that would require new funding.

Ultimately, this budget model did not align revenue generation with the activities associated with the revenue. Given these weaknesses and the current uncertainty about changing resources, in 2009 the Provost appointed nine academic and administrative leaders to an initial Activity Based Budgeting (ABB) Working Group charged with exploring the possibility of implementing an ABB model at the UW.

While ABB was partially implemented at the UW in FY 2011 and FY 2012, the FY 2013 budgeting process is the first to reflect full implementation. 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. ABB empowers greater local planning and accountability and creates incentives for units to more efficiently manage resources and expenditures. Furthermore, 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.

This budget model has been successfully implemented at several major public research universities including Michigan, Minnesota, and Indiana. 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. It should be noted that activity based budgeting is not the strategic plan of the University nor does it determine the University’s mission. Rather, activity based budgeting is a process whereby institutional leadership can implement policies that serve the best interests of the University. In this context,
ABB should not be confused with other short-, mid-, or long-term strategic planning efforts in which the University or individual schools or colleges are engaged.

**Sustainable Academic Business Plan**

Launched in 2010 under the umbrella project of the Two Years to Two Decades (2y2d) Initiative, the Sustainable Academic Business Plan is based on the vision of more than 3,500 student, faculty, and staff from all three campuses who participated in 2y2d focus groups to imagine The UW of the 21st Century. This plan was designed to help the University through a time of tight resources and to position the UW to thrive in the years ahead. It was intended to guide decision-making, prioritizing, reorganizing, investing, and sun-setting activities over the subsequent two years.

Many universities have written strategic plans, outlining their aspirations without linking them to budgetary realities. These plans run the risk of lacking clear means for implementation. Others have written business plans that articulate the financial realities of their institutions without linking them to the values, vision, and academic mission of their university. These plans run the risk of losing sight of the academy's purpose, stressing margin over mission.

The creation of a Sustainable Academic Business Plan was an unprecedented but essential step that addressed both the academic mission and fiscal realities, ensuring that the UW pursued shared goals with the financial resources to achieve them. The plan is unique in that it is neither a traditional strategic plan nor a business plan, but instead combines elements of both. More information on the Sustainable Academic Business plan for the UW will be presented later in the report.

**Response to Topics Previously Requested by the Commission**

This section responds to the commendations and recommendations found in the Year One Peer Evaluation Report (May 2011) that the UW received from the Northwest Commission on Colleges and Universities (NWCCU). The text of each topic is presented, followed by responses.

*Commendation One: It is appropriate that the university is considering updating the mission statement to more clearly reflect its current status, especially with the many challenges the University of Washington faces.*

The economic challenges in this country and in the state have had a significant impact on the University of Washington. In 2008, the University faced major budgetary cuts, which caused widespread concern over what impact this would have on the quality of instruction. In 2009, the Provost launched the Two Years to Two Decades (2y2d) Initiative in response to these concerns. The primary charge for this initiative was to figure out how best to preserve quality and maintain strong core values, while quickly and successfully adjusting to changes in funding, student demographics, faculty retirements, the growth of distance learning, the omnipresence of technology, and society’s most pressing issues.

The 2y2d Initiative was designed to ensure that the University’s near-term actions were in line with a shared sense of how the University community envisioned its future. The ultimate goal was to actively manage change rather than letting change manage the University.
Over 3,500 faculty, staff, student, and community stakeholders from the three campuses participated in 2y2d focus groups and surveys to help envision the future and identify the priorities of the University. In response to a question regarding what the UW should look like in the next 20 years, the UW community identified the following strategic priorities:

The UW of the 21st Century

…is more competitive
It will be a more competitive environment with competition from other universities for the best students and faculty. Competitors will include traditional institutions of higher education; those that more quickly update infrastructure to offer online, distance and hybrid options; for-profit institutions; and international institutions that are increasingly viable options to our traditional student base. Individuals and organizations will think more globally about their choices, will be more knowledgeable about alternatives, and will increasingly see themselves as customers with options.

…is more collaborative
There will be greater collaboration within the University across units and disciplines; with other universities, as institutions become more niche but partner to offer breadth; and with the public and private sector locally, nationally, and internationally. Interdisciplinary activities and partnership development and engagement will grow in importance. The nature of disciplines may change as study shifts towards both virtual and face-to-face learning and research communities. Learning will include more project-based, experiential activities, and research will focus on solving specific societal problems.

…is more technology-reliant
Students will expect technological infrastructure and related university interfaces to provide ubiquitous, fast, and fully integrated access 24/7 and on demand to the devices of their choice and with convenient, personalized content delivery. Faculty will increasingly be made up of digital natives as well with expectations of more and better collaborative tools, networks to support research, and more sophisticated teaching technologies. Physical location and schedules will provide fewer constraints as teaching, research, and supporting administrative activities can be accessed at all hours from remote locations and will make use of cloud computing, social networking, and emerging technologies.

…is more nimble, leading our way through change
More nimble structures and coordinated efforts will be required to maintain high quality teaching, research, and service as the people, infrastructure, and communities change within and around the UW. Anticipating and planning will be key to responding to changing societal trends, demographics, diversity, globalization, and technologies, to meet the needs, interests, and expectations of internal and external communities. In addition to our traditional student profile, students of the future will also include more who are over the age of 25, from diverse backgrounds, non-native speakers of English, part-time students, less textbook-reliant, and who attend classes taught off-campus or online. Administrative functions will shift focus away from bureaucracy towards service.
…is supported by a more diversified funding base

The funding base of higher education will rely more heavily on student-based, research, and entrepreneurial revenue streams. Students will expect more value and service for their higher contribution and will be more likely to value convenience in everything from the application process to student services and learning. Faculty will notice a shift in culture toward more entrepreneurial incentives and earning their salary through a balanced mix of instruction, research, and service, where a drop in one means an increase in another. Administrative units will be under increased pressure to become more efficient and effective and will explore alternative ways of organizing activities, units, and work. Donors and the state will emphasize impact and accountability.

In sum, through 2y2d focus groups and surveys, the UW community agreed that the University should become more competitive, collaborative, technology-reliant, nimble, and diversified. To achieve this, the University would have to remain committed to the strategic priorities of maintaining quality, staying true to the mission of the University, and providing solutions to society’s most pressing issues. In all of the discussions around the future of this university, the UW community reaffirmed its commitment to the mission of the University.

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry, and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service. As one of the nation's outstanding teaching and research institutions, the University is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of facts, theories, and ideas. (Approved by the Board of Regents, 2013)

Given these priorities, a Sustainable Academic Business Plan was developed as a framework to maintain excellence in teaching, scholarship, and research while dealing with the ever-changing financial realities. This plan outlines the strategic goals and related activities that will keep the University of Washington strong and well positioned for the 21st century. The Sustainable Academic Business Plan guides decision making in the near term and focuses on practical and creative ways to implement the UW’s long-term vision. It allows existing resources to go further, by increasing resources and investing strategically in the future. Since the plan is an evolving framework of long- and short-term goals that guide workgroups across the three campuses, it is represented by diagrams, rather than by a text document (Figure 1).
The unprecedented activities of the 2y2d Initiative reflect the commitment of the University to identify long-term strategic priorities to guide near-term decisions. Although the mission of the University remains unchanged, the way in which this mission gets realized is ever changing. The 2y2d Initiative is a reflection of ongoing efforts to ensure that the mission is in line with a shared sense of how the UW community envisions its future.
**Recommendation One:** The panel recommends that the university articulate institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment. (Standard 1.A.2, Standard 1.B.2)

In preparing for the revision of standards and the condensed transition schedule, a standing accreditation working group was created in 2010, composed of representatives from across all three campuses of the University. This team met on a regular basis to discuss the dimensions of the University’s accreditation reporting, specifically identifying the three core themes and the indicators of achievement. Based on the recommendations found in the Year One Peer Evaluation Report (May 2011), the working group reduced the number of indicators, identifying those most central to the University’s mission. While the number of indicators was reduced, the University remained committed to identifying a range of indicators that would allow the institution to capture the various different data sources across its three campuses.

Data were then identified and collected by a designated data committee made up of representatives from the three campuses. While the University invests in regular centralized data collection, a great deal of data were also collected by a number of units at various levels throughout the University. In this report, both quantitative and qualitative data were utilized given the wide range of indicators. Consider the following indicators:

- interdisciplinary educational opportunities
- support for under-represented undergraduate and graduate students
- community outreach activities

Each of these indicators is an important assessment of our accomplishments in the areas of research, teaching, and learning. To limit data collection to only quantitative measures would result in a failure to capture the full range of experiences and resources that are available at the UW. This report focuses on providing a variety of data that includes illustrative examples from across the three campuses.

The second recommendation had to do with the identification of an acceptable threshold for mission fulfillment. The University of Washington regularly identifies acceptable thresholds for the institution by comparing various outcomes with those of targeted peer institutions. For this, the UW utilizes the Global Challenge States generated from Washington Learns, which are comprised of the top eight states on the Progressive Policy Institute’s New Economy Index (NEI, 2002). These states, shown in Table 1, were identified for the purpose of creating a meaningful comparison group that closely approximates the state of Washington’s socio-economic situation. The institutions include the public Research I institutions that have an associated medical school.
Table 1: UW Global Challenge States Peer Institutions

<table>
<thead>
<tr>
<th>State</th>
<th>Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>University of California, Davis</td>
</tr>
<tr>
<td></td>
<td>University of California, Irvine</td>
</tr>
<tr>
<td></td>
<td>University of California, Los Angeles</td>
</tr>
<tr>
<td></td>
<td>University of California, San Diego</td>
</tr>
<tr>
<td>Colorado</td>
<td>University of Colorado, Boulder</td>
</tr>
<tr>
<td>Connecticut</td>
<td>University of Connecticut (Storrs)</td>
</tr>
<tr>
<td>Maryland</td>
<td>University of Maryland, College Park</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>University of Massachusetts, Amherst</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>Virginia</td>
<td>University of Virginia</td>
</tr>
</tbody>
</table>

In general, each state is struggling with budget deficits that have affected higher education through budget cuts and new tuition policies. Most states note the need to invest in higher education but also stress their inability to do so amidst continually growing revenue losses. These states and their institutions offer comparisons and thresholds for items such as funding per student and faculty salary.

**Recommendation Two:** *It is recommended that the university put into place a learning assessment process and criteria and ensure that the indicators of achievement are not dependent on assessment measures which are not yet fully in place. (Standard 1.B.2)*

**General Approach to Assessment of Learning**

Assessment of student learning is always an iterative process beginning with the identification of student learning goals, followed by development and delivery of instruction to help students meet those goals, the design and implementation of multiple methods for assessing students' performances and experiences, and the use of assessment results to inform change. Whether at the level of the classroom or the institution, the essence of the feedback loop shown in Figure 2 is unchanged.
The assessment of learning in college should strive to capture the full range of learning and the depth of the college experience inside and outside the classroom. It includes assessment of co-curricular activities and resources, students' perceptions of their experiences, rates of retention and completion, and student learning. It is also "authentic" assessment, reflecting actual student learning, because the assessment process is integrated into the normal academic life of students and faculty, rather than being an extraneous "add-on." This approach to assessment conforms to acknowledged principles of good assessment practice.

Because learning varies across the disciplines, assessment that can inform curricular change and improve student learning must be primarily the work of experts in those disciplines, i.e., the faculty and their departments. Therefore, at the UW, institutional assessment of student learning is a bottom-up inferential process, rather than a top-down deductive and prescriptive one. As Figure 3 illustrates, the process begins in the classroom, moves through departmental assessment of majors, informs the colleges in which those departments reside, and finally, gives a picture of how well all UW students are learning.
The reliance on the expertise of the faculty, the integration of assessment into normal everyday academic life of the UW, and the inductive nature of institutional assessment are the basic precepts of assessment of learning at the UW.

Assessing Teaching and Learning at the University of Washington

The UW values the complexity and layering of knowledge and understanding as they develop over time. The institution also values the diversity of the student body. Students come to the UW at different points in their lives, with varied experiences, values, and beliefs, and while they are at the UW, their academic paths and their acquisition of skills and knowledge are also quite diverse.

As a result, the UW uses several different approaches to assess teaching and learning: institutional, departmental, course-based, and other.

Institutional Approaches

Institutional approaches to assessment seek to understand and improve teaching and learning by gathering information from a wide range of sources, such as:

- Accreditation: Undergoing regular institutional accreditation helps the UW routinely analyze information on all its teaching and learning activities. In addition, many academic schools and programs undergo rigorous review processes as part of program-specific accreditation.

- Institutional data and state accountability measures: The UW's Data Management and Institutional Research Office makes a range of data public in its annual Factbook.
Information includes student body composition, admission, retention, and time to degree, as well as information on faculty composition, facilities, and the UW curriculum.

- Focused studies on teaching and learning: Studies coordinated by the Office of Educational Assessment offer departments help in investigating teaching and learning questions. Recent studies include:
  - 2013 UW Academic Challenge and Engagement Study (UW ACES), a study of academic challenge in the major;
  - 2013 UW Learning in Embodied and Artistic Disciplines Study (UW LEADS), a study of teaching and learning practices and goals in art, dance, drama, music, physical therapy, and coached athletics;
  - 2012 UW Growth in Faculty Teaching Study (UW GIFTS), a study of change in faculty teaching (see Beyer, Taylor, and Gillmore, 2013, *Inside the Undergraduate Teaching Experience*, SUNY Press);
  - 2012 Exit Survey Initiative (ESI), a project designed to assist departments with design and administration of senior exit surveys, with a focus on incorporating departmental learning goals into the surveys;
  - 2009 UW Senior Research Study (UW SRS), a study of the ways 15 academic majors help students learn how to conduct research in their disciplines;
  - 2007 UW Study of Undergraduate Learning (UW SOUL), a comprehensive, longitudinal study of undergraduate learning at the UW (see Beyer, Gillmore, and Fisher, *Inside the Undergraduate Experience*, Jossey-Bass).

- Office of Educational Assessment surveys of students and alumni (1, 5, and 10 Years Post Graduation): These surveys track students' perceptions of their own experiences.

- Biennial departmental assessment charts: Every two years, the Vice Provost and Dean for Undergraduate Academic Affairs asks departments to submit assessment reports that include learning goals for undergraduate majors and assessment activities. These reports allow the University to track assessment practices and resulting changes across the curriculum.

- Specialized and national studies: The National Survey of Student Engagement, conducted biennially, is one example.

*Departmental Approaches*

Knowing whether students are meeting stated goals for their learning is the most challenging part of this assessment work, because research shows that learning is complex and often highly individualized. Furthermore, research shows that learning is domain-specific. What students
learn and how they learn are shaped primarily by the academic practices and values of the majors, and those practices and values differ from one discipline to the next. For example, chemistry majors graduate from the UW with content knowledge and skills in writing, thinking, and research that differ from the content and skills that art, business, and nursing majors learn.

Because learning varies across the disciplines, assessment that can inform curricular change and improve student learning must be primarily the work of experts in those disciplines, i.e., the faculty and departments. Departments evaluate the learning of their majors in the following ways:

- **Learning goals for majors:** Every two years, at the request of the Vice Provost and Dean for Undergraduate Academic Affairs, departments report their learning goals, the ways they are assessed, and curricular changes that result from assessment.

- **Curricular mapping and review:** All departments have curriculum committees that use assessment information, as well as information about national trends in their disciplines and the realities of staff expertise and budgetary constraints, to review and often reshape the department's curriculum. Curriculum maps assist in relating course offerings to specific student learning goals, and relational models tie course goals to goals at the level of the department and college. Curricular changes are tracked in the department’s biennial assessment reports.

- **Performance-based measures:** Departments also use capstone courses (see below for additional information) or projects/performances in targeted courses, portfolio assessment, national exams, and other authentic student work, which are evaluated by faculty and/or external audiences, to assess learning in the major.

- **Perception-based measures:** Departments track students’ perceptions of their own academic experiences through aggregate course evaluations, student self-assessment, exit surveys, and focus groups. In addition, departments sometimes also seek external perceptions of student work via internship/work review from employers/community partners and input from employer advisory boards/groups.

- **Information about faculty:** Faculty research, publications, awards, specialties, and other information can provide information about the quality of the faculty. In addition, research on faculty (see Beyer, Taylor, and Gillmore, 2013, *Inside the Undergraduate Teaching Experience*, SUNY Press) can also provide information about the quality of faculty teaching.

- **Academic program review process:** Every academic department completes a self-study as part of the Academic Program Review process. Reviews are coordinated by the Graduate School, and each academic program is on a 10-year review cycle. Departments are asked for assessment information about their graduate and undergraduate programs, including ways in which assessment results have been used to modify the curriculum. The 10-year review also offers assessment help to departments, providing the UW with a way to institutionalize assessment processes.
**Course-based Approaches**

UW faculty are at the heart of student learning. They work hard to be effective teachers, assessing their students’ learning in the classroom, at the end of the quarter, and often across quarters. Faculty gather information for their courses from several sources:

- **Classroom assessment techniques:** Use of in-class activities and out-of-class assignments, such as the use of clickers, often integrated with small-group discussions, papers, projects, and homework, help faculty monitor student learning. Research shows that UW faculty make full use of these techniques.

- **Course evaluations and peer review:** Course evaluations give students a voice in their own learning experience and give faculty information about their teaching over time. Used with other sources of information, course evaluations can help faculty think about how to improve their classes. The UW student ratings system (Instructional Assessment System - IAS) provides faculty with a variety of forms to match specific teaching environments. Evaluation summaries present ratings of the overall quality of the course and the academic challenge of the course (Challenge Index) in relation to other college courses the students have taken.

- **Faculty development:** Classroom-based assessment can become an act of scholarship, as the research of Scott Freeman et al., in the UW’s Department of Biology, shows. Such scholarship is also evidenced each year in the UW’s Center for Teaching and Learning Symposium. The Center for Teaching and Learning promotes student learning by supporting and strengthening the UW teaching community. The Center works with individuals, departments, and communities of practice and collaborates with campus partners to share knowledge of best practices and evidence-based research on teaching, learning, and mentoring. Some activities include Faculty Fellows Program, Large Class Collegium, and Technology Teaching Fellows.

**Other Approaches**

In addition to the approaches to assessment mentioned above, there are other activities, such as mentoring and simply having conversations with students that contribute to the assessment of student learning.

**Capstone Courses**

In *Reinventing Undergraduate Education: A Blueprint for America's Research Universities* (April 1998), the Boyer Commission recommends that academic majors “culminate with a capstone.” Capstone experiences are useful for four reasons:

- They allow students to bring together the learning in the major and demonstrate that they have met the departmental learning goals. This gives students a chance to know what they know and to understand their own growth over time in their chosen fields.
- They serve as a bridge to the next step for students, often asking them to extend their knowledge, working either independently or collaboratively with peers, under minimal faculty supervision.

- They provide a “destination” for faculty planning, so that faculty designing courses at the 100-, 200-, and 300-levels know where students will need to “end up.”

- They provide information to departments about strengths and gaps in their curricula. When faculty involved in capstone experiences discuss those experiences together, they can provide information about student performance in the aggregate; in this way, capstones serve as assessment sites for the department.

Capstone courses and experiences typically ask students to produce a serious intellectual project, incorporating the mode(s) of inquiry and a final product that are consistent with practices in the discipline. Such projects also allow students to demonstrate that they have met the learning goals in the major. Therefore, student work in capstones can be used in two ways: 1) to assess individual student’s learning in the major, and 2) to assess the success of the department’s undergraduate curriculum.

As of 2011, about 66 percent of the UW Seattle’s majors include some kind of capstone experience (about 45 percent of Arts & Sciences majors). Most of those programs use student work in the capstones to assess an individual student’s learning, but they have not used the capstones to assess the curriculum as frequently. Tables 2-4 show the required capstones on the three campuses.

**Table 2: Departments at UW Seattle with Required Capstones in 2011**

<table>
<thead>
<tr>
<th>Aeronautics &amp; Astronautics</th>
<th>Comparative History of Ideas</th>
<th>Industrial &amp; Systems Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Studies</td>
<td>Comparative Literature</td>
<td>Informatics</td>
</tr>
<tr>
<td>Aquatic &amp; Fishery Sciences</td>
<td>Computer Science &amp; Engineering</td>
<td>Jackson School of International Studies</td>
</tr>
<tr>
<td>Architecture</td>
<td>Construction Management</td>
<td>Landscape Architecture</td>
</tr>
<tr>
<td>Art</td>
<td>Dance</td>
<td>Linguistics</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Digital Arts</td>
<td>Materials Science &amp; Engineering</td>
</tr>
<tr>
<td>Atmospheric Sciences</td>
<td>Electrical Engineering</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Bioengineering</td>
<td>English</td>
<td>Music</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Environmental Studies</td>
<td>Near Eastern Language &amp; Culture</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>Forest Resources</td>
<td>Nursing</td>
</tr>
<tr>
<td>Civil &amp; Environmental Engineering</td>
<td>Gender, Women &amp; Sexuality Studies</td>
<td>Oceanography</td>
</tr>
<tr>
<td>Classics</td>
<td>Germanics</td>
<td>Physics</td>
</tr>
<tr>
<td>Communication (Journalism)</td>
<td>History</td>
<td>Public Health</td>
</tr>
<tr>
<td>Community &amp; Environmental Planning</td>
<td>Human Centered Design &amp; Engineering</td>
<td>Scandinavian Studies</td>
</tr>
</tbody>
</table>
*Does not include Honors courses. Data are reported biennially (update available Autumn Quarter 2013).

The following two examples provide a brief summary of two interesting capstones at the UW Seattle campus:

- **International Studies**: The undergraduate capstone for the International Studies major is Task Force (JSIS 495), which takes a fresh perspective on a challenging contemporary, global, or international policy. In groups of 15-17 individuals, students experience a simulated version of an international expert commission tasked with providing a research brief and policy recommendations. The experience culminates with an in-person briefing with a leading expert. These experts are usually representatives of real world clients. International Studies majors report that participating in the task force is the most memorable experience of their entire academic careers. The class gives students the opportunity to sharpen their research, analysis, and writing; practice the art of scoping very complex situations from multiple vantage points; and gain valuable collaborative work experience. The skills acquired and applied during the class help students stand out as they step outside the UW and toward jobs and activities that they are passionate about. At the end of the Task Force experience, successful students have the ability to locate, compile, synthesize, evaluate, and compellingly present complex and up-to-date information on rapidly changing global issues and to do so in a team-based environment. These abilities are highly valued in the worlds of policy-making, research, and enterprise.

- **School of Aquatic and Fishery Sciences (SAFS)**: The capstone senior research project is the culmination of the undergraduate experience in the School of Aquatic and Fishery Sciences. Capstones provide an exciting opportunity to put class learning into practice, and students can make a lasting contribution to their field of study. The department provides limited funding for student capstone projects. The capstone process always includes the following three components:
  
  - FISH 493 Capstone Prep - This one credit (C/NC) class familiarizes students with the capstone process and prepares them for research. Students meet with their faculty advisor to agree upon a project, complete their background research on the subject, and write their proposal.
  
  - FISH 494 Data Collection - Students collect data during this quarter, meet regularly with their faculty advisers, and submit a signed capstone contract early in the quarter.
  
  - FISH 495 Data Presentation - Capstone students analyze their results and write the final paper in the style of a peer-reviewed scientific journal, with appropriate graphs, diagrams and images. Students also give an oral presentation on the project at the SAFS Undergraduate Research Symposium or a similar venue.
At UW Tacoma, capstone projects are integrated into various programs. For example, the Educational Leadership (Ed.D.) program utilizes a capstone project as a structured inquiry process to investigate critical problems of practice (Table 3).

<table>
<thead>
<tr>
<th>Bachelor’s Level</th>
<th>Master’s Level</th>
<th>Doctoral Level</th>
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</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>Master in Social Work</td>
<td>Doctorate in Educational Leadership (Ed.D.)</td>
</tr>
<tr>
<td>Computer Engineering and Systems</td>
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<tr>
<td>Environmental Sciences</td>
<td></td>
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<tr>
<td>History (capstone + thesis)</td>
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<tr>
<td>Information Technology and Systems (ITS)</td>
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<tr>
<td>Law and Policy</td>
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<tr>
<td>Policy, Philosophy and Economics (PPE)</td>
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<tr>
<td>Sustainable Urban Development</td>
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<tr>
<td>Urban Studies</td>
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</table>

At UW Bothell, all undergraduate programs include a culminating capstone experience, designed as an integrative learning experience and affording key assessment opportunities for the individual student and the academic program. In addition, the first year and pre-major program, Center for University Studies and Programs (CUSP), includes a required portfolio course as part of the Discovery Core sequence. This first year capstone portfolio includes a selection of student work throughout the year and a reflection essay highlighting three portfolio artifacts.

<table>
<thead>
<tr>
<th>Bachelor’s Level</th>
<th>Master’s Level</th>
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<tbody>
<tr>
<td>Applied Computing</td>
<td>Creative Writing and Poetics (MFA)</td>
</tr>
<tr>
<td>Biology</td>
<td>Cultural Studies</td>
</tr>
<tr>
<td>Computer Science and Software Engineering</td>
<td>Education Program (M.Ed.)</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Policy Studies</td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
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<tr>
<td>School of Interdisciplinary Arts and Sciences</td>
<td></td>
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<tr>
<td>School of Business</td>
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<tr>
<td>Nursing</td>
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</table>
Undergraduate and graduate capstone programs encompass a range of culminating experiences, including senior research projects, cooperative education projects with industry partners, and portfolio-based projects and courses.

A majority of these culminating experiences are linked to one or more credit-bearing courses. For example, the capstone sequence for the electrical engineering program includes B EE 495 and B EE 496 (Design Capstone I and II), featuring industry sponsored design projects:

- B EE 495 Capstone Project in Electrical Engineering I is a two-credit course. Students design a system, component, or process with a specific realistic design constraint such as cost, engineering standards, or social impact.

- B EE 496 Capstone Project in Electrical Engineering II is a three-credit course, which may be undertaken as part of an industrial internship with direct supervision by the electrical engineering faculty and industrial sponsor. Students engage in an individual or small-team project that is representative of the solution to an open-ended design problem in electrical engineering. Projects include many aspects of an industrial research and development process, including product development lifecycle.

The University of Washington has thus addressed Recommendation Two by advancing its efforts to provide support to departments in three key ways:

- articulate the relationship between course level and program level learning goals (curricular mapping),

- map the relationship between program level goals and the UW’s mission statement, and

- work with departments to help them develop program level assessment programs.

In addition, the University has improved course level learning goals in UW Information Technology applications such as MyPlan and registration. It will continue to require course level learning goals when creating new courses and describing goals and assessment in academic program reviews.
CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

Founded in 1861, the University of Washington is one of the oldest state-assisted institutions of higher education on the west coast. The University of Washington is governed by a 10-member Board of Regents, which includes one student. The President leads the administration, and the Provost and Executive Vice President serves as the chief academic and budgetary officer. The University of Washington has been continuously accredited by the Northwest Commission on Colleges and Universities since 1918.

Eligibility Requirement 3: Mission and Core Themes

The Board of Regents, appointed by the governor of the state of Washington, approved and adopted the mission, from which the core themes and related indicators are derived. All institutional resources are committed to the support of the University’s educational mission and core themes.
Standard 1.A Mission

Mission Statement

Founded on November 4, 1861, the University of Washington (UW) is one of the oldest state-supported institutions of higher education on the west coast. As the state’s flagship university, the UW serves more students than any other institution in the Northwest — more than 92,000 annually. The Seattle campus is made up of 16 schools and colleges whose faculty offer educational opportunities to students ranging from first-year undergraduates through doctoral level candidates. The UW Bothell and UW Tacoma campuses, each developing a distinctive identity and undergoing rapid growth, offer diverse programs to undergraduates and to graduate students.

The following UW Role and Mission Statement was drafted by the Board of Regents February 1981 and revised February 1998 and July 11, 2013:

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry, and discussion and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service. As one of the nation's outstanding teaching and research institutions, the University is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of facts, theories, and ideas.

To promote their capacity to make humane and informed decisions, the University fosters an environment in which its students can develop mature and independent judgment and an appreciation of the range and diversity of human achievement. The University cultivates in its students both critical thinking and the effective articulation of that thinking.

As an integral part of a large and diverse community, the University seeks broad representation of and encourages sustained participation in that community by its students, its faculty, and its staff. It serves both non-traditional and traditional students. Through its three-campus system and through educational outreach, evening degree and distance learning, it extends educational opportunities to many who would not otherwise have access to them.

The academic core of the University of Washington Seattle campus is its College of Arts & Sciences; the teaching and research of the University's many professional schools provide essential complements to these programs in the arts, humanities, social sciences, and natural and mathematical sciences. Programs in law, medicine, forest resources, oceanography and fisheries, library science, and aeronautics are offered exclusively (in accord with state law) by the University of Washington. In addition, the University of Washington has assumed primary responsibility for the health science fields of dentistry
and public health, and offers education and training in medicine for a multi-state region of the Pacific Northwest and Alaska. The schools and colleges of built environments, business, education, engineering, environment, information, nursing, pharmacy, public affairs, and social work have a long tradition of educating students for service to the region and the nation. These schools and colleges make indispensable contributions to the state and, with the rest of the University, share a long tradition of educating undergraduate and graduate students towards achieving an excellence that well serves the state, the region and the nation.

Interpretation of Mission Fulfillment

In 2009, amidst serious budget cuts, the Provost launched the Two Years to Two Decades (2y2d) Initiative. The central challenge was how best to preserve quality and maintain strong core values, while quickly and successfully adjusting to changes in funding, shifting student demographics, faculty retirements, the growth of distance learning, the omnipresence of technology, and the major issues facing society today that will require research-based solutions.

Over 3,500 faculty, staff, student, and community stakeholders from all three campuses participated in 2y2d focus groups and surveys to help envision the future and identify the priorities of the University. This collective feedback helped to formulate a shared sense of how the UW, as a community, envisions its future: a “UW of the 21st Century” that is more competitive, collaborative, technology-reliant, nimble, and diversified, and is committed to strategic priorities of maintaining quality, staying true to its mission, and providing solutions to society’s most pressing issues.

This process is an indication of the UW’s strong commitment to the stated mission and to ongoing efforts to ensure that the mission is being actualized in ways that are meaningful and appropriate to all of its constituents. The University has ample cause to feel confident in stating it fulfills its mission. Evidence can be found in the successful achievement of the themes and indicators presented below, all of which demonstrate that through the collective action of students, faculty, and staff—and through the regional, national, and international impact of their work—articulation of what the UW is about, and what it does, is consistent and clear.

Mission Fulfillment

The achievement of the work being done at the UW, as defined by the three core themes below (and as partially measured by the indicators described), exceeds an acceptable threshold of mission fulfillment. For decades, the UW has monitored and reported on its performance based on peer metric comparisons with national institutions of comparable scope and mission. In 2005, the Washington State legislature passed SB 5441 to create the Washington Learns Steering Committee and advisory committees in early learning, K-12, and higher education. The Washington Learns Steering Committee identified a group of comparison states from the New Economy Index ranking1 to use as benchmarks, with the goal of measuring the state’s ability to

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1 The 2002 Progressive Policy Institute New Economy Index ranking compares how well states are positioned to compete in the new economy.
stay competitive in the global economy. The eight top performing Global Challenge States identified by Washington Learns\(^2\) and their 11 universities are used by the UW for their comparison indicators across a range of targets. Additionally, the UW’s efforts to constantly measure and improve its programmatic excellence through internally and externally supervised self-studies, combined with discipline specific rankings and compliance requirements, offer regular indicators of mission fulfillment.

\(^2\) The Global Challenge States are the top performers in the New Economy Index ranking: New Jersey, Connecticut, Massachusetts, Maryland, Virginia, Colorado, Washington, and California.
**Standard 1.B Core Themes**

The three core themes are embedded within the University of Washington’s mission:

- **Research and Scholarship**: The UW creates an outstanding climate of support for research and scholars. It fosters innovative interdisciplinary, collaborative, and transformational research and scholarship, while adhering to the highest standards of ethics in research and scholarship. The research facilities at the UW are among the best in the U.S.

- **Teaching and Learning**: The UW provides leadership for innovative and effective teaching that provides transformative learning experiences for students with the goal of educating future leaders and scholars through a challenging learning environment. It provides access to instruction and services that enable students to be successful in their postsecondary endeavors. Recognizing the value of a diverse learning environment for all, the UW welcomes and educates a diverse population of students and recruits and supports diverse faculty and staff.

- **Service**: The UW addresses and responds to issues related to its community and beyond, helps fuel the economic engine of the Pacific Northwest, and provides the highest quality of healthcare to the region.

For each core theme, the UW initially developed an extensive list of indicators to illustrate the degree to which it was meeting its objectives. In light of the recommendation by the NWCCU to reduce the number of objectives and indicators (Year One Peer-Evaluation Report, May 2011), the University has focused on key performance indicators for each core theme. These indicators provide concrete, meaningful, and transparent measures that detail the degree to which the UW is really meeting its objectives. These measures will give the institution an overview of what it is doing, identifying both strengths and weaknesses.
Core Theme One: Research and Scholarship

Research and scholarship are central to the vision and mission of the University of Washington. The UW’s vision statement stipulates “discovery is at the heart of our university,” and the UW Faculty Code notes, “Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty.”

Research and scholarship follow many paths across the three campuses, from the sciences to the arts and humanities. UW researchers do pioneering work in literally hundreds of fields, including work on cancer, epilepsy, clean energy, bioengineering, nanotechnology, literature, digital media, economic disparities, and the arts. UW faculty generate more than $1.2 billion a year in external funding for research and scholarship. They produce thousands of research publications, scholarly projects, exhibitions, and performances each year and are recognized worldwide for their work. A recent study by Shanghai Jiao Tong University, which focused on academic and research performance, ranked the University of Washington as 16th in the world and 14th in the U.S. among all universities for the second year in a row.
## Table 5: Objectives, Indicators, and Rationale for Core Theme One

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
<th>Meaningful</th>
<th>Assessable</th>
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<tbody>
<tr>
<td>A. UW creates an outstanding climate of support for research and scholars and fosters innovative interdisciplinary, collaborative, and transformational research and scholarship.</td>
<td>1. Amount of extramural support received</td>
<td>The amount of extramural support received reflects the quality of research being conducted, as well as the level of support provided by the institution.</td>
<td>Dollar amount received</td>
</tr>
<tr>
<td></td>
<td>2. Amount of intramural support provided to faculty</td>
<td>When institutions provide opportunities to support faculty research, it helps foster these activities and create new opportunities.</td>
<td>Evidence of initiatives</td>
</tr>
<tr>
<td></td>
<td>3. Number of promotions</td>
<td>As a premier research university, there are high expectations of the independent scholarly record of faculty. The number of faculty members who receive tenure and are promoted is an indication of this high quality.</td>
<td>Report of number of promotions</td>
</tr>
<tr>
<td></td>
<td>4. Number of undergraduate students engaged in research</td>
<td>The UW recognizes that research is a deep learning experience, which expands students’ understanding of concepts through their application to real problems. To that end, undergraduate research plays an important role in a student’s overall undergraduate learning experience.</td>
<td>Evidence of research opportunities, number of participants, and students’ understanding of research activities</td>
</tr>
<tr>
<td></td>
<td>5. Examples of interdisciplinary educational opportunities</td>
<td>The nature of disciplines and faculty collaborations is changing. The existence of a variety of interdisciplinary educational opportunities is indicative of an environment that supports interactive and highly collaborative research environments.</td>
<td>Evidence of degree options</td>
</tr>
<tr>
<td></td>
<td>6. Structural and organizational support for interdisciplinary activities</td>
<td>Interdisciplinary activities are not possible without various mechanisms that will seed, support, and sustain these initiatives. The presence of institutional structures, policies, and practices that support interdisciplinary programs is crucial for the health and vitality of these activities.</td>
<td>Evidence of central institutional efforts</td>
</tr>
<tr>
<td>7. Examples of emerging fields</td>
<td>Emerging fields are those that are cutting edge and at the forefront of new discoveries. An institution that houses such emerging fields is indicative of the exceptional quality of faculty as well as a culture that supports thinking outside the box and pushing at the boundaries of traditional disciplines.</td>
<td>Presence of emerging fields</td>
<td></td>
</tr>
<tr>
<td>8. Examples of outstanding research</td>
<td>High quality research reflects a research community that is dedicated to the pursuit of knowledge, to the transmission of knowledge, and to improving lives and solving society’s most pressing issues.</td>
<td>Evidence of research and recognition of scholars</td>
<td></td>
</tr>
<tr>
<td>9. Examples of innovation</td>
<td>The University is profoundly optimistic about its future. Its culture is one of determined persistence that engenders innovation and a belief that its goals can be realized.</td>
<td>Evidence of activities designed to serve society and advance our world</td>
<td></td>
</tr>
</tbody>
</table>

**B. UW adheres to the highest standards of ethics in research and scholarship.**

| 1. Variety of grant management and ethics training provided | The variety of training that is available to UW faculty, students, and staff reflects the University’s commitment to sensitizing its research community to the wide range of ethical and professional issues that must be considered to ensure a climate of research integrity. | Evidence of the range of training |
| 2. Number of people who participate in grants and contract management training | Participants of the grants and contract management training are better informed of the investigator’s role and responsibility for administering sponsored agreements. | Report of number of participants |
| 3. Number of people who participate in research ethics training | Participants of research ethics training are better informed about, and are more likely to be compliant with, the UW policy and federal regulatory requirements for conducting research with humans and animals. | Report of number of participants |
| 4. Number of human subjects and animal welfare applications filed | A major priority of the UW is to safeguard the rights and welfare of human and animal subjects in UW research. This requires oversight and administrative support by the institution. | Report of number of applications |
C. Research facilities at the UW are among the best in the U.S.

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<tbody>
<tr>
<td>1. Quality of the UW libraries</td>
<td>Libraries are crucial to the advancement of intellectual discoveries. Libraries save time and increase productivity by providing fast, authoritative access to, and delivery of, global information resources. Ultimately, they play a critical role in advancing research, discovery, scholarship, and medical care through creation, dissemination, transformation, and exchange of new and existing knowledge. The UW Libraries are an important research facility, and their standing nationally is an important representation of their overall quality.</td>
<td>Rankings and examples of activities</td>
</tr>
<tr>
<td>2. Number of labs and other research facilities</td>
<td>The availability and accessibility of labs and designated research spaces demonstrates the UW’s support for research, teaching, and discovery.</td>
<td>Report of square footage</td>
</tr>
</tbody>
</table>
Core Theme Two: Teaching and Learning

At its core, the UW is a place of learning. The UW’s vision commits the institution to educating “a diverse student body to become responsible global citizens and future leaders through a challenging learning environment.” In addition, the UW’s vision statement notes “discovery is at the heart of our university.”

Therefore, the institution works to produce exceptional teaching and transformative learning experiences for all its students across the three campuses. The UW’s commitment to high quality learning experiences for students has prompted the UW to help faculty learn about the teaching strategies that best advance student learning.

Teaching and learning centers promote academic excellence by providing resources, faculty learning communities, communication, and instruction that support, strengthen, and recognize innovative and effective teaching. In addition, writing and study centers give students a second tier of support for classroom learning, and experiential learning programs offer students opportunities to apply course-based learning to a wide range of communities and experiences.

The UW’s commitment to teaching and learning extends to the meaningful assessment of learning at every point, incorporating course evaluations and other methods for assessing classroom teaching into tenure and promotion decisions, assessment of the major into departmental work and curricular change, and systematic evaluation of all academic programs into the regular work of the institution.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
<th>Meaningful</th>
<th>Assessable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. UW provides leadership for innovative and effective teaching.</td>
<td>1. Percentage of courses evaluated with the Instructional Assessment System</td>
<td>Course evaluations provide information about effective teaching and can help faculty members determine the success of innovations.</td>
<td>Percentage of courses evaluated</td>
</tr>
<tr>
<td></td>
<td>2. Number of programs, centers, and initiatives that support effective teaching</td>
<td>When institutions provide opportunities to increase faculty learning about their teaching work, they provide leadership for effective teaching.</td>
<td>Number of opportunities offered to faculty</td>
</tr>
<tr>
<td></td>
<td>3. Number of awards that recognize effective teaching</td>
<td>Awards create public recognition for exceptional teaching. The visibility of these awards signals to the community and beyond that the UW is a place that cares about teaching.</td>
<td>Report of centrally-administered awards</td>
</tr>
<tr>
<td>B. UW provides transformative learning experiences for students, educating future leaders, scholars, and citizens through a challenging learning environment.</td>
<td>1. Examples of experiential learning opportunities available to students</td>
<td>Research shows that experiential learning opportunities are among students’ most profound learning experiences in college, providing them with academic enrichment, intellectual challenges, practical experiences, and personal growth.</td>
<td>Evidence of robust experiential programs available to all students</td>
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<tr>
<td></td>
<td>2. Identification of learning goals for general education</td>
<td>The presence of learning goals for general education courses helps faculty align 100- and 200-level course goals with those of general education and helps students reflect on their learning paths, as well as link early academic work to study in their majors.</td>
<td>Presence and publication of general education learning goals</td>
</tr>
<tr>
<td></td>
<td>3. Identification of learning goals for majors</td>
<td>Departmental articulation of learning goals for undergraduate majors ultimately provides faculty with a method for institutional assessment.</td>
<td>Evidence of departmental learning goals</td>
</tr>
<tr>
<td></td>
<td>4. Evidence that undergraduate students are learning intended goals in their majors</td>
<td>Because learning varies across the disciplines, assessment that can inform curricular change and improve student learning is the work of experts in those disciplines—faculty and departments.</td>
<td>Evidence of direct and indirect measures of learning in the majors</td>
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<tr>
<td>5. Evidence that departmental goals are consistent with institutional goals</td>
<td>A close match between department learning goals and those goals valued by the institution ensure that if departmental goals are met, then institutional goals are met as well.</td>
<td>Departmental goals mapped to institutional goals for student learning</td>
<td></td>
</tr>
<tr>
<td>6. Evidence that faculty have access to information about the challenge level of their courses</td>
<td>Helping faculty understand how students perceive the challenge levels of their classes in relation to others provides them with information that helps them improve teaching and learning.</td>
<td>Reports of challenge level of courses</td>
<td></td>
</tr>
<tr>
<td>7. Students’ satisfaction with the learning experience at the UW</td>
<td>Students’ perceptions about their learning experiences provide valuable feedback about the quality of teaching and learning at the UW.</td>
<td>Evidence of central opportunities for reflective evaluation</td>
<td></td>
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</tbody>
</table>

C. UW provides access to instruction and services that enable students to be successful in their postsecondary endeavors.  

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<thead>
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<tbody>
<tr>
<td>1. Number of students receiving degrees or certificates from undergraduate and graduate programs</td>
<td>Data regarding student completion are valuable in considering the quality of teaching and learning opportunities available to students.</td>
<td>Report of degrees and certificates awarded</td>
</tr>
<tr>
<td>2. Undergraduate student retention rate and time-to-degree</td>
<td>Retention rates and time-to-degree are common indicators used by colleges and universities to show the extent to which programs enable students to persist and graduate. At the UW, student retention and time-to-degree are critical tools for assessing the level to which the University fosters and supports students’ learning.</td>
<td>Report of rates</td>
</tr>
<tr>
<td>3. Number of undergraduate and graduate students receiving local or national scholarships, grants, or awards</td>
<td>The number of students receiving financial support in the form of scholarships, grants, or awards indicates the exceptionally high quality of our students.</td>
<td>Report of the number of scholarships, grants, and awards provided</td>
</tr>
<tr>
<td></td>
<td>Number of scholarships and grant awards that support undergraduate students with need</td>
<td>The University believes students from all economic backgrounds should have the opportunity to attend the University of Washington. The number of awards made to undergraduate students with need reflects the University’s commitment to eliminating financial barriers.</td>
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<tr>
<td>5.</td>
<td>Availability of academic assistance programs for undergraduate students</td>
<td>The University is committed to providing the appropriate instruction and attention in the classroom to ensure students succeed. One of the ways that classroom instruction is further supported is by the availability of complimentary resources and support programs.</td>
</tr>
<tr>
<td>6.</td>
<td>Availability of professional development opportunities for graduate students</td>
<td>The Graduate School has developed professional development resources to help graduate students be successful during and after their graduate education. These resources help students explore the rich opportunities at the UW and tap into the expertise and guidance of its faculty.</td>
</tr>
<tr>
<td>D. Recognizing the value of a diverse learning environment for all, the UW welcomes and educates a diverse population of students and recruits and supports diverse faculty and staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Number of underrepresented minority first-time freshman entering the UW</td>
<td>The UW continues to seek success in diversity recruitment and work on strategies to increase its overall enrollment yield for underrepresented minority students, because it values and honors diverse experiences and perspectives.</td>
</tr>
<tr>
<td>2.</td>
<td>Percentage of underrepresented students enrolled at the UW</td>
<td>Once underrepresented students are recruited to the UW, efforts are made to ensure that they experience a smooth transition and are successfully retained. The success of these institutional efforts is reflected by the percentage of underrepresented students enrolled each year.</td>
</tr>
<tr>
<td>3.</td>
<td>Percent of degrees awarded to underrepresented students</td>
<td>Graduating a more diverse student body is a significant priority for the University. Various efforts are underway to ensure that students successfully graduate. This is reflected in the percentage of degrees awarded annually to underrepresented students.</td>
</tr>
<tr>
<td>4.</td>
<td>Evidence of support for underrepresented undergraduate and graduate students</td>
<td>Institutional support for student development is critical for the retention of underrepresented minority students. The development and retention of these students is the responsibility of many units across all three campuses. The UW’s commitment is visible in the range of activities and resources that are available.</td>
</tr>
<tr>
<td>5. Availability of diversity training for faculty and staff</td>
<td>The UW actively works to create and maintain learning and working environments in which individuals from diverse backgrounds feel welcomed and supported. One way to ensure that this occurs is by providing faculty and staff with professional development opportunities that will enhance their knowledge and skills in order to help create a supportive climate for students. The variety of diversity training for faculty and staff demonstrates the UW’s commitment to creating a supportive and diverse learning environment.</td>
<td>Examples of robust support with broad accessibility</td>
</tr>
</tbody>
</table>
Core Theme Three: Service

Service is the third theme of this public university, and it derives its meaning and character from the first two: research and scholarship, and teaching and learning. It makes explicit the general service ethos behind public higher education, forging direct connections between academic work and the needs of society.

Service takes many forms, from formal community partnerships and collaborations, to contributing university expertise across a broad range of educational, civic, non-profit, professional, local, municipal, state, national, international, and professional organizations. Service can be volunteering time through outreach initiatives, or it can be contractual relationships between faculty, departments or programs, and the public sector.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
<th>Meaningful</th>
<th>Assessable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The UW addresses and responds to issues related to its community and beyond.</td>
<td>1. Examples of community outreach activities</td>
<td>Community outreach at the UW is a reflection of its role as a public university that is deeply committed to serving the members of its community. The University collaborates with partners from its own backyard and beyond, to bring knowledge and discovery home and elevate the quality of lives of Washingtonians.</td>
<td>Evidence of a robust array of activities</td>
</tr>
<tr>
<td></td>
<td>2. Number of volunteer hours by undergraduate students in programs sponsored by the UW</td>
<td>Volunteering is a powerful way for people to help others and give to the community. UW faculty, staff, and students regularly give of their time in multiple ways. Volunteer hours are a valuable measure of the UW’s involvement with the community beyond the university.</td>
<td>Report of hours</td>
</tr>
<tr>
<td></td>
<td>3. Number of UW alumni Peace Corp volunteers</td>
<td>Participation in the Peace Corps, an American volunteer program run by the U.S. government, is one of the many ways that UW alumni make a difference in the lives of others. The number of UW volunteers is a testament to the University’s commitment to developing world citizens who are globally engaged and connected.</td>
<td>Report of alumni volunteers</td>
</tr>
<tr>
<td></td>
<td>4. Number of awards that recognize public service by students, faculty, and staff</td>
<td>Awards create public recognition for exceptional public service by UW students, faculty, and staff. The visibility of these awards signals the UW’s commitment to community engagement.</td>
<td>Evidence of central awards</td>
</tr>
<tr>
<td></td>
<td>5. Number of community members who attend on-campus educational and cultural events</td>
<td>The University of Washington is one of the premier locations for educational and cultural events in the Puget Sound region. Every year community members are able to take advantage of its exceptional libraries, museums, galleries, and performance halls.</td>
<td>Evidence of community attendance</td>
</tr>
<tr>
<td></td>
<td>Participation of community members on UW department and school advisory boards</td>
<td>The UW recognizes the tremendous expertise that resides in the Puget Sound region. Various schools and departments regularly rely on this community to inform aspects of the educational and research endeavors in the institution.</td>
<td>Examples of community participation</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>B. The UW helps fuel the economic engine of the Pacific Northwest.</td>
<td>1. Estimates of economic impact</td>
<td>Economic impact studies measure the direct economic impact of an organization’s spending plus additional indirect spending in the economy as a result of direct spending. Total economic impact measures the dollars that are generated within Washington State due to the presence of the University of Washington.</td>
<td>Report of estimates of economic impact</td>
</tr>
<tr>
<td></td>
<td>2. Number of startup companies</td>
<td>UW researchers are making extraordinary innovations. Recognizing that these innovations have the power to change the world, efforts are in place to support the commercialization of various projects. The number of commercially relevant innovations indicates the University’s commitment and support of entrepreneurial researchers.</td>
<td>Report of the number of startup companies</td>
</tr>
<tr>
<td>C. The UW provides the highest quality of health care to the region.</td>
<td>1. Number of hospitals and clinics</td>
<td>UW Medicine’s mission is to improve the health of the public by advancing medical knowledge; providing outstanding primary and specialty care to the people of the region; and preparing tomorrow’s physicians, scientists, and other health professionals. This is possible via the numerous hospitals, clinics, and alliances that are currently in place in the region.</td>
<td>Report of the number of hospitals and clinics</td>
</tr>
<tr>
<td></td>
<td>2. National reputation of UW Medicine</td>
<td>The UW’s national standing is an important representation of its overall quality and success at achieving its mission.</td>
<td>Report of national rankings</td>
</tr>
<tr>
<td></td>
<td>3. Economic impact and value that UW Medicine has on the state of Washington</td>
<td>An economic impact analysis of UW Medicine on the state of Washington is a valuable way of measuring the effect of this institution on the state’s economy.</td>
<td>Report of economic impact</td>
</tr>
<tr>
<td>4. Amount of uncompensated care provided by UW Medicine</td>
<td>In addition to measuring the economic impact of UW Medicine’s institutional expenditures and job creation in the state of Washington, significant contributions are made to care for the uninsured and underinsured. Capturing the amount of uncompensated care provided by UW Medicine is an indication of the institution’s commitment to treat everyone, regardless of ability to pay.</td>
<td>Report of dollar amount</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4: Operational Focus and Independence

The University of Washington’s programs and services are predominately concerned with higher education. The institution has sufficient organizational and operation independence to be held accountable.

Eligibility Requirement 5: Non-Discrimination

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. It is governed and administered accordingly.

Eligibility Requirement 6: Institutional Integrity

The Board of Regents, President, and Provost, as well as UW faculty and staff members, manage a complex set of internal and external activities and interests. They accomplish this in a way that complies with the spirit and the letter of ethical standards established by state law and University policy.

Eligibility Requirement 7: Governing Board

The University of Washington’s Board of Regents is the University’s governing body whose broad responsibilities are to supervise, coordinate, manage, and regulate the University, as provided by state statute. The Board is ultimately responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is carried out.

Eligibility Requirement 8: Chief Executive Officer

The President of the University of Washington is elected by the Board of Regents and is the chief executive officer of the University. The President is directly responsible to the Board for the management and conduct of all the affairs of the University except those that are the specific responsibility of other persons or bodies.

Eligibility Requirement 9: Administration

The University of Washington has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose.

Eligibility Requirement 10: Faculty

The University of Washington is a community of scholars, contributing each according to his or her own talents and interests, to the transmission and advancement of knowledge. The faculty at the University of Washington are appropriately qualified to achieve the educational objectives, establish and oversee academic policies, and ensure the integrity of all academic programs.
Eligibility Requirement 11: Educational Program

As the state’s flagship university, the University of Washington offers degree programs that are congruent with its mission, based on recognized higher education field(s) of study, of sufficient content and length, and conducted at levels of quality and rigor appropriate to the degrees offered, and which culminate in identified student outcomes.

Eligibility Requirement 12: General Education and Related Instruction

The University of Washington has clearly defined general education requirements and goals for all bachelor’s degree programs across all three campuses. All other degree programs require a planned program of major specialization or concentration such that degree credit is consistent with levels of quality and rigor appropriate to higher education.

Eligibility Requirement 13: Library and Information Resources

Library and information resources are the intellectual infrastructure that facilitate the achievement of the University of Washington’s primary mission to preserve, advance, and disseminate knowledge. The University maintains library and information resources that support teaching, learning, research, scholarship, and service.

Eligibility Requirement 14: Physical and Technological Infrastructure

The University of Washington provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Eligibility Requirement 15: Academic Freedom

The University of Washington’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. The university maintains an atmosphere in which intellectual freedom and independence exist.

Eligibility Requirement 16: Admissions

The University of Washington publishes student admission policies that specify the characteristics and qualifications appropriate for its programs. The University adheres to these policies in its admissions procedures and practices.

Eligibility Requirement 17: Public Information

The University of Washington provides an electronic catalog for its constituencies with precise, accurate, and current information concerning general information and university policies and procedures.

Eligibility Requirement 18: Financial Resources

The University of Washington documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to ensure financial stability.
Eligibility Requirement 19: Financial Accountability

Independent accountants audit the University of Washington annually. The Board of Regents and the University administration consider results from the audit in a timely and comprehensive manner.

Eligibility Requirement 20: Disclosure

The University of Washington accurately discloses to the Northwest Commission on Colleges and Universities all information the Commission requires to carry out its evaluation and accreditation functions.

Eligibility Requirement 21: Relationship with the Accreditation Commission

The University of Washington accepts the Standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these Standards and policies as stated. The university agrees that the Commission may, at its discretion, make known the nature of any action, regarding the institution’s status with the Commission, to any agency or member of the public requesting such information.
Standard 2.A Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

As a three-campus institution, the University of Washington has an effective and clearly defined governance system. This system is widely understood and the decision-making structures and processes take into account the views of those who have direct and reasonable interest. The division of authority and responsibility is clearly delineated among the various governing bodies of the University, and policies, regulations, and procedures are clearly defined and equitably administered. The University of Washington governance system supports and fulfills the University’s mission and goals.

The Seattle campus of the University of Washington was established in 1861, and UW Bothell and UW Tacoma were created by state legislative action in 1990. The University governance system was revised to acknowledge the addition of these two campuses. The Chancellors of UW Bothell and UW Tacoma are responsible to the President and the Provost for all academic and educational matters on their campuses. The Faculty Code was revised to provide for equivalent faculty representation from UW Bothell and UW Tacoma in the Faculty Senate and Senate Executive Committee.

Shared Governance

The University is committed to a system of shared governance that makes provision for faculty, staff, and student views and judgments in matters in which they have a direct and reasonable interest. This system arises from a shared philosophy regarding governance, as well as a series of delegations stated within the UW Policy Directory. The statement regarding shared governance appears in the Faculty Code and Governance (FCG), Chapter 13, Section 13-20:

A university is a community of scholars, contributing, each according to his or her own talents and interests, to the transmission and advancement of knowledge. Because of its diversity of interests a university is a complex organization, not quite like any other in its management, which requires the understanding and good faith of people dedicated to a common purpose. A university administration must seek wisely and diligently to advance the common effort, and the strength of a university is greatest when its faculty and administration join for the advancement of common objectives. Much of the faculty-administration relationship has been established through long experience, and has the weight and good sense of academic form and tradition. But the terms of this relationship are essentially those of spirit, mutual respect, and good faith, and thus must be flexible to
meet changing needs. Some of the traditions of the University of Washington are given expression in the pages that follow. Yet these and other common understandings have meaning only to the extent that they reflect the integrity and faith of administration and faculty in the day-by-day accomplishment of their joint effort.

All members of the University community are routinely informed through various media of the state of the institution. The University complies with Washington State’s open meeting requirements that facilitate the participation of interested individuals and bodies of the activities of the University. The President maintains a website that highlights the immediate issues facing the institution through the President’s Blog and the publication of initiatives, committees, and task forces. UW Today is an official institutional mechanism for showcasing news and information about the University of Washington to the campus community and beyond. Through an extensive network of websites and listservs, the various campus constituencies remain informed of issues affecting them and are provided an opportunity to submit comment and input. These and innumerable other official and unofficial venues for communication support the University’s system of shared governance.

Faculty

A series of delegations, drafted at the same time as the General Policy statement, implement the UW’s approach to shared governance. Presidential Executive Orders No. II, No. III, No. IV, and No. V, as well as FCG, Chapter 13, Section 13-31, provide that the President and the deans will share with the faculty the responsibility for formulating the governance rules of the University, and that, under Executive Order No. III, the faculty may develop their own organization. Specifically, the faculty are authorized in Executive Orders No. IV and No. V to formulate policy, regulations, and procedures in the following areas:

- educational policy;
- regulation of student conduct;
- scholastic policy, including admission and graduation requirements;
- criteria for faculty tenure, promotion, and appointment; and
- recommendations concerning the University budget.

Overall, faculty at all three campuses are represented by a university-wide Faculty Senate and its constituent bodies. Faculty also have smaller, local governance bodies within their campuses, colleges, and schools where they share with their respective deans and chancellors in the governance of these smaller units. Each of the campuses, colleges, and schools has a code of organization that must include a faculty-elected council (or councils) to advise the dean or chancellor on matters of faculty promotion and tenure, on academic policy and priorities, on resource and salary allocation, and on budgets as stated in the FCG, Chapter 23, Section 23-45. The University’s librarians, as academic personnel separate from the faculty, also have a system of governance that is integral to the University’s fulfillment of its mission and goals.
UW Bothell and UW Tacoma faculty are actively involved in shared governance at each campus. At UW Bothell, the General Faculty Organization (GFO), represented by an elected Executive Council and other councils, serves as the faculty’s deliberative body. UW Tacoma has a similar body, known as the Faculty Assembly. The GFO and Faculty Assembly Executive Councils work closely with the chancellors and vice chancellors on matters of shared responsibility, in accordance with the GFO and Faculty Assembly bylaws.

**Staff**

Staff play an active role in the University’s shared governance. The Professional Staff Organization advocates for professional staff and communicates the issues and concerns of the staff to the university community and the legislature. Other University employees are represented by 22 bargaining units that support these constituencies in having their views and opinions considered. All UW Tacoma staff—classified and professional—are also members of the UW Tacoma Staff Association, which serves to facilitate communication and unify staff. At UW Bothell, the campus has an active General Staff Organization, consisting of professional staff, classified staff, and librarians.

**Students**

Students also play an active role in the University’s governance system. For example, on the Seattle campus, the Graduate and Professional Student Senate (GPSS) represents graduate and professional students, and the Associated Students of the University of Washington (ASUW) represents undergraduate students. In addition, both the President of the ASUW and the President of the GPSS are *ex officio* members of the Board of Regents and are provided opportunities to comment at each board meeting. The GPSS President is an *ex officio* member of the Graduate School Council. Both the GPSS and the ASUW have student representatives on the Faculty Senate Committee on Planning and Budgeting.

Beginning with the budget development process for FY 2012, the Provost established a Provost’s Advisory Committee for Students (PACS) as an additional mechanism for students to provide input directly to the Provost on the University’s annual budget development process (detailed information on the PACS can be found under Standard 3.A.2). One of the 10 members of the UW Board of Regents is a student regent.

In addition to university-level representation, the ASUW and the GPSS have proposed that the dean of each college and school adopt a PACS-like structure for seeking student input in budget decisions. As an outcome, the ASUW and the GPSS have partnered with students and deans in several units to pilot the concept of student advisory councils. These councils, comprised of students from within the particular school or college, facilitate student input in budgeting decisions and improve the PACS’ ability to advise the Provost.

Students are now encouraging all deans to create these types of councils and seek student input regarding local budget decisions that impact relevant issues such as tuition (especially at the graduate level), scholarships, and student services. Currently, 25 percent of colleges have a fully functioning student advisory council, 19 percent have a council in the early stages of implementation; 56 percent of schools and colleges across the UW currently have no student advisory council.
2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

University Accreditation

The Office of the Provost oversees the regional accreditation of the University of Washington for all three campuses, as guided by the Northwest Commission on Colleges and Universities (NWCCU). In 2010, in preparation for the revision of Standards and the condensed transition schedule, a standing accreditation team was created, composed of representatives from across all three campuses of the University. In addition, a full-time postdoctoral appointment was created and funded by the Office of the Provost to assist with accreditation.

The University of Washington maintains a web page dedicated to its accreditation status, and the University-wide accreditation status is published in the General Catalog.

Collective Bargaining

The University of Washington is committed to negotiating contracts that are competitive and fair for its employees, building a strong foundation for long-term working relationships with its unions, and positioning itself for a successful future of achievement, innovation, and teamwork. Labor Relations, a division of Human Resources, is responsible for the following areas:

- collective bargaining
- contract interpretation and consultation
- grievance administration
- labor mediation and arbitration
- union shop monitoring
- management training
- labor/management relationship building and strategizing

Legislative Action and External Mandates

The UW monitors the external community, state, and federal environment through the Office of External Affairs, headed by Vice President Randy Hodgins. This office brings together units responsible for influencing public policy and opinion and strengthening the University’s reputation and the perceptions people have of it. The units and personnel most crucial for monitoring the local, state, and federal environment reside in the Office of Government Relations. They are:

- Federal Relations: Christy Gullion directs the Office of Federal Relations and is the University’s chief representative in the nation’s capital to both the executive and legislative branches. She is also a key part of the administrative team, advising the
University’s president on legislative strategy and communicating to the university community about higher education issues in Washington, D.C.

- State Relations: Margaret Shepherd directs the Office of State Relations. She is the University’s chief representative in Olympia to both the executive and legislative branches. She is also a key member of the administrative team, advising the University’s president on legislative strategy and communicating to the university community about higher education issues in Olympia.

- Regional & Community Relations: Assistant Vice President Theresa Doherty directs the Office of Regional & Community Relations. Her office serves as a link between the University, surrounding neighborhoods, civic groups, and local government. Its mission is to build relationships, share information, and seek new opportunities that match the University’s academic capital with needs in the community.

Through the Office of External Affairs, the impact of legislative action and external mandates is communicated to the University and its leadership.

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Governing Board

The Board of Regents (Board) is the University’s governing body whose broad responsibilities are to supervise, coordinate, manage, and regulate the University, as provided by state statute (RCW 28B.20.100).

The Board of Regents consists of 10 members (Table 8), one of whom is a student. Regents are appointed by the governor to serve six-year terms, with the exception of the student regent, who serves a one-year term. The members of the Board hold their offices for a term of six years from the first day of October and until their successors are appointed and qualified. Regents may be reappointed to second (or more) terms, subject to Senate confirmation.

The student member is selected by the governor from a list of candidates submitted by the governing body of the associated students and is appointed for a term of one year from the first day of July until his or her successor is appointed and qualified. The student regent must be a full-time student in good standing at the University of Washington at the time of appointment.
**Table 8: Board of Regents Membership**

<table>
<thead>
<tr>
<th>Regent</th>
<th>Term Expiration</th>
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<tbody>
<tr>
<td>Joanne R. Harrell, Chair</td>
<td>2015</td>
</tr>
<tr>
<td>Orin Smith, Vice Chair</td>
<td>2015</td>
</tr>
<tr>
<td>William S. Ayer</td>
<td>2016</td>
</tr>
<tr>
<td>Kristianne Blake</td>
<td>2018</td>
</tr>
<tr>
<td>Craig W. Cole</td>
<td>2013</td>
</tr>
<tr>
<td>Jeremy Jaech</td>
<td>2018</td>
</tr>
<tr>
<td>Constance Rice*</td>
<td>2013</td>
</tr>
<tr>
<td>Kiana M. Scott†</td>
<td>2014</td>
</tr>
<tr>
<td>Patrick M. Shanahan</td>
<td>2016</td>
</tr>
<tr>
<td>Herb Simon</td>
<td>2017</td>
</tr>
</tbody>
</table>

*Regent Rice was recently appointed by Governor Jay Inslee to fulfill the remaining term of former regent Sally Jewell who recently resigned from the Board of Regents to accept the position of U.S. Secretary of the Interior.

†The student regent serves a one-year term from July 1, 2013 through June 30, 2014.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

**Organization and Conduct of Business**

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the Board of Regents are described in detail in the *Board of Regents Governance* resources. In addition, specific references are made throughout the UW Policy Directory to the responsibilities, role, or authority of the Board in relation to the University administration, faculty, students, general policies, and committees and boards.

The Board and its committees act only at meetings called as provided by applicable law and the bylaws, and all matters coming before the Board or its committees for action are determined by the majority vote of the members present, the members present being not less than a quorum. The member of the Board who is presiding at a meeting is 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 must excuse himself or herself from participation or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel.

Six members of the entire Board are necessary to constitute a quorum at all regular meetings and special meetings. In the case of a vacancy, or when an appointment is made after the date of the expiration of a term, the Governor fills the vacancy for the remainder of the term of the regent whose office has become vacant or expired.
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 Chair of the Board may direct from time to time.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

Delegation of Authority

Under state law, the Board of Regents has full control of the University and its property of various kinds. Any authority delegated by the Board shall always be subject to the ultimate authority of the Board. In retaining the ultimate authority over the University with which it is charged by law to exercise within constitutional and statutory limitations, the Board shall exercise the right of periodic review of any and all aspects of government of the University; the right to intervene and modify any rule, regulation, or executive order formulated by the President or the faculty; the right to amend or rescind any existing rule, regulation, or executive order; and the right to enact such rules, regulations, and orders as it deems proper for the government of the University.

How the Board reviews its own organization and operation will be addressed more fully in Standard 2.A.8.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Power and Duties of the Board of Regents

One of the duties required of the Board of Regents is to employ the president of the University. The Board’s bylaws provide that the president of the University shall be elected by the Board by the affirmative votes of not less than two-thirds of the members of the Board (excluding the student regent). The bylaws further state that the President of the University is the chief executive officer of the University and is responsible directly to the Board for the management and conduct of all the affairs of the University except those which by law, the Bylaws of the Board, the Standing Orders of the Board, 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.

As the chief executive officer of the University, the President has responsibility for the general welfare of the institution, including its programs in instruction, research, and public service. The president, or the president’s designee, is authorized to act for the Board in formulating,
prescribing, and issuing rules, regulations, and executive orders that are consistent with the Bylaws, Standing Orders, and other orders of the Board and applicable state law for the immediate government of the University. The channel of authority from the Board to the faculty, staff, and other officers and employees of the University is through the President of the University. Through appropriate channels, all faculty, staff, and other officers and employees of the University are responsible to the President of the University and through the President to the Board.

The Board evaluates the performance of the President on an annual basis. In the autumn of each year, the Board adopts a resolution setting goals for the University President and his or her administration for the coming year. These goals are accompanied by specific expected outcomes, some quantitative and some qualitative. In the President’s annual report to the Board in the autumn of the following year, the President summarizes the achievements and progress made during the year on the specific goals adopted by the Board. The goals adopted by the Board, and the President’s annual report on how well those goals have been achieved, are reviewed by the Board in its annual assessment of the performance of the President.

The employment contract of the current President stipulates:

> The Board will conduct an annual evaluation of the President’s performance no later than September 15th of each calendar year, beginning the year following the first anniversary date of the contract. On or before August 1st of each calendar year, the President will initiate the evaluation process for the academic year just ending by submitting to the Board a self-appraisal. To aid the Board in its annual performance evaluation, the President will furnish the Board with additional oral or written information the Board may request.

| 2.A.8  | The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner. |

To accommodate changes in the Board of Regents and the University’s operations and policies, in March 2005, the Board approved amendments to its Bylaws, which eliminated two committees (Finance and Audit and Capital Assets) and created a new committee called Finance, Audit, and Facilities. This consolidation provided for more streamlined and efficient meetings.

The Board held a retreat in November 2008 to discuss Board governance in the interest of developing more efficient best practices. The Board was assisted by Dr. Ken Mortimer from the National Center for Higher Education Management Systems. One result of the retreat was a document outlining customs and protocols, which were approved by the Board at its meeting on January 15, 2009 (*Board of Regents Governance*, Regent Policy No. 12).

In 2010, an ad hoc committee of Board members was formed to work with the President; the Special Counsel to the President (now President’s Chief of Staff); the Chief of the Attorney General’s Office, UW Division; and the Internal Auditor to foster institutional integrity through a high level review of ethics policies and procedures and develop policies and guidelines, as needed, on ethical principles, including Board conflicts of interest. The Board is currently
reviewing a draft Guide to Ethics Policies to help members of the University community understand the Board’s responsibilities related to the ethical standards established by state law and University Policy. The Regents approved a “Statement of Ethical Principles” and a “Policy Regarding Regent Conflicts of Interest” in June 2012.

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Leadership and Management

The University of Washington is governed by the Board of Regents. The Board ensures that the institution is organized and staffed to reflect its mission, size, and complexity. The President serves as the chief executive officer of the University, and the Provost serves as the chief academic and budgetary officer and the executive vice president. The Senior Vice President serves as the chief business and financial officer.

In August 2013, an updated organization chart was approved by the President by authority of the Board of Regents that reflects the academic and administrative structure of the University. The most recent organization chart is available online.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The President

The President of the University of Washington derives his authority from the Board of Regents (Board) and the state of Washington, and his full-time responsibility is to the University of Washington. The authority and functions of the President are set forth in the statutes of the state of Washington and the Bylaws and Standing Orders of the Board. The specific responsibilities, powers, and duties of the President are clearly defined and enumerated in the UW Policy Directory.

The President is appointed by the Board to serve as the chief executive officer of the University. The President is responsible directly to the Board for the management and conduct of all the affairs of the University except those which by law, the Bylaws, the Standing Orders, or other orders of the Board are the specific responsibility of other persons or bodies. The President, or the President’s designee, has delegated authority to act for the Board in the following matters:

- formulating, prescribing, and issuing rules, regulations, and executive orders for the immediate government of the University;
• personnel and employment matters concerning the faculty, classified staff, and professional personnel;

• grants and contracts for research, development, service, and training;

• management of the student body;

• execution and administration of instruments and general business and financial affairs of the University;

• commencement of legal action necessary to protect the interests of the University;

• acceptance of current and deferred gifts to the University; and

• disposition of gifts to the University in accordance with the intention of the donor.

The President is authorized and encouraged to recommend for appointment by the Board 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 are under the general supervision of, and exercise such powers and duties as are prescribed by, the President.

The President of the University is also the presiding officer of the University faculty. The faculty consist of the president, vice presidents, professors, associate professors, assistant professors, instructors, principal lecturers, senior lecturers, senior artists-in-residence and artists-in-residence, teaching and research associates; whether serving full-time or part-time; in an active or emeritus capacity; under visiting, acting, research, clinical or affiliate appointment.

Michael K. Young became President of the University of Washington on July 1, 2011. A tenured Professor of Law, President Young has a distinguished record as an academic leader with broad experience in public service and diplomacy. Prior to his appointment at the UW, he served as President and Distinguished Professor of Law at the University of Utah.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

University Administrators

It is the policy of the University to attract and retain qualified individuals to serve in principal administrative positions, both academic and nonacademic. In keeping with this policy, the University has established guidelines for the selection and review of administrators, including the provost; the deans; directors; chairs of departments or equivalent units; and directors of major institutes and centers. The President is charged with the responsibility of making recommendations to the Board of Regents for the appointment of principal administrative
officers. Administrative positions are not tenured, and the President reserves the right to appoint, continue, or terminate any administrator.

Because of the changing nature or degree of completion of the particular tasks that an administrative appointee may have been requested to perform at the time of the initial appointment, it is recognized that it is beneficial to the academic administrator, the unit for which the administrator has responsibility, and the University that periodic reviews be conducted. Such reviews are conducted to assess the recent accomplishments of the administrator in light of the past, present, and future goals of the individual and the unit, and changes in related units or in the University that affect the unit. At intervals of no longer than five years, or sooner if requested by the incumbent, the immediate supervisor, or the President, conducts a review of each academic and nonacademic administrative appointee.

Office of the Provost

The Provost and Executive Vice President is the chief academic officer and chief budgetary officer of the institution. The Provost oversees the annual budget process, represents the University both to internal and external constituencies, and directs major university-wide initiatives. The chancellors of UW Bothell and UW Tacoma, the deans of schools and colleges, the dean of the Libraries, and the University’s vice provosts report to the Provost.

Ana Mari Cauce became Provost and Executive Vice President of the University of Washington on January 2, 2012. Provost Cauce joined the University of Washington faculty in 1986 as an Assistant Professor. She earned degrees in English and Psychology from the University of Miami in 1977, graduating summa cum laude and with departmental honors. Provost Cauce received her Ph.D. in Psychology, with a concentration in Child Clinical and Community Psychology, from Yale University in 1984.

Gerald Baldasty was appointed Senior Vice Provost for Academic and Student Affairs on August 1, 2012. This new position reflects the institution’s interest in enhancing the student experience for all students, undergraduate, graduate, and professional. Baldasty was previously Vice Provost and Dean of the Graduate School; he is a professor in the Department of Communication.

There are 10 vice provosts, each with specific responsibilities: academic personnel, commercialization, educational outreach, global affairs, the graduate school, diversity, planning and budgeting, research, strategic initiatives, and undergraduate academic affairs.

Chancellors of UW Bothell and UW Tacoma

The chancellors report to both the President and the Provost and are responsible for representing the campus to the Board of Regents, the central administration, the Washington State Student Achievement Council, and to the state legislature. The Chancellors are also responsible for representing the campus to the local and statewide community and for campus development and fundraising. The Chancellors are directly responsible for campus administration and management.

Debra Friedman became Chancellor of UW Tacoma on July 1, 2011. Prior to joining UW Tacoma, Friedman served as Vice President at Arizona State University at the Downtown
Phoenix campus and Dean of the ASU College of Public Programs, where she was also Professor of Public Affairs. She has taught at the University of Iowa and Arizona State University and held a variety of administrative positions at UW Seattle, including Associate Provost for Academic Planning and Associate Dean for Undergraduate Education.

Dr. Bjong Wolf Yeigh has been selected as the next chancellor of UW Bothell, effective September 1, 2013. Yeigh replaces Kenyon S. Chan, who held the position from July 2007 through June 2013. He comes from the State University of New York Institute of Technology at Utica/Rome, where he served as Professor and President. Previous appointments include Assistant Professor at Oklahoma State University; Assistant Provost for Science and Technology at Yale University; Dean of the Parks College of Engineering, Aviation and Technology at St. Louis University; and Vice President for Academic Affairs and Dean of the Faculty at Norwich University in Northfield, Vermont.

The Vice Presidents

There are eight vice presidents, each with specific responsibilities: external affairs, finance and facilities, human resources, information technology, medical affairs, minority affairs, student life, and university advancement.

The Deans

The Deans, along with the faculty and the President, are responsible for formulating rules for the immediate government of the University under such resolutions and executive orders as the Board of Regents and the President from time to time may adopt or issue.

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic Policies

Institution-wide academic policies can be found online in the UW Policy Directory. The Directory clearly delineates the expectations for faculty members, administrators, and staff regarding teaching, service, scholarship, research, and artistic creation. The Student Guide describes academic policies with direct relevance to students, as well as information on finances and student life. Additionally, individual colleges, schools, and campuses may generate more specific academic policies as needed.

Credit hour policies are described in the Student Guide section on academic credit and on the Office of the Registrar’s website. These policies are articulated in detail under Section 2.C.3 below.
2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The Libraries publicize policies regarding access to, and use of, library and information resources through its website and selected print publications. Libraries policies conform to the Revised Code of Washington (RCW) where applicable, Chapter 478-168 WAC, and the state Attorney General’s office provides legal advice as appropriate. The Libraries adheres to license agreements concerning use of electronic resources, including remote use. Policies concerning access to, and use of, library and information resources are updated as needed.

Information about University Libraries policies (including UW Bothell and UW Tacoma) can be found at various websites. Information related to borrowing and services for the UW community and for visitors can be found online.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Transfer Credit Policy

The Office of Undergraduate Admissions and the Graduate Enrollment Management Services Office follow nationally recognized practices for evaluating and awarding transfer credit from accredited international colleges and universities. Both offices utilize a variety of resources that include catalogs from international colleges and universities and national and international reference materials. They also use other national guidelines published by recognized organizations, such as the American Association of Collegiate Registrars and Admissions Officers and NAFSA: Association of International Educators, to determine equivalent transfer credits. The international admissions staff use online web resources and information to network with other international credential professionals to determine the validity and appropriateness of international transfer credit.

For community college students, the University provides detailed transfer planning information in its online equivalency guide located on the Office of Admissions website. This guide provides students with detailed information about how each course transfers. Also available on the Office of Admissions website are academic planning worksheets designed to help students plan their program of study in preparation for admission to their intended UW undergraduate major. Admitted transfer students are able to access their transfer credit evaluation online prior to their first meeting with an academic adviser.

In general, it is University policy to accept credits earned at institutions fully accredited by their regional accrediting association, provided that such credits have been earned through university-level courses appropriate to the student's degree program at the University of Washington. The UW subscribes to the statewide policy on inter-college transfer and articulation among Washington public colleges and universities, which is endorsed by the public colleges and
universities of Washington as well as by the Washington State Board for Community and Technical College Education. The policy, which has been adopted by the Washington State Student Achievement Council, concerns the rights and responsibilities of students and the review and appeal process in transfer credit disputes.

### 2.A.15 Policies and procedures regarding students’ rights and responsibilities

- including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

All members of the University of Washington community, including faculty, staff, and students, are expected to uphold the General Conduct Code of the University of Washington ([Chapter 478-124 WAC](https://login.washington.edu/psp/login/UI/Logon.action?ac=en&target=Chapter478124)), which is found in the UW Policy Directory and on the Washington State legislature website.

Student rights and responsibilities are articulated in a number of areas, most notably the University of Washington Student Conduct Code, [Chapter 478-120 WAC](https://login.washington.edu/psp/login/UI/Logon.action?ac=en&target=Chapter478120). Sections of the Student Conduct Code, along with specific information on academic honesty, are printed each year in the UW Student Planner, which is distributed to all new students during new student orientation. It is also available for sale at the University Book Store. The complete Student Conduct Code is accessible on the following websites: UW Policy Directory, Community Standards and Student Conduct ([a unit within the Office of Student Life](https://www.washington.edu/student-life/)), and on the Washington State legislature website. Copies of the full code are available through Community Standards and Student Conduct.

WAC 478-120-020 informs students that as a condition of enrollment, each student assumes responsibility for adhering to standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community, including “practicing high standards of academic and professional honesty and integrity.” As allowed under the Student Conduct Code, individual schools and colleges may also have their own statements on academic honesty specific to that college or school’s discipline or professional standards.

When an allegation of misconduct occurs, the accused student is afforded an opportunity to address the allegation through an informal hearing process before an individual. Alternatively, the student may choose to appear before the University Disciplinary Committee, a panel comprised of students and faculty. The Student Conduct Code provides for a robust appeal process of disciplinary actions. All sanctions involving suspension, dismissal, or restitution in excess of $300 are automatically reviewed by the Faculty Appeal Board, and the President of the University, or his delegate, reviews all sanctions of dismissal, regardless of whether the student appeals. Students are informed by letter of their right to seek accommodation through Disability Resources for Students for any disciplinary hearing.

Other grievances not related to the Student Conduct Code, such as grievances concerning grades, are governed by individual college or school policies. Additionally, all students receive notification at the beginning of the academic year regarding grievances involving sexual harassment and are provided with information about the Title IX coordinators and how to file a
complaint. Additional information about sexual harassment and Title IX are found on the Office of Student Life website.

Students who live in residence at the University of Washington are expected to uphold the expectations articulated in the Residence Hall System Agreement, Single Student Apartment Agreement, or Family Housing Agreement, in addition to the Student Conduct Code and any local, state, or federal laws. An overview of the housing conduct process and student rights and responsibilities are found on the Housing and Food Services website. Students are afforded a number of rights in the conduct process, including the right to appeal. In the case of repeated, multiple, or extremely serious violations of the agreement, a termination of the housing contract may be recommended. The appeal process, timelines, and forms are also provided on the Housing and Food Services website.

