June 2, 2005

TO: Members of the Board of Regents
            Ex-officio Representatives to the Board of Regents

FROM: Michele M. Sams, Secretary of the Board of Regents

RE: Schedule of Meetings

JUNE 9, 2005

9:00 a.m.–10:55 a.m.	**142 Gerberding Hall**	**FINANCE, AUDIT AND FACILITIES COMMITTEE**: Regents Yapp (Chr), Brotman, Evans, Jewell, Kiga, Proctor
10:55 a.m.–12:10 p.m.	**142 Gerberding Hall**	**ACADEMIC & STUDENT AFFAIRS COMMITTEE**: Regents Gates (Chr), Barer, Brotman, Cole, Jewell, Rasmussen
12:10 p.m.–1:10 p.m.	**142 Gerberding Hall**	**COMMITTEE OF THE WHOLE:** Regents Brotman (Chair), Barer, Cole, Evans, Gates, Jewell, Kiga, Proctor, Rasmussen, Yapp
1:30 p.m.	**Walker Ames Room** Kane Hall	**REGULAR MEETING OF BOARD OF REGENTS**
3:30 p.m.	Meany Hall	Recognition Ceremony and Reception
6:30 p.m.	Walker Ames Room Kane Hall	Recognition Awards Dinner

FRIDAY, JUNE 10, 2005

11:00 a.m.	Puyallup Fairgrounds	UW Tacoma Commencement

Please see Reverse

Members of the Board of Regents
Ex Officio Representatives to the Board of Regents
Friday, June 2, 2005
Page Two

SATURDAY, JUNE 11, 2005

11:30 a.m.	Founders' Room Hec Edmundson Pavilion UW Seattle Campus	LUNCHEON FOR REGENTS & INVITED GUESTS
2:00 p.m.	Husky Stadium UW Seattle Campus	UW Seattle Commencement

SUNDAY, JUNE 12, 2005

2:00 p.m.	Hec Edmundson Pavilion UW Seattle Campus	UW Bothell Commencement

ENCLOSURES: Agendas for Committees

UNIVERSITY OF WASHINGTON
BOARD OF REGENTS

June 2, 2005

TO: **Members of the Academic and Student Affairs Committee**
             Regents Gates (Chair), Barer, Brotman, Cole, Jewell, Rasmussen

FROM: **Michele M. Sams, Secretary of the Board of Regents**

RE: **Meeting of Committee on 6/09/05 (10:55 a.m.–12:10 p.m., 142 Gerberding Hall)**

The following topics are noted for discussion at the meeting of the committee on *June 9, 2005*. Items requiring action by the full Board of Regents are marked "DRAFT."

1.	**Academic and Administrative Appointments** **David B. Thorud**, Acting Provost and Vice President for Academic Affairs	**ACTION**	A–1
2.	**Granting of Degrees for 2004–2005** David B. Thorud	**ACTION**	A–2
3.	**Services and Activities Fee - University of Washington, Bothell: 2005–06 Distribution of Fee and Allocation of Funds** **Tana L. Hasart**, Associate Vice Chancellor for Academic Affairs and Director of Student Affairs **William (Bill) Kelleher**, Vice Chancellor for Administrative Services	**ACTION**	A–3
4.	**Services and Activities Fee - University of Washington, Seattle: 2005–06 Operating and Capital Allocations** **Ernest R. Morris**, Vice President for Student Affairs	**ACTION**	A–4
5.	**Services and Activities Fee - University of Washington, Tacoma: Distribution of Fee and Allocation of Funds** **Patricia Spakes,** Chancellor **Wendy Cook**, Chair, Services and Activities Fee Committee	**ACTION**	A–5
6.	**Services and Activities Fee - University of Washington, Tacoma: Revision of Guidelines for the Services and Activities Fee Committee** Patricia Spakes Wendy Cook	**ACTION**	A–6
7.	**Review of UW Undergraduate Advising** **Susan Jeffords**, Vice Provost for Academic Planning	**INFORMATION**	A–7
8.	**Other Business**	**INFORMATION**	

UNIVERSITY OF WASHINGTON
BOARD OF REGENTS

June 2, 2005

TO: **Members of the Committee of the Whole**
Regents Brotman (Chair), Barer, Cole, Evans, Gates, Jewell, Kiga,
Proctor, Rasmussen, Yapp

FROM: **Michele M. Sams, Secretary of the Board of Regents**

RE: **Meeting of Committee on 6/09/05 (12:10 p.m.–1:10 p.m., 142 Gerberding Hall)**

The following topics are noted for discussion at the meeting of the committee on *Thursday, June 9, 2005*. Items requiring action by the full Board of Regents are marked "DRAFT."

1.   **Board Communications**   INFORMATION

June 2, 2005

TO: **Members of the Finance, Audit and Facilities Committee**
Regents Yapp (Chair), Brotman, Evans, Jewell, Kiga, Proctor

FROM: **Michele M. Sams, Secretary of the Board of Regents**

RE: **Meeting of Committee on 6/09/05 (9:00 a.m.–10:55 a.m., 142 Gerberding Hall)**

The following topics are noted for discussion at the meeting of the committee on *June 9, 2005*. Items requiring action by the full Board of Regents are marked "DRAFT."

1. **Grant and Contract Awards – April, 2005** ACTION F–2
     Weldon E. Ihrig, Executive Vice President

2. **Action Taken Under Delegated Authority** INFORMATION F–3
     Richard Chapman, Associate V. P. for Capital Projects
     Weldon E. Ihrig

3. **Report of Contributions - April, 2005** INFORMATION F–1
     Walter G. Dryfoos, Associate V. P., Advancement Services,
     Development & Alumni Relations
     Connie Kravas, Vice President for Development and Alumni
     Relations

4. **University of Washington Fiscal Year 2006 Operating and** ACTION F–5
     Capital Budgets
     Gary R. Quarfoth

5. **Amendment to Investment Policy: Human Rights in Sudan** ACTION F–4
     V'Ella Warren, Treasurer of the Board of Regents

6. **Playhouse Theater Renovation - Project Presentation** ACTION F–6
     Richard Chapman
     Weldon E. Ihrig
     John Palewicz, Director, Capital Projects Office Central

7. **Savery Hall Renovation - Project Presentation** ACTION F–7
     Richard Chapman
     Weldon E. Ihrig
     John Palewicz

8. **Clark Hall Renovation - Project Presentation** ACTION F–8
     Richard Chapman
     Weldon E. Ihrig
     John Palewicz

9.	**Sound Transit**	**INFORMATION**	F–9
	Theresa Doherty, Assistant Vice President for Regional
	Affairs
	Weldon E. Ihrig
	John Brandon, John Brandon and Associates

10.	**Other Business**	**INFORMATION**

11.	**Executive Session**

AGENDA

BOARD OF REGENTS
University of Washington

June 9, 2005
1:30 p.m. – Walker-Ames Room, Kane Hall

(Item No.)

I. **CALL TO ORDER**

II. **ROLL CALL**

III. **CONFIRM AGENDA**

IV. **REPORT OF THE CHAIR OF THE BOARD OF REGENTS: Regent Brotman**

V. **REPORT OF THE UNIVERSITY PRESIDENT: Dr. Emmert**

VI. **CONSENT AGENDA**

Approval of Minutes of Meeting of May 19, 2005

Services and Activities Fee - University of Washington, Bothell: 2005–06 Distribution of Fee and Allocation of Funds	A–3
Services and Activities Fee - University of Washington, Seattle: 2005–06 Operating and Capital Allocation	A–4
Services and Activities Fee - University of Washington, Tacoma: Distribution of Fees and Allocation of Funds	A–5
Services and Activities Fee - University of Washington, Tacoma: Revision of Guidelines for the Services and Activities Fee Committee	A–6
Grant and Contract Awards – April, 2005	F–2
Amendment to Investment Policy: Human Rights in Sudan	F–4
University of Washington Fiscal Year 2006 Operating and Capital Budgets	F–5
Playhouse Theater Renovation - Project Presentation	F–6
Savery Hall Renovation - Project Presentation	F–7
Clark Hall Renovation - Project Presentation	F–8

VII.   **STANDING COMMITTEES**

     A. Academic and Student Affairs Committee: Regent Gates - Chair

Academic and Administrative Appointments **(ACTION)**	A–1
Granting of Degrees for 2004–2005 **(ACTION)**	A–2
Review of UW Undergraduate Advising (Information only)	A–7

     B. Finance, Audit and Facilities Committee: Regent Yapp - Chair

Report of Contributions - April, 2005 (Information only)	F–1
Action Taken Under Delegated Authority (Information only)	F–3
Sound Transit (Information only)	F–9

     C. Committee of the Whole: Regent Brotman - Chair

Board Communications

VIII.   **OTHER BUSINESS**

Reports from ex-officio representatives to the Board:

         ASUW President – Ms. Kelsey Knowles

         GPSS President – Mr. Adam Grupp

         Alumni Association President-elect – Mr. Chuck Blumenfeld

         Faculty Senate Chair – Professor G. Ross Heath

IX.   **DATE FOR NEXT REGULAR MEETING: Thursday, July 21, 2005**

X.   **EXECUTIVE SESSION**

XI.   **ADJOURNMENT**

BOARD OF REGENTS
University of Washington

June 9, 2005

The Board of Regents held its regular meeting on Thursday, June 9, 2005, beginning at 2:00 p.m. in the Walker-Ames Room, Kane Hall. The notice of the June 9, meeting was appropriately provided to the public and the press.

CALL TO ORDER

ROLL CALL

The Assistant Secretary called the roll: Present were Regents Brotman (presiding), Barer, Cole, Evans, Gates, Jewell, Proctor, Rasmussen, Yapp; Dr. Emmert, Dr. Thorud, Ms. Warren, Ms. Keith, Ms. Sams; ex officio representatives: Ms. Kelsey Knowles, Mr. Adam Grupp, Mr. Chuck Blumenfeld, Professor G. Ross Heath

Absent: ex-officio representative Ms. Karen Lee

CONFIRM AGENDA

The agenda was confirmed as presented.

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

Regent Brotman extended a warm welcomed to the new student Regent, William L. Rasmussen.

REPORT OF THE UNIVERSITY PRESIDENT: Dr. Emmert

President Emmert introduced and welcomed Provost-designate, Dr. Phyllis M. Wise. Dr. Wise is currently dean of the Division of Biological Sciences at the University of California, Davis. Effective August 1, 2005, Dr. Wise will assume the Provost position, with joint appointments in biology, physiology and obstetrics and gynecology. Dr. Wise spoke briefly and said she is honored and excited to be a part of the University of Washington and is looking forward to working with President Emmert.

Dr. Emmert then recognized Mr. Lee M. Dunbar as the new President of the Associated Students of the University of Washington (ASUW). He expressed sincere thanks to Ms. Kelsey Knowles, outgoing ASUW President, for her good work over the past year. President Emmert also congratulated Mr. Adam Grupp for being elected for a second term as President of the Graduate and Professional Student Senate.

President Emmert commented briefly on the proposed UW Regional Biocontainment Laboratory. Two reports recently have been issued, one resulting from Dr. Emmert's

initiative to solicit community comments and the other from the joint Faculty
Senate/Provost Regional Biocontainment Laboratory Siting Committee. Both reports
may be found at the Web site of the Proposed UW Regional Biocontainment Laboratory:
http://depts.washington.edu/rbl3/background.html. In July, the National Institute of
Health again will review the proposed UW siting.

CONSENT AGENDA

Regent Brotman noted there were 11 items for approval on the consent agenda, and
called for a motion.

MOTION: Upon the recommendation of the President of the Board and the motion
made by Regent Yapp, seconded by Regent Jewell, the Board voted to
approve the 11 items on the consent agenda as shown below.

Minutes for the meeting of May 19, 2005

Services and Activities Fees - University of Washington, Bothell: 2005–06
Distribution of Fees and Allocation of Funds (Agenda no. A–3)

It was the recommendation of the administration and the Academic and Student Affairs
Committee that the Board of Regents approve for the University of Washington, Bothell
for 2005–06:

1) Use of Carry-Over Funds from 2004–05;
2) Recommended Services and Activities Fee Budget for 2005–06;
3) Recommendations for Long-Term Fund Expenditure; and
4) Proposed Revisions to the Services and Activities Fees Guidelines and Operating
   Procedures.

See Attachment A–3.

Services and Activities Fees - University of Washington, Seattle: 2005–06 Operating
and Capital Allocations (Agenda no. A–4)

It was the recommendation of the administration and the Academic and Student Affairs
Committee that the Board of Regents approve for the Seattle campus:

1) Reducing the Services & Activities (S&A) Fee level for 2005–06 from $97 per full-
   time student per quarter to $94; and
2) Allocating $10,040,266 for 2005–06 S&A Fee operating and capital expenditures.

See Attachment A–4.

Services and Activities Fees - University of Washington, Tacoma: Distribution of
Fees and Allocation of Funds (Agenda no. A–5)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the following Services and Activities Fee proposals for the University of Washington, Tacoma:

1) An increase in the Services and Activities Fee for academic year 2005–06;
2) The distribution of Services and Activities Fee for 2005–06; and
3) The operating budgets and expenditures recommended for 2005–06.

See Attachment A–5.

Services and Activities Fees - University of Washington, Tacoma: Revision of Guidelines for the Services and Activities Fees Committee (Agenda no. A–6)

It was the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the attached revision of the operating guidelines for the Services and Activities Fees Committee at the University of Washington, Tacoma.

See Attachment A–6.

Grant and Contract Awards – April, 2005 (Agenda no. F–2)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee that the Board of Regents accepted Grant and Contract Awards for the month of April, 2005 in the total amount of $77,742,306.

See Attachment F–2.

University of Washington Fiscal Year 2006 Operating and Capital Budgets (Agenda no. F–5)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee that the Board of Regents approve the Fiscal Year 2006 operating and capital budgets for the University of Washington that are presented in the attached text and tables. In this action item, the Board of Regents:

- Adopts the Fiscal Year 2006 operating budget;
- Adopts the Fiscal Year 2006 capital budget;
- Sets an undergraduate resident tuition rate of $5,103 for the 2005-06 academic year; this is an increase of $333/year (7%) over the rate currently in place; and
- Raises the undergraduate application fee from $38 to $50 dollars for all applications for undergraduate admission.

See Attachment F–5

Playhouse Theater Renovation - Project Presentation (Agenda no. F–6)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee that project budget be established at $7,120,000 for the Playhouse Theater Renovation Project; and that the President be delegated authority to award design and construction contracts, subject to the scope, budget and funding remaining within 10% (plus or minus).

See Attachment F–6.

Savery Hall Renovation - Project Presentation (Agenda no. F–7)

It is the recommendation of the administration and the Finance, Audit and Facilities Committee that project budget be established at $64,127,000 for the Savery Hall Renovation Project; that the use of alternative public works utilizing the General Contractor/Construction Manager (GC/CM) method of contracting be approved; and that the President be delegated authority to award design and construction contracts, subject to the scope, budget and funding remaining within 10% (plus or minus).

See Attachment F–7.

Clark Hall Renovation - Project Presentation (Agenda no. F–8)

It was the recommendation of the administration and the Finance, Audit and Facilities Committee that project budget be established at $18,300,000 for the Clark Hall Renovation Project; that the use of alternative public works utilizing the General Contractor/Construction Manager (GC/CM) method of contracting be approved; and that the President be delegated authority to award design and construction contracts, subject to the scope, budget and funding remaining within 10% (plus or minus).

See Attachment F–8.

STANDING COMMITTEES

ACADEMIC AND STUDENT AFFAIRS COMMITTEE: Regent Gates, Chair

In his report the Regent Gates called attention to several appointments where a professorship or chair was included.

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

MOTION: Upon the recommendation of the administration and the motion made by Regent Proctor, seconded by Regent Jewell, the Board voted to approve the academic and administrative appointments: (Regent Rasmussen abstained from the discussion and vote.)

See Attachment A–1.

Granting of Degrees for 2004–2005 (Agenda no. A–2)

MOTION: Upon the recommendation of the administration and the motion made by
               Regent Gates, seconded by Regent Jewell, the Board voted to approve the
               granting of degrees for 2004–2005: (Regent Rasmussen abstained from
               the discussion and vote.)

See Attachment A–2.

FINANCE, AUDIT AND FACILITIES COMMITTEE: Regent Yapp, Chair

Regent Yapp reported that the capital campaign is going well; the University is at $1.35
billion, 68% of the way to its $2 billion campaign goal. She also reported that the
Committee spent a fair amount of time on a review of the current status of proposals on
Sound Transit as it would traverse the University campus. It is expected that in July,
there will be a proposed memorandum of understanding that defines the relationship of
the University of Washington with Sound Transit for the construction and long-term
operation of the North link system.

REPORTS FROM EX OFFICIO REPRESENTATIVES TO THE BOARD OF REGENTS

ASUW President: Ms Kelsey Knowles

Ms. Knowles expresses her appreciation to the Board of Regents for a year during which
she and the ASUW felt valued and included. She then invited the incoming ASUW
Board of Directors to introduce themselves. They are:

President: Mr. Lee M. Dunbar (El Paso, Texas), senior in International Studies
Vice President: Ms. Ashley Miller (Shoreline), junior in International Studies
Community Relations: Ms. Hala Dillsi (Richland), junior in Political Science and
         Economics
Director of Diversity Efforts: Ms. Miranda Bethay (Yakima), Biology and American
         Ethnic Studies
Director of Operations: Mr. Carl Smith, (Spokane), fifth-year student in Business and
         International Studies
Faculty, Administration and Academic Affairs: Mr. Jonathan J. Lee (Bellevue), junior
         in Political Science

GPSS President: Mr. Adam Grupp

Mr. Grupp congratulated the incoming ASUW Board of Directors and announced the
2005–06 GPSS Officers. They are: President: Adam Grupp (law student); Vice President:
Mr. Nick Peyton (Evans School of Public Affairs); Secretary: Ms. Katherine Van Maren (law
student); Treasurer: Mr. Sean Kellogg (law student).

Regent Jewell noted that the new officers include three law students and one from the
Evans' School, and ask how the GPSS plans to reach out to lower campus, specifically
the health sciences graduate students. Mr. Grupp indicated that the officers have already
been thinking of ways to include others and said that there already has been success

engaging several from the health sciences area in one of the Graduate Student Week activities to talk about the role of community service.

Alumni Association President: Mr. Karen Lee

Mr. Chuck Blumenfeld, president-elect, attended on behalf of Ms. Karen Lee. Ms. Lee was attending the Alumni Association sponsored lunch for the Alumnus Summa Laude Dignatus which conflicted with the Board meeting. Mr. Blumenfeld announced that the Alumni Association is pleased to have increased the amount of money designated for scholarship from $190,000 to $200,000. He then focused on regional events, most of which he said he had attended, that are cosponsored by Intercollegiate Athletics. He highlighted that Todd Turner and the coaches who appear at the events are outstanding representatives of the University of Washington. He said as an alumnus, he could not be more proud of the message and the image being presented by the Intercollegiate Department.

Faculty Senate Chair: Professor G. Ross Heath

Professor Heath extended a welcome to Provost-designate, Dr. Phyllis M. Wise. He noted that during the search she had met with a number of faculty members and that those individuals, along with many others are excited to have her at the University of Washington.

Professor Heath reflected on the activities of the Faculty Senate over the past two years. He said that in 2003–04, he, then Vice Chair of the Faculty Senate, and Professor Douglas Wadden, then Chair of the Faculty Senate, worked closely together to develop a two-year agenda drawn from recommendations of the 2003 tenure accreditation report. He pointed out that he is near the end of his year-long term, and it is clear that the two-year agenda was a very successful way of making progress on a number of issues.

DATE FOR NEXT MEETING

The next regular meeting of the Board of Regents will be held on Thursday, July 21, 2005, on campus.

ADJOURNMENT

The regular meeting was adjourned at 2:40 p.m.

Michele M. Sams
Secretary of the Board of Regents

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Academic and Administrative Appointments

RECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the appointments to the University faculty and administration as presented on the attached list.

Attachment: Personnel Recommendations

RESERVE OFFICERS TRAINING CORPS

DEPARTMENT OF MILITARY SCIENCE

NEW APPOINTMENTS

REIDEL, ROBERT H.
(BS, 1990, JAMES MADISON UNIVERSITY) TO BE ASSISTANT PROFESSOR OF MILITARY SCIENCE WITHOUT SALARY FROM THE UNIVERSITY, EFFECTIVE 7/1/2005. (MAJOR REIDEL IS CURRENTLY AN ASSISTANT PROFESSOR OF MILITARY SCIENCE AT MIDDLE TENNESSEE STATE UNIVERSITY.)

COLLEGE OF ARTS AND SCIENCES

AMERICAN ETHNIC STUDIES

ADMINISTRATIVE APPOINTMENTS

FLORES, LAURO HUGO
(BA, 1973, UNIVERSITY OF CALIFORNIA (SAN DIEGO); PHD, 1980, UNIVERSITY OF CALIFORNIA (SAN DIEGO)) TO BE CHAIR OF AMERICAN ETHNIC STUDIES, EFFECTIVE 7/1/2005. (DR. FLORES WILL CONTINUE AS PROFESSOR OF AMERICAN ETHNIC STUDIES AND ADJUNCT PROFESSOR OF SPANISH AND PORTUGUESE.)

DEPARTMENT OF CLASSICS

NEW APPOINTMENTS

HOLLMANN, ALEXANDER
(BA, 1987, UNIVERSITY OF CAPETOWN (SOUTH AFRICA); MA, 1990, UNIVERSITY OF COLORADO (BOULDER); PHD, 1998, HARVARD UNIVERSITY) TO BE ASSISTANT PROFESSOR OF CLASSICS AT A SALARY RATE OF $53,001 OVER NINE MONTHS, EFFECTIVE 9/16/2005. (DR. HOLLMANN IS CURRENTLY A JUNIOR FELLOW AT THE CENTER FOR HELLENIC STUDIES, WASHINGTON D.C.)

DEPARTMENT OF PHILOSOPHY

NEW APPOINTMENTS

BLAKE, MICHAEL
(BA, 1993, UNIVERSITY OF TORONTO (CANADA); PHD, 1998, STANFORD UNIVERSITY) TO BE ASSOCIATE PROFESSOR OF PHILOSOPHY AND OF PUBLIC AFFAIRS AT A SALARY RATE OF $81,000 OVER NINE MONTHS, EFFECTIVE 9/16/2005. (DR. BLAKE IS CURRENTLY ASSISTANT PROFESSOR OF PUBLIC POLICY AND PHILOSOPHY AT THE JOHN F. KENNEDY SCHOOL OF GOVERNMENT, HARVARD UNIVERSITY.)

WYLIE, ALISON
(BA, 1976, MOUNT ALISON UNIVERSITY (CANADA); MA, 1979, STATE UNIV OF NEW YORK (BINGHAMTON); PHD, 1982, STATE UNIV OF NEW YORK (BINGHAMTON)) TO BE PROFESSOR OF PHILOSOPHY AND OF ANTHROPOLOGY AT A SALARY RATE OF $120,006 OVER NINE MONTHS, EFFECTIVE 9/16/2005. (DR. WYLIE IS CURRENTLY PROFESSOR OF WOMEN STUDIES AND OF PHILOSOPHY AT BARNARD COLLEGE.)

DEPARTMENT OF SPEECH AND HEARING SCIENCES

NEW APPOINTMENTS

LUSCHEI, ERICH S.
(BS, 1964, UNIVERSITY OF WASHINGTON; PHD, 1968, UNIVERSITY OF WASHINGTON) TO BE RESEARCH PROFESSOR OF SPEECH AND HEARING SCIENCES WITHOUT SALARY FROM THE UNIVERSITY, EFFECTIVE 4/1/2005. (DR. LUSCHEI IS CURRENTLY PROFESSOR EMERITUS OF SPEECH PATHOLOGY AND AUDIOLOGY AND OF OTOLARYNGOLOGY AND HEAD AND NECK SURGERY AT THE UNIVERSITY OF IOWA.)

<u>DIVISION OF FRENCH AND ITALIAN STUDIES</u>

NEW APPOINTMENTS

GAYLORD, SUSAN
(BA, 1995, UNIVERSITY OF CAPETOWN (SOUTH AFRICA); MA, 1999, UNIVERSITY OF CALIFORNIA (BERKELEY); PHD, 2004, UNIVERSITY OF CALIFORNIA (BERKELEY)) TO BE ASSISTANT PROFESSOR OF FRENCH AND ITALIAN STUDIES AT A SALARY RATE OF $55,008 OVER NINE MONTHS, EFFECTIVE 9/16/2005. (DR. GAYLORD IS CURRENTLY A LECTURER OF ITALIAN AT THE UNIVERSITY OF CALIFORNIA, BERKELEY.)

<u>SCHOOL OF ART</u>

NEW APPOINTMENTS

ROESLER, AXEL
(DIPLOMA, 2000, BURG GIEBICHENSTEIN (GERMANY); MFA, 2001, OHIO STATE UNIVERSITY; PHD, 2005, OHIO STATE UNIVERSITY) TO BE ASSISTANT PROFESSOR OF ART AT A SALARY RATE OF $58,005 OVER NINE MONTHS, EFFECTIVE 9/16/2005. (MR. ROESLER IS CURRENTLY AN INDUSTRIAL DESIGN CONSULTANT.)

<u>SCHOOL OF DRAMA</u>

NEW APPOINTMENTS

LYNCH, THOMAS
(BFA, 1971, YALE UNIVERSITY; MFA, 1979, YALE UNIVERSITY) TO BE ASSOCIATE PROFESSOR OF DRAMA AT A SALARY RATE OF $90,000 OVER NINE MONTHS, EFFECTIVE 9/16/2005. (MR. LYNCH IS CURRENTLY AN ADJUNCT PROFESSOR OF SET DESIGN AT NEW YORK UNIVERSITY AND DOES FREELANCE SET DESIGN.)

<u>SCHOOL OF MUSIC</u>

NEW APPOINTMENTS

COLE, VINSON
(BM, 1972, UNIVERSITY OF MISSOURI) TO BE PROFESSOR OF MUSIC AT A SALARY RATE OF $110,007 OVER NINE MONTHS, EFFECTIVE 9/16/2005. (MR. COLE IS CURRENTLY SENIOR ARTIST IN RESIDENCE IN THE SAME SCHOOL.)

BUSINESS SCHOOL

<u>DEPARTMENT OF MANAGEMENT AND ORGANIZATION</u>

ENDOWED APPOINTMENTS

LEE, THOMAS WILLIAM
(BA, 1975, UNIVERSITY OF CALIFORNIA (BERKELEY); MA, 1977, BOWLING GREEN STATE UNIVERSITY; PHD, 1984, UNIVERSITY OF OREGON) TO BE HOLDER OF THE HUGHES M. BLAKE PROFESSORSHIP IN BUSINESS ADMINISTRATION OVER NINE MONTHS, EFFECTIVE 7/1/2005. (PROFESSOR LEE WILL CONTINUE AS PROFESSOR OF MANAGEMENT AND ORGANIZATION AND ASSOCIATE DEAN FOR ACADEMIC AND FACULTY AFFAIRS IN THE BUSINESS SCHOOL.)

COLLEGE OF EDUCATION

<u>EDUCATION</u>
NEW APPOINTMENTS

JONES, JANINE
(BA, 1991, UNIVERSITY OF TEXAS (AUSTIN); MA, 1994, UNIVERSITY OF SOUTHERN CALIFORNIA; PHD, 1999, UNIVERSITY COLLEGE - CARDIFF (UK)) TO BE ASSISTANT PROFESSOR OF EDUCATION AT A SALARY RATE OF $60,003 OVER NINE MONTHS, EFFECTIVE 9/16/2005. (DR. JONES IS CURRENTLY A RESEARCH ASSOCIATE IN THE COLLEGE OF EDUCATION.)

COLLEGE OF ENGINEERING

<u>DEPARTMENT OF MECHANICAL ENGINEERING</u>
ENDOWED APPOINTMENTS

GARBINI, JOSEPH L
(BSME, 1971, UNIVERSITY OF WASHINGTON; MSME, 1973, UNIVERSITY OF WASHINGTON; PHD, 1977, UNIVERSITY OF WASHINGTON) TO BE HOLDER OF THE PROFESSOR JAMES B. MORRISON ENDOWED CHAIR IN MECHANICAL ENGINEERING OVER NINE MONTHS, EFFECTIVE 7/1/2005. (PROFESSOR GARBINI WILL CONTINUE AS PROFESSOR OF MECHANICAL ENGINEERING.)

SCHOOL OF LAW

<u>LAW</u>
NEW APPOINTMENTS

HOWARD, MAUREEN A.
(BA, 1982, GONZAGA UNIVERSITY; JD, 1986, UNIVERSITY OF WASHINGTON) TO BE ASSISTANT PROFESSOR OF LAW AT A SALARY RATE OF $86,580 OVER NINE MONTHS, EFFECTIVE 9/16/2005. (MS. HOWARD IS CURRENTLY ACTING ASSISTANT PROFESSOR-TEMPORARY AND INTERIM DIRECTOR OF TRIAL ADVOCACY IN THE SCHOOL OF LAW.)

SCHOOL OF SOCIAL WORK

<u>SOCIAL WORK</u>
ENDOWED APPOINTMENTS

WALTERS, KARINA LYNN
(BA, 1987, UNIVERSITY OF CALIFORNIA (LOS ANGELES); MSW, 1990, UNIVERSITY OF CALIFORNIA (LOS ANGELES); PHD, 1995, UNIVERSITY OF CALIFORNIA (LOS ANGELES)) TO BE HOLDER OF THE WILLIAM P. AND RUTH GERBERDING UNIVERSITY PROFESSORSHIP OVER NINE MONTHS, EFFECTIVE 7/1/2005. (DR. WALTERS WILL CONTINUE AS ASSOCIATE PROFESSOR OF SOCIAL WORK.)

ADMINISTRATIVE APPOINTMENTS

GILCHRIST, LEWAYNE DORMAN
(BA, 1963, STANFORD UNIVERSITY; MA, 1967, STANFORD UNIVERSITY; MSW, 1977, UNIVERSITY OF WASHINGTON; PHD, 1981, UNIVERSITY OF WASHINGTON) TO BE ACTING DEAN OF THE SCHOOL OF SOCIAL WORK AT A SALARY RATE OF $172,068 OVER TWELVE MONTHS, EFFECTIVE 7/15/2005 WITH AN ADDITIONAL $1,500 PER MONTH ADMINISTRATIVE SUPPLEMENT. (PROFESSOR GILCHRIST WILL CONTINUE AS PROFESSOR OF SOCIAL WORK.)

ISHISAKA, ANTHONY H
(BA, 1966, UNIVERSITY OF CALIFORNIA (BERKELEY); MSW, 1968, UNIVERSITY OF CALIFORNIA (BERKELEY); DSW, 1978, UNIVERSITY OF CALIFORNIA (BERKELEY)) TO BE ACTING ASSOCIATE DEAN FOR

PROFESSIONAL PROGRAMS AND DIRECTOR OF THE MASTERS DEGREE PROGRAM FOR THE SCHOOL OF SOCIAL WORK AT A SALARY RATE OF $85,014 OVER NINE MONTHS, EFFECTIVE 7/15/2005. (PROFESSOR ISHISAKA WILL CONTINUE AS ASSOCIATE PROFESSOR OF SOCIAL WORK

SCHOOL OF DENTISTRY

DEPARTMENT OF DENTAL PUBLIC HEALTH SCIENCES
NEW APPOINTMENTS

HOSAKA, KAZUO
(DDS, 1987, MATSUMOTO DENTAL UNIVERSITY (JAPAN); PHD, 1995, AICHI GAKUIN UNIVERSITY (JAPAN)) TO BE VISITING ASSOCIATE PROFESSOR OF DENTAL PUBLIC HEALTH SCIENCES WITHOUT SALARY FROM THE UNIVERSITY, EFFECTIVE 6/1/2005. (DR. HOSAKA IS AN ASSOCIATE PROFESSOR OF ORAL MEDICINE AT MATSUMOTO DENTAL UNIVERSITY, JAPAN.)

SCHOOL OF MEDICINE

DEPARTMENT OF LABORATORY MEDICINE
NEW APPOINTMENTS

MORISHIMA, CHIHIRO
(BA, 1984, WASHINGTON UNIVERSITY; MD, 1988, WASHINGTON UNIVERSITY) TO BE RESEARCH ASSISTANT PROFESSOR OF LABORATORY MEDICINE AT A SALARY RATE OF $92,508 OVER TWELVE MONTHS, EFFECTIVE 7/1/2005. (PRIOR TO THIS APPOINTMENT, DR. MORISHIMA WAS A CLINICAL ASSISTANT PROFESSOR IN PEDIATRICS.)

DEPARTMENT OF MEDICINE
ENDOWED APPOINTMENTS

OTTO, CATHERINE MARY
(BA, 1975, REED COLLEGE; MD, 1979, UNIVERSITY OF WASHINGTON) TO BE HOLDER OF THE J. WARD KENNEDY-HAMILTON ENDOWED PROFESSORSHIP IN CARDIOLOGY OVER TWELVE MONTHS, EFFECTIVE 6/1/2005. (DR. OTTO WILL CONTINUE AS PROFESSOR WITHOUT TENURE OF MEDICINE AND ADJUNCT PROFESSOR OF ANESTHESIOLOGY.)

NEW APPOINTMENTS

MORTON, GREGORY JAMES
(BS, 1995, UNIVERSITY OF MELBOURNE (AUSTRALIA); MS, 1997, DEAKIN UNIVERSITY (AUSTRALIA); PHD, 2000, DEAKIN UNIVERSITY (AUSTRALIA)) TO BE RESEARCH ASSISTANT PROFESSOR OF MEDICINE AT A SALARY RATE OF $65,040 OVER TWELVE MONTHS, EFFECTIVE 6/1/2005. (PRIOR TO THIS APPOINTMENT, DR. MORTON WAS AN ACTING INSTRUCTOR IN THE SAME DEPARTMENT.)

WU, JENNIFER DONGLAN
(BS, 1988, PEKING UNIVERSITY (CHINA); MS, 1991, PEKING UNIVERSITY (CHINA); PHD, 2000, UNIVERSITY OF BRITISH COLUMBIA (CANADA)) TO BE RESEARCH ASSISTANT PROFESSOR OF MEDICINE AT A SALARY RATE OF $65,004 OVER TWELVE MONTHS, EFFECTIVE 5/1/2005. (PRIOR TO THIS APPOINTMENT, DR. WU WAS AN ACTING INSTRUCTOR IN THE SAME DEPARTMENT.)

DEPARTMENT OF PEDIATRICS
NEW APPOINTMENTS

KIFLE, YEMISERACH
(MD, 1976, ADDIS ABABA UNIVERSITY (ETHIOPIA)) TO BE ASSISTANT PROFESSOR WITHOUT TENURE OF PEDIATRICS PAID DIRECT BY CHILDREN'S HOSPITAL AND REGIONAL MEDICAL CENTER EFFECTIVE 7/1/2005. (PRIOR TO THIS APPOINTMENT, DR. KIFLE WAS AN ACTING ASSISTANT PROFESSOR-TEMPORARY IN THE SAME DEPARTMENT.)

SCHOOL OF PUBLIC HEALTH AND COMMUNITY MEDICINE

DEPARTMENT OF EPIDEMIOLOGY
NEW APPOINTMENTS

CORONADO, GLORIA DIANE
(BA, 1994, STANFORD UNIVERSITY; MS, 1997, UNIVERSITY OF WASHINGTON; PHD, 2001, UNIVERSITY OF WASHINGTON) TO BE RESEARCH ASSISTANT PROFESSOR OF EPIDEMIOLOGY PAID DIRECT BY FRED HUTCHINSON CANCER RESEARCH CENTER EFFECTIVE 6/1/2005. (DR. CORONADO IS AN ASSISTANT MEMBER IN THE CANCER PREVENTION PROGRAM AT FRED HUTCINSON CANCER RESEARCH CENTER.)

UNIVERSITY OF WASHINGTON, TACOMA

EDUCATION PROGRAM
NEW APPOINTMENTS

HENRY, ANNETTE
(BA, 1978, CARLETON UNIVERSITY (CANADA); BEd, 1982, UNIVERSITY OF TORONTO (CANADA); PHD, 1992, UNIVERSITY OF TORONTO (CANADA)) TO BE PROFESSOR OF EDUCATION AT A SALARY RATE OF $84,996 OVER NINE MONTHS, EFFECTIVE 8/1/2005. (DR. HENRY IS CURRENTLY ASSOCIATE PROFESSOR OF EDUCATION AT THE UNIVERSITY OF ILLINOIS.)

COMPUTING AND SOFTWARE SYSTEMS PROGRAM
NEW APPOINTMENTS

BAIOCCHI, ORLANDO
(BSc, 1962, FEDERAL UNIVERSITY OF RIO GRANDE DO SUL (BRAZIL); MSc, 1971, UNIVERSITY OF RIO DE JANEIRO (BRAZIL); PHD, 1976, UNIVERSITY COLLEGE (UK)) TO BE PROFESSOR OF COMPUTING AND SOFTWARE SYSTEMS AND DIRECTOR OF THE INSTITUTE OF TECHNOLOGY AT A SALARY RATE OF $105,723 OVER NINE MONTHS, EFFECTIVE 7/1/2005 WITH AN ADDITIONAL $550 PER MONTH ADMINISTRATIVE SUPPLEMENT AND THREE MONTHS SUMMER SALARY. (PRIOR TO THIS APPOINTMENT DR. BAIOCCHI WAS PROFESSOR OF ELECTRICAL ENGINEERING AT SUNY INSTITUTE OF TECHNOLOGY.)

ADMINISTRATION

NEW APPOINTMENT

WISE, PHYLLIS M.
(BA, 1967, SWARTHMORE COLLEGE; MA, 1969, UNIVERSTIY OF MICHIGAN; PHD, 1972, UNIVERSITY OF MICHIGAN) TO BE PROVOST OF THE UNIVERSITY OF WASHINGTON AND PROFESSOR OF PHYSIOLOGY AND BIOPHYSICS AND OF BIOLOGY AND ADJUNCT PROFESSOR OF OBSTETRICS AND GYNECOLOGY, AT A SALARY RATE OF $27,084 OVER TWELVE MONTHS, EFFECTIVE 8/1/2005. (DR. WISE IS CURRENTLY DEAN OF THE DIVISION OF BIOLOGICAL SCIENCES AND DISTINGUISHED PROFESSOR OF NEUROBIOLOGY, PHYSIOLOGY, AND BEHAVIOR IN THE DIVISION OF BIOLOGICAL SCIENCES AND PHYSIOLOGY AND MEMBRANE BIOLOGY IN THE SCHOOL OF MEDICINE AT THE UNIVERSITY OF CALIFORNIA, DAVIS)

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Granting of Degrees for 2004–2005

RECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student Affairs Committee that the Board of Regents approve the granting of degrees to those individuals who, in the judgment of the faculty, have satisfied the requirements for their respective degrees during the 2004-2005 academic year.

BACKGROUND:

The statutes of the State of Washington require that the Board of Regents approve the granting of degrees to those individuals who have satisfied the requirements for their respective degrees. Similar action is taken each year by the Board of Regents.

Approximately 11,990 degrees will be awarded this academic year. For work completed at the University of Washington, Seattle, students will receive 10,535 degrees, specifically: 7,140 bachelor's degrees, 2,565 master's degrees, 460 professional degrees and 370 doctoral degrees. For work completed at the University of Washington, Bothell, students will receive 670 degrees, including 560 bachelor's degrees and 110 master's degrees. For work completed at the University of Washington, Tacoma, students will receive 785 degrees, including 650 bachelor's degrees and 135 master's degrees.

Last year a total of 11,959 degrees were awarded: At Seattle, 7,136 bachelor's degrees, 2,566 master's degrees, 435 professional degrees (Law, 145, Medicine, 172, Dentistry, 50, Pharmacy, 68), and 362 doctoral degrees; at Bothell, 529 bachelor's degrees and 110 master's degrees; and at Tacoma, 691 bachelor's degrees and 130 master's degrees.

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell:
2005–06 Distribution of Fees and Allocation of Funds

RECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student
Affairs Committee that the Board of Regents approve for the University of
Washington, Bothell for 2005–06:

  1) Use of Carry-Over Funds from 2004–05;
  2) Recommended Services and Activities Fee Budget for 2005–06;
  3) Recommendations for Long Term Fund Expenditure; and
  4) Proposed Revisions to the Services and Activities Fees Guidelines and
      Operating Procedures.

BACKGROUND:

Services and Activities Fees at the UW Bothell and Tacoma campuses are
collected separately from the Services and Activities Fees at the Seattle Campus,
but the process is handled in like manner. As provided under RCW 28B.15.045, a
student committee recommends the annual allocations to the Board of Regents for
approval. The Board of Regents, at the September 27, 1991 meeting, approved
the Guidelines that established the Services and Activities Fees (SAF) Committee
for the Bothell Campus and its operating procedures.

The Board of Regents is authorized to increase the Services and Activities Fee
annually by a percentage not to exceed the annual percentage increase in tuition.

The history of the Services and Activities Fee at UW Bothell is:

1991-92	76	1998-99	93
1992-93	76	1999-00	93
1993-94	79	2000-01	83
1994-95	81	2001-02	83
1995-96	84	2002-03	83
1996-97	87	2003-04	86
1997-98	90	2004-05	89

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 2)

The Services and Activities Fee Committee at UW Bothell has recommended the
following for fiscal year 2005-06. Chancellor Warren W. Buck has reviewed and
approved the recommendations:

1. **Use of Carry-Over Funds from 2004-05**
    The Services and Activities Fee (SAF) Committee requests that the
    unallocated portion of its 2004-05 Contingency Account (estimated at $6,000)
    as well as any unspent funds from its 2004-05 awards (estimated at $25,000 -
    $30,000) be made available for use by the Committee to fund proposals
    throughout the following year (2005-06) without the need for Board of
    Regents approval. The Committee proposes to use its current funding criteria
    to evaluate the requests for funding from the Contingency Account.

2. **Recommended Services and Activities Fee Budget for 2005-06:**
    The SAF Committee recommends that the quarterly fee payable by full-time
    students be raised $2 per student, per quarter (from $89 to $91), the maximum
    allowable amount under Initiative 601, for the 2005-06 academic year. The
    fee has been calculated using an estimated FTE of 1,340 students for three
    quarters (Autumn, Winter, and Spring), plus an estimated fee collection of
    $30,000 for Summer 2005. The total estimated fee collection for all four
    quarters (2005-06) is $395,820.

    A. **Distribution of Fees:**
        The SAF Committee recommends that the 2005-06 fees be distributed as
        follows:

Student Activities and Services	96.5%	$381,966
Mandated Student Loan Contribution	3.5%	$13,854
Long-Term Development Fund Contribution	0%	$0
Total SAF Fees		**$395,820**

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 3)

B. 2005–06 Allocation of Student Activities and Services Funds:

ASUWB Programs and Operations:	$39,500
Campus Events Board	32,400
Career Services	44,000
Childcare Voucher Program	35,000
CSS Graduation Reception	1,350
CSS Speakers Series	4,000
Coordinator of Student Programs	34,000
Commons Student Newspaper	6,000
Empty Suitcase Theater Company	20,000
Entrepreneur's Network Club	2,000
Environmental Club (Organic Garden)	2,500
Human Rights Action Club	1,600
Intercultural Club	11,000
Laptop Circulation Fees	7,500
Literary Journal	7,000
MAPS Student Conference/Graduation Recep.	1,600
MBA Career Services	2,000
MBA Graduation Reception	750
New Student Orientation	10,600
Nursing Pinning and Graduation Reception	1,750
Public Policy Journal	5,000
Registered Student Organizations	15,000
SAF Contingency Fund	34,016
Scholarship Assistant	14,000
Software Workshops	2,400
Space Huskies Student Organization	500
Supporting Student Presentations	8,250
Quantitative Skills Center	11,100
Teacher Cert. Commencement Celebration	1,500
Teacher Cert. Prof. Development/Mentoring	4,250
Women in Business Student Organization	5,000
Writing Center	16,400
Total	**$381,966**

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 4)</u>

C. Proposed Operating Expenditures for SAF Funds:

If specifically authorized by the Services and Activities Fee Committee at the time of allocation, the following expenditures are acceptable in support of bona fide school-related curricular or extracurricular functions, activities, or programs participated in by UWB students in the furtherance of their education:

1. Ordinary supplies, purchased services or equipment necessary to conduct the student function, activity, or program. Business cards may not be purchased with Services and Activities Fees.

2. Compensation for students or other University employees engaged in activities or services that directly involve or support currently enrolled UWB students such as student government, student activities, student life, financial aid, counseling, testing, placement, and security.

3. Necessary and reasonable fees, meals, lodging, and transportation expenses for entertainers, lecturers, guest speakers and others who provide personal services on a contractual basis.

4. Trophies, plaques or medals, certificates of award or articles of personal property that are of nominal value ($50 or less) given to currently enrolled UWB students as recognition for participation, achievement, or excellence as part of the functions of student organizations, activities, or programs. Articles of clothing may not be purchased with Services and Activities Fees.

5. Items (e.g., "give-aways") designed to promote any student organization, group, or funded project or service are limited to a total value of $200 unless expressly stated otherwise by the Services and Activities Fee Committee at the time of allocation.

6. Cost of childcare for children of currently enrolled UWB students who are participating in UWB programs held on the UWB campus.

7. Necessary and reasonable meals, lodging, and expenses for currently enrolled UWB students while in travel status to participate in approved student functions, activities, or programs. All travel must comport with established UW travel policies and procedures (e.g., travel must be approved in advance using the

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 5)

> Travel Authorization Form and a Travel Expense Voucher must be completed and approved before any reimbursements are made).

8. Cost of purchasing meals and/or refreshments and nonalcoholic beverages for currently enrolled UWB students, faculty, staff, and/or invited guests when considered an integral part of a UWB-student function, activity, program, or student-award reception; or of a leadership training program for a registered student organization, student committee (e.g., Services and Activities Fee Committee, Publications Board), or student government. Such funds are intended to support activities and programs held on campus and open to the general student body; funds are not intended to support routine meetings or gatherings associated with student organizations. Services and Activities Fees may not be used to purchase or serve alcoholic beverages.

9. Consistent with state law, any expenditure of Services and Activities Fees, including loans, is considered a prohibited gift when made for the direct benefit of private individuals or groups. State law also prohibits contributions of Services and Activities Fees or property to a political candidate or cause in connection with any local, state, or federal election.

10. Services and Activities Fees shall not be used as fundraising contributions; matching funds for fundraising purposes; or for any expenses related to a meetings, events, or activities of which the principal purpose is fundraising.

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 6)</u>

2005–06 Student Activities and Services Fees Budget
Allocation Detail and Stipulations on Spending

Program	Proposed Funding	Funding Details and Stipulations
Computer Software Systems Speaker Series	$4,000	▪ Funds provided to support an on-going series of non-technical lectures on the subjects of digital technology, software project management, computer graphics, and among other cutting-edge technologies.
Empty Suitcase Theater Company	$20,000	▪ Funds provided to expand the Empty Suitcase Theater Co. in order to offer the campus a full production season of performances. ▪ Funding is limited to on-campus productions that target UWB students.
Teacher Certification – Professional Development and Mentoring Conferences	$4,250	▪ Funds provided in support of three Professional Development Days (one per quarter) that will include seminars and panel discussions on topics of interest to students enrolled in the Teacher Certification program. ▪ Funds also are being provided in support of mentoring events for students enrolled in the Teacher Certification program. Allocation is primarily to fund refreshments and a guest facilitator.
Computer Software Systems Graduation Reception	$1,350	▪ Funds provided in support of a graduation reception to be held in June 2006. ▪ Applied a standard formula for funding commencement receptions (75% of 70 anticipated graduates X $25 per graduate).
Elementary Teacher Certification Ceremonies	$1,500	▪ Funds provided in support of a Teacher Certification ceremony to be held in June 2006. ▪ Applied a formula unique to Teacher Cert. ceremonies (90% of 65 anticipated graduates X $25 per graduate) as Education students do not participate in commencement.
MBA Graduation Reception	$ 750	▪ Funds provided in support of an MBA graduate reception to be held in June 2006. ▪ Applied the standard formula for funding commencement receptions (75% of 40 anticipated graduates X $25 per graduate).

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 7)

Masters in Policy Studies Student Conference and Graduation Celebration	$1,600	▪ Funds provided in support of the Capstone Presentation and Dinner for students graduating (June 2006) in the Masters in Policy Studies ($1,050). Additional funding ($550) provided to support honoraria associated with the quarterly student conferences. ▪ Applied the standard formula for funding commencement receptions (75% of 55 anticipated graduates X $25 per graduate).
Nursing Pinning and Graduation Celebration	$1,750	▪ Funds provided in support of the celebration to honor both BSN and MN students graduating in June 2006. ▪ Applied the standard formula for funding commencement receptions (75% of 92 anticipated graduates X $25 per graduate).
Literary Journal	$7,000	▪ Funds provided in continued support of the student Literary Journal. The Writing Center will oversee the project. ▪ Funding includes money to support printing costs, general production supplies, and campus reception to celebrate the release of the publication. Funding is NOT provided for salaries, stipends, or honoraria of any individual involved in producing (or advising on behalf of) the Journal.
Public Policy Journal	$5,000	▪ Funds provided in continued support of the student Public Policy Journal. The Interdisciplinary Studies Program will continue to oversee the project. ▪ Funding includes money to support printing costs, general production supplies, and campus reception to celebrate the release of the publication. Funding is NOT provided for salaries, stipends, or honoraria of any individual involved in producing (or advising on behalf of) the Journal.
The Commons Student Newspaper	$6,000	▪ $6,000 is provided to fund 3 editions of *The Commons* in Autumn 2005 and with the expectation that it will equally represent both campuses (UWB and CCC) in news stories, features, and opinion pieces. ▪ The Committee recommends that its successor prioritize additional funding (up to $13,000) from the SAF contingency account if *The Commons* demonstrates an adequate (as deemed by the

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 8)

		Publications Board) infrastructure to sustain operations for Winter and Spring 2006 terms and that the newspaper meet the expectations of the SAF Committee for Autumn 2005 as stated above.
ASUWB	$39,500	▪ $16,000 (salaries and benefits) Funding will be increased by $6,850 (for compensation of officers) **if** the proposed ASUWB Constitutional amendment fails in Spring 2005. ▪ $ 2,500 (supply stations) ▪ $10,500 (operations)* ▪ $10,500 (club funding) *The Committee is requesting that ASUWB purchase and oversee a portable car battery-charger service for use by students.*
Campus Events Board	$32,400	▪ Funding is provided to initiate a Campus Events Board that will provide (1) campus-wide activities of broad appeal to students and (2) plan an annual reception to recognize student leaders. Preference should be given to events held on campus. ▪ Purchase and install bulletin boards in the Commons that will help promote student organizations and their activities and events (approximately $5,000). ▪ A maximum of $10,000 may be spent on salaries for Board members; the balance must be spent on events.
Environmental Club's Organic Garden	$2,500	▪ Funds provided in continued support of the Campus Organic Garden. ▪ Funding provided only in support of UWB student learning but cannot be part of an academic course. No individual or group is to be compensated from this allocation.
Entrepreneur's Network Club	$2,000	▪ Funding is provided to support networking opportunities targeting UWB students as long as those events occur on campus. ▪ No funding is provided for any program, service, activity, lecture, or retreat held off campus.
Human Rights Action Club	$1,600	▪ Funding provided for expenses associated with producing on-campus lectures and printing club brochures.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 9)</u>

Intercultural Club	$11,000	▪ Funding granted only to produce activities held on campus.
Space Huskies Student Organization	$500	▪ Funding granted only for facility costs related to the second-annual "Design a Lunar-Based Mission to Mars."
Women in Business Student Organization	$5,000	▪ Funding provided for expenses associated with producing on-campus lectures and printing club brochures.
Career Services	$44,000	▪ Funding is provided to continue supporting the service and programming efforts underway in Career Services that help students across all disciplines focus their job search, implement their job-search strategies, and to build skills in self-marketing. ▪ Budget adjusted to include fees likely to be assessed by CMC. If CMC does not implement its proposed fees, then the actual budget is $39,200.
Childcare Vouchers	$35,000	▪ SAF is providing funding with the understanding that the vouchers will be administered in the same basic format as in the past, thereby allowing students to select their own licensed child-care providers. ▪ The administration of this program will be under the Manager of Financial Aid. Office assistance will be provided by the Scholarship Assistant (funded by SAF).

New Student Orientation	$10,600	▪ Funds are provided to plan non-academic orientation programs for students.
Coordinator of Student Programs	$34,000	▪ Continued funding of the Coordinator of Student Programs position. ▪ Funding assumes a .80 FTE assignment for 11 months.
Laptop Circulation	$7,500	▪ Funds provided to continue the service agreement with the Library to circulate and service laptops purchased by Student Technology Fees. ▪ The agreement includes servicing up to 15 laptops.
MBA Career Services	$2,000	▪ Funds are provided to sustain and continue building career services and programs of particular interest to MBA students (e.g., networking, career coaching).
Software Workshops	$2,400	▪ Funding is provided to Information Systems to offer five Intermediate Microsoft Excel workshops

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 10)

		($750) and five Microsoft FrontPage workshops ($750) throughout the academic year. ▪ Funding is provided to the Campus Media Center to offer 10 PowerPoint workshops throughout the academic year. ▪ Information Systems and the Campus Media Center are requested to keep detailed enrollment statistics on each workshop funded. ▪ Funding assumes that UWB students will not be assessed a fee for attending any of the above-mentioned workshops. ▪ Funding is to underwrite the cost of the workshops for currently enrolled UWB students, only.
Registered Student Organizations	$15,000	▪ Funding of up to $1,500 will be provided each registered student organization to produce on-campus events **unless** a group has already received an allocation as part of this annual budget. ▪ Funding is permitted for recreational activities that can not be sponsored on campus (e.g., snow skiing, whale watching, rock climbing, water rafting, etc.). ▪ Groups must be currently registered and in good status with the University in order to take advantage of these funds. ▪ The Coordinator of Student Programs will administer funding.
Scholarship Assistant	$14,000	▪ Funding is provided to support an hourly employee to assist in the processing of scholarships for UWB students.
Supporting Student Presentations	$8,250	▪ Funding is provided to Academic Services to continue offering services to students that will help them to enhance their classroom presentations (including media presentations) and facilitations. ▪ SAF is willing to partner with the University in funding of this program in 2005-06; however, funding is limited to 75% of the requested amount. In future years, funding should reflect an equal partnership (50/50) between the University and SAF. ▪
Quantitative Skills Center	$11,100	▪ The bulk (90%) of funding is provided to continue supplementing the operation of the Quantitative

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 11)</u>

		Skills Center to serve students in the evening and on weekends. ▪ Funds also provided to continue supporting events on campus that heighten the awareness of the applicability, usefulness, and joy of mathematics.
Writing Center	$16,400	▪ Funding is provided to Academic Services to support hourly staff in the Writing Center. The grant will help to continue the current base of services offered to students in the Writing Center. ▪ This is a new request for 2005-06. SAF Funding will replace a $20,000 Teaching and Learning Center grant that expired in 2004-05.
SAF Contingency Fund	$34,016	▪ This fund will be used by the SAF Committee to fund proposals throughout the 2005-06 academic year that meets its criteria and funding guidelines. ▪ Approximately $3,000 of the Contingency Fund will be used to purchase a mid-grade laptop computer for SAF business as well as supplies and refreshments for the SAF Committee.
Grand Total	**$360,891**	

3. **Recommended Expenditures for Long Term Funds**
   Provide funds to the University to modify the motor that drives the
   heating and air-conditioning system in North Creek Café. The
   motor is loud and disruptive to student activities sponsored in that
   venue. $ 7,000

   Total Recommended Long Term Expenditures: **$ 7,000**

4. **Recommended Revisions to the <u>Services and Activities Fees Guidelines and Operating Procedures</u>**

   A. The SAF Committee recommends a revision to its original <u>Guidelines and Operating Procedures</u>, which was last amended on June 12, 1998. In general, the proposed Guidelines and Operating Procedures (see Attachment A) by (1) distinguishing the role of the SAF Committee from the Associated Students, (2) improving the flow and organization of regulations and the overall layout of the document for referencing purposes, and (3)) correcting awkwardly worded sentences in hopes of adding clarity of meaning and expression of ideas. The current version of the Guidelines appears as Attachment B. Specifically, the revised Guidelines seek to:

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 12)</u>

    i. Specify when the voting members of the Committee should be appointed and their corresponding dates of service;

    ii. Indicate the grounds for removing a voting member of the Committee;

    iii. Correct the process for appointing the chairperson;

    iv. Reference the Open public Meeting Act with regard to calling meetings, posting agendas and minutes, and defining the various categories of meetings;

    v. Establish a clearly stated budgeting process for the Annual Fund and Contingency Fund along with specifying general deadlines and expectations for both the requesting party and the Committee;

    vi. Broaden the Guidelines for Funding (Section 5) to reinforce the purpose and appropriate use of SAF money; and

    vii. Address to the role of the Committee (see Section 8) in monitoring funded programs and services and defining the actions that the Committee may impose when a program does not spend according to the budget plan or the Committee's Guidelines.

    vii. Expand the Chancellor's options for resolving disagreements.

Attachment A
Recommended Revisions to the SAF Guidelines and Operating Procedures

Services and Activities Fees Committee Guidelines and Operating Procedures

Section 1. Services and Activities Fees

A. Services and Activities Fees are defined in RCW 28B.15.041 to mean "fees, other than tuition fees, charged all students registering at the . . . state universities . . . The legislature also recognizes that Services and Activities Fees are paid by students for the express purpose of funding student activities and programs" of their particular institution.

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 13)

B. "It is the intent of the legislature that the governing boards ensure that students have a strong voice in recommending budgets for Services and Activities Fees" (RCW 23B.15.045), and that Services and Activities Fees expenditures for programs devoted to political or economic philosophies shall result in the presentation of a spectrum of ideas (RCW 28.15.044).

C. The level of the services and activities fees is recommended by the Services and Activities Fee Committee pursuant to RCW 28B.15.045 and approved by the Board of Regents. Increases in the fee are subject to limitations set by the state legislature.

D. The Board of Regents shall adhere to the principle that the desires of the Services and Activities Fee Committee be given priority consideration for funding items that do not fall into the categories of pre-existing contractual obligations, bond covenant agreements, or stability of programs affecting students (RCW 28B.15.045(2)). Expenditures of Services and Activities Fees, however, are permitted for the construction, equipping, and betterment of buildings and facilities for student activities and services (RCW 28B.10.300).

E. The Services and Activities Fee long-term fund shall consist of all unallocated revenue derived from the collection of services and activities fees and accrued interest.

F. Services and Activities Fees and revenues generated by programs and activities funded by such fees shall be deposited and expended through the Office of Finance and Administration and will be reduced, unless otherwise stipulated by the Services and Activities Fee Committee, from the allocation awarded for that program or activity. The expenditure of Services and Activities Fees and associated revenues are subject to all applicable University policies, regulations, and procedures and to the Budget and Accounting Act of the State of Washington (RCW 43.88).

G. In addition to the regulations governing the use of Services and Activities Fees, provisions of the State Constitution prohibit the use of public funds (Services and Activities Fees are considered public funds) with regard to making gifts or loans of money or property.

H. With the exception of any funds needed for bond covenant obligations, once the budget for expending Service and Activities Fees is approved by the Board of Regents, funds shall not be shifted from funds allocated by the Services and Activities Fee Committee until the administration

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 14)</u>

provides written justification to the Committee and the Regents, and the Regents and the Committee give their express approval. In the event of a fund-transfer dispute among the Committee, the administration, or the Regents, said dispute shall be resolved pursuant to Section 6 of these Guidelines (RCW 28B.15.045 (12)).

Section 2. Committee Membership

A. The intent of this Committee is to be comprised of seven (7) voting members who are currently matriculated students at UWB and not elected or appointed officers of the Associated Students (ASUWB). The voting membership of the Committee should strive for a committee that is strongly representative of the student body, considering academic programs, gender, cultural backgrounds, and other characteristics of the student body.

B. Ex-officio, non-voting members of the Committee may include the Associated Students of the University of Washington, Bothell (ASUWB) President or designate, a representative from Finance and Administration, and a representative from Student Affairs. The Chair of the Committee, with approval of the Chancellor, may appoint any other ex-officio member. The role of the representatives from Finance and Administration and Student Affairs is to provide information and orientation, background materials, and general support and guidance to the Committee.

C. The voting members will generally serve for one term, and each term is for a period of one year (from July 1 to June 30). Voting members should be selected by May 15 for the following year. Members may be reappointed for a second year of service at the discretion of the Chancellor. The Committee may replace any of its voting members only for reasons spelled out in these Guidelines and Operating Procedures. Members who resign during their term(s) will submit a written resignation to the Committee chairperson. Vacancies will be replaced in the same manner as provided for new appointments and for the un-expired term of the original appointment.

D. The chairperson of the Services and Activities Fee Committee shall be selected by the members of that Committee" (RCW 28.15.045(3)) at its first business meeting. The chairperson will ideally possess monetary experience and have knowledge of the student fees. The chairperson shall call and preside over Committee meetings, prepare agendas, and serve as liaison to the broader University community where appropriate.

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 15)

E. Voting members are expected to attend all meetings unless excused in advance by the Chair; develop and maintain effective communication within the Committee and across the campus community, demonstrate a willingness to engage in constructive dialogue on any issue being considered by the Committee, actively participate in the deliberations of the Committee, and adhere to the rules and regulations governing the Committee. Members may request the resignation of a particular member if absences or conduct are deemed detrimental to the work of the Committee. A request for resignation to remove a member from the Committee requires a unanimous vote by all voting members of the Committee, except for the party whose resignation is being requested, and concurrence by the Chancellor.

Section 3. Committee Meetings

A. Regular meetings shall be held at least three times per quarter (Autumn, Winter, and Spring) and more frequently as needed. All business, other than those items appropriate for consideration during executive session, will be conducted during open session and in full compliance with the Open Public Meetings Act.

B. An agenda and a copy of all funding requests to be considered by the Committee shall be sent to members and be publicly posted at least three-school days in advance of all regular meetings and shall specify the time and place of the meeting as well as the business to be transacted.

C. A special meeting of the Committee may be called at any time by the chair, by a simple majority of the voting members of the Committee, or by the Chancellor by delivering personally or by mail written notice to each member of the Committee at least 24-hours before the time of such meeting as specified in the notice. The call and notice shall specify the time and place of the special meeting and the business to be transacted; final disposition shall not be taken on any other matter at such meetings.

D. The Committee may hold an executive session during a regular or special meeting only to consider matters permitted under the Open Public Meetings Act (RCW 42.30.110).

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 16)

E. A quorum shall consist of a simple majority (50% + 1) of the current
    voting membership of the Committee. The chairperson shall be included
    as a voting member. Proxies shall not be considered for voting purposes.

F. All meetings shall be conducted in accordance with Robert's Rules of
    Order, Newly Revised. Deviations from such procedures will be at the
    discretion of the Chair with a simple-majority approval of the Committee
    present and voting.

G. Minutes shall be taken at all meetings of the Committee and shall be
    publicly posted not later than five-business days after the meeting
    concludes. Said minutes shall include the results of every action item
    taken by the Committee.

Section 4: Budgeting Process

A. The Services and Activities Fee Committee shall notify the campus
    community of the opportunity to submit requests for annual funding no
    later than December 1.

    i.   The Committee shall establish the format and related deadlines for
         receiving budget requests in advance of notifying the campus
         community of the opportunity to apply for funding. At least 15-
         business days must be provided to members of the campus
         community for preparing their requests.

    ii. Any member of the University campus community may submit a
         request for annual or contingency funding.

    iii. The intent of the annual operating budget is to support on-going
         student activities, services, and programs. It is the intent that the
         funds deemed "long-term" shall be used to purchase capital (non-
         recurring) equipment and furnishings, lease and/or bond
         obligations, and other related expenditures.

B. Unspent and unencumbered funds remaining from a previous fiscal year's
    budget shall be carried forward for use by the Committee to fund
    proposals throughout the following fiscal year without the need for
    approval from the Board of Regents. This will be known as the
    Contingency Fund. The Chancellor or his or her designate shall review
    and approve all such recommendations from the Committee.

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 17)

     i.   The Services and Activities Fee Committee shall notify the campus community of the opportunity to submit requests for Contingency funding no later than November 1.

     ii. The Committee shall establish the format and related deadlines for receiving budget requests in advance of notifying the campus community of the opportunity to apply for funding. At least 15-business days must be provided to members of the campus community for preparing their requests.

     iii. Any member of the University campus community may submit a request for contingency funding.

C. All proposals for either annual or contingency funding must contain adequate information about how a program will serve currently enrolled UWB students as well as a detailed breakdown of proposed expenditures and anticipated revenues.

D. The Committee shall review all requests for support from the services and activities fees, serving in an advisory capacity to the Chancellor and the Board of Regents.

E. At the Committee's discretion, a hearing may be required for those requests that lack sufficient detail or justification. The Committee should provide at least 10-business days' notice of a hearing to those individuals requested to be in attendance.

F. The Committee shall organize and publicize at least one open forum on its proposed annual funding allocations prior to adopting a final budget that will be sent to the Chancellor. Said open forum must be held no later than April 1.

G. The Chancellor may meet with the Committee at appropriate intervals in its budget formation process to respond to emergent ideas and issues and to apprise it of the general position of the Regents. The Chancellor may respond in writing to specific written proposals submitted by the Committee and take other actions as needed to assure that the lines of communication to the Committee remain open. The Chancellor may delegate these duties to the Associate Vice Chancellor for Academic Affairs and Director of Student Affairs.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 18)

H. The Committee shall send its final recommendations for an annual operating budget and long-term capital expenditures along with supporting documentation to the Associate Vice Chancellor for Academic Affairs and Director of Student Affairs by May 1 of each year. The Associate Vice Chancellor will, after review, send the recommendations on to the Vice Chancellor of Academic Affairs and the Vice Chancellor for Administrative Services and, after their review, send them on to the Chancellor. Within 10-business days after receiving the Committee's annual budget recommendations, the Chancellor will provide a written response to the Committee. In formulating his or her response, the Chancellor may seek the view of other affected University groups as to the final recommendations of the Committee prior to making his or her recommendation to the Board of Regents. In the event the Chancellor disagrees with any of the Committee's recommendations, the dispute resolution process described in Section 7 will be invoked.

I. At the time the Chancellor submits his or her proposed budget recommendations to the Board of Regents for the expenditure of services and activities fees, he or she shall also submit a copy of the Committee's recommendations and supporting documents along with any response from the administration.

J. Members of the Service and Activities Fee Committee shall have an opportunity to address the Board of Regents before the Regent's decisions on services and activities fee budgets and dispute resolution actions are made (RCW 28B.15.045 (1)).

K. If, during the year, there are unanticipated non-recurring expenses, and if there are sufficient long-term funds to not only fund the expenditures but also other long-term commitments, the Committee can request that the necessary funds be transferred from the long-term account to the current operating account.

Section 5. Guidelines for Funding

B. Operating expenditures may be proposed in support of bona fide school-related curricular or extracurricular functions, activities, or programs participated in by UWB students in the furtherance of their education:

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 19)</u>

1. Ordinary supplies, purchased services or equipment necessary to conduct the student function, activity, or program. Business cards may not be purchased with Services and Activities Fees.

2. Compensation for students or other University employees engaged in activities or services that directly involve or support currently enrolled UWB students such as student government, student activities, student life, financial aid, counseling, testing, placement, and security.

3. Necessary and reasonable fees, meals, lodging, and transportation expenses for entertainers, lecturers, guest speakers and others who provide personal services on a contractual basis.

4. Trophies, plaques or medals, certificates of award or articles of personal property that are of nominal value ($50 or less) given to currently enrolled UWB students as recognition for participation, achievement, or excellence as part of the functions of student organizations, activities, or programs. Articles of clothing may not be purchased with Services and Activities Fees.

5. Items (e.g., "give-aways") designed to promote any student organization, group, or funded project or service are limited to a total value of $200 unless expressly stated otherwise by the Services and Activities Fee Committee at the time of allocation.

6. Cost of childcare for children of currently enrolled UWB students who are participating in UWB programs held on the UWB campus.

7. Necessary and reasonable meals, lodging, and expenses for currently enrolled UWB students while in travel status to participate in approved student functions, activities, or programs. All travel must comport with established UW travel policies and procedures (e.g., travel must be approved in advance using the Travel Authorization Form and a Travel Expense Voucher must be completed and approved before any reimbursements are made).

8. Cost of purchasing meals and/or refreshments and nonalcoholic beverages for currently enrolled UWB students, faculty, staff, and/or invited guests when considered an integral part of a UWB-student function, activity, program, or student-award reception; or of a leadership training program for a registered student

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 20)</u>

organization, student committee (e.g., Services and Activities Fee Committee, Publications Board), or student government. Such funds are intended to support activities and programs held on campus and open to the general student body; funds are not intended to support routine meetings or gatherings associated with student organizations. Services and Activities Fees may not be used to purchase or serve alcoholic beverages.

C. Consistent with state law, any expenditure of Services and Activities Fees, including loans, is considered a prohibited gift when made for the direct benefit of private individuals or groups. State law also prohibits contributions of Services and Activities Fees or property to a political candidate or cause in connection with any local, state, or federal election.

D. Services and Activities Fees shall not be used as fundraising contributions; matching funds for fundraising purposes; or for any expenses related to a meetings, event, or activities of which the principal purpose is fundraising.

E. When making allocations, the Committee may place stipulations on the use of funds or recommend guidelines in the operations of a program, or both. Stipulations shall be binding on the program.

