

**University of Washington**  
**Committee on the Organization of Colleges and Schools**  
**December 22, 2006**

**CONTENTS**

<b>Summary of Recommendations</b>	3
<b>Introduction</b>	5
The Charge of the Committee	5
The Process of the Committee	6
Principles and Values	7
The Four Major Sections of the Report	7
<b>I. Structure and Scale of the Colleges and Schools</b>	8
Organizational Structure and Culture	8
Amalgamation, New Configurations, and Regular Reviews of Colleges and Schools	9
Large-scale Colleges and Schools	10
The College of Arts & Sciences	11
The Divisions of the Arts and of the Humanities	12
The Divisions and the Structure of Leadership in the College of Arts & Sciences	12
An Executive Dean and Vice Provost Leading the College of Arts & Sciences	13
<b>II. Financial Flows and Principles</b>	14
Diversity, Complexity, and Transparency	14
Tuition Dollars	15
Language and the Deployment of Resources	16
<b>III. Promoting Strategic Transformation, Enhanced Interdisciplinarity, and Greater Collaboration</b>	16
Greater Flexibility in Allocating New and Open Positions	17
A Flexible Fund for Strategic Transformation	18
Flexibility in Teaching Commitments	18
Creating a Position of Leadership	19
<b>IV. Supporting Learning: Advising Students</b>	21
Concerns	21
Positive Points	22

<b>V.</b>	<b>Notes</b>	24
<b>VI.</b>	<b>Appendices</b>	
A.	Committee Membership, Charge Letter, and Invitation to Potential Committee Members	25
B.	Meetings and Documents	29
C.	Financial Flows	35
D.	Modalities of Interdisciplinarity	40
E.	Problems Inhibiting and Discouraging Interdisciplinary Research and Scholarship, Teaching and Learning	43
F.	Portfolio of a Vice Provost for Interdisciplinary Affairs	45
G.	Portfolio of a Vice Provost for Academic Advising	48

## ***SUMMARY OF RECOMMENDATIONS***

### **I. Structure and Scale of Colleges and Schools**

1. We recommend that our seventeen colleges and schools undergo in-depth reviews on a regular and rotating basis. In association with these reviews of colleges and schools, we recommend taking into account emerging areas of strategic and academic interest in order to consider and evaluate reconfigurations of the colleges and schools under review, including the possible creation of new colleges and schools. (Page 9)
2. We recommend that separate deanships be created for the arts and for the humanities in the College of Arts & Sciences. (Page 12)
3. We recommend that the deans of the four divisions of the College of Arts & Sciences be afforded greater authority, responsibility, resources, and accountability. (Page 12)
4. We recommend that the College of Arts & Sciences be represented by an executive dean and vice provost who oversees the functions of the College and has a reasonable fraction of open positions as well as other resources to deploy strategically across divisions or to use in concert with other colleges and schools. (Page 14)

### **II. Financial Flows and Principles**

5. We recommend that tuition dollars be more clearly acknowledged in making budgetary decisions. (Page 15)

### **III. Promoting Strategic Transformation, Enhanced Interdisciplinarity, and Greater Collaboration**

6. We recommend that a portion of new and open positions (on the order of five percent of open positions) be centralized in the Office of the Provost. (Page 17)
7. We recommend creating a flexible fund, located in the Office of the Provost, derived from any new dollars for innovative, interdisciplinary, and collaborative research, scholarship, and creative work as well as for teaching and learning. (Page 18)
8. We recommend establishing limited flexible faculty teaching commitments across units. (Page 19)
9. We recommend appointing a Vice Provost for Interdisciplinary Affairs. (Page 20)

**IV. Supporting Learning: Advising Students**

10. We recommend the creation of a university-wide Council of Academic Advisers. (Page 22)
11. We recommend leadership and oversight for academic advising at the vice-provost level. (Page 23)

## *INTRODUCTION*

### **The Charge of the Committee**

On May 15, 2006 Provost Phyllis Wise wrote to the campus community explaining the charge of the UW Committee on the Organization of Colleges and Schools: “The committee charge is to gather information and ideas about how the organization of the University of Washington can provide the best learning environment for our students and most effectively support research, scholarship, and creative work. How can the organization of our colleges and schools best serve our core missions of learning, discovery, and creativity? What innovative strategies might be proposed as we move into the future?”

In an email inviting people to serve on the committee, Provost Wise explained further that she wanted us to ask “whether our configuration best serves the growth of interdisciplinary research collaborations and takes advantage of evolving programmatic interactions.” She added that our analysis would complement the reports of two other committees—the Committee on Improving the UW Undergraduate Experience and the Leadership, Community and Values Initiative. (See Appendix A for membership of our committee, a copy of the May 15, 2006 communication to the university community explaining the charge of the committee, and a copy of the April 14, 2006 email inviting faculty to serve on the committee.)

In addition to these two important undertakings, the University of Washington has recently crafted a new mission statement that focuses on invigorating learning, encouraging innovation and creativity, and harnessing internal and external collaboration to engage the challenges of the world around us. The Committee on the Organization of Colleges and Schools viewed its charge as a natural extension of the dialogue within the university about its future—specifically, how to organize ourselves to match the rapid evolution of research, culture, and society. We were also cognizant that this was a propitious time for such a review. The University of Washington has a new president and a new provost as well as four new deans. In addition, in the wake of the resignation of the dean of the College of Arts & Sciences in the spring of 2006, the University has another extremely important leadership position to fill.

It should be noted that our charge did not include the School of Medicine (although we did consult with its dean). Our charge was also limited to the University of Washington Seattle. Although our deliberations did not extend to the University of Washington, Bothell and the University of Washington, Tacoma, it is important that we actively embrace our unique tri-campus character and continue to assess and implement the recommendations of the Report of the Presidential Task Force to Evaluate Future Options for the Three Campuses of the University of Washington (2005).

## **The Process of the Committee**

In addition to the reports mentioned above, we began by considering other reports, including Seeding, Supporting, and Sustaining Interdisciplinary Initiatives issued by the Graduate School (2006) and Reorganization and Restructuring: Planning for the Future of the University of Washington (1994). These important reports deal with how the University of Washington might be strengthened to respond to the emerging contours of knowledge, discovery, and learning.

Throughout the spring, summer, and fall we asked deans, chairs, faculty, staff, and students about their perceptions of how the organization of the University of Washington may foster or impede their research and teaching, learning and creativity. We solicited their ideas about how we might do things better. During the spring quarter we held two meetings open to the campus community and began consulting with the deans of our colleges and schools. We met with many other leaders on campus, including (but not limited to) people in central administration, the chairs of departments in the College of Arts & Sciences as well as in the College of Engineering, the members of the College Council in the College of Arts & Sciences, and directors of interdisciplinary programs and centers. The committee received numerous emails and had many conversations with interested individuals. The co-chairs of the committee met together and separately with many other people, including the Board of Regents.

It was largely from the concerns expressed at the two open meetings in the spring that our four working groups took their shape. They are: organizational structure, finance and budget, interdisciplinarity, and advising. Open meetings were held devoted specifically to interdisciplinarity and to advising. Over the course of our work together as a committee, we were exceedingly impressed by the imagination and commitment of University of Washington administrators, faculty, students, and staff.

The context of our deliberations was not limited to the University of Washington. We read the valuable report “Making the Grade”: Washington Higher Education and the Global Challenge issued by the State of Washington this year as well as research assessing the condition of higher education in our state. We reviewed the organizational structure of universities in our two peer groups as well as the organizational structure of other universities, and consulted by phone (and in person) with leaders at many of these institutions (including the University of California at Los Angeles, the University of Minnesota, the University of California at Santa Barbara, Arizona State University, the University of Michigan, the University of California at Berkeley, and others).

We also paid close attention to reports from national bodies devoted to higher education as well as to emerging practices at universities around the country. In short, the context for our work was rich and varied. (See Appendix B for a list of meetings held by the committee as a whole with various people as well as an abbreviated list of

the reports and practices—local, state, and national—which have guided our deliberations.)

## **Principles and Values**

The structure of the University of Washington is constantly evolving, with new schools, centers, departments, and cross-disciplinary programs emerging from the imagination and energy of our faculty and staff. We took it as axiomatic that as knowledge and society change, “organizing” means not just creating but leaving behind structures no longer responsive to the needs of innovative research and scholarship, teaching and learning. We came to understand that the concept of organization includes more than *structure*. It also encompasses those mechanisms—*innovative strategies*—that facilitate flows of people and ideas in an institution as complex as ours.

In the course of our deliberations several principles emerged, including:

- Differences in the scale of colleges and schools are to be expected and should be regularly evaluated on the basis of academic mission.
- There should be a close alignment between academic priorities and the allocation and flow of resources.
- There should be an effective balance between unit-based decision-making and central decision-making.
- New mechanisms and strategies must increase the flow of faculty and students among units and increase communication among all levels.
- The University of Washington needs to be able to respond to the collective needs of the faculty, students, and constituents in the state.
- Students are the heart of the University of Washington and are central to our considerations.

Our organizational structure, the way our resources are allocated, our academic priorities and academic planning (with a focus on innovation and collaboration, two values articulated in the University of Washington’s mission statement), and the experience of students cannot be considered in isolation from one another. They are so intimately connected that they must be understood as a single system. Thus an overarching principle guiding this report is that the following four sections are inextricably linked together.

## **The Four Major Sections of the Report**

(1) Our report begins with a focus on the scale and structure of our existing colleges and schools. We respect the differences in scale of our colleges and schools that allows them, with their unique intellectual missions, to function effectively. We also believe that colleges and schools, like the performance of people and degree-offering programs, should be regularly evaluated. We are particularly concerned that in large

units the layering of leaders without authority or funds may unduly slow or brake innovation.

(2) The first part of the report is closely connected to the second part, which focuses on financial models, flows, and principles. We believe there should be a close alignment between academic priorities, decision-making units, and the allocation and flow of resources. Here we draw particular attention to the flow of tuition dollars.

(3) In the third section we consider interdisciplinarity and collaboration, with a focus on mechanisms and strategies that will promote activity that cross-cuts individual departments, centers and institutes, programs and projects, and schools and colleges. We believe that there needs to be an effective balance between unit-based decision-making and central decision-making in order to support collaboration and interdisciplinarity. We are guided by the principle that these mechanisms and strategies must increase the flow of faculty and students among units and increase communication at all levels. Fostering grassroots initiatives across barriers by lowering transaction costs and freeing the autonomy of individual faculty is key. At the same time the University of Washington needs to find innovative strategies to respond to the collective needs of the faculty, students, and our constituents in the State of Washington.