**Students with Disabilities**

The University of Washington is committed to providing support and access to students with disabilities. Policies and procedures for seeking accommodations are readily available on the web through Disability Resources for Students (DRS) and the Disability Services Office. Several other offices also provide links to materials and services, including the Office of Student Life website, DO-IT (Disabilities, Opportunities, Internetworking and Technology), Access Technology Center, Office of Minority Affairs & Diversity, Facilities Services, Commuter Services, Housing and Food Services, and the UW Bothell and UW Tacoma DRS offices.

In addition to electronic media, a range of publications are available in hardcopy through DRS and DO-IT. Both undergraduate and graduate admission materials invite students to indicate whether they would like to receive materials for disability accommodations. If indicated, DRS will send a hardcopy information packet to them. The UW student planner, which is provided to all new students (and for sale at the University Book Store for all others), also provides information concerning accommodations. Information concerning disability accommodations is also found in many college and departmental handbooks, including UW School of Medicine Student Handbook and the Professional and Continuing Education Online Student Handbook.

Through these many resources, students can find policies and procedures for how to request accommodations, how to implement and use accommodations, how to address grievances, and information regarding academic honesty.

Presentations and educational outreach about disability accommodations are also provided at teaching assistant and research assistant orientations, new faculty orientations, new adviser orientations, master advisor workshops, and individual departmental presentations.

To ensure that policies and procedures are administered in a fair and consistent manner, the DRS staff hold weekly meetings and participate in regular meetings with the ASUW Student Disability Commission. DRS also participates in monthly tri-campus meetings with the other disability services offices and consults with the ADA coordinators and the Attorney General’s office as appropriate.
2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The University’s educational mission and admission policy are succinctly expressed in the Board of Regents’ policy statement on admissions in the UW Policy Directory. It is University policy to admit applicants who will most benefit from and contribute to the University’s educational resources, mission, and environment. Therefore, the Board of Regents and the faculty desire that students admitted to the University of Washington display qualities that predict academic success and enhance the intellectual and cultural vitality of the University community. The University seeks to enroll undergraduate classes rich in the intellectual abilities, academic commitments, and diversity of perspectives, backgrounds, and talents that create a stimulating educational environment and promote desired learning outcomes. Entering classes should also include students who demonstrate the ability to overcome adversity or disadvantage to achieve their goals and those who show promise to represent the University well in the professions and communities in which they will serve and lead.

Admission to the UW is competitive, and applicants are evaluated not only on their completion of minimum core subject requirements, but also on the advantage they took of the curricular offerings available to them. In this context of curricular rigor and opportunity, applicants’ grades, standardized test scores, and other academic profile elements are assessed. However, in selecting the freshman class, the University does not make its admission decisions solely on the basis of academic performance and profile elements. Important academic objectives are furthered when classes are composed of students with talents and skills derived from diverse backgrounds. Factors that indicate this diversity include, but are not limited to, ethnic or cultural awareness; activities or accomplishments; educational goals; living experiences, such as growing up in an unusual or disadvantaged environment; family educational background and socioeconomic status; and special talents. While commitment to intellectual development and academic progress continues to be of primary importance, a holistic and comprehensive review, including a personal statement, is also used in the admission of the freshman class.

The primary elements considered in the review include:

- completion of a substantial number of academic courses beyond the required minimum;
- senior-year curriculum;
- enrollment in honors, Advanced Placement, International Baccalaureate, or Running Start courses;
- enrollment in college and university courses while in high school;
• academic awards;
• school and community activities;
• educational and economic disadvantage, cultural awareness, and personal adversity;
• grade trends;
• persistent evidence of an unusually competitive grading system in the high school; and
• documented evidence of exceptional artistic talent.

If an applicant does not meet a particular admission requirement due to factors related to a disability, the applicant can petition the University for special consideration at the time of his/her application. The applicant can also appeal the denial of admission by providing this information and requesting special consideration of his/her circumstances. University policy also provides the opportunity for a student with a documented disability that would interfere with his/her ability to successfully learn a foreign language to be admitted to the University on a conditional basis, without the foreign language core requirement. These policies and processes are described on the University’s admission website. All admission policies and processes undergo continual review and monitoring by various councils and committees of the Faculty Senate, especially the Faculty Council on Academic Standards and its Sub-Committee on Admissions and Graduation.

The University also maintains a simple application process for students returning to the University. The process and form may be found on the website of the Office of the University Registrar.

The University of Washington has a special relationship with the community colleges, which educate a high proportion of the residents of Washington in their first two years of college. The University has entered into an articulation agreement with the State Board for Community and Technical Colleges, as have all of Washington’s baccalaureate-granting public colleges and universities. While transfer admission is competitive, the University, by agreement, gives priority to transfer students from Washington community colleges, especially those who have completed academic associate’s degrees or are academically prepared for direct entry into a specific major.

UW Seattle received 35,715 freshman and undergraduate transfer student applications for Autumn Quarter 2013. Offers of admission were extended to 18,971 applicants, and of these admitted applicants, 8,068 are confirmed for Autumn Quarter 2013. Overall enrollment for Autumn Quarter 2013 is projected to be 7,800.

UW Bothell received 4,294 freshman and undergraduate transfer student applications for Autumn Quarter 2013. Offers of admission were extended to 2,926 applicants, and of these admitted applicants, 1,401 are confirmed for Autumn Quarter 2013. Overall enrollment for Autumn Quarter 2013 is projected to be 4,000 (including undergraduate and graduate students).
UW Tacoma received 2,676 freshman and undergraduate transfer student applications for Autumn Quarter 2013. Offers of admission were extended to 2,168 applicants, and of these admitted applicants, 1,160 are confirmed for Autumn Quarter 2013. Overall enrollment for Autumn Quarter 2013 is projected to be between 4,150 and 4,200.

All three campuses received 28,351 graduate student applications for Autumn Quarter 2013. Offers of admission were extended to 6,120 applicants, and overall enrollment for Autumn Quarter 2013 is projected to be 3,727.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

University of Washington students are expected to uphold the Student Conduct Code and the General Conduct Code for the University of Washington, both of which are described in Standard 2.A.15. All policies governing the relationship between students and the institutions pertaining to co-curricular activities rest on these foundational documents and Student Governance and Policies, Chapter 201 in the UW Policy Directory.

Student Publications

The Office of Student Publications is responsible for publishing The Daily, a five-day-a-week student newspaper, and associated media: DailyUW.com; Daily Double Shot, a half-hour television program aired on UW Tacoma V; the Visitor’s Guide; and content available on Facebook, YouTube, and Twitter. The relationship between the University of Washington and the Office of Student Publications is clearly defined in the Report on Student Publications at the University of Washington (December 31, 1970), issued by then-president Charles E. Odegaard. Much of the oversight is vested in the Board of Student Publications, which has a mission statement and bylaws on file with the University. A publisher/editorial adviser, who reports administratively to the Associate Vice President for Student Life, directs the day-to-day operations.

The Board of Student Publications is a strictly constituted group of students and faculty appointed by various campus stakeholders, including the Associated Students of the University of Washington (ASUW; two representatives); the Graduate and Professional Student Senate (GPSS); The Daily (two representatives); the Department of Communication faculty; Faculty Senate; administration, faculty, or staff; and one outside professional journalist. The Board’s meetings and minutes are matters of public record. It hires the student editor-in-chief and advertising manager. All other students are selected and supervised by these two student leaders.

The University also exercises de jure oversight through annual external audits and centralized payroll and accounts payable functions. Student Publications’ liability insurance is purchased through the University’s risk management office, and annual contracts are reviewed and executed by the University’s central purchasing department.
**Tahoma West** is a student literary arts magazine at UW Tacoma and is dedicated to developing and promoting the arts on that campus by providing a way for students, faculty, alumni, and staff to publish their work.

At UW Bothell, the Office of Student Life works with many of the student organizations to maintain and publish policies and procedures related to the co-curricular experiences described in Standard 2.D.11. Such publications include, but are not limited to, the Club and Organization Handbook, the Student Activities Fee (SAF) Manual, Associated Students of the UW Bothell Constitution and Bylaws, SAF Constitution and Bylaws, Husky Herald Operations Manual, and the Student Technology Fee Committee Bylaws.

**Fraternities and Sororities**

The University, through the Office of Fraternity and Sorority Life (OFSL, a unit within Student Life), has entered into individual recognition agreements with residential fraternities and sororities to provide a framework for promoting the positive qualities of Greek life and compliance with relevant laws and policies. Concerns for such matters as open parties’ (i.e., parties open to everyone) use and abuse of alcohol are addressed in the agreements. By signing the agreement, fraternities and sororities are obligated to meet requirements for educational programming on substance awareness and acquaintance rape, the advance registration of parties, and the appropriate notification of events to law enforcement agencies. The Office of Fraternity and Sorority Life was created to work with fraternities and sororities to support adherence to the recognition agreements and offer peer accountability for violations. Copies of the recognition agreements are available to individual students through the fraternity and sorority presidents, advisors, house corps presidents, and the OFSL.

**Student Organizations and Student Governments**

Both a physical location and a University office, the Husky Union Building (HUB) is the center of student life on the Seattle campus and encourages all students to become active participants in the UW community through programs, activities, events, registered student organizations (RSOs), and the undergraduate and graduate and professional student governments. Policies and procedures related to events in the HUB and to the over 780 RSOs are maintained by the HUB (i.e., Student Activities Office, Event Services) and are available both in print and on their respective websites. The HUB Advisory Board, which consists of students, staff, and faculty, provides input and feedback on policies, procedures, budget initiatives, strategic direction, and capital improvements.

The Associated Students of the University of Washington (ASUW) and the Graduate and Professional Student Senate (GPSS), the two Seattle-campus student governments recognized by the Board of Regents, maintain constitutions, bylaws, policies, and procedures that guide and direct student governance. All policies comply with University policies, as well as local, state, and federal laws. The following materials are found online: ASUW constitution, bylaws, policies and procedures; GPSS constitution, bylaws, policies and procedures; and RSO policies and procedures, including information about disciplinary procedures for organizations. The HUB, ASUW, and GPSS undertake a review of, and abide by, annual financial and internal control audits conducted by external agencies.
Seven full-time employees in the Student Activities Office serve as a primary resource to guide and ensure the leaders of the more than 780 RSOs and the employees and volunteers in both ASUW and GPSS adhere to applicable policies and procedures regarding finance and budget, risk management, liability, safety, and accessibility.

At UW Tacoma, RSOs are managed by the Office of Student Involvement, which annually produces the Registered Student Organization Handbook. This publication contains information on policies and procedures, as well as resources for registered student organizations. There are currently 36 registered student organizations within seven categories: Academic, Cultural, Honor Societies, Religious, Service, Social, and Technology.

Activities at UW Tacoma include:

- Freshmen All-Nighter: a late night event designed to connect all new students to the campus community and provide an opportunity to learn about University culture and traditions;

- Student Involvement Fairs: held at the beginning of each quarter to provide an opportunity for registered student organizations to promote upcoming events and programs and recruit new members;

- Husky Hangouts: scheduled on a monthly basis to highlight registered student organizations and connect students with upcoming involvement opportunities;

- The Block Party: an annual tradition that brings together registered student organizations for a day of entertainment and celebration near the end of each academic year; and

- The OSCARS (Outstanding Student Ceremony Awards and Recognition) program: an annual recognition program designed to celebrate the outstanding achievements of student leaders and registered student organizations.

At UW Bothell, registered student organizations are managed by the Office of Student Life. The 80 RSOs range from recreational and cultural organizations to academic and leadership groups. Full information is available on the UW Bothell Student Life website.

Recreational Sports

At UW Seattle, intramural sports and club sports are offered through Recreational Sports Programs (RSP), which give students the opportunity to learn, compete, and stay healthy and fit. An outdoor sports and recreation complex, including a soccer/softball field, outdoor basketball court, sand volleyball court, and two tennis courts, opened in December, 2012. The handbooks for both intramural sports and club sports are found on the RSP website. Moreover, club sports are also registered student organizations and are held to the standards stated in the policy guide provided through the HUB.

The UW Tacoma Recreation & Fitness program is dedicated to developing and maintaining a healthy and socially oriented environment, which promotes and enhances the daily lives of its
users and complements the University mission. The program is a collaborative effort between the students and the University aimed at providing intentional facilities, programs, and equipment for students, staff, and faculty. It operates two facilities on the Tacoma campus: the Longshoremen’s Hall Recreation Center and the Campus Fitness Center. In Autumn Quarter 2012, intramural sports were launched at UW Tacoma, and offerings included flag-football, volleyball, basketball, and soccer. The program also partners with local businesses in the Tacoma area to offer students access to weekly yoga classes, and an indoor rock climbing gym.

At UW Bothell, intramural activities, club sports, fitness classes, the fitness center, as well as the sports and recreation complex are overseen by the Recreation and Wellness office and offer students the opportunity to learn, compete, and stay healthy and fit. The outdoor Sports and Recreation Complex opened in December 2012 and includes a multipurpose field, outdoor basketball court, sand volleyball court, and two tennis courts. The Fitness Center at UW Bothell is moving in autumn 2013, with more enticing options for students.

Outdoor Adventures is a new program at UW Bothell offering students the opportunity to go on recreational trips. Past trips involved kayaking, indoor and outdoor rock climbing, hiking, skiing, and snowboarding. This program will be growing tremendously in the next couple of years.

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Human Resources

The University of Washington regularly maintains and reviews its human resources policies and procedures to ensure they are consistent, fair, and equitably applied to its employees and students. There are two central offices that support the employment of University personnel. The administration of academic personnel is through the Office of the Vice Provost for Academic Personnel, which is part of the Office of the Provost. The administration of professional staff, classified staff, temporary staff, student employees, academic student employees, and other staff exempt from civil service is the responsibility of the Vice President for Human Resources.

University of Washington Human Resources policies are published and maintained as part of the comprehensive institutional online UW Policy Directory. Human Resources monitors changes in the law and reviews and updates policies to ensure they are legally compliant and meet institutional requirements. Responsibility for the content of, and compliance with, certain policies (e.g., equal opportunity, nondiscrimination, and affirmative action) is shared among several University units and managed collaboratively. The units that share responsibilities for some HR-related policies are Academic Personnel, Risk Management, and Human Resources.

University HR policies and procedures for staff and student employees can be found on the Human Resources website.
2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Academic Personnel

Faculty members are apprised by the University and the local appointing unit of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The *Faculty Code*, a document created through Faculty Senate legislation, contains the primary rules governing the procedures for faculty appointment, promotion, tenure, merit evaluation, and retention. The *Faculty Code* is readily available to the faculty through its publication in the UW Policy Directory.

Other academic personnel are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination through websites (e.g., Academic Human Resources), codes (e.g., Librarian Personnel Code), program policies and appointment agreements (e.g., Graduate Medical Education Policies and Procedures, Residency Position Appointment), and offers of employment.

Staff

The terms and conditions of employment for classified and professional staff are published on the Human Resources site. These take the form of labor contracts, the Professional Staff Program for professional staff employees, and links to civil service rules for the staff to which these rules apply.

The Human Resources website provides detailed information on topics such as compensation, complaint resolution, disability accommodation, leave administration, performance management, corrective action, violence prevention, and ethics for all staff employees.

The Human Resources Benefits Office administers the retirement, insurance, and other benefits programs offered to UW faculty and staff, and the UW Disability Services Office provides disability accommodation services to the faculty. Both of these offices publish specific program information on their respective websites.

In addition, employing units provide position-specific information to their employees, including information about hours of work, work assignments, leave request approval, and performance evaluation criteria.

UW Tacoma conducts its own new employee orientation.
UW Bothell apprises staff of the same conditions of employment as central UW HR and holds their own new staff orientation each month on their campus.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Academic Personnel

The Office of Academic Personnel is committed to maintaining the security and appropriate confidentiality of personnel records. Space assignments and offices have been configured with the need for security and confidentiality in mind.

Academic Human Resources (AHR) is the central repository for faculty, librarian, and academic staff personnel records. This includes compliance with the Administrative Policy Statement 2.4 with regard to monitoring access, managing records, and implementing necessary security measures.

Paper-based personnel records are maintained in a locked facility, with access limited to authorized employees. Medical information relating to academic personnel is maintained in files separate from the personnel record and secured in a locked facility.

PRIME (Personnel Reporting and Information Management Engine) is an electronic personnel record system that was designed within the framework of the University’s online security standards, and only authorized employees have access to the system. Other electronically maintained human resources records are secured on an Academic Personnel shared drive that limits access to authorized employees.

Information collected by the Office of Equal Opportunity and Affirmative Action, pursuant to requirements associated with the University’s status as a federal contractor, is not maintained in personnel records. Affirmative action data are maintained in electronic form with access limited to authorized employees who are designated as data custodians.

When responding to requests for access to records pursuant to the Washington State Public Records Act, AHR works closely with the Public Records Office to ensure that records and information that are exempt from public disclosure are appropriately redacted or withheld for security and/or confidentiality reasons.

Academic Personnel adheres to the University’s record retention schedules. As appropriate, records are transferred to the University’s Records Center, which is a secure off-site warehouse, for secure and confidential storage. Records that have reached the expiration of their retention period are appropriately disposed of through an authorized document destruction vendor.

Staff

Human Resources manages and maintains both hard copy and electronic records in compliance with applicable law and institutional policy. UW protections for HR data include two factor authentication to sensitive systems, an active information security program led by a Chief
Information Security Officer, and physically restricted access to HR and payroll file areas. In addition, UW’s access control schema for access to sensitive information in the institutional data warehouse applies the principles of access of least privilege at the database level to restrict access to confidential electronic records to the very small group of staff who require it to perform their functions.

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Self-Representation

A fundamental part of fulfilling the University’s mission of teaching, research, and service is communicating with numerous constituencies about the work the University performs. These constituencies include students and families, prospective students and their families, faculty, staff, alumni, donors, patients, and others who benefit from the University’s many services, such as civic and opinion leaders, governmental officials (local and federal), and the general population at large. In representing itself through various media (e.g., correspondence, email, official publications and marketing materials) to personal interaction with members of all of the constituency groups delineated above, the University ascribes to the same ideals that inform its academic mission: integrity, veracity, accuracy, transparency, and honesty. The UW takes seriously its responsibility to be accountable to those it serves, to communicate effectively and frequently about the ways in which it serves them, and to be credible as a source of information in all of its dealings with its various publics.

Employees throughout the institution with responsibilities for representing the University take great care to ensure that information provided is accurate and timely. University employees are reminded, through University policy, that situations embarrassing to the University have arisen when personal opinions of faculty and staff, especially on matters outside their fields of special competence, were identified in the public mind as reflective of the University’s position or opinion. Faculty members are reminded of the need for discretion in the use of the University’s name in connection with personal communications and activities in which the individual's University connection is not significant.

Information about the UW is available to the public online, including information such as policies, practices, mission, program descriptions and requirements, total costs, data addressing rates of student progress, and degree completion data. To expand and strengthen awareness, understanding, appreciation, and support for the University, the Office of External Affairs is charged with proactively shaping, crafting, and broadcasting strategic, effective, and timely communications and advocacy. The role of this office is to coordinate and distribute information from the President, Provost, and other campus leaders to students, faculty, staff, government officials, and others throughout the communities the University serves. External Affairs’ staff members specialize in state and federal relations, media relations, crisis communications, social media, web content development, internal communications, marketing, and broadcasting.
Other resources available to External Affairs include communications directors in each of the schools and colleges and at UW Tacoma and UW Bothell. These professionals work within the University’s established brand and content standards and are available to advise and collaborate on developing strategic communications and marketing to internal and external audiences.

Communication about important University issues is distributed regularly by the President and Provost’s offices, as well as by other leadership offices, via email to all students, faculty, and staff. In addition, UW Tacoma and UW Bothell develop promotional materials and messages that both reflect unity as part of the UW and highlight each campus’s distinctive characteristics. Communications activities, when focused on campus-specific audiences, are managed at the campus level.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The Board of Regents’ Statement of Ethical Principles

The following Statement of Ethical Principles was adopted by the Board of Regents in June 2012 and is available in the UW Policy Directory.

The faculty, staff, and students of the University of Washington are heirs to a 150-year commitment to honesty and integrity in conducting our mission of education, research and public service. As trustees of that legacy, it is our responsibility to hold ourselves and one another to the highest ethical standards, guiding our quests for the discovery and dissemination of knowledge and the conduct of other University affairs with a deep respect for the rules and societal standards that define the right way to conduct our work.

This Statement of Ethical Principles is intended to form a foundation for applying the various detailed regulations and ethics programs to which members of the University community is subject. The Statement should be used as a general guide in making ethical decisions in all situations, especially those where the right answer may not be immediately apparent.

1. Conflicts of Interest and Commitment

All regents, faculty, senior officials, and staff hold positions of trust, and we should conduct our activities accordingly. We must avoid activities that would compromise the public’s confidence in the University’s integrity or that would impair our independence and objectivity of judgment in the discharge of our responsibilities to the University. We should demonstrate sensitivity in identifying potential conflicts of interest, whether of a financial, personal, or professional nature. Conflicts of interest must be disclosed, reviewed, and appropriately managed or eliminated in accordance with the reporting and other provisions of applicable University and regulatory agency policies.
2. Respect and Civility

The University community is diverse in ethnicity, gender, age, religion, sexual orientation, political belief, and in many other ways. As members of this community, each of us must help establish and maintain a culture of tolerance and respect for the dignity and perspectives of others and promote civility in our discourse and behavior towards one another.

3. Accountability

We should hold ourselves accountable to each other, to the University, and to the public for our actions and our omissions. Our duty includes an obligation to report suspected violations of laws, regulations, or University policies to appropriate University officials and to avoid retaliation against others who in good faith report such violations.

4. Stewardship and Use of Authority

As stewards of University resources, we each have a responsibility to ensure that all assets under our control are used prudently, ethically, and for their designated purposes. We must avoid waste of University funds, property, or facilities or their diversion for non-University purposes. Similarly, we must be careful to use the authority delegated to us so that it serves institutional, rather than personal, objectives.

5. Seeking Guidance

Whenever we, as members of the University community, are uncertain about the best way to handle a situation, we should consult with our supervisors, the Internal Auditor, University legal counsel, or other appropriate resources.

**Student Conduct Code**

University of Washington students are held to high standards of ethics, integrity, and accountability through the Student Conduct Code (Chapter 478-120 WAC). Through individual intervention, the division of Community Standards and Student Conduct (CSSC) works with students to examine the factors that contributed to their decision making that resulted in a violation of the Student Conduct Code. CSSC was created to respond more efficiently to student conduct issues and to marry reactive student judicial services with proactive community development. CSSC plays a pivotal role in increasing knowledge and services for student behavioral issues and emergent student needs.
Sexual Harassment, Non-Discrimination, and Title IX Reporting Policies

The University of Washington community is committed to maintaining a civil and compassionate environment. To that end, our community does not condone nor tolerate sexual harassment. The University’s non-discrimination policy is guided by state and federal laws that prohibit sexual harassment. These state and federal laws include, among others, the Washington State Law against Discrimination (Chapter 49.60 RCW), Title IX of the Education Amendments of 1972, and Title VII of the Civil Rights Act of 1964, as amended.

The UW will promptly respond to and take appropriate action concerning allegations of sexual harassment. In addition, the University prohibits retaliation against anyone for reporting, cooperating with, or participating in the University’s complaint process regarding allegations of sexual harassment (Executive Order No. 31 and Administrative Policy Statement 46.3). The University has designated a Title IX/ADA Coordinator and appointed a number of individuals as deputy Title IX coordinators who are responsible for providing guidance, resources, and consultation to students, faculty, and staff, as well as coordinating compliance with Title IX.

Student Life

In addition to professional standards that are specific to professional roles and functions, such as professional standards for College and University Housing Officers, the Association of College Unions International, or the Association of Student Conduct Administrators, the Office of Student Life also adheres to the professional standards delineated by NASPA (Student Affairs Administrators in Higher Education) and the ethical principles and standards delineated by the American College Personnel Association. Employees such as accountants and procurement officers have additional professional standards that apply to their positions or work.

Risk Management and Internal Audit

The UW is committed to maintaining and promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University has adopted non-discrimination and non-retaliation policies and retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation. The UW has established internal procedures and systems for the investigation and resolution of such complaints to ensure that they are addressed in a timely and appropriate manner. The system for resolving a complaint against a University employee utilizes the University Complaint Investigation and Resolution Office, the Office of the Ombud, and local investigation and resolution within a department. The procedures for resolving a complaint against a University student are published in the Student Conduct Code for the University of Washington. The UW also has a designated Title IX and ADA coordinator responsible for ensuring an appropriate University response to complaints and for providing outreach, training, and resources.

Compliance with the conflict of interest policies and procedures is the responsibility of each employee. Allegations of conflict of interest are referred to the Office of Internal Audit for investigation. The actions taken as a result of these investigations range from a finding that the allegation was unsubstantiated up to, and including, termination of employment. UW Internal
Audit is also involved in providing training for faculty and staff on the State of Washington Ethics in Public Service Act, which includes specific sections related to conflicts of interest.

**University of Washington Police Department**

The University of Washington Police Department (UWPD) is an internationally accredited full-service police agency with law enforcement jurisdiction over the Seattle campus. The UW communications center manages all campus alarms, 911 calls, and dispatches officers 24 hours a day, 365 days a year. UWPD personnel respond rapidly to both emergency calls and non-emergency complaints and notifications. As a department covering a small jurisdiction, UWPD offers the best of small town policing by emphasizing education and problem solving over enforcement, when appropriate. UWPD officers take pride in knowing community members by name. As a campus police agency, they have developed customized resources and training for the particular challenges of a University campus.

All complaints against the agency or its employees, including anonymous complaints, are considered by the Commander of the Office of Professional Standards & Training (OPS&T) who fully investigates all such complaints as appropriate. Citizen comment forms are available to the public on the website and in hard copy at the station.

The UWPD is committed to unbiased policing and to establishing procedures that serve to provide professional, ethical service and enforce laws in a fair and equitable manner. In June of each year, a documented annual review of department practices is conducted by the Commander of the OPS&T, or his/her designee, to determine if there is any disparate impact to any of the identified community groups or members as stated in this standard.

**The Office of Scholarly Integrity**

The Office of Scholarly Integrity (OSI), in coordination with individual schools, colleges, and campuses, supports the integrity of the research conducted at the University through the receipt and review of allegations of research misconduct (e.g., fabrication or falsification of data, or plagiarism) made against UW personnel and students. OSI fulfills the institution’s obligation to ensure compliance with the regulations of the University’s federal funding partners.

University rules for addressing allegations of scientific and scholarly misconduct are published in the *Presidential Orders*, **Executive Order No. 61**.

**Faculty Code**

Chapters 27 and 28 of the *Faculty Code* provide for resolution of disputes. Chapter 27 addresses informal means of dispute resolution available to faculty including administrative review, the services of the University Ombud, and the Faculty Conciliation Board. Other examples of informal dispute resolution, often at the unit level, appear in other places in the *Faculty Code*. Chapter 28 describes the formal adjudication or grievance procedure, including specified time limits for parts of the procedure, which is designed to comply with the Washington Administrative Procedure Act (Chapter 34.05 RCW). Subject to the provisions of Chapter 34.05 RCW relating to exhaustion of administrative remedies, parties shall avail themselves of these proceedings prior to seeking review beyond the University.
Office of Equal Opportunity & Affirmative Action

The Office of Equal Opportunity and Affirmative Action (EOAA) supports the University’s compliance with the law and spirit of equal opportunity and affirmative action as it relates to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran, or other protected veterans.

OEAA oversees and manages the UW’s affirmative action programs, including the annual preparation of the federal affirmative action plan. OEAA is one of the institutional points of contact for federal and state agencies for equal opportunity and affirmative action compliance inquiries and compliance confirmation.

Office of the Ombud

The Office of the Ombud is available for assistance to all members of the University community who have questions, problems, or complaints, both academic and non-academic in nature. An independent and impartial resource, the Ombud provides information, consultation, and informal intervention in support of fair and timely action.

The Ombud can be a first point of contact, providing information and clarification about, and supporting access to, University systems, policies, regulations, and procedures. The Ombud also serves as a systems accountability check and is available for informal consultation or assistance in using formal complaint mechanisms of the University. Individuals are supported through an effective complaint process, and institutional systems receive feedback in support of process improvement.

The University Ombud stands as an advocate for fairness, embodying the UW’s institutional values of integrity, collaboration, diversity, and respect. It helps the University’s systems operate at the highest level of ethical standards of management and operations. The role and function of the Ombud is outlined in Executive Order No. 18.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct, or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The UW has comprehensive policies concerning the broad spectrum of ethics issues that emerge in the complex and varied environment of University life. These policies define and prohibit conflicts of interest by members of the Board of Regents, administrators, faculty, and staff. Employees are encouraged to err on the side of protecting the interests of the academic community, even if doing so would in some small measure disadvantage them individually.

Consistent with the Washington State Ethics in Public Service Act, institutional policy defines conflict of interest for all University employees. Additional University policies have been
adopted, and documents have been published to promote compliance with state ethics laws and avoid conflicts of interest. These include the **Outside Professional Work Policy**, the **personal use of state resources**, **Patent, Invention, and Copyright Policy**, **purchasing ethics** and the **faculty/student relationships and conflicts of interest**, all contained in the UW Policy Directory, as well as the **Researcher and Human Subjects Review Committee Member Conflicts of Interest**.

Information on ethics and conflicts of interest for UW employees is included in the **new employee orientation** and in **supplemental information** from Human Resources. Compliance with the conflict of interest policies and procedures is the responsibility of each employee. Allegations of conflict of interest are referred to the Office of Internal Audit for investigation.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The UW has clearly defined policies regarding ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. The relevant UW executive orders and administrative policies are noted below. Imbedded in these policies are links to other appropriate policies.

- **Presidential Executive Order No. 36** on Patent, Invention and Copyright Policy
- **Administrative Policy Statement 59.4** on Technology Transfer (Approved by the Provost and Executive Vice President by authority of Executive Order No. 4)

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The University of Washington accurately represents its current accreditation status, avoiding speculation on future accreditation actions or status. The University-wide accreditation status is reported in the General Catalog of each campus, which is produced by the Office of the Registrar. Individual schools and colleges are members of the various accrediting associations in their respective fields, and their accreditation status is reported throughout their literature. Currently enrolled or prospective students can review accreditation documents for the University and respective departments by contacting the Office of the Registrar.
2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

For audit purposes, the cognizant federal agency is the University’s Office of Naval Research (ONR). The ONR’s-approved purchasing system ensures that the acquisition of goods and services is conducted in a manner consistent with applicable state and federal statutes, rules, and policies. All applicable purchases of goods and services are reviewed by the Director of Procurement Services, or a designee, prior to a contractual agreement being executed. The UW’s contractual agreements are conducted in writing and incorporate standard terms and conditions, clear and concise specifications and requirements, or scope of work appropriate to the agreement.

The Capital Projects Office (CPO) is responsible for procurement of services in support of design and construction of new buildings and major improvements to existing buildings. In performing this core function, the CPO relies on its organizational units’ processes to ensure consistencies with the institution’s missions and goals. Projects managers monitor the planning, design, and budgeting phases of construction, renovation, remodeling, and demolition. They oversee the projects and manage all phases of assigned projects, which include developing project programs, conducting consultant selection processes, coordinating review of projects with members of the UW administration and various committees, providing direction to construction management, approving change orders, preparing project status reports, and recommending final project acceptances.

The CPO, through its processes, supports the financial reporting integrity goal of the University’s financial statements. It tracks, reviews, and classifies project expenditures per authoritative and approved standards. The CPO tracks and enforces consistency with University-wide underlying requirements for grants, appropriations, and gifted funds designated for capital projects. This process supports the University’s trust and fiduciary goals.

The Seattle Procurement Services Office has the delegated authority from the Board of Regents to enter into contracts on behalf of the UW. It has delegated this authority on the Tacoma campus to the senior contracts manager, with a technical reporting line to UW Seattle Procurement Services. This position maintains continuous and clear communication with the Seattle Procurement Services Office to ensure that all agreements are in compliance with University policies and procedures. Purchase transactions over designated limits are reviewed by the senior contracts manager to ensure compliance with all University policies and procedures.

At UW Bothell, researchers must obtain the approval of their school or program director and both the Vice Chancellor for Academic Affairs and the Vice Chancellor for Administration and Planning before research grants and contracts can be submitted to an external sponsor. This
includes requests for foundation funding as well as government funding. In all cases, gifts are reviewed for their fit with the institution's mission and goals prior to acceptance.

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

As one of the nation's outstanding teaching and research institutions, the UW is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of facts, theories, and ideas. The University affirms its commitment to the free pursuit and dissemination of knowledge through a Statement of Principle – Academic Freedom and Responsibility, which is published in the Faculty Code, Chapter 24, Section 24-33.

Membership in the academic community imposes on students, faculty members, administrators, and Regents an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways which injure individuals or damage institutional facilities or disrupt the classes of one's instructors or colleagues. Speakers on campus must not only be protected from violence, but given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that clearly and significantly impede the functions of the University.

Students and faculty are entitled to an atmosphere conducive to learning and to evenhanded treatment in all aspects of the instructor-student relationship. Faculty members may not refuse to enroll or teach students on the grounds of students' beliefs or the possible uses to which students may put the knowledge to be gained in a course. The students should not be forced by the authority inherent in the instructional relationship to make particular personal choices as to political action or their own roles in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance. (Examples of such matters include but are not limited to personality, personal beliefs, race, sex, religion, political activity, sexual orientation, or sexual, romantic, familial or other personal relationships.)

It is the instructors' mastery of their subject and their own scholarship which entitle them to their classrooms and to freedom in the presentation of their subjects. It is the responsibility of
the instructors to present the subject matter of their courses as approved by the faculty in their collective responsibility for the curriculum. Because academic freedom has traditionally included the instructor's full freedom as a citizen, most faculty members face no insoluble conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of their students, colleagues, and institutions, on the other. If such conflicts become acute, and the instructor's attention to his or her obligations as a citizen and a moral agent precludes the fulfillment of substantial academic obligations, he or she cannot escape the responsibility of that choice, but should either request a leave of absence or resign his or her academic position.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The University treats the freedom to pursue scholarship, research, and artistic creation as part of the larger institutional fabric of academic freedom and responsibility. The University has established a system of tenure to support the academic freedoms that the faculty possess. The Board of Regents has issued the following statement on tenure:

The University of Washington Regents accept in principle the concept that tenure for members of the faculty is essential for effective teaching and sustained productivity in scholarship. They furthermore accept in principle the concept that the privilege of a faculty member to hold his or her position without discriminatory reduction in salary, and not to be removed there from, should not be abrogated except for cause and through orderly administrative processes, maintaining and retaining, however, the responsibilities and obligations of the Board of Regents as defined in the laws of the state of Washington.

The faculty define tenure as follows:

Tenure is the right of a faculty member to hold his or her position without discriminatory reduction of salary, and not to suffer loss of such position, or discriminatory reduction of salary, except for the reasons and in the manner provided in the Faculty Code.

The University has established an adjudication process by which tenured faculty members may be assured that their expression of academic freedom does not form the basis for termination.

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval, and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The Board of Regents has established bylaws that govern how both the Board and the University operate. These By-Laws are available in the Board of Regents Governance resource within the UW Policy Directory.
The Board has also adopted a number of standing orders that cover topics such as delegation of authority, legislative representation, gifts to the University, the architectural commission, indemnification of University personnel, policy on compensation for adverse effects to human subjects, and the policy governing approval of investments. These standing orders are also available in the Board of Regents Governance resource.

These bylaws and standing orders establish the general framework for the oversight and management of financial resources.

**Policies Implemented Under Board of Regents’ Delegated Authorities**

Under the delegated authority that the Board has provided and where it is deemed appropriate, the administration has further clarified financial management policies and procedures by either adopting administrative policy statements or developing other official policies. Policies of particular significance (e.g., the University’s debt management policy) are brought to the Board of Regents for endorsement. The administrative policy statements relating to fiscal management are available in the UW Policy Directory.

Other related elements of fiscal management are addressed by administrative policy statements relating to services, equipment inventory, and travel. In addition, the University has a deficit resolution policy that is posted on the Office of Planning & Budgeting website.

Other policies in the fiscal and debt management realm are discussed under a number of responses in the finance section of the accreditation report (Standard 2.F).

As an agency of the state of Washington, the University must also comply with various financial management policies established by the state of Washington Office of Financial Management. These policies are specified in the State Administrative and Accounting Manual, which can be found on the Office of Financial Management’s website.

**Ongoing Review and Approval of Policies**

The Board normally reviews its bylaws and standing orders annually as part of the process that takes place when the incoming Board president begins his or her term. Other significant institutional policies are updated when the administration believes that an update is necessary.

The following are examples where the Board of Regents provides approval and monitoring:

- regular reports and briefings on financial matters are presented to the Board of Regents;

- monthly reports on gifts that the University has received;

- monthly reports on both public and private grants that have been awarded to the University;

- quarterly reports on the performance of the University’s Consolidated Endowment Fund;
• annual reports from the University’s independent accountants regarding the University overall and various components of the UW Medicine health system;

• annual reports from the state’s Auditors Office;

• biennial report by the Capital Projects Office on the status of all major project (i.e., projects having a budget of $5 million or more); and

• briefings as appropriate by the administration and the Attorney General’s Office on the status of any major legal actions against the University.

Through the combination of these and other briefings and reports, the Board is fully informed on all major aspects of the University’s financial situation.

The Board also reviews and approves annual operating and capital budgets for the University. Among the materials that go to the Board as part of their approval of the annual operating and capital budgets is the One Capital Plan, which is a comprehensive, 10-year forecast of projected capital projects. The Board also approves any capital project that has a budget of $5 million or greater.

UW Tacoma and UW Bothell have created budgeting structures that include strategic budget committees. At UW Tacoma, this committee regularly disseminates information to the campus. At UW Bothell, the Chancellor’s Cabinet assumes the role of the budget committee. Units make budget requests to their division head, and requests are reviewed by the Chancellor and other appropriate personnel.
Standard 2.B Human Resources

The University of Washington is one of the nation’s premier educational and research institutions and one of the state’s largest employers. The University recruits the best, most diverse, and innovative faculty and staff from around the world to encourage a vibrant intellectual community for students. The tri-campus community is made up of over 40,000 qualified employees who help to achieve the educational objectives, oversee academic policies, and ensure the integrity and continuity of all academic programs.

The University of Washington maintains two central offices to support the employment of University personnel. The administration of academic personnel is through the Office of the Vice Provost for Academic Personnel, which is part of the Office of the Provost. The administration of professional staff, classified staff, temporary staff, student employees, academic student employees, and other staff exempt from civil service is the responsibility of the Vice President for Human Resources.

The Office of the Vice Provost for Academic Personnel (AP) serves as the institutional portal for academic personnel administration. In partnership with schools, colleges, and campuses, AP works to fulfill the University’s mission, vision, and values by supporting the:

- recruitment, appointment, on-boarding, and reporting of the best, most diverse, and innovative academic personnel from around the world;
- retention, advancement, and career transitions of the University’s world class academic personnel; and
- University’s efforts to hold itself to the highest standards of ethics, integrity, and compliance with institutional policy and regulatory obligations.

The AP team, with its subject matter expertise, brings an institutional perspective to the oversight and guidance it provides to academic personnel administration, which complements the discipline-specific context provided by schools, colleges, and campuses.

Academic Human Resources (AHR), an office within AP, is dedicated to providing superior services and high-level resources regarding academic personnel practices and institutional policies for faculty, librarians, and academic staff. Through collaborative relationships with local appointing units, AHR facilitates the recruitment, appointment, promotion, retention, and compensation of academic personnel consistent with institutional policy and regulatory obligations. Through the delivery of individual service to faculty, librarians, and academic staff, AHR provides information on institutional policy and procedures; promotes a family friendly, safe, and supportive workplace; and facilitates problem solving and effective resource utilization.

UW Human Resources (UWHR) provides expert human resources management services for all UW classified and professional staff, including those in the UW Medicine health system, in the following areas: compensation, employee relations, employment, professional development, HR information services, and policy analysis. In addition, UWHR’s responsibilities for labor relations, benefits administration, organizational development, violence prevention, disability accommodation services, and employee communications extend beyond staff and include faculty.
and students. The mission of UWHR is to recruit, develop, and retain individuals whose work advances the vision and mission of the University. Human Resources will ensure that the University’s reputation as an employer parallels its reputation as a world-class university, allowing for individuals to achieve their full potential. It is committed to designing and delivering:

- recruitment activities that attract the highest quality people to the University;
- retention activities that recognize the value of each employee and enable each to contribute to the University’s success along with the realization of personal and professional goals;
- a culturally diverse and inclusive environment in which every member is accepted, appreciated, and rewarded for his/her contributions;
- opportunities for skill, career, professional, and organizational development;
- a compensation program that is externally competitive and fiscally responsible and allows departments to reward exceptional performance; and
- a benefits program that ensures the best possible quality of life for employees and retirees.

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

UW Human Resources supports the University’s ability to employ a sufficient number of qualified personnel to maintain its support and operations functions by recruiting well qualified, capable candidates, ensuring that candidate selection criteria, position descriptions, and procedures for selection of personnel are published and made readily available, and by:

- promoting a culturally diverse and inclusive environment;
- providing access to opportunities for skill, career, and professional development;
- maintaining a competitive compensation program; and,
- providing benefits that help ensure the best possible quality of life for employees and retirees.

Supervision and management of University staff is the responsibility of individual departments; they are also charged with maintaining accurate and up-to-date job descriptions.
Academic Personnel, through Academic Human Resources and the Office of Equal Opportunity and Affirmative Action, ensures that position advertisements fulfill the University’s recruitment requirements and accurately represent the available appointments. Through the decentralized hiring process, the highest qualified faculty members who will meet both the specialized needs of the unit and the broader needs of the University’s programs as a whole are identified and recruited.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

UW professional and classified staff standards and requirements for periodic employee evaluations are articulated in the UW Professional Staff Program, collective bargaining agreements, and state civil service rules. Compensation adjustments for professional staff require administrative confirmation that the employee’s job performance has been reviewed during the 12-month period preceding the proposed adjustment.

Executive Order No. 20 outlines a systematic process for the appointment and review of academic administrative appointees, including deans, directors, and chairs. The policy recognizes that it is beneficial to the academic administrators, the unit for which the administrator has responsibility, and the University, that periodic reviews be conducted. The reviews are to assess the recent accomplishments of the administrator in light of the past, present, and future goals of the individual and the unit and changes in related units or in the University that affect the unit. Academic administrators are reviewed at intervals of no longer than five years.

The UW has recently established a new process for orienting and mentoring new deans and chancellors, offering guidance and structure throughout their tenure. This includes the following goals:

- Goals for Years 1-2 of Dean/Chancellor Appointment
  - provide guidance on University resources
  - connect with a peer support system
  - provide early feedback on performance
  - reaffirm a vision based on a more complete understanding of the strengths and weaknesses of the unit

- Goals for Years 3-4 of Dean/Chancellor Appointment
  - continue to connect with peer support system
  - support the new leader’s reflection on his or her progress and success through a process of gathering feedback
• Goal for Year 5 of Dean/Chancellor Appointment
  
  o comprehensive evaluation of success

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Across all three campuses, there are substantial University resources that provide appropriate opportunities and support for professional growth and development for faculty, staff, and administrators.

At UW Seattle, Human Resources’ Division of Professional & Organizational Development provides a wide variety of opportunities for staff to expand and diversify their job skills through in-person and online training. Training courses cover a wide spectrum of professional development areas such as communications, organization, fiscal procedures, planning and productivity, personal and professional growth, supervisory and leadership skills, and human resources administration. In addition, staff who gain admission to the University are able to enroll in classes, on a space-available, reduced-fee basis. These opportunities have helped many UW staff complete degrees and broaden their skill sets, making them even more valued contributors to the University’s mission while enhancing their career opportunities.

New faculty are encouraged to participate in the Faculty Fellows Program, an intensive instructional development program led by the UW’s Teaching Academy, which is comprised of those faculty members who are previous recipients of the University of Washington Distinguished Teaching Award.

Under the University’s Professional Leave Policy, faculty members and professional staff may, as frequently as every seven years, request and receive a paid development leave. The paid professional leave program is authorized and regulated by state law, which sets limits on the number of leave quarters available during an academic year and the level of compensation permitted during a leave. Faculty members taking one quarter of leave receive full salary. Those taking two quarters of leave receive three-fourths of their salary, and those taking three or four quarters of leave receive two-thirds of their salary.

Through its Outside Professional Work Policy, the University recognizes that the individual, the University, and the state benefit from faculty and staff involvement in, and support of, outside organizations and industry. Such involvement provides individuals opportunities to disseminate expert information outside of the traditional university employment structure while simultaneously providing individuals additional experiences, augmenting their ability to carry out their University responsibilities. With advance approval, full-time faculty and staff may engage in outside professional work for remuneration to the maximum extent of 13 calendar days per academic quarter (averaging no more than one day per seven day week).

There are a number of substantial programs that provide support for new research initiatives by faculty members. The most prominent is the Royalty Research Fund. This fund, which is
supported by a distribution of revenues from the University’s program in Technology Transfer, is administered by the Office of Research. Twice a year, faculty members are invited to submit internal grant proposals to start new research programs.

The ADVANCE Center for Institutional Change helps recruit and retain women faculty, creates a sense of community across STEM departments, provides valuable resources to faculty leaders and emerging leaders across campus, and mentors pre-tenured faculty and women faculty. UW ADVANCE also holds campus-wide leadership development workshops with chairs, deans, and emerging leaders. These workshops offer faculty leaders a rare opportunity to hear from UW administrative leadership, connect with University leaders, and network with a wide range of their peers. UW ADVANCE also consults regularly with faculty, chairs, and deans on issues of hiring and retention. UW ADVANCE staff members also meet with new chairs, deans, and entering women faculty in STEM to share resources, explain UW ADVANCE services, and welcome them to UW.

The Center for Teaching and Learning (CTL) is a collaboration of three sponsoring units: the Graduate School, Undergraduate Academic Affairs, and the UW Libraries. CTL promotes student learning by supporting and strengthening the UW teaching community. The Center works with individuals, departments, and communities of practice, and collaborates with campus partners to share knowledge of best practices and evidence-based research on teaching, learning, and mentoring. Activities in support of teaching are found on the CTL website. Several specific examples are noted below:

- **Learning Communities:** Small groups of faculty, instructors, staff educators, and graduate students in teaching and learning leadership roles, and instructional librarians who are actively engaged in learning more about a current teaching and learning topic. Learning Communities are characterized by the exploration of innovative materials and practices, peer collaboration, community building and networking, and a shared interest in enhancing student learning.

- **Teaching and Learning Symposium:** Every spring quarter, the symposium features the work of UW faculty, staff, and graduate students who are actively engaged in examining teaching and learning in their disciplines. The event includes a keynote address followed by two poster sessions.

- **First Fridays for Grad Students:** Lunch-time professional development workshops for graduate students on teaching topics are offered monthly.

- **Technology Teaching Fellows:** The week-long institute offers a generous stipend and ongoing support to UW Seattle faculty who wish to redesign a course into a hybrid or online format.

- **Open Classrooms and Conversations:** An initiative piloted Spring Quarter 2013, this program invites a select group of faculty and graduate students to observe a colleague over the course of the quarter. Goals are to increase collegiality within the UW instructional community, introduce colleagues to resources and opportunities for support,
and help colleagues to further develop a concept they intend to implement in their teaching.

In addition to the all-faculty resources provided by the Seattle campus, UW Tacoma offers promotion and tenure workshops for assistant professors, associate professors, and full-time lecturers eligible for promotion. UW Tacoma also has a Faculty Resource Center, created to bring together the research, teaching, technology, and faculty development services at UW Tacoma. For the past two years, UW Tacoma has hosted an *iTechnology Fellows Initiative in Innovative Course Redesign*, a Chancellor's Fund partnership with academic units, created to advance innovative practice in teaching and learning with technology. UW Tacoma iTech Fellows work in disciplinary teams over the summer to rethink and redesign online innovation using research-based best practices. The Office of Research and Scholarship Support assists faculty and students identify grant and funding support for academic research and sponsors a Research Boot Camp in the summer for faculty needing assistance in grant writing.

In recognition of a higher teaching load, UW Tacoma has established a program of research support for junior faculty members, providing released time of one quarter with no teaching and no service in order to pursue research. A faculty member may apply once for release time for research during his or her third or fourth year (on the tenure clock cycle). Release time will never be granted for the first or sixth year.

UW Bothell’s Teaching and Learning Center (TLC) and Office of Research offer additional opportunities for professional growth and development. The TLC provides individual consultations, assistance with curriculum assessment design, funding for teaching-related conference travel, and support for service-learning and laboratory courses. Other faculty development programs include institutes, such as the Hybrid Course Development Institute and the Scholarship of Teaching and Learning Symposium.

Since 2008, UW Bothell’s Office of Research has focused increasingly on research development efforts. These include creating opportunities for faculty to present research to potential collaborators in weekly research-in-progress seminars, to receive substantive feedback through participation in research interest groups, and to practice their pitches to sponsors in an annual event called Discourse. UW Bothell also provides opportunities and support for professional growth of staff in conjunction with central UW HR's Division of Professional & Organizational Development.

Individualized and group training opportunities are provided across the University. For example, throughout the year Academic Personnel offers numerous workshops to enhance the effectiveness of faculty and administrators. Topics include how the reappointment and promotion and tenure process works for new assistant professors, how to prevent retaliation and sexual harassment claims, and onboarding for foreign national scholars who are sponsored on J-1 visas. Other units that provide training and information sessions for faculty and staff include Human Resources (Professional and Organizational Development), Office of Minority Affairs & Diversity (Associate Vice Provost for Faculty Advancement), and the Center for Instructional Development and Research.
2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The University of Washington employs qualified faculty in sufficient numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. Qualifications for faculty at the various ranks are defined in the Faculty Code, Chapter 24, Section 24-34.

The UW employs 17,730 academic personnel (October 2012). This number includes 5,826 faculty members delineated in Table 9. Of these faculty members, 62 percent are professorial faculty, 22 percent are non-professorial instructional faculty, 6 percent are research faculty, and 10 percent are temporary faculty. In addition to these key faculty members, the UW has 5,654 clinical faculty, 2,738 affiliate faculty, and 3,512 other academic personnel.

Table 9: Faculty Profile, October 2012

<table>
<thead>
<tr>
<th>Faculty Rank and Title</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professorial Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>1,114</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>566</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>356</td>
</tr>
<tr>
<td>Professor Without Tenure</td>
<td>582</td>
</tr>
<tr>
<td>Associate Professor Without Tenure</td>
<td>483</td>
</tr>
<tr>
<td>Assistant Professor Without Tenure</td>
<td>494</td>
</tr>
<tr>
<td><strong>Instructional Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Lecturer, part-time</td>
<td>530</td>
</tr>
<tr>
<td>Lecturer, full-time</td>
<td>182</td>
</tr>
<tr>
<td>Senior Lecturer, part-time</td>
<td>54</td>
</tr>
<tr>
<td>Senior Lecturer, full-time</td>
<td>131</td>
</tr>
<tr>
<td>Principal Lecturer</td>
<td>21</td>
</tr>
<tr>
<td>LLM Lecturer</td>
<td>5</td>
</tr>
<tr>
<td>Artist in Residence</td>
<td>22</td>
</tr>
<tr>
<td>Senior Artist in Residence</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Associate</td>
<td>353</td>
</tr>
<tr>
<td>Faculty Category</td>
<td>Count</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Research Professor</td>
<td>99</td>
</tr>
<tr>
<td>Research Associate Professor</td>
<td>146</td>
</tr>
<tr>
<td>Research Assistant Professor</td>
<td>128</td>
</tr>
<tr>
<td>Acting Professorial</td>
<td>205</td>
</tr>
<tr>
<td>Acting Instructional</td>
<td>302</td>
</tr>
<tr>
<td>Visiting Professorial</td>
<td>20</td>
</tr>
<tr>
<td>Visiting Lecturer</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,826</strong></td>
</tr>
</tbody>
</table>

These faculty members are appropriately qualified for the positions that they hold as exemplified by their degree qualifications:

- **Professors:**
  - 97 percent hold doctoral level degrees
  - 70 percent with PhD or equivalent
  - 31 percent with MD or equivalent
  - 3 percent with other doctoral level degrees

- **Associate Professors:**
  - 96 percent hold doctoral level degrees
  - 67 percent with PhD or equivalent
  - 34 percent with MD or equivalent
  - 2 percent with other doctoral level degrees

- **Assistant Professors:**
  - 95 percent hold doctoral level degrees
  - 59 percent with PhD or equivalent
  - 42 percent with MD or equivalent
  - 2 percent with other doctoral level degrees

- **Instructional Faculty (lecturer track):**
  - 40 percent hold doctoral level degrees
    - 33 percent with PhD or equivalent
1 percent with MD or equivalent
7 percent with other doctoral level degrees
56 percent hold other appropriate degrees
45 percent with masters level degrees
11 percent with baccalaureate level degrees

2.B.5 Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

Faculty responsibilities and workloads are commensurate with the University’s expectations for teaching, research and scholarship, and service. Specific responsibilities and workloads for faculty members are established at the level of the appointing unit, consistent with the faculty member’s appointment and the guidelines established by the associated school, college, or campus.

University of Washington Instructional Responsibility Policy

As articulated by the Office of Academic Personnel, one of the University’s highest priorities is to provide superior instruction to its undergraduate, graduate, and professional students, as well as its residents, fellows, and postdoctoral trainees. Instruction takes many forms, and classroom instruction varies from the traditional lecture hall to such venues as the laboratory, studio, clinic, or hospital. To accomplish this mission, faculty need to be available to students, and courses need to be scheduled across the year in patterns that maximize student access.

Units, colleges, schools, and campuses are responsible for ensuring that these objectives are met. In so doing, each academic unit shall establish its appropriate teaching requirements and implement them. It is expected that faculty members who are fully funded from instructional budgets will be in residence (except when on approved professional leave) and will have assigned classroom instructional responsibilities in every quarter when so supported. Faculty members who are partially supported from instructional funds will have proportional instructional responsibilities.

Units, colleges, schools, and campuses may not adopt policies that relieve faculty of classroom responsibilities in quarters when they are supported by instructional funds. To meet the University’s other responsibilities, it may be appropriate in exceptional situations for a faculty member to have no classroom load distributed across the remainder of the year. Each such exceptional arrangement must be requested in advance by the department chair/program director and approved by the dean/chancellor and the Provost.
Departments, colleges, schools, and campuses report annually through the dean/chancellor to the Provost on their implementation of this policy, detailing how courses and instruction are distributed across the academic year and among the faculty.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The University of Washington evaluates faculty in a regular, systematic, substantive, and collegial manner. There are multiple approaches to the systematic evaluation of faculty members, which are clearly outlined in the Faculty Code. Because the University administers a merit-based salary program, all faculty members receive an annual, systematic peer evaluation. In addition, the University has a formal pre- and post-tenure evaluation process that is triggered by the merit review process.

In addition to merit-based peer reviews, there is a regular system of faculty conferences to support discussion of a faculty member’s career goals in conjunction with the appointing unit’s needs and goals. These conferences are documented and become a component of the faculty member’s personnel file. These conferences are conducted annually for full-time lecturers and assistant professors, every two years for senior lecturers and associate professors, and every three years for principal lecturers and professors.

All annual and contract term faculty members, as well as assistant professors, must be reviewed prior to reappointment. All promotion eligible faculty members must undergo a comprehensive evaluation prior to any promotion decision.

The pre- and post-tenure evaluation process is triggered when a faculty member, at any rank, is not deemed to be meritorious for two consecutive years. When that happens, the department chair appoints a committee to conduct a thorough evaluation of the faculty member’s record and to identify a plan for performance improvement.

Each of the modes of evaluation considers performance in the areas of teaching, research and scholarship, and service consistent with the expectations of the faculty member’s appointment. Every faculty member is expected to have at least one course evaluated by students in any academic year in which the faculty member teaches one or more courses. In addition, there is a regular schedule of collegial evaluation of teaching effectiveness that is outlined in the Faculty Code.
The evaluation system is based on the premise that open communication among faculty, and between faculty and administration, must be maintained to ensure informed decision making, to protect the rights of individuals, and to aid faculty members in the development of their professional and scholarly careers.
Standard 2.C Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

All three University of Washington campuses provide a range of programs that are consistent with their missions, culminate in identified student learning outcomes, and lead to degrees in recognized fields of study. The University’s undergraduate, graduate, and professional degree programs go through rigorous approval and review processes to ensure that they are consistent with the institution’s mission and goals, as well as with state-wide post-secondary educational planning and national norms and standards.

The UW has three processes in place that ensure program content and rigor is consistent with the University’s mission and reputation. They are the new academic program planning process, the program and course change process, and the 10-year academic program review process.

New Academic Program Planning Process

This process includes extensive faculty and administrative approval and oversight of the curriculum to ensure quality and alignment with the University’s mission. The new academic program planning process is described in detail under Standard 2.C.5.

Program and Course Change Process

This process includes extensive faculty and administrative approval and oversight to ensure quality and alignment with the University’s mission. The process is described in detail under Standard 2.C.5.

Ten-Year Academic Program Review Process

The most serious and in-depth academic reviews at the University are the decennial academic program reviews of each department. These are conducted by the Graduate School in collaboration with other UW units, such as the Office of Undergraduate Academic Affairs and the Office of the Provost. Originally designed to evaluate only graduate programs, the process was revised in 1997 to become a holistic review of all aspects of each academic unit, including the state of its strategic planning process; its undergraduate and graduate programs; its research program’s infrastructure, reputation, and funding base; and the diversity of its faculty and student body. Reviews of research institutes and centers are conducted at the request of the Vice Provost for Research or the responsible dean.

Reviews of academic programs are mandated for 10-year intervals but are conducted at shorter intervals when deemed appropriate. For each program review, peer review teams are individually assembled, composed of the University faculty and faculty from other leading research-intensive
universities. The review structure is guided by the University’s Guidelines for Units under Review, available from the Graduate School’s Office of Academic Affairs and Planning.

The process begins with the unit’s self-study, which addresses issues such as program-institutional fit; appropriateness of educational objectives to the degrees offered; clarity and scope of program design, research and productivity; outcome measures; appropriateness of resources; diversity; governance; and resources.

The faculty review team is charged with reviewing all documentation provided by the unit and conducting interviews and inquiries in order to formulate a clear assessment of the unit’s teaching and research activities. It is not the committee’s direct charge to evaluate budget or other non-academic aspects of the unit’s functions; however, questions regarding budget and facilities, in particular, are often addressed during the review process. All committee recommendations are discussed by the Graduate School Council, which makes a formal recommendation to the Dean of the Graduate School. The Dean of the Graduate School, in turn, makes a recommendation to the dean of the unit under review and sends a copy to the Provost.

Other Processes of Change

Two other processes are relevant to academic programs at the University of Washington. First, the institution has an elaborate policy governing Reorganization, Consolidation, and Elimination of Programs (RCEP), as part of the Faculty Code. Its fundamental purpose is to ensure full consideration of services consequential to programmatic decisions. In the rare case in which a program might be discontinued, provisions are made for students to complete their programs in a timely manner. Second, because curriculum is constantly changing, the policies and procedures guiding consideration of change may sometimes need review.

UW Seattle Student Learning Outcomes

As noted in the previous section, departments and faculty at UW Seattle have primary responsibility for setting the learning agendas for students in their majors. Every department has departmental undergraduate education and curriculum committees that study the content and construction of the major and track national trends in their academic disciplines, and each department offers degrees that represent the acquisition of skills and knowledge appropriate to its disciplinary practice. The work of these groups forms the basis for development of program-specific assessment of student learning, and provides the foundation for an inferential or “bottom-up” approach to institutional assessment. This approach was endorsed in the joint 2004 statement of the Faculty Councils on Academic Standards and Instructional Quality in contrast to the “top-down” identification of institutional learning goals in place at the time of the 2003 UW institutional accreditation.

The Office of Educational Assessment (OEA) has tracked programmatic assessment of student learning since 1993 using departmental Assessment in the Majors reports. Every two years, the

3 Learning Goals Joint Statement, Faculty Council on Academic Standards, Faculty Council on Instructional Quality, May 27, 2004
Vice Provost and Dean for Undergraduate Academic Affairs (UAA) requests that departments report student learning goals for undergraduate majors, methods used to assess student learning, changes made in departmental curricula based on results of program assessment, and any steps they plan to take in the future regarding their academic programs. Departmental summaries are forwarded to the OEA for compilation, analysis, and online publication as an Assessment in the Majors report.

Development and assessment of learning goals for undergraduate majors has increased steadily over the years. The 2011-13 Assessment in the Majors report indicated that 100 percent of the 64 departments offering undergraduate degrees at UW Seattle had identified learning goals compared to 78 reported in 2004-06. The quality of those goals has improved as well. During 2007-09, OEA began identifying departments with “well-developed” goals, and since that time, the percentage of departments with high quality goals has increased from 68 percent to 97 percent among departments that submitted goals.

This rapid increase in well-developed learning goals for majors was sparked by a commitment made by the College of Arts & Sciences (A&S). Between January 2004 and January 2009, the A&S Learning Initiative provided funding to improve learning in 75 percent of its academic majors. The Learning Initiative provided funding to teams of faculty for projects that included identifying learning goals for majors and foundational courses, creating active-learning strategies, and assessing outcomes in courses and majors. In addition, A&S partnered with OEA to provide departments with consultative support relating to assessment strategies and help in designing assessment methods and instruments. Unfortunately, the Learning Initiative was suspended in 2009 in response to state-wide budget cuts.

UW Seattle is committed to authentic representation of disciplinary differences in assessment of learning outcomes. With this in mind, it should be noted that common learning goals across academic programs could be inferred from the Assessment in the Majors. Figure 4 displays the percentage of departments reporting each of those shared goals during 2011-13. As shown, the majority of departments identified goals related to mastering a body of knowledge (100 percent); critical thinking and problem-solving (100 percent); written and oral communication (91 percent); research using methods appropriate to the discipline (77 percent); and/or diversity, multiculturalism, or global awareness (56 percent). These high-incidence goals have remained constant over several years. The less frequently mentioned goals may change from year to year.
Figure 4: UW Seattle Learning Goals for Undergraduates, 2011-2013

Even though shared goals can be extrapolated from those mentioned by individual departments, it is important to remember that the goal labels shown in the figure represent specialized learning tasks that vary quite a bit across the disciplines. This diversity is represented in the complete chart of learning goals included with the Assessment in the Majors report and illustrated, in brief, in Table 10. The table displays the diverse learning goals reported by four departments and classified as representing critical thinking/problem solving goals in their respective disciplines.

4 Developed from 2011-13 departmental learning goals for majors
### Table 10: Critical Thinking/Problem Solving Goals for Four Disciplines

<table>
<thead>
<tr>
<th>Department</th>
<th>Critical Thinking/Problem Solving Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Develop and practice analytic, evaluative, and contextual skills requisite to critical thinking, kinesthetic understanding, and personal growth.</td>
</tr>
<tr>
<td>Applied and Computational</td>
<td>Cast a real world problem in a way that makes it amenable to mathematical, statistical, or computational analysis, and assess the merits of the proposed solution through critical thinking, problem solving, and modeling.</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Demonstrate scientific fluency by gathering information from scientific and/or popular sources, evaluating it (the validity, authoritativeness, relevance and usefulness of sources), synthesizing it, and using it.</td>
</tr>
<tr>
<td>Sociology</td>
<td>Possess the analytic skills necessary to understand and evaluate sociological arguments and relevant empirical evidence. These include:</td>
</tr>
<tr>
<td></td>
<td>• ability to identify and assess the logic of an argument (or research design)</td>
</tr>
<tr>
<td></td>
<td>• familiarity with methods for systematic observation of the social world</td>
</tr>
<tr>
<td></td>
<td>• basic quantitative fluency</td>
</tr>
</tbody>
</table>

Consistent with differences in disciplinary practice, departments tend to assess their work in a number of ways. Classroom-based assessment techniques and course evaluations are used by 100 percent of undergraduate departments. In addition to these two methods of assessment, the 2011-13 Assessment in the Majors report notes that the following methods of assessment were frequently cited by departments:

- exit surveys or interviews of graduating seniors (81 percent)
- capstone courses or capstone-like experiences, including senior seminars, theses, projects, shows, or performances (67 percent)
- focused studies of student work (portfolio review or specifically targeted outcomes) (45 percent)
- focus groups, interviews, or formal and informal meetings with students about the quality of their experience in the major (36 percent)
- assessment of student satisfaction or performance at one or more key points midway through the major (31 percent)
- assessment by external reviewers of student work (30 percent)
- student self-assessment and reflection (25 percent)
- demonstration of learning through internships, co-ops, or practica (16 percent)
- external standards, such as proficiency or professional exams (11 percent)

As is the case with learning goals, assessment methods often vary with the disciplines. For example, the arts integrate student self-assessment and critique into their courses both as a learning goal for majors and as a method for assessing learning. The arts also often make use of
external reviewers of student work. Many engineering departments also make use of external reviews, but they are also likely to include assessment through internships or co-ops. Departments regularly use results from these methods in their curricular review processes described earlier in this section.

For program outcomes to be met, course-based learning goals must also be met. UW Seattle provides free course evaluation services for faculty and graduate students, and more than 10,000 courses are evaluated annually. Faculty members are required to evaluate their teaching at least once a year, and departments often require teaching assistants to evaluate every course they work with. Teaching evaluations for faculty often include peer reviews, as well. A recent UW study of change in faculty teaching\(^5\) clearly showed that faculty use information gathered from course evaluations and peer reviews to improve their teaching. Furthermore, many faculty members engage in mid-quarter, as well as end-of-quarter, “check-ins” to gather information from students about class methods, concepts, and assignments mid-way through their courses. This gives faculty the opportunity to make changes and add clarification to the course while still engaged in its conduct.

The UW has developed a particularly robust and effective course evaluation system. The Instructional Assessment System (IAS) provides both quantitative and qualitative student perceptions of instructional quality and is used by more than 40 institutions across the United States. Thirteen distinct evaluation forms gather student feedback pertinent to several various types of instruction (e.g., small lecture, lab), and statistics relating to item and instrument quality are computed and published. Analytic reporting is a particular strength of the system. In addition to individual course reports that are provided to instructors and chairs, comparative summaries enable chairs and deans to compare individual instructors to predefined criteria. They can also see how average departmental ratings within their unit compare to others within their college or school, or across the institution. Average ratings are adjusted for the effects of class size, expected grade, and reason for taking the course, and instructors can compare their ratings to standardized averages. The Challenge and Engagement Index (CEI) is an especially effective indicator developed in response to the Board of Regents’ concerns about the academic challenge of UW courses. This composite index is computed from student ratings of three evaluation items and informs faculty of how challenging students found a course to be in relation to others they had taken.

The UW takes systematic measures beyond the processes described previously to assess program outcomes. The UW’s Office of Educational Assessment (OEA) gathers survey information from alumni and regularly conducts and reports results from the National Survey of Student Engagement. OEA also assists the UW Libraries with surveys of student work and UW Information Technology with surveys of student technology use and needs.

In addition, the OEA regularly engages in more extensive studies of the student learning experience, including the following assessment studies and projects undertaken since the last full accreditation review in 2003:

\(^5\) The UW Growth in Faculty Teaching Study (GIFTS), to be published as a book in 2012-13 by SUNY Press (Beyer, Taylor, & Gillmore, *Inside the Undergraduate Teaching Experience*).
• UW Study of Undergraduate Learning (UW SOUL), a longitudinal study that tracked 300 students through four years of college;

• UW Study of Attrition and Retention (UW STAR), a study focusing on why under-represented minority students leave the UW at higher rates than Caucasian and Asian students do;

• UW Senior Research Study (UW SRS), a project that focused on the research experience and instruction in research that UW students received in 15 majors;

• UW Freshman Interest Group (FIG) Assessment Study, an analysis of the effectiveness of the UW’s FIG program, a program that involves close to three-fifths of the UW incoming freshmen. This analysis also included study of the incoming students not enrolled in FIGs;

• UW Growth in Faculty Teaching Study (UW GIFTS), a study of how much change faculty members make in their teaching, what changes they make, and why they make them; and

• UW Exit Survey Initiative, a service offered by OEA to help academic departments create, administer, and report survey results from graduating seniors that provides useful information on learning in the majors.

Finally, in response to the National Institute of Learning Outcomes Assessment’s call for transparency in reporting assessment information, the UW is working to ensure that all its assessment data can be easily found on its website. As part of that work, OEA recently conducted a benchmarking project that suggested the UW’s assessment work was consistent with, or more complete than, that of most of its peers.

Collegiate-level Degrees or Certificates

The curricular and program review processes, which move programs and courses through departments, deans, the Provost, the Faculty Senate, and, in some cases, the President and the Board of Regents, ensure that the degrees and certificates awarded to UW students are consistent with content in recognized fields of study.

UW Tacoma Student Learning Outcomes

At UW Tacoma, every academic program and major has established student learning goals. Faculty syllabi have course learning goals and objectives that are tied to the goals. All applied and professional programs have course activities and assessments tied to the goals. Interdisciplinary Arts & Sciences are in the process of establishing these assessments. The teaching faculty in the majors have a minimum of one meeting per year to review achievement of goals and design program improvements as a result. The UW Tacoma General Education Student Learning Objectives include the following:

• Global Perspective: Students will develop an awareness of the interrelationships among personal, local, and global entities, as well as gain understanding of issues of well-being
and sustainability. Students will also learn about the importance of the social, cultural, economic, scientific, and environmental differences that mark world regions.

- Inquiry and Critical Thinking: Students will acquire skills and familiarity with modes of inquiry and examination from diverse disciplinary perspectives, enabling them to access, interpret, analyze, quantitatively reason, and synthesize information critically.

- Diversity: Students will gain an understanding of the multiplicity of human experience and the roles that culture, environment, historical processes, and differential treatment play in shaping the diverse experiences of groups in society.

- Civic Engagement: Students will define their roles and responsibilities as members of a broader community and develop an understanding of how they can contribute to that community for the greater good. They will have opportunities for service learning and other forms of active involvement, such as undergraduate research.

- Communication/Self-Expression: Students will gain experience with oral, written, symbolic, and artistic forms of communication and the ability to communicate with diverse audiences. They will also have the opportunity to increase their understanding of communication through collaboration with others to solve problems or advance knowledge.

UW Bothell Student Learning Outcomes

UW Bothell provides degrees in the Schools of Business and Interdisciplinary Arts & Sciences, and in the programs of Computing Engineering and Software Systems, Education, Nursing, and Science and Technology that are designed and approved by faculty and are consistent with the campus mission. All the individual courses and degree programs include learning outcomes, which have been developed by the faculty and then vetted by the curriculum committees in individual programs and at the campus level at UW Bothell and UW Seattle.

The respective academic schools and programs have also developed their own learning outcomes. As a result of an analysis of these goals and national best practices, the General Faculty Organization at UW Bothell recently developed campus-wide learning goals, which have been approved by the Chancellor. The new learning goals are:

- Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields of study;

- Understanding of diversity in culture, identities, backgrounds, and experiences among individuals and groups;

- Critical analysis of information from multiple perspectives, including intercultural, global, and ecological;
• Ethical reasoning in application to self, occupation, citizenship, and society; and

• Proficiency in:
  o communication, including writing, speaking, and fluency in a range of media and genres;
  o information and technology literacy;
  o quantitative and qualitative reasoning;
  o creative thinking and problem solving; and
  o collaboration and leadership.

Consistent with differences in disciplinary practices, course, degree and school/program learning goals are currently assessed in a number of different ways, including:

• faculty review of student portfolios, aligned with course or program learning goals;

• faculty review of student work aligned with learning goals;

• capstone courses and experiences;

• field experiences and observations, with assessment aligned with learning goals;

• thesis/scholarly project review and/or public oral examination;

• classroom-based assessment techniques; and

• course evaluations.

In addition, the new campus learning goals will provide a guide for further development and assessment of learning outcomes for individual schools and programs.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

At the University of Washington, course, program, and degree learning outcomes are published on course syllabi, on program websites, in the Time Schedule course description, and in the general catalogs of each campus. Every degree and major publishes its student learning outcomes on program websites.
The University of Washington operates on the quarter system, and courses are designed to be completed during the typical 10-week quarter. The number of credits awarded for a successfully completed course is determined by common general guidelines.

As articulated in the relevant section of the Student Guide, academic credit for an undergraduate course is assigned based on an estimate of the total hours of student effort necessary to complete the course satisfactorily, including both class hours and hours of outside preparation or other required activity. One (1) credit represents an average total time commitment of three hours each week in a 10-week quarter, or a total time commitment of 30 hours per quarter. The basic credit formula for undergraduate lecture courses is one hour of lecture (one contact hour) and two hours of assigned work for each credit hour (or three hours of laboratory with little outside work for each credit hour, or two hours of laboratory with one additional hour of outside work for each credit hour).

For example:

- five scheduled lectures each week and 10 hours per week of reading, exercises, writing, or review (i.e., lecture-based class): 5 credits
- two scheduled individual conference or seminar hours and 13 hours per week of field work, study, or writing (i.e., seminar-based class): 5 credits
- three scheduled laboratory hours each week, with little or no work required outside class (i.e., laboratory-based class): 1 credit

Examples outside the basic credit formula of 1 hour of contact plus 2 hours outside class work per credit include:

- three scheduled lecture hours each week and 12 hours of reading and writing each week: 5 credits
- three scheduled lecture hours each week plus a 1 hour problem solving session, 1 hour of scheduled recitation, and 7 hours of outside work each week: 4 credits
- six supervised studio hours each week and 9 independent hours working in the studio each week: 5 credits
- three scheduled lectures each week during the first 6 weeks of the quarter, plus an average of 6 hours outside study per week for the same period, no scheduled lectures after the first six weeks of the quarter but 9 hours of outside study, field work, or writing during the remainder of the quarter: 3 credits
In situations where nontraditional methods of instruction are employed (internships, field work courses, independent study, courses with unusually heavy reading assignments, remote learning, computer-based instruction, or other work assigned outside class), additional information is considered by faculty committees and the UW Curriculum Committee when assigning the credit allocation.

The information most helpful in making a proper evaluation of credits includes:

- a syllabus that describes required student activities in enough detail to allow fair assessment of the probable number of student hours necessary to complete the course satisfactorily;
- learning objectives that clearly define expectations for students in the course;
- descriptions of typical student projects, assignments, and/or other activities that will be required; and
- a discussion of how student work will be evaluated (particularly if the required work is largely reading or field work involving little contact with the instructor).

At the graduate level, it is more common to have the number of contact hours per week be fewer than the number of credits due to the extensive out-of-classroom work associated with graduate education. In general, one (1) credit is assigned for three hours expected work per week.

The University does not award credit for prior learning experiences other than through credit by examination on a course-by-course basis. No credit is awarded for experiential learning that cannot be documented through specific course examinations. Students may arrange to challenge specific University courses via credit by examination if the same knowledge has been gained through independent study outside a formal educational setting.

Certain uses of credit are considered inappropriate. Among these are the assignment of credit for service performed by students that does not have a strong educational function, credit for study not under the direct supervision of members of the University faculty (aside from established internships and foreign study programs), credit to represent general field experience not associated with supervised course work, and credit assigned to reflect the high cost of a course to the student or the University.

Consistent application of credit policies across the University is monitored through the curriculum review process run by Office of the Registrar. Both new courses and changes to existing courses must first be approved by the faculty of the relevant department or program, followed by review and approval from the college or school curriculum committee, and finally by the University Curriculum Committee. This process includes review of the course syllabus and supporting materials that describe academic content, learning objectives, grading policies, contact and total hours, and credits earned.
Academic Degrees

General degree requirements of the University are articulated in the *Student Governance and Policies*, Scholastic Regulations section (found in the UW Policy Directory). To be awarded a first or subsequent bachelor's degree, a student must complete 45 of his or her final 60 credits as a matriculated student in residence at the University of Washington campus where the degree is to be earned. Exceptions to this rule are as follows:

- Of the 45 non-Distance Learning (DL) resident credits required for an undergraduate degree, no more than 10 credits may be waived by the dean of the college or school awarding the degree and only for an individual student.

- A unit that wants to develop a provisional undergraduate distance-learning degree may petition the college, Faculty Council on Academic Standards, and University Curriculum Committee for a waiver of the 45-credit resident requirement and/or the 90-credit DL-suffix course limit. Such petitions should include a statement of need, describe the relationship of the new program to existing degrees, justify the methods of content delivery, and describe the goals and oversight needed to meet institutional standards. If the petition is approved, the degree may be implemented with a repetition of the above-mentioned review required in the sixth year for continuance.

- All baccalaureate programs require a minimum of 180 quarter credits, and only in exceptional circumstances are programs allowed to require more than 180 credits.

- All candidates for the master's degree must complete a minimum of 36 credits.

New Online Degree Program

Beginning Autumn Quarter 2013, the University of Washington will offer its first all-online low-cost bachelor’s degree completion program in early childhood and family studies. The *Early Childhood and Family Studies degree* will prepare individuals to work in child care, preschools, social and mental health services, parent and family support, and arts organizations. The program is designed for students who have completed a two-year associate’s degree or started college and then discontinued their studies. Eligible students will have earned 70 eligible transfer credits at the UW or elsewhere. This degree program is intended to provide a convenient way for practicing professionals to fulfill federal and state requirements for bachelor’s degrees and is expected to help fill a national growing demand for preschool teachers.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Undergraduate degree programs are reviewed when created and revised, as well as when a department undergoes an academic program review (see Standard 2.C.1). The design of a program is compared to the learning goals for the program with the expectation that
undergraduates enrolled in the program will accomplish these goals upon completion of the program. An undergraduate major is reviewed for its definition of the major core curriculum as well as major electives, the rigor of the curriculum as represented by sufficient upper-division coursework, the flexibility of requirements to allow for student choice, and the logic of the sequencing of coursework. The major requirements constitute between 25 to 50 percent of the credits required for graduation, a significant body of study. Synthesis in the major area of study is often provided by a capstone experience that may involve seminars, projects, and/or research. Breadth in an undergraduate degree program is provided by the General Education requirements as defined by the University and each school and college. Standard 2.C.9 describes University of Washington General Education requirements.

Admission and graduation requirements are published in the University of Washington General Catalog, as well as on departmental websites and publications. UW Tacoma and UW Bothell publish this information in their General Catalogs. In addition to the general and program-based catalog information, UW Tacoma has created standardized “Pathways to the Major” documents, in which each UW Tacoma major lists all pertinent information regarding the requirements of the major and application information. Students are invited to attend events that support self-directed inquiry into selection of majors.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

New Academic Program Planning

Academic program planning at the University of Washington is a multi-faceted ongoing process that responds to student demand and emerging trends. For new programs, the faculty proposal must address:

- the need for the program, including industry and society needs as well as student demand;
- the relationship to existing programs at UW and other institutions, including community colleges that feed transfer students into UW programs;
- the engagement of diversity in content and student population;
- the infrastructure needs, including faculty and administrative staffing needs;
- the funding source and plan for sustainability; and
- the program and student assessment.
The University’s internal review process emphasizes, at all levels, examination of the proposed program as it benefits students, the University, Washington State, and the global community.

Proposals to develop new degree programs are initiated by individual faculty members; a department or unit; a school, college, or campus; or the broader institution. The proposal must have faculty support and be reviewed at the departmental or unit level. The preliminary proposal to develop a new degree program includes a planned start date for the degree program, enrollment projections, a statement of student and community demand, and sources of funding. Degree planning proposals are submitted to the appropriate dean or chancellor who determines whether it is consistent with the mission and goals of the campus, school, or college, and whether there are adequate resources to support the program. A full degree proposal may be developed after appropriate resources and faculty support have been confirmed and UW stakeholder comments have been received.

Once authorization to proceed with development is granted, the planning and development of a new degree program gets fully underway. Program plans require approval by the department or unit, and then by the school, college, or campus curriculum committee, as well as by the dean or chancellor.