Section 6. General Criteria for Evaluating Funding Requests

A. The general criteria for evaluating funding requests and for determining level of funding are

1. the degree to which the request supports a UWB student program or activity or provides a direct service that is of general interest and has broad appeal to currently enrolled UWB students;

2. how well the proposed program, activity, or service is conceived and organized and, if previously funded, its track record for success;

3. the likelihood of partial or full funding from another source or the probability that alternative funding (full or partial) is available from another source;

4. the number and diversity of currently enrolled UWB students likely to benefit from the program, activity, or service in proportion to the level of proposed funding; and

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

5. other criteria approved in advance by the Committee and the Chancellor or his or her designate.

Section 7. Budget Disputes

A. The Chancellor or his or her designate shall respond to the Committee recommendations in writing, outlining areas of agreement and potential areas of disagreement, allowing reasonable time for response, and clearly setting forth the next step in the review process. In the event of a dispute(s) involving the Committee recommendations, the administration shall meet with the Committee in a good faith effort to resolve such dispute(s) prior to submission of final recommendations to the Board of Regents (RCW 28.15.045(6a)).

B. If the dispute is not resolved within fourteen-calendar days, a dispute resolution committee shall be convened by the chair of the Committee within fourteen-calendar days (RCW 28.15.045(6b)).

C. The dispute resolution committee shall be selected as follows: The administration shall appoint two nonvoting advisory members; the Board of Regents shall appoint three voting members; and the Committee chairperson shall appoint three student members of the Committee who will have a vote, and one student representing the Committee who will chair the dispute resolution committee and be nonvoting except in the case of a tie vote. The dispute resolution committee shall meet in good faith and settle by vote any and all disputes. (RCW 28.15.045(7))

D. The Board of Regents may take action on those portions of the Services and Activities Fees budget not in dispute and shall consider the results, if any, of the dispute resolution committee and shall take action (RCW 28.15.045(8)).

Section 8. Review of Budget Allocations

The Committee may choose to conduct discretionary reviews of funded programs at any time during the year. As a result of a review, the Committee may freeze the remaining unexpended portion of a budget if the program is not spending in alignment with its allocation or in accordance with these Guidelines and Operating Procedures. During a freeze, no further obligations may be incurred

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 22)

against the budget until the freeze is removed. A freeze may remain in effect until the Committee is satisfied with the program's progress.

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06

Attachment B
Current SAF Guidelines and Operating Procedures

Guidelines of the Associated Students of the University of Washington Bothell
    6/98

Services and Activities Fees Committee:
Guidelines and Operating Procedures

Section 1. Services and Activities Fees
    A. Services and Activities Fees are defined in RCW 28B.15.0411 to mean
        "fees, other than tuition fees, charged all students registering at the . . .
        state universities . . . The legislature also recognizes that Services and
        Activities Fees are paid by students for the express purpose of funding
        student services and programs." In addition, "it is the intent of the
        legislature that the governing boards (Board of Regents for the University
        of Washington) ensure that students have a strong voice in recommending
        budgets for Services and Activities Fees" (RCW 23B.15.045), and that
        Services and Activities Fees expenditures for programs devoted to
        political or economic philosophies which will result in the presentation of
        a spectrum of ideas. (RCW 28.15.044)
    B. The level of Services and Activities Fees is authorized by the state
        legislature. The Services and Activities Fees Committee will recommend
        the level and distribution of the Fees for each academic school year to the
        Board of Regents.
    C. Services and Activities Fees and revenues generated by programs and
        activities funded by such fees are deposited and expended through the
        University's budget and financial accounting systems, the responsibility
        for which resides with the University's chief fiscal officer. Such fees and
        revenues are subject to University policies, regulations and procedures as
        documented in the Handbook, Operations Manual, and elsewhere, and to
        the Budget and Accounting Act of Washington, Title 43 Chapter 88 RCW.
    D. With the exception of any funds needed for bond covenant obligations,
        once the budget for expending Services and Activities Fees is approved by
        the Board of Regents, funds can not be shifted from funds budgeted for
        associated students or departmentally related categories or the reserve
        fund unless the Chancellor's Office provides written justification to, and
        receives express approval from, the Services and Activities Fee
        Committee and the Board of Regents. In the event of a fund transfer
        dispute among the Services and Activities Fee Committee, the

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 24)</u>

      administration, or the governing board, said dispute shall be resolved
      pursuant to subsections (6 (b)), and (8) of this section (RCW
      28.15.045(12))

E. The Board of Regents shall adhere to the principle that the Services and
Activities Fees Committee's desires be given priority consideration on
funding items that do not fall into the categories of preexisting contractual
obligations, bond covenant agreements, or stability for programs affecting
students. (RCW 28.15.045 Opening Paragraph)

Section 2. Services and Activities Fees Committee

A. All members shall be responsible for developing and maintaining effective
communication within the Committee and throughout the UWB campus
community. Active participation in the deliberations of the Committee
and its
various subcommittees is expected of all members, as is a willingness to
engage in constructive dialogue on any issues being considered.

B. It shall be the responsibility of the Committee to notify the campus
community of opportunity to submit budget requests.

C. The Committee shall evaluate existing and proposed programs and submit
budget recommendations for the expenditure of Services and Activities
with supporting documents regarding program priorities and budget levels
based on projected funds to the Chancellor of the University of
Washington Bothell, who will forward the recommendations to the Board
of Regents. (RCW 28B.15.045(3))

D. The intent of this Committee is to be comprised of one representative of
each academic area not to exceed seven (7) student (non-ASUWB) voting
members and ex-officio members that could include representation from
the ASUWB, the student newspaper, the Chancellor's office
administration or the General Faculty Organization. The voting members
shall be students recommended by the Associated Students of the
University of Washington Bothell (ASUWB) presiding officer and should
strive for a committee that represents diverse student interests. The
recommendation for the committee members will be forwarded to the
Chancellor of the University of Washington Bothell for appointment.

E. The voting members will serve for no more than three consecutive terms
and each term is for a period of one year. The new administrations of the
ASUWB or governing body may replace any of their respective
representatives only for reasons spelled out in the operating procedures.
Members who resign during their term(s) will submit a written resignation
to the Committee chairperson. Vacancies will be replaced in the same
manner as provided for new appointments.

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 25)

F. "The chairperson of the Services and Activities Fee Committee shall be
selected by the members of that Committee" (RCW 28.15.045(3)) and
shall be selected by October 15th of the current academic year. The
Chairperson will ideally possess monetary experience and have knowledge
of the student fees. The Chairperson shall call and preside over
Committee meetings, prepare agendas, and shall serve as liaison to the
UWB administration, ASUWB presiding officer, to the Editor of the
student newspaper and to other organizations as appropriate.

Section 3. Committee Operating Procedures
A. See separate document "Services and Activities Fee Committee Operating
Procedures" for the Committee's operating procedures.
B. The Committee will make available to the UWB community copies of the
Committee's current operating procedures.

Section 4. Requests for Operations or Capital Funding
A. The Committee will make available to the UWB community copies of the
Committee's current procedures, which will include instructions for
submission of funding requests.
B. The intent of the current operating funds is to support on-going student
activities.
C. It is the intent that the funds deemed "long-term" shall be used for
equipment/furnishings, lease and/or bond obligations, and other related
expenditures.
D. The Committee will submit an annual budget to the Board of Regents for
expenditure of current operating funds and any expenditure of long-term
funds. If, during the year, there are unanticipated non-recurring expenses,
and if there are sufficient long-term funds to not only fund the
expenditures but also other long-term commitments, the Committee can
request that the necessary funds be transferred from the long-term account
to the current operating account.
E. Any member of the University campus community may submit a request.
F. The chairperson shall transmit the results of voting of the Committee
(including reports on any dissenting opinions) for a project to the Bothell
Finance and Administration Office.
G. Disputes will be resolved in accordance with Sections (6) (a) (b), (7) and
(8) of the RCW 28B.15.045

Section 5. Staff Assistance
A. Information, background material and staff assistance will be provided by
the UWB Finance and Administration Office and the student government
Program Coordinator.

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 26)

Section 6. Budget Disputes
    E. The Chancellor of the University of Washington Bothell shall respond to the Committee recommendations in writing, outlining areas of agreement and potential areas of disagreement, allowing reasonable time for response, and clearly setting forth the next step in the review process. In the event of a dispute(s) involving the Committee recommendations, the administration shall meet with the Committee in a good faith effort to resolve such dispute(s) prior to submission of final recommendations to the Board of Regents (RCW 28.15.045(6a)).
    F. If the dispute is not resolved within fourteen days, a dispute resolution committee shall be convened by the chair of the Committee within fourteen days (RCW 28.15.045(6b)).
    G. The dispute resolution committee shall be selected as follows: The administration shall appoint two nonvoting advisory members; the Board of Regents shall appoint three voting members; and the Committee chairperson shall appoint three student members of the Committee who will have a vote, and one student representing the Committee who will chair the dispute resolution committee and be nonvoting except in the case of a tie vote (RCW 28.15.045(7)).
    H. The Board of Regents may take action on those portions of the Services and Activities Fees budget not in dispute and shall consider the results, if any, of the dispute resolution committee and shall take action (RCW 28.15.045(8)).

Services and Activities Fees Committee
Operating Procedures

Section 1. Responsibilities and Accountabilities
The Services and Activities Fee Committee (hereafter called the Committee) shall review all requests for support from the services and activities fees, serving in an advisory capacity to the Chancellor and Vice Provost (hereafter called the Chancellor), and the Board of Regents. The Chancellor, in turn, may seek the view of other affected University groups as to the recommendations of the Committee and then make recommendations to the President of the University, who then makes his/her recommendation to the Board of Regents.

Section 2. Membership (subject to Guidelines)
    A. The voting members shall be current, matriculated students of the UWB and could include no more than 2 (non-voting) members of the ASUWB, and no more than 2 (non-voting) members of the Publications board.

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 27)</u>

B. The Committee should strive for a Committee that is strongly representative of the student body, considering academic programs, gender, cultural backgrounds, and other characteristics of the student body.
C. Ex-officio members may include the President of the ASUWB or an appointee of the ASUWB, a representative from the Budget and Finance Office, an advisor of the Publications Board, a representative of the Student Affairs Office, and a representative from the Chancellor's Office. Any other ex-officio member may be appointed by the Chairman of the Committee with approval of the Chancellor.

Section 3. Term of Membership
A. The Committee and Chair shall be selected not later than the second week in May prior to the upcoming Autumn quarter when their term shall begin. The voting members of the Committee shall select the Chair of the Committee through nominations and a vote. The Chancellor must approve the Chair.
B. The student members shall be appointed to one-year terms, for up to three years as expressed in the Guidelines. Vacancies will be replaced in the same manner as provided for new appointments and for the un-expired term of the original appointment.

Section 4. Responsibilities of Membership
A. Develop and maintain effective communication within the Committee.
B. Develop and maintain effective communication with the campus community.
C. All minutes of the Committee's meetings shall be publicly posted not later than 5 days after the meeting occurs.
D. Attend all meetings unless excused by the Chair via the ASUWB Program Coordinator. Attendance is key to the success of the Committee; therefore members may request the resignation of a particular member if absences are deemed to be detrimental to the work of the Committee. A unanimous vote by the
Committee, other than the party whose resignation is being requested, is required to remove a member from the Committee. The Committee will vote within two weeks of recommendation.

Section 5. Advisory Responsibilities and Procedures
A. The Chancellor of UWB may meet with the Committee at appropriate intervals in its budget formation process to respond to emergent ideas and issues and to apprise it of the general position of the Regents. The Chancellor may respond in writing to specific written proposals submitted

A. Academic and Student Affairs Committee

<u>Services and Activities Fees - University Of Washington Bothell: 2005–06</u>
<u>Distribution of Fees and Allocation of Funds (continued, p. 28)</u>

      by the Committee and take other actions as needed to assure that the lines of communication to the Committee remain open.

B. The Committee shall send its final recommendations with support documentation to the Chancellor and he/she shall submit copies to the Board of Regents.

C. The Committee's recommendations and those of the Chancellor shall be required before funding will be recommended for new projects, for existing programs not now funded by services and activities fees, or for major increases in existing programs funded by services and activities fees.

D. At the time the Chancellor submits his/her proposed budget recommendations for the expenditure of services and activities fees to the Board of Regents, he/she shall also submit a copy of the Committee recommendations along with any supporting documentation originally provided by the Committee and a copy of the administration's response to the Committee recommendations.

Section 6. Meetings

A. Regular meetings shall be held as follows
  1. At least once in Fall Quarter (more as needed)
  2. At least twice in Winter Quarter (more as needed)
  3. At least once a week in Spring Quarter (more as needed)

B. Special meetings shall be called by
  1. The Chair of the Committee
  2. Two or more members of the Committee
  3. The Chancellor of the UWB

C. All members must get 3 school days advance notice for Special meetings.

D. A basic responsibility of the Committee is to provide full information to the community, especially students concerning projects or programs funded from the services and activities fees.

E. Public hearings shall be held on major issues or on any issue that requires the expenditure of $10,000 or more.

F. The agenda and a copy of all requests received must be publicly posted at least three days in advance of regular meetings and 2 days in advance of a special meeting. Notice will be sent to members with an agenda at least three school days in advance of regular meetings and two days in advance of a special meeting.

G. A quorum consists of a majority of voting members of the Committee.

H. All meetings shall be conducted in accordance with Robert's Rules of Order, Newly Revised. Deviations from such procedures will be at the discretion of the Chair with the approval of the Committee.

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University Of Washington Bothell: 2005–06
Distribution of Fees and Allocation of Funds (continued, p. 29)

Section 7. Special Budget Requests
   A. All requests shall be submitted in writing to the Chair not less than five
        days prior to the meeting. The Chair will review them to insure that
        adequate information is provided.
   B. All request received shall be listed by title and source in the next meeting
        agenda for a regular meeting.
   C. Any request so listed may be called for under new business by any
        member. Copies of all requests will be distributed to all members of the
        Committee in advance with the agenda.

May 22, 2005

TO: Tana Hasart
           Associate Vice Chancellor for Academic Affairs and Director of
           Student Affairs

FROM: Warren W. Buck
           Chancellor

SUBJECT: Proposed UW Bothell SAF Budget for 2005-2006

I am writing in response to the Student Services and Activities Fee (SAF) request you submitted on behalf of the SAF Committee. I've reviewed the proposal and fully concur with these recommendations.

In addition, I would like to express my appreciation to the SAF Committee members for the work they have done this year. Thank you for your time and efforts.

cc: Dr. Steven Olswang, Interim Chancellor
       Dr. Tom Bellamy, Vice Chancellor of Academic Affairs
       Mr. Bill Kelleher, Vice Chancellor of Administrative Services
       Dr. David Bush, Assistant Director for Student Development
       Mr. Shawn Hunstock, Business and Operations Manager

Date: May 10, 2005

To: Chancellor Warren W. Buck
From: Tana L. Hasart, Assoc. Vice Chancellor for Academic Affairs

Re: SAF Budget Proposal for 2005-2006

On May 6, 2005 the Services and Activities Fee (SAF) Committee met and adopted a budget for fiscal year 2005-2006. Their action includes the following:

- Recommending the use of carry-over funds from 2004-2005 (estimated at $6,000) as well as any unspent funds from the 2004-2005 awards (estimated at $25,000-30,000) be made available to fund 2005-2006 proposals.

- Recommending an increase in Services and Activities Fee collections for 2005-2006 from $89 per quarter to $91 per quarter.

- Approving the 2005-2006 SAF budget recommendation in the amount of $395,820 to include $381,966 in student activities and services and $13,854 in mandated student loan contributions.

- Recommending expenditure of long-term funds in the amount of $7,000.

- Recommending revisions to the Services and Activities Fees Committee Operating Guidelines and Operating Procedures to include specific language related to review of recommendations and the option to delegate the responsibility for clear communication with the SAF Committee when appropriate.

Enclosed are copies of the May 6, 2005 SAF Committee minutes that reflect action with respect to proposed funding and correction of minutes, and April 8, 2005 SAF Committee minutes that reflect action with respect to adoption of operating guidelines and operating procedures. Also attached are current and proposed operating guidelines and operating procedures.

In forwarding these recommendations to you I want to commend the exceptional leadership provided by student members of this year's SAF Committee and the excellent support and guidance provided by both Dr. David Bush and Mr. Shawn Hunstock. This year's funding recommendations have been thoughtfully prepared and align with an over-all goal of continued community building for students here at UWB.

Encl: SAF Minutes –May 6 and April 15, 2005
        SAF Committee Recommendations for Funding
        Proposed SAF Committee Operating Guidelines and Operating Procedures
        Current SAF Committee Operating Guidelines and Operating Procedures

C: Dr. Steven Olswang
        Dr. Thomas Bellamy
        Bill Kelleher
        Dr. David Bush
        Shawn Hunstock
        File

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fee - University of Washington, Seattle: 2005–06
Operating and Capital Allocations

RECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student
Affairs Committee that the Board of Regents approve for the Seattle campus:

1)   Reducing the Services & Activities (S&A) Fee level for 2005–06 from
$97 per full-time student per quarter to $94; and

2)   Allocating $10,040,266 for 2005–06 S&A Fee operating and capital
expenditures.

BACKGROUND:

Each year, on the basis of recommendations by the administration and the S&A
Fee Committee[*], the Board of Regents approves annual S&A Fee allocations for
the Seattle campus. Additional allocations may be approved during a given year.

The present recommendations grew out of S&A Fee Committee discussions over
the course of the 2004–05 academic year—discussions that included at different
times representatives of the programs supported by S&A Fee income. The S&A
Fee Committee submitted its written recommendations to the Vice President for
Student Affairs on May 20, 2005 (Attachment I), which were reviewed and
concurred in by the administration shortly thereafter (Attachment II).

The 2004–05 and recommended 2005–06 distributions of the quarterly S&A Fee
are displayed below.

	Full-time	Full-time
Fall, Winter & Spring	2004–05	2005–06
ASUW/GPSS	$6.33/$5.85	$0
Student Publications	$1.00	$1.00
Long Term Loan Fund	$3.40	$3.29
Facilities and Programming Account	$86.27/$86.75	$89.71
Total	$97/$97	$94

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[*] By statute, recommendations of the Committee are determined by the votes of its student
members—three and four of whom, respectively, represent the GPSS and the ASUW. The rules
call for three administrators and two faculty members to serve on the Committee in nonvoting,
advisory roles.

	Full-time 2004–05	Full-time 2005–06
Summer		
ASUW/GPSS	$7.08/$6.60	$0
Student Publications	$0.25	$0.25
Long Term Loan Fund	$3.40	$3.29
Facilities and Programming Account	$86.27/$86.75	$90.46
Total	$97/$97	$94

It is projected that S&A Fee revenues for 2005–06, including interest income, will total $10,081,019. Since there is no longer an annual debt service obligation, the recommended budget of $10,040,266 would produce a surplus of $40,753, leaving the S&A Fee fund balance at $6,401,103 to address other needs that might arise.

The 2004–05 and anticipated 2005–06 revenues and expenditures are displayed in Attachment III. Also, the proposed budget for each program and a brief discussion of the rationale for it follow.

ASUW Night Ride Program – $34,820

This recommended allocation would fund a two-year pilot expansion of the Night Ride Program to include shuttle service between the Communications Building and the Intramural Activities (IMA) Building.   The Night Ride Program provides bus transportation to various locations on and around the campus to persons who have valid U-PASSes.

Childcare Assistance Program Office – $72,214

The voucher program is administered by a childcare coordinator. The proposed level of funding, which is a 0.4 percent decrease from the 2004–05 budget, would enable the office to continue to carry out its various responsibilities.

Childcare Assistance Program for Students – $746,030

The recommended allocation is 2.6 percent more than the amount authorized in 2004–05, and is designed to permit the program to assist student-parents and children in numbers comparable to those being served currently—some 332 student-parents with 452 children.

Classroom Support Services – $56,732

The recommended allocation of $56,732 would support the wages of student staff members who administer two separate Student Equipment Loan Programs that operate under the auspices of the Office of Classroom Support Services. Laptop computers, projectors, digital cameras and recorders are purchased with income from the Student Technology Fee and made available to students without charge. There are no restrictions on how students may use the equipment, which can be reserved for a maximum of three consecutive business days. The program is extremely popular with students and the funding would enable it to expand to a second campus location, in the Health Sciences complex, to meet the growing demand for its offerings.

Ethnic Cultural Center and Theatre Complex – $477,944 Operating and $44,602 Capital

This proposed operating allocation of $477,944, an increase of 6.3 percent over 2004–05, would maintain current programs and services.

The recommended capital allocation of $44,602 would allow the program to purchase audio/visual equipment, computer stations and additional furniture for use in the center and theatre.

Hall Health Primary Care Center – $5,583,650 Operating and $30,000 Capital

The proposed operating allocation of $5,583,650, which is unchanged from 2004–05, would allow the Hall Health Primary Care Center to sustain its comprehensive array of services for students.

The proposed capital expenditure of $30,000 would permit the Center to carry out routine maintenance of its facility and equipment, and upgrade some computing equipment.

Q Center – $35,000

The recommended funding of $35,000 would support the operating costs of the center, two half-time student employees during the academic year and one half-time coordinator during the summer months   This program serves as a resource and community center for gay, lesbian, queer, bisexual, transgender, intersex and questioning students.

Recreational Sports Programs – $1,607,880 and $100,000 Capital

The recommended funding of $1,607,880 represents a 1 percent decrease from 2004–05, and would cover the cost of providing services in the IMA Building for the large numbers of students who are participating in sports and fitness activities.

An allocation of $100,000 is recommended for the regular capital maintenance of the facilities managed by the department.

RUCKUS – $4,925

This proposed allocation of $4,925 would support the printing costs of this independent, student-operated newsmagazine. The magazine is published about three times per quarter and, from the student perspective, provides much-needed alternative opinions to those espoused by *The Daily*.

S&A Fee Committee Operations – $10,236

This proposed allocation of $10,236 is a 59 percent decrease from the 2004–05 budget, and would fund a portion of the staff time that the Childcare Program Assistant devotes to the work of the Committee—about 15 percent—and other costs associated with the activities of the Committee.

Student Activities and Union Facilities – $369,530 Operating

This proposed allocation would continue to support permanent staff in the Reservations and Event Services Office of the HUB. The recommended allocation also includes continued funding of the staff of the Resource Center, which supports the needs of Registered Student Organizations (RSOs), and Center operations encompassing such things as equipment maintenance and supplies. In addition, this allocation includes $25,000 for the RSO Event Fund, which helps offset facility costs at the HUB and South Campus Center for student-sponsored events, up to $1,000 each for activities and programs held in the HUB Ballroom, HUB Auditorium and South Campus Center Multipurpose Room.

Student Counseling Center – $40,000

This proposed allocation would subsidize fees for new-patient intakes and follow-up counseling sessions. The Counseling Center provides remedial, developmental and preventive mental health services to students.

Student Legal Services – $130,864 Operating and $4,800 Capital

This proposed operating expenditure of $130,864, an increase of 30 percent over 2004–05, would maintain current services provided in the program's new HUB location.

The recommended capital allocation of $4,800 would permit the service to upgrade its computer equipment as appropriate and necessary.

UWCARES - $0

Due to a decline in student usage in recent years, among other considerations, no funding is recommended for this program, which would result in its elimination.

ASUW – $473,990

The recommended allocation of $473,990 would support the ongoing functions, staff and general operating costs of the ASUW and its various entities. The ASUW has previously been funded on the basis of per-student allocations, but it is recommended that it be funded at a precise dollar amount in 2005–06.

GPSS – $217,049

The recommended allocation of $217,049 would support the ongoing functions, staff salaries, including the possible creation of a fifth officer position, travel expenses and general operating costs of the organization. As with the ASUW, the GPSS has previously been funded on a per-student basis, and it is recommended that GPSS also be funded at a precise dollar amount in 2005–06.

ATTACHMENTS

   I. May 20, 2005 letter to Dr. Ernest R. Morris, Vice President for Student Affairs, from Ms. Cammie Croft, Chair, Services and Activities Fee Committee

  II. May 25, 2005 letter from Dr. Ernest R. Morris, Vice President for Student Affairs, to Ms. Cammie Croft, Chair, Services and Activities Fee Committee

 III. 2004–05 Budget and 2005–06 Services and Activities Fee Revenue and Expense Projections

May 20, 2005

Dr. Ernest Morris
Office of the Vice President for Student Affairs
University of Washington
Box 355831
Seattle, WA 98195

Dear Dr. Morris:

SUBJECT: RECOMMENDATIONS FOR THE SERVICES AND ACTIVITIES FEE, 2005 - 2006

Foremost, I would like to express my utmost gratitude for the time and counsel you have provided the Committee and myself this year. Future committees will sorely miss your graceful leadership. I would like to thank Kelly Langager for her support as well.

The members of the 2004-2005 Services and Activities Fee Committee (SAFC) have put forth an honorable effort this budget cycle. Our diligence has resulted in a divergence from previous committee activity with an added objective of providing greater clarity to the SAFC budget process. As a result, our deliberations focused not only on the programs seeking funding, but also the Committee's procedural guidelines and policies. These recommendations are reflected in the summary of our proposal listed below. In this brief report, I sought to incorporate the thoughts and opinions of the committee in regards to each item. However, if additional information is desired, I will be more than happy to clarify our recommendations as indicated.

SERVICES AND ACTIVITIES FEE

The Committee recommends a $3 decrease per Full-Time Enrolled (FTE) student per quarter to bring the quarterly total SAF to $94. At this level, the SAF is able to support $10,040,266.00 of programming while still adding an estimated $40,753.30 to the SAF Fund Balance.

The Committee's recommendation to decrease the SAF is an unprecedented action taken with much care and consideration. The previous year's Committee attempted to make a similar decrease of $1 and failed by one vote. That original motion was founded in the concern of an ever-growing SAF Fund Balance. Parallel apprehension in this regard was expressed by this year's membership. To date, the SAFC does not have a policy for the Fund Balance. The definition of its purpose is generally understood as the ambiguous 'rainy day fund.' The indefinite nature of the SAF Fund Balance is our main justification for decreasing the SAF. Without a lucid understanding of what the SAF Fund Balance is, what it should be, and the level where it should be maintained, the Committee finds it fiscally irresponsible to support its incessant expansion. As a result, the Committee proposes to set the fee at a level maintaining the current SAF Fund Balance while limiting its growth. The future of the SAF Fund Balance is further discussed in the section entitled "The Summer Task Force on Guidelines Management."

ASUW NIGHT RIDE

The Committee recommends funding a two-year pilot program in the amount of $34,820 for the extension of the Night Ride service to the IMA. The Committee approved funding on the basis that future support for the program will be provided by Transportation Services. In addition, we wanted to see the program succeed and felt an investment at the beginning stages would allow the program to prove its viability. Further, expansion of the Night Ride to the IMA was supported by ASUW student opinion. In two years, funds to the ASUW Night Ride will expire and any future funding will be assessed at that time.

CAMMIE L. CROFT
SENIOR – COMMUNICATION AND POLITICAL SCIENCE
206-999-3064
KOOKYCAM@U.WASHINGTON.EDU

CHILDCARE ASSISTANCE PROGRAM

The Committee recommends that this program receive $746,030 for vouchers and $72,214 for its operations. These allocations represent a 2.6% increase and -0.4% decrease, respectively, to the recommended allocations from last year. The reduced operational budget is a result of a shift in employment status, with a new Program Assistant moving into position. The program is viewed favorably by the Committee and recognized for the invaluable assistance it provides student parents who demonstrate financial need. Nonetheless, the discussion of moving the program toward a sliding-scale model was reintroduced this year and is most likely to return in future discussions.

CLASSROOM SUPPORT SERVICES (CSS)

The Committee recommends an allocation in the amount of $56,732 for operational costs for the CSS program. The recommendation is a 101% increase over the previous fiscal year. The increase represents an expansion of the program to the Health Sciences building. Noting the success of CSS at its current location in Kane Hall, the Committee found its expansion into the southern branch of campus a wise investment. Further, we feel the expansion will provide students greater access to the technological media they need to meet their respective course demands.

COUNSELING CENTER

The Committee recommends an allocation of $40,000, the approximate costs of subsidies for six free counseling visits, for the upcoming year. Located in Schmitz Hall, the Counseling Center is a new program to the SAFC and is currently supported by the state. Their original proposal sought funding for new staff and counseling subsidies for students. The Committee is hesitant to fund the program at its full request for several reasons. First, we would like more comprehensive information on program reflecting both the budgets of previous years and a better plan for the program's expansion. Second, the services the Counseling Center provides overlap by 70% with the mental health services offered by Hall Health. The latter is capable of billing insurance companies, while the Counseling Center cannot support that infrastructure. Third, being a new program, the Committee wanted to ensure that this was a good use of its resources. Fully funding the program and subsequently hiring new staff makes it more difficult for the Committee to assess the program's viability after one year. Given these concerns and also recognizing the importance of providing mental health services to the student body, the Committee voted to partially fund the Counseling Center. We hope the funds will be used to support a pilot program smaller in scale to the one originally proposed by the Counseling Center. Next year, we would like to see how the pilot program has succeeded. Specifically, we would like the Counseling Center to provide a more comprehensive plan for the program. Further, we would like the possibility of providing a needs-based subsidy as opposed to a blanket subsidy for counseling services to be investigated and assessed. The Committee looks forward to reviewing the results of this pilot program next year.

ETHNIC CULTURAL CENTER AND THEATER (ECC&T)

The Committee recommends that this program receive funding in the amount of $477,944 to support their operational expenses and $44,602 to support capital projects. The recommendation signifies a 6% increase in the operational budget of the ECC&T. Much of this increase is due to salary adjustments and rising student use of the program. The Committee did not fully fund the initial proposal from ECC&T by $14,000. The Committee desired statistical justification for the additional increase. Specifically, the Committee wanted data indicating how many students were being turned away as result of limited funds so as to determine what level of an increase was most appropriate. Without such figures, increases are arbitrarily established. The Committee still approved an overall increase to accommodate rising student use, but at a lower level than proposed. We hope ECC&T can provide us with statistical data on student use as justification for future allocations. In regards to the capital budget, this year was a rebuilding year for the program. Every three to

four years, the ECC&T is forced to replace several items of expensive equipment for its facilities. The 900% increase in the capital budget over last year's recommendation illustrates this fact. Overall, as with last year, the Committee was impressed by the ECC&T's budget presentation and proposal, which were notably well prepared.

HALL HEALTH PRIMARY CARE CENTER (HHPCC)

The Committee recommends funding in the amount of $5,583,650 for operational costs and $30,000 for capital costs. While these allocations represent a 0.0% increase from the previous year's allocation, HHPCC's operating costs have grown by 5.38%. HHPCC allocated funds from their "Hall Health Reserve" to accommodate the increase. It is important to note that the Hall Health Reserve was built by previous allocations. The Committee appreciated the use of the reserve as opposed to seeking an increase in SAF funds.

At the conclusion of last year's proceedings two requests were made of HHPCC: "(a) that HHPCC conduct an internal audit at its earliest opportunity to provide an updated and accurate picture of its revenues and expenses, and (b) that HHPCC reinvigorate the Hall Health Advisory Committee and empower its student members to provide additional guidance to next year's SAF Committee in addressing these very difficult questions." As the results of these requests came into fruition this budget cycle, their mention is appropriate. In terms of the audit, it was determined by this year's Committee that an audit was not the correct means for answering our concerns. Rather, the Committee wanted statistical data, which illustrated student use of Hall Health services in contrast to non-student use so as to ensure that SAF funds were not subsidizing non-students. HHPCC duly supplied the information indicating such fact. In regards to the Hall Health Advisory Committee, the ASUW and GPSS student representatives serving on the advisory committee this year expressed great satisfaction with their experiences. It is recommended, on my behalf, that future committees utilize these representatives as an additional resource in their budget discussions.

Q-CENTER

The Committee recommends an allocation of $35,000 to this new program for the 2005-2006 fiscal year. Q-Center is a resource center for GBLTQ students at the University. The creation of Q-Center came as a result of concerned students fighting for its formation. It is a relatively new program at the University and it is one that the committee is more than happy to financially support. The funds will be spent on staff and other operational expenditures.

RECREATIONAL SPORTS

The Committee recommends funding in the amount of $1,607,880 to support the operational costs of this program and $100,000 for capital support. The allocation to Recreational Sports represents a 1.0% decrease from the previous year. The decrease is largely attributed to the reconstruction of the Golf Driving Range, which will result in its closing for a nine-month period during 2005-2006. While the Committee expressed satisfaction with Recreation Sports' operating budget, we harbor concerns regarding the vast capital needs of the program. Through 2005-2007 alone, Recreational Sports hopes to conduct approximately $1.5 million of capital maintenance improvements. As expressed last year, the Committee recommends the incorporation of student input through the Recreational Advisory Committee to determine which projects are of greatest priority. An increase in Recreational Sports capital budget was not provided as requested due to a lack of student oversight of capital expenditures.

Over the course of our discussions, the Committee expressed apprehensions concerning the reconstruction of the Golf Driving Range and the process by which it was approved. The future of that debate is further addressed in the section entitled "The Summer Task Force on Guidelines Management."

RUCKUS

The Committee recommends that Ruckus receive $4,925 to support their operational costs for the 2005 - 2006 fiscal year. The quality of Ruckus has continued to improve as a result of resources allocated by the SAFC. Subsequently, funding was approved for a third year. This continuation of funding fulfills a previous three-year commitment made to the student run publication by the SAFC. Funding for Ruckus is not guaranteed in the future. The original intent of previous committees was to subsidize Ruckus in the hope that it would become self-sustaining. From Ruckus's budget proposal, it appears the student publication would like to receive SAF funds for the foreseeable future. Next year's committee is charged with determining the value of independent media on campus at the expense of opening the doors to several other student publications who may seek SAF resources. Continued funding of Ruckus after this year will be difficult to assess. If such funding is deemed appropriate for the long-term, I hope criteria are established for providing guidance in assessing future publications, which will undoubtedly come knocking.

SERVICES AND ACTIVITIES FEE OPERATIONS

The Committee recommends an allocation in the amount of $10,236 to support the operational costs of the SAF committee, representing a $14, 905 decrease over last year's budget. The decrease is largely a result of a Hall Health Fee survey for which we were billed the past fiscal year. Adjustments were also made to reflect a change of the Staff Assistant to the SAFC. This year's Committee allocated funds for the creation of a logo for the SAFC as well. A student was hired for the project and compensated for his time and resources. The Committee hopes the logo will bring greater recognition of the SAF.

STUDENT ACTIVITIES AND UNION FACILITIES (SAUF)

The Committee recommends an allocation of $369,530 to support the operational costs of this program. This amount represents a 6% increase over last year's operational allocations. The increase can be attributed to a rise in salary costs and benefits as well as heightened student demand of the Resource Center's improved copying capabilities. The Committee echoes the sentiments from previous years and enthusiastically supports SAUF and their ongoing efforts to assist and nurture student-centered programming and activities.

STUDENT LEGAL SERVICES (SLS)

The Committee recommends an allocation in the amount of $130,864 for operational expenses and an allocation in the amount of $4,800 for capital expenses incurred by this program. These allocations represent an increase of 30% and decrease of -56%, respectively, to the operational and capital budgets of the current fiscal year. The growth of the operational allocation is due to a rise in staffing costs and the movement of "library acquisition and maintenance costs" to this budget as opposed to the capital budget. Subsequently, the sizable drop in the capital allocation is partially a result of this shift in addition to a decreased need of new equipment.

UW CARES

The Committee recommends an allocation in the amount of $0. This recommendation is a result of years of deliberation concerning the viability of UW CARES. For the past five years, student members of the SAFC have struggled to justify ongoing funding for a program in low and declining demand and further, have debated whether student funds would be better utilized elsewhere. Last year's committee further explored the issue and mandated UW CARES to review its operations with the hope of finding mechanisms for reducing costs. During the UW CARES budget presentations this fiscal year, the results of the review were provided. The

results indicated a lack of alternative funding possibilities and an inability of the program to operate on a smaller budget. With careful consideration, the Committee has decided to withdraw its financial support from the program. It was a tremendously difficult decision taken in full recognition of the importance of campus safety. Since the creation of the UW CARES in the 1980's, technological advancements, such as cell phones and blue lights, and increased campus awareness, in the forms of various safety-focused Night Walks and a heightened campus police presence, have more effectively served student safety concerns. The Committee feels that UW CARES is no longer the best means by which to allocate the student paid SAF. If the University finds the removal of UW CARES a campus liability, we support the University's continuance of the program on its dollar.

THE DAILY

This program did not request an increase and thus, the Committee did not address its specific funding issues during our final deliberations. However, the Committee did meet with Oren Campbell, the publisher of the Daily, during one of our meetings. The discussion was informative in nature as we sought to better understand how funding from the SAF operates at the Daily.

FTE ALLOCATIONS FOR THE STUDENT GOVERNMENTS

The Committee determined after much discussion that allocating the student governments, ASUW and GPSS, SAF funds based on full-time enrollments (FTE) was an unnecessary practice. Justification for this process was difficult to locate. History shows that the FTE allocations are a result of an ASUW fee existing prior to the SAF; when the SAF was created, the ASUW fee was merely incorporated and maintained. In addition, student enrollment does not inflate or fluctuate at a rate damaging to the budgets of the student governments. Outside of the historical background, no rationale exists for maintaining the current practice. Therefore, for accuracy and consistency purposes, this year's Committee bases its recommendations on flat allocations.

ASSOCIATED STUDENTS OF THE UNIVERSITY OF WASHINGTON (ASUW)

The Committee recommends that the ASUW allocation be approved at $473,990. This recommendation is in concordance with that of the ASUW Finance and Budget Committee and the ASUW Board of Directors. The allocation is an overall decrease in the ASUW budget. ASUW leadership conducted a detailed review of its salaried expenditures, which resulted in decreased costs. Additionally, the ASUW Finance and Budget Director should be commended on finding and reporting previously overlooked revenue. The Committee voted to give half of the 'found revenue' back to the ASUW as a symbolic reward for honest budgeting practices. The ASUW will use the additional funds to support student programming. The Committee has concerns regarding the ASUW's creation of a new program and position without following standard procedures for creating such a program. Overall, however, the Committee was pleased with the efforts of the ASUW.

GPSS

The Committee recommends that the GPSS allocation be approved at $217,049. This recommendation is in concordance with that of the GPSS Treasurer and the GPSS. The allocation is an increase from the previous budget year. The increase is a reflection of a rise in staffing costs and travel expenditures. GPSS has not sought an increase from the SAFC in many years. The Committee supports the increase.

CARRY FORWARD POLICY

Last year, the Committee created and sent questionnaires regarding the SAF Carry Forward Policy (CFP) to our programs. Results from the questionnaires were received this year. A subcommittee was established to review

the results of the questionnaires and develop a CFP of greater clarity. The subcommittee made tremendous progress this year creating a more comprehensive draft of the future policy. A final CFP has yet to be completed. The future of the CFP is further discussed in "The Summer Task Force on Guidelines Management" section.

THE SUMMER TASK FORCE ON GUIDELINES MANAGEMENT

Several questions regarding SAFC procedures and policies have arisen over this past year. Serious inquiries arose over the approval of the Golf Range reconstruction project. Questions involving the SAF Fund Balance are ever looming. The ongoing ambiguity of the CFP persists. Further, the Committee's lack of an institutional memory has hindered its progress. Given these concerns, the Committee has created the Summer Task Force on Guidelines Management to address these issues and others that may arise. Currently, the SAFC Guidelines are insufficient. The Summer Task Force will conduct a review of the SAFC Guidelines and draft a proposal for the approval of next year's committee. Membership on the Task Force is open to all 2005 SAFC members as well as the ASUW and GPSS Presidents.

Once again, if you have any questions, comments or concerns about any of the recommendations herein, please do not hesitate to contact me (kookycam@u.washington.edu). I have thoroughly enjoyed serving on the SAFC the past two years. Further, I have appreciated your personal guidance as chair this year.

Best Regards,

Cammie L. Croft
Services & Activities Fee Committee Chair
2004-2005

cc: Kelly Langager, Staff Assistant to SAFC
         Members of SAFC

May 25, 2005

Ms. Cammie Croft
Chair
Services and Activities
  Fee Committee
Box 351580

Dear Ms. Croft:

Thank you for your letter of May 20 setting forth the details of the $10,040,266 operating and capital budget proposed by the Services and Activities Fee (S&A Fee) Committee for 2005–06. Of particular note, the proposal calls for a $3 reduction in the quarterly S&A Fee, from $97 per full-time student to $94, which is, as you observed, unprecedented.

Some of the other elements of the recommendations warrant special mention as well. For the first time, the Committee recommends that money, a total of $34,820, be allocated to fund a two-year pilot expansion of the Night Ride Program, which is designed to provide a shuttle service between the Communications Building and the IMA Building. In addition, the Committee has chosen to make first-time funding support ($35,000) available to the Q Center, a resource and community center for gay, lesbian, queer, bisexual, transgender, intersex and questioning students, and the Counseling Center ($40,000). Moreover, the Committee recommends that the ASUW and GPSS be funded on a precise-dollar basis—i.e., $473,990 and $217,049, respectively—rather than a per-student basis, believing that this approach more accurately reflects the funding needs of the organizations.

After careful review, the administration concurs in the recommendations. The budget will be presented to the Board of Regents for its consideration and action at its meeting of June 9, information on which will be communicated to you in the near future. I hope you will be able to attend the meeting.

Your leadership has been greatly appreciated.

Sincerely yours,

Ernest R. Morris
Vice President

ERM:ajm
08/105
cc: Acting Provost David B. Thorud w/enclosure
    Members of the Services and
        Activities Fee Committee
    Mr. Lee M. Dunbar w/enclosure
    Ms. Darlene H. Feikema w/enclosure
    Mr. Adam C. Grupp w/enclosure
    Ms. Kelsey E. Knowles w/enclosure
    Ms. Kelly L. Langager w/enclosure

SERVICES AND ACTIVITIES FEE
REVENUE/EXPENSE PROJECTIONS
2004-2005 BUDGET/2005-2006 RECOMMENDATIONS
S&A Fee $94/student/quarter

5/31/2005

	Approved 2004-05	Recommended 2005-2006	DOLLAR INC/(-)DEC	PERCENT INC/(-)DEC
REVENUE				
S&A FEE	9,602,980	9,863,390.40	260,410.40	2.71%
INTEREST	329,550	174,324.00	-155,226.00	-47.10%
SAUF Fund Balance		43,304.90		
			0	
TOTAL REVENUE	9,932,530	10,081,019.30	148,489.30	1.49%
LESS REQ DEBT SERVICE	(647010)	0	0	0.00%
			0	
REVENUE AVAILABLE	9,285,520.00	10,081,019.30	795,499.30	9%
EXPENSES				
ASUW Nite Ride Program	0.00	34,820.00	34,820.00	new
CHILDCARE OFFICE	72,483.00	72,214.00	-269.00	-0.4%
CHILDCARE PROGRAM	727,214.00	746,030.00	18,816.00	3%
CLASSROOM SUPPORT SERVICES	28,160.00	56,732.00	28,572.00	101%
ETHNIC CULTURAL CTR CAPITAL	4,460.00	44,602.00	40,142.00	900%
ETHNIC CULTURAL CTR OPERATIONS	449,854.00	477,944.00	28,090.00	6%
HALL HEALTH CENTER CAPITAL	30,000.00	30,000.00	0.00	0%
HALL HEALTH CENTER OPERATIONS	5,583,650.00	5,583,650.00	0.00	0%
Q-CENTER	0.00	35,000.00	35,000.00	new
REC SPORTS CAPITAL	100,000.00	100,000.00	0.00	0%
REC SPORTS OPERATIONS	1,629,810.00	1,607,880.00	-21,930.00	-1%
RUCKUS	4,925.00	4,925.00	0.00	0%
SAFC OPERATIONS	25,141.00	10,236.00	-14,905.00	-59%
STUDENT ACTIVITIES & UNION FACILITIES CAPITAL	4,000.00	0.00	-4,000.00	100%
STUDENT ACTIVITIES AND UNION FACILITIES	349,613.00	369,530.00	19,917.00	6%
STUDENT COUNSELING CENTER	0.00	40,000.00	40,000.00	new
STUDENT LEGAL SVC CAPITAL	10,997.00	4,800.00	-6,197.00	-56%
STUDENT LEGAL SVC OPERATIONS	100,282.00	130,864.00	30,582.00	30%
UWCARES	49,799.00	0.00	-49,799.00	-100%
ASUW	0.00	473,990.00	473,990.00	#DIV/0!
GPSS	0.00	217,049.00	217,049.00	#DIV/0!
TOTAL	9,170,388.00	10,040,266.00	869,878.00	9%
SURPLUS/(-)DEFICIT	115,132.00	40,753.30		
FUND BAL BEG/YR	6,468,143.00	6,360,350.00		
FUND BAL END/YR	3,630,350.00	6,401,103.30		

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fee - University of Washington, Tacoma:
Distribution of Fee and Allocation of Funds

RECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student
Affairs Committee that the Board of Regents approve the following Services and
Activities Fee proposals for the University of Washington, Tacoma:

1)   an increase in the Services and Activities Fee for academic year
       2005-06,
2)   the distribution of Services and Activities Fee for 2005-06; and
3)   the operating budgets and expenditures recommended for 2005-06.

BACKGROUND:

Services and Activities Fees at UW Tacoma and UW Bothell are collected
separately from the Services and Activities Fee at the Seattle campus, but the
process is handled in like manner for each campus. As provided under RCW
28B.15.045, a student committee proposes the annual program priorities and
budget allocation levels to the Board of Regents for approval. The Board of
Regents has approved the Services and Activities Fee (SAF) Guidelines that
established the Services and Activities Fee (SAF) Committee for UW Tacoma
and its operating procedures.

The Board of Regents is authorized to increase the Services and Activities Fee by
an amount not to exceed the annual percentage increase in undergraduate tuition
authorized by the legislature in the Omnibus Budget Bill.

The history of the level of the Services and Activities Fee at UW Tacoma is:

1991-92	$ 76	1998-99	$ 87
1992-93	$ 76	2000-01	$ 89
1994-95	$ 81	2001-02	$ 91
1995-96	$ 83	2002-03	$ 91
1996-97	$ 83	2003-04	$ 97
1997-98	$ 85	2004-05	$100

The SAF Committee at UW Tacoma has recommended the following for
academic year 2005-2006. Chancellor Patricia Spakes has reviewed and concurs
in these recommendations.

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University of Washington, Tacoma:
Distribution of Fees and Allocation of Funds (continued p. 2)

1. Level of Fee:

The quarterly fee payable by a full-time student should be increased to the
maximum dollar amount permitted by law as implemented by the Board of
Regents, to the level of $103 per quarter for a full-time student for the 2005-06
academic year.

2. Distribution of Fees:

Based upon estimated revenue of $554,056 for fiscal year 2005-2006, the
Committee recommends that the fees be distributed as follows:

	2004-05 % Distribution	2005-06 % Distribution	2005-06 Distribution based on a $103 fee
Student Activities and Services	81.5%	81.9%	$ 453,815
Long-term student loans:	3.5%	3.5%	$ 19,391
Long-term development:	15.0%	14.6%	$ 80,850
		Total	$ 554,056

3. 2005-06 Budget Allocations for Student Activities and Services

The Committee recommends the following distribution for Student Activities and
Services for the 2005-06 year.

Student Organization Operations	$ 7,000
Student Publications:	
The Ledger (Newspaper)	$ 57,444
Tahoma West (Literary Magazine)	$ 27,320
Student Government (ASUWT) Operations	$ 53,400
Student Leadership & Development Training Fund	$ 30,000
Student Services:	
Safety Escort	$ 8,000
Student Life Office	$ 53,594
Childcare	$ 55,000

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University of Washington, Tacoma:
Distribution of Fees and Allocation of Funds (continued p. 3)

Math, Science, and Writing Tutors	$ 20,000
Student Center Amenities & Maintenance Fund	$ 2,000
Utilities and Custodial Services for Student Lounge	$ 15,319

Student Activities:

Events and Sports	$ 85,500
Student Activities Fee Committee Operations	$ 3,500
Student Leadership Coordinators and Recognition Fund	$ 35,738
TOTAL	$453,815

Allocations which are unspent at the end of the fiscal year will revert to the
contingency operating budget. Any additional revenue generated as a result of
implementation of a fee in the amount of $103 or due to excess enrollment will
remain in the Long Term Development fund.

ATTACHMENTS: 1) May 25, 2005 memorandum from Wendy Cook, Chair,
UWT Services and Activities Fee Committee to Dr.
Patricia Spakes, UWT Chancellor
2) May 26, 2005 memorandum from Dr. Patricia Spakes,
UWT Chancellor to Wendy Cook, Chair, UWT Services
and Activities Fee Committee

University of Washington, Tacoma
Interdepartmental Memorandum

May 25, 2005

TO: Dr. Patricia Spakes, Chancellor

FROM: Wendy Cook, Chair
             UWT Services and Activities Fee Committee

SUBJECT: 2005-2006 Services and Activities Fees

The UWT Services and Activities Fee Committee (SAFC) recommends the following to the Chancellor of the University of Washington, Tacoma, and the Board of Regents of the University of Washington, with regard to student services and activities fees for the 2005-2006 academic year:

1. The services and activities fee payable by a full-time student be increased to $103 per quarter.

2. The estimated revenue from services and activities fees based on a fee of $103 per quarter authorized student FTE of 1,534 per regular academic quarter be distributed as follows:

Organizations, services and activities	$453,815	(81.9%)
University Student Loan/Grant Fund	$ 19,391	(3.5%)
Long Term Development	$ 80,850	(14.6%)
Total	$554,056	

3. The amount recommended for distribution to student organizations, services and activities be allocated for annual operating expenditures in accordance with budget proposals submitted to and approved by the SAFC as follows:

Student Organization Operations	$ 7,000
Student Publications:	
The Ledger (Newspaper)	$ 57,444*
Tahoma West (Literary Magazine)	$ 27,320
Student Government (ASUWT) Operations	$ 53,400
Student Leadership & Development Training Fund	$ 30,000
Student Services:	
Safety Escort	$ 8,000
Student Life Office	$ 53,594
Childcare	$ 55,000
Math, Science, and Writing Tutors	$ 20,000
Student Center Amenities & Maintenance Fund	$ 2,000
Utilities and Custodial Services for Student Lounge	$ 15,319

Student Activities:
    Events and Sports $ 85,500*
    Student Activities Fee Committee Operations $ 3,500
    Student Leadership Coordinators and Recognition Fund $ 35,738

*These budgets were not unanimously approved.

Allocations that are unspent at the end of the fiscal year will revert to the contingency operating budget. Any additional revenue generated as a result of implementation of a fee in the amount of $103 or due to excess enrollment will remain in the Long Term Development fund.

A brief discussion of the proposed budget allocation for each program, service or activity is attached as Enclosure 1.

4. The deliberations of the SAFC were especially challenging this year, because budget requests submitted for consideration of the SAFC far exceeded the projected revenue from fees that would be available for expenditure. A key factor in these allocations was to provide a sufficient variety of services and activities so that all facets of the student body could benefit.   Two of the budget allocations approved by the SAFC (asterisked above) were not unanimously approved, and in accordance with SAFC guidelines the dissenting opinions of the committee members are attached as enclosure 2.

Encl: As stated

Cc: Michael Allen
       Jan Rutledge
       Shellie Jo White

A-5.1/206
2/9/05

2005-2006 Student Services and Activities Fees
Budget Allocation Detail

The proposed budgets for operating expenditures are for bona fide school related curricular or extracurricular programs, services, or activities supporting UWT students in the furtherance of their education. The total operating budget for the year is $453,815.

Student Organization Operations   **$7,000**
Provides for the support to student organizations for standardized items for each registered organization (e.g., brochures and advertising of the organization's purpose and meetings) and will be administered by the Office of Student Life.

Student Publication (The Ledger)   **$57,444**
Provides for the salaries of a publisher and student editors or managers and the costs of publishing a bi-weekly official student newspaper—a total of 5 issues per quarter for the regular academic year. Funding also provides for an updated bi-weekly online edition of the paper.

Student Publication (Tahoma West)   **$27,320**
Provides for the annual publication of a literary magazine that features fiction, non-fiction, poetry, reviews and artwork submitted primarily by undergraduate students from all academic programs.

Student Government (ASUWT)   **$53,400**
Provides for the salaries of student officials and the general operating expenses of the official student government at the UWT. Changes in this budget reflect support of the Student Programming Board, Student Leadership Coordinator position, and the restructuring of ASUWT and the ASUWT Director positions. Funding for training or events that the ASUWT may wish to sponsor is handled under Student Activities-Events and Student Leadership Training Fund.

Student Leadership and Development Training Fund   **$30,000**
Provides for a combined training fund, which will support individualized, specialized, and generalized training sessions for the ASUWT Student Government, both our Student Publications (Tahoma West and The Ledger), Student Organizations, and students-at-large to assist in the development of our student representatives, ambassadors, mentors, and leaders. All training development, implementations, and budgetary control will be developed and administered by the Office of Student Life.

Safety Escort Service   **$8,000**
Provides for the student portion of a service to provide escorts to and from campus parking areas for students, staff and faculty during the evening hours. The UWT Escort Program will continue to operate using student employees as the escorts.

Student Life Office   **$53,494**

Provides for the salaries of hourly and classified personnel and administrative costs incurred in the direct and indirect support of student organizations, student government, student publications, the childcare assistance program; events and activities. This budget was increased this year to reflect the desire to increase the Student Life Program Administrator to 100% FTE.

Childcare Assistance Program **$55,000**
Provides for a subsidy (voucher) to assist with childcare expenses for qualified student-parents.

Student Activities (Events and Sports) **$85,500**
Provides for social, educational and cultural programs, events and participation of the UWT students or teams in intramural or off-campus sporting events and leagues, such as softball, basketball, soccer and cycling, to be sponsored or conducted by students, student government, student organizations, or the newly created programming board. This fund also provides for the salaries of the student programmers, general operating, and advertising expenses of the student programmers at UWT. The remainder of this fund will remain under the control of the SAFC until they approve the Programming Board Operations Manual.

Student Activities Fee Committee Operations **$3,500**
Provides for administrative expenses and staff support, which the committee incurs while performing their charge.

Math, Science and Writing Tutors **$20,000**
Provides Math, Science and Writing tutors, which will be available to students through the Center for Teaching, Learning and Technology.

Utilities and Custodial Services **$15,319**
Provides for the utility and custodial costs for the student lounge and the associated student workspaces. This utilities used in this calculation are electricity and natural gas only, water and waster water are paid by the University.

Student Center Amenities and Maintenance Fund **$2,000**
Provide for the maintenance, replacement, and purchase of amenities for the Student Center. Budget will be administered by the Office of Student Life.

Student Leadership Coordinators and Recognition Fund **$35,738**
Provides for the salaries of personnel along with the administrative costs incurred in the direct and indirect support of student organizations, student government, student programming board, and events and activities. Previously, similar positions had been funded as a part of the Student Organization Operations and ASUWT annual budgets.

UW
University of Washington, Tacoma

April 1, 2005

University of Washington
Board of Regents
Schmitz Hall
Box 355852
Seattle, WA 98195

Opposition to 2005-2006 Annual Budget
The Ledger Publication

Dear Board of Regents:

The purpose of this letter is to inform you as to the reasons why I voted in opposition of the 2005-2006 annual budget for University of Washington, Tacoma publication, *The Ledger*.

During tight budget times, it may become necessary for individuals to take on additional responsibilities in an effort for an organization to be cost efficient. Included in *The Ledger's* $63,599 annual budget request was a staff position for a "Web Master/IT Manager" which would be responsible for maintaining the Ledger's online website.

Due to these tight budget constraints that the SAF continually face, it was my recommendation that *The Ledger* accept an offer from a "Web Designer" currently being shared by other student run organizations, including literary magazine Tahoma West, to maintain its website, instead of requesting additional student funds for a dedicated staff position. The Ledger felt that it would be a conflict of interest to share such position and asked that a dedicated Web Master be funded.

I disagreed with their rationale and as a result, voted in opposition of the proposed budget.

If you should have any questions regarding the above information, please feel free to contact me at your convenience.

Sincerely,

April Adams
Service and Fees Committee, Member
University of Washington, Tacoma

Cc: Wendy Cook (SAFC Chair)
       Shellie Jo Enscoe (Ex-Officio)
       Deborah Merrill (Ledger)

DISSENT ON THE APPROVAL OF THE PROGRAMMING BOARD FOR UWT, BY WAGOMA BURDON

Issues: Should SAFC approve $90,000 of a programming board that is comprised of entertainment and recreation coordinator, special issues and awareness coordinator, promotions and publicity coordinator and special events coordinator address, and administer the following issues, (S.A.P.B)?

Reasoning: While there is a need for some of these programs, that address and assess the needs, represented by the positions that have been listed in the aforementioned paragraph, my assessment is that UWT as an institute is not prepared at this point to have a programming board separate from SAFC to address programming issues as **"stewards of the Student funds".**

Analysis:

- Such a board requires not only explicit but implicit standards in order to function properly. Currently, no strategic plan has included a student programming board, ahead of implementation, research and planning that must take place.
- After planning explicit job description, that is not just on paper but in practice, roles, and organization chart outline the communication and responsibility structure and strategy pathway must be initiated.
- Thirdly, accountability and leadership standards must be written so assessment tools regarding potential functionality of such board must be in place and working positively.
- The evening students must also be consulted and included on their needs
- There are no job descriptions in existence for the suggested board.
- There is no clearly defined focus and timeline in place for the programming board before the proposal for such a board was initiated.
  Student Leadership at this institute is a serious problem, students need to be able to think on their own and after careful strategic planning and clear vision with strong support from students, only then can students decide whether programming board is appropriate for UWT. Organizational structure that is clear and concise as to the duties of this board has to implicitly defined. Decision making for the programming board should come from students with the support of advisers, ex-officio and administration
- These foregoing Items must be developed in conjunction with student leaders and student body and UWT constituency at large. Then when initial support has been earned, students can work with administration, advisors, and ex-officio if only the research, strategic planning, pragmatic, accountability and leadership are in place and working to develop such a board. Development and implementation of such a board must include a timeline, budget and evidence of sustainability based on UWT constituent needs.

Conclusion:

It is my recommendation that the board of regents reject the proposed programming board, because of the abovementioned reasons and analysis.

Sincerely,

Wagoma Burdon
Senior Urban Studies Program
Services and Activity Fee Committee Member
Diversity Task Force Committee Member
University of Washington, Tacoma

May 27, 2005

Ms. Wendy Cook
Chair
Services and Activities Fee Committee

Dear Wendy:

Thank you for submitting the recommendations of the Services and Activities Fee dated
May 25, 2005. I accept the recommendations, and extend thanks to you and the
committee for your thoughtful deliberations.

Sincerely,

Patricia Spakes
Chancellor

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Services and Activities Fees - University of Washington, Tacoma:
Revision of Guidelines for the Services and Activities Fees Committee

RECOMMENDED ACTION:

It is the recommendation of the administration and the Academic and Student
Affairs Committee that the Board of Regents approve the attached revision of the
operating guidelines for the Services and Activities Fees Committee at the
University of Washington, Tacoma.

BACKGROUND:

Services and Activities Fees at UW Tacoma and UW Bothell are collected
separately from the Services and Activities Fees at the Seattle campus, but the
process is handled in like manner for each campus. As provided under RCW
28B.15.045, a student committee proposes the annual program priorities and
budget allocation levels to the Board of Regents for approval. The Board of
Regents, at the September 27, 1991 meeting, first approved the Services and
Activities Fees Guidelines that established the Services and Activities Fees (SAF)
Committee at UW Tacoma and its operating procedures.

The Board of Regents approved a revision of these operating guidelines at the
June 14, 2002, meeting. The guidelines have provided a framework for the
Services and Activities Fees Committee at UW Tacoma to operate for the last
three years. However, during the past year the Committee and the administration
have found that the guidelines were in need of further revision to address several
issues, including: adequate size, membership, and quorum of the committee;
clarification of the annual budgeting and special allocation processes;
simplification of the appeal, dispute and resolution processes; and improved
description of Committee member responsibilities.

The revised guidelines have been developed by the Services and Activities Fees
Committee, with assistance from the Assistant Chancellor for Student Affairs and
approved by the Chancellor.

ENCLOSURES: 1) May 27, 2005 memorandum from Wendy Cook, Chair,
                           Services and Activities Fees Committee at UW Tacoma, to
                           Dr. Patricia Spakes, UWT Chancellor.
                      2) Revised Guidelines for operation of the Services and
                           Activities Fees Committee at UW Tacoma

May 27th, 2005

Subject: Services & Activities Fee Final Primer Revisions Recommendations

Dear Chancellor Spakes,

I am writing to inform you that, after several hours of review, the Student Services and Activities Fee Committee (SAFC) has finally finished revising our Primer. I have attached a copy for your review.

If you have any questions or comments in regards to our revisions, please do not hesitate to contact me at cookw@u.washington.edu or telephone me directly at 253-720-6539. Thank you for your time and consideration.

Sincerely,

Wendy D. Cook
UWT Services and Activities Fee Chairperson
Accounting Society Vice-President
cookw@u.washington.edu

A–6.1/206
6/9/05

Services and Activities Fees Committee (S.A.F.C.) Policies and Procedures

I. Services & Activities Fees

A. Services and Activities Fees are defined in RCW 28B.15.041 as "fees, other than tuition and fees, charged to all students registering at the…state universities." "Services and Activities Fees shall be used as otherwise provided by law or rule or regulation of the board of…regents of each of the …state universities for the express purpose of funding student activities and programs of their particular institution."

B. The level of the services and activities fee is recommended by a Services and Activities Fee Committee established at each institution pursuant to RCW 28B.15.045 and approved by the Board of Regents. Increases in the fee are subject to limitations set by the state legislature.

C. Services and Activities Fees and revenues generated by programs and activities funded by such fees are deposited and expended through the offices of the University's budget and financial accounting systems, the responsibility for which resides with the University's chief fiscal officer. Such fees and revenues are subject to University policies, regulations, and procedures, and to the Budget and Accounting Act of the State of Washington, RCW 43.88.

D. RCW 28B.10.300 authorizes the expenditure of Services and Activities Fees for the construction, equipping and betterment of buildings and facilities for student activities and services.

E. In addition to the laws, rules and regulations governing the use of Services and Activities Fees, two provisions of the State Constitution impact the use of public funds (Services and Activities Fee funds are considered to be public funds). The first is Article VIII, Section 5 that prohibits the making gifts or loans of money or property from public funds. A gift exists when there is a "transfer of property without consideration and with donative intent". The second is Article I, Section 11 that prohibits public money or property being appropriated for or applied to any religious worship, exercise or instruction, or the support of any religious establishment.

F. The Services and Activities Fee Long-term Fund (also known as the reserve fund) shall consist of all unallocated revenue derived from the collection of Services and Activities Fees from students and accrued interest.

G. Members of the Board of Regents shall adhere to the principle that desires of the Services and Activities Fee Committee be given priority consideration on funding items that do not fall into the categories of pre-existing contractual obligations, bond covenant agreements, or stability of programs affecting students.

H. With the exception of any funds needed for bond covenant obligations, once the annual budget for expending Services and Activities Fees is approved by the Board of Regents, funds shall not be shifted from funds budgeted for associated students or departmentally related categories or the reserve fund until the administration provides written justification to the Services and Activities Fee Committee and the Board of Regents, and the Services and Activities Fee Committee and the Board of Regents give their express approval.

II. Committee on Services and Activities Fees

The Services and Activities Fee Committee (hereafter called Committee) is appointed by the Chancellor of the University of Washington, Tacoma pursuant to RCW 28B.15.045 to review all requests for funding from Services and Activities Fees, to recommend program priorities and budget levels, and to serve in an advisory capacity to the Chancellor.

A. Membership

1. The Committee shall consist of seven voting members, a primary and secondary alternate member, and four non-voting ex-officio members.

2. The voting and alternate members shall be students recommended by the Associated Students of the University of Washington, Tacoma (ASUWT) Student Government. They shall be students chosen at-large, none of which may be a member of ASUWT Student Government or the Programming Board.

3. When making its recommendations for Committee appointments, the ASUWT should strive to recommend a Committee that represents diverse student interests, and wherever possible, provide for a continuity of membership through individual willingness to commit to serve more than one term.

4. Four of the voting members and the two alternate members shall be recommended by May 15th, with the remaining three voting member recommendations being made no later than two weeks after Fall ASUWT elections.

5. The ex-officio members shall be:
   a. The presiding ASUWT Student Government President. If the President is unable to serve, then he or she may designate the Vice-President;

b. A staff employee from Student Affairs, to be recommended by the Assistant Chancellor for Student Affairs;

c. A faculty member, to be recommended by the Faculty Assembly; and

d. A staff employee from the Office of the Vice Chancellor for Finance and Administration (F&A), to be recommended by the Vice Chancellor for Finance and Administration.

B. Term of Membership

1. The four voting members and two alternate members recommended by May 15th shall be appointed for one-year terms running from July 1 to June 30. The three voting members recommended after Fall ASUWT elections shall serve from date of appointment to June 30. Alternate members may reapply in the Fall for one of the voting positions if they so choose.

2. The ex-officio members from Student Affairs and F&A shall be appointed to indefinite terms, serving at the discretion of the Chancellor. The faculty ex-officio member shall be appointed to a one-year term running from October 1 to September 30. The President of ASUWT will serve as an ex-officio member during the tenure of her/his office as established in the ASUWT Constitution.

3. At the first Committee meeting each year, the voting members of the Committee shall select a chairperson and a secretary if one is not hired.

4. Vacancies in membership may be filled by the primary and secondary alternate members respectively, dependent on satisfactory participation and approval of the Committee. The alternate members' vacancies and any vacancies subsequent to that will be replaced in the same manner provided for new appointments and for the unexpired term of the original appointment.

C. Responsibilities of Voting Members

1. Attend all meetings unless excused by the chairperson. An excused absence may be obtained through written communication to the chairperson at least 24 hours prior to a scheduled meeting. Failure to submit a request for absence to the chairperson in a timely manner constitutes an unexcused absence. Members shall be allowed no more than two unexcused absences per quarter. Further unexcused absences will result in the recommendation by the chairperson or any other member to remove the member in question from the committee. It is the chairperson's responsibility to take accurate roll call and document all excused and unexcused absences.

2. Develop and maintain effective communication within the Committee.

3. Develop and maintain effective communication with the campus community.

4. Demonstrate a willingness to engage in constructive dialogue on any issue being considered by the Committee and actively participate in the deliberations of the Committee.

5. Adhere to all rules and regulations governing the Committee.

6. A member whose conduct or performance clearly demonstrates a lack of commitment to the discharge of their responsibilities may be removed from the Committee by a unanimous vote of the remaining voting members to recommend removal, and the approval of the Chancellor.

D. Responsibilities of Alternate Members

1. Fulfill all of the responsibilities of voting members.

2. Alternate members may participate in discussion but may not vote unless one or more of the voting members is absent, in which case the primary and/or secondary alternate members respectively may vote in place of one of the absent voting members.

E. Responsibilities of Ex-Officio Members

1. Advise the Committee on the laws and regulations of the state and the policies and procedures of the university pertaining to Services and Activities Fees.

2. Advise the Committee on procedural questions pertaining to the conduct of meetings.

3. Provide the Committee with summaries of fund balances in accounts funded by Services and Activities Fees and projections of revenue and expenditures.

4. Advise the Committee on the status of student organizations.

5. Assist the Committee with matters of continuity and historical perspective as required for the Committee to effectively and efficiently act on requests to fund programs and budgets.

6. Provide the Committee with perspectives of the student government, the student body and the university community.

F. Committee Meetings

1. Meetings shall be held on a regularly scheduled basis, not less than two per quarter. The Committee will determine the schedule of regular meetings at its first meeting of the academic year.

2. Special meetings may be called by Committee chairperson; at the request of three or more members of the Committee; or at the request of the Chancellor.

3. The Committee chairperson shall post notifications of all meetings in compliance with these guidelines and the Open Public Meetings Act and shall be responsible for presiding over such meetings. An acting chairperson will be designated by the chairperson should it be necessary for him/her to be absent from any meeting.

4. An agenda and a copy of all funding requests to be considered by the Committee will be sent to members and be publicly posted at least three working days in advance of regular or special meetings by the Committee chairperson.

5. A quorum required for the conduct of business at any regular or special meeting shall consist of two-thirds of the current voting members and one ex-

officio member of the Committee. The chairperson shall be included as a voting member. Proxies will not be permitted for voting purposes.

6. All meetings shall be conducted in accordance with the most current edition of <u>Robert's Rules of Parliamentary Procedures, Newly Revised</u>. Deviations from such procedures will be at the discretion of the chairperson.

7. Program and budget decisions of the Committee shall be made in open public meetings of the Committee, and the reasons for the decisions shall be discussed at those meetings. Minutes will be taken at all meetings and shall be publicly posted within 5 business days after a meeting. The minutes shall include the results of all program and budget decisions made by the Committee.

8. The Committee shall provide full information to the students and University community concerning programs or budgets funded from Services and Activities Fees.

III. Budgeting

A. General

1. RCW 28B.15 defines the authority to collect Services and Activities Fees, the general purposes for which the fees may be used, and the budgeting process for administering their expenditure. The law specifically states: "It is the intent of the legislature that students will propose budgetary recommendations for consideration by the college or university administration and governing board to the extent that such budget recommendations are intended to be funded by services and activities fees" and "The legislature recognizes that institutional governing boards have a responsibility to manage and protect institutions of higher education." It is clear that the legislature deemed that the mechanism for student input in the Services and Activities Fee process is through participation in the budget proposal process, but that the Board of Regents retains ultimate responsibility and authority for the Services and Activities Fees budget.

2. Any member of the campus community may submit a request for funding through either the annual budgeting or special allocation process, but only the Programming Board may request funding for specific events.

3. The Committee shall establish the budget style and format for both the annual budget and special allocation processes. Procedures and criteria adopted by the Committee for the submission of budget requests shall apply to every proposer and shall not discriminate on the basis of race, color, national origin, gender, sexual preference, religion, or physical or mental handicap.

