1. Retreat Agenda.
2. Membership.
3. Working Group Assignments.
4. Core Assumptions.
5. Example of Benefits and Disadvantages from 3 Working Groups.
Friday, October 29, 2004

7:00 a.m. – 9:00 a.m.  Registration and Continental Breakfast.

9:00 a.m. – 11:30 a.m.  Plenary Session.
   Welcome – Provost David Thorud
   Introduction, logistics – Doug Wadden
   Historical and political context – Fred Campbell
   SHB 2707 Report summary (Bothell) – Chancellor Warren Buck
   SHB 2707 Report summary (Tacoma) – Interim Chancellor Steve Olswang
   Steering Committee background for the retreat – Doug Wadden
   Components of a three-campus university – Ross Heath
   Working Group Discussions – Campbell, Heath, Wadden
   Final Charge and Concluding Comments – Thorud and Wadden
   Brief assembly of Working Groups – Group Chairs

11:30 a.m. – 12:45 p.m.  Lunch.

12:45 p.m. – 1:00 p.m.  Working Groups assemble in breakout rooms.

1:00 p.m. – 3:30 p.m.  Working Group discussions; select issues for plenary session presentation.

3:30 p.m. – 4:00 p.m.  Break.

4:00 p.m. – 5:00 p.m.  Plenary Session — Working Group Reports - Part I; Groups 1, 2 and 3.

5:00 p.m. – 5:45 p.m.  Time Off. (Pick up room keys – bags will be delivered to rooms.)

5:45 p.m. – 6:45 p.m.  Social Hour.

6:45 p.m. – 8:15 p.m.  Dinner.

8:30 p.m. – 8:50 p.m.  President Emmert.

8:50 p.m. – 9:30 p.m.  Plenary Session — Working Group Reports - Part II; Groups 4 and 5.

Saturday, October 30, 2004

6:30 a.m. – 8:00 a.m.  Continental Breakfast Buffet.

8:00 a.m. – 9:30 a.m.  Plenary Session – Working Group Reports – Part III; Groups 6, 7, 8 and 9.

9:30 a.m. – 9:45 a.m.  Break.

9:45 a.m. – 11:15 a.m.  Working Groups — Incorporate Suggestions, Finalize Reports.

11:15 a.m. – 11:30 a.m.  Break.

11:30 a.m. – 1:30 p.m.  Plenary Session (Working Lunch) — Consider Working Group Drafts and Agree on Final Instructions to Steering Committee.

1:30 p.m. – 2:30 p.m.  Steering Committee Meeting.

Saturday times will be adjusted according to the conduct of Friday’s meeting.

Tri-campus Task Force Web Site:  <http://www.washington.edu/faculty/facsenate/tri-campus/>
# Working Group Assignments

## 1. Management (11) Atrium Room

<table>
<thead>
<tr>
<th>Chair</th>
<th>Member</th>
<th>Member</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerry Philipsen</td>
<td>David Thorud</td>
<td>Adam Grupp*</td>
<td>Steven Olswang</td>
</tr>
<tr>
<td>Kim Johnson-Bogart</td>
<td>Weldon Ihrig</td>
<td>Randy Hodgins</td>
<td>Warren Buck</td>
</tr>
<tr>
<td>Jack Faris</td>
<td>Fred Campbell</td>
<td>Daniel Evans</td>
<td></td>
</tr>
</tbody>
</table>

## 2. Campus Integration (9) Vintage Room

<table>
<thead>
<tr>
<th>Chair</th>
<th>Member</th>
<th>Member</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Stygall</td>
<td>Robert Jackson (T)</td>
<td>Jane Decker (B)</td>
<td>Bruce Bare</td>
</tr>
<tr>
<td>Susan Jeffords</td>
<td>Rusty Barcelo</td>
<td>Shelly Yapp</td>
<td>David Notkin</td>
</tr>
</tbody>
</table>

## 3. Finance/Staff/Human Resources (11) Falls Terrace Room

<table>
<thead>
<tr>
<th>Chair</th>
<th>Member</th>
<th>Member</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Wood (B)</td>
<td>Patti Carson</td>
<td>Connie Kravas</td>
<td>Gary Quarfoth</td>
</tr>
<tr>
<td>Marilyn Cox</td>
<td>Vanessa Chio (T)</td>
<td>Richard Startz</td>
<td>Pamela Stewart</td>
</tr>
<tr>
<td>Charles Chamberlin</td>
<td>Key Nuttall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 4. Academic Programs (10) Board Room