For new undergraduate programs, curriculum committees evaluate the appropriateness of the proposed curriculum with regard to academic content and rigor, student demand, and adequacy of resources. Program plans approved by the curriculum committee are then forwarded to the responsible dean for formal review and approval. The next step is review and approval by the Faculty Senate’s Council on Academic Standards (FCAS). A standing committee within FCAS, the Subcommittee on Academic Programs (SCAP), examines proposals in detail and makes recommendations to FCAS. SCAP includes both faculty and staff, and the subcommittee’s main concern is to review proposals for procedural compliance with University-wide program standards and to determine the impact of the proposed program on existing programs. Approval by FCAS is required before the program proposal is approved.

Included in the undergraduate proposal process is a tri-campus review with a three week open comment period. Comments are addressed by the appropriate campus faculty review body (Faculty Council on Academic Standards, Academic Policy Committee, Executive Council), and the process is reviewed by the Faculty Council on Tri-Campus Policy.

For graduate programs at UW Seattle, the Graduate School Council reviews new degree programs as well as new interdisciplinary degree and certificate programs after review and approval by the responsible unit and college or school. The GSC is an elected faculty body that advises the Vice Provost and Dean of the Graduate School and acts on behalf of the graduate faculty.

For graduate programs at UW Bothell and UW Tacoma, the appropriate faculty council reviews and approves the proposal after it has been approved by the responsible unit.

Once approved by the appropriate faculty council, graduate degree program proposals are sent to the Provost for review. Finally, the Board of Regents determines if new graduate and certificate programs are consistent with the UW’s mission and goals. If so, they are then formally approved by the Board.
After final approval, the faculty members in the program unit implement the new major or degree program.

**Planning for Program and Course Changes**

Every degree-offering unit has a curriculum committee whose ongoing work is to consider the content and level of rigor in the academic major. The committee also recommends adjustments to the curriculum based on research-driven changes in the field and changes to the program suggested by assessment work. Any program changes that result from such scrutiny follow an internal review process. Like new program planning, program changes can be initiated by individual faculty members; departments or units; or campuses, schools, or colleges.

Proposed program changes to undergraduate programs require review by the responsible faculty and dean to determine whether the proposed changes meet the mission and goals of the campus, school, or college and whether there are adequate resources to support the program change. If the dean gives preliminary approval, the proposal is then forwarded for review and approval by the appropriate faculty council.

Proposed program changes to graduate programs require review by the responsible graduate faculty to determine whether the proposed changes meet the mission and goals of the program and whether there are adequate resources to support the program change. The Vice Provost and Dean of the Graduate School gives final approval of graduate program changes.

New courses and changes to existing courses at any level require department or unit-level faculty approval as well as approval by the college, school, or campus curriculum committee. New course applications and course change applications are also reviewed by the University Curriculum Committee. Course applications must include a justification for the course, identification of student learning objectives, and evidence that potentially affected departments have been notified of the change and have approved it. The Committee's focus is procedural, rather than substantive, because departmental and campus, school, or college level committees are better able to evaluate academic substance. Once approved, the course is entered into the online catalog. No course can become a new requirement or a specified elective within a degree program if it has not undergone the course/program change process.

**Reorganization, Consolidation, and Elimination of Programs**

The institution has an elaborate policy governing Reorganization, Consolidation, and Elimination of Programs (RCEP), as part of the *Faculty Code*. Its fundamental purpose is to ensure full consideration of services consequential to programmatic decisions. In the rare case in which a program might be discontinued, provisions are made for students to complete their program in a timely manner.
2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The Libraries’ teaching and learning programs are made possible through faculty and instructor collaboration and partnerships with teaching and learning programs and centers across all three campuses. The focus is on teaching research as a creative and iterative process, shaped by analytical and technological skills. Librarians promote students’ understanding of the role of the university library and librarians in supporting their research and ongoing intellectual growth. More information is available on the public website. The Libraries’ teaching and research spaces can be used by instructors for sessions related to library and information resources, including classes, seminars, symposia, and discussions.

Librarians co-design and co-teach research workshops with faculty to develop students’ research skills, critical thinking skills, and subject knowledge. Research workshop themes include scholarly communication; scholarly/secondary research; archival and primary source research; research methods in the disciplines; and visual, quantitative, and information literacies.

As one example of the integration of library resources into the learning process, subject librarians, in partnership with the Odegaard Writing and Research Center, consulted with the Jackson School of International Studies to develop and teach a series of course-integrated research and writing workshops for graduating seniors completing capstone projects. The workshops built on students’ subject knowledge and engaged them in creating topic-specific research concept maps, developing advanced research and writing skills, and effectively using international studies research and policy resources. The workshops were assessed in 2010 and 2011, in discussion with Jackson School administrators, and were revised for full-scale implementation at the Jackson School in 2011-12. Jackson School faculty have noted improved student capstone projects as a result of the research workshops.

The Libraries has also increased its educational outreach activities beyond departmental or disciplinary boundaries, collaborating closely with undergraduate efforts in the Honors Program and First Year Program. The prestigious Library Research Award for Undergraduates helps encourage faculty to integrate use of library and information resources into their courses.

UW Tacoma faculty and librarians develop assignments and workshops that make use of the resources and services of the Libraries. The UW Tacoma Library provides instruction sessions for the “Summer Bridge to Success Program” to familiarize students with the UW Tacoma Library’s services and resources. This program provides incoming freshmen with tools for success as they navigate a new academic environment and face the personal and academic challenges of being a first-year student. Librarians collaborate with faculty teaching in the Freshman Core Learning Community to introduce library resources and provide foundational research skills.

UW Bothell’s commitment to collaboration among faculty and librarians ensures that students receive integrated library services and resources, including course specific information literacy instruction in targeted courses and the integration of information literacy across the curriculum.
Faculty and librarians together design assignments and workshops that make use of the resources and services of the Library’s local collections, as well as those of the University of Washington Libraries. Librarians and faculty share responsibility for cultivating information literate students through utilizing a variety of instructional situations, methods, and technologies. In each Academic Program/School and CUSP (the Center for University Studies and Programs), librarians work closely with faculty to identify strategic points in the curriculum to provide intensive experiential classroom workshops. These “core” courses are often the required multi-section introductory Discovery Core courses, 100-level research/writing courses, upper division, or graduate courses that emphasize advanced disciplinary or interdisciplinary research methods. Librarians are available to consult with all faculty on assignment design and the availability of library resources in order to integrate information literacy across the curriculum. A Teaching and Learning Portal describes the Library’s information literacy program and provides resources for faculty.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25 percent of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

The University does not award credit for prior learning experiences other than through credit by examination on a course-by-course basis. No credit is awarded for experiential learning that cannot be documented through specific course examinations. Students may arrange to challenge specific University courses via credit by examination if the same knowledge has been gained through independent study outside a formal educational setting.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

The Office of Admissions awards transfer credit according to the guidelines discussed here to students pursuing their first bachelor’s degree. Admissions reserves the right to accept or reject credits earned at other institutions of higher education. In general, it is University policy to accept credits earned at institutions fully accredited by their regional accrediting association for
colleges and universities, provided that such credits have been earned through university-level courses appropriate to the student’s degree program at the UW. Exceptions are noted in the Transfer Credit Policies section of the Office of Admissions website.

The UW subscribes to the statewide Policy on Inter-College Transfer and Articulation among Washington Public Colleges and Universities, endorsed by the public colleges and universities of Washington as well as by the State Board for Community and Technical College Education, and the Washington State Student Achievement Council. The policy deals with the rights and responsibilities of students and the review and appeal process in transfer-credit disputes.

A student’s class standing is determined by the total number of transfer credits awarded by the UW, not by the number of years of college study or by the completion of an associate degree, as shown in Table 11.

<table>
<thead>
<tr>
<th>Class</th>
<th>Awarded Credits Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-44</td>
</tr>
<tr>
<td>Sophomore</td>
<td>45-89</td>
</tr>
<tr>
<td>Junior</td>
<td>90-134</td>
</tr>
<tr>
<td>Senior</td>
<td>135+</td>
</tr>
</tbody>
</table>

Satisfying UW graduation requirements depends not only on the number of credits completed (a minimum of 180 for most programs) but also on completing all college and major requirements.

Colleges and universities that operate on a semester system award semester credit. The UW awards quarter credit. To convert quarter credits to semester credits, multiply by two-thirds. To convert semester to quarter credits, multiply by 1.5. For example, a student who has earned 30 credits at an institution on a semester calendar would earn 45 quarter credits at the UW.

Before a student first registers for classes at the University of Washington, the student should meet with an academic adviser to plan a program of study. The adviser determines how the transfer credits shown on the transfer credit evaluation may be used to meet UW degree requirements. For example, suppose that Admissions awards a student 120 transfer credits, but only 100 of those credits can be applied toward graduation requirements for that student’s degree program. If selective credits are needed, credits that do not apply toward specific requirements may still be applied toward the minimum number of total credits required for graduation.

Alternative Credit Options

The UW does not award general credit for work or life experience. However, two avenues exist for obtaining credit under selected circumstances. Once enrolled at the UW, students may explore the possibility of obtaining departmental approval for transfer of credit earned through coursework taken at an unaccredited institution. Alternatively, students may arrange to challenge specific UW courses through credit by examination if the same knowledge has been gained through independent study outside a formal educational setting.
Transfer Credit Evaluation

After an admitted undergraduate student pays the New Student Enrollment and Orientation Fee, and shortly before the student’s advising and registration session, the Office of Admissions completes a course-by-course evaluation of transfer credits. One copy of the evaluation is sent to the student, and a second copy is sent to the student’s academic advising office.

The information recorded on the transfer credit evaluation, including the transfer of credits and the transfer GPA, becomes part of the student’s permanent record at the UW. Transfer coursework and the transfer GPA will be taken into consideration if a student applies to an academic program with special admission requirements.

The evaluation is not an official transcript. The official UW transcript that is sent to other institutions does not include the transfer GPA or a detailed listing of the transfer credit the UW awarded; it merely lists the other colleges the student attended and the total number of transfer credits awarded. Transfer grades are not included in the UW GPA.

Appeal Procedure

If some courses do not transfer and the student questions a decision, the student should consult the admission specialist who completed the transfer evaluation. Further appeal can be directed to the UW Transfer Officer at the Admissions Office.

Courses Receiving No Credit

The UW reserves the right to deny credit for courses that are not compatible with those offered in its baccalaureate degree programs. Some general categories of courses never receive transfer credit, or, in some instances, receive credit on a restricted basis only (see items marked with an asterisk in the list below). Examples of courses that receive no credit include:

- courses considered below college level (usually numbered below 100);
- repeated courses or courses with duplicate subject content;
- coursework earned at an institution that did not hold at least candidacy status with its regional accrediting association when the coursework was taken;
- courses that provide instruction in a particular religious doctrine;
- mathematics courses considered below college level, including basic math, business math, and beginning and intermediate algebra;
- courses offered for non-credit continuing education units;
- remedial English (e.g., reading, vocabulary development, grammar, speed reading, or any courses that are preparatory to an institution’s first Freshman Composition course);*
- courses providing instruction in English as a Second Language (100-level or above);*
- examinations offered by the College-Level Examination Program (CLEP);
• remedial courses in any academic discipline (100-level and above);* and
• non-academic/vocational-technical courses.*

*Up to 15 credits may be awarded for courses numbered 100 and above if included as electives within an academic associate degree from a Washington community college.

**Transfer Credit Limit**

The University allows a maximum of 90 credits of lower-division transfer coursework to be applied toward a UW undergraduate degree. Of the 180 credits required for graduation from the University (some majors require more than 180), a maximum of 90 lower-division transfer credits are allowed.

Additionally, a maximum of 135 total transfer credits are allowed toward the 180 credit total. The University-wide residence requirement states that 45 of the last 60 credits must be taken “in residence” while enrolled as a matriculated student. Therefore, a student transferring 135 or more credits must complete a minimum of 45 more credits in residence at the UW.

Despite these restrictions, all transferable credit is listed under the Detail of Transfer Credit and may, with an adviser’s approval, be used to satisfy individual requirements for graduation.

**Extension Credit from Other Schools**

Extension credit earned at other schools, including correspondence courses, may not exceed 45 credits. Military credit is included in this 45-credit limit.

**Foreign Language Courses**

Students who have completed two or more years of a high-school foreign language receive no college credit for an entry-level course (e.g., French 101) in the same language when that course is completed after matriculation at the University. Transfer students who complete such a course before matriculation at the UW are eligible to receive transfer credit.

**Military Credit**

Credits earned in Armed Forces Training Schools and through the U.S. Armed Forces Institute and Defense Activity for Non-Traditional Education Support may not exceed 30 credits and are included in the 45-credit limit for extension credit. Official transcripts, DD-214, or DD-295 forms must be submitted, and credit will not be awarded until after the student has enrolled at the University. Scores received in such coursework are not included in the transfer GPA. No credit is awarded for Military Occupational Specialty programs.

**Native Language**

First year (elementary) or second year (intermediate) foreign language credit is not granted either by examination or by course completion in a student’s native language. “Native language” is defined as the language spoken in the student’s home during the first six years of his or her life and in which he or she received instruction through the seventh grade.
Out-of-Sequence Courses
Credit is not awarded for prerequisite courses in mathematics or foreign languages completed after a more advanced course has been completed. For example, students will not be awarded credit for Spanish 102 if taken after Spanish 103.

Overlapping Content
If a department considers two of its courses to have overlapping content, credit will be awarded for only one. For example, credit is granted for either Physics 114 or Physics 121. Other departments in which such overlapping courses occur include Astronomy, Chemistry, Computer Science, Economics, Foreign Language, Genetics, Geological Sciences, Linguistics, Psychology, and Statistics. Restrictions of this kind are noted in the Course Catalog.

Physical Education
No more than three quarter credits will be allowed for physical education activity courses.

Restricted Transfer Credit
Transfer credit will not generally be awarded for vocational or technical courses. However, a maximum of 15 quarter credits of college-level vocational/technical courses will be transferred when they have been allowed as electives within the 90 credits comprising an academic associate degree from a Washington community college. Courses in this category are those that ordinarily provide specialized training for an occupation (e.g., allied health, bookkeeping, electronics, or physical therapy assistant). When allowed, these credits will apply only toward the elective credit component of a baccalaureate degree at the UW. Such courses are not included in the transfer GPA.

Senior Residency Requirement
To be recommended for a first or subsequent baccalaureate degree, a student must complete 45 of his or her final 60 credits as a matriculated student in residence at the University of Washington campus where the degree is to be earned.

Graduate Transfer Credit
A student working toward the master's degree may petition the Vice Provost and Dean of the Graduate School for permission to transfer to the University the equivalent of a maximum of 6 quarter credits of graduate level course work taken at another recognized academic institution. These credits may not have been used to satisfy requirements for another degree. The petition must include a recommendation from the graduate program coordinator and an official transcript indicating completion of the course work. Transfer credits are not entered on the UW transcript. Approved transfer credits are applied toward the total credit count only for the master's degree. (Transfer credits are not applicable toward a doctoral degree.) The 18 quarter credits of numerically graded coursework, and 18 quarter credits of 500-level and above course work, may not be reduced by transfer credit. Credit taken as an undergraduate non-matriculated student or
post-baccalaureate student at the University of Washington may not be transferred into a
graduate program. Credit earned through independent study, correspondence study, or advanced
credit examinations is not transferable.

Doctoral programs do not accept transfer credits; however, in rare cases, a doctoral student may
transfer credits if accompanying a new University of Washington faculty hire. Faculty within the
graduate program evaluate and accept the transfer credits to ensure that the credits are relevant,
appropriate, and comparable to the program’s requirements. It should be noted that general
examinations, candidacy, the required 27 dissertation credits, and the final examination cannot
be waived regardless of any transfer credits that are approved.

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates
an integrated course of study that helps students develop the breadth and depth of intellect
to become more effective learners and to prepare them for a productive life of work,
citizenship, and personal fulfillment. Baccalaureate degree programs and transfer
associate degree programs include a recognizable core of general education that
represents an integration of basic knowledge and methodology of the humanities and fine
arts, mathematical and natural sciences, and social sciences. Applied undergraduate
degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter
credits in length contain a recognizable core of related instruction or general education
with identified outcomes in the areas of communication, computation, and human
relations that align with and support program goals or intended outcomes.

The UW Seattle has a distributive model of general education with three broad aims. These
general aims and learning goals are consistent with the UW’s mission and values. First, general
education introduces incoming students to the content, methods, and intellectual practices of
several disciplines. Broad exposure to a range of disciplines gives students the chance to
discover areas of knowledge and academic practices that they may be unaware of and create a
space in which they can identify new intellectual passions, new ideas for their own academic and
career directions, and new paths for lifelong learning.

A second aim of the general education program is to introduce students to college thinking and
other practices, such as writing, quantitative reasoning, and self-expression, that differ from
those they experienced in high school. Most recently, in Undergraduate Academic Affairs’ study
of the FIG program at UW Seattle, students consistently reported that they were surprised by
how different learning at the UW was from learning in their high schools. In the words of two
students responding to the question of what surprised them the most about their first quarter:

I am most surprised by the rigorous and tough classes. Although I expected classes to be
difficult, I had absolutely no idea that they were this rigorous and it takes a lot of hard work
and determination to get through classes.

How hard things would be. No amount of AP classes or running start classes prepared me for
this.
Both students and faculty define this new challenge level as not just “more” work but “different” work, requiring deeper understanding and a more critical approach to knowledge than students may have experienced in their high school educations. In addition to requiring more challenging kinds of reading across disciplines, a crucial difference between college and high school learning is that learning in college is profoundly shaped by the specific disciplines in which courses are situated. Teaching students to navigate the requirements of different fields begins as soon as students arrive. As results from the UW SOUL and the UW GIFTS studies have shown, teaching students to think, read, write, conduct research, and use quantitative information in a course’s home discipline is a goal in courses at all levels, including 100- and 200-level courses typically taken by freshmen and sophomores to complete their general education requirements. Therefore, in navigating the UW’s general education requirements, students learn and practice the ways disciplines shape knowledge and skill acquisition. They learn a “different” way of learning from what they were likely to have experienced in high school.

A third aim of the general education program is to offer students the chance to engage more deeply in a specific field, both as a way of exploring that field without penalty before committing to it as a major and as a way of deepening their experience in the field once they have chosen a major. This is why the UW’s general education requirements allow some overlap (15 credits) between general education credits and credits that count toward students’ majors.

Like many peer institutions across the country, although the UW encourages students to take general education courses early in their academic work as a way of fostering exploration and discovery in areas of study they may not yet have experienced, the University also allows students to complete their general education requirements at any time in their academic work. Indeed, some departments explicitly suggest that students weave general education requirements into the courses they take in the major as juniors or seniors.

Because of the breadth and depth of UW coursework, general education learning goals are defined by the set of curricular requirements that must be met by all undergraduate students prior to graduation. There are six general education learning goals (Table 12). Also shown are the curricular requirements by which students demonstrate achievement of those goals.


### Table 12: UW General Education Learning Goals

<table>
<thead>
<tr>
<th>General Education Learning Goals</th>
<th>Related Curricular Requirement College of Arts &amp; Sciences (Approximately 75 percent of all undergrads)</th>
<th>Related Curricular Requirement Other Schools/Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experience the creative process in the arts</td>
<td>20 credits in courses listed under “Visual, Literary, or Performing Arts”</td>
<td>10 credits or more in courses listed under “Visual, Literary, or Performing Arts”</td>
</tr>
<tr>
<td>2. Understand and think critically about the history, development, interaction, or effects of human behavior, social and political institutions, and cultural practices</td>
<td>20 credits in courses listed under “Individuals and Societies”</td>
<td>10 credits or more in courses listed under “Individuals and Societies”</td>
</tr>
<tr>
<td>3. Practice the scientific method and the disciplined study of the natural world</td>
<td>20 credits in courses listed under “Natural World”</td>
<td>10 credits or more in courses listed under “Natural World”</td>
</tr>
<tr>
<td>4. Read analytically and write effectively for a general audience and for specific disciplinary contexts</td>
<td>5 credits of composition and 10 credits from courses designated with a “W” as writing intensive</td>
<td>5 credits of composition and 10 credits from courses designated with a “W” as writing intensive</td>
</tr>
<tr>
<td>5. Use quantitative and symbolic reasoning in specific contexts</td>
<td>5 credits in courses listed as “Quantitative and Symbolic Reasoning”</td>
<td>5 credits in courses listed as “Quantitative and Symbolic Reasoning”</td>
</tr>
<tr>
<td>6. Have a basic working understanding of a language other than English</td>
<td>3 quarters of foreign language study completed either before or during enrollment at the UW</td>
<td>------</td>
</tr>
</tbody>
</table>

UW Tacoma has designed a Core curriculum to be an intellectually stimulating experience that helps students make connections within their learning community and between academic disciplines. Freshmen take courses as part of a close-knit community of students in a cohort who take their first-year Core courses together. In the Core curriculum's small learning community, students truly get to know their professors and classmates. The Core courses promote an interdisciplinary approach to learning that deepens student understanding of the world and how it works.

UW Tacoma General Education Student Learning Objectives (approved in 2006) focus on:

- **Global Perspective**: Students will develop an awareness of the interrelationships among personal, local, and global entities, as well as gain understanding of issues of well-being and sustainability. Students will also learn about the importance of the social, cultural, economic, scientific, and environmental differences that mark world regions.
• Inquiry and Critical Thinking: Students will acquire skills and familiarity with modes of inquiry and examination from diverse disciplinary perspectives, enabling them to access, interpret, analyze, quantitatively reason, and synthesize information critically.

• Diversity: Students will gain an understanding of the multiplicity of human experience and the roles that culture, environment, historical processes, and differential treatment play in shaping the diverse experiences of groups in society.

• Civic Engagement: Students will define their roles and responsibilities as members of a broader community and develop an understanding of how they can contribute to that community for the greater good. They will have opportunities for service learning and other forms of active involvement, such as undergraduate research.

• Communication/Self-Expression: Students will gain experience with oral, written, symbolic, and artistic forms of communication and in the ability to communicate with diverse audiences. They will also have the opportunity to increase their understanding of communication through collaboration with others to solve problems or advance knowledge.

UW Bothell recently adopted (approved June 2012) five overarching goals for student learning experiences across the undergraduate curriculum. Developed by the UW Bothell faculty, the new Campus Learning Goals reflect the campus's core values and draw on national research on best practices in undergraduate education. The goals affirm UW Bothell’s commitment to transformational education, engaged scholarship, and inclusive culture. They provide a foundation for ongoing initiatives to shape, assess, and enhance teaching and learning at UW Bothell.

UW Bothell’s learning goals for their undergraduates are:

• Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields of study;

• Understanding of diversity in cultures, identities, backgrounds, and experiences among individuals and groups;

• Critical analysis of information from multiple perspectives including intercultural, global, and ecological;

• Ethical reasoning in application to self, occupation, citizenship, and society; and

• Proficiency in:
  - communication including writing, speaking, and fluency in a range of media and genres;
information and technology literacy;
quantitative and qualitative reasoning;
creative thinking and problem solving; and
 collaboration and leadership.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

As Table 13 suggests, the six broad general education learning goals identified in Standard 2.C.9 do not represent the full scope of undergraduate learning at UW Seattle, but rather the minimum required of all students. Figure 5 shows the UW learning goals (discussed in Standard 2.C.1.) and the general education goals (Standard 2.C.9).

The figure shows the relationship between the two sets of goals in the table. Eight of the 15 UW learning goals can be mapped to one or more of the general education goals, while the remaining seven are specific to learning within the major.

Broadly speaking, UW Seattle considers successful completion of the approved courses in the areas of study included in the general education requirement (Standard 2.C.9) as completion of the learning goals for general education. In addition, as Figure 5 suggests, when departments assess the learning of students in their majors, they also evaluate the general education courses they offer in their disciplinary areas. Although some people assume that general education courses are generic—or “adisciplinary”—in some ways both UW SOUL and the UW’s recent study of faculty teaching, UW GIFTS, have provided consistent evidence that courses that meet the general education requirements are very much embedded in the academic disciplines that offer them.

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Table 13: UW Learning Goals and General Education Learning Goals

<table>
<thead>
<tr>
<th>UW Learning Goals</th>
<th>General Education Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Master a body of knowledge</td>
<td>1. Experience the creative process in the arts</td>
</tr>
<tr>
<td>b. Think critically and define and solve problems</td>
<td>2. Understand and think critically about the history, development, interaction, or effects of human behavior, social and political institutions, and cultural practices</td>
</tr>
<tr>
<td>c. Write and speak effectively for specific audiences</td>
<td>3. Practice the scientific method and the disciplined study of the natural world</td>
</tr>
<tr>
<td>d. Conduct research and use appropriate methods of inquiry</td>
<td>4. Read analytically and write effectively for a general audience and for specific disciplinary contexts</td>
</tr>
<tr>
<td>e. Understand and value diverse people and cultures</td>
<td>5. Use quantitative and symbolic reasoning in specific contexts</td>
</tr>
<tr>
<td>f. Work effectively as team members</td>
<td>6. Have a basic working understanding of a language other than English</td>
</tr>
<tr>
<td>g. Use quantitative reasoning effectively</td>
<td></td>
</tr>
<tr>
<td>h. Understand ethical practice in a discipline</td>
<td></td>
</tr>
<tr>
<td>i. Use specialized instruments, computer programs, and materials</td>
<td></td>
</tr>
<tr>
<td>j. Engage in self-assessment, critique, and reflection</td>
<td></td>
</tr>
<tr>
<td>k. Develop career interests, knowledge, or habits</td>
<td></td>
</tr>
<tr>
<td>l. Develop skills that foster lifelong learning</td>
<td></td>
</tr>
<tr>
<td>m. Understand and practice creativity and innovation</td>
<td></td>
</tr>
<tr>
<td>n. Practice civic engagement/citizenship</td>
<td></td>
</tr>
<tr>
<td>o. Participate in experiential learning</td>
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</tr>
</tbody>
</table>
Furthermore, as UW GIFTS also showed, faculty members who teach 100- and 200-level courses typically have clear goals for student learning. Faculty assess student learning in their courses in a number of ways, seeking information that helps them advance and improve that learning. When courses are taught by more than one faculty member, such as Psychology 101 or English 131, they often include a shared set of learning goals for majors. In addition, departmental curricular conversations continue to inform these courses. Occasionally, departments will focus assessment efforts on one of their general education courses or series—as has happened in the calculus series (Math 124, 125, 126) and the Biology introductory series (Biology 180, 200, 220) in recent years.

The UW’s Expository Writing Program (EWP) provides an excellent example of such assessment. A few years ago, under the guidance of the EWP’s director, the program identified and defined four major learning outcomes for English 104/105, 111, 121, and 131. These outcomes helped provide a coherent and flexible curricular structure; a shared vocabulary, not only for generating and assessing student writing, but also for encouraging student self-reflection and assessment; and a means for articulating EWP objectives to the University and the public. Grading guidelines for graduate student instructors were then created based on the outcomes and a portfolio assessment process that specified:
the range of long and short writing assignments to be sequenced in the courses to help students practice and demonstrate the outcomes;

the number and kinds of selected writing assignments to include in the student’s end-of-course portfolio; and

the reflective essay/self-assessment assignment to be included in the portfolio, which asks students to explain, with evidence, how their selected writing collectively demonstrates the outcomes.

A scoring rubric for student portfolios, and guidelines closely based on the learning outcomes, was developed for these courses. In this process, EWP instructors are required to:

- include the outcomes in their syllabi;
- generate assignments and activities that encourage student inquiry and writing in ways that identify and target the outcomes;
- assess student portfolios using the portfolio rubric;
- attend a training workshop prior to their first quarter of teaching that introduces the outcomes and portfolio assessment and allows instructors to design their own assignment sequences in relation to the outcomes;
- enroll in a pedagogy seminar during their first quarter of teaching where they read, reflect on, and assess their teaching practices; and
- attend a session during finals week of their first quarter, in which they use the portfolio rubric to norm the scoring of a sample of portfolios collected that quarter and air disagreements among raters, so that instructors can arrive at consensus about scoring issues.

Instructors then evaluate the portfolios of their students, and the EWP director reviews the results, adjusting the EWP curricula and instructor training accordingly. The director also monitors all EWP instructor syllabi to make sure that they included the learning outcomes for students, information about portfolio assessment, and the scoring rubric used in that assessment to ensure that the major component of students’ course grade (70 percent) is based on students’ ability to demonstrate the course outcomes.

Finally, the director and assistant directors created a textbook for the EWP courses that used the course outcomes as its organizing principle.

The UW’s general education program is difficult to assess centrally. Such centralized assessments often privilege some students’ learning paths over others and cannot account for multiple kinds of learning. However, UW GIFTS demonstrates that the faculty teaching courses that meet general education requirements are tracking their students’ learning and making changes in their teaching to improve learning. Furthermore, the close relationship of general
education learning goals to those extrapolated from departmental goals suggests a desired consistency between the two parts of a student’s academic experience.

At UW Tacoma, the faculty established undergraduate student learning goals. They also established a cohort-based core curriculum for its first year students and established core student learning objectives. The objectives are measured quarterly and yearly and are used for first year student program improvement.

At UW Bothell, the general education program is offered primarily through the curriculum for first year and pre-major students administered by the Center for University Studies and Programs (CUSP). The five CUSP learning goals provide the foundation for the general education program and are closely aligned with the recently adopted Campus Learning Goals for undergraduates (discussed in Standard 2.C.1). Table 14 shows the relationship between the two sets of goals.
### Table 14: UW Bothell Learning Goals and CUSP Learning Goals

<table>
<thead>
<tr>
<th>Campus Learning Goals for Undergraduates</th>
<th>Center for University Studies and Programs (CUSP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields</td>
<td>1. <em>Inclusive Practices</em> focus on how best to deepen the richness of human experience— with its differences of race, gender, ability, religion, age, language, sexual orientation, and class</td>
</tr>
<tr>
<td>2. Understanding of diversity in cultures, identities, backgrounds, and experiences among individuals and groups</td>
<td>2. <em>Critical and Creative Inquiry</em> joins reason and imagination to make, investigate, critique, and pursue meaning in the arts, humanities, and the social and natural sciences.</td>
</tr>
<tr>
<td>3. Critical analysis of information from multiple perspectives including intercultural, global, and ecological</td>
<td>3. <em>Ethics and Social Responsibility</em> explores our connections with each other across cultures, languages, natural resources, and values.</td>
</tr>
<tr>
<td>4. Ethical reasoning in application to self, occupation, citizenship, and society</td>
<td>4. <em>Quantitative and Qualitative Literacies</em> are complementary ways to understand problems, issues, and questions.</td>
</tr>
<tr>
<td>5. Proficiency in:  - Communication, including writing, speaking, and fluency in a range of media and genres  - Information and technology literacy  - Quantitative and qualitative reasoning  - Creative thinking and problem solving  - Collaboration and leadership</td>
<td>5. <em>Communication</em> is the process of written, oral, performative, and multimedia interaction that enables us to share ideas and practices.</td>
</tr>
</tbody>
</table>

General education courses include the required year-long Discovery Core series offered by CUSP, prerequisites at the 100 and 200 level, and general electives. The CUSP Learning Goals are embedded in learning outcomes and evaluations in courses offered by CUSP and are complemented by courses and learning outcomes in the academic schools and programs. Assessment takes place through multiple modalities at the course and academic unit level and includes an examination of the E-Portfolio that culminates the CUSP experience. The new Campus Learning Goals, encompassing general education and major-specific learning, provide a framework for continued development and refinement of learning assessment initiatives within and across the academic schools and programs.
2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Accredited programs, which include applied degree programs such as architecture, engineering, business, and education, must align with the learning outcomes as established by the accrediting body. The list of accredited programs is available to all faculty, staff, and students.

At UW Tacoma and Bothell, every academic program and major has established student learning goals. Faculty syllabi have course learning goals and objectives that are articulated to the goals. All applied and professional programs at UW Tacoma have course activities and assessments tied to the goals, and Interdisciplinary Arts & Sciences is in the process of establishing these assessments. The teaching faculty in the majors have a minimum of one meeting per year to review achievement of goals and design program the necessary improvements.

2.C.12 Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

The University of Washington is a research-intensive institution. As such, graduate education at the master’s and doctoral levels play a significant role in its research mission. First, graduate students are an important part of the University’s research activity as research assistants, trainees, and apprentice researchers. Advancing research at the institution and in the disciplines requires active graduate programs to train the innovators and scholars of tomorrow.

University of Washington graduate programs require a depth of expertise in a field that far surpasses undergraduate degrees. Seminars, research practica, and advanced projects such as theses and dissertations, all require graduate students to master a significant portion of the theory and work already done in a discipline as well as create independent research projects.

The Office of Academic Affairs in the Graduate School conducts quality assessment of proposed and continuing programs at the graduate and undergraduate levels, as well as research institutes and centers. Through review of all programs across the three campuses, the University ensures academic program quality.
2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution’s mission and the program’s requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Graduate Enrollment Management Services

The Graduate School’s Graduate Enrollment Management Services unit processes applications for graduation to ensure that requirements are met. Prospective graduate students ordinarily hold a baccalaureate degree from an accredited college or university in the United States or its equivalent from a foreign institution and have earned at least a 3.0 or B grade point average in the most recent two years of study.

Prospective graduate students are evaluated by the Graduate School only after a particular graduate program within a department, college, or school has identified the student as one it wants to admit. The total number of applications received by the Graduate School for entry in Autumn Quarter 2012 was 27,402. Of these, 9,868 were from international students.

Transfer Credits

A student working toward the master's degree may petition the Vice Provost and Dean of the Graduate School for permission to transfer to the University the equivalent of a maximum of 6 quarter credits of graduate level course work taken at another recognized academic institution. These credits may not have been used to satisfy requirements for another degree. The petition must include a recommendation from the graduate program coordinator and an official transcript indicating completion of the course work. Transfer credits are not entered on the UW transcript.

Approved transfer credits are applied toward total credit count only for the master's degree. (Transfer credits are not applicable toward a doctoral degree.) The 18 quarter credits of numerically graded coursework and 18 quarter credits of 500-level and above course work may not be reduced by transfer credit. Credit taken as an undergraduate non-matriculated student or post-baccalaureate student at the University of Washington may not be transferred into a graduate program. Credit earned through independent study, correspondence study, or advanced credit examinations is not transferable.

Doctoral programs do not accept transfer credits; however, in rare cases, a doctoral student may transfer credits if accompanying a new University of Washington faculty hire. Faculty within the graduate program evaluate and accept the transfer credits to ensure that the credits are relevant, appropriate, and comparable to the program’s requirements. It should be noted that general examinations, candidacy, the required 27 dissertation credits, and the final examination cannot be waived regardless of any transfer credits that are approved.
2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students’ formal graduate programs.

Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of a graduate degree program. In academic units where such internships, field experiences, and clinical practices are common, faculty and staff monitor student activity and accomplishment. These types of programs are considered to be equivalent in quality to courses offered in residence at the University and are evaluated on the basis of content, assignments, performance expected from students, and grading practices.

At the undergraduate level, credit for prior experiential learning is only granted under strict conditions.

Graduate courses or a graduate degree program may not be offered off campus without review and recommendation of the Graduate School. Such a review and recommendation would examine content, course or program work, and expectations, and would require approval and justification first from the relevant UW academic unit.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

University of Washington graduate programs benefit from the outstanding academic research expertise and on-going research activity of UW faculty. Programs intended to prepare students for artistic creation offer a wide variety of classes and experiences designed to promote artistic growth (e.g., performance classes in music, dance, or art). Seminars and other interactions with faculty provide a strong conceptual framework for these apprentice artists, while performance classes and activities nurture individual creativity and imagination.

Programs intended to prepare students for research and scholarly careers focus first on the literature of their field and its key problems and challenges. Through seminars, other discussions, and research projects, students acquire the skills and insight needed to be independent researchers. These programs expect their students to become original researchers; such
originality and independence is a central component to final projects (e.g., theses and dissertations). Programs intended for professional students blend knowledge of the discipline with practica that engage the field directly through clinics, internships, externships, or other field placements.

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

The University of Washington Educational Outreach (UWEO) extends and expands the educational resources of the University to local, regional, national, and international communities. UWEO provides quality educational opportunities that reflect the high academic standards of the University. Community and student feedback received through market research studies drives program development. The mission statement indicates that UWEO “provides broad access to and expands the high-quality educational programs of the University of Washington by serving the needs of diverse, global communities of learners through innovative, self-sustaining programs. It also creates value and goodwill for the UW in flexible and creative ways.” Educational Outreach:

- recognizes the importance of providing quality service to students seeking career and lifelong learning opportunities;
- champions the importance of continuing education and education for nontraditional audiences and acts as a resource for lifelong learning within the University community;
- offers quality educational opportunities to wide-ranging audiences in multiple formats facilitating access to University research, resources and courses for diverse populations;
- coordinates the online activities of the University in order to increase access to diverse audiences; and
- draws on community talent as well as UW faculty expertise to provide services, programs, and degrees for professional development, career enhancement, and personal interest.

All UWEO programs, both credit and noncredit, are approved by the appropriate UW academic units. UW Tacoma offers continuing education and professional development certificate programs through the Key Bank Center.

Certificate Programs

A certificate program is a linked series of credit or noncredit courses that constitutes a coherent body of study in a discipline. It must reflect the educational mission of the University and should help participants achieve specified learning objectives and competencies in a defined field of study upon successful completion. All certificate programs, including those offered through online learning, are reviewed and approved yearly by the appropriate colleges, schools, and departments. Other characteristics common to all certificate programs include:
• Curriculum: The program will be organized into a structured progression of classes for participants who achieve specified learning objectives upon successful completion. A certificate program will include an identifiable series of required courses that cannot be satisfied by substitute non-certificate classes or work outside the established course curriculum.

• Advisory Boards: A certificate program must have an advisory board consisting of representatives from the University and the professional community. Depending upon the program, the board may define the target audiences, admission standards, the curriculum, instructional qualifications and, on an ongoing basis, monitor the progress and quality of the program.

• Admission Process: All certificate programs will have a clearly published admission process in which participants identify themselves as certificate students.

• Admission Standards: To ensure the quality and level of the instruction, a certificate program will have published minimum admission standards, which have been established by the program advisory board to reflect the skills needed for success in the program.

• Program Scope: A certificate program requires a minimum of 90 hours of classroom work or an equivalent online learning experience. Often, programs will require more than the minimum number of hours, depending upon the subject matter. A certificate program also will require participants to perform academic and/or clinical activity outside of the classroom.

• Grading/Assessment: Each participant will be graded in each course by standards established by the advisory board and/or instructors and approved by the appropriate academic units. For credit programs, grading should follow University policies. In noncredit certificate programs, participants should be graded on a successful completion/non-completion system in which successful completion constitutes the equivalent of a grade of B grade or better, or another easily recognizable assessment system. Grading/assessment standards must be carefully communicated in print to the participants.

• Program Evaluation: Each course and instructor in a certificate program must be evaluated to ensure the high quality of the program. The evaluations should be designed cooperatively with the Office of Educational Assessment and must be included in the materials sent to the academic units in the annual review process.

• Transcripts: The grades of participants in a certificate program should be recorded on a permanent transcript stored either on an internal UW system or with the National Registry of Continuing Education.
Fee-based Degree Programs

The University has expanded the number of degrees offered using a financial model designed to cover all costs through student fees, grants, contracts, and other non-state sources of funding. In 2012-13, the UW offered 85 fee-based degree programs, of which 71 were administered through UWEO. Six additional UWEO-administered fee-based degree programs began enrolling students in Summer Quarter 2013.

These self-sustaining degree programs have been designed by the appropriate sponsoring college or school and follow all University policies and procedures governing admissions and degree completion requirements. UWEO provides marketing, budgetary, and administrative support for these fee-based degrees. It also offers expertise in dealing with non-traditional and professional audiences of working adults, serves as an advocate for them to expand access, and specializes in nontraditional formats such as evening, intensive, and online offerings.

Summer Quarter

UWEO provides the administrative structure for summer quarter. However, the appropriate academic units plan and schedule all classes and faculty in the summer.

Other Initiatives

The appropriate University admissions units handle all student admission into fee-based degree programs according to standards established by the University. The degree students in these programs have access to the standard support services and benefits that students in state-funded programs enjoy.

Non-matriculated students may take courses at the University on a space-available basis through the Shared Access Program. UWEO enrolls approximately 4,240 non-matriculated students each academic year through this program.

All credit and noncredit courses taught by adjunct faculty are evaluated by students each time the course is taught. Additionally, those completing a certificate program of study are asked to evaluate the entire educational experience during their last quarter of study. A sample of those who completed a program is also surveyed several years after graduation.
2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

The University follows stringent guidelines designed to ensure that all courses and programs are reflective of the academic mission of the appropriate academic unit and have been reviewed and approved by the faculty of the sponsoring department, school, or college.

The Continuing Education Board of Directors, consisting of representatives from all units within the University that offer continuing education initiatives through UWEO, meets annually to share new initiatives; ensure that the initiatives comply with University policies and procedures; explore opportunities for collaboration, both within the University and with business and industry partners; and seek economies of scale. UWEO administers 75 percent of all continuing education programming sponsored by the University, including noncredit continuing education and nontraditional credit programs.

As indicated above, UWEO will not offer a course or program unless the appropriate academic unit reviews and approves the course and instructors in both credit and noncredit educational offerings on a quarterly basis. All credit activity administered by UWEO follows the standard approval policies of the institution and the state. Any credit or noncredit program resulting in a credential from the UW reports on student achievement and learning outcomes from a pre-published set of guidelines for each class approved by the appropriate academic unit and developed by experts in the field.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

All credit and noncredit initiatives sponsored by UWEO are created in partnership with, and must be reviewed and approved by, the hosting academic department(s). Each certificate has the benefit of the expertise of an advisory board composed of University faculty, practitioners, and other content experts in the field of program study.

All credit courses developed for a UWEO certificate or degree program must be approved by the sponsoring academic department and all appropriate University committees. Credit courses offered through UWEO are part of the standard University curriculum. Those courses with academic credit also follow the University credit formula (e.g., 30 hours of work per credit).
The sponsoring academic department must approve all noncredit courses offered by UWEO. Students receive CEUs for their noncredit work according to the standard method of calculating CEUs. Each instructor includes the criteria for successful completion of their course(s) and the student learning objectives in their syllabi. Students can access information about CEUs via the website.

In addition to the initial course and program approval process, each quarter a course and instructor approval packet is sent to each sponsoring department. The packet contains the name of the proposed instructor, his or her resume, course and instructor evaluations (if the individual has taught through UWEO in the past), and a copy of the course syllabus. This information is reviewed, and the department chair and/or dean must approve the course offering prior to the beginning of the quarter.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The Office of the Registrar records all grades in credit courses offered through UWEO. For noncredit classes, UWEO keeps a permanent record of all activity and awards CEUs according to the standard method of calculating these units.
Standard 2.D Student Support Resources

2.D.1 Consistent with the nature of its education programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Classroom Learning Environments

The operational support of the University of Washington’s general use classrooms is interwoven with the need to adequately fund sufficient staffing, the need to adequately fund classroom technology, and the need to adequately fund physical maintenance and improvements in the University’s classrooms.

We are at a watershed moment in education design. The convergence of knowledge and circumstances provide us with the opportunity to revolutionize the built environment for all of education. There is an increasing body of research from the neurosciences, cognitive sciences, and social sciences that provide us with valuable insights about how people learn. Combine this knowledge with the skill sets required of the 21st-century worker and there is only one thing for us to do: We must create physical and virtual spaces that foster innovation and design thinking across the educational spectrum.¹⁰

The student experience is significantly impacted by the classroom experience, and there is growing evidence that improved learning spaces enhance student learning.¹¹ For many students, most of their time at the University is spent in classrooms. University investment in classroom renovations and classroom technology improves student satisfaction, learning outcomes, and utilization. General use classrooms are heavily used spaces on the Seattle campus. There were approximately 369,000 weekly student contact hours¹² in the general assignment classrooms managed by Classroom Support Services in Winter Quarter 2012. During Autumn Quarters 2009 to 2012, over 1,400,000 weekly student contact hours occurred in general assignment classrooms (Table 15):

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¹⁰ Susan Whitmer, Education Design Expert, strategic consultant with Herman Miller and SCUP leader.

¹¹ C. Pike, _Evidence Based Design of Learning Environments_ Draft Literature Search, September 2011.

¹² Contact hours are determined by multiplying the count of enrolled students as of the census day data times the number of hours each course meets per week. For example, a course with 20 students that meets 1 hour per day 5 days per week has 100 weekly student contact hours.
Table 15: Total Weekly Student Contact Hours in General Use Classrooms

<table>
<thead>
<tr>
<th>Room Size Groups</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Four Quarter Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 + Seats</td>
<td>56,216</td>
<td>51,087</td>
<td>52,038</td>
<td>55,467</td>
<td>214,807</td>
</tr>
<tr>
<td>200 to 299 Seats</td>
<td>38,421</td>
<td>48,522</td>
<td>48,067</td>
<td>45,752</td>
<td>180,761</td>
</tr>
<tr>
<td>150 to 199 Seats</td>
<td>31,775</td>
<td>31,902</td>
<td>34,331</td>
<td>31,807</td>
<td>129,815</td>
</tr>
<tr>
<td>100 to 149 Seats</td>
<td>19,469</td>
<td>17,810</td>
<td>19,774</td>
<td>23,320</td>
<td>80,373</td>
</tr>
<tr>
<td>80 to 99 Seats</td>
<td>39,899</td>
<td>55,711</td>
<td>38,510</td>
<td>35,445</td>
<td>140,154</td>
</tr>
<tr>
<td>50 to 79 Seats</td>
<td>52,698</td>
<td>59,563</td>
<td>59,470</td>
<td>59,937</td>
<td>230,407</td>
</tr>
<tr>
<td>40 to 49 Seats</td>
<td>51,185</td>
<td>32,723</td>
<td>32,156</td>
<td>31,367</td>
<td>147,430</td>
</tr>
<tr>
<td>30 to 39 Seats</td>
<td>53,548</td>
<td>55,633</td>
<td>54,746</td>
<td>54,702</td>
<td>218,628</td>
</tr>
<tr>
<td>20 to 29 Seats</td>
<td>22,636</td>
<td>23,899</td>
<td>23,494</td>
<td>22,990</td>
<td>93,219</td>
</tr>
<tr>
<td>10 to 19 Seats</td>
<td>2,116</td>
<td>1,924</td>
<td>2,207</td>
<td>2,266</td>
<td>8,512</td>
</tr>
<tr>
<td>Total</td>
<td>355,160</td>
<td>361,170</td>
<td>364,792</td>
<td>363,051</td>
<td>1,444,172</td>
</tr>
</tbody>
</table>

Generally, there is higher demand for classrooms that have been fully renovated and equipped with modern technology. Table 16 compares the increase in the hours of use for classrooms before the major “Restore the Core” renovation program started the construction phase and for Autumn Quarter 2012. As a result of these renovations, the capacity decreased by 565 seats while utilization increased.

Table 16: Classroom Use and Capacity Before and After Major Renovations

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture Hall</td>
<td>27.1</td>
<td>38.5</td>
<td>5</td>
<td>3</td>
<td>495</td>
<td>405</td>
</tr>
<tr>
<td>Guggenheim Hall</td>
<td>27.7</td>
<td>32.2</td>
<td>5</td>
<td>3</td>
<td>565</td>
<td>445</td>
</tr>
<tr>
<td>Johnson Hall</td>
<td>27.1</td>
<td>37.8</td>
<td>9</td>
<td>6</td>
<td>635</td>
<td>485</td>
</tr>
<tr>
<td>Savery Hall</td>
<td>28.7</td>
<td>36.0</td>
<td>24</td>
<td>21</td>
<td>995</td>
<td>790</td>
</tr>
<tr>
<td>Average/Total</td>
<td>27.7</td>
<td>36.1</td>
<td>43</td>
<td>33</td>
<td>2,690</td>
<td>2,125</td>
</tr>
</tbody>
</table>

(Clark Hall excluded due to dedicated program use)
The percentage of seats occupied by students in the classrooms has increased dramatically since 2007. In 2012, an average of 71 percent of seats was filled in general use classrooms compared to only 65 percent of seats filled in Autumn Quarter 2007. Figures 6 and 7 show the increase in percent of seats filled for courses since 2002 and the change in the average weekly hours of classroom scheduled use over the same time frame.

Figure 6: Increase in Percent of Seats Filled for Courses, 2002-2012
The dip in the weekly average hours of scheduled use in Autumn Quarter 2009 appears to be the result of a number of factors, including the closure of Balmer Hall classrooms (representing a 10 percent loss of classroom capacity) and the initial impact of budget reductions as departments reduced the number of class sections. The increase of seats filled also appears to be connected to budget reduction strategies employed by departments. That is, while reducing sections, the departments also increased section sizes, including increasing enrollment limits to match room capacity limits.

The average weekly hours of classroom use by room capacity groups between Autumn Quarter 2009 and 2012 is shown in Figure 8. All sized rooms show an increase in the average hours of scheduled use between Autumn Quarters 2009 and 2012. This increase is particularly steep in classrooms with 300 or more seats and classrooms with 200 to 299 seats, which shows the increasing demand for the largest sized classrooms in order to accommodate the combination of growing student enrollments and stagnant departmental budgets.
With the conclusion of the University’s “Restore the Core” program, future major building renovations may be unlikely, and classroom renovations will depend upon biennial minor repairs funding. The unpredictable nature of minor repairs funding makes it difficult to maintain momentum towards the large backlog of needs. The $2,500,000\textsuperscript{13} allocation for the 2011-13 biennium for classroom upgrades was designated toward improvements in 14 classrooms, mostly in the west campus zone. Completed for the start of Autumn Quarter 2012, the impact of the renovations is anticipated to be shown in the Autumn Quarter 2013 statistics.

In early 2013, a new task force began work, focused on the use of classrooms and learning spaces on the UW Seattle campus. The group is focused on:

- use of technology for class/lecture delivery;
- adaptability of teaching/learning spaces to reflect educational changes (e.g., rise of hybrid classes, class teamwork, and problem solving class formats);
- flexibility of teaching/learning spaces;
- scheduling and access issues;

\textsuperscript{13} Also included in the 2011-13 allocation is $260,000 for new classroom furniture in the Social Work/Speech and Hearing Sciences Building and $30,000 held for small ad hoc improvements as requested by instructors or departments, such as replacing window shades, installing additional whiteboards, and replacing classroom clocks.
• adoption of next-generate technology; and
• ease of use for faculty (e.g., unified interface, consistent technology).

In late winter and early spring, the task force created a call for proposals for external consultants with a specialty on classroom utilization/access issues. A consultant will be chosen in late summer or early autumn 2013.

**Academic Support Outside the Classroom**

The University of Washington provides tutoring for undergraduate students across the curriculum. Multidisciplinary assistance is provided in four locations:

• Center for Learning and Undergraduate Enrichment (CLUE), an evening study center that provides services for all students from the underprepared to the advanced;

• Office of Minority Affairs & Diversity (OMA&D) Instructional Center, a daytime tutoring center serving students affiliated with OMA&D;

• Student Athlete Academic Services that includes tutoring services for student-athletes; and

• Engineering Study Center, Minority Scholars Engineering Program, and the Women in Science and Engineering program.

Support for undergraduate and graduate writing and research can be found in the following centers:

• Odegaard Writing and Research Center;

• Center for Learning and Undergraduate Enrichment;

• Office of Minority Affairs & Diversity Instructional Center; and

• Disciplinary writing centers in the Departments of Communication, History, Philosophy, Political Science/Law, Societies and Justice/International Studies (combined), Psychology, and Sociology and the College of Education.

Disciplinary tutoring centers are available in the departments of Chemistry, Mathematics, and Physics.

**Graduate Education**

The University of Washington has a creative teaching and learning environment, with a host of programs to support faculty, share research about best practices in teaching and learning, and address changes in pedagogy driven by new circumstances (e.g., innovative technology, student learning styles, student demographics). These programs exist at the local academic unit through informal discussions, peer review of teaching, student evaluations, and formal evaluations of
instructor teaching as part of renewal or promotion reviews. The University’s Center for Teaching and Learning, a collaborative venture of UW Libraries, the Graduate School, and Undergraduate Academic Affairs, provides extensive orientation and support services throughout the year for faculty and for graduate students who are teaching assistants. Individual schools and colleges also have their own programs to enhance student learning and to support faculty teaching.

UW Tacoma has a Faculty Resource Center (FRC) that focuses on collaboration and support for research proposals and for improving pedagogy, including services for exploration of emerging technologies for the classroom.

The UW Tacoma Teaching and Learning Center (TLC), in addition to student support and tutoring, provides faculty support in improving instruction, behavior management in the classroom, and for working with multicultural/multilingual students.

UW Bothell has invested significantly in a full range of academic support services, including the Writing and Communication Center, Quantitative Skills Center, Office of Community-Based Learning and Research, Multimedia Studio, Learning Technologies, and Library. Student learning is further supported through co-curricular resources and programs, including Career Services; Counseling Services; Disability Resources for Students; Merit Scholarships, Fellowships and Awards; and Veterans Services. Student Life programs include diversity programs, recreation and wellness programs, orientation, student government, and student organizations.

Faculty are supported in creating effective learning environments through the Teaching and Learning Center (TLC), campus library, and information technologies. These services collaborate closely to provide seamless support for faculty pedagogy, from individual faculty consultations to sustained faculty institutes, such as the 10-week Hybrid Course Development Institute. Learning Technologies, housed officially in Information Technologies, has a “dotted line” relationship with the TLC, underscoring the mutual commitment to faculty development between information technologies and the TLC. The heads of all three units meet weekly to coordinate and leverage resources and to advocate campus wide for student learning and faculty development at every level—from the individual course and instructor to program- and school-wide curricula and campus-wide goals for student learning.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Safety and Security

The University has a comprehensive approach to safety and security. The University of Washington Police Department (UWPD) serves and protects all its students, staff, faculty, and visitors 24 hours per day, 365 days per year. There are 50 commissioned officers; all sworn University peace officers have successfully completed training at the Washington State Criminal
Justice Training Commission (WSCJTC) Academy or equivalent training recognized by the WSCJTC. All officers are certified in first aid and CPR. Many UWPD officers hold associate or bachelor's degrees in the fields related to criminal justice, sociology, psychology, community relations, and other public service-related fields. In addition, all officers complete a minimum of 30 hours of training each year.

As a campus police agency, UWPD has developed customized resources and training specific to the challenges of a University campus, including community-oriented policing with an emphasis on education, community partnerships, and crime prevention.

UWPD has three divisions: Technical Services Division, Operations Division, and Office of Professional Standards & Training. The Technical Services Division is responsible for communications/dispatch, records, CAD/GIS, and information technology. The Operations Division includes patrol and is also responsible for special events, the incident prevention team, residence hall patrol officers, bicycle patrol, and K9. Support services within the Operations Division maintain a detective unit, crime prevention unit, homeland security, evidence and property, and a victim advocate. The detective unit consists of a sergeant and three detectives who coordinate ongoing criminal investigations related to incidents on campus. The crime prevention unit provides assistance to the community through briefings and seminars on crime reduction or prevention. The Office of Professional Standards & Training consists of a public information officer, internal affairs and inspections sergeant, training/recruitment officer, and accreditation manager (for the Commission on Law Enforcement Agencies, CALEA).

UWPD annually produces a Guide to Campus Safety and Substance Abuse and the Annual Fire Safety Report, which informs students of current programs that exist to protect the safety and well-being of the campus community. Portions of this report are also provided in compliance with laws of the state of Washington (RCW 28B.10.569), the federal Safe and Drug-Free Schools and Communities Act (20 USC 1145g), and the Higher Education Opportunity Act (Title 20 U.S. Code Section 1092 Disclosure of Campus Security Policy and Campus Crime Statistics), also known as the Jeanne Clery Act. All students who register online must review this brochure before they can register for Autumn Quarter.

A number of other materials are also provided by the UWPD. In compliance with the Jeanne Clery Act, the 60 Day Crime Log and Fire Log (provided by Environmental Health and Safety) are both available on the web and in hard copy by request. The Campus Safety Self-Assessment Survey is conducted regularly in compliance with the Revised Code of Washington. The UWPD Annual Report, which also includes crime statistics, is accessible via the web, and the Crime Prevention Resource Guide is available on the web, in text-only disability accessible format, and in hard-copy.

In addition to regular patrols and investigations, the UWPD partners with the Seattle police department and staffs a UW police officer to patrol the area immediately north of campus as part of the incident prevention team. UWPD provides regular building and personal safety presentations at the new student orientation, rape aggression defense (RAD) training, citizens academy, and staffs the NightWalk program, which provides 5,000 nighttime escorts per year. UWPD also has a dedicated victim advocate who is a trained specialist available to work with any member of the UW community who has been a victim of a crime.
The University of Washington uses a wide range of methods to receive calls from individuals and communicate alerts to the campus at large. Individuals can call the police through 911 or through the campus phone line. Blue light phones and yellow emergency phones are available throughout campus. Fourteen of the “Code Blue” emergency phones are equipped with a public address system, allowing for real-time emergency information to be broadcast to the UW community in times of critical incidents. The UW Alert system (text, email, emergency alert blog) is used to send out timely information. Notifications of criminal incidents are provided via email, the UWPD website, Facebook, and WatchDawg. The UW has a crisis communication plan that is robustly and regularly tested. In the event of a major emergency, UWPD is ICS/NIMS compliant, allowing for interoperable communications between agencies and compatible command structure when responding to major disasters.

Residence halls are locked at all hours and accessed only through student resident and staff Husky Cards, which are authorized by Housing and Food Services. All residence halls have emergency evacuation plans with fire detection alarms and fire suppression canisters, all of which comport to state code. The Office of Student Life participates in university-wide emergency planning activities, with special attention to the needs of students in residence.

UW Tacoma has its own public safety department with noncommissioned officers who patrol the campus on a 24 hour basis and provide educational programs on crime prevention, Rape Aggression Defense (RAD) for women, advanced RAD for women, and resistance to aggression for men. The department provides crime prevention training for resident students who live in CT 17 housing program. UW Tacoma Campus Safety and Security collects separate crime statistics as mandated by the federal Jeanne Clery Disclosure of Campus Security Policy.

The Campus Safety Department at UW Bothell has several programs that provide students with information to assist them in making decisions that reduce the possibility of their becoming victims of crime. The department conducts new and continuing student orientations on staying safe on campus. Orientations for parents of students are also provided each year. The department works closely with the Bothell police department to provide law enforcement services to the campus. Campus Safety patrols the student housing area and the adjoining campus on a 24-hour basis. Campus Safety works closely with UW Safe Campus.

Campus Safety provides free safety escorts seven days a week, 24 hours a day. Students, staff, faculty, and campus visitors can call at any time to arrange a safety escort. A uniformed member of Campus Safety will be dispatched and walk with them to their campus destination. Campus Safety members carry two-way radios and can communicate directly with the Campus Safety dispatcher.

Campus counseling services and the Campus CARE team are free, confidential and safe starting points for all students, men and women, regarding sexual assault or relationship violence. A resource specialist connects clients and friends or family with available services, including medical assistance, individual and group counseling, legal advocacy, and shelter services.

The Campus Safety Clery Report is available to the campus community and contains information to increase student awareness of programs designed to protect their safety and well-being, and to comply with the laws of the state of Washington, the federal Drug-Free Schools and

If a threat to campus safety occurs, the Campus Safety department coordinates with other first responders, which may include the Bothell Police Department; Bothell Fire Department; or other local, state, or federal agencies. The University conducts emergency response and evacuation tests every year, including field exercises and tests of the mass notification system.

**Health & Wellness**

Health & Wellness, a department within UW Seattle’s Office of Student Life, offers outreach, intervention, education, and support for at-risk students, as well as individual support for faculty and staff dealing with complex student-centered situations. Health & Wellness focuses on target populations, such as:

- students of concern brought to its attention by faculty, staff, and police;
- students exhibiting suicidal thoughts or actions in need of outreach and support;
- students who have experienced sexual assault, relationship violence, stalking, or harassment;
- students struggling with the use or abuse of alcohol and/or drugs; and
- faculty and staff directly impacted by student behaviors, especially in the classroom.

Various brochures and posters published by Health & Wellness contain information on programs designed to promote the safety and well-being of students. This information is made available at the new student orientation and a host of other programs over the course of the academic year (e.g., Sexual Assault and Relationship Violence Awareness Month and Crime Prevention Week) and at campus information centers (e.g., the HUB). Two brochures, *Finding Out What You Need to Know about Alcohol and Other Drugs* and *Passed Out? Or Alcohol Poisoning?*, are distributed every year to incoming students and their parents along with a letter from the Vice President for Student Life. A new brochure, *Mixing Alcohol with Energy Drinks*, has been made available to all 74 Washington state colleges and universities through the Washington State Liquor Control Board.

The Suicide Intervention Program is a partnership between Health & Wellness, Hall Health Mental Health, and the Counseling Center, and is designed to reduce the risk of self-harming behaviors by reaching out and connecting to students when incidents of concern are reported to the University. Health & Wellness connects students to mental health services on and off campus, while working with each individual to alleviate stressors creating a barrier to academic success, including finances, academics, and living arrangements.

The Sexual Assault & Relationship Violence Information Service (SARIS) is a confidential and safe starting point for students affected by sexual assault, relationship violence, stalking, or sexual harassment. SARIS works to promote a campus environment that actively seeks to
prevent power-based violence through bystander intervention, outreach, and educational efforts. SARIS offers all students a comfortable place to discuss sexual assault, relationship violence, stalking and related issues, learn about campus resources, and understand options from a holistic perspective.

SARIS provides presentations, training, and other programs for students, faculty, and staff on the topics of sexual assault, relationship violence, stalking, healthy relationships, and other related issues. These programs are tailored to each audience and the specific learning outcomes. SARIS spearheads the Green Dot program, which teaches students how to be active bystanders to reduce power-based violence at UW. The Green Dot Committee is a collaboration between Student Life and other University departments. SARIS publishes posters and resource cards that list both UW and community resources and are given to new students in residence halls at their first floor meeting. The SARIS resource card is available at information centers on campus and by contacting the office directly. The SARIS resource specialist also advises Sexual Assault Relationship Violence Activists (SARVA), an ASUW program that includes trained student volunteers who provide free educational presentations on sexual assault.

In addition, SARIS participated in a Washington State customized safety survey of a random sample of the student population exploring students’ personal experiences and knowledge and utilization of resources pertaining to sexual assault, relationship violence, and stalking. The results of the survey provided unequivocal evidence that freshman and sophomore students are at greater risk for sexual assault, relationship violence, and stalking than other students, thus allowing SARIS and Health & Wellness to better target their educational programs.

Health & Wellness and Housing and Food Services (HFS) partner with the Department of Psychiatry to offer Brief Alcohol Screening and Intervention for College Students (BASICS), alcohol skills training workshops, and drug educational programs, all of which are nationally-recognized intervention and educational tools in the areas of addictive behaviors. These key partnerships deliver evidence-based interventions for UW students.

The Consultation and Assessment Team (CAT) is a cross-functional group of professional staff that meets regularly to discuss students of concern whose behavior has come to their attention through a variety of channels (including reports from faculty, staff, or other members of the university community, as well as police reports). Particular attention is paid to students whose behavior may represent a significant impact or danger to self, others, or the community. Departments represented at CAT include Health & Wellness, Community Standards & Student Conduct, Counseling Center, Residence Life, SafeCampus (Violence Prevention and Response Team), UW Police Department, Fraternity and Sorority Life, and the Office of the Vice President for Student Life. These meetings provide a venue for assessment, planning, and case management with attention to student safety, the safety of the community, and ensuring outreach and support for students who may be at risk.

Where services of a confidential nature are provided (e.g., Counseling Center, Disability Resources for Students), records and information are kept in a manner consistent with current standards of privacy and confidentiality. Secure servers for electronic records and multiple locks for paper records are always used. Confidential information is released only with appropriate
Student Health & Wellness (SHAW) at UW Tacoma promotes the health and well-being of students through outreach, education, consultation, and intervention and supports the mission of the campus and the Division of Student and Enrollment Services. SHAW is comprised of three functional areas: health, wellness, education, and promotion; the student counseling center; and student health services.

Health, Wellness, Education, and Promotion (HWEP) provides information on health related topics and provides programs and resources that promote the safety and well-being of its students. Sample informational/educational campaigns include smoking cessation, gratitude, AIDS awareness, depression awareness, heart health, domestic violence, nutrition, alcohol awareness, sexual assault awareness and prevention, mental health, and physical fitness. HWEP partners with the Franciscan Medical Group and student health services to hold quarterly health fairs focusing on a variety of timely health and wellness topics, including screenings for blood pressure, diabetes, skin cancer, rapid HIV testing; sports medicine and sports injury clinics; water safety; and a host of other topics. HWEP provides a variety of ways for students to access health and wellness information, including Facebook and other web-based social media; Student Health 101, a monthly e-magazine with health, wellness, and fitness-related content; self-service information resources available on its website; print materials available at wellness outreach events, at HWEP’s offices, and around campus; and at public presentations.

The Student Counseling Center (SCC) provides confidential, responsive, and effective therapy and consultation to the University community. The SCC offers a broad range of educational and clinical services to support students’ academic, personal, and social development and success. It contributes to student retention through direct services, participation in orientation and classroom activities, and through leadership on issues related to mental health and general wellness. The center provides high-quality training experiences in the practice of professional psychology through an internship program for doctoral psychology students and has earned membership in the Association of Psychology Postdoctoral and Internship Centers.

In 2012-13, the SCC piloted an assessment project to track the effectiveness of its counseling services and found that its psychotherapy outcomes meet or exceed benchmarks found in psychotherapy meta-analyses. With this, the SCC will be able to make data-driven decisions regarding the policies and practices of the center and monitor the effects of any attempts to improve.

Student Health Services (SHS) is a collaborative partnership between UW Tacoma and the Franciscan Medical Group whose goal is to provide convenient, confidential, affordable health services to students at UW Tacoma. SHS offers students a basic healthcare safety net in support of personal and community health, acquisition of lifelong wellness behaviors, increased ability to attend classes, stay focused and learn, and long-term retention and success. Students can see on-site medical staff for basic assessment, triage, and treatment of a wide variety of basic health issues and concerns, as well as preventative care, such as flu shots and TB testing. The staff nurse practitioner may write prescriptions (filled at off-campus pharmacies), refer students for
specialty care and advanced services (e.g., x-rays and testing). Most on-site services are free to students, but there are costs associated with some services and labs (e.g., measles vaccination).

Students are eligible for discounted fee-for-service costs. SHS is staffed and operated by Franciscan Medical Group. Services are provided by a registered nurse practitioner (ARNP), a licensed practical nurse (LPN), and a patient services representative. A psychiatrist is available for assessment and medical management of complex mental health issues and for clinical staff consultation.

At UW Bothell, Health and Wellness programs are offered by the Division of Student Affairs, specifically Recreation and Wellness, Counseling Services, the CARE Team, Residential Life, and Student Services. These units provide outreach, intervention, education, and support for at-risk students, as well as individual support for faculty and staff dealing with complex student-centered situations. They focus on:

- students of concern brought to their attention by faculty, staff, and students;
- students exhibiting suicidal thoughts or actions in need of outreach and support;
- students who have experienced sexual assault, relationship violence, stalking, or harassment;
- students struggling with the use or abuse of alcohol and/or drugs; and
- faculty and staff directly impacted by student behaviors, especially in the classroom.

Various brochures and posters published by Recreation and Wellness contain information on programs designed to promote the safety and well-being of students. They are available through the new student orientation and a host of other programs over the course of the academic year (e.g., Sexual Assault and Relationship Violence Awareness Month and Crime Prevention Week). The Suicide Intervention Program is a partnership between Counseling Services, the CARE Team, and Recreation and Wellness. It is designed to reduce the risk of self-harming behaviors by reaching out and connecting with students when incidents of concern are reported to the University. These programs connect students to mental health services on and off campus (i.e., King, Snohomish, and Skagit County crisis lines) while working with each individual to alleviate stressors that create a barrier to academic success, including finances, academics, and living arrangements.

UW Bothell also participates in SARIS (the Sexual Assault & Relationship Violence Information Service) and offers the wide range of informational programs described above. Recreation and Wellness leads the planning efforts of the related Green Dot program, which teaches students how to be active bystanders to reduce power-based violence. The Green Dot Committee is a collaboration of Student Life and other University departments. Recreation and Wellness will be distributing information, listing resources from UW Bothell, UW Seattle, and other community groups. The SARIS resource card is also available around campus, and by contacting the office directly.
Recreation and Wellness recently launched the Wellness Peer Educator program to deliver health and wellness programming to students on campus and in the residence halls. The HERO's (Health Educators Reaching Out) plan events, facilitate workshops, and create various resources, campaigns and outreach opportunities for students to improve their health and well-being. Throughout the summer, the HEROs receive intensive training on several topics including:

- mental and intellectual health,
- emotional health,
- sexual assault/abuse and sexual health,
- alcohol and other drugs,
- physical activity, and
- nutrition.

Recreation and Wellness offers an interactive web survey through eCheck Up To Go (e-CHUG) for UW Bothell students to learn more about their alcohol use and patterns. The assessment takes a few minutes to complete, is self-guided, and requires no face-to-face contact time. After all information has been entered, it is then validated and processed. The survey calculates a number of variables and compares students’ responses to national and local college norms.

The CARE Team is a cross-functional group of professional staff that meets regularly to discuss students of concern who are brought to their attention through a variety of channels (including reports from faculty, staff, or other members of the university community, as well as Campus Safety). Particular attention is paid to students whose behavior may represent a significant impact or danger to self, others, or the community. Departments represented at CARE include Student Life, Community Standards & Student Conduct, Counseling Center, Residence Life, Campus Safety, and Disability Resources. These meetings provide a venue for assessment, planning, and case management with attention to student safety, the safety of the community, and ensuring outreach and support for students who may be at risk.

Where services of a confidential nature are provided (e.g., Counseling Center, Disability Resources for Students), records and information are kept in a manner consistent with current standards of privacy and confidentiality. Secure servers for electronic records and multiple locks for paper records are always used. Confidential information is released only with appropriate consent by the student and/or in accordance with state and federal laws regarding confidential information, especially in emergency situations involving potential threat to safety.
2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Recruitment and Admission

The University’s educational mission and admission policy are succinctly expressed in the Board of Regents’ policy statement on admissions in the UW Policy Directory. It is University policy to admit applicants who will most benefit from and contribute to the University’s educational resources, mission, and environment. Therefore, the Board of Regents and the faculty desire that students admitted to the University of Washington display qualities that predict academic success and enhance the intellectual and cultural vitality of the university community. The University seeks to enroll undergraduate classes rich in the intellectual abilities, academic commitments, and diversity of perspectives, backgrounds, and talents that create a stimulating educational environment and promote desired learning outcomes. Entering classes should also include students who demonstrate the ability to overcome adversity or disadvantages to achieve their goals and those who show promise to represent the University well in the professions and communities in which they will serve and lead.

Admission to the University is competitive. Applicants are evaluated not only on their completion of minimum core subject requirements, but also on whether or not they took advantage of the curricular offerings available to them. In this context of curricular rigor and opportunity, applicants’ grades, standardized test scores, and other academic profile elements are assessed. However, in selecting the freshman class, the University does not make its admission decisions solely on the basis of academic performance and profile elements. Important academic objectives are furthered when classes are composed of students with talents and skills derived from diverse backgrounds. Factors that indicate this diversity include, but are not limited to, ethnic or cultural awareness; activities or accomplishments; educational goals; living experiences, such as growing up in an unusual or disadvantaged environment; family educational background and socioeconomic status; and special talents. While commitment to intellectual development and academic progress continues to be of primary importance, a holistic and comprehensive review, including a personal statement, is also used in the admission of the freshman class.

The primary elements considered in the review include:

- completion of a substantial number of academic courses beyond the required minimum;
- senior-year curriculum;
- enrollment in honors, Advanced Placement, International Baccalaureate, or Running Start courses;
• enrollment in college and university courses while in high school;
• academic awards;
• school and community activities;
• educational and economic disadvantage, cultural awareness, and personal adversity;
• grade trends;
• persistent evidence of an unusually competitive grading system in the high school; and
• documented evidence of exceptional artistic talent.

If an applicant does not meet a particular admission requirement due to factors related to a disability, the applicant can petition the University for special consideration at the time of his/her application. The applicant can also appeal the denial of admission by providing this information and requesting special consideration of his/her circumstances. University policy also provides the opportunity for a student with a documented disability that would interfere with his/her ability to successfully learn a foreign language to be admitted to the University on a conditional basis, without the foreign language core requirement. These policies and processes are described on the University’s admission website. All admission policies and processes undergo continual review and monitoring by various councils and committees of the Faculty Senate, especially the Faculty Council on Academic Standards and its Subcommittee on Admission and Graduation.

The University also maintains a simple application process for former students returning to the University. The process and form may be found on the website of the Office of the University Registrar.

The University of Washington has a special relationship with the community colleges, which educate a high proportion of the residents of Washington in their first two years of college. The University has entered into an articulation agreement, as have all the baccalaureate-granting public colleges and universities, with the Washington State Board for Community and Technical Colleges. While transfer admission is competitive, the University, by agreement, gives priority to transfer students from Washington community colleges, especially those who have completed academic associate’s degrees or are academically prepared for direct entry into a specific major.

**Prospective Students**

Recruitment and outreach at the UW is mission and goal driven. The UW seeks to build a student body rich in the intellectual abilities, academic commitments, diversity perspectives, backgrounds, and talents necessary to create a stimulating educational environment. The UW recruits students from around the world to meet these goals. Competitively eligible students are identified by utilizing targeted print, electronic, and student search marketing methods. UW staff visit high schools, community colleges, and attend national and international college fairs informing prospective students of the academic and social opportunities that exist at the UW. Prospective students are informed of admissions policies through a website, print publications,
and personal communication. Personal communication efforts include contact by phone, email, social media, online chats, and in-person appointment. Prospective students and their families are also given the opportunity to experience campus life by attending campus information sessions, campus tours, residential housing tours, and drop-in courses.

The University of Washington actively engages in K-12 outreach to promote awareness of higher education opportunities. While the UW attracts many students to its campuses, a primary goal remains to help Washington students understand the value of attending any college and how they must prepare to have the widest possible array of options. Special efforts are made to provide outreach to students from low-income, first-generation, and/or ethnic underrepresented backgrounds.

For transfer students, particularly those from Washington community colleges, the University provides more specific and intensive outreach and academic area-specific advising. This is done at community college campuses, as well as at the University’s various campuses. For example, every Thursday afternoon on the Seattle campus, the Office of Undergraduate Academic Affairs is open to prospective transfer students. Advisers are available on a drop-in basis, and a variety of information sessions are offered, including a session on transfer admissions conducted by a counselor from the Office of Admissions. Each week between 35-75 potential transfer students are served on Transfer Thursday.

**Graduate Students**

The Graduate School has established admission requirements to create a strong foundation for student success. It encourages graduate faculty to develop application criteria that will enable them to better recruit students who will not only benefit from the UW’s educational offerings, but will successfully complete their degrees.

As stated in [Graduate School Memo 16](#) (Unsatisfactory Performance and Progress), it is imperative that each graduate program have written requirements that are distributed to each graduate student related to satisfactory performance and progress toward completion of the degree program. Student reviews are at the discretion of the graduate program but are expected to be conducted annually; quarterly reviews are encouraged for students not making satisfactory progress. In evaluating the student's performance and progress, faculty are expected to review the following:

- performance in fulfilling degree program requirements;
- maintaining a minimum GPA of 3.0 cumulatively and for every quarter of coursework (computed on courses taken while the student is enrolled in the Graduate School and based only on courses numbered 400-599; courses graded I, S/NS, and CR/NC are excluded, as are the 600-800 series);
- performance during informal coursework and seminars; and
- research capability, progress, and performance.
2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Program Elimination

Students currently admitted and enrolled in a degree program that has been, or will be, eliminated may complete their degree program providing that they maintain continual matriculated enrollment at the University as a full-time student until the degree is awarded.

In the event of program elimination or significant changes in requirements, students are allowed to complete their undergraduate degrees with little disruption. Students may always opt to complete their degrees by following the requirements in place when the students first enrolled (if they proceed in a reasonable amount of time).

When it is determined that all degree requirements have been met, the degree will be awarded for the quarter in which the graduation application was completed. The comment “Degree granted under [year] Catalog Requirements” will be posted on the transcript and on the diploma.

Part-time and returning students may complete the requirements for the discontinued degree if suitable courses are available. If it is determined that degree requirements are not complete at the time a student applies for graduation, the major adviser and the Registrar’s Office will work with the student to determine if requirements can be completed through additional coursework or petition. If necessary, the student may be directed to an alternative degree program.
2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information.

The University of Washington makes every effort to make information reasonably available to students and other stakeholders. Table 17 summarizes where current and accurate information on various items can be found.

**Table 17: Availability of Student Information**

<table>
<thead>
<tr>
<th>Content</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional mission and core themes</td>
<td>Role &amp; mission: General Catalog, About the UW website</td>
<td>Role &amp; mission: General Catalog, About the UW website</td>
</tr>
<tr>
<td>Entrance requirements and procedures</td>
<td>General Catalog, Admissions website</td>
<td>Departmental websites; Graduate School admission website</td>
</tr>
<tr>
<td>Grading policy</td>
<td>General Catalog; <em>Student Guide</em></td>
<td>General Catalog; Graduate School website</td>
</tr>
<tr>
<td>Information on academic programs and courses</td>
<td>General Catalog; <em>Student Guide</em>; Departmental websites</td>
<td>General Catalog; Departmental websites; Graduate School website</td>
</tr>
<tr>
<td>Degree and program completion requirements</td>
<td>General Catalog; <em>Student Guide</em>; Departmental websites;</td>
<td>General Catalog; Departmental websites; Graduate School website</td>
</tr>
<tr>
<td>Expected learning outcomes</td>
<td>General Catalog; <em>Student Guide</em>; Departmental websites;</td>
<td>General Catalog; Departmental websites</td>
</tr>
<tr>
<td>Required course sequences</td>
<td>General Catalog; <em>Student Guide</em>; Departmental websites;</td>
<td>General Catalog; Departmental websites</td>
</tr>
<tr>
<td>Projected timelines to completion based on normal</td>
<td>Many departments publish a timeline either online or on paper</td>
<td>Many departments publish a timeline either online or on paper</td>
</tr>
<tr>
<td>student progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of course offerings</td>
<td>General Catalog (most offerings)</td>
<td>General Catalog (most offerings)</td>
</tr>
<tr>
<td>Section</td>
<td>Departmental websites</td>
<td>Departmental websites, MyGradProgram (faculty only)</td>
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<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Names, titles, degrees held, and conferring institutions for administrators and full-time faculty</td>
<td>Departmental websites</td>
<td>Departmental websites, MyGradProgram (faculty only)</td>
</tr>
<tr>
<td>Tuition, fees, and other program costs</td>
<td>Tuition and fees: General Catalog, <em>Student Guide</em>, Planning &amp; Budgeting website; Program costs: Evening Degree Program website</td>
<td>Tuition and fees: General Catalog, <em>Student Guide</em>, Planning &amp; Budgeting website; Program costs: Evening Degree Program website; Professional and Continuing Education website</td>
</tr>
<tr>
<td>Refund policies and procedures for students who withdraw from enrollment</td>
<td>General Catalog; Student Fiscal Services website</td>
<td>General Catalog; Student Fiscal Services website</td>
</tr>
<tr>
<td>Opportunities and requirements for financial aid</td>
<td>Office of Financial Aid website</td>
<td>Office of Financial Aid website</td>
</tr>
<tr>
<td>Academic calendar</td>
<td>General Catalog, <em>Student Guide</em></td>
<td>General Catalog, <em>Student Guide</em></td>
</tr>
</tbody>
</table>
2.D.6 Publications describing educational programs include accurate information on:
   a) National and/or state legal eligibility requirements for licensure or entry into an
      occupation or profession for which education and training are offered;
   b) Descriptions of unique requirements for employment and advancement in the
      occupation or profession.