(4) In the last part of the report we address the question of student learning, in particular how the all-important activity of advising students helps them find their place in our evolving 21<sup>st</sup> century university.

## ***I. STRUCTURE AND SCALE OF THE COLLEGES AND SCHOOLS***

### **Organizational Structure and Culture**

The University of Washington has seventeen major colleges and schools with “139 academic departments and another 179 labs, centers, programs, or projects, and every unit has a unique funding structure and constituency.”<sup>1</sup> As one of the members of our committee memorably stated, the present organization of colleges and schools at the University of Washington represents the evolutionary product of thousands of decisions over many decades. These decisions are the outcome of many forces, including our ideals that guide the formation and development of academic programs and educational policy, national professional requirements for accreditation, and objectives important to the constituents of the State of Washington. Thus, while we studied closely the organizational structure at many different universities, we concluded that the models presented on their abstract organizational charts are not easily transferable. Like our own, they are the product of local histories and cultures.

As people we spoke with confirmed again and again, what is prominently at stake in a moment of constricted resources is not so much organizational *structure* as it is organizational *culture* (attitudes, processes, mechanisms). As many others reminded

us, the transaction costs associated with structural reorganization of the bricks-and-mortar kind are enormous. As Provost Wise has repeatedly stressed, we should not recommend such structural organizational change unless we are convinced that it would make a difference that would make *the* difference.

### **Amalgamation, New Configurations, and Regular Reviews of Colleges and Schools**

It also became palpably clear that simply amalgamating or consolidating existing colleges and schools would not be a sufficiently considered or thoughtful act. Among other things, units within colleges and schools are often themselves highly complex organizations whose natural affiliations are with other units in other colleges and schools; these articulations and potential organizational alignments need to be examined with sensitivity and intellectual boldness. We thus believe that future efforts should be directed to examining and evaluating these natural and emerging alignments of research and scholarship, teaching and learning, in addition to considering ways in which our limited resources can be most effectively deployed.

1. *We recommend that our seventeen colleges and schools undergo in-depth reviews on a regular and rotating basis. In association with these reviews of colleges and schools, we recommend taking into account emerging areas of strategic and academic interest to consider and evaluate reconfigurations of the colleges and schools under review, including the possible creation of new colleges and schools.*

As mandated by the State of Washington and by the Higher Education Coordinating Board (HECB), all existing degree-offering programs are reviewed at least every ten years to evaluate their academic excellence. The Office of Academic Affairs in the Graduate School is responsible for organizing these reviews (which include undergraduate degree programs as well as graduate degree programs) and seeks to coordinate them into coherent academic clusters.

At present, the scope of degree-offering units reviewed at any one time is usually a result of when and how degree programs were initiated. Each new degree program is initially evaluated after five years. If the program is functioning well, it is then accorded “continuing” status and is routinely reviewed after ten years (or at the request of a dean). Thus, colleges and schools are generally not reviewed as a whole, because they contain degree programs that were initiated at different times. Furthermore, with the exception of interdisciplinary degree-offering programs, these reviews generally do not address whether programs might be improved if they were located in a different unit. In addition the focus on academic degree programs means that research centers are only assessed as they relate to educational programs (or at the request of a dean).

College-wide and school-wide reviews should examine what departmental and program alignments are most fruitful to their mutual future development and that of the institution as a whole. Because eighteen to twenty programs are currently reviewed each year by the Graduate School, over a three-year period information about numerous departments and programs from many if not all of our colleges and schools would capture an accurate and detailed profile of linkages and alignments, identifying existing and potential collaborations among departments, programs, centers and institutes, faculty, students, and researchers. We predict that imaginative mechanisms for collaboration would emerge from these reviews and that they would energize our faculty, students, and staff.

Perhaps even more importantly, the very notion that the organization of our colleges and schools can and should be routinely discussed and evaluated—thereby becoming a part of our regular dialogue and a mechanism by which we embrace potential change—is in itself crucial.

While we are not recommending wholesale consolidation of colleges and schools, at any point in time there may be emerging areas of interest that call for the creation of new colleges and schools. Special opportunities for investment may present themselves. The University of Washington prides itself on being a leader in collaborative research on pressing concerns, and we should respond to these challenges and take advantage of such opportunities. Emerging areas that have been mentioned include global health and the environment (our environment is central to the newly crafted vision statement of the University of Washington).

Thus we recommend utilizing and expanding this established mechanism of reviews to identify emerging areas of strategic interest to the University of Washington and to evaluate possible reconfigurations of these colleges and schools, including the possible creation of new colleges and schools. These reviews of colleges and schools would be conducted by the Office of the Provost in conjunction with The Graduate School.

### **Large-scale Colleges and Schools**

The differences in scale among colleges and schools at the University of Washington are vast. Our schools and colleges range in size from twenty-six voting faculty to nearly 1,500. We believe that the organization of an institution as large and complex as the University of Washington can and should accommodate variation in the scale of its colleges and schools. The most important criterion for a college or school is its intellectual architecture and academic mission. Nonetheless, the issue of small scale—resulting in inefficiencies—may emerge in the reviews of schools and colleges that we recommend above. It should be taken seriously. While small colleges and schools afford some advantages, they may miss key interactions and their missions may be better served by even greater coordination.

If some of our colleges and schools are small, two units—the School of Medicine and the College of Arts & Sciences—are exceedingly large in relation to the others. We focused our attention on the College of Arts & Sciences.

### **The College of Arts & Sciences**

There are four divisions in the College of Arts & Sciences—the arts, the humanities, the social sciences, and the natural sciences. There are three divisional deans—one for the arts and humanities, the social sciences, and the natural sciences. All report to the dean of the College.

The committee heard powerfully held divergent views about the effectiveness of the management and leadership structure of the college. Within the College of Arts & Sciences, there is deep-seated sentiment on the part of many members of the faculty that the present organizational structure is: (1) too cumbersome to be responsive in a timely fashion, and (2) inhibits leadership at the level of the divisions. Dissatisfaction has also been expressed, particularly on the part of faculty in the sciences, with what is characterized as a “one-size-fits-all” policy in such an intellectually diverse unit as the College. It would be fair to report as well that in the arts, humanities, and social sciences fears are expressed that if the sciences were no longer part of the College, support for the arts and humanities, in particular, would decline precipitously. At the same time, the members of the executive staff of the College of Arts & Sciences are eloquent about what they see as a precious—and effective—spirit of collaboration in the College. The idea of a liberal arts education is important to many faculty (and not just faculty within Arts & Sciences), and they see the College of Arts & Sciences as embodying that idea.

While vigorous sentiment was expressed from various quarters among the faculty in the College for breaking up the divisions in the College of Arts & Sciences into separate colleges, there was on balance a desire to maintain the integrity of the College, one that for many upholds the cherished ideal of a liberal arts education for undergraduates. It is the explicit intention of our committee that a unified College of Arts & Sciences be preserved.

We feel strongly, however, that it does a disservice to the College to insist that its identity depends on its undergraduate mission only. That is assuredly not the case. More and more graduate students in the College of Arts & Sciences are seeking each other out across departments. Similarly, more and more members of the faculty are working with each other across departmental boundaries. And it is abundantly clear that collaborations transcend college boundaries. Areas of joint interest include the environment, global health, and computing.

Many ideas were forwarded to the committee from members of the campus community. We considered a wide spectrum of possibilities, ranging from the status quo to the scenario of no divisions and a single dean. Ultimately there was near unanimous agreement among the members of our committee that the University of

Washington as a whole and the units represented in the College of Arts & Sciences in particular would benefit from the strengthening of the organizational structure of leadership in the College.

### ***The Divisions of the Arts and of the Humanities***

The most important criterion for a college or school is its academic mission. This is also the case for divisions within the College of Arts & Sciences. At the present time there is a division devoted to the arts and a division devoted to the humanities; this is a clear acknowledgement of their distinctly different creative and intellectual missions. Basically these two divisions in the College of Arts & Sciences correspond to the time-honored distinction on the national level of two important agencies, one devoted to the creative practice of the arts (the National Endowment for the Arts) and the other to the study, preservation, and transmission of cultures (the National Endowment for the Humanities). But in the College of Arts & Sciences there is only one divisional dean appointed to lead and oversee both divisions.

This represents a grave dilution of the distinct missions of both the arts and the humanities. Moreover the size and complexity of both the arts and the humanities warrant separate divisional deans. We note as well that in the not-too-distant past there were separate deans for the division of the arts and the division of the humanities. These two positions were merged into one to cut costs. This action led to missed opportunities in both the arts and the humanities.

2. *We recommend that separate deanships be created for the arts and for the humanities in the College of Arts & Sciences.*

### ***The Divisions and the Structure of Leadership in the College of Arts & Sciences***

Governance of a university unit as complex and varied as that of the College of Arts & Sciences is difficult enough when resources are only modestly available. It can prove exceedingly difficult when the competition for diminished resources requires greater local knowledge and a deeper analysis of need and use. We thus recommend that the four divisional deans of the College of Arts & Sciences be given the new title of dean of their divisions and that they have fiscal responsibility and authority for administering their respective divisions. It is important to note that, in terms of scale, each of these divisions is similar to or larger than the other colleges at the University of Washington (for example, the College of Engineering, the College of Forest Resources, the College of Ocean & Fishery Sciences, the College of Architecture & Urban Planning), as measured by the number of tenure-track faculty, tuition income, and research, scholarship, and creative activity.

3. *We recommend that the deans of the four divisions of the College of Arts & Sciences be afforded greater authority, responsibility, resources, and accountability.*

This structural change would enhance visibility for each of the College's distinct divisions, providing greater voice and identity both on and off campus. It would also create greater clarity, with more articulation of the richness of the diversity of mission across the breadth of the College. It would allow for greater definition of expectations and accountability, with a sense of responsibility and with control of a reasonable amount of resources. It would create a more nimble and responsive atmosphere at the departmental level that could encourage interdisciplinary linkages across colleges. In addition, greater divisional autonomy would eliminate the need to try to reconcile highly varied missions and policies found across the College's instructional units. In conjunction with this, we suggest that separate promotion and tenure councils be created for each of these four divisions.