<table>
<thead>
<tr>
<th>Chair</th>
<th>Member</th>
<th>Member</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Dubrow</td>
<td>Tom Bellamy (B)</td>
<td>Marcie Lazzari (T)</td>
<td>Susan Woods</td>
</tr>
<tr>
<td>Paul Lepore</td>
<td>Donald Janssen</td>
<td>Robert Stacey</td>
<td>Carl See*</td>
</tr>
<tr>
<td>George Bridges</td>
<td>Thomas Lee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 5. Baccalaureate Options (8) Potlatch Room

<table>
<thead>
<tr>
<th>Chair</th>
<th>Member</th>
<th>Member</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Kerr</td>
<td>Belinda Louie (T)</td>
<td>Jack Nelson (T)</td>
<td>Susan Franzosa (B)</td>
</tr>
<tr>
<td>Carol Niccolls</td>
<td>Steve Holland (B)</td>
<td>Wendy Cook (T)*</td>
<td>Andy O’Connell*</td>
</tr>
</tbody>
</table>

## 6. Faculty (9) Salish Ballroom

<table>
<thead>
<tr>
<th>Chair</th>
<th>Member</th>
<th>Member</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lea Vaughn</td>
<td>Marcy Stein (T)</td>
<td>Michael Kalton (T)</td>
<td>Dan Jacoby (B)</td>
</tr>
<tr>
<td>Robert Corbett</td>
<td>Ashley Emery</td>
<td>Kevin Laverty (B)</td>
<td>Daniel Luchtel</td>
</tr>
<tr>
<td>Constantin Behler</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 7. Students/Access/Enrollment Policy (10) Salish Ballroom

<table>
<thead>
<tr>
<th>Chair</th>
<th>Member</th>
<th>Member</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pete Dukes</td>
<td>Tim Washburn</td>
<td>Enrique Morales</td>
<td>Ernest Morris</td>
</tr>
<tr>
<td>Deborah Wiegand</td>
<td>Kelsy Knowles*</td>
<td>Dan Garcia (T)</td>
<td>Monte Spencer (B)*</td>
</tr>
<tr>
<td>Becky Rosenberg</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 8. Support Services (9) Potlatch Room

<table>
<thead>
<tr>
<th>Chair</th>
<th>Member</th>
<th>Member</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tana Hasart (B)</td>
<td>Charles Lord (T)</td>
<td>Craig Murphy (B)*</td>
<td>Betsy Wilson</td>
</tr>
<tr>
<td>Phillip Hoffman</td>
<td>Sarah Leadley (B)</td>
<td>Edward Lightfoot</td>
<td>Carol Van Natta (T)</td>
</tr>
<tr>
<td>Becky Etheridge (T)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 9. Research Models (10) Falls Terrace Room

<table>
<thead>
<tr>
<th>Chair</th>
<th>Member</th>
<th>Member</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malcolm Parks</td>
<td>Betty Feetham</td>
<td>Lawrence Snyder</td>
<td>Ilene Schwartz</td>
</tr>
<tr>
<td>Charles Emlet (T)</td>
<td>James W. Harrington</td>
<td>Cherry Banks (B)</td>
<td>Andrea Kovalesky (B)</td>
</tr>
<tr>
<td>Connie Proctor</td>
<td>Margaret Spearmon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Student
Tri-campus Task Force Retreat
Nine Working Groups

Considering 3-campus organizational models that range from highly integrated to completely independent, what are the options for the areas assigned to your group (a few are listed to get you started) and what are the benefits and disadvantages of each? The benefits and disadvantages need not be the same for all three campuses.

Working Group 1: Management

- Board of Regents.
- Office of the President.
- Office of the Provost.
- Mission.
- Federal and State Relations.

Working Group 2: Campus Integration

- Highly integrated (UW).
- Coordinated (UW).
- Autonomous (UW).
- Independent (UW).