Information about eligibility requirements for licensure or entry into an occupation or profession
is provided by the program at the departmental, school, and college level, where appropriate,
given the professional nature of its degree programs. This information is provided to students
through various publications, including program descriptions for applicants and curricular
descriptions for enrolled students. Specific degree codes are assigned to programs that integrated
degree options preparing students for licensure.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure
retention of student records, including provision for reliable and retrievable backup of
those records, regardless of their form. The institution publishes and follows established
policies for confidentiality and release of student records.

Student Records: The Family Education Rights and Privacy Act (FERPA); Washington
Administrative Code (WAC)

The University of Washington publishes and follows policies for confidentiality and release of
student records as established by FERPA and the WAC. Generally speaking, FERPA allows the
University to disclose education records or personally identifiable information with the written
consent of the student, if the disclosure meets one of the statutory exemptions or if the disclosure
is directory information and the student has not placed a hold on release of directory information.

Pursuant to WAC 478-140-024(5), directory information at the University of Washington is
defined as:

- student's name
- street address
- email address
- telephone number
- date of birth
- dates of attendance
- degrees and awards received
- major and minor field(s) of studies
- class
• participation in officially recognized activities and sports
• most recent previous educational agency or institution attended by the student
• weight and height, if student is a member of an intercollegiate athletic team

FERPA allows the University to release a student's directory information to anyone unless the student informs the Office of the University Registrar that he or she does not wish directory information to be released.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Financial Aid

The University’s students, on all three campuses, participate in centralized financial aid programs that provide over $559 million in aid to about 57 percent of UW students. (This does not include research and teaching assistance funds.) The goal of the central aid program is to focus aid to provide access and opportunities to students who may not otherwise be able to attend the University. This is consistent with the University’s mission and is one of the UW’s deeply held historical values. As such, the Office of Student Financial Aid implements policies to reflect this value. Resources are concentrated first on those students with the fewest personal resources, although assistance is available in some form at all income levels.

As a further measure of commitment, the University started the Husky Promise Program in 2007-08 with 5,680 participants. This program now provides funding to approximately 9,200 low- to lower-middle income resident undergraduates who will receive at least enough grant assistance to cover the cost of tuition for four years. In 2012-13, Husky Promise covered about 33 percent of resident undergraduates, and about 33 percent of the undergraduate population is Pell eligible. These numbers indicate that the UW has been successful in keeping the University accessible and responsive to students' financial needs.

The financial aid programs are integrated into the University’s student database (containing admissions, registration, financial aid, and student account modules), which provides appropriate controls of financial aid eligibility rules and allows for compliance with federal, state, and institutional requirements. Scholarships and other aid awarded by departments on the three campuses are incorporated into the student’s award, controlling for over award of aid and limiting University liability. Satisfactory academic progress requirements for financial aid are monitored through this integrated system. Student aid expenditures are monitored on a student-by-student basis with reconciliation of accounts occurring on a regular basis throughout the year. Financial aid operations are audited regularly through internal, state, and federal audits with very few audit exceptions noted.

Financial aid counselors are readily available at the Seattle, Bothell, and Tacoma campuses during in-person office hours (over 36,000 student contacts in 2010-11), via email (over 25,500 emails answered) and by phone (over 41,000 phone calls answered). In addition, the UW has a
24/7, web-based Student Personal Services module that allows students to check on the status of their application, view the documents they need to complete the application, accept or reject their award, view the components of their cost of attendance, reduce loan amounts, and track the disbursement and payment of their aid to their University student account and to their bank account. Financial aid requirements, eligibility criteria, available aid programs, and application procedures are available online through the financial aid website to current and prospective students. Key components of this information are also available in printed format for students who cannot access the information online. Prospective students can access the aid estimator to receive a detailed estimate of their award at the University (based on the prior year’s award parameters and the estimated family contribution) and their net price calculation.

Upon request, UW Tacoma provides a guide containing pertinent financial aid and scholarship information. It also maintains a financial aid website which provides information applicable to its population, including institutional scholarship opportunities and cost of attendance, which also links to the UW Seattle’s Office of Student Financial Aid website. The UW Tacoma financial aid office offers full-service financial aid counseling to prospective and current students on site. Veteran education benefits are also certified through this office.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

The Office of Student Financial Aid regularly monitors the cumulative loan debt of students and the overall loan debt of selected programs of study. The University’s current Direct Loan and Perkins default rates are low (2.3 percent draft 2010 two year direct loan rate/3.4 percent draft 2010 three year direct loan rate, and 7.34 percent for Perkins). The overall average loan debt at graduation for undergraduate borrowers ($20,316 for 2010-11) is well below the national average. However, given the uncertain economy and increased borrowing by students, the Office added information to its website on loan repayment options and financial literacy topics. With the increased complexity of the federal loan system, a .5 FTE staff member was added to continue developing web-based services. The staff member will also train financial aid counselors in loan repayment options so s/he can accurately advise students and trouble shoot issues for students regarding their loan records at the servicers, the Common Origination and Disbursement system, and the National Student Loan Data System. This staff member will also attempt to contact students in late stage delinquency (approximately 180 to 270 days delinquent) to offer assistance and information on loan repayment options—particularly income-based repayment—in an effort to keep former students out of default.

In Autumn Quarter 2012, the Office implemented a module of its web-based Student Personal Services system that allows students 24/7 access to their National Student Loan Data System information and incorporates it into their current year award information. This information will allow students to easily track their current cumulative loan debt and connect to loan repayment calculators in an effort to help them borrow wisely.

The University uses the U.S. Department of Education’s Direct Loan website for entrance and exit counseling and directs students to these sites to complete the counseling modules. Staff then
monitor the students who did not complete and mail/email materials to them. In-person counseling is also available.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Undergraduate Advising

At the undergraduate level, Undergraduate Advising offers orientations, training, and on-going support for all new and continuing advisors. Online information and face-to-face meetings with staff advisors give students a great deal of detail about the requirements and responsibilities of being a student. For students, the main advising portal is Undergraduate Academic Advising.

This site provides a vast array of information for new college and transfer students, including an introduction to the substantial advising options available at the UW (at Undergraduate Academic Advising, the Office of Minority Affairs/Diversity, and in individual academic units).

UAA, UAA Advising, the Adviser Education Program (AEP), and the Association of Professional Advisers and Counselors (APAC) offer training, support, and professional development for all new and continuing advisers. AEP offers a six hour “Undergraduate Advising Basics” training and a seven hour “Master Adviser Workshop” each quarter. Individual training by UAA Advising staff is available as needed. AEP and APAC also sponsor multiple events each year, including speakers, topical workshops, and brown bag sessions, for advisers’ ongoing professional development. The Adviser’s Guide, revised periodically, provides new and continuing advisers with basic information on admission, registration, grades and credits, choosing a major, graduation, and support services. The Adviser Information File is a continuously updated series of detailed memos on advising policies and procedures. A password-protected adviser’s website is available with links to a wide range of online information for academic advisers (e.g., current policies, contact information, reference materials, training opportunities, and professional organizations).

UW Tacoma has centralized undergraduate advising through the Academic Advising Center. Graduate advisers are located within academic units.

UW Bothell has a robust program of academic advising to support student development and success. The Center for University Studies and Programs (CUSP), the first year and pre-major program, employs academic advisors to begin working with students during orientation and registration. These advisors participate in mandatory advising sessions with all first-year students during the autumn quarter and continue to meet with students, as needed, throughout their first and second years.

When a student declares a major, the student begins to work with an individual program advisor to develop a course of study that will lead to the timely completion of a degree.
All academic advisors are thoroughly trained on curricular, program, and graduation requirements. Advisors also address common advising issues through the Advising Coordinating Group, formed in 2009 to enhance coordination and support ongoing professional development. In addition to the academic advisors, there is a Student Success program administered by CUSP for first- and second-year programs and a number of academic support services—including writing, quantitative skills, multimedia, and learning technologies—that provide additional resources for student retention and success across the campus.

**Graduate Advising**

At the graduate level, advising takes place within the academic unit, engaging individual faculty (as the advisor for each student), the unit’s faculty member who oversees that unit’s graduate program (the graduate program coordinator) and the staff member who directs day-to-day graduate program administration (the graduate program advisor). All of these people coordinate closely with the Graduate School, which provides general orientation and continued support for them. They also maintain the core record-keeping infrastructure used by academic units to monitor individual student progress. Academic programs list degree requirements on their web pages, and usually provide handouts for students. If, and when, there are problems with advising, students are able to address grievances to the Graduate School.

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

**Co-Curricular Activities**

The Office of Student Life provides high quality services to students—services that are based in large measure on the expressed and demonstrated interests and needs of students as they pursue their educational, social, and personal goals. Student Life provides activities that are designed to contribute to the overall quality of the student experience by helping students fulfill their academic and co-curricular responsibilities in an informed, timely, and effective manner, thereby allowing students the opportunity to take full advantage of the richly diverse formal and informal learning opportunities at the University.

The Vice President for Student Life is responsible for the general welfare of students in their out-of-class life. He is responsible for the management of the Office of Student Life, which is comprised of 17 units managed by directors who are responsible for their day-to-day operations. The Vice President for Student Life is also a member of the President’s Cabinet.

The Vice President for Student Life maintains a close working relationship with the Associate and Assistant Vice Presidents and the directors, ensuring that they are faithful to both the mission of the Office and the University. The Associate Vice President for Student Life oversees Student Activities and Union Facilities, Student Publications, Recreational Sports Programs, Ceremonies, the Q Center, and the Office of Fraternity and Sorority Life. The Assistant Vice President for Student Life and Care oversees the Counseling Center, the Career Center, Health and Wellness, Community Standards and Student Conduct, and Disability Resources for Students. The Chief of the UW Police Department and the Director of Housing and Food Services report directly to the Vice President for Student Life.
Policies and procedures are in effect throughout Student Life to ensure that student development programs and services are established appropriately pursuant to the mission of the University and in accordance with expressed and demonstrated student interests and needs. They are in accordance with relevant policies and procedures of the University and, where applicable, federal and state laws. These policies and procedures are clearly written and accessible to students and others at each service or program location, and on the University, division-wide, and individual office websites.

**Husky Union Building Programs and Spaces**

Students at the University of Washington are encouraged to be involved with their academic departments, their communities, their professors, their peers, and the University itself. There are many avenues for co-curricular involvement, the broadest of which is through Student Activities and the Husky Union Building (HUB). The HUB values students as integral members of the campus community and supports their development through building community and encouraging student engagement. The HUB provides space, advising, staff and fiscal resources, services, and professional support to students and community members in pursuit of activities that support the mission of the University of Washington. The HUB supports student engagement and learning by creating environments where students are able to express themselves and develop leadership and service skills in a safe and trusting community. There are three primary ways the HUB engages students in furthering their education: Registered Student Organizations, Student Government, and HUB Programs and Spaces.

The HUB is a gathering space for community interaction and events and is a division that provides programs for students and the greater campus community at UW Seattle. The HUB provides and/or assists with providing a coordinated set of co-curricular activities, programs and amenities that help students navigate their campus experience, and spark inquiry, discovery, and growth. The HUB also fosters programming and self-directed learning that allows students to anchor their academic, personal, and professional goals in meaningful experiences. As such, the HUB creates avenues for students to participate in the campus culture, dialogues, and processes that deepen their connection to the University of Washington.

The HUB hosts over 4,500 events annually that are initiated by over 780 RSOs, ASUW, and GPSS, University departments, and off-campus organizations. In 2010, traffic counts in the HUB indicated over 16,000 students and community members entered the building daily.

Undergraduate Academic Affairs (UAA) supports student learning through co-curricular experiences through the following:

- **Carlson Leadership & Public Service Center**: Engages undergraduates in community-based learning such as service learning and internships, volunteer opportunities, and community events. Works with faculty, students, and community partners to develop academic connections between the classroom and community.

- **Center for Experiential Learning & Diversity**: Connects UW undergraduates with opportunities to participate in research with faculty, to engage in community-based learning and leadership, and to compete for local, national, and international scholarships.
- **Student-Athlete Academic Services**: Supports student-athletes through academic support and life skills that develop self-reliant and independent learners while fostering the overall growth and maturation of every student-athlete.

- **Undergraduate Research Program**: Facilitates research experiences for undergraduates with UW faculty members across departments and disciplines. Produces the Undergraduate Research Symposium, among the largest symposia for undergraduates in the nation, where hundreds of undergraduates present their research to the campus and community.

- **UW Common Book**: Introduces and engages freshmen in the University’s academic community by reading the same book prior to autumn quarter. Through this shared intellectual experience, students are challenged to examine important subjects and build community around significant issues.

- **Husky Leadership Initiative**: Helps students connect to leadership opportunities across and beyond campus so they develop a personal leadership philosophy and grow into socially responsible change agents and effective community leaders.

At UW Tacoma, the mission of the Department of Student Involvement is to reinforce student learning through co-curricular experiences that foster personal growth, inspire leadership development, and promote community engagement. Across the programs and services of Student Involvement, strategic initiatives provide a focus for co-curricular activities. Current initiatives are focused on increasing student engagement in sponsored programs and fostering collaboration among registered student organizations, student leaders, and campus programs and activities. The mission and strategic initiatives have been used to develop student learning outcomes for co-curricular activities. Current student learning outcomes include community involvement, communication, leadership, teamwork, and personal growth. Student Involvement implements assessment programs to evaluate these learning outcomes within co-curricular activities.

At UW Bothell, the Office of Student Life cultivates a student-centered, holistic, and inclusive environment that fosters personal growth, a sense of community, and learning through both curricular and co-curricular experiences in support of Bothell’s mission. The campus values and promotes diversity, global citizenship, and student achievement. It provides comprehensive programs and services in a collaborative manner that supports the mission of the University, enhance the learning experience for students, foster the overall development of students, and value social justice and community.

UW Bothell Student Life provides a variety of opportunities for students to engage with the campus community. Getting involved in student life provides a complement to the academic experience at Bothell. Students are able to enhance their resume and develop leadership skills. Its organizational values are:

- **Student-Centered**: We strive to be welcoming, fair, respectful, service-oriented, and ethical when interacting with students. It is also our obligation to be “in-touch” with the student culture at the University. Finally, we are committed to serving as both role models and advocates for students.
• Social Justice: We strongly believe in the importance of the values and concepts associated with human understanding, social equity, globalization, and multiculturalism.

• Learning: We believe in the importance of the academic mission. We enhance student learning in a challenging and supportive environment by valuing academic scholarship and creating opportunities for learning outside the classroom, thereby establishing a lifelong passion for learning. A living and learning environment that is safe, healthy, intellectually stimulating, and emotionally supportive.

• Collaboration: We recognize that we are part of a greater whole and not an entity unto ourselves. Our willingness to collaborate positively serves both external constituencies and the University community.

• Engagement: We strive to be actively engaged in the University community through both formal service and informal means, including attendance at campus events and general visibility on campus. We also recognize the importance of being visible, present, and involved with the greater community.

• Innovation: We are committed to continually improving our programs and services consistent with current trends and issues, best practices, and evaluative feedback. We also recognize the importance of effectively utilizing technology where appropriate.

• Community: We promote community development by encouraging students to create a respectful community that fosters relationships and values diverse perspectives. Community members resolve conflicts by assuming personal responsibility, developing strong interpersonal skills, and holding each other accountable.

After participating in Student Life-sponsored programs and activities at UW Bothell, students will demonstrate the ability to:

• use critical, reflective and analytical thinking in decision making and reasoning;

• respond thoughtfully to social responsibility and diversity;

• exhibit a commitment to civic engagement and an awareness of global responsibility;

• demonstrate a sensibility, understanding, and perspective of lifelong leadership;

• develop, enhance, clarify, and communicate one's personal and professional values, ethics, and integrity; and

• display the ability to integrate and apply knowledge, ideas, and experiences to one's daily life.
Registered Student Organizations

The largest co-curricular involvement for students is through Registered Student Organizations (RSOs). In 10 years, the number of RSOs registered by the Student Activities Office (SAO) has increased over 76 percent from 447 in 2000-01 to more than 800 in 2010-11. RSOs are self-governing entities that contribute to the educational, social, recreational, and personal development of students. In order to register with the SAO, organizations must have five student officers. In 2010-11, 3,409 students listed themselves as leaders of these RSOs. By registering with the SAO, the organizations have access to student activities advisors and resources. All RSOs are expected to uphold the policies and procedures outlined in the Policy Guide. The RSOs at UW Seattle are diverse and include interests such as business, culture, the environment, medicine, sports, religion, and politics.

At UW Tacoma, the number of RSOs has increased over the past few years in line with the institution’s growth. These organizations reflect students’ cultures, interests, studies, and passions. The Student Involvement Office provides a number of services for RSOs through staff, an online registration database (DawgDen), and through the provision of office supplies, mailboxes, materials for button makers, and more, to develop successful advertising and promotion of club events and meetings. During the 2012-13 academic year, the UW Tacoma campus registered 57 RSOs. All RSOs are required to follow the policies and procedures outlined in the Registered Student Organization Handbook, which is published on the UW Tacoma Student Involvement website.

One of the primary and most easily accessible opportunities for co-curricular engagement and involvement at UW Bothell is through Registered Student Organizations (clubs). There were approximately 92 clubs during the 2012-13 academic year, which is more than double the number of clubs registered in the 2008-09 academic year.

Clubs are self-led student communities that can and do contribute to the educational, social, recreational, and personal development of UW Bothell students. Clubs work with the Club Council, a student organization that supports, governs, provides resources, and advocates for the interests of clubs and their students. Each club must have a constitution, five currently registered students as officers, and a faculty or staff advisor. By registering with the Club Council, clubs have access to staff advisors and resources. The clubs at UW Bothell are diverse in nature, serve a variety of purposes and students interests, and span undergraduate and graduate programs on campus.

Student Governance

The Associated Students of the University of Washington (ASUW) and the Graduate and Professional Student Senate (GPSS) exist with the support of the HUB and provide services, programs, events, and advocacy for the UW Seattle student community. The ASUW is a non-profit association of students that oversees a variety of student activities and represents the student interests at the University. The GPSS is the official student government for all of the nearly 10,000 graduate and professional students. The GPSS provides students with representation on campus and in the legislature. In addition, the GPSS acts as a resource center and provides limited funds to departments, primarily for graduate student travel.
The student governments employ approximately 100 students as either elected officials or student employees. Employment positions vary greatly. Students can advocate for student issues (e.g., tuition-setting authority, University and state funding priorities, student governance), address concerns regarding diversity and representation, or provide services, such as bike mechanic, web master, or radio DJ. Additionally, hundreds of students are engaged in volunteer positions throughout both student government bodies and actively participate in the University governance structure. Much like the diverse nature of student employees, volunteers develop and support ongoing programs, serve as representatives on University committees, address campus issues in the Student Senate, and lobby in the State Capitol for student needs. ASUW and GPSS are advised by staff in the HUB, and their members are expected to uphold policies and procedures as both student organizations and as student employees.

The services and activities fees are paid by each enrolled student every quarter and are used to fund student activities and programs on their campus. The Services and Activities Fee Committee (SAFC) is a University committee comprised of students and advisers that allocates money from services and activities fees to programs, such as student government, Hall Health services, student publications (e.g., *The Daily*), recreational sports and facilities, and special speakers and events.

The Associated Students of the University of Washington Tacoma (ASUWT) represent and promote student interests, needs, and welfare within the University community through committee representation and administrative level interactions. ASUWT also provides for the expression of student opinion and interests to the community at large through community involvement and assists the University in providing physical and social environments that are student centered. ASUWT appoints student representatives to a variety of committees across the institution, and is actively involved with both local and statewide initiatives.

ASUWT appoints student representatives to the Services and Activities Fee Committee (SAFC) and the Student Technology Fee Committee (STFC); both committees are responsible for allocating annual funds collected through the respective student fees.

The Associated Students of the University of Washington Bothell (ASUWB) exists with the support of Student Life and provide services, programs, events, and advocacy for the student community. The ASUWB is a non-profit association of students that oversees a variety of student activities and represents the student interests at the University. Student government employs approximately 17 students as either elected officials or student employees.

**Student Engagement**

In addition to the HUB, there are many other ways for students to gain leadership experience. There are 32 fraternities and 17 sororities that are supported by the Office of Sorority and Fraternity Life (OFSL). The OFSL works with the governing councils of fraternities and sororities on areas such as activities, programming, advisement, services, standards, and self-governance. The Greek community provides a comprehensive educational and social learning experience for members through the promotion of brotherhood and sisterhood, leadership, personal development, academics, and service to the University and local community. Violations of the recognition agreements, constitutions, policies, and procedures are reviewed and adjudicated by the Interfraternity Council Standards Board and the Panhellenic Standards Board.
The Office of Student Publications provides opportunities for students to develop leadership skills and engage deeply with the University of Washington. Much of the oversight is vested in the Board of Student Publications, which has a mission statement and bylaws on file with the University. Directing the day-to-day operations is a publisher/editorial adviser, who reports administratively to the Associate Vice President for Student Life. Students come to Student Publications from across campus and are eager to apply what they are learning in business, design, art, creative writing, communications, and a wide range of other curricula. *The Daily* is entitled to the same freedoms and protections enjoyed by newspapers in the broader society, with its editorial, advertising, and other policies established and enforced by the Board of Student Publications. The students of *The Daily* also embrace the Code of Ethics of the Society of Professional Journalists, the nation’s largest journalism organization. *The Daily* strives to be independent of undue influence by the administration, advertisers, and special interests.

Housing and Food Services’ residential life program offers students the opportunity to participate in a range of co-curricular activities. The over 2,000 programs offered annually are focused upon enhancing the students’ experience both academically and socially, in line with the mission of discovery, forwarded by the University.

UW Seattle encourages the growth of the whole student, including fitness and wellness, through intramural sports, fitness classes, exercise and sports facilities, and professional and vocational growth through career development. Opportunities to participate in sports, fitness, and recreation activities to maintain a healthy lifestyle are overseen by the Department of Recreational Sports Programs. The 85 different programs are designed with the diversity of the University in mind and provide outlets for students, faculty, and staff, regardless of skill level.

About 90 percent of all students engage in the available sports and fitness activities. Programs, activities, and facilities are designed to meet each student’s personal goals and to enhance their pursuit of academic success. The Career Center supports students in discovering internships and career positions across the globe. The Center is committed to the broader vision of the University, which is to prepare students to be productive and responsible. This work is done in partnership with the Carlson Leadership & Public Service Center, Intercollegiate Athletics, the Michael G. Foster School of Business, the Graduate School, and other campus units. These partnerships are critical in helping students refine their understanding of the immediate and long-term impact of participation in co-curricular activities and the influence such experiences have on choosing a vocation.

The events presented by the Office of Ceremonies are among the largest and most important public events held by the University. Ceremonies such as convocation and commencement serve as the public face of the University to students, faculty, staff, parents, community members, alumni, the Board of Regents, and vendor partners, and are managed with the utmost care. Only at academic ceremonies does the entire University gather to celebrate its *raison d’etre*—the forwarding of culture and the positive transformation of individuals and society through learning. These occasions unite the campus in its common purpose.

UW Tacoma offers a variety of opportunities for students to get involved and stay connected with the campus community. The Student Involvement Office promotes the registered student organizations on campus, and the quarterly Involvement Fairs showcase opportunities for involvement for both new and continuing students. The Student Activities Board (SAB) hosted
over 100 events for students during the 2012-13 academic year and included programs on diversity and intercultural awareness, school spirit and traditions, family-friendly events, current issues and controversies, and entertainment.

Students can also join student-led organizations that contribute to campus publications. *The Ledger* is the student newspaper and is published on a weekly basis throughout the academic year. *The Ledger* employees over 20 students and covers campus news and events, arts and entertainment, and provides a voice for students through its opinions features. Students can also participate in the *Tahoma West*, the UW Tacoma literary arts magazine that is published on an annual basis each spring. The *Tahoma West* includes submissions from students, staff, and faculty from a variety of genres.

Students at UW Tacoma are also encouraged to engage in service to its larger community. The Volunteer Services program organizes service opportunities both on campus and out in the community. The Spring Breakaway program provides students with the opportunity to serve in other communities over the spring break each March. During the 2012-13 academic year, the Community Engaged Leadership program was launched to support and promote students who commit to long-term service in connection with a community agency.

The Recreation and Fitness program at UW Tacoma provides facilities and fitness classes for students, along with intramural sports. During the 2012-13 academic year, the program also held the first outdoors adventure programs, taking students kayaking in the San Juan Islands and rock climbing in Leavenworth, Washington.

In addition to ongoing opportunities for students to connect on the Tacoma campus, the Student Involvement Office focuses on celebrating key traditions for students. Each year, students come together to celebrate the birthday of Hendrix the Husky, the UW Tacoma mascot. And each spring, the campus joins together to celebrate the accomplishments of student leaders and Registered Student Organizations at the annual OSCARs (Outstanding Student Ceremony Awards and Recognition) program.

The Office of Student Life at UW Bothell provides opportunities for students to develop leadership skills, participate in co-curricular activities, and engage deeply with the University. Opportunities include campus events, leadership programs, intercultural leadership/training, social justice facilitation/training, diversity programs, women in leadership, volunteer opportunities, international student support, university leadership conference, club council, student technology fee committee, student publications, and campus committee work. Students work closely with advisors to support their personal development and success at the University. Each group creates its own governing documents that provide structure and governing support. Over 300 programs and activities are offered throughout the year.

The residential life program offers students the opportunity to participate in a range of co-curricular activities. Over 180 programs are offered annually and are focused upon enhancing the students’ experience both academically and socially, in line with the mission of discovery, forwarded by the University.

UW Bothell encourages the growth of the whole student, including fitness and wellness, through intramural sports, fitness classes, exercise and sports facilities, and professional and vocational
growth through career development. Opportunities to participate in sports, fitness, and recreation activities to maintain a healthy lifestyle are overseen by Recreation and Wellness, housed in Student Life. Programs are designed with the diversity of the University in mind and provide outlets for students, faculty, and staff regardless of skill level.

Career Services supports students in exploring major and career options, building job search skills and connecting with the employment community. Services offered include career counseling, internship advising, graduate and professional school advising, resume and cover letter reviews, practice interviews, networking and LinkedIn appointments, and employer events. Career Services collaborates with the academic schools and programs to embed career information in the academic curriculum. In addition, partnerships with Community Based Learning and Research, Alumni Relations, Advancement, and Student Life are critical in helping students refine their understanding of the immediate and long-term impact of participation in co-curricular activities, experiential learning, and career planning.

Orientation and transition programs are offered in collaboration with Academic and Student Affairs and the broader campus community to facilitate the transition of all incoming first year and transfer students. Programs include the Advising and Orientation Program, Welcome Week events, Convocation Ceremony, Husky Adventures, Husky Leadership Camp, and First Year Mentorship Program. These programs and activities introduce students to campus resources, services, and culture and serve as opportunities to educate students about the importance of a diverse campus. Programs also address topics relating to Title IX and the Drug Free Schools and Communities Act and provide students with tools to help them stay safe on and off campus.

Diversity and Access

The University of Washington is deeply committed to access and diversity by working to remove barriers and creating opportunities, which allow students to take advantage of all the UW has to offer. The UW actively promotes diversity and creates inclusive environments where individual identities, experiences, and perspectives are honored and developed.

Disability Resources and Support

The Disability Resources for Students Office (DRS) at UW Seattle works to ensure equal access and inclusion to the wide and rich array of programs, services, activities, and facilities throughout campus for students with disabilities. Students with a wide array of physical, sensory, cognitive, and mental health disabilities attend the University. They are active in all majors and disciplines throughout the University’s undergraduate, graduate, and professional programs. The director of the ASUW’s Student Disability Commission (SDC) and the president of the Disability Advocacy Student Alliance are both members of the Committee on Disability Issues, which meets monthly and includes faculty and staff from around the University. The director of DRS meets at least quarterly with the ASUW SDC director. DRS sends out information and announcements regarding programming by both of these groups upon request since DRS has access to the students with disabilities who are registered with their office.

The Office of Disability Support Services (DSS) at UW Tacoma coordinates, advocates for, and ensures compliance in the University’s provision of equal access for students with disabilities to
all curricular and co-curricular opportunities, both in the provision of direct services to students with disabilities and as a consultant to the campus community. UW Tacoma has a diverse body of students with disabilities who are enrolled across a wide range of programs and disciplines. Staff work with students requesting accommodation to develop individualized accommodation plans based upon documented need. The DSS staff confer frequently with colleagues at UW Seattle and Bothell to provide mutual assistance and support and to ensure consistency in policies and procedures.

Like its counterpart at UW Seattle, the Disability Resources for Students Office (DRS) at UW Bothell works to ensure equal access and inclusion to the wide and rich array of programs, services, activities, and facilities throughout campus for students with disabilities. DRS at UW Bothell is committed to providing reasonable academic accommodations to qualified students with disabilities and strives to support the inclusion of students with disabilities as independent, responsible, and productive members of the campus community. The manager of DRS at UW Bothell is an advocate and resource for students, faculty, and staff and is an active member of the Diversity Council to ensure that students with disabilities are considered in all campus programming. The manager is a member of the tri-campus Committee on Disability Issues (CDI) and also meets regularly with the DRS Offices of Seattle and Tacoma to ensure consistency in equal access across the three campuses. Student groups at UW Bothell collaborate on programs that include events concerning disability issues, and the DRS is often consulted. Upon request, DRS will distribute programming information and announcements to the students with disabilities who are registered with the office.

Minority Affairs and Diversity

The Office of Minority Affairs & Diversity (OMA&D) at UW Seattle provides systemic attention to issues of diversity for all students and academic support for students from low-income, first generation, and underrepresented backgrounds. Elements such as academic advising, instructional support, and a dedicated facility that promotes multiculturalism have resulted in a comprehensive retention portfolio that supports student success. Strategic planning, governance, and day-to-day operations of OMA&D are overseen by the Vice President for Minority Affairs/Vice Provost for Diversity. This senior administrative position, combining responsibilities for both student affairs and academic affairs related to diversity, ensures the success of co-curricular activities.

OMA&D collaborates closely with the Office of Student Life; the Office of Undergraduate Academic Affairs; and other programs, such as the Center for Advising, Diversity, and Student Success. OMA&D’s co-curricular programs include:

- early engagement with campus community for prospective and newly enrolled students through pre-college programs, high school visitation programs, Summer Transition Program (a high school to college bridge program), and Welcome Daze (an orientation program for students of color);

- a strong, student-centered advising framework (with culturally responsive staff from diverse social and ethnic backgrounds);
• mentoring programs (sponsored by the UW Alumni Association and OMA&D and student-driven programs) to enhance student connections to peers and broader campus community;

• the Ethnic Cultural Center/Theatre (ECC) facility that provides students from diverse backgrounds with access to student clubs and activities to enhance cultural heritage and build community; and validation ceremonies and activities that reaffirm student’s multicultural experiences and confirm their success;

• instructional support to help students master the complexities of subjects such as math, biology, chemistry, and physics;

• experiential learning opportunities (research, study abroad, and community service) that enhance the conceptual learning obtained in the classroom and augments the relevance of the academic enterprise to the student’s lived experiences; and

• scholarship and financial support to enhance retention of students from freshman to senior year (includes single and multi-year awards and emergency assistance).

The ECC works with over 60 multicultural and ethnic specific student organizations each year to enhance the campus climate for students from diverse backgrounds and develop leadership activities for students who participate in the ECC. These RSOs work to support diverse communities both on and off campus through community service activities and celebrations of cultural heritage.

The OMA&D Vice President’s Student Advisory Board is an entity that provides an open space to underrepresented student groups to engage and discuss ongoing issues pertaining to diverse communities on campus. The board:

• advises the Vice President on diversity issues that affect students, OMA&D, and the University of Washington;

• engages the UW administration’s policy formulation and decision making by expanding awareness of student issues and cultural values through education, public discussion, and all forms of communication; and

• works to foster an environment in which all students and organizations can achieve their full potential as leaders and to enhance sensitivity to diversity on campus through networking and resources development.

In addition, OMA&D enhances student life through serving as a liaison between the UW and diverse community groups, collaborating and partnering with campus organizations and departments to provide opportunities for students, creating global and socially conscious citizens through study abroad programs, promoting research in areas of diversity and diversifying the UW’s faculty and staff, and developing a Blueprint for Diversity with goals specific to student achievement and leadership.
The Q Center, a primarily student-run resource center in Student Life, is dedicated to serving all the UW community. They work to:

- facilitate holistic culturally embedded and appropriate services for Q students, faculty, and staff;
- increase understanding, and access to comprehensive, accurate, and respectful information, care regarding sexuality and gender;
- support, affirm, and celebrate the range of sexual and gender experiences, orientations, and expressions;
- eliminate campus harassment based on sexual and gender orientation, identity, and expression; and
- facilitate the integration of Q concerns in all campus discourse and training on “diversity” and social justice.

The Office for Equity and Diversity at UW Tacoma was created to help cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of the UW Tacoma community. This involves attention to policies and practices involving management, leadership, communication, resources, scholarship, and community. It includes focusing attention on the demographic composition of its campus and surrounding South Puget Sound community in order to best serve them. Because UW Tacoma’s mission clearly states that the University exists to “educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery,” equity and diversity are linked to UW Tacoma’s success and the academic achievement of its students.

The Office for Equity and Diversity at UW Tacoma strives to:

- promote a campus-wide understanding of equity and diversity that is evident in academic programs and curriculum, student activities, administrative functions;
- monitor the demographic composition of faculty, students, and staff to assess changes in access and success and take action where needed; and
- foster community through authentic dialogue and interpersonal engagement at all levels and across multiple boundaries.

To meet these goals, the office offers education and training programs (e.g., workshops, seminars, classroom presentations, diversity dialogs, annual diversity summit, annual Native American symposium) and co-sponsors a variety of other campus activities and programs, such as guest speakers, diversity conferences, films, and special events; maintains a Diversity Resource Center where information and safe discussions are available; engages in outreach activities and recognition programs to ensure all campus constituents are welcomed and included (e.g., faculty and staff of color networking, multicultural student outreach, community outreach, military and veteran tributes, Martin Luther King, Jr. Unity Breakfast, Outstanding UW Tacoma
Women); encourages student success through mentoring programs for high school youth and
University students; and promotes campus-wide involvement through the Diversity Task Force
that monitors and reports on the demographic composition of the campus as well as other
campus equity issues.

At UW Bothell, enhancing the commitment to diversity and inclusiveness is one of seven
campus priorities, outlined in the 21st Century Campus Initiative strategic plan. Under the plan,
the Chancellor appointed a Diversity Council of faculty, staff, and students. The council has
guided development of initiatives, including cultural events, diversity lectures and conversations,
renewed support for diversity clubs and groups, a diversity internship, development of academic
course work, and development of a diversity minor. Other major initiatives include high school
outreach programs and the recent launch of Students in Partnership for Organizing
Transformation (SPOT). The SPOT is a student-driven center that provides a gathering space for
dialogue, conversations, and activities related to diversity, difference, inclusion, and community.

The UW Seattle Housing & Food Services (HFS) department provides housing for over 7,000
students, on and off campus, and serves over 30,000 customers per day at its dining locations at
UW Seattle.

Personal development and academic success for students are at the center of the HFS mission,
which is encompassed in the HFS tagline, “Learn to Live.” The University’s mission also
emphasizes the dual development of students as scholars and citizens.

The Residential Life unit in HFS is primarily responsible for ensuring this dual development.
This unit’s goals—creating connections, discovering purpose, and encouraging responsible
citizenship—are at the core of Learn to Live. In a recent survey, over 80 percent of residents
responded that their resident advisors promote an atmosphere that is conducive to academic
success.

Residential Life offers over 2,000 programs to residents across campus, including programs like
“Count Me In,” where students make a public pledge that they will take responsibility for living
in, and supporting, a positive place for all residents to live. Over 700 students signed the pledge
in the 2011-12 academic year.

Student leadership opportunities are offered in roles such as representing the residence hall
community in the Residence Hall Student Association, serving on the Judicial Council, or
becoming a resident advisor. Over 250 students serve in leadership positions annually.

Residents are afforded the opportunity to participate in any of nine living-learning communities
where they share common interests and living space with their fellow students—strengthening
their academic efforts, while allowing them to function as a community.
The living-learning communities rely upon links to University academic units to ensure their vitality and accountability to the academic mission. Residential facilities feature amenities such as individual and group study areas and the Learning Resource Center West in Poplar Residence Hall.

To ensure that HFS maintains a link to the students and campus community it serves, strong connections are forged with student government organizations, such as the Residence Hall Student Association and the Associated Students of the University of Washington. HFS’ dining operation utilizes a student advisory group to keep its offerings evolving to meet student and campus community needs and tastes.

HFS also provides learning and community development opportunities through its dining programs. UW Dining employs hundreds of UW students and interacts with its thousands of student customers through tastings and workshops and works closely with campus organizations to promote sustainability.

UW Dining is a recognized national leader in sustainable practices and is one of the driving forces behind the UW being named one of the top environmentally-friendly campuses in the country by the Sierra Club. HFS’ commitment to educating students and customers about recycling and composting fits directly with the UW’s overall sustainability mission and the educational opportunities that surround it.

Recognizing that the physical environment and access to amenities that facilitate academic success are also elements that can affect student success and satisfaction, HFS is five years into a decade-long $800 million Housing Master Plan that will substantially change residential living space on campus. When completed, the plan will provide more academic support space within the student’s living environment and transform the living spaces within that environment into an asset to the University’s ability to continue to attract top students.

For example, in the past two years, Housing and Food Services opened four new residence halls and apartment buildings: Poplar Hall, Cedar Apartments, Elm Hall, and Alder Hall. The new halls and buildings are part of a four-building, $160 million project that will enable the UW to house hundreds more students on the west side of campus. Additionally, Mercer Court will open in Autumn Quarter 2013 and will offer a variety of apartments well suited for students desiring a more private environment.

To ensure current and accurate feedback on how HFS is carrying out its mission, the unit utilizes several surveys during the course of the year, including the annual Educational Benchmarking Inc. (EBI) survey to assess housing and residential life, and the National Association of College and University Food Services (NACUFS) survey, to assess dining customer satisfaction. In addition to other indicators of organizational effectiveness, HFS collects data from an internally-developed survey administered every autumn to assess the effectiveness of its Learn to Live programs.

The On-Campus Housing Program at UW Tacoma offers students the opportunity to live on campus in a community-based living environment. As residents of UW Tacoma’s Apartments at Court 17 Housing Complex, students have the opportunity to live with other students in a vibrant community. Some of the benefits of residing in Court 17 include its close proximity to classes,
available live-in housing staff, a built-in social community, an exciting residence life programming, and a safe living environment.

The UW Bothell Student Housing program is a financially self-sustaining operation and is a collaborative effort between Auxiliary Services, Facilities Services, and Student and Residential Life. The Housing Program was established in Autumn Quarter 2009 with 42 beds. In Autumn Quarter 2012, the program expanded with the purchase of the Husky Village Student Housing Complex to provide a total of 270 beds.

Through the programming offered by the Residential Life staff, students can pursue leadership, social, and educational opportunities, and thus grow and create a sense of community. The goals of the Residential Life program are to:

- support independence and growth in an atmosphere of personal responsibility and safety;
- advance academic and intellectual development;
- promote leadership and interpersonal skill development;
- encourage awareness and understanding of individual, cultural, and lifestyle differences and an increased appreciation of diversity; and
- facilitate the creation of a strong community in the student housing.

The primary focus of the Residential Life program is to create a community in the residence halls that is open, purposeful, just, disciplined, caring, and celebratory. To that end, each resident assistant (for his or her individual floor) and each hall staff (for its entire residence hall) create a “Community Development Plan.” Each staff member describes the aspects of, and sets goals and objectives for, achieving a positive community. Using the academic calendar, they schedule educational and social events over the course of the year, including activities and programs that are representative and inclusive of the community; programs that stimulate critical thinking and discussion; and opportunities for residents to become involved in programming and the community. Additional development is facilitated through personal contact and passive programming, such as bulletin boards.

UW Bothell Food Services operates an emerging financially self-sustaining food service program through two on-campus cafes and a cafeteria-style lunch program. Goals for this program include continued strategic financial planning with the housing program to increase long-term financial strength of this start-up enterprise and expand food service offerings for student residents and the broader campus community. The goal of the food service program is to provide quality, healthy dining services and products to the campus community with a good selection of meal options for its student residents, within the framework of a self-sustaining business model. Limited catering services operate as an adjunct to the existing café operations and support the desire for hot and cold beverages and other light refreshments in support of campus events. UW Bothell also leases space to a popular major national sandwich chain, operates a vending program, and has recently begun a summer conference service.
University Book Store

Many universities operate their own bookstores (institutional stores), which typically fall under auxiliary services. The University Book Store is uniquely organized as an independent corporate trust, which is not operated or funded by the UW. The University Book Store, with branches on the UW Tacoma and Bothell campuses, exists to serve, support, and benefit the students, faculty, and staff of the University of Washington, the beneficiaries of the University of Washington Book Store Trust. The University Book Store’s primary purpose is to provide students with the books necessary to advance their education. Through an arrangement between the University Book Store and the University of Washington, every quarter faculty members identify their book orders, which are transferred electronically to the store. The store acquires the books for sale to the students. The University Book Store, by agreement, also serves as the University of Washington’s agent for dissemination of book order information to other bookstores, including online sellers.

Commuter and Transportation Services

All three campuses have commuter and transportation services that provide information and access to dependable and sustainable commuting options for their faculty, students, and staff. They are active in developing and promoting transportation management strategies, one of which is the U-PASS program, a national model for managing unique transportation alternative programs for all campus commuters. On the Seattle campus, the University Transportation Committee (UTC) acts as expert counsel and the representative voice of the campus community on a wide variety of transportation issues. The UTC advises the University administration regarding all modes of human transportation used for commuting and University business. The UTC also serves as a resource to other bodies, including the Faculty Senate, Staff Council, the Graduate and Professional Student Senate (GPSS) and the Associated Students of the University of Washington (ASUW). Specific areas of oversight include, but are not limited to, the policies, practices, and fees associated with the campus parking system, U-PASS, shuttle operations and fleet services.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Intercollegiate Athletics (ICA) at the University of Washington is an integral part of the institution’s overall educational program, and its mission is to provide student-athletes with opportunities to achieve their full potential in the classroom, on the field of play, and in life. The University sponsors a broad-based athletics program that allows every student-athlete an opportunity to perform against the highest level of competition in the country. Because of the stature and tradition of the University and the quality of the teaching provided to student-athletes by their coaches and professors alike, student-athletes at Washington are in position not only to compete for national championships, but also to serve as national leaders in graduation rates and other measurements of student-athlete academic performance.
Consistent with the University’s mission, the ICA administration, coaches, staff, and student-athletes subscribe to the notion that anything is possible through the advancement and dissemination of knowledge. ICA takes great pride in helping carry out the University’s long tradition of teaching undergraduates to achieve excellence that well serves the state, the region, and the nation.

Institutional oversight for the intercollegiate athletics programs is broad and comes from a variety of sources:

- **Office of the President**: The Director of Athletics reports directly to the President and meets with him regularly to discuss the operation of the intercollegiate athletics program. The Director of Athletics serves on the President’s Executive Committee and the President’s Cabinet. The Office of the President reviews and approves the ICA budget on an annual basis. The President has charged the Director of Athletics with operating ICA in a manner that promotes and ensures academic integrity and achievement, fiscal soundness and integrity, and strict compliance with state of Washington laws and NCAA and Pac-12 Conference rules and regulations.

- **Board of Regents**: The Board of Regents expects institutional control of ICA and academic achievement to be a top priority of the President and the Director of Athletics. The Director of Athletics makes formal presentations to the Regents up to three times per year on topics related to budgetary and fiscal matters, the department’s NCAA compliance program, and the academic performance/academic support of student-athletes. In addition, ICA must obtain formal approval from the Regents on capital projects and all major sponsorship agreements.

- **Advisory Council on Intercollegiate Athletics (ACIA)**: The ACIA advises the President on a variety of matters related to ICA, including institutional control of the intercollegiate athletics program, the academic and fiscal integrity of the ICA, the academic and personal well-being of student-athletes, and the accountability of ICA to the University’s mission and values. The ACIA is appointed by the President, is chaired by the Dean of the College of Arts & Science and includes among its members the Director of Admissions, the Vice President for Student Life, the Vice Provost and Dean for Undergraduate Academic Affairs, and faculty from a variety of departments. It is an active and highly engaged group that meets monthly throughout the academic year to provide additional institutional oversight of ICA operations. Some of the areas reviewed closely by the ACIA in the last several years include the admissions process for student-athletes, the academic performance of student-athletes who received special admission, the results of a detailed audit of the academic support unit for student-athletes, the travel policy for student-athletes, the performance of Washington student-athletes in the NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR), the results of exit surveys completed by student-athletes, the breadth of degree programs pursued by student-athletes, and the Student-Athlete Code of Conduct.

- **Faculty Athletic Representative (FAR)**: The FAR is appointed by the President to provide faculty oversight of ICA and to serve as a liaison between the faculty and the intercollegiate athletics program. The FAR helps to protect the academic and personal...
well-being of student-athletes and ensures the appropriate balance between academics and athletics is established and maintained. The FAR certifies the academic eligibility of all student-athletes. The FAR serves on the ACIA as well as the Admissions Appeals Committee, and he represents the University in Pac-12 Conference and NCAA matters.

- Financial Audits: To ensure sound fiscal oversight of ICA, an in-depth audit of all ICA business operations is conducted annually by an outside auditing firm (KPMG). In addition, internal university audits of ICA business operations are performed each year by the UW Department of Internal Audit. The state of Washington Auditor’s Office conducts audits of ICA’s business operations at least once each year.

- Compliance/Academic Audits: To ensure proper oversight and management of ICA’s compliance unit, ICA paid an outside consultant (The Compliance Group) to conduct a comprehensive audit in 2011. In addition, the UW Department of Internal Audit performs audits of various areas of ICA’s compliance program on a yearly basis. The academic support unit was the subject of a detailed audit three years ago which was repeated in 2012-13.

- NCAA Certification: The NCAA began a national program of certification in 1993 similar to accreditation programs for universities and colleges. The certification program traditionally has involved a comprehensive self-study followed by a site visit and evaluation leading to a certification of the intercollegiate athletics program. The certification program has required an institution to meet established standards in four areas: governance and rules compliance, academic integrity, fiscal integrity, and commitment to equity. The University of Washington’s intercollegiate athletics program was certified by the NCAA in 1997 and was re-certified in 2007. The NCAA currently is revamping the certification program, and Washington will begin the recertification process under the new program within the next couple of years.

**Athletics Admissions, Academic Standards, Degree Requirements, Financial Aid**

Student-athletes at the University of Washington are students first and athletes second. Like all students at the University, academic achievement and earning a degree are top priorities for student-athletes who participate in intercollegiate athletics programs. The University believes that student-athletes must be integrated into the larger student body as much as possible. Toward that end, the University has ensured that the admissions procedures, academic standards/degree requirements, and financial aid awards for students participating in ICA programs are consistent with those for other students, as noted below:

- Admissions: All student-athletes participating in ICA programs apply for admission in the same manner as all other students at the University, and many of them are admitted through the regular admissions process applicable to all other students. Under the Admission Policy for Student-Athletes approved by the UW Faculty Council on Academic Standards Subcommittee on Admission and Graduation, a maximum of 100 exceptional student-athletes may be admitted to the University each year by the Office of Admissions or an admissions appeals committee. The special admission process for exceptional student-athletes is similar to the special admission process for other
prospective students with exceptional abilities who may not be regularly admitted to the University. Like all other incoming students, no prospective student-athlete will be admitted unless the University believes the individual is prepared to succeed academically and is capable of earning an undergraduate degree with the academic support provided by the University. ICA is proud of the academic performance of the student-athletes admitted to the University; the NCAA Graduation Success Rate for all student-athletes is second only to Stanford University in the Pac-12 Conference.

- Academic Standards/Degree Requirements: Student-athletes participating in intercollegiate athletics must meet exactly the same academic standards and degree requirements as all other students at the University. In fact, student-athletes in many cases are required to meet continuing eligibility standards proscribed by the NCAA that are more rigorous than the University standards applicable to non-athletes. The eligibility of all student-athletes under both University and NCAA requirements is certified on a quarter-by-quarter basis by the Office of the Registrar and the FAR.

- Financial Aid: ICA coordinates all student-athlete financial awards with the Office of Student Financial Aid to ensure compliance with federal regulations and NCAA rules and the equitable treatment of student recipients.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

University of Washington Educational Outreach (UWEO) offers online classes and certificate and degree programs to nearly 47,000 students annually. For credit classes and graded noncredit courses, UWEO maintains a broad international network of proctors to verify the identity of students taking exams. Students must physically appear either on campus or a designated site near their home and provide picture identification to a pre-assigned proctor. Once the student has completed the exam, the proctor collects the exams and sends them to UWEO to maintain student honesty and student privacy. Students receive written notification of this process upon registration. UWEO lists this information in an online student handbook.
Standard 2.E Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

University of Washington Libraries

The University of Washington Libraries (Libraries) provides library and information services that support the teaching, learning, research, and clinical needs of the tri-campus University community—UW Seattle, UW Bothell, and UW Tacoma. The Libraries has operated as one library serving three campuses since the 1990 founding of the Bothell and Tacoma campuses. While each campus oversees the budget for their respective libraries, the Dean of University Libraries is responsible for management of personnel and the formulation and implementation of library policy. Librarians at the three campuses are covered by the Librarian Personnel Code, and the Dean serves as the hiring authority for Librarians, Professional Staff, and Classified Staff. Information about the “One Library: Three Campuses” model is available on the Libraries website.

The Libraries’ extensive on-site and online collections and strong commitment to user-centered services have enabled it to achieve its stated mission:

The Libraries saves time and increases productivity by providing fast, authoritative access to and delivery of global information resources. We play a critical role in advancing research, discovery, scholarship and medical care through creation, dissemination, transformation and exchange of new and existing knowledge. We partner with faculty and students to surface and make accessible the exceptional work accomplished at the University of Washington. (Libraries Research and Scholarship Strategic Direction)

The Libraries fulfills its vision of anticipating and meeting the information needs of communities in their search for knowledge.

The Libraries has nationally recognized programs of excellence in library assessment, information literacy, digital library initiatives, global information, integrated health information services, and networked information. The Libraries also is committed to collaborative programs that facilitate teaching and learning at the University of Washington. The Libraries is an active leader and participant in a number of multi-institutional organizations including our regional consortium, the Orbis Cascade Alliance, as well as the Association of Research Libraries (ARL), Center for Research Libraries, Greater Western Library Alliance (GWLA), HathiTrust, and the Western Storage Trust (WEST). These all help to extend the resources and services that support teaching, learning, and research.

Teaching, learning, and research at the University of Washington is supported by one of the premier library collections in North America, consisting of more than 7 million volumes (ranked 14th among ARL libraries) and sizeable numbers of microforms, manuscripts, technical reports,
maps, architectural drawings, photographs, and audio-visual materials. Nearly 90 percent of the 120,000 current periodical titles are available online, and, when combined with 500,000 e-books managed locally and many more through consortia and other partners, help extend access beyond the physical collection. These electronic resources are available to the UW community anywhere and anytime. More than 70 subject librarians work closely with academic programs to select and provide access to information resources needed for the curriculum and research.

The Libraries houses the largest array of information resources in the Pacific Northwest, including several nationally preeminent collections. For example, the international studies collections (e.g., Canada, Central Asia, East Asia, Russia/East Europe, Scandinavia, South Asia, Southeast Asia) rank in the top tier nationally, as evidenced by rankings given in the Department of Education National Resource Center competition, among other indicators. Special Collections holdings are unsurpassed for documenting the history of the Pacific Northwest from the Oregon-California border to the Far North of Alaska and the Yukon. Use of the Libraries’ special collections is not limited to published scholars or to doctoral candidates. With the increased emphasis on undergraduate research, primary source materials such as manuscripts and photographs are becoming even more important to the University’s instructional mission. The Libraries resources in scientific, technical, and medical journals are especially strong, with serials expenditures generally ranking in the top 10 of ARL libraries. These journals are critical to the support of teaching and learning in these areas, as well as to the extensive program of sponsored research. The Libraries also extends purchasing power by participating in consortia and other collaborative purchases of bibliographic databases and electronic journal packages.

The Libraries provides bibliographic access through a local online catalog as well as UW WorldCat, which includes access to millions of books and journal articles worldwide. The UW community can directly initiate requests to borrow items from these libraries. UW WorldCat is augmented by hundreds of Libraries-licensed bibliographic databases which provide comprehensive and detailed indexing and articles of scholarly sources. The Orbis Cascade Alliance is a consortium of 37 academic libraries in Oregon, Washington, and Idaho, serving faculty and the equivalent of more than 258,000 full-time students. Alliance member libraries work together to provide services to students and faculty, share information resources and expertise, develop library staff, and help members allocate financial and human resources to serve the unique needs of each member. The Alliance supports a number of services that promote this vision, including Summit, a system that allows students, faculty, and staff to easily search and request library materials owned by member libraries; courier service providing delivery of library materials in Oregon, Washington, and Idaho; the Northwest Digital Archives, offering enhanced access to primary sources in the Northwest US; an Alliance distributed print repository; cooperative purchasing of databases and e-journals; and a demand-driven shared e-book program. The Orbis Cascade Alliance is implementing a new library management service to be shared by all 37 members of the consortium. The University of Washington Libraries is in the first cohort group Integrated Library System implementation scheduled in 2013.

Collection growth has outstripped the Libraries’ capacity to provide shelving in traditional campus library facilities. Lesser-used materials have been moved off-site and are retrieved on a regularly scheduled basis when requested by students and researchers. The Libraries has developed several remote-shelving facilities to help house and manage its collections. While several of these are on campus, the largest one, the Sand Point Shelving Facility, is located...
within three miles of the Seattle campus and houses more than one million volumes as well as 27,000 linear feet of boxed manuscripts.

The Libraries has grown its digital collections for more than 15 years. Digital Initiatives, in collaboration with other Libraries units, coordinates digitization activities, digital repository services and consults on issues related to new and experimental scholarship activities. Working with librarians and specialists, this program has specialized in creating image collections using the rich resources of the UW’s historical photography collection that cover the Northwest and other areas where there is strong UW research and teaching interest. Many of these digitization efforts have been funded by such external agencies as the National Endowment for the Humanities.

Digital Initiatives also manages the ResearchWorks service, which provides faculty, researchers, and students with tools to archive and/or publish the products of research including data sets, monographs images, journal articles, and technical reports. Digital Initiatives has experience digitizing a wide variety of materials using many types of hardware and supporting software, knowledge of metadata standards and entry, and optical character recognition software. Digital Initiatives staff consult with faculty and students embarking on digital archiving and digitization projects, including helping with the development of digitization workflows and organizational structures for storing data. Staff also train faculty and students in the use of the software and work with students to help them understand peer review, copyright, and other issues involved in journal publishing.

The Libraries’ key goals and strategic directions are centered on four areas that are critical for the University and support core themes:

- enhance teaching and learning;
- advance research and scholarship;
- provide virtual and public spaces that engage, connect, and transform communities; and
- build a sustainable information infrastructure that preserves and advances knowledge.

Information about the Libraries Strategic Plan can be found on the Libraries public website.

These strategic directions are accompanied by a core set of key objectives that are internally integrated, aligned with University and programmatic directions, and designed to provide the greatest value to the UW community. The plan provides a framework to respond quickly to changes and strives to align organizational capacity and resources with key priorities. It also builds in key metrics and benchmarking to measure success, drawing upon our nationally recognized assessment program.

In addition to the UW Libraries Strategic Plan and Directions, the UW Bothell and UW Tacoma libraries have distinctive directions and principles connected to their campus mission. See the UW Bothell Library Strategic Directions for 2011-2013 and Guiding Principles for UW Tacoma Library for additional information.
The Association of Research Libraries’ (ARL) most recent investment index (2010-11) ranks the University of Washington Libraries 22nd among the top 115 academic research libraries in North America and 10th among publicly assisted Universities in the United States. Yet beyond the strength of local collections and networked resources, excellent service programs, knowledgeable staff, diverse facilities, and funding, the Libraries also is known for innovation, responsiveness, and an integrated planning and assessment process that makes the user-centered library not just a goal, but a reality. Students and faculty recognize the value provided by the Libraries and have ranked the Libraries as the most important source of information for their work.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The Libraries is recognized nationally and internationally for the ability to build and sustain a cohesive program of evidence-based decision making that focuses on ways the Libraries can further the success of UW faculty, students, and staff. The Libraries is known for the “culture of assessment” that permeates the organization as well as for its substantial contributions to the field of library assessment and measurement. The Libraries also is a co-founder and co-sponsor of the biennial Library Assessment Conference, which started in 2006 and has become the largest such conference in the world with more than 500 registrants in 2012. The Libraries assessment program was selected as a case study for the book, *The Quality Infrastructure: A Programmatic Approach to Measuring, Analyzing, and Improving Library Services*, published by the American Library Association in spring 2013.

The Libraries Director of Planning and Assessment leads the work in those areas, assisted by a half-time Library Assessment Coordinator, an internal Strategic Planning Team, and the Libraries Assessment and Metrics Team, as well as the Libraries Cabinet (administrative team). The Director reports to the Dean of University Libraries and is a member of the Libraries Cabinet. The Libraries current strategic plan, “Building Sustainable Futures,” was developed with extensive input from staff as well as the University community.

Multiple assessment and measurement methods are used to chart progress and improvement. Metrics are drawn from usage data, survey results, process improvement initiatives, and benchmarking with comparable research libraries. These sources are complemented with qualitative data such as usability testing, focus groups, interviews, and observation that provide additional context and understanding. The Libraries process improvement work also has developed benchmarks and measures that allow it to prioritize crucial services while eliminating or deemphasizing others.

The Libraries Triennial Survey of faculty and students, the centerpiece of assessment efforts, has been run every three years since 1992, providing critical information from the UW community on use, satisfaction, importance, and value. It is the longest continuous cycle of large-scale user surveys by an academic research library. Results (including comments) have guided library planning and decision making in such areas as collections, facilities, teaching and learning, and research support.
The University community has ample opportunity to provide feedback on library services and resources through surveys, other assessment efforts, and established committees designed to provide input. The latter include the Faculty Council on University Libraries, the Graduate and Professional Student Library Advisory Committee, the Health Sciences Library Graduate and Professional Student Advisory Committee, the Libraries Student Advisory Committee (undergraduate students), and the Research Commons Advisory Group. The Faculty Council, a body of the Faculty Senate, is composed of members elected from representative areas of the University (including UW Bothell and UW Tacoma), with ex-officio members appointed from the Professional Staff Organization, the Association of Librarians at the University of Washington, the Graduate and Professional Student Association, the Associated Students of the University of Washington, and the UW Retirement Association. The Council meets six to eight times per year and it “shall be responsible for all matters of policy relating to libraries such as, but not limited to, collection development; services to students, faculty, and others; the system of libraries, including branch libraries; space needs; and budgetary requirements.” (Faculty Code and Governance, Chapter 42, Section 42-41). Meeting minutes and reports of the Council can be found online.

The three student groups are appointed by the Libraries after consultation with academic programs, the GPSS, and the ASUW. They meet from three to five times per year and provide an opportunity to inform students about library programs and services, as well as to get their input and reaction to changes in or potential new services.

Subject librarian liaisons play a critical role in disseminating information about the Libraries and in soliciting input from the academic programs they work with. A number of academic programs have library committees that work with the liaison in such areas as teaching and learning, collections, and research consultations.

The Dean of University Libraries is a member of the University’s Board of Deans and Chancellors and reports to the Provost. The Libraries administrative staff work closely with appropriate counterparts in the Provost’s Office in such areas as budget, space, and personnel. An annual budget meeting with the Provost includes prior preparation of a budget narrative, which covers Libraries programs, activities, strategies, effectiveness and efficiencies, assessment, and key issues. The budget narratives are posted for the University community.

Internally, there is ample opportunity for library staff to provide feedback both through their organizational units and committee participation. The Libraries also runs a cyclical Diversity and Organizational Climate Survey among library staff to maintain awareness of staff concerns, needs, and satisfaction.

At UW Bothell, library staff actively participate in Libraries, departmental, and campus-wide planning processes. The Library’s strategic planning is informed by these processes and guided by usage data, survey data, and student learning data. The Library Director reports to the Dean of University Libraries. She meets regularly with the UW Bothell Vice-Chancellor for Academic Affairs, is a member of the Academic Council and the Chancellor’s Cabinet, Academic Services Leadership Team, and the Undergraduate Research Steering Group. Library staff serve on a variety of campus committees, including the Diversity Council, Community Engagement Council, Undergraduate and Graduate Learning Councils, and the Campus Council on Academic...
Standards and Curriculum, in addition to committees within the academic programs and schools and at Cascadia Community College.

UW Tacoma Library staff are provided a variety of opportunities to participate in UW Libraries, unit, and campus planning assessment activities. Related campus committees include the Academic Council, Academic Assessment Committee, and Curriculum Committee. The Library Director reports to the Dean of University Libraries and meets regularly with the UW Tacoma Vice Chancellor for Academic Affairs.

| 2.E.3 | Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered. |

The Libraries equips students with the skills needed to be successful researchers, scholars and informed citizens in a highly complex and information-rich world through our extensive and varied teaching activities. We are a leader and essential partner with faculty and instructors in the development and delivery of effective instructional services that integrate learning technology and information skills within University curricula, clinical services and other related programs. (Libraries Teaching and Learning Strategic Direction)

The Libraries has provided instruction to University students, faculty, and staff in a variety of modes for decades. Over the past 10 years, however, significant changes in the educational and societal environment have prompted reexamination and experimentation in the mode and objectives of our educational programs. The Libraries’ teaching and learning program develops critical inquiry, information literacy, and research skills in undergraduate, graduate, and professional students. This complex and multi-layered skill set is essential for the pursuit and development of knowledge in the 21st century.

The Libraries’ Teaching & Learning program (a tri-campus effort) fosters critical thinking, the effective use of library and information resources, and essential research skills in students in support of the University curriculum. In collaboration with faculty and instructors, librarians at the University of Washington provide hundreds of research workshops to thousands of undergraduate and graduate students annually, and support 24/7 online learning through the creation of online subject and class research guides and instructional video tutorials. The Libraries Teaching and Learning Program also is instrumental in developing undergraduates’ research and writing skills, preparing them for success as UW students and later in their professional careers.

Its instructional efforts are designed to ensure the information literacy of University graduates and to enhance their ability to function as scholars and citizens in a rapidly changing, knowledge-based economy. Information literacy is defined as a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”
Current modes of instruction provided by the Libraries include course-integrated research workshops, credit courses taught by librarians through academic departments, orientation sessions, individual and small group consultations, drop-in workshops, video tutorials, and interactive “chats” that assist students, faculty, staff, and the community at their point of need. There are many challenges that the Libraries face in achieving a curriculum-based approach for information-literacy learning at the University. The curriculum structure at the University is highly decentralized, as are the curriculum development and approval processes. The challenge for the Libraries is to make connections with multiple departments, programs, and instructors in order to identify and negotiate the curricular location for library research instruction. Partnerships with faculty and other University programs are essential for success. They include:

- Collaboration with the First Year Programs Office to integrate the Research and Discovery (RAD) assignment into all Freshman Interest and Transfer Interest Groups. The RAD Project uses an online guide and experiential research assignment to introduce nearly 85 percent of incoming students to the Libraries’ services, research tools, and skills essential to their academic success.

- Partnership with the Center for Teaching and Learning to provide University instructors with services and resources to enhance their teaching and student learning. The Libraries’ unique contribution includes online resources, professional development workshops, consultations, and components of Faculty Fellows and the TA/RA Conference.

- As part of the Research Commons programming, the Research Commons librarian and subject librarians partner with the Graduate School to design workshops and events responsive to graduate student needs on topics such as literature reviews, publishing, electronic theses and dissertations, citation management systems, and more.

- The Health Sciences Library provides on-site and remote access to information resources and offers a shared physical and virtual learning commons in support of evidence-based care and life-long learning by a variety of means, including LibGuides, online tutorials, customized instruction within credit courses, and one-on-one intensive consultations.

- Honors Librarian Program, instituted in collaboration with the Honors Program, matches incoming students with a personal librarian for the duration of their UW career while simultaneously introducing them to research tools and services and the academic research process.

- In partnership with Early Fall Start, the Libraries teach research and writing workshops designed to enhance the research skills of incoming freshmen, primarily international students, as they begin their academic careers.

- In 2012-13, the Libraries began a year-long pilot assessment project, collaborating with academic programs to assess student learning outcomes to evaluate the Libraries’ teaching and assess student learning. The assessment projects included work with courses in the UW Seattle Expository Writing Program and UW Bothell Center for University
Programs and Services, as well as a usability/student learning assessment project with the Libraries instructional video tutorials. The findings from the year-long pilot are being used to improve teaching practices and make evidence-based decisions about the Libraries’ teaching and learning program and its impact on student learning.

- Subject librarian liaisons work with departments across campus to teach discipline-focused research workshops that are integrated into the curriculum. They also provide individual and group research consultations to students.

Throughout the three campuses, the Libraries conducts an annual average of 1,800 workshops, orientations, and group consultations to the more than 30,000 undergraduate and graduate students. Additionally, more than 5,000 unique users watch "How Do I..." instructional video tutorials each year.

To ensure that the Libraries’ teaching and learning program is responsive to student and faculty needs, the Libraries’ Teaching and Learning Group collaboratively developed Libraries-wide student learning goals and outcomes:

- Goal 1: The University Libraries fosters critical inquiry and thinking skills in students. Students who think critically acquire skills and familiarity with modes of inquiry and examination from diverse disciplinary perspectives, enabling them to access, interpret, analyze, and synthesize information.

- Goal 2: The University Libraries supports students in the creation of new knowledge and contributions to the greater scholarly and research community. Students who produce new knowledge acquire the skills needed to make effective use of multiple information sources and to participate in the collaborative production of intellectual property.

Each goal has five associated student learning outcomes to be used in student learning assessment projects. Establishing a core set of administratively endorsed goals with associated student learning outcomes allows for a structured approach to student learning assessment. They provide the Libraries with a framework adjustable to specific programs or discipline areas and will be used to develop rubrics for assessing student work. These learning goals can also be mapped to academic program or degree learning goals to illustrate how library instruction meaningfully contributes to the curriculum. In addition, the Libraries’ student learning goals and outcomes also articulate for the UW community the Libraries’ direct contribution to student learning and provide a framework for the assessment of student information literacy learning in collaboration with faculty.

Findings from the assessment projects will enhance faculty and librarian teaching practices to better address student needs. A Teaching and Learning portal for librarians provides a toolkit of best practices locally and nationally.

Librarians also educate students and faculty at the research help desk, in individualized consultations by appointment, in-person or virtually, and through participation in campus-wide educational initiatives, such as the Undergraduate Research Program and the Academic Transition Program. The Libraries strives to make each of these encounters an educational
experience through reinforcing information literacy concepts from prior instruction and giving
students further opportunities for guided practice.

In response to UW Tacoma's commitment to developing hybrid and online instruction to build
capacity for serving a dispersed student population, the Library formed an Instructional
Technology and Online Learning committee to develop resources and expertise to support
faculty and students in an online environment, working closely with the Assistant Chancellor for
Instructional Technologies. The Library also provides faculty development opportunities
including workshops and teaching forums in partnership with the Teaching and Learning
Roundtable and Interdisciplinary Arts & Sciences.

As part of UW Tacoma’s community mission, the Library has been a Foundation Center
Cooperating Collection for 12 years. In this capacity, Library staff offer access and training for
the Foundation Directory Online, Philanthropy In/Sight, and Foundation Grants to Individuals
databases. This service has provided an excellent link to the nonprofit community of the South
Puget Sound and beyond. Additional training opportunities include community workshops and
individualized instruction for the Foundation Directory Online and Philanthropy In/Sight as well
as general research skills. The subject liaison also works with IAS’ Nonprofit program and
provides quarterly instructional sessions for students. In addition, UW Tacoma Library staff
provide library and research support for School of the Arts (SOTA) High School faculty located
in part on the UW Tacoma campus.

The focus of the Library’s information literacy instruction at UW Bothell is on critical thinking.
Students learn how to access, evaluate, and analyze evidence from a wide range of sources to
solve problems throughout their course of study. Much of this instruction is done jointly by
librarians and faculty, and in-class activities are supplemented by homework designed by faculty
and librarians that are designed to “flip” the classroom. This team teaching is the cornerstone of
the information literacy program at UW Bothell, reinforcing for students the interrelations
between research skills and the evaluation and interpretation of information.

Librarians provide several avenues of instruction and support outside of the classroom, including
online learning objects such as tutorials on search tools or research processes. Subject and class-
specific online research guides are also available, and students, staff, or faculty can get help from
librarians in person or through email and instant messaging services.

The Library contributes to the development of e-learning at Bothell, through the creation of
online information literacy tutorials and via the participation of the Online Learning Librarian as
an instructor and consultant in the UW Bothell Hybrid Course Development Institute. This
faculty development program is offered by Learning Technologies, the Teaching and Learning
Center, and the Campus Library with participant incentives funded by the Office of Academic
Affairs. The institute utilizes a hybrid learning approach to provide training for faculty from a
variety of programs and disciplines on best practices/tools for use in classes that are offered in
both online and face-to-face instruction settings.
The Libraries long-established and robust assessment and measurement programs have delivered critical information about user needs, library and information use, importance, and impact for more than 20 years. Employing a variety of qualitative and quantitative assessment methods, including a large scale triennial survey of faculty and students conducted since 1992, the Libraries uses assessment information extensively in planning, program development, service evaluation, and in communicating the value of the library to the broader community. The Libraries has developed and fostered a “culture of assessment” where evidence-based decision making and a user-centered focus are expectations from line staff to administration. Libraries staff have made substantial contributions to the library assessment field in such areas as user needs assessment, usability, collections and resources usage, space planning, and organizational performance assessment. As co-founder and co-sponsor of the biennial Library Assessment Conference, the Libraries has been an influential leader in promoting and nurturing the value of assessment for libraries and their communities. Additional information about the assessment program can be found online.

Organizationally, the program has progressed from a committee, to a part-time assessment coordinator, to an Office of Assessment and Planning, with a full-time director and a half-time Library Assessment Coordinator. Established in 2006, the Office works to integrate assessment with strategic planning, utilizing the Balanced Scorecard organizational performance model. Two standing committees, the Strategic Planning Team and the Libraries Assessment and Metrics Team, play instrumental roles in advancing these efforts.

The Libraries is well known for its program of large-scale cyclical user surveys that have been conducted every three years since 1992 (Triennial Survey). More than just satisfaction surveys, these surveys have provided invaluable information about how students and faculty use libraries, their library and information needs and priorities, and the importance and contributions of the Libraries during a period of rapid change in the information and higher education environments. It is the longest continuous cycle of large-scale user surveys by an academic research library. Results (including comments) have guided library planning and decision making in such areas as collections (e.g. journals are important in all disciplines), facilities, teaching and learning, and research support.

Additional local cyclical surveys include an in-library use survey and a library staff diversity and organizational climate survey. The Triennial and In-Library Use surveys have been adapted by a number of other libraries.

The In-Library Use Survey, started in 2002, was designed to get information about a specific visit to a library facility. The one-page survey is distributed to everyone entering the library during designated survey periods in May, and completed surveys were returned as users exited the library. Approximately 4,000 surveys were returned during each survey year, and they confirmed the importance of the library as a place for undergraduate students. Results are used to improve library facilities as positive learning environments.

206
Usage data for electronic journals and bibliographic databases have been used extensively for retention and cancellation decisions. The Libraries has been a national leader in developing cost-per-use metrics that demonstrate financial value with high cost per use titles, subject to annual review.

The Libraries annual budget narrative provides information about the Libraries’ programs and services (including metrics) that the University can use to evaluate the effectiveness of library programs and services. Metrics are embedded in the Strategic Plan/Balanced Scorecard to measure progress on achieving successful outcomes for key actions, initiatives, and objectives.

Assessment of student learning at the UW Bothell Library is designed primarily to improve instruction and student learning at both UW Bothell and Cascadia Community College (CCC) and to foster continued dialogue between librarians and faculty around issues of pedagogy and assignment design. Assessment efforts currently underway focus on developing student learning outcomes and a suite of rubrics to assess those outcomes in student work. The development of outcomes and rubrics facilitates assessment across courses and programs and supports the efforts of librarians to assess teaching and learning at both session and course levels. Assessment also focuses on the continued development of a process for collecting, managing, and assessing student work and for sharing the results of assessment efforts with librarians, faculty, and other campus and UW Libraries stakeholders. Learning outcomes and rubrics are closely tied to the UW Libraries learning goals, as well as to the campus-wide learning outcomes (and associated programmatic outcomes) at both CCC and UW Bothell.

Emphasis is placed on authentic assessment of student learning. Examples of existing assessments include worksheets, student reflections, self-assessments, posters, classroom presentations, annotated bibliographies, and research papers in order to understand the impact of their instruction and identify areas for improvement.

This work is being led by the Library’s new Assessment Team. Working with the Library Assessment Coordinator, this committee is charged with developing projects to gather and analyze information about library services, learning spaces, and resources in order to make improvements for users and to build assessment skills among library staff in order to facilitate continuous improvement of services and resources. In addition to the focus on student learning, the Assessment Team oversees the Library’s participation in the UW Libraries Assessment Program, most recently the implementation of the Triennial Survey. The results of the survey provide valuable feedback about user satisfaction with Library services and resources and enable the Library to identify areas for improvement in its support for teaching, learning, and research. In 2013-14 the Assessment Team will focus on questions of how it serves international students.

The Bothell Library was one of only five institutions nationwide selected to participate in the RAILS project (an IMLS-funded effort directed by Megan Oakleaf of the Syracuse University Information School) during the 2010-11 academic year. The Rubric Assessment of Information Literacy Skills (RAILS) project designed to investigate how rubrics can be used by librarians and faculty to assess information literacy skills. The Library’s RAILS team engaged in the following activities:

- developed an analytic rubric based on holistic AAC&U VALUE IL rubric;
• collected 100 samples of student work from upper and lower division programs;
• assembled a team of 11 faculty and librarians to assess student work; and
• participated in a day-long process of rubric development and scoring of student work.

Assessment activities in 2012-13 centered on a core targeted course for information literacy instruction, Research Writing (BCUSP 135). Librarians and their faculty partners collected over 200 samples of student work from 15 sections of this course and assessed how well students learned to find and access research sources. Librarians have already altered aspects of their instruction as a result of this work in order to support student learning more effectively. This assessment work will expand in 2013-14 to include upper-division courses across the UW Bothell curriculum.

Inspired by the Association of College and Research Libraries Diversity Standards, the Bothell Library’s new Diversity Team has been charged with conducting trainings and facilitating discussions among librarians, staff, and student workers to develop cultural competencies and to critically reflect on library practices to make use of library facilities, resources, and services optimal for users of diverse backgrounds, circumstances, and experiences. This work includes an emphasis on further developing librarian expertise in developing information literacy classroom workshops and assignments that serve the needs of UW Bothell’s diverse student population.
Standard 2.F: Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

As with other higher education institutions across the country, the University has experienced a substantial amount of financial turmoil over the last five years. Due to the impact of the recession that started in 2008, the value of the University’s Consolidated Endowment Fund decreased substantially, and the state of Washington’s support for the University has been substantially reduced.

Ongoing changes in health care required the University to assess how its health system should be structured in order to be financially viable in the long term. This led the University to execute affiliation agreements with two community hospitals in King County to undertake a substantial expansion of UW Medical Center and to make substantial investments to upgrade the computing systems that support hospital operations.

In the difficult financial environment that has existed over the past five years, the University administration and the Board of Regents stayed forward looking and approved proceeding with a variety of debt financed projects that were viewed as necessary in order for the University to continue to have competitive programs and services: an extensive program to upgrade and expand student housing over a number of years; major renovations of the student union building, the student health center and the Ethnic Cultural Center; significant investment in new and renovated research facilities; expansion of core academic space; and renovation of athletic facilities.

The University’s audited financial statements demonstrate a history of financial stability and strength. Perhaps the strongest indication of the University’s financial stability is in the period from FY 2009-FY 2012. While the University’s state support was cut in half and the University issued almost $900 million in debt, the University maintained strong bond ratings. In 2009, Moody’s Investor’s Services re-calibrated the University’s bond rating from Aa1 to Aaa, and it affirmed its Aaa rating with a stable outlook in late 2011 when the University most recently sold bonds. Throughout FY 2009-FY 2012, Standard and Poor’s rated the University as an AA+ credit.

The normal cash flow from various University programs and services is adequate to support the ongoing operations of these programs and services. In addition, the University currently has approximately $1.2 billion in its cash and liquidity reserves. The cash reserves of the large auxiliary enterprises are monitored to ensure that the level of cash reserves is sufficient to meet debt coverage requirements and to support operations in the event of any short-term disruption in cash flow.

Rather than having credit lines to draw on to meet any emergency cash needs, the Board of Regents has authorized the Treasury Office to issue up to $250 million in commercial paper. This authorization allows the University to issue either taxable or tax exempt commercial paper.
Under this authorization, the Treasury Office can issue commercial paper for up to 270 days but can “roll” commercial paper indefinitely as long as the total amount outstanding is under the maximum authorized by the Board. The University currently has $25 million in commercial paper outstanding. In recent years, the only reason the University has issued commercial paper is to support expenditures on capital projects prior to a future bond sale.

The Board of Regents adopts an annual operating budget, an annual capital budget, and each year approves a 10-year capital forecast (the One Capital Plan that is discussed under another Standard). Both the proposed and the adopted budgets are posted on the Office of Planning & Budgeting website. The process for developing the annual budget is discussed in response to Standard 2.F.2.

Issuance of debt at the University is a well thought out, carefully planned process. Each new issue is evaluated in terms of incremental revenue that will be generated to pay debt service, the impact of the debt on the system issuing it, and the impact on the University as a whole. The University sets covenants and standards to ensure that it always has cost effective access to debt markets to fund projects. The University annually evaluates its debt capacity and estimates current capacity for each auxiliary system and the institution as a whole. These results are reported to the Board as part of the yearly debt management presentation. The University has a Board-approved Statement of Debt Policy that was most recently updated in May 2008. This statement covers a broad range of issues relating to debt issuance, management and servicing.

The University maintains its accounts in accordance with the principles of fund accounting in order to ensure observance of limitations and restrictions placed on the use of various resources. These resources are classified for accounting and reporting purposes into funds that are used for specific activities or objectives. Transfers between these are legal and guided by clearly stated policies in accordance with prudent financial planning and control and in accordance with policies and procedures as mandated by the state Office of Financial Management.

The adequacy of financial resources for all University services and activities is reviewed annually. Each year, the dean, chancellor, vice president, and vice provost in charge of every campus unit has a strategic planning/budget meeting with the Provost and Office of Planning & Budgeting staff. The information obtained during these meetings is one part of the input into the University’s annual budget process in which decisions about allocation of any incremental resources are made.

As discussed under Standard 2.F.2, in FY 2013 the University completed its transition to an activity based budgeting model. The tools available to deans to predict changes in their financial resources are discussed under that Standard.

The University is self-insured. The Office of Risk Management has well established programs and procedures for evaluating and managing risks on an ongoing basis. Over a number of years, the University has also initiated an Enterprise Risk Management Program in order to assess risks in the context of the University’s strategic objectives.

Over the 22 year existence of the Tacoma and Bothell campuses, there has been an ongoing goal to ensure financial stability through the careful management of resources and the building of a fund balance sufficient to ensure on-going operations through unexpected financial demands.
The campuses carefully monitor anticipated revenues to ensure that there is adequate time to respond to inflows that do not meet existing targets.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The University’s vision and values guide the President and Provost’s resource planning decisions. Within this framework, the President and Provost have broad discretion and autonomy in financial planning and budgeting matters.

Resource planning and development at the University have undergone dramatic changes over the last three years. There are a number of factors that have led to these changes:

- The level of state General Fund support to the University has decreased dramatically from $401,707,000 at the start of FY 2009 to $209,465,000 for FY 2013, with a slight upward adjustment to $253,896,000 for FY 2014.

- With the exception of requiring a specific number of resident freshmen to be accepted each year, Washington’s legislature no longer sets an authorized enrollment level for the University.