These four deans could be recruited from within the university as well as nationally and would be jointly appointed by the provost and the executive dean of the College of Arts & Sciences, who would also carry the title of vice provost (see below). They would sit on the Board of Deans. Giving voice to these fundamental traditions and domains of inquiry and creativity at the level of central administration is crucial to further the mission and goals of each division as well as to do justice to these important academic traditions by the University of Washington itself. Representation of these divisions on the Board of Deans would expand and enhance discussion and deliberations at the level of central administration.

Success in strengthening the divisions rests in great part on ensuring that they include the departments and other units (programs, centers, museums) appropriate to their academic mission. In the course of our conversations with faculty members in the divisions of the arts, the humanities, and the social sciences, a lack of satisfaction with the actual groupings of departments within divisions was expressed. We thus propose that an evaluation of the intellectual profile and methodological alignment of departments and other units in the divisions of the arts, the humanities, and the social sciences in the College of Arts & Sciences be undertaken. We further suggest that as this evaluation of the alignment of units within divisions is undertaken, it extend beyond the College as well (to take one example, in many universities across the country architecture and design are often grouped together). This is another strategy for identifying potential alignments and common missions across the University of Washington.

### ***An Executive Dean and Vice Provost Leading the College of Arts & Sciences***

Greater authority and autonomy in the four divisions would allow for an expanded leadership role for a newly titled executive dean of the College of Arts & Sciences; this position would also carry the title of vice provost. The executive dean's new focus would allow for more effective development of initiatives that involve undergraduate education, interdisciplinary research and collaboration, as well as the development and support of new program proposals, facilities planning, and financial and institutional management.

4. *We recommend that the College of Arts & Sciences be represented by an executive dean and vice provost who oversees the functions of the College and has a reasonable fraction of open positions as well as other resources to deploy strategically across divisions or to use in concert with other colleges and schools.*

Because of the special nature of the College of Arts & Sciences, this executive dean should be afforded sufficient resources to enhance selected interdisciplinary efforts within and between colleges and schools, and to respond to special opportunities for research, scholarship, and learning. Thus the executive dean would retain a reasonable fraction of resources to pursue opportunities and to accomplish emerging goals for the College. The executive dean and the deans of all the divisions should be expected to play key roles in not only fostering collaborative efforts within the college but between other schools and colleges of the University of Washington.

The executive dean would play a critical role in the development function of the College. Additionally, the executive dean would work with the provost in selecting and appointing leadership at the level of the deans of divisions and oversee the internal or national searches for these crucial positions.

## **II. FINANCIAL FLOWS AND PRINCIPLES**

### **Diversity, Complexity, and Transparency**

Throughout the deliberations of the committee, issues of financial resources and flows to colleges and schools inevitably became intertwined with issues of organization. We concluded that a rational and transparent model for funding may matter more than the organizational structure of colleges and schools itself.

The committee created a greatly simplified summary of the major expenditure categories for each college and school; it allowed us, at a glance, to appreciate the diversity and complexity of the financing of the academic domain of the University of Washington and the divergent priorities, cultures, and concerns that this diversity has engendered. (See Appendix C.) Generally speaking, units have little awareness or concern with financial problems other than their own. We believe that a greater awareness of the diversity and complexity of funding across our campus would result in better institution-wide responses and more intelligent development of mechanisms to facilitate cross-unit collaborations that recognize and accommodate these differences.

Although our summary reveals how colleges and schools depend to strikingly different degrees on different sources of funds, we were unable to determine the true costs of teaching, research, and service in the different academic areas. It appears to be the case that in many areas the availability of funds drives functions rather than the cost of functions driving funds. The allocation of institutional and state funds, in other words,

seems to reflect a long history of incremental decisions rather than a conscious response to contemporary programmatic needs in the light of institutional priorities.

In terms of a budget model, there should be a balance between centrally-allocated funding and local (or devolved) funding, between structurally-oriented funding (resources flowing to colleges and schools) and goal-oriented funding (resources flowing to programs and projects), and between formula funding and discretionary funding. We need to collectively recognize the different costs of teaching and research in the various disciplines.

### **Tuition Dollars**

Of the funding from different sources, we concluded that the flows of tuition dollars have historically received the least attention. We thus focused on tuition dollars in particular. This is a propitious time to do so. Tuition, including differential tuition for a number of graduate and professional programs, makes up an increasing portion of funding at the University of Washington. Thus an awareness of the flow of students and their tuition dollars should be one of the factors considered during the (bi)annual budget process.

5. *We recommend that tuition dollars be more clearly acknowledged in making budgetary decisions.*

One of our guiding principles is that there should be a close alignment between academic priorities and the allocation and flow of resources. Tuition dollars are a measure of the academic priorities of our students and they should be taken into account in terms of the allocation and flow of resources.

Specifically, we recommend that the Office of Planning and Budgeting report the distribution of student credit hours and the tuition funds that they represent on an annual basis. This would give those charged with planning budgets a better sense of how the funding of the various colleges and schools relates to the generation of tuition dollars and to the allocation of general funds from the State of Washington.

We also suggest that a portion of new funds that come to the University of Washington through tuition increases be allocated in a way that acknowledges the tuition-generating performance of colleges and schools. This would recognize and reward contributions to this aspect of the University's mission, just as a portion of grant revenues is returned to schools through research cost recovery allocations. The alternative—reallocation of current budgets to better recognize tuition generation—would be impractical and divisive in an institution where all of our units are already under-funded relative to their peers.

## **Language and the Deployment of Resources**

A vital university is not a collection of parts but an interconnected whole that can be described metaphorically as an ecological system. A vibrant university seeks out emerging areas of strategic transformation of research and learning and supports its core areas of inquiry and discovery. The spirit in which such support is ensured is critical, and the language we use in relation to it is significant, not trivial. For many the word “subsidization,” which is regularly employed in discussions of budgeting, conjures up the image of poor planning and a lack of an entrepreneurial drive on the part of those being “subsidized” (thus housing committed for those with low incomes is typically referred to as “subsidized” housing; similarly we often refer to the level of “subsidies” on the part of the state to higher education). We believe in public goods and do not want to see goods that benefit us all in one way or another subtly—or not so subtly—called into question. Thus we propose that whenever possible the language of “contribution” be adopted in place of the language of “subsidization.”

### ***III. PROMOTING STRATEGIC TRANSFORMATION, ENHANCED INTERDISCIPLINARITY, AND GREATER COLLABORATION***

In the charge to the committee Provost Wise asked, “What innovative strategies might be proposed as we move into the future?” This emerged as one of the ongoing concerns of our committee. From the very beginning we focused on mechanisms and strategies that cut across colleges and schools. As we explained in the open meetings as well as in many other meetings, mechanisms and strategies came to assume far more importance for us than the organizational structure of colleges and schools.

We focused on how we might promote strategic transformation, interdisciplinarity, and collaboration. One of the themes we repeatedly heard is that existing barriers to transformation, interdisciplinarity, and collaboration must be eliminated. We value and want to promote intellectual mobility and exchange and facilitate innovation and collaboration across colleges and schools. We want mechanisms and strategies to be available for faculty and students to risk the unexpected rather than accept the routine. As an important recent report asserts, “An older management structure of universities is a landscape of separate components, or ‘silos,’ with weak coupling between them. A newer structure . . . is more like a matrix, in which people move freely among disciplinary departments that are bridged and linked by interdisciplinary centers, offices, programs, courses, and curricula” (National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, 2005).<sup>2</sup>

It is now widely recognized that interdisciplinary work is fundamental to the formulation of new topics of research and new questions and to solving the major problems faced by our society today. The University of Washington has a unique reputation for success in interdisciplinary work largely due to the creativity, enthusiasm, persistence, and entrepreneurial spirit of the faculty in imagining,

initiating, and sustaining these programs and to the students—both graduate and undergraduate—who seek out interdisciplinary sites. The leadership at the University of Washington has identified support of interdisciplinary work as a priority, and there are a myriad of examples of cross-cutting model programs, centers, and institutes on campus. Any number could be named, including the Institute for Public Health Genetics, the Comparative History of Ideas, the Center for Studies in Demography and Ecology, the Program on the Environment, DXARTS, the Graduate School's IGERTS, and many, many others. (See Appendix D for a brief discussion of modalities of interdisciplinarity.)

Importantly, several faculty-led initiatives have recently addressed precisely these questions. Seeding, Supporting, and Sustaining Interdisciplinary Initiatives at the University of Washington: Findings, Recommendations, and Strategies, a comprehensive report, was issued in 2006 by the Graduate School's Network of Interdisciplinary Initiatives (NII). In the wake of this report, an Interdisciplinary Research Subcommittee in the Office of Research has been formed, with oversight from the Faculty Council on Research; it is a cross-campus committee that will build on the work of the Graduate School's Network of Interdisciplinary Initiatives.

It is crucial to mention another important report on interdisciplinarity undertaken by the University of Washington, which dates from the early 1990s. Formed by then-Vice Provost for Research, Alvin Kwiram, the Interdisciplinary Research Committee submitted its report in 1992. Many of the recommendations in this report echo our own. That they were recommended almost fifteen years ago and continue to speak to our situation today suggests both the degree to which bureaucratic inertia must be resisted and the continuing importance of these recommendations.

Combined with our recommendation for broad-scale reviews of colleges and schools, the following four recommendations should amplify the possibilities for innovation and excellence at all levels.

### **Greater Flexibility in Allocating New and Open Positions**

Presently all open positions revert to the colleges and schools which hold them. Previously the opposite extreme was the case: all open positions reverted to central administration. In neither case is there an effective balance between unit-based decision-making and central decision-making. It is clear to us that a certain portion of positions, broadly and fairly shared among colleges and schools, must be entrusted to central administration in order to afford the University of Washington flexibility in addressing strategic opportunities.

- |  |
|--|
| <p>6. <i>We recommend that a portion of new and open positions (on the order of five percent of open positions) be centralized in the Office of the Provost.</i></p> |
|--|

These positions could be used to enhance our ability to respond to transformational opportunities, including strategic hiring in emerging areas of research and teaching, cross-college appointments, partner appointments, and diversity appointments, among other goals.