4. The Committee has the responsibility to review all proposals submitted for funding from Services and Activities Fees, whether for capital expenditures or operating programs and budgets.

5. All funding proposals must contain adequate information which will include, at a minimum, the following:

    a. Detailed line-item breakdown of proposed expenditures (e.g., salaries, travel, supplies, services, etc.);

    b. Additional funding sources being sought or available to fund the program or event; and

    c. Revenues expected to be derived from the program or event.

6. Budget allocation decisions of the Committee shall be posted in an easily accessible location within 5 business days of its respective action. The location shall be made known to the general student body.

7. Allocations of Services and Activities Fees to fund operating budgets are valid and available for expenditure during the ensuing fiscal year only. Unspent or un-encumbered allocations shall revert to the "Contingency" line item at the end of each fiscal year and shall be carried forward and made available for reallocation.

8. Each fiscal year shall begin on July 1 and end on June 30.

B. Annual Budgeting Process

1. The annual budget process will be the primary process for recommending the distribution of Services and Activities Fee funding for the ensuing fiscal year. As a part of the annual budget process, the Committee shall also formulate a recommendation for the level of the Services and Activities Fees to be assessed during the ensuing fiscal year. In addition, the Committee shall set aside at least 10% of the projected incoming Services and Activities Fees to be placed into the long-term fund.

2. Program and budget proposals considered during the annual budget process will be to fund general annual operating costs necessary to run an organization or service. Annual budgets will not include capital expenditures or planned expenditures for specific events or activities.

3. Not later than the second Monday in February of each year, the Committee will announce the format and deadline for the submission of annual budget requests.

4. Annual budget request forms and all supporting documentation must be returned to the Committee not later than the second Monday in March.

5. The Chancellor may meet with the Committee at appropriate intervals during its annual budget formulation process to respond to emergent ideas and issues and to apprise the Committee of the general position of the administration. The Chancellor may respond in writing to specific written proposals submitted by the Committee and take other actions as needed to assure that the lines of communication to the Committee remain open.

6. The Committee will release preliminary program and budget allocation recommendations no later than the first Friday in April. An appeal of the Committee's decision on any specific budget request may be made as

described in Section III C 1) until 7:00 p.m. on the second Friday in April, at which time no further appeals will be accepted.

7. The Committee will respond to all allocation appeals as described in Section III C 1) not later than 7:00 p.m. on the fourth Friday in April.

8. In addition to allocations to fund specific requests that have been approved by the Committee, the annual budget will contain an allocation to a budget line item entitled "Contingency". The purpose of the "Contingency" budget is to provide the necessary flexibility during the budget execution year to authorize special allocations for specific events or activities, capital expenditures, or for other expenditures that could not be specifically identified or foreseen at the time of the preparation and submission of the annual budget (e.g., an allocation for operating costs of a new student organization registering during the academic year). Allocations or authorization of expenditures from the "Contingency" budget will be accomplished through the special allocation process.

9. The chairperson shall transmit the final annual budget recommendations of Committee with supporting documentation (including mandatory dissenting opinions on any decision of the Committee that was not unanimous) to the Chancellor not later than the end of the first week in May.

10. Within 14 business days after receipt of the Committee's annual budget recommendations, the Chancellor will provide a written response to the Committee. In formulating the response to the Committee and/or recommendations to the Board of Regents, the Chancellor may seek the views of other affected university groups. In the event that the Chancellor disagrees with any of the Committee budget distribution recommendations, the UWT dispute resolution process described in Section III C 2) a. will be invoked.

11. At the time that the Chancellor submits his/her proposed budget recommendations for the expenditure of Services and Activities Fees to the Board of Regents, he/she shall also submit a copy of the Committee recommendations, along with any supporting documentation provided by the Committee, and a copy of the administration's response to the Committee recommendations. If a dispute exists between the Chancellor and Committee which has not been resolved by the UWT dispute resolution process, the UW dispute resolution process described Section III C 2) b. will be invoked.

12. The Board of Regents may take action on those portions of the Services and Activities Fee budget not in dispute and shall consider the results, if any, of the dispute resolution committee appointed in accordance with the dispute resolution process described in Section III C 2) b.

13. At the point in the review process at which recommendations on the distribution of Services and Activities Fee budget and dispute resolutions are presented to the Board of Regents, the Board shall provide opportunity for the Committee to present its view.

14. Upon approval of the Board of Regents, the annual budget will be provided to the UWT Finance Office for establishment of budget numbers and recording of the necessary revenue transfers in the university accounting system to implement the approved distribution of funds.

15. The Committee may appeal to the Board of Regents if they feel that these guidelines have not been followed, that their participation has been unduly curtailed, or that Services and Activities Fee funds have been used for purposes outside of these guidelines. The decision of the Board of Regents shall be final.

C. Annual Budget Allocation Appeals and Disputes

   1. Budget Allocation Appeal

   a. If a proposer or any other student objects to a budget allocation of Services and Activities Fee funds that has been made by the Committee, a written appeal must be submitted to the Committee chairperson by 7:00 p.m. on the second Friday in April. An extension of the deadline shall not be granted.

   b. An appeal must allege a violation of the State Constitution, applicable state laws, applicable University policies or regulations, or a material misrepresentation of facts that may serve to invalidate the allocation. **An objection based solely on disagreement with the amount of the approved allocation will not be grounds for an appeal.** The burden of proof that such a violation has occurred shall be on the proposer or individual making the allegation.

   c. A special meeting of the Committee will be called by the chairperson to address the appeal within 5 business days of the receipt of the appeal. The Committee must have responded to all appeals not later than the fourth Friday in April. The proposer or individual filing the appeal will be required to attend the special meeting of the Committee at which the appeal is considered.

   d. If the appeal is denied by unanimous vote of the Committee, the determination of the Committee will be final.

   e. If the appeal is denied by less than a unanimous vote, the chairperson shall transmit a copy of the appeal and the results of the Committee's decision (with all supporting documentation) for consideration by the Chancellor. The decision of the Chancellor will be final.

   2. Budget Allocation Disputes

   a. UWT Allocation Dispute Resolution Process

   i. If, during the review of the final annual budget recommendations submitted by the Committee, the administration should dispute any of the recommended allocations, the Chancellor shall provide the

Committee chairperson with written notification of the disputed allocation that includes the administration's rationale or justification.

ii. Within 5 business days after receipt of written notification of a disputed allocation recommendation, the chairperson shall schedule a special meeting of the Committee with the Chancellor for the purpose of making a good faith effort to resolve the dispute.

iii. In the event that the dispute is not resolved within fourteen business days from the date of the initial special meeting called to consider the dispute, the Chancellor will provide the Committee with the administration's written response to the Committee's final annual budget recommendations, which will include any unresolved dispute. A copy of the response, together with a copy of the Committee's recommendations and any supporting documentation, will be submitted to the Board of Regents with the Chancellor's proposed budget recommendations for the expenditure of Services and Activities Fees.

b. **UW Dispute Resolution Process**

i. Upon receipt of the administration's written response to the Committee's final annual budget recommendations that includes an unresolved dispute, the Committee chairperson shall convene a dispute resolution committee.

ii. The dispute resolution committee shall be selected as follows: The Chancellor shall appoint one non-voting advisory member; the Board of Regents shall appoint two voting members; and the Committee Chair shall appoint two student members of the Committee as voting members, and one student representing the Committee who will chair the dispute resolution committee and be non-voting member, except in the case of a tie vote.

iii. The Board of Regents shall consider the results, if any, of the dispute resolution committee, and shall provide opportunity for the Committee to present its view, prior to taking action on any disputed portion of the budget.

D. **Special Allocation Process**

1. The special allocation process is designed to provide funding for organizations, services, capital expenditures, events, and activities not considered in the annual budgeting process. This includes, but is not limited to, requests for operating funds for newly registered student organizations and funding for specific events or activities by the Programming Board.

2. In general, the funding of special allocation requests shall be made from the "Contingency" operating budget line item that was included in the annual budget. If there is insufficient funding in the "Contingency" budget, the Committee may submit a request through the Chancellor to the Board of Regents for approval of an additional distribution from the reserve fund.

3. Should the Programming Board not have sufficient funds, the Programming Board may approach the Committee for additional funds for specific events and activities. Primary considerations for allocation of operating funds to the Programming Board for specific events or activities shall be:

   a. Events or activities which are directed primarily to the campus community, and

   b. The extent to which the event or activity benefits all students. In addition, allocations for programs and events devoted to political or economic philosophies will encourage a diversity of viewpoints and promote a spectrum of ideas.

4. Special allocation requests shall be submitted to the Committee chairperson in the format prescribed by the Committee. The chairperson will review such requests to insure that adequate information is provided as described in Section III A 5).

5. All special allocation requests received shall be listed by title, source, and amount requested in the new business section of the agenda for the next regular or special meeting.

6. When considering special allocation requests, the Committee may require the proposer (or their duly appointed representative) to be present to answer questions of the Committee.

7. The Committee will release and post decisions on special allocation requests not later than 5 business days after the meeting at which the allocation was considered.

8. An appeal of the Committee's decision on any specific special allocation may be made as described in Section III E within 5 business days of the decision being released, after which no appeals will be accepted.

9. Decisions on appeals will be made within 5 business days of receipt of the appeal.

10. Upon final approval of a special allocation, the Committee chairperson shall authorize the UWT Finance Office to establish a budget number and transfer revenue from the "Contingency" budget to implement the approved allocation.

11. Any change in the expenditure of an approved allocation that would alter its objectives as originally described and appropriated, or the way in which the objectives shall be sought, must have the approval of the Committee before any change occurs.

12. The Committee may establish requirements and deadlines to account for the expenditure of special allocations for specific events, activities, or training.

E. Special Allocation Appeal

1. If a proposer or any other student objects to an allocation of Services and Activities Fee funds that has been made by the Committee, a written appeal must be submitted to the Committee Chair by 7:00 p.m. of the fifth business

day after the Committee allocated the funds. An extension of the deadline shall not be granted.

2. An appeal must allege a violation of the State Constitution, applicable state laws, applicable University regulations or a misrepresentation of facts that may serve to invalidate the allocation. **An objection based solely on disagreement with the amount of the approved allocation will not be grounds for an appeal.** The burden of proof that such a violation has occurred shall be on the proposer or individual making the allegation.

3. A special meeting of the Committee will be called by the chairperson to address the appeal within 5 business days of the receipt of the appeal. The proposer or individual filing the appeal will be required to attend the special meeting of the Committee at which the appeal is considered.

4. If the appeal is denied by unanimous vote of the Committee, the determination of the Committee will be final.

5. If the appeal is denied by less than a unanimous vote, the chairperson shall transmit a copy of the appeal and the results of the Committee's decision (with all supporting documentation) for consideration by the Chancellor. The decision of the Chancellor will be final.

F. Programming Board Allocation Appeal

1. If a proposer or any other student objects to a decision made by the Programming Board, a written appeal must be submitted to the Committee Chair by 7:00 p.m. of the fifth business day after the Programming Board allocated the funds. An extension of the deadline shall not be granted.

2. An appeal must allege a violation of the State Constitution, applicable state laws, applicable University regulations or a misrepresentation of facts that may serve to invalidate the allocation. **An objection based solely on disagreement with the amount of the approved allocation will not be grounds for an appeal.** The burden of proof that such a violation has occurred shall be on the proposer or individual making the allegation.

3. A special meeting of the Committee will be called by the chairperson to address the appeal within 5 business days of the receipt of the appeal. The proposer or individual filing the appeal will be required to attend the special meeting of the Committee at which the appeal is considered.

4. The determination of the Committee will be final.

IV. Expenditure Reviews

A. Quarterly Review of Budget Allocations

1. At the end of the Fall and Winter quarters, the Committee will review the activities of the ASUWT Student Government, the Programming Board, and all university departments, student organizations, and student publications

who have received annual or special budget allocations of Services and Activities Fees for capital expenditures or operating costs.

2. Not later than 5 business days after the end of the Fall and Winter quarters respectively, the Committee will announce the format and deadline for the submission of quarterly budget reviews.

3. The reviews will be conducted at a regular or special meeting of the Committee, and the Committee shall take one of the following actions:

    a. No action if the expenditure review indicates the budget is being used appropriately;

    b. Freeze the remaining unexpended portion of the budget if a review was not submitted by the established deadline, or if the expenditure review indicates the funds are not being spent for the budgeted purposes; the expenditures are not within the legal and specific guidelines established by the Committee, the University, and the State; or the organization is not in good standing with the Office of Student Life; or

    c. Withdraw the remaining unexpended portion of the budget if the expenditure review indicates the organization is no longer in existence or that the budget is no longer required.

4. A notification of the imposition of a freeze on a budget will be sent to the respective student government, department, student organization, or student publication. Freezes will remain in effect until the student government, department, student organization, or student publication submits an expenditure review that is satisfactory to the Committee. No further obligations may be incurred against the budget until the freeze is removed; however, unpaid obligations may be paid.

B. Review of Special Allocations

1. At the time a special allocation is made, the Committee may establish a deadline for submitting an accounting for the expenditures to the Committee.

2. If an accounting for a special allocation is not submitted by the established deadline, the Committee will take action to freeze the unexpended portion of the allocation.

3. A notification of the imposition of a freeze on a special allocation will be sent to the student government or to the responsible department, student organization, or student publication. A freeze will remain in effect until the student government, department, student organization, or student publication submits an accounting for the expenditures that is satisfactory to the Committee. No further obligations may be incurred against the budget until the freeze is removed; however, unpaid obligations may be paid.

4. In addition, if the special allocation was being sponsored or conducted by a recognized student organization, the Office of Student Life will be notified and appropriate disciplinary action will be imposed on the student organization in accordance with the Student Organization Handbook.

Revised May 27, 2005

5. A pattern or history of failure on the part of a proposer to submit an accounting for special allocations by established deadlines may result in future requests for special allocations being disapproved by the Committee.

C. STIPULATIONS

1. The Committee may place stipulations on the use of funds and/or recommend guidelines in the operations of a program. All stipulations shall be binding.

2. Student organizations will be denied access to budgets for expenditure of allocated funds whenever the organization is not in compliance with the Office of Student Life requirements or their budget has been frozen in accordance with Section IV A. or Section IV B.

3. Actual expenditures shall not exceed the amount of approved budget allocations without prior approval of the Committee.

The Board of Regents approved the original version of these guidelines on September 27, 1991. The present version was approved by the Board of Regents on June 14, 2002.

A–6.2/206
6/9/05

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

REVIEW OF UW UNDERGRADUATE ADVISING

I. Background and Purpose of Advising Self-Study

II. Overview of UW Advising:

- **UW has four primary advising offices for undergraduates:**
  - The Undergraduate Advising Office (The Gateway Center)
    - Serving first and second year undeclared undergraduates
  - The Office of Minority Affairs
    - Serving first and second year students, including EOP students
  - Student-Athlete Academic Services
  - Academic Departments and Colleges
    - Advising declared majors

- **Student-Adviser Ratios:**
  - National averages for all types of advising at four-year public institutions:
    - 285 students /FTE adviser
  - Gateway Center:
    - 511 students/FTE adviser
  - Department Advising:
    - 2-750 students/FTE adviser

III. Brief Summary of Survey Results:

- **Student Surveys:**
  - Total # of responses = 1,123
  - 41% currently working with at least one adviser
  - 45% report that they are currently not working with any adviser
  - 12% report never having met with an adviser since enrolling at UW
    - 83% of these students are freshmen or sophomores
  - Transfer students tend to meet with departmental advisers more often than non-transfer students
  - Women are more likely to use as advising resources:
    - UW Student Planner
    - UW Website
    - Parents or siblings
  - Men are more likely to use as advising resources:
    - Departmental websites
    - Faculty members
  - EOP students are more likely to use as advising resources:
    - UW Student Planner
    - Departmental advisers
    - OMA advisers
    - Friends

VII.   STANDING COMMITTEES

A. Academic and Student Affairs Committee

Review of Academic Advising (continued p. 2)

- o When asked to indicate from whom they had most often sought advice in the previous quarter, students listed, in the following order:
  - Friends
  - Parents
  - Faculty
  - Siblings
  - TAs
  - Departmental adviser
  - Gateway adviser
- o 58% of students are satisfied with the advising they received at UW
- o Student suggestions for improvements in advising:
  - Relate to students in a helpful, positive, and caring manner
  - Provide more access to advising
  - Advertise services better
  - Improve electronic advising features

IV. Recommendations:

- **Use Advising to Make the Institution Smaller**
  - Assign an adviser to each incoming student
  - Reduce student/adviser ratio
  - Improve climate of advising
  - Connect students to learning communities and research opportunities early in their UW careers
  - Increase opportunities for students to meet with faculty to develop understanding of majors and learning options

- **Increase Coordination and Articulation Among Advising Offices**
  - Develop unit-based goals for advising that are in keeping with academic mission of the unit
  - Improve communication among advisers

- **Improve Community of Advisers**
  - Increase training for advisers
  - Improve professional development for advisers
  - Recognize and reward advisers
  - Increase student feedback to advisers

Preliminary Report
UW Academic Advising Self-Study

OFFICE OF
EDUCATIONAL
ASSESSMENT
Improving Learning Through Assessment

Preliminary Report

UW Academic Advising Self-Study
2004-2005

Prepared for:
The Advising Self-Study Steering Committee

Prepared by:
The Office of Educational Assessment
April 2005

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OFFICE OF

EDUCATIONAL ASSESSMENT

Improving Learning Through Assessment

UW ACADEMIC ADVISING SELF-STUDY
PRELIMINARY REPORT

In the summer of 2004, the University of Washington (UW) Board of Regents authorized funding to address advising issues at the UW. After consultation with the Office of Undergraduate Education, the College of Arts and Sciences, the School of Business, the College of Engineering, and the Office of Minority Affairs, Provost David Thorud requested that the Office of Educational Assessment (OEA) conduct an assessment of UW undergraduate academic advising. This assessment is to provide a self-study of all undergraduate advising activities within the context of an examination of best practices, national models, and the changing landscape of advising. A comprehensive report of findings will be presented to the Office of the Provost at the end of Spring quarter 2005.

Under the specific direction of Susan Jeffords, Vice Provost for Academic Planning, it was determined that this study would comprise three major parts:

- A self-study of all undergraduate advising activities at the UW;
- A review of undergraduate advising as it is carried out at UW peer institutions; and
- An external review of UW undergraduate advising by individuals with outstanding expertise in providing academic advising services in post-secondary institutions similar to the UW.

We are currently mid-way through the term of the study. Planning and preparation were carried out in Fall quarter 2004, with intensive data collection taking place during Winter quarter 2005. In collecting data, OEA contacted academic advisers, students, and administrators campus-wide to solicit feedback on their experiences with, and perspectives on, academic advising. The results of surveys, interviews, and reviews of existing records provided a rich array of both quantitative and qualitative data. Because of the large amount of information collected, only the first-level analysis has been carried out. Information gathering with respect to peer institutions and branch campuses has begun and the external review has been carried out.

This report has been created to serve as an introduction to UW academic advising and to inform the upcoming site visits at peer institutions. Aware as we are that a comprehensive analysis of our results is beyond the scope this report, we merely wish to highlight findings we take to be important for the further assessment of UW academic advising.

The following section provides an overview of the research on how academic advising has developed and evolved in the context of American higher education, on its importance to post-secondary education, and on the critical issues related to the discipline and profession.

EVOLUTION OF ACADEMIC ADVISING

Academic advising has been an integral part of the higher education experience since the colonial period though in its earliest days it was not a specifically defined activity (Cook, 2001). When Harvard was established in 1636, university presidents, and later faculty, acted in *loco parentis* and advised students concerning their moral life, extracurricular activities and intellectual habits (Cook, 2001; Frost, 2001). As research universities began to emerge in the late 19th century, with more complex structures and increased choices, students began to need greater assistance and guidance throughout their academic experience. Consequently, advising activities became more defined, with advisers specializing in personal (psychological), vocational (career), and academic issues, among others.

It was not until the 1970s that educational institutions began to view the activity of advising as a discipline worthy of further examination. Several factors contributed to this change in attitude: enrollments were declining; attrition rates were high; students were demanding better academic advice; and an explosion of community college and new student populations, such as first generation, underrepresented, and lower income students, "required individualized academic adjustment and planning" (Cook, 2001, p.4). Ultimately, the Carnegie Commission on Higher Education recommended that, "enhanced emphasis should be placed on advising as an important aspect of higher education" (Cook, 2001 p.4). As a result, theory-based research began to shape the practice of academic advising, and various studies began to link advising to student retention (Cook, 2001). Advising centers emerged; the number of full-time academic advisers increased significantly; and a professional organization, the National Academic Advising Association (NACADA), was established. These changes gave way to a major shift in how academic advising was viewed and spurred the development of various theories and models of advising.

Historically, academic advising has taken two approaches: the prescriptive and the developmental (Crookston, 1972). The prescriptive approach primarily focuses on helping the student pick a major and/or occupation. In this model, the relationship between student and adviser is based on authority and assumes that once advice is given, the student is responsible for fulfilling what the adviser has "prescribed" for him or her.

In contrast to the traditional, prescriptive approach, developmental theory places the emphasis on reciprocated learning and views the student as a whole person with unique

experiences and needs (Crookston, 1972). O'Banion (1972) and Crookston (1972) turned to Student Development Theory to support their argument for a more humane and developmental model of academic advising that they believed would better serve and retain students. This has become the prevalent approach to advising in post-secondary institutions nationwide.

In response to this fundamental shift in approach to advising, a 1980 NACADA task force charged with providing input to the Council for Advancement of Standards (CAS)[1] developed the following set of goals of academic advising.

1. Assist students in self-understanding and self-acceptance.

2. Assist students in considering their life goals.

3. Assist students in developing an educational plan consistent with their life goals and objectives.

4. Assist students in developing decision making skills.

5. Provide accurate information regarding institutional policies and procedures.

6. Refer students to institutional or community support services.

7. Assist students in evaluating progress toward established goals.

8. Provide information about students to the institution, college, departments, etc.

These goals helped clarify the purpose of academic advising as a growing profession and created the basis for the CAS standards for academic advising described later in this section (Lynch, 2000).

Current Models of Academic Advising

Habley (1997, 2004) described seven models of academic advising currently found in institutions of higher education. These models can be grouped into three main categories; centralized, decentralized, and shared structures.

Centralized

The Self-Contained Model: All advising for students, from the point of enrollment to graduation, is conducted in one centralized advising unit, such as an advising center.

Decentralized

The Faculty Only Model: All students are assigned to a faculty member for advising.

The Satellite Model: Each school, college, or division within the institution utilizes its own established approach to advising.

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[1] The CAS standards are described briefly later in this section, and shown in full in Appendix G.

Shared structures

The Split Model: A central advising office advises specific groups of students (e.g. undecided, special populations), but all other students are assigned to a faculty member or academic unit.

The Supplementary Model: All students are assigned to a faculty adviser. An advising office provides general academic information, but transactions must be approved by the faculty adviser.

The Dual Model: Each student is assigned to a faculty adviser for issues related to the major, as well as an advising office adviser for general information requirements policies and procedures.

The Total Intake Model: Administrative unit staff members advise all students for a specific period of time. Once students meet certain requirements, they are assigned to a faculty member for advising.

The Sixth National Survey on Academic Advising conducted in 2003 by the American College Testing Service (ACT) (Habley, 2004) reported that the Split Model has become the most prevalent model across all campuses, regardless of size or type of institution. ACT also noted that the use of the Dual, Total Intake, Satellite, and Self-Contained models has increased slightly compared to the previous survey results in 1998. Finally, the Faculty Only Model has continued to decrease among four-year public institutions since 1987, as has the Supplementary Model.

The Significance of Academic Advising within Higher Education

Research suggests that academic advising is a crucial component of a student's experience in higher education (Gordon & Habley, 2000). Dedicated and competent academic advisers help students find meaning in their lives, make decisions, and successfully navigate their way through the higher education system toward graduation.

Research also suggests that effective academic advising is not only beneficial to the student, but to the institution as well (Glennen, Farren, & Vowell, 1996; Gordon & Habley, 2000). In their study regarding the ways in which advising affects an institution's fiscal stability, Glennen, et al. (1996) suggests that academic advising contribute to improved retention and graduation rates. Furthermore, their research indicates that the investments made by institutions in advising services and retention efforts may help to offset budget reductions.

Critical Issues in Academic Advising

Much of the literature regarding the status of academic advising focuses on the following issues as central to the discipline and profession of academic advising.

Structure, organization and delivery of advising services

Determining how to structure, organize, and deliver advising services so they effectively meet the needs of both the student and institution is a common issue for educational institutions nationwide. As mentioned before, Habley (2004) described seven primary organizational structures of advising: Self-Contained, Faculty Only, Satellite, Split, Supplementary, Dual, and Total Intake. Habley and Morales (1998) argued that any of these models *could* be effective, depending on how well the chosen model fits with the institutional mission, size, faculty, and students.

Pardee (2000) suggested that educational institutions consider the following variables when selecting an appropriate organizational structure for academic advising: the enrollment figures; the administrative structure of the institution; the extent to which faculty are interested in and willing to devote time to the activity; the nature of the institution's academic policies, curriculum and degree programs; the mission of the institution; and the composition of the student body.

Meeting the needs of diverse student populations

The characteristics of students whom advisers serve have changed dramatically over the past 30 years. Not only is the population demographically more diverse, but also apparent are the changes in students' values, family situations, mental and physical health, and academic paths.

Preist and McPhee (2000) emphasized the significance of cultural differences for academic advisers. They suggested that advisers assess their competencies in dealing with multicultural issues, explore their ideologies regarding cultural sensitivity, as well as be prepared to address the following issues when dealing with ethnically diverse students:

- Understanding of the institution's demographic overview;
- Considerations related to class or being a first generation college student;
- Perceptions by minority students of the campus being a hostile environment;
- Exploration of students' long-term goals and proposed majors; and
- International student needs.

Preist and McPhee (2000) also caution advisers against assuming the "generic ethnic minority" mentality, in which one views all ethnic minorities in the same way. Advisers need to be aware that within and across each minority group there is an array of individual and group diversity that cannot be described in generic terms, meaning not all individuals in a certain minority group are the same, nor are all minority groups the same.

Ender and Wilkie (2000) addressed the special advising needs of under-prepared, minority, transfer, disabled, non-traditional, athletes, and gay and lesbian students whom they suggest are best served by the developmental advising model. In addition, Ender and Wilkie (2000) noted that most students who fall within these populations are served by an advising center of some sort and then transferred to a departmental adviser after the first

two years or once a major has been selected. Because this transition between advising center and departmental advising is not always a smooth one, Ender and Wilkie (2000) believe it is the responsibility of the original adviser to ensure that the transfer is as seamless as possible.

Training and recognition programs for advisers

Adviser training, recognition, and reward are central to successful academic advising programs. For advisers to be successful, they must be provided with resources that better help them enhance their understanding, knowledge and skills (Gordon & Habley, 2000). In addition to adequate training, there must be a systematic way to recognize and reward performance. Advising literature consistently asserts that these three components are the weakest links in the development of effective advising services.

Although most educational institution administrators believe in the importance of academic advising, research shows that the advising service is de-valued on campuses. McGillin (2000) pointed out that institutions do not generally support, either through allocation of resources or formal recognition, academic advising unless it is viewed by the institution as a "high status" role for faculty and professionals. Kerr (2000) suggested providing extrinsic rewards, such as external recognition, annual rewards, and promotions for advisers to help make visible the importance of academic advising on campus.

Adviser responsibilities and workload

Academic advisers serve many roles in the higher education environment. Advisers are resource people, student advocates, referral resources, and can even be friends (Petress, 1996). Given the various roles of advisers, the scope of responsibility and amount of workload for each adviser quickly becomes an issue, which in some cases contributes to burnout and frustration (Epps, 2002).

According to Habley (2004), staffing in centralized advising offices has shifted from partial reliance on faculty to full reliance on professional advisers. Advisers at four-year public institutions report an average load of 285 students per adviser, and spend most (75%) of their time in direct contact with the students they advise. Without adequate support, it is easy to see how this labor intensive, though otherwise rewarding, job can become frustrating.

Evaluating Academic Advising

Given the fact that academic advising is not only crucial to the institution, but also to the students who utilize the service, careful and thorough evaluate

on of academic advising programs is warranted. Winston and Sandor (2002), who created the Academic Advising Inventory (AAI), believe that the evaluation of advising programs helps institutions answer two central questions concerning academic advising: How well is the program doing and what are the outcomes of the programs? By answering these

questions, institutions can obtain a better idea of the effectiveness of their advising programs.

Michael Lynch (2000) suggested consulting the Council for the Advancement of Standards (CAS) in Higher Educations standards when evaluating the effectiveness of an advising program. These standards are summarized below.

Components of an effective advising program

The Council for the Advancement of Standards in Higher Educations (CAS, 1998) identifies the following thirteen components of an effective advising program.

Mission: A clear description of the program's philosophy, goals, and objectives, along with clearly defined expectations of advisers and advisees

Program: A description of the program components and expected outcomes

Leadership: An identifiable individual to lead and manage the advising program

Organization and Management: An organizational structure and management system that allows for the effective delivery of services

Human Resources: Sufficient staffing needed to effectively deliver the advising services and accomplish goals

Financial Resources: Funding sufficient enough to allow the accomplishment of program goals

Legal Responsibilities: Advisers and leadership who are knowledgeable about, and act in accordance with, relevant laws

Equal Opportunity, Access, and Affirmative Action: Nondiscriminatory policies, procedures, and practices

Campus and Community Relations: Established working relationships with campus and community services and organizations

Diversity: Recognition, respect, and appreciation of the value of cultural diversity

Ethics: Policies, procedures, and practices that ensure adherence to high standards of personal and professional ethics

Assessment and Evaluation: Routine evaluation of advising program for accountability and improvement purposes

The complete CAS standards are shown in Appendix B.

Summary

Academic advising has evolved into a complex profession with significant impact on student success in higher education. Models of academic advising vary among institutions, although the Split Model in which advising responsibilities are shared between a central advising office and other advising units has become the most common. Certain challenges have become more salient over time, some of which include: how to structure advising services, how to effectively train and reward advisers, how to address the needs of special population students, and how to manage adviser workload. Because of the integral role of academic advising in students' college experience, the challenges faced by advisers, and the institution, need to be addressed.

ACADEMIC ADVISING AT THE UW 1950 – 2005[2]

Academic advising involves three elements: (1) the adviser, (2) the student, and (3) the functions or responsibilities that bring the adviser and student together. The information below includes a brief summary of how each of these three elements has evolved at the University of Washington since 1950.

The Adviser

In 1950, the College of Arts & Sciences established the first office devoted to advising students who were undecided about their majors. This office, staffed mainly by part-time advanced graduate students, saw all pre-major students for quarterly program planning. Meanwhile, each department had its own system, with advising responsibilities assigned largely to junior faculty, but also to graduate students, administrators, secretaries, or any others willing to take on the task. In addition to quarterly program planning, departmental advisers prepared degree applications and helped students with certain administrative problems.

In the 1950s and 1960s, faculty became more restive about accepting advising responsibilities, mainly because they didn't have time either to see students each quarter or to keep up with details of requirements and regulations. In the 1970s, the University accepted the inevitability of assigning responsibility for advising primarily to non-faculty. This led to the rise of professional staff advising in the Arts & Sciences Advising Office (now the Undergraduate Gateway Center) and in individual departments. That is, rather than assigning advising to individuals with other responsibilities, these offices were staffed by people whose primary responsibility was academic advising. In addition, two new advising offices were created in the late 1960s-early 1970s to advise special student populations: the Office of Minority Affairs (Educational Opportunity Program) began to advise under-represented minority students and the Department of Intercollegiate

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[2] Our thanks to Richard Simkins, Director of UW Advising for many years, for contributing this section of the report.

Athletics (Student-Athlete Academic Services) began advising student-athletes. These offices were also staffed by professional staff advisers.[3]

By the early 1980s, most UW advisers were part of the professional staff and few faculty members were formally assigned to advising responsibilities. In addition, many others who had formerly assumed advising responsibilities (e.g., graduate students, classified staff) had been replaced by professional staff. Although there was never a specific requirement that all advising on campus be done by professional staff, Vice Provost Herman Lujan's 1978 Task Force on Advising recognized the importance of an academic advising cadre by establishing criteria for assigning advisers to increasingly responsible position levels (from professional staff grade 5 for beginning advisers to grades 9 or 10 for directors of advising programs) with commensurate salaries and perquisites. This task force established the concept of accepting professional staff academic advising as an integral part of the educational process. Now faculty continue to see students for discussions on such advising-related matters as graduate school opportunities, and classified staff (e.g., program assistants) often handle clerical tasks (e.g., distributing entry codes, filing records, making appointments), but most direct student advising is done by professional staff.

Meanwhile, in departments, advisers took on a gradually expanding range of responsibilities, such as preparing course information, coordinating departmental quarterly course offerings, maintaining websites, serving as liaison between faculty and students, helping students with career planning, solving student administrative problems, and sponsoring student organizations.

The Responsibilities

In the 1950s, the main advising responsibilities were planning quarterly schedules (a signature was required on every student program) and preparing degree applications (a requirement for all graduating students).

In 1962 and again in 1969, the faculty changed the Arts & Sciences degree requirements, and came to see advisers as a valuable resource in evaluating the effects of those requirements. For example, when the College of Arts & Sciences (and a few other colleges) instituted a two-year foreign language requirement in 1962, the faculty expected most students to enter the UW with enough language background to satisfy the requirement with the possible addition of one or two second-year courses. In the actual event, however, most students needed 25 or 30 credits (five or six quarters) to complete

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[3] In this context, it is worth noting that the term "professional" refers not only to individuals whose primary or sole responsibility is to provide academic advising, but also to the employment classification of their position. Non-faculty positions at the UW are designated as either classified or professional staff. The former includes clerical staff and program assistants; the latter includes managerial and research staff. These classifications are distinguished by the level of responsibility and independence of judgment required.

the requirement. Advisers experienced a number of unintended consequences, including students being placed in courses they could not successfully complete; students putting off taking language courses in anticipation of transferring to another UW college but finding themselves still in the College of Arts & Sciences, now having to complete the language requirement long after they had forgotten high school foreign language skills; students experiencing delays in graduation because of the time they needed to complete the language requirement; and in some cases, students dropping out of the UW after completing all but the language requirement.

In 1969, when the 1962 language requirement was dropped, the College of Arts & Sciences dean's office consulted advisers about possible effects of the new requirements and expanded the advisers' authority to make decisions on placement and substitutions. Also, some advisers were authorized to make exceptions to certain rules (e.g., allowing students to change grading systems during the quarter), and all were given authority to assign transfer credits to general education categories. Over the years, the advising community as a whole gradually accrued more responsibility for making exceptions and interpreting administrative policies. Also, as the student population grew and administrative regulations became more complex, advisers provided more guidance to students on how to navigate the University system.

In the 1970s, many students and some advisers called for the elimination of required quarterly program planning. During the short quarterly registration period, not all students could be seen, and advisers in large departments and in the pre-major advising offices were overwhelmed by the demand. Some students forged adviser signatures on their programs, and when UW changed to op-scan registration forms, there was no longer a way of checking for an adviser's signature. Many students and advisers agreed that not all students needed to see an adviser each quarter, but advisers feared that some who truly did need help would not seek it out if mandatory advising were abolished. Nevertheless, practicalities and a sense that required advising was not working well led to its demise.

This change did not produce a decline in the need for advising services, however. With more undergraduates attending the University, departments began placing restrictions on admission to their majors and also raised graduation requirements. Further, the Provost's Office placed a restriction on the number of students allowed in such professional, career-related fields as business and engineering. Thus, many students who formerly started college as majors in those fields were transferred to the pre-major category. In addition, these restrictions were making more advising necessary for students seeking admission to competitive majors. Also, some self-programming students ran into unforeseen difficulties, and eventually needed to consult advisers about course prerequisites, implications of dropping courses, and ways to prepare for entry to various majors.

In general, then, the focus of advising gradually shifted from quarterly program planning to a broader range of responsibilities centered on helping students decide on a major, prepare for admission to that major, meet graduation requirements, and navigate the University's administrative system. These responsibilities often involved discussion of

personal issues, and while academic counselors are not in general trained as therapists, they are often confronted with personal problems and provide the first line for discussion and referral.

The Students

Students starting school in the 1950s were still able to anticipate stepping gracefully into a white collar job at graduation, and many women were not yet focused on entering the job market. Beginning in the 1960s, however, students – both women and men – faced more competition for jobs after graduation. "Good jobs" required more sophisticated training and a much higher portion of the population was seeking a college degree. Over the last half of the twentieth century, students went from unthinkingly accepting college as the next inevitable step after high school (for those fortunate enough to be offered the experience) to seeking out college as the key to a financially successful life.

Beginning in the 1970s, the National Academic Advising Association (NACADA) conducted research on changing adviser responsibilities and identified the trend toward more sophisticated interaction between adviser and student, describing this as "developmental counseling." UW advisers were involved in this trend, which resulted in their identifying and practicing a more complex role in the student's educational process. In the early years, advisers helped students jump through a series of predetermined hoops. Later, advisers faced more demanding questions such as: "I like reading about history, but what can I do with a history major?" "How can I manage to complete both these majors in the next two years?" "Can I get into electrical engineering?" "Since I have an AA degree, why should I have to worry about the distribution requirement?" "What will a year of French do for me?" "Why should I have to study Anthro, when all I want is to be a computer scientist?" "Why can't I major in business? That's what I want to do in my life."

Over the last 50 years, students have become less reluctant to question the shape, scope, and value of their undergraduate education than their predecessors seemed to be. They ask what college can do for them, how it can help prepare them for a good job, and how they can balance their interests with practical demands. While many students seek answers to these questions on their own, or from their peers, many others seek advice from UW advisers. Thus, UW academic advising has evolved from focusing primarily on giving routine information to providing many students guidance on critical decisions concerning life goals and educational options.

Founded in 1861, the University of Washington (UW) is a four-year public, research university located in Seattle, Washington, with additional branch campuses in Bothell and Tacoma, Washington. The main campus in Seattle has seventeen major schools and colleges, including a law and a medical school, and offers 140 academic majors. The UW has approximately 39,000 students and 23,500 faulty and staff.

UNDERGRADUATE DEMOGRAPHICS

Admission to the University is highly competitive. The 2004 entering freshman class had an average high school GPA of 3.69 and an average SAT 1 combined score of 1183.

Of the 39,000 students at the UW, about 28,000 are undergraduates. Approximately 25% of the undergraduates are Asian American; 3% are African American; 53% are Caucasian; 4% are Latino; 1% are Native American; 11% are other/undeclared; and 3% are international. Nearly 52% are women, and about 87% are Washington state residents.

ACADEMIC ADVISING SERVICES

The Seattle Campus has four primary agencies to provide undergraduate academic advising. The Undergraduate Advising Office (Gateway Center), the Office of Minority Affairs (OMA), and the Student-Athlete Academic Services (SAAS) comprise central advising locations serving specific student populations. Discipline-specific advising is provided within academic departments and colleges.

The Gateway Center and the OMA Counseling Center primarily serve first and second year undeclared undergraduate students, as well as incoming pre-major transfer students. Once students have declared a major, they are expected to work with an adviser in their major department. Students are allowed to work concurrently with departmental advisers and Gateway and/or OMA advisers regarding general education requirements and other needs. It is possible for students to work with all three units at once, thus having an adviser in their department, the OMA, and the Gateway Center.

Student-Athlete Academic Services support student-athletes throughout their educational career. Student-athletes are also expected to work concurrently with departmental advisers once they declare a major to ensure they meet major requirements.

Following is a brief overview of the advising service providers on campus.

The Gateway Center

The Undergraduate Advising Office, led by the Assistant Dean for Student Academic Affairs, includes fifteen professional academic advisers, three part-time graduate student appointments, and a number of undergraduate peer advisers.

The Undergraduate Advising Office, commonly known as the "Advising Office" or the "Gateway Center," provides academic counseling mainly for undecided and pre-major students. However, the Advising Office is also available to, and welcomes, the entire range of undergraduate students at UW. Students are seen individually by appointment or during scheduled drop-in times. In addition to these one-on-one sessions, the Advising Office offers a range of campus-wide advising related activities and services for students. These include: designing and implementing Advising and Registration Sessions for incoming freshmen and transfer students at New Student Orientations, carrying out weekly informational sessions for prospective transfer students (Transfer Thursdays), and running informational workshops on topics such as how to choose a major and how to prepare for graduate programs in law and medicine.

In addition to its student-oriented functions, the Undergraduate Advising Office also serves as an informational resource for other academic advisers campus-wide.

The Office of Minority Affairs (OMA)

There are three separately administered, yet collaborative, advising components in the Office of Minority Affairs: The OMA Counseling Center, the Early Identification/McNair Program, and the Student Support Services.

The OMA Counseling Center provides student support services for members of the Educational Opportunity Program (EOP) or those affiliated with the program. Eligible students are selected for participation in EOP by the OMA, in collaboration with the Office of Admissions, as part of the general admission process. EOP students are primarily students from under-represented groups (African American, Hispanic/Latino, Native American, and Hawaiian/Pacific Islanders), students with low-income backgrounds, and students who are the first in their families to attend college.

The day-to-day academic support services are for the most part carried out by ten professional, multi-ethnic academic counselors. Recognizing and embracing the full-range of diverse needs and aspirations of their students, these counselors approach academic advising holistically, helping students with a broad range of academic and personal issues. Through this comprehensive approach to advising, students receive support in a wide range of areas including financial aid, housing, career development, and personal challenges. The OMA Counseling Center strives to provide an environment in which students can share any problem.

The OMA Counseling Center also maintains liaisons with university departments, colleges and programs, and OMA staff serves on various academic committees and student/community organizations to support students' academic success.

The Early Identification/McNair Programs, which serve to prepare under-represented students for graduate school, are located in the OMA. The four EIP/McNair advisers provide guidance with post baccalaureate educational planning, including assisting students, identifying and working with faculty mentors, applying for graduate school, obtaining financial aid, and applying for scholarships and research fellowships, internships and scholarships.

The Student Support Services, which offers academic support to disabled, low-income, and first-generation students, is a federally funded TRIO program. Advisers and instructors provide comprehensive advising and instructional support to roughly 300 UW students each year. Services include academic and career planning, assistance with financial aid processes and documentation, and counseling on personal problems and concerns.

The Student-Athlete Academic Services (SAAS)

The Student-Athlete Academic Services (SAAS) include four academic advisers whose charge is to provide guidance and support to student-athletes. Advisers work with student-athletes regarding overall educational planning which includes: assisting student-athletes with developing quarterly schedules, setting goals for academic majors, planning for graduation, discovering career interests, and addressing financial aid, housing, and personal issues. SAAS advisers are also responsible for monitoring student compliance with University and National Collegiate Athletic Association (NCAA) requirements.

Departmental Advising

Advising in the departments varies widely across units with each department having its own advising structure, process, and scope. There are approximately 135 advisers within 70 departments and colleges at the UW. Most departments have at least a full or part-time professional staff position responsible for advising, although some departments utilize faculty or graduate students as advisers.

Departmental advisers primarily advise declared students regarding major requirements, though many also advise pre-majors regarding admission and major requirements. Advisers also help students identify opportunities in the departments such as undergraduate research, and some advisers consult with students regarding career and graduate education plans. In addition to directly advising students, departmental advisers also perform a wide variety of duties such as curriculum development, and departmental and university-wide event planning, as well as providing various other student support services.

STUDENT-ADVISER RATIO AND STUDENT LOAD

The following section is intended to give an overview of the student-adviser ratios and student loads for advising offices across campus. The estimates were based on data extracted from the University of Washington Student Database, internal records maintained by the advising offices, and data from the Sixth National Survey on Academic Advising conducted by the American College Testing Service (ACT).

While data were collected on student load at advising centers, departments, and colleges campus-wide, variations in advising services provided, disparities in staff support, differences in the extent and type of need for academic support of the different student populations served, and differences in advising mission and philosophies among advisers, yield data that are not defensibly comparable across advising offices. Accordingly, interpretation of these data should be cautious and modest. The qualifying statements immediately following the estimated student-adviser ratios and student loads constitute an indicative, but not exhaustive, list of relevant considerations in interpreting the data.

Defining Student–Adviser Ratios and Student Loads

Defining the student-adviser ratio

Briefly stated, the student-adviser ratio is an estimation of the number of students per adviser, that is, the number of students purportedly served by each full-time adviser. Inevitably, then, the numerical and qualitative value of any given student-adviser ratio is contingent upon the employed definitions of "student" and "adviser" from which the ratio will emerge. For the present purpose, "students" were only included in the calculated ratios if they were undergraduates (1) enrolled at UW Seattle during Fall quarter 2004 and Winter quarter 2005; and (2) enrolled full-time (more than 12 credits) at least one of those quarters. Students enrolled as non-matriculated students were also excluded from the study. In an attempt to capture the diversity of advising practices across campus, "advisers" were defined broadly as any individual, such as professional academic counselors and advisers, faculty, staff, and graduate students, formally assigned academic advising responsibilities. Undergraduate peer-advisers, admission advisers, and career counselors were not included.

Finally, I wish to emphasize that since the student-adviser ratio reflects the number of students *potentially* served by one adviser, it may differ greatly from the *actual* number of students meeting with a given adviser. This latter number of actual student visits is approached in the estimated student-load.

Defining the student load

There is little, if any, definitive, nationwide data on student load. Part of the challenge with measuring student load is that student load can be evaluated on multiple dimensions, including frequency and duration of one-on-one student visits; frequency and duration of

group advising sessions; and frequency and duration of student contacts (e-mail, phone calls, etc.). In the following section, student load estimates were solely based on in-person student visits such as individual, face-to-face appointments and drop-ins. Although the use of this constricted definition of student load, by itself, may not warrant hard and fast conclusions about the total student load facing the advisers, it still provides an indication, however incomplete, of the sheer volume of students actually served by the advisers.

The Gateway Center

The Gateway Center primarily serves undergraduates with pre-major or extended pre-major status and students majoring in general studies. For the purpose of calculating the student-adviser ratio, these students were defined as all pre-major or extended pre-major undergraduates and general studies majors enrolled at UW Seattle during Fall quarter 2004 and Winter quarter 2005. Students who were enrolled at UW for less than 12 credits both of those quarters were excluded. A total of 8,433 students were identified as pre-majors, extended pre-majors, or general studies majors in the specified time-period. Of these, 643 students were listed as extended pre-majors and 67 as general studies majors.

The academic advising at the Gateway Center is primarily provided by 15 full-time advisers and 3 part-time graduate students, which collectively comes to a total of 16.5 equivalent full-time positions awarded academic advising. A number of peer advisers also provide advising assistance, but these were not included in the calculated ratio.

Student-adviser ratio

Given these figures, the student-adviser ratio at the Gateway Center comes to 511.1 students per one FTE adviser. In comparison, the Sixth National Survey on Academic Advising estimated the adviser-student ratio at advising centers at four-year public institutions nationwide at 284.9 students per one FTE adviser.[4]

We wish to emphasize that the Gateway Center also serves as an advising resource for many other undergraduates on campus, including: pre-law and pre-med students who while being in majors still meet with specialized pre-law and pre-med advisers[5], students on probation and drop status, and students in majors who seek advising on general education requirements, undergraduate research opportunities, etc. These students, who are often difficult or even impossible to identify, were not included in the calculated student-adviser ratio. In addition, the number of students registered as pre-major and

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[4] Habley, W. R. (Ed.). (2004). The status of academic advising: Findings from the ACT sixth national survey. *National Academic Advising Association Monograph Series NO. 10.* Manhattan, KA: NACADA

[5] Although students are not registered as either pre-law or pre-med once enrolled into their majors, the Gateway Center estimates them to number around 2,500 and 4,000 undergraduates, respectively.

extended pre-majors fluctuates throughout the academic year since most students declare their majors during Spring quarter.

Student load

During 2004, the Gateway Center reported an average of around 29 scheduled appointments and 32 drop-ins registered per day. As indicated in table 1, the average number of student visits at the Gateway Center, both scheduled and drop-ins, ranged from 29.9 in August to 122.6 in November, with an average of 61.4 student visits per day. Not included in these numbers are student contacts by phone, email, etc. The high number of student visits in November is primarily due to the many new students "dropping by" towards the end of their first quarter to schedule courses for the following Winter quarter.

Table 1. Number of scheduled appointments and drop-ins at the Gateway Center during 2004

Month	Scheduled Appointments	Drop-in	Total	Average per Day
January	523	838	1361	64.8
February	681	877	1558	82.0
March	571	774	1345	58.5
April	591	608	1199	54.5
May	670	876	1546	77.3
June	543	423	966	45.1
July	471	184	655	31.2
August	470	188	658	29.9
September	606	718	1324	63.0
October	770	699	1469	70.0
November	808	1521	2329	122.6
December	452	349	801	38.1
Total	**7156**	**8055**	**15211**	

Source: internal records from the Gateway Center

The noticeable drop in the total number of student visits during June, July, and August reflects the summer period where Gateway advisers are primarily occupied by New Student Orientation. More than 4,900 incoming freshmen and 1,500 incoming transfer students attend the New Student Orientation, which is comprised of information sessions and workshops often planned and facilitated by advisers from the Gateway Center.

The Office of Minority Affairs (OMA)

The OMA Counseling Center provides academic support services for pre-major and extended pre-major students who are members of, or affiliated with, the Educational Opportunity Program (EOP). For the purpose of estimating the student-adviser ratio, these undergraduates were defined as all pre-major and extended pre-major undergraduates registered as EOP members (or affiliates) and enrolled at UW Seattle during Fall quarter

2004 and Winter quarter 2005. EOP students who were enrolled at UW for less than 12 credits both of those quarters were excluded. A total of 1,687 pre-major and extended pre-major EOP students were identified, of which, 1,260 were either freshmen or sophomores.

The advising at the OMA Counseling Center is primarily provided by 10 full-time academic advisers. A number of undergraduate students provide assistance at the front desk, but these were not included in the calculated student-adviser ratio.

Student-adviser ratio

Given these figures, the student-adviser ratio for the OMA Counseling Center comes to 168.7 students per one FTE adviser. At the time of writing, no comparable figures were identified at other four-year public institutions.

We wish to emphasize that many EOP students often continue to use the OMA Counseling Center after entering into their majors. While these students were not included in the student-adviser ratio, they nonetheless deserve attention. During Fall quarter 2004 and Winter quarter 2005, a total of 2,150 undergraduates were listed in the student database as being both registered as EOP members or affiliates *and* admitted into majors. The total number of EOP members, then, comes to 3,837 students, which gives a student-adviser ratio of 383.7 students per one FTE adviser.

In addition, the OMA Counseling Center approaches advising holistically, which is to say, advisers assist their students with most, if not all, concerns influencing their academic performance, including personal and financial problems, housing-related issues, and study skills. Needless to say, this comprehensive approach to advising not only requires a high frequency of contacts with students, but also advising sessions that are sufficiently long in duration.

Equally important, yet hard to quantify or incorporate into an estimated ratio, are the characteristics of the EOP student population served by the OMA Counseling Center. Many, but not all, EOP students are first-generation, financially and academically disadvantaged students who often require more academic assistance compared with other UW students. The particular, often demanding, needs of these students should be given consideration in relation to the estimated student-adviser ratio.

Student load

In 2004, the OMA Counseling Center reported an average of around 28 student visits (scheduled appointments as well as drop-ins) per day. The numbers of student visits are shown in Table 2.

Table 2. Number of scheduled appointments and drop-ins at the OMA Counseling Center during 2004

Month	Scheduled Appointments	Drop-in	Total	Average Per Day
January	88	517	605	28.8
February	95	440	535	28.2
March	60	598	658	28.6
April	96	389	485	22.0
May	51	494	545	27.3
June	209	282	491	23.4
July	317	135	452	21.5
August	282	166	448	20.4
September	303	450	753	35.9
October	148	452	600	28.6
November	74	913	987	51.9
December	95	221	316	15.0
Total	1818	5057	6875	

Source: internal records from the OMA Counseling Center

In the OMA Counseling Center, the peak-period in terms of student visits appears to be in November, during Fall quarter, where advisers meet with an average of about 52 students per day. The high number of scheduled appointments in the period from June to September corresponds to the duration of the New Student Orientation period for incoming students. In this period, all incoming EOP students are scheduled to meet one-on-one with an adviser in the OMA Counseling Center as part of their orientation.

The Student-Athlete Academic Services (SAAS)

The SAAS provides advising services for registered student-athletes at the UW. Student-athletes are often selected prior to their admission to the University and enrolled with either "regular admit" or "special admit" status. These latter "special admit" students are primarily students that are considered academically disadvantaged, "at risk" students, often requiring extensive academic assistance and educational planning. In calculating the student-adviser ratio, student-athletes were defined as all undergraduates registered as student-athletes and enrolled at UW Seattle during Fall quarter 2004 and Winter quarter 2005. Student-athletes enrolled for less than 12 credits both of those quarters were excluded. A total of 571 student-athletes were identified in the specified time-period. Of these, 309 students had "special admit" status.

Student-adviser ratio

The SAAS employs 1 part-time and 3 full-time academic advisers, which comes to 3 FTE positions awarded academic advising.[6] In effect, the student-adviser ratio for SAAS comes

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[6] One of the FTE adviser positions is a conjoint of a part-time advising position and a part-time coordinator position, in effect only half of that position is dedicated advising.

to 190.3 students per one FTE adviser. No comparable figures were identified at other four-year public institutions.

Not included in the student-adviser ratio is the sizeable number of potential student-athletes who are actively recruited from various high schools throughout the year, the numerous post-baccalaureate student-athletes who continue to meet with advisers in the SAAS after graduation, and the student-athletes who have been gone from the program and have returned to complete their degrees.[7] Although these students are not recorded they nonetheless deserve consideration.

In marked similarity to the OMA Counseling Center, the SAAS approaches advising holistically, which is to say, advisers assist their students with most, if not all, concerns influencing their academic performance, including personal and financial problems, housing-related issues, and study skills. As mentioned earlier, this comprehensive approach to advising not only requires a high frequency of contacts with students, but also advising sessions that are sufficiently long in duration.

Equally important, yet hard to quantify or incorporate into an estimated ratio, are the characteristics of the student-athlete population served by the SAAS. Many, but not all, SAAS students are "special admit" students who are often academically disadvantaged students requiring more academic assistance in comparison with other UW students. The particular, often demanding, needs of these students should be given consideration in relation to the estimated student-adviser ratio.

Student load

At the time of writing, numbers on scheduled appointments and drop-in student visits per month were not compiled for the SAAS. However, one full-time adviser reported having a total of 1,659 student "contacts" in the 12-month period from April of 2004 through March 2005. These student "contacts" included in-person appointments and drop-ins as well as email contact. On the assumption that these contacts were evenly distributed across the 251 workdays in that period, the average number of student contacts per day comes to 6.6 contacts per adviser. Of course, these numbers may fluctuate across the advisers as well.

Departments and Colleges

Advising in the departments varies widely across units with each department having its own advising structure, process, and scope. There are approximately 135 advisers within 70 departments and colleges at the UW. Most departments have at least a full or part-

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[7] The advisers at SAAS estimate these recruits to number around 180. Although some recruits may only meet once with an adviser, many meet more frequently through official and unofficial campus visits, phone calls, and emails. On occasion, the parents of student-athletes may also be involved in these visits.

time professional staff position responsible for advising, although some departments utilize faculty or graduate students as advisers.

Departmental advisers primarily advise declared students regarding major requirements, but many also help students identify opportunities in the departments such as undergraduate research, and some advisers consult with students regarding career and graduate education plans. In addition to directly advising students, departmental advisers also perform a wide variety of duties such as curriculum development, departmental and university wide event planning, and provide various other student support services.

Student-adviser ratio

In the academic departments, the number of students registered as majors ranged in size from 2 to 1,650 undergraduate majors, with a median of 127 registered undergraduate majors per department. The number of full-time advisers per department ranged from .05 FTE advisers to 7.1 FTE advisers per department, with a median of 1.0 FTE adviser per department. The ratio of registered undergraduate majors per adviser FTE ranged from 2 registered undergraduate majors to 750 registered undergraduate majors per one adviser FTE position, with a median of 193 registered undergraduate majors per one FTE adviser.

We wish to note that departmental advisers, in addition to advising registered undergraduate majors, also advise interested pre-major students on admissions requirements and pre-requisite courses for the programs offered in their respective departments. Although, these pre-major students were not included in estimating the student-adviser ratio they should nonetheless be taken into consideration.

Student load

The estimated daily number of student visits per adviser varied greatly across departments. The estimates offered by the departmental advisers ranged from less than 1 student visit for each adviser per day to 18 student visits for each adviser per day, with a median of 4 student visits for each adviser per day. These numbers are entirely based on self-reporting.[8]

Section summary

In summary, the estimated student-adviser ratios and student loads fluctuate noticeably across advising offices campus-wide. This variance is likely explained by variations in advising services provided, disparities in staff support, differences in the extent and type of need for academic support of the different student populations served, and differences

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[8] Departments/programs were contacted via phone. Depending on the department/program structure, either an administrative support/receptionist individual or an adviser was reached initially. In either case, respondents were asked to provide structural information about their department or program as a whole. At their request, three individuals participated in the survey via e-mail instead of phone.

in advising mission and philosophies among advising offices. Due to these differences, any interpretation or cross-campus analyses should be cautious.

METHODOLOGY

In an attempt to ensure a comprehensive appreciation of academic advising services, processes, and practices at UW, the OEA contacted a wide-range of academic advisers and counselors, students, faculty, and administrators campus-wide to gather their thoughts and comments on their experiences with, and perspectives on, academic advising. Multiple methods were involved in gathering these thoughts and comments, including surveys, individual and group interviews, and a phone census. The following section will provide an overview of the processes and methods involved in the data collection for the Advising Self-Study.

Surveys

The purpose of the surveys was to gain a cursory, yet comprehensive, understanding of both the advising processes and services at UW and the adviser and student perspectives on these practices. In addition, the surveys also served to inform the subsequent individual and group interviews that comprised a complimentary, more in-depth examination of UW advising. The survey questions are shown in Appendix D.

Advising centers

Population. The population was defined as all individuals (academic advisers, graduate students, and supervisors) assigned undergraduate academic advising responsibilities in the Gateway Center, the Office of Minority Affairs, and the Student-Athlete Academic Services during the academic year 2004-2005. As shown in Table 1, a total of 36 advisers were identified and surveyed, of whom 28 (78%) submitted completed surveys.

Table 1. Advising center adviser population and respondents

Advising Center	No. of advisers	Completed surveys
The Gateway Center	18	15
The Office of Minority Affairs	14	10
The Student-Athlete Academic Services	4	3
TOTAL	36	28 (78%)

Survey instrument. The main themes for the survey were generated in conversations with advisers, faculty, and administrators. The survey consisted of 26 items, some of which included multiple questions, and addressed ways in which advising is currently conducted at the UW, the different roles and responsibilities of academic advisers, and the

extent of communication and coordination of information among advising units. Advisers were also asked a series of questions that centered on the extent of, and need for, formal recognition and evaluation of advisers, and opportunities for advising-related training and professional development. Finally, in a series of open-ended questions, respondents were both asked to identify factors that either help or hinder them in effectively providing academic advising and to address how advising can best be improved. The survey, provided in Appendix D, was delivered online.

Process. An introductory email was sent to all advisers in the three advising centers, to explain the background and purpose of the survey and to alert advisers that the survey would be carried out within a week. This was followed by a second, personalized, email containing the Internet address for the survey. Two reminder emails were sent to advisers who had not submitted completed questionnaires within three weeks. No incentive for participation was offered.

Departments

Population. The population was defined as all individuals (academic advisers, faculty, graduate students, administrators, etc.) who were listed as being assigned undergraduate advising responsibilities in departments or colleges at UW Seattle during the academic year 2004-2005. As shown in Table 2, a total of 133 departmental and college-level academic advisers were identified, of whom 63 (47%) submitted completed questionnaires.

Table 2. Departmental adviser population and respondents

College	No. of advisers	Completed surveys
A&S Arts	7	5
A&S Humanities	25	10
A&S Natural Science	14	6
A&S Social Science	24	13
Business	9	2
Engineering	16	11
Other	38	14
None Listed	N/A	2
TOTAL	133	63 (47%)

Survey instrument. The questionnaire sent to departmental advisers was similar to that sent to advising centers, with minor changes to reflect differences in the way advising is carried out. Although the wording of certain survey items was modified, the focus and on-line format of the survey remained the same. The survey questions are shown in Appendix D.

Process. An introductory email was sent to all departmental advisers to explain the background and purpose of the survey and alert advisers that the survey would be carried out within a week. This was followed by a second, personalized, email containing the Internet address for the survey. Two reminder emails were sent to advisers who had not submitted completed questionnaires within three weeks. No incentive for participation was offered.

Students

Population and sample. For the purpose of this study, the student population was defined as all undergraduates who were listed as being enrolled at UW Seattle during both Fall quarter 2004 and Winter quarter 2005. In addition, students had to be enrolled full-time (i.e., carrying twelve or more academic credits) for at least one of those quarters. Non-matriculated and post-bachelor students were excluded from the study. As shown in Table 3, we identified a total of 20,626 undergraduate students and selected 3,300 using a stratified random sample. EOP and transfer students were over sampled to ensure an adequate number these students across all four class levels. Of the 3,300 sampled students, a total of 1123 (34%) students completed the survey. Appendices B and C provide a more detailed breakdown of the student sample and the survey respondents.

Table 3. Student population, sample, and respondents

College	Population	Sample	Completed surveys
Freshmen	**4136**	**525**	**175**
Sophomores	**4660**	**675**	**234**
Juniors:	**4317**	**1050**	**356**
A&S Arts	*203*	*118*	*44*
A&S Humanities	*408*	*155*	*64*
A&S Natural Science	*893*	*155*	*51*
A&S Social Science	*1271*	*157*	*40*
Business	*557*	*155*	*57*
Engineering	*446*	*155*	*46*
Ext. Pre-major	*539*	*155*	*54*
Seniors:	**7513**	**1050**	**358**
A&S Arts	*505*	*150*	*50*
A&S Humanities	*767*	*150*	*55*
A&S Natural Science	*1853*	*150*	*52*
A&S Social Science	*2393*	*150*	*54*
Business	*768*	*150*	*49*
Engineering	*965*	*150*	*57*
Ext. Pre-major	*262*	*150*	*41*
	20,626	**3,300**	**1,123 (34%)**

Survey instrument. The student survey, constructed in collaboration with selected faculty and academic advisers, consisted of eighteen items some of which were comprised of multiple questions. The primary focus of the survey was on the students' perspective on, and experience with, UW academic advising. Although the majority of the questions were in closed format (e.g. multiple-choice or Likert scales), the survey also contained a series of open-ended questions. The survey, shown in Appendix D, was delivered online.

Process. All selected students were sent a personalized email inviting them to participate in the survey and providing them the Internet address of the questionnaire. Three personalized, reminders were sent by email to students who had not submitted completed questionnaires within two weeks. As an incentive to complete the survey, students were also invited to participate in a drawing for an iPOD mini or one of three $50 gift certificates for the UW Bookstore.

Interviews

The main purpose of the individual and group interviews was to further our understanding of themes and topics that were either addressed in the survey or emerged in the survey responses.

Advising centers

Interview and group interview protocols. The interview protocols for the advising centers were generated in collaboration with academic counselors, faculty, and administrators and informed by the responses received in the completed surveys. The interviews were primarily focused on the structure and practice of advising in the advising centers; the effectiveness of the current advising structure for students as well as for advisers; advising and diversity; and issues that advisers felt needed attention. The interview protocols are provided in Appendix E.

Process. All academic advisers in the OMA and the Gateway Center were—in the aforementioned introductory emails providing the purpose and background of the Advising Self-Study—given the opportunity to participate in an individual interview on academic advising. A total of seven advisers from the Gateway Center volunteered for these interviews. Of these, five advisers were selected for participation. In order to ensure a broad range of participants, consideration was given to years of advising experience, gender, and ethnicity in selecting advisers for the interviews. Another five advisers from the OMA volunteered, and were selected, for participation in the study. The individual interviews generally lasted from 60-75 minutes, with extra time for follow-up questions. No incentive for participation was offered.

In the aforementioned introductory email, providing the purpose and background of the Advising Self-Study, advisers in SAAS were invited to participate in a group interview on academic advising. One group interview was conducted, which lasted 90 minutes. No incentive for participation was offered.

During each individual and group interview, an OEA staff member took notes. In addition, most sessions were audio-taped and transcribed for analysis. Transcripts and notes were analyzed inductively to identify themes that emerged in each session as well as those that recurred in other interviews.

Departments

Individual and group interview protocols. The interview protocols were built around the same main themes and questions as the interview protocols used for the advising center advisers. Some modifications were made in both the wording and ordering of the questions, but the primary content of the protocols remained the same. The interview protocols are shown in Appendix E.

Process. The recruitment for the group interviews was initiated late Fall quarter 2004. In the aforementioned introductory email—where advisers campus-wide were provided with a brief description of the background and purpose of the Advising Self-Study— departmental and college advisers were also invited to participate in a group interview focused on academic advising. A total of 21 advisers volunteered. Of these, 13 advisers (or 9.7% of the identified department and college-level advisers) were randomly assigned to one of two group interviews. Following the group interviews, an adviser from one additional department was purposively selected for an individual interview to ensure that a full range (by size and college) of departments was represented. Each of the group interviews involved six to seven advisers and lasted around 90 minutes. Although refreshments were provided during the group interviews, no incentive for participation was offered.

A researcher took detailed notes during each session. In addition, the group and individual interviews were audio-taped and transcribed for analysis. Notes and transcripts were analyzed inductively to identify themes that emerged in each session, as well as those that recurred in both group interviews.

Departmental Census

In marked difference to a survey, which gathers information from a selected sample of individuals, a census collects, or at least sets out to collect, information from an entire population. The goal of the Departmental Census was to gather organizational data in order to provide a structural overview of the advising services and processes for each program, department, and college at UW.

Population and sample. The population for the Department Census was defined as all undergraduate advising units at the college, department or program level at UW, Seattle. Some departments are primarily focused on undergraduate-level degree offerings, making a census of the entire department relevant. In contrast, for departments primarily dedicated to graduate-level degree offerings, only the programs targeted toward undergraduate majors were surveyed.

The document, "University of Washington Undergraduate Advisers, Autumn 2004," a contact list of undergraduate advisers maintained by the UW, was utilized as a starting point for reaching academic advisers who would be capable of providing structural information about their department or program as a whole. This contact list consists of "a single alphabetical listing of units of the University which provide undergraduate advising" including "college, departmental and program advising offices and other units."

Seventy-four units (colleges, departments, or programs) were identified from the contact list; of that number, 67 units participated in the survey. Two units at the college level were surveyed, but these data were separated from the department/program level data, yielding a final sample of 65 department/program units.

Survey instrument. A brief telephone questionnaire, provided in Appendix F, was designed by the Office of Educational Assessment (OEA) to operate in conjunction with the on-line survey for the academic advisers. The telephone questionnaire was comprised of seven open-ended items focused on the organization of advising services within academic departments and colleges.

Process. Departments/programs were contacted via phone, using the contact list identified above. Depending on the department/program structure, either an administrative support/receptionist individual or an adviser was reached initially. In either case, a brief introductory explanation was provided about the nature of the Departmental Census, and an informal screening question was used to determine which individual would be best suited to provide structural information about their department or program as a whole. At their request, three individuals participated in the survey via e-mail instead of phone.

ADVISING CENTER ADVISERS

Survey

The 28 survey respondents were primarily professional staff in the Gateway Center (15 individuals or 75% of the advisers in the Gateway Center); the Office of Minority Affairs (10 individuals or 71% of the advisers in the OMA); and the Student-Athlete Academic Services (3 individuals or 75% in the SAAS). The following overview is a summary of their responses. A more complete and detailed overview of the findings is provided in Appendix A. The subheadings below correspond to major themes and sections of the survey.

Training and professional development

A fair amount of formal and informal training appears to be available to new advisers in the Gateway Center, the Office of Minority Affairs (OMA), and the Student-Athlete Academic Services (SAAS). In addition, advisers seemed very engaged and interested in on-going training and professional development activities. Advisers in the three advising centers reported taking advantage of the professional development opportunities available to them, but they also felt that these opportunities could be augmented. About 29% of the advisers surveyed mentioned increased opportunity for professional development when asked how to best improve academic advising.

How advisers spend their time

Advisers across all three advising centers reported fairly consistent modes of communication in advising their students. Most of the student contact that advisers reported was in-person (one-on-one) or by e-mail. Advisers also provided similar estimates of student visits per week. Although advisers from the OMA reported a slightly higher number of student visits per week than did advisers at the other advising centers, they also reported spending a higher proportion of their time directly advising students. Finally, in addition to advising students, advisers across all three advising centers reported involvement in a wide-range of additional activities not only within their advising centers but also campus-wide. These additional commitments constituted a significant proportion of their time - approximately 34% on average across the three advising centers.

Help and hindrances in their work

When asked about the factors that helped the most in providing academic advising, respondents overwhelmingly cited other advisers, both within their advising centers and campus-wide. Web-based UW resources and easy and efficient access to information were also mentioned. The most commonly mentioned impeding factor was the change and implementation of policies. More specifically, advisers felt that policy changes and

implementation take place without their consultation and with little prior notification. Two other impediments that were mentioned less frequently were lack of student access to key courses and course sequences, particularly in Biology, Chemistry and English composition, and lack of student access to competitive majors. Finally, advisers also mentioned lack of time as impeding them in their work.

Evaluation and recognition

Advisers' responses regarding evaluation suggested that this is an area that needs attention. No systematic and on-going evaluation of advising goals, processes, practices, and outcomes informs the advising services of the Gateway Center, the OMA, or the SAAS. Equally important, there is a noticeable gap between information from student feedback and the importance placed on the availability of such information by advisers across all three advising centers. This suggests a need, currently unmet, for a systematized way of gathering student feedback and communicating it back to the advisers.