Working Group 3: Finance/Staff/Human Resources

- Operating budgets.
- Capital planning and construction budgets.
- Contracting.
- Human resources/professional development.
- Risk management.
- Environmental health and safety.
- Tuition and revenue.
- Ect. . . .

Working Group 4: Academic Programs

- Organization of colleges, schools, departments.
- Academic programs.
- Instructional models.
- Academic honors.
- Undergraduate degrees.
- Graduate degrees.
- Professional degrees.
- Accreditation.

Working Group 5: Baccalaureate Options

- All campuses 4-year with CC transfers.
- Some campuses upper-division only.
- Some campuses upper division with limited lower division offerings to meet program requirements.

Working Group 6: Faculty

- Faculty Code.
- Faculty governance.
- Faculty tenure.
Working Group 7: Students/Access/Enrollment Policy

- Student government.
- Student activities.
- Student admissions.
- Course transfers between campuses.
- Allocation of students FTEs between campuses.

Working Group 8: Support Services

- Library services.
- Information technology.
- Development activities.
- Management of investments.

Working Group 9: Research Model

- All campuses evolve to research universities.
- Some campuses emphasize research with a regional focus.
- Some campuses focus primarily on undergraduate education with subordinate research.
Working Group 1: Management
Mission Preamble

Core assumption I. As we proceed with tri-campus discussions and decisions, we should regularly revisit the questions of what is best for students, what is in the public interest, and what will maximize the public good.

Core assumption II. Discussion of a tri-campus future must always consider the place of the UW in the larger context of higher education in the State of Washington.

Core assumption III. The UW Board of Regents has a statewide responsibility to articulate how UW will contribute to higher education in the State.

Core assumption IV. Decisions about mission must shape discussions about a three-campus management structure.

Core assumption V. Because what is good for students and the public interest will change over time, programs and management structure must evolve to meet that good.

Core assumption VI. To have a common brand, UW needs to balance centralized authority and control with localized needs and interests.
<table>
<thead>
<tr>
<th><strong>BENEFITS</strong></th>
<th><strong>DISADVANTAGES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• No question who is in charge</td>
<td>• Too big a job for one person</td>
</tr>
<tr>
<td>• One voice, single institutional spokesperson</td>
<td>• Confusion of roles</td>
</tr>
<tr>
<td>• Does not require change from status quo</td>
<td>• Conflict of interest; issues of preference in favor of Seattle</td>
</tr>
<tr>
<td>• Simpler, therefore more elegant</td>
<td>• Less expensive</td>
</tr>
<tr>
<td>• Management model fits functional difference among units</td>
<td>• Current moment—need flexibility over time</td>
</tr>
<tr>
<td>• Current moment—need flexibility over time</td>
<td></td>
</tr>
</tbody>
</table>
**Topic:** Campus Integration

**Option:** Compact

### BENEFITS

- Term agreements that allow opportunities to check in on progress towards goals
- Allows ability to focus on specific issues and not all aspects of campus
- Clarity of differentiation
- Create more thoughtful models of change
- Deliberate determination of future
- Customized to each campus
- Could be more responsive to changing student demographics
- Enable university to better articulate how it contributes to overall needs of state

### DISADVANTAGES

- Need to re-identify at end of term
- Cannot renegotiate faculty contracts
- Difficult to return to earlier model
- Could affect recruitment if faculty perceive that rules may change
- Change may not take place except in terms of compact
- Time-consuming process
- Will require institutional resources to re-visit compacts on a regular basis
**Topic:** Research models

**Option:** Emphasize research with regional focus

**BENEFITS**

- Respond to specific community needs
- Better accountability
- Increased local industry involvement for funding
- Allows clear campus identity
- Stronger relationship with stakeholders (local/regional)
- Greater potential for political support
- A given campus could become a magnet for research on a given topic
- Richer student opportunities/experiences (assuming mobility)
- Potential for complementary multi-campus research
- Opportunity to see and apply results of research (research accountability)

**DISADVANTAGES**

- Might not take advantage of broader national and global implications of research.
- Might de-emphasize regionally focused work at other campuses
- May limit faculty who are attracted, and what they work on
- May reduce global sensitivity
- May limit funding
- Potential for changing view of quality of faculty (at regionally focused campus)