- The Board of Regents now has tuition setting authority for all tuition categories. The Board has had tuition setting authority for all tuition categories except undergraduate resident tuition for many years. In May 2011, Washington’s Legislature passed a bill that granted the Board authority to set undergraduate resident tuition.

- The University evaluated and decided to implement an activity based budgeting model during FY 2012. The new model has been fully implemented as of FY 2013. The model distributes incremental tuition revenue to units based on student course enrollment; more information is available online.

All of these factors influence the University’s resource planning efforts.

Because of the significant reductions that the University experienced in state General Fund support over the past four fiscal years, the University’s resource planning has focused on how to absorb these significant reductions, while minimizing, to the extent possible, negative impacts on programs and students. Institutional responses include:

- significantly increasing tuition, particularly undergraduate tuition;

- increasing the number of undergraduate students and changing the undergraduate enrollment mix, including a greater percentage of non-resident students (below 25 percent of total);

- focusing on performance evaluation metrics for both academic and administrative units;

- creating an Organizational Effectiveness Initiative to focus on process improvement;
• initiating a **Two Years to Two Decades Initiative**;

• implementing differential budget cuts with an eye toward preserving programs and services for students;

• developing of a University of Washington **Pact with Students**; and

• implementing an activity based budgeting model.

This deliberate and systematic approach has positioned the University overall, and the colleges and schools in particular, for planning for a future in which any material increase in state support is unlikely.

The University focuses its enrollment management efforts on setting the number of resident freshman, non-resident freshman, and undergraduate transfer students that will be admitted for the upcoming academic year. Undergraduate enrollment targets are set for the upcoming academic year by a group consisting of the President, Provost, Vice Provost for Planning & Budgeting, Senior Vice Provost for Academic and Student Affairs, Vice President for Student Life, and the Assistant Vice President for Enrollment. The group’s decisions are informed by data on projected graduations, persistence for current students, and the expected size and quality of new applicant pools.

Tuition-setting policy is now controlled at the institutional level. While individual deans can make recommendations regarding tuition increases for graduate and professional programs, the President and Provost decide what tuition increases for the upcoming academic year will be recommended to the Board of Regents, and it is the Board that ultimately approves all tuition increases.

Once enrollment management decisions and initial tuition increase recommendations are established, the new activity based budgeting framework provides colleges and schools with analytically based estimates of incremental tuition revenue for the upcoming academic year.

Colleges and schools are provided a spreadsheet that enables calculations of net tuition revenue by college or school from adjustments to particular tuition categories, based on changes in the number of student credit hours taught, changes in the number of students accepted into a particular degree program, and changes in the tuition rate for the particular tuition category. The goal of the University’s activity based budgeting model is for the projected revenues for a college or school to be realistic and predictable so that deans can develop long-term planning.

Projections of grant expenditures are based on a detailed analysis of a variety of factors by the Office of Planning & Budgeting, which include:

• grant awards received in the current fiscal year;

• grant proposals that have been submitted, but not yet acted upon;
• the projected mix of grant awards (i.e., federal versus non-federal, research versus training, awards with special indirect cost rates);

• projections of the impact of changes in funding at the federal level for research support in various federal agencies; and,

• estimates of changes related to new research space coming online.

The primary goal of these analytic efforts is to ensure the estimate of indirect cost recovery revenue that is included in the University’s adopted budget is realistic.

A structured approach is also used to develop projections of the level of resources that the University will have available to expend from gift and endowment budgets. The level of new funding into expenditure budgets that are supported by endowment distributions is predictable as there is a specified distribution formula. Further, the incremental amount that was deposited into the Consolidated Endowment Fund in the previous year is a known figure. Estimates of new revenue into budgets that are supported by current use gifts are developed in consultation with staff in University Advancement and are based on the University’s recent fund raising experience.

The estimates that are included in the University’s annual budget for other non-tuition revenues are generally developed by the financial and planning staff in the relevant units and then reviewed by the Office of Planning & Budgeting. For example, it is the financial planning staff in UW Medicine who develop the revenue estimates for the four hospitals that are part of the UW Medicine health system, and the financial planning staff in Housing and Food Services develop the revenue estimates for the housing and dining system.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The University’s annual budget development process provides both transparency and opportunities for participation by campus constituencies. The Office of Planning & Budgeting provides a variety of information related to the development of the budget for the upcoming fiscal year online.

On that page, UW faculty, staff, and students have access to:

• the Provost’s budget letter;

• baseline budget information for all academic and administrative units;

• performance evaluation metrics for both academic units and administrative units; and,

• budget narratives submitted to the Provost by all academic and administrative units as background information for their annual budget meetings with the Provost.
In addition, the Office of Planning & Budgeting’s website has a section on activity based budgeting. The UW faculty, staff, and students have access to:

- a variety of information prepared by the committee that evaluated whether the University should shift to an activity based budgeting model;
- an activity based budgeting tuition model that can be used to estimate the effect of enrollment or tuition changes on tuition revenue;
- documentation of how the activity based budgeting baseline was set for each college and school; and,
- documentation of activity based budgeting tuition calculations.

The Board of Regents’ budget approval process is a two-step process. First, a proposed budget for the upcoming fiscal year is presented as an information item at the May Board of Regents meeting. After campus-wide consultation, a revised budget is then brought to the Board for action in June. For both meetings, the proposed budget document is publicly posted on the Board of Regents’ website approximately one week prior to the Board meeting.

As part of the FY14 budget development process, the Board held a public comment period on May 21, 2013, to provide members of the University community with the opportunity to make comments directly to the Board. Additionally, the Board holds an open public comment at the beginning of each scheduled Board meeting. The Board also provides an opportunity for student and faculty representatives to provide feedback at joint committee meetings where budget updates are presented.

As part of the budget development process, the President and Provost seek input from the Board of Regents, the Board of Deans and Chancellors, the President’s Cabinet, and the Faculty Senate Committee on Planning and Budgeting. In their annual budget meetings with the Provost, deans and chancellors are required to explain how their elected faculty councils have been involved in the development of budget proposals. The Faculty Senate Committee on Planning and Budgeting has student representatives from both the Associated Students of the University of Washington and from the Graduate and Professional Student Senate. Starting with the budget development process for FY12, the Provost established a Provost’s Advisory Committee for Students (PACS) as an additional mechanism for students to provide input directly to the Provost on the University’s annual budget development process (see Standard 3.A.2 for details).

One of the 10 members of the Board of Regents is a student. In addition, both the President of the Associated Students of the University of Washington and the President of the Graduate and Professional Student Senate are ex officio members and are provided opportunities to comment at each Board meeting. The Chair of the Faculty Senate is also an ex officio member of the Board and is provided an opportunity to comment at each Board meeting.

For the past two years, the Tacoma campus has utilized a Strategic Budget Committee. This committee is chaired by the past Chair of the Faculty Assembly and includes representatives from academic directors, the Faculty Assembly, the staff association, students and administrative management, as well as advisory staff from the Division of Finance and Administration. This
committee looks at the long-term goals of the campus, especially in matters regarding enrollment growth and student retention. With the reduction of state funding, these two factors are the most significant issues for UW Tacoma’s revenue streams. For expenditure items each unit discusses their budgetary needs with their respective Vice Chancellor who then brings the items for which additional budgetary funds are needed to the Chancellor who makes a decision regarding funding availability. The Chancellor discusses the status of the budget, both revenue and expenditures, with the Vice Chancellor for Finance and Administration and the Associate Vice Chancellor of Finance on a quarterly basis. Proposed budget allocations are discussed at least annually with the Executive Committee of the Faculty Assembly.

The Bothell campus uses the Chancellor’s Cabinet as the budget committee. Cabinet is comprised of faculty, staff, the General Faculty Organization and students.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The University maintains Board-approved policies regarding operating funds, endowment funds, and insurance funds. The cash pools are managed through the operating fund portfolios. As noted in the independent auditor’s report included in the University’s annual financial statements, the University’s accounting system follows generally accepted accounting principles.

The Internal Audit Department assists the Board of Regents and University administration in the discharge of their oversight, management, and operating responsibilities. This is accomplished through independent audits and consultations designed to evaluate and promote the system of internal controls, including effective and efficient operations. The Executive Director of Internal Audit meets regularly with the Finance and Audit Committee of the Board of Regents and with the Finance Committees of the Medical Center boards. These groups annually review the internal audit organization structure, audit plan, risk assessment, and the results of audits and investigations.

2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The University’s mission and goals guide all short- and long-range operating and capital budget decisions. Any large (budget greater than $5 million) proposed capital project must be reviewed by the President and Provost and approved by the Board of Regents.

The University has a comprehensive 10-year capital plan, called the One Capital Plan, that both identifies long term capital project forecasts for all parts of the University’s operations and prioritizes projects. The One Capital Plan includes all aspects of the University’s operations (auxiliaries, research, academic, and infrastructure). The long-term projections in the One
Capital Plan come from two main sources: the long-term facilities plans that the University’s auxiliaries have developed and a variety of “precinct” plans that the University has either completed or currently has underway. An updated version of the 10-year One Capital Plan is presented to and adopted by the Board of Regents as part of their approval of the University’s annual operating budget. In addition, the Board of Regents typically receives a separate mid-year update on the current status of the One Capital Plan.

The Office of Planning & Budgeting, the Treasury Office, and the Board of Regents use the One Capital Plan to prioritize projects, and the projections in the One Capital Plan are used to project and manage the amount of debt the University will be issuing. The structure of the One Capital Plan allows both the administration and the Board to ensure that the projects that are prioritized as the most critical can proceed and evaluate whether the use of debt capacity for projects in one business realm is limiting future possibilities for building projects in another.

The projects and priorities that appear in the One Capital Plan are based in part on a variety of “precinct” plans—long-term capital plans for a specific college or school, a group of colleges or schools, a particular geographic area, a particular element of campus infrastructure, or campus infrastructure more broadly. Below are precinct plans that have either been completed or are still underway:

- The College of Engineering Precinct Plan: The plan identifies future capital development opportunities and the space and capital resources for the College to support its long-range strategic vision over the next 10-15 years. The goal is to create a unique vibrant community that embraces the College of Engineering’s mission as “a diverse community of innovators working to dramatically improve the quality of life in our state, our nation, and world. We do it by leading in engineering discovery, innovation, education, and engagement.” The College’s Plan identifies the need for ~1.7 million total gross square feet at a projected cost (renovation + new) of ~$715 million (2010 dollars).

- The College of Arts & Sciences Precinct Plan: The College’s plan identifies future capital development opportunities and the space and capital resources for the College to support its long-range strategic vision over the next 10-15 years. The College embraces its mission “As the intellectual core of the University of Washington, the College of Arts and Sciences discovers, preserves and transmits fundamental knowledge in the arts, humanities, natural and social sciences.” The College’s Plan identifies the need for ~2.9 million total gross square feet at a projected cost (renovation + new) of ~$1.6 billion (2010 dollars).

- The Departments of Biology and Psychology Life Sciences Precinct Plan: The UW life sciences are a distinct division within the College of Arts & Sciences with significant growth projected for both the biology and psychology departments. Each operates in efficiently utilized facilities with limited ability for continued space compression. The Department of Psychology has identified the need of ~200,000 total assignable square feet in the next 10 years at a projected capital cost of $125 million (2012 dollars). The Department of Biology has identified the need of ~315,000 total assignable square feet in the next 10 years at a projected capital cost of $425 million (2012 dollars).
• The UW Health Sciences Precinct Plan: The plan was the result of a collaborative planning activity involving the six UW health sciences deans working together to craft a joint programmatic vision, a space program projection to meet the vision, and a short-, mid-, and long-term capital implementation approach to create new and/or repurpose existing teaching and research space for the UW Schools of Medicine, Public Health, Nursing, Dentistry, Social Work, and Pharmacy. Gross square foot growth is projected from ~4.4 million to ~5.0 million over the next 10 years with a projected capital cost (new and renovation) of ~$1.9 billion (2012 dollars).

• The Animal Facilities Master Plan and Feasibility Assessment: The plan and assessment were conducted to sustain and enhance UW’s success as a major research university, support a comprehensive and integrated approach to university operating and capital resource investment in core research facilities, and develop a clear, innovative, and forward-looking animal care facilities investment plan. The process and the resulting $95 million Phase I investment provides a unique opportunity for the UW to:

  o facilitate continued accreditation;

  o improve the efficiency and capacity of multi-species operations, which controls per diem rates;

  o gain a competitive advantage by increasing grant and contract productivity and recruitment and retention;

  o enhance the quality and diversity of animal-based research and cross-discipline interactions; and

  o further enable translational research and private sector interactions.

• The District Energy Assessment: The UW’s ability to provide a resilient and reliable thermal energy source for heating and cooling facilities are increasingly challenged by system capacity constraints; state capital funding no longer available to support major district-wide infrastructure improvements; risk management mitigation strategy required to support the teaching, research, missions—particularly to mitigate increasing risks to system reliability—while creating opportunities to provide energy-efficient energy to meet mission-critical UW research and clinical activities now and in the future; and pathway to a “Carbon Smart UW” as an enhancement of our 21st century commitment to community engagement. In response, the UW’s District Energy Assessment has identified an approach that will leverage UW’s existing district energy infrastructure to attract private investment, share risk, and share revenue in a regional district energy enterprise. It will also create opportunities for technology research, innovation, and implementation that support significant energy resource diversity, improved energy efficiency, with more local/regional renewable energy sources in the future.

• The Master Infrastructure Plan Update: The UW acknowledges that the lifeblood of its capital assets is its infrastructure, including utility, transportation, and open space
It is critical that the University further enhances integration of a forward-looking infrastructure master plan with the capital planning process. The work of the UW Seattle Infrastructure Master Plan Update has framed ongoing institutional planning efforts to continually improve the integration of infrastructure into the UW’s operating and capital budget planning processes and develop an infrastructure planning framework that facilitates the carbon emissions reductions commitments outlined in the UW’s Climate Action Plan.

- The “West of 15th Avenue” Plan: The plan envisions UW’s long-term future as a participant in the development of a vibrant neighborhood west of the current UW Seattle campus. This area currently includes 8 million square feet of private sector housing, retail, office, and hotel space, in addition to 4 million square feet of UW teaching, research, residential, and office space. The area has the potential for significant increased density of housing, office, and retail space, as well as UW teaching, clinical, and research activities catalyzed in part by the opening of two light rail stations serving the area.

The University’s capital planning efforts consider future operations and maintenance costs in a variety of ways. First, most new buildings or major renovations are constructed to achieve at least a LEED Silver standard; many buildings have achieved a LEED Gold certification. Currently, two projects are Platinum, 19 UW buildings are LEED Gold, five are LEED Silver, and one is LEED Certified. A number of additional buildings that are nearing completion will be added to the list of LEED-certified buildings. In addition, the UW has revised its pre-design and design processes to include more cost benefit analyses related to building system choices and to involve the facility services staff earlier in the building design process.

The University has an official debt management policy that covers broad topics relating to debt issuance, management, and servicing. This policy was originally approved by the Board of Regents in September 2002. It was subsequently amended in July 2004 and then again in May 2008. This debt management policy can be found online.

In 2007, the legislature granted the UW the authority to issue local debt for any University purpose, which allowed the University to establish an Internal Lending Program (ILP) in July 2008. The ILP makes internal loans to campus borrowers and manages repayment in accordance with financing agreements between the campus borrower and the institution. The University bundles the internal loans and borrows externally to secure the funds for the loans. Each year, usually in July, the Board of Regents approves an annual bond resolution. The resolution authorizes both the issuance of new debt during the upcoming twelve months and the refunding of existing bonds. The annual bond resolution limits the amount of debt the Treasury Office can issue over the next 12 months. In March of each year, the Treasury Office makes a presentation to the Board of Regents regarding the University’s current bond rating, future debt capacity, as well as any specific comments that bond rating agencies have made when they evaluated the University’s bond offerings.

The evaluation of projects that are proposed for debt financing at the University is a well thought out, carefully planned process. Each project is evaluated in terms of incremental revenue that will be generated to pay debt service, the impact of the debt on the system issuing it, and the
impact on the University as a whole. The University sets covenants and standards for internal borrowers to ensure that it always has cost effective access to debt markets to fund projects.

Whenever one of the University’s auxiliaries is proposing a new debt funded project, the Treasury Office conducts a detailed credit review of the proposed project. The purpose of this review is to verify that the projected revenues from the project will be sufficient to pay for the projected debt service costs. The review is presented to the Board when the specific capital project goes in front of the Board for approval.

UW Tacoma and UW Bothell have developed campus master plans for their respective campuses along with infrastructure master plans and other planning documents specific to each campus that help guide decision making for future campus development. The University’s mission and goals also guide all operating and capital budget decisions for the Tacoma and Bothell campuses. In addition, short- and intermediate-planning documents have been developed to ensure progress toward campus objectives. Each campus regularly reviews, schedules and funds the systematic renewal of campus infrastructure and facilities, along with program-specific furnishings and equipment, using the total cost of ownership format for decision making and fund allocation. All major UW Tacoma and Bothell capital projects are reviewed by the Board twice a year through the Capital Projects Office.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

As is typical for a large research university with a medical school, the University has both auxiliary enterprises that are directly operated by the University and complex relationships with other non-profit organizations. This can result in these organizations appearing as “component units” on the University’s financial statements or being shown as part of the University’s budget. Component units are legally separate organizations for which the University is financially accountable.

The large auxiliary enterprises that are directly operated by the University include Housing and Food Services, Parking, the UW Medical Center, Intercollegiate Athletics (ICA), UW Educational Outreach, and Airlift Northwest.

The University operates Harborview Medical Center under a contractual arrangement with King County. Under generally accepted accounting principles, Harborview Medical Center is part of King County, not part of the University. The University has affiliations with non-profit corporations, including Northwest Hospital, Valley Medical Center, UW Physicians, UW Neighborhood Clinics, and the UW Alumni Association. Under generally accepted accounting principles, all of these entities are incorporated into the University’s financial statements as either blended or discretely presented component units. The University is also part of three joint ventures—the Children’s University Medical Group, the Seattle Cancer Care Alliance, and Peace Health. Under generally accepted accounting principles, the University’s share of each of these joint ventures is shown on the University’s financial statements.
The discussion in the remainder of this response will focus on the auxiliary enterprises that are directly operated by the University. For context, the projected revenues for the University’s large auxiliary enterprises for FY 2013 are reflected in Table 18:

<table>
<thead>
<tr>
<th>Auxiliary Enterprise</th>
<th>Projected FY 2013 Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW Medical Center</td>
<td>908,936,000</td>
</tr>
<tr>
<td>Airlift Northwest</td>
<td>42,500,000</td>
</tr>
<tr>
<td>Housing and Food Services</td>
<td>81,421,000</td>
</tr>
<tr>
<td>Intercollegiate Athletics (ICA)</td>
<td>81,809,000</td>
</tr>
<tr>
<td>Educational Outreach</td>
<td>93,406,000</td>
</tr>
<tr>
<td>Parking</td>
<td>34,651,000</td>
</tr>
</tbody>
</table>

These auxiliary enterprises operate on a self-sustaining basis:

- They are required to cover both their ongoing operations, as well as their capital needs, from the fees that are charged for the services they provide.

- They are either billed directly for, or pay, a calculated institutional overhead to cover the costs related to their use of central University administrative services (e.g., human resources, payroll, accounting, and facilities operations and maintenance). It should be noted that this institutional overhead charge is a reimbursement for services provided to the auxiliary enterprises and not a contribution by auxiliary enterprises to balance education and general operations.

- They receive no subsidy from central financial resources to pay for a portion of their costs.

- They are required by internal lending agreements to maintain a specified level of reserves, and they frequently maintain additional reserves depending on individual business needs. If an auxiliary enterprise has an operating profit in a given year, the profit is maintained by the auxiliary enterprise and added to that enterprise’s reserves. If an auxiliary enterprise has an operating loss in a given year, that loss would have to be covered from the enterprise’s reserves.

Auxiliary enterprises neither depend on financial support from central resources nor support the University’s education and general operations.

The auxiliary enterprises that carry outstanding debt prepare separate financial statements, which are audited by the University’s independent financial auditor. The financial statements are incorporated into the University’s Bondholders Report, available on the Treasury Office website.

Many aspects of the operations of the large auxiliary enterprises are regularly reviewed by the Board of Regents. For example, both the UW Medical Center and ICA make annual presentations to the Board regarding their compliance programs, rates that will be charged for student housing are approved by the Board each year. Changes in the rates charged for parking are also approved by the Board.
Additionally, any auxiliary enterprise capital project exceeding $5 million in estimated expense must be approved by the Board. The Treasury Office conducts a credit review of any debt-financed project before Board review. The purpose of this credit review is to ensure that the proposed project will either generate enough incremental revenue to pay the projected debt service or that the auxiliary unit has enough operating margin to pay debt service without jeopardizing programs or services.

There is one instance where an institutional-level decision benefits an auxiliary enterprise financially. The University authorizes ICA to issue a specified value of tuition waivers to women athletes each year. These waivers are part of the University’s efforts to comply with federal Title IX requirements. While these tuition waivers go to women athletes and are foregone revenue, NCAA regulations require ICA to show the value of these tuition waivers as financial support from the University on their financial statements.

The Tacoma campus operates a small number of auxiliary enterprise units. These units include a convenience store, copy center, housing, motor pool, parking services, real estate office, and vending revenue. The units’ financial statements are monitored on a monthly basis to ensure the overall financial stability of the auxiliaries. Consideration for investment in any one unit that exceeds its revenue is weighed against the ability of the other units to support the investment and ensure ongoing stability.

UW Bothell operates an auxiliary enterprise that includes student housing, transportation services (parking), food services, and event and conference services in support of the institution’s operational goals. These enterprises are entrepreneurial in nature and are expected to contribute to the University’s mission. UW Bothell separately budgets for each auxiliary as a cost center and actively monitors revenues and expenses for each auxiliary unit.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Audit Practices

The Board of Regents is responsible for the selection of an independent auditing firm. The annual report is presented to the Board, usually at their January meeting following the end of the fiscal year. The University is audited annually by independent accountants who are selected through a Request for Proposal process. Currently, KPMG audits the consolidated University, as well as several of its auxiliaries and component units (UW Medical Center, Commuter Services, Intercollegiate Athletics, Alumni Association, University Physicians, University Physicians Networks, Northwest Hospital, Valley Medical Center, and Airlift Northwest). Other independent audit firms audit Housing and Food Services and various affiliated real estate entities. Each audit may include a letter to management by the auditor that highlights outstanding accounting issues. The letter is presented to the Board, along with any response by the
University. The audited financial statements of the University and its auxiliaries are available to the public.

The state Auditor’s Office audits the University’s compliance with state rules and regulations and also audits compliance with the institution’s federal Facilities and Administrative indirect cost reimbursement rate. The audit is in conjunction with the state of Washington Single Audit. Since independent auditors are hired for a separate financial statement audit, the state auditors do not give an opinion on the University’s financial statements.

The Internal Audit Department assists the Board and University administration in the discharge of their oversight, management, and operating responsibilities. This is accomplished through independent audits and consultations designed to evaluate and promote the system of internal controls, including effective and efficient operations. The executive director of internal audit meets regularly with the Finance and Audit Committee of the Board of Regents and with the finance committees of the Medical Center boards. These groups annually review the internal audit organizational structure, audit plan, risk assessment, and results of audits and investigations.

The controller has the responsibility to respond to recommendations in the management letters accompanying the annual audit reports of the external and state auditor’s office. Careful consideration is given to each recommendation. Responses are included in the report to the Board, made by the independent accountants when the auditor’s report is presented.

The Internal Audit Department follows up on each of their audit report recommendations until the recommendations are fully implemented or otherwise satisfied. The results of these follow-up activities are communicated to senior University administration and in the Annual Report of Internal Audit Activities to the Board.

The University has adopted policies and procedures for interaction with external auditors. The Internal Audit Department serves as liaison between central administrative offices, campus departments, and external auditors. A list of external auditors on campus is included in the Annual Report of Internal Audit Activities. Copies of all internal and external audit reports can be obtained from the director of internal audit.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

All University Advancement employees are expected to maintain high standards of ethics and avoid conflicts of interest. Ethics laws establish minimum standards of conduct while performing public duties and seek to remove doubts concerning violations of public trust and confidence. The UW Advancement ethics guidelines are available in detail on its website. All Advancement employees adhere to the following five core ethical principles, each of which is linked to the relevant section of the Revised Code of Washington (RCW) and the Washington Administrative Code (WAC).
• Objectivity: Public employees must place the public’s interest before any private interest or outside obligation. Choices need to be made on the merits.
  o RCW 42.52.020, Activities incompatible with public duties
  o RCW 42.52.030, Financial interests in transactions
  o RCW 42.52.040, Assisting in transactions

• Selflessness: Public employees should not make decisions in order to gain financial or other benefits for themselves, their family, or their friends.
  o RCW 42.52.070, Special Privileges
  o RCW 42.52.140, Gifts
  o RCW 42.52.150, Limitations on Gifts
  o RCW 42.52.080, Employment after Public Service

• Stewardship: Public employees have a duty to conserve public resources and funds against misuse and abuse.
  o RCW 42.52.070, Special Privileges
  o RCW 42.52.160, Use of persons, money, or property for private gain
  o RCW 42.52.180, Use of public resources for political campaigns
  o WAC 292-110-010, “de minimus” use of public resources

• Transparency: Public employees must practice open and accountable government. They should be as open as possible about their decisions and actions, while protecting truly confidential information.
  o RCW 42.52.050, Confidential Information

• Integrity: Public employees should not place themselves under any financial or other obligation to outside individuals or organizations that might influence them in the performance of their official duties.
  o RCW 42.52.020, Activities incompatible with public duties
  o RCW 42.52.110, Compensation for official duties or nonperformance
  o RCW 42.52.120, Compensation for outside activities
  o RCW 42.52.130, Honoraria

University Advancement provides several levels of training to ensure employees understand and comply with these values and with Washington State ethics laws. Within their first days of employment, all employees participate in a one-on-one orientation with a human resources
employee who introduces new hires to ethics laws, the University’s expectations on how to uphold them, and resources to support employees’ ethical work. In addition, new employees attend an orientation that reviews and reinforces initial training on ethics requirements. University Advancement also conducts “8-minute ethics” training modules each quarter. The training reinforces University Advancement’s ethics requirements on an ongoing basis. Finally, all staff are required to attend formal group training every two years with a professional trainer, normally the Executive Director of the Washington State’s Executive Ethics Board.
2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

Facilities Services

Facilities Services operates and maintains University facilities, grounds, and utilities; provides technical guidance and expertise in support of the capital program; and provides other services that contribute directly to the institutional mission. Facilities Services consists of eight departments that include Campus Engineering and Operations, Maintenance and Alterations, Building Services, Transportation Services, Emergency Management, Finance and Business Services, Organization Resources and Relations, and Strategic Initiatives. Facilities Services strategically manages and provides programs and services pertaining to the physical facilities in support of the University’s mission. UW Bothell’s Facilities Services Organization consists of five departments that include custodial services, maintenance and alterations services, grounds services, wetland services, and motor pool. The organization provides an array of services and programs that support the University’s physical resources.

The core mission of the Capital Projects Office (CPO) is to plan, develop, and deliver physical environments to support and enhance the University’s mission. The CPO vision is focused on teamwork, integrity, innovation, commitment, and legacy. Goals are accomplished through an annual analysis of metrics; feedback from clients, faculty, staff, and students; and the highest safety standards, goals, and statistics in the state of Washington. It implements the Campus Master Plans for all three campuses and Friday Harbor Labs. Working with designers, clients, contractors, and students, CPO ensures that University buildings and structures meet or exceed all current codes and regulations; obtain high sustainability ratings; meet the needs of clients, faculty, staff and students; comply with all required environmental regulations; and preserve and protect campus historic resources while providing state of the art facilities that will last for decades. Project managers and construction managers work closely to ensure schedules and budgets are met. One assigned project manager is the main contact throughout the life of a project. Project managers are assigned from one of five specialized groups: Design Services, Major Projects Group, Student Life Projects Group, Special Projects Group, and the Small Projects Delivery Team.

The CPO has a strong safety culture and has proven success in reducing and preventing accidents involving faculty, staff, and students on campus, in the office, and on construction sites.

UW Tacoma Facilities Services operates and maintains the campus facilities and grounds, provides assistance and expertise in support of the capital program, and provides other services in support of the institutional mission. Facilities Services is a department within the UW Tacoma Division of Administrative Services, which includes finance, human resources, campus security, auxiliary services, and the Key Bank Professional Development Program. Facilities Services and
the Division of Administrative Services provide an array of services and programs that support the University’s physical resources.

The UW Bothell Facilities Services Department operates and maintains the campus facilities and grounds. The department is comprised of maintenance, custodial, motor pool, the campus U-Car system, moves and setups, grounds, and wetlands services. Although their work covers a large area, the goal of the facilities team is to provide timely, effective, and high-quality service while attending to the day-to-day needs of the entire UW Bothell/Cascadia Community College campus. Facilities Services is a department within the UW Bothell’s Division of Administrative and Planning Services, which includes budget and fiscal services, physical planning and space management, human resources, transportation services, security and campus safety, and auxiliary services.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

UW Seattle’s Environmental Health & Safety (EH&S) is a technical service unit that provides guidelines, technical expertise, procedures, and specialized services to academic, research, and central service units in support of the University’s efforts to maintain safe, healthful, and environmentally responsible places of research, education, and service.

The University supports an executive level policy that ensures the University will create, maintain, and enhance an environment that is safe for all individuals associated with the institution, including students, faculty, staff, hospital patients, and visitors. Numerous organizational units commit resources to carry out this policy, including Facilities Services, the Capital Projects Office, Organizational Health and Safety committees, technical advisory committees, the Office of Risk Management, the University Police Department, Environmental Health & Safety, and a newly appointed Environmental Health and Safety Advisory Board. These units work cooperatively to ensure that the facilities, environment, operations, systems, and practices that constitute University functions meet the highest health, safety, and environmental pollution standards. The EH&S Advisory Board is providing recommendations in a revised executive policy that will address the University’s response to new health and safety regulations and its commitment to a culture of safety.

EH&S service provisions can be grouped into seven major areas:

- **Risk Assessment and Investigative Services:** This includes the evaluation of actual and/or potential threats through hazard identification of chemical, biological, radiological, and physical hazards. Exposure potential and contributing factors are determined through sampling, testing, analysis, and field evaluations; fire and accident investigations; research protocols reviews; employee complaints; and documented incidents. Follow up to determine whether medical surveillance is needed is also coordinated by EH&S for research and non-research areas. EH&S also administers the University’s online accident reporting system for reporting on-the-job accidents and for fulfilling the Occupational Safety and Health Act (OSHA 300) reporting requirements. EH&S coordinates and supports the University’s employee-run health and safety committees, which are required
by Washington State law to ensure accidents are evaluated and possible causes of injury are removed.

- **Regulatory Compliance Oversight Services:** This unit supports University departments in maintaining up-to-date policies and procedures for complying with University policies and federal, state, and local regulations. EH&S is the point of contact for regulatory inspections and reports and provides University perspective on emerging regulations, legislation, and public policy. EH&S also provides consultation on a variety of health and safety issues to support University clients and departments in interpreting regulations and their applicability to specific situations. Support services include evaluation of food, water recreation, and other public health inspections to ensure compliance with specific health permits and license requirements; general surveys to document compliance with a broad array of fire, hazardous materials, and occupational health and safety requirements; and the development of required University reports to regulatory agencies. EH&S provides expertise and regulatory oversight and interpretation for all faculty and staff working with radiation and radioactive materials and with biohazardous agents that are deemed select agents. Department documents providing the current practices, guidelines, and requirements include, but are not limited to, various safety manuals (Radiation Safety Manual, Laboratory Safety Manual, Biosafety Manual); construction standards, such as the local building codes and fire protection codes; the UW's Administrative Policy Statements regarding health, safety, and the environment; and templates of essential documents, such as departmental health and safety plans.

- **Program and Policy Development and Evaluation of Services:** EH&S monitors the regulatory landscape so that the University is aware of new compliance responsibilities and develops new programs and approaches when appropriate to incorporate regulatory changes. They assist in interpreting the regulatory changes and provide materials to the University needed for interpreting, administering, and meeting health, safety and environmental requirements. Programs, policies, and practices are evaluated for efficacy and currency, and changes are developed and implemented when appropriate.

- **Environmental Operational Services:** EH&S is responsible for these services in order to effectively and efficiently maintain specific operational licenses, permits, and fees; test and/or certify specific facilities such as fume hoods and biosafety cabinets; and manage radioactive and hazardous wastes. EH&S operates a hazardous waste storage facility and is responsible for the disposal contract management, collection, categorization, storage, packaging, documentation, disposal, and shipping of hazardous materials and hazardous waste. EH&S also staffs and maintains the Pre-Entry Assessment Team (PEAT) to perform post-disaster hazardous materials assessments. In the event of a regional disaster, such as an earthquake, this team would provide vital information to assist with victim rescue and business continuity. EH&S also manages MyChem, the University’s online chemical inventory system, and the Material Safety Data Sheets (MSDS) library, which ensures the University is in compliance with several local, state, and federal laws regarding storage of chemicals and worker right to-know protection provisions.
• Training and Outreach Services: EH&S informs the University community of existing policies and procedures and provides the opportunity for faculty, staff, and students to meet training requirements and adopt best practices. EH&S offers a variety of in-person and online safety training classes to meet the multitude of requirements for training classes for the UW’s diverse disciplinary workforce. EH&S also conducts online and classroom training for laboratory safety. A website provides all EH&S documents and other tools to assist researchers, supervisors, faculty, and staff in developing, monitoring, and ensuring solid health and safety practices.

• Health and Safety Review of New Construction and Remodels and Capital Safety Oversight: EH&S provides oversight at all levels of new building construction and building renovation programs from the design phase through plan review, commissioning, acceptance, and confidence testing to ensure that facilities are built or renovated to meet regulatory and University health and safety standards. As a result of the complex teaching, service, research, and medical sciences activities in which the University engages, multiple federal, state, and local mandates regarding environmental health, safety, and environmental protection must be addressed. The Director of Environmental Health and Safety is a member of the University’s Project Review Board (PRB). The PRB, made up of directors and associate vice presidents, is responsible for the final review of major capital projects; consensus must be reached on all projects before work is initiated.

The University also prioritizes specific funding for safety projects where pre-existing facility conditions result in a regulatory violation or personal, occupational, and/or public or property safety hazard. Regulatory mandates for building safety have continued to increase in number and complexity, making compliance a challenge for the aging facilities of the University and requiring the completion of specific projects that are critical for the health and safety protection of the University students, employees, and surrounding community. Minor repair projects that are addressed by these funds include complying with federal regulation of certain materials, such as asbestos; upgrading facilities to meet fire and life safety requirements; meeting standards for laboratory safety, including installation of fume hoods and eyewash stations; and complying with a wide range of environmental, public health, and worker protection requirements, such as improvements in water supplies and ventilation.

• Research Support Services: EH&S ensures that working with hazardous materials in the laboratory is conducted following all regulatory requirements for employee health and safety and environmental protection. Facility safety assessments are conducted periodically on the approximately 4,200 laboratories across the campus to assess conditions, procedures, and practices in laboratories to help identify and mitigate hazards and to help ensure compliance with regulation and prudent practice.
Radiation Safety Program

The UW is licensed to use radioactive materials under a “Type A” Radioactive Materials License of Broad Scope, issued by the state of Washington Department of Health. The EH&S Radiation Safety Program administers the use of radioactive materials and provides oversight to ensure compliance with regulations and license conditions. The UW Radiation Safety Committee (RSC) reviews protocols and approves facilities where radioactive materials are used. The RSC is composed of UW scientists and physicians knowledgeable in the use of radioactive materials, with EH&S radiation safety staff providing administrative support.

Biological Safety Program

The EH&S biosafety staff performs biosafety laboratory inspections and provides support for the Institutional Biosafety Committee (IBC) for the review and approval of research involving biohazards, including recombinant DNA. Research involving biohazards must be reviewed and approved by the IBC and/or EH&S. The purpose of the biosafety review is to ensure that the research is being conducted in an appropriate facility for the hazard of the agent and that biohazardous and recombinant DNA materials are handled safely from initiation of the research until the project is completed.

Working with its campus partners, EH&S ensures that the University is a safe and healthful place to teach and learn, conduct research, and provide community service.

UW Tacoma EH&S reports to the Vice Chancellor for Finance & Administration and provides site-specific technical expertise and coordinates services from UW Seattle EH&S regarding the safe use, storage, and disposal of hazardous or toxic materials. UW Tacoma also provides guidance on University policies and is the campus’ liaison with regulatory agencies.

UW Seattle EH&S provides the Bothell campus with site-specific technical expertise and coordinates services regarding the safe use, storage, and disposal of hazardous or toxic materials. EH&S also provides guidance on University policies and assists UW Bothell Facilities Services as the campus’ liaison with regulatory agencies.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Planning for the physical development of the UW campus engages faculty, staff, and students from long-range policy planning to master planning for significant parts of the campus, to planning projects that implement plans. The Campus Master Plan documents where and how growth may occur and under what conditions, and it represents a legal agreement between the University and the city of Seattle. Some of the committees that monitor the campus’ physical development include the University Budget Committee, the Faculty Council on University Facilities and Services, the Environmental Stewardship Committee, the University of Washington Architectural Commission, and the University Landscape Advisory Committee. Responsibility for developing and monitoring the Campus Master Plan is led by the Vice Provost
UW Tacoma and UW Bothell have each developed and maintained a Campus Master Plan, an Infrastructure Master Plan, and other relevant planning documents specific to their campus. Each of these planning documents was developed through a campus-wide effort that included participation from students, staff, faculty, and the local community and provides consistent guidance to ensure compatibility with the University’s mission, core themes, and financial plans.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Equipment and Materials

Basic furniture and equipment for the three UW campuses is generally provided as part of the initial capital budget for major new construction and renovation projects. UW Seattle allocates equipment budgets to the campuses, schools, and colleges, and they in turn are responsible for prioritizing and allocating funding to the departments and units. UW Tacoma and UW Bothell manage equipment budgets to ensure that they are sufficient to fulfill the University’s mission, goals and objectives.

The central Equipment Inventory Office (EIO) reports to the Associate Vice President and Controller and is part of the Financial Management Division. Primary activities of the EIO include coordinating annual and biennial inventories, reviewing and approving equipment purchases at the time of requisition, preparing and submitting equipment closing reports for federal research awards, and providing year-end fixed asset data for financial statement purposes. The EIO is guided by administrative policy statements on equipment inventory.

As of June 30, 2011, the University had $223,706,000 of equipment ($1,102,723,000 less $879,017,000 in accumulated depreciation) and approximately 62,000 items listed in the University records. Physical inventories are performed biennially for non-federally titled equipment and annually for equipment titled to the federal government and classified as small and attractive. For the most recent inventory cycle (ending August 31, 2010), 98 percent of inventories were completed by the institutional due date.

Facilities and Equipment Maintenance

UW Seattle Facilities Services maintains the facilities, equipment, utilities, and grounds of the University. On the Seattle campus this includes 18 million gross square feet of buildings and parking structures; 27 miles of public roads, drives, streets, and pathways; 643 acres of urban property, including waterfront, vistas, quadrangles, courts, and open spaces; and over seven miles of walk-through utility tunnels that are used to distribute power, steam, chilled water, communications, and other utilities. There are two buildings on the National Register of Historic Places and seven others on the Washington State Register of Historic Places. Over 900 FTE staff
within Facilities Services provide various functions ranging from power plant operations to recycling services in support of the primary education and research mission of the University.

UW Seattle Facilities Services provides technical guidance and expertise in support of the capital program and provides other services that contribute directly to the institutional mission. It consists of eight departments that include Campus Engineering and Operations, Maintenance and Alterations, Building Services, Transportation Services, Emergency Management, Finance and Business Services, Organization Resources and Relations, and Strategic Initiatives. Facilities Services strategically manages and provides programs and services pertaining to the physical facilities in support of the University’s mission.

UW Seattle Campus Engineering and Operations (CEO) provides mechanical, electrical, structural, architectural, communications, asbestos, and environmental engineering services related to design, construction, and maintenance of all University facilities. This unit maintains the Facility Design Information Manual that establishes design guidelines for construction work; compiles accessibility information; maintains all building record drawings using Computer Aided Design and Documentation (CADD), archives, and electronic indexing; and assists with design development, technical construction issues, and operations and maintenance challenges.

The Maintenance and Alterations (M&A) unit is responsible for general maintenance (preventive and corrective), repair, alterations, and renovations of campus facilities including building interiors, exteriors, and grounds. Located geographically throughout the institution, M&A teams perform a wide range of fabrication, maintenance, and repairs in all the skilled trades. University maintenance crews work on lighting, electrical systems, foundations, roofs, ceilings, exterior walls, painting projects, maintenance, and repair of medical and laboratory equipment, refrigeration systems, and other important aspects of University facilities. Systems and databases purchased or developed to support these functions include AiM, a web-based maintenance management system that allows for improved job planning, assignment, and tracking, and an asbestos program database.

UW Tacoma Facilities Services maintains the facilities, equipment, and grounds of the Tacoma campus. This includes over 475,000 gross square feet of buildings on the 46 acre designated campus footprint in the Historic Warehouse District of Tacoma. The University’s Facility Design Information Manual, along with the separate UW Tacoma GuideSpec, are intended to set design guidelines for construction work. Facilities Services is responsible for general maintenance (preventive and corrective), repair, alterations, and renovations of Tacoma campus facilities, including building interiors, exteriors, and grounds.

The Tacoma campus has developed a program for the ongoing upgrade and replacement of Information Technology and Media Equipment. Facilities Services will develop a deferred maintenance program to allow for the planning of funding for maintenance of the infrastructure of the buildings and equipment. New fiscal support staff will be charged with the monitoring of significant maintenance contracts to ensure timely renewals. Units are encouraged to submit their individual equipment needs as part of their annual budget requests. By maintaining an adequate fund balance and proper planning, the campus is able to ensure that emergent needs can be met.

The UW Bothell Campus has 899,030 gross square feet of buildings and parking structures; 1.2 miles of public roads, drives, streets, and pathways; 127 acres of urban property, including
wetlands, wetland buffers, vistas, forested areas, courts, and open spaces; and over one mile of utility trenches that are used to distribute power, chilled water, communications, and other utilities. There is one building on the National Register of Historic Places. Thirty-three FTE staff within Facilities Services provide various functions ranging from custodial services to power plant operations in support of the primary education and research mission of the UW Bothell and Cascadia Community College.

UW Seattle Building Services is composed of two units: Custodial Services, and Recycling and Solid Waste. Custodial Services, through its Green Cleaning Program, is responsible for providing a clean and sanitary environment for everyone who enters a University building. This is accomplished primarily during the early mornings by regularly cleaning and servicing interior building spaces, including classrooms, lecture halls, libraries, public spaces, labs, offices, and restrooms, which are disinfected and resupplied daily. Recycling and Solid Waste provides ongoing education and outreach to the campus community on ways to improve waste diversion and increase recycling. The unit coordinates and manages all solid waste and recycling contracts throughout the University. This unit partners with the UW Sustainability Office, Housing and Food Services, Intercollegiate Athletics, and the UW Medical Center to assist with the development of new and innovative programs to improve waste diversion.

Transportation Services includes Commuter Services, Shuttles, Fleet Services, and Transportation Administration. Commuter Services is a self-sustaining unit responsible for construction, maintenance, and operation of parking structures, lots, and controlled areas. It provides service to assist University faculty, staff, students, and visitors with their commuting needs and service and delivery access to University facilities. Commuter Services further manages the U-PASS program, which is a national model for managing unique transportation alternative programs for all campus commuters. Fleet Services manages vehicle acquisition, rental, and maintenance for the purpose of providing convenient access to rental vehicles for the University community at affordable prices. The Shuttles program services include the Disabled Persons Shuttle and the Health Sciences Express bus service. Transportation Administration provides administrative support to Transportation Services.

Finance and Business Services includes Financial Operations, Information Technology, and Materials Management. Financial Operations provides the financial management for all operating resources and minor capital facility planning requirements throughout Facilities Services. Information Technology maintains the AiM facilities workflow technology system. This system enables work orders, material purchases and inventory, and time keeping processing and managing in support of maintaining campus equipment and infrastructure. The Materials Management Center procures and manages inventory needed for maintenance and operations repairs performed by departments within Facilities Services. It also supports the University through a moving and surplus property collection and sales of campus equipment that is no longer needed.

In support of the annual and long-term plans for remodeling, renovation, and major maintenance, Facilities Services maintains a database of information to track and monitor the condition of campus facilities. The database is used to manage deferred maintenance, building renewal, and facility improvement needs discovered during facilities audits, inspections, or from customer requests.
UW Information Technology

UW Information Technology (UW-IT) is the central information technology organization for the University of Washington, responsible for strategic planning, oversight, and direction of IT infrastructure, resources and services. UW-IT provides critical technology support to all three campuses, UW medical centers, and research operations around the world. UW-IT has units focusing on administrative systems and information management, networking, telecommunications, data centers, information security and privacy, academic and collaborative applications, accessible technology, server and storage infrastructure, and customer service and technology business continuity.

UW-IT Equipment

UW-IT maintains $12,718,770 worth of equipment ($62,698,835 less $49,980,065 in accumulated depreciation) to support the mission of the central technology organization. UW-IT equipment is included in the UW assets managed by the Equipment Inventory Office. These assets include the campus mainframe computing for administrative business systems, over 1,000 servers, large scale system storage, equipment to support the telecommunications infrastructure, network infrastructure, and all IT facilities, including the data centers and router centers.

UW-IT Facilities Data Centers

UW-IT provides reliable, efficient, secure, and high quality data centers that enable and support the UW’s education research, public service, and clinical activities. There are five data centers (three owned, two leased) in the data center portfolio, consisting of almost 35,000 square feet of space and more than 2.75 megawatts of available power. UW-IT’s role is to ensure that the data center functions, services, and infrastructure required to support critical UW Tier 1 and Tier 2 enterprises, co-location, and business recovery service functions and applications are maintained, tested, restored, and augmented.

UW-IT Facilities Router Centers

UW-IT supports eight on-campus and numerous off-campus router and communications centers, which provide essential network and telecommunications services to the University. The network system encompasses over 8,000 miles of fiber, 5,000 switches, and 550 routers, and is considered carrier class. The telecommunications system is made up of the voice telephony and optical networks that support 28,000 phone lines and 22,000 voicemail boxes.

UW-IT Facilities Communications Infrastructure

UW-IT coordinates all the Layer 1 (physical) voice, data, and cable TV elements in major and minor capital construction projects, tenant improvements, and other space rearrangement activities; plans, installs, and documents the UW’s on- and off-campus fiber network; provides Wi-Fi (wireless networking) to all three campuses, hospitals, clinics, and affiliates across a network that currently consists of almost 6,000 access points; and works with commercial vendors on strategic agreements relative to placement of cell infrastructure (towers and antennae) on campus to provide coverage for cell phone users.
Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Through the vision of “anytime/anywhere/any device” access to resources, UW-IT supports the ongoing transformation of the University. The rate of change appears to be increasing, with examples of technology-assisted paradigm shifts now common, such as MIT and Stanford’s free online courses and the Khan Academy’s “flipping” the classroom, so routine learning is done online, and class time is focused on helping students with difficult material.

In order to help the University flourish in this era of reduced public funding and increasing tuition, technologists must deliver in two distinct areas:

- solid core IT infrastructure (including high-performance networking, servers, and basic productivity/collaboration tools), which should work well enough to be taken for granted; and

- advanced transformational tools that enable significant improvements in efficiency and/or effectiveness for various University endeavors.

The transformational efforts, such as interactive and collaborative learning in virtual spaces and communities, or tools for curation of enormous research data sets, all depend on solid core infrastructure, which must be continually upgraded. Moreover, system and network complexity has been increasing (e.g., selective connectivity rules for security), and the industry’s tools for coping with that complexity have not kept up, thus putting a question mark on the high availability/rapid diagnosis equation.

There are approximately 1,100 professional staff at the University of Washington supporting IT, not including those in the medical centers. Although many departments within the University have their own IT staff and manage their own (local) IT infrastructure, core systems and services, supporting the needs of the entire University is the responsibility of UW-IT. The organization reports to the President, secondarily to the Provost, and employs about 420 staff, along with students and hourly workers.

UW-IT’s technology vision is: Convenient and safe access to digital information and services across time, place, device, and organizational boundaries.

The organization’s mission is threefold:

- enable UW students, faculty and staff to be more effective,

- help the UW manage risks and resources, and

- foster a community of innovation.

Major divisions within UW-IT include Information Management; Networks, Data Centers and Telecommunications; Technology Management; and the Office of the Chief Information Security Officer (CISO).
Over the years, the UW has achieved national and international acclaim for its leadership role in networking, identity and access management, and advancing email standards and technology.

As the “consumerization of enterprise IT” continues apace, IT service organizations must adapt both technically and culturally to some different roles. Just as University departments seek to preserve their own organizational capacity for unique value-added activities and therefore choose to rely on central or external partners for IT services amenable to economies of scale, the central IT organization is also “moving up the stack” and focusing on the “3Rs” of IT (risk management, resource management, and relationship management) in addition to technical excellence. A major challenge going forward will be integration of disparate and proprietary cloud services with enterprise systems for group and individual identity management. UW-IT has a strong tradition of achieving integration via interoperability, using standard Internet protocols. However, many of the key vendors in the cloud service space have shown little interest in cross-vendor interoperability. This means campus IT staff will have plenty of work ahead, even as cloud services are increasingly used.

In addition to operating a high-performance wired and wireless network for the three UW campuses and UW Medicine, UW-IT also provides engineering services to the Pacific Northwest Gigapop, the regional “on ramp” to national and international research networks, such as Internet2 and National Lambda Rail. The campus backbone consists of multiple 10Gbps links and supports on the order of 200,000 devices, with a growing fraction of that total being mobile/wireless devices. Note that a decade ago there were approximately 50,000 devices on the network.

UW-IT works closely with departments to identify opportunities for improving UW’s technology capabilities, for reducing service duplication, and for exploiting new marketplace trends, including cloud computing, mobility, and consumerization. Examples include the “Hyak” research computing cluster that obviates the need for many researchers to “build their own,” and managed server and storage options utilizing central data centers.

UW-IT also works closely with the eScience Institute of the UW, which focuses on the challenges of managing and analyzing very large datasets. Operational support for basic campus research computing infrastructure and consulting, including a large HPC cluster, recently moved to UW-IT.

As “big data” becomes an issue and opportunity, even on the administrative side of the house, UW-IT continues to invest in an “Enterprise Data Warehouse” to facilitate decision support. Other major business system initiatives include major upgrades for student systems, in partnership with the Kuali Foundation, and a Human Resources/Payroll system.

In support of teaching and learning, recent initiatives include pilot deployment of cloud-based learning management and lecture capture systems, as well as local development of a tool for students to more easily organize and plan their academic program.

UW was an early adopter of cloud-based collaboration services for faculty, staff, and students. UW-IT supports both Microsoft’s Office 365 initiative and the Google Apps platform, working, where possible, to smoothly integrate the cloud systems with each other and with enterprise
systems on-premise. This is especially important for achieving convenient access to resources via single-sign on and the ability to leverage institutional “group” management capabilities.

Finally, IT-related risks, and regulations intended to control them, are growing. Accordingly, no assessment of technological infrastructure would be complete without mentioning acceptable use policies, cyber security approaches, and IT audit protocols. The CISO office takes the lead on these issues and also in improving campus awareness of cyber risks and best practices.

Information Technology is the central IT organization at UW Tacoma charged with providing high-quality infrastructure and related technology services to the different constituencies on and off campus, such as the Center for Urban Waters. Headed by the Vice Chancellor for Information Technology, the unit’s mission is to deliver systems and services that contribute to successful campus-wide learning, teaching, research, and operations.

At UW Bothell, Information Technologies (IT) addresses teaching, learning, research, administrative, and operational technology needs specific to, and consistent with, the Bothell campus mission and its 21st Century Campus Initiative.

IT at UW Bothell is divided into four subunits. Learning Technologies works with faculty and students to incorporate technology into the teaching and learning environment. IT Services manages desktop computers, computer labs, classroom presentation technologies, and user support. IT Operations manages backend infrastructure that supports the campus website and content management system, local databases, the learning management system, faculty research, printing, file management, email, and consultation with third party technology vendors. IT Administration and Planning manages IT budgets, project portfolios, hardware and software inventory, and campus technology purchasing.

In addition to the UW-IT Service Desk, the Academic and Collaborative Applications unit within UW-IT works with faculty and departmental staff to provide support for teaching and learning technologies. This includes start-up assistance, on-going consulting, and assessments.

For research computing support, staff are available from both the eScience Institute and UW-IT to assist investigators in determining what type of resources would be best suited for their problem (e.g., local/on-premise cluster cloud computing, such as Amazon EC2 or Microsoft Azure or one of the NSF-funded supercomputer centers.) These staff also help researchers get started using the appropriate resources, and in the case of the eScience Institute, have developed software tools to make computational and data-intensive science resources more accessible. The Office of Research, through its IT staff, also provides assistance to investigators regarding their administrative tools for grant submission and monitoring.

Information Technology at UW Tacoma provides desktop computers, open and specialized computer labs, classroom technologies and user support for faculty, staff, and students. The IT department manages the main data center and the second disaster recovery data center for the
Tacoma campus; develops and maintains information systems, databases and computer programs, including the campus website and content management system, learning management system, faculty research, printing, file management for faculty, staff, and students; consults with third party technology vendors; and works closely with Seattle UW-IT in designing, expanding, and maintaining the wired and wireless network infrastructure for the growing Tacoma campus.

At UW Bothell, staff in the Learning Technologies unit of Information Technologies work with faculty and students to help them use technology in teaching and learning. They provide institutes, learning communities, workshops, and one-on-one sessions, as well as websites with documentation and links to additional resources. They work closely with UW Bothell’s Teaching and Learning Center and Library to promote literacy related to technology, to provide support that enhances pedagogy, and to set strategy related to the changing technology trends in higher education.

IT services staff support the University community through its help desk. The staff provide one-on-one assistance, orientations, documentation, and websites with information and links to other resources. They support faculty who use classroom presentation and digital media technologies. Student labs are staffed with student workers who answer questions and help with technology use.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

UW-IT actively participates in governance and oversight committees that relate to information technology, including:

- Campus Computing Directors, a monthly forum of senior IT leaders from the three campuses;
- Cloud Computing Coordinating Committee, including representatives from risk management, procurement, and the UW’s Attorney General’s office;
- Privacy Assurance and Systems Security Council;
- President’s Advisory Committee on Enterprise Risk Management;
- Technology Recharge Fee oversight/governance group, established to set and review annual per-capita technology charges for faculty and staff; and
- Student Technology Fee Committee, a rotating group of students charged with allocating student technology fees.

Other opportunities for collaborative service planning include:

- conversations with business system data and process owners;
- meetings with specific service constituencies (e.g., managed desktops);
feedback via the service desk and surveys of faculty, students, and staff; and

- campus participation in annual service assessments.

AT UW Tacoma, the Campus Technology Committee (CTC) meets monthly to provide feedback from the different Tacoma constituencies on technology services, offer recommendations for strategy and planning related to technological infrastructure, and revise or sponsor new technology related policies for the campus. CTC consists of faculty, staff, and students from all academic programs and a variety of administrative units. All technology staff provide input on the use of technology through their direct interaction with faculty and attend various committees and meetings on the Tacoma campus, such as the master plan committee, campus curriculum committee, new program review committee, construction meetings, and space allocation meetings.

At UW Bothell, a Technology Advisory Committee meets monthly to provide guidance and recommendations for strategy and planning related to technological infrastructure. The committee is composed of faculty, staff, and students from a variety of academic programs, administrative departments, and levels of technology expertise. One faculty member is a liaison to the UW Bothell Instruction and Research Support Committee in order to provide a connection to that group. The committee provides recommendations to the Assistant Vice Chancellor for Information Technologies, who takes the recommendations to the Academic Council and Cabinet.

Faculty are surveyed regarding their technology use, needs, and expectations, and the resulting information informs the strategic planning process. Further information is gathered through meetings with the Associated Students of UW Bothell, at academic program and department meetings, and through campus-wide meetings with the Academic Council and Cabinet.

Additionally, Information Technologies holds occasional meetings on specific topics to answer questions and gather information from faculty, staff, and students.

### 2.G.8

The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

The central IT organization has had technology refresh plans in place for some years, although funding constraints sometimes delay technology replacement. In most cases, however, business models have been developed to make IT services sustainable over time, including orderly refresh and upgrade plans.

As part of internal process improvement efforts, including widespread adoption of the Information Technology Infrastructure Library (ITIL) framework for service delivery, service management has become a major UW-IT initiative to parallel its existing project portfolio management efforts. A key component of the UW-IT service management paradigm is an Annual Service Assessment (ASA) for all of the major services. The ASA recaps the purpose and status of the service, key financial facts, challenges, opportunities, and long-term viability in the context of changing market and economic realities.
In addition to these annual service assessments, UW-IT conducts large-scale surveys to address the current and future IT needs for faculty, staff, and students (see the 2011 Teaching and Learning Survey). In addition, UW-IT initiated an outside Customer Satisfaction Survey, to assess areas for improvement. Each of the services and service improvement projects maps to, and supports, at least one of UW-IT’s seven strategic service goals:

- excellent foundation services and infrastructure;
- improved collaboration and productivity tools;
- advanced global research support;
- innovative teaching and learning tools;
- information for decision making;
- modern business information systems; and
- business continuity, security, and privacy protection.

Additional resources include:

- UW-IT Annual Report
- UW-IT Strategic Plan
- UW-IT CISO Annual Report
- eScience Institute website

UW Tacoma Information Technology administers a hardware renewal plan for computers and classroom technologies. As technology changes rapidly, Information Technology at UW Tacoma also works with UW Seattle on the wired and wireless network upgrade and expansion plan for new and existing buildings. (The Information Technology Strategic Plan is aligned with the Tacoma Campus Strategic Plan developed in 2008.

UW Bothell uses a central annual equipment maintenance and replacement plan for the equipment that supports classroom presentation technologies; computers for faculty, staff, and academic spaces; and enterprise infrastructure. For each classroom, the plan provides for an ePodium, projection, audio system, external device interfaces, A/V switching and control, computer, and media players, as well as a fleet of equipment available to check out (e.g., microphones, camcorders, wireless mice) to augment classroom technology. For computing, the plan provides for one primary computer for each permanent faculty or staff position (full and part-time) and computers for academic spaces, which include three Windows-based computer classrooms, the Digital Media Lab, the Education Curriculum Lab, three Computing and Software Systems labs, and three mobile computer labs. For enterprise infrastructure, the plan covers the servers, switches, monitoring systems, racks, and other data center equipment necessary to provide services, including campus email, file storage and sharing, help desk systems, and a variety of departmental services for the campus.
All UW Bothell equipment is replaced on a schedule based on manufacturers’ recommendations, warranty expiration, and industry estimates for mean time between failures. Replacement schedules and equipment are evaluated every year as part of an annual equipment replacement planning process. Based on all these factors, IT technical teams make recommendations for what needs to be replaced in a given year.
CHAPTER THREE: INSTITUTIONAL PLANNING

Standard 3.A: Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

The response to this standard draws extensively from information that is publicly available on the Provost’s website. Additional relevant information can be found under the “Provost’s Top Initiatives” section on the Office of the Provost website.

The Two Years to Two Decades (2y2d) Initiative articulates long-term strategic priorities for the UW guiding near-term decisions. Through a collaborative process, the 2y2d Initiative developed a Sustainable Academic Business Plan for the next 20 years.

Gathering Input from the Campus Community and Other Stakeholders

The 2y2d Initiative began by gathering input from various stakeholders. Since 2009, over 3,500 faculty, staff, student, and community stakeholders from across all three campuses have participated in 2y2d focus groups and surveys to help envision the future and identify priorities. These groups were asked: “Where should the UW be in 20 years?” Initial focus groups addressed seven key areas of interest: discovery, diversity, engagement, globalization, interdisciplinarity, learning, and technology. As they considered where UW talent and expertise would be most needed in the coming decades, these groups engaged in key activities, such as:

- envisioning the UW of the 21st century;
- identifying two decade trends the UW will encounter in the next twenty years; and
- asking the UW to address society’s most pressing needs.

Each focus group summarized its vision and recommendations in a report that is available on the UW website.

Analyzing and Synthesizing the Results of the Input Received

In April 2011, the answer to the question “What will the UW of the 21st Century look like?” was drawn from Two Years to Two Decades (2y2d) Initiative focus group responses resulting in the following vision:

The UW of the 21st Century:

…is more competitive

The UW will find itself operating in an environment rife with competition from other universities for the best students and faculty. Competitors will include traditional
institutions of higher education, those that more quickly update infrastructure to offer online, distance and hybrid options, for-profit institutions, and international institutions that are increasingly viable options to our traditional student base. Individuals and organizations will think more globally about their choices, will be more knowledgeable about alternatives, and will increasingly see themselves as customers with options.

…is more collaborative

There will be greater internal collaboration across units and disciplines; with other universities, as institutions become more niche but partner to offer breadth; and with the public and private sector locally, nationally, and internationally. Interdisciplinary activities and partnership development and engagement will grow in importance. The nature of disciplines may change as study shifts towards both virtual and face-to-face learning and research communities. Learning will include more project-based, experiential activities, and research will focus on solving specific societal problems.

…is more technology-reliant

Students will expect technological infrastructure and related university interfaces to provide ubiquitous, fast, and fully integrated access 24/7 and on-demand on the devices of their choice and with convenient, personalized content delivery. Faculty will increasingly be made up of digital natives as well, with expectations of more and better collaborative tools, networks to support research, and more sophisticated teaching technologies. Physical location and schedules will provide fewer constraints as teaching, research, and supporting administrative activities can be accessed at all hours from remote locations and will make use of cloud computing, social networking, and emerging technologies.

…is more nimble, leading our way through change

More nimble structures and coordinated efforts will be required to maintain high quality teaching, research, and service as the people, infrastructure, and communities change within and around the UW. Anticipating and planning will be key to responding to changing societal trends, demographics, diversity, globalization, and technologies to meet the needs, interests, and expectations of internal and external communities. In addition to our traditional student profile, students of the future will also include more students who are over the age of 25, from diverse backgrounds, non-native speakers of English, part-time students, less textbook-reliant, and attend classes taught off-campus or online. Administrative functions will shift focus away from bureaucracy toward service.

…is supported by a more diversified funding base

The funding base of higher education will rely more heavily on student-based, research, and entrepreneurial revenue streams. Students will expect more value and service for their higher contribution and will be more likely to value convenience in everything from the application process to student services to learning. Faculty will notice a shift in culture toward more entrepreneurial incentives and earning their salary through a balanced mix of instruction, research, and service, where a drop in one means an increase in another. Administrative units will be under increased pressure to become more
efficient and effective and will explore alternative ways of organizing activities, units, and work. Donors and the State will emphasize impact and accountability.

This vision of the future helped the 2y2d Sustainable Academic Business Plan Steering Committee identify drivers of change, set related goals, and launch priority initiatives.

Developing the Sustainable Academic Business Plan

The Sustainable Academic Business Plan is a framework used to maintain excellence in teaching, scholarship, and research while dealing with financial realities. It outlines the strategic goals and related activities that will keep the UW strong and well positioned for the 21st century. The goals are:

- **Sustain**: academic excellence and mission; financial stability;
- **Compete**: attract the best students, faculty, and staff; increase and diversify funding;
- **Transform**: embrace technology and interdisciplinary collaboration to meet needs of a diverse and dispersed student body; invest in people and infrastructure to meet 21st century challenges; and
- **Quality Comes First.**

Launched in 2010 under the umbrella project of the Two Years to Two Decades (2y2d) Initiative, the Sustainable Academic Business Plan is based on the vision of more than 3,500 student, faculty, and staff from across the three campuses who participated in 2y2d focus groups to imagine the UW of the 21st century. The plan is an evolving framework of long- and short-term goals that guides workgroups across the campus. Therefore, it is represented by diagrams, (Figure 9), rather than by a text document:
The following initiatives are articulated priorities:

- Teaching and Learning in the 21st century: meeting the needs of diverse, dispersed student populations;
- Enhance Student Services: improving the student experience from recruitment to success at the UW and beyond;
• Campus of the 21st Century: coordinating plans to improve physical and virtual campus environments;

• Fostering Collaboration: fostering collaborative research, teaching, and learning;

• Organizational Effectiveness Initiative: improving work processes, increasing effectiveness, and measuring success; and

• Program Evaluation Initiative: asking units to assess program quality and impact based on collectively determined criteria and metrics. The results help identify opportunities for prioritization and inform decision making.

Information related to the activities undertaken under these various initiatives is available on the Sustainable Academic Business Plan website.

It should be noted that the Sustainable Academic Business Plan provides the high level framework under which other institutional planning efforts are undertaken. For example, all of the academic precinct and facilities infrastructure plans discussed under accreditation Standard 2.F.5 are developed in response to the drivers of change and long- and near-term goals that are identified in the Sustainable Academic Business Plan.

At UW Tacoma, enrollment growth (through admissions and retention) is an important element of campus planning as it fits the access mission of the campus and allows the development of more comprehensive academic and academic-support programs, even with stagnant or declining state operating fund support.

In Spring Quarter 2012, the Tacoma campus launched the Strategic Enrollment Management Team as a forum for developing long-term enrollment goals, coordinating admissions and enrollment plans across academic programs and the campus as a whole, and communicating enrollment targets and progress. The team is co-chaired by the Vice Chancellors for Academic Affairs and Student and Enrollment Services and includes the following administrators:

• Vice Chancellor for Administrative Services,

• Heads of two academic units,

• Associate Vice Chancellor/Chief Admissions Officer,

• Vice Chair of Faculty Assembly,

• Director of Undergraduate Education,

• Director of Academic Advising,

• Registrar, and
• Director of External Relations.

Thus far the team has focused on:

• understanding the sequence of consultation and goal-setting, recruiting, and admissions, and the improvements that are being made in these processes;

• receiving and understanding admissions and enrollment reports;

• working toward enrollment goals by type (level, resident, nonresident) based on programs’ goals, student demand, and likely economic demand; and

• understanding the reasons for student retention.

In addition to participating in University-wide initiatives, including the Provost’s top initiatives discussed above, UW Bothell engages in a comprehensive and highly collaborative planning process at the campus level. UW Bothell’s campus planning response draws extensively from information that is publicly available on the Vice Chancellor for Academic Affairs website here and the 21st Century Campus Initiative website here.

In 2008, UW Bothell completed a year-long strategic planning process to create a vision to expand access to excellence in higher education, in keeping with the mandate set forth by the legislature when it founded the campus in 1990.

Led by the Vice Chancellor for Academic Affairs and involving faculty, staff, advisory board members, alumni, students and external partners, the planning process was designed to build on the strengths developed during the founding years and create a vision for the future grounded in the UW Bothell mission. The mission states, “The University of Washington Bothell holds the student-faculty relationship to be paramount. We provide access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.”

The process resulted in the 21st Century Campus Initiative strategic plan, outlining seven priorities to guide campus growth in size and excellence: growth, resourcefulness, diversity, student-centered, community, innovation, and sustainability.

Since that time, the plan has guided all institutional planning through a period of extraordinary growth, during which enrollment doubled, the number of degrees offered tripled, student housing was established, industry and community collaboration deepened, and campus facilities expanded.

The 21st Century Campus Initiative: UW Bothell Priorities Plan 2008-2020 builds on the mission and strengths of the campus, outlining a common vision for the future of UW Bothell. The planning process centered around collaboration with a wide range of constituents, beginning with a strategic planning retreat attended by faculty, staff, and advisory board members in Autumn Quarter 2007. The retreat generated an array of exciting possibilities for new academic
programs, facilities considerations, and student life and community engagement opportunities. An online campus collaboration site was then launched for all faculty and staff to review retreat outcomes, as well as other planning materials, data and readings, and to foster campus-wide discussions.

With leadership provided by a group of faculty and staff, a series of campus workshops was held in Winter Quarter 2008 to further develop these ideas into a set of key priorities to guide growth in enrollments, programs offered, and signature initiatives. Workshop outcomes and resource materials were circulated and posted for campus review and comment, offering additional opportunities for participation. An initial draft of the plan was presented to campus, and a broad campus review was conducted in Spring Quarter 2008. Faculty, staff, students, the advisory board, and alumni studied and discussed each draft of the plan, providing important feedback and suggestions to clarify and refine the document. The resulting 21st Century Campus Initiative was approved by the General Faculty Organization Executive Council and the Chancellor in May 2008. The final plan reflects the ideas and dedication of all who contributed and has since served as the guide for all institutional planning.

Figure 10 is a summary of the strategic priorities; the full plan can be found online.
### Priority Summary

**Growth: Serve the citizens of Washington by providing increased access to a premier university education.**
- Grow enrollment to 5,000 FTE in 12 years.
- Develop new undergraduate and graduate majors, programs and foundational studies in areas of high demand.
- Science, Technology, Engineering and Math (STEM); and Health
- Social Sciences
- Visual, Literary and Performing Arts (VLPA)
- Foreign Language and Culture
- Support growth in existing program areas: CSS, Business, Education, IAS, Nursing and CUSP
- Understand and respond to projected demographic changes.
- Use technology and innovative delivery models to overcome barriers to enrollment and extend UWB’s reach.

**Resourcefulness: Build institutional sustainability through sound, creative use of financial and human resources.**
- Operate within the fiscal boundaries of a public university.
- Demonstrate the value of UWB to the region.
- Enhance the flexible use of resources.
- Plan to build flexible facilities to accommodate future academic programs and services.
- Address professional development and support to sustain human resources.
- Expand opportunities for additional funding sources, including:
  - Development, funded research and self-sustaining programs

**Student-centered: Enhance student services to support academic success and enrich student life.**
- Provide enhanced advising and career services for undergraduate and graduate students.
- Provide comprehensive academic support services, including Library, Writing Center, Quantitative Skills Center, Media Center and new programs.
- Address student life issues, including:
  - Housing, social and recreational opportunities
  - Health, mental health and childcare services

**Community: Deepen and broaden community engagement and research.**
- Build the UWB community by fostering lifelong learning and alumni outreach.
- Broaden impact to encompass diverse regional, statewide and global communities.
- Enhance research activities focused on local through global issues.
- Promote service- and community-based learning and research.
- Develop productive relationships with the employment community.
- Build our reputation by demonstrating our distinctiveness and telling our story.

**Diversity: Enhance campus commitment to diversity and inclusiveness.**
- Enhance recruitment and support for underrepresented faculty, staff and students.
- Incorporate multicultural content and diverse perspectives in learning and scholarship.
- Support success for a student body of increasing diversity in ethnicity, race, gender, age, sexual orientation, social class and disability.
- Create a multicultural program.
- Create bridge and support programs.
- Build K-12 and community college pipeline partnerships.
- Maintain commitment to students of all ages and those with disabilities.

**Innovation: Support signature strengths in interdisciplinary scholarship and innovative teaching.**
- Support collaborative, interdisciplinary and cross-program initiatives.
- Engage faculty and students in inquiry-based approaches to learning.
- Develop regional partnerships that enhance teaching and research.
- Promote innovative teaching methods that foster student/faculty interactions.
- Employ innovative technology to enhance educational experiences.

**Sustainability: Develop environmental and human sustainability as a signature initiative.**
- Gain national distinction for leadership and scholarship in sustainability issues.
- Promote community partnerships in sustainability activities.
- Build on interdisciplinary studies and research about sustainability.
- Value the development of sustainable and healthy human communities.
- Promote a green campus culture, with the wetlands as a centerpiece.
- Become low-impact through materials and energy stewardship.

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**Figure 10: 21st Century Campus Initiative Priorities**

248
With this framework in place, the campus community has worked together to develop and implement initiatives and action plans to move forward in achieving the overall vision. Progress has been guided by leadership through the General Faculty Organization Executive Council and the Academic Council, as well as the focused efforts of a series of work groups, comprised of faculty, staff, and students. Since 2008, over 100 individuals have served on these task force groups and committees, with many others contributing through initiatives within units. (See Standard 3.A.2. for further discussion of constituent input in planning processes.)

Planning materials and documents are disseminated to campus constituents and are publicly available on the Academic Affairs website. Links to planning documents can be found here and a summary of selected milestones and current initiatives can be found here.

3.A.2 The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

**Sustainable Academic Business Plan Initiatives**

As was discussed under the response to Standard 3.A.1, the development of the UW’s comprehensive plan began by gathering input from over 3,500 faculty, staff, student, and community stakeholders from across all three campuses. In addition, the various groups working on specific Two Years to Two Decades (2y2d) and Sustainable Academic Business Plan initiatives all bring broad representation from the appropriate campus constituencies. The campus representatives involved in various 2y2d and Sustainable Academic Business Plan initiatives over the past four years are shown in Tables 19-25:

**Table 19: Campus Representatives for Sustainable Academic Business Plan**

<table>
<thead>
<tr>
<th><strong>Sustainable Academic Business Plan</strong></th>
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<tbody>
<tr>
<td><strong>Executive Sponsors</strong></td>
</tr>
<tr>
<td>Ana Mari Cauce, Provost and Executive Vice President; Professor, Psychology</td>
</tr>
<tr>
<td>Jerry Baldasty, Senior Vice Provost for Academic and Student Affairs; Professor, Communication</td>
</tr>
<tr>
<td><strong>Manager</strong></td>
</tr>
<tr>
<td>Marisa Nickle, 2y2d Project Manager</td>
</tr>
<tr>
<td><strong>Steering Committee</strong></td>
</tr>
<tr>
<td>Tom Baillie, Vice Provost, Strategic Initiatives; Dean, School of Pharmacy</td>
</tr>
<tr>
<td>Dave Eaton, Vice Provost and Dean, Graduate School; Professor, Environmental and Occupational Health Sciences</td>
</tr>
<tr>
<td>Randy Hodgins, Vice President, Office of External Affairs</td>
</tr>
<tr>
<td>Paul Jenny, Vice Provost, Office of Planning &amp; Budgeting</td>
</tr>
<tr>
<td>Mary Lidstrom, Vice Provost, Office of Research; Professor, Chemical Engineering</td>
</tr>
<tr>
<td>Kate O’Neill, Vice Chair, Faculty Senate; Professor, Law</td>
</tr>
<tr>
<td>Greg Sheridan, Associate Vice President, University Advancement</td>
</tr>
<tr>
<td>Ed Taylor, Vice Provost and Dean, Office of Undergraduate Academic Affairs; Professor, College of Education</td>
</tr>
<tr>
<td>Kelli Trosvig, Vice President, UW-IT; CIO</td>
</tr>
<tr>
<td>V’Ella Warren, Senior Vice President, Finance and Facilities; Treasurer, Board of Regents</td>
</tr>
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Table 20: Campus Representatives for Teaching and Learning in the 21st Century

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead</td>
<td>Jerry Baldasty, Senior Vice Provost for Academic and Student Affairs; Professor, Communication</td>
</tr>
<tr>
<td>Manager</td>
<td>Marisa Nickle, 2y2d Project Manager</td>
</tr>
<tr>
<td>Staff</td>
<td>Brigid Nulty, Project Operations Specialist</td>
</tr>
</tbody>
</table>
| Committee             | Beth Kalikoff, Director, Center for Teaching and Learning; Associate Professor, Interdisciplinary Arts and Sciences, UW Tacoma  
                        | Linda Martin-Morris, Lecturer, Biology                                                        |
|                        | Phil Reid, Associate Vice Provost, UW-IT Academic Services; Professor, Chemistry              |
|                        | Robert Stacey, Dean, College of Arts & Sciences                                               |
|                        | Tom Stritikus, Dean and Professor, College of Education                                        |
|                        | David Szatmary, Vice Provost, UW Educational Outreach                                          |
|                        | Ed Taylor, Vice Provost and Dean, Office of Undergraduate Academic Affairs; Professor, College of Education |
|                        | Kelli Trosvig, Vice President, UW-IT; CIO                                                     |
| Pedagogy Working Group Leads | Beth Kalikoff, Director, Center for Teaching and Learning, Associate Professor, Interdisciplinary Arts and Sciences, UW Tacoma  
|                        | Kevin Mihata, Assistant Dean for Educational Programs, College of Arts & Sciences             |
| Pedagogy Working Group Members | John Banks, Professor, Environmental Science, Interdisciplinary Arts & Sciences, UW Tacoma  
|                        | Philip Bell, Associate Professor, Education, Learning Sciences; Director, K-12 STEM Institute, College of Education  
|                        | Emily Bender, Associate Professor, Department of Linguistics                                   |
|                        | Cynthia Fugate, Senior Associate Dean of Libraries                                            |
|                        | Amanda Hornby, Undergraduate Instruction Coordinator, UW Libraries                            |
|                        | Emily Ignacio, Associate Professor, Sociology, Interdisciplinary Arts & Sciences, UW Tacoma |
|                        | Scott Macklin, Associate Director, Master of Communication in Digital Media (MCDM)           |
|                        | Alice Pedersen, Graduate Student, Department of English                                       |
|                        | Haideh Salehi-Esfahani, Senior Lecturer, Department of Economics; Member, Faculty Council on Teaching and Learning |
|                        | Jennifer Turns, Associate Professor, Department of Human Centered Design & Engineering        |
|                        | Jane Van Galen, Professor, Education Program, UW Bothell                                     |
|                        | Edward Walker, Professor, Department of Psychiatry and Behavioral Sciences                    |
|                        | Mary Pat Wenderoth, Principal Lecturer, Biology                                               |
| Technology Oversight Committee Lead | Kelli Trosvig, Vice President, UW-IT; CIO                                                   |
| Technology Oversight Committee Manager | Tom Lewis, Director, Academic & Collaborative Applications, UW-IT  
Cara Lane, Research Manager, UW-IT Academic & Collaborative Applications |
| Technology Oversight Committee Members | Paul Aoki, Director, Language Learning Center  
Tania Bardyn, Director and Associate Dean, Health Sciences Libraries  
Michael Campion, Director, Academic and Learning Technologies, Office of Academic Affairs, School of Medicine  
Fred Connell, Associate Dean for Academic Affairs, School of Public Health; Professor, Health Services  
Bob Ennes, Director, Health Sciences Academic Services and Facilities; Interim Director, Finance and Administration, Health Sciences Administration  
David Goldstein, Director, Teaching and Learning Center, UW Bothell; Senior Lecturer, Interdisciplinary Arts and Sciences Program, UW Bothell  
Roberta Hopkins, Director, Classroom Support Services  
Simona Lazar, eLearning Director & Learning Gateway Project Manager, UW Medicine  
Deborah Maranville, Director, Clinical Law Program and Unemployment Law Clinic, School of Law  
David Masuda, Lecturer, Department of Medical Education  
Gregory Miller, Professor, Department of Civil and Environmental Engineering  
Bruce Nelson, Professor, Department of Earth and Space Sciences  
Catrin Pittack, Senior Lecturer, Department of Biological Structure  
Lauren Ray, Research Commons Librarian, Libraries Reference and Research Services  
Brian Reed, Associate Professor, Department of English  
Phil Reid, Associate Vice Provost, UW-IT Academic Services; Professor, Chemistry  
Haideh Salehi-Esfahani, Senior Lecturer, Department of Economics; Member, Faculty Council on Teaching and Learning  
Matthew Saxton, Associate Dean for Academics, The Information School  
Andrew Shouse, Associate Director, UW Institute for Science and Mathematics Education  
David Szatmary, Vice Provost, UW Educational Outreach  
Riki Thompson, Assistant Professor, Interdisciplinary Arts and Sciences Program, UW Tacoma  
William Wells, Senior Lecturer, Department of Accounting |
Table 21: Campus Representatives for Enhance Student Services Initiative

<table>
<thead>
<tr>
<th><strong>Enhance Student Services</strong></th>
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<tbody>
<tr>
<td><strong>Leads</strong></td>
</tr>
<tr>
<td>Betsy Wilson, Dean, University Libraries</td>
</tr>
<tr>
<td>Jerry Baldasty, Senior Vice Provost for Academic and Student Affairs; Professor, Communication</td>
</tr>
<tr>
<td><strong>Committee</strong></td>
</tr>
<tr>
<td>Eric Godfrey, Vice President and Vice Provost, Office of Student Life</td>
</tr>
<tr>
<td>Sheila Edwards Lange, Vice President and Vice Provost, Office of Minority Affairs &amp; Diversity</td>
</tr>
<tr>
<td>Ed Taylor, Vice Provost and Dean, Office of Undergraduate Academic Affairs; Professor, College of Education</td>
</tr>
</tbody>
</table>

Table 22: Campus Representatives for Campus of the 21st Century Initiative

<table>
<thead>
<tr>
<th><strong>Campus of the 21st Century</strong></th>
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<tbody>
<tr>
<td><strong>Lead</strong></td>
</tr>
<tr>
<td>Mary Lidstrom, Vice Provost, Office of Research; Professor, Chemical Engineering</td>
</tr>
<tr>
<td><strong>Manager</strong></td>
</tr>
<tr>
<td>Marisa Nickle, 2y2d Project Manager</td>
</tr>
<tr>
<td><strong>Committee</strong></td>
</tr>
<tr>
<td>Rebecca Barnes, University Architect, Office of Planning &amp; Budgeting</td>
</tr>
<tr>
<td>Paul Jenny, Vice Provost, Office of Planning &amp; Budgeting</td>
</tr>
<tr>
<td>Charles Kennedy, Associate Vice President, Facilities Services, Finance &amp; Facilities</td>
</tr>
<tr>
<td>Pam Stewart, Executive Director, Planning &amp; Facilities, UW Information Technology</td>
</tr>
</tbody>
</table>

Table 23: Campus Representatives for Fostering Collaboration Initiative

<table>
<thead>
<tr>
<th><strong>Fostering Collaboration in the 21st Century</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leads</strong></td>
</tr>
<tr>
<td>Mary Lidstrom, Vice Provost, Office of Research; Professor, Chemical Engineering</td>
</tr>
<tr>
<td>Jerry Baldasty, Senior Vice Provost for Academic and Student Affairs; Professor, Communication</td>
</tr>
<tr>
<td><strong>Managers</strong></td>
</tr>
<tr>
<td>Marisa Nickle, 2y2d Project Manager</td>
</tr>
<tr>
<td>Linda Gamman, Communication and Project Manager, Assistant to the Vice Provost, Office of Research</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>Jill Aronson Pfaendtner, Program Manager, Molecular Engineering &amp; Sciences</td>
</tr>
<tr>
<td><strong>Committee</strong></td>
</tr>
<tr>
<td>Dave Eaton, Vice Provost and Dean, Graduate School; Professor, Environmental and Occupational Health Sciences</td>
</tr>
<tr>
<td>Linda Gamman, Communication and Project Manager, Assistant to the Vice Provost, Office of Research</td>
</tr>
<tr>
<td>Mark Haselkorn, Member, Faculty Senate Planning and Budgeting Committee; Professor, Human Centered Design &amp; Engineering</td>
</tr>
<tr>
<td>Marisa Nickle, 2y2d Project Manager</td>
</tr>
<tr>
<td>Jeffrey Riedinger, Vice Provost, Office of Global Affairs</td>
</tr>
<tr>
<td>Collaborative Teaching Working Group Lead</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| Collaborative Teaching Working Group Members | Connie Bourassa-Shaw, Director, Center for Innovation and Entrepreneurship, Foster School of Business  
Emma Flores, Postdoctoral Assistant to the Dean, Graduate School  
Dargan Frierson, Assistant Professor, Atmospheric Sciences  
Martha Groom, Professor, Interdisciplinary Arts & Sciences, UW Bothell; Adjunct Professor, Biology, UW Seattle  
Stevan Harrell, Professor, Anthropology  
Anna Mastroianni, Professor, Law; Professor, Institute for Public Health Genetics  
Jean Rogers, Interdisciplinary Programs Coordinator, Graduate School  
Georg Seelig, Assistant Professor, Electrical Engineering, Computer Science & Engineering  
Kathleen Woodward, Director, Walter Chapin Simpson Center For The Humanities; Professor, English |

Table 24: Campus Representatives for Organizational Effectiveness Initiative

<table>
<thead>
<tr>
<th>Organizational Effectiveness</th>
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</thead>
<tbody>
<tr>
<td>Lead</td>
</tr>
<tr>
<td>Manager</td>
</tr>
</tbody>
</table>
| Staff | Emily Drevecky, Organizational Improvement Specialist  
Laurin Gaudinier, Metrics Analyst and Reporting Specialist  
Meg Kerin, Office Assistant  
Alicia Kinne, Organization Development Specialist  
Sherry Steinaway, Senior Organizational Development Specialist |

Table 25: Campus Representatives for Program Evaluation Initiative

<table>
<thead>
<tr>
<th>Program Evaluation</th>
</tr>
</thead>
</table>
| Leads | Mary Lidstrom, Vice Provost, Office of Research; Professor, Chemical Engineering  
Paul Jenny, Vice Provost, Office of Planning & Budgeting |
| Steering Committee | Ann Anderson, Associate Vice President and Controller, Financial Management  
Jerry Baldasty, Senior Vice Provost for Academic and Student Affairs; Professor, Communication  
Amy Floit, Director of Budget Operations, Office of Planning & Budgeting  
Deborah Flores, Director of Operations, Office of Research  
Laurin Gaudinier, Metrics Analyst and Reporting Specialist  
Kelli Trosvig, Vice President, UW-IT; CIO  
V’Ella Warren, Senior Vice President, Finance and Facilities; Treasurer, Board of Regents |
<table>
<thead>
<tr>
<th>Working Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerry Baldasty, Senior Vice Provost for Academic and Student Affairs; Professor, Communication</td>
</tr>
<tr>
<td>Benjamin Clark, Senior Project Manager, Institutional Research and Data Management</td>
</tr>
<tr>
<td>Carol Diem, Director of Institutional Research, Office of Planning &amp; Budgeting</td>
</tr>
<tr>
<td>Amy Floit, Director of Budget Operations, Office of Planning &amp; Budgeting</td>
</tr>
<tr>
<td>Deborah Flores, Director of Operations, Office of Research</td>
</tr>
<tr>
<td>Laurin Gaudinier, Metrics Analyst and Reporting Specialist</td>
</tr>
<tr>
<td>Dinah Millikin, Senior Systems Analyst, Finance and Facilities Decision Support</td>
</tr>
</tbody>
</table>

The length and breadth of this list demonstrates that the UW’s comprehensive planning efforts are broad based.