Communication among advisers

Results on communication were mixed. Overall, and on a general level, respondents appeared content with the extent of their conversation with other advisers campus-wide. They also attributed great importance to these conversations. Not surprisingly, when asked to describe the extent of contact with specific advising units, respondents indicated that their extent of contact with other advising units varied. However, in evaluating the coordination of information and services between themselves and other advising units, respondents tended to describe coordination with other units as less than "Good." Additionally, in commenting on their ratings, several respondents mentioned that communication always could be improved. Finally, when asked to list the two or three most important elements of academic advising to change, the most frequently mentioned theme was that of improving communication.

Communication among advisers and administrators

In general, the advisers surveyed felt that they not only had good access to administrators of their advising centers, but also had opportunities to participate in decision-making within their units. Respondents placed relatively high importance on this involvement. Although a strong majority of the advisers reported having formal mechanism within their advising units to provide input on academic policies and procedures, one-fifth of the respondents in the Gateway Center and the OMA did not know of any such mechanisms.

How can academic advising best be improved

Four themes dominated advisers' responses for how to improve advising at the UW. The strongest of these themes was the need to improve communication across the advising community. For the most part, emphasis was placed on creating more systematized and

structured contact points and communication pathways between academic advisers campus-wide. Respondents suggested increased "activities and opportunities to work together with other advisers," "strengthening lines of communication," and "ways to track conversations with students (online notes)." Some advisers expressed the need for establishing better communication lines with students not only to better convey "to students what advising is, and what it can do for them," but also "to find out how students experience advising" and to "have access to and benefit from student feedback."

Another consistent theme across all three advising centers was the expressed need for increased opportunities for professional development and training. A third theme among the responses of academic advisers in both the Gateway Center and the OMA, was increased compensation and better recognition of academic advisers. Fourth, and also across all three advising units, advisers expressed a need for enlarging the advising staff.

Finally, academic advisers provided several suggestions for additional advising services that would improve academic advising at UW. These included:

- Increased online/email advising options for students;
- Increased outreach to every student;
- Better tools to help students explore skills, interests, majors, and careers; and
- A grievance procedure for students who feel they have not received appropriate advice.

Interviews

Gateway Center advisers

Overall the advisers interviewed expressed satisfaction with their positions at the Gateway Center. They enjoy being at the "hub" of UW advising and feel they have strong collegial support and effective leadership. The advisers interviewed felt that the Gateway Center has made significant strides in creating a more welcoming atmosphere for under-represented minority students, but think that there is still room for improvement – both around diversity and the general physical environment of the advising center.

Some advisers felt that the Gateway Center needs to make itself more visible to students, and that the value of advising services in general needs to be promoted. This, in turn, would help reduce the number of students who self-advise. Advisers suggested developing a better website and increasing the effort of promoting advising at the New Student Orientation.

Communication among advisers across campus is of great importance to Gateway advisers but also poses some challenges. The advisers interviewed believe that efforts should be made to reduce the communication gap and weak cross-unit relationships that contribute to a lack of understanding of programs and services across advising centers and departments. Factors that contribute to these challenges include: physical separation, single adviser units, variations of schedules and cycles, differences in priorities amongst

advisers, and insufficient opportunities for communicating. Also noted as contributing to these challenges are the different organizational cultures (i.e. the values, assumptions, norms, and artifacts of an organization and its members) of the advising units, differences driven by variations in numbers and populations served, advising philosophies, and leadership styles.

In addition, advisers commented that since they are the ones who must articulate polices to students they should also have more of a voice in policy decision-making. Suggestions for improving communication, both horizontally and vertically, and mitigating the negative effects of organizational differences included:

- More formal and informal opportunities for face-to-face interactions amongst advisers;

- More visible support for the advising community from university-level leadership Several advisers specifically mentioned that they would like someone who will provide a more visible presence in the departments and build relationships across departments and units; and

- Better recognition and rewards, especially for departmental advisers who have such varied responsibilities.

While the consistency of the information that is provided to students was acknowledged as a problem, advisers pointed out that students' style of questioning (e.g. asking same question in different ways to different advisers) contributes to the problem as does the sheer volume of information that is produced by an institution of this size. Advisers acknowledged that inconsistent information is sometimes provided to students, but believe that more timely dissemination of information would help reduce this problem, as would a more formalized structure for sharing information and a more comprehensive, and perhaps required, training program. It should be noted that some advisers felt that inconsistent treatment of students is a bigger issue than inconsistent information.

Overall, Gateway advisers felt that advising services work well for most students but that the UW needs to be more effective at creating a welcoming and supportive environment for students. This, in turn, would help the students, more quickly, understand the complex structure of the University. Freshmen and transfer students were identified as needing more support, as were several other specific populations. Advisers felt that students would benefit by being connected to an adviser (assigned to one they could later change should they choose) or a department (be able to declare major earlier) early-on in their career at UW.

Office of Minority Affairs (OMA) advisers

The Office of Minority Affairs (OMA) advisers strongly believe students come first. Advisers stressed the importance of creating a family-like environment where advisers are involved in students' activities and their communities, both on and off campus. Often, this approach to advising contributes to a heavy workload and long hours after regular work

hours. The advisers also pointed out that their workload has increased, but resources have not.

OMA advisers generally felt okay with the level of communication and interaction across campus, though some would like more opportunity to interact and learn from other advisers. One adviser mentioned that the flow of information, specifically around policies and procedures, needs to be improved.

OMA advisers mentioned several reasons for the inconsistency of information issue. These included:

- The way students ask questions;
- The departmental advisers' knowledge of general education requirements;
- The different articulation of policies across advisers; and
- The different approaches to advising.

Overall, the OMA advisers interviewed felt that the University is doing a pretty good job at meeting the needs of students, but pointed out that there are still improvements to be made, particularly in the area of creating a more welcoming environment.

Student-Athlete Academic Services (SAAS) advisers

Advisers in the Student-Athlete Academic Services (SAAS) described their primary job as helping student-athletes understanding the University polices and requirements and making sure that students are in compliance with the NCAA guidelines. SAAS advisers felt that the structure of the advising services in SAAS is effective in allowing them to both track students and give them personal attention. One adviser commented that it is a particularly good structure for under-represented minorities.

Overall, the SAAS advisers believe the UW has a good advising system given its size. However, SAAS advisers would like other advisers to be more aware of the particular needs and circumstances of student-athletes such as demanding game and practice schedules, NCAA guidelines, etc.

SAAS advisers offered several suggestions for improving the overall effectiveness of the UW advising system. These included:

- Improved communication with department advisers so department advisers better understand the needs of student-athletes;
- Increased Gateway Center staffing so students can receive more personal attention from advisers; and
- Simplified University requirements to help move students through majors more efficiently.

DEPARTMENTAL ADVISERS

Survey

A total of 63 departmental and college-level advisers completed the survey representing a wide-range of disciplines and department sizes. Almost half of the participants were entirely dedicated to advising and a substantial proportion (20.6%) listed job titles, such as Program Coordinator, that involve both administrative and advising duties. Similarly, several individuals listed "Director" in their title, such as Director of Student Services; these individuals also have both advising and administrative responsibilities. Approximately one in ten survey participants were faculty advisers (one was a department chair and one was an adviser/lecturer). A more detailed breakdown of the survey respondents is provided in Appendix A.

Training and professional development

Although departmental and college-level advisers take advantage of the training and professional development opportunities available to them, many felt that these opportunities could be augmented. In particular, the question of career advancement is one that could be addressed more explicitly for advisers in the departments and colleges.

How advisers spend their time

Around 32% of the departmental advisers surveyed listed "transfer credit issues" as one of their top three most frequently discussed topics in advising students. This is not surprising given that departmental advisers are closely involved in decisions about how transferring courses count towards major requirements. However, this finding points to other issues relevant to transfer students; particularly, it might be worthwhile exploring and possibly augmenting the role of departmental advisers in supporting transferring and potential transfer students.

Help and hindrances in their work

Overall, the strongest theme in regard to job satisfaction was communication. Connections and networking among other advisers and advising units were seen as an extremely important source of support, and lack of communication across units was mentioned equally as frequently as an obstacle.

In addition, the issue of over-extension was a strong one for departmental advisers. It seems possible that other concerns such as the bureaucracy and paperwork involved in the job as well as technology obstacles might contribute to these advisers' sense of feeling overworked.

A substantial number of survey participants mentioned having administrative duties in addition to their advising responsibilities, and several commented that certain tasks or duties had been assigned to them, thereby expanding the scope of their job description. It

might be worthwhile exploring the benefits of detailed job descriptions for departmental advisers, specifically for those who hold mixed advising/administrative positions.

In general, most departmental advisers surveyed were satisfied with their jobs. In particular, helping and communicating with students appear to be particularly rewarding for these individuals. Departmental support was also mentioned as being vital to helping advisers do their jobs.

Evaluation and recognition

Some individuals mentioned ways in which their work is rewarded and evaluated while others indicated that there are no such mechanisms in their department. The variance in these responses might stem from differences across departments, including size of department and variation in the value attributed academic advising.

Taken as a whole, the data suggest that departmental advisers receive a moderate amount of recognition and information about student satisfaction, but there is generally a need and desire for additional evaluation and rewards.

Communication among advisers

Although there is a fairly healthy amount of communication between departmental advisers and advisers in other units (particularly other departments and the Gateway Center), most of this communication involves questions and advice on a student-to-student basis. Communication about general policies and procedures, particularly when policies change, appears to be somewhat lacking. One adviser had an interesting comment that summarizes this need: "The conversations that are missing are the ones in which we discuss issues that are common to all advising offices and all students and decide on some consistant (sic) approaches or solutions."

Communication among advisers and administrators

In terms of mechanisms for providing input, departmental advisers reported feeling part of decision-making processes, particularly within their department. Committees, meetings, and one-on-one communication were all mechanisms by which these advisers felt their voices were heard. It is important to note, however, that there was a consistent minority who felt disempowered and wanted more of a voice in policy decision-making.

Interviews

There does not appear to be one single structure of departmental advising at UW. The one universal duty amongst departmental advisers is to make sure students understand the requirements of the major. Beyond, this, the titles of advisers, time spent on advising, and responsibilities vary across departments. This variety of duties and responsibilities leads advisers to feel they "wear many hats." Departmental advisers noted that with the increasing demands, no new resources have been added to help them meet these

demands. Advisers also pointed out that unclear University and departmental missions for academic advising lead to changing or inconsistent priorities.

Departmental advisers had several suggestions for improving the status of advising at the University. Some of which included:

- Prioritizing the mission for advising across campus;
- Providing better training to help advisers understand other departments and units across campus;
- Streamlining processes to save time and energy (i.e. paperwork);
- Providing more resources to allow advisers to deliver better service; and
- Allowing advisers to be involved in policy development and decision making.

Departmental advisers also commented on the need for better communication. They felt that fostering better communication, particularly with the Office of Minority Affairs, the Student-Athlete Academic Services, and the Gateway Center, would allow them to provide better service to students and create a more "cohesive" group. Suggestions for improving communication included:

- Helping the students to better understand the structure of advising;
- Organizing advisers into affinity groups;
- Providing students with a contact person from the beginning;
- Increasing the visibility of the Director of Advising to foster a stronger sense of support and advocacy in the advising community.

Departmental advisers expressed a commitment to diversity; however, they also felt that they were not included in the recent diversity initiative, and expressed concern regarding the distance between the OMA and the departments. Advisers acknowledged the level of support that OMA provides may be incomparable to what departmental advisers can offer because of the size of their student loads, but believe that students can benefit from increased communication and connections between advisers across units.

Departmental advisers seemed to agree that advising at the UW is effective given the constantly changing environment and limited resources. Advisers also discussed the students' role in the effectiveness of advising pointing out that the students who ask the most questions and take the most advantage of the services are often the most satisfied.

STUDENTS

Survey

The 1,123 respondents were primarily women (61%) and somewhat overrepresented the upper academic class-levels. Very few were student-athletes (8 respondents). Most (94%) were full-time students and a fair number (13%) were EOP students. Around one-third (35%) were transfer students.

Student use of academic advising

Although 41% of the 1,123 students surveyed are currently working with at least one adviser, another 12% of the students surveyed reported having never met with an adviser since enrolling at the UW. Of these latter students, one-fourth said they didn't know whom to contact for academic advising. While the number of students who have never met with an adviser may seem fairly low, most of them are freshmen (52%) or sophomores (31%), who recently went through New Student Orientation and hence should be well aware of advising resources.

Web-based resources such as the UW Website, departmental websites, and the Degree Audit Reporting System (DARS) are frequently used for academic planning. Freshmen use the UW Student Planner and the UW Website more often than seniors, while seniors use DARS more often than freshmen. Using web-based and paper-based advising resources is also the most commonly endorsed reason for not working more often with advisers. A sizable 45% of the students surveyed reported that they are not currently working with an adviser.

Students more often have conversations with faculty members and teaching assistants regarding academic planning, than with people serving in an official capacity as an academic adviser. However, this may, at least in part, be explained by students having different kinds of academic planning conversations with faculty and teaching assistants compared with the kind of conversations on academic planning students have with academic advisers.

As students approach graduation, they tend to turn to a departmental adviser or a faculty member more often for academic advice, whereas underclassmen tend to use advisers in the Gateway Center, the OMA Counseling Center, or other informal resources.

Factors that hinder students

Of the students surveyed, 42% reported using other web-based or paper-based advising resources, and 20% cited some level of inaccessibility, endorsing at least one of: a scheduling problem; not being sure what an adviser can do for them; not knowing whom to contact for academic advising; and/or having had a bad or unhelpful experience. Around 14% of the students surveyed reported feeling that they don't have time to contact or meet with academic advisers.

The advising experience

Although 66% of the respondents reported feeling that the number of contacts with their adviser(s) was adequate, 16% said that it was not.

Most of the students who met with their adviser one-on-one during Fall quarter 2004 felt the amount of time spent during the meeting was "Always" (42%) or "Usually" (40%) sufficient to meet their advising needs. These students reported spending about 20

minutes with their advisers. Students who were referring to advising at the Gateway Center were less likely to say they had enough time compared with students referring to advising in departments and the OMA Counseling Center. On average the meetings with OMA Counseling Center advisers were about 10 minutes longer than with departmental or Gateway Center advisers (27 minutes versus 17 minutes, respectively).

Topics to be discussed

Of the students surveyed, 83% to 93% reported having discussed topics that are generally applicable to students such as academic progress, scheduling and registration procedures, dropping and/or adding courses, selecting or changing major area of study, and meeting requirements for graduation. However, this still leaves 7% to 17% of the students surveyed who did not discuss these topics, yet felt like they should have been discussed.

An important 13% of the respondents reported needing to discuss their academic progress with their adviser, but not having done so.

Student satisfaction with advisers and advising services

In general, respondents gave positive ratings in respect to the expertise, availability, and professionalism of UW academic advisers, and less positive ratings on more personal characteristics such as showing interest in the student as a unique individual, discussing personal problems, showing concern for personal growth and development, or encouraging the student to talk about his or her college experience.

In general, the students surveyed were very satisfied with UW academic advising, with 63% agreeing that advisers met their needs and 58% agreeing that they were satisfied with the advising they received at UW. However, 51% agreed with the statement that students at UW must run around from place to place to get the information they need.

As students progress towards graduation their perception that advising has helped them get the requirements for their majors also increases. However, 31% of seniors still say that advising has played no role in reaching graduation. Transfer students are more likely than regular students to say that advising played a positive role in reaching graduation.

Consistency and multiple advisers

Most of the students who reported having worked with multiple advisers during Fall quarter 2004, reported great consistency in the advice received.

Student suggestions for change

Around 10% of the students surveyed suggested that changes in the way advisers relate to students would most improve academic advising. Three consistent themes in these suggestions were that:

- Advisers need to be more helpful and caring in their work with students;

- Advisers need to focus more on the needs and interests of the individual student than on rules, policies, information readily available elsewhere, or on getting the student through the system; and

- Advisers should be more positive with students, rather than discouraging them.

Around 6% of the respondents also suggested that they would like greater access to advisers, especially more walk-in hours, more evening hours, more hours for advising-by appointment, and greater opportunities for email and online advising.

THE ADVISING CENTER ADVISERS – SURVEY

Participant Information

The 28 survey respondents were primarily professional staff who works full-time as academic advisers. Most respondents were advisers in the Gateway Center (15 individuals or 53.5%); 10 (35.7%) worked in the Office of Minority Affairs (OMA), and a few (3 individuals or 10.7%) were from the Student-Athlete Academic Services (SAAS).
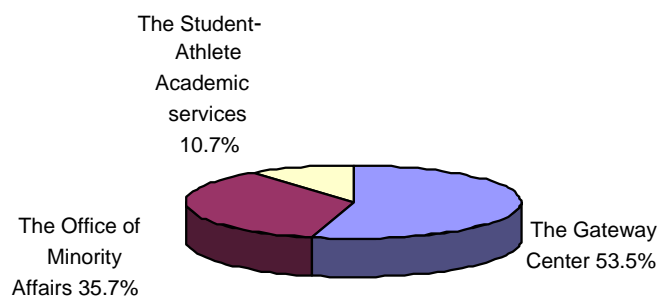
Figure 1. Advising centers represented in advising survey

The number of years respondents had worked as advisers differed greatly across the three advising centers. While the median for the respondents in the OMA was 15.5 years, the Gateway Center and the SAAS had considerably lower medians of 6 and 4 years, respectively.

Adviser Background

Respondents were first asked to describe how they initially became academic advisers. The majority of respondents fell into one of two broad, equally common categories of educational and employment backgrounds (only two respondents reported having no advising-related educational or employment background before starting their position at UW). The first category of respondents, amounting to 42.9% of the surveyed advisers, indicated having relevant experience but little or no relevant educational background prior to starting as academic advisers at UW. These advisers constituted 53.3% of the respondents from the Gateway Center, and 40% of the respondents from the OMA. The second category, another 42.9% of the surveyed advisers, was comprised of advisers who

reported having both advising-related educational backgrounds and work experience before becoming an academic adviser at UW. These advisers amounted to 33.3% of the participants from the Gateway Center, 40% of the participants from the OMA, and all of the participants from the SAAS. Among this second category of respondents, a majority (75%) mentioned obtaining graduate degrees in either education or communication.

Work experience, across both of these two categories, most often involved academic counseling and teaching at community colleges and/or working as peer advisers during undergraduate and graduate studies. And yet, consistently across all three advising centers, only a few respondents mentioned academic advising as an initial and deliberate career goal. Most often, the intent of becoming an academic adviser seemed to be preceded by increased exposure, through either work or education, to academic advising, which then gradually led the respondent to their current position. We note, however, that advisers were not explicitly asked about their initial motivation and intentions for entering academic advising as a profession.

Adviser training

In the next survey question, respondents were asked to describe what kind of training they had received when initially starting as advisers at UW. While advisers reported a variety of formal and informal training, the extent of formal training initially received when starting as an adviser at UW remained fairly consistent across all three advising centers.

More than 60% of the advisers surveyed reported having attended the two-day New Adviser Orientation offered through the Gateway Center. Among respondents from the OMA, about half had attended this New Adviser Orientation in the Gateway Center while the other half had participated in their own advising center's "One-On-One Training Program." All but one respondent reported having received some degree of formal training when starting as an academic adviser at UW.

In addition to the formal training, more than 70% of the respondents mentioned receiving some type of informal, yet extensive, on-the-job training, often facilitated by co-workers. This, perhaps less systematic training included "shadowing" other academic advisers, learning how to navigate specific resources such as the Student Database and Degree Audit Reporting System, and being familiarized with typical student questions and concerns. In most cases, these informal, one-on-one instructional sessions constituted a significant component of the initial training provided new advisers in all three advising centers.

Professional development

In addressing the kind of advising related professional development activities they had participated in during the last two years, respondents listed a wide range of activities. All but two advisers surveyed reported having participated in at least one professional development activity within the last two years. On-campus, the most common professional development activity among advisers was participating in the APAC Brown

Bag Series: a series of workshops and presentations organized by the UW Association of Professional Advisers and Counselors. Less frequent, yet still pervasive, was attending the biennial "All Advisers' Meeting," which is a campus-wide, informational meeting.

Off-campus, the most common professional development activity was participating in presentations and workshops at the annual NACADA Regional Conference, a conference organized by the regional branch of the National Academic Advising Association. Also mentioned, but with less frequency, were other professional conferences such as those of the National Association of Advisors for the Health Professions (NAAHP) and the Western Association of Advisors for the Health Professions (WAAHP). It is worthy to note that several respondents not only attended these conferences, but also actively participated as presenters. Advisers in the OMA also mentioned training sessions on the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory (STRONG), both of which are self-assessment tools used to assist students in identifying personal and academic strengths, interests, and goals.

Diversity-oriented training

Finally, advisers were asked to both describe any diversity-oriented training activities they had attended within the last two years and rate to what extent and how important diversity-oriented training was to them. Among respondents in the Gateway Center, a commonly mentioned diversity training activity was attending diversity-oriented events at All Advisers' Meetings such as Tom Brown's presentation on *Undoing Institutional Racism*. Mentioned with equal frequency were diversity-oriented training sessions and workshops such as MBTI and UW SAFE Zone training. Several respondents from the Gateway Center also reported attending unspecified diversity-oriented training sessions at regional and national conferences. Among respondents in the OMA, several advisers mentioned formal training activities such as MBTI workshops, training by UW Human Resources and Student Counseling Strategies, and biweekly Counselor Training sessions. In addition, several advisers had participated in diversity-oriented events, organizations, and activities such as the APIA Leadership Program, the Native American Programs, the Pacific Islander Health Alliance Program, the Latino Student Organization, and the Faculty and Staff of Color Conference. Respondents in the SAAS, reported participating in fewer diversity-oriented training activities than advisers in either the Gateway Center or the OMA.

In addressing the extent and importance of opportunities for diversity oriented training, there was some variation between advising centers. Among the 15 respondents from the Gateway Center, 80% reported having "Some" or "A Moderate Amount" of opportunities for diversity training, and 46% placed "A Lot" of importance on opportunities for diversity training. Among respondents from the OMA, 80% reported having "Some" or "A Moderate Amount" of opportunities for diversity training, and 80% also attributed "A Lot" of importance to diversity-oriented training. Finally, two out of three advisers in the SAAS reported "Some" opportunity for diversity oriented training and gave moderate ratings for the importance of diversity training.

Section summary

Taken together, there appears to be a fair amount of formal and informal training available to new advisers in all three advising centers. In addition, advisers seem very engaged and interested in on-going training and professional development activities. This enthusiasm for professional development and training was also echoed in later survey items: when asked to name two or three of the most important ways in which to improve advising, about 29% of the advisers mentioned increased opportunity for professional development. In short, it appears that advisers in the three advising centers take advantage of the professional development opportunities available to them, but also feel that these opportunities could be augmented.

Details of the Job: How Advisers Spend their Time

Advisers were asked to estimate the average number of one-on-one student visits they have per week. The calculated means of the estimated number of student visits by advising center are given in Figure 2. Please note that a few respondents provided an estimated range. In these cases, the mid-point of the ranges was used for calculating the mean.
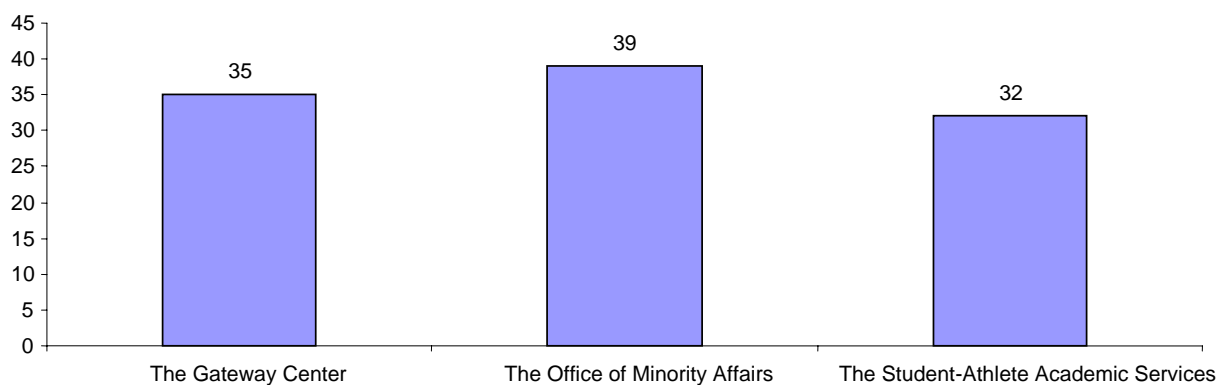
Figure 2. Mean number of student visits per week, by advising center

We wish to emphasize that the number of student visits is often hard to estimate as it fluctuates drastically depending on a range of factors such as time of quarter, time of year, etc. In addition, advisers may have different interpretations of what constitutes a "student visit," which may also influence the estimates. Nonetheless, respondents reported fairly consistent numbers of student visits per week across all three advising centers (for a more comprehensive examination of student load, please see section on Student-Adviser Ratio and Student Load).

Modes of communication

In advising their students, respondents reported using very similar modes of communication. As indicated in Figure 3, most advising across all three advising centers is done "in-person" and on a one-on-one basis. E-mail is also used frequently.
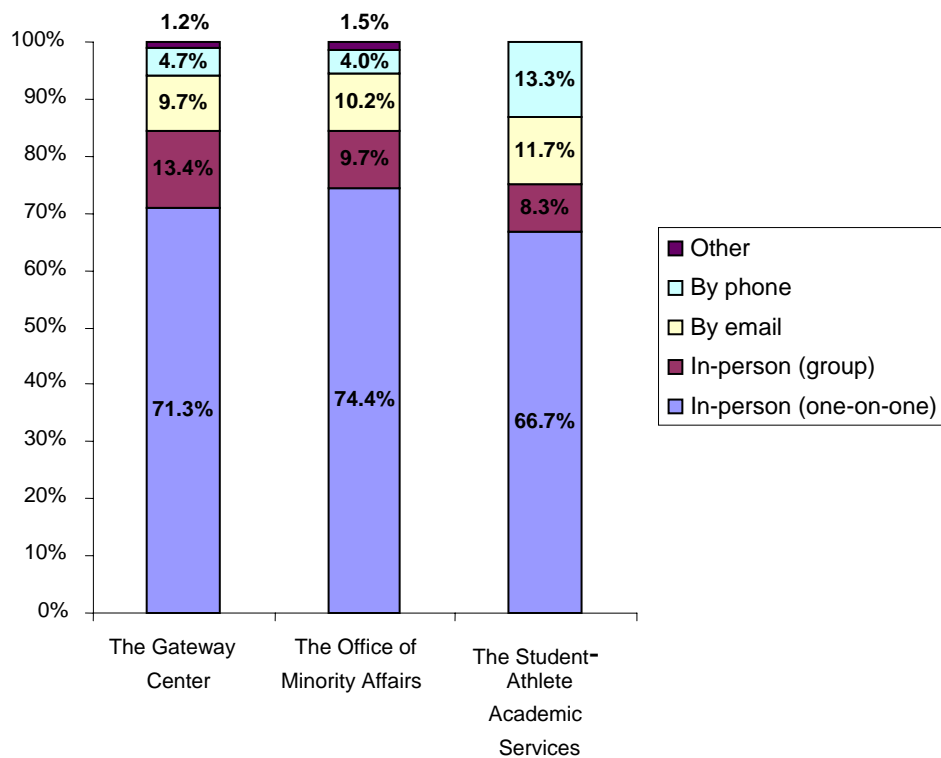
Figure 3. Percentage of time spent on various modes of communication, by advising center

In looking at this graph, it appears that advisers in SAAS spent less time than other advisers communicating in-person (one-on-one) with students. However, one of the three respondents from SAAS has a position that involves a relatively lower percentage of in-person (one-on-one) student visits; hence, this individual's response decreased the average percentage for this mode of communication.

Common topics in advising

In addressing the three topics on which advisers spent the most time when advising students, respondents from the OMA most often mentioned "Major/minor requirements" (5 individuals or 50% of the advisers surveyed), "Career options and planning" (5 individuals or 50% of the advisers surveyed), and "Student personal problems" (5 individuals or 50% of the advisers surveyed). Figure 4 shows the frequency with which respondents selected topics most commonly addressed in advising their students.
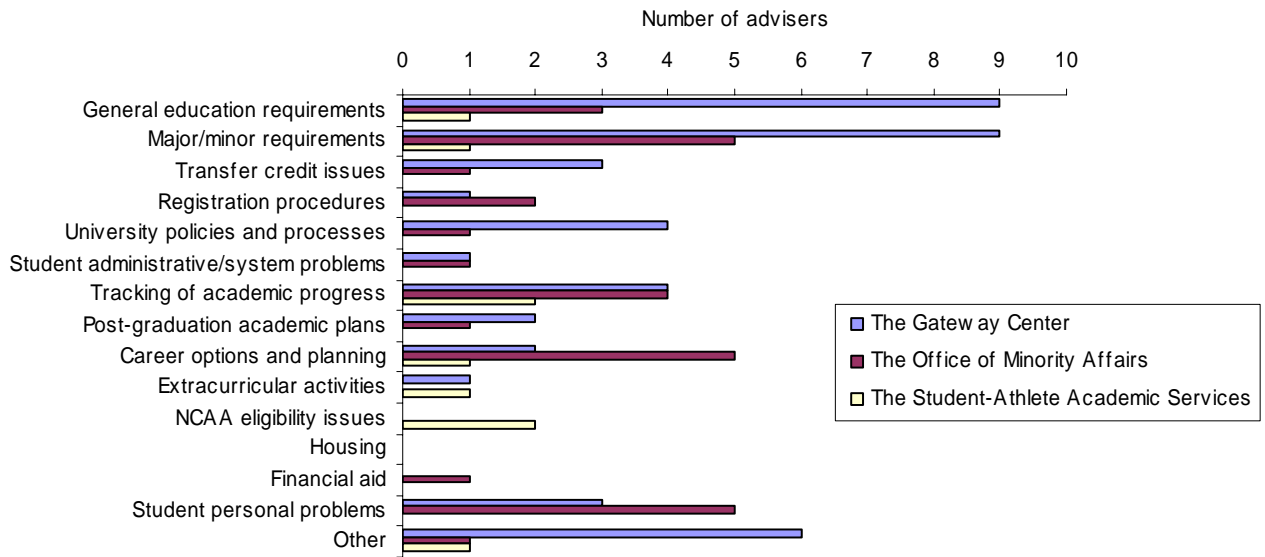
Figure 4. Topics on which advisers spend the most time on when advising students, by advising center

In marked difference, among the advisers from the Gateway Center, the most frequently reported topics were "General education requirements" (9 individuals or 60% of the advisers surveyed), "Major/minor requirements" (9 individuals or 60% of the advisers surveyed), "University policies and processes" (4 individuals or 26.6% of the advisers surveyed), and "Tracking of academic progress" (4 individuals or 26.6% of the advisers surveyed). Around 40% of the advisers surveyed from the Gateway Center selected "Other," which often referred to topics such as helping students in their "exploration and preparation for entering a major," "talking to students about resources available to them," and guiding "students who are exploring their academic options." Among advisers surveyed in the SAAS, there seemed to be no one topic absorbing most of their time. However, two out of three advisers selected "NCAA eligibility issues" and "Tracking of academic progress."

Common activities in advising

In the next question, advisers were asked what additional non-advising activities they spent the most time doing. Figure 5 shows the frequency with which these activities were selected by respondents.
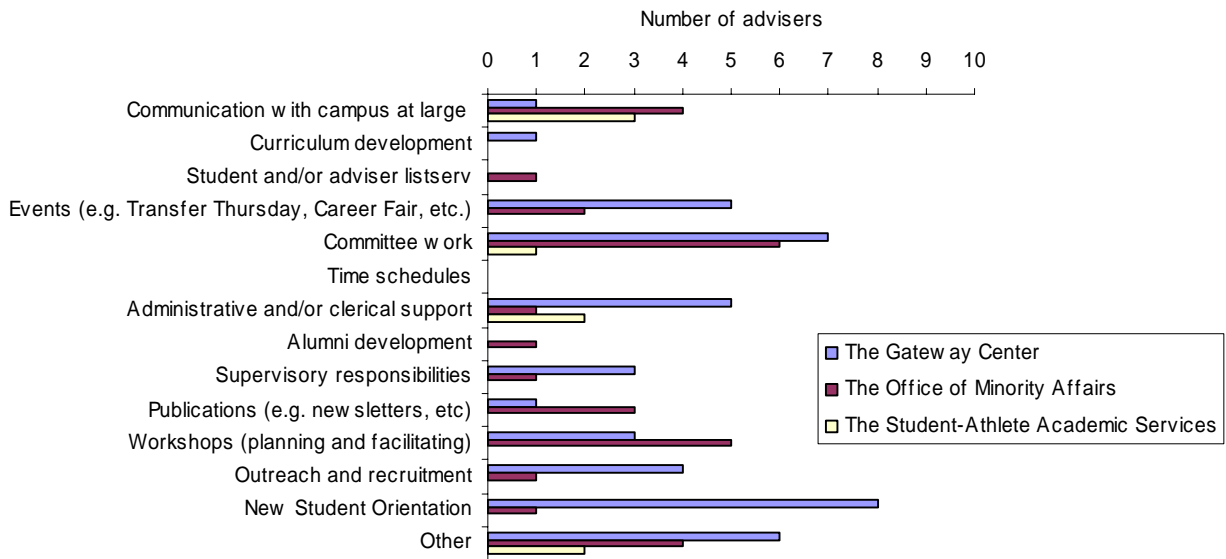
Figure 5. Other activities on which advisers spend the most time, by advising center

Among respondents from the Gateway Center, "New Student Orientation" was the most frequently selected activity, followed closely by "Committee work," and the "Other" category, which included "training," "meeting with departmental advisers," and "program planning and development." Activities such as "Events" and "Administrative and/or clerical support" were also mentioned frequently by advisers in the Gateway Center. In order of frequency, the three most commonly selected activities among respondents from the OMA were "Committee work," "Workshops," and "Communication with campus at large." Also mentioned, but less frequent, were "Publications" and "Other" activities such as participating in "community events," and the "OMA Mentor Program." Respondents in SAAS spent the most time on "Communication with campus at large," "Administrative and/or clerical support," and "Other" activities such as "compiling and reporting NCAA compliance and eligibility issues."

Allocation of advising time

Finally, advisers were asked to estimate the percentage of time they spent directly advising students compared to the time they spent on other activities. The results are shown in Figure 6.
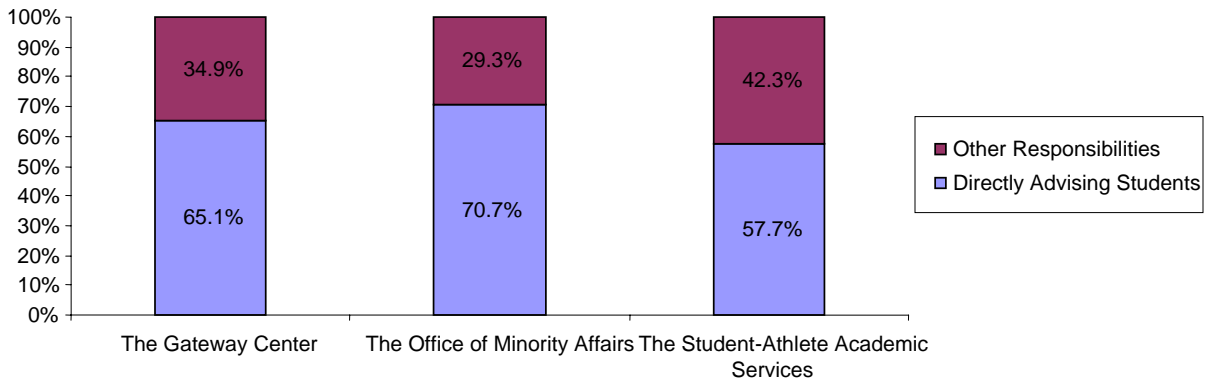
Figure 6. Percentage of time spent on directly advising students versus time spent on other activities, by advising center

One important observation from Figure 6 is the noticeable differences between the three advising centers in the time spent directly advising students. The advisers from OMA reported a significantly higher percentage of time spent directly advising students compared to that of the Gateway Center and the SAAS. Equally important, advisers appear to spend a significant amount of time on their additional responsibilities and activities - approximately 34% on average across the three advising centers.

Section summary

In summary, advisers across all three advising centers reported both fairly consistent modes of communication and estimates of student visits per week. Most student contact is on an individual basis (in-person or by e-mail). Although advisers from the OMA Counseling Center comparatively reported a somewhat higher number of student visits per week, they also reported spending a higher proportion of their time on directly advising students. Finally, in addition to advising students, advisers across all three advising centers are involved in a wide-range of activities not only within their advising center, but also campus-wide. These additional commitments constitute a sizable proportion (approximately 35% on average across the three advising centers) of their time.

Job Satisfaction

One set of questions on the survey was designed to assess advisers' satisfaction with their jobs and to collect information about what helps or hinders them in effectively advising students. For the most part, job satisfaction was reasonably high. When asked how often they found their job satisfying on a scale from 1 ("Rarely") to 4 ("Usually"), over 80% of the surveyed advisers responded "Usually." In fact, all but one respondent reported being satisfied "Often" or "Usually" with their advising responsibilities. These ratings indicate a high level of satisfaction among advisers in all three advising centers. Some respondents, in offering a brief explanation of their rating, commented on the satisfaction and sense of reward in helping students "discover their purpose," to reach "their highest potential," and

"to succeed in life." Advisers in the OMA and SAAS emphasized the importance of forming long-term relationships with students. As one respondent explained,

> *In SAAS, we first meet with our students during recruiting visits, while they are seniors in high school and continue to work with them regularly through graduation. This enables us to develop a deep relationship with our student population that often continues even beyond graduation….*

Advisers with less positive ratings chose not to comment on their responses.

Factors that help advisers in effectively advising students

Not surprisingly, a diverse range of features were identified by advisers as helping them in effectively providing academic advising. The most common categories are shown in Table 1. As with earlier items, the percentages represent the proportion of total survey participants (28).

Table 1. Categories of factors that help advisers in effectively providing advising

Category of Response	Frequency	Percentage
Advisers within advising centers	12	42.9%
Advisers across campus	9	32.1%
Adviser characteristics (e.g. self-motivation, etc.)	8	28.6%
UW resources	5	17.9%
Autonomy	4	14.3%
Access to information	4	14.3%
Respect/status	4	14.3%
Administrators	4	14.3%

Among respondents in the Gateway Center, there seemed to be an emphasis on support from other academic advisers both within the Gateway Center and across campus. Common statements emphasized the importance of the "supportive staff" and "collective knowledge" found in the UW advising community. At a more general yet equally important level, respondents in the Gateway Center often mentioned both "efficient," "quick," and "easy" availability of "accurate information and sources of information" and "clear and timely communication on new policies and procedures" as important factors. This emphasis on communication was also expressed as appreciation for having "a clear sense of direction and value from the University."

Among respondents in the OMA, other academic advisers both within and outside the OMA Counseling Center were most often mentioned as helpful. In marked similarity to the academic advisers in the Gateway Center, the importance of receiving "guidance and assistance" and sharing "knowledge, resources, and cooperation" were highlighted as important factors in effectively providing academic advising. In a related vein, OMA respondents also mentioned networking campus-wide with other academic advisers. Also

of importance were personal characteristics and abilities of the advisers themselves such as "self-motivation," and "knowing rules and regulations."

Respondents from the SAAS most frequently mentioned supportive "fellow staff" and advisers campus-wide, emphasizing in particular the advisers in the Gateway Center.

Factors that hinder advisers in effectively advising students

In addressing features that hinder the advisers in effectively providing academic advising, the most commonly cited factors across all three advising centers were issues revolving around the change and implementation of existing and new policies. Statements on this theme included "unclear and poorly defined policies," "changes in policies without notification," "implementation of policies without consultation of advisers," and "inconsistencies in application of policies between departments and units." The most frequent categories of responses are given in Table 2. The percentages represent the proportion of total survey participants (28).

Table 2. Categories of factors that hinder advisers in effectively providing advising

Category of Response	Frequency	Percentage
Change and implementation of policies	6	21.4%
Lack of time	4	14.3%
Lack of access to key courses	4	14.3%
Lack of access to competitive majors	3	10.7%
Complexity of departmental graduation requirements	3	10.7%
Lack of involvement with campus activities	3	10.7%
Communication issues	3	10.7%

Another commonly cited factor was the lack of access to key courses for incoming students such as courses in English composition and course sequences in Mathematics, Biology, and Chemistry.

Among respondents from the Gateway Center, lack of time was also mentioned fairly frequently as a hindrance for providing effective academic advising. On a similar note, several advisers in the OMA felt that lack of involvement in campus activities posed an obstacle. Finally, there was some mention by advisers in both the Gateway Center and the OMA of difficult or poor communication as an impeding factor. As one respondent commented, "communication is very difficult at this University." This concern regarding communication was echoed in responses to other survey items.

Section summary

Taken together, the above findings suggest reasonably high job satisfaction among advisers in advising centers at UW. When asked about the factors that help the most in providing academic advising, respondents overwhelmingly cited other advisers both within

their advising center and campus-wide. Web-based UW resources and easy and efficient access to information were also mentioned. The most commonly cited impeding factor was the change and implementation of policies. More specifically, advisers felt that policy changes and implementation take place without their consultation and with little prior notification. Two related factors that were mentioned less frequently were lack of student access to key courses and lack of access to competitive majors. According to respondents, these factors tend to limit students in exploring their academic interests and lead to students being uncertain about entering particular majors. Finally, advisers mentioned lack of time and difficult communication as factors impeding advisers in effectively providing academic advising.

Evaluation and Recognition of Advising

A set of questions in the survey were centered on the extent of evaluation and recognition of advising within the three advising centers. Some respondents mentioned ways in which their work is rewarded and evaluated while others indicated that there are no such mechanisms within their advising center. The variance in these responses may, at least in part, stem from differences in opinion about what constitutes formal evaluation and recognition of advising.

Evaluation in advising centers

The advisers were first asked how often and in what way advising is evaluated in their respective units. In general, across all three advising centers, advisers reported very little formal, on-going and structured evaluation of the processes, structures, and activities of the three advising centers. Most often, advisers reported evaluations, in any form, as being "infrequent," "seldom," or "not with any formal regularity." According to respondents in the OMA, current evaluation involves a combination of "a good deal of informal conversation and fairly frequent meetings" and "evaluations with the Director." Among advisers in the Gateway Center, the focus of formal evaluations tended to be on specific programs and performance evaluations of individual advisers. As one respondent remarked, ". . . some workshops are also evaluated, but I don't believe we have a mechanism for on-going and systematic evaluation." A few advisers from the Gateway Center also mentioned informal feedback such as daily student comments. One respondent from the SAAS mentioned that exit surveys, containing items on academic services, are conducted each year for graduating student-athletes, but added that advisers had no input on the development of the survey and were rarely informed of the results.

Advisers were asked later in the survey to rate the extent and importance of student feedback on a four-point scale from 1 ("Not at All") to 4 ("A Lot"). In line with the above findings, advisers in all three advising centers tended to rate the extent of information on student satisfaction as being fairly low – averaging 2.4 (a little higher than "Some") across all three advising centers. In addition, advisers in all three units placed relatively high importance on such information. In fact, the number of respondents placing "A Lot" of

importance on student feedback constituted 60% of the advisers surveyed in the Gateway Center, 80% of the advisers surveyed in the OMA, and 100% of the advisers surveyed in SAAS.

According to the respondents across all three advising centers, there appears to be no systematic, formal recognition of excellence in advising within any of the advising centers. However, one respondent in the Gateway Center mentioned an in-office "Kudos Box" for "voluntary notes of thanks or praise for individuals in the office that are read at staff meetings." In addition, several advisers mentioned the daily recognition from students, as one respondent from the OMA commented "I measure my success as an advisor based on student feedback." On a similar note, an adviser in the Gateway Center stated, "I think it is, although perhaps we don't acknowledge as much as we should those who, day in and day out, make themselves available to students." Finally, advisers mentioned other formal recognition awards that are either campus-wide or not directly oriented towards excellence in advising such as the "Annual Gateway Awards," "The OMA Annual Awards," and the "Advisor of the Year Award from APAC." When asked to rate on a four-point scale from 1 ("Not at All") to 4 ("A Lot") the extent and importance of respect from others on campus, advisers across all three advising centers gave moderately positive ratings averaging 2.9 (just less than "A Moderate Amount") and 3.5 (approaching "A Lot"), respectively. The relatively higher ratings on the importance of respect could suggest an unmet need for increased recognition.

Section summary

Taken together, these findings suggest that there is a lack of systematic and on-going evaluation of advising goals, processes, practices, and outcomes of the Gateway Center, the OMA, and the SAAS. Equally important, there is a noticeable gap between the extent of information on student feedback and the importance placed on the availability of such information by advisers across all three advising centers. This could suggest a need for a systematized way of gathering student feedback and communicating it back to the advisers. Finally, there is a sizable gap in the ratings of the *extent* and the *importance* of respect, which may indicate a need for increased recognition of advisers.

Communication Among Advisers

In addressing the theme of communication between advisers campus-wide, participants were asked several questions about different aspects of their communication. Respondents were first asked to rate on a scale from 1 ("Not at All") to 4 ("A Lot") the extent and importance of their conversations with other academic counselors and advisers and the extent and importance of receiving information on advising related matters. Next, advisers were asked to describe the coordination of information between themselves and other specified advising units on a scale from 1 ("Poor") to 3 ("Excellent").

Communication across advising units

Participants from all three advising centers gave slightly positive ratings to both the extent and importance of communication with other academic advisers. Advisers seemed content with their extent of conversation with other advisers and attributed great importance to this communication. As shown in Figures 7 and 8, advisers rated the extent of information available to them on advising related matters as around "A Moderate Amount," and the importance of this information as relatively high.
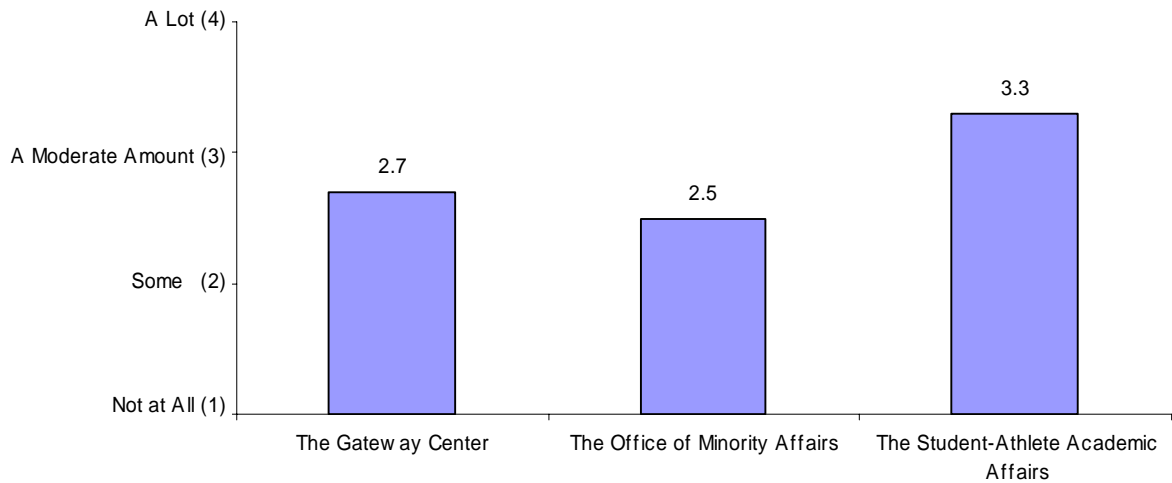
Figure 7. Mean ratings of *extent* of information on advising related matters by advising unit
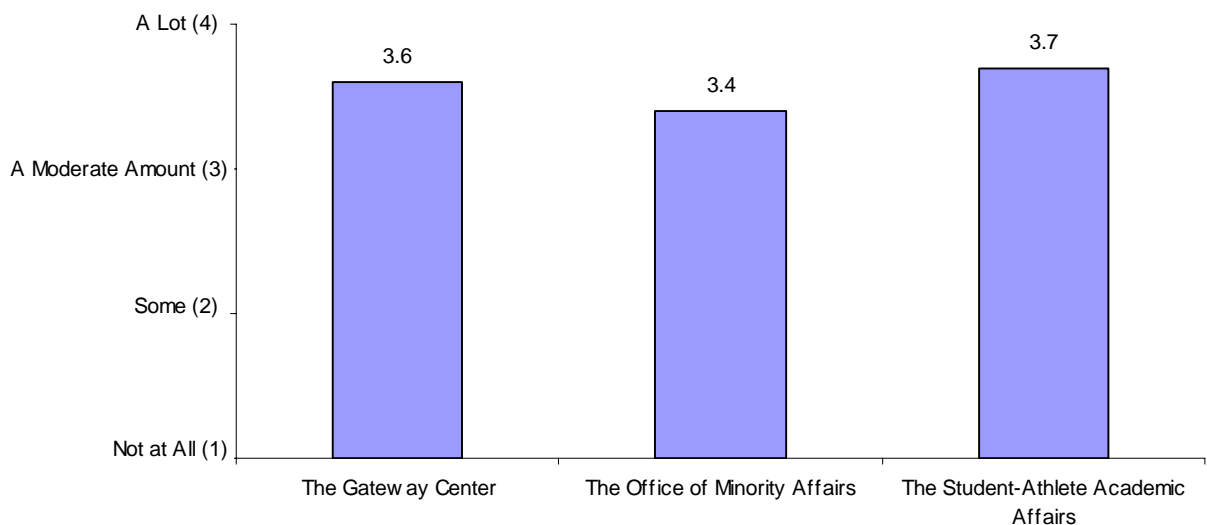
Figure 8. Mean ratings of *importance* of information on advising related matters by advising unit

In further advancing this theme of communication, respondents were then asked to rate the extent of contact between themselves and advisers in other specified advising units. The mean of these ratings are given in Figures 9-11.

The Gateway Center

Academic Departments and Colleges: 2.7
The Office of Minority Affairs: 2.6
The Student-Athlete Academic Services: 2.2
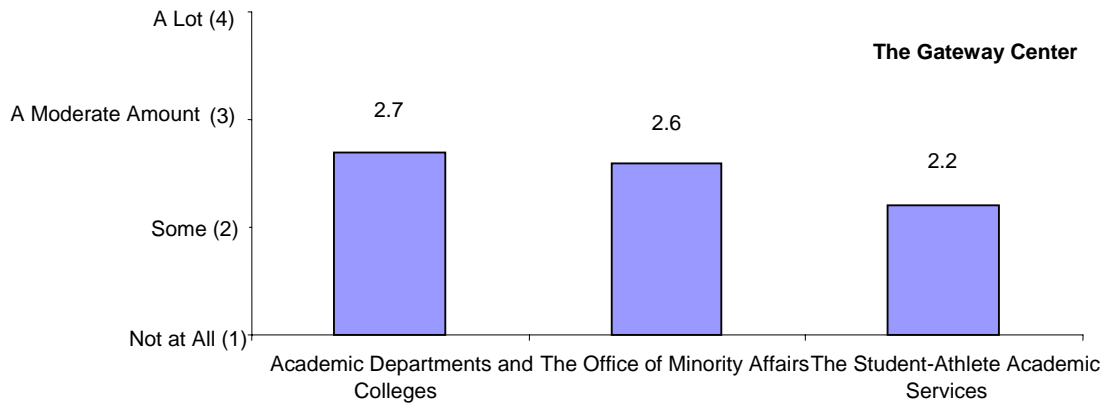
Figure 9. Mean ratings by Gateway Center advisers on extent of contact with ...

The Office of Minority Affairs

Academic Departments and Colleges: 2.6
The Gateway Center: 2.8
Student-Athlete Academic Services: 1.6
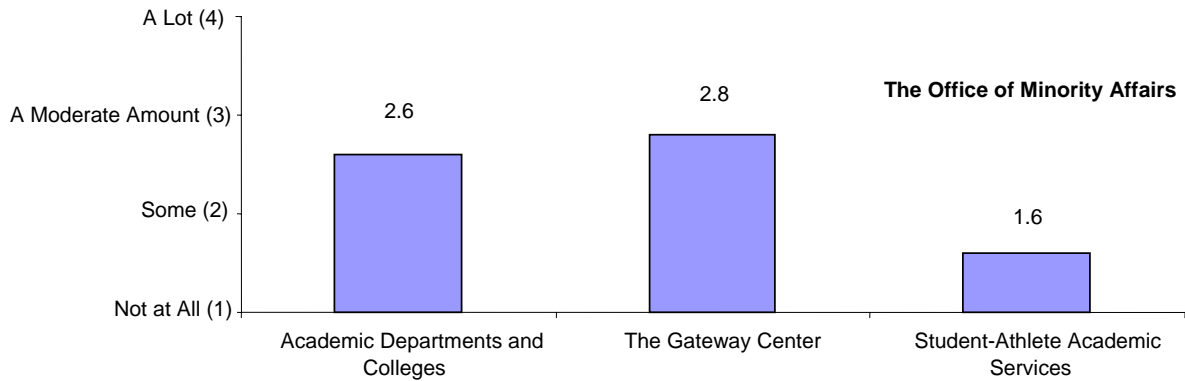
Figure 10. Mean ratings by OMA advisers on extent of contact with ...
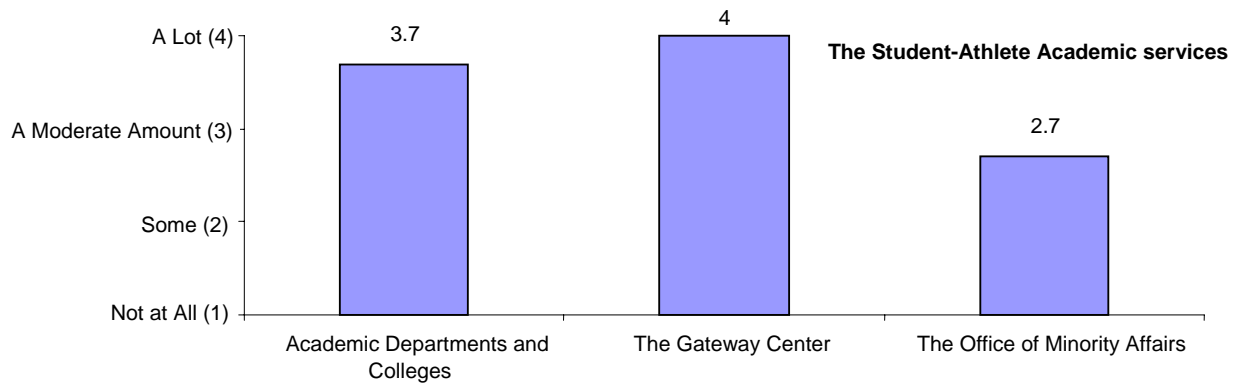
Figure 11. Mean ratings by SAAS advisers on extent of contact with …

Two patterns emerge in these ratings. First, advisers both in the Gateway Center and the OMA, collectively, rated the extent of contact with each other and other academic departments as relatively high compared to their level of contact with the SAAS.

Second, the advisers surveyed in SAAS gave much higher ratings on average compared to those of the other two advising units, but rated the extent of contact with the OMA as their lowest. Advisers were then asked to rate the coordination of information between themselves and advisers in the other units as either "Poor," "Good," or "Excellent." As with earlier items, answer categories were converted into numerical values, which were then summarized as means. The results are given in Figures 12-14.
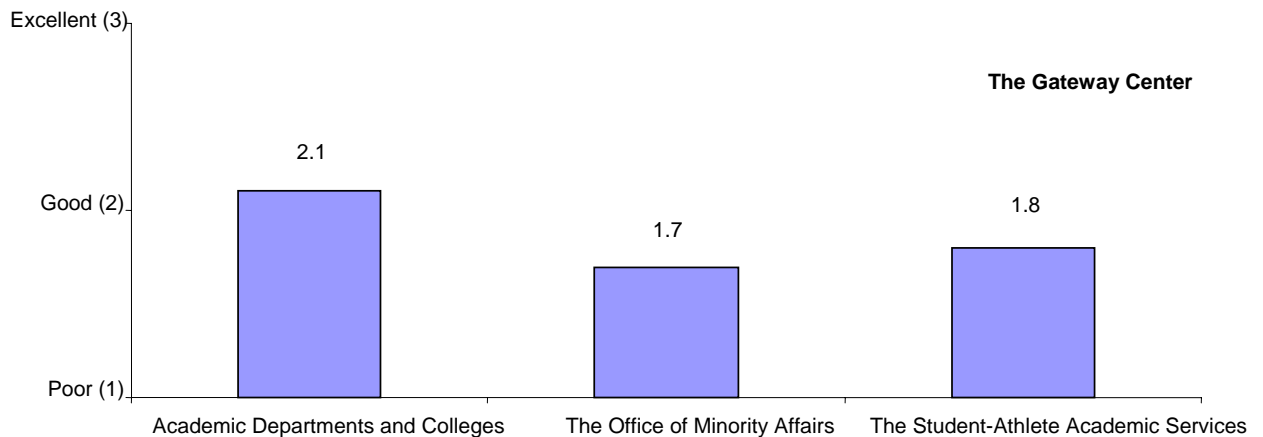
Figure 12. Mean ratings by Gateway Center advisers on coordination of information with …
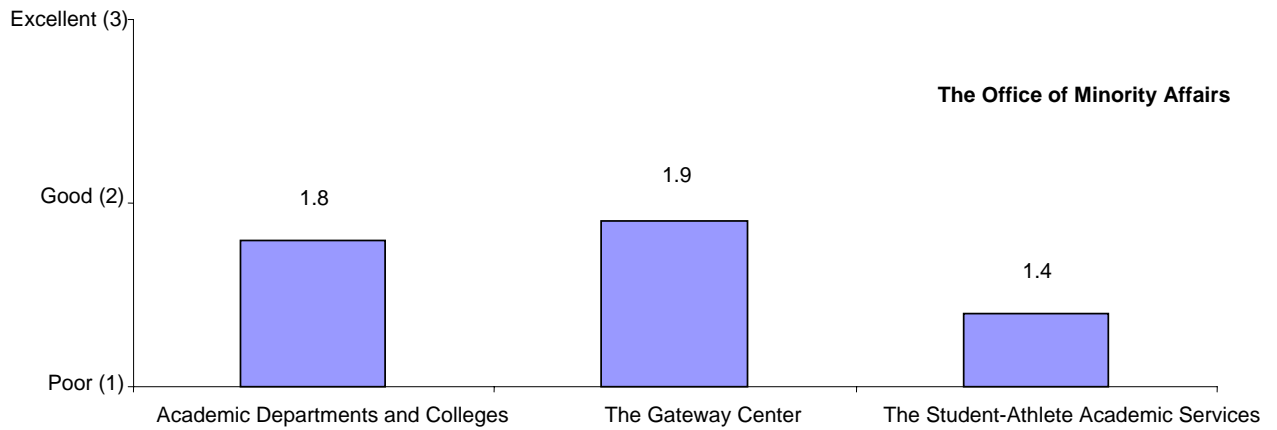
Figure 13. Mean ratings by OMA advisers on coordination of information with …
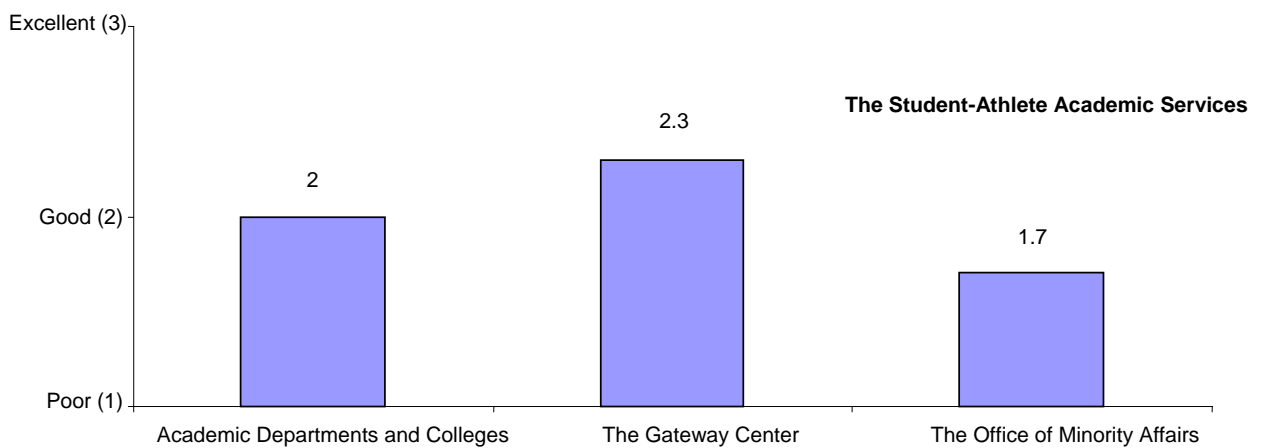
Figure 14. Mean ratings by SAAS advisers on coordination of information with …

Respondents in the Gateway Center gave their lowest rating on the coordination of information between themselves and the OMA. Further, advisers in the Gateway Center tended to give their highest ratings for the coordination of information between themselves and the academic departments and colleges. Conversely, the advisers surveyed in the OMA collectively gave the highest ratings for the coordination of information between themselves and the advisers in the Gateway Center; their lowest ratings were for coordination with SAAS. However, 50% of the respondents from the OMA refrained from rating the coordination of information between themselves and the SAAS. Respondents from the SAAS gave their highest, positive rating on the coordination of information between themselves and the Gateway Center, and rated the coordination of information with departments and colleges as "Good." Overall, respondents across the three advising centers tended to rate the coordination of information between themselves and the other advising units as less than "Good."

In commenting on their ratings, several advisers from both the Gateway Center and the OMA remarked that coordination could be improved. As one adviser stated, "There's always room for improvement. I think there should be an on-going opportunity to meet

with Advisers across campus to educate the cadre about changes in policy, rules and procedures."

Communication among advisers and administrators

Advisers were also asked to rate on a scale from 1 ("Not at All") to 4 ("A Lot") the extent and importance of access to the administrators of their advising unit and the extent and importance of their participation in decision-making within their advising units. As with earlier items, the means of these ratings were calculated for each advising center. The results are given in Figure 15 and Figure 16.
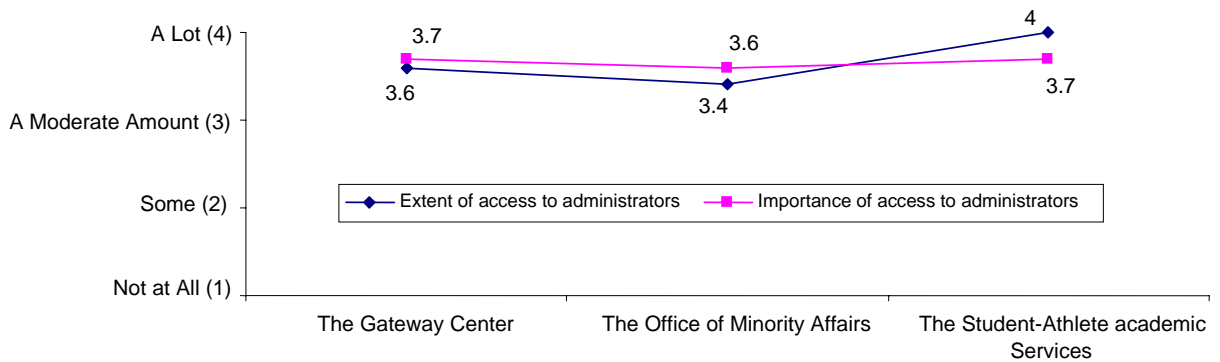
Figure 15. The calculated mean ratings on the extent and importance of access to administrators, by advising unit
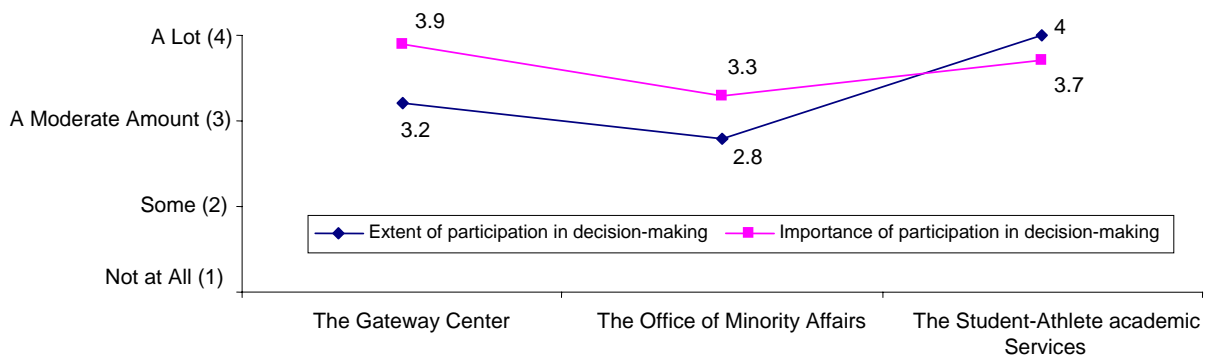
Figure 16. The calculated mean ratings on the extent and importance of participation in decision-making, by advising unit

As can be seen, respondents from the OMA gave lower ratings on these items compared with both advisers from the Gateway Center and the SAAS.

Finally, advisers were asked whether there were any formal mechanisms within their unit, at the academic department/college level, or at the university level to provide input on

academic policies and procedures. The percentages, shown in Table 3, represent the proportion of total survey participants within each advising center.

Table 3. Relative frequencies of responses on question about formal mechanisms for input, by advising unit

	Formal mechanism for input	Don't Know	Yes	No
The Gateway Center	Within unit	20.0%	73.3%	6.7%
(15 respondents)	Department/college level	26.7%	60.0%	13.3%
	University level	26.7%	53.3%	20.0%
The OMA	Within unit	20.0%	70.0%	10.0%
(10 respondents)	Department/college level	20.0%	50.0%	30.0%
	University level	20.0%	40.0%	40.0%
SAAS	Within unit	.0%	100.0%	.0%
(3 respondents)	Department/college level	.0%	66.7%	33.3%
	University level	.0%	66.7%	33.3%

One interesting finding is that a larger proportion of respondents in the Gateway Center reported formal mechanisms at both the department/college level (60.0%) and at the University level (53.3%) compared to respondents in the OMA where 50.0% reported formal mechanisms at the department/college level and 40.0% at the University level. Approximately one-fifth (20.0%) of respondents in both the Gateway Center and the OMA indicated that they did not know of any formal mechanisms within their own unit to provide input on academic policies and procedures.

Section summary

In summary, respondents appear content at a very general level with the extent of their conversation with other advisers campus-wide. The advisers surveyed also attributed great importance to these conversations. Even so, when asked to describe the extent of contact with *specific* advising units, respondents indicated having less contact with some units than others. In evaluating the coordination of information and services between themselves and other advising units, respondents tended to describe their coordination with other advising units as less than "Good." Several respondents, in commenting on their ratings also mentioned that communication could be improved. Interestingly, advisers revisited the topic of communication in a later survey item. When asked to list the two or three most important things to change about academic advising at UW, the most frequently mentioned theme was that of improving communication.

In addressing communication with administrators, the advisers surveyed not only felt that they had good access to the administrators of their advising centers, but also had opportunities to participate in decision-making within their units. Respondents placed relatively high importance on this involvement. Although a strong majority of the advisers reported having formal mechanism within their advising units to provide input on

academic policies and procedures, one-fifth of the respondents in the Gateway Center and the OMA did not know of any such mechanisms.

How Academic Advising Can Be Improved

Advisers expressed a myriad of often overlapping and constructive ways in which to improve academic advising. The most dominating theme of these suggestions was improving communication across the advising community. For the most part, emphasis was placed on creating more systematized and structured communication contact points and pathways between academic advisers campus-wide. Respondents suggested increased "activities and opportunities to work together with other advisers," "strengthening lines of communication," and "ways to track conversations with students (online notes)." Some advisers expressed the need for establishing better communication lines with students not only to convey "to students what advising is, and what it can do for them," but also "to find out how students experience advising" and to "have access to and benefit from student feedback."

Another consistent theme across all three advising centers was the expressed need for increased opportunities for professional development and training.

Among academic counselors in both the Gateway Center and the OMA, the topic of increased compensation and better recognition of academic advisers was also mentioned. In addition, and also across all three advising units, advisers expressed a need for enlarging the advising staff.

Finally, academic advisers provided several suggestions for additional advising services that would improve academic advising at UW. These included:

- Online/email advising options for students;
- Outreach to every student;
- Better tools to help students explore skills, interests, majors, and careers;
- A grievance procedure for students who feel they have not received appropriate advice.

THE GATEWAY CENTER ADVISERS – INTERVIEWS

The Office of Educational Assessment (OEA) conducted individual interviews with five advisers at the Gateway Center. Some of these participants had worked at UW for several years while others were relatively new to their jobs. Advisers were asked similar questions regarding the structure and practice of advising at the Gateway Center and across campus, the role of advising on campus, and the issues that they believed need attention. During each session, an OEA staff member took notes. In addition, each interview was audio-taped and transcribed. Notes and transcripts were analyzed inductively to identify themes that emerged in each interview, as well as those that recurred across the interviews. This section of the report summarizes findings from these interviews.

The Gateway Center Work Environment

For the most part, the Gateway Center advisers interviewed indicated that they enjoyed being at the "hub" of UW advising. They pointed out that having a collegial environment where advisers have the opportunity to work together and consult one another is an important component of the culture at the Gateway Center. These advisers also emphasized that being hired at the same status, working together, yet having distinct projects and areas of expertise keep the job interesting and support collegiality. As one adviser stated,

> That structure, I think, is unique and a really good structure for an office like this partially because you know that you have people who understand your work, its trials and its tribulations. That rule of collegiality and mutual support is really apparent here....