### **A Flexible Fund for Strategic Transformation**

With the phasing out several years ago of two crucial university-wide mechanisms for supporting new, emerging, and collaborative programs and projects (the University Initiative Fund and Tools for Transformation), support for such interdisciplinary and collaborative work has largely evaporated. Thus we recommend that the University of Washington establish a fund to promote and incubate creative and important new efforts; such a fund would be derived from new dollars associated with increases in State appropriations or tuition resources and new dollars that flow from the philanthropic community interested in investing in venture intellectual capital.

7. *We recommend creating a flexible fund, located in the Office of the Provost, derived from any new dollars for innovative, interdisciplinary, and collaborative research, scholarship, and creative work as well as for teaching and learning.*

This should be a highly flexible category of support, open to all kinds of new initiatives. Importantly, reviews of such projects and programs must be undertaken diligently, with performance standards and goals established at the outset, as well as accountability mechanisms, including sunset provisions where appropriate. Some projects might be established only as incubator models, with internal funding designed to leverage external support on either short-term or long-term bases. Others might be established with an eye towards longer-term sustainability and degree-offering programs. In both cases five-year program reviews would ensure that new programs are held accountable for meeting expected goals.

### **Flexibility in Teaching Commitments**

While a permanent full-time appointment in an academic department works well for many faculty (and this arrangement provides departments with a stable “resource” base over the long term), rising levels of interdisciplinary inquiry among the faculty testify to the need to create a mechanism to accommodate greater degrees of intellectual mobility over the course of faculty careers. As faculty careers of teaching and research, scholarship and creativity evolve over time, the domains of knowledge, realms of discovery, and disciplinary constellations of collaboration may reach far beyond the academic department in which a faculty member was originally educated, appointed, or tenured. To facilitate the pursuit of such ongoing academic excellence, academic appointments ought to provide limited flexibility for faculty to pursue these lines of teaching (and research) rather than making them accountable 100% to their departments. This mechanism would permit faculty members to follow their evolving

interests and preferred commitments, contributing to other departments, programs, and projects.

8. *We recommend establishing limited flexible faculty teaching commitments across units.*

We recommend that some fraction (on the order of twenty percent or less) of a faculty appointment be devoted to teaching in units that cross departmental and college boundaries. Not everyone would take advantage of such a possibility. Chairs of prospective collaborating departments would work with the faculty to ensure appropriate breadth and depth of teaching. We believe that this would strengthen interdisciplinary and collaborative efforts without weakening the core instructional mission of departments. This practice of flexible faculty teaching commitments has been recommended before—in both Seeding, Supporting, and Sustaining Interdisciplinary Initiatives (2006) and Planning for the Future of the University of Washington (1994)—and continues to deserve attention now.

### **Creating a Position of Leadership**

Interdisciplinary work is one of the hallmarks of the University of Washington. Yet many find that support for such research and scholarship, teaching and learning is at this point largely rhetorical, a goal that is not translated into incentives and rewards, or worse, a goal that results in negative outcomes. In our open meetings, serious problems were reported repeatedly and consistently; they confirmed the findings of Seeding, Supporting, and Sustaining Interdisciplinary Initiatives as well as many of the findings of the Report of the UW Interdisciplinary Research Committee.

These problems include, but are not limited to: (1) a lack of institutional motivation for faculty to participate in interdisciplinary programs because their efforts are generally not rewarded or even acknowledged by their “home” departments (often faculty are penalized); (2) insufficient or non-existent sources of support (including the lack of return of indirect costs from research projects); (3) a serious lack of advocacy procedures or clear reporting lines for interdisciplinary programs within the organizational structure of the University of Washington; and (4) barriers to students—in particular, graduate students—who are seeking to do cross-unit work. (See Appendix E for a more comprehensive enumeration of these problems.)

To take one example, it is crucial that promotion, merit, and tenure deliberations view interdisciplinary and collaborative work as positive attributes of the portfolio of ladder faculty. Several deans suggested as well—and we agree—that one of the criteria on which their own performance should be evaluated is the fostering of collaboration, both within colleges and schools and beyond it. The degree to which a university truly supports interdisciplinary and collaborative efforts can be seen in the mechanisms it has institutionalized for that very purpose.

We agree that central administration needs to be more pro-active in seeding, supporting, and sustaining interdisciplinary research and scholarship, teaching and learning. We must approach interdisciplinarity more systematically. To be taken seriously at the level of the institution, interdisciplinarity must be institutionalized. As a step in this direction, we recommend creating a position to oversee interdisciplinarity at the University of Washington.

*9. We recommend appointing a Vice Provost for Interdisciplinary Affairs.*

The vice provost for interdisciplinary affairs would represent interdisciplinary programs and initiatives at all levels, negotiate conflicting needs, and advocate for attention to interdisciplinary programs in the raising of philanthropic funds through development. The establishment of a vice provost for interdisciplinary affairs would be analogous to the establishment of several new positions at that level, including the vice provost for information management and the vice provost for global affairs. We strongly encourage analyzing ways to accommodate this recommendation with existing resources.

We recommend that the vice provost for interdisciplinary affairs build on the excellent and thorough report *Seeding, Supporting, and Sustaining Interdisciplinary Initiatives*. Among other things, the portfolio of the vice provost would include addressing policy matters connected to: (1) issues of faculty hiring, promotion, tenure, merit, and retention related to interdisciplinarity and collaboration; (2) matters crucial to the allocation of resources (including indirect cost recovery policies); (3) allocation of space; (4) the coordination of development (fund-raising) for interdisciplinary programs; and (5) issues raised by students, both at the graduate and undergraduate levels. (See Appendix F for a more complete outline of some of these issues and possibilities.)

To advise the vice provost for interdisciplinary affairs, we recommend creating a Faculty Council on Interdisciplinary Affairs. This council be parallel to the new council that advises the vice provost for global affairs. We suggest that it include professional staff as well as students at the undergraduate and graduate levels. We also suggest that it have a broad mix of those involved in interdisciplinary and collaborative work (for example, research centers and undergraduate teaching programs). The purpose and functions of this council should be conceived in conjunction with the newly created Interdisciplinary Research Subcommittee in the Office of Research.

Finally, one of the key functions of the vice provost for interdisciplinary affairs should be instituting campus forums on matters of critical and collaborative importance to the State of Washington, our nation, and our life on this planet. Led by this vice provost, these forums would be designed as think-tank meetings whose purpose is to generate ideas and commitments to ideals, highlighting our common concerns and the grand challenges facing our institution. Areas might include the environment, digital technologies, youth, global health, and cultural traditions around the globe. From

these meetings might emerge ideas and strategies that would lead to strategic hiring and sustained collaboration across colleges and schools in research and teaching. These forums promise to demonstrate our responsibility to pursue new knowledge and to conduct research and scholarship that has the potential to create and sustain a better world. As the vision statement of the University of Washington stresses, “As a public university, we are deeply committed to serving all our citizens.”

#### ***IV. SUPPORTING LEARNING: ADVISING STUDENTS***

Shortly after the announcement of the establishment of this committee, we received numerous requests from members of the undergraduate advising community to examine advising at the University of Washington. During our meetings with advisers, serious problems were reported consistently and repeatedly. As we discovered, the vast majority of these problems had been previously reported in the Advising Self-Study conducted by the Office of Education Assessment in 2004-2005. Furthermore, recommendations from that report and other related reports remain unimplemented, possibly a consequence of the many changes in the upper levels of university administration. (These reports include the Report of the Committee to Improve the UW Undergraduate Experience from 2005 and the Report of the Task Force on Academic Progress of UW Seattle Undergraduates from 2005.) Many advisers are frustrated and disappointed by the lack of public response to these reports. It is crucial that the concerns detailed below be addressed in a timely fashion.

##### **Concerns**

Because advising services at the University of Washington are composed of multiple advising groups, each with a different (and sometimes also overlapping) set of students and responsibilities, communication and coordination deficits between different advising units are prominent problems. For example, advisers sometimes lack information about requirements, advising techniques, and individual student situations in other advising units.

In addition, communication deficits between the advising units and university administration also impede effective advising. For instance, advisers frequently reported that they were not informed about policy changes in a timely manner. In many cases, policy changes were crafted by the administration without any consultation with advisers about the impact these changes would have on students and advising.

We have also observed a significant amount of confusion (internal and external) about the mission and scope of the Office of Undergraduate Education (recently renamed and reorganized as the Office of Undergraduate Affairs); in addition, the relation between Undergraduate Academic Affairs and Student Life is unclear to many students. Finally, we are aware that a lack of identifiable leadership may hamper communication and cooperation between the Gateway Center, which provides

advising services for pre-majors, and the academic advising units that serve students with strong prospective and declared majors.

Reports have also documented a very high ratio of students to advisers in comparison with our peer institutions. Decentralized services play a compounding role in this problem as well. Inequities between schools, departments, and other units (a function of differential resources and autonomous decisions within different units about the amount of resources that should be committed to advising) create significant disparities in the workloads and salaries of advisers in different units. In the absence of singular and identifiable leadership for advising within the administration, advisers in under-resourced units have nowhere to go to communicate their concerns.

### **Positive Points**

In our meetings with advisers, we were impressed by their professional ethos and their dedication to student welfare and success. Advisers expressed a great deal of enthusiasm for their work, a willingness to explore and adopt new techniques and responsibilities, and a strong interest in career development. Other positive aspects include: (1) the adviser-led Association of Professional Advisers and Counselors (APAC); (2) the recent creation of an advisers' council in the College of Arts & Sciences; (3) initiatives in the College of Engineering and the Business School offering pre-major advising in tandem with early offers of admission to the major; (4) the creation of "hubs" of advisers and advising services for pre-major students with shared interests in topics such as "environmental studies," "global affairs," and "public arts"; (5) sentiments to relocate the advising component of the Office of Minority Affairs to a more central location such as Mary Gates Hall; and (6) a web-based resource center for advising.

In the midst of initiatives already underway to address some of the problems that have been identified, we have two substantive recommendations to offer, along with detailed suggestions for their implementation. Our recommendations aim to preserve the structures that seem to be working well, from the perspectives of the advisers and administrators with whom we spoke, but at the same time address the major problems, namely, the lack of communication, coordination, representation, and leadership.