**Provost’s Advisory Committee for Students**

In order to have a formal vehicle for UW students to have a voice in long-range planning, budget, tuition, and other issues, the Provost established the Provost’s Advisory Committee for Students (PACS) in 2011. The scope and structure for PACS has been specified in the UW Policy Directory as follows:

1. **Policy**
   a. It is the policy of the University of Washington (UW) Provost to seek and consider the input and advice of the UW student body through the Provost’s Advisory Committee for Students (PACS) on the following subjects:
      i. Annual budgets
      ii. Tuition levels and state tuition policy proposals
      iii. Financial aid
      iv. Long-range budget and allocation planning, with particular reference to student concerns
      v. Admissions and enrollment management
   b. PACS shall inform the Associated Students of the University of Washington (ASUW) and the Graduate and Professional Student Senate (GPSS) on the matters elaborated above and shall be guided by the advice of ASUW and GPSS on matters of policy.

2. **Committee Leadership**
   a. A vice chair, to become chair the following year, shall be elected by the PACS at the beginning of each academic year. It shall be the responsibility of the chair to report PACS activities on a regular basis to, and seek advice from, the ASUW and GPSS.

3. **Information to be Shared**
   a. At the request of the chair, the Provost shall provide the PACS with all non-confidential information (per definitions in APS 2.4) provided to the Senate Committee on Planning and Budgeting and the Board of Deans and Chancellors pertaining to the issues noted in Section 1.

4. **Annual Budgeting Principles**
a. The PACS shall, during autumn quarter of each academic year, establish official budgeting principles to submit to the Provost for consideration.

5. Information Exchange Throughout Budgeting Process
   a. The Provost shall, during the annual budgeting process, provide the PACS with regular updates and information in conjunction with those given to the Senate Committee on Planning and Budgeting. Once final budget proposals are established, as time allows, the PACS shall have the opportunity to review the proposals and submit recommendations to the Provost regarding tuition changes, financial aid, budgeting decisions, and any other matter deemed appropriate by the PACS.

6. Committee Membership
   a. The PACS membership shall consist of:
      i. Fourteen voting student members, including:
         1. The Presidents of ASUW and GPSS;
         2. The ASUW-GPSS joint appointment to the Senate Committee on Planning and Budgeting;
         3. Three graduate and professional students at-large appointed by the GPSS;
         4. Six students at-large appointed by the ASUW;
         5. One student at-large appointed by each ASUW-Tacoma and ASUW-Bothell.
      ii. Ex officio members, invited by the chair, including:
         1. The Provost;
         2. Representative of the Senate Committee on Planning and Budgeting;
         3. Representative of the Board of Deans and Chancellors;
         4. Faculty Senate Chair;
         5. Representative of the Office of Planning & Budgeting;

7. Appointment Terms and Orientation
   a. Terms of members shall begin in autumn quarter of each academic year, unless otherwise specific at the time of appointment. No later than the second meeting of each year, the Provost or her designee shall orient the new members on information relevant to the work of the PACS.

The UW believes that it has given students a very strong voice in issues such as budget, tuition policy, and long-term planning through the establishment of PACS. The students on PACS provide input directly to the Provost and other senior administrators at the UW.

Environmental Stewardship

The Environmental Stewardship Committee (ESC) is responsible for the Climate Action Plan and its outcomes and is supported by the Environmental Stewardship and Sustainability Office. The ESC is charged with decision-making responsibilities that align with Executive Order No. 13. In collaboration with appropriate University units and committees, the committee identifies long-term goals and standards and develops benchmarking measures of efficiency and cost-
effectiveness by which the UW community can examine its effectiveness and progress toward those goals. This committee interacts with, and receives information from, existing committees and activities throughout the University and identifies mechanisms by which the UW community can be made aware of the progress being made throughout the institution. The committee identifies emerging opportunities for collaboration between academic programs and administration, offering the campus as a learning lab for students and faculty to work with administration on operational sustainability. The committee guides UW environmental policy development by charging teams and workgroups and reviewing any recommended actions presented by these sub-teams to the appropriate leaders for approval. The committee reports to the President, Provost, and Senior Vice President for Finance & Facilities.

The ESC members are:

- Sandra O. Archibald, Chair; Dean, Daniel J. Evans School of Public Affairs
- Bruce Balick, Professor, Department of Astronomy
- Rebecca Barnes, University Architect, Office of Planning & Budgeting
- Patrick Bridegam, Graduate Student, Evans School of Public Affairs, School of Forest Resources; Graduate and Professional Student Senate
- Emily Chan, Senior, Environmental Science and Resource Management, ASUW
- Richard Chapman, Associate Vice President, Capital Projects Office
- Howard Chizeck, Professor, Department of Electrical Engineering
- Marilyn Cox, Vice Chancellor, UW Bothell
- Howard Frumkin, Dean, School of Public Health
- Lisa Graumlich, Dean, College of the Environment
- Ruth Johnston, Associate Vice President for Strategy Management, Finance & Facilities
- Charles Kennedy, Associate Vice President, Facilities Services
- Kshitija Madhira, Senior, Comparative History of Ideas, Residence Halls Student Association
- Rob Pena, Associate Professor, Department of Architecture
- Gary Quarfoth, Associate Vice Provost, Office of Planning & Budgeting
• John Schaufelberger, Interim Dean and Professor, College of Built Environments
• Kateri Schlessman, Senior Planner, Office of Planning & Budgeting
• Pamela Stewart, Executive Director, Planning & Facilities, UW Information Technology
• Jude Van Buren, Director, Environmental Health and Safety

Ex Officio members are:

• Anthony Guerrero, Assistant Vice Chancellor, Facilities Services, UW Bothell
• Pam Schreiber, Director, Housing & Food Services
• Milt Tremblay, Director, Facilities and Campus Services, UW Tacoma
• Lia Wetzstein, Instructional Supervisor, Environmental Science & Studies, UW Tacoma

The UW Tacoma Strategic Budget Committee (SBC) was developed to complement the Faculty Assembly Executive committee’s role (as the campus’s elected faculty council) in advising the Chancellor on operating and capital budget decisions. The SBC advises the Chancellor on longer-term issues affecting the financial health of the campus, such as identifying data needs and defining categories of access and student achievement, research and scholarship, and economic and community health. During 2011-12 and 2012-13, the committee was chaired by the immediate past chair of the UW Tacoma Faculty Assembly, and included:

• current Faculty Assembly chair and vice chair;
• two additional faculty members, named by the Faculty according to its bylaws;
• vice chancellors for Academic Affairs and for Administrative Services;
• two additional members of the Chancellor’s management team;
• current Associated Students of UW Tacoma (ASUWT) president and finance chair; and
• current chair and additional member of the UW Tacoma Staff Association.

Collaboration and transparency are integral to UW Bothell’s planning processes. As discussed in Standard 3.A.1., the 21st Century Campus Initiative strategic plan was developed and adopted through partnership between campus stakeholders, including faculty, staff, students, alumni, the Advisory Board, and external partners.

Over the past five years, more than a dozen separate task force groups or committees have undertaken a charge to develop strategies and action plans to move forward with specific 21st century priorities. Each group is charged by the Chancellor or Vice Chancellor(s) to consult with
campus constituents and external advisors as appropriate during the course of deliberations. Once a task force completes its recommendations, the resulting reports are subject to a review process that provides an opportunity for campus feedback. Input from the review process is then taken into account as recommendations are implemented. Each review process includes a 30-day open comment period, during which time reports are distributed via email to faculty and staff and are posted on the Academic Planning website, found here. Comments are solicited through an online discussion board and sent directly to the Strategic Initiatives Director for inclusion in a summary of comments. Input is also gathered from the Academic Council and General Faculty Organization Executive Council, as well as other stakeholders. In addition, task forces host an open forum for faculty, staff, and students to learn more about the recommendations and provide feedback. At the end of these processes, the recommendations serve to guide decision making and implementation.

The following are selected examples of active campus work groups:

- Bothell Campus Parking & Transportation Task Force, appointed 2010
- Chancellor’s Advisory Committee on Environmental Sustainability, established 2011
- Chancellor’s Community Engagement Council, established 2013
- Chancellor’s Innovation Forum Planning Committee, established 2011
- Diversity Council, established 2010
- Student Facilities Advisory Committee, established 2010
- Technology Advisory Committee, established 2010

3.A.3 The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

There are a number of ways in which the UW’s comprehensive planning process is informed by the collection and analysis of data. Three vehicles used are the Program Evaluation Initiative, the Organizational Effectiveness Initiative, and the use of performance dashboards by a number of UW administrative units.

**Program Evaluation Initiative**

The Program Evaluation Initiative was launched in 2011 and is now managed by the Office of Planning & Budgeting. Program evaluation adds criteria for success and measurements to the annual budget review process in order to facilitate evidence-based decision making and strategic resource utilization.
Beginning with the 2012 budget, academic units included academic program evaluation criteria and metrics as part of the budget review process. Administrative units will begin including administrative program evaluation criteria and metrics in the 2013 budget review process.

Program evaluation was a 2010-11 priority initiative that was identified in the Sustainable Academic Business Plan development process. As discussed under Standard 3.A.1, the Sustainable Academic Business Plan combines mission, strategy, and financial underpinnings to respond to key drivers of change. To achieve the goals outlined by the plan, both the administrative and academic units must be strategic in how they use resources and determine areas of focus. Metrics data for all units (both academic and administrative) was posted on the Office of Planning and Budget website and is available to all UW faculty, staff, and students.

After using program evaluation metrics in the FY 2012 and FY 2013 budget process, the Provost decided to begin the process of refining the metrics, which will be updated each year as part of the development of the UW’s annual budget. For academic units, the Office of Planning & Budgeting is now building a UW Profiles website that will allow the campus community to easily generate reports on selected metrics for any campus, college, school, or department, with data from FY 2006 to the present. The initial build out in FY 2013 includes data on student headcount, student demographics, student credit hours taught, degrees granted, and research awards received, and will be available to the campus community. Additional data will be added on an ongoing basis as the UW builds out its Enterprise Data Warehouse.

Organizational Effectiveness Initiative

Like the Program Evaluation Initiative, the Organizational Effectiveness Initiative (OEI) was a priority initiative that was identified in the Sustainable Academic Business Plan development process. The OEI provides valuable in-house organizational development services to campus groups working to achieve operational excellence through process improvements and innovations. Since the OEI team is funded through the Provost’s Office, consulting services are offered free of charge to UW units. OEI offers consulting, facilitation, and training in organizational assessment, strategic planning, process improvement, change management, leadership development, and metrics.

OEI’s vision is to strengthen the UW’s infrastructure for the future through operational excellence in administrative practices in order to fully support and enable the University to advance its core vision for learning, research, and discovery.

The initiative distilled extensive input from Two Years to Two Decades focus groups and other sources into the following principles for administration at the UW:

- operate more effectively and efficiently to focus on core values,
- collaborate across departments to decrease costs and improve services,
- create a culture of continuous innovation,
demonstrate performance through data, and
be fiscally and environmentally sustainable.

Demonstrating performance through data is a very important component of the OEI’s work.

Use of Performance Dashboards

Many UW administrative units have been using performance dashboards to document the accomplishment of unit objectives for many years, and these dashboards are typically available on the UW website. A few examples are:

- **Grant & Contract Accounting Dashboard**
- **Student Fiscal Services Dashboard**
- **Procurement Services Dashboard**
- **UW Bothell Campus Energy Dashboard**

These dashboards are examples of the importance that the UW places on collecting and publishing data that show whether identified institutional performance objectives are being met.

During the 2011-12 academic year, UW Tacoma consolidated its institutional research data and analysis team with the team at UW Seattle. The chancellor, vice chancellors, and the faculty leadership each has a designated contact who responds to data and analysis needs. This has increased the analytical capability available to the campus and has dramatically reduced the creation and maintenance of shadow systems. Campus-wide surveys (most saliently, those of freshmen, graduating seniors, and masters students) are developed, implemented, and maintained by a campus officer in Academic Affairs, with input from a survey committee representing Student and Enrollment Services, Academic Affairs, and Advancement.

During the 2012-13 academic year, the campus’s analytic capabilities were augmented by a staff member in Student and Enrollment Services and by the development of the Center for Web and Data Science. The latter is a research center focused on "big data" analysis for external and internal clients. The vice chancellors for academic affairs, advancement, and student and enrollment services engaged the Center to model class scheduling and are planning a study of the paths of students from their origins (in high schools or colleges) to UW Tacoma and, finally, as alumni.

UW Bothell participates in University-wide data collection, analysis and assessment processes, including the Program Evaluation Initiative discussed above. In addition, the campus has continued to expand local capacity in the following ways:
The campus established an Office of Institutional Research in 2009.

In Summer Quarter 2011, the campus launched a major institutional research and analysis initiative to more fully develop, maintain and transform data into information critical to planning, policy making, assessment, and reporting.

Initial UW Bothell institutional research included analysis of UW centrally-provided metrics to inform growth modeling and strategic planning for the next phases of campus growth to 5,000 FTE.

Detailed analysis of the metrics provided centrally identified a need for more UW Bothell-specific metrics and data in order to support campus growth toward the expected build-out of 5,000 FTE.

Peer comparisons are being made to similarly sized institutions to plan for future growth in high demand/STEM areas.

UW Bothell continues to monitor progress indicators, such as FTE data, student credit hours student quality, retention and achievement data, and student satisfaction surveys. These metrics are being used to help inform campus enrollment, retention, and resource allocation decisions.

In 2012-13, UW Bothell initiated a student retention data project in partnership with Map-Works. Data from this project are currently being analyzed.

3.A.4 The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

As was discussed in the response to Standard 3.A.1, the Sustainable Academic Business Plan identifies both long-term and near-term goals as well as specific initiatives to focus on during a particular fiscal year. Workgroups are then established to tackle goals from the Sustainable Academic Business Plan and track accomplishments related to the Plan on its website. Institutional capacity is clearly assigned to accomplish priorities that are identified as part of the Sustainable Academic Business Plan. The activities of the work groups are visible to campus constituencies, which allows for clear accountability.

The Sustainable Academic Business Plan priorities are among the factors that guide decisions on resource allocation in the UW’s annual budget process. In the annual budget/strategy meetings that each chancellor, dean, vice president, and vice provost has with the Provost, the Provost asks how proposed new budget allocations relate to either long- or near-term goals, or specific priorities identified in the plan. For FY 2013, there were specific budget allocations to support continuation of the OEI, to advance selected initiatives identified by the teaching and learning in the 21st century work group, and to enhance student services.
Certain allocations in the UW’s capital budget are also closely tied to Sustainable Academic Business Plan goals and priorities. A significant component of many capital projects is making investments now that will help decrease operating costs in the future. The UW is currently substantially expanding the capacity of the campus wireless network infrastructure in order to provide faculty, staff, and students with better access to various services. The remodel of Odegaard Undergraduate Library involves developing new flexible learning spaces in response to campus demand for different types of learning spaces. The project is being done in such a way that these spaces could be reconfigured in the future at a relatively low cost as pedagogical needs evolve.

UW Tacoma resource allocations are driven and defined by its mission as an urban serving university. Investments have been made that will:

- increase access to education for our community,
- support research initiatives that will help inform strategies and actions to address community issues and opportunities, and
- support the economic revitalization of downtown Tacoma as a mixed use living, learning, and business community.

Furthermore, resource allocation must be sustainable so that all program investments are supported by faculty ambitions and interests, student’s interests, and garner the support of the broader community. New programs must also be sustainable primarily from growth in the student population.

UW Bothell’s resource allocations are guided by the 21st Century Campus Initiative and informed on an annual basis by specific implementing principles and goals developed by the Chancellor’s Cabinet. Through broad engagement of the campus community, UW Bothell has established clear growth goals and aligned resource allocations toward achieving these goals.

3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The UW established an independent Office of Emergency Management (UWEM) in April 2003. The department, which is part of Facilities Services, coordinates all comprehensive institution-wide emergency management activities (mitigation, preparedness, response, and recovery) for the three campuses.

UWEM’s activities and key programs include the maintenance and update of the UW’s All-Hazards Emergency Management Plan (last updated in 2012); the management and direction of the UW’s Emergency Operations Center; a 24/7 Duty Officer program; and ongoing employee/student/faculty emergency training and planning, including a new Business, Academic and Continuity (BARC) planning process and online tool. The All-Hazards Emergency
Management Plan is based on its FEMA-approved Hazard Mitigation Plan and accompanying campus Hazard Identification and Vulnerability Analysis (HIVA), which form the basis for a risk-based program. UWEM collaborates internally with over 20 UW departments and units to manage the University’s disaster management programs. It also partners with key entities such as the City of Seattle, King County, and the state of Washington Emergency Management. Readiness is maintained via regularly planned updates, drills, exercises, and responses to real-world events. The UW’s disaster and continuity management programs are modeled after the National Fire Protection Association (NFPA) 1600 and Emergency Management Accreditation Program (EMAP) national standards for emergency management. More information on the UW’s emergency preparedness programs can be found on their website.

The UW Tacoma maintains its own site All Hazards Plan and Emergency Operations Center. This plan links with the UW Seattle Emergency Operation Center with the Internal Liaison function.

UW Tacoma Safety and Security serves as the coordinator for emergency preparation and response for the full range of security hazards. As the primary 24/7 presence on campus, Campus Safety and Security coordinates its efforts with Environmental Health and Safety and Facilities Services, as well as with UW Seattle, regional, state, county, and national safety and emergency agencies.

Campus Safety and Security has four primary responsibilities during disasters and incidents:

- life safety: work with local police, fire and EMS officials to ensure that any threat to human life and health are mitigated through direct actions to control and remove threats;
- incident stabilization: coordinate with local emergency officials, campus officials and the private sector to manage the impact an incident has on campus operations;
- property preservation: minimize damage to the campus and the community; and
- environmental protection: reduce containments and other environmental hazards on campus.

UW Delegation of Authority for such a role is found in the following policy statements:

- UW Administrative Policy Statement 13.1 "Emergency Management"
- UW Administrative Policy Statement 13.2 "Business Continuity Management"

UW Bothell is a partner and participant in UW Seattle’s Office of Emergency Management and participates in university-wide drills, training, and exercises along with representatives from other areas of the UW.

In addition to participating in University-wide planning and preparedness activities, UW Bothell conducts training and planning activities at the campus level as well. These include identifying
and training floor wardens, conducting building evacuation drills, alarm testing, “Safe Campus”
training, and other emergency preparedness activities.

UW Bothell employs an emergency preparedness coordinator in a shared position with Cascadia
Community College (CCC), which is co-located on the Bothell campus. UW Bothell collaborates
with CCC and local municipal police and fire agencies in emergency preparedness planning.
Standard 3.B Core Theme Planning

In response to the new accreditation standards and the overall accreditation process, the University of Washington renewed its efforts by establishing a standing accreditation team composed of representatives from the University’s three campuses. This team met on a regular basis to discuss the dimensions of the University’s reporting for accreditation, specifically identifying the three core themes and the indicators of achievement. The indicators in this chapter build on the work of the accreditation team.

The three core themes naturally emerged from the central code of activities on which faculty are generally evaluated. They are research and scholarship, teaching and learning, and service. These themes also map directly onto the primary mission of the University, which is the preservation, advancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry, and discussion and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service.
CHAPTER FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

Executive Summary of Eligibility Requirements 22 and 23

Eligibility Requirement 22: Student Achievement

Each campus identifies and publishes information on its programs, including expected learning outcomes, in their general catalog:

- UW Seattle
- UW Bothell
- UW Tacoma

The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes through course evaluation, exit surveys, and academic program reviews.

Eligibility Requirement 23: Institutional Effectiveness

As articulated throughout Chapters Four and Five, the UW has integrated evaluation and planning procedures throughout the organization with the goal of continual institutional improvement. These activities reside at both the local and University level, where results are communicated to the UW’s constituencies primarily through reports and briefs from the Office of the Provost and the Office of Planning & Budgeting. They reflect how the UW regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.
Data collection for assessment comes from various sources, both through central offices as well as through unit offices, in support of research and scholarship, teaching and learning, and service.

**Research and Scholarship**

In order to assess research and scholarship, the Office of Research collects data and creates reports that provide the context in which to assess the research endeavors of the University. Some examples are:

- Annual Report
- Fact Sheet 2012
- Awards
- Statistics and Rankings

**Teaching and Learning**

The Office of Educational Assessment provides comprehensive data through reports, such as:

- Assessment in the Major
- Faculty Surveys
- Graduation Rates, Progress and Attrition
- Special Programs
- Student and Alumni Surveys
- Skill-Based Learning

**Service**

Service activities are noted in annual reports published by the University at large, as well as its museums, galleries, theaters, UW hospitals and medical centers, and the Center for Experiential Learning. In addition, information on service activities is communicated to the UW’s units through advisory boards of its many programs, departments, schools, and colleges.
In addition, specific colleges provide data for assessing teaching and learning at more local levels. For example, the College of Engineering provides data on various educational outcomes and trends.

In addition to ongoing communication with stakeholders through community engagement, relevant research and service, and advisory boards, the UW publishes a wide range of information about its activities, including indicators of quality and effectiveness. The Office of Planning & Budgeting provides key university-wide data, as does the Office of the President through its Report to Stakeholders.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of education programs and services.

The University’s administrators, faculty, and staff rely on the data noted above, in addition to the many other sources of data and assessment, to make informed decisions about priorities and efficiencies. In addition to this day-to-day use of the data, the Graduate School’s Office of Academic Affairs and Planning conducts reviews of all academic programs every 10 years, as described under Standard 2.C.1. As part of this review process, program data and assessments are collected and communicated to stakeholders, both within and outside the unit under review. The unit and the University receive direct feedback on how the unit can enhance academic and learning activities.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Course-level assessments, a mandatory piece of all UW classes, are the primary mode for ensuring student achievement in the classroom. At the undergraduate level, final projects and capstones vary by major but can serve as a critical measure of student achievement of learning outcomes for the degree.
Master’s programs require a capstone experience. This can take the form of written or oral exams, theses, practica, internships, or other culminating projects or experiences. These capstones are evaluated by UW faculty, with feedback given to the students.

At the doctoral level, mandatory exams and a dissertation and defense (Ph.D. programs) or capstone experience (other doctoral programs) generate feedback to the student and the program. The Ph.D. committee includes a faculty member from outside the student’s program who serves as the Graduate School Representative (GSR) to ensure quality and fairness throughout the process. The GSR submits a report to the Graduate School for the purpose of quality assurance.

<table>
<thead>
<tr>
<th>4.A.4</th>
<th>The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.</th>
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<tbody>
<tr>
<td>4.A.5</td>
<td>The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.</td>
</tr>
<tr>
<td>4.A.6</td>
<td>The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.</td>
</tr>
</tbody>
</table>

The President and Provost are ultimately responsible for institution-wide alignment of programs and services. They use the indicators described in Chapter Four to assess whether objectives are being met and what institution-wide corrective action is needed, if any.

The UW has a very decentralized organizational structure, resulting in a strong reliance on deans, chancellors, vice provosts, and vice presidents to ensure core theme objectives are being met in each college, school, campus, and service area. The Provost meets annually with deans, chancellors, vice presidents and vice provosts to review the strategic plans for all major campus organizations and units. This conversation focuses, in part, on budget issues, but also on the accomplishments of each unit, its near- and long-range plans, and its challenges. Both the President and the Provost articulate strategic goals and initiatives and communicate them to the University.

The institution-wide evaluation of goals and priorities is an integral part of the Two Years to Two Decades (2y2d) Initiative and its related activities. These processes ensure that units regularly assess achievements and improve outcomes.

The assessments contained in this chapter are based on the work of a team of administrators and staff who reviewed the core themes and indicators and collected the appropriate data. The Provost’s Office provided the final review of these data and identified areas for ongoing improvement. The core theme assessments and the accompanying recommendations will inform the ongoing data collection efforts at the UW as well as the improvement and creation of various programs and services.
Core Theme One: Research and Scholarship

Table 26: Core Theme One Overview

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. UW creates an outstanding climate of support for researchers and scholars and fosters innovative, interdisciplinary, collaborative, and transformational research and scholarship.</td>
<td>1. Amount of extramural support received</td>
</tr>
<tr>
<td></td>
<td>2. Amount of intramural support provided to faculty</td>
</tr>
<tr>
<td></td>
<td>3. Number of promotions</td>
</tr>
<tr>
<td></td>
<td>4. Number of undergraduate students engaged in research</td>
</tr>
<tr>
<td></td>
<td>5. Examples of interdisciplinary educational opportunities</td>
</tr>
<tr>
<td></td>
<td>6. Structural and organizational supports for interdisciplinary activities</td>
</tr>
<tr>
<td></td>
<td>7. Examples of emerging fields</td>
</tr>
<tr>
<td></td>
<td>8. Examples of outstanding research</td>
</tr>
<tr>
<td></td>
<td>9. Examples of innovation</td>
</tr>
<tr>
<td>B. UW adheres to the highest standards of ethics in research and scholarship.</td>
<td>1. Variety of grant management and ethics training provided</td>
</tr>
<tr>
<td></td>
<td>2. Number of people who participate in grants and contract management training</td>
</tr>
<tr>
<td></td>
<td>3. Number of people who participate in research ethics training</td>
</tr>
<tr>
<td></td>
<td>4. Number of human subjects and animal welfare applications filed</td>
</tr>
<tr>
<td>C. Research facilities at the UW are among the best in the U.S.</td>
<td>1. Quality of the UW libraries</td>
</tr>
<tr>
<td></td>
<td>2. Number of labs and other research facilities</td>
</tr>
</tbody>
</table>
Core Theme One, Objective A

Table 27: Objective 1.A

<table>
<thead>
<tr>
<th>Core Theme One: Research and Scholarship</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> UW creates an outstanding climate of support for researchers and scholars and fosters innovative, interdisciplinary, collaborative, and transformational research and scholarship</td>
<td>1. Amount of extramural support received</td>
</tr>
<tr>
<td></td>
<td>2. Amount of intramural support provided to faculty</td>
</tr>
<tr>
<td></td>
<td>3. Number of promotions</td>
</tr>
<tr>
<td></td>
<td>4. Number of undergraduate students engaged in research</td>
</tr>
<tr>
<td></td>
<td>5. Examples of interdisciplinary educational opportunities</td>
</tr>
<tr>
<td></td>
<td>6. Structural and organizational support for interdisciplinary activities</td>
</tr>
<tr>
<td></td>
<td>7. Examples of emerging fields</td>
</tr>
<tr>
<td></td>
<td>8. Examples of outstanding research</td>
</tr>
<tr>
<td></td>
<td>9. Examples of innovation</td>
</tr>
</tbody>
</table>

**Indicator 1.A.1: Amount of extramural support received**

The amount of extramural support received by colleges and schools is ultimately a reflection of the accomplishments of UW faculty as well as the existence of institutional infrastructures of support.

The UW receives more federal research funding than any other U.S. public university and since 1974 has either been ranked first or second. In the most recent ranking by China’s Shanghai Jiao Tong University, the UW ranked 16th among the world’s top universities (14th nationally). In addition, the UW ranks third among public universities in overall R&D expenditures.

In FY 2012, the UW received more than $1.47 billion in sponsored research funds, tripling its research funding over the last 20 years:

- $1,471,012,997 in sponsored grants and contracts
- $470.2 million in non-federal funding
- $1.001 billion in federal funding
- 5,029 grants, including 200 grants over $1 million each

The results of this funding are pronounced. Academic excellence inspires solutions to real-world challenges. Critical thought is cultivated through unique interdisciplinary partnerships, and unexpected learning opportunities are available to students and future scholars. For example, during the 2011-12 academic year, the UW was able to provide the following funding to students:

- 750 grants and gifts funded to support student fellowships or with traineeships,
- 2,175 grant and contract-funded research assistants, and
The amount of extramural support received by the UW is a tribute to the diverse and innovative faculty, students, and staff, and the power of the UW intellectual community.

Indicator 1.A.2: Amount of intramural support provided to faculty

Intramural support for the research endeavor is another critical indicator of the overall climate of support for UW research and scholars. While there are many examples available across the UW, the following were selected as key examples of the breadth and depth of intramural support provided to faculty: advancement activities targeting research and scholarship, Royalty Research Fund (RRF), and paid professional leave.

University Advancement for Research and Scholarship

While faculty are actively seeking extramural research support, the University’s Advancement staff develop fundraising, alumni, and constituent relations. They also create marketing and communications programs that institutionalize advancement throughout the University through integrated efforts at the central and unit level. This is in part accomplished by engaging stakeholders in meaningful interactions that foster pride, advocacy, and private support for the University of Washington.

Although the Advancement office is unable to calculate the exact amount of money directed toward research activities, they do have yearly approximations. The funds raised through advancement fall into five general areas: student support, faculty support, operations, capital, and discretionary funds. Three of these areas, in particular, designate research funds: student support (graduate fellowships), faculty support (faculty professorships, chairs, research and/or discretionary use) and operational support. Table 28 summarizes the current use funds (monies that are typically used within two years) across these three areas for the last five years.

<table>
<thead>
<tr>
<th>Areas</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student support</td>
<td>$9,009,518</td>
<td>$9,147,112</td>
<td>$9,374,755</td>
<td>$10,788,292</td>
<td>$9,380,837</td>
</tr>
<tr>
<td>Faculty support</td>
<td>$6,616,626</td>
<td>$8,607,921</td>
<td>$8,679,194</td>
<td>$9,273,282</td>
<td>$15,220,495</td>
</tr>
<tr>
<td>Operational</td>
<td>$206,574,672</td>
<td>$187,234,813</td>
<td>$206,998,534</td>
<td>$198,385,060</td>
<td>$200,398,122</td>
</tr>
</tbody>
</table>

Royalty Research Fund

Through the Royalty Research Fund (RRF), the Office of Research supports UW faculty seeking to establish new research programs. The purpose of the fund is to advance new directions in research:

- in disciplines for which external funding opportunities are minimal, and/or
- for faculty who are junior in rank, and/or
• in cases where funding may provide unique opportunities to increase applicants’ competitiveness for subsequent funding.

The RRF is funded from royalty and licensing fee income generated by the University's technology transfer program. Since Spring Quarter 1992, the RRF has been available twice a year. In 1994, the Royalty Research Fund Scholar program began providing one quarter of release time for faculty with full teaching loads to engage in concentrated scholarly activities. The RRF welcomes proposals with budgets up to $40,000. Table 29 provides the total dollar amount awarded from 2008-2012.

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1,994,777</td>
<td>$2,013,150</td>
<td>$2,007,682</td>
<td>$1,997,739</td>
<td>$2,207,110</td>
</tr>
</tbody>
</table>

UW Tacoma also participates in the University-wide RRF program. Additionally, UW Tacoma research-supported activities include:

• staffing for pre- and post-research award support,

• summer support for assistant professors who participate in a mutually-supported grant proposal writing activity, and

• the Chancellor's support for three new research centers.

UW Bothell utilizes the RRF application and review process to fund meritorious but unfunded RRF proposals with research cost recovery dollars. This is called the “second chance RRF” competition. Over the past three years, the average success rate for RRF applications has been 26 percent, leaving many promising proposals unfunded, despite having demonstrated a high probability of generating important new scholarly materials, resources, significant data, or information. Consequently, and to as great an extent as possible, indirect cost dollars received on current UW Bothell grants are re-invested in faculty research agendas through this internal “second chance RRF” competition.

Paid Professional Leave

At the University of Washington, paid professional leave is provided to members of the faculty to increase their scholarship and professional development, thereby enhancing their capacity for service to the University. Leave from academic duties is a privilege granted normally to those in tenure-track position to afford them the opportunity for study and research.

14 BR, January 1966; Executive Order No. 33 of the President, June 1, 1972; revised December 10, 1975; November 23, 1977; March 20, 1980; April 20, 2012.
The authority to grant leave rests with the Board of Regents, upon recommendation by the President. The responsibility for reviewing the merits of the applications and the administrative feasibility of the leave is determined by department chairs, deans, chancellors, and the President in accordance with procedures established by the President.

Table 30 shows the total of the number of quarters of paid professional leave used by schools and colleges across the three campuses since 2007.

Table 30: Quarters of Paid Professional Leave Used Annually

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Quarters Used</th>
<th>Quarters Used by UW Bothell</th>
<th>Quarters Used by UW Seattle</th>
<th>Quarters Used by UW Tacoma</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>414</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2008-2009</td>
<td>294</td>
<td>22</td>
<td>259</td>
<td>13</td>
</tr>
<tr>
<td>2009-2010</td>
<td>295</td>
<td>16</td>
<td>255</td>
<td>24</td>
</tr>
<tr>
<td>2010-2011</td>
<td>294</td>
<td>19</td>
<td>244</td>
<td>31</td>
</tr>
<tr>
<td>2011-2012</td>
<td>262</td>
<td>13</td>
<td>238</td>
<td>11</td>
</tr>
<tr>
<td>2012-2013</td>
<td>393</td>
<td>24</td>
<td>337</td>
<td>32</td>
</tr>
</tbody>
</table>

Indicator 1.A.3: Number of promotions

The principal functions of a university are to preserve, increase, and transmit knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The policy of the UW is to enlist and retain distinguished faculty with outstanding qualifications.

The University faculty are committed to the full range of academic responsibilities: scholarship and research, teaching, and service. The process for granting tenure and promotion is conducted in accordance with policies and guidelines outlined in Chapter 24 of the Faculty Code for the University of Washington.

The number of faculty who are tenured and promoted is an indication of the exceptional quality of the faculty and the research and scholarship in which they are engaged (Table 31).
Table 31: Number of Promotions

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Assistant to Associate</th>
<th>Associate to Professor</th>
<th>Total Professorial Promotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>132</td>
<td>72</td>
<td>204</td>
</tr>
<tr>
<td>2008-2009</td>
<td>99</td>
<td>101</td>
<td>200</td>
</tr>
<tr>
<td>2009-2010</td>
<td>103</td>
<td>78</td>
<td>181</td>
</tr>
<tr>
<td>2010-2011</td>
<td>108</td>
<td>78</td>
<td>186</td>
</tr>
<tr>
<td>2011-2012</td>
<td>130</td>
<td>100</td>
<td>230</td>
</tr>
<tr>
<td>2012-2013</td>
<td>126</td>
<td>75</td>
<td>201</td>
</tr>
</tbody>
</table>

Indicator 1.A.4: Number of undergraduate students engaged in research

At the UW, undergraduate students do more than take notes. They are actively creating one of the most vibrant intellectual communities in the country. The UW has over 250 degree options, more than 70 languages to study, over 780 student organizations to join, and over 7,000 undergraduate research opportunities. The number of undergraduate research opportunities is of note, because it illustrates the dedication of the University to provide students with diverse learning experiences in and out of the classroom.

The following data, collected across various sources, provide an overview of undergraduate students’ involvement in research activities.

Office of the Provost

Every year the Office of the Provost oversees and analyses data from across all three campuses regarding the participation of undergraduate students in research. These data have been collected since 1997 and provide an indication of student involvement—and faculty and department support—for these activities over time. Figure 11 summarizes the number of student quarter hours devoted to research since the 1997-98 academic year and reflects the significant growth in students’ participation in research activities.

15 Our exclusive assessment of research participation at the undergraduate level, and not at the graduate level, is a result of such opportunities being less common for undergraduate students. Graduate education typically engages students in a wide range of research activities.

16 These data are typically undercounting student participation, since departmental reports are not required. Nevertheless, a majority of departments submit reports. In 2009, data collection was moved to an online system, which allowed some automatic data collection for credit-bearing experiences; thus there was a significant increase in participation numbers that year. The online system also includes an automated check for duplicate submissions and overall accuracy of the data, which had to previously be conducted manually.
Another valuable indicator of the number of undergraduate students engaged in research is the number of participants in the annual Undergraduate Research Symposium. The symposium is an opportunity for undergraduates to present what they have learned through their research experiences to a larger audience. It also provides a forum for students, faculty, and the community to discuss cutting edge research topics and to examine the connection between research and education. Research projects are included from all disciplines, which encourage interdisciplinary discourse and allow students to learn from each other through a broad range of exciting research topics.

The symposium includes poster and presentation sessions from students across all three campuses. The number of undergraduate participants has been steadily increasing since 2007, as Table 32 indicates:
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>631</td>
</tr>
<tr>
<td>2008</td>
<td>650</td>
</tr>
<tr>
<td>2009</td>
<td>696</td>
</tr>
<tr>
<td>2010</td>
<td>770</td>
</tr>
<tr>
<td>2011</td>
<td>900</td>
</tr>
<tr>
<td>2012</td>
<td>911</td>
</tr>
<tr>
<td>2013</td>
<td>1,003</td>
</tr>
</tbody>
</table>

**UW Senior Research Study**

In 2009, the Office of Educational Assessment undertook a study on the research that UW undergraduates on the Seattle campus were required to conduct as part of their normal progress through their majors. In departmental focus groups, with 138 seniors from 15 of the largest UW majors, the UW Senior Research Study (UW SRS) found that:

- All the students conducted research while at the UW, and almost all of them conducted research both inside and outside their majors as a normal part of their learning experience at the UW. Overall, students conducted research in an average of 13 courses at the UW, about half inside and half outside their majors.

- There was little overlap in the research methods students used in high school and those they used at the UW. In other words, students learned how to conduct the research they needed to conduct while at the UW.

- Differences in purpose and research methods characterized the research students did for the various disciplines they represented.

- Most students said that they learned to do the kinds of research required by their majors by trial-and-error or from random courses inside or outside their majors. Students also received substantial help from UW librarians.

- Students evaluated how much they had learned about finding and using information at the UW as a grade of about “B” (3.0 out of 4.0), and they evaluated their confidence at being able to find and use information in the future as slightly higher—a B+ (3.3).

- Regardless of disciplinary context, students’ suggestions for improving the undergraduate research experience in their majors were similar:
  - provide more instruction in how to conduct research,
  - give students more information about departmental resources and research opportunities,
  - require more research earlier in the program,
focus on writing by providing students with help in writing in the major or by requiring more writing, and

connect students in the major to the world of work related to the major.

- How research is defined determines what is captured when studying information literacy. In the UW SRS, students’ comments about what research meant to them raised questions about what institutions count as research:

  - Art and creative writing majors spoke of gathering images constantly, creating a pool they might draw on later, as well as gathering images that were related to specific projects they were working on. Engineering majors spoke of a similar kind of activity.
  
  - English, Spanish, and philosophy majors spoke of the careful re-reading of a single text to gather information for papers they were writing.
  
  - Mathematics majors spoke of sorting through what they had in their own heads in order to solve problems, and some of them spoke of a trial-and-error/testing-and-evaluating approach to solutions that seemed similar to science majors’ descriptions of conducting experiments.
  
  - Nearly all students had topics, ideas, and interests that they were researching on their own online, some of which related to their courses and majors and some of which was motivated by their independent interests.
  
  - Spanish majors spoke of study abroad as research in their majors, because their primary purpose for studying abroad was to improve language skill and experience a Spanish-speaking culture.

Examples of Undergraduate Research

At UW Tacoma, seven undergraduates have worked with Professor John Banks over the past few years on an ongoing conservation research project in eastern Kenya, working with Kenyan colleagues to better understand the link between endangered bird species in the Arabuko-Sokoke Forest reserve and arthropod biodiversity.

Professor Munehiro Fukuda, in Computing & Software Systems at UW Bothell, engages students in research designed to protect crops from frost damage through more accurate temperature predictions. The researchers developed computational models to analyze real-time sensor data. Farmers receive the results through their mobile devices, enabling them to respond rapidly and prevent crop damage.

Students participating in this project and others at UW Bothell receive campus support through the Undergraduate Research Initiative. As part of the program, the Office of Research awards funding to support student researchers, offers a 2-credit introduction-to-research course, and
sponsors a grant writing workshop geared for students. The program also includes a new Research Fair, designed to link students with faculty researchers, and a campus Undergraduate Research Symposium, providing an additional opportunity for students to present their work.

Students in the Jackson School of International Studies Task Force at UW Seattle, under the leadership of Celia Lowe, completed a research study based on the REDD+ (Reducing Emissions from Deforestation and forest Degradation) initiative. The REDD+ program, based in Indonesia, was designed to reduce emissions by aligning development and market incentives with environmental protection. The students’ report, based on extensive interviews with stakeholders at all levels of REDD+ implementation, described the current state of REDD+ implementation in Indonesia and provided policy recommendations for how the international community could best support Indonesia’s efforts to reduce its emissions from deforestation.

**Indicator 1.A.5: Examples of interdisciplinary educational opportunities**

There are both undergraduate and graduate opportunities for interdisciplinary learning experiences at the UW Seattle. The following programs are available to undergraduate students:

- Honors, College of Arts & Sciences
- Program on the Environment and Quantitative Science, College of the Environment

At the graduate level, the Graduate School promotes and supports interdisciplinary initiatives and programs. During the 2011-12 academic year, 92 graduate students either received degrees attributed to one or more departments or received degrees from one or more departments. The following degree programs combine faculty members from various programs, departments, and colleges and are administered by the Graduate School:

- Biology for Teachers, M.S.
- Individual Ph.D.
- Master of Human-Computer Interaction and Design
- Molecular and Cellular Biology, Ph.D.
- Museology, M.A.
- Near and Middle Eastern Studies, Ph.D.
- Neurobiology and Behavior, Ph.D.
- Quantitative Ecology and Resource Management, MS, Ph.D.
- Urban Design and Planning, Ph.D.
Both UW Bothell and Tacoma were created with a focus on interdisciplinary teaching and research. At UW Tacoma, each course in the freshman Core is designed with interdisciplinary focus so that first-year students begin their studies with this in mind. Similarly at UW Bothell, the Discovery Core is a sequence of required interdisciplinary courses for first-year students, focused on vital issues of the contemporary world. The Discovery Core introduces students to university life, engages them in an active learning community, and lays the foundation for their academic and professional development.

Additionally, the School of Interdisciplinary Arts & Sciences (IAS) at UW Bothell is a dynamic site of innovation. Academic programs are flexible enough to respond rapidly to changing research questions and regional needs, including those of non-traditional and traditional students. The School offers undergraduate and graduate degrees designed for students who want to draw connections across diverse fields of study and to link academic work with real life concerns.

**Interdisciplinary Graduate Education Research Training Grants**

The outstanding success of UW faculty at receiving National Science Foundation Integrative Graduate Education Research Training (IGERT) grants is one indication of the strength of interdisciplinary research and education at the UW. Following are the IGERTS that have been awarded to UW faculty groups:

- Bioresource-based Energy for Sustainable Societies (currently active)
- Integrative Graduate Training in Ocean Change (currently active)
- Astrobiology (completed)
- Integrative Graduate Education in Urban Ecology (completed)
- Multinational Collaborations on Challenges to the Environment (completed)
- Nanotechnology (completed)

**Indicator 1.A.6: Structural and organizational supports for interdisciplinary activities**

The UW fosters research collaboration with the goal of enhancing the ability of students and faculty to work across disciplinary boundaries. The support of interdisciplinary initiatives and programs is achieved in multiple ways. For example, more than 800 faculty members have appointments in more than one department.

While there are numerous ways that interdisciplinary activities are supported at the UW, the Two Years to Two Decades (2y2d) Initiative is a central University initiative that is strategically addressing collaboration. The initiative has involved an ongoing process that articulates a shared vision of the future, identifies trends and drivers of change, and takes steps to ensure the UW is responding in ways that keep the institution on track to thrive in the coming years. Faculty, students, staff, and central administration continue to be engaged in continuous and thoughtful consideration, re-thinking or re-affirming priorities to best serve the UW community. The initiative brings together these groups working toward shared priorities, aids in their success and
shares their best practices, and launches initiatives where new action is required. It articulates long-term strategic priorities that guide near-term decisions.

One of these priorities has been the Fostering Collaboration in the 21st Century initiative in research, teaching, and learning. Collaborative work is the key to understanding and solving society’s most pressing issues. This initiative works to increase and facilitate UW collaborative research, teaching, and learning in order to support broad-based learning and improve our ability as a society to nimbly respond to emerging issues. The following summarizes some of the accomplishments that have been achieved to date through this initiative.

- created website for research centers with self-reported profiles of UW centers, including principal investigator, home department, collaborators, and funding;
- mapped measures of collaborative activity—including joint appointments, joint courses offered, and types of multiple majors—by school and department, and shared them with the UW campus;
- published Guidelines for Establishing Organized Research Units;
- published the Handbook for Leaders of Organized Research Units (ORUs) or Collaborative Research Teams;
- informed the Office of Research in developing the Complex Proposals Management Group;
- drafted best practices for joint appointments, which have been reviewed and endorsed by the Board of Deans and Chancellors;
- established a working group to make recommendations around collaborative teaching (in partnership with the Teaching & Learning in the 21st Century Initiative working groups); and
- convened an Interdisciplinary Teaching Working Group to report on a wide number of issues in order to help faculty who want to be involved in teaching that crosses disciplinary borders.

**Indicator 1.A.7: Examples of emerging fields**

The University of Washington recognizes that scholarship in the 21st century will involve anticipating emerging fields and helping to create and cultivate these new fields. Some recent examples of the development of degrees and departments in emerging fields are highlighted below.

**Climate Science and Policy**

In Autumn Quarter 2012, UW Bothell became the first institution in the country to offer an undergraduate major in the emerging interdisciplinary field of Climate Science and Policy. As greenhouse gas emissions and global temperatures continue to rise, climate change will become one of the defining issues of the 21st century. The Bachelor of Science program prepares students for leadership roles in this field by providing fundamental knowledge in physical sciences,
mathematics, thermodynamics, ecology, economics, and policy, along with an understanding of the scientific and societal issues important to the earth’s climate system.

**Cyber Security Across the University**

The University of Washington is collaborating across all campuses in the emerging field of cyber security. At UW Tacoma, the Master in Cyber Security and Leadership (MCL) program leverages the resources of the University of Washington’s Center for Information Assurance and Cyber Security and the MBA program in the Milgard School of Business. By identifying, addressing, and promoting solutions for issues of information assurance and cyber security, the MCL program serves as an educational foundation for invention, innovation, and entrepreneurship in the state of Washington, giving its graduates the path to success in the cyber security field.

At UW Bothell, a new Master of Science in Cyber Security Engineering program will begin in Autumn Quarter 2013. The program draws on University and external partnerships to prepare students to address the critical need to secure the information infrastructure that supports today’s commercial and governmental operations. The program features an innovative virtual environment, which allows students to work directly with malware, study how it spreads, and apply that knowledge to developing security solutions.

**Global Health**

Through a generous gift and endowment from the Bill & Melinda Gates Foundation and with additional funding from other resources, the UW Seattle Department of Global Health was established in 2007, bridging the schools of Medicine and Public Health, with a mandate to harness the expertise and interdisciplinary power of all UW schools and colleges. Its mission is to address the causes of, and to help provide solutions for, health disparities around the globe, by preparing the next generation of problem solvers and through collaborating with a wide array of local, national, and international partners and institutions.

**Indicator 1.A.8: Examples of outstanding research**

UW researchers regularly contribute to scientific advances across the disciplines, often in collaboration with colleagues around the world. Below are a few recent examples:

- In June 2012, a team led by astronomers at UW and Harvard discovered “the closest two planets to one another that have ever been found,” according to UW astronomy professor Eric Agol. Two planets orbit a star in the Cygnus constellation, about 1,200 light years from Earth. The planets’ proximity to each other—about 20 times closer than any two planets in our solar system—enabled more precise estimates of planetary composition and other characteristics than had been possible before.

- In July 2012, “scientists around the world celebrated the detection of what appears to be the Higgs boson, an elusive subatomic particle whose existence is a major step in understanding the origins of the universe.” UW faculty in physics and engineering “played a key role in designing and building the muon spectrometer,” a key subsystem of the Large Hadron Collider run by the European Center for Nuclear Research (CERN), which announced the discovery.
Researchers in the lab of Professor Lawrence Loeb published a new method of DNA sequencing that could improve diagnosis and treatment of a variety of cancers, potentially improving “the accuracy of sequencing by 10 million-fold or more.” The results were published in the September 4, 2012 issue of the Proceedings of the National Academy of Sciences, involving UW researchers from the departments of Pathology, Genome Sciences, and Biochemistry.

In addition, the driver of world-class research is a world-class faculty. Six UW faculty have won Nobel prizes—five in medicine since 1990, more than any other institution in that period. The UW faculty also include:

- 53 members of the Institute of Medicine Members;
- 21 National Academy of Engineering Members;
- 68 National Academy of Sciences Members;
- 15 MacArthur Fellows;
- 5 recipients of the National Medal of Science;
- 30 recipients of the Presidential Early Career Awards in Science in Engineering
- 151 members of the American Association for the Advancement of Science;
- 67 members of the American Academy of Arts and Sciences;
- 2 National Book Award winners;
- 2 Pulitzer Prize winners; and
- 184 active members named to the Washington State Academy of Sciences, including 26 of the 37 members named in 2012.

**Indicator 1.A.9: Examples of innovation**

The University of Washington fosters a culture of innovation in which students are mentored by faculty who are leaders in their fields. Together they are conducting research on the cutting edge. Breakthroughs occur every day in laboratories across campus, and students and faculty have a long history of making discoveries that improve lives around the world. The following are a few examples of the innovation that occurs at the University of Washington:

- The Graduate School is dedicated to training the next generation of individuals who can understand the complicated answers, in laboratories and classrooms, in business and government, at home and abroad. To recognize and honor the "scholar-citizens" at the UW, the Graduate School offers The Graduate School Medal. This medal recognizes
Ph.D. candidates whose academic expertise and social awareness are integrated in a way that demonstrates an exemplary commitment to the University and its larger community.

- The Puget Sound Institute is a cooperative agreement between the University of Washington, the Environmental Protection Agency (EPA), and the Puget Sound Partnership. The Institute, housed at UW Tacoma, seeks to catalyze rigorous and transparent analysis, synthesis, discussion, and dissemination of science in support of the restoration and protection of the Puget Sound ecosystem. It brings together scientists, engineers, and policy makers working on the restoration and protection of Puget Sound and provides expert advice based on the best available science. The EPA has provided $4 million in funding. The Institute serves as a bridge between the scientific community and those charged with restoring and protecting Puget Sound.

- UW Bothell has developed innovative partnership models in its education research and teaching programs. The Center for Education Data and Research created the Strategic Districts Partnership Initiative with 11 school districts. The initiative provides outcome-based research to inform policy makers and improve education outcomes for all students. The education program created the Leadership Development for Educators M.Ed. in partnership with school districts. The program offers working instructional leaders a practice-based principal-preparation program combining Saturday seminars and online learning with mentoring and performance tasks completed through clinical practice internships at partner schools.

- UW Bothell Center for Serious Play (CSP) offers a unique learning-lab environment, enabling students to develop their own educational games, interactive tools, and original products with real world applications. The CSP takes a multidisciplinary approach to educating students about game design, interactive media, entrepreneurship, innovation, and the impact of games and interactive media on contemporary culture. In 2011, the Center collaborated with Interdisciplinary Arts & Sciences’ Associate Professor Warren Gold and industry experts to develop a Facebook game—UWB Wetlands Restoration—to teach users about the importance of maintaining biological diversity to support a vibrant ecosystem.

Core Theme One, Objective B

Table 33: Core Theme 1.B

<table>
<thead>
<tr>
<th>Objective</th>
<th>Core Theme One: Research and Scholarship</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. UW adheres to the highest standards of ethics in research and scholarship.</td>
<td>1. Variety of grant management and ethics training provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Number of people who participate in grants and contract management training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Number of people who participate in research ethics training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Number of human subjects and animal welfare applications filed</td>
<td></td>
</tr>
</tbody>
</table>
Indicator 1.B.1: Variety of grant management and ethics training provided

The University of Washington is one of the nation's leading research universities, with programs across the spectrum of intellectual disciplines that consistently rank among the top institutions in grants and contract support for research. The success of the University’s research activities is subject to compliance in finance, animal care, human subjects, and environmental health and safety. To that end, a variety of grant management and research-required ethics training is available to researchers across the University. The following is a sample of some of the key training available:

Grant management:

- Faculty Grants Management Workshops assist faculty investigators and researchers with the fiscal aspects of grants management, including processes and systems.

- Grants.gov training sessions offered by the Office of Sponsored Programs are aimed at preparing the UW research community for the transition to Grants.gov.

- Grant and Funding Information Service offers two types of workshops covering both general principles of searching for funding and more specific searches using funding databases (graduate students only).

- Clinical Research Budget & Billing Support Office Training Series is a set of courses designed to provide researchers and their staff with information and guidance regarding the Billing Compliance in Clinical Research Policy, along with the tools needed to manage the impact of the policy on the budgeting and billing aspects of their research.

- The UW’s Environmental Health & Safety offers many safety training classes specifically aimed at faculty, staff, and students working in laboratory settings at the UW.

- “Creating and submitting eGC1s (SAGE 101)” is a course that provides an introduction to the grants process at the UW.

- Grant Runner (SAGE 102) streamlines the Grants.gov application process. Grant Runner currently supports NIH R01, R03, and R21 applications with modular budgets. This course introduces experienced SAGE users to Grant Runner and its business processes.

- SAGE Budget course provides an overview of how to use SAGE Budget to create grant and contract proposal budgets.

- SPAERC (Sponsored Projects Administration & Electronic Research Compliance) is a system developed for the staff in the Office of Sponsored Programs to review and approve proposals and establish and administer awards. UW central office staff may be granted read-only access to SPAERC when a business need exists that requires visibility to all UW grant applications and awards. Attending this course is a prerequisite to receiving access to the system.
Research ethics:

- “Training in the Responsible Conduct of Research” is an NSF requirement for all students and postdoctoral researchers participating in National Science Foundation sponsored projects that are newly funded after January 4, 2010.

- The Animal Use Training Program is dedicated to advancing knowledge and improving the health and well-being of humans and animals through the humane and ethical use of animals in biomedical research.

- The Human Subjects Division offers tutorial sessions in the ethical conduct of research with human subjects, as well as certification through a web-based training program.

- Disclosing Financial Interest (FIDS 101) course provides investigators and administrators with a basic overview of the UW's Financial Conflict of Interest Policy (GIM 10) and hands-on experience disclosing significant financial interests in the Financial Interest Disclosure System.

In addition to this variety of centralized research ethics training, there are multiple opportunities that occur at the campuses and in individual schools and colleges.

At UW Tacoma, the Director of Sponsored Research has conducted two faculty training sessions per year for the past three years. She provides individual training each week for faculty who are new to grant writing. She also provides ethics information to undergraduates in research methods courses. Assistant professors at UW Tacoma are invited to participate in a paid, summer-long activity in which they receive targeted and mutual support for identifying potential sponsors and developing proposals for research to advance their agendas.

The UW Bothell Office of Research conducts an annual research “boot camp” and offers individual training and assistance for planning, management, ethics, and compliance for all phases of the research process.

**Indicator 1.B.2: Number of people who participate in grants and contract management training**

The Office of Research and the Office of Sponsored Programs (OSP) have developed a comprehensive research administration learning program for research administrators. In 2011, the program was expanded to include courses (Table 34), which provide critical learning tools for UW administrators and researchers. In FY 2011, the most current year for which there is data, units across the Office of Research held close to 100 courses for approximately 2,000 staff, faculty, and guests.
**Table 34: Office of Research Trainings FY 2011**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Session Title</th>
<th>Sessions</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSD</td>
<td>Navigating the IRB Process</td>
<td>12</td>
<td>101</td>
</tr>
<tr>
<td>HSD</td>
<td>Human Subjects Research Ethics &amp; IRB Review</td>
<td>10</td>
<td>157</td>
</tr>
<tr>
<td>HSD</td>
<td>Exempt Status Request: Q&amp;A Sessions</td>
<td>5</td>
<td>59</td>
</tr>
<tr>
<td>ORIS</td>
<td>SAGE 101 (quarterly)</td>
<td>8</td>
<td>71</td>
</tr>
<tr>
<td>ORIS</td>
<td>SAGE System Release-Budget 2.2 Training and UAT</td>
<td>7</td>
<td>52</td>
</tr>
<tr>
<td>ORIS</td>
<td>SAGE Budget</td>
<td>7</td>
<td>43</td>
</tr>
<tr>
<td>ORIS</td>
<td>SPAERC-Read Only</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>ORIS</td>
<td>SPAERC Basics for OSP (as needed)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>ORIS</td>
<td>New Faculty Orientation (as needed)</td>
<td>1</td>
<td>63</td>
</tr>
<tr>
<td>ORIS</td>
<td>New Support Process (as needed)</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>ORIS</td>
<td>Online Tutorial-Personnel Changes to the eGC1</td>
<td>N/A</td>
<td>103</td>
</tr>
<tr>
<td>ORIS</td>
<td>Budget UAT Sessions</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>OSP</td>
<td>How to Prepare a Basic Budget</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>OSP</td>
<td>Ethical Considerations in Research Collaborations conference</td>
<td>1</td>
<td>250</td>
</tr>
<tr>
<td>OSP</td>
<td>Grants.gov Training</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>OSP</td>
<td>Introduction to Research Administration</td>
<td>9</td>
<td>189</td>
</tr>
<tr>
<td>OSP</td>
<td>Campus Technology Control Plan Trainings</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>OSP</td>
<td>Faculty Grants Management (online and in person)</td>
<td>5</td>
<td>304</td>
</tr>
<tr>
<td>OSP</td>
<td>Subcontract Monitoring Guidelines for PIs and Departments</td>
<td>3</td>
<td>66</td>
</tr>
<tr>
<td>OSP</td>
<td>Nuts &amp; Bolts of Administering Outgoing Subcontracts</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>OSP</td>
<td>GIM 19 Revised—What is RTS?</td>
<td>3</td>
<td>78</td>
</tr>
<tr>
<td>OSP</td>
<td>Managing Research Administration Files</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>OSP</td>
<td>Introduction to Export compliance</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

Key: Human Subjects Division (HSD); Office of Research Information Services (ORIS); Office of Sponsored Programs (OSP).

**Indicator 1.B.3: Number of people who participate in research ethics training**

All University of Washington students and postdoctoral researchers supported by the National Science Foundation (NSF) are required to complete some form of Responsible Conduct of Research (RCR) training in response to the America COMPETES Act, Section 7009 (Table 35). However, the RCR training required by the University of Washington differs for undergraduate students, graduate students, and postdoctoral researchers.

---

17 Adapted from FY 2011 Annual Report Related to Research, Training, Fellowships, and Other Sponsored Programs.
Table 35: Number of Completed Responsible Conduct of Research Trainings

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduates</th>
<th>Postdocs and Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>2010</td>
<td>60</td>
<td>276</td>
</tr>
<tr>
<td>2011</td>
<td>45</td>
<td>176</td>
</tr>
<tr>
<td>2012</td>
<td>58</td>
<td>180</td>
</tr>
</tbody>
</table>

The Public Health Service (PHS) and its research institutions require that all pre- and post-doctoral researchers supported by PHS training grants receive training in the responsible conduct of research. The UW School of Medicine has developed a lecture program with associated discussion groups and the Biomedical Research Integrity (BRI) Program in order for its researchers to meet this requirement. All School of Medicine trainees are required to participate.

The BRI program meets the PHS requirement for all NIH-funded trainees in instruction in the Responsible Conduct of Research in National Research Service Award Institutional Training Grants (NIH Guide, 1994). The program covers five of the seven required topics: conflict of interest, data acquisition and ownership, peer review, responsible authorship, and research misconduct, while also incorporating the themes of researcher/trainee responsibilities (mentorship) and collaborative science. The program incorporates mixed didactic (lecture-based) delivery and linked small-group discussion. The additional required RCR topics (human subjects’ protections, animal use) are required only when directly applicable to the trainee’s work. Coverage for those topics is instead met by other training modalities, e.g., completion of online modules (e.g., the Collaborative Institutional Training Initiative).

Table 36 summarizes the number of participants in the BRI Program since 2009.

Table 36: Number of Participants in the Biomedical Research Integrity Program

<table>
<thead>
<tr>
<th>Attendees</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predoctoral Trainee</td>
<td>178</td>
<td>213</td>
<td>213</td>
<td>204</td>
</tr>
<tr>
<td>Postdoctoral Trainee</td>
<td>80</td>
<td>114</td>
<td>117</td>
<td>122</td>
</tr>
<tr>
<td>Research Fellow&lt;sup&gt;18&lt;/sup&gt;</td>
<td>53</td>
<td>61</td>
<td>48</td>
<td>70</td>
</tr>
<tr>
<td>Graduate Student (non-trainee)</td>
<td>30</td>
<td>49</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>Faculty</td>
<td>31</td>
<td>32</td>
<td>28</td>
<td>19</td>
</tr>
<tr>
<td>Staff</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Undergraduate Student</td>
<td>17</td>
<td>-----</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

<sup>18</sup> Persons receiving fellowship funding in a research track.
Indicator 1.B.4: Number of human subjects and animal welfare applications filed

Human Subjects

The Human Subjects Division (HSD) is a unit within the Office of Research (OR) and was established in the early 1970s. Division staff support and facilitate review by the Institutional Review Board (IRB) required for research involving human subjects.

HSD staff and IRB members partner with researchers to safeguard the rights and welfare of human subjects who participate in UW research. HSD provides oversight and administrative support to a full cycle of protection for research subjects and researchers through education and training, the IRB review process, and post-approval monitoring. The University of Washington adheres to the principles of the Belmont Report and ensures full compliance with all federal regulations, state laws, and University policy governing the use of human subjects in research.

The following summarizes the Human Subjects oversight process:

- Each study must be reviewed and approved before it can begin (initial or “new” application).
- Each study must undergo a re-review at least once a year.
- All changes to a study (e.g., adding new funding or adding new staff, changing procedures) must be reviewed and approved in advance.
- Closing a study requires submission of an application form and IRB review.

The Human Subjects Division tracks the number of new applications received each year. Table 37 reflects the total number of new studies submitted for review or the number of new human studies started each year. These values do not reflect the total numbers of active applications since these values fluctuate day to day as new studies are approved and old ones are closed.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of new applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2,210</td>
</tr>
<tr>
<td>2010</td>
<td>2,085</td>
</tr>
<tr>
<td>2011</td>
<td>2,155</td>
</tr>
<tr>
<td>2012</td>
<td>2,156</td>
</tr>
</tbody>
</table>

Office of Animal Welfare

The Office of Animal Welfare (OAW) is a department that provides support to the Institutional Animal Care and Use Committee (IACUC), as well as to University researchers and educators who use live vertebrate animals as part of their programs. It facilitates the IACUC review of research protocols and grants involving live vertebrate animals. In addition, the OAW provides oversight and compliance on behalf of the IACUC in accordance with applicable laws, policies, and regulations.
The protocol review cycle is comprised of five phases, or steps, and may iterate through these steps if additional revisions are requested by the IACUC:

- The Administrative Review is a quick check of the documents for completeness.
- The IACUC review involves the examination of protocol to ensure compliance with applicable regulations.
- PI revision(s) include responding to the IACUC review questions and revising protocol, as requested.
- Federal regulations state that all protocols must be approved by a designated member of the IACUC or undergo a full committee review.
- Protocol is approved.

Protocols must be renewed annually, and regulation requires a complete re-review of the research protocol every three years.

The Office of Animal Welfare does not readily track the number of new animal care applications received annually. However, they do keep track of the total dollars of grants and contracts for which animal subjects are included (Table 38).

### Table 38: Annual Total Dollars of Grants/Contracts with Animal Subjects

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2007-June 2008</td>
<td>$251,010,516</td>
</tr>
<tr>
<td>July 2008-June 2009</td>
<td>$414,589,207</td>
</tr>
<tr>
<td>July 2009-June 2010</td>
<td>$307,082,801</td>
</tr>
<tr>
<td>July 2010-June 2011</td>
<td>$267,635,091</td>
</tr>
<tr>
<td>July 2011-June 2012</td>
<td>$315,617,055</td>
</tr>
</tbody>
</table>

Core Theme One, Objective C

### Table 39: Objective 1.C

<table>
<thead>
<tr>
<th>Core Theme One: Research and Scholarship</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective C.</td>
<td>1. Quality of the UW libraries</td>
</tr>
<tr>
<td></td>
<td>2. Number of labs and other research facilities</td>
</tr>
</tbody>
</table>

**Indicator 1.C.1: Quality of the UW libraries**

The University of Washington Libraries (Libraries) provides library and information services that support the teaching, learning, research, and clinical needs of the tri-campus University community at UW Seattle, UW Bothell, and UW Tacoma. The University of Washington Libraries has operated as one library serving three campuses since the 1990 founding of the Bothell and Tacoma campuses. While each campus oversees the budget for their respective
libraries, the Dean of University Libraries is responsible for management of personnel and the formulation and implementation of library policy. The Association of Research Libraries (ARL) investment index ranks the University of Washington Libraries 20th among the top 115 academic research libraries in North America.

Since 2009, substantial budget reductions and unfunded annual cost increases of library materials have constrained the Libraries’ ability to support faculty research and graduate student education and research. Between March 2009 and October 2010, the UW Seattle Libraries collections budget was cut by $2.361 million (20 percent) as a result of budget reductions taken by the University. This resulted in the loss of access to thousands of journals and the purchase of fewer books. Unfunded inflation during this period came to another $1 million, resulting in a loss in purchasing power of more than $3 million. The Libraries received $2 million in temporary additional funding as part of the Provost Investment for FY12, and this amount was made permanent in the FY13 budget. This support of the collections’ budget represents a significant step in reversing the decline in funding and purchasing power for library collections.

The collections’ budgets at UW Bothell and UW Tacoma generally were reduced only slightly during this period due to funding provided by increased student enrollment.

A number of methods were employed to contain costs such as purchasing e-journal packages and bibliographic databases through consortia, relying on interlibrary loan and document delivery for lesser-used items, promoting good scholarly communication practices that encourage publication in open-access and lower cost venues, and evaluating cost per use data for e-journals and databases.

The following examples demonstrate how the Libraries support research at the University of Washington:

- The Libraries is one of the premier library collections in North America, consisting of more than 7 million volumes (ranked 14th among ARL libraries) and sizeable numbers of microforms, manuscripts, technical reports, maps, architectural drawings, photographs, and audio-visual materials. Approximately 88 percent of the 120,000 current periodical titles are available online, and, when combined with 500,000 e-books, the Libraries extends access beyond the physical collection. These electronic resources are available to the UW community anywhere and anytime.

- The Libraries provides bibliographic access through a local online catalog, as well as UW WorldCat, which includes access to millions of books and journal articles worldwide. UW WorldCat is augmented by hundreds of Libraries-licensed bibliographic databases, which provide comprehensive and detailed indexing and articles of scholarly sources.

- The Libraries is an active leader and participant in a number of multi-institutional organizations including our regional consortium, the Orbis Cascade Alliance, as well as the Association of Research Libraries (ARL), Center for Research Libraries, Greater Western Library Alliance (GWLA), HathiTrust, and the Western Storage Trust (WEST).
• More than 70 librarian liaison subject specialists are active in collection development and work closely with academic programs to select and provide access to information resources needed for the curriculum and research.

• The Libraries houses the largest array of information resources in the Pacific Northwest, including several nationally preeminent collections. For example, our international studies collections (e.g., Canada, Central Asia, East Asia, Russia/East Europe, Scandinavia, South Asia, Southeast Asia) rank in the top tier nationally, as evidenced by rankings given in the Department of Education National Resource Center competition, among other indicators.

Satisfaction with library collections is high and has increased among all groups, as shown in Figure 12:

![Overall Collections Satisfaction by Group](image)

**Overall Collections Satisfaction by Group**

**2001-2013**

The Libraries has greatly enhanced access to and delivery of information resources during the past 10 years. Nearly 90 percent of the Libraries’ currently subscribed serial titles are available electronically. Significant funding, much of it from endowment income, has gone into purchasing electronic journal backfiles. The Libraries has made a strong commitment to expedited delivery of information resources directly to students, faculty, and staff through interlibrary borrowing, scan locally held print journal articles on demand and send as a PDF, and, in 2011, office delivery of books to faculty and staff. Satisfaction and awareness (visibility) of interlibrary loan increased substantially between 2007 and 2013, according to Triennial Survey results. The 2013 Triennial Survey also considered the impact of the Libraries on enriching student learning experiences and achieving overall academic success. 77 percent of faculty responded that the Libraries made major contributions to enriching student learning experiences (4.16 mean score). Graduate students results showed that 87 percent (4.46 mean score) thought
the Libraries made a major contribution to their achieving overall academic success. Satisfaction with remote access to services and collections was also high (Table 40).

Table 40: Remote Services Satisfaction by Group 2007-2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ILL Books and Journals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>4.25</td>
<td>63%</td>
<td>4.44</td>
<td>77%</td>
<td>4.63</td>
<td>78%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>4.19</td>
<td>61%</td>
<td>4.45</td>
<td>81%</td>
<td>4.53</td>
<td>78%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>3.90</td>
<td>46%</td>
<td>4.06</td>
<td>57%</td>
<td>4.03</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Remote Access to Services &amp; Collections</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>-</td>
<td>-</td>
<td>4.64</td>
<td>91%</td>
<td>4.63</td>
<td>92%</td>
</tr>
<tr>
<td>Graduate</td>
<td>-</td>
<td>-</td>
<td>4.64</td>
<td>90%</td>
<td>4.54</td>
<td>90%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>-</td>
<td>-</td>
<td>4.20</td>
<td>89%</td>
<td>4.15</td>
<td>85%</td>
</tr>
</tbody>
</table>

Indicator 1.C.2: Number of labs and other research facilities

Another valuable measure of the quality of research at the University of Washington and the support for research is the availability of laboratory facilities. The UW keeps data on the total square footage dedicated to these research spaces and categorizes these spaces according to type across all three campuses, as shown in Table 41. Aside from this lab space, there are an additional 512,066 square feet (or 2,541 additional rooms) available for service and storage.

Table 41: Square Footage and Room Count of UW Laboratory Space

<table>
<thead>
<tr>
<th>Primary Use</th>
<th>Total Sq Ft</th>
<th>Room Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Classroom</td>
<td>251,820</td>
<td>262</td>
</tr>
<tr>
<td>General Class Lab</td>
<td>18,776</td>
<td>29</td>
</tr>
<tr>
<td>Restricted Class Lab</td>
<td>28,738</td>
<td>56</td>
</tr>
<tr>
<td>Open Laboratory</td>
<td>84,417</td>
<td>173</td>
</tr>
<tr>
<td>Computer Laboratory</td>
<td>116,779</td>
<td>191</td>
</tr>
<tr>
<td>Research Lab Other</td>
<td>800,275</td>
<td>2,140</td>
</tr>
<tr>
<td>Biohazard Lab 3</td>
<td>6,269</td>
<td>28</td>
</tr>
<tr>
<td>Computation Dry Lab</td>
<td>38,287</td>
<td>149</td>
</tr>
<tr>
<td>Biohazard Lab 2 Wet Lab</td>
<td>344,406</td>
<td>599</td>
</tr>
<tr>
<td>Specialized Dry Lab</td>
<td>16,800</td>
<td>78</td>
</tr>
<tr>
<td>Specialized Wet Lab</td>
<td>103,162</td>
<td>266</td>
</tr>
<tr>
<td>Animal Surgery</td>
<td>1,852</td>
<td>15</td>
</tr>
<tr>
<td>Cold Room</td>
<td>19,568</td>
<td>184</td>
</tr>
<tr>
<td>Vivarium</td>
<td>10,516</td>
<td>62</td>
</tr>
<tr>
<td>Animal Quarters</td>
<td>49,505</td>
<td>220</td>
</tr>
</tbody>
</table>
## Core Theme Two: Teaching and Learning

### Table 42: Core Theme Two Overview

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> UW provides leadership for innovative and effective teaching.</td>
<td>1. Percentage of courses evaluated with the Instructional Assessment System</td>
</tr>
<tr>
<td></td>
<td>2. Number of programs, centers, and initiatives that support effective teaching</td>
</tr>
<tr>
<td></td>
<td>3. Number of awards that recognize effective teaching</td>
</tr>
<tr>
<td><strong>B.</strong> UW provides transformative learning experiences for students,</td>
<td>1. Examples of experiential learning opportunities available to students</td>
</tr>
<tr>
<td>educating future leaders, scholars, and citizens through a challenging</td>
<td>2. Identification of learning goals for general education</td>
</tr>
<tr>
<td>learning environment.</td>
<td>3. Identification of learning goals for majors</td>
</tr>
<tr>
<td></td>
<td>4. Evidence that undergraduate students are learning intended goals in their majors</td>
</tr>
<tr>
<td></td>
<td>5. Evidence that departmental goals are consistent with institutional goals</td>
</tr>
<tr>
<td></td>
<td>6. Evidence that faculty have access to information about the challenge level of their courses</td>
</tr>
<tr>
<td></td>
<td>7. Students’ satisfaction with the learning experience at the UW</td>
</tr>
<tr>
<td><strong>C.</strong> The UW provides access to instruction and services that enable</td>
<td>1. Number of students receiving degrees or certificates from undergraduate and graduate programs</td>
</tr>
<tr>
<td>students to be successful in their postsecondary endeavors.</td>
<td>2. Undergraduate student retention rates and time-to-degree</td>
</tr>
<tr>
<td></td>
<td>3. Number of undergraduate and graduate students receiving local or national scholarships, grants, or awards</td>
</tr>
<tr>
<td></td>
<td>4. Number of scholarships and grant awards that support undergraduate students with need</td>
</tr>
<tr>
<td></td>
<td>5. Availability of academic assistance programs for undergraduate students</td>
</tr>
<tr>
<td></td>
<td>6. Availability of professional development opportunities for graduate students</td>
</tr>
<tr>
<td><strong>D.</strong> Recognizing the value of a diverse learning environment for all,</td>
<td>1. Number of underrepresented minority (URM) first-time freshman entering the UW</td>
</tr>
<tr>
<td>the UW welcomes and educates a diverse population of students and</td>
<td>2. Percentage of underrepresented students enrolled at UW</td>
</tr>
<tr>
<td>recruits and supports diverse faculty and staff.</td>
<td>3. Percentage of degrees awarded to underrepresented students</td>
</tr>
<tr>
<td></td>
<td>4. Evidence of support for underrepresented undergraduate and graduate students</td>
</tr>
<tr>
<td></td>
<td>5. Availability of diversity training for faculty and staff</td>
</tr>
</tbody>
</table>
Core Theme Two, Objective A

Table 43: Objective 2.A

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. UW provides leadership for innovative and effective teaching.</td>
<td>1. Percentage of courses evaluated with the Instructional Assessment System</td>
</tr>
<tr>
<td></td>
<td>2. Number of programs, centers, and initiatives that support effective teaching</td>
</tr>
<tr>
<td></td>
<td>3. Number of awards that recognize effective teaching</td>
</tr>
</tbody>
</table>

Indicator 2.A.1: Percentage of courses evaluated with the Instructional Assessment System

The Instructional Assessment System (IAS) was developed over several decades of use at the University of Washington and other institutions. Ongoing efforts continue to be made in order to expand the capabilities of this system to adapt to the evolving needs of higher education. The Office of Educational Assessment (OEA) provides the tools and services needed to collect and summarize student ratings of instruction, and the information helps students select courses, assists faculty in instructional development, and informs administrative decision-making. At UW Seattle, from Spring Quarter 2012 through Winter Quarter 2013, 53 percent of all course sections utilized the evaluation system. OEA's course evaluation system is used at over 40 other post-secondary institutions.