One adviser pointed out that having peer advisers and graduate staff assistants at the Gateway Center helps manage the high number of students using the center. In addition, according to this interviewee, the peer advisers relate well to students and help them feel more comfortable coming into the center. The added support that the peer advisers and graduate students provide allows Gateway advisers to be involved in many different activities on campus, as well as manage the range of responsibilities they currently have.

The Gateway advisers interviewed generally thought that the current director has improved the overall culture and climate of the center by increasing the diversity of staff, creating a more collaborative environment, and improving data collection processes. In addition, the interviewees said that advisers are encouraged and supported in their efforts to "think out of the box" and that this environment better allows them to meet the needs of students.

The advisers interviewed did have some areas of concern about the Gateway Center. Several noted that the physical layout of the space creates an unwelcoming environment for students. Several of the interviewees believed that the front space especially needs redesign to allow for more private space and to make it more welcoming. As an example, one person commented that at the least, the computers should not be between advisers

and students. Several advisers also suggested that the Gateway Center is not visible enough to the undergraduate population, though efforts such as advising in the residential halls are being made to improve this. The low level of visibility was believed to contribute to students' lack of understanding regarding advising services. The interviewees thought that increased marketing and public relations efforts would help increase the visibility of the center and in turn help students understand what advising is and how they might benefit from it. One adviser suggested that the Gateway Center needs to have a "pretty significant web presence" and that the web site should be attractive to students and help them understand the benefits of coming in to see the Gateway advisers.

Another area of concern was diversity. Advisers acknowledged that the Gateway Center was at one time perceived as unwelcoming to students of color. Those interviewed believed that progress had been made in making the Gateway Center feel more welcoming to students. For example, the Gateway advising staff is now more diverse and more concerned about diversity issues. However, the advisers who were interviewed also indicated that more could be done. For example, they suggested that improving the physical space would help all students, but especially students of color, feel more welcomed. Although the interviewees noted that interaction with students and staff of color helped them better understand students' experiences and needs, they also suggested introducing more comprehensive diversity training. For one adviser, learning about diversity was primarily obtained through talking with advisers of color about their experiences.

Challenges to Advising

In addition to the specific issues mentioned above, the advisers we interviewed also identified several areas of cross-campus challenges including communication gaps, different organizational cultures, inconsistency, difficulty reaching students who self advise, competitiveness of majors, and availability of courses.

Communication gaps

Several of the advisers thought that insufficient communication and weak cross-unit relationships contribute to a lack of understanding of other programs and services across advising units and departments. Advisers also suggested that insufficient communication contributes to an inefficient and untimely flow of information regarding policy and procedural changes. Factors mentioned that contribute to the insufficient level of communication included:

- The physical separation of the advising units, which makes it difficult to stay in connection and communication;
- The advisers who function as the sole adviser in their departments, who may find if difficult to get away and participate in existing collaboration or community-building opportunities, such as workshops and trainings, hosted outside their departments;

- The different schedules and cycles experienced by different advising units across the UW community (i.e., when one advising unit has down time, another may be in their busiest time of year), which make it difficult to take advantage of community-building opportunities;
- The different degrees of motivation to strengthen the relationships within the advising community. In this regard, some advisers suggested that graduate student advisers and faculty advisers have different work priorities than professional advisers and that some long-time advisers may be somewhat complacent in their jobs and lack initiative for being more involved; and
- The insufficient opportunities for communicating both formally and informally. Advisers interviewed believed that the twice yearly All Advisers Meetings and APAC brown bag luncheons were helpful but insufficient for communication needs.

In addition to these lateral communication issues, advisers remarked on insufficient communication from administration regarding new policies. Advisers commented that because it is advisers who must articulate new policies to students, it might be beneficial to have advisers involved in policy-making.

Different organizational cultures

Several advisers noted that variations in organizational cultures (i.e. differences in leadership styles, philosophies, and populations) pose challenges for the advising community. Noted in particular regard to these challenges were differences between the OMA and the Gateway Center. These differences, exacerbated by a historical rift that was alluded to but not discussed, appear to contribute to misunderstandings around the following three issues:

- *Who can and should advise EOP students.* Gateway advisers expressed the belief that students should be able to see as many advisers as they choose. However, several of those interviewed had the impression that the OMA does not want Gateway advisers "treading on their turf" and advising "their students."
- *Scheduling orientation programs to meet the needs of both units.* One Gateway adviser noted the difficulty in scheduling orientation due to the different needs (e.g. timing) of the two units.
- *Different leadership styles between the two units that contribute to the perception of dissimilar levels of professional autonomy for advisers.* Specifically, several Gateway advisers noted that though the advisers in both units "have equal roles and equal jobs", the OMA advisers do not seem to have "equal authority to act autonomously.

Adviser suggestions for improving communication and mitigating differences among units

- Advisers noted that "face to face" interactions with other advisers are most memorable and meaningful for building relationships. They commented that being able to connect a name to a face helps them feel more comfortable calling on each

other for assistance in helping students. Many commented on the importance of having opportunities for informal connections to establish relationships within the advising community.

- Additionally, these advisers noted that a more formalized structure for communication and collaboration would also help increase interactions amongst advisers. Several specific ideas mentioned include:
  - A mentoring program for smaller departments that could help departmental advisers feel more connected.
  - Job shadowing between advisers in different advising units that could help them better understand each other's programs, procedures, and units.

- Although the interviewees felt supported and encouraged within their unit, several suggested that there is a "gap" in support for the advising community as a whole, but especially for departmental advisers. One possible explanation was that this gap stems from an extension and change in the role of the Director of Advising; a change that resulted in less visible support from university level leadership for departmental advisers. Several advisers suggested that a "go-to" person is needed to help cultivate relationships between departments and units. Another adviser added that the advising community needs someone who is focused on the "long-view" of the state of advising at the university.

  Advisers interviewed recognized that the relatively newly formed Undergraduate Advising Council is an effort to meet some of these needs; however, several advisers suggested that having one individual, preferably with an advising background, might be a better model. Another suggested that perhaps some of the senior advisers at the Gateway Center could coordinate efforts to better work with and support departmental advisers.

- Advisers interviewed suggested providing better recognition and reward for the work of departmental advisers who wear many hats in addition to advising students.

- Finally, advisers also commented that because they work directly with students and are the ones that have to implement many academic policies, including advisers in policy development would decrease feelings of exclusion and help ensure that the best interests of students are considered.

Inconsistency

The advisers interviewed discussed two aspects related to inconsistency across advising units; inconsistency of information and inconsistency in treatments of students.

Participants pointed out that although misinformation or inconsistent information occurs across all units and "everybody makes mistakes" there are some units that are consistently identified by students as giving out inaccurate information. Advisers interviewed also commented that the structure of UW advising, the students themselves, and the advisers all contribute to this problem.

One structural explanation advisers provided for this inconsistency is the fact that the UW is a very large institution with a huge amount of ever-changing policies and procedures. Advisers commented that effective management of this information would improve consistency of information across advising units.

Advisers also suggested that students may contribute to the inconsistency themselves, in that the way students ask questions as well as whom they ask affects the answers they receive. When students ask their questions differently of different advisers, or ask an advising-related question of someone who is not an adviser (e.g., the "person at the front desk") they are likely to get inconsistent answers. Advisers also pointed out that when students don't receive the answer they want to hear from an adviser, they may perceive it as inconsistent or wrong information.

The Gateway advisers also acknowledged that advisers themselves sometimes provide inconsistent information. They attributed this to not getting information on changes in policies and procedures from assigned liaisons in a timely manner.

Some advisers commented that an issue that may be more common for students than inconsistent information is inconsistency in the way they are treated. The Gateway advisers said they hear students complain about the varying degree of helpfulness and friendliness amongst advisers in different departments. This could be attributed to different adviser personalities and styles across the University. However, advisers interviewed noted that some units are mentioned more often than others as being consistently unfriendly and unwelcoming, but those interviewed refrained from identifying these units.

Adviser suggestions for improving inconsistency

- Advisers noted that a more formalized structure for sharing information, such as workshops and presentations, would help them process and manage information more effectively.
- Advisers also believed that hiring an information management specialist to work with advisers on developing an advising website would help them access and manage information more easily. This in turn would help improve the accuracy of the information they provide, reducing inconsistencies.
- Advisers also suggested that a more comprehensive, and perhaps required, training program would help improve the level of communication and collaboration amongst advisers, as well as decrease inconsistencies in information and treatment of students. Including departments in the development and delivery of the training program would help ensure that department specific advising issues are addressed.
- Finally, advisers suggested that when hiring new advisers, the hiring team should promote consistent treatment of students by making sure that the new hire has a genuine desire to help students through their academic careers.

Reaching students who self advise

All Gateway advisers interviewed agreed that some students self advise, and even though there are some students who are capable of doing so, all students can benefit in some way from seeing an adviser. The advisers mentioned that one of the main reasons that students self advise is because they fail to understand the value of advising, whether it is learning about a new opportunity such as study abroad or undergraduate research, or developing a more strategic academic plan.

Gateway advisers suggested increased outreach and public relations to students about the value of advising, which might reduce the number of students who self advise. Advisers also believed that getting students connected to departments sooner would help them better identify an appropriate contact person. A few advisers suggested mandatory advising, but acknowledged that it would be difficult to implement at an institution the size of the UW, especially on a quarterly basis.

Some advisers also suggested getting faculty more involved in the advising process. It is important to note that advisers were not suggesting that faculty actually participate in formal advising, but that faculty might use their influence in the classroom to help students make curricular connections across classes, and to encourage them to utilize advising services. As one adviser stated, "When something happens in the classroom it reaches a level of importance that is very different than coming in to see [an adviser]."

Adviser suggestions for reaching students who self advise

- Restructure orientation to reduce information overload for students and include a component that articulates how advising can help students through their academic career.
- Improve the advising website for students.

Competitiveness of majors and availability of courses

Several Gateway advisers believed that the increasing competitiveness of majors is a concern not only for students, but also for advisers. They noted that advisers' jobs would be easier if there were "more viable majors that you did not have to 'walk on water' to enter." They went on to comment on a general lack of understanding, and some surprise by students and parents that some majors that were once relatively easy to enter are now competitive (e.g. Communication). Related to this issue, an adviser also suggested that it would be helpful to students if departments adjusted their admissions' timelines so that students would know sooner in the year whether they are admitted to the program; this would allow them more time to plan a different strategy should they not be accepted. Another adviser believed that the lack of availability of a number of prerequisite classes for non-majors affects students' ability to meet their requirements in a timely manner which can in turn affect their efforts to get into competitive programs.

Adviser suggestion on competitive majors and course availability

- Allow students to declare majors earlier in their academic career. This would help them feel better connected to the university system and to their departments.

Effectiveness of Advising for Students

The Gateway advisers interviewed believed that advising services work well for most students at UW but that the university needs to be more effective at creating a welcoming and supportive environment. Those we interviewed believed that the UW needs to be "more intentional in our interactions" with first year students, including both freshmen and transfers, and that some populations are in particular need of more assistance. Those specifically mentioned included first generation students (of all backgrounds), recent immigrants, those admitted who are academically marginal, and those whose parents' aspirations do not match the student's skills and abilities.

The interviewees asserted that the UW advising structure is complex and causes confusion for many students; in particular, students do not know where they should go for advising (Gateway? OMA? Departments?) or why they should even seek advising services. Participants suggested that efforts need to be made to help students become more aware of the assistance and support they can receive from advising and to help them understand what the different advising units can do for them.

The advisers believed that one of the primary keys to helping students feel welcomed and supported is to get them connected early-on with someone who can provide them with guidance and direction either in an advising center or in a department or college. Some believed that it does not matter where this connection is made as long as students have one. One adviser commented: "The critical part is that they need to make one connection with one person – regardless of where that is. Then they can trust that person to send them off. Finding all those resources on your own is really difficult."

Other interviewees said that they would like to see students connected to an academic home (i.e. be able to declare a major) much earlier in their careers at UW. These advisers acknowledged that there are benefits to having time to explore, and that students frequently change their minds. However, according to these advisers, the benefits of being connected to a department outweigh these considerations.

THE OMA COUNSELING CENTER ADVISERS – INTERVIEWS

The Office of Educational Assessment (OEA) conducted individual interviews with five advisers in three programs at the Office of Minority Affairs (OMA): the OMA Counseling Center; The EIP/McNair Program; and the Student Support Services. Some of these participants had worked at UW for several years while others were relatively new to their jobs. Interviews included questions about the structure and practice of advising in their programs and about the issues that advisers believed need attention. OEA researchers took detailed notes during the interviews in addition to audio taping and transcribing most of them (one interviewee preferred not to be audio-taped). Notes and transcripts were analyzed inductively to identify themes that emerged in each interview as well as those across the interviews.

The OMA Work Environment

The advisers we interviewed spoke of their work environment in terms of "family" and "community." In addition, they agreed that their primary focus was on advising students.

Family and community

The advisers interviewed explained that the relationship between advisers in the OMA Counseling Center and the students they serve in the Educational Opportunity Program (EOP) tends to be more like a family relationship than a traditional academic adviser/student relationship. They also noted that helping EOP students with their academic needs is just one aspect of the holistic support they provide. As one adviser stated, "It is not just basically academics. We see the students as a whole, because we feel like if the student is going to succeed at this university you definitely have to be involved in other aspects of the student's life." This extended involvement ranges from helping students obtain services, such as financial aid or counseling, to discussing personal problems and attending events and activities in which EOP students are involved. One adviser noted that the 45 to 60 minute appointments that are the norm for EOP students are essential for providing these students with the individual support they need and seem to want. As the adviser went on to explain, OMA advisers hear "over and over from the students…that they really appreciate the time that we take with them."

The advisers interviewed also mentioned that the family approach to student support means that OMA advisers tend to have on-going relationships with their students that often extend well beyond the students' years at the University of Washington. The OMA advisers commented that they both support and build on these relationships by being involved in their minority communities both on and off campus. This creates a "synergy between OMA and [their] communities" that is a critical aspect of OMA's work.

Advisers noted that this relatively extensive student and community involvement quite often means the work of OMA advisers extends into evenings and weekends.

Advising first

As one would expect from the findings above, advisers reported that their first priority is directly serving students. Everything else (e.g. programs, committee work, etc.) generally comes second. They explained that in order to prioritize advising activities, their schedules are generally managed by administration. Two advisers commented on this scheduling arrangement. While both supported the concept of the student coming first, one expressed some frustration with having to "squeeze" or "carve in" time for other responsibilities, such as involvement with programs or doing outreach work. The other adviser seemed to feel that the scheduling structure is just "part of our job" – that "we need to do this and it is because…we support our students in so many different ways."

Communication and Interactions with the Advising Community

In general the advisers believed that they have sufficient connections with other advisers on campus. They discussed their participation in cross-campus committees, advising workshops and related classes, All Advisers' Meetings, and various other kinds of activities. Several commented that the relationships established during these activities and built over time have been important in helping them feel comfortable picking up the phone and calling other advisers around campus whenever they need help.

One adviser noted that technology has decreased the need for and level of face-to-face communication with other advisers, asserting that the web answers many questions and the rest can be filled in with emails and phone calls. Two of the advisers did express interest in having more opportunities for advisers to interact and learn from each other. They said this would be beneficial for such things as learning about each other's programs and about how advising is done in different units. One suggested that having a fall event for advising and other staff that connects services across campus and provides an opportunity to meet people in departments, programs, and services would be helpful.

A specific communication problem mentioned by one adviser was having information on policy changes shared in a timely manner. The adviser noted that there are "channels" (i.e. liaisons) that information is supposed to come through but that "it seems like it is always falling through the cracks" and is consequently "a day late and a dollar short." She felt that the sheer size of the university as well as the volume of information that advisers deal with contributes to this problem. Another contributing factor, mentioned by advisers, is that information often goes to the OMA administration before being disseminated to advisers, rather than being shared directly liaison to liaison.

Challenges to Advising

Besides the communication issues mentioned above, OMA advisers discussed several other challenges to advising at UW.

Inconsistency of information

Advisers reported that they hear complaints from students about receiving inconsistent information. A variety of factors were mentioned that may contribute to this problem including:

- Students shopping around for answers they want and/or asking their questions in a variety of ways;
- Different articulation of policies by different advising units;
- Lack of understanding of general education requirements by departmental advisers; and
- Different approaches to advising by different advising units. One adviser stated that OMA's holistic approach, which builds on students' individual academic strategies, may be in contrast to other advisers across campus, who may have a "get through the requirements" approach.

One adviser suggested that another contributing factor to inconsistency may be the more limited amount of time that advisers at the Gateway Center and in the departments can spend with students (because of the high numbers of students with whom they work). This adviser believed that the 45-60 minute sessions they provide at OMA helped them reach the "core issue" of what a student is really asking. Another adviser thought that the limited availability of advisers (again because of the high numbers of students) is of greater concern than inconsistency itself.

Reasons behind self advising

The OMA advisers we interviewed noted several reasons why students might self advise, including:

- They don't want to be told what to do;
- They don't understand all the choices available to them;
- They think advisers are impersonal; and
- They are more self-sufficient and have less dependency on advisers than they used to (partly a result of technology).

Increased workload and responsibilities

One adviser noted that the workload in general has increased over the years, commenting that "...there is no slack period anymore" between quarters. The "gaps" have been filled in with more students, more information, more reports, on-going projects, and communication. Another noted that responsibilities have been added but that resources have not been increased to support them.

Suggestions for Improvement

OMA advisers made two suggestions for improving advising at the UW that were not noted elsewhere in this report:

- More support for department advisers, especially those in smaller units. The interviewees said that the one-person departments have no internal (advising) support, that advisers in those departments often have to do administrative work in addition to their advising duties, and that these advisers have a hard time getting away to participate in other activities.
- More focus on the availability and value of advising for students at orientation as a means of reducing the number of students who self advise.

Effectiveness of Advising Services for Students

Overall the OMA advisers we interviewed believed that UW is doing a fairly good job of supporting students, but that the university as a whole, not just advising, needs to create a more welcoming environment for all students. One adviser reported that students find some units to be particularly unfriendly and unhelpful. Another stated that students need to feel that advisers (as well as other staff) are seeing them as individuals rather than part of the masses. As she put it, instead of students feeling that advisers are "looking at you as a *number*," it should be "I'm looking at *you*." Two advisers said that the university should connect students to an adviser from day one. This would help build the more individualized relationships that they believe that students want, and it would help them get through "this maze of education." One of the advisers also said that this early connection would help reduce confusion for many students about where they are supposed to go and who they are supposed to see for advising.

One adviser said that she believes under-represented minority students still feel marginalized and isolated. She also felt that in comparison to the past more people on campus are now trying to learn about diversity issues and how they can improve the campus climate. Another adviser said that there are not enough under-represented students on campus (noting that students still come in saying they are the only "brown" face in their classes), and that the administration should take diversity into account. This adviser also noted that the Gateway Center has made significant improvement in diversifying its staff but that the high student-to-adviser ratio is still a factor that leads some students to feel that it is not a friendly place.

Two advisers mentioned that having OMA more centrally located on campus might be beneficial in helping OMA students feel more included in the University as a whole. As one adviser commented, there is "something psychologically odd" about OMA being off campus. Conversely, a couple of advisers mentioned that it is very functional having OMA located with the other student services that are available in Schmitz Hall.

THE SAAS ADVISERS – GROUP INTERVIEW

The Office of Educational Assessment (OEA) conducted a group interview with advisers from the Student-Athlete Academic Services (SAAS). The interview involved questions about the structure and practice of advising in SAAS and about the issues that they believed need attention. OEA researchers took detailed notes during the session. In addition, the interview was audio-taped and transcribed. The resulting transcription and notes were analyzed inductively to identify themes that emerged during the interview.

The Structure of Student-Athlete Academic Advising

Participants in the SAAS adviser group interview said that there are three FTE advisers for 650 students in 23 different sports, a group of students characterized by one participant as "the least academically prepared students on campus." In addition, academic coordinators, some of whom also serve as advisers, are attached to each team and coordinate the work of 80 tutors who attend classes with the student-athletes and work with them on assignments outside of class.

The Work: A Single Focus

Advisers in the SAAS meet with students in their senior year of high school and continue to advise them in their first two years at the University of Washington (UW). After that, student-athletes are encouraged to work with departmental advisers, but many of them continue to seek out advisers from the SAAS. Advisers in SAAS interact with other advisers campus-wide on questions or issues about applying to majors, requirements, and academic planning.

SAAS advisers mentioned that while student-athletes are encouraged to attend New Student Orientation, as well as a Bridge program for athletes entering in Fall quarter, they also have extensive phone contact with SAAS advising before they arrive at UW.

Advisers in the SAAS assist with sports psychology, helping student-athletes with transitioning to college, career planning, and personal development. The staff also tries to maintain connections with career planning over time, but the closeness of these connections has varied. The UW Center for Career Services (CCS) workshops are held at times that student-athletes often cannot attend. Finally, these advisers work to develop workshops on study skills and note taking for student-athletes.

The advisers agreed that their main job is to know processes, policies, and rules, particularly the National Collegiate Athletics Association (NCAA) rules and regulations, so that they can keep students informed. The SAAS advisers felt that the structure of the SAAS is effective because it allows them to track all 650 students, getting to know each one, and giving each one time and attention. One adviser pointed out that this structure was particularly beneficial for under-represented students. Another noted that faculty

advisers for athletes would not be a good idea, because they could not keep up with the policies and rules necessary for doing the job well.

Improving Advising at UW

The SAAS advisers had the following suggestions for how advising can be improved at the UW.

Improve communication with departmental advisers

SAAS advisers felt that connections between their work and that of other advising units could be better. They noted, for example, that some departmental advisers are not welcoming enough in their approach with student-athletes. Further, they said that sometimes departmental advisers stereotype student-athletes as not very smart, a problem they felt student-athletes face in general at the UW. In addition, some advisers expressed that departmental advisers seem unaware, or fail to take into account, the demanding game, practice, and travel schedules of the student-athletes.

The interviewees also suggested that advisers in the departments have to balance their time between the needs of the students and the needs of the faculty, with the needs of faculty often taking precedence. Their comments did not imply that departmental advisers do not consider serving students as a major priority, but rather they are confronted by the needs of faculty members who see their needs as top priority.

Increase Gateway Center staffing

Although the SAAS advisers felt that the structure of the Gateway Center works well and that their interaction with Gateway advisers is good, they nonetheless mentioned that more staffing is needed at the Gateway Center.

Simplify requirements

SAAS advisers also reported that advising on campus is fairly effective, but that curricular requirements are becoming increasingly complex and difficult to navigate. They suggested that simplifying requirements might move students through departmental curricula more efficiently. Furthermore, they noted that sometimes there are "unwritten rules" in departmental admissions that cause problems when advising students who are applying to competitive majors.

SAAS Advisers and Diversity

Most advisers felt capable of working with diverse student populations, but they also thought that training on diversity issues might have been useful when they first started as academic advisers at SAAS.

Effectiveness in Meeting Students' Needs

Advisers in the SAAS group interview agreed that the current advising structure at the UW is a good system for a school of this size. They did not feel the University has a campus-wide set of goals for advising: what may be the goal or priority for one adviser may not be the same for another. For example, one adviser's goal might be to get students into a major that will lead to a career, while another might think the most important thing is for students to find value in their majors.

Advisers in the SAAS mentioned that student-athletes have special issues and needs that all advisers must be aware of when working with them. These included:

- The negative stereotypes surrounding student-athletes.
- The demanding game, practice, and travel schedules of student-athletes.
- The lack of access to majors, which is a problem for all students and student-athletes in particular.
- The increasing complexity of rules regarding admissions and requirements for majors that often makes it more difficult for students, and student-athletes in particular, to reach graduation in a timely manner.
- The NCAA guidelines that student-athletes must be in compliance with in order to practice and compete in their respective sports.

DEPARTMENTAL CENSUS

Sixty-five departments participated in the departmental census. As indicated in Figure 17, the departments surveyed represented a wide variety of the University of Washington's colleges and sub-colleges. In respect to number of undergraduates registered as majors, departments ranged in size from 2 to 1650 undergraduate majors, with a median of 127 registered undergraduate majors. The number of full-time advisers per department ranged from .05 FTE to 7.1 FTE with a median of 1.0 FTE adviser per department.
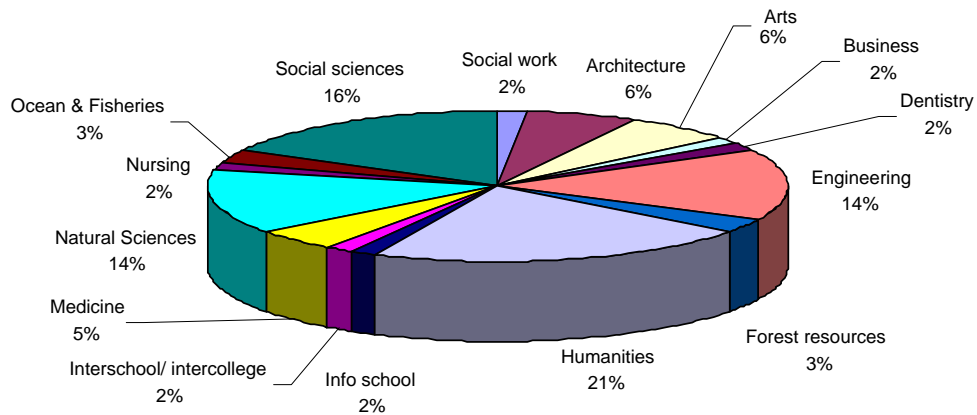
Figure 17. Survey respondents represented a wide variety of colleges and sub-colleges

The number of students registered as majors and the number of adviser FTE's per department were well correlated (r=.81; p<.001). Figure 18 illustrates the distribution of department size in this census. The ratio of undergraduate students (registered as majors) per adviser FTE ranged from 2 majors per 1 FTE position to 750 per 1 FTE with a median of 193 undergraduate students (registered as majors) per 1 FTE adviser. At the college or sub-college level, the variability is lower, with the ratio of majors per adviser FTE ranging from 40 in one college, up to 323 in another.
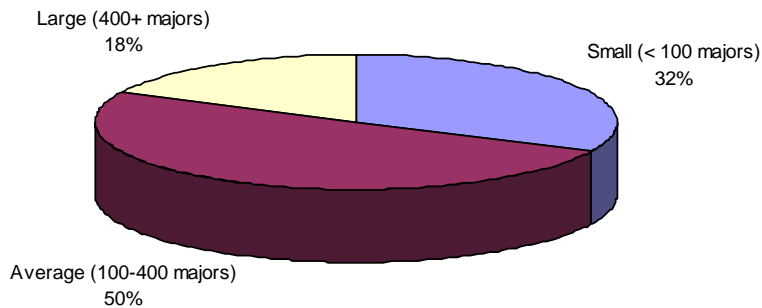
Figure 18. Distribution of departments participating in the departmental census, by size

Who Does Advising in the Departments

When asked who does the formal undergraduate advising in their department, several general types of departmental advising positions were described.

- Most of the departments (92%) have some kind of staff position to provide or support advising services.
    - Staff position(s) dedicated to advising (part-time or full-time) (43%)
    - Staff position(s) with advising as one of the duties (46%)
- Some departments have graduate student or other peer advisers (part-time) (14%).
- Some departments have faculty advisers (30%).
- 30% offer more than one source for advising services, for example, a staff person and a graduate student or faculty member.

These positions were combined in variety of configurations.

- The majority of departments mentioned staff advisers only (57%); very few mentioned graduate students only (3%) or faculty only (8%).
- Some departments have staff advisers and faculty advisers (19%).
    - Sometimes staff advise on one type of issue; faculty on another
    - Sometimes faculty advise majors and staff advise pre-majors
    - Sometimes the staff person provides support to a faculty member who performs primary advising duties
- Some departments have staff advisers and graduate student advisers (8%).
- Two departments (3%) have faculty, staff and graduate student advisers.
- None of the departments have both faculty and graduate student advisers without a staff position also involved in advising. It may be that supervision of graduate students in an advising capacity is seen as an appropriate task for staff, but perhaps not for faculty.

Characteristics of Departmental Advising

Size and configuration
- Departments with professional advisers (staff advisers whose sole responsibility is advising) have more undergraduate students than departments without professional advisers (386 versus 144 students, respectively).
- Departments with faculty providing advising services tend to have fewer undergraduate students than departments without faculty advising (115 versus 297 students, respectively).

Characteristics of smaller departments

The following are characteristics of smaller departments (less than 100 undergraduates)

- Small and average size departments are somewhat more likely to employ a variety of advising configurations (44% of the smaller departments use a variety of advising configurations, compared with 27% of the larger departments).

- Small and average departments are more likely to use faculty advisers (45% of the smaller departments, compared with 27% of the average departments and 9% of the larger departments—See Figure 19).

Characteristics of larger departments (those with more than 400 majors)

- Large departments have higher student-adviser ratios, 357 students per adviser, compared with 186 students per adviser in the small departments.

- Larger departments have more adviser FTEs, averaging 2.8 FTE positions awarded advising per department compared with 1 FTE in the average-sized departments and .6 FTE in the smaller departments.

- Larger departments are more likely to have professional advisers (82% of the largest departments versus 43% of the average-sized departments and 15% of the smaller departments employ professional advisers).

- All of the large departments have staff advisers, compared with 93% of the average-size departments, and 80% of the smaller departments (see Figure 19).
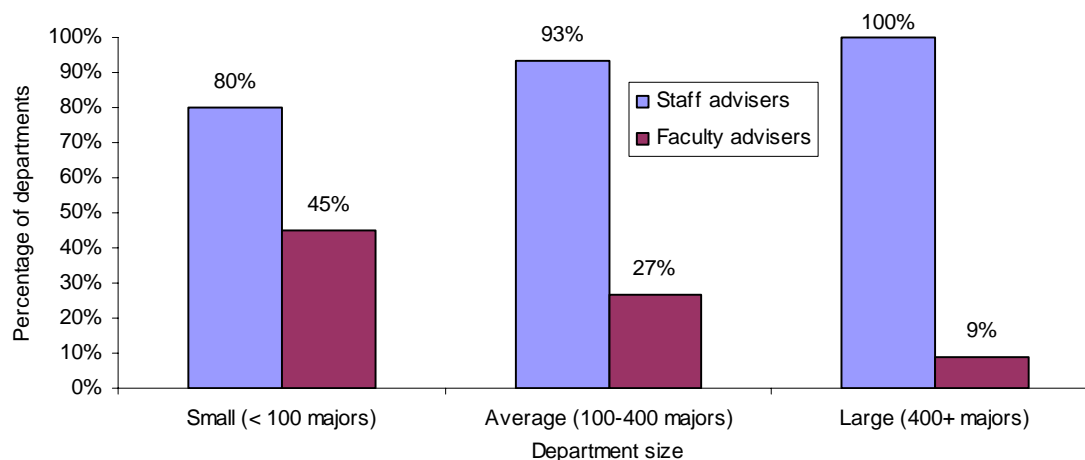
Figure 19. The relative frequency of staff advisers and faculty advisers, by department size.

Percentage of Students Seeing Departmental Advisers

Not all the informants were able to provide estimates of the percentage of students who see advisers. Informants broke the question into two questions: what percentage of their majors sees an adviser at any point during their education (answered by 57 informants)

and what percentage uses the advisers regularly (answered by 41). Responses to the first question ranged from 25% of the majors for one department, to 100% for 36 (55%) of the departments (median estimate=90%). Answers to the second question ranged from 10% to 100% of their students, with a median of 50%. Interestingly, these estimates were unrelated to department size, number of advising FTEs or student load per adviser FTE.

Requirements to See Departmental Advisers

Informants in 74% of the departments said that their majors are required to seek academic advising at some time in their academic careers. Figure 20 (based on all departments surveyed, including those with no reported requirements) shows that about half of the departments surveyed (52%) require students to see an adviser to declare a major (25% of the smaller departments, 61% of the average sized departments and 82% of the larger departments). Almost as many (46%) said majors need to see an adviser to apply to graduate. More of the larger departments and those with more adviser FTEs require their majors to apply to graduate (35% of the smaller departments; 48% of the average-sized departments and 73% of the larger departments). Fewer departments mentioned other types of required contact, such as monitoring or planning academic progress, including special senior projects and creating a study plan. Some informants mentioned that their departments require regularly scheduled meetings between advisers and majors, such as quarterly meetings, or meetings every Spring quarter to plan for the upcoming year. Some programs required students to seek advising at specific milestones, such as orientation, senior exit or junior year planning.
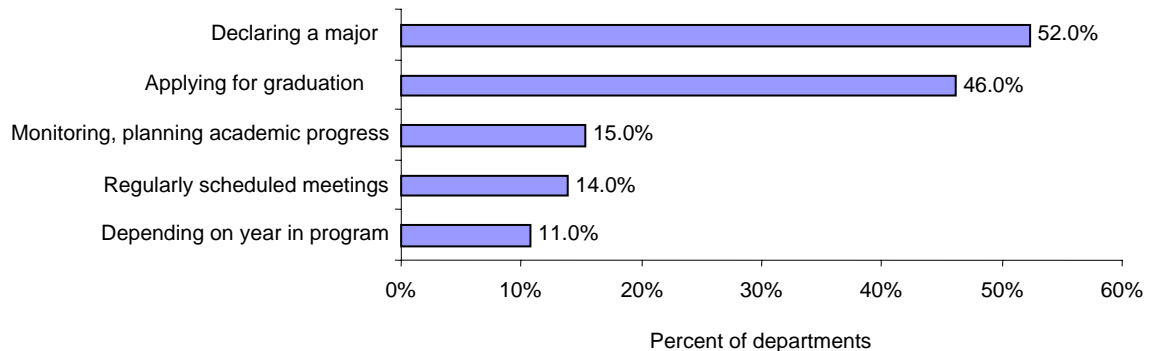
Figure 20. Relative frequency of departments' advising requirements for majors

Informants mentioned up to four advising requirements, a number that increases both with the size of the department (number of declared majors) and the number of adviser FTEs. Fewer of the departments that use faculty advisers require students to seek advising during their academic careers. (82% of the departments that do not use faculty advisers require students to seek advising, compared to 58% of the departments that do use faculty advisers.) Other configurations of departmental advising seemed unrelated to advising requirements, whether or not the department employs staff or graduate student advisers and whether or not advising is an adviser's sole function.

Summary

- Larger departments tend to place more requirements on their majors for seeking advising, especially to declare a major (about half of the departments overall) or to apply to graduate (also about half of the departments). These departments have more advising FTEs and are more likely to have staff who are wholly dedicated to advising. These departments are also somewhat less likely to employ a variety of advising strategies, perhaps suggesting the development of an "advising system" in these departments.

- Nearly all of the departments (92%) have a staff position responsible for some or all of the advising; 59% of the departments use only staff to perform official advising functions.

- About 30% of the departments use a faculty adviser, rarely as the sole advising resource, often for certain types of advising or certain groups of students. In general, whether a department uses faculty as official advisers seems to be related to the load this would place on the faculty members: smaller departments are more likely to use faculty advisers, as are departments with fewer advising requirements of their majors.

- Use of graduate students as advisers seems unrelated to any of the factors examined in this census.

- Some departments require majors to seek advising at various times in their academic careers, some require regular, ongoing consultation with a departmental adviser to plan or monitor academic progress, others require meetings to prepare for special events associated with progress toward degree, such as initial orientation or a senior capstone project.

THE DEPARTMENTAL ADVISERS – SURVEY

Participant Information

A total of 63 departmental advisers completed the survey. The first set of questions on the survey asked individuals to list their department. Figure 21 shows the proportion of general disciplines represented in the survey.
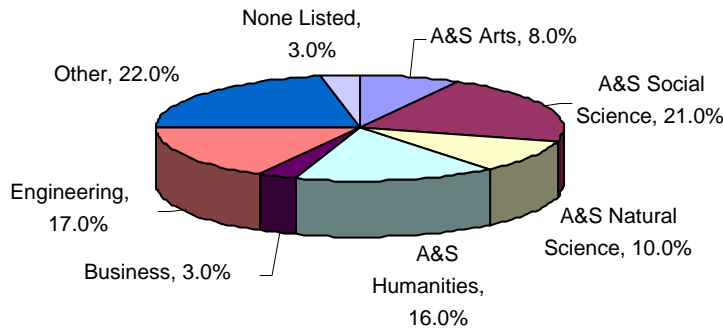
Figure 21. Percentage of colleges or disciplines represented in the survey

Using information from the departmental census, the departments were categorized according to their size. Figure 22 shows the proportion of small, average, and large departments represented. For a certain number of departments, size information was not available. In addition, several advisers answered this question by listing their college, not their department. These categories are also represented in the Figure.
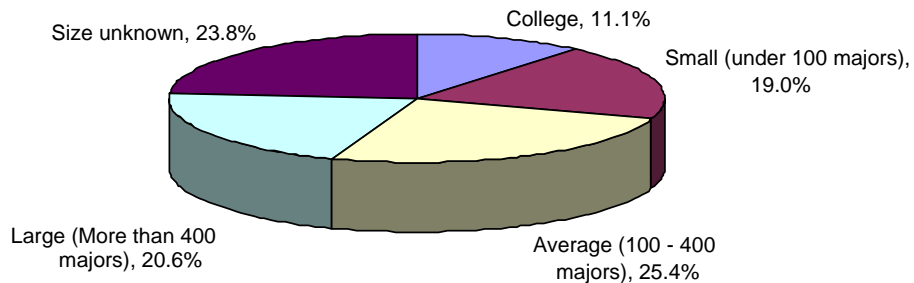
Figure 22. Size of departments represented in survey

In the second question, participants listed their title. These were coded according to six different categories. Figure 23 shows the proportion of different types of titles respondents listed.
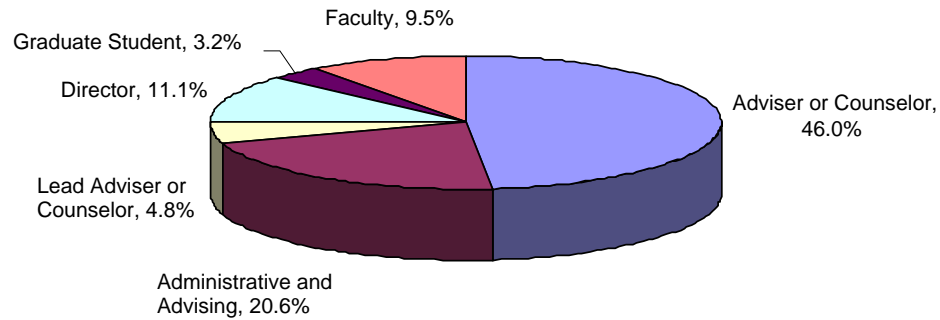
Figure 23. Proportions of different types of titles listed

Note that almost half of the participants were entirely dedicated to advising and a substantial proportion (20.6%) listed job titles, such as program coordinator, that involve both administrative and advising duties. Similarly, several individuals listed "Director" in their title, such as Director of Student Services; these individuals also have both advising and administrative responsibilities. Approximately one in ten survey participants were faculty advisers (one was a department chair and one was an adviser/lecturer).

The next two questions asked individuals to state how long they had worked in advising in general and how long they had held their current position. Figure 24 summarizes the data from these two questions. As an example, of the seven advisers who had worked 8-10 years in advising, three of them had worked 8-10 years in their current position, another three had worked 4–7 years in their current position, and one adviser had worked 1-3 years in his or her current position.
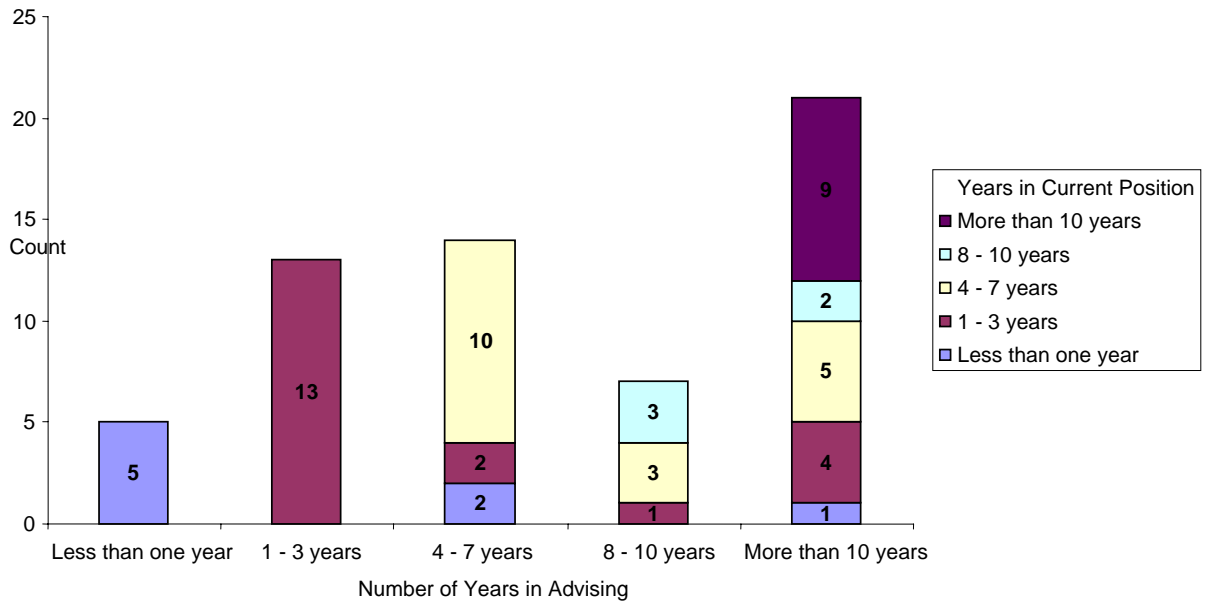
Figure 24. Number of advisers by years worked in advising and years worked in current position

One notable finding here is that one-third (21 of 63) of the surveyed departmental advisers have been working in advising for more than 10 years. The Figure also shows that there has not been a great deal of job changes for these advisers. Less than one-quarter of veteran advisers (those who had been in advising for 8 or more years) have been in their current position less than three years (6 of 28 or 21.4%). Overall, most departmental advisers (43 of 63, or 68.3%) had been in their current position as long as they had been in advising.

Finally, participants were asked if they work full-time (1.0 FTE) as an academic adviser. Almost two thirds (60.3%) indicated that this was the case. In a follow-up question, participants who worked less than full-time as an adviser were asked to indicate what percentage of their time was spent on academic advising. At total of 22 individuals (34.9%) responded to this question. Of these, ten said that 50% of their time was spent on advising, nine said that less than 50% was spent on advising, and three said they worked on advising more than 50% of the time.

Adviser Background and Training

To gauge the background of departmental advisers, respondents were asked to indicate how they had become academic advisers. Table 4 shows the categories of their responses, along with frequency and percentages (note that percentages do not sum to 100 because individuals gave multiple responses).

Table 4. How participants became academic advisers

Category of Response	Frequency	Percentage
Moved from another UW Position	34	54.0%
Degree in education, wanted to be an adviser	16	25.4%
Served as adviser at another institution	7	11.1%
Degree in departmental discipline	7	11.1%
Assigned by chair or other administrator	6	9.5%
Held a non-advising position that involved some advising duties	6	9.5%
Filled in for someone, then made permanent	6	9.5%
Taught at a community college or in K - 12	5	7.9%
Currently have another job title	4	6.3%
Graduate degree in another discipline	3	4.8%
Degree or background in mental health	2	3.2%
Other	4	6.3%

One important thing to note is that over half of the departmental advisers surveyed moved into their positions from other UW appointments. Most of these individuals came from advising-related offices, such as the Office of Admissions, the Office of the Registrar, or the Carlson Center, but a handful started as part-time lecturers or in non-advising positions. Six individuals said they started in a position that did not technically involve advising but, in reality, included advising responsibilities.

Another important point to note is that one quarter of these departmental advisers indicated possessing a degree in education. Many of these advisers noted that the advising position was very much in line with their career plans or that they had always wanted to be an adviser and received their degree in order to become one.

Adviser training

The following open-ended question asked participants to describe the training they received when they first became an adviser at the UW. Table 5 summarizes participants' responses according to certain major categories (None, Informal, Formal) and sub-categories. Note that percentages within each major category and across all categories do not sum to 100 because individuals listed multiple types of training.

Table 5. Type of training advisers received when they first started as an adviser at the UW

Category of Response	Frequency	Percentage
Little or no training	12	19.0%
None (stated by respondent)	4	6.3%
Nothing (implied), learned "on the job"	8	12.7%
Informal	42	66.7%
In department	26	41.3%
Outside of department	11	17.5%
Came in with knowledge, previous job	10	15.9%
Reading/online materials	3	4.8%
Formal	45	71.4%
New adviser training in Gateway Center	35	55.6%
Other workshops/seminars	20	31.7%
Adviser meetings	3	4.8%
National/regional conferences	3	4.8%

As the Table shows, some individuals stated that they received little or no training. Approximately one half of these individuals went on to describe either formal or informal training they received; however it is interesting to note that almost one in five departmental advisers initially characterized their training as minimal or non-existent

Individuals' responses were characterized as either informal or formal training. However, many individuals indicated they received both types of training. Specifically, only 15.9% gave responses that referenced only informal training they had received, 22.2% listed only formal training, and 46.0% listed both informal and formal training in response to this question.

Among the informal training departmental advisers received, most came from within their departments: from colleagues, supervisors, or the individuals whom the advisers were replacing. A few individuals also described informal training they received outside of their department, particularly from advisers in the Gateway Center.

The most frequently mentioned formal training was New Adviser Training provided by the Gateway Center. Over half of the departmental advisers surveyed (55.6%) listed this program as part of the training they received when they started as UW advisers. About one third of the departmental advisers listed other formal workshops they attended as part of their training; these included training on the DARS system and the student database as well as specific workshops sponsored by the Gateway Center. Two advisers mentioned the Adviser Education Program in response to this question.

Professional development

The extent to which departmental advisers engaged in professional development activities was the topic of several questions in the survey. First, respondents were asked if they had

attended any advising-related professional development activities in the past two years. Over half of the participants (65.1%) said they had, while 28.6% said they had not.

Participants were also asked to describe these professional development activities. Table 6 shows the categories of their responses with frequencies. Again, note that percentages do not sum to 100 because participants gave more than one response.

Table 6. Professional activities described by advisers

Category of Response	Frequency	Percentage
On campus meetings (e.g., APAC brown bags, All Advisers' Meetings)	24	38.1%
Workshops / conferences on campus	22	34.9%
Off campus conferences (e.g., NACADA)	17	27.0%
Computer training	5	7.9%
Courses	2	3.2%
Other	4	6.3%

The most frequently cited professional development activities were meetings held on campus, including the APAC (Association of Professional Advisers and Counselors) brown bags (these were mentioned in particular by 20.6% of participants). The UW All Advisers' Meetings and all college adviser meetings were also mentioned frequently. It is interesting to note that these meetings were also seen as important mechanisms for providing input into policy making (see section below).

Workshops and conferences on campus were also identified by quite a few advisers as part of their professional development activities. Many of these were topic-specific workshops. Below is a list of workshops that were identified by topic or name (Note: the numbers in parentheses indicate the number of individuals who mentioned that topic; if no number is listed, only one person mentioned that workshop).

- Tuition forfeiture (2)
- Evaluation of transfer credit (2)
- Honors college
- Career advising seminar
- "Dependable Strength"
- Time scheduling
- Diversity conference
- Internship
- Writing across the curriculum
- "When Doors Close, Windows Open" – advising students not accepted into competitive programs

In addition to the items summarized above, several questions throughout the survey addressed advisers' satisfaction with the amount of professional development

opportunities available. When asked to rate on a scale of 1 ("Not at All") to 4 ("A Lot") the extent to which they had opportunities for professional development, the mean rating from departmental advisers was 2.5; the mean rating for a parallel item about opportunities for career advancement was even lower (1.9). However, when asked to rate on a similar scale how important it was to have such opportunities, the mean ratings for professional development opportunities (2.9) and career advancement opportunities (2.8) were notably higher. This discrepancy might indicate that individuals want more such opportunities. When asked to explain their responses, one individual commented that he/she was unaware of any career advancement opportunities in his or her position.

In a final question, when asked to name two or three things that would improve advising, a sizable number of departmental advisers listed additional training and/or professional development activities. Some of these ideas included providing funding for professional development, such as conferences, additional seminars for advisers, workshops to discuss possible career advancement, additional training with the student database, and mentoring programs for new advisers.

Section summary

In summary, it appears that departmental advisers take advantage of the training and professional development opportunities available to them, and that many feel that these opportunities could be augmented. In particular, the question of career advancement is one that could be addressed more explicitly for departmental advisers.

Details of the Job: How Advisers Spend their Time

The first question in this section asked participants to estimate the number of students they see one-on-one per quarter. Figure 25 shows the frequency of responses to this question.
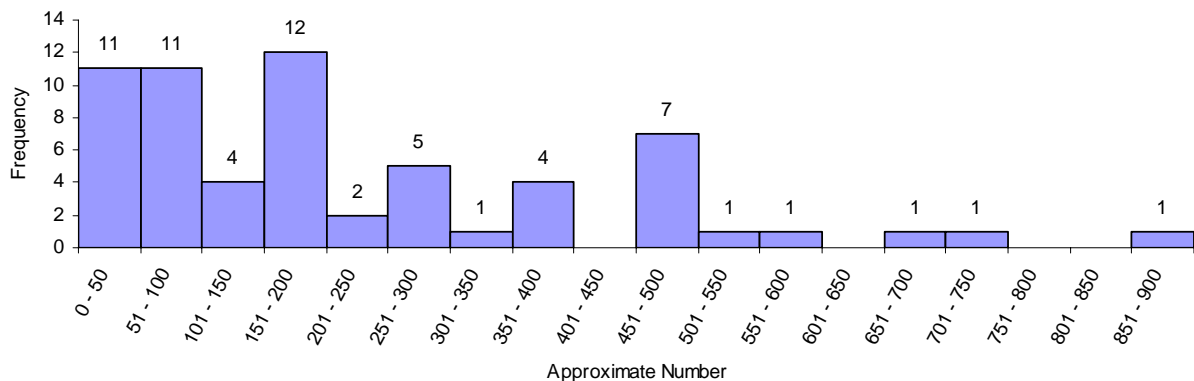
Figure 25. Number of advisers by undergraduates seen per quarter per adviser

Responses to this item ranged from 10 to 900, with a median of 200; note that the majority of advisers indicated that they saw fewer than 300 students in a quarter and all but 5 said they saw 500 or fewer students.

Modes of communication

The next question asked individuals to estimate the percentage of their student contact time across various possible modes of communication. Figure 26 shows how individuals distributed their time.
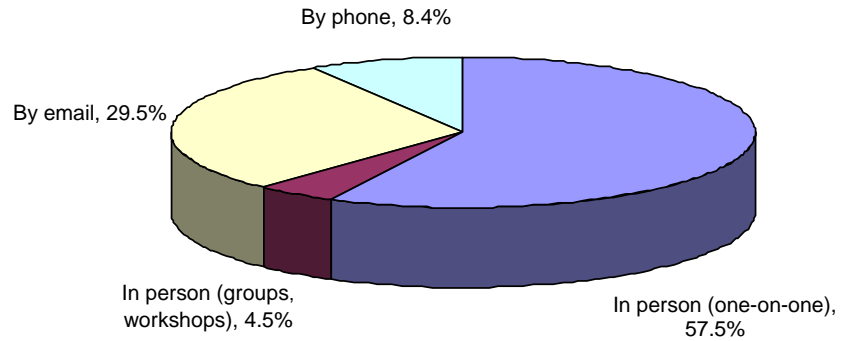
Figure 26. Percentage of time spent on various modes of communication

Note that these advisers most often use "In-person (one-on-one)" appointments and "e-mail" in communicating with their students. None of the departmental advisers reported using "Web chat" to communicate with their students.

Common topics in advising

In the next survey question, respondents were asked to select three topics that absorbed most of their advising time with students. Figure 27 summarizes the data from these items.
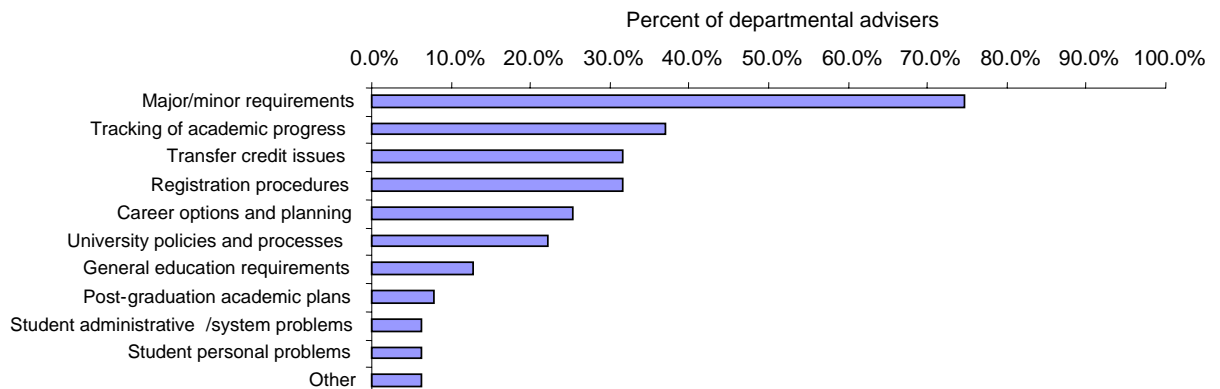
Figure 27. Topics on which advisers spent the most time when advising students (three selected per adviser)

One interesting point here is that talking about "Major/minor requirements" was by far the most frequently selected topic. "Tracking academic progress" was also selected frequently. Another interesting finding was that almost one third (31.7%) of departmental advisers listed "Transfer credit issues" as one of the top three topics they address with students.

When asked what percentage of time they spent directly advising students, there was a considerable amount of variation in these advisers' responses. Individuals' answers ranged from 10% to 95% with the vast majority of participants (76.2%) saying they spent 50% or more of their time directly advising students. The median percentage of time spent directly advising students was 60%.

Common activities in advising

The next set of questions addressed other activities in which departmental advisers most frequently participate. Figure 28 summarizes participants' responses.

Percent of departmental advisers
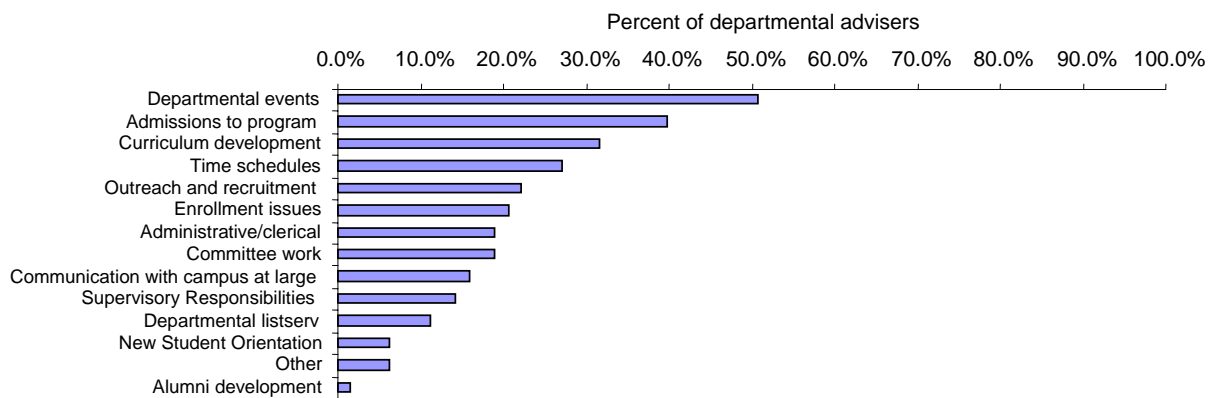
Figure 28. Other activities on which advisers spent the most time (three selected per adviser)

Not surprisingly, departmental advisers spent the most time on "Departmental events." However, the next two most frequently selected activities were "Admissions to program" and "Curriculum development."

Finally, respondents were asked to approximate what percentage of time they spent on these other advising activities. Responses ranged from 5% to 80%, with the vast majority of participants (81.0%) saying they spent 50% or less of their time on these other activities. The median percentage of time spent on these other activities was 27.5%.

Section summary

In comparison to activities of other types of advisers, these data seem to suggest that departmental advisers have a unique set of responsibilities. For example, the topic that consumes most of their advising time is "Major/minor requirements," a topic that might not arise as often for general advisers in the Gateway Center or Office of Minority Affairs. Similarly, non-advising time for departmental advisers appears to be specific to their

position: "Departmental events," "Admissions to program," and "Curriculum development" are most likely not prominent aspects of the job for Gateway, OMA, or SAAS advisers.

One specifically interesting finding is that 31.7% of departmental advisers list "Transfer credit issues" as one of their top three most frequently discussed topics. This is not surprising given that departmental advisers are closely involved in decisions about how transferring courses count towards major requirements. However, this finding points to other issues relevant to transfer students; particularly, it might be worthwhile exploring and possibly augmenting the role of departmental advisers in supporting transferring and potential transfer students.

Job Satisfaction

One set of questions on the survey was designed to assess advisers' satisfaction with their job and to collect information about what had helped or hindered them in effectively advising students. For the most part, job satisfaction was reasonably high. When asked to rate how often they found their job responsibilities satisfying on a scale from 1 ("Rarely") to 4 ("Usually"), over half of the surveyed departmental advisers (68.3%) responded "Usually." Responses to a follow-up open-ended question revealed that most advisers find the time they spend with students particularly rewarding. These comments not only had to do with the pleasantness of interactions with students, but the satisfaction advisers found from helping students answer questions, guiding them in the right direction, and "seeing students grow."

Factors that help departmental advisers in effectively advising students

Departmental advisers provided quite a number of responses to the question of what helps them perform their job. Table 7 shows participants' categorized responses; the percentages represent the proportion of total survey participants (63) who provided such a response. Note that these do not sum to 100% since most participants provided more than one answer.

Table 7. What helps advisers in advising students

Category of Response	Frequency	Percentage
Departmental support	45	71.4%
Network and community	29	46.0%
UW resources	16	25.4%
Adviser characteristics	7	11.1%
Easy access to information/resources	4	6.3%
Students	4	6.3%
Support from the college/school	3	4.8%
Other	6	9.5%

Departmental support was mentioned most frequently; this category included a variety of different types of support, including shared values with the department chair, clerical support, support/flexibility from their supervisors, etc. One interesting sub-category of departmental support, mentioned by 15.9% of survey participants, was that departmental advisers appreciated the level of autonomy and independence they were granted in advising students. In a sense, they were supported by the department being "hands-off" in their approach to supervising their advisers.

The network and community of advisers was also perceived as particularly helpful to these advisers in their jobs. Responses in this category addressed communication with other advisers (particularly those in the Gateway Center) as well as support from other advising-related offices, such as the Office of Admissions. As one individual noted, "I have found the university community to be very helpful and willing to answer my questions and/or suggest other resources."

University resources were mentioned by approximately one in four advisers as something that helped them in their job. These included online resources such as the Degree Audit Report System and information posted on the web as well as program resources such as the Career Center and the Study Abroad Program.

Factors that hinder departmental advisers in effectively advising students

Table 8 summarizes participants' responses to the question "What hinders you from performing your job effectively?" As with earlier items, the percentages represent the proportion of total respondents (63) who provided such a response.

Table 8. What hinders advisers in advising students

Category of Response	Frequency	Percentage
Over-extension	22	34.9%
Lack of communication/cooperation	16	25.4%
Technology challenges	11	17.5%
Bureaucracy	10	15.9%
Not enough resources/staff	6	9.5%
Not enough input into policy decisions	5	7.9%
Lack of respect/value for advising	5	7.9%
Other	13	20.6%

The most frequently mentioned concern was over-extension. Many advisers (34.9%) felt that they were over-burdened with tasks, and some mentioned that they were given new tasks or asked to do things outside of their job description. The lack of communication and cooperation was also mentioned by quite a few respondents (25.4%). Some of these comments had to do with general communication from and to anyone outside of the department (mentioned by seven respondents), consistency of information given to

students (5); and communication from the college or University about policy changes (4). The issue of communication is addressed further in a subsequent section.

For some advisers (17.5%) certain aspects of the technology they used impeded their job performance. These comments addressed, in particular, the cumbersomeness of the Student Database (4), the fact that the Degree Audit Reporting System is not easily accessible online (3), that technology is not used consistently by advisers (1), and that information can be difficult to find on the Web (1). This concern was echoed when advisers were asked how advising could be improved. Fourteen individuals (22.2%) suggested changes to existing technology services and/or possibly increasing the extent of online resources.

Another point of concern for some of the advisers (15.9%) was the amount of bureaucracy involved in their jobs. Specifically, several individuals mentioned that some policies were not applicable or fair to all students. Several comments also addressed the vast amount of paperwork involved in advising processes and the challenge of remembering all of the relevant rules and policies.

Section summary

Overall, the strongest theme in regards to job satisfaction is communication. Connections and networking among other advisers and advising units were seen as an extremely important source of support, and lack of communication across units was mentioned as an obstacle just as frequently. (The issue of communication will be explored more in-depth in a subsequent section.)

In addition, the issue of over-extension was a strong concern for departmental advisers. It seems possible that other concerns such as the bureaucracy and paperwork involved in the job as well as technology obstacles might contribute to these advisers' sense of feeling overworked. Moreover, a substantial number of these participants have administrative duties in addition to their advising responsibilities, and several commented that certain tasks or duties had been assigned to them, thereby expanding the scope of their job description. It might be worthwhile exploring the benefits of detailed job descriptions for departmental advisers, specifically for those who hold mixed advising/administrative positions.

It is also important to note that most departmental advisers are satisfied with their jobs. In particular, helping and communicating with students appears to be particularly rewarding for these individuals. The data also suggest that departmental support is vital to helping advisers do their jobs.

Evaluation and Recognition of Advising

One set of questions was designed to investigate the extent to which departmental advisers' work was evaluated and how excellence in advising was recognized in their departments.

Presence of process for evaluation and recognition

When asked whether excellence in advising was formally recognized and rewarded in their department or college, over one quarter of departmental advisers (27.0%) said "Yes." In a follow-up question, when asked to explain, 23.8% of the total sample mentioned formal recognition in the form of departmental awards, college awards (e.g., distinguished staff awards), or other recognition/rewards (e.g., APAC awards, time release or vacation granted by department chairs, University staff awards).

A similar proportion said that their work was formally evaluated by their supervisors; most of these individuals indicated that this assessment was done through their annual performance review. Table 9 summarizes the results from this question.

Table 9. How advising is evaluated in participants' departments

Category of Response	Frequency	Percentage
By students		
Departmental senior survey	12	19.0%
Informally through comments and feedback	7	11.1%
Other surveys	7	11.1%
Other methods	2	3.2%
By supervisors/administrators		
Annual performance review	17	27.0%
Informally through comments and feedback	8	12.7%
Supposed to be annually (nothing yet done)	5	7.9%
Other methods	5	7.9%
Advising not evaluated	12	19.0%
Generally informally/ad hoc	5	7.9%
Intending to do/want to do more	4	6.3%
Other	8	12.7%

Interestingly, over one-third of the 63 individuals (36.5%) mentioned ways in which their work was evaluated, formally or informally, by students. Twelve advisers mentioned formal student evaluation data they received from selected questions on their department's graduating senior survey. A handful of other participants mentioned other survey methods they had developed themselves, such as "an anonymous web form for students to provide feedback." One individual noted that attempts to implement a suggestion box had failed.

Lack of evaluation and recognition

In contrast to the results presented above, a certain proportion of individuals found no source of evaluation or recognition of advising in their departments. When asked whether excellence in advising was recognized in their department or college, 38.1% of survey

participants said "No." In an open-ended follow-up, a few (7.9%) went on to comment about the lack of recognition in their department: "If by 'formally' you mean some sort of award, written recognition or announcemnet (sic) at a gathering the answer is no. If it means regular and significant salary increases based on merit the answer is no."

Similarly, when asked how advising was evaluated in their departments, 19% said explicitly that it was not. A handful of individuals (4 or 6.3%) said they wished there was more evaluation of advising. In addition, some comments from the final question ("What two or three things could be changed to improve advising?") addressed increased evaluation (7.9%) or rewards/recognition (9.5%). Finally when asked to rate on a scale of 1 ("Not at All") to 4 ("A Lot"), the extent to which they received information on student satisfaction with advising, the mean rating was 2.5 (between "Some" and "A Moderate Amount"). However, when asked to rate on the same scale how important this information was, the mean was substantially higher (3.5: between "A Moderate Amount" and "A Lot").

Section summary

Responses to a set of questions about evaluation of advising and recognition of advising excellence were mixed among the departmental advisers. Some individuals mentioned ways in which their work was rewarded and evaluated while others indicated that there were no such mechanisms in their department. The variance in these responses might stem from differences across departments, including size of department and variation in the value attributed academic advising.

Taken as a whole, the data suggest that departmental advisers receive a moderate amount of recognition and information about student satisfaction, but there is generally a need and desire for additional evaluation and rewards.

Communication Across Advising Units

A set of 10 questions on the survey addressed communication between departmental advisers and (1) advisers in other departments or colleges; (2) advisers in the Gateway Center; (3) advisers in the OMA Counseling Center; and (4) advisers from Student-Athlete Academic Services.

Different levels of communication across units

For departmental advisers, the strongest connections were with advisers from other departments and from the Gateway Center. When asked to rate on a scale of 1 ("Not at All") to 4 ("A Lot") the extent to which they had had contact with each of these advising units, mean ratings were higher for other departments and the Gateway Center than they were for either the OMA Counseling Center or the Student-Athlete Academic Services. Figure 29 shows participants' responses to these items.
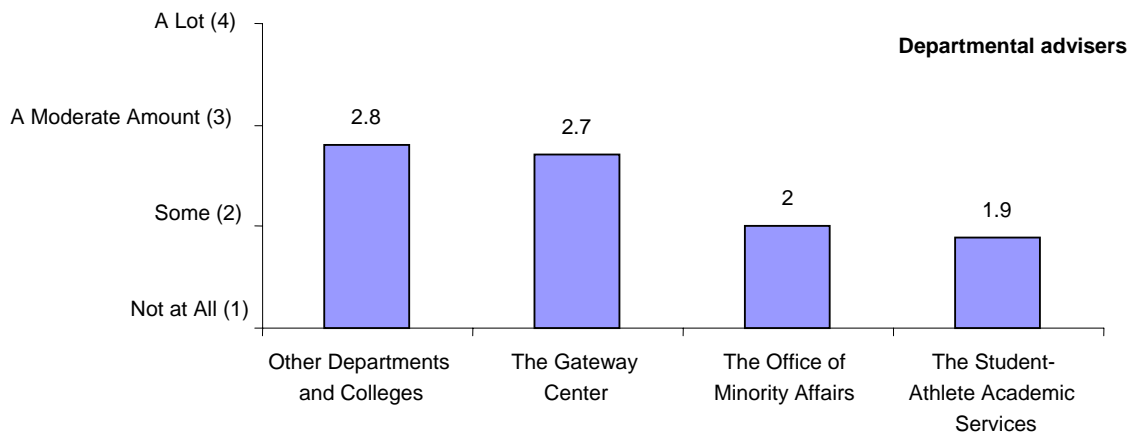
Figure 29. Mean ratings by Departmental advisers of contact with ...

Responses to a follow-up open-ended question asking for further explanation revealed that advisers generally contacted the latter two units only as needed on a student-to-student basis; whereas their contact with other departments and the Gateway Center was broader, including inquiries about general policies and procedures as well as requests for advice.

The differences between communication with other departments/the Gateway Center and the OMA Counseling Center/SAAS are not surprising considering that the latter two departments serve a small subset of students. It is also important to note that one of the most frequent responses (15.9%) to the open-ended question was that departmental advisers contact all other advising units only on a student-to-student basis. Hence, the standard mode of communication outside of departments might be on a student-to-student basis, with broader communication to the Gateway Center being an exception to this standard.

The heightened amount of communication between various departments might have to do with affiliation by discipline. In response to the open-ended follow-up, 14.3% of participants said that they communicate with advisers from related departments. Some of these individuals had contact with other departments in their college (e.g., College of Engineering); others mentioned affiliation groups, such as the environmental advising group, as their primary mode of communication with advisers outside of their department.

Quality of communication and coordination across units

In terms of the quality of communication and coordination of information and services, responses were somewhat mixed. On a scale of 1 ("Poor") to 3 ("Excellent"), mean ratings for each of the four types of units were approximately 2.00 ("Good") or slightly lower. Figure 30 shows mean responses to these items.
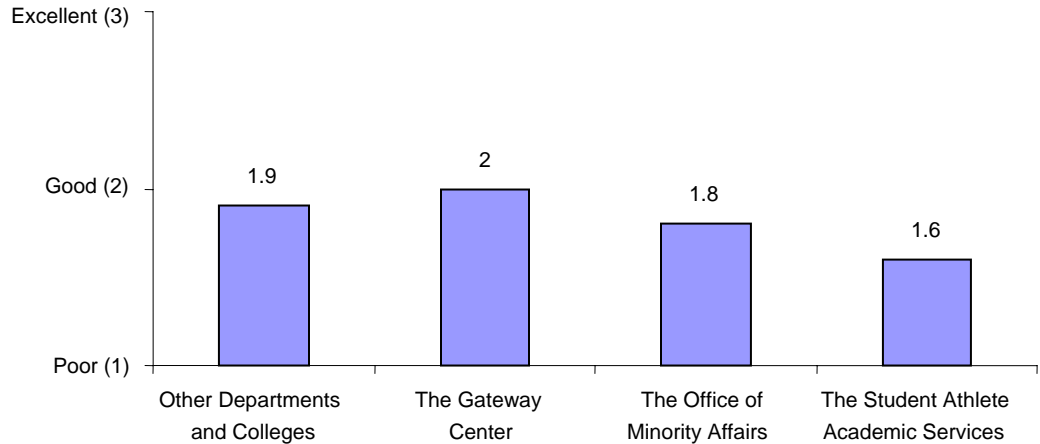
Figure 30. Mean ratings by Departmental advisers of coordination of information with
...