*10. We recommend the creation of a university-wide Council of Academic Advisers.*

We believe that a Council of Academic Advisers will address and solve a number of problems having to do with communication and coordination among the various advising units and, in addition, help to retain the positive aspects that currently exist. Antecedents for this proposed council include the current advisers' council in the College of Arts & Sciences and a previous group organized by the then-Office of Undergraduate Education. Potential tasks for this council include: (1) developing strategies for strengthening communication between advising units; (2) proposing and vetting new advising initiatives; (3) providing feedback on administration-proposed

policy changes; and (4) increasing formal and informal communication among advisers and advising units.

We do not have an exact number of council members to suggest, but we are mindful of the competing claims of representation on the one hand, and functional size on the other. Because of the inevitable limits to “full” representation of all advising units, it is important to ensure that members of the council work effectively as conduits between advisers and advising units and the institution as a whole.

Ideally the Council would be composed of advisers who are either appointed by deans or elected by their colleagues. This mixed selection process would achieve a level of legitimacy for the council that could not otherwise be achieved without “buy-in” from both the advising community and the deans.

*11. We recommend leadership and oversight for academic advising at the vice-provost level.*

The University of Washington lacks an identifiable leader whose portfolio includes responsibility for the overall state of undergraduate academic advising. Furthermore, many advisers have no “go to” person beyond the unit within which they are working. Additionally, establishing a high-level administrative position for undergraduate advising would signal to the community of advisers, to the university community, and to parents, citizens, and legislators, that we view undergraduate academic advising as a valued priority.

It is important for this position to be independent of any of the advising units, so that the university-wide credentials and impartiality of this leader not be doubted.

An important role for this leader would be to convene the University-wide Council of Academic Advisers for regularly scheduled meetings and to convey the recommendations of this group both to specific advising units and the administration. (See Appendix G for a detailed list of suggested activities and responsibilities that could be part of this position.)

These two recommendations, and their related suggestions for implementation, are offered in the spirit of “bottom-up” reform and improvement. We do not believe that the creation of councils or new administrative positions will provide change all by themselves. Rather, we see these organizational mechanisms as creating opportunities for our advisers to participate more effectively and meaningfully in the evolving mission of undergraduate academic advising, to the benefit of our students and the University of Washington as a whole.

## Notes

1. Donald Summers, "Prospects for the Humanities as Public Research Universities Privatize Their Finances," *Tracking Changes in the Humanities*, ed. Malcolm Richardson (Cambridge, MA: American Academy of Arts & Sciences, 2005) 48.
2. National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, *Facilitating Interdisciplinary Research* (Washington, DC: The National Academies Press, 2005) 173.

## Appendix A

### Committee Membership, Charge Letter, and Invitation to Potential Committee Members

#### Committee Membership

**Thomas L. Daniel (Co-chair)**

Professor and Chair, Department of Biology

**Kathleen Woodward (Co-chair)**

Director, Simpson Center for the Humanities

Professor, Department of English

**David A. Armstrong**

Professor and Director, School of Aquatic and Fishery Sciences

**Melissa Austin**

Professor, Department of Epidemiology

Director, Institute for Public Health Genetics

Associate Dean, The Graduate School

**Gordon A. Bradley**

Professor, College of Forest Resources

Chair, Faculty of Forest Resources

**Theresa Barker**

Doctoral Student, Industrial Engineering

Senator, Graduate and Professional Student Senate

**Christine Di Stefano**

Associate Professor, Department of Political Science

**J. Patrick Dobel**

Professor, Evans School of Public Affairs

Adjunct Professor, Department of Political Science

**Susan J. Eggers**

Microsoft Professor of Computer Science & Engineering

**Allen D. Glenn**

Professor and Dean Emeritus, College of Education

**James Gregory**

Professor, Department of History

**G. Ross Heath**

Professor Emeritus, School of Oceanography

Adjunct Professor, School of Marine Affairs, Quaternary Research Center

Dean Emeritus, College of Ocean & Fishery Sciences

**Douglass L. Jackson**

Associate Professor, Department of Oral Medicine

**S. Jane Kennedy**

Chair, Department of Accounting, Business School

**Dan L. Luchtel**

Professor, Department of Environmental & Occupational Health Sciences

Vice Chair, UW Faculty Senate

**Anna C. Mastroianni**

Associate Professor, School of Law

Associate Professor, Institute for Public Health Genetics

Adjunct Associate Professor, Department of Health Services, School of Public Health and  
Community Medicine

Adjunct Associate Professor, Department of Medical History and Ethics, School of Medicine

**Gail Stygall**

Professor, Department of English

Chair, UW Faculty Senate

**Douglas J. Wadden**

Professor and Chair, Division of Design, School of Art

**Robert H. Waterston**

Professor and Gates Chair, Department of Genome Sciences

**Cullen White**

President, Associate Students of the University of Washington

**Anand A. Yang**

Professor and Director, Jackson School of International Studies

## **May 15, 2006 Communication to the Campus Community Explaining the Charge of the Committee on the Organization of Colleges and Schools**

This message is being sent to all Faculty, Staff, and Students with approval from the Office of the Provost.

Dear Colleagues,

I am writing to let you know that the recently appointed UW College/School Organization Committee has scheduled two open meetings to hear your views:

- Wednesday, May 24, 3:30-5:00 (Johnson 102)
- Tuesday, May 30, 3:30-5:00 (Fisheries 102)

The committee charge is to gather information and ideas about how the organization of the University of Washington can provide the best learning environment for our students and most effectively support research, scholarship, and creative work. How can the organization of our colleges and schools best serve our core missions of learning, discovery, and creativity? What innovative strategies might be proposed as we move into the future? Our continuing goals are to:

- Provide a rich learning experience to a diverse and excellent student body.
- Attract and retain an outstanding and diverse faculty and staff.
- Strengthen interdisciplinary research and scholarship.
- Expand the reach of the University of Washington around the globe.

Besides the open meetings, other meetings will be held with groups of interested faculty and staff, chairs of the college councils, and deans, among others. I have asked the committee to report its findings to me in the fall.

The committee has established a website: <<http://depts.washington.edu/csoc>> which contains information about the membership of the committee, email contacts, and topics of interest. Links will soon be added to resources relevant to the mandate of the committee. In the future there will also be specific questions to which we hope you will respond.

The members of the committee are eager to hear your views, and it is my hope that you will share your aspirations, ideas, and concerns.

Sincerely,

Phyllis M. Wise  
Provost and Vice President for Academic Affairs

If you have any questions or concerns, please contact [provost@u.washington.edu](mailto:provost@u.washington.edu)

**April 14, 2006 Email from Provost Wise to Potential Committee Members:**

Dear Colleagues,

I am writing to ask you to serve on a committee to assess the UW's current organization of colleges and schools. The committee will be co-chaired by Professors Tom Daniel and Kathleen Woodward.

We are undertaking this exploration to learn whether the current organization of our colleges and schools best serves learning experiences for our undergraduate and graduate students and postdoctoral fellows.

We also wish to ask whether our configuration best serves the growth of interdisciplinary research collaborations and takes advantage of evolving programmatic interactions. This analysis complements the review of the undergraduate experience and the leadership, community, and values initiative (LCVI).

The committee is being formed, in consultation with the Faculty Senate, to gather information and opinions of the University community about the organization. (Note that we have requested student representation from GPSS and ASUW to be added to the committee membership.) We will ask the committee to employ multiple approaches, similar to those used in the leadership, community, and values survey.

I hope you will be able to participate in this exciting and important work! Please let me know by Tuesday (4/18) whether you are able to serve. I will meet with the newly formed committee on Wednesday, 4/19, 7:30-9:30 a.m. in 301 Gerberding. If you are able to serve, please also let me know if you can attend this initial meeting.

Sincerely,

Phyllis M. Wise

Provost and Vice President for Academic Affairs  
University of Washington  
301 Gerberding Hall  
Box 351237 Seattle, WA 98195-1237

## Appendix B

### Meetings

- May 10, 2006: Nancy Woods, Dean, School of Nursing  
Bruce Bare, Dean, College of Forest Resources
- May 17, 2006: David Hodge, Dean, College of Arts & Sciences  
Harry Bruce, Dean, Information School
- May 24, 2006: Sandra Archibald, Dean, School of Public Affairs  
Suzanne Ortega, Dean and Vice Provost, Graduate School  
University-wide open meeting
- May 30, 2006: University-wide open meeting
- May 31, 2006: Mani Soma, Acting Dean, College of Engineering
- June 5, 2006: College of Arts & Science College Council
- June 6, 2006: College of Arts & Sciences Social Science Chairs and Directors
- June 7, 2006: Christine Ingebritsen, Interim Dean, Office of Undergraduate Education
- June 8, 2006: College of Arts & Sciences Humanities Chairs and Directors
- June 14, 2006: Paul Ramsey, Dean and Vice President, School of Medicine  
W.H. (Joe) Knight, Dean, School of Law
- June 19, 2006: College of Arts & Sciences Arts Chairs and Directors
- June 22, 2006: College of Arts & Sciences Science Chairs
- June 28, 2006: Arthur Nowell, Dean, College of Ocean & Fishery Sciences  
Edwina Uehara, Dean, School of Social Work  
Pat Wahl, Dean, School of Public Health & Community Medicine  
Fritz Wagner, Acting Dean, College of Architecture & Urban Planning
- July 5, 2006: Betsy Wilson, Dean, University Libraries  
Sid Nelson, Dean, School of Pharmacy
- July 18, 2006: College of Engineering department Chairs
- July 19, 2006: Open meeting with UW advisers

July 27, 2006: Weldon Ihrig, Executive Vice President  
 Susan Jeffords, Vice Provost, Office of Global Affairs  
 Ron Irving, Interim Dean, College of Arts & Sciences

August 2, 2006: Working Group on Interdisciplinarity  
 Centers and Programs Represented:

Asian Law Center  
 Veronica Taylor (Law), Director

Center for International Studies  
 Sara Curran (Jackson School of International Studies/Evans School),  
 Director, represented by Joel Migdal

Center for International Trade  
 Ivan Eastin (Forest Resources), Director

Center for Studies in Demography & Ecology  
 Martina Morris (Sociology and Statistics), Director

China Studies Program  
 Kent Guy (Jackson School of International Studies and History), Chair