The most recent data indicate that among instructors with academic appointments who taught classes from Spring Quarter 2012 through Winter Quarter 2013, 54 percent evaluated at least one of their courses.

Indicator 2.A.2: Number of programs, centers, and initiatives that support effective teaching

Innovative and effective teaching requires extensive support. Having dedicated programs, centers, and initiatives indicate the institution’s commitment to supporting these efforts. In 2009, an advisory ad hoc committee, made up of faculty and staff from across all three campuses, prepared a report for the Center for Teaching and Learning summarizing all faculty development programs and processes related to teaching and learning. They found that the UW makes available 31 institution-level, 8 school/college-level, 14 department/program-level, 9 faculty-level, 4 post-doc level, and 16 TA-level teaching training opportunities and programs for instructors. This information represents programs that were available and funded before the budget cuts of 2008-09.

The following examples highlight a few of the activities that support effective teaching across all three campuses:

- The University of Washington Teaching and Learning Symposium occurs annually. It helps build a public teaching community by providing a forum for UW instructors from all three campuses to present their own teaching related findings. It also helps build connections between teaching and research. The annual UW Bothell Teaching and
Learning Symposium offers an additional forum for instructors to present and discuss findings on the practice and scholarship of teaching and learning.

• The annual TA/RA Conference on Teaching, Learning, and Research is designed to help graduate students prepare for their roles and responsibilities as teaching assistants (TAs) and research assistants (RAs) at the UW. The conference provides attendees with information and resources on teaching and learning at the University and opportunities to explore and develop a variety of teaching strategies. The event supplements activities conducted in individual departments. Additionally, many departments recommend specific workshops for their TAs and RAs to attend. It is planned and implemented by the Center for Teaching and Learning in partnership with UW Libraries, Undergraduate Academic Affairs, and Learning and Scholarly Technologies. The conference is funded by the Graduate School.

• The Technology Teaching Fellows program, launched in Summer Quarter 2013, supports faculty who redesign courses into hybrid or online formats. It includes a week-long institute, a generous stipend, and provides ongoing support for UW Seattle faculty.

• The UW Tacoma Instructional Technology Fellows Initiative (IFTI) for Course Redesign is a competitive fellowship for instructors doing innovative work in teaching and learning with online technology. UW Tacoma offers up to 10 summer stipends for UWT Technology Fellows to work together to explore new pedagogy. Each Fellow redesigns one course into online methodology, using research-based best practices.

• UW Bothell faculty are supported in creating effective learning environments through the Teaching and Learning Center (TLC), Campus Library, and Information Technologies. These services collaborate closely to provide extensive and seamless pedagogical support. One such initiative is the Hybrid Course Development Institute (HCDI). This six week cohort-based program focuses on the pedagogy and methods for teaching hybrid courses. First offered in Autumn Quarter 2010, the HCDI is designed in a hybrid format, allowing participants to experience a hybrid course as students, while learning to design and teach their own courses.

• The UW Bothell Worthington Innovation Fellows Program began in 2013 to support faculty and staff in exploring the ways in which technology can create significant opportunities for innovation through high impact teaching, research, and engagement practices. Fellowships are awarded to support individual or team projects with potential for long-term impact across the campus.

Indicator 2.A.3: Number of awards that recognize effective teaching

At the University of Washington, there are a number of cross-campus awards that recognize effective teaching. They include:
• Distinguished Teaching Award (seven chosen per year):
  o UW Seattle awards five distinguished teaching awards annually. Tenure-track faculty, lecturers, and instructors are eligible, as are individuals whose appointment is less than full time, with emphasis placed on breadth and depth of achievement. Awardees are chosen based on a variety of criteria and can receive this award only once in his or her lifetime.
  o UW Bothell awards one Distinguished Teaching Award annually. It is presented each year to a Bothell faculty member who has demonstrated sustained excellence in teaching and exemplified what it means to fulfill the academic mission of UW Bothell.
  o UW Tacoma awards one Distinguished Teaching Award annually. This award is designated to honor one exemplary professor at UW Tacoma. The award recipient is recognized at the UW Seattle and UW Tacoma awards ceremonies.

• Excellence in Teaching Award (two chosen per year):
  o Graduate teaching assistants at the three campuses are eligible to receive an Excellence in Teaching Award. Recipients are chosen for their demonstrated ability in the teaching and learning process as a graduate teaching assistant.

• Distinguished Teaching Award for Innovation (one chosen per year):
  o Created by the Office of the Provost, this award is given to an individual faculty member or an instructor-based team. Nominations are welcome from all three campuses. Previous recipients of the Distinguished Teaching Award are ineligible.

• S. Sterling Munro Award for Public Service (one chosen per year):
  o Tenure-track and full-time faculty members at the three campuses are eligible to receive the Munro Award. The recipient will have demonstrated extraordinary leadership in community-based instruction, service learning, public service, and community projects.

• James D. Clowes Award for the Advancement of Learning Communities (one chosen every two to three years):
  o Established in 2003 in honor of the late James D. Clowes, this award recognizes a University of Washington Bothell, Seattle, or Tacoma faculty or staff member who transforms undergraduate learning by creating or sustaining learning communities among students.
Table 44 notes the number of individuals who were nominated for these teaching awards:

<table>
<thead>
<tr>
<th>Table 44: Teaching Awards Nominations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Nominations</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2012</td>
</tr>
</tbody>
</table>

- Marsha L. Landolt Distinguished Graduate Mentor Award (one chosen per year):
  - This award recognizes a UW faculty member who has made outstanding contributions to the education and guidance of graduate students. Named for UW Graduate School Dean Marsha L. Landolt who died in 2003, the Graduate School has recognized excellent faculty mentors annually since 1999.

- Huckabay Teaching Fellowship:
  - These one-quarter fellowships are intended to give graduate students an opportunity to develop a specific project focused on teaching and learning at the college and university level. Students may not use the fellowship to teach a course they have already developed. Projects are proposed by students, who then identify faculty teaching mentors, either at the UW or from a nearby college, university or community college, to collaborate with them on their projects. Projects are not restricted to course development. For example, previous projects have involved technology and onsite teaching. During the project, collaborations between the fellow and the mentor should allow the student to benefit from the faculty member’s expertise in teaching, while maintaining a focus centered on the student’s teaching interests.

Additionally, various colleges, schools, campuses, and programs have developed their own teaching awards:

- PACCAR Award for Excellence in Teaching is the Business School’s premier teaching honor that includes a $25,000 stipend from PACCAR, Inc., a global technology leader in the capital goods and financial services market.

- The Bruce R. Rothwell Distinguished Teacher Award honors one or more faculty members who have made significant contributions to the teaching program in the UW School of Dentistry.

- The Bob Bandes award was established in 1984 in memory of Bob Bandes, a Computer Science graduate student. The award recognizes exceptional performances by undergraduate and graduate students as teaching assistants in the Computer Science department. It serves as both a memorial to Bob Bandes and an acknowledgement of the outstanding contributions of the department's TAs.
• In addition to participating in the campus-wide nomination process, UW Bothell students also recognize an outstanding faculty member each year through the Associated Students of UW Bothell Teaching/Faculty Award.

• UW Tacoma’s Outstanding Faculty Award is an annual student-choice award recognizing a faculty member “who goes above and beyond their necessary responsibilities, excels in contributing to the UW Tacoma Community, enhances students’ academic knowledge, and demonstrates dedication to student leaders.”

Core Theme Two, Objective B

Table 45: Objective 2.B

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. UW provides transformative learning experiences for students, educating future leaders, scholars, and citizens through a challenging learning environment.</td>
<td>1. Examples of experiential learning opportunities available to students</td>
</tr>
<tr>
<td></td>
<td>2. Identification of learning goals for general education</td>
</tr>
<tr>
<td></td>
<td>3. Identification of learning goals for majors</td>
</tr>
<tr>
<td></td>
<td>4. Evidence that undergraduate students are learning intended goals in their majors</td>
</tr>
<tr>
<td></td>
<td>5. Evidence that departmental goals are consistent with institutional goals</td>
</tr>
<tr>
<td></td>
<td>6. Evidence that faculty have access to information about the challenge level of their courses</td>
</tr>
<tr>
<td></td>
<td>7. Students’ satisfaction with the learning experience at the UW</td>
</tr>
</tbody>
</table>

Indicator 2.B.1: Examples of experiential learning opportunities available to students

The Center for Experiential Learning and Diversity (EXPD) at UW Seattle extends the undergraduate experience beyond the classroom. The EXPD develops reciprocal partnerships with students, communities, mentors, and faculty, in order to help students take academic risks, actively engage in their own learning, explore the world and their place in it, and develop a deeper understanding of themselves and their goals. Some activities include:

• Carlson Leadership & Public Service Center: facilitating service-learning and community leadership;

• Early Identification program: making advanced educational opportunities available;

• Global Opportunities: advising and support for students interested in study abroad;

• Jumpstart: pairing UW students with low-income Seattle preschool children to build skills for school success;

• Mary Gates Endowment for Students: supporting engagement in research and leadership;
• Pipeline Project: providing opportunities to tutor and mentor K-12 students locally and regionally;

• Undergraduate Research Program: developing and extending research opportunities in all disciplines;

• Office of Merit Scholarships, Fellowships, & Awards: impacting students through scholarship opportunities and resources, and

• Ronald E. McNair Program: preparing low-income, first-generation, or underrepresented students for doctoral study whose goals are teaching and conducting research at the college level.

In 2010-11, the EXPD served 22,972 students through individualized advising, workshops, courses, internships, scholarships, service learning, research experiences, volunteer opportunities and summer programs.

Ultimately, the opportunities for experiential learning are endless, because many opportunities result from a combination of those that are pre-arranged or advertised, along with those that students and their mentors develop together as a result of mutual interests.

**Internships**

Students are strongly encouraged to pursue experiences in college that complement their studies. Internships are an excellent bridge between academic work and the professional world. They offer hands-on, experiential opportunities where students can apply academic knowledge in practical, professional settings and further adapt their skills for the “real world.”

At the UW, various resources are available to assist students with finding and creating their own internship opportunity, both on and off campus. Students pursue off campus internships through campus-based departmental resources and through the Career Center. The Career Center provides centralized internship information for all UW majors through the online system, HuskyJobs. There were 1,499 internship postings in HuskyJobs from July 1, 2011 through June 30, 2012.

Some of the campus-based internship opportunities include:

• UW Libraries student employment opportunities,

• Engineering Co-Op and Internship Program,

• Finance and Facilities’ Student Internships,

• 90.3 FM Seattle KEXP Internships, and

• Howard Hughes Medical Institute Undergraduate Research Internship.

The six most frequent industry categories represented on HuskyJobs are:
• computer software;
• non-profit and social services;
• media;
• administrative, technical, and professional services;
• financial services; and
• arts and entertainment.

Study Abroad

Community-based opportunities not only encourage students to shape their own education, they create partnerships that educate the whole student. International perspective and insight are especially valuable in inspiring students to develop their own philosophies of community, civic responsibility, and social justice. These learning opportunities are in part fostered through study abroad.

According to the Institute for International Education’s annual report, “Open Doors,” the UW is among the top 10 institutions in the nation in terms of total numbers of students studying abroad since 2006.

The University facilitates various types of study abroad experiences:

• Consortium: student exchanges with programs facilitated by other universities,
• Departmental exchange: the exchange of students between a UW academic department and a similar department or faculty at a partner university abroad,
• Departmental program: faculty/staff led program,
• Direct exchange: exchanges with universities around the world that are available to undergraduate and graduate students in most fields of study,
• Exploration seminar: short-term study abroad programs (3-4 weeks) led by UW faculty that take place during the gap period between the end of the UW summer quarter and beginning of autumn quarter,
• Independent study: option for qualified graduate and advanced undergraduate students seeking UW credit for international activities that do not align with other study abroad program models, and
• Language/outside provider program.
UW students have more than 300 different study abroad opportunities each year, in 70 country designations on six continents. The number of UW students who study abroad increased nearly every year between 2006-07 and 2010-11, with a high of 2,418 students in 2010-11. In 2011-12, the total fell to 2,201, and in 2012-13 the total was 2,146 (Table 46). This decrease seems to have been due to a delayed impact from the overall economic downturn.

### Table 46: Students Enrolled per Program

<table>
<thead>
<tr>
<th>Program</th>
<th>2011-2012 (Summer Quarter through Spring Quarter)</th>
<th>2012-2013 (Summer Quarter through Spring Quarter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consortium</td>
<td>75</td>
<td>105</td>
</tr>
<tr>
<td>Departmental Exchange</td>
<td>112</td>
<td>97</td>
</tr>
<tr>
<td>Direct Exchange</td>
<td>197</td>
<td>219</td>
</tr>
<tr>
<td>Exploration Seminar</td>
<td>518</td>
<td>528</td>
</tr>
<tr>
<td>Faculty-led Program</td>
<td>1,051</td>
<td>992</td>
</tr>
<tr>
<td>International Experiential Education</td>
<td>208</td>
<td>123</td>
</tr>
<tr>
<td>Language/Outside Provider Program</td>
<td>40</td>
<td>82</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,201</strong></td>
<td><strong>2,146</strong></td>
</tr>
</tbody>
</table>

**Indicator 2.B.2: Identification of learning goals for general education**

**UW Seattle**

The UW Seattle has a distributive model of general education with three broad aims. These general aims and learning goals are consistent with the UW’s mission and values. First, general education introduces incoming students to the content, methods, and intellectual practices of several disciplines. Broad exposure to a range of disciplines gives students the chance to discover areas of knowledge and academic practices that they may be unaware of and create a space in which they can identify new intellectual passions, new ideas for their own academic and career directions, and new paths for lifelong learning.

A second aim of the general education program is to introduce students to college thinking and other practices, such as writing, quantitative reasoning, and self-expression, that differ from those they experienced in high school. Students consistently report that they are surprised by how different learning at the UW is from learning in their high schools, most recently noted in UAA’s study of the FIG program at UW Seattle. In the words of two students responding to the question of what surprised them the most about their first quarter:

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19 This table include the number of students from across all three campuses who participate in UW Seattle organized study abroad activities. Currently, UW Bothell facilitates a small number of independently run study abroad programs. This table does not reflect those students.
I am most surprised by the rigorous and tough classes. Although I expected classes to be
difficult, I had absolutely no idea that they were this rigorous and it takes a lot of hard work
and determination to get through classes.

How hard things would be. No amount of AP classes or running start classes prepared me for
this.

Both students and faculty define this new challenge level as not just “more” work but “different”
work, requiring deeper understanding and a more critical approach to knowledge than students
may have experienced in their high school educations. In addition to requiring more challenging
kinds of reading across disciplines, a crucial difference between college and high school learning
is that learning in college is profoundly shaped by the specific disciplines in which courses are
situated. Teaching students to navigate the requirements of different fields begins as soon as
students arrive. As results from the UW SOUL\textsuperscript{20} and the UW GIFTS\textsuperscript{21} have shown, teaching
students to think, read, write, conduct research, and use quantitative information in a course’s
home discipline is a goal in courses at all levels, including 100- and 200-level courses typically
taken by freshmen and sophomores to complete their general education requirements. Therefore,
in navigating the UW’s general education requirements, students learn and practice the ways
disciplines shape knowledge and skill acquisition. They learn a “different” way of learning from
what they were likely to have experienced in high school.

A third aim of the general education program is to offer students the chance to engage more
deeply in a specific field, both as a way of exploring that field without penalty before committing
to it as a major and as a way of deepening their experience in the field once they have chosen a
major. This is why the UW’s general education requirements allow some overlap between
general education credits and credits that count toward a student’s major.

Like many peer institutions across the country, although the UW encourages students to take
general education courses early in their academic work as a way of fostering exploration and
discovery in areas of study they may not yet have experienced, the University also allows
students to complete their general education requirements at any time in their academic work.
Indeed, some departments explicitly suggest that students weave general education requirements
into the courses they take in the major as juniors or seniors.

Because of the breadth and depth of the UW coursework, general education learning goals are
defined by the set of curricular requirements that must be met by all undergraduate students prior
to graduation. There are six general education learning goals as shown in Table 47 below. Also
shown are the curricular requirements by which students demonstrate achievement of those
goals.


### Table 47: UW General Education Learning Goals

<table>
<thead>
<tr>
<th>General Education Learning Goals</th>
<th>Related Curricular Requirement College of Arts &amp; Sciences (Approximately 75 percent of all undergrads)</th>
<th>Related Curricular Requirement Other Schools/Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experience the creative process in the arts</td>
<td>20 credits in courses listed under “Visual, Literary, or Performing Arts”</td>
<td>10 credits or more in courses listed under “Visual, Literary, or Performing Arts”</td>
</tr>
<tr>
<td>2. Understand and think critically about the history, development, interaction, or effects of human behavior, social and political institutions, and cultural practices</td>
<td>20 credits in courses listed under “Individuals and Societies”</td>
<td>10 credits or more in courses listed under “Individuals and Societies”</td>
</tr>
<tr>
<td>3. Practice the scientific method and the disciplined study of the natural world</td>
<td>20 credits in courses listed under “Natural World”</td>
<td>10 credits or more in courses listed under “Natural World”</td>
</tr>
<tr>
<td>4. Read analytically and write effectively for a general audience and for specific disciplinary contexts</td>
<td>5 credits of composition and 10 credits from courses designated with a “W” as writing intensive</td>
<td>5 credits of composition and 10 credits from courses designated with a “W” as writing intensive</td>
</tr>
<tr>
<td>5. Use quantitative and symbolic reasoning in specific contexts</td>
<td>5 credits in courses listed as “Quantitative and Symbolic Reasoning”</td>
<td>5 credits in courses listed as “Quantitative and Symbolic Reasoning”</td>
</tr>
<tr>
<td>6. Have a basic working understanding of a language other than English</td>
<td>3 quarters of foreign language study completed either before or during enrollment at the UW</td>
<td>------</td>
</tr>
</tbody>
</table>

UW Tacoma has designed a Core curriculum to be an intellectually stimulating experience that helps students make connections within their learning community and between academic disciplines. Freshmen take courses as part of a close-knit community of students in a cohort who take their first-year Core courses together. In the Core curriculum's small learning community, students truly get to know their professors and classmates. The Core courses promote an interdisciplinary approach to learning that deepens student understanding of the world and how it works.

Below are the UW Tacoma General Education Student Learning Objectives (approved in 2006):

- **Global Perspective**
  - Students will develop an awareness of the interrelationships among personal, local, and global entities, as well as gain understanding of issues of well-being

304
and sustainability. Students will also learn about the importance of the social, cultural, economic, scientific, and environmental differences that mark world regions.

• Inquiry and Critical Thinking

  o Students will acquire skills and familiarity with modes of inquiry and examination from diverse disciplinary perspectives, enabling them to access, interpret, analyze, quantitatively reason, and synthesize information critically.

• Diversity

  o Students will gain an understanding of the multiplicity of human experience and the roles that culture, environment, historical processes, and differential treatment play in shaping the diverse experiences of groups in society.

• Civic Engagement

  o Students will define their roles and responsibilities as members of a broader community and develop an understanding of how they can contribute to that community for the greater good. They will have opportunities for service learning and other forms of active involvement, such as undergraduate research.

• Communication/Self-Expression

  o Students will gain experience with oral, written, symbolic, and artistic forms of communication and in the ability to communicate with diverse audiences. They will also have the opportunity to increase their understanding of communication through collaboration with others to solve problems or advance knowledge.

UW Bothell recently approved five overarching goals for student learning experiences across the undergraduate curriculum. Developed by the UW Bothell faculty, the new Campus Learning Goals reflect the campus's core values and draw on national research on best practices in undergraduate education. The goals affirm UW Bothell’s commitment to transformational education, engaged scholarship, and inclusive culture. They provide a foundation for ongoing initiatives to shape, assess, and enhance teaching and learning at UW Bothell.

The UW Bothell’s Learning Goals for Undergraduates are:

• Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields of study;

• Understanding of diversity in cultures, identities, backgrounds, and experiences among individuals and groups;

• Critical analysis of information from multiple perspectives including intercultural, global, and ecological;
• Ethical reasoning in application to self, occupation, citizenship, and society;

• Proficiency in:
  
  o communication including writing, speaking, and fluency in a range of media and genres;
  
  o information and technology literacy;
  
  o quantitative and qualitative reasoning;
  
  o creative thinking and problem solving; and
  
  o collaboration and leadership.

**Indicator 2.B.3: Identification of learning goals for majors**

UW Seattle endorsed a “bottom-up” approach to institutional assessment in the joint 2004 statement of the Faculty Councils on Academic Standards and Instructional Quality. This approach means that departments and faculty at UW Seattle have primary responsibility for setting the learning agendas for students in their majors. Every department tracks national trends in their academic disciplines, and each department offers degrees that represent the acquisition of skills and knowledge appropriate to its disciplinary practice. Development and assessment of learning goals for undergraduate majors has increased steadily over the years. The 2011-13 Assessment in the Majors report indicated that 100 percent of the 64 departments offering undergraduate degrees at UW Seattle had identified learning goals in comparison to 78 percent reported in 2004-06.

Centrally, the Office of Educational Assessment (OEA) has tracked programmatic assessment of student learning since 1993 using the departmental Assessment in the Major reports. Every two years departments report student learning goals for undergraduate majors, methods used to assess student learning, changes made in departmental curricula based on results of program assessment, and any steps they plan to take in the future regarding their academic programs.

Figure 13 displays the percentage of departments reporting each of those shared goals from 2011-2013. As shown, the majority of departments identified goals related to mastering a body of knowledge (100 percent); critical thinking and problem-solving (100 percent); written and oral communication (91 percent); research using methods appropriate to the discipline (77 percent); and/or diversity, multiculturalism, or global awareness (56 percent). These high incidences have remained constant over several years, while the less frequently mentioned goals may change from year to year.
Figure 13: UW Seattle Learning Goals for Undergraduates, 2011-2013

The figure represents specialized learning tasks that vary quite a bit across the disciplines. This diversity is represented in the complete chart of learning goals included with the Assessment in the Majors report and illustrated, in brief, in Table 48. It displays the diverse learning goals reported by four departments and classified as representing critical thinking/problem solving goals in their respective discipline.

---

22 Developed from 2011-13 departmental learning goals for majors
Table 48: Critical Thinking/Problem Solving Goals for Four Disciplines

<table>
<thead>
<tr>
<th>Department</th>
<th>Critical Thinking/Problem Solving Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Develop and practice analytic, evaluative, and contextual skills requisite to critical thinking, kinesthetic understanding, and personal growth.</td>
</tr>
<tr>
<td>Applied and Computational Mathematics</td>
<td>Critical thinking, problem solving, and modeling—casting a real world problem in a way that makes it amenable to mathematical, statistical, or computational analysis, and assessing the merits of the proposed solution.</td>
</tr>
<tr>
<td>Psychology</td>
<td>Demonstrate scientific fluency by gathering information from scientific and/or popular sources, evaluating it (the validity, authoritativeness, relevance, and usefulness of sources), synthesizing it, and using it.</td>
</tr>
</tbody>
</table>
| Sociology                     | Possess the analytic skills necessary to understand and evaluate sociological arguments and relevant empirical evidence. These include:  
  • ability to identify and assess the logic of an argument (or research design)  
  • familiarity with methods for systematic observation of the social world  
  • basic quantitative fluency |

At UW Tacoma, a substantial improvement in the use of learning goals has occurred since 2008-09. At that time, when baseline data was collected, four out of seven school/programs had program student learning goals, four of seven had established learning goals for their various majors, and one unit had implemented the practices of the major or degree learning goals appearing on faculty syllabi. By 2011-12, seven out of seven school/programs had student learning goals for the program, seven out of seven had learning goals established for all majors and had posted these on their websites, and six out of seven had majority compliance with faculty placing the major’s student learning goals on their syllabi.

At UW Bothell, all of the individual course and degree programs include learning outcomes, which have been developed by the faculty and vetted by the curriculum committees in schools and programs, the campus faculty approval bodies, and the University. In addition, schools and programs have established learning goals, which are posted on their websites. The exception is the new School of Science, Technology, Engineering and Mathematics (STEM), created in March 2013 through consolidation of the existing Computing and Software Systems Program and the Science and Technology Program. Within the School of STEM, learning goals are currently at the division or degree level. Academic units assess their learning goals on a regular basis. Now that campus-wide undergraduate learning goals have been adopted, the campus is developing a comprehensive assessment plan to ensure that there are well-documented assessment efforts.

**Indicator 2.B.4: Evidence that undergraduate students are learning intended goals in their majors**

Consistent with differences in disciplinary practice, departments assess their work in a number of ways. Classroom-based assessment techniques and course evaluations are used by 100 percent of undergraduate departments. In addition to these two methods of assessment, the 2011-13 Assessment in the Majors report notes that the following methods of assessing student learning were frequently cited by departments:
• exit surveys or interviews of graduating seniors (81 percent);
• capstone courses or capstone-like experiences (including senior seminars, theses, projects, shows, or performances) (67 percent);
• focused studies of student work, e.g., portfolio review or specifically targeted outcomes (45 percent);
• focus groups, interviews, or formal and informal meetings with students about the quality of their experience in the major (36 percent);
• assessment of student satisfaction or performance at one or more key points midway through the major (31 percent);
• assessment by external reviewers of student work (30 percent);
• student self-assessment and reflection (25 percent);
• demonstration of learning using internships, co-ops, or practica (16 percent); and
• external standards, such as proficiency or professional exams (11 percent).

Assessment methods often track disciplinary learning practices. For example, the arts integrate student self-assessment and critique into their courses, both as a learning goal for majors and as a method for assessing learning. The arts also often make use of external reviewers of student work. Like the arts, many engineering departments make use of external review, but they are also likely to include assessment using internships or co-ops in their assessment work. Departments regularly use results from these methods in their curricular review processes.

For program outcomes to be met, course-based learning goals must also be met. UW Seattle provides free course evaluation services for faculty and graduate students; more than 10,000 courses are evaluated annually. Faculty members are required to evaluate their teaching at least once a year, and departments often require teaching assistants to evaluate every course they work with. Teaching evaluations for faculty also often includes peer reviews. A recent UW study of change in faculty teaching23 clearly showed that faculty use information gathered from course evaluations and peer reviews to improve their teaching. Furthermore, many faculty engage in mid-quarter, as well as end-of-quarter, “check-ins,” gathering information from students about class methods, concepts, and assignments mid-way through their courses, which gives them the opportunity to make changes and add clarification to the course while still engaged in its conduct.

Centrally, the UW has developed the following methods for assessing student learning across all three campuses:

• The Instructional Assessment System (IAS) provides both quantitative and qualitative student perceptions of instructional quality and is used by more than 40 institutions across the U. S. Thirteen distinct evaluation forms gather student feedback pertinent to several various types of instruction (e.g., small lecture, lab) and statistics relating to item and instrument quality are computed and published. Analytic reporting is a particular strength of the system. Comparative summaries enable chairs and deans to compare individual instructors to predefined criteria or see how average departmental ratings within their unit compare to others within their college or school or across the institution.

• The Challenge and Engagement Index (CEI) is a composite index computed from student ratings of three evaluation items, which informs faculty of how challenging students found a course to be in relation to others they had taken.

The UW’s Office of Educational Assessment (OEA) additionally gathers survey information from alumni and regularly conducts and reports results from the National Survey of Student Engagement (NSSE). The OEA also assists the UW Libraries with surveys of student work and UW Information Technology with surveys of student technology use and needs. Finally, the OEA regularly engages in more extensive studies of the student learning experience, including the following assessment studies and projects undertaken since the last full accreditation review in 2003:

• UW Academic Challenge and Engagement Study (UW ACES): a project that involves approximately 60 departmental advisors who interview students in 32 departments who are applying for graduation about their most challenging work in the major.

• UW Study of Undergraduate Learning (UW SOUL): a longitudinal study that tracked 300 students through four years of college.

• UW Study of Attrition and Retention (UW STAR): a study focusing on why underrepresented minority students leave the UW at higher rates than do White and Asian students.

• UW Senior Research Study (UW SRS): a project that focused on the research experience and instruction in research that students received in 15 UW majors.

• UW Freshman Interest Group (FIG) Assessment Study: an analysis of the effectiveness of the UW’s FIG program, a program that involves close to three fifths of the UW incoming freshmen. This analysis also included study of the incoming students not enrolled in FIGs.

• UW Growth in Faculty Teaching Study (UW GIFTS): a study of how often faculty make changes in their teaching, what changes they make, and why they make them.

• UW Exit Survey Initiative: a service offered by the OEA to help academic departments create, administer, and report results of surveys taken by graduating seniors that provides useful information on learning in the majors.
While data are collected centrally by the OEA on the Seattle campus, additional assessments are ongoing at UW Bothell and Tacoma.

At UW Tacoma, five out of seven school/programs (each with multiple majors) have established metrics by which they directly assess satisfactory levels of accomplishments of student learning goals. Of those, four have established benchmarks by which successful accomplishment of student achievement is determined. Indirect measures, such as student perception of achievement, are also collected and evaluated in most.

Consistent with differences in (inter)disciplinary practices, course, degree, and school/program learning goals at UW Bothell are currently assessed in a number of different ways:

- faculty review of student portfolios, aligned with course or program learning goals;
- faculty review of student work aligned with learning goals;
- capstone courses and experiences;
- field experiences and observations, with assessment aligned with learning goals;
- thesis/scholarly project review and/or public oral examination;
- classroom-based assessment techniques; and
- course evaluations.

**Indicator 2.B.5: Evidence that departmental goals are consistent with institutional goals**

In its mission statement, the UW prioritizes independent judgment, an understanding of the range of human achievement, critical thinking, and the effective communication of that thinking in its mission statement:

> To promote their capacity to make humane and informed decisions, the University fosters an environment in which its students can develop mature and independent judgment and an appreciation of the range and diversity of human achievement. The University cultivates in its students both critical thinking and the effective articulation of that thinking.

At UW Seattle, the institutional learning goals extrapolated from departmental goals are consistent with the part of the UW’s mission that addresses learning. As Figure 13 shows, all undergraduate programs identify critical thinking and content knowledge as goals for student learning. Nearly all undergraduate programs identify “the effective articulation of that thinking”—writing and speaking effectively for specific audiences—as a goal for their students’ learning.

Furthermore, departmental goals are consistent with the institutional goals listed in Figure 13, because the institutional goals were created by departmental goals in a bottom-up, inductive process.
The Office of Undergraduate Education at UW Tacoma has learning goals developed, posted, and assessed on a regular basis. Additionally, most units have established regular cycles of assessment of these goals and documented regular faculty discussions using this student achievement data to discuss curricular improvement.

The Campus Learning Goals for Undergraduates at UW Bothell were developed through a collaborative process led by the GFO Executive Council (EC), the faculty governing body for the campus. In drafting the goals, the EC reviewed learning goals from all schools and programs and worked with faculty from each of these units throughout the development process. The resulting Campus Learning Goals are closely connected with many of the existing school and program goals and will be used to guide further development and assessment of learning outcomes at the campus level and within individual academic units. For example, one of the five campus goals, “Understanding of diversity In cultures, identities, backgrounds, and experiences among individuals and groups,” is not only aligned with school and program learning goals, but also with the campus mission, core values, and 21st Century Campus Initiative strategic plan.

Table 49 maps Campus Learning Goal 2 with the Mission, Core Values & 21st Century Priorities, CUSP First-year and Pre-major Programs, along with a few program and school learning goals.
**Table 49: UW Bothell Campus Learning Goal 2 Mapped to Other Elements of Mission/Values/Priorities and Program/School Learning Goals**

<table>
<thead>
<tr>
<th>Mission, Core Values &amp; 21st Century Priorities</th>
<th>CUSP First-year and Pre-major Programs</th>
<th>Business</th>
<th>Interdisciplinary Arts &amp; Sciences</th>
<th>Nursing &amp; Health Studies (BSN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attract and support an internationally diverse student body and a nationally recognized faculty and staff. (Mission)</td>
<td>Inclusive Practices focus on how best to deepen the richness of human experience-with its differences of race, gender, ability, religion, age, language, sexual orientation, and class- by developing capacities to</td>
<td>View social and business problems from multiple perspectives.</td>
<td>We help students hone the capacities needed to accomplish tasks in diverse group contexts. This includes the ability to work with others to identify dimensions of a project; to generate and refine ideas related to a project; to appreciate and draw on group members' multiple histories, strengths, and potential contributions; to follow through on the consequences of collective decisions; and to work on specific tasks without losing a sense of the whole.</td>
<td>Demonstrate cultural sensitivity as shown by thought processes and behaviors</td>
</tr>
<tr>
<td>Build an inclusive and supportive community of learning and incorporate multicultural content and diverse perspectives on ethnic and racial groups, gender, sexual orientation, social class, and special needs. (Mission)</td>
<td>Transformational Education: It is our goal to foster a passion for lifelong learning, intellectual engagement, and respectful appreciation for others perspectives. (Core Values)</td>
<td>Understanding relationships between individuals, institutions, and authority.</td>
<td>Inclusive Culture: Our diverse community promotes understanding and collaboration across disciplines, cultures, and beliefs. (Core Values)</td>
<td>Promote effective communication between clients from various socio-cultural and linguistic backgrounds and representatives of the health care and social service systems</td>
</tr>
<tr>
<td>Transformational Education: It is our goal to foster a passion for lifelong learning, intellectual engagement, and respectful appreciation for others perspectives. (Core Values)</td>
<td>Inclusive Culture: Our diverse community promotes understanding and collaboration across disciplines, cultures, and beliefs. (Core Values)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Culture: Our diverse community promotes understanding and collaboration across disciplines, cultures, and beliefs. (Core Values)</td>
<td>Diversity: Enhance campus commitment to diversity and inclusiveness. (21st Century plan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity: Enhance campus commitment to diversity and inclusiveness. (21st Century plan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

313
Indicator 2.B.6: Evidence that faculty have access to information about the challenge level of their courses

The University of Washington provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission, that culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The Office of Educational Assessment developed a single index of challenge and student engagement based on items from the Instructional Assessment System (IAS) course evaluation forms. The Challenge and Engagement Index (CEI) combines student responses to several IAS items relating to how academically challenging students found the course to be and how engaged they were. Development of the index was sparked by analyses of IAS data that suggest the following:

- Students put more effort into classes that demand more effort for them to be successful.
- Students tend to prefer more challenging classes over less challenging classes.
- The widely held belief that assigning students more work will lead to lower student ratings is not true, in and of itself.
- All faculty are not equally demanding; there are considerable differences across faculty in the amount of time students devote to their courses.

The CEI index is reported on each course evaluation report, and the method of computation is described online.

Indicator 2.B.7: Students’ satisfaction with the learning experience at the UW

One important way that the University of Washington captures students’ satisfaction with their learning experience is through the academic program review process.

The University of Washington mandates that all degree-offering academic units be reviewed on a regular basis (every 10 years). Academic program reviews are implemented as stipulated in Executive Order No. 20:

Reviews of all academic units including the graduate and undergraduate degree programs offered by these units are required at least every ten years and are conducted jointly by the Dean of the Graduate School and the Dean of Undergraduate Academic Affairs in cooperation with the relevant school or college dean[…]. Among the outcomes of the above reviews should be a clearer understanding of the academic unit's:

- Quality of instruction, research, and public service;
- Value to students' general education and preparation for society;
- Role within the University and effectiveness in fulfilling that role;
• Resource requirements;

• Future objectives and changes necessary to achieve them.

The academic program reviews ultimately serve the University’s academic assessment process, as required by the University’s accrediting body and, therefore, the University uses these program reviews to provide a complete picture of all academic programs offered.

The program review guidelines require academic units to identify student learning goals, how goals are evaluated, and methods employed to assess student satisfaction. Units demonstrate effectiveness in assessment in a variety of ways:

• General
  
  o periodic exit surveys to assess student satisfaction
  
  o students’ evaluations of courses for faculty and teaching assistants for instructional effectiveness
  
  o undergraduate and graduate student meetings with the review committee during the program review site visit

• Graduate Students
  
  o time to degree completion (all doctoral programs)
  
  o placement of graduates (master’s and doctoral programs)
  
  o employer satisfaction with graduates’ knowledge of field and skill levels
  
  o Graduate and Professional Student Senate (GPSS) student survey

In addition to the academic program reviews, there are a variety of campus units and national surveys that assess student satisfaction that are utilized by the University:

• UW Alumni Survey: one year after graduation;

• Graduate School Exit Survey: exit survey for all graduate students;

• Triennial Library Survey: focus on library use and satisfaction as well as user needs and library priorities;

• In Library Use Survey: conducted every three years with the goal of assessing library use by students, faculty, and visitors while within the Libraries’ physical spaces; and

315
• National Survey of Student Engagement (NSSE): large-scale assessment of the nature and quality of the undergraduate student experience.

Core Theme Two, Objective C

Table 50: Objective 2.C

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. The UW provides access to instruction and services that enable students to be successful in their postsecondary endeavors.</td>
<td>1. Number of students receiving degrees or certificates from undergraduate and graduate programs</td>
</tr>
<tr>
<td></td>
<td>2. Undergraduate and graduate student retention rate and time-to-degree</td>
</tr>
<tr>
<td></td>
<td>3. Number of undergraduate students receiving local or national scholarships, grants, or awards</td>
</tr>
<tr>
<td></td>
<td>4. Number of scholarships and grant awards that support undergraduate students with need</td>
</tr>
<tr>
<td></td>
<td>5. Availability of academic assistance programs for undergraduate students</td>
</tr>
<tr>
<td></td>
<td>6. Availability of professional development opportunities for graduate students</td>
</tr>
</tbody>
</table>

Indicator 2.C.1. Number of students receiving degrees or certificates from undergraduate and graduate programs

In 2011-12, the UW awarded 14,690 degrees. Growth over the past five years, particularly at UW Bothell and UW Tacoma, can be seen in Table 51:
Table 51: Degrees Awarded Across UW

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Campus</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013 (prelim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>Seattle</td>
<td>6,963</td>
<td>7,154</td>
<td>7,764</td>
<td>7,617</td>
<td>7,913</td>
<td>7,622</td>
</tr>
<tr>
<td></td>
<td>Bothell</td>
<td>555</td>
<td>557</td>
<td>660</td>
<td>804</td>
<td>910</td>
<td>1,038</td>
</tr>
<tr>
<td></td>
<td>Tacoma</td>
<td>661</td>
<td>749</td>
<td>867</td>
<td>919</td>
<td>1,046</td>
<td>1,098</td>
</tr>
<tr>
<td></td>
<td>UW Total</td>
<td>8,179</td>
<td>8,460</td>
<td>9,291</td>
<td>9,340</td>
<td>9,869</td>
<td>9,758</td>
</tr>
<tr>
<td>Master's</td>
<td>Seattle</td>
<td>2,634</td>
<td>2,673</td>
<td>2,923</td>
<td>3,089</td>
<td>3,196</td>
<td>3,436</td>
</tr>
<tr>
<td></td>
<td>Bothell</td>
<td>107</td>
<td>128</td>
<td>146</td>
<td>212</td>
<td>216</td>
<td>229</td>
</tr>
<tr>
<td></td>
<td>Tacoma</td>
<td>164</td>
<td>187</td>
<td>200</td>
<td>225</td>
<td>217</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>UW Total</td>
<td>2,905</td>
<td>2,988</td>
<td>3,269</td>
<td>3,526</td>
<td>3,629</td>
<td>3,902</td>
</tr>
<tr>
<td>Doctoral</td>
<td>Seattle</td>
<td>622</td>
<td>687</td>
<td>703</td>
<td>723</td>
<td>712</td>
<td>760</td>
</tr>
<tr>
<td>Professional</td>
<td>Seattle</td>
<td>504</td>
<td>495</td>
<td>523</td>
<td>532</td>
<td>565</td>
<td>566</td>
</tr>
<tr>
<td>All Levels</td>
<td>UW Total</td>
<td>12,210</td>
<td>12,630</td>
<td>13,786</td>
<td>14,121</td>
<td>14,775</td>
<td>14,986</td>
</tr>
</tbody>
</table>

Indicator 2.C.2: Undergraduate and graduate student retention rate and time-to-degree

As recorded for the 2011-12 academic year, the time to degree (average and median) for students starting full-time as freshmen, earning their first degree, and earning one degree with one major is shown in Table 52:

Table 52: Average and Median Time to Degree

<table>
<thead>
<tr>
<th>Campus</th>
<th>Average Time To Degree (Months)</th>
<th>Median Time To Degree (Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seattle</td>
<td>49.60</td>
<td>45.0</td>
</tr>
<tr>
<td>Bothell</td>
<td>53.70</td>
<td>47.0</td>
</tr>
<tr>
<td>Tacoma</td>
<td>53.90</td>
<td>45.0</td>
</tr>
</tbody>
</table>

Graduation Rates

The UW has graduation rates consistent with peer graduation rates. The UW’s success at ensuring graduation of economically disadvantaged students can be seen below in Table 53, which compares the graduation rates of Pell-eligible and non-Pell-eligible students.
Table 53: Six-Year Graduation Rate for Students Entering as Resident Freshman

<table>
<thead>
<tr>
<th></th>
<th>Entering Autumn Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
</tr>
<tr>
<td>All Students</td>
<td>77.2%</td>
</tr>
<tr>
<td>Not Pell Eligible at Entry</td>
<td>77.5%</td>
</tr>
<tr>
<td>Pell Eligible at Entry</td>
<td>75.4%</td>
</tr>
</tbody>
</table>

Indicator 2.C.3: Number of undergraduate and graduate students receiving local or national scholarships, grants, or awards

Table 54 indicates the scholarship funding controlled by the Office of Student Financial Aid (OSFA) and the amount awarded to undergraduate students based on merit.

Table 54: Office of Student Financial Aid Controlled Merit Scholarships

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>1,035</td>
<td>1,006</td>
<td>631</td>
<td>595</td>
<td>665</td>
<td>1,060</td>
</tr>
<tr>
<td>Total Awards</td>
<td>$5,164,900</td>
<td>$5,793,559</td>
<td>$3,877,505</td>
<td>$3,778,230</td>
<td>$4,022,472</td>
<td>$4,802,483</td>
</tr>
</tbody>
</table>

Financial aid is awarded differently to graduate students. Meritorious graduate students often receive assistantships or fellowships as part of their education. The value of waivers awarded to TA/RAs and to graduate students based on merit is shown in Table 55.
Table 55: Preliminary 2012-2013 Waivers by Type and Student Level *

<table>
<thead>
<tr>
<th>Waiver Type</th>
<th>Undergraduates ($M)</th>
<th>Graduate/ Professional Students ($M)</th>
<th>Total ($M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICA Gender Equity</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Achievement Award</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Child of Deceased Police/Fire</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>International Exchange</td>
<td>0.6</td>
<td>1.9</td>
<td>2.5</td>
</tr>
<tr>
<td>Veterans</td>
<td>2.4</td>
<td>0.5</td>
<td>2.9</td>
</tr>
<tr>
<td>3% Need, 1% Merit</td>
<td>16.6</td>
<td>7.5</td>
<td>24.1</td>
</tr>
<tr>
<td>Faculty/Staff Nonresident</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Child/Spouse of Faculty/Staff NR</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Graduate/Professional NR</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>TA/RA</td>
<td>61.9</td>
<td>61.9</td>
<td>61.9</td>
</tr>
<tr>
<td>WWAMI</td>
<td>8.2</td>
<td>8.2</td>
<td>8.2</td>
</tr>
<tr>
<td>WICHE</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Over 18 Hour Exemption</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>22.9</td>
<td>87.2</td>
<td>110.1</td>
</tr>
<tr>
<td>Percent To Group</td>
<td>21%</td>
<td>79%</td>
<td></td>
</tr>
</tbody>
</table>

*Figures represent foregone revenue and include waivers awarded in autumn, winter, and spring quarters. Numbers are limited to students in regular, tuition-based categories.

**Indicator 2.C.4: Number of scholarships, grant awards, and other financial assistance that support undergraduate students with need**

The University of Washington believes that students from all economic backgrounds should have the opportunity to attend our institution. Finances should not be a barrier to getting a world-class education. Each year about 60 percent of University of Washington undergraduates receive more than $344 million in financial aid. The UW has a wide array of federal, state, and institutional financial aid programs to help students at all economic levels pay for their education. Tables 56-59 highlight financial aid efforts that are made in an attempt to ensure access to low- and middle-income students.
Table 56: University of Washington Undergraduate Residents Percentage Applying for Aid, Demonstrating Need, and Receiving Aid

<table>
<thead>
<tr>
<th>Need, awarded aid</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need, no aid</td>
<td>37.2</td>
<td>44.2</td>
</tr>
<tr>
<td>Applied, no need</td>
<td>11.9</td>
<td>11.1</td>
</tr>
<tr>
<td>Didn’t apply for aid</td>
<td>39.5</td>
<td>36.2</td>
</tr>
</tbody>
</table>

Table 57: UW Waivers to Undergraduate Residents Demonstrating Need

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Average*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>All With Need</td>
</tr>
<tr>
<td>2010-11</td>
<td>$10,500,000</td>
<td>$704</td>
</tr>
<tr>
<td>2011-12</td>
<td>$13,500,000</td>
<td>$842</td>
</tr>
<tr>
<td>Increase</td>
<td>29%</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Average is calculated over all students demonstrating need, regardless of aid received.
†MFI = median family income

Table 58 shows the number of awards that are derived from tuition revenue and used to support undergraduate residents.

Table 58: Grants and Waivers to Undergraduate Residents Demonstrating Need

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Average*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grants</td>
<td>Waivers</td>
</tr>
<tr>
<td>2010-11</td>
<td>$16,200,000</td>
<td>$10,500,000</td>
</tr>
<tr>
<td>2011-12</td>
<td>$32,600,000</td>
<td>$13,500,000</td>
</tr>
<tr>
<td>Increase</td>
<td>101%</td>
<td>29%</td>
</tr>
</tbody>
</table>

*Average is calculated over all students demonstrating need, regardless of aid received.

Table 59 indicates the amount of aid provided to undergraduate residents who demonstrate need. While this data do not separate out students who qualify for Pell grants, the majority of the federal dollars are Pell Grants, and the majority of the state dollars are State Need Grants.
Table 59: Aid to UW Undergraduate Residents Demonstrating Need, by Source and Type

<table>
<thead>
<tr>
<th>Year</th>
<th>Scholarships, Grants, and Waivers</th>
<th>Loans and Work Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Federal ($M)</td>
<td>State ($M)</td>
</tr>
<tr>
<td>2010-11</td>
<td>47.8</td>
<td>41.6</td>
</tr>
<tr>
<td>2011-12</td>
<td>47.6</td>
<td>56.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>$3,217</td>
<td>$2,798</td>
</tr>
<tr>
<td>2011-12</td>
<td>$2,975</td>
<td>$3,506</td>
</tr>
</tbody>
</table>

The UW is nationally recognized for embracing its public education mission. The Washington Monthly, which ranks universities based upon social mobility, research production, and commitment to service, ranked the University of Washington 8th among national universities for 2012. Regarding social mobility, the UW was recognized as a university that offers a cost-effective education that both enrolls and successfully graduates a significant percentage of low-income students.

Indicator 2.C.5: Availability of academic assistance programs for undergraduate students

Student success requires early and significant connections to the University of Washington’s academic communities and opportunities. At UW Seattle, the Office of Undergraduate Academic Affairs (UAA) orients University of Washington undergraduates; engages them deeply in the University; creates a rich and multi-layered learning environment; and connects students to campus, their community, and the world. Examples of support include:

- **Academic Support Programs**: part of the Center for Undergraduate Advising, Diversity, and Student Success; provides drop-in, multidisciplinary tutoring at the Center for Learning and Undergraduate Enrichment (CLUE), academic achievement courses and one-on-one tutor-mentor relationships for students struggling with the transition to the UW.

- **The Odegaard Writing and Research Center (OWRC)**: assists both undergraduate and graduate students with the writing process, including understanding assignments, researching, brainstorming, outlining, drafting, and revising.

- **General Studies 101 (University Learning Skills)**: a course that introduces students to university culture and resources along with academic planning. It provides practice in skills necessary for academic success, such as note-taking, test-taking, writing, active learning, and time and stress management.
In addition, a number of departments offer writing or tutoring support specific to their disciplines, including Chemistry, Statistics, Physics, Political Science, Geography, Sociology, and Psychology.

The Teaching and Learning Center (TLC) at UW Tacoma values and supports excellence in teaching and learning by providing resources and faculty workshops that promote teaching innovation. Some of the services provided are faculty consultations on syllabus design, assistance with problem solving and early warning support, how faculty can work with English Language Learners, support for writing instruction, alternative course evaluation processes.

UW Bothell has invested significantly in a full range of academic support services, including the Teaching and Learning Center, Writing and Communication Center, Quantitative Skills Center, Office of Community-based Learning and Research, Multimedia Studio, Learning Technologies, and the Library. Student learning is further supported through co-curricular resources and programs, such as Career Services, Counseling, Disability Resources, Merit Scholarships, and Veterans Services. Student Life programs include Diversity Programs, Recreation and Wellness Programs, Orientation, Student Government, and Student Organizations.

**Indicator 2.C.6: Availability of professional development opportunities for graduate students**

The Graduate School has developed professional development resources to help graduate students and post-doctoral students create their own strategy and plans so they will be successful in their graduate programs and their careers. These resources help students explore the rich opportunities at the UW and tap into the expertise and guidance of faculty throughout campus.

Through a series of workshops, events, presentations, online memos and guides, as well as links to other professional development resources, graduate students and post-docs can learn how to:

- present research to general audiences,
- improve writing and editing skills,
- conduct the various phases of research and understand protocols,
- develop and hone teaching skills in the lab and classroom,
- find the right kind of mentoring,
- explore career opportunities,
- use social media for networking,
- manage stress,
- clarify personal and professional values and goals, and
- learn about grant funding opportunities.
During the 2012-13 academic year, over 1,000 graduate students, representing 63 departments and programs, participated in one or more of the professional development opportunities listed above.

Core Theme Two, Objective D

Table 60: Objective 2.D

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Recognizing the value of a diverse learning environment for all, the UW welcomes and educates a diverse population of students and recruits and supports diverse faculty and staff.</td>
<td>1. Number of underrepresented minority first-time freshman entering the UW</td>
</tr>
<tr>
<td></td>
<td>2. Percentage of underrepresented students enrolled at UW</td>
</tr>
<tr>
<td></td>
<td>3. Percentage of degrees awarded to underrepresented students</td>
</tr>
<tr>
<td></td>
<td>4. Evidence of support for underrepresented undergraduate and graduate students</td>
</tr>
<tr>
<td></td>
<td>5. Availability of diversity training for faculty and staff</td>
</tr>
</tbody>
</table>

The University of Washington has a long and distinguished history of exemplary work in diversity. The recent passage of the undergraduate diversity requirement adds an important piece to our comprehensive array of student, faculty, staff, and community programs. The undergraduate diversity graduation requirement, which will be implemented in 2014 across all three campuses, consists of three credits of coursework that focus on the sociocultural, political, and economic diversity of human experience at local, regional, or global scales. These credits will simultaneously satisfy other “area of knowledge” requirements and will not add to a student’s general education requirements.

Indicator 2.D.1: Number of underrepresented minority (URM) first-time freshman entering the UW

Building a comprehensive pathway to college for underrepresented minority (URM\(^{24}\)) students is an important priority of the University of Washington. Since 2008, the number of URM

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\(^{24}\) Underrepresented minorities are defined by the U.S. government as individuals whose representation among university students and professionals is disproportionately less than within the general local population. Groups classified as underrepresented typically include African Americans, Hispanics, American Indians, Alaska Natives, and Native Hawaiians/Pacific Islanders. Not all subgroups within minority groups are considered underrepresented. Asian Americans are not considered underrepresented minorities.

323
incoming freshmen on all three campuses shows an upward trend and indicates that the University is meeting this objective (Table 61).

The UW Office of Minority Affairs & Diversity (OMA&D) has an array of recruitment and pre-college programs and works collaboratively with other UW programs and community-based organizations to carry out various efforts. Among these is the OMA&D recruitment and outreach unit, which identifies and recruits URM students to the UW and helps guide them through the admissions, financial aid, and scholarship application process. Some of their efforts include:

- workshops and programs that bring students to campus;
- community visits to high schools, community colleges, churches, and community centers;
- pre-college program managers who work closely with UW colleges and departments to expand visitation and academic enrichment opportunities;
- the Student Ambassador Program, which coordinates educational outreach services to underrepresented middle and high school campus; and
- translating pre-college brochures into Spanish to better serve Latino students and their families.

The UW continues to seek success in diversity recruitment and work on strategies to increase its overall enrollment yield for URM students. For example, the OMA&D recruitment and outreach unit has set a goal to increase the UW Seattle’s current enrollment yield for URM Washington state residents to 75 percent.
Table 61: Number of Underrepresented Minority Incoming Freshman

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seattle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underrepresented Minority</td>
<td>5,431</td>
<td>5,162</td>
<td>5,291</td>
<td>5,672</td>
<td>6,003</td>
</tr>
<tr>
<td>Non- Underrepresented Minority</td>
<td>606</td>
<td>552</td>
<td>606</td>
<td>692</td>
<td>707</td>
</tr>
<tr>
<td>International</td>
<td>4,290</td>
<td>3,958</td>
<td>3,978</td>
<td>3,901</td>
<td>4,207</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>314</td>
<td>482</td>
<td>565</td>
<td>1,042</td>
<td>1,022</td>
</tr>
<tr>
<td>Bothell</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underrepresented Minority</td>
<td>234</td>
<td>302</td>
<td>392</td>
<td>519</td>
<td>552</td>
</tr>
<tr>
<td>Non- Underrepresented Minority</td>
<td>192</td>
<td>246</td>
<td>292</td>
<td>371</td>
<td>386</td>
</tr>
<tr>
<td>International</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>11</td>
<td>7</td>
<td>17</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Tacoma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underrepresented Minority</td>
<td>219</td>
<td>206</td>
<td>219</td>
<td>252</td>
<td>339</td>
</tr>
<tr>
<td>Non- Underrepresented Minority</td>
<td>48</td>
<td>47</td>
<td>61</td>
<td>63</td>
<td>73</td>
</tr>
<tr>
<td>International</td>
<td>142</td>
<td>138</td>
<td>145</td>
<td>176</td>
<td>150</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>29</td>
<td>21</td>
<td>13</td>
<td>12</td>
<td>107</td>
</tr>
</tbody>
</table>

First-year retention rates for URM students at the UW are nearly equivalent to the general student population, and six-year graduation rates continue to climb. The UW is committed to closing the graduation gap for URM students and has made progress in this effort. In fact, the average graduation rate for UW URM students (73 percent) is higher than the national average (58 percent).

**Indicator 2.D.2: Percentage of underrepresented students enrolled at UW**

Enrollment percentages for underrepresented minority (URM) students have shown a steady increase since 2008, which speaks to the fact that the UW is working diligently and purposefully to increase the representation of underrepresented students on all three campuses. In comparison to its peer institutions, the UW has a higher percentage of enrolled URM undergraduates (Autumn Quarter 2012) than Ohio State, University of Michigan, University of Wisconsin, Purdue, or Virginia Tech.

Under the leadership of the Vice President for Minority Affairs and Vice Provost for Diversity, the University Diversity Council created a Blueprint for the Future with priorities and a planning process to achieve an integrated vision and plan for change. The UW is using the report to make progress in these areas. Among its goals is to attract and retain a more diverse student body. Under this goal, target enrollment percentages have been set for URM first-time freshmen entering UW, as well as URM transfer students. The target percentage for transfer students is even higher than freshmen and will provide another way for the UW to increase its diversity enrollment.

OMA&D’s programs are committed to monitoring and increasing these numbers to improve yield percentage of URM students and result in a long-term increased enrollment trend. The
OMA&D’s academic advising unit employs retention strategies to positively affect enrollment (Table 62).

### Table 62: UW Autumn Quarter Enrollment of Underrepresented Students

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Campus</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>Seattle</td>
<td>10.3%</td>
<td>10.8%</td>
<td>11.2%</td>
<td>11.6%</td>
<td>11.9%</td>
</tr>
<tr>
<td></td>
<td>Bothell</td>
<td>10.0%</td>
<td>11.4%</td>
<td>12.4%</td>
<td>14.7%</td>
<td>16.0%</td>
</tr>
<tr>
<td></td>
<td>Tacoma</td>
<td>15.5%</td>
<td>16.1%</td>
<td>18.1%</td>
<td>19.3%</td>
<td>20.8%</td>
</tr>
<tr>
<td></td>
<td>UW Total</td>
<td>10.7%</td>
<td>11.2%</td>
<td>11.9%</td>
<td>12.5%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>Seattle</td>
<td>7.9%</td>
<td>8.0%</td>
<td>8.7%</td>
<td>9.3%</td>
<td>9.8%</td>
</tr>
<tr>
<td></td>
<td>Bothell</td>
<td>7.0%</td>
<td>9.1%</td>
<td>9.7%</td>
<td>9.7%</td>
<td>10.5%</td>
</tr>
<tr>
<td></td>
<td>Tacoma</td>
<td>12.1%</td>
<td>11.8%</td>
<td>11.7%</td>
<td>16.5%</td>
<td>18.0%</td>
</tr>
<tr>
<td></td>
<td>UW Total</td>
<td>8.1%</td>
<td>8.2%</td>
<td>8.8%</td>
<td>9.6%</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

**Indicator 2.D.3: Percentage of degrees awarded to underrepresented students**

While showing a bit of fluctuation in percentages from year to year, the numbers shown in Table 63 indicate overall improvement regarding the percentage of degrees awarded to underrepresented students. As outlined in the UW’s Blueprint for the Future, retaining and graduating a more diverse student body is a significant priority for the University. A challenge facing degree completion for some of these students is financial aid. Students who are accepted and enroll in the UW are capable of achieving academic excellence; however, many who leave school tend to do so for non-academic reasons.

### Table 63: Degrees Awarded, by Campus, to Underrepresented Minority Students

<table>
<thead>
<tr>
<th>URM Degrees</th>
<th>Campus</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>Seattle</td>
<td>9.9%</td>
<td>9.0%</td>
<td>9.6%</td>
<td>11.0%</td>
<td>10.8%</td>
</tr>
<tr>
<td></td>
<td>Bothell</td>
<td>9.0%</td>
<td>9.7%</td>
<td>9.5%</td>
<td>11.9%</td>
<td>12.3%</td>
</tr>
<tr>
<td></td>
<td>Tacoma</td>
<td>13.8%</td>
<td>13.9%</td>
<td>16.5%</td>
<td>15.4%</td>
<td>15.4%</td>
</tr>
<tr>
<td></td>
<td>UW Total</td>
<td>10.2%</td>
<td>9.4%</td>
<td>10.3%</td>
<td>11.5%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Master's</td>
<td>Seattle</td>
<td>7.2%</td>
<td>7.9%</td>
<td>8.2%</td>
<td>8.6%</td>
<td>8.6%</td>
</tr>
<tr>
<td></td>
<td>Bothell</td>
<td>4.7%</td>
<td>3.9%</td>
<td>6.8%</td>
<td>9.4%</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>Tacoma</td>
<td>11.6%</td>
<td>12.8%</td>
<td>9.0%</td>
<td>11.6%</td>
<td>13.8%</td>
</tr>
<tr>
<td></td>
<td>UW Total</td>
<td>7.3%</td>
<td>8.0%</td>
<td>8.2%</td>
<td>8.8%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>Seattle</td>
<td>6.3%</td>
<td>4.9%</td>
<td>4.3%</td>
<td>7.1%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Professional</td>
<td>Seattle</td>
<td>7.1%</td>
<td>6.9%</td>
<td>8.8%</td>
<td>6.6%</td>
<td>6.5%</td>
</tr>
<tr>
<td>All Levels</td>
<td>UW Total</td>
<td>9.2%</td>
<td>8.8%</td>
<td>9.4%</td>
<td>10.4%</td>
<td>10.4%</td>
</tr>
</tbody>
</table>

The OMA&D, along with schools and colleges across campus, offer a variety of support programs to ensure more URM students earn degrees at UW. For example, an ongoing campus-wide effort has also been established to increase the number of degrees awarded to URM
students in Science, Technology, Engineering and Mathematics (STEM) fields. UW is a partner of the Pacific Northwest Louis Stokes Alliance for Minority Participation (LSAMP), which is devoted to that mission. There is also a wide array of programs and services within OMA&D and across the campus committed to these efforts, including the Initiative for Maximizing Student Diversity, SSS (TRiO Student Support Services) STEM, UW GenOM Project, the College of Engineering’s summer bridge programs, and the Minority Scholars Engineering Program, to name a few.

Indicator 2.D.4: Evidence of support for underrepresented undergraduate and graduate students

Diversity is a core value of the UW, and the Office of Minority Affairs & Diversity at UW Seattle, along with campus and community partners, is pleased to be a part of the effort that supports the University’s overall mission.

The mission of OMA&D’s academic retention programs is to provide high quality and timely academic support services to enhance the persistence and academic success of students from diverse backgrounds. The retention model harnesses the academic potential of students using a purposeful, multi-faceted, student-centered approach that is designed to prepare students for success in the academic environment and for active participation as global citizens in their communities and larger society. The following programs comprise these retention and support efforts at the undergraduate level:

- College Assistance Migrant Program,
- Health Sciences Center for Minority Students Program,
- Initiative for Maximizing Student Diversity,
- Instructional Center,
- Samuel E. Kelly Ethnic Cultural Center/Theatre,
- Louis Stokes Alliance for Minority Participation,
- OMA&D Academic Counseling Services,
- OMA&D/UWAA Mentor Program,
- Study Abroad,
- TRiO Student Support Services, and
- UW Champions Program.
The Samuel E. Kelly Ethnic Cultural Center (ECC) and the Intellectual House are two examples of campus-based centers that support underrepresented minority students at the UW:

- The Kelly ECC supports the leadership and educational development of students and offers programs to celebrate cultural heritage. The 41-year old center is a home away from home for diverse students and serves nearly 90 student clubs and organizations. The building recently underwent an extensive 18-month renovation and re-opened in January 2013. It is now the largest and oldest college community center in the United States and is the first UW building named for an African American. The Kelly ECC provides meeting space, offices, kitchenettes, study space, a resource center, wellness room, and dance studio that allow students to take full advantage of their educational and social experiences at the UW.

- Progress continues in the efforts to build the Intellectual House, a longhouse-style facility that will serve as a multi-service learning and gathering space for Native American students, faculty, staff, and others of various cultures and communities on the UW Seattle campus. The UW Board of Regents approved the project’s schematic design in February 2013, and a groundbreaking for the first phase of the project, the Community Gathering Building, is expected in November or December of 2013. The facility’s design is based on other similar University longhouse-style projects.

Several other programs housed within UW schools, colleges, and various centers and resources across campus enhance support for undergraduate students. They include the:

- Business and Economic Development Center (Foster School of Business);
- Center for Equity, Diversity & Inclusion (School of Medicine);
- Center for Multicultural Education (College of Education);
- Disability Resources for Students;
- GenOM Project (College of Engineering);
- Minority Scholars Engineering Program (College of Engineering);
- Q Center; and
- Women’s Center.

For graduate and professional students, the Graduate Opportunities and Minority Achievement Program (GO-MAP) in the Graduate School is committed to serving the needs of students of color and students from other underrepresented groups, while simultaneously fostering an educational and social environment in which all students can learn and develop through experiences rich in cultural, ethnic, and racial diversity. GO-MAP’s three main areas of focus are...
outreach, recruitment, and retention; enhancing scholarship and research; and building community, on and off campus.

GO-MAP’s Advisory Board consists of faculty, staff, and students whose advice is key to the success of its signature events:

- Autumn Quarter GO-MAP new student orientation;
- Getting Connected, a program for networking and mentoring;
- Spring campus visit for accepted students;
- Prospective Student Days;
- GO-MAP Power Hour series;
- End of year celebration; and
- Mangels Lecture Series, which brings in speakers to address critical diversity issues.

With support from the President and Provost, GO-MAP sponsors interdisciplinary and cross-disciplinary student-initiated symposia, campus opportunities, and community events through lunches, events, and classes on leadership to help interested students connect with each other and build community.

The Office for Equity and Diversity at UW Tacoma was created to help cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of the community. This means paying attention to policies and practices involving management, leadership, communication, resources, scholarship, and community. It includes focusing attention on the demographic composition of UW Tacoma and the surrounding community of the South Puget Sound to be certain that the institution knows who its students, faculty, staff, and community partners are in order to better serve and work with them.

UW Tacoma has several new initiatives to better serve service members, veterans, and their families. They include:

- the Office of Veteran and Military Services in Enrollment Services;
- new academic programs, such as the graduate program in Cybersecurity and Leadership;
- partnerships with Joint Base Lewis McChord to help veterans transition to public higher education; and
- a veterans working group, made up of faculty, staff, and students, that addresses ongoing issues and questions related to service members and veterans.
Enhancing the commitment to diversity and inclusiveness is one of seven UW Bothell priorities, outlined in the 21st Century Campus Initiative strategic plan. Under the plan, the Chancellor appointed a Diversity Council of faculty, staff, and students. The council has guided the development of initiatives, including cultural events, diversity lectures and conversations; renewed support for diversity clubs and groups; diversity internships; development of academic course work; and development of a Diversity minor. The Diversity Council recently conducted a Student Experience Survey, designed to inform ongoing development of diversity initiatives. UW Bothell is currently recruiting for the new position of Director of Diversity and Campus Engagement. The Director will report to the Chancellor and work closely with the Diversity Council to increase opportunity, equity, and inclusivity in all aspects of campus life.

Two examples of initiatives at UW Bothell are:

- The Academic Transition Program (ATP), a year-long program designed to assist historically disadvantaged, low-income, and first-generation college students. Key ATP components include a three-credit early autumn course designed to introduce students to university-level coursework, a two-credit learning strategies course offered later in the year, and a mentoring program. Since its launch three years ago, the ATP has served 65 students.

- The Veteran’s Service office and an active Student Veteran Association, which provide support for veterans. The campus has been designated as a veteran-friendly campus by the Washington State Department of Veteran’s Affairs.

**Indicator 2.D.5: Availability of diversity training for faculty and staff**

In 2007, the Office for Faculty Advancement was established to recruit, promote, and retain an excellent and diverse faculty. The office is led by Luis R. Fraga, Associate Vice Provost for Faculty Advancement, Russell F. Stark University Professor, and Director of the Diversity Research Institute.

Working directly with the Office of the Provost and the Office of Minority Affairs & Diversity, Dr. Fraga develops strategies for faculty recruitment. In addition, he regularly meets with deans, department chairs, and other academic leaders across the three campuses to disseminate best practices for conducting inclusive searches and fostering collegial environments. An estimate of the number of one-on-one meetings focused on faculty diversity is shown in Table 64.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Approximate Number of Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2010-June 2011</td>
<td>100</td>
</tr>
<tr>
<td>July 2011-June 2012</td>
<td>113</td>
</tr>
<tr>
<td>July 2012-June 2013</td>
<td>120</td>
</tr>
</tbody>
</table>

Direct support to UW faculty regarding promotion and retention is available through the Office for Faculty Advancement. The office serves as a resource to faculty who seek consultation at the
various critical stages of the tenure process. The office further supports faculty by hosting informational sessions throughout the year concerning faculty promotion and retention.

The UW ADVANCE Center for Institutional Change strives to increase the participation of women in academic Science, Technology, engineering and Mathematics (STEM) careers and holds quarterly workshops on diversity-related topics for department chairs and emerging leaders. Topics include recruiting and hiring diverse faculty, changing student demographics, and achieving diversity in times of economic austerity. ADVANCE also sponsors mentorship-for-leadership lunches. In addition, the Center for Teaching and Learning regularly offers workshops, seminars, and learning communities focused on diversity in the classroom for University faculty.

The UW Bothell Diversity Council offers a regular speaker series on cultural pluralism, as well as periodic workshops and events on topics ranging from conceptions of race to achieving health equity. These have included Diversity in the Workplace trainings and a session on Universal Design in Education, which focused on ways faculty and staff can apply universal design principles to instruction, physical and digital spaces, and student services.
### Core Theme Three: Service

#### Table 65: Core Theme Three Overview

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> The UW addresses and responds to issues related to its community and beyond.</td>
<td>1. Examples of community outreach activities</td>
</tr>
<tr>
<td></td>
<td>2. Number of volunteer hours by undergraduate students in programs sponsored by the UW</td>
</tr>
<tr>
<td></td>
<td>3. Number of alumni who are Peace Corp volunteers</td>
</tr>
<tr>
<td></td>
<td>4. Number of awards that recognize public service by students, faculty, and staff</td>
</tr>
<tr>
<td></td>
<td>5. Number of community members who attend on-campus educational and cultural events</td>
</tr>
<tr>
<td></td>
<td>6. Participation of community members on UW department and school advisory boards</td>
</tr>
<tr>
<td><strong>B.</strong> The UW helps fuel the economic engine of the Pacific Northwest.</td>
<td>1. Estimates of economic impact</td>
</tr>
<tr>
<td></td>
<td>2. Number of startup companies</td>
</tr>
<tr>
<td><strong>C.</strong> The UW provides the highest quality of healthcare to the region.</td>
<td>1. Number of hospitals and clinics</td>
</tr>
<tr>
<td></td>
<td>2. National reputation of UW Medicine</td>
</tr>
<tr>
<td></td>
<td>3. Economic impact and value that UW Medicine has on the state of Washington</td>
</tr>
<tr>
<td></td>
<td>4. Amount of uncompensated care provided by UW Medicine</td>
</tr>
</tbody>
</table>
Core Theme Three, Objective A

Table 66: Objective 3.A

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The UW addresses and responds to issues related to its community and beyond.</td>
<td>1. Examples of community outreach activities</td>
</tr>
<tr>
<td></td>
<td>2. Number of volunteer hours by undergraduate students in programs sponsored by the UW</td>
</tr>
<tr>
<td></td>
<td>3. Number of alumni who are Peace Corp volunteers</td>
</tr>
<tr>
<td></td>
<td>4. Number of awards that recognize public service by students, faculty, and staff</td>
</tr>
<tr>
<td></td>
<td>5. Number of community members who attend on-campus educational and cultural events</td>
</tr>
<tr>
<td></td>
<td>6. Participation of community members on UW department and school advisory boards</td>
</tr>
</tbody>
</table>

Indicator 3.A.1: Examples of community outreach activities

Across the University, numerous community outreach activities occur every year. However, given the decentralized nature of the institution, there is no one office or entity that catalogs the number of these activities on an annual basis. As a result, we have provided examples below that highlight some of these activities.

- Neurobiology and Behavior Community Outreach at UW Seattle is an award-winning student-directed organization in the Graduate Program in Neurobiology and Behavior. Its mission is to promote public awareness and understanding of neuroscience through educational outreach activities. This is achieved by students sharing their knowledge and experience in neuroscience with a wide range of audiences that includes students at all levels, from elementary through adult education. Brain Awareness Week Open House, for example, is an event held on campus each spring. Over 700 K-12 students from local schools are invited to attend and view nearly 40 interactive exhibits each year.

- The University of Washington, in collaboration with the Pacific Science Center, completed its third annual PAWS on Science: Husky Weekend in 2013. This event is driven by the University’s commitment to providing engaging educational opportunities for the public to interact with science and research. The weekend consists of fun hands-on science experiments and interactive activities for the whole family, in addition to the opportunity to meet University of Washington scientists and researchers. Activities include building solar race cars, jumping and leaping to create an earthquake and measuring its strength on a seismograph, and meticulously examining millions of plant microbes.

- The Institute of Technology at the UW Tacoma focuses on the rapid development of high-technology academic programs in the state of Washington. It serves as the home for computer science, computer engineering, and information technology programs at UW.
Tacoma. Launched in 2001 through a combination of state and non-state investment, the Institute’s strong support from private citizens, corporations, and the community, has contributed to the building of facilities, classrooms, and labs for the Institute. As part of their degree programs, students have opportunities to participate in internships with industry and professional leaders, where they can gain practical work experience that enhances academic growth. The Institute also provides services to attract and support students from diverse educational, economic, and ethnic backgrounds.

A recent survey at UW Tacoma shows that community engagement by faculty and staff comes in many forms, including one-time events (e.g., speakers), volunteer hours (n=61 individuals) and board service, advising internships, developing community based class assignments, as well as designing entire courses around the philosophy and practice of community-engaged learning. A number of professors (n=8) have also translated research collaborations (often with grant funding) into learning opportunities for students. A significant number of the faculty who responded to this survey do community engagement through their courses (n=23) and through internships (n=18). This suggests that community-engagement at UW Tacoma is highlighted by student-centered and learning/teaching-focused opportunities. More traditional volunteering and service activities were included as well.

Respondents indicated that they had worked with 253 different partners, including non-profit organizations; religious organizations; community groups; government departments (city, county, state); elementary, secondary, and higher education institutions; and a number of private businesses.

Twenty-one people noted that they provided personal funds to support these activities. Those who received awards, especially from the Center for Leadership and Social Responsibility, reported that such grants provided significant support for these activities. The institutional aspect of these grants, along with the Royalty Research Fund and the Chancellor’s Award, are noteworthy.

Table 67 provides a summary of how UW Tacoma faculty financially supported these endeavors.

<table>
<thead>
<tr>
<th>Source of Financial Support</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>No funds, investment of personal time</td>
<td>32</td>
</tr>
<tr>
<td>Personal funds (with 1 person reimbursed by the State)</td>
<td>21</td>
</tr>
<tr>
<td>Grants (not those listed below)</td>
<td>10</td>
</tr>
<tr>
<td>Course fees</td>
<td>5</td>
</tr>
<tr>
<td>Center for Leadership and Social Responsibility (Curriculum Enhancement Grant)</td>
<td>4</td>
</tr>
<tr>
<td>Donations</td>
<td>4</td>
</tr>
<tr>
<td>Royalty Research Fund</td>
<td>3</td>
</tr>
<tr>
<td>Chancellor’s Award</td>
<td>2</td>
</tr>
<tr>
<td>Specific fund-raising</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 67: Summary of How UW Tacoma Faculty Financially Supported Community Engagement Activities
UW Bothell continues to move forward in its goal to “deepen and broaden community engagement,” as called for in the 21st Century Campus Initiative strategic plan. In 2013, the Chancellor’s Community Engagement Council was established, and a Director of Community-based Learning and Research (CBLR) was appointed to lead expanded work in this area. The Office of CBLR works to create and strengthen equitable and reciprocal partnerships with agencies within the community. CBLR has developed partnerships with over 70 organizations, working in areas including education; the environment; international/human rights; health, gender, women, and sexuality; food; criminal justice reform and prisoner education; homelessness, social services, and disabilities; and the arts. CBLR sponsors a series of annual community outreach events and projects, including Huskies Make a Difference Day, Martin Luther King, Jr. Day of Service, Alternative Spring Break, Cesar Chavez Day of Service, Earth Day, and the CommUNITY Luncheon.

Another project is coordinated by Dr. Rob Turner in Interdisciplinary Arts & Sciences. He and his students have been working with the Island County Marine Resources Committee and Penn Cove Shellfish on mapping the spatial and temporal variability of nitrate concentrations in the surface waters of Penn Cove and the Saratoga Passage. Turner and his collaborators are investigating factors influencing nitrate concentrations in the cove, including effluent discharges from local sewage treatment plants, discharge from the Skagit River, tidal stage, and seasonal climate changes to determine if actions to mitigate nitrates are reducing the nutrient load in Penn Cove.

Finally, Dr. Camille Walsh, in Bothell’s Interdisciplinary Arts & Sciences, and her BIS 498 students formed the Youth Court Task Force Project in a partnership with the Bothell Municipal Court and the city manager to explore developing a local youth court, focusing on restorative, rather than punitive, justice. Walsh’s students researched models for youth court structures and presented their findings to city leaders, resulting in approval to set up the court. Since that time, students in this class have developed and led training sessions for youth members, in preparation for launch of the court in early 2013.

**Indicator 3.A.2: Number of volunteer hours by undergraduate students in programs sponsored by the UW**

Every year the Office of the Provost oversees and analyzes data from across all three campuses regarding the participation of undergraduate students in public service. In summary, during the 2010-11 academic year, 5,363 unique students engaged in University-sponsored public service for 7,732 student-quarters, contributing a total of 523,019 hours of public service to local, regional, and global communities.

These data have been collected since 1997 (Figure 14) and provide an indication of student involvement—and faculty and department support—for these activities over time.
These data generally undercount student participation because departments are not required to submit reports. In 2009, data collection moved to a more robust online system that allowed for some automatic data collection for credit-bearing experiences. Consequently, there was a significant increase in participation numbers that year. The online system also allows for an automated check for duplicate submissions and overall accuracy of the data, which, up to that time, had been entered manually.

In addition, the *Washington Monthly*, which ranks universities based upon social mobility, research production and commitment to service, ranked the University of Washington eighth among national universities for 2012. A school’s performance in community service includes a number of measures: enrollments in ROTC programs, alumni currently serving in the Peace Corps, use of federal work-study money for community service projects, total student participation in community service, and the number of academic courses that incorporate service.

UW Tacoma is an urban-serving university, closely linked with Tacoma and the South Puget Sound. It is a member of the Coalition of Urban Serving Universities, a network of public, urban, research universities committed to creating an educated workforce, building strong communities and improving the health of diverse populations. The coalition was created to leverage the intellectual capital and economic power of urban universities, thereby improving urban life and...
America's competitiveness in the global economy. Members partner with cities and metropolitan regions to prompt transformative investment in these urban areas to:

- develop human capital and create a workforce ready to compete in the new economy of the 21st century,
- revitalize neighborhoods and increase economic development, and
- reduce health disparities and improve community health.

UW Bothell’s Academic Transition Program (ATP) is a year-long academic preparation program designed to assist historically disadvantaged, low-income, and first-generation college students, though all students may be considered for participation. In addition to orientation and learning strategies courses, the ATP includes a mentoring program. Faculty and staff volunteers serve as mentors throughout the year by supporting mentees in achieving their educational goals; providing referrals to resources to assist in personal, educational, and career development; and assisting students with the transition to college life. Volunteer mentors attend group meetings, meet with mentees regularly, and maintain frequent contact with mentees outside of regular meetings. In 2011-12, 22 faculty and staff served as volunteer mentors.

**Indicator 3.A.3: Number of UW alumni Peace Corp volunteers**

The University of Washington is recognized as a top producing university of Peace Corps volunteers, consistently ranking in the top three among colleges and universities. In 2013, the University of Washington was ranked first. The commitment of UW undergraduate and graduate alumni to make real differences in the lives of people across the world is a demonstration of the instilled commitment to service (Table 68).