In response to an open-ended follow-up, five respondents (7.9%) had positive things to say about the level and quality of information with advisers on campus in general. A somewhat greater number of respondents (11.1%) made positive comments about their coordination with other departments, with a few mentioning the benefits of working with affiliated departments on a joint project (e.g., recruitment during Dawg Daze).

There was also a certain proportion of respondents who expressed some concerns about coordination of services. In response to the open-ended prompt, seven individuals (11.1% of the entire sample) expressed specific concerns about the lack of communication flow. Two of these individuals said the lack of communication was directly related to workload and/or over-extension. Four others mentioned the fact that policies and procedures were not adequately disseminated, leading to occasional misinformation of students. One adviser expressed some frustration at being underutilized as a resource:

> *How are we supposed to know what we don't know? ...Finding out something from students is not a good way to operate. We are in a key position to understand both student and faculty positions, but are often not asked except in a perfunctory way.*

These concerns were echoed in responses to the following question: "What are the two or three most important things that could be changed to improve academic advising and the UW?" Over one-third of the 63 departmental advisers (38.1%) mentioned increased communication or coordination across units as something that could be improved. The most common statements were concerned with: (1) communication of policies from the university, college, and/or department to advisers and (2) consistency of information across units. Similarly, when asked what hinders them from performing their duties, almost one quarter of advisers mentioned similar issues having to do with communication across advising and other administrative units.

Communication among advisers and administrators

The first three questions in this set asked advisers whether there were formal mechanisms for providing input on policies at the departmental, college, and university levels. Figure 31 summarizes participants' responses to these three items.

Percent of departmental advisers
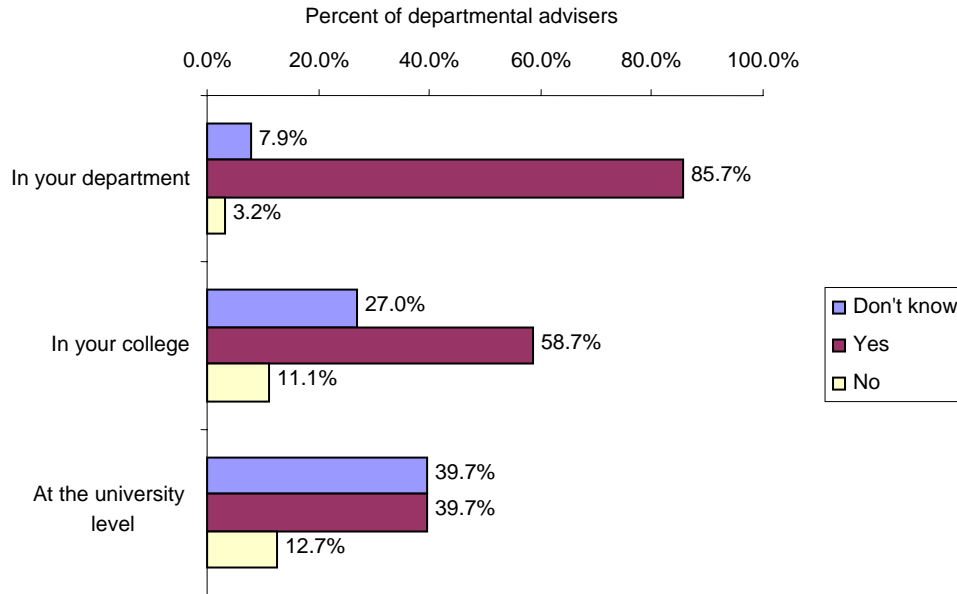
Figure 31. Formal mechanisms for providing input on policy decisions ...

Across all three questions, only a small number of advisers said, "No" (3.2%, 11.1%, and 12,7% respectively). While many individuals said "Don't know," at least the same number or more said "yes." In particular, the vast majority of departmental advisers (85.7%) indicated that these mechanisms were in place in their departments. Similarly, when asked in a previous question to rate on a scale of 1 ("Not at All") to 4 ("A Lot") the extent to which they had input on departmental decisions, the mean rating was 3.3. Taken together, departmental advisers appear to generally feel included in policy making, particularly at the department level. A few individuals expressed some concerns about not feeling a part of the decision-making process, but they were in the minority.

Mechanisms for providing input

When asked to describe some of the formal mechanisms for providing such input, most departmental advisers (46 of 63 or 73%) were able to name at least one, and many (37 of 63 or 58.7%) mentioned more than one. Table 10 summarizes the categories of responses. Note that the percentages presented do not sum to 100% because individuals gave multiple responses.

Table 10: Mechanisms for providing input at the department, college, and university level

Category of Response	Frequency	Percentage
Within department		
Committees	26	41.3%
Meetings	10	15.9%
Direct interaction one-on-one meetings	9	14.3%
Work collaboratively within department	4	6.3%
Other	3	4.8%
Within college		
Committees	14	22.2%
Meetings	7	11.1%
Direct interaction, one-on-one meetings	2	3.2%
Other	5	7.9%
University level		
Committees	12	19.0%
Other	8	12.7%

Of these, the most frequently mentioned mechanisms were committees (41.3%) and meetings (15.9%) within the department. The list of different committees and meetings were as follows (the number of people mentioning each type is presented in parentheses):

Committees

- Curriculum (18)
- Admissions (9)
- Undergraduate program committee/undergraduate education committee(7)
- Scheduling (2)
- Undergraduate academic affairs (2)
- Diversity committee (2)
- Executive Committee (2)
- Web development
- Educational Policy committee
- Graduate education committee

Meetings

- Faculty (5)
- Advisory board (2)
- Staff meetings (2)
- Departmental retreats

It is important to note that several respondents mentioned that they were not voting members of these committees or meetings, but served an advisory role. Something that

stands out from this list is that quite a large number of departmental advisers said they serve on curriculum and admissions committees.

At the college level, committees/task forces and meetings were also mentioned most frequently (22.2% and 11.1%, respectively). Among the types of committees mentioned were steering committees (mentioned by four people), undergraduate learning, mission writing, School of Art Council, curriculum committees, and the Education Policy Committee in the College of Engineering. The most frequently mentioned meetings were the Arts and Sciences Adviser meetings held by the Assistant Dean and the College of Engineering advisers meetings.

At the University level, committees were mentioned most frequently (19.0%). These included the newly formed Undergraduate Advisers Council (mentioned by five participants) and the Satisfactory Progress Committee (listed twice) as well as adviser representation on the faculty council.

Interestingly, for each level of policy-makers (departmental, college, and University), a handful of individuals commented that they felt comfortable making personal contact with individual policy-makers if they had a concern. This was mentioned fairly frequently at the departmental level, with 14.3% of advisers saying they could talk to their chair or supervisor who would then communicate to higher-ups. Several individuals also pointed out that they worked very closely with the chairs on several different aspects of undergraduate education in their departmental level. At the college level, several individuals mentioned the Assistant Dean in the College of Arts and Sciences as someone who would listen to and respond to their concerns and suggestions. At the University level, at least one individual suggested that an e-mail to the President was one mechanism for input on policy decisions.

There was a minority of departmental advisers who felt that they did not have enough input on policies. When asked in the final question of the survey what two or three things could improve advising, 12.7% mentioned increased input on policies as one aspect that could be changed. However, five other issues were listed more frequently in response to this question. Similarly, a small portion of advisers (7.9%) indicated that not having input on policies was something that hindered them from performing their jobs effectively. Again, a consistent minority of departmental advisers felt that the lack of input on policy making was a pressing issue.

Section summary

The above findings, collectively, suggest that there is a fairly healthy amount of communication between departmental advisers and advisers in other units (particularly other departments and the Gateway Center), and that most of this communication involves questions and advice on a student-to-student basis. Communication about general policies and procedures, particularly when policies change, appears to be somewhat lacking. One adviser had an interesting comment that summarizes this need: "The conversations that are missing are the ones in which we discuss issues that are

common to all advising offices and all students and decide on some consistant (sic) approaches or solutions."

In terms of mechanisms for providing input, departmental advisers appear to feel they are part of decision-making processes, particularly within their department. Committees, meetings, and one-on-one communication were all mechanisms by which these advisers felt their voices were heard. It is important to note, however, that there was a consistent minority who felt disempowered and wanted more of a voice in policy making.

THE DEPARTMENTAL ADVISERS – INTERVIEWS

The Office of Educational Assessment (OEA) conducted interviews with thirteen departmental advisers. We asked questions about the structure and practice of advising in their departments and about the issues that advisers believed need attention. OEA researchers took detailed notes during the interviews in addition to audio taping and transcribing them. Notes and transcripts were analyzed inductively to identify themes that emerged across interviews.

Participants in these interviews represented large and small academic departments. Some have worked as advisers at the UW for several years; others are relatively new to the job. Analysis shows that participants are in remarkable agreement, both in their descriptions of their work and in the issues they identify as important.

The Structure of Departmental Advising

Interviewees agreed that there is no single structure applied universally to departmental advising. The titles of staff doing departmental advising, the proportion of their time allotted to this activity, the proportion of time they actually spend on advising, what they do under the rubric of "advising," and, finally, whether they do it alone or with others varied widely from one department to another. As one adviser said, "…as we noticed just in introducing ourselves around the table, advising is different for every single one of us."

Some departmental advisers spend 25% of their work time doing advising; others have a staff of three full-time advisers to assist them in advising duties. Furthermore, some advisers seem to perform a wide range of clerical and administrative departmental work from answering phones to organizing and putting on career fairs for majors. The rule seems to be that departmental advisers advise students and do whatever else the department needs or asks them to do.

The only universal in departmental advising is that all advisers are asked to make sure that students understand what they need to do to graduate in that major. This makes it necessary for most departmental advisers to "wear a lot of different hats," as one adviser put it.

The Work: Many Hats

Advisers reported experiencing many different kinds of demands coming at them every day. All departmental advisers, whether full- or part-time, whether working in large or small academic units, have to keep current on changing rules, policies, and requirements and ensure that students inside and outside the major understand them. Beyond this commonality, advisers' duties depend upon the departments in which they work. All, however, reported wide ranging demands, and accomplishing this wide variety of tasks becomes even more difficult when advising resources in a department are few.

Several advisers felt that this need to wear many hats was caused by no clear departmental advising mission. As one adviser said:

> *I think that probably all advisers are wearing multiple hats at some level. I don't feel, in our department, that we have a very clearly defined mission for advising – anything that has to do with students gets sent down to us. And that's okay in terms of having one office to do that but where that fits into defining the learning goals of the department and defining the mission and defining the relationship of the undergraduate to the graduate program and to the college level responsibilities verses departmental responsibilities…this part is not as clear to us.*

According to other interviewees, the departmental advising mission seems to change based on a number of factors, including:

- faculty needs
- student needs, as this adviser said:

> *There's not one track that people go in and stay on. There's multiple tracks. So that the purpose and mission of anyone in advising capacity is radically different depending on what the student plans to do with it.*

- departmental resources.

Furthermore, because the departmental advising mission is not clear, advisers said that it was not always apparent how to prioritize demands.

In addition, advisers reported that over time, new hats have been added to those the advisers are expected to wear, but no new resources have been added to help them with these additions. As one adviser put it:

> *The whole student services aspect of things…has bubbled up to the surface in the last ten years. Internships and career fairs and even connecting to the community and connecting with your alums and all that [work that] others are talking about, these were not things that were part of any department ten years ago. When they did come into play they almost always popped into the advising segment of most departments because they dealt with students and it seemed like that might be a good place for them to be. This is one of the issues I have too. It's not so much about the mission as it's about how things have changed dramatically but we haven't seen any additions in staff. We haven't seen any additions in salary. We haven't seen any additions in how we're supposed to handle this or any of those kinds of things. It just sort of grew organically and now we're trying to control it.*

An example of a policy change that has affected departmental advisers' workload is the revised requirements for students transferring to the UW. These changes directly impact departmental advisers because the new regulations encourage students to enter the UW as majors (i.e., applying to the UW and the department simultaneously). One participant said this about the transfer issue:

> *We do have to wear many hats, and now that the university is switching to a transfer by major program, we're having to spend a lot more time talking*

to prospective students, making sure they're ready for their major because they don't know what it means to be ready….and all the outreach stuff we're doing and the career stuff….

Improving Advising at UW

Interviewees made the following suggestions for improving the UW advising structure:

Focus and prioritize the mission for advising across campus while recognizing that the needs of departments and advising units will and should differ.

I think it's important to understand that either if it's a small group that I'm advising [or one that's] campus wide, what's our purpose. For me, I might have a very different intent as an adviser working with a student. Is our purpose just disseminating information, is it academic support, is it multicultural sensitivity, is it all of those things? Who decides? What kind of say do we have as advisers in that decision, that's a huge piece for me and I feel like until we narrow that down as a community, a lot of things could change.

Provide advisers with better training that gives them a clearer sense of the work of other advising groups on campus. One adviser mentioned the benefits of being trained to speak about related majors, and mentioned the environmental programs' advising group (this group also came up later in the conversation). As one adviser said:

I was wondering how much training did anybody have in the department. Zero? None? I walked in and they gave me the codes to the computer and that's what I had. It's once a year and it's not necessarily departmental.

Streamline processes. Advisers interviewed mentioned inefficient processes as adding to the challenge in their workloads. Both of them referred to "210 credit rule" as an example. According to this policy, students are expected to graduate with 210 credits or less. If their cumulative credits meet or exceed 210, a hold will be placed on their registration (i.e., they will not be able to register for the following quarter's classes).

I would have to say inefficiency. What I mean by that is that if a student goes over his approaching 210 credits we have to fill out a form and have the student explaining why she has that many credits and that she is making progress and she is going to graduate in x number of quarters. But we have to do that even if there is a graduation application on file, which is basically the same thing. So we have two sets of paper work. The whole process of the time schedule and getting any class on the books, it just seems like it takes more time than it really needs to and so I just feel like my time is not managed.

I spend a heck of a lot of time on paperwork that is unnecessary. I had a student with a registration hold today, 210 hold, and I have to fill out a department form that says what their graduation plan is. I have to email the graduation office to tell them to please remove the hold, and I have to do a graduation application. I have to do three things to get this one hold removed. They all serve the exact same purpose and yet we have to do them. There's little things like that that are just stumbling blocks in

students' way to the point of graduation and it would be nice if there was a way to streamline a number of the processes we have at the university, so we don't create unnecessary paperwork and reports.

Give advising more resources. Several advisers pointed out that lack of resources influences delivery. One adviser spoke of this issue in terms of the administrative decentralization of problems, using the 210 rule change as an example. She pointed out that putting this problem in the hands of advisers added a burden to their workload without adding resources. As one adviser put it,

> *That makes perfect sense sociologically that that stuff would fall into a group that, relatively speaking, doesn't have the opportunity to say 'I don't want that stuff' or 'Give me more money to do that stuff.'*

Involve advisers in decisions that affect them. Again offering the 210 rule as an example, one adviser said this:

> *Nobody asks us our opinion about how to best handle situations that deal with students. We found out about the 210 rule 10 minutes before the students did, right? We all got a little email 10 minutes before the students saying 'You're going to be having to do this for the rest of your life and here's what you do.' So not only are we stuck with this bureaucracy, we are stuck with how do we deal with it and oh by the way how are our colleagues dealing with it? And are we going to be at odds with each other? Is there going to be some sort of saneness about the way we think about this and deal with it with students? We never had a chance for that.*

Foster better communication. Departmental advisers spoke of the need for better communication between the OMA, Athletic Services, the Gateway Center, and departmental advisers, as well as between departmental advisers and potential transfer students. Currently, the only two formal tools to facilitate communication across advising units are the advisers' listserv, which functions like a bulletin board of current changes, and the twice annual all-advisers' meetings. Advisers felt that these two venues are not doing the communication job necessary for effective advising. As this participant commented,

> *…the bigger piece is to have advisers communicating across campus better. By that, I mean, the OMA and the Gateway and departmental advisers specifically. I think that there's just a huge disconnect. The big piece is communication and understanding what the differences are between the offices.*

Advisers interviewed said that not only would better communication improve their work lives, but it would also help them better serve students' needs. One adviser said that students want to experience "a more cohesive group, something that's not divided up. I think the student is looking for a seamless approach to advising…consistency and accessibility and information." Agreeing with her, one adviser pointed out that students sometimes are given inconsistent information from advisers—all of whom were doing their jobs:

Or sometimes students get advised one thing by the faculty and then a different thing by me and by OMA and then a different thing by the Gateway Center. You can look at each of these situations and it might depend on what the student is saying, it might depend on how the adviser is listening, it might depend on the goals of the faculty. There's really no way you can point out "here's the problem and I think one way that you can solve that is better communication so that we really know where everybody is.

Interviewees gave examples of students who had been "caught" in this communication gap.

When asked about solutions to these communication issues, advisers made the following suggestions:

- A structure that includes a Gateway adviser first and then a departmental adviser may be a good one, but students need to understand that structure. It needs to be mentioned explicitly as part of orientation, for example. In addition, it may be possible to use other existing organizations to get information out to students

- Several advisers mentioned organizing advisers into small interdisciplinary or affinity groups that would improve their understanding about others' work and help them get better information to students. Currently, a group of advisers from 10 different departments offering environmental majors have been meeting as a group so that they can provide better advising services to students interested in environmental majors. In addition, a similar "arts link" is in the discussion stage. One adviser described how this worked with the environmental group:

  …something that has really helped us is the environmental advising group. It really helped with communication. It's ten or so environmentally related programs on campus. We meet every quarter, and we plan events together. For example, we get a collaborative event where we are recruiting together. We have information sessions once or twice a quarter. We're trying to get the word out there that there's environmental programs on this campus and we really talk about other people's programs—biology, geology, oceanography. So we have a list of people. We've really involved our Gateway liaison so she's always updated. She knows our programs really well. She works with us on a regular basis and that's really helpful. OMA, on the other hand, I feel like I have a responsibility to reach out. I've gone and talked to them at their staff meetings and have given them brochures and things like that.

- One adviser felt that upon arrival students should be given an advising contact:

  I think it's just a big system. And for the individual in the big system, it's almost too much. There needs to be a way for that person to link onto somebody and they need to be linked throughout the entire time they're at the university whether it be you start with me and I'll point you to the departments and specific advisers that you need to talk to verses just FYI, there's an info session on a major or here's advising/counseling if you need it. I think students really need to have specific contacts…

- Advisers mentioned that Gateway liaisons to departments are usually very helpful. However, some advisers felt that the student advisers in the Gateway Center do not always fully understand departmental majors.

- Several departmental advisers interviewed believe that the nature of the position of the Director of Advising was "reconfigured" or changed from one that was more connected with the advising community to one that is "much more directed upward toward undergraduate education and the relationships with the administration". Now there is a perceived 'gap" in support for the advising community with much less visible support for the departments. They would like to see a more "powerful representative" who is "involved in both the administrative policy end of things but who is much more involved in campus-wide work with the advising community".

- Some advisers pointed to the work of an undergraduate advisory council, but they did not seem to know what this group is or what it does. Even a council participant was unclear about the group's purpose:

    There's a new group on campus called the undergraduate advising counsel or advisory counsel. I'm a rep. I think there are 11 or 12 reps from these larger groups and we've had three meetings now, once a month, and I don't really know why we're there. I asked that question at the first meeting— what was our purpose as a group.

Departmental Advising and Diversity

Departmental advisers were asked about their role in the diversity mission of the UW. Advisers interviewed expressed a commitment to diversity, some saying that the issue of diversity belonged with all departments, rather than to "fall on one office" (i.e., the Office of Minority Affairs). Interviewees felt they had not been included in the recent campus-wide conversation about diversity. As one adviser said: "They put on the website there's a diversity appraisal site. They sent out emails to departments to give an appraisal of diversity efforts within those departments. The one thing that shocked me is that advising was never talked about."

In addition, the advisers interviewed discussed problems they experienced because of the distance between advising in the Office of Minority Affairs and advising in the departments. One adviser expressed the concern that under-represented minority students are being channeled into some departments and discouraged from others. Other advisers expressed the need for earlier contact with under-represented minority students so that they can help those students take advantage of departmental resources and programs. However, departmental advisers noted that many under-represented minority students are advised in OMA during their first two years and often return for general education advising even after they have declared a major. One adviser pointed out why students might want to spend more time talking with OMA advisers than those in the departments:

    …all of the advisers at OMA have a more holistic approach to advising so they're talking not just about 'what class do I need to take next,' they're talking about 'how's things in the social situation? are you meeting people?

do you have enough money?'—all of these other things. That's very comforting and very useful for a student and very hard to give up to go off to one of us who has 10,000 students and no time and really has to limit it. So in a way we don't have a payoff after they've gotten that much attention.

Interviewees felt that students would benefit from better communication and connections between departmental advising and OMA. One adviser commented that such connection would help foster a sense of connection among students:

We're separated from OMA. We're separated [from] sports. We're separated in these departments. We're separated at Gateway and ultimately that's what the students, how they come to think of themselves – separate, different.

Finally, one adviser mentioned that diversity means a range of differences, not just variation in ethnic backgrounds.

Effectiveness in Meeting Students' Needs

In their response to this question, advisers focused on the importance of the interaction between the student and the adviser if the student is to get her needs met. They seemed to agree that advising at the UW is as effective as it can be given an environment of constantly changing rules and limited resources. Some advisers interviewed pointed to the advantage to students of having many long-time advisers on staff, who know how the system works and where to find information. Interviewees pointed out the student's role in making advising effective. One adviser said that advising was "as effective as the student's initiative. The students who ask the most questions are the ones that leave here happiest and have taken the most advantage of the services." As another adviser put it:

We're at our best when they ask us the right question. We're at our worst when we're trying to figure out what they really need and what they really want. I think once they're in the department I would give us an A- for the most part. But before that I think we have some issues and then I think the other place we have issues is where on big large campus-wide issues like the 210 where we don't get together then I think we're a C for all of our students.

THE STUDENTS - SURVEY

Participant Information

The 1,123 respondents were primarily women (61%) and somewhat over-represented the upper academic classes (Figure 32). At the time of the survey, respondents had earned an average of 103 credits. Very few respondents were student-athletes (8 respondents). Most (94%) were full-time students and a fair number (13%) were EOP students. About one-third (35%) were transfer students.
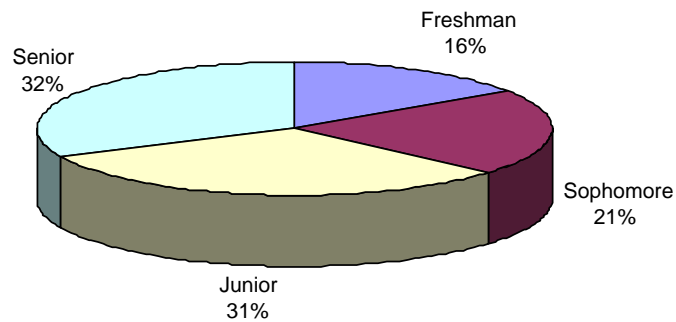
Figure 32. Proportion of different classes represented in student survey

Student Use of Advising

Figure 33 shows that 12% of the respondents hadn't met with an adviser since enrolling at the UW, and 45% reported that they were not currently working with an adviser but had done so in the past. In contrast, 41% said they were currently working with one or more advisers.
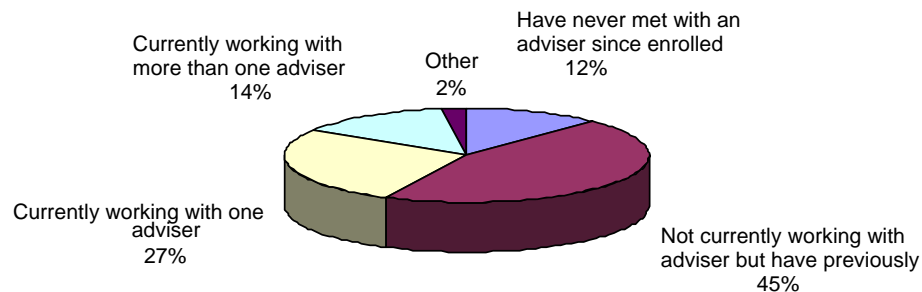
Figure 33. Student use of academic advising at the UW

Freshmen and sophomores made the least use of advising, in comparison to juniors, seniors, and transfer students. About half of those who had never met with an adviser

were freshmen (52%), and another one-third were sophomores (31%). Conversely, three-fourths (77%) of those who are currently working with one or more advisers were juniors or seniors. Only 8% of those who have never met with a UW adviser are transfer students; whereas transfer students constitute 48% of students who are currently working with at least one adviser.

Figure 34 shows how often students use paper and web-based advising resources for academic planning. [9]
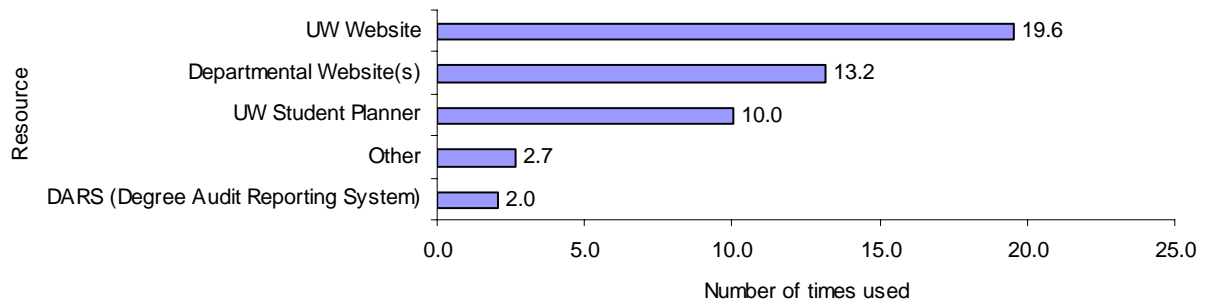
Figure 34. Frequency of use of each resource during Fall quarter 2004

Further analysis reveals that those who are currently working with more than one adviser also make the most frequent use of DARS and the UW website. Students who have not met with an adviser appear to use the Student Planner more frequently, but this difference did not reach statistical significance.

The use of paper and web resources also differed according to undergraduate year, as presented in Table 11.

Table 11. Frequency of use of UW advising resources by class level

	Freshman	Sophomore	Junior	Senior
UW Student Planner[1]	20.1	10.7	10.1	4.6
DARS (Degree Audit Reporting System)[1]	1.2	2.0	2.0	2.4
UW Website[1]	22.0	21.2	20.2	16.7
Departmental Website(s)	13.1	14.5	12.8	12.7
Other	3.3	2.2	3.5	1.8

[1] Significant differences across class were found using one-way Analysis of Variance ($p < .05$).

Table 11 shows that freshmen use the UW Student Planner and the UW website more often than seniors, and that seniors use the DARS system more often than freshmen. In an open-ended, follow-up question, students were encouraged to share any "Other" resources used in their academic planning. A total of 128 students responded. The main

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[9] To create the interval level values displayed on Figures 32 and 33, the original categories (e.g. "Once a month" or "Once or twice") were converted to numeric values (the mid point of ranges, when a range was given, or 150% of maximum for the maximum category "more than 10 times").

themes, in order of frequency, are shown in Table 12. As indicated in the table, web-based resources such as email, MyUW, and course and departmental websites were frequently mentioned as resources for academic planning.

Table 12. "Other" resources for academic planning

Category of Response	Frequency	Percentage
Email / MyUW / WebPine	36	28.1
Advisers, advising centers	20	15.6
Advisers, departmental	17	13.3
Course websites	14	10.9
Departmental / UW websites	10	7.8
Library	7	5.5
Other, less frequent	24	18.8
Total	128	100

An additional question asked students how many times in the previous quarter they had asked various individuals for advice about advising. The results are summarized in Figure 35.
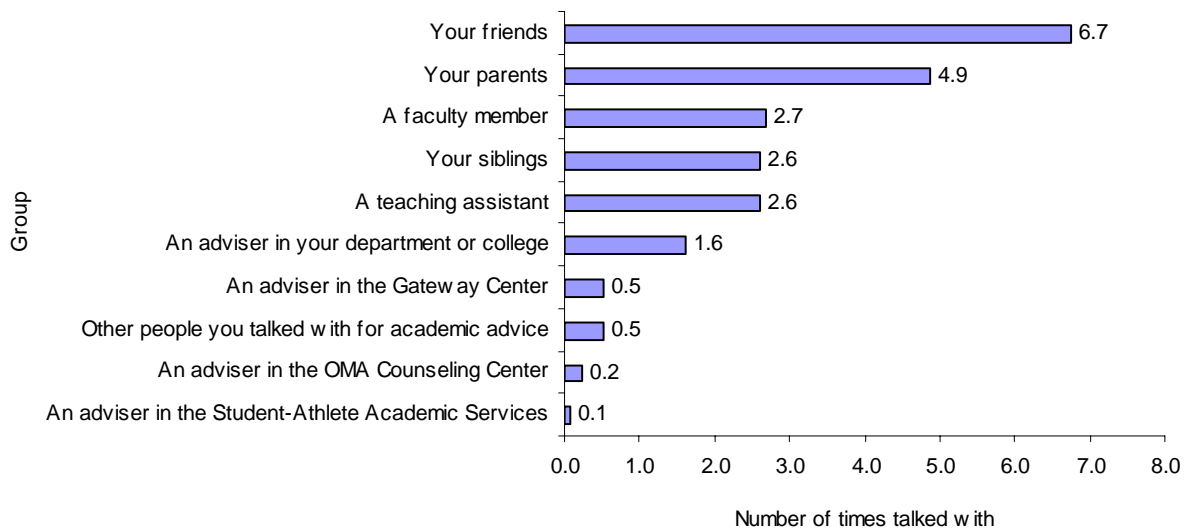
Figure 35. Frequency of conversations regarding academic advice during Fall quarter 2004

One important observation from Figure 35 is the relatively high frequency of conversations with faculty members. This source of advising was the third most frequently mentioned: less frequently than family and friends and more often than people serving in an official capacity as an academic adviser. Equally important is the relatively high frequency with which students conversed with teaching assistants about academic planning.

In addressing "Other" human resources for academic planning, 77 students provided a wide-range of alternative resources for academic planning. The main categories of responses, in order of frequency, are shown in Table 13.

Table 13. "Other" human resources for academic planning

Category of Response	Frequency	Percentage
Spouse	19	24.8
Friends, fellow students, etc.	8	10.4
Employer, coworkers, etc.	8	10.4
Boyfriend/girlfriend	7	9.1
Family member (other than spouse)	6	7.8
High school teacher/counselor	3	3.9
Other, less frequent	26	33.8
Total	77	100

Further analyses revealed variation in the source of academic advice, according to academic year as shown in Table 14.

Table 14. Mean number of times advising resources were used during Fall quarter2004, by academic year

	Freshman	Sophomore	Junior	Senior
An adviser in your department or college[1]	0.9	1.2	1.8	2.1
An adviser in the Gateway Center[1]	0.5	0.8	0.5	0.4
An adviser in the OMA Counseling Center[1]	0.4	0.4	0.2	0.1
An adviser in the Student-Athlete Academic Services[1]	0.1	0.1	0.0	0.0
A faculty member[1]	1.9	2.5	2.8	3.0
A teaching assistant[1]	3.4	2.8	2.8	2.0
Your parents[1]	6.6	5.7	4.8	3.6
Your siblings[1]	3.7	3.0	2.7	1.8
Your friends[1]	7.8	7.6	6.5	6.0
Other people you talked with for academic advice	0.6	0.4	0.5	0.6

[1] Significant differences across class were found using one-way Analysis of Variance ($p < .05$).

Data summarized in Table 14 suggest that as students approach graduation they tend to turn to a departmental adviser or a faculty member for academic advice, whereas freshmen and sophomores tend to use advisers in the Gateway Center, the OMA Counseling center, or informal sources such as parents, siblings, and friends.

In addition to group differences already presented, students' use of paper, online, and in-person advising resources differed according to several other variables.

- Transfer students tend to meet with departmental advisers more often than non-transfer students, whereas they used the UW Student planner, advisers at the OMA, teaching assistants, parents, siblings or friends less often.

- Women are more likely to use the UW Student Planner, the UW Website, parents or siblings as advising resources, while men are more likely to turn to the departmental website or faculty members.

- EOP students tend to turn to the UW Student Planner, departmental advisers, OMA advisers and their friends.

- Students who are not currently seeing an adviser (including those who have seen one in the past) were more likely to use web- and paper-based resources than students who are currently seeing at least one adviser (48% vs. 33%); however, the second group also access the web- and paper-based resources more frequently than in-person advising.

Taken together, findings about students' use of advising suggest that upperclassmen and transfer students seem to make the most use of advising services, including in-person, paper- and web-based resources.

Factors that Hinder Students from Using Advising Services

In the subsequent question, students were asked to indicate (from a list) what factors that might prevent them from working with an academic adviser more often. The results are shown in Figure 36.
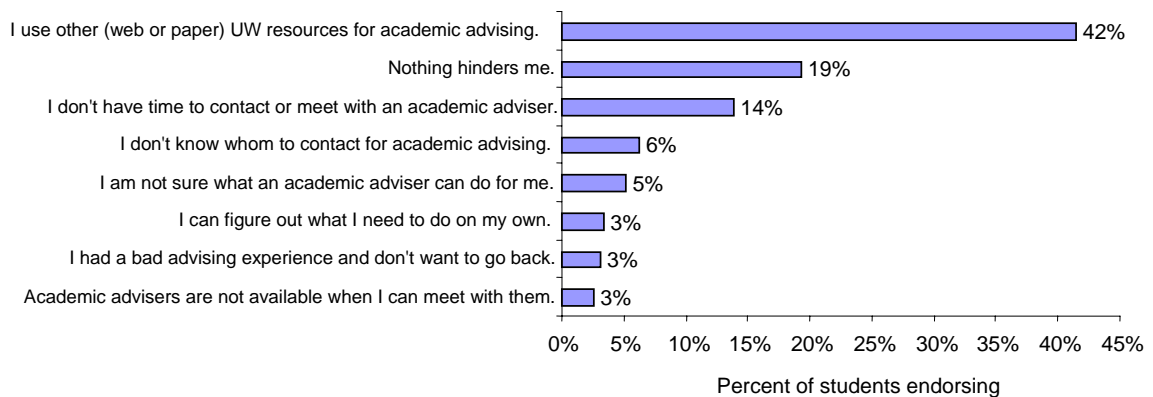
Figure 36. **Factors that prevent students from working with an academic adviser more often**

One important finding from this item is that the most common reason not to use an academic adviser was the availability of paper- and web-based resources. Also important was that although very few students indicated that UW academic advising is somehow inaccessible or unattractive to them, 20% noted some level of inaccessibility, endorsing one or more of the following factors: a scheduling problem; not knowing whom to contact for academic advising; not being sure what an academic adviser can do for them; having had a bad or unhelpful advising experience; or an inconveniently located advising office. In addition, 14% said they do not have time to contact or meet with an academic adviser, which may also point to either accessibility or outreach issues.

Further analyses revealed a few important differences between groups of students.

- Transfer students are less likely to say they don't know whom to contact for academic advising or that they use other resources besides advisers. They are more likely to say that nothing hinders their use of advisers.

- Freshmen and sophomores indicated they did not know whom to contact more frequently than juniors and seniors (12% vs. 3%).

Data on students' use of advising (presented in the previous section) and results from this item can be combined to reveal important findings about barriers to students' use of advising:

- Students make significant use of web-based advising material (UW and departmental websites), which was also the most commonly endorsed reason for not working more often with an academic adviser.

- Overall, one-fourth of the students who said they have never met with an academic adviser since enrolling at the UW indicated that they did not know whom to contact, suggesting a significant barrier for this group, many of whom are underclassmen.

- Students who are currently working with at least one adviser, often upperclassmen, are also much more likely to endorse "nothing hinders me" (36% vs. 8% of the other students).

- Those who use advising less often are more likely to say they don't know how or why to use these services.

In an open-ended, follow-up question, 86 students reported "Other" reasons for not seeing an adviser. The most common themes, in order of frequency, included:

Advisers are not helpful. More than 25% of the 86 responding to this open-ended question said that what hinders them from seeing advisers more often is that seeing an adviser was not helpful. Some said that advisers merely handed out written information, did not take the time to get to know them, gave them information that was wrong or that the students could have found out for themselves more efficiently, or appeared to be rushed. The following two comments illustrate this category of response:

> *The adviser gave me the same wrong answer twice. I went to double check because I kept getting different answers. This adviser finally realized that they were wrong. I feel that if I was not persistent that I would have still had the wrong answer.*

> *I have trouble getting across my needs to the advising staff. They always seem rushed, so I feel I shouldn't waste their time if I think I can look it up myself.*

Furthermore, two students said advisers were not helpful because they discouraged the student from aspiring toward challenging goals. For example:

> *Undergraduates—I and many others—have been thoroughly disappointed and discouraged by [this departmental adviser]. For example, when applying to the major, [the adviser] had nothing but negative things to say and made us feel as though it is impossible for us to get in. We all made it, thankfully, but it was hell waiting for the answer because of [this adviser.] I no longer trust advisors in that office and only go when I absolutely have to.*

> *Some of the advisors I have met with try and steer me away from my dreams and goals and instead tell me to settle because, for example, my pursuits in their opinion are 'too hard.'*

I know what I need. Another theme in these responses was that students felt that they knew what they needed and did not need to seek out advising for help. About 16% of the students who responded said that they knew how to self advise.

I don't know what to ask or where to go for advising. Finally, about 8% of the students who responded said that they did not know what to ask an adviser or they did not know whom to contact about advising needs.

Other. Themes that recurred but with less frequency than those mentioned above were:

- Students not having sought out advising yet, but planning to do so soon.
- Personal reasons for not seeking advising, such as shyness or laziness.
- The sense that advisers are inaccessible.
- Failure to get adviser responses to email questions.
- Bad experiences with advisers at previous institutions.
- Time constraints—not enough drop-in times, for example.

Meeting with an Adviser

Students who had met with an academic adviser at least once were asked to respond to a series of questions centered on their advising experience. While 978 (87%) of the 1,123 students answered the questions about their experience of UW academic advising, 145 students (12.9%) chose not to do so. These 145 students were very unlikely to be transfer students and more likely to be underclassmen.

Students who completed this section of the questionnaire were first asked to identify a specific type of academic adviser for the subsequent questions. The choices were an academic adviser in…: "Your department or college" (63%); "the Gateway Center" (16%); "the OMA Counseling Center" (6%); "the Student-Athlete Academic Services"; or "Other." The last two categories were excluded from subsequent analyses because of the low number of students selecting them (4 and 10, respectively). The number of students selecting each type of adviser is shown in Figure 37; the pattern of response is consistent with findings reported earlier. Upperclassmen are more likely to make use of advising services, and the type of adviser they use is much more likely to be departmental.
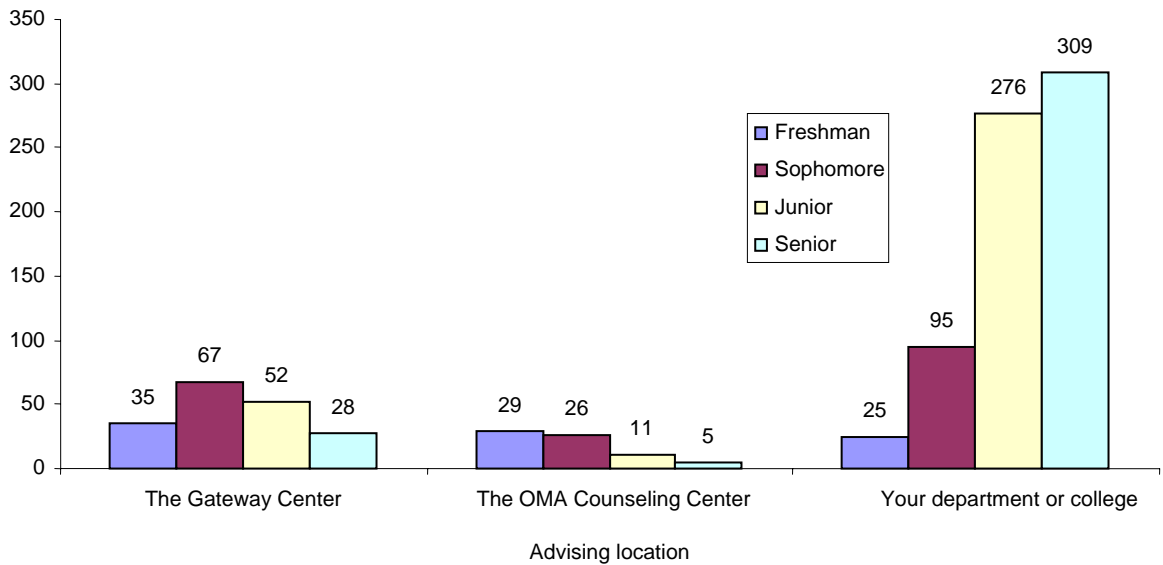
Figure 37. Number of students utilizing advising services by class level

Students were then asked to describe how often, and in what way, they communicate with advisers. As with earlier items, categories of frequencies were converted into number of contacts, which are analyzed here. Figure 38 shows that students who accessed an adviser did so most frequently in a group, especially with departmental advising. Advising seems to be done infrequently over the phone or via web chats.
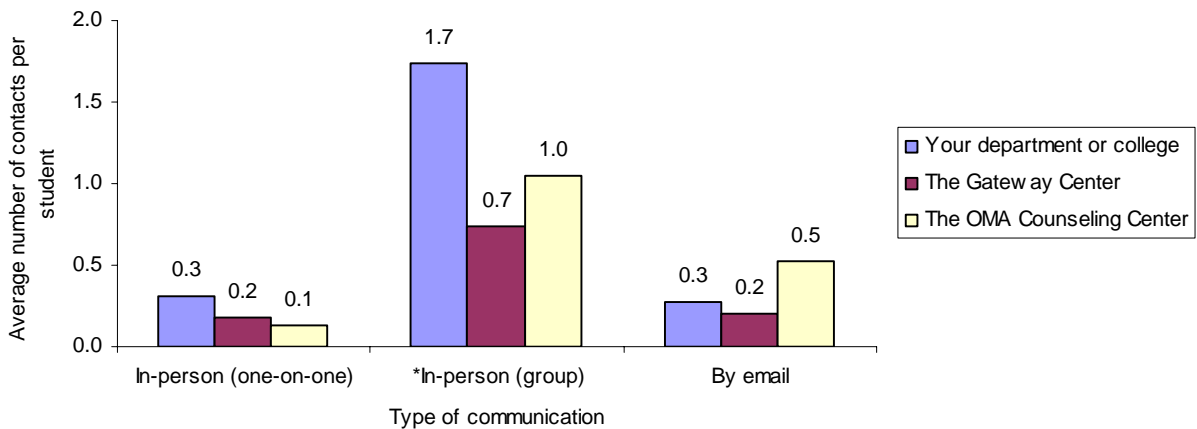
Figure 38. Frequency of communication with academic adviser at different advising sites

Students were asked whether they felt that the number of contacts with their adviser during Fall quarter 2004 was sufficient. Although 66% of the respondents said it was, 18% were not sure, and 16% said that it was not. Overall, students referring to departmental or college advising were more likely to say it was sufficient (71%) than students referring to advising at the Gateway Center (53%) or the OMA Counseling Center (54%). Also, seniors were most likely to say the number of contacts with their adviser was sufficient (79%), compared with juniors (65%), sophomores (52%) or freshmen (55%). Similarly, transfer students were more likely to say it was sufficient (72%) than non-transfers

(63%), and so were men (73%), compared with 62% of the women. No differences were seen between full-time and part-time students, nor between EOP and non-EOP students.

Students who met with their academic adviser one-on-one during Fall quarter were asked how long each meeting was. On average the meetings with OMA Counseling Center advisers were about 10 minutes longer than with departmental or Gateway Center advisers (27 minutes vs. 17 minutes). These findings don't depend on class standing, transfer student status, sex, or EOP status.

Next, students were asked whether the amount of time they spent with their adviser one-on-one was normally enough time to discuss their academic interests, issues, and concerns. Most students said that they "Always" (42%) or "Usually" (40%) had sufficient time. Only 5% said "Never" and for 13% the question was not applicable. Students who said "Always" or "Usually" reported spending about 20 minutes with their advisers, while those who said "Never" reporting spending about 10 minutes. Students who were referring to advising at the Gateway Center were less likely to say they had enough time, with 11% of these students saying "Never" compared with 6% of the students referring to departmental advisers and none of the OMA Counseling Center students. More than half of the seniors (54%) said they "Always" have enough time with their academic adviser, compared with 45% of the students in the other classes. Another 42% of the seniors, and 48% of the other students said they "Usually" have enough time with their advisers.

Common Topics in Advising

Students who had participated in advising were asked to respond to a list of advising topics, indicating whether or not they had been discussed and, for those topics that had not been discussed, whether they should have been. Figure 39 summarizes the responses to all items. The first five topics listed in the Figure are generally applicable, and most students who identify them as important have discussed these topics with their adviser. The remaining ten topics apply to smaller groups of students, and appropriately have not been discussed. Thus 70% of the students said they have discussed their academic progress with their adviser, and 17% said they have not discussed it and do not need to. An important 13% reported that they should have discussed their academic progress with their adviser, but have not done so.
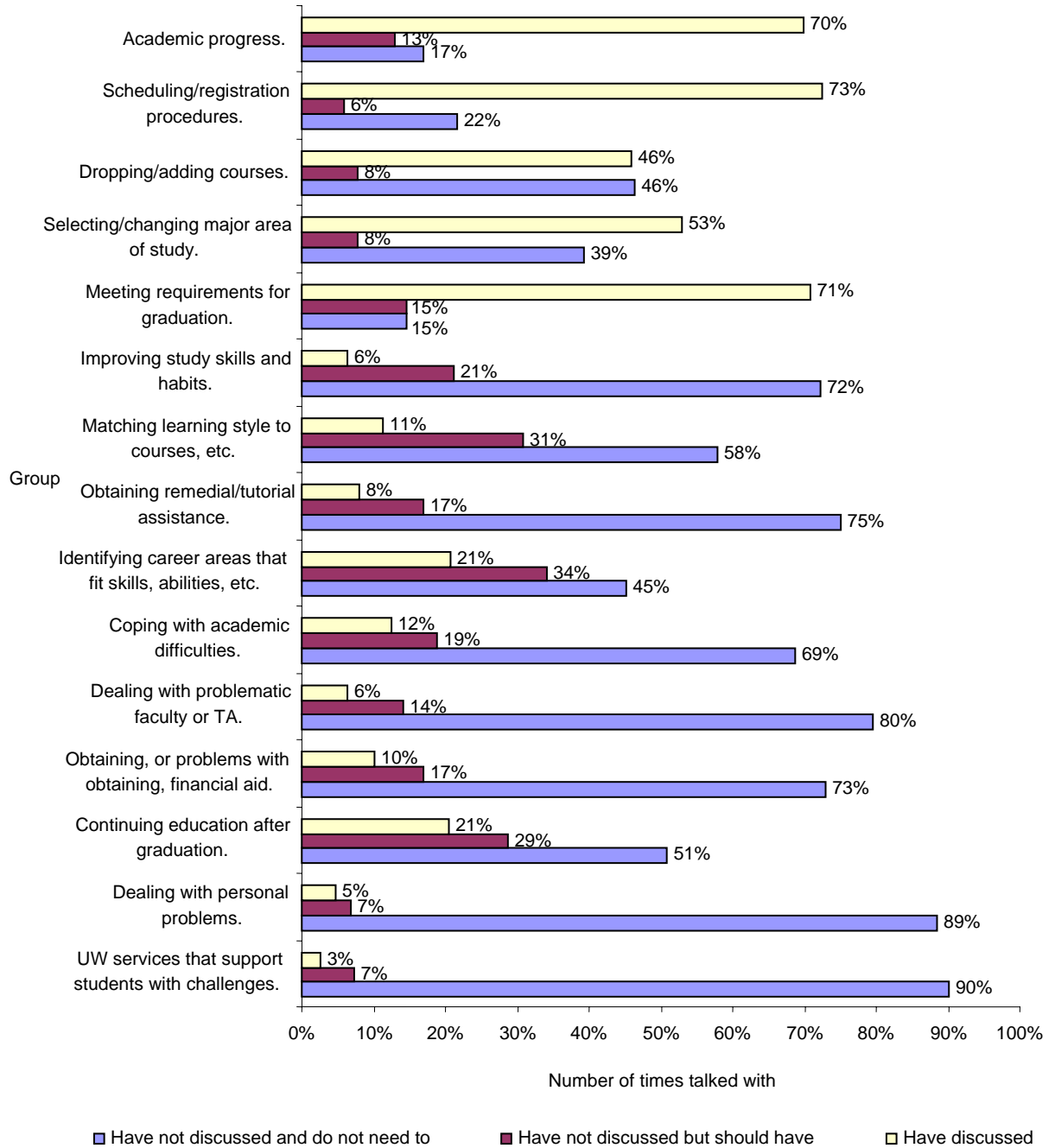
Figure 39. Topics discussed with academic adviser

Figure 40 is based on only those students who identified each topic as important for them, i.e., those who said the topic had been discussed or had not been discussed but should have. For each topic, the percentage of these students who had discussed the topic with their adviser is reported.

This Figure shows that between 83% and 93% of the students say they have discussed the five topics that are generally applicable to all students with their advisers: academic progress, scheduling/registration procedures, dropping/adding courses, selecting/changing

major or area of study, and meeting requirements for graduation. However, even though these are high percentages, it is important to recall that 7% to 17% had not had these conversations but see them as important.
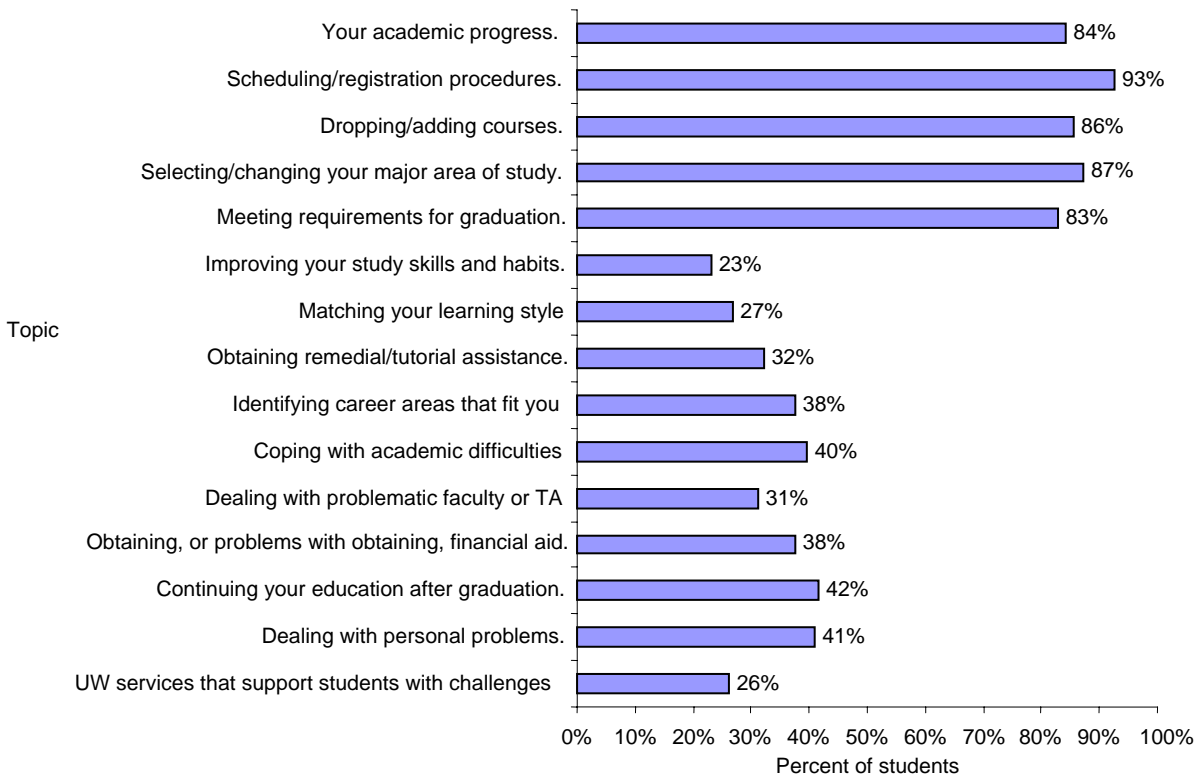
Figure 40. Topics discussed that needed to be discussed with academic adviser

Further, this Figure identifies specific gaps for students in need of support in the ten more specific areas. Although 45% and 90% of the students indicated that these topics did not apply to them, it is still important to realize that only one-quarter to one-half of the students who state they need to discuss these topics with an adviser are doing so.

Of those who see a need to discuss specific topics, seniors are most likely to say they've done so regarding selecting or changing their major (94%), their academic progress (92%), or meeting requirements for graduation (90%). Freshmen are more likely to have discussed suitable career areas (60% vs. 30% of the seniors, 34% of the sophomores, and 45% of the juniors) or to have discussed getting remedial or tutorial assistance (49% vs. 22% of the juniors, 32% of the seniors, and 39% of the sophomores). The decrease in remedial or tutorial assistance may be due to student attrition from freshman to senior status, or to a change in the focus of advising.

These "unmet needs" seem to be similar in the different advising arenas, with a few exceptions. Students referring to OMA Counseling Center advising are less likely to have had a discussion about meeting requirements for graduation (73% vs. 85% of the departmental advisers and 77% of the Gateway Center advisers), and are more likely to have discussed getting tutorial assistance (60% vs. 24% of those referring to

departmental advisers and 28% of those referring to Gateway Center advisers). Correspondingly, EOP students are more likely to say they've had a discussion about getting tutorial assistance than non-EOP students (56% vs. 24%) and about coping with academic difficulties (54% vs. 36%).

Students were asked to rate their academic advisers on a variety of dimensions. Their responses, shown in Figure 41, were generally positive, with the most positive responses relating to the adviser's expertise, availability and professionalism. Although still between neutral and positive, ratings were less positive when students were asked to rate their academic adviser in more personal interactions, such as giving help with selecting courses, showing interest in the student as a unique individual, exploring careers in the student's field of interest, discussing personal problems, showing concern for personal growth and development, having familiarity with the student's educational background, or encouraging the student to talk about his or her college experience.
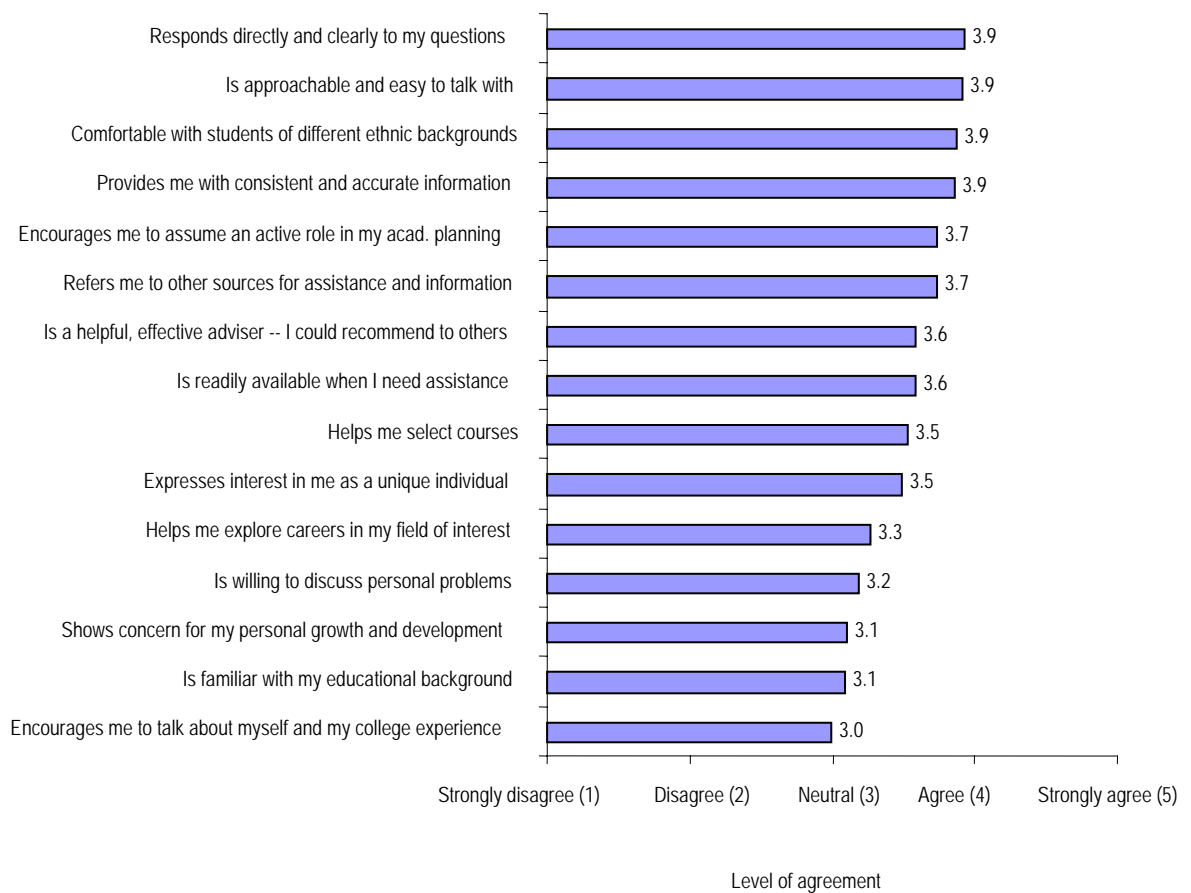
Figure 41. Ratings of "My academic adviser…"

As shown in Table 16, Freshmen tended to give higher ratings for many of these statements. Note that this might be an unusual group of freshmen, as many of the freshmen opted out of these question altogether, not having advising experience to report.

Table 16. Agreement with statements about academic advisers (1="Strongly disagree"; 5="Strongly agree")

	Freshman	Sophomore	Junior	Senior
Responds directly and clearly to my questions	3.9	3.9	3.8	4.0
Is approachable and easy to talk with	4.0	4.0	3.8	4.0
Is comfortable working with students with different ethnic backgrounds[1]	4.0	4.0	3.7	3.9
Provides me with consistent and accurate information	3.9	3.9	3.7	3.9
Encourages me to assume an active role in my academic planning	3.8	3.8	3.7	3.7
Refers me to other sources for assistance and information[1]	3.9	3.8	3.6	3.8
Is a helpful, effective adviser whom I could recommend to other students[1]	3.8	3.7	3.4	3.6
Is readily available when I need assistance[1]	3.5	3.8	3.4	3.6
Helps me select courses[1]	3.8	3.6	3.5	3.5
Expresses interest in me as a unique individual[1]	3.7	3.6	3.3	3.5
Helps me explore careers in my field of interest[1]	3.7	3.4	3.2	3.2
Is willing to discuss personal problems[1]	3.4	3.3	3.0	3.2
Shows concern for my personal growth and development[1]	3.4	3.3	2.9	3.1
Is familiar with my educational background	3.0	3.2	3.0	3.2
Encourages me to talk about myself and my college experience[1]	3.2	3.2	2.8	3.0

[1] Significant differences across class were found using one-way Analysis of Variance ($p < .05$).

Two patterns emerge from this table: 1) ratings diminish as academic progress occurs, and 2) ratings increase between the junior and senior year. This could reflect additional services available to seniors, and perhaps desired by juniors.

Additional differences in ratings were found, beyond those relating to class. Specifically:

- Departmental advising received higher agreement with the statements "My academic adviser provides me with consistent and accurate information;" and "My academic adviser encourages me to assume an active role in my academic planning."

- OMA Counseling Center advisers received higher agreement with the statement "My academic adviser helps me select courses."

- Transfer students agreed more strongly with the statement "My academic adviser encourages me to assume an active role in my academic planning;" "My academic adviser helps me select courses;" and "My academic adviser is familiar with my educational background."

Figure 42 shows that the item "My academic adviser responds directly and clearly to my questions" receives uniformly high ratings across classes, except among students from the OMA Counseling Center. Although the number of students represented in the Figure is

small number, this interaction reached statistical significance. This suggests that the needs of the juniors seeking advising at the OMA are not being met as well in this regard as are the needs of students in other classes seeking advising from the OMA, nor as well as juniors seeking academic advising elsewhere on campus.
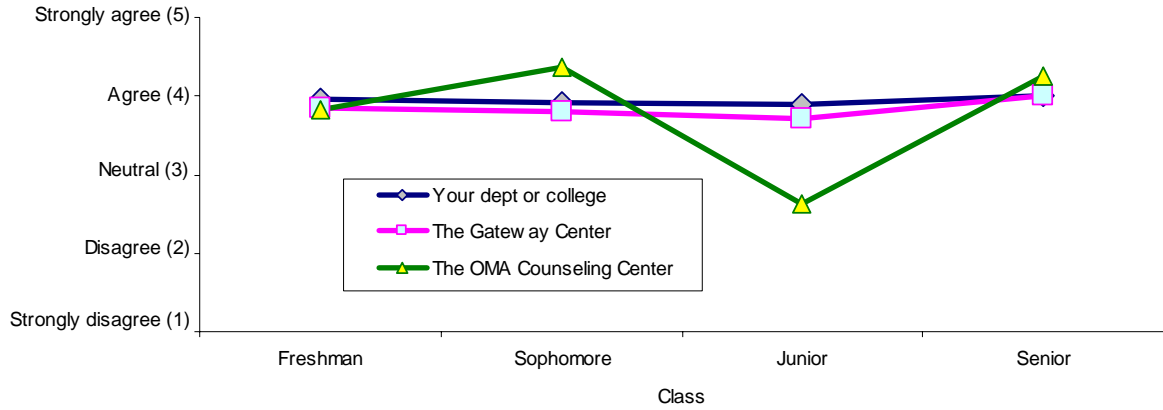
Figure 42. Ratings of "My academic adviser responds directly and clearly to my questions" by source of advising and class

Figure 43 shows a similar, but less extreme finding, illustrating the interaction between class and EOP status in response to the same question as show previously. This figure shows consistent response across the classes for non-EOP students, but less consistency for the EOP students. In the case of this graph, the EOP student points are based on 30 or more students and so should be fairly stable, strengthening the idea that this finding may actually represent an unmet need of EOP junior class members.
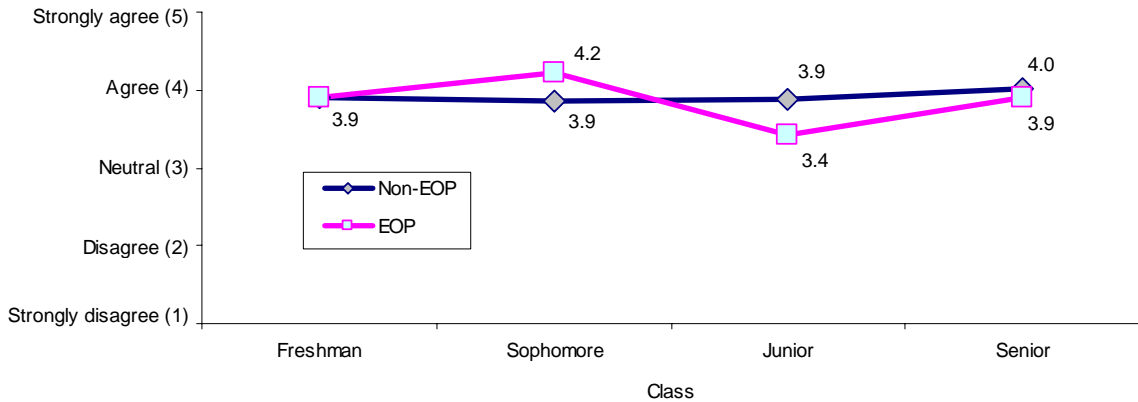
Figure 43. Ratings of "My academic adviser responds directly and clearly to my questions" by EOP versus non-EOP students and class

Figure 44 shows a similar result, in response to the statement, "My academic adviser is comfortable working with students with ethnic backgrounds different from her/his own." Ratings given by EOP students are somewhat higher than those of non-EOP students

during the freshmen and sophomore years, but dips for the EOP students in the junior year.
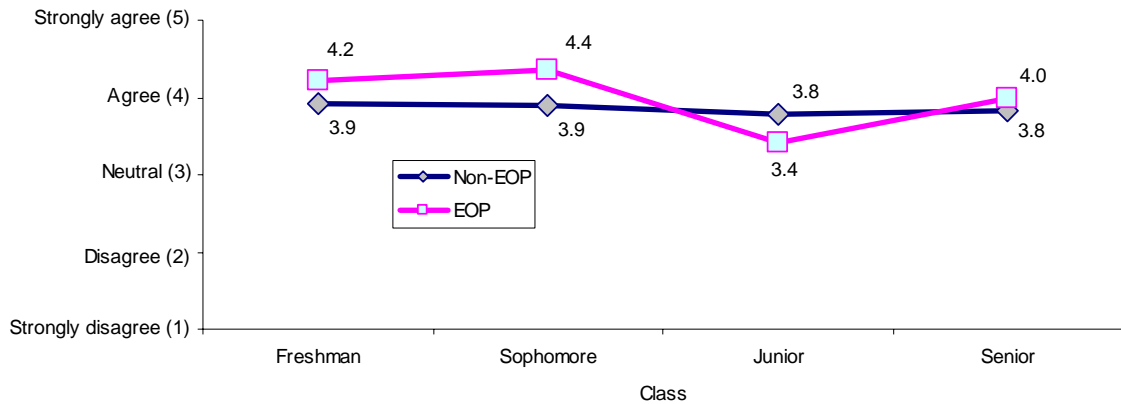
Figure 44. Ratings of "My academic adviser is comfortable working with students with ethnic backgrounds different from her/his own" by EOP versus non-EOP students and class

Consistency in Advising

For the previous questions, students were asked to refer to a specific source of advising (departmental advising, Gateway Center, OMA Counseling Center, or other) when answering the questions. The 412 students who had met with more than one adviser in the preceding quarter were then asked to consider them together by rating the consistency of their advice. Figure 45 shows that the students found the advice they received to be fairly consistent across sources of advising, with the highest ratings being given by freshmen and seniors. This may indicate that the advice given to sophomores and juniors was in fact less consistent, or it could reflect the availability of different options at different class levels. Similar patterns were found for transfer versus non-transfer students and for EOP versus non-EOP students. Although the overall ratings of consistency appear fairly good, it is important to note that nearly one-fourth (23%) of the students said that the advice they've received is either "Inconsistent" or "Very inconsistent," and only 13% rated the information they received as "Very consistent."
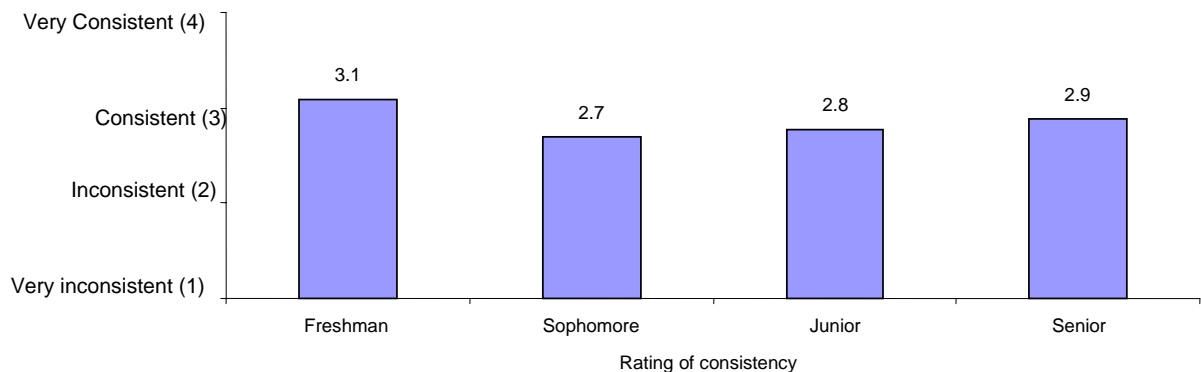
Figure 45. Ratings of consistency of advice received from multiple advisers

In an open-ended, follow-up question students were asked to address the consequences, if any, of having received inconsistent advice, to which. A total of 70 students responded. The main themes that emerged in their responses are presented in order of frequency:

Delays. About 27% of the students responding to this question reported that the consequence of inconsistent advising were delays: in their general progress through college (sometimes because they were advised into harder courses than they needed to take, which affected their GPAs); in getting into majors; and/or in graduating on time.

Confusion. For 17% of those responding, the main consequence of receiving inconsistent advice was being confused about academic policies, rules, and regulations.

Good adviser/bad adviser. Roughly 17% of the students responding to this item also spoke of consulting one "bad" adviser and one "good" one, most often reporting seeking out a second adviser when they felt they had been misinformed or badly treated by the first one they saw, and some merely avoiding the "bad" adviser. These two quotations illustrate this consequence:

> *If I had listened to the advice of advisor two (which was contrary to the initial advice of number one), I would have registered for the wrong classes and not been able to graduate on time. FYI: advisor two was new (and so it was understandable that she was unclear), but I feel she should have been shadowed by someone with more experience.*

> *[One advisor] who I worked with in achieving my general requirements was extremely helpful and personable in helping me meet my goals. He helped me find courses that were of personal interest and that fit my schedule. My departmental adviser has made a specific point of telling me she is not there to help me with any work schedule accommodations and that I should not even be working if I have such requests/concerns. I don't feel she is meeting my needs as a student who needs to support myself while completing my undergraduate work. I was disappointed by this experience and have done my best to avoid future relations.*

Other. Less frequent responses, yet worthy of mention, included:

- Students feeling discouraged from pursuing certain majors.
- Students feeling reluctant to speak with another adviser after a bad experience with one.
- Students figuring out on their own what they needed to do, rather than counting on help from advisers.

Entering Majors and Advising

In the next question, students were asked whether they were accepted into their majors before reaching 105 credits. As shown in Figure 46, nearly half of the students (46%) reported that they had, 21% said they had not, and about one-third (32%) said they had not yet reached 105 credits.
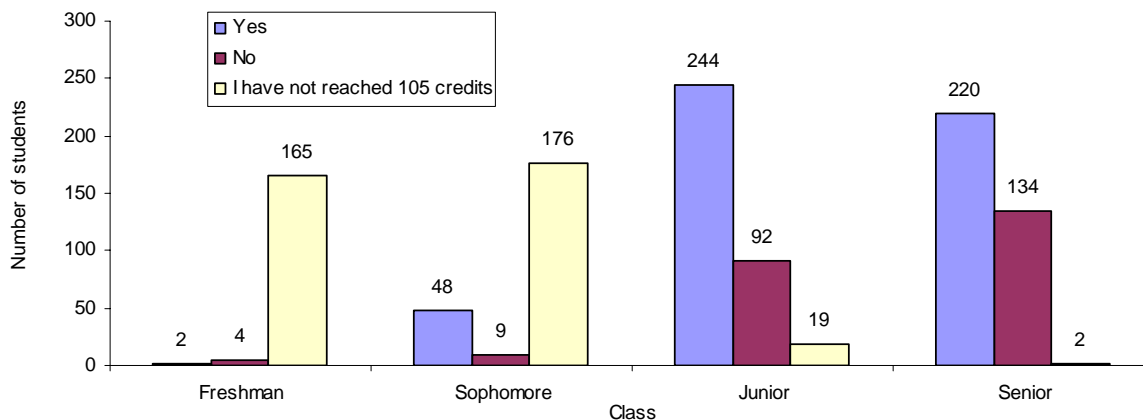
Figure 46. Number of students accepted into their majors before reaching 105 credits

In an open-ended follow-up question, respondents were asked to explain why they did not get into their major before reaching 105 credits, to which 208 students responded. The main themes, in order of frequency, were:

Transferred to the UW with a number of credits but had to complete departmental requirements to apply to major. More than 20% of the students who gave explanations for reaching 105 credits without being in a major spoke of this problem. Furthermore, this problem was occasionally exacerbated by students' need to complete a course cycle before applying and then not being able to get into the course. Several students, for example, mentioned needing to take the Biology series before applying to majors but being unable to get into Biology 180, the first course in that sequence.

Changed majors. About 18% of those who responded to this question said that they exceeded the 105 credits without being in a major because they had decided to change majors, sometimes more than once. Often such changes occurred because students did not know their own strengths until they had tried some UW courses, as this student's comment suggests: "I was a transfer student, tried out Chemistry/Calculus. It killed me. Shortly after 105 credits I chose History as a major and have excelled ever since." Usually such changes in majors required students to backtrack through a new set of required courses, as this student's comment makes clear: "I switched majors from architecture to biology so many of my classes from freshman year did not count towards the bio major."

Uncertain about major. Roughly 5% of the students responding said that they were still not sure what they wanted to major in.

Both running start and transfer students spoke of coming into the UW with credits before knowing what they wanted to major in. By the time they had figured it out and taken the prerequisites for applying to majors, they were over the 105 credit limit. Students coming in with many AP credits also had this problem. The running start/AP population of students needs further study.

Several students mentioned needing to explore before they could decide on a major. A few students spoke of personal constraints, such as this student:

> *Every second is precious. I am a busy, single-mother, a full time student, and work. I have been so exhausted I just put it off. I knew what I wanted to major in and I understood the requirements on my own. The only reason I have met with advisors at all was to transfer paperwork/status from undeclared/Mary Gates office to AES department..*

Finally, some transfer students said that they had not understood the process of applying to majors at the UW before they got here. As one student said: "I had to file an extension The UW needs to increase communication with community college advisors/community college students, to make them more aware that requirements for entering a major are different than those for entering the UW." This confusion was sometimes shared by students who may not have been transfer students, as this student's comment suggests: "I have no idea how to even get into a major. I may sound stupid but it is just not anything I thought about until I was recently brought to the understanding you can't get a simple liberal arts degree."

Rejected by major. A few students spoke of delays caused by not being accepted into majors after they had applied and then having either to reapply or decide on a new major. A few others spoke of problems caused by double majoring.

Role of Advising in Getting into a Major

In the next question, students were asked what role, if any, advising played in getting them into their majors. Figure 47 shows that nearly half (46%) said it helped and very few (4%) said it hindered them. About one-third (30%) said it played no role at all and another 20% selected "Don't know." The last category may be made up of individuals who had not yet in their majors.
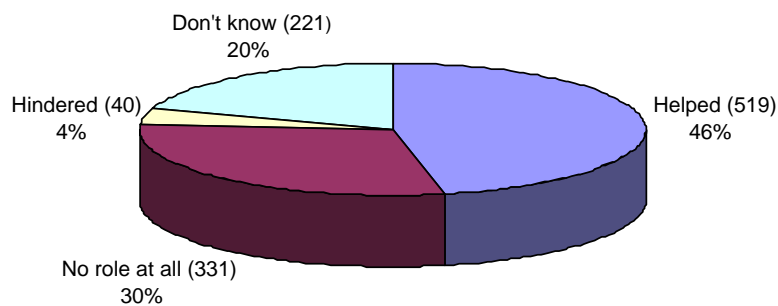
Figure 47. Role of advising in completing necessary requirements for major

Figure 48 shows that as students progress in their time at the UW, their perception that advising has helped them complete the requirements for their majors also increases, while the "Don't know" responses decrease. However, it is still important to note that even

though most of the seniors (59%) say that advising helped them complete the requirements for their majors, a sizeable percentage (31%) of students arrive at their senior year with the perception that advising has played no role in it.
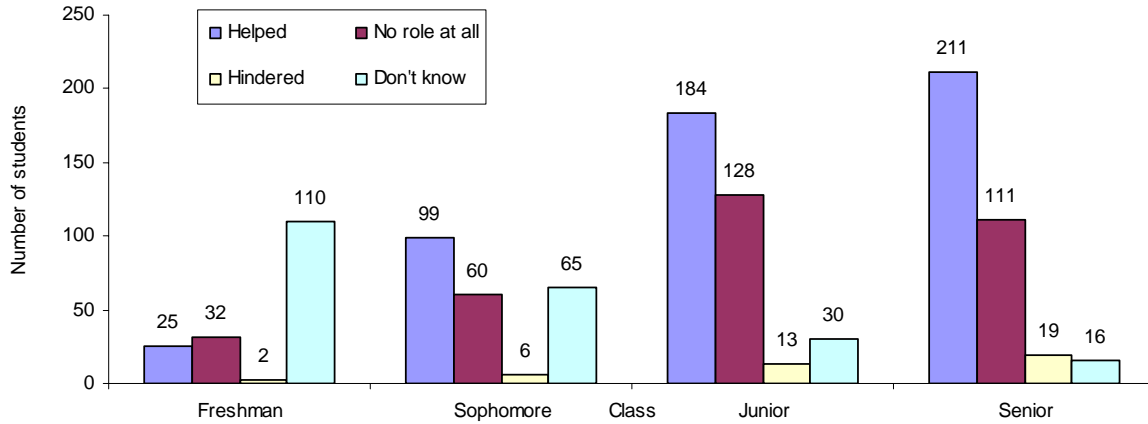
Figure 48. Role of advising in completing necessary requirements for major by class

Junior and senior *transfer* students are even more likely to say that advising helped them with the requirements for their majors (63% vs. 49% of the non-transfers). This may reflect the additional time non-transfer students have to identify and get the requirements necessary for their majors.

Student Satisfaction with UW Advising

Students were asked three summary questions about their advising experience at the end of the survey. Figure 49 summarizes the students' responses. Students are largely but not overwhelmingly positive about their advising experience, with 63% agreeing or strongly agreeing that UW academic advisers have met their advising needs and 58% agreeing or strongly agreeing that they are satisfied with the advising they have received at the UW. On the other hand, 51% agreed or strongly agreed that they had to run around from one place to another to get the information they need.
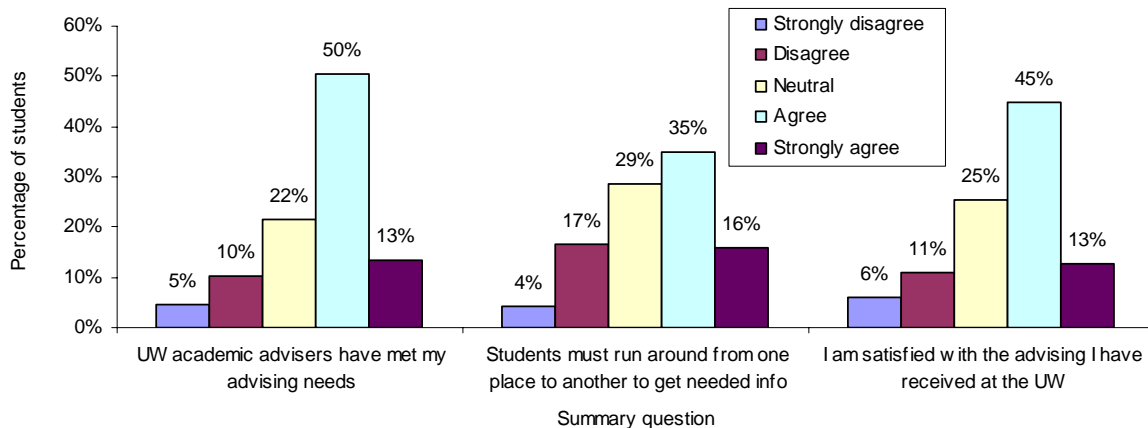
Figure 49. Summary questions about advising experience

Agreement with the first summary question, "UW academic advisers have met my advising needs," increases consistently with progression toward graduation so that by the senior year, 72% of the students agree with this statement, compared with 53% of the freshmen. Controlling for class membership, transfer students agree more strongly than non transfers that UW advising has met their advising needs and that they are satisfied with the advising they have received at the UW.

Sophomore and senior transfer students agree less strongly than non-transfers in the same classes with the statement that "students must run around from one place to another to get the information they need," but the junior transfers agree more strongly than their non-transfer counterparts. Again, this could reflect the less flexible schedules of the junior transfer students compared with other juniors; transfer students may feel more pressure to make the "best" class selection decisions, perhaps without access to informal advising resources (friends, classmates, or even faculty or TAs). No differences were found in responses to these items between EOP and non-EOP students.

Student Suggestions for Change

Finally, in an open-ended question, students were asked what, if anything, they would change to improve academic advising at the UW, and 758 students (about 68% of the students who completed surveys) offered suggestions. Responses were categorized using a constant comparison method, with categories generated by students' suggestions. Students' suggestions for improvement, in order of frequency, were as follows:

Relate to students in a helpful, positive, and caring manner, treating each one as an Individual with unique needs. The largest group of students—113 or 14.9%-- suggested that changes in the ways advisers related to students would most improve undergraduate advising. Three consistent themes among this group of respondents were that advisers needed to be more helpful and caring in their work with students; that advisers should focus more on the needs and interests of the individual student than on rules, policies, information readily available elsewhere, or on getting the student through the system; and that advisers should be more positive with students, rather than discouraging them. Many in this group of students said that advisers' behavior seemed to communicate that they were in a hurry to finish the sessions, and that advisers were sometimes unresponsive to their questions. Furthermore, many students in this group described the advisers as "discouraging" and "not helpful." The following quotations illustrate this group of responses:

> *Advisers should offer encouragement to students even when grades are suffering. If we are determined to achieve something, then nothing will stop us, but discouragement from advisers is not helpful. Don't tell me to choose another field of interest!!!*

> *I would make the experience more personal; many students including myself feel as if we are being rushed through a prescribed process that meets the objectives of the department but not our own. The advisers I have met with give me generic advice that does not apply to me personally.*

It would be a SERIOUS better use of my time, if the advisors actually gave me some direction. Everything always seems so vague, and shoving a bunch of pamphlets in my face doesn't help me at all. I CAN DO THAT ON MY OWN! Look at my classes, look at my GPA, look at me: tell me what my options are!

When I did drop-in advising at the Gateway Center recently, I felt like the advisor did not really take the time to understand my situation, or really care enough to get to know me before she began advising me to do something that I didn't feel suited my educational needs. Perhaps it would have been better if she had first found out why I came to her and what I needed advice on."

Add a personal touch. It would be great, if advisors could make you feel special, like they are concerned with where you are heading. When I transferred, I went to my first advising session and I felt like the advisor's goal was to get me out of her office as fast as possible.

Provide more access to advising. Sixty-six students (8.7%) said that they would like greater access to advisers, especially more walk-in advising hours, more evening hours, more hours for advising-by-appointment, and greater email advising access.

In addition, 9 students (another 1.3%) said that advisers should spend more time with students.

Advertise services better. Fifty-five students (7.2%) said that advising should advertise its services and benefits more aggressively to students. These students said that the UW should make information about advising—including what it can do for students, where to find it, whom to contact, and how to contact them—more easily available to students, especially incoming students.

Make sure advisers are knowledgeable about a wide range of student concerns. Forty-six students (6.1%) said that advisers should be more knowledgeable. Students sometimes specified areas of knowledge that they believed all advisers should have, including knowledge about financial aid, about related majors, about internships, and about minor requirements.

Keep doing good work. Forty-six students (6.1%) entered comments that said their experience with advising had been good and they had no suggestions for improvement.

Require advising. Forty-two students (5.5%) said that the UW should require students to see advisers. Many respondents of this group said that students should be required to see an adviser in their first year at the UW; several students said that advising should be required quarterly or annually.

Hire more advisers. Thirty-four students (4.5%) said that they felt the UW should hire more advisers. Several students felt that there should be more departmental advisers, and several students suggested more advisers during peak periods, such as just prior to registration.

Improve electronic advising features. Thirty students (4.0%) suggested better uses of technology to facilitate advising. These included adding an online "chat room" where students could access information quickly and synchronously, the ability to make appointments online, more email advising with quicker turnaround, and a better website with the most current information posted.

Assign an adviser to each student. Twenty-seven students (3.6%) said that the UW should assign one adviser upon entry who would continue working with that student throughout the student's time at the UW. As this student said:

> *I do not have an advisor who I feel knows me and my academic and personal history. I would have really liked to have established a relationship with an advisor. It seems that anyone who has a relationship with an advisor really was aggressive and actively sought one early on. With such a large university and so many major options, with the high level of independence that is required from you in going to the UW, it would have been very helpful to have been given an advisor; an advisor with a name whom I would have known to go to with any problems or questions or to hear some advice, rather than a vague and impersonal 'advising department.'*

Contact the students. Twenty-six students (3.4%) said that advising needed to be more proactive, contacting students directly to come for advising. Students who recommended that advising contact students directly frequently suggested email contact to initiate advising annually or quarterly, as well as to follow-up on advising sessions. This student's comment illustrates this suggestion:

> *Contact me sooner. Yes, I probably should have contacted the office myself, but I was an indeed too scared and didn't know exactly how or what the office would do for me. Contact each freshman through at least email.*

Focus on special needs. Twenty-two students (2.9%) focused on the needs of special populations, saying that these populations either needed their own adviser or simply more help. The populations these students felt needed special focus included: older returning students; freshmen and sophomores; transfer students; undeclared majors; evening degree students; students applying to graduate school; and students receiving financial aid.

Provide career information. Nineteen students (2.5%) said that they would like advisers to provide career information and information about job opportunities.

Centrally locate all advising in one place. Seventeen students (2.2%) said that all advisers should be centrally located in one building to make movement among them easier.

Improve consistency across advising units. Fifteen students (2.0%) said that there should be more consistency across advising units and closer links between them. These students spoke of better connections between the Gateway Center and departmental advising, between departments, between UW and community college advising, and inside

departments. Several students pointed out the importance of consistency and communication across departments for double majors.

No response. One-hundred students (13.1%) either entered "NA" or "Not sure," into the comment box or indicated that they had not had enough advising to comment. In addition, a few responses were placed in this group because they did not address the question.

Class	College/Sub-college	Regular			EOP			TOTAL
		Non-Trans	Transfer	Subtotal	Non-Trans	Transfer	Subtotal	
Freshmen	A&S Arts	2		2				2
	A&S Social Science	5		5	2		2	7
	A&S Natural Science	16		16	3		3	19
	A&S Humanities	1		1				1
	Pre-major	356		356	128		128	484
	Business	1		1				1
	Engineering	2		2				2
	Ocean/Fishery Science	3		3				3
	Forest Resources	2		2	1		1	3
	Tacoma Campus	3		3				3
	Subtotal	391	0	391	134	0	134	525
Sophomores	Undergrad Ed	3		3				3
	A&S Arts	5	5	10				10
	A&S Social Science	17	5	22	3	1	4	26
	A&S Natural Science	21	3	24	3	1	4	28
	A&S Humanities	4	7	11	2		2	13
	Pre-major	339	66	405	104	21	125	530
	Business	7	4	11	3		3	14
	Engineering	7	2	9				9
	Ocean/Fishery Science	4	1	5				5
	Forest Resources	3	2	5				5
	Public Health		1	1				1
	Bothell Campus		5	5				5
	Medicine		12	12				12
	Tacoma Campus		14	14				14
	Subtotal	410	127	537	115	23	138	675
Juniors	A&S Arts	65	41	106	10	2	12	118
	A&S Social Science	63	76	139	12	6	18	157
	A&S Natural Science	62	72	134	13	8	21	155
	A&S Humanities	64	75	139	11	5	16	155
	Pre-major	57	67	124	18	13	31	155
	Business	68	74	142	7	6	13	155
	Engineering	72	78	150	3	2	5	155
	Subtotal	451	483	934	74	42	116	1050
Seniors	A&S Arts	62	72	134	13	3	16	150
	A&S Social Science	56	69	125	19	6	25	150
	A&S Natural Science	57	68	125	18	7	25	150
	A&S Humanities	60	69	129	15	6	21	150
	Pre-major	50	62	112	25	13	38	150
	Business	58	75	133	17		17	150
	Engineering	66	70	136	9	5	14	150
	Subtotal	409	485	894	116	40	156	1050
	TOTAL	1661	1095	2756	439	105	544	3300

Due to an error in the sampling procedure, 22 students from UW Tacoma and UW Bothell were included in the sample.

Class	College/Sub-college	Regular			EOP			TOTAL
		Non-Trans	Transfer	Subtotal	Non-Trans.	Transfer	Subtotal	
Freshmen	A&S Arts			0				0
	A&S Social Science	2		2	1		1	3
	A&S Natural Science	9		9				9
	A&S Humanities	1		1				1
	Ext. Pre-Major	125		125	34		34	159
	Engineering	1		1				1
	Other	2		2				2
	Subtotal	140	0	140	35	0	35	175
Sophomores	A&S Arts	2	1	3				3
	A&S Social Science	9	2	11	1		1	12
	A&S Natural Science	13	2	15	2	1	3	18
	A&S Humanities	2	1	3	1		1	4
	Ext. Pre-Major	114	25	139	32	3	35	174
	Business	2	2	4	2		2	6
	Engineering	1		1				1
	Other	4	6	10				10
	Tacoma Campus		6*	6				6
	Subtotal	147	45	192	38	4	42	234
Juniors	A&S Arts	28	13	41	3		3	44
	A&S Social Science	18	16	34	3	3	6	40
	A&S Natural Science	23	24	47	2	2	4	51
	A&S Humanities	30	29	59	4	1	5	64
	Pre-Major	24	21	45	5	4	9	54
	Business	23	31	54	1	2	3	57
	Engineering	22	22	44	2		2	46
	Subtotal	168	156	324	20	12	32	356
Seniors	A&S Arts	23	22	45	5		5	50
	A&S Social Science	20	28	48	5	1	6	54
	A&S Natural Science	20	24	44	7	1	8	52
	A&S Humanities	22	27	49	4	2	6	55
	Pre-Major	18	18	36	4	1	5	41
	Business	18	27	45	4		4	49
	Engineering	26	25	51	4	2	6	57
	Subtotal	147	171	318	33	7	40	358
	TOTAL	602	372	974	126	23	149	1123

Due to an error in the sampling procedure, 6 students from UW Tacoma were included in the survey.

THE ADVISING CENTERS

1. Are you an academic counselor in ...

   the Gateway Center
   the OMA Counseling Center
   the Student-Athlete Academic Services

2. What is your title?

3. How long have you worked as an academic counselor?

4. How long have you held your current position as an academic counselor?

5. Do you currently work full time (100% FTE) as an academic counselor?

   Yes
   No

6. If NO, what percentage time to you work as an academic counselor?

7. Please tell us how you became an academic counselor (e.g., moved up and into academic counseling from non-counseling positions, obtained an education related degree with the intent of becoming an academic counselor, etc.)

8. What kind of training did you receive when you first became an academic counselor at UW?

9. What, if any, advising related professional development activities have you attended within the last two years (please include activities both on and off campus)?

10. What, if any, diversity oriented training activities have you attended within the last two years (please include activities both on and off campus)?

In advising students, what percentage of time do you communicate ... (*Note that your answers should add to 100%*)

11. ... in-person (one-on-one)?

12. ... in-person (groups, workshops)?

13. ... by email?

14. ... by phone?

15. ... via web chats?

16. ... other?

17. Please describe (if "Other") or add any comments:

18. Approximately how many one-on-one student visits (including drop-ins) do you have per week (an estimated range is fine)?

19. Of the time you spend directly advising students, check the THREE topics on which you spend the most time:
    ___ General education requirements
    ___ Major/minor requirements
    ___ Transfer credit issues
    ___ Registration procedures (drop/add, waiting lists, etc.)
    ___ University policies and processes
    ___ Student administrative/system problems (e.g., unexpected drops, etc.)
    ___ Tracking of academic progress
    ___ Post-graduation academic plans
    ___ Career options and planning
    ___ Extracurricular activities (e.g., community service, internships, etc.)
    ___ NCAA eligibility issues
    ___ Housing
    ___ Financial Aid
    ___ Student personal problems
    ___ Other

20. Please describe (if "Other") or add comments:

21. What percentage of time do you spend on directly advising students?

22. Of the time you spend on other activities, check the THREE activities on which you spend the most time:
    ___ Communication with campus at large
    ___ Curriculum development
    ___ Student and/or adviser listserv
    ___ Events (e.g., Transfer Thursday, Career Fair, etc.)
    ___ Committee work
    ___ Time schedules
    ___ Administrative and/or clerical support
    ___ Alumni development
    ___ Supervisory responsibilities
    ___ Publications (e.g., newsletters, training manuals, etc.)
    ___ Workshops (planning and facilitating)
    ___ Outreach and recruitment
    ___ New Student Orientation
    ___ Other

23. Please describe (if "Other") or add comments:

24. What percentage of time do you spend on these other activities?

25. Overall, how often do you find your advising responsibilities satisfying?

    Rarely
    Sometimes
    Often
    Usually

26. Please explain:

27. What helps you perform your job effectively? Please address factors both within your advising unit and the larger university.

28. What hinders you from performing your job effectively? Please address factors both within your advising unit and the larger university.

To what *extent* do you have ... (Not at all; Some; A moderate amount; A lot)

29. ... access to the administrators of your advising unit?

30. ... participation in decision-making within your advising unit?

31. ... conversations with other academic counselors and advisers?

32. ... information on student satisfaction with advising?

33. ... information on advising related matters from other academic counseling and advising units?

34. ... opportunities for advising related professional development and training?

35. ... opportunities for diversity oriented professional development and training?

36. ... opportunities of advising related career advancement?

37. ... respect from others on campus?

38. ... other?

39. Please describe (if "Other") or add comments:

How *important* is it or you to have ... (Not at all; Some; A moderate amount; A lot)

40. ... access to the administrators of your advising unit?

41. ... participation in decision-making within your advising unit?

42. ... conversations with other academic counselors and advisers?

43. ... information on student satisfaction with advising?

44. ... information on advising related matters from other academic counseling and advising units?

45. ... opportunities for advising related professional development and training?

46. ... opportunities for diversity oriented professional development and training?

47. ... opportunities of advising related career advancement?

48. ... respect from others on campus?

49. ... other?

50. Please describe (if "Other") or add comments:

Are there formal mechanisms for you to provide input on academic policies and procedures (e.g., seat on a curriculum committee, administrative decision-making body, etc.) ... (Don't know; Yes; No)

51. ... in your advising unit?

52. ... at the academic department and/or college level?

53. ... at the university level?

54. If Yes, what are these mechanisms?

55. Is excellence in academic counseling formally recognized and rewarded in your advising unit?

    Yes
    No
    Not sure

56. Please describe (if "Yes") or add comments:

57. How often, and in what way, is academic counseling evaluated in your advising unit?

To what extent do you have contact with advisers and counselors ... (Not at all; Some; A moderate amount; A lot)

58. ... in the academic departments and colleges?

59. ... in the OMA Counseling Center?

60. ... at the Student-Athlete Academic Services?

61. Please explain:

How would you describe the coordination of information and services between yourself and ... (N/A; Poor, Good, Excellent)

62. ... academic departments and colleges?

63. ... the OMA Counseling Center?

64. ... the Student-Athlete Academic Services?

65. Please explain:

66. What are the TWO or THREE most important things that could be changed to improve academic advising at the UW?

67. Do you have any further comments or suggestions about academic advising at the UW?

THE DEPARTMENTS AND COLLEGES

1. What is your department? Or, if you are a college-level adviser, what is your college?

2. What is your title (i.e., are you a faculty member or grad student with advising responsibilities, an academic adviser, a clerical staff, etc.)?

3. How long have you worked as an academic adviser?

   Less than 1 year
   1-3 years
   4-7 years
   8-10 years
   More than 10 years

4. How long have you held your current position as an academic adviser?

   Less than 1 year
   1-3 years
   4-7 years
   8-10 years
   More than 10 years

5. Do you currently work full time (100% FTE) as an academic adviser?

   Yes
   No

6. If NO, what percentage time to you work as an academic adviser?

7. Please tell us how you became an academic adviser (e.g., moved up and into advising from non-advising positions, obtained an education related degree with the intent of becoming an academic adviser, assigned advising responsibilities as a faculty or graduate student, etc.)

8. What kind of training did you receive when you first became an academic adviser at UW?

9. Within the past two years, have you attended any advising related professional development activities on or off campus?

   Yes
   No

10. Please describe (if "Yes") or add any comments:

11. Approximately how many undergraduate students (including drop-ins) do you see one-on-one per quarter?

In advising students, what percentage of time do you communicate ... (*Note that your answers should add to 100%*)

12. ... in-person (one-on-one)?

13. ... in-person (groups, workshops)?

14. ... by email?

15. ... by phone?

16. ... via web chats?

17. ... other?

18. Please describe (if "Other") or add any comments:

19. Of the time you spend directly advising students, check the THREE topics on which you spend the most time:
___ General education requirements
___ Major/minor requirements
___ Transfer credit issues
___ Registration procedures (drop/add, waiting lists, etc.)
___ University policies and processes
___ Student administrative/system problems (e.g., unexpected drops, etc.)
___ Tracking of academic progress
___ Post-graduation academic plans
___ Career options and planning
___ Student personal problems
___ Other

20. Please describe (if "Other") or add comments:

21. Of the time you work as an academic adviser, what percentage of time do you spend on directly advising students?

22. Of the time you spend on other activities, check the THREE activities on which you spend the most time:
___ Communication with campus at large
___ Curriculum development
___ Department listserv
___ Department events (e.g., graduation, career fairs, etc.)
___ Committee work
___ Time schedules
___ Administrative and/or clerical support
___ Alumni development
___ Supervisory responsibilities
___ Admissions to program
___ Enrollment issues
___ Outreach and recruitment
___ New Student Orientation
___ Other

23. Please describe (if "Other") or add comments:

24. Of the time you work as an academic adviser, what percentage of time do you spend on other activities?

25. Overall, how often do you find your advising responsibilities satisfying?

    Rarely
    Sometimes
    Often
    Usually

26. Please explain:

27. What helps you perform your job effectively? Please address factors both within your department or college and the larger university.

28. What hinders you from performing your job effectively? Please address factors both within your department or college and the larger university.

To what *extent* do you have ... (Not at all; Some; A moderate amount; A lot)

29. ... access to department chair (or dean/director if you are a college-level adviser?

30. ... participation in departmental decision-making (or college decision-making if you are a college-level adviser?

31. ... conversations with other advisers?

32. ... information on student satisfaction with advising?

33. ... information from other advising units?

34. ... opportunities for advising related professional development and training?

35. ... opportunities of advising related career advancement?

36. ... respect from others on campus?

37. ... other?

38. Please describe (if "Other") or add comments:

How *important* is it or you to have ... (Not at all; Some; A moderate amount; A lot)

39. ... access to department chair (or dean/director if you are a college-level adviser?

40. ... participation in departmental decision-making (or college decision-making if you are a college-level adviser?

41. ... conversations with other advisers?

42. ... information on student satisfaction with advising?

43. ... information from other advising units?

44. ... opportunities for advising related professional development and training?

45. ... opportunities of advising related career advancement?

46. ... respect from others on campus?

47. ... other?

48. Please describe (if "Other") or add comments:

Are there formal mechanisms for you to provide input on academic policies and procedures (e.g., seat on a curriculum committee, administrative decision-making body, etc.) ... (Don't know; Yes; No)

49. ... in your department?

50. ... in your college?

51. ... at the university level?

52. If Yes, what are these mechanisms?

53. Is excellence in academic counseling formally recognized and rewarded in your department or college?

    Yes
    No
    Not sure

54. Please describe (if "Yes") or add comments:

55. How is advising evaluated in your department and/or college?

To what extent do you have contact with advisers and counselors ... (Not at all; Some; A moderate amount; A lot)

56. ... in other departments and colleges?

57. ... at the Gateway Center?

58. ... at the EOP Counseling Center?

59. ... at the Student-Athlete Academic Services?

60. Please explain:

How would you describe the coordination of information and services between yourself and ... (N/A; Poor, Good, Excellent)

61. ... other departments and colleges?

62. ... the Gateway Center?

63. ... the EOP Counseling Center?

64. ... the Student-Athlete Academic Services?

65. Please explain:

66. What are the TWO or THREE most important things that could be changed to improve academic advising at the UW?

67. Do you have any further comments or suggestions about academic advising at the UW?

THE STUDENTS

1. During Fall quarter 2004, approximately how often did you use the following resources for academic planning? (Never; Once a quarter; Once a month; Once a week; Two or three times a week; Daily)

    UW Student Planner
    DARS (Degree Audit Reporting System)
    UW Website (Student Guide, Course Catalogue, Time Schedule, etc.)
    Departmental Website(s)
    Other
    If Other, *please specify:*

2. How many times during Fall quarter 2004 did you talk with the following people when you needed academic advice? (Never; Once or twice; Three to five times; Six to ten times; More than ten times)

    An adviser in your department or college
    An adviser in the Gateway Center
    An adviser in the OMA Counseling Center
    An adviser in the Student-Athlete Academic Services
    A faculty member
    A teaching assistant
    Your parent(s)
    Your sibling(s)
    Your friend(s)
    Other
    If *Other*, please specify:

3. Which of the following statements best describes your use of academic advising at UW?

    Currently working with one adviser
    Currently working with more than one adviser
    Not currently working with an adviser but I have met with one in the past
    Have never met with an adviser since I started at UW
    Other
    If *Other*, please specify:

4. What, if anything, hinders you the most from working with an academic adviser more often? (Check all that apply.)

I don't have time to contact or meet with an academic adviser.
I use other UW resources for academic advising (e.g., UW Website, Student Planner, etc.).
I don't know whom to contact for academic advising.
Academic advisers are not available when I can meet with them.
I had a bad advising experience and am not interested in going back.
I am not sure what an academic adviser can do for me.
The academic advisers' offices are inconveniently located.
Nothing hinders me, I work as often as I can with an academic adviser.
The adviser I am supposed to see was not helpful to me in the past.
I can figure out what I need to do on my own.
Other:

If you have <u>NEVER</u> met with an academic adviser at UW, please go to Question #14. If you <u>HAVE </u>ever met with a UW academic adviser, please continue with Question #5.

For the following question, please think about your current UW academic adviser, OR, if you are not presently working with one, please answer the questions about the last UW academic adviser from whom you sought advice.

5. Please indicate whether you will be referring to an academic adviser in ...

Your department or college
The Gateway Center
The OMA Counseling Center
The Student-Athlete Academic Services
Other

6. How often did you communicate with your academic adviser during Fall quarter 2004

In-person (one-on-one)?
In-person (group)?
By email?
By phone?
Via web chats?
Other?
If *Other*, please specify:

7. Do you feel the number of contacts you had with your academic adviser during Fall quarter 2004 was sufficient for your needs?

Yes
No
Not sure

8. If you met with your academic adviser one-on-one during Fall quarter 2004, how much time did you spend in each meeting?

I have not met
Under 5 minutes
Between 5 and 15 minutes
Between 15 and 30 minutes
Between 30 and 60 minutes
More than 60 minutes

9. Was the amount of time you met with your academic adviser one-on-one (in Question #8) normally enough time to adequately discuss your academic interests, issues, and concerns?

Always
Usually
Never

10. Please indicate whether or not you have discussed each of the following topics with your academic adviser. (Have not discussed and do not need to; Have not discussed but should have; Have discussed)

Your academic progress
Scheduling/registration procedures
Dropping/adding courses
Selecting/changing your major area of study
Meeting requirements for graduation
Improving your study skills and habits
Matching your learning style to particular courses, areas of study, or instructors
Obtaining remedial/tutorial assistance
Identifying career areas that fit your current skills, abilities, and interests
Coping with academic difficulties (e.g., low grades, academic probation, etc.)
Dealing with a problematic faculty member or teaching assistant
Obtaining, or problems with obtaining, financial aid
Continuing your education after graduation
Dealing with personal problems
UW services that support students with learning challenges and/or differences
Other
If *Other*, please specify:

11. To what extent do you agree or disagree with the following statements about your academic adviser? (Not Applicable; Strongly disagree; Disagree; Neutral; Agree; Strongly agree)

Expresses interest in me as a unique individual
Provides me with consistent and accurate information about academic requirements, prerequisites, etc.
Encourages me to assume an active role in my academic planning
Helps me select courses
Is familiar with my educational background
Encourages me to talk about myself and my college experience
Shows concern for my personal growth and development
Is a helpful, effective adviser whom I could recommend to other students
Is comfortable working with students with ethnic backgrounds different from his/her own
Responds directly and clearly to my questions
Refers me to other sources from which I can obtain assistance and information
Is readily available when I need assistance
Is approachable and easy to talk with
Is willing to discuss personal problems
Helps me explore careers in my field of interest

12. If you met with multiple academic advisers during Fall quarter 2004, how consistent was the advice you received?

Not at all consistent
Somewhat consistent
Consistent
Very consistent
No basis for judgment

13. If the information you received was not consistent, what were the consequences?

14. Did you get into your major before reaching 105 credits?

Yes
No
I have not reached 105 credits

15. What role, if any, did advising play in you getting all the necessary requirements for your major?

Helped
No role at all
Hindered
Don't know

16. To what extent do you agree or disagree with each of the following statements about the academic advising services at the UW? (Not applicable; Strongly disagree; Disagree; Neutral; Agree; Strongly agree)

    In general, the UW academic advisers have met my advising needs.
    At this university students have to run around from one place to another to get the information they need.
    Overall, I am satisfied with the advising I have received at the UW.

17. If you could change one thing about the academic advising you have received at the UW and/or add any additional advising services, what would it be?

18. Do you want your name to be included in the drawing for an iPOD mini or one of three $50 gift certificates for the UW bookstore?

    Yes
    No

THE GATEWAY CENTER

1. Tell us a bit about your role here in the Gateway Center.

2. How well do you feel the structure of the Gateway Center works for you and your students? Is there anything you would change if you could?

3. Let's move to the advising structure across campus. How well does this structure (Gateway for pre-majors, OMA and SAAS for special populations, department for majors) serve your students? Why? What about when students transition from pre-major to major?

4. It appears that the Gateway Center has a large presence on campus. Other departments and advisers often look to you for information and advice. Could you take a moment to comment on this dynamic? Do you feel that you live up to this role and serve this purpose and function in the ways you should?

5. It's felt that some students primarily "self advise" rather than seeking help from advising. Do you think this is true? Why or why not? Do you think this is good or bad? If you think it's a bad idea, what are some measures that could encourage these students to use advising services at UW?

6. Many have expressed concerns about the consistency of information students receive from advisers across units. Do you feel this is an issue with students you serve? If so, why? What are the reasons for the inconsistencies? What are some ways this could be improved?

7. The surveys are indicating a high level of interest in having better communication and information flow and having more collaboration and cooperation across advising units. Is this an issue for you? If so why is it? And what are some things that might be done to improve it?

8. We also learned from the surveys that information on student satisfaction with advising is quite important to advisers but that there is very little of it. How do you feel about this? Why is evaluation important to you?

9. The diversity appraisal report stated that the Gateway Center has not always been perceived as a welcoming place for students of color. What's your sense of how advising is working with students of color and other under-represented populations (GLBT, first generation, disabled, etc)? What is your perspective on the Diversity Appraisal report (staff development, climate, collaboration)? Please comment/share thoughts on this report. Is there anything else you feel could/should be done to improve the climate and experience for students of color? [*This question was added after some Gateway advisers had been interviewed and so was not asked of all advisers.*]

10. Overall, how effective do you feel the university is at meeting the advising needs of the undergraduate population?

11. What, if anything, would assist students in planning their academic programs more effectively? What additional advising services?

12. Is there anything else you would like to add?

THE OFFICE OF MINORITY AFFAIRS (OMA) COUNSELING CENTER

1. Tell us a bit about how advising is done in your program. Structurally how are you set up? How do you work with the other OMA programs? How well does your structure works for you and your students? Is there anything you would change if you could?

2. Let's move to the advising structure across campus. How well does this structure (Gateway for pre-majors, SAAS and EOP for special pops, department for majors) serve your students? Why? How much involvement with these units do your students have? How much involvement do you have with them? What about when students transition from pre-major to major?

3. The surveys are indicating a high level of interest in having better communication and information flow and having more collaboration and cooperation across advising units. Is this an issue for you? If so, why? What are some things that might be done to improve it? How does your location affect your communication and collaboration with the other units? There might be a perception that location leads to isolation, do you feel this is the case? What level of involvement do you feel that you need with the other advising units?

4. We've been hearing from other advisers we've interviewed that the leadership within the organization or unit greatly affects how they perceive their work, how involved they are, and their overall satisfaction with what they do. How would you describe the leadership within OMA? How does this affect you? Along with leadership, advisers also mention the importance of having a high level of autonomy in their work. Is this important for you? Do you feel you have an adequate level of it? [*This question was added after some OMA advisers had been interviewed and so was not asked of all advisers.*]

5. Many have expressed concerns about the consistency of information students receive from advisers across units. Do you feel this is an issue with students you serve? If so, why? What are the reasons for the inconsistencies? What are some ways this could be improved?

6. It's felt that some students primarily "self advise" rather than seeking help form advising. Do you think this is true? Why or why not? Do you think this is good or bad? If you think it's a bad idea, what are some measures that could encourage these students to use advising services at UW?

7. We also learned from the surveys is that information on student satisfaction is quite important to advisers but that there is very little of it. How do you feel about this?

8. Overall, how effective do you feel the university is at meeting the advising needs of the undergraduate population?

9. What would be your wish list for advising? What additional advising services? What would better assist students? Is there anything else you would like to add?

THE STUDENT-ATHLETE ACADEMIC SERVICES (SAAS)

1. Thinking about the current structure of advising services at UW, how adequately does this structure (Gateway for pre-majors, OMA and SAAS for special populations, departments for majors) serve UW's diverse population of undergraduates? Centralized oversight and support? More consistent approach across units?

2. Some advisers feel they are not adequately prepared to work with students of ethnic backgrounds different than their own. This unit seems to work with a fairly diverse blend of students. Do you feel adequately prepared to work with this mix of students? What would make you feel more comfortable? What services could better assist students with different ethnic backgrounds?

3. What additional advising services would assist students in planning their academic programs more effectively? What would assist you in helping students?

4. It's felt that some students only "self advise". What are some measures that could encourage them to use advising services at UW?

5. Many have expressed concerns about the consistency of advising across units. Do you feel this is an issue with students you serve? If so, why? What are the reasons for the inconsistencies? What are some ways this could be improved?

6. Overall, how effective do you feel the university is at meeting the advising needs of the undergraduate population?

7. Is there anything else anyone would like to add?

THE DEPARTMENTS

1. To get us started, we'd like to ask each of you to tell us a bit about how advising is done in your departments. Structurally how are you set up? How well does your structure works for you and your students? Is there anything you would change if you could?

2. Let's move to the advising structure across campus (Gateway for pre-majors, SAAS and EOP for special pops, department for majors). How well does this structure serve your students? Why? What about when students transition from pre-major to major? Does it serve all students equally well?

3. There's been a university-wide initiative on diversity. Do you sense that advising services have been a part of this effort? What are your observations about this? What's your sense of how advising is working with students of color?

4. It's felt that some students primarily "self advise" rather than seeking help form advising. Do you think this is true? Why or why not? What are some measures that could encourage these students to use advising services at UW?

5. Many have expressed concerns about the consistency of information students receive from advisers across units. Do you feel this is an issue with students you serve? If so, why? What are the reasons for the inconsistencies? What are some ways this could be improved?

6. The surveys are indicating a high level of interest in having better communication and information flow, and having more collaboration and cooperation across advising units. Is this an issue for you? If so, why? What are some things that might be done to improve it?

7. Another thing we are learning from the surveys is that information on student satisfaction is quite important to advisers, but that there is very little of it. How do you feel about this? Why is evaluation important to you?

8. Overall, how effective do you feel the university is at meeting the advising needs of the undergraduate population?

9. What would assist students in planning their academic programs more effectively? What additional advising services?

10. Is there anything else anyone would like to add?

DEPARTMENTAL CENSUS

1. Who does formal undergraduate advising in your department (or college)? (e.g. academic advising is provided by a graduate student, a sole academic adviser, a clerical staff, a lead adviser with two supporting advisers, a faculty member, etc.)

2. How many FTE's do the above positions represent?

3. Approximately how many undergraduate students are registered as majors in your department (or college)?

4. Are your majors required to seek academic advising?   ___ Yes   ___ No

   If **yes**, at what points in their academic careers are students required to meet with advisers?

6. What percentage of your majors sees advisers in your department - regardless of whether they are required to or not. Estimates are fine.

7. We liked to try to get a sense for how many students your advisers see in a quarter (estimates are fine).

   a. How many students do they see overall (in a quarter)?

   b. How many of these are **non-majors and pre-majors** (in a quarter)?

Additional comments:

COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCTAION: ACADEMIC ADVISING STANDARDS AND GUIDELINES

PART 1. MISSION

The academic advising program (AAP) must incorporate student learning and student develop in its mission. The AAP must develop record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document.

The primary purpose of the AAP is to assist student in the development of meaningful educational plans that are compatible with their life goals.

The institution must have a clearly written statement of Philosophy pertaining to academic advising which must include program goals and expectations of advisors and advisees. The program must operate as an integral part of the institution's overall mission.

The ultimate responsibility for making decisions about educational plans and life goals rests with the individual student. The academic advisor should assist by helping to identify and assess alternatives and the consequences of decisions.

- Institutional goals for academic advising should include . . .
    - development of suitable educational plans
    - clarification of career and life goals
    - selection of appropriate courses and other educational experiences
    - interpretation of institutional requirements
    - enhancement of student awareness about educational resources available (e.g., internship, study abroad, honors, and learning assistance programs)
    - evaluation of student progress toward established goals
    - development of decision-making skills
    - reinforcement of student self-direction
    - referral to and use of institutional and community support services
    - collection and distribution of data regarding student needs, preferences, and performance for use in making institutional decisions and policy

PART 2. PROGRAM

The formal education of students is purposeful, holistic, and consists of the curriculum and the co- curriculum. The academic advising program (AAP) must identify relevant and

desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Reasonable and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relations, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

The AAP must assist students in overcoming educational and personal problems and skill deficiencies. The program must provide evidence of its impact on the achievement of student learning and development outcomes. Programs and services may use the examples that follow or identify other more germane indicators.

Student Learning & Development Outcome Domains

Intellectual growth

Examples of achievement indicators: Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences.

Effective communication

Examples of achievement indicators: Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances.

Enhanced self-esteem

Examples of Achievement indicators: Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others.

Realistic self appraisal

Examples of achievement indicators: Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences.

Clarified values

Examples of achievement indicators: Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making.

Career choices

Examples of achievement indicators: Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education.

Leadership development

Examples of achievement indicators: Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes.

Healthy behavior

Examples of achievement indicators: Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community.

Meaningful interpersonal relationships

Examples of achievement indicators: Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect.

Independence

Examples of achievement indicators: Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively.

Collaboration

Examples of achievement indicators: Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills.

Social responsibility

Examples of achievement indicators: Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities.

Satisfying and productive lifestyles

Examples of achievement indicators: Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives.

Appreciating diversity

Examples of achievement indicators: Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society.

Spiritual awareness

Examples of achievement indicators: Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors.

Personal and educational goals

Examples of achievement indicators: Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and education goals on others.

The AAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of teaching, learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to the special needs of individuals.

The AAP must identify environmental conditions that may negatively influence student academic achievement and propose interventions that may neutralize such conditions.

The academic advisor must review and use available data about students' academic and educational needs, performance, aspirations, and problems.

The AAP must assure that academic advisors collaborate in the collection of relevant data about students for use in individual academic advising conferences. Individual academic advising conferences must be available to students each academic term. Through private, individual conferences with students, the academic advisors should provide assistance in refining goals and objectives, understanding available choices, and assessing the consequences of alternative courses of action. Course selection, understanding and meeting institutional requirements, and providing clear and accurate information regarding institutional policies, procedures, resources, and programs may be carried out individually or in groups.

The academic status of the student being advised should be taken into consideration when determining caseloads. For example, first year, undecided, under prepared, and honors students may require more advising time than upper division students who have declared their majors.

Academic advising caseloads must be consistent with the time required for the effective performance of this activity. When determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising, may extend beyond direct contact with the student.

The AAP must provide current and accurate advising information to academic advisors. Supplemental systems for the delivery of advising information, such as on-line computer programs, may be employed. Referrals to appropriate institutional or community support services should be made as needed.

The academic advising program should make available to academic advisors all pertinent research (e.g., about students, the academic advising program, and perceptions of the institution).

PART 3. LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint position and empower academic advising program (AAP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

AAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

AAP leaders must...

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

AAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development.

AAP leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

PART 4. ORGANIZATION AND MANAGEMENT

The academic advising program (AAP) must be structured purposefully and managed effectively to achieve its stated goals. Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. The program must strive to improve the professional competence and skills of all personnel it employs.

The AAP must provide channels within the organization for regular review of administrative policies and procedures.

The design of the AAP must be compatible with the institution's organizational structure and its students' needs. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and advisees. In some institutions, academic advising is a centralized function, while in others, it is decentralized, with a variety of people throughout the institution assuming responsibilities. Whatever system is used,

students, faculty advisors, and professional staff should be informed of their respective advising responsibilities.

PART 5. HUMAN RESOURCES

The academic advising program (AAP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, the program must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The program must strive to improve the professional competence and skills of all personnel it employs.

Academic advisors must hold an earned graduate degree in a field relevant to the position held or must possess an appropriate combination of educational credentials and related work experience.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

The AAP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Salary levels and fringe benefits for all AAP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The AAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. AAP must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

AAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

The AAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

The institution must designate a specific individual to direct the AAP. The director must possess either an earned graduate degree or equivalent combination of academic and educational experience, previous experience as an academic advisor, and knowledge of the literature of academic advising. The director must be skilled in fiscal management, personnel selection and training, conceptualization, planning and evaluation tasks.

Academic advisors should have an understanding of student development; a comprehensive knowledge of the institution's programs, academic requirements, majors, minors, and support services; a demonstrated interest in working with and assisting students; a willingness to participate in pre-service and in-service workshops and other professional activities; and demonstrated interpersonal skills.

Sufficient personnel should be available to meet students' advising needs without unreasonable delay. Advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

Academic advising personnel may be organized in various ways. They may be full-time or part-time professionals who have advising as their primary function or may be faculty whose responsibilities include academic advising. Paraprofessionals (e.g., graduate students in practice, interns, or assistants) or peer advisors may also assist advisors.

Support personnel should maintain student records, organize resource materials, receive students, make appointments, and handle correspondence and other operational needs. Technical staff may be used in research, data collection, systems development, and special projects.

Technical and support personnel should be carefully selected and adequately trained, supervised, and evaluated.

PART 6. FINANCIAL RESOURCES

The academic advising program (AAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

The AAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Special consideration should be given to providing funding for training and development of advisors, particularly those for whom the advisory function is part-time and/or secondary assignment.

Financial resources should be sufficient to provide high quality print and non-print information for students and training materials for advisors. Also, there should be sufficient resources to promote the academic advising program.

PART 7. FACILITIES, TECHNOLOGY, EQUIPMENT

The academic advising program (AAP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.
The AAP must assure that technology-assisted advising includes appropriate approvals, consultations, and referrals.

Computing equipment and access to local networks, student data bases, and the Internet should be available to academic advisors.

Privacy and freedom from visual and auditory distractions should be considerations in designing appropriate facilities.

PART 8. LEGAL RESPONSIBILITIES

Academic advising program (AAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial and local governments; and the institution's policies.

Academic advisors must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Academic advisors must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for academic advisors as needed to carry out assigned responsibilities and must inform academic advisors and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

PART 9. EQUITY AND ACCESS

Academic advising program (AAP) staff members must ensure that services are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. The AAP must adhere to the spirit and intent of equal opportunity laws.

The AAP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must especially be avoided on the bases of age; color, creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation, religious affiliation, sex, sexual orientation; or economic, marital, social, or veteran status.

Consistent with the mission and goals, the AAP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

PART 10. CAMPUS AND EXTERNAL RELATIONS

The academic advising program (AAP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

Academic advising is integral to the educational process and depends upon close working relationships with other institutional agencies and the administration. The academic advising program should be fully integrated into other processes of the institution.

For referral purposes, the academic advising program should provide academic advisors a comprehensive list of relevant external agencies, campus offices, and opportunities.

PART 11. DIVERSITY

Within the context of the institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the academic advising program (AAP) must nurture environments where similarities and differences among people are recognized and honored.

The AAP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and

heritage, and that of others. The AAP must educate and promote respect about commonalties and differences in their historical and cultural contexts.

The AAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

PART 12. ETHICS

All persons involved in the delivery of the academic advising program (AAP) must adhere to the highest principles of ethical behavior. The AAP must develop or adopt and implement appropriate statements of ethical practice. The AAP must publish these statements and ensure their periodic review by relevant constituencies. Ethical standards or other statements from relevant professional associations should be considered.

AAP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All AAP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

AAP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

AAP staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all AAP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

AAP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

AAP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

AAP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

PART 13. ASSESSMENT AND EVALUATION

The academic advising program (AAP) must conduct regular assessment and evaluations. The AAP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

The program must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving the program in recognizing staff performance.

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VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

UW

Report of Contributions
University of Washington
University of Washington Foundation

April 2005

NOTES AS OF APRIL 30, 2005

DATA POINTS

$1,357,689,509 has been raised toward our campaign goal of $2 billion.

The UW received $17.6 million in total private voluntary support ($6.8 million in gifts and $10.8 million in grants) in April.

Areas including Arts & Sciences, UW Bothell, Business, Dentistry, Education, Engineering, Evans School of Public Affairs, Graduate School, Information School, Intercollegiate Athletics, Libraries, UW Medicine, Nursing, Ocean and Fisheries, Pharmacy, Public Health, Scholarships and Student Programs and Social Work are ahead of last year's year-to-date totals.

FUNDRAISING PROGRESS SINCE JULY 1, 2000

Legend: GIFTS, GRANTS, PLEDGES

TOTAL $1,357.7
$155.8
$488.0
$713.8

DOLLARS IN MILLIONS
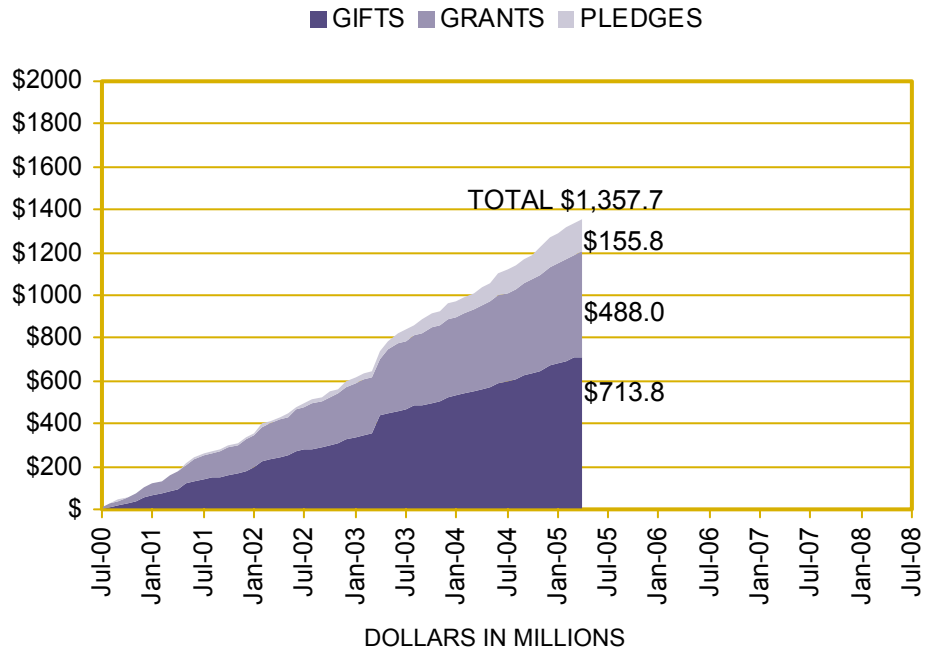
CURRENT GIFT AND PRIVATE GRANT TOTALS

Legend: GIFTS, PRIVATE GRANTS

PRIOR YEAR TOTAL: $199.8 ($71.6 / $128.2)
PRIOR YEAR TO DATE: $164.1 ($62.7 / $101.4)
CURRENT YEAR TO DATE: $204.9 ($82.7 / $122.2)

DOLLARS IN MILLIONS
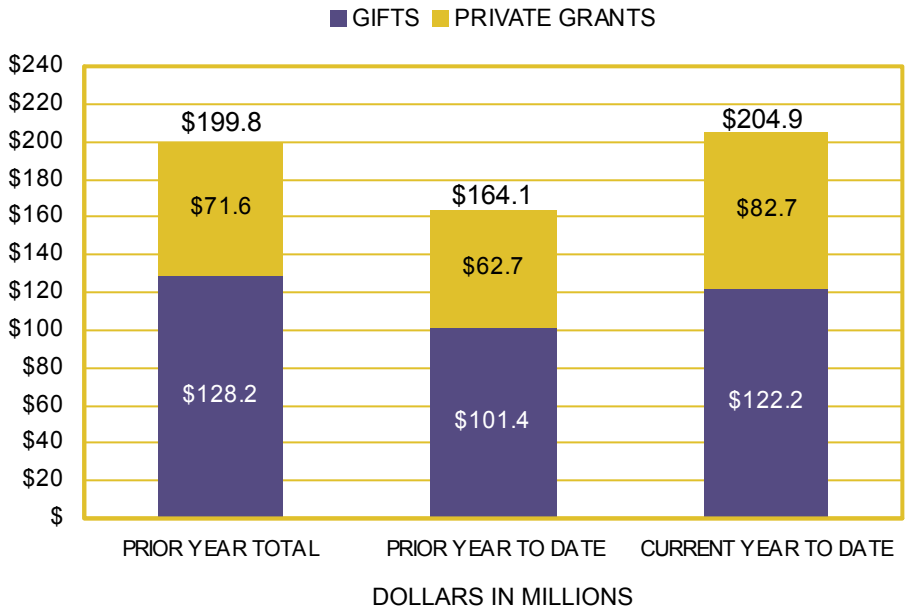
APRIL 2005 GIFTS AND IMPACT

Selected gifts representing private support for one of the University of Washington's key fundraising priorities -- student, faculty, program and facility support.

Alta J. and Stanley H. Barer — *$10,000 to Libraries*
- This gift to the Warren G. Magnuson Endowed Library Fund is part of $130,000 raised this year at an annual event honoring one of the Northwest's most memorable lawmakers.
- A strong advocate of federal aid to education who helped to establish the National Institutes of Health, Senator Magnuson was instrumental in establishing the UW as a leading medical research institution. The UW Health Sciences Center is named for him.
- The Magnuson endowment was established in 1988; since then an annual event has been held in the Senator's honor. To date, $182,000 has been raised for the endowment, which supports library collections in areas related to Senator Magnuson's legacy of public service: political science and history, labor issues, law, health care, consumer protection, natural resources, science and transportation policies.
- Stan Barer ('63) was the first legislative aide in a program developed by Senator Magnuson to hire UW law graduates. He and his wife Alta are UW Laureates who generously support the School of Law and Intercollegiate Athletics, among other UW programs.

Frye Art Museum — *$10,000 to the University Press*
- This gift will help fund production of the forthcoming book *William Cumming: Images of Consequence* by Matthew Kangas, which will be published by the Press in the summer of 2005.
- William Cumming is considered the last of the original "Northwest School" artists, whose members included Mark Tobey, Morris Graves, Kenneth Callahan and Guy Anderson. The book will accompany an exhibition which will open on August 20 at the Frye Art Museum.
- Over $30,00 has been raised in support of this book, including Christopher Ackerley, president of the media company the Ackerley Group.
- The Frye Art Museum provides rotating exhibitions, lectures, workshops and conferences year-round at no cost to the public.

Harry A. and Ann L. Pryde — *$20,000 to the Evans School of Public Affairs*
- Mr. and Mrs. Pryde's gift is a payment on a $100,000 pledge to endow the Harry and Ann Pryde Endowed Graduate fellowship at the Evans School, which will provide funds to graduate students pursuing careers in public service. The gift qualifies for matching funds under the UW Matching Initiative.
- Ann and Harry Pryde are Evans School alumni who both worked in the public sector before starting the Pryde Corporation, a real estate development company.
- The Evans School of Public Affairs is ranked nationally in the top tier of schools of public policy by *U.S. News and World Report.* The school has 1,800 alumni working throughout the world.

UNIVERSITY OF WASHINGTON Foundation

REPORT OF CONTRIBUTIONS

April 2005

CAMPAIGN UW: CREATING FUTURES

Report prepared by: Office of Development and Alumni Relations

Advancement Services, Information Management

5/6/2005 11:16 AM

TABLE OF CONTENTS

*All Campaign totals represented are from July 1, 2000 through the end of the preceeding calendar month. Please note that grant revenue totals in Campaign Reports may contain clinical trials. Fundraising totals from all affiliated non-profit organizations are also included in UW Campaign totals.

Annual reporting is July 1, 2004 through the end of the preceeding calendar month.

CAMPAIGN UW
CREATING FUTURES
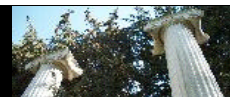
CAMPAIGN PROGRESS SINCE JULY 1, 2000

■ **GIFTS** ■ **PLEDGES** ■ **GRANTS**

Gifts	$713.8
Private Grants	$488.0
Pledge Balance	$155.8
Total	$1,357.7

DOLLARS IN MILLIONS
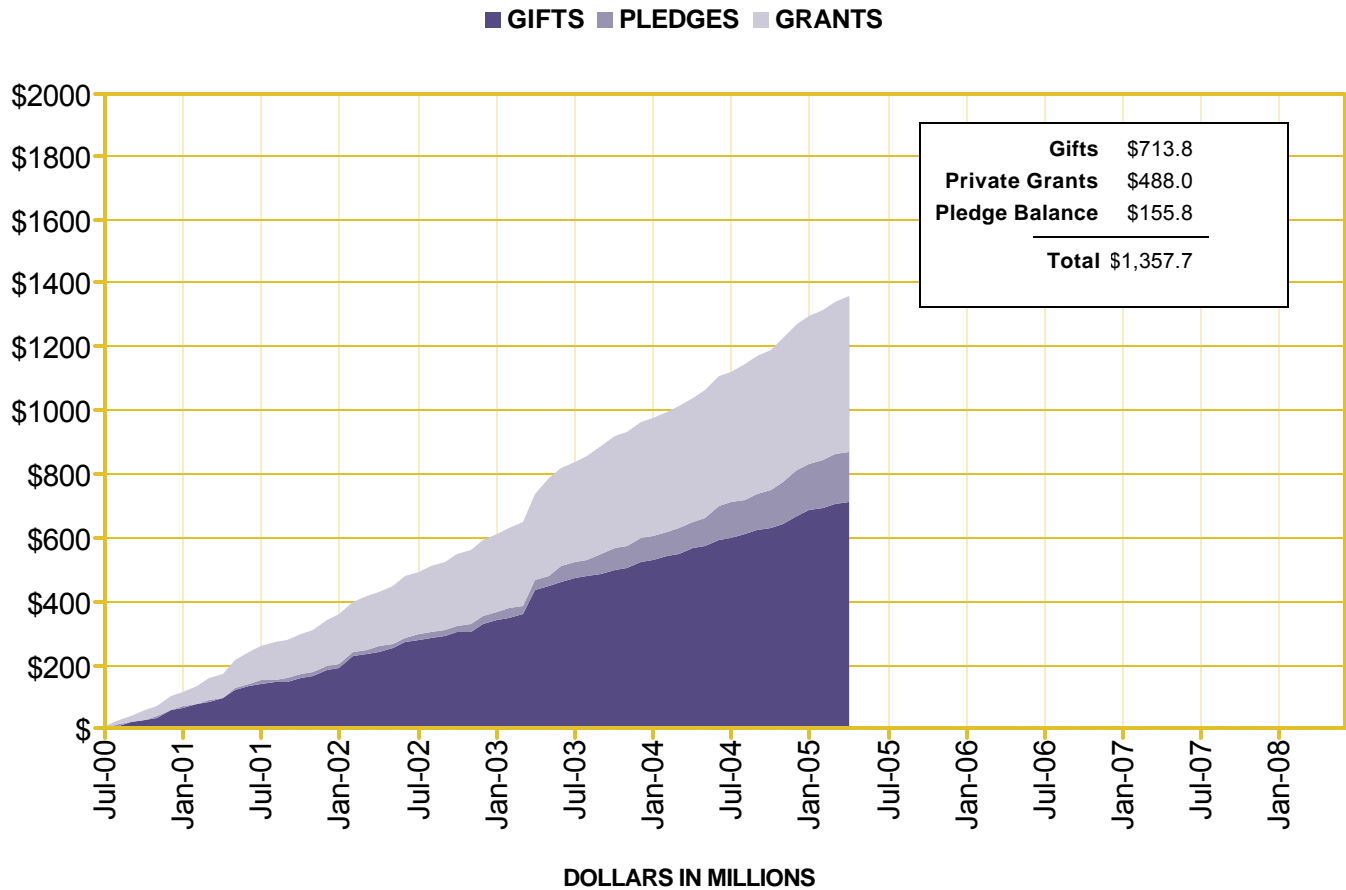
Source: UW Office of Development

Summarizes Total Private Voluntary Support since July 1, 2000. Testamentary Commitments included in Pledge Balance total.
All dollar totals in millions.

Job Number: 65430
April 2005

Fundraising Progress Since July 1, 2000
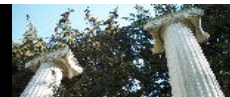
CAMPAIGN PROGRESS BY GIVING LEVEL

DOLLARS RAISED Gifts and Pledges Giving Level *	Alumni	Non Alumni	Family Fndns.	Corporations	Foundations	Other Orgs.	Total
$100M+	$0	$32,720	$87,084,812	$0	$0	$0	$87,117,532
$50M - $99,999,999	$0	$0	$0	$0	$0	$0	$0
$10M - $49,999,999	$28,653,385	$45,989,184	$20,512,500	$20,245,182	$29,922,374	$0	$145,322,626
$5M - $9,999,999	$15,102,484	$5,005,500	$0	$22,602,117	$13,166,754	$22,052,865	$77,929,720
$1M - $4,999,999	$64,094,388	$47,857,802	$20,026,810	$52,760,709	$34,347,320	$4,717,809	$223,804,838
$100,000 - $999,999	$62,703,495	$50,768,012	$17,189,538	$30,105,908	$16,978,950	$9,383,723	$187,129,626
$25,000 - $99,999	$18,032,843	$14,159,096	$2,186,452	$12,734,499	$3,181,085	$2,837,358	$53,131,334
$10,000 - $24,999	$11,793,490	$8,617,771	$792,365	$6,114,233	$832,692	$1,142,289	$29,292,840
$5,000 - $9,999	$8,911,110	$6,723,482	$263,413	$3,635,637	$385,372	$502,477	$20,421,491
$2,000 - $4,999	$8,237,832	$6,459,824	$76,559	$2,654,241	$220,253	$305,168	$17,953,878
$1,000 - $1,999	$3,849,981	$3,176,922	$22,060	$1,164,276	$71,426	$145,467	$8,430,133
$500 - $999	$3,663,423	$2,506,819	$4,710	$572,811	$25,655	$71,479	$6,844,898
$250 - $499	$2,910,499	$2,179,671	$1,850	$256,276	$8,032	$39,936	$5,396,265
$100 - $249	$2,518,036	$1,736,271	$1,210	$239,490	$7,497	$24,742	$4,527,245
$1 - $99	$1,303,155	$982,141	$154	$60,973	$908	$8,899	$2,356,230
Gift / Pledge Total	**$231,774,123**	**$196,195,216**	**$148,162,433**	**$153,146,351**	**$99,148,319**	**$41,232,212**	**$869,658,654**
Private Grant Total							**$488,030,855**

DONOR COUNTS Giving Level	Alumni	Non Alumni	Family Fndns.	Corporations	Foundations	Other Orgs.	Total
$100M+	0	2	1	0	0	0	3
$50M - $99,999,999	0	0	0	0	0	0	0
$10M - $49,999,999	8	6	2	2	4	0	22
$5M - $9,999,999	4	4	0	7	5	8	28
$1M - $4,999,999	68	72	12	44	38	29	263
$100,000 - $999,999	373	393	64	356	155	155	1,496
$25,000 - $99,999	720	669	58	532	132	166	2,277
$10,000 - $24,999	1,427	1,298	57	585	81	130	3,578
$5,000 - $9,999	2,315	2,033	45	674	78	98	5,243
$2,000 - $4,999	4,451	4,098	27	1,050	84	131	9,841
$1,000 - $1,999	4,511	4,556	20	1,079	61	134	10,361
$500 - $999	7,838	6,605	10	1,056	41	123	15,673
$250 - $499	11,163	9,827	6	905	25	129	22,055
$100 - $249	20,850	17,164	9	1,872	55	194	40,144
$1 - $99	33,866	33,069	4	1,562	18	253	68,772
Total	**87,594**	**79,796**	**315**	**9,724**	**777**	**1,550**	**179,756**

Source: UW Office of Development & Alumni Relations

This report shows the count of distinct donors and campaign total by giving level and donor type since July 1, 2000.
*"Giving Level" is determined by summing all gift record types (including grants); however only gifts and pledges are used to calculate dollar totals in the "Dollars Raised" chart.
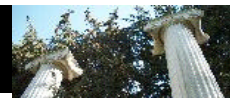
CAMPAIGN PROGRESS BY PYRAMID, SINCE JULY 1, 2000

$100M+

3          $87,117,532

$50M - $99,999,999

0                          $0

$10M - $49,999,999

22                    $145,322,626

$5M - $9,999,999

28                          $77,929,720

$1M - $4,999,999

263                      $223,804,838

$100,000 - $999,999

1,496 $187,129,626

$25,000 - $99,999

2,277 $53,131,334

$10,000 - $24,999

3,578 $29,292,840

$5,000 - $9,999

5,243 $20,421,491

$2,000 - $4,999

9,841 $17,953,878

$1,000 - $1,999

10,361 $8,430,133

$500 - $999

15,673 $6,844,898

$250 - $499

22,055 $5,396,265

$100 - $249

40,144 $4,527,245

$1 - $99

68,772 $2,356,230

Private Grants

$488,030,855

179,756   **Donor Count**   **Gift and Pledges** $869,658,654

Campaign Total: $1,357,689,509   *Campaign Working Goal: $2,000,000,000   Percent Complete: 67.9%

Source: UW Office of Development
The counts of distinct donors and fundraising totals by giving level are shown.
*Unit campaign goals are still being finalized.
Pyramid Levels are determined by summing all gift record types(including grants); however only gifts and pledges are used to calculate dollar totals displayed.

Job Number: 65430   Campaign Progress Pyramid - Since July 1, 2000
April 2005
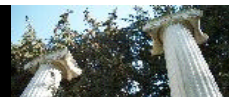
CAMPAIGN PROGRESS BY CONSTITUENCY

	GIFTS	Irrevocable Deferred Gifts		[1] PLEDGES	Testamentary Commitments		[2] GRANTS	Campaign - Private Voluntary Support		
		Donor Value	Discount Value		Donor Value	Discount Value		TOTAL	[3] Working Goal	% of Goal
UW Medicine	$215,338,980	$9,976,291	$4,587,385	$17,643,614	$16,714,853	$3,817,119	$243,546,087	$503,219,823	$1,000,000,000	50.3%
Architecture	$5,861,879	$244,117	$78,098	$741,730	$0	$0	$1,522,775	$8,370,501	$19,000,000	44.1%
Arts and Sciences	$73,629,971	$4,852,561	$2,491,186	$8,667,597	$7,274,000	$4,282,001	$54,273,109	$148,697,238	$240,000,000	62.0%
Broadcast Services	$31,532,045	$0	$0	$13,864	$0	$0	$0	$31,545,910	N/A	N/A
Business School	$41,110,145	$741,794	$337,793	$31,429,148	$3,000,271	$2,035,445	$200,800	$76,482,158	$226,000,000	33.8%
Dentistry	$5,607,732	$20,000	$7,801	$773,381	$100,000	$41,408	$3,411,559	$9,912,673	$15,000,000	66.1%
Education	$7,444,297	$2,849	$2,849	$4,339,790	$0	$0	$8,001,647	$19,788,582	$23,000,000	86.0%
Engineering	$99,503,773	$1,563,700	$624,899	$7,502,665	$1,750,000	$1,124,333	$47,659,793	$157,979,932	$250,000,000	63.2%
Evans Schl. of Pub. Affairs	$8,618,614	$52,994	$18,215	$525,354	$500,000	$265,793	$33,534,719	$43,231,681	$40,000,000	108.1%
Forest Resources	$5,716,706	$646,572	$439,763	$730,835	$1,250,000	$637,648	$2,704,057	$11,048,170	$17,700,000	62.4%
Friday Harbor Labs	$5,200,754	$153,242	$24,284	$380,635	$695,000	$438,421	$765,000	$7,194,631	$12,000,000	60.0%
Information School	$2,319,714	$0	$0	$115,146	$100,000	$64,666	$836,947	$3,371,807	$5,000,000	67.4%
Intercollegiate Athletics	$68,486,857	$211,597	$102,931	$4,306,011	$0	$0	$0	$73,004,466	$110,000,000	66.4%
Law	$22,197,210	$1,659	$1,659	$1,586,519	$0	$0	$937,944	$24,723,332	$70,000,000	35.3%
Libraries	$4,089,997	$427,146	$265,714	$109,986	$772,000	$379,527	$410,326	$5,809,455	$9,000,000	64.5%
Nursing	$6,742,048	$275,000	$119,617	$931,979	$1,475,000	$869,595	$6,228,621	$15,652,648	$24,000,000	65.2%
Ocean and Fisheries	$9,488,575	$562,500	$187,134	$1,007,720	$0	$0	$15,524,555	$26,583,349	$34,000,000	78.2%
Pharmacy	$6,317,666	$0	$0	$454,433	$0	$0	$3,583,455	$10,355,555	$10,260,000	100.9%
President's Funds	$4,482,815	$324,582	$149,399	$602,291	$1,750,000	$823,656	$0	$7,159,687	N/A	N/A
Public Health	$12,545,532	$50,259	$24,777	$718,886	$0	$0	$48,955,907	$62,270,584	$90,000,000	69.2%
Scholar. & Student Progs.	$20,553,865	$321,293	$97,431	$2,425,694	$550,000	$239,963	$624,871	$24,475,723	$40,000,000	61.2%
Social Work	$1,495,512	$165,797	$33,243	$206,917	$0	$0	$4,346,222	$6,214,448	$10,000,000	62.1%
University Press	$1,383,650	$83,788	$35,275	$31,790	$0	$0	$0	$1,499,228	$3,000,000	50.0%
University Support	$19,944,315	$833,455	$590,740	$8,209,232	$12,521,091	$4,500,384	$10,842,261	$52,350,354	N/A	N/A
UW Bothell	$1,947,215	$0	$0	$243,517	$0	$0	$50,500	$2,241,232	$5,700,000	39.3%
UW Tacoma	$10,595,983	$150,000	$150,000	$10,890,659	$2,800,000	$1,594,562	$69,700	$24,506,342	$30,000,000	81.7%
All UW Total	$692,155,850	$21,661,196	$10,370,193	$104,589,393	$51,252,215	$21,114,521	$488,030,855	$1,357,689,509	$2,000,000,000	67.9%

Source: UW Office of Development

Fundraising progress toward campaign working goals by constituency area (school/college/program). Campaign total is the sum of gifts, grants, active pledges and donor values of irrevocable deferred gifts and testamentary commitments. "N/A" is not applicable. 1 - "Pledges" are those in active status only. 2 - "Grants" are private grants only. 3 - Unit campaign working goals are still being finalized.

Job Number: 65430

April 2005

Campaign Progress by Constituency - Since July 2000
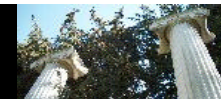
CAMPAIGN FUNDING THEME PROGRESS - JULY 2000 - PRESENT

THEME	CURRENT USE	ENDOWMENT	TOTAL
Student Support	$63,064,120	$76,122,850	$139,186,971
Faculty Support	$68,915,250	$80,505,871	$149,421,120
Program Support for Faculty and Students	$599,083,969	$71,907,262	$670,991,231
Capital	$250,353,296	$878,269	$251,231,564
Unrestricted	$119,430,593	$27,428,030	$146,858,623
Total	$1,100,847,227	$256,842,282	$1,357,689,509
Goal	$1,600,000,000	$400,000,000	$2,000,000,000
% to Goal	68.8%	64.2%	67.9%

Source: UW Office of Development

This report shows contribution totals by campaign theme/priority since July 1, 2000.

Job Number: 65430

April 2005
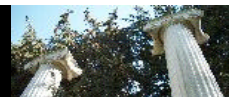
DEVELOPMENT SUMMARY - TOTAL PRIVATE VOLUNTARY SUPPORT

AREA	YEAR TO DATE DONOR VALUES		
	GIFTS	PRIVATE GRANTS	TOTAL
UW Seattle			
UW Medicine	$33,443,851	$36,646,718	$70,090,569
Architecture	$475,720	$382,366	$858,086
Arts and Sciences	$15,378,325	$6,364,110	$21,742,435
Broadcast Services	$6,520,998		$6,520,998
Business School	$9,667,833	$50,800	$9,718,633
Dentistry	$1,100,065	$115,719	$1,215,784
Education	$1,468,616	$2,093,697	$3,562,313
Engineering	$16,287,398	$6,895,879	$23,183,277
Evans Schl. of Pub. Affairs	$456,354	$10,750,401	$11,206,755
Forest Resources	$1,107,168	$470,574	$1,577,742
Graduate School	$1,292,021	$2,304,764	$3,596,785
Information School	$294,869	$72,270	$367,139
Intercollegiate Athletics	$11,171,766		$11,171,766
Law	$1,274,401	$144,997	$1,419,398
Libraries	$924,569		$924,569
Nursing	$1,456,802	$499,771	$1,956,573
Ocean and Fisheries	$1,926,171	$7,528,439	$9,454,610
Pharmacy	$1,818,261	$552,564	$2,370,825
President's Funds	$560,342		$560,342
Public Health	$927,715	$7,147,356	$8,075,071
Scholar. & Student Progs.	$4,619,863	$123,303	$4,743,166
Social Work	$541,600	$549,617	$1,091,217
UW Alumni Association	$775,033		$775,033
University Press	$425,659		$425,659
University Support	$7,402,273	$4,743	$7,407,016
Washington Tech. Center			
UW Bothell	$251,820		$251,820
UW Tacoma	$584,047	$2,400	$586,447
All UW Total	$122,153,555	$82,700,488	$204,854,043

Source: UW Office of Development

Contribution totals for the major Development areas of the University are shown.

Job Number: 65430

DEVELOPMENT SUMMARY - GIFTS AND PRIVATE GRANTS

AREA	CURRENT MONTH		YEAR TO DATE		PRIOR YEAR TO DATE		PRIOR FISCAL YEAR	
	Donors	Value	Donors	Value	Donors	Value	Donors	Value
UW Seattle								
UW Medicine	2,678	$6,003,878	16,087	$70,090,569	14,049	$61,270,792	15,677	$73,746,044
Architecture	85	$186,947	1,052	$858,086	931	$1,236,487	1,125	$1,526,446
Arts and Sciences	1,564	$1,319,675	13,857	$21,742,435	13,474	$17,348,665	15,042	$21,258,923
Broadcast Services	706	$675,192	2,767	$6,520,998	2,540	$6,354,146	3,055	$8,003,070
Business School	210	$138,571	3,609	$9,718,633	3,368	$7,337,455	3,774	$8,104,326
Dentistry	111	$72,579	1,128	$1,215,784	1,174	$1,110,569	1,314	$1,166,282
Education	106	$123,233	1,368	$3,562,313	1,336	$2,119,075	1,559	$2,231,526
Engineering	492	$1,564,346	3,539	$23,183,277	3,391	$19,292,327	3,709	$23,824,360
Evans Schl. of Pub. Affairs	64	$198,129	648	$11,206,755	374	$8,692,480	420	$8,704,838
Forest Resources	76	$337,519	945	$1,577,742	1,004	$1,678,809	1,055	$1,860,102
Graduate School	38	$1,160,342	509	$3,596,785	654	$2,045,614	890	$2,265,996
Information School	32	$23,004	522	$367,139	481	$331,064	528	$463,842
Intercollegiate Athletics	344	$270,386	11,450	$11,171,766	10,904	$9,326,564	21,719	$12,479,465
Law	96	$162,673	1,485	$1,419,398	1,541	$2,234,793	1,703	$2,886,862
Libraries	388	$86,726	3,837	$924,569	3,369	$514,227	3,589	$616,206
Nursing	84	$145,773	1,537	$1,956,573	1,534	$1,847,017	1,617	$1,922,445
Ocean and Fisheries	54	$2,408,822	616	$9,454,610	509	$3,820,936	553	$4,155,330
Pharmacy	60	$208,381	976	$2,370,825	1,012	$1,297,083	1,061	$1,494,282
President's Funds	150	$11,501	1,703	$560,342	2,186	$686,565	2,322	$869,415
Public Health	82	$519,449	593	$8,075,071	556	$5,898,373	584	$6,667,414
Scholar. & Student Progs.	524	$1,159,647	3,032	$4,743,166	3,981	$4,435,372	4,958	$5,858,592
Social Work	51	$123,868	645	$1,091,217	735	$450,132	795	$492,520
UW Alumni Association	2,170	$126,335	16,094	$775,033	18,725	$832,429	22,454	$1,032,281
University Press	47	$193,674	300	$425,659				
University Support	303	$212,471	1,526	$7,407,016	996	$2,561,453	1,245	$4,627,937
Washington Tech. Center					1	$204,919	1	$219,908
UW Bothell	82	$7,203	391	$251,820	229	$232,826	274	$248,742
UW Tacoma	97	$165,379	495	$586,447	470	$889,970	549	$3,050,522
All UW Unique Total	10,154	$17,605,716	76,116	$204,854,043	74,985	$164,050,153	91,903	$199,777,690

Source: UW Office of Development

The number of donors and contribution totals for the major Development areas of the University are shown.
Dollar values are based on donor values.
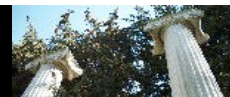
DEVELOPMENT SUMMARY - GIFTS

AREA	CURRENT MONTH		YEAR TO DATE		PRIOR YEAR TO DATE		PRIOR FISCAL YEAR	
	Donors	Value	Donors	Value	Donors	Value	Donors	Value
UW Seattle								
UW Medicine	2,618	$1,853,383	15,835	$33,443,851	13,855	$31,086,138	15,479	$36,774,110
Architecture	84	$86,947	1,050	$475,720	928	$935,993	1,123	$1,225,952
Arts and Sciences	1,551	$642,232	13,794	$15,378,325	13,422	$11,642,533	14,989	$14,525,068
Broadcast Services	706	$675,192	2,767	$6,520,998	2,540	$6,354,146	3,055	$8,003,070
Business School	209	$127,971	3,608	$9,667,833	3,368	$7,337,455	3,774	$8,104,326
Dentistry	111	$72,579	1,125	$1,100,065	1,170	$803,360	1,310	$859,073
Education	105	$35,333	1,363	$1,468,616	1,331	$1,362,105	1,554	$1,474,556
Engineering	476	$594,330	3,478	$16,287,398	3,339	$11,435,413	3,654	$15,709,271
Evans Schl. of Pub. Affairs	63	$28,129	626	$456,354	366	$692,814	412	$705,172
Forest Resources	73	$140,229	939	$1,107,168	1,000	$1,589,187	1,050	$1,730,480
Graduate School	37	$37,042	503	$1,292,021	651	$1,186,685	886	$1,402,400
Information School	31	$5,009	521	$294,869	480	$255,867	527	$388,645
Intercollegiate Athletics	344	$270,386	11,450	$11,171,766	10,904	$9,326,564	21,719	$12,479,465
Law	94	$42,676	1,482	$1,274,401	1,541	$2,234,793	1,703	$2,886,862
Libraries	388	$86,726	3,837	$924,569	3,369	$514,227	3,589	$616,206
Nursing	83	$78,784	1,528	$1,456,802	1,526	$1,124,395	1,609	$1,198,123
Ocean and Fisheries	51	$4,805	595	$1,926,171	496	$2,596,071	537	$2,827,176
Pharmacy	60	$208,381	971	$1,818,261	1,009	$1,035,412	1,058	$1,232,611
President's Funds	150	$11,501	1,703	$560,342	2,186	$686,565	2,322	$869,415
Public Health	76	$23,538	559	$927,715	524	$429,795	551	$603,827
Scholar. & Student Progs.	523	$1,036,344	3,031	$4,619,863	3,980	$4,433,772	4,957	$5,855,992
Social Work	50	$5,165	634	$541,600	730	$86,375	790	$128,763
UW Alumni Association	2,170	$126,335	16,094	$775,033	18,725	$832,429	22,454	$1,032,281
University Press	47	$193,674	300	$425,659				
University Support	303	$212,471	1,524	$7,402,273	993	$2,055,353	1,241	$4,022,337
Washington Tech. Center					1	$204,919	1	$219,908
UW Bothell	82	$7,203	391	$251,820	229	$232,826	274	$248,742
UW Tacoma	97	$165,379	494	$584,047	470	$889,970	549	$3,050,522
All UW Unique Total	10,051	$6,771,757	75,683	$122,153,555	74,659	$101,365,172	91,572	$128,174,367

Source: UW Office of Development

The number of donors and contribution totals (gifts only) for the major Development areas of the University are shown.
Dollar values are based on donor values.
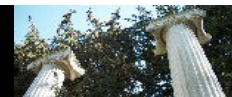
COMPLETE FISCAL YEAR COMPARISON OF TOTAL CONTRIBUTIONS RECEIVED
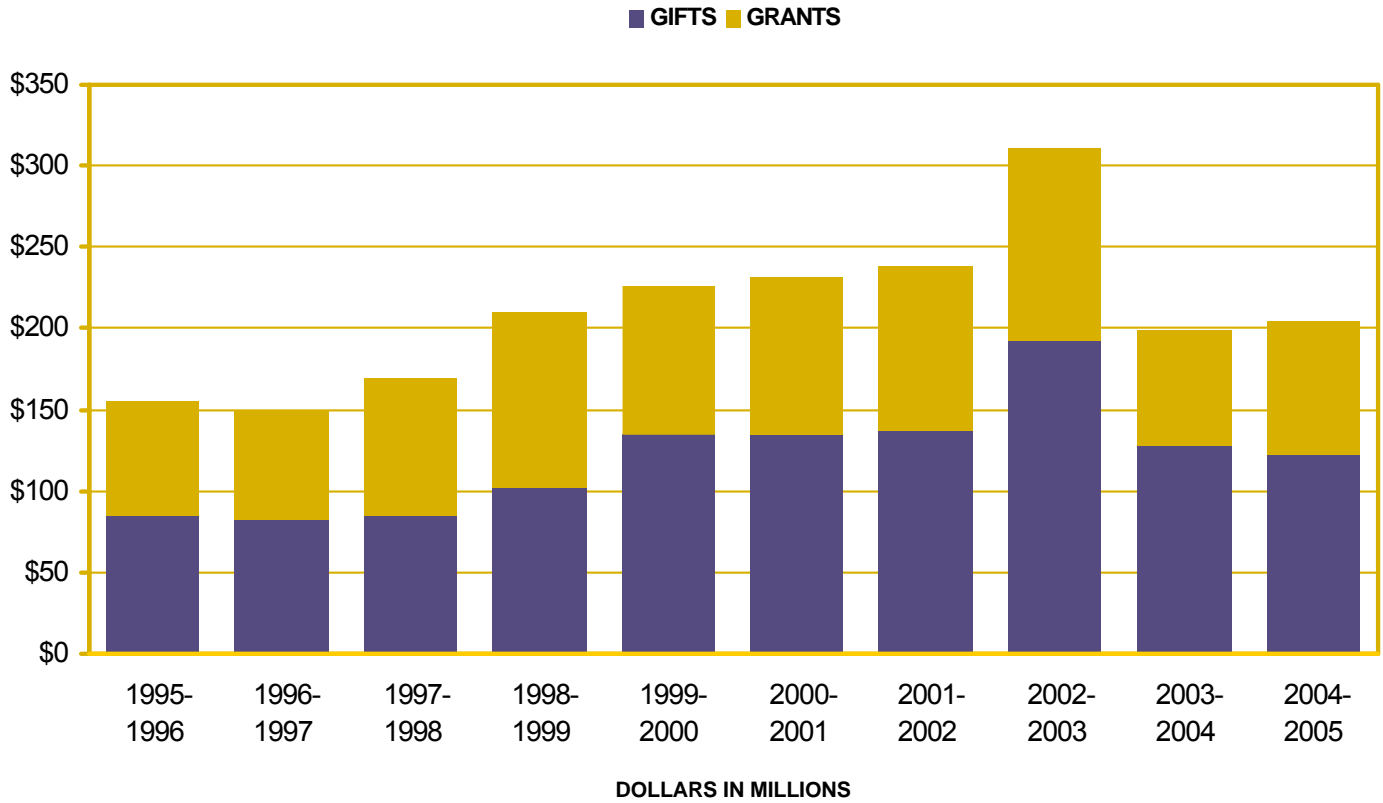
GIFTS **GRANTS**

DOLLARS IN MILLIONS

FISCAL YEAR	GIFTS	GRANTS	TOTAL CONTRIBUTIONS
2004- 2005	$122,153,555	$82,700,488	$204,854,043
2003- 2004	$128,174,367	$71,603,323	$199,777,690
2002- 2003	$192,573,183	$118,677,722	$311,250,905
2001- 2002	$137,959,340	$100,820,547	$238,779,887
2000- 2001	$134,805,190	$97,112,979	$231,918,169
1999- 2000	$134,037,997	$91,536,165	$225,574,162
1998- 1999	$102,925,077	$107,619,586	$210,544,663
1997- 1998	$84,718,016	$85,276,615	$169,994,631
1996- 1997	$81,892,963	$67,425,874	$149,318,837
1995- 1996	$85,036,511	$69,150,088	$154,186,599

Source: UW Office of Development

This graph compares the current fiscal year's contribution totals to each of the previous nine fiscal year's contribution totals.

Job Number: 65430

April 2005

Fiscal Year Totals Graph
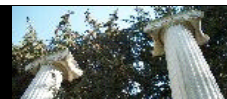
YEAR TO DATE CONTRIBUTION TOTALS
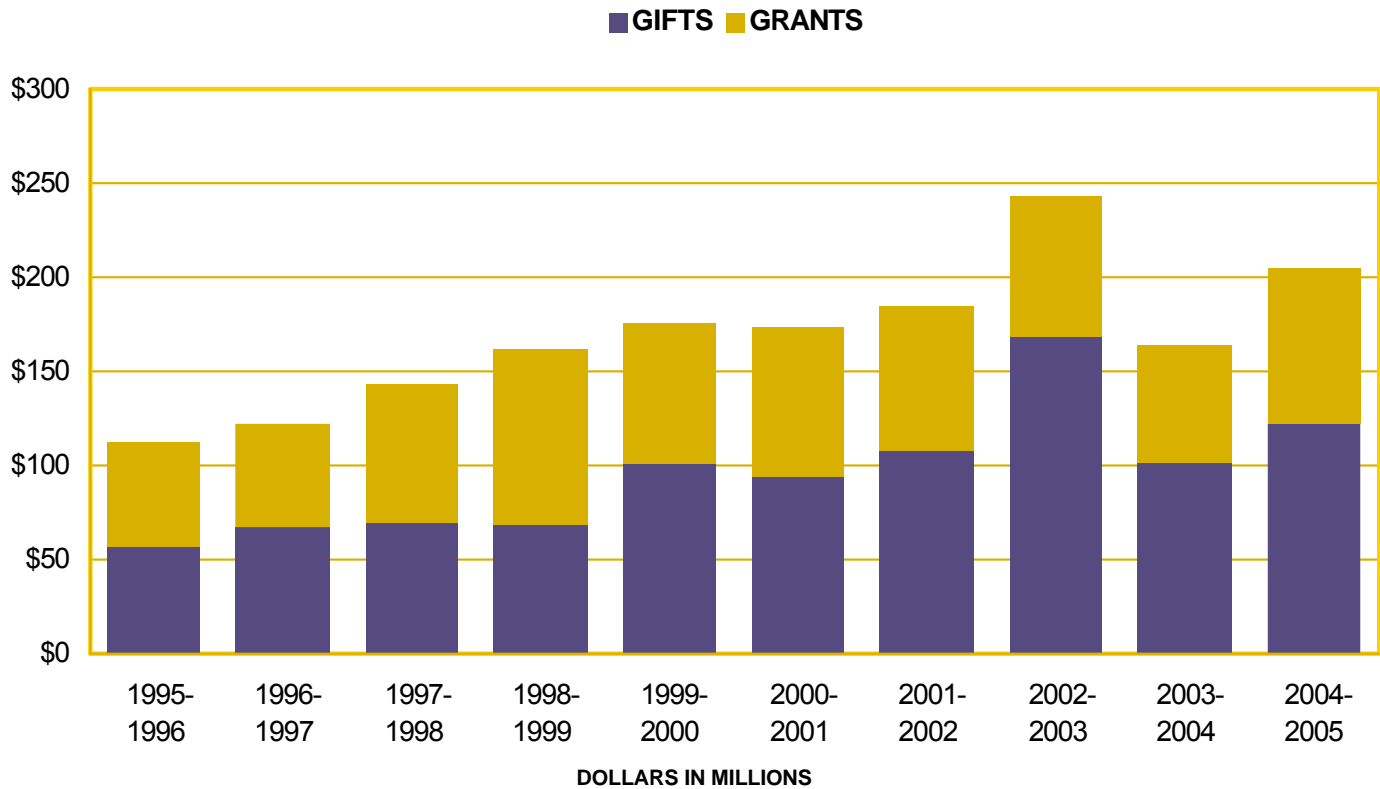
■ **GIFTS** ■ **GRANTS**

DOLLARS IN MILLIONS

FISCAL YEAR	GIFTS	GRANTS	TOTAL CONTRIBUTIONS
2004- 2005	$122,153,555	$82,700,488	$204,854,043
2003- 2004	$101,365,172	$62,684,981	$164,050,153
2002- 2003	$168,025,960	$75,232,159	$243,258,119
2001- 2002	$108,064,405	$76,888,322	$184,952,727
2000- 2001	$94,005,546	$78,829,602	$172,835,148
1999- 2000	$100,697,725	$74,876,551	$175,574,276
1998- 1999	$68,118,697	$94,018,598	$162,137,295
1997- 1998	$70,275,796	$72,238,514	$142,514,310
1996- 1997	$68,005,595	$53,836,266	$121,841,861
1995- 1996	$56,922,798	$55,481,488	$112,404,286

Source: UW Office of Development

This graph compares the current fiscal year's contribution totals to each of the previous nine fiscal year's contribution totals.

Job Number: 65430

April 2005

Year to Date Graph

DEVELOPMENT ACTIVITY BY DONOR TYPE IN CURRENT FISCAL YEAR

Pie chart:
- ALUMNI 17%
- CORPORATIONS 23%
- FACULTY/STAFF 2%
- FAMILY FOUNDATIONS 8%
- FOUNDATIONS 23%
- FRIENDS 12%
- ORGANIZATIONS 15%
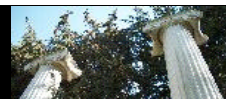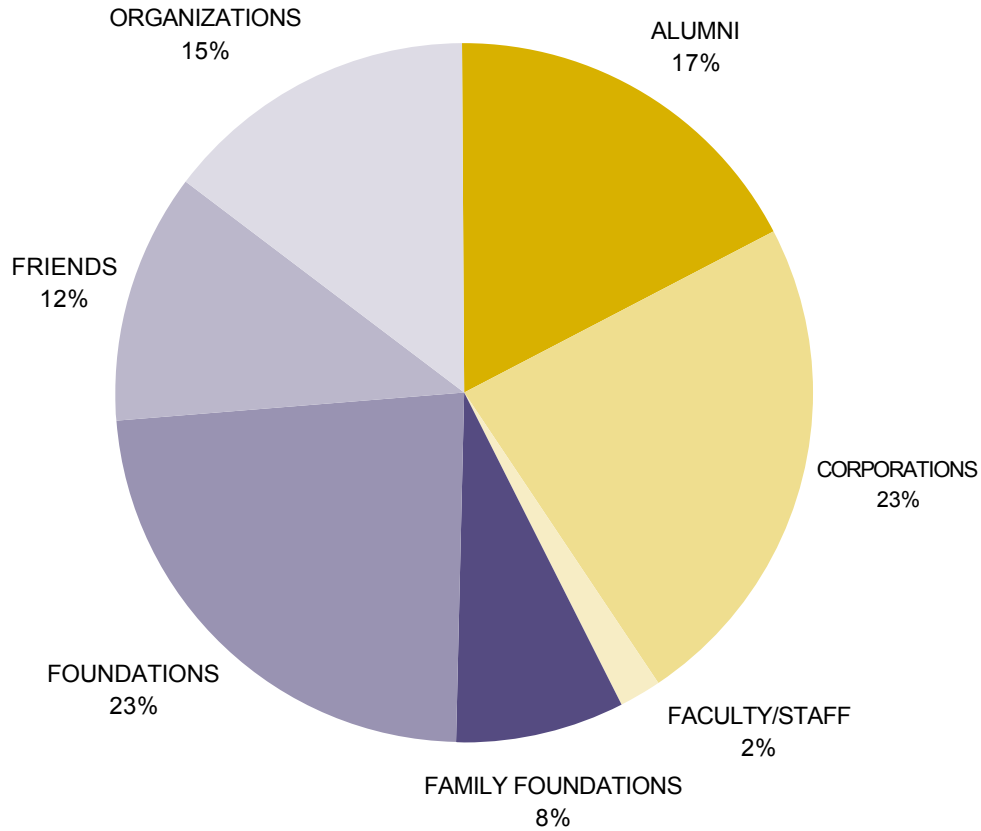
DONOR TYPE	YEAR TO DATE		PRIOR YEAR TO DATE		PRIOR FISCAL YEAR	
	Donors	Value	Donors	Value	Donors	Value
Alumni	41,129	$35,775,756	42,662	$28,231,406	49,719	$37,211,864
Corporations	2,983	$47,509,147	3,056	$39,854,218	3,760	$46,349,831
Faculty/Staff	3,029	$3,804,968	2,585	$2,619,559	3,171	$3,335,421
Family Foundations	165	$15,864,532	152	$17,487,849	161	$21,205,792
Foundations	351	$48,096,672	360	$29,780,289	387	$34,932,399
Friends	28,117	$23,747,177	25,809	$19,650,093	34,361	$27,532,116
Organizations	449	$30,055,791	422	$26,426,740	494	$29,210,266

Source: UW Office of Development

This graph shows the sources of contributions for the current year to date. Dollar values are based on donor value.

Job Number: 65430

April 2005

Development Activity by Donor Type in Current Fiscal Year Chart
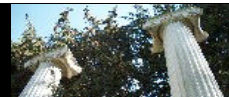
ALUMNI PARTICIPATION BY CONSTITUENCY

AREA	CURRENT FISCAL YEAR TO DATE			PREVIOUS FISCAL YEAR TO DATE			
	Solicitable	Donors	Partic. Rate	Solicitable	Donors	Partic. Rate	Final %
UW Seattle							
UW Medicine	15,842	2,983	18.8%	16,430	2,851	17.4%	19.6%
Architecture	7,192	1,128	15.7%	7,307	1,205	16.5%	18.9%
Arts and Sciences	121,216	16,842	13.9%	128,104	17,292	13.5%	15.8%
Business School	34,015	6,112	18.0%	35,210	6,532	18.6%	22.0%
Dentistry	4,301	1,056	24.6%	4,312	1,162	26.9%	31.3%
Education	18,677	3,114	16.7%	20,049	3,217	16.0%	18.9%
Engineering	29,399	4,122	14.0%	30,589	4,391	14.4%	16.6%
Evans Schl. Of Pub. Affairs	1,872	400	21.4%	1,797	376	20.9%	23.9%
Forest Resources	4,382	671	15.3%	4,468	685	15.3%	17.6%
Interdisc. Grad. Programs	1,161	191	16.5%	1,128	224	19.9%	22.5%
Interschool Programs	241	37	15.4%	219	30	13.7%	16.9%
Information School	3,786	762	20.1%	3,869	795	20.5%	23.0%
Law	7,070	1,469	20.8%	7,008	1,546	22.1%	25.6%
School Of Nursing	7,976	1,750	21.9%	8,092	1,830	22.6%	24.8%
Ocean & Fisheries	3,560	583	16.4%	3,705	599	16.2%	18.1%
Pharmacy	3,147	824	26.2%	3,159	906	28.7%	31.9%
Public Health	3,139	631	20.1%	3,044	594	19.5%	21.4%
Social Work	5,707	825	14.5%	6,008	880	14.6%	16.3%
Undergrad. Interdisc. Programs	67	8	11.9%	44	6	13.6%	25.0%
UW Bothell	3,580	403	11.3%	3,258	346	10.6%	12.8%
UW Tacoma	4,016	412	10.3%	3,595	348	9.7%	12.5%
Unspecified	11,614	2,239	19.3%	12,900	2,359	18.3%	22.1%
All UW Total	267,179	41,129	15.4%	278,939	42,662	15.3%	17.8%

Source: UW Office of Development

Alumni Participation
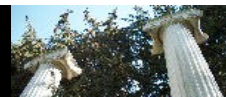
VII.   STANDING COMMITTEES

B. Finance and Audit Committee

Grant and Contract Awards – April, 2005

RECOMMENDED ACTION:

It is the recommendation of the administration and the Finance and Audit

Committee that the Board of Regents accept the Grant and Contract Awards as

presented on the attached list.

Attachment: Grant and Contract Awards Summary
                     Report of Grant and Contract Awards of
                     $1,000,000 or More

Grant and Contract Awards Summary

to

The Board of Regents

of the

University of Washington

for

April 2005

Office of Research

Office of Sponsored Programs

Table of Contents

APRIL HIGHLIGHTS

The City of Seattle, Public Utilities Department, awarded a grant in the amount of $500,000 for a project under the direction of Research Professor Charles B. Halpern of the College of Forest Resources entitled "An Ecological Restoration Experiment In The Cedar River Municipal Watershed." UW scientists will design and implement a restoration thinning experiment in young even-aged forests to guide future approaches to ecological restoration within the Cedar River Municipal Watershed. Their goals are to accelerate development of ecological structures associated with older forests, to increase complexity of wildlife habitat and to enhance biological diversity. The result will be a summary report analyzing and summarizing initial responses to treatments and recommending future sampling and research activities.

The National Science Foundation awarded a grant in the amount of 317,751 for a project under the direction of Research Professor George Hunt of the School Of Aquatic and Fishery Sciences entitled "Planning Activities For The Bering Ecosystem Study (BEST)." The motivation for the BEST Program is the knowledge that the Bering Sea is in the midst of significant adverse biological changes. The results may impact the sustainability of fish and shellfish stocks of great economic value effecting the livelihoods of Native communities and other fishers. The investigators will establish a project office to facilitate the planning and implementation of BEST activities. This BEST and will communicate the project's activities to the science community and the public at large.

APRIL ONLY
Comparison of Grant & Contract Awards

YEAR-TO-DATE
Comparison of Grant & Contract Awards
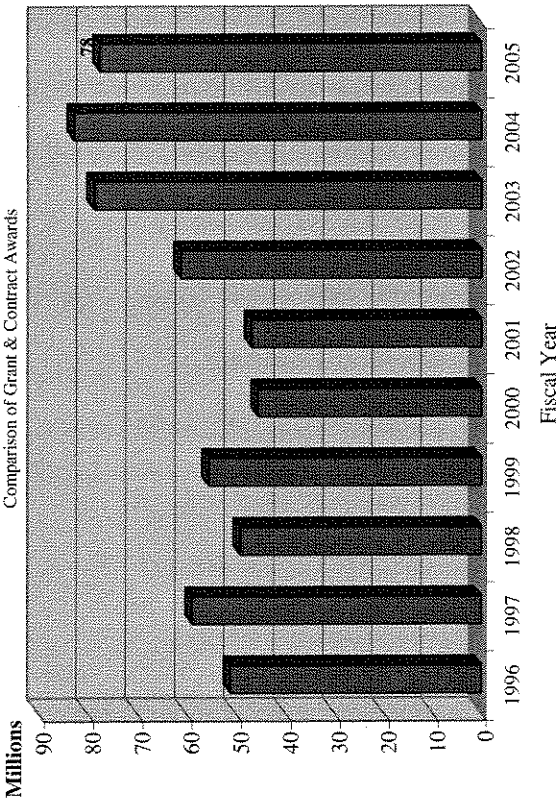
COMPLETE FISCAL YEAR
Comparison of Grant & Contract Awards
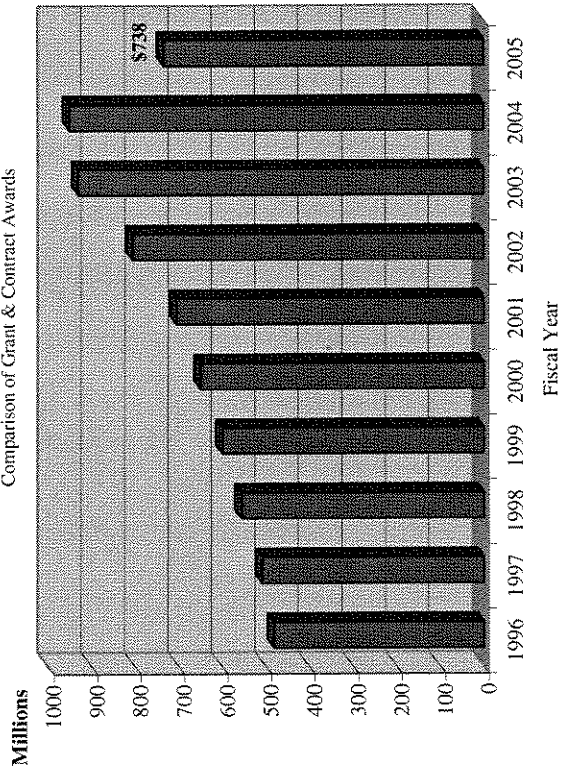
JULY THROUGH APRIL
Two Year Comparison of Grant & Contract Awards
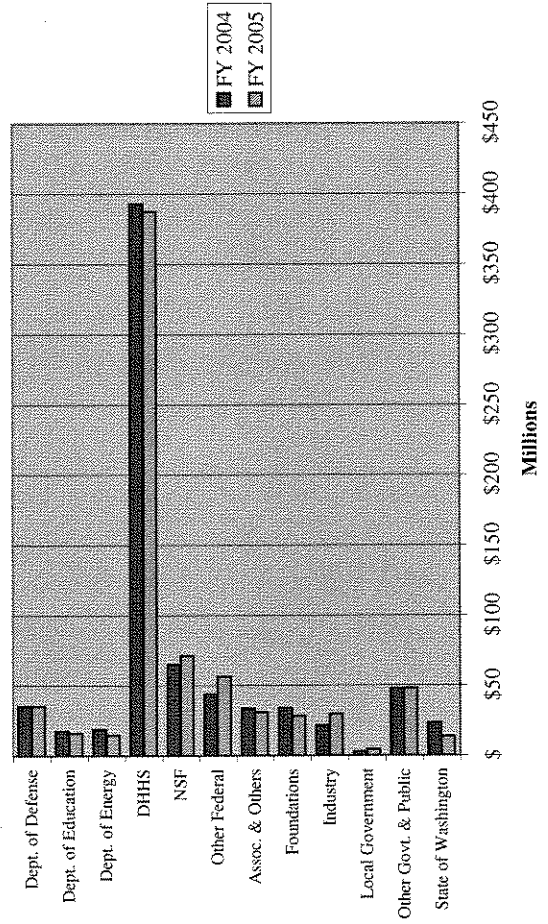
Summary of Grant and Contract Awards
Fiscal Year 2004-2005

| Month | RESEARCH | | TRAINING | | Total |
	Federal	Non-Federal	Federal	Non-Federal	Grants and Contracts
July	$59,948,697	$15,490,944	$6,142,165	$2,586,862	$84,168,668
August	$82,841,472	$16,029,595	$8,528,029	$2,376,175	$109,775,271
September	$97,039,843	$14,184,402	$13,804,079	$4,691,741	$129,720,065
October	$47,512,914	$15,994,709	$10,144,334	$5,762,687	$79,414,644
November	$11,718,550	$12,792,667	$7,763,675	$1,809,803	$34,084,695
December	$22,620,816	$11,009,686	$11,259,228	$936,242	$45,825,972
January	$27,733,231	$10,607,078	$4,901,594	$1,637,010	$44,878,913
February	$41,430,820	$11,310,474	$1,776,769	$1,550,461	$56,068,524
March	$52,832,824	$13,845,841	$6,890,359	$2,415,270	$75,984,294
April	$63,412,911	$9,308,697	$3,813,694	$1,207,004	$77,742,306
May					
June					
Current Year to Date	$507,092,078	$130,574,093	$75,023,926	$24,973,255	$737,663,352
Previous Year to Date	$512,327,846	$130,631,374	$62,097,547	$33,008,528	$738,065,295
Over (Under) Previous Year	($5,235,768)	($57,281)	$12,926,379	($8,035,273)	($401,943)

Assuming acceptance of all awards by the Board of Regents

Comparison of Grant and Contract Awards by Agency
Fiscal Years 2003-2004 and 2004-2005

Agency	July-Apr FY04	July-Apr FY05
Department of Defense	$35,599,342	$35,455,231
Department of Education	$17,722,627	$16,099,924
Department of Energy	$18,789,521	$14,837,623
Dept. of Health and Human Services	$393,118,330	$387,702,438
National Science Foundation	$65,059,610	$71,470,597
Other Federal	$44,135,963	$56,550,191
Subtotal for Federal:	**$574,425,393**	**$582,116,004**
Associations _Others	$33,586,542	$30,955,824
Foundations	$34,049,645	$28,418,962
Industry	$21,680,060	$29,874,584
Local Government	$3,045,146	$4,551,663
Other Government and Public Agencies	$47,845,562	$48,017,128
State of Washington	$23,432,947	$13,729,187
Subtotal for Non-Federal:	**$163,639,902**	**$155,547,348**
Grand Total :	**$738,065,295**	**$737,663,352**

Amount of Increase (Decrease): ($401,943)

Percent of Increase (Decrease): -0.1%

Assuming acceptance of all awards by the Board of Regents

Comparison of Grant and Contract Awards by School/College
Fiscal Years 2003-2004 and 2004-2005

School/College		July-Apr FY04	July-Apr FY05
Upper Campus			
Achitecture and Urban Planning		$1,984,064	$823,063
Arts and Science		$81,741,115	$61,906,424
Business Administration		$13,303	$396,250
Education		$8,425,419	$11,778,514
Engineering		$66,292,108	$62,713,164
Evans School of Public Affairs		$13,047,578	$8,675,167
Forest Resources		$4,766,958	$5,993,132
Graduate School		$3,003,018	$3,999,842
Information School		$1,488,175	$1,369,891
Law		$36,000	$2,221,775
Ocean and Fishery Sciences		$54,875,883	$64,257,966
Office of Research		$9,290,354	$16,234,796
Social Work		$25,740,003	$14,290,595
Undergraduate Education		$118,897	$141,228
	Subtotal :	**$270,822,875**	**$254,801,807**
Health Sciences			
Dentistry		$12,472,529	$11,809,407
Medicine		$363,484,617	$342,761,437
Nursing		$13,442,391	$11,833,374
Pharmacy		$12,206,657	$13,936,314
Public Health and Community Medicine		$43,743,489	$68,414,842
	Subtotal :	**$445,349,683**	**$448,755,374**
Special Programs			
Health Sciences Special Programs		$12,410,852	$21,161,047
Other Special Programs		$8,817,007	$10,892,308
	Subtotal :	**$21,227,859**	**$32,053,355**
Branch Campuses			
Branch Campuses (Bothell)		$501,978	$1,733,162
Branch Campuses (Tacoma)		$162,900	$319,654
	Subtotal :	**$664,878**	**$2,052,816**
	Grand Total :	**$738,065,295**	**$737,663,352**

Assuming acceptance of all awards by the Board of Regents

List of Awards for Arts and Sciences

Department	July-Apr FY04	July-Apr FY05
Center for Humanities	$10,000	$0
Center for Statistics and the Social Sciences	$752,009	$876,482
Center for Studies in Demography and Ecology	$2,948,066	$1,051,155
College of Arts and Sciences	$0	$1,150,692
Department of Anthropology	$590,308	$334,398
Department of Applied Mathematics	$1,515,532	$456,546
Department of Asian Languages and Literature	$0	$10,000
Department of Astronomy	$2,032,902	$1,663,760
Department of Atmospheric Sciences	$7,986,975	$4,941,769
Department of Biology	$12,598,828	$4,820,195
Department of Chemistry	$17,704,714	$15,461,951
Department of Classics	$44,656	$0
Department of Communication	$644,744	$889,500
Department of Earth and Space Sciences	$5,772,832	$6,989,849
Department of Economics	$0	$18,052
Department of English	$3,000	$0
Department of Geography	$1,289,506	$311,978
Department of Germanics	$44,000	$36,000
Department of History	$183,805	$120,000
Department of Mathematics	$1,400,147	$3,822,510
Department of Near Eastern Languages & Civilization	$314,550	$2,000
Department of Physics	$8,355,980	$8,613,147
Department of Political Science	$288,570	$183,310
Department of Psychology	$6,647,627	$5,413,707
Department of Scandinavian Languages and Literature	$27,273	$27,273
Department of Sociology	$361,006	$0
Department of Speech and Hearing Sciences	$1,276,461	$651,189
Department of Statistics	$1,313,595	$959,509
Henry M. Jackson School of International Studies	$4,907,640	$2,114,664
Institute for Nuclear Theory	$2,326,700	$195,000
Public Performing Arts	$36,356	$73,390
School of Art	$0	$127,400
School of Music	$0	$11,180
Sociology	$0	$22,718
Thomas Burke Memorial Washington State Museum	$363,333	$554,145
Undergraduate Studies	$0	$2,955
	$81,741,115	**$61,906,424**

Assuming acceptance of all awards by the Board of Regents

Summary of Grant Awards
Fiscal Year 2004-2005
(Excluding Private Awards from Foundations, Industry, Associations and Other)

| Month | RESEARCH | | TRAINING | | |
	Federal	Non-Federal	Federal	Non-Federal	Total Grants
July	$55,974,193	$6,566,850	$5,628,040	$419,247	$68,588,330
August	$81,537,111	$3,607,384	$8,409,062	$286,194	$93,839,751
September	$91,915,174	$4,443,388	$13,472,578	$2,050,573	$111,881,713
October	$38,700,760	$3,127,126	$10,006,094	$587,266	$52,421,246
November	$10,112,191	$5,475,868	$7,364,454	$195,093	$23,147,606
December	$19,875,113	$3,182,322	$11,174,372	$73,083	$34,304,890
January	$26,584,659	$2,100,436	$4,807,682	$239,176	$33,731,953
February	$36,529,612	$2,205,423	$1,624,455	$154,265	$40,513,755
March	$47,985,036	$3,279,607	$6,575,843	$151,305	$57,991,791
April	$58,149,265	$2,520,928	$3,743,574	$71,137	$64,484,904
May					
June					
Year to Date	**$467,363,114**	**$36,509,332**	**$72,806,154**	**$4,227,339**	**$580,905,939**

Assuming acceptance of all awards by the Board of Regents

Summary of Grant Awards

Fiscal Year 2004-2005

(Private Awards from Foundations, Industry, Associations and Other)

Month	RESEARCH	TRAINING	Total Grants
July	$4,689,311	$1,326,279	$6,015,590
August	$6,122,163	$1,311,941	$7,434,104
September	$4,654,889	$1,752,306	$6,407,195
October	$9,071,080	$602,381	$9,673,461
November	$4,857,082	$1,482,411	$6,339,493
December	$4,783,350	$670,728	$5,454,078
January	$5,950,843	$826,739	$6,777,582
February	$5,409,443	$402,095	$5,811,538
March	$7,274,343	$1,773,104	$9,047,447
April	$3,484,973	$953,401	$4,438,374
May			
June			
Year to Date	**$56,297,477**	**$11,101,385**	**$67,398,862**

Assuming acceptance of all awards by the Board of Regents

Summary of Contract Awards
Fiscal Year 2004-2005

| Month | RESEARCH | | TRAINING | | |
	Federal	Non-Federal	Federal	Non-Federal	Total Contracts
July	$3,974,504	$4,234,783	$514,125	$841,336	$9,564,748
August	$1,304,361	$6,300,048	$118,967	$778,040	$8,501,416
September	$5,124,669	$5,086,125	$331,501	$888,862	$11,431,157
October	$8,812,154	$3,796,503	$138,240	$4,573,040	$17,319,937
November	$1,606,359	$2,459,717	$399,221	$132,299	$4,597,596
December	$2,745,703	$3,044,014	$84,856	$192,431	$6,067,004
January	$1,148,572	$2,555,799	$93,912	$571,095	$4,369,378
February	$4,901,208	$3,695,608	$152,314	$994,101	$9,743,231
March	$4,847,788	$3,291,891	$314,516	$490,861	$8,945,056
April	$5,263,646	$3,302,796	$70,120	$182,466	$8,819,028
May					
June					
Year to Date	**$39,728,964**	**$37,767,284**	**$2,217,772**	**$9,644,531**	**$89,358,551**

Assuming acceptance of all awards by the Board of Regents

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

April 2005

Requiring Action of

The Board of Regents

of the

University of Washington

Office of Research

Office of Sponsored Programs

Table of Contents

FEDERAL

DEPT. OF HEALTH AND HUMAN SERVICES

National Institutes of Health

To: JOHN C.S. BREITNER, PROFESSOR $6,131,561
DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES
For: PREVENTION OF ALZHEIMER'S DEMENTIA AND COGNITIVE DECLINE

Eff:
3/1/2003

To: SHIU-LOK HU, PROFESSOR $3,748,460
DEPARTMENT OF PHARMACEUTICS
For: COMBINED APPROACH TO BROADLY PROTECTIVE AIDS VACCINES

Eff:
3/1/2005

To: KING K. HOLMES, PROFESSOR $3,060,360
DEPARTMENT OF MEDICINE
For: UNIVERSITY OF WASHINGTON CENTER FOR AIDS RESEARCH

Eff:
3/1/2005

To: HARVEY CHECKOWAY, PROFESSOR $2,990,583
DEPARTMENT OF ENVIRONMENTAL HEALTH
For: EFFECTS-RELATED BIOMARKERS OF TOXIC EXPOSURES

Eff:
4/1/2005

To: JOHN J. ALBERS, RESEARCH PROFESSOR $1,953,317
DEPARTMENT OF MEDICINE
For: HUMAN LIPOPROTEIN PATHOPHYSIOLOGY

Eff:
4/1/2005

To: MAYNARD V. OLSON, PROFESSOR $1,885,480
DEPARTMENT OF MEDICINE
For: UW GENOME CENTER LARGE SCALE SEQUENCING PROGRAM

Eff:
4/1/2005

To: JAMES I. MULLINS, PROFESSOR $1,783,778
DEPARTMENT OF MICROBIOLOGY
For: SEATTLE PRIMARY INFECTION PROGRAM: IMMUNOLOGY AND VIROLOGY OF ACUTE HIV INFECTION

Eff:
4/1/2005

Detail of Grant Awards (Excluding Private Awards) for
April 2005

To: WARREN C. LADIGES, PROFESSOR $1,362,645
      DEPARTMENT OF COMPARATIVE MEDICINE
For: COMPARATIVE MOUSE GENOMICS CENTER

Eff: 4/1/2005

To: TIMOTHY DE ROUEN, ASSOCIATE DEAN $1,287,168
      DEPARTMENT OF DENTAL AND PUBLIC HEALTH SCIENCES
For: NETWORK CHAIR FOR THE PACIFIC NORTHWEST DPBRN

Eff: 4/1/2005

To: DEIRDRE R. MELDRUM, PROFESSOR $1,206,564
      DEPARTMENT OF ELECTRICAL ENGINEERING
For: MICROSCALE INSTRUMENT DEVELOPMENT FOR GENOMIC ANALYSIS

Eff: 5/1/2002

Dept. of Health and Human Services Subtotal: **$25,409,916**

NATIONAL SCIENCE FOUNDATION

National Science Foundation

To: BUDDY D. RATNER, PROFESSOR/DIRECTOR $1,369,200
      ENGINEERED BIOMATERIALS ERC
For: UWEB SUMMER REU

Eff: 8/12/1996

National Science Foundation Subtotal: **$1,369,200**

Total for Federal: **$26,779,116**

Detail of Contract Awards for
April 2005

FEDERAL

DEPARTMENT OF DEFENSE

U.S. Department of the Navy

To:	GARY L. HARKINS, HEAD	$2,458,000
	APPLIED PHYSICS LABORATORY	
For:	FY05 AN/UNQ-9 SYS FAB2	
Eff:	3/29/2005	
To:	GARY L. HARKINS, HEAD	$1,728,940
	APPLIED PHYSICS LABORATORY	
For:	FY05 AN/UNQ-9 SYS FAB	
Eff:	3/30/2005	

Department of Defense Subtotal:	**$4,186,940**
Total for Federal:	**$4,186,940**
Total Awards $1,000,000 or Greater:	**$30,966,056**

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

ACTIONS TAKEN UNDER DELEGATED AUTHORITY
Reported to the Finance, Audit and Facilities Committee
June 9, 2005

Pursuant to the Standing Orders of the Board of Regents, Delegation of Authority, and to the delegation of authority from the President of the University to the Executive Vice President in Executive Order No. 1, to take action for projects or contracts that exceed $1,000,000 in value or cost but are less than $5,000,000, the Administration may approve and execute all instruments.

Art Building Communication Infrastructure, Project No. 200662
Action Reported: Architect Appointment and Establish Project Budget

On February 24, 2005, Capital Projects Office/Design Services was appointed as the architect of record for the Art Building Communication Infrastructure project. Design Services has designed several communication infrastructure systems in existing University buildings, including Schmitz, Smith, and Thomson Halls.

The existing telephone and data systems in the Art Building do not support the needs for new technologies and system flexibilities within the building. This scope of this project includes installation of new telephone and data communication distribution closets, cable tray, conduit systems, and cables to replace the existing conduit and cable system for the entire building. The new communication infrastructure, telephone and data cables will provide faster, more reliable distribution flexibility to support intensive data transmission for graphics and future voice over internet phone systems. Design will continue through the summer 2005, with construction in the fall of 2006.

The project budget is $1,031,600.00. Funding is available from State Funds for Infrastructure 2003-2205 Biennium.

Budget Summary:	Current Approved Budget	Forecast Cost At Completion
Total Consultant Services	$105,365	$105,365
Total Construction Cost	$835,274	$835,274
Other Costs	$0	$0
Project Administration	$76,106	$76,106
Total Project Budget	$1,031,600	$1,031,600

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Amendment to Investment Policy: Human Rights in Sudan

RECOMMENDED ACTION:

It is the recommendation of the Finance, Audit and Facilities Committee (FAF) that the Board of Regents amend the "Statement of Objectives and Policy for the Consolidated Endowment Fund" to enable the Chief Investment Officer to act on behalf of the Board concerning human rights violations in the Sudan, including initiation of letters of engagement and shareholder resolutions.

BACKGROUND:

Sudan is emerging as an investment issue, both nationally and locally. Several groups approached the University in the last two months requesting information on the Consolidated Endowment Fund, specifically whether certain companies providing economic support to the current Sudanese regime were held by the UW. The Treasury Office staff has been working with several UW student activists, knowledgeable of the situation in the Sudan, to identify ways in which the University could publicly voice its concern.

Shareholder Activism:
Shareholder activism typically involves one or more of the following: (1) voting on shareholder resolutions (2) engaging the company in a dialogue on its corporate practices (3) sponsoring or co-sponsoring issue-specific shareholder resolutions (4) divestment. The recommended action enables a continuing dialogue with targeted companies. Given its potential to negatively impact portfolio performance, divestment is not recommended at this time. The effectiveness of this policy amendment will be reviewed by the FAF over the upcoming fiscal year.

Research:
To better define the list of companies with direct equity ties to the Sudan, the University turned to an external research provider, Conflict Securities Advisory Group (CSAG). CSAG is an independent, nonprofit corporation located in Washington D. C. which provides a variety of tracking and monitoring services around issues of social policy. Based upon CSAG's research, there are 44 companies worldwide with direct equity ties to Sudan but the situation is fluid and subject to change. The University currently holds 5 companies from the list in its endowment.

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Amendment to Investment Policy: Human Rights in Sudan (continued p. 2)

Institutional Investor Response:
In response to public pressure, Harvard recently divested its holdings in
PetroChina. Stanford University will propose divestment from four foreign oil
companies with Sudan ties at its June Board of Trustee meeting. The issue has
been raised on other campuses around the country including Brown, Dartmouth,
Tufts and Michigan State University. State pension plans have also been affected
with actions ranging from sponsorship of shareholder resolution (New York City
Employee Pension Fund) to divestment (State of Illinois).

UW Historical Response to Ethical Concerns:
With the exception of South Africa in the late 1980's, ethical concerns have not
led to divestment. Economic rationale drove the decision to divest the UW's
investment portfolios of tobacco stocks in January 2000. Over the years, the UW
pursued varying degrees of shareholder activism around human rights violations
in Burma and global warning. In these cases there was strong involvement from
multiple constituencies including the Board of Regents, faculty, students and staff.

Impact:
The recommended action, if approved, will effectively expand the authority of the
Chief Investment Officer under Section K9 "Delegations" of the Statement of
Investment Policy and Objectives of the Consolidated Endowment Fund to
include the following:

"Take action as appropriate in support of letters of engagement and shareholder
resolutions related to human rights violations in the Sudan. This delegation will
remain in effect until December 31, 2007."

ENCLOSURES:
Appendix A: UW Student and Faculty Support for Divest Sudan
Appendix B: Sudan Activity by Other Institutions
Appendix C: SAMPLE – UW Sponsorship of Shareholder Resolution: Burma

UW STUDENT AND FACULTY SUPPORT – DIVEST SUDAN

Registered Student Organizations Supporting Divestment Campaign
ASUW
Center for Human Rights and Justice
College Republicans
Earth Club at UW
Episcopal Campus Ministry
French Fry Fuel Fools
Fun Guy Drum Club
International Friends
Inter-Varsity Christian Fellowship
Newman Center
Rally for Change
SEED (Students Expressing Environmental Dedication)
Students for Fair Trade
Sustainable UW Alliance
UW Burma Action
WashPIRG
Young Democrats

Faculty Support
Mary Callahan; Associate Professor and Director, International Studies Program, International Studies
James Felak; Professor, History Department
Sharon B. Garrett; Research Associate, Alcohol and Drug Abuse Institute
Angelina Snodgrass Godoy; Assistant Professor, Jackson School of International Studies; Law, Society and Justice
Nancy Harsock; Professor, Political Science
Ruth L. Honour; HRERN Program Coordinator, Interdisciplinary Arts & Sciences
Linda L. Iltis; Academic Counselor, International Studies; Lecturer, Comparative Religion and South Asian Studies
Lucy Jarosz; Associate Professor, Geography
Bryan D. Jones; Professor, Political Science
Kelly A. Kajumulo; Research Coordinator, Psychology
Elizabeth Kier; Associate Professor, Political Science
Margaret Levi; Professor, Political Science
Karen T. Litfin; Assistant Professor, Political Science
Jamie Mayerfeld; Associate Professor, Political Science; Seattle Campus Advisor, Human Rights Minor
Jonathan L. Mercer; Associative Professor, Political Science
M. Jan Meyerding; Program Coordinator, International Studies Center, International Studies
Naomi D. Murakawa; Assistant Professor, Political Science
Mark Smith; Associate Professor, Political Science
Summer E Starr; Program Assistant, UW MBA Career Services
Theron Paul Stevenson; International Program Coordinator, Comparative History of Ideas
Susan A. Stoner; Research Associate, Psychology; Research Associate, Alcohol and Drug Abuse Institute
Carol Strong; Research Coordinator, Psychology
Dr. Jennifer Taggart; Lecturer, Math Department
Lynn M. Thomas; Associate Professor, African History; Chair, African Studies
Bob Weinstein; Fiscal Specialist Supervisor, Business and Finance (Computing and Communication)
Peter Weiss; Lecturer, Biology
Beverly L. Winner-Coates; Secretary Senior, Henry M. Jackson School of International Studies

SUDAN
ACTIVITY BY OTHER INSTITUTIONS

COLLEGE AND UNIVERSITIES

- *Harvard University* Divested from PetroChina on April 4, 2005

- *Stanford University* – Proposal going to the June meeting of the Board of Trustees to divest from 4 foreign oil companies – ABB Ltd., PetroChina, Sinopec and Tatneft

- *Brown University* – Working with student groups to define the issue

- *Dartmouth University* - Working with student groups to define the issue. "Town Hall" scheduled in May to discuss the issue.

- *Swathmore College* – Working with student groups- Student proposal for divestment did not proceed. Swathmore's policy does not allow divestment

- *Tufts University* – Questions being raised on campus

- *Michigan State University*– Student group active on campus.

STATE AND CITY ACTIVITY

- *State of Illinois* - Bills passed in Illinois 59-0 to bar their five pension funds investing in companies with Sudan links

- *State of New Jersey* and *State of California* have similar bills going through legislation

- *New York City Employee Pension Fund* – sponsoring shareholder resolutions to pressure companies not to do business in Sudan

APPENDIX C

SAMPLE – UW SPONSORSHHIP OF SHAREHOLDER RESOLUTION: BURMA

December 5, 1997

Brigitte M. Dewez, Corporate Secretary
UNOCAL
2141 Rosecrans Avenue, Suite 4000
El Sequndo, CA 90245

Dear Ms. Dewez:

In 1995, the Board of Regents of the *University of Washington* voted to exercise its shareholder rights in publicly voicing its concerns over human rights violations in Burma. To that end, the *University of Washington* is adding its name as co-filer on the enclosed shareholder resolution requesting *Unocal* to appoint a committee of outside directors to issue a report on the actual and potential economic and public relations cost to *Unocal* of opposition to its business in Burma. The report, omitting confidential information and prepared at reasonable cost, should include the actual and potential benefits of continuing to do business in Burma as well as the costs to *Unocal* of:

1. the growing boycott of *Unocal* products by consumers, including cities and states
2. the increasing lobbying by *Unocal* of federal and local legislatures and governments
3. litigation filed against *Unocal*

We are therefore submitting the enclosed shareholder resolution for inclusion in *Unocal's* proxy statement in accordance with Rule 14-A-8 of the general rules and regulations of the Securities and Exchange Act of 1934. We trust that it will be considered for action by the shareholders at *Unocal's* next annual meeting.

The *University of Washington* is one of the nation's premier public research universities. The University's $1.4 billion investment portfolio is managed by outside investment management firms, two of which are current holders of *Unocal* stock. Confirmation from our investment custodian, *The Northern Trust*, that the *University of Washington* is the beneficial owner of its shares in *Unocal* is attached.

For your reference, we have also attached a copy of the "delegation of authority - shareholder resolutions" which certifies that the Treasurer of the Board of Regents has the authority to act on behalf of the Board in this area. In addition, it provides background on the human rights movement on the *University of Washington* campus.

Sincerely,

V'Ella Warren
Treasurer of the Board of Regents

cc: Roger C. Beach, Unocal Chairman & Chief Executive Officer
        Arthur Levitt, Securities and Exchange Commission
        Reverend Joseph La Mar, Maryknoll Fathers & Brothers
        David Shilling, Interfaith Center on Corporate Responsibility
        Meg Voorhes, Investors Responsibility Research Center
        Simon Billenness, Franklin Research & Development Corporation
        Steve Berger, Cambridge Associates
        Suzanne Herbst, The Northern Trust
        Finance and Audit Committee of the Board of Regents

SAMPLE – UW SPONSORSHHIP OF SHAREHOLDER RESOLUTION: BURMA

SHAREHOLDER RESOLUTION
REPORT ON FULL COSTS OF DOING BUSINESS IN BURMA: UNOCAL

WHEREAS: Nobel Peace Prize Laureate and Burmese democracy movement leader Aung San Suu Kyi has called for economic sanctions of Burma, stating that corporations that do business in Burma, " do create jobs for some people but what they're mainly going to do is make an already wealthy elite wealthier, and increase its greed and strong desire to hang on to power… these companies harm the democratic process a great deal."

Because of the Burmese military junta's large- scale repression of the democracy movement, on May 20, 1997, President Clinton signed an executive order banning new US investment in Burma;

Several cities, including New York and San Francisco, and the Commonwealth of Massachusetts have enacted laws that effectively prohibit contracts with companies that do business in Burma;

The Oil, Chemical and Atomic Workers Union (OCAW) and the AFL- CIO support economic sanctions on Burma;

Media such as *Businessweek, CNN, Economist, Los Angeles Times, New York Times* and *Washington Post* have published articles about the growing pressure on companies that do business in Burma;

Unocal, in partnership with Total of France, the Petroleum Authority of Thailand and the Burmese state-owned oil company, has an equity stake in the largest investment project in Burma: the building of a pipeline from the offshore Yadana gas- field to Thailand;

Human rights organizations based on the Thai/Burmese border have documented not only numerous human rights abuses committed by Burmese troops deployed to secure the pipeline area but also the use of forced labor by the Burmese military on infrastructure related to the pipeline project;

Unocal has allowed no independent human rights investigation of the numerous documented allegations of abuse of human rights in the pipeline area;

On September 3, 1996, the democratically elected government- in - exile of Burma filed a lawsuit in US federal court seeking a court order halting Unocal's role in the Yadana pipeline and seeking compensatory and punitive damages. On October 3, 1996, a similar additional lawsuit was filed on behalf of victims of human rights abuses in Burma;

BE IT RESOLVED: The shareholders request that the Board of Directors appoint a committee of outside directors to issue a report by October 1998 on the actual and potential economic and public relations cost to Unocal of opposition to its business in Burma. The report, omitting confidential information and prepared at reasonable cost, should include the actual and potential benefits of continuing to do business in Burma as well as the costs of Unocal of:

1. the growing boycott of Unocal products by consumers, including cities and states
2. the increasing lobbying by Unocal of federal and local legislatures and governments
3. litigation filed against Unocal

SUPPORTING STATEMENT

We are concerned by the growing damage to Unocal's sales and image of its business in Burma. We are also concerned about the mounting cost of lobbying against federal sanctions and local selective purchasing legislation. We wish to learn whether these additional economic and public relations costs outweigh the revenues and benefits that Unocal derives from its business in Burma.

VII.   STANDING COMMITTEES

F. Finance, Audit and Facilities Committee

University of Washington
Fiscal Year 2006 Operating and Capital Budgets

RECOMMENDED ACTION

It is the recommendation of the administration and the Finance, Audit and Facilities Committee that the Board of Regents approve the Fiscal Year 2006 operating and capital budgets for the University of Washington that are presented in the following text and tables. In this action item, the Board of Regents:

- adopts the Fiscal Year 2006 operating budget;

- adopts the Fiscal Year 2006 capital budget

- sets an undergraduate resident tuition rate of $5,103 for the 2005-06 academic year; this is an increase of $333/year (7%) over the rate currently in place; and

- raises the undergraduate application fee from $38 to $50 dollars for all applications for undergraduate admission.

The Fiscal Year 2006 Operating and Capital Budgets were presented as an information item at the May 2005 Finance, Audit and Facilities Committee meeting of the Board of Regents. Tuition rates for the undergraduate non-resident, graduate and professional tuition categories for the 2005-06 academic year were tentatively adopted by the Board of Regents at the March 2005 meeting; no changes to the previously adopted tuition rates for these tuition categories are proposed in this action item on the Fiscal Year 2006 operating and capital budgets.

Changes Compared to the May 2005 Information Item

A number of minor changes were made in the Proposed Fiscal Year 2006 Operating Budget figures compared to the figures included in the May 2005 information item. None of the number changes were substantive changes; various cost estimates were updated based on more current information and some of these updates resulted in minor changes to proposed budget allocations for Fiscal Year 2006. There are no changes in the Proposed Fiscal Year 2006 Capital Budget compared to the figures included in the May 2005 information item.

Budget Context

There are three areas of budget context highlighted below: ongoing academic transformation; efficiency/effectiveness of university operations; and the state and local financial context that impacts the proposed Fiscal Year 2006 Budget.

Ongoing Academic Transformation

Information about ongoing academic transformation at the UW was provided as part of May 2005 Finance, Audit and Facilities Committee meeting materials.

Efficiency/Effectiveness of University Operations

Information concerning the efficiency/effectiveness of university operations was provided as part of May 2005 Finance, Audit and Facilities Committee meeting materials.

Financial Context

The Fiscal Year 2006 budget proposal that is being presented to the Board of Regents is divided into four areas:

- the core education budget;

- the restricted programs budget;

- the academic enhancement/support budget; and

- the capital budget.

The Fiscal Year 2006 proposed budget is summarized in Table 1. The budget context for Fiscal Year 2006 varies depending on which of these four areas of the budget is under discussion.

The context for the Fiscal Year 2006 Core Education Budget is primarily set by two factors: the outcome of the recently completed State legislative session and the tuition setting decisions for the 2005-06 academic year for undergraduate non-resident, graduate and professional students that the Board made in March 2005. Although the Fiscal Year 2006 State budget includes a $3,497,000 budget cut for the UW, the UW will still receive $14,579,000 more in State funding in Fiscal Year 2006 than it received in Fiscal Year 2005. New state funding is provided for salary increases, health benefit increases and new enrollments at all three campuses; the adopted State budget gives the UW the authority to raise undergraduate resident tuition by up to 7% and gives the authority to raise the undergraduate application fee to $50.

The budget outlook for the Fiscal Year 2006 Restricted Programs Budget continues to be positive. Expenditures on grants and contracts and indirect cost recovery collections in the current fiscal year are at or above budgeted levels and grant awards are stable. Spending from gift and endowment accounts is predicted to increase as a result of improving returns for the Consolidated Endowment Fund and continued strength in gifts to the university. State Restricted Funds will increase slightly based on legislative actions.

The university's academic enhancement/support functions have a stable outlook for Fiscal Year 2006. The university's large auxiliary business enterprises (UW Medical Center, Educational Outreach, Housing and Food Services, Intercollegiate Athletics, and Parking and Transportation Services) are all financially stable and expect continued growth in Fiscal Year 2006.

The proposed UW capital budget for Fiscal Year 2006 reflects the legislature's actions on the State's 2005-07 capital budget. The Fiscal Year 2006 Capital Budget includes construction funding for the renovation of Architecture Hall and Guggenheim Hall, pre-design/design funding for the second phase of the UW's Restoration Program (Savery Hall, Clark Hall and the Playhouse Theater) and funding for the Assembly Hall project at UW/Tacoma. Funding for construction of the UW/Bothell South Campus Access Project is provided through the 2005-07 State transportation budget. While this is a positive short term outcome, State capital resource allocations continue to lag behind needs; while the UW accounts for 35% of State higher education facilities, the 2005-07 State capital allocation to the UW is only 10% of the allocation to higher education.

Approach to Fiscal Year 2006 Budget Decisions

Four over-riding themes guided the development of the Fiscal Year 2006 budget:

- the reaffirmation of excellence through a reinvestment in the core academic mission of the university;

- continued support for the research enterprise at the UW and its associated impacts on economic development in the state;

- the promise of responsible stewardship of the various resources entrusted to the university – from the State, from students and their families, from donors, from patients and from consumers of university programs; and

- the obligations the university assumes in meeting the oversight responsibilities of the regulatory environment in which it operates.

In the context of these themes, a set of specific objectives influenced the building of the budget:

- investing in program excellence – recruiting and retaining top talent in all fields;

- expanding the opportunity higher education affords – through greater access for students seeking baccalaureate and advanced degrees and maintaining affordability through increased financial aid; and

- promoting greater diversity of the student population and of the university's faculty and staff.

Fiscal Year 2006 Core Education Budget Discussion

The proposed Fiscal Year 2006 Core Education Budget is presented in Table 2. Note that while the Board of Regents will only adopt an annual budget for Fiscal Year 2006, a Fiscal Year 2007 column is included on Table 2 for informational purposes.

Changes in Revenues

The changes in revenues supporting the Fiscal Year 2006 Core Education Budget are summarized below:

	FY 2005 Adopted	FY 2006 President Proposed	Change
REVENUES			
State General Fund	325,122,000	339,701,000	14,579,000
Tuition Operating Fee	201,351,000	221,876,000	20,525,000
Designated Operating Fund	47,825,000	50,113,000	2,288,000
Subtotal: Ongoing Core Ed Revenues	574,298,000	611,690,000	37,392,000
Use of Interest Stabilization Reserve	2,000,000	0	(2,000,000)
Use of Fund Balance for Temporary Exp	6,260,000	23,000,000	16,740,000
TOTAL REVENUES	**582,558,000**	**634,690,000**	**52,132,000**

Comments on Changes in Revenues

Budgeted revenues in the proposed Fiscal Year 2006 Core Education Budget are $52,132,000 higher than the budgeted revenues that supported this budget in Fiscal Year 2005. State General Fund (which in this presentation includes the new Education Trust Fund allocation) revenues increase by $14,579,000, tuition operating fee revenues increase by $20,525,000 and Designated Operating Fund revenues increase by $2,288,000. In Fiscal Year 2005, $6,260,000 in fund balance was used to support selected one-time or limited duration investments; in Fiscal