Comparative History of Ideas  
 John Toews (History), Director

DXARTS  
 Shawn Brixey (Art), Director

Global Business Center  
 Debra Glassman (Finance & Business Economics)

Institute for Public Health Genetics  
 Melissa Austin (Epidemiology/Institute for Public Health/Graduate  
 School), Director

Jackson School of International Studies  
 Anand Yang (Jackson School of International Studies), Director

Latin American Studies  
 Jonathan Warren (Jackson School of International Studies), Director

Law, Societies, and Justice Program  
 Michael McCann (Political Science), Director

Master of Social Work Program  
Emiko Tajima (School of Social Work), Director

Program on the Environment  
Dave Secord (School of Marine Affairs), Director

Program on Values in Society  
Jean Roberts (Philosophy), Director

Quaternary Research Center  
David Montgomery (Earth & Space Sciences), Director

Simpson Center for the Humanities  
Kathleen Woodward (English), Director

August 9, 2006: Mary Lidstrom, Vice Provost, Office of Research

August 16, 2006: William Zumeta, Associate Dean, Evans School of Public Affairs,  
Professor, College of Education  
Pat Wasley, Dean, College of Education

August 17, 2006: College of Arts & Sciences College Advisory Committee on Advising  
and Student Services  
Paul LePore, Assistant Dean, and several advisers

September 6, 2006: College of Engineering  
Crystal Eney, Lead Academic Adviser, Computer Science & Engineering  
Helene Obradovich, Lead Academic Adviser, Electrical Engineering

Office of Minority Affairs  
Steve Simeona, Director, Counseling Services  
Raul Anaya, Assistant Director, Counseling Services  
Elena Guevora, Academic Counselor  
Candy Kamekona, Student Services Director

The Graduate School  
Tom Gething, Associate Dean

Athletic Student Services  
Kim Durand, Associate Athletic Director for Student Development  
Ashlee Anderson, Senior Academic Counselor

September 13, 2006: Ana Mari Cauce, Executive Vice Provost  
Deborah Wiegand, Assistant Dean, Student Academic Affairs  
Ed Taylor, Vice Provost and Dean for Undergraduate Academic Affairs  
Eric Godfrey, Vice Provost and Dean for Undergraduate Student Life

October 18, 2006: Open meeting on interdisciplinarity  
Open meeting with UW advisers

November 14, 2006: University-wide open meeting with UW advisers

## Documents

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- Report of the Interdisciplinary Task Force, by the American Association of Universities (2005).
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- University of Washington Report of the President's Task Force Subgroup on Reorganization and Restructuring, Planning for the Future of the University of Washington: Issues and Recommendations (1994).
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- Zumeta, William. "Public Higher Education in Washington State: Aspirations Are Misaligned with Fiscal Structure and Politics," in *What's Happening to Public Higher Education*, ed. Ronald G. Ehrenberg (American Council on Higher Education/Praeger Series on Higher Education, 2006) 275-302.

## Appendix C

### Financial Flows

It became apparent very early in the committee's deliberations that issues of organization and resource flows were inextricably intertwined. In order to help unravel the mix, a subcommittee was charged with gathering financial data in a form that could inform the organization discussions. The subcommittee decided that the data should be averaged for the past five years to smooth out substantial year-to-year variations. The focus was on average annual expenditures, rather than awards or gifts received, to allow apples-to-apples comparisons across funding sources (Table 1). The task of the Working Group was advanced enormously by help from Robert Blum, Database Director for the College of Arts and Sciences.

Abbreviations: B+M+P = Bachelors + Masters + Professional (except doctoral)

Doctoral = PhD and professional doctorates

DOF = Designated Operating Fund

Endow = Endowment

FTE = Full Time Equivalent

GOF.GFA = General Operating Fund General Fund Allocation

RCR = Research Cost Recovery

SCH = Student Credit Hour

The expenditure categories listed in Table 1 are:

1. Imputed tuition (average for FY2003 and FY2006; discussed in more detail below)
2. Imputed State allocations (difference between 5-year averaged GOF-GFA and Imputed tuition)
3. General operating fund - general fund allocations (sum of 1 and 2)
4. Designated operating funds
5. Research cost recovery
6. Gift/Endowment expenditures
7. Grant/contract expenditures
8. Auxiliary enterprise/service activity expenditures

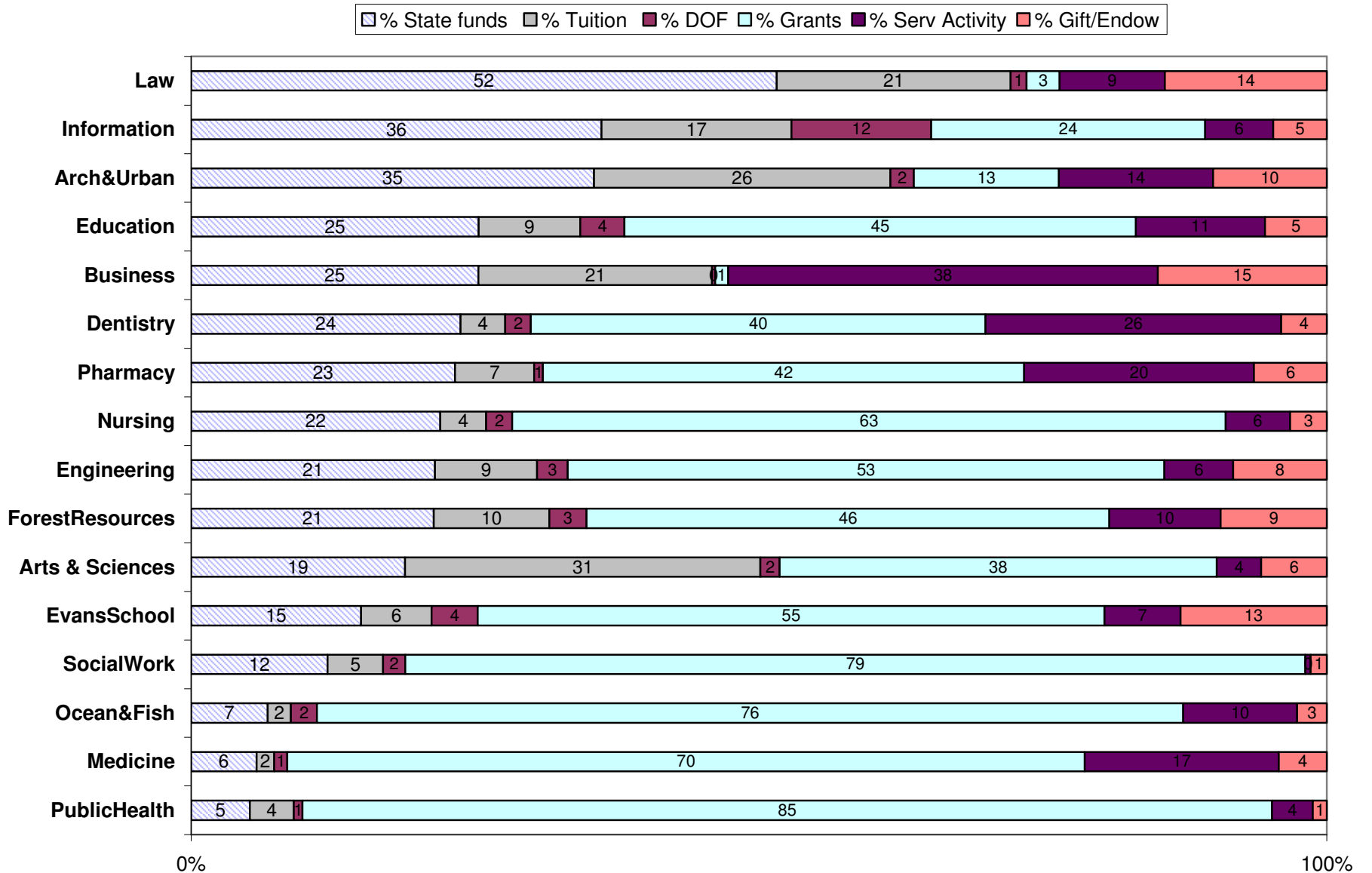
This list is not exhaustive, but covers the major fund expenditures of the school and colleges. The remainder of Table 1 provides additional institutional data on students and faculty, as well as derived ratios and conversion of the expenditures to percentages for each school and college.

Chart 1 shows the percentage data from Table 1 in graphic form (ranked by Imputed State funds). It reveals the enormous variation in the ways the schools and colleges are funded. These differences have produced different foci, cultures and concerns in the different schools and colleges across the University; differences that will have to be recognized and accommodated in any proposed reorganization.

The information in Chart 1 and Table 1 that has not been widely available before is Imputed tuition income, averaged for FY2003 and FY2006 (Data from Robert Blum), which is estimated by assigning the Operating Tuition paid by each student in proportion to the credit hours taken by the student in each school or college (based on administrative ownership of the courses). This calculation distinguishes between in-state and out-of-state students and includes thirty different tuition structures. It also corrects for tuition waivers. The resulting tuition values are not exact, but probably represent the best possible current estimates of tuition “earned” by each school or college. The fraction of imputed tuition assigned to schools and colleges in Chart 1 and Table 1 is the same as the total fraction of GOF/GFA allocated to academic units for these two years. Close to 50 percent of GOF/GFA revenues went to other university functions both years.

Chart 2 compares the full imputed tuition (broken down by division in the case of Arts and Sciences) and the full GOF-GFA for each school and college. Again this reveals the complexity and variation within the University, a result of differing cost structures, traditions, external forces, and resources allocation decisions that span many decades.

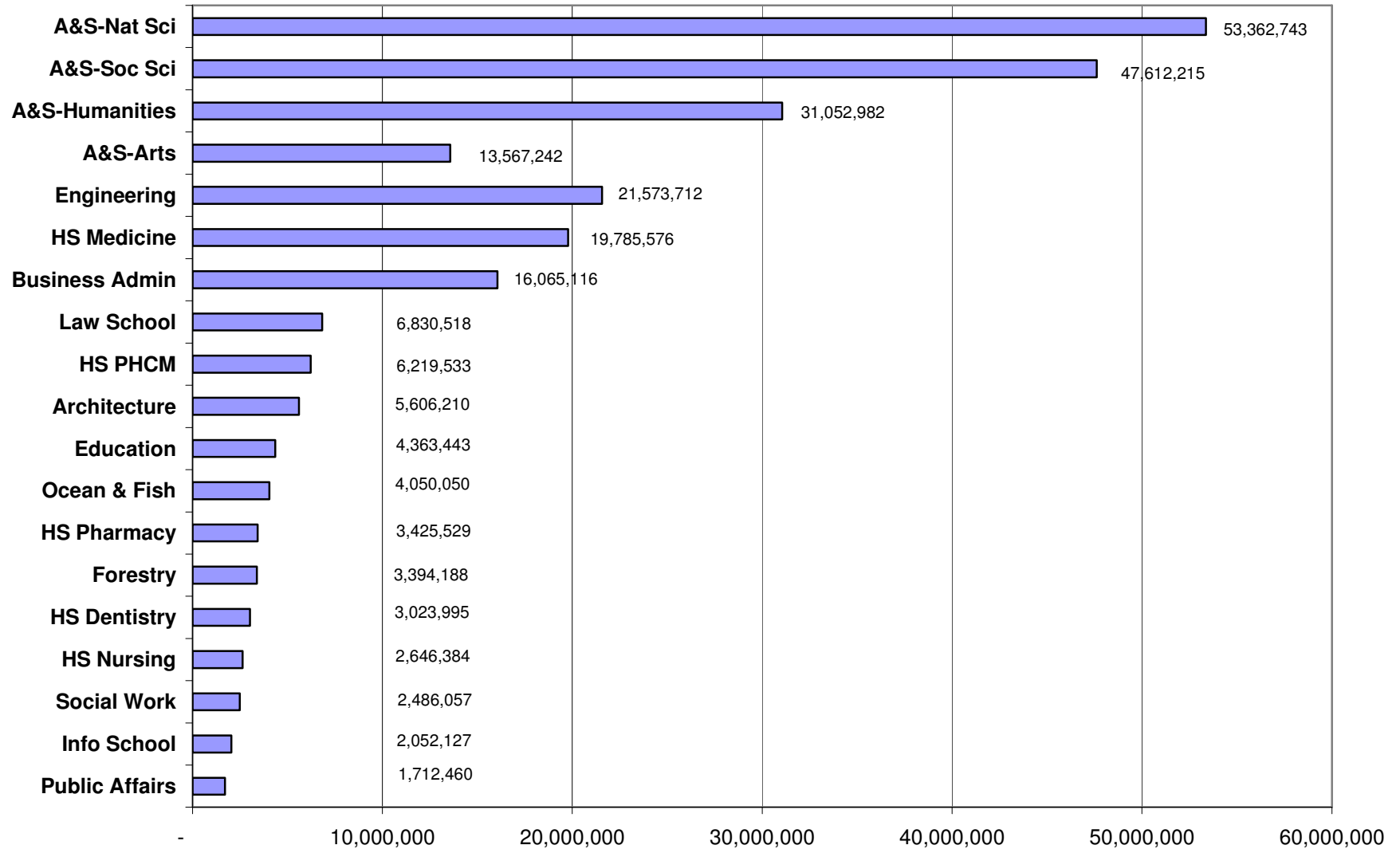
**Chart 1: Percentages of different funding sources that support schools and colleges, ranked in order of the percentage contribution from state general funds. Imputed tuition income is the second item on each bar (source: Table 1)**



**Table 1: Funding Mix, Faculty FTE, Student Credit Hours, Degrees Granted by Schools and Colleges, 5yr average 2002-2006**

	Imputed Tuition Income \$'000,000	Imputed State Allocation \$'000,000	GOF-GFA \$'000,000	DOF \$'000,000	RCR \$'000,000	Gift/Endowment Expenditures \$'000,000	Grant Expenditures w/o indirect costs \$'000,000	Service/Auxiliary Activities \$'000,000	Total Listed Expenditures \$'000,000	Faculty FTE (GOF + DOF)	Voting faculty Spring 2006	SCH/acad yr 000	Degrees B+M+P	Doctoral Degrees	SCH/\$1000 GOF.GFA	Grant Exp/GOF	GOF as % of Total Expenditures	Tuition as \$ of Total Expenditures	State Allocation as % of Total Expenditures	DOF as % of Total Expenditures	Grant Exp+RCR as % of Total Expenditures	Serv Activ as % of Total Expenditures	Gift/Endow as % of Total Expenditures
Architecture & Urban Planning	2.320	3.154	<b>5.475</b>	0.185	0.046	0.890	1.089	1.206	8.892	50	64	36.82	257	0	6.72	0.25	59.8	25.3	34.4	2.0	15.3	13.17	9.72
Arts & Sciences	60.221	36.249	<b>96.470</b>	3.265	4.893	11.097	69.147	7.552	192.425	725	989	998.09	5859	223	10.35	0.91	45.6	28.5	17.1	1.5	44.0	3.57	5.25
Business School	6.784	8.343	<b>15.127</b>	0.085	0.000	4.908	0.382	12.469	32.971	84	102	112.39	1289	8	7.43	0.03	45.8	20.6	25.3	0.3	1.2	37.79	14.87
Dentistry	1.303	7.892	<b>9.194</b>	0.750	0.553	1.333	12.759	8.651	33.241	58	81	17.29	23	53	1.88	1.66	25.7	3.6	22.1	2.1	44.2	24.20	3.73
Education	1.869	5.290	<b>7.159</b>	0.813	0.332	1.138	9.075	2.373	20.889	46	63	27.79	237	32	3.88	1.51	31.7	8.3	23.4	3.6	49.2	10.50	5.04
Engineering	9.063	21.663	<b>30.726</b>	2.722	3.415	8.301	49.554	6.118	100.835	156	234	115.14	940	81	3.75	2.12	26.4	7.8	18.6	2.3	58.9	5.25	7.12
Evans School	0.713	1.720	<b>2.433</b>	0.468	0.128	1.478	6.214	0.770	11.492	18	26	7.33	117	0	3.01	2.77	20.2	5.9	14.3	3.9	57.2	6.41	12.30
Forest Resources	1.679	3.530	<b>5.209</b>	0.543	0.295	1.543	7.309	1.620	16.518	30	41	25.74	109	11	4.94	1.57	30.0	9.7	20.3	3.1	48.7	9.32	8.87
Information School	0.859	1.857	<b>2.716</b>	0.632	0.101	0.243	1.138	0.308	5.137	19	32	15.87	40	0	5.84	0.49	51.0	16.1	34.9	11.9	26.8	5.78	4.56
Law	2.795	7.003	<b>9.799</b>	0.189	0.001	1.936	0.394	1.259	13.578	37	51	27.72	98	163	2.83	0.04	72.0	20.5	51.4	1.4	3.2	9.24	14.22
Medicine	8.380	31.140	<b>39.521</b>	6.230	25.608	22.826	353.282	92.142	539.610	653	1625	106.95	155	231	2.71	11.15	6.3	1.3	5.0	1.0	74.4	14.70	3.64
Nursing	1.085	5.875	<b>6.961</b>	0.612	1.016	0.865	15.803	1.521	26.778	53	120	18.38	169	13	2.64	2.76	23.1	3.6	19.5	2.0	67.0	5.04	2.87
Ocean & Fishery Sciences	1.579	5.234	<b>6.813</b>	1.781	2.801	2.026	56.309	7.781	77.511	46	78	21.87	99	18	3.21	9.60	7.9	1.8	6.0	2.1	78.8	8.99	2.34
Pharmacy	1.366	4.546	<b>5.912</b>	0.150	0.283	1.253	8.009	3.960	19.566	27	59	16.34	1	107	2.76	1.84	26.3	6.1	20.3	0.7	49.8	17.64	5.58
Public Health & Comm Med	2.523	3.389	<b>5.912</b>	0.500	3.042	0.800	52.790	2.354	65.398	81	197	27.61	180	29	4.67	10.80	7.7	3.3	4.4	0.7	87.5	3.08	1.05
Social Work	1.092	2.689	<b>3.781</b>	0.440	1.104	0.316	16.631	0.104	22.375	33	66	15.94	199	3	4.22	5.12	15.1	4.4	10.7	1.8	81.5	0.41	1.26

**Chart 2: Full\* imputed tuition generated by each college, school, and division of Arts & Sciences FY2006.**



## **Appendix D**

### **Modalities of Interdisciplinarity**

We recognize that the term “interdisciplinarity” is inadequate to describe the multitude of activities pursued at the University of Washington. Furthermore, “interdisciplinarity” is often contrasted to “disciplinarity,” thus suggesting that interdisciplinarity and disciplinarity are in tension with each other (or worse, opposites) rather than in a dialogical relation to each other. This can lead to an unfortunate politics that, in a period of tight resources, sets units against one another. In addition, for many “cross-disciplinarity” is different from “interdisciplinarity.” Moreover, a new language of “transdisciplinarity” is emerging in higher education and research. In this report we understand “interdisciplinarity” in capacious terms; collaboration in fact is often a synonym for it.

## Definitions of Multidisciplinary, Interdisciplinary, and Transdisciplinary Research

Melissa Austin, November, 2006

Source	Multidisciplinary	Interdisciplinary	Transdisciplinary
Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21 <sup>st</sup> Century, Institute of Medicine, 2003	Research that offers the potential to resolve questions of both mutual and separate interest among the participating investigators.	Collaboration of two investigators from different departments or fields to answer questions of joint or mutual importance.	Implies the conception of research questions that transcend the individual departments or specialized knowledge bases, typically because they are intended to solve applied public health research questions that are, by definition, beyond the purview of the individuals disciplines.
Facilitating Interdisciplinary Research, Institute of Medicine, 2005	Research that involves more than a single discipline in which each discipline makes a separate contribution. Investigators may share facilities and research approaches while working separately on distinct aspects of a problem...additive but not necessarily integrative.	Teams or individuals integrate information, data, techniques, tools, perspectives, conceptions and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice.	
Genome-based Research and Population Health International Network (GRAPH-Int), 2006*	Different professional work on a common problem, interacting with each other but each contributing from within a defined disciplinary framework	Questions are framed and addressed jointly by persons trained in the different component disciplines...integration.	
Graduate Students in Urban Ecology,	Researchers from two or more disciplines working collaboratively on a common	Involves the use of an innovative conceptual framework to synthesize and	Involves <u>non-academic</u> practitioners working with academics to identify,

University of Washington, 2006**	problem, without modifying disciplinary approaches or developing synthetic conceptual frameworks.	modify two or more disciplinary approaches to deal with a research problem.	research and develop solutions to real-world problems.
Review Committee of the UW Tacoma Interdisciplinary Arts & Sciences Program, 2006	(multi=many) Refers to a collection of two or more single disciplines [chemistry and geology].	(inter=between or among) Refers to a combination of two or more disciplines into a coherent interdiscipline. [geochemistry]	(trans=across) Refers to a subsumption of disciplines within an integrated transdiscipline [ecology]

\* Burke W, et al. The path from genome-based research to population health: Development of an international public health genomics network. *Genetics in Medicine* \*:451-458, 2006.

\*\* Graybill JK et al. A rough guide to interdisciplinarity: Graduate student perspectives. *BioScience* 56:757-763, 2006.

## **Appendix E**

### **Problems Inhibiting and Discouraging Interdisciplinary Research and Scholarship, Teaching and Learning**

#### **1. Faculty Hiring, Promotion, Tenure, Merit Increase, and Retention Issues**

- Lack of motivation for faculty to participate in interdisciplinary programs because their efforts are often not rewarded by their home departments
- Participation in interdisciplinary programs not uniformly acknowledged or rewarded when promotion and tenure decisions are made
- Difficulty in hiring faculty (especially junior faculty) in different departments due to concern about their ability to be promoted
- When units provide merit raises above the average, interdisciplinary programs rarely have the funds to match these raises
- Department chairs and deans are not rewarded for encouraging participation in interdisciplinary activity by their faculty
- Absence of a mechanism for proposing positions that are not sought by departments
- Challenges in implementing professional and medical leave policies across units

#### **2. Resource Allocation and Flow of Faculty**

- Interdisciplinary programs are rarely returned indirect costs from research projects that are direct results of the program, except when individual “deals” are made between departments and schools
- There are few ongoing sources of support for interdisciplinary programs (even for successful established programs there are no consistent mechanisms within the current UW structure for the programs to raise funds to grow; this does not allow “intellectual space” for faculty and students to experiment and to take risks in new academic directions)
- It is rarely possible to eliminate interdisciplinary programs even when they are no longer effective and are not meeting their research, training, and/or teaching goals
- Development activities for interdisciplinary programs are often viewed to be in competition with departments and colleges/schools involved with the program
- There is no university-wide policy or understanding regarding buy-outs of faculty time for participation in interdisciplinary projects and programs

### **3. University-wide Leadership and Institutional Structure**

- Lack of effective advocacy procedures or clear reporting lines for interdisciplinary programs within the current UW organizational structure
- Lack of institutional mechanisms at the level of central administration for resolving problems with regard to interdisciplinarity

### **4. Student Issues**

- Graduate students in interdisciplinary programs are often not eligible for traditional fellowships and traineeships
- It takes substantial student initiative and legwork to surmount bureaucratic barriers to gain access to courses across campus, including identifying courses, obtaining add codes, etc.
- Graduate students in self-sustaining programs report that it is difficult, if not impossible, to take courses in other units
- There is a lack of advising for graduate students in relation to opportunities for interdisciplinary work
- Graduate students often face difficulties in identifying and recruiting committee members who are natural intellectual collaborators but may not receive credit in their home departments for working with students outside their departments
- Graduate students who train in interdisciplinary programs that include multiple departments report not having an “identity”

## Appendix F

### Portfolio of a Vice Provost for Interdisciplinary Affairs

We recommend building on and adding to the recommendations of Seeding, Supporting, and Sustaining Interdisciplinary Initiatives issued by the Graduate School in 2006. The list below gives an indication of the scope of a position devoted to “Interdisciplinary Affairs.”\*

#### 1. Undertake University-Wide Actions

- Compile a comprehensive inventory of current interdisciplinary activities and interests
- Establish a University-wide Interdisciplinary Council for oversight to give greater visibility, legitimacy, protection, and resource basing to interdisciplinary and collaborative work
- Create a central University interdisciplinary website with links to units, resources, important reports
- Revise all materials to be inclusive of interdisciplinarity, ranging from organizational charts to the “public face” of the University (catalogues, bulletins, promotional material)
- Create a corresponding inclusion of interdisciplinarity in all support service practices, from recruitment and advising to research and alumni offices
- Rewrite all relevant policies and practices to be inclusive of interdisciplinarity and collaborative work
- Create a comprehensive map of space allocations and support staff for interdisciplinary programs, centers, and other initiatives
- Identify space which might be used for flexible interdisciplinary and collaborative activity
- Provide assistance in clarifying Academic Human Resources policies

#### 2. Focus on Hiring and Appointments, Promotion and Tenure, Merit and Rewards

##### *Hiring and Appointments*

- Establish a mechanism that permits the proposal of positions that do not emerge only from departments, but also from interdisciplinary groups of faculty
- Consider creating a university-wide appointment not bound to a single department but allowing participation in several programs (College Professor, University Professor), possibly with limited term appointments (these positions could be used in hiring and recruiting new faculty members as well as to promote “intellectual mobility”

among senior faculty who are interested in expanding their research and teaching areas)

- Institutionalize interdisciplinarity in the hiring process (advertisements, interviews, letters, and contracts)
- Enable more joint appointments in departments and/or programs and centers
- Establish a consistent policy regarding “buyouts” of faculty time for participation in interdisciplinary projects and programs

#### *Tenure and Promotion*

- Uniformly incorporate interdisciplinary accomplishments into promotion and tenure decisions
- For both new and previously appointed faculty who participate in interdisciplinary programs, include representation from each relevant unit on a pre-promotion and tenure committees (department, program, center)
- Rewrite guidelines for tenure and promotion in all units to ensure the inclusion of interdisciplinary activities and interests.
- Ensure consideration of contributions to interdisciplinary programs and projects at the college level and other upper-administrative levels for tenure and promotion
- Ensure that interdisciplinary accomplishments are taken into account in a chair’s annual conference with faculty
- Establish recurring appointments with tenure lines in robust interdisciplinary programs and centers

#### *Merit and Reward*

- When units provide merit raises above the average, provide oversight to ensure that there are supplementary funds available in interdisciplinary units to match the increases
- In reviews of chairs and deans, include the fostering of collaborative and interdisciplinary work within their units and across units, schools, and colleges as a criterion of their performance
- Include interdisciplinarity as a designated category in merit-based salary increases

### **3. Resource Allocation**

- Assess current flow of indirect costs and allocations in units across campus to ensure that interdisciplinary programs and projects receive appropriate allocations
- Work with upper administration to determine the total pool of funds available and set guidelines for distribution to existing and future interdisciplinary programs, centers, and initiatives, with the goal of incentivizing collaborations for interdisciplinary programs (such guidelines should be implemented uniformly across campus)

- Develop sunset provisions to phase out interdisciplinary programs when appropriate (possibly including limited terms for program directors)
- Identify alternative sources of support for interdisciplinary and collaborative work--a “Common Fund” (Duke) or a “Creative Campus” fund--to encourage innovation

#### **4. Development and Outreach**

- Educate development staff about the importance of interdisciplinary and collaborative initiatives and coordinate outreach with departmental, college and school, and university-wide development efforts
- Raise awareness that interdisciplinary activity increases, not decreases, net research revenue at the University of Washington and does not detract from more traditional disciplinary activities
- Build an interdisciplinary endowment, with a focus on philanthropic venture capital
- Target particular interdisciplinary themes in capital campaigns

#### **5. Stewardship, Leadership, and Advocacy**

- Negotiate conflicts between faculty and administrators with regard to interdisciplinary matters
- Create a climate which encourages faculty and students to take intellectual risks in interdisciplinary ventures
- Coach academic leaders at all levels in skills that foster interdisciplinary and collaborative work
- Foster shared responsibility of all units to prepare faculty and other professionals to cross disciplinary boundaries
- Focus on the problems that have been reported repeatedly and consistently by students at both the graduate and undergraduate level

\*The Working Group on Interdisciplinarity gratefully acknowledges the contributions of Julie Thompson Klein (Humanities and Interdisciplinarity, Wayne State University), who visited the University of Washington in the fall of 2006 and consulted with academic leaders on the subject of institutionalizing interdisciplinarity.

## Appendix G

### Portfolio of a Vice Provost for Academic Advising

The description below gives an indication of the scope of an administrative position with responsibility for academic advising as a whole that would ensure leadership and oversight for the full panoply of academic advising services.

- Publicize the advising mission (philosophy and goals) of the university to advisers, faculty, students and administrators, as well as the public at large.
- Strengthen the notion that different advising units are equally important to the total advising mission.
- Cultivate respect and understanding on the part of university administration and faculty for the importance of academic advising services.
- Chair the University-wide Council of Academic Advisers
- Provide a voice for advising with the administration that is free from potential bias from any single advising unit.
- Serve as an advocate for issues that are important to advisers.
- Provide an adjudicating function when different advising units have diverse and competing goals and preferences.
- Investigate and address salary and workload inequities among advisers in different units.
- Oversee the allocation and distribution of funds to advising units. Recommend changes in the allocation of funds as needed.
- Facilitate the improved integration of students in special advising groups, such as the Office of Minority Affairs or Student-Athletic Academic Services, into pre-major and major advising services.
- Work with the Office of Minority Affairs to develop effective and efficient strategies for identifying and rectifying common roadblocks to student success. Try to move from “crisis-intervention mode” for individual students, to “crisis-anticipation” mode by providing more advance information on how to navigate the UW.
- Identify and implement initiatives that will support a student-driven advising atmosphere. This would mean giving students the information-gathering tools and the advising support to be more pro-active in obtaining useful and targeted advising.
- Oversee the initial development and subsequent upgrading of the web-based advising resource center.
- Investigate and implement an informational structure/mechanism for data-sharing among advisers.
- Investigate whether a Council of Advisers should exist at the graduate and professional levels.
- Work with advisers from relevant units to organize workshops on how to help students prepare for post-baccalaureate graduate education.

- Investigate advising practices at other institutions of higher education, in order to keep the UW abreast of best practices.
- Oversee regular reviews of academic advising at UW.
- Propose changes and improvements to the overall system of academic advising, as deemed necessary and expedient.