**Table 68: UW Alumni Peace Corps Volunteers**

<table>
<thead>
<tr>
<th>UW Alumni</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>101</td>
<td>94</td>
<td>110</td>
<td>107</td>
</tr>
<tr>
<td>Graduate</td>
<td>17</td>
<td>21</td>
<td>24</td>
<td>20</td>
</tr>
</tbody>
</table>

**Indicator 3.A.4: Number of awards that recognize public service by students, faculty, and staff**

There are several key awards available in recognition of the public service activities of members of the UW community. The following list highlights these awards:

- The Outstanding Public Service Award, initiated in 1980, recognizes faculty and staff efforts to improve the quality of people’s lives locally, nationally, or internationally. It is presented at the University’s annual Recognition Ceremony and includes a $5,000 award. The selection committee considers the nature and extent of the public service activity, the

25 Among large colleges and universities (more than 15,000 undergraduates)
amount of time and effort involved, and its lasting impact. The basis for the nomination may be social, cultural, civic, education-related, or health-related achievements. It may be uncompensated consulting work within one’s area of expertise, or volunteer work in other areas.

- The Gates Volunteer Service Award, established in 2002, is presented annually to recognize and honor an individual whose extraordinary volunteer efforts have encouraged others to support the University of Washington through time, service, and philanthropy.

- Named for S. Sterling Munro, former top aide to the late Senator Henry M. Jackson and administrator of the Bonneville Power Administration, the S. Sterling Munro Public Service Teaching Award was established in 2000. Established by the Henry M. Jackson Foundation, it is given annually to a faculty member who has demonstrated exemplary leadership in community-based instruction, including service learning, public service internships, and community partnership projects. The Munro Award recipient is inducted into the University of Washington Teaching Academy. Teaching Academy members are eligible to participate in a variety of Academy-sponsored projects and events to further excellence in the teaching and learning process at the University. This award was established by the Henry M. Jackson Foundation.

- The Edward E. Carlson Student Leadership Award is available to junior or senior undergraduates. The Carlson Leadership Award recognizes individual students who have demonstrated a strong commitment to public service, provided outstanding leadership in the community, and who are committed to continued creative civic participation. The student is awarded a $2,500 scholarship and is recognized at the annual Spring Celebration of Service and Leadership.

**Indicator 3.A.5: Number of community members who attend on-campus educational and cultural events**

The University of Washington is one of the premier locations for educational and cultural events in the Puget Sound region. Every year, thousands of community members are able to take advantage of the UW’s exceptional museums, galleries, performance halls, and public lectures (Table 69). Below is a sample of these venues and events, including data on the number of community members who have visited these venues.

**Table 69: Non-UW On-Campus Attendance**

<table>
<thead>
<tr>
<th>Venue</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burke Museum</td>
<td>48,922</td>
<td>47,769</td>
<td>50,249</td>
<td>48,823</td>
<td>48,843</td>
</tr>
<tr>
<td>Henry Art Gallery</td>
<td>57,498</td>
<td>51,055</td>
<td>34,829</td>
<td>46,412</td>
<td>45,549</td>
</tr>
<tr>
<td>Meany Hall</td>
<td>49,407</td>
<td>48,798</td>
<td>48,524</td>
<td>41,874</td>
<td>44,468</td>
</tr>
<tr>
<td>Walker-Ames, Danz, Mangels Lectures*</td>
<td>---</td>
<td>1,531</td>
<td>3,470</td>
<td>4,390</td>
<td>5,298</td>
</tr>
</tbody>
</table>

*numbers of pre-registered attendees
• The Burke Museum: In 2010, the Burke celebrated its 125th anniversary. The Burke Museum is responsible for the state’s collections of natural and cultural heritage and sharing the knowledge that makes them meaningful. The Burke welcomes a broad and diverse audience and provides a community gathering place that nurtures lifelong learning and encourages respect, responsibility, and reflection. The museum offers a variety of programming including school group tours, summer camps, evening lectures, seminars, and community gatherings.

• Henry Art Gallery: Since its founding in 1927, the Henry Art Gallery has served the Pacific Northwest as a pioneer in bringing contemporary art and ideas to the region. The Henry is a hub for audiences of all ages to experience the discovery, wonder, and surprise that contemporary art, artists, and ideas provide.

• Meany Hall for the Performing Arts: Considered one of the region’s premier performance facilities, Meany Hall for the Performing Arts is beloved by artists and audience members alike for its outstanding acoustics and intimate ambiance. Individual performance venues include the 1,206-seat proscenium Meany Theater, and the 238 seat Meany Studio Theatre. It stages international performers through the UW World Series, as well as performers from the School of Drama, School of Music, Dance Program, and the Center for Digital Arts and Experimental Media.

• Walker-Ames Lectures: Since 1936, the Walker-Ames Fund has been used to bring many outstanding scholars in the academic profession to the UW to present public lectures. The scholars also work with groups of graduate students during their stay. Since its inception, the Graduate School has hosted 445 Walker Ames lecturers and 18 Walker Ames scholars.

• John Danz Lectures: The John Danz Fund, established in 1961, sponsors lecturers of national and international reputation. The fund is intended to enable the UW to bring “distinguished scholars who have concerned themselves with the impact of science and philosophy on man's perception of a rational universe.” Since its inception, the Graduate School has hosted 150 Danz lecturers.

• Mary Ann and John D. Mangels Endowed Lecture Series: The series was established in 1990 and is administered by the Graduate Opportunities and Minority Achievement Program (GO-MAP). The Mangels Lectureship, in cooperation with academic departments and programs, sponsors minority scholars or individuals whose work focuses on issues of diversity. Scholars come from a variety of fields for the benefit of minority students, the campus community, and the general public. The Graduate School has hosted nine Mangels speakers.

_UW Libraries_

While the primary clientele of the UW Libraries are current UW students, staff, and faculty, most of the Libraries’ research collections and tools are available for visitors. This includes a wide
range of free and fee-based services. The figures below show the percentages of non-UW community members’ activities from 2008-2012:

- 5 percent (25,000) of total physical library visits are from outside the UW community
- 7 percent (50,000) of UW Libraries borrowers are from outside the UW community
- 39 percent (1,600) of total Special Collections visitors are from outside the UW community

One of the ways that the UW Libraries serves the greater community is by its involvement in History Day, a national competition and year-long educational program for middle and high school students. Throughout this program, student historians work on year-long research projects that stress primary source material. The UW Libraries organizes a History Day Workshop for Teachers, which provides a focused opportunity for outreach to the K-12 community. On average, each year the library staff visit 15 classes and interact with approximately 600 students.

**Indicator 3.A.6: Participation of community members on UW department and school advisory boards**

Many units at UW Seattle rely heavily on advisory boards for feedback on the needs of the community and the impact of educational and research activities. While advisory boards are decentralized and not currently tracked across the institution, UW Advancement recently created a staff position charged with helping the University better engage, monitor, support, and appreciate community member involvement at the UW. This position has been tasked with creating a central list of advisory boards across the institution and has provided the following preliminary data:

- All 16 of UW Seattle’s schools and colleges have active advisory boards: Arts & Sciences, Built Environments, Business, Dentistry, Education, Engineering, Environment, Graduate School, Information School, Law, Medicine, Nursing, Pharmacy, Public Affairs, Public Health, and Social Work.

- Many departmentalized schools and colleges have a significant number of unit-level committees.

- Notable University-wide boards and committees include the UW Foundation Board, UW Alumni Association Board, and the UW Minority Community Advisory Committee.

- Other central service units have boards, including the Henry Art Museum, Burke Museum, KEXP, KUOW, Athletics (Tyee Board), and UW Libraries.

- There are at least 263 active volunteer committees and boards across the University.

UW Tacoma and UW Bothell actively foster community participation through advisory boards and other forms of engagement, as seen in Tables 70 and 71.
Table 70: UW Tacoma Advisory Boards with Community Participation

<table>
<thead>
<tr>
<th>Advisory Board</th>
<th>Number of Community Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Urban Waters Advisory Board</td>
<td>12</td>
</tr>
<tr>
<td>Education Advisory Boards (2)</td>
<td>30</td>
</tr>
<tr>
<td>Interdisciplinary Arts &amp; Sciences Advisory Board</td>
<td>10</td>
</tr>
<tr>
<td>Institute of Technology Advisory Board</td>
<td>22</td>
</tr>
<tr>
<td>Milgard School of Business Advisory Board</td>
<td>20</td>
</tr>
<tr>
<td>Social Work Advisory Board</td>
<td>10</td>
</tr>
<tr>
<td>Urban Studies Advisory Board</td>
<td>14</td>
</tr>
<tr>
<td>UW Tacoma Chancellor’s Advisory Board</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 71: UW Bothell Advisory Boards with Community Participation

<table>
<thead>
<tr>
<th>Advisory Board</th>
<th>Number of Community Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Council</td>
<td>23</td>
</tr>
<tr>
<td>Business Advisory Board</td>
<td>21</td>
</tr>
<tr>
<td>Center for Reinventing Public Education</td>
<td>8</td>
</tr>
<tr>
<td>Center for Serious Play</td>
<td>8</td>
</tr>
<tr>
<td>Computing and Software Systems</td>
<td>8-10</td>
</tr>
<tr>
<td>Education Advisory Boards</td>
<td>36</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>5</td>
</tr>
<tr>
<td>Nursing</td>
<td>18</td>
</tr>
<tr>
<td>The Entrepreneurship Center</td>
<td>6</td>
</tr>
<tr>
<td>UW Bothell Chancellor’s Advisory Board</td>
<td>21</td>
</tr>
</tbody>
</table>

Core Theme Three, Objective B

Table 72: Objective 3.B

<table>
<thead>
<tr>
<th>Core Theme Three: Service</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective B. The UW helps fuel the economic engine of the Pacific Northwest.</td>
<td>1. Estimate of economic impact</td>
</tr>
<tr>
<td></td>
<td>2. Number of startup companies</td>
</tr>
</tbody>
</table>

In December 2009, Tripp Umbach was retained by the University of Washington to measure the economic, employment, and government revenue impacts of operations and research of all of its campuses and affiliates.

The study showed that the UW is an economic powerhouse in the state, directly or indirectly affecting every resident of Washington, as indicated below:

- $9.1 billion in total economic impact in Washington State is generated by the UW.
- $618.1 million in tax revenue to state and local governments, including sales, property, and business tax payments. For every $1.00 in state funding allocated to the UW, $1.48 in tax revenue is returned to the state.
- Every dollar invested by the state in the UW generates $22.56 in the total state economy.
- 12,000 students graduate annually from the UW, and 74 percent of alumni stay in Washington State.
- UW staff, faculty, and students generate more than $394.5 million annually in charitable donations, volunteer services, and provision of free care.

Additionally, the UW creates jobs for the state. It is the third largest employer in the state, providing 69,803 jobs. One-third of these jobs are supported by $1.15 billion in UW sponsored research.

Indicator 3.B.2: Number of startup companies

Since 2005, the Center for Commercialization (C4C) has supported the commercialization of more than 100 projects, provided comprehensive mentoring, brought in over $4 million in grants, and helped spin out new companies. The mission of the C4C is to make the University of Washington the best place in the world to do research by providing unparalleled commercialization support to the UW’s entrepreneurial researchers.

More than 250 companies have been started by UW students and faculty or with UW technology. The University launched 17 new start-up companies in the past fiscal year based on UW research technologies, making FY 2013 its single most productive year for start-up formation. The UW is among the top five schools in the nation for commercialization efforts, along with the MIT, the University of Illinois, the University of Utah, UCLA, and Columbia University.

Additional information can be found in the 2010 report, “The Economic and Societal Impact of the University of Washington.”
Core Theme Three, Objective C

Table 73: Objective 3.C

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. The UW provides the highest quality of healthcare to the region</td>
<td>1. Number of hospitals and clinics</td>
</tr>
<tr>
<td></td>
<td>2. National reputation of UW Medicine</td>
</tr>
<tr>
<td></td>
<td>3. Economic impact and value that UW Medicine had on the state of Washington</td>
</tr>
<tr>
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<td>4. Amount of uncompensated care provided by UW Medicine</td>
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Indicator 3.C.1: Number of hospitals and clinics

UW Medicine is the most comprehensive integrated health system for residents of Washington, Wyoming, Alaska, Montana, and Idaho (the WWAMI region). UW Medicine consists of eight entities: four hospitals, a system of neighborhood clinics, a world-class medical school, a physician practice plan, and a critical transport service. UW Medicine provides expert health care at its two leading academic medical centers, Harborview Medical Center and UW Medical Center; at its two leading community-based hospitals, Northwest Hospital & Medical Center in Seattle and Valley Medical Center in Renton; and at nearly 200 outpatient clinics and nine neighborhood clinics located throughout Puget Sound. In FY 2012, UW Medicine provided approximately 1.6 million outpatient clinic visits and emergency department visits and nearly 65,000 inpatient admissions across its healthcare settings. UW physicians and health professionals are employed by UW Physicians, UW Medicine’s physician practice plan or Children’s University Medical Group (CUMG), the practice plan for Seattle’s Children’s Hospital; UW Medicine shares in the ownership of CUMG. UW Medicine shares in the ownership and governance of the Seattle Cancer Care Alliance with Seattle Children’s Hospital and Fred Hutchinson Cancer Research Center—one of the premier cancer treatment centers in the world. UW physicians also practice at other affiliated hospitals in addition to Seattle Children’s, such as the Seattle VA Medical Center.

Indicator 3.C.2: National reputation of UW Medicine

Patient Care

UW Medicine hospitals and programs routinely rank among the top hospitals in the state and the nation in *U.S. News & World Report’s* annual rankings of best hospitals. In the 2013-14 edition of America's Best Hospitals, only 147 hospitals (about 3 percent of the nation’s hospitals) earned a national ranking in the top 50 for at least one of 16 health specialties evaluated among the 4,806 hospitals analyzed. UW Medical Center was rated among the nation’s top 10 hospitals in the nation in three specialties: rehabilitation (No. 4), cancer (No. 7), and diabetes and endocrinology (No. 8). It was ranked nationally in ear, nose and throat (No. 32), geriatrics (No. 25), gynecology (No. 43), nephrology (No. 24), neurology and neurosurgery (No. 27), pulmonology (No. 48), and urology (No. 38). In addition, it was high-performing in cardiology & heart surgery, gastroenterology & GI surgery and orthopedics.
UW Medical Center was rated the top hospital in Washington State and in the Seattle metropolitan region.

Harborview Medical Center ranked No. 3 in the Seattle metropolitan area and No. 4 in the state in the U.S. News rankings. It was high-performing in nine areas. Northwest Hospital & Medical Center ranked No. 7 in Seattle and No. 9 in the state and was high-performing in four areas. Valley Medical Center ranked No. 11 in Seattle and No. 14 in the state and was high-performing in orthopedics. All four hospitals are recognized on U.S. News Best Hospitals in Puget Sound list.

Objective measures such as specialty-specific patient volumes, patient survival and safety data, the adequacy of nursing staffing levels, and other data largely determined the rankings in most specialties.

Research

UW Medicine faculty are second in the nation in research funding from the National Institutes of Health (NIH), with more than $611 million per year of NIH funding and total research funding of over $1 billion in fiscal year 2012. UW Medicine faculty have had impact in a large number of areas, including stem cell research and regenerative medicine, neurosciences, cardiovascular disease, genome science and gene therapy, cancer treatment and prevention, and many other areas. These have translated into lives saved and improved worldwide.

UW Medicine research activities are highly collaborative and include a number of interdisciplinary centers and institutes, such as the Institute for Protein Design, Institute for Translational Health Sciences, and others. The Institute for Health Metrics and Evaluation (IHME) has been a world leader in measuring and analyzing health across the globe, including leading the Global Burden of Disease Project, with major impact on health policy decisions.

The UW community includes three living Nobel laureates (five in the school’s history), 32 members of the National Academy of Sciences, and 35 members of the Institute of Medicine. Nine faculty members have received the Gairdner International Award, one of the world’s most prestigious research awards; many Gairdner recipients go on to receive the Nobel Prize. Research achievements have had a tremendous impact on the daily lives of many people through discoveries and innovations that help patients and new knowledge that advances the understanding of medicine and biology at their deepest levels.

Teaching

Founded in 1946, the UW School of Medicine is recognized for excellence in training primary-care and specialty physicians and for advancing medical knowledge through scientific research. The School is a regional medical school serving the states of Washington, Wyoming, Alaska, Montana, and Idaho—the highly renowned and emulated WWAMI program. The School of Medicine accepts 235 first-year medical students each year from the five states and has over 900 medical students in training, as well as trainees in several allied health professions programs. The program offers outstanding, efficient and cost-effective medical education and has expanded the number of physicians and other health professionals for the five-state region. The program is
very successful at retaining and returning students to practice in the WWAMI region upon completion of their graduate medical education training.

The School of Medicine has a robust graduate medical education program (GME) and is the largest sponsor of GME programs in the WWAMI region. About 1,200 trainees participate in 27 residency and 66 accredited clinical fellowship programs. Among nearly 700 sponsoring institutions nationally, UW Medicine ranks fifth in the number of ACGME-accredited programs and 10th in the number of trainees. Trainees are located at UW Medicine and affiliated teaching sites as well as throughout the WWAMI region in community hospitals and clinics. A large percentage of GME graduates remain to practice in the WWAMI region.

The UW School of Medicine is nationally recognized for its commitment to community service through the volunteer activities of students, trainees, staff, faculty, and alumni. The WWAMI program is a direct product of the service ethic that characterizes the school—with the School of Medicine reaching out to help four neighboring, largely rural states that could not meet their need for physicians and did not have sufficient funding to build medical schools. In 2012-13, among registered UWSOM medical student service groups, students put in 4,374 known hours of community service, in activities like the RotaCare Student Run Free Clinic and Community Health Advancement Program (some service groups did not clock hours, so this is a conservative number.)

The UW School of Medicine was ranked second among primary care medical schools in the country in 2013, following 19 consecutive years as the number one school nationally. In addition, U.S. News and World Report ranks the following UW Medicine teaching programs in the top 10 in the nation:

- AIDS (No. 5)
- Drug and alcohol abuse (No. 8)
- Family medicine (No. 1 for 22 consecutive years)
- Geriatrics (No. 9)
- Internal medicine (No. 8)
- Pediatrics (No. 9)
- Rural medicine (No. 1 for 22 consecutive years)
Indicator 3.C.3: Economic impact and value that UW Medicine had on the state of Washington

In 2009, UW Medicine had an economic impact on the state of Washington of $4.1 billion. When all the major affiliates were included, the economic impact reached $8.5 billion. The economic impact was calculated at three separate geographic levels: Washington State, Puget Sound Region, and Seattle. The $8.5 billion economic impact of UW Medicine (all affiliates) includes $3.7 billion in direct business volume impact and a further $4.8 billion in indirect economic impacts accruing to the economy through the multiplier.

Indicator 3.C.4: Amount of uncompensated care provided by UW Medicine

While the economic impact of institutional expenditures and job creation in Washington is substantial, so too is the contribution that UW Medicine makes to the care of the uninsured and underinsured. Uncompensated care is a major financial burden on teaching hospitals and integrated academic health organizations. Although major academic medical centers comprise 6 percent of the nation’s acute care hospitals, estimates show they provide 45 percent of uncompensated care in the United States.

UW Medicine provided $325 million in uncompensated and/or charitable care in 2012.

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27 Additional information can be found in the 2010 report, “The Economic and Societal Impact of the University of Washington.”

28 Taken from the 2010 report, “The Economic and Societal Impact of the University of Washington.”

29 Taken from the 2010 report, “The Economic and Societal Impact of the University of Washington.”
Standard 4.B Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

The university will continue to improving upon its three core themes by reviewing and implementing the feedback and recommendations received from the Northwest Commission on Colleges and Universities. The Office of the Provost and the Graduate School both played a central role in identifying areas of improvement, and the University looks forward to receiving feedback from the Northwest Commission on Colleges and Universities.

Core Theme One: Research and Scholarship

An essential component of the University’s mission is to hire and retain excellent faculty. Budget cuts since 2008 have made both recruitment and retention a major challenge. The University is dedicated to improving recruitment and retention through the efforts of the Office for Faculty Advancement, housed in the Office of the Provost.

The UW is dedicated to the ongoing improvement of its research and scholarship activities. Key commitments include continuing to build on its efforts to help graduate students successfully compete for external funding to support their research. For example, this year the National Science Foundation (NSF) awarded 58 new fellowships to students who will do their graduate studies at the UW in 2013-14. This number places the UW fifth in the nation behind Stanford, UC Berkeley, MIT, and Harvard. The UW will have a total of 220 NSF Fellows on campus in 2013-14.

The University will continue to improve efforts for collaboration in research and scholarship. The UW of the 21st Century emphasized a more collaborative approach that is supported by a more diversified funding base. And the Fostering Collaboration partnership became a core part of the UW enabling it to combine its unique expertise in ways that advance discovery and learning to solve the challenging problems of our time and place.

The University will also continue to expand the deep-rooted collaborative culture of the Northwest, thus capitalizing on its geographic location. Taking a team approach to teaching, learning, and research, the UW is working to foster cross-discipline research and scholarship with members from its local and global community.

Many units within the UW are committed to ongoing improvements. For example, the UW Libraries recently launched its 8th triennial faculty library use survey. Survey results help the
Libraries better understand faculty teaching, research, and clinical needs to provide the best possible library support.

The UW continues to improve on its commitment to systematic and far-reaching growth by developing a culture or research, invention, and innovation; utilizing best practices from the public and private sectors; and using technology to automate and streamline.

**Core Theme Two: Teaching and Learning**

The University of Washington will work to improve on the systematic collection of data to determine teaching and learning outcomes.

The University is dedicated to the ongoing development and implementation of technology to enhance teaching and learning. The learning centers on each of the three campuses are helping instructors become more skilled and able to use various technologies for in-class, hybrid, and online classrooms.

The University is committed to increasing diversity among faculty and students. The 2011 Graduate School report on diversity and the Office of Minority Affairs & Diversity’s report (*Diversity of UW: A Blueprint for the Future*). The blueprint will continue to drive improvements in recruitment and retention.

The University will continue to work toward improving the successful integration of international students (both undergraduate and graduates). For example, two reports, one commissioned by the Office of the Provost on English proficiency and one by the Graduate School on international graduate students, provide directions for improvement as the UW continues to increase its global reputation.

The University continues to focus on improvements in interdisciplinary teaching and learning, particularly on the Seattle campus. A recent effort in this direction is the Interdisciplinary Teaching Working Group.

The University seeks to improve its collection of data to learn more about education outcomes. The Graduate School has convened a group of people, all of whom collect data on student learning experiences and educational outcomes. The goals are to understand what data are collected, reduce redundancies, and use the data more systematically in service of improved teaching and learning.

The Provost has issued a series of reports on changes in higher education and the UW’s response to these changes. These reports are discussed in detail in Chapter 5.

**Core Theme Three: Service**

Increasingly, the challenges we face today require connected, integrative solutions. As Washington State’s flagship research university, the UW has a strong history of collaborating on problem-solving research that spans disciplines, reaches across geographic boundaries, and addresses issues of equity and inclusion. As part of this commitment to making discoveries that address society’s key challenges, President Michael K. Young launched a collaborative initiative, which focuses on:
• leading change in public higher education;

• turning the UW inside out to apply expertise to K–12 education, environmental sustainability, health care and social justice; and

• driving our economic future.

Turning the UW inside out—taking more of the discoveries and innovations from our scholars, researchers and students and bringing them to the broader community—is a key way that the University will work to create new opportunities for outreach to the community.

We are committed to applying our insights to enact change in our communities and address achievement gaps in public education by building on partnerships and programs such as:

• the Ackerley Partner School Network, which strives to create and support collaboration for K–12 and university educators;

• the Institute for Learning & Brain Sciences (I-LABS), where research is conducted to help all children achieve their full potential; and

• the Center on Reinventing Public Education at UW Bothell, addressing key K–12 public education reform issues.

At the UW, students, faculty and staff are exploring new ways to create a sustainable planet and ensure a healthy environment—and we plan to keep exploring through groundbreaking work, such as:

• leveraging a $40 million grant to develop our region’s biofuels industry and create jobs using Pacific Northwest woody biomass;

• the regional smart energy grid demonstration project on the UW’s Seattle campus; and

• the Center for Urban Waters at UW Tacoma, which tracks pollution sources in the Puget Sound region.

Through education, collaboration and research, the UW strives to promote healthy lives around the world. We plan to expand our existing efforts to reach underserved communities. Just a handful of those current efforts include:

• The WWAMI regional medical education program — a partnership between the UW School of Medicine and the states of Washington, Wyoming, Alaska, Montana and Idaho that provides publicly supported medical education while meeting physician workforce needs in rural and underserved areas.
• Partners for Our Children—a public–private partnership between the School of Social Work and the Washington State Department of Social and Health Services that aims to improve the lives of children in our state’s child welfare system.

• The Institute for Health Metrics and Evaluation — an interdisciplinary center that provides a foundation for informed decision-making in health care systems.

Additionally, the University is increasingly looking to expand on innovative partnerships and programs, such as the UW Center for commercialization (C4C). Joining the business community, the investment community, UW researchers and UW students, C4C’s integrated suite of programs supports startups and facilitates the movement of ideas from labs to the marketplace.
CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

Executive Summary of Eligibility Requirement 24

Eligibility Requirement 24: Scale and Sustainability

The University of Washington demonstrates that its operational scale is sufficient to fulfill its mission and achieve its core themes in the present and will be able to continue to do so in the foreseeable future.
Standard 5.A: Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

The UW has defined clear measures that demonstrate its success in the core themes it has established: research and scholarship, teaching and learning, and service. These are described throughout the accreditation report and are articulated in detail in the qualitative and quantitative indicators outlined under Standard 4. These indicators provide feedback to the institution’s faculty, students, and staff at many levels and through diverse channels. At an institution-wide level, assessment is linked to a continual process of strategic thinking about future directions and initiatives, as described under Standard 5.B.2.

In addition to the indicators described in Standard 4, large-scale and institution-wide assessments provide both external and internal feedback to University leadership and the institution as a whole.

External Feedback:

- Professional Accreditation and Licensure or Certification: Professional and clinical programs undergo a rigorous review process as part of program-specific accreditation. The President and Provost participate in this process and monitor outcomes.

- Institutional Accreditation (Northwest Commission on Colleges and Universities): this is an institution-wide reflection on all its teaching and learning activities.

- Specialized and National Studies: Includes monitoring national assessments of institutional outcomes as well as program and institutional rankings, both by institutional leaders, as well as by faculty and staff.

Internal Feedback:

- Two Years to Two Decades (2y2d) Initiative: Over 3,500 faculty, staff, students, and community stakeholders from across all three campuses participated in 2y2d focus groups and surveys to help envision the future and identify the priorities of the University.

- Sustainable Academic Business Plan: Serves as a framework to implement the vision and priorities that 2y2d identified in order to maintain excellence in teaching, scholarship, and research, while working with ever-changing financial realities. This plan is an evolving framework of long- and short-term goals that guides workgroups across the campus with the goal of keeping the UW strong and well positioned for the 21st century.

- Academic Program Review: A comprehensive, decennial review of all academic programs is based on extensive self-assessment, along with external faculty review.
• New Program Review: Review of all new degree program proposals by UW faculty councils, as well as external faculty review. Final approval by the President (undergraduate programs) and Board of Regents (graduate programs). Graduate programs receive provisional status for five years. A 10-year review cycle is granted contingent upon a successful five-year review.

• Governance: The UW has an effective and clearly defined governance system that takes into account the views of those who have direct interest in policies and procedures and allows for communication and feedback across organizational structures (described under Standard 2.A).

• Continual benchmarking: Global Challenge State Peer Institutions are used for benchmarking specific measures, with the Office of Planning & Budgeting providing the data to the campus community.

• Office of Research Organizational Improvement (iSTAR) Dashboard: contains efficiency and effectiveness data for the campus community.

• Institutional Data and State Accountability Measures: The UW's Data Management and Institutional Research Office make UW data public in a range of areas in its annual Factbook.

• Focused Studies on Teaching and Learning: Studies coordinated by the Office of Educational Assessment offer departments help in investigating teaching and learning questions.

• Surveys of Students and Alumni: Office of Educational Assessment surveys track students' perceptions of their own experiences.

• Biennial Departmental Assessment Charts: Biennial assessment reports include learning goals for undergraduate majors and assessment activities.

• Departmental and Course Based Approaches: Assessment and feedback at the local level.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Detailed responses to Standard 4.A show how specific indicators allow for meaningful assessment and feedback of activities throughout the institution, demonstrating areas of excellence as well as areas of investment.
Standard 5.B will provide a reflection on specific areas of excellence the UW plans to build on in the coming years, as well as targeted areas that will demand ongoing attention in the changing environment of higher education.

The current section provides a high-level overview of how quality and effectiveness is ensured at UW, both locally and externally.

**Mission Fulfillment**

The University of Washington defines its central mission as the preservation, advancement, and dissemination of knowledge as one of the nation's outstanding teaching and research institutions. In fulfilling this mission it serves students and the community at the state, national, and international level.

Mission fulfillment for the UW is demonstrated by achieving excellence in each of the core themes it has articulated in this accreditation document. Each of the chosen indicators outlined under Standard 4.A shows how the UW’s three core themes are broadly assessable and are actively being measured with the goal of continual improvement. For the institution as a whole, the quality and effectiveness feedback loop occurs on both a local and external level to ensure excellence.

**Local Assurance of Quality and Effectiveness**

Assurance of quality and effectiveness permeates the UW’s organizational structure. Localized activities ensure that the threshold for excellence in each of the core areas is met. Individual faculty, departments, and the colleges and schools use institutional resources and data provided centrally for meaningful feedback on quality and effectiveness. External reviewers feed into this process of evaluation. Examples already described in the accreditation report include:

- program-specific accreditation that looks at a program in the national context of professional education;
- decennial academic program reviews, with assessments from both UW faculty and faculty from peer institutions;
- creation of new degree programs involving input from unit advisory boards and mandatory written assessment by outside faculty reviewers;
- advisory board involvement with colleges, schools, departments, and programs by providing constant input; and
- institutional studies and reports made available throughout the University and to the public, which provide continual feedback and improvement of research and scholarship, teaching, and service.

The quantitative and qualitative measures described in response to the core theme objectives and indicators under Standard 4 are part of feedback provided up and down the organizational structure. University leadership focuses on making assessment resources available to faculty and
departments, assisting with communication that spans the various organizational units, and providing strategic direction setting for the institution as a whole. Peer comparisons and benchmarking are key first steps when making decisions about direction setting, but these primarily occur at the level of the decision rather than at the level of an institution-wide study. This approach ensures that benchmarking activities are both meaningful and actionable, since faculty and staff most knowledgeable about the item are involved. For comparisons that span the institution, such as faculty salaries or student funding, a central office provides the data for individual faculty and staff to use. This dual approach makes most efficient use of institutional resources.

The following list provides several illustrative examples of how formal and informal peer comparisons occur across the University. These are representative examples, rather than exceptional cases, of using comparative data at the local level with the goal of making strategic decisions and assuring quality in a wide range of areas.

- **College of Engineering**
  - Uses annual American Society for Engineering Education data to benchmark against other institutions. This includes information such as degrees and enrollment, demographics, faculty, and research expenditures.

- **Department of Aeronautics and Astronautics**
  - Maintains a research database containing research productivity data, such as the number of graduate students, grants, publications, and patents for each faculty member. The data are aggregated according to research discipline and averaged for the entire department. These data are compared to other Aero/Astro departments using the data from the 2010 NRC report, "A Data-Based Assessment of Research-Doctorate Programs in the United States." The department benchmarks its performance to the data for all Aero/Astro departments and for the top 10 departments, as identified by *U.S. News and World Report*.

- **College of Arts and Sciences**
  - Reliance on faculty salary comparisons provided by the Office of Planning & Budgeting in making decisions about appropriate salary increases in retention situations, as well as for unit salary adjustments when those may occur.
  - Peer research on the presence or structure of degrees at other institutions. Recent examples include assessing the existence and structure of integrated social science degrees and of integrated sciences degrees at U.S. institutions, with the goal of guiding decisions about these types of degrees at UW.
• Department of Mathematics
  o Regularly seeks peer comparisons when working on a project or specific issue (e.g., conducting a survey of graduate programs to see how the UW’s preliminary exams compare with its peers).

• School of Public Health
  o Formal faculty salary benchmarking to peer schools of public health (*U.S. News and World Report* top 10).
  o Informal comparison of size and structure of the dean's office to other schools of public health to guide the dean’s decisions on administrative structure.

• School of Nursing
  o Faculty salary benchmarking to annual American Association of Colleges of Nursing salary data so the school compares not only UW peer institutions but also to other research-intensive universities.
  o Monitors NIH funding compared to historic levels to other research-intensive schools, as well as the *U.S. News and World Report* rankings.
  o Uses quarterly and yearly data about the passing rates of the licensing examination (NCLEX) for undergraduates in comparison with other schools in the state and the median for the nation.
  o Benchmarking data about the certification passing rates for the advanced practice graduates (master’s and professional doctorates) for national comparison.

• Evans School of Public Affairs
  o Benchmarking in targeted areas, such as admissions, executive education, tuition, cost of living, and curriculum.

• Office of Educational Assessment
  o Recently conducted a rough benchmarking study of peer institutions, plus five highly rated R1 institutions, on institution-wide assessment of teaching and learning.
• Finance and Facilities
  o Assesses its services and products through four measurements: benchmarking, quality, efficiency, and engagement. All four areas support organizational change and efficiency, with specific benchmarking and reporting in the areas, such as:
    ➢ higher education sustainability rankings;
    ➢ workload indicators for Grant and Contract Accounting compared to UCLA and U of Michigan;
    ➢ cost of UW copy and mailing services compared to Federal Express;
    ➢ cost per paycheck compared to UC Davis, UCLA, UC San Diego.

• School of Pharmacy
  o Participates in the American Association of Colleges of Pharmacy (AACP) annual survey of member institutions that includes a variety of indices of performance, such as enrollment and graduation statistics, awards and recognition, faculty salaries, and extramural grants. Results are available to members.
  o The Pharmacy accrediting body, ACPE, requires the school to track a variety of parameters related to the Doctor of Pharmacy program.
  o Pharmacy uses informal input from colleagues at peer pharmacy schools.

• Graduate School
  o Benchmarks graduate school application fees nationally to guide decisions about application fees.

• Office of the Provost
  o Benchmarks on national practices including interdisciplinary and collaborative research in tenure and promotion criteria.
  o Benchmarks on fees charged to international students at major US research universities.

• Undergraduate Admissions
  o Compares trends in enrollment management practices and organizational structures across the U.S. in research universities.
Assesses trends in centralization of scholarship awards in U.S. research universities.

These few examples of ongoing benchmarking and comparisons to other institutions have the common goal of ensuring efficiency and excellence at UW. They demonstrate that the UW benchmarks in ways that are closely tied to performance, to assess how the institution is doing compared to others, and policy creation, where ideas are fully vetted prior to implementation with an eye towards what others are doing in the area.

**External Assurance of Quality and Effectiveness**

National rankings and assessments of institutions and programs allow the UW to monitor its status among its peers. These rankings demonstrate that the UW stands as one of the nation's top public research institutions in its three core areas.

**Research and Scholarship**

The UW is a national and international leader in research and scholarship, maintaining demonstrated excellence:

- With a research budget exceeding $1.47 billion (2012), the UW consistently ranks among the top five in both public and private universities in the United States.

- The UW is the largest recipient of federal research funding among public universities and second among all public and private universities in the country, a position that the University has held each year since 1974. Virtually all of the funding came from peer-reviewed research proposals.

- The UW is one of only 63 members of the Association of American Universities and is a sea and space grant institution.

- The UW ranks in the top 10 nationally among public research institutions in the number of faculty who receive top international and national awards and honors.

- Among the faculty, there are five winners of the Albert Lasker Award for Clinical Medical Research, one winner of the Fields Medal, nine winners of Gairdner International Awards, 15 MacArthur Fellows, two winners of the National Book Award, one winner of the National Medal of Arts, five winners of the National Medal of Science, six Nobel laureates, 29 winners of the Presidential Early Career Awards in Science and Engineering, and two Pulitzer Prize winners. Additionally, among UW faculty are 67 members of the American Academy for Arts and Sciences, four members of the American Philosophical Society, 15 Howard Hughes Medical Institute Investigators, 53 members of the Institute of Medicine, 21 members of the National Academy of Engineering and 68 members of the National Academy of Sciences.
The Association of Research Libraries (ARL) investment index ranks the University of Washington Libraries 20th among the top 115 academic research libraries in North America, and its 7 million volumes place it at 14th among ARL libraries.

**Teaching and Learning**

The UW places a clear focus on maintaining excellence in teaching and learning. The institution invests in improvement and innovation in the rapidly changing landscape of higher education. Specific innovations in teaching and learning at the UW are discussed below under Standard 5.B. National and international rankings show that the UW excels through its commitment to teaching and learning:

- In 2012 and 2013, the UW was ranked 16th worldwide (14th in the U.S.) by Shanghai Jiao Tong University’s *Academic Ranking of World Universities*.
- The *Times Higher Education World University 2012-13 Rankings* placed the UW at 24th worldwide.
- In 2013 the University was ranked 46th among all "national universities" by *U.S. News and World Report*.
- The UW was ranked 13th among public universities in 2013 by *U.S. News and World Report*.

While the UW is proud of this high level of recognition by these national and international assessments, the *Washington Monthly College Guide* ranking is worth highlighting, because it closely reflects the aspirations and core values of the institution. The *Washington Monthly* rates schools “based on their contribution to the public good in three broad categories: social mobility (recruiting and graduating low-income students), research (producing cutting-edge scholarship and PhDs), and service (encouraging students to give something back to their country).” Placing near the top in such a ranking shows how the UW, a top institution internationally in terms of research and scholarship, serves its students and society in a way that reflects its core values and its mission as a public institution.

**Service**

The UW joins forces with community groups, colleagues, and students across campus and across disciplines to provide vital information and services, reaching out especially to those most in need. The UW works to help all people lead healthy, productive lives, empowering them to contribute to society. In return, the UW benefits and learns from the exchanges and the people encountered through service work. Several highlights of service activities are noted below:
• In FY 2011, UW Medicine provided $235 million system wide in charitable care for persons who could not pay ($189 million of this care was provided by Harborview Medical Center). This is more than any other system in Washington State.

• 286 research centers and collaborations with more than 100 state, federal, industry, and international partners nurture interdisciplinary teams of students, scholars, and practitioners.

• Over 5,300 undergraduate students engage in UW-sponsored service learning and public service each year.

• More than 70 percent of UW law students participate in pro bono clinics.

• The Alliance for Child Welfare Excellence helps caregivers effectively address the difficult issues experienced by foster children. This is Washington State’s first comprehensive statewide training partnership dedicated to developing professional expertise for social workers and enhancing the skills of foster parents.

• The UW was named to the President’s 2009 Community Service Honor Roll in Early Childhood Education for the work of JumpStart Seattle, the Early Childhood and Family Studies program, and the Experimental Education Unit.

• The College of Education is home to major research centers, including:
  o the National Center for Quality Teaching and Learning, where UW faculty and students train and support teachers in Head Start and other early education classrooms; and

  o the Childcare Quality and Early Learning Center for Research and Training leads work in the state to assess the quality of early learning programs, such as childcare and pre-K, and trains coaches who will work with childcare providers to improve the quality of their programs.

**Targeted Peer Comparisons**

In addition to the local benchmarking that occurs throughout the institution (see Standard 5.A.2 above), the UW benchmarks to its peers in specific cases. This is done on an ongoing basis in targeted areas where the institution has identified areas of strategic importance for the institution using the feedback mechanisms described under Standard 5.A.1.

The Global Challenge States comparison group is currently used for targeted benchmarking, although for decades the UW has monitored and reported on performance based on peer metric comparisons with national institutions of comparable scope and mission. In 2005, the Washington legislature passed SB 5441 to create the Washington Learns Steering Committee and advisory committees in early learning, K-12, and higher education. The Global Challenge States are the top eight performers on the New Economy Index, which compares how well they are positioned to compete in the new economy. The eight Global Challenge States and their 11

30 New Jersey, Connecticut, Massachusetts, Maryland, Virginia, Colorado, Washington, and California
universities are established in Washington law and offer a broad set of indicators across a range of targets in which the UW is compared.

Four ongoing areas where the UW uses the Global Challenge States to monitor comparison data at an institutional level with the goal of assuring excellence are:

- faculty salaries,
- student funding,
- undergraduate tuition, and
- graduate student employee wages.

The first three are assessments available on the Office of Planning & Budgeting website. The fourth is a recent addition that has not yet yielded data. In each of these cases, the internal assessment and oversight processes identified areas of strategic importance to the University’s core mission, and benchmarking to peer institutions was established in a targeted manner.

In the area of faculty salaries, the Provost has openly stated her goal of increasing faculty salaries as a key institutional priority for maintaining excellence. Keeping undergraduate tuition at an affordable level in the face of eroding state support remains a priority as well as a challenge. The UW remains committed to the Husky Promise program that guarantees that full tuition and standard fees will be covered by grant or scholarship support for eligible Washington State students, as well as to other initiatives to keep the University accessible and responsive to students’ financial needs. The UW continues its ongoing communication with the State legislature to underscore the importance of public support for student funding in higher education. Graduate student employee compensation is a newer set of comparison data that was driven by union negotiations but reflects the University’s efforts to ensure equitable compensation for all its employees.

Addressing such areas of institutional importance is a strategic priority for the UW in order to ensure the sustainability of mission fulfillment. The reliance on decentralized activities, in concert with a targeted approach at the institutional level, is the most efficient and effective use of limited resources. It allows the UW to pursue its goal of sustaining its core theme objectives so that it remains one of the world’s outstanding teaching and research institutions.
## Standard 5.B: Adaptation and Sustainability

| 5.B.1 | Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. |

The Board of Regents adopts an annual operating budget, an annual capital budget, and approves a 10-year capital forecast (the One Capital Plan) each year. The process for developing the annual budget is discussed under Standard 2.F.2.

The adequacy of financial resources for all University services and activities is reviewed annually. Each year, the dean, chancellor, vice president or vice provost in charge of every campus unit has a strategic planning and budget meeting with the Provost and Office of Planning & Budgeting staff. The information obtained during these meetings is one part of the input into the University’s annual budget process in which decisions about allocation of any incremental resources are made. The tools available to deans to predict changes in their financial resources are discussed under Standard 2.F.2.

The Office of Planning & Budgeting (OPB), under the Office of the Provost, supports the UW community through the planning and allocation of financial and physical resources and by providing analysis and information services to enhance University decision-making, planning, and policy formation. Resource planning and development at the University has undergone dramatic change over the last three years. Significant factors have led to this change, all of which influence the University’s resource planning efforts, as described under Standard 2.F.2:

- The level of state General Fund support to the University has decreased dramatically, from $401,707,000 at the start of FY 2009 to $209,465,000 for FY 2013.

- With the exception of requiring a specific number of resident freshmen to be accepted each year, Washington’s legislature no longer sets an authorized enrollment level for the University.

- In May 2011, the Washington legislature passed a bill that granted the Board of Regents authority to set undergraduate resident tuition so that it now has tuition-setting authority for all tuition categories.\(^{31}\)

- The University evaluated and decided to implement an activity based budgeting model during FY 2012. The new model will be fully implemented as of FY 2013.

\(^{31}\) Undergraduate tuition setting authority was granted for a four-year period starting in the 2011-12 academic school year, followed by tuition setting authority with caps, or limits on increases, until 2017-18.
Because of the significant reductions that the University experienced in state General Fund support over the past four fiscal years, the University’s resource planning has focused on how to absorb these significant reductions, while minimizing, to the extent possible, negative impacts on programs and students. Institutional responses included:

- significant increases in tuition, particularly undergraduate tuition;
- increases in the number of undergraduate students and changes to the undergraduate enrollment mix, including a greater percentage of non-resident students (still below 25 percent of total);
- new focus on performance evaluation metrics for both academic and administrative units;
- increased focus on organizational excellence across all units and the creation of an Organizational Effectiveness Initiative to support effectiveness and efficiency through process improvement (more on this below);
- initiating a “Two Years to Two Decades” Initiative (more on this below);
- implementing differential budget cuts with an eye toward preserving programs and services for students;
- developing a University of Washington Pact with Students; and,
- implementing of an activity based budgeting model.

This deliberate and systematic approach has positioned both the University overall, and the colleges and schools in particular, to plan for a future in which material increase in state support is unlikely.

As part of the budget development process, the President and Provost seek input from the Board of Regents, the Board of Deans and Chancellors, the President’s Cabinet, and the Faculty Senate Committee on Planning and Budgeting. In their annual budget meetings with the Provost, deans and chancellors are required to explain how their elected faculty councils have been involved in the development of budget proposals.

| 5.B.2 | The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement. |

As part of the planning practices described under Standard 5.B.1, the UW consistently documents and evaluates its planning activities and resource allocation. Institution-wide planning and budgeting documents are made available to the University community and other stakeholders on the Office of Planning & Budgeting website and on the Office of the Provost website.
Sustainable Academic Business Plan

As articulated earlier in the document, the Sustainable Academic Business Plan is a framework used to maintain excellence in teaching, scholarship, and research while dealing with financial realities. It outlines the strategic goals and related activities that will keep the UW strong and well positioned in the 21st century. The strategic goals identified are:

- Sustain: Academic excellence and mission; financial stability.
- Compete: Attract the best students, faculty, and staff; increase and diversify funding.
- Transform: Embrace technology and interdisciplinary collaboration to meet needs of a diverse and dispersed student body; invest in people and infrastructure to meet 21st century challenges.
- Quality Comes First: Ensure that quality remains paramount.

The plan is an evolving framework of long- and short-term goals that guides workgroups across campus. Figure 15 below indicates the relationship between the UW mission, the Two Years to Two Decades (2y2d) vision, the drivers of change for higher education, and institutional goals and initiatives that have been launched to address areas of risk.
Figure 15: Sustainable Academic Business Plan Overview
The UW of the 21st Century visioning document is an articulation of how the 3,500 focus group participants envisioned a university that fulfills the UW’s mission while responding to drivers of change in higher education:

- **The UW of the 21st Century** (April, 2011): The UW will be more competitive, more collaborative, more technology-reliant, more nimble to lead through change, and is supported by a more diversified funding base.

The following initiatives grew out of 2y2d and Sustainable Academic Business Plan activities in response to a gap analysis. Several initiatives were launched under this framework and have since been handed over to University units to continue, such as Academic Program Evaluation, Campus of the 21st Century, and Enhancing Student Services. The remaining initiatives are active today. The links below are briefs that serve as guiding documents for the activities and provide detailed examples of how the UW is achieving its vision in each area:

- **Organizational Effectiveness** (February, 2013): The UW is creating a robust but lean infrastructure to serve the needs of students and faculty, allowing them to focus on a combined mission of education, research, and service; improving services; and saving time and money across all levels of administration.

- **Teaching and Learning** (January, 2013): At the University of Washington, undergraduate students experience research up close, through classes, conversations, and laboratory practice with some of the world’s top researchers. These “academic close encounters” with leading researchers are the hallmark of a UW education. Students learn from, and join, the people who are doing path-breaking research and scholarship in dozens of fields. In UW classes, laboratories, internships, and activities, students learn the vital research and critical thinking skills that will guide them in their own careers and spur the innovation and leadership the state, nation, and world require.

- **Fostering Collaboration** (September, 2012): The collaborations that allow faculty, students, and staff to advance discovery and learning in order to solve the challenging problems of our time and place are the core part of the UW experience. The deep-rooted collaborative culture of the Northwest touches everything the UW does. At UW, faculty, students, and staff take a team approach to teaching, learning, and research, working across disciplines and with members of the local and global community. Resting on the strong foundation of disciplinary knowledge, UW faculty and students explore the intersections between fields that bring greater insight to all disciplines. The result is synergy, collective insights, meaningful impact, and a whole that is more than the sum of its parts.

Other Planning Efforts that Relate to the Sustainable Academic Business Plan

The Two Years to Two Decades (2y2d) Initiative, and the resulting vision, principles for decision-making, and framework have kept the UW aligned to its mission during a period of constricting resources, ensuring that difficult choices have been based on core values. It continues to serve as the foundation for ongoing efforts as the institution makes near-term decisions with the long-term future of the University in mind.
The Sustainable Academic Business Plan, a result of the 2y2d Initiative, provides a planning framework that is unique among large research universities. The framework not only engages the campus as a whole, but also brings together leaders at the highest level from the business side of the institution, under the vice presidents, with those on the academic side, under the deans and vice provosts. This happens with the goal of creating a culture of continuous improvement.

Organizational Effectiveness

This section provides recent examples of how the process of oversight and evaluation described under Standard 5.B.1 effectively leads to institutional change, efficiency, and organizational effectiveness in administrative functions.

The Board of Regents, in its role of monitoring the University’s resource alignment and adequacy, described in a July 2012 declaration the significant resource challenges the UW faces in light of the reduction in state support. This declaration was a call to the state to recognize the importance of higher education through sustained financial support for its institutions of higher education and for student financial aid. It was also a call to action to the UW to ensure prudent and cost-effective utilization of University resources. The University responded. Among the eight points listed under Standard 5.B.1—the diverse ways that the UW has navigated an extremely challenging resource environment in recent years—this section describes in more detail the Organizational Effectiveness Initiative (OEI) as a model for how the UW productively responds to potential threats to its core mission.

An increased focus on organizational effectiveness, including the launch of the Organizational Effectiveness Initiative, began in 2010 to respond strategically to the challenges the University faced due to reduced state resources. The goal of these efforts, led by the Provost with major actions taken by the vice presidents of Finance & Facilities and UW-IT, was to cut costs and preserve resources while at the same time maintain quality. This involved absorbing cuts without impacting mission in order to devote resources captured through efficiencies to high-value efforts.

Along with 2y2d and the Sustainable Academic Business Plan’s principle of investing in areas of strategic importance, this approach has allowed the UW to not only meet its mission at a minimal level, but to continue to innovate and expand, keeping it aligned with the future directions of higher education in general, and the vision of the UW of the 21st Century in particular. In Finance & Facilities, lean management principles were adopted, while in UW-IT, technologies were introduced that created efficiencies and streamlined processes.

The OEI, launched by the Provost and based on the 2y2d principles in order to support the Sustainable Academic Business Plan, provides the campus with resources for work process improvements and innovations. These include organizational development services such as strategic planning, process improvement, change management, metrics and measurement, reporting, and benchmarking. The Organization Effectiveness brief shows how the UW as a whole has worked to create a robust, but lean, infrastructure that serves the needs of students and faculty, allowing them to focus on the common mission of education, research, and service. The brief articulates how the UW:
• makes the most of current resources and seeks new revenue streams wherever possible, collaborating across campus to apply innovative technology, identify and share best practices, create economies of scale, and use data to make informed decisions, all while reducing the environmental footprint;

• seeks out and applies organizational strategies that help the institution become the nimble and adaptable workforce needed to support today’s students and faculty; and

• finds better ways to meet compliance mandates, balance increasing demands, ensure excellence, identify efficiencies, and streamline processes—all so the UW can shift time and effort to high-value tasks that support the education, research, and service mission of a university vital to the region’s health and economic vitality.

Numerous examples in the brief show how the UW promotes a culture of continuous improvement and best practice, devoting time and energy toward what matters most: supporting students and faculty. To do so, the institution looks closely at how it does things and finds ways to do them better, faster, and cheaper. As stated outcomes:

• We bring our culture of research, invention, and innovation to how we run the University.

• We seek out and apply best practices from the public and private sectors and develop new and better ways to do things, sharing what we learn with others.

• We tap the ever-increasing supply of data to identify savings, growth, and process improvement opportunities.

• We prioritize projects, build capacity, and gauge the needs of the campus communities we serve.

• We eliminate duplication, end outmoded practices, and use technology to automate and streamline.

• We increase productivity and improve morale by asking those closest to the work to re-examine the system or process they are responsible for and make it better, leaner.

From streamlining the admissions process to setting up shared services for functions like payroll and purchasing, organizations across campus are working together to improve their efficiency and effectiveness. The UW currently saves well over $70 million each year as a result of energy conservation, improved purchasing practices, streamlined processes, and other efficiency measures. Below are several specific examples:

• In the last 10 years, the UW has avoided over $95 million in energy costs on the Seattle campus alone and currently diverts over half its waste from landfills through recycling and composting efforts, saving money and the planet.
The UW has saved over $200 million through master purchasing contracts and efficiency—$31.4 million in fiscal year 2012 alone—by using master contracts for commonly purchased items such as computers, fuel, and office equipment. UW units save 8 percent on average when making purchases through master contracts, rather than individually. As efficiency has increased, central Procurement Services has reduced its personnel by two-thirds.

The Graduate School reviews applications and manages degree processes online, saving thousands of faculty and staff hours and giving the UW a competitive edge in recruiting the best students.

Administrative services are shared in units such as the Humanities Division in the College of Arts & Sciences to free up staff to focus on high-value tasks and save costs.

Switching from paper-based to automated systems in areas such as admissions, payroll, purchasing, and electronic reimbursements, is saving hundreds of thousands of dollars and allows staff to focus on higher-value, mission-focused work that supports students, teaching, and research.

UW Bothell and UW Tacoma have streamlined processes and saved money throughout their systems through actions such as streamlining administrative functions and quicker admissions notifications.

Enterprising teams, such as the Office of Ceremonies and Creative Communications, have found ways to increase revenue by providing new or improved services and products.

UW-IT is saving energy with Green IT. Despite a 63 percent increase in server load, the operating efficiencies were so great that there was only a 0.3 percent increase in power use.

The UW is collaborating in research projects where faculty and students use the campus as a test-bed for innovative efficiencies.

Through these types of changes, the UW continues to serve its campus community better, despite recent budget cuts. Recent examples of new initiatives that improve service to faculty, students, and staff can be found in the Organizational Effectiveness brief. They include:

- providing reference librarian support 24/7 through online chat;
- helping students access information and study tools anytime, anywhere, on any screen, including apps that help students plan their degree, find and reserve study rooms, access university information, view their schedule, email their instructors, compare textbook prices, check their account balances, access financial aid updates, sign up for alerts when waitlisted classes become available, and much more all from their laptop, tablet, or smartphone;
• leading in teaching and learning in the digital age by providing tools and services that 
enhance instruction, such as the Canvas learning management system, the Tegrity lecture 
capture tool, and GradePage, providing 21st century tools while achieving savings 
through economies of scale;

• helping UW teams craft successful proposals for interdisciplinary research with support 
from the new Complex Proposal Management Group in the Office of Research; and

• providing services and contracts that save students, faculty, and staff money on 
technology, such as eText, discounted cell service, and free, cloud-based software.

The increased focus on organizational excellence, combined with the creation of the 
Organizational Effectiveness Initiative, is one example of a University-wide initiative that has 
responded to fiscal limitations by providing faculty, students, and staff with resources enabling 
strategic and innovative responses to very real and difficult challenges. The Organizational 
Effectiveness brief provides examples of how units across campus are taking advantage of OEI 
resources and how campus units, like Finance & Facilities and UW-IT, are responding to the 
goals of the initiative to great effect. These combined efforts show how a reduction in resources 
does not automatically lead to a reduction in innovation, nor does it require an end to thinking 
about how to do things better. Cutting costs is a necessity, but so are smart growth and 
innovation that will allow the UW to continue to thrive.

5.B.3 The institution monitors its internal and external environments to identify current and 
emerging patterns, trends, and expectations. Through its governance system it uses 
those findings to assess its strategic position, define its future direction, and review and 
revise, as necessary, its mission, core themes, core theme objectives, goals or intended 
outcomes of its programs and services, and indicators of achievement.

The many ways that the UW strategically monitors its internal environment have served as 
themes throughout this document. Participatory governance and internal feedback loops provide 
ongoing forums for discussion and outcomes. Activities like 2y2d, the Sustainable Academic 
Business Plan, and the Organizational Effectiveness Initiative allow targeted and intelligent 
consideration and response to a complex and changing environment of higher education. Briefs 
and documentation from the Office of Planning & Budgeting and the Office of the Provost 
provide the resources for making informed decisions in the context of internal and external 
environments.

External Affairs
The UW monitors the community, state, and federal environment through the Office of External 
Affairs, headed by Vice President Randy Hodgins. This office brings together units responsible 
for influencing public policy and opinion and strengthening the University’s reputation and the 
perceptions people hold of it. Units include the offices responsible for government relations at 
the federal, state, and regional levels; media relations and communications; marketing;
trademarks and licensing; and UWTV. Those most crucial for monitoring the local, state, and federal environment reside in the Office of Government Relations:

- **Federal Relations:** Christy Gullion directs the Office of Federal Relations and is the University’s chief representative in the nation’s capital to both the executive and legislative branches. She is also a key part of the administrative team, advising the President on legislative strategy and communicating to the University community about higher education issues in Washington, D.C.

- **State Relations:** Margaret Shepherd directs the Office of State Relations. She is the University’s chief representative in Olympia to both the executive and legislative branches. She is also a key member of the administrative team, advising the President on legislative strategy and communicating to the university community about higher education issues in Olympia.

- **Regional & Community Relations:** Assistant Vice President Theresa Doherty directs the Office of Regional Relations. Her office serves as a link between the University, surrounding neighborhoods, civic groups, and local government. Its mission is to build relationships, share information, and seek new opportunities that match the University’s academic capital with needs in the community.

**Council of Presidents/ICAPP**

While external relations keep the UW aligned with policy and opinion makers at the community, state, and national levels, participation in the Washington State Council of Presidents (COP) keeps the UW aligned with the other state academic institutions with an eye towards long-term academic planning and policy. The COP is a voluntary association comprised of the presidents of the six public baccalaureate degree-granting institutions. The COP provides a forum for the presidents and other institutional leaders to share common interests about higher education in Washington. It fosters coordination and collaboration among the public baccalaureate institutions, as well as with other educational partners, both in Washington and nationally.

A committee under COP, the Interinstitutional Committee for Academic Program Planning (ICAPP), maintains a planning grid for new degree programs under development at any of the member institutions. This allows for informed decision making and coordination among member institutions as new academic programs are developed.

**Institutional Leadership**

The President and the Provost play a key role in identifying and responding to emerging patterns, trends, and expectations in higher education. These leaders monitor the ever-changing environment of higher education and use the tools at their disposal—communication, organization, and resources—to guide the UW as it faces new challenges and new opportunities. Current themes and initiatives are articulated on the President and the Provost’s websites, including:
• *Tomorrow’s University Today*: President Michael K. Young recently launched *Tomorrow’s University Today*, a new initiative that focuses on three key areas:

  o leading change in public higher education;
  
  o turning the UW inside out to apply multidisciplinary expertise to K-12 education and early learning; sustainability and clean energy; health care and social welfare; and
  
  o driving our economic future.

Faculty Recruitment Initiatives: The Office of the Provost allocates funds to support faculty hiring in strategic areas:

• 2012-13: Faculty Recruitment Initiative funds are dedicated to recruit junior and senior faculty for all three campuses whose research, teaching, practice, and community service agendas address historical, methodological, and applied concerns and issues relating to underrepresented and/or underserved communities.

• 2011-12: The Provost set aside funds to use for hiring faculty who would help position the University of Washington as a leader in data-driven discovery.

Committees and Reports: The Office of the Provost initiates committees and reports that frame the discussion around trends and initiatives at UW. Recent areas of focus include:

• *Trends and Issues Facing Higher Education*, focusing on leading change in higher education. The 2012-13 series addresses technology in higher education. The forthcoming 2013-14 series will address how higher education prepares students for meaningful lives and successful careers.

• *Briefs on UW Innovation*, providing quick facts and examples from across the University on teaching and learning, fostering collaboration, and organizational effectiveness.

Other central administrative units, such as the Graduate School, produce reports to monitor and reflect on trends in higher education. The Graduate School’s reports provide information about graduate education trends at UW and nationwide:

• The **first report** presents a snapshot of UW graduate admissions, enrollment, and degrees awarded.

• The **second report** provides information on applications, acceptance rates, and enrollment yield.

• The **third report** describes effectiveness and efficiency within the organization.

Future reports will provide more detailed analysis of particular issues (e.g., underrepresented minorities, international students, fee-based programs, trends at individual campuses). The goal
of these reports is to provide data needed for thoughtful planning across the institution, calling attention to key trends and issues, both locally and nationally.

Leadership for Future Challenges

The UW faces a complex and changing environment in higher education. As a leading public institution, it is dedicated to serving the region, state, nation, and world in the context of its core values of research and scholarship, teaching and learning, and service. Three challenges the UW faces amidst changes in higher education are reductions in state funding and the corresponding growth of fee-based programs, growth in international students amidst the increasing internationalization of higher education, and technological advances used to support higher education, including online learning.

Growth in Fee-Based Programs

Over the past several years, the UW has witnessed a dramatic increase in the number of UW degrees and courses offered through fee-based funding models. Largely in response to the continued reductions in state funding, fee-based models have grown as they provide UW academic units with alternative ways of providing educational programs and content to students in the context of severe budget constraints.

Fee-based programs receive no state funds and must generate all revenue to operations from fees instead of tuition. Fee-based programs are treated no differently from state-based programs in terms of academic oversight by the institution and its faculty. The UW currently offers 85 fee-based graduate degree programs, including four doctoral programs, throughout 16 UW schools and colleges. While the UW offers a variety of fee-based programs and certificates, the majority of students enrolled in fee-based programs are pursuing graduate degrees.

UW Educational Outreach (UWEO) has provided the infrastructure and support for such fee-based programs since 1983. Fee-based programs were originally a niche market, encompassing only a small and targeted proportion of enrollments when viewed in the context of the institution as a whole. But this has changed over the last six years. Between autumn 2007 and 2012, enrollment in graduate fee-based degree programs increased 91 percent, from 2,045 to 3,909 students. Fee-based students now account for 32 percent of all matriculated degree-seeking graduate students (as opposed to 19 percent in 2007) and 41 percent of new enrollment within the Graduate School.

Fee-based programs consist predominantly of professionally oriented master’s degree programs that show significant workforce and industry demand, as can be seen in the complete list of fee-based programs.

The growth in fee-based programs has also put stress on existing UW systems due to the required separation of state-supported and fee-based infrastructure and the rapid growth of this sector. Many of the fee-based programs also use innovative learning technologies, such as distance delivery or hybrid models, that are not unique to these programs but that require different infrastructure and new approaches to student academic support. Negotiating incompatible systems and differential processes for registration and billing of fee-based versus tuition-based
students can also put stress on the institutional support systems that were not originally designed for this dual structure.

Given the significant opportunities, as well as the challenges associated with the rise in fee-based programs, the Provost has initiated a report on fee-based programs, currently underway as of April 2013. This report will assess the current status of fee-based programs at the UW and articulate opportunities and challenges in effectively managing these programs as they continue to grow in the foreseeable future.

**Internationalization of Higher Education**

The UW continues to respond to the global demands for higher education while maintaining its status as a top university internationally. The UW serves students from around the world who enrich its educational offerings, support its cutting-edge research, and allow the UW to address challenges of global significance. Currently, the UW has 15.9 percent international graduate students, and the freshman class of 2012 had 16.9 percent international students.

With increasing demands for a global focus come specific challenges. One challenge is local: effectively communicating how the UW meets its mission to serve the population of Washington State and the region. Another is global: with increasing international demand, ensuring that the UW meets that demand and addresses issues of worldwide significance through its research and scholarship, teaching and learning, and service.

One excellent example of the UW leading change in the internationalization of higher education is the creation of the Department of Global Health in 2007. The Department of Global Health bridges the schools of Medicine and Public Health as a collaborative and interdisciplinary organization supporting the University through education, research, and service. Global Health is typical of the increasingly international focus of higher education. The school’s mission is to address the causes of, and help provide solutions for, disparities in health around the globe and enable international partners to achieve sustainable and independent control of their global health programs.

International students play an integral role in advancing the University’s pursuit of global engagement and connectedness and will continue to do so in an increasingly internationalized world. A key component of this pursuit is the recruitment, retention, and support of a robust international graduate student population. With this in mind, the Graduate School is currently finalizing a report on international issues in graduate education.

This report—part of a series prepared by the Graduate School on key issues in graduate and professional education—examines international admissions and enrollment trends, identifies important challenges that international graduate students face, and offers recommendations for moving forward to best serve the needs of those students and the larger UW graduate community. The report finds that:

- Interest in UW graduate programs from international applicants is outpacing the national average.
• Almost one in five new UW graduate students this academic year is from another country. Between 2010-12, new graduate international enrollment grew 53 percent.

• The total number of international graduate students enrolled at the UW reached an all-time high of 1,966 students in Autumn Quarter 2012, an increase of 16.6 percent from Autumn Quarter 2011. Overall, these students now comprise 15.9 percent of the 12,135 graduate students at the UW (up from 13.6 percent in Autumn Quarter 2010).

• Compared to peer institutions, the UW has a slightly lower proportion percentage of international graduate students, with 15.9 percent of the total graduate student body. This is just above the national average of about 14 percent.

• Nearly one-third of all UW graduate students are in fee-based programs. Half of all international students earning master’s degrees are in fee-based programs.

• International graduate students often have unique concerns that may affect their course of study, finances, and length of stay in the United States.

The University of Washington continues to be a top choice for many prospective graduate students from overseas, but the University should not take for granted its long-standing ability to attract talented international students. Already, the UW has seen a drop in the growth of international graduate applications for Autumn Quarter 2013. American graduate schools – including the University of Washington – will need to step up their efforts if they are to retain, if not increase, their numbers of competitive international applicants and students. The Graduate School intends to work actively and closely with faculty leaders, administrators, students, and student services staff to develop and implement a strategic plan that supports the UW’s mission, objectives, and priorities. Such a plan would address:

• the value international graduate students bring to the UW and how they enrich teaching, learning, and research for all students, faculty, and staff;

• goals for the recruitment and enrollment of top international graduate students for the University as a whole and for specific graduate programs and areas of study, along with targeted retention and degree completion rates for international students;

• the support—educational, cultural and financial—international students need to succeed, the effectiveness and efficiency of the services, and funding the UW provides and how they should be expanded, adjusted, or maintained;

• the academic and social challenges international graduate students face as they adjust to the American education system and life in the United States and Seattle and best practices that faculty and staff can use to help students adapt and succeed; and

• a communication plan that UW leaders, administrators, faculty, and staff can use to communicate with internal and external audiences to consistently and accurately explain
the role international students play in making the UW a global university and the value they bring to the state of Washington.

**Advances in Educational Technology**

While outlining the vision for *Tomorrow’s University Today*, President Young articulated that “Students of today are very different from students when most of us were in college. Technology has not only shaped the way they acquire information, but also how they process it, how they learn, and how they develop intellectually.” As President Young observed, new technology tools may allow the UW to expand “the range and number of truly transformative intellectual experiences for our students. The UW has the capacity to expand dramatically access to our university so that the UW can reach many more people and change their lives for the better.”

The technologies employed in support of higher education fall into three main categories: online-enhancement of face-to-face classes, hybrid classes in which face-to-face time is reduced by the addition of online components, and courses that are entirely online with the possible exception of occasional face-to-face meetings. Augmented learning includes technologies such as learning management systems, new formats such as massive open online courses, and new practices such as flipping the classroom. These are all being employed in classrooms across the University, as recent Provost reports indicate:

- **Online Learning: Broadening the Conversation** (December, 2012)
- **Innovators Among Us: How UW Faculty are Enhancing Teaching with Technology** (March, 2013)
- **Putting Learning First: How Students Learn and How Technology** (April, 2013)

These reports provide specific examples of how faculty across the three UW campuses use technology, showing how students and instructors are benefiting from the use of technology to enhance pedagogy. With the proliferation of tools and approaches, the challenge for the University is in supporting faculty in their experimentation, sharing, and balancing innovation with other demands on their time. For UW Information Technology and pedagogy-supporting groups like the Center for Teaching and Learning, the challenge is to select the best technologies to support system-wide, to keep an eye on emerging technologies, and to provide bridges for faculty between pedagogy and the tools available. The UW is doing all this, but it requires constant evaluation and improvement.

**Online Learning**

While online learning has been around for decades and is rooted in the tradition of distance education, the sudden explosion of Massive Open Online Courses (MOOCs) has sparked widespread discussion about the growing presence of technology in teaching and learning at the UW and at other universities around the world. The current rapid development of new tools and modes of course delivery presents many new options for educators and provides an opportunity for the UW to reexamine what quality higher education means, how to assess and improve it, and how to ensure that it remains accessible to learners throughout their lives.
The Provost issued **Online Learning: Broadening the Conversation** (December 2012) as the first in a series of reports concerning transformative trends in higher education. This report examines the issue of online learning and seeks to provide a very basic primer on key course formats and current issues, laying the foundation for further reports on the topic and inviting the campus to participate in a broader discussion. The report builds upon the work of groups such as the Faculty Council on Teaching and Learning; the Faculty and Professional Learning Communities; the Technology and Teaching Fellows Program, housed in the Center for Teaching and Learning; the UW Tacoma Technology Fellows; and participants in the UW Bothell Hybrid Course Development Institute, where faculty, students, and staff strategize about how to best approach online learning, develop a new course or redesign an existing one, and to receive support as they teach it for the first time.

A 2010 report to the Board of Regents, prepared by a working group of faculty and staff, noted that “online learning has become a ubiquitous part of any discussion about the future of higher education” and that the UW has been “a national leader” in the field. During the 2010–11 academic year, the Faculty Council on Teaching and Learning conducted a broad review of research about online learning and recognized its increasing significance at the UW due to “the interests and needs of our students, the rapid and continued maturation of educational technologies, and the growing body of literature that supports the strategic use of these technologies to enhance traditional educational practices.” However, the Council also stressed that substantive effort is needed to ensure that standards of quality are met and faculty members are not overburdened.

This discussion of online learning has led to the recent approval of the first online delivery format for a UW undergraduate degree, the Early Childhood and Family Studies Bachelor of Arts degree completion program. This is a collaborative program that will use online delivery to address the four barriers to higher education for the early care and education community: affordability, access, relevancy, and effectiveness.

The Early Childhood and Family Studies Program brings the total of UW’s online offerings to 17 online degrees, 40 online certificates, and an additional 75 online distance courses. Many more courses are under consideration, which has spurred concerns about quality, efficiency, and access. It is clear that online learning has grown rapidly in a short time and has become a key issue in higher education. Many recent headlines about this subject, and much of the recent discussion at the UW, have focused specifically on MOOCs. And while many commentators consider these massive free online courses to be an exciting innovation in education, they remain largely an experiment. MOOCs have the potential to vastly expand access to high-quality course content, but it is still unclear if and to what degree they could ever serve as a substitute for more traditional forms of course delivery, including more traditional forms of online learning. Also unclear is what funding model will make MOOC offerings sustainable in the long term.

The UW is currently experimenting with a for-credit option and staying engaged on the forefront of this emerging technology with its MOOC partners in order to help lead this innovation. However, the jury is still out. While MOOCs are only one facet of online learning, they represent the kind of experimentation in education enabled by new technology.
Students see technology as an integral part of their academic experience, and many believe that effective technology use improves a class experience and that students value the flexibility and convenience of online courses. Faculty are also using technology more and more, with more than three-quarters of faculty—according to one recent study—using digital materials in their classrooms in some way. But student success varies, and some faculty remain concerned about quality and about the rapid growth of online education.

In 2011, the UW Faculty Council on Teaching and Learning found that online learning was very much a part of the terrain of U.S. higher education. For the Council members, key issues included concerns about faculty involvement, time, compensation, scholarly recognition, and the need to ensure quality and appropriate pedagogical methods. Around the country, similar questions are being raised about ensuring the effectiveness of courses with online elements, appropriately assessing student learning, and how to make the best use of all of the teaching and learning formats and tools that are now available.

The second Provost report in the series, Exploring the Pros and Cons of Online, Hybrid, and Face-to-face Class Formats (January 2013), addresses the advantages of different delivery formats.

The third Provost report on educational technology, Innovators Among Us: How UW Faculty are Enhancing Teaching with Technology (March 2013) highlights the work of 16 UW faculty members who are using innovative methods to engage students in the digital age. Drawing on tools ranging from Twitter to “clickers,” online and hybrid class formats, and pedagogical techniques such as “flipping the classroom,” faculty from all three University of Washington campuses are working to support and challenge their students. Each of the brief profiles shows how students and instructors are benefiting from using technology to enhance pedagogy and shares advice to peers interested in exploring new tools or class formats. The techniques employed fall into three main categories: online-enhancement of face-to-face classes, hybrid classes in which face-to-face time is reduced by the addition of online components, and courses that are entirely online with the possible exception of occasional face-to-face meetings.

The fourth Provost report on the topic, Putting Learning First: How Students Learn and How Technology Can Help (April 2013), lays out research-based principles of learning. It features UW faculty, students, librarians, and academic technology experts as they recommend ways technology can support pedagogy-based teaching choices. They also share resources that can help instructors select techniques and tools for web-enhanced face-to-face, hybrid, and online courses. Some examples include faculty who model expert thinking by working through problems aloud during online office hours and motivating students by engaging them in real-world problems that are shared with the public via YouTube. Accessible technologies and the ability to repeat and rewind online audio-visual material has proven essential for creating a climate that supports learning that is also inclusive, supporting the learning of students with disabilities, English Language Learners, and students less prepared for the material.

Together, this report series addresses the trends towards more web-enhanced instruction and the rise of hybrid and online class formats. It lays out the pros and cons of each, shows how UW faculty are maximizing the benefits of technology and avoiding pitfalls, and doing so in a way that supports student learning that is based in sound theory of how learning works. The goal of
the series is to provide a basis for an ongoing conversation within the UW community about learning with technology, a conversation that will continue as more and more faculty experiment and innovate and as technology develops.

The growth of fee-based education, internationalization of higher education, and advances in educational technology all represent areas of change and potential in higher education. These examples demonstrate how the UW uses its mission statement and core values to frame the discussion as it strives to lead change in public higher education. It will continue to create new, in-demand degree programs and major new research centers and initiatives. The UW’s forward-looking and strategic approach to these challenges will allow it to continue to grow and innovate across the areas of research and scholarship, teaching and learning, and service.
CONCLUSION

James Duderstadt, former president of the University of Michigan, has written with great insight about the challenges—and opportunities—facing higher education today. In his 2011 report, "A Master Plan for Higher Education in the Midwest: A Roadmap to the Future of the Nation's Heartland," Duderstadt detailed many of the pressures on the American higher education system. While American research universities remain global leaders in scholarship and advanced education, the American higher education system as a whole is struggling to adapt to new challenges and opportunities. Globalization, new technologies, competition from new for-profit and non-profit educational providers, and changing student demographics demand institutional evolution -- and innovation. Hurdles such as funding challenges and institutional inertia have made adaptation more difficult.

These broad national trends play out, of course, on the local level. The past five years at the University of Washington have been challenging, particularly as state support has dropped dramatically. In 2008 and 2009, as the recession grew, and as state support for UW plummeted, we realized that we had to make fiscal decisions not just in the short-term, but in a longer term vision that was rooted in understanding of our values as well as the changing terrain of higher education.

The result was our Two Years to Two Decades (2y2d) Initiative, which guided us through those difficult years and remains the foundation for our decision-making and planning today. In a literal sense, in 2008 and 2009, we realized that the decisions made in that biennium budget period—those two years—needed to be shaped by our vision and hopes 20 years hence. We needed to make decisions that responded to our immediate challenges AND that also made sense in the long-run.

We continue to hold that view today; the "two years" in 2y2d has become a rolling two year window, ensuring decisions in the moment reflect a longer vision. The criteria and principled decision-making are still relevant as we emerge from the worst of the financial crisis. As our state is beginning to re-invest in higher education, with the first budget in four years that adds new funding that allows us to give pay raises and keep tuition flat, and includes special provisions for STEM enrollments, we are not going back to business as usual. We are determined to remain forward-thinking and innovative, anticipating trends and working to transform in ways that stay true to our mission and ensure long-term success.

We've detailed our 2y2d processes at various points in this self-study, so we present just a very short summary here. Key components included:

- creating a vision for the future—the UW of the 21st Century—based on focus groups and surveys of the UW community (more than 3500 faculty, staff, students and members of the external community);

- identifying some key characteristics of what we knew we wanted and needed to be: more competitive, collaborative, technology-reliant, nimble, and diversified;
• committing ourselves to the strategic priorities of maintaining quality, staying true to our mission, and providing solutions to society’s most pressing issues;

• conducting an inventory of what we’re already doing to respond to trends and keep us on track with our strategic priorities; and

• launching efforts in areas that were identified as needing more attention.

The 2y2d framework—and the concrete Sustainable Academic Business Plan—led to a series of initiatives that are central to the core themes we have identified in this self-study: research/scholarship; teaching/learning, and community service.

In research/scholarship, we tackled the need for increased collaboration to keep us competitive both for research funding that increasingly requires partnership and for the best faculty and graduate students who want to work in teams. We reduced administrative barriers to collaboration, launched web tools for collaborators to find each other more easily, and provided resources to multi-disciplinary teams.

We addressed teaching and learning in the 21st century—both in terms of pedagogy and technology. We began experimenting early with MOOCs (Coursera and EdX) in order to be part of shaping this new, potentially game-changing technology. We also experimented with eTextbooks and analytics and launched several new tools for teaching such as the Canvas Learning Management System, Tegrity for lecture capture, and MyPlan for students to track of their academic path. We sparked a tri-campus conversation around teaching with technology, provided resources for faculty to develop online and hybrid courses, began “flipping” the classroom, and fostered numerous faculty learning communities around teaching with technology. We are not interested in technology for its own sake, rather we’re taking a principled, pedagogically sound approach to incorporating technology in ways that put learning first in the classroom and keep the UW involved in the national conversations around game-changing technologies.

Out of both necessity and principle, we took a serious look at our organizational effectiveness, finding ways to cut costs while maintaining, and in some cases, improving service of administrative groups to campus partners. We’ve saved well over $100 million with the biggest savings coming from energy conservation, automation of paper-based processes, and streamlined procurement. We formed a team to provide in-house consulting to units to improve their effectiveness, and we continue to tackle areas where legacy systems or processes need updating or streamlining. These efforts have allowed administrative staff to shift their effort to higher value tasks that support faculty and students and support our mission.

Our campus of 21st century initiative served to bust the siloes between campus planning groups and create a single, unified conversation around what our campus’ physical and virtual spaces should be. We developed a common language and shared principles that teams are incorporating into their work, building bridges across groups and improving the cohesion of campus planning. Work continues as these groups move forward on planning for the area west of 15th Avenue,
coordinating tri-campus planning, developing smart phone applications for finding study space across campus, working to further reduce our carbon footprint, and more.

We addressed community needs and interest in a variety of ways, increasing public access to our major university lecture series, and placing great emphasis on moving intellectual property into the mainstream of society via commercialization efforts. We launched 17 new start-up companies in the past fiscal year based on research technologies, placing the UW among the top five schools in the nation for commercialization efforts and nearly doubling the number of companies created on average each of the previous five years.

The initiatives launched to date remain vibrant and active. As they work to fill gaps our Sustainable Academic Business Plan steering committee has identified, they are finding new ways to provide near-term action and support that in turn promotes the long-term institutional transformation at the heart of each initiative.

In Teaching and Learning, our Information Technology groups continue to experiment and test cutting edge technologies and encourage faculty experimentation with the tools that pass the test. Faculty and IT staff alike are deeply engaged in the MOOC experiment through partnerships with COURSERERA and EdX. We are expanding the Teaching Technology Fellows cohort, tracking and supporting faculty online and hybrid course redesign; rewarding innovative faculty with new teaching awards; and harnessing the expertise of faculty innovators to reach out to peers. While the focus is on technology, the real work involves a shift towards more active learning techniques, which we continue to support through the Center for Teaching & Learning.

In research, the work fostering collaboration continues as we turn our attention next to removing barriers to collaboration in the classroom and with international partners.

In organizational effectiveness, we are focusing next on the systems and supports for students, shifting from a unit-centric to a student-centric approach.

We are launching new initiatives, too. As the trends we identified in our early 2y2d focus groups mature and evolve, we are constantly refining our framework and examining new areas for increased effort. This process reflects our broader vision about the future – staying nimble and collaborative in ways that help us make immediate decisions that allow us to better compete, sustain and transforming the context of the longer term. A university of the scale, complexity and legacy of the University of Washington does not transform overnight, however strategic that change may be; nevertheless, with constant and conscious attention to aligning decisions and efforts to a strategic framework and shared principles, our university is ensuring it is moving in the right direction, not just now but for decades to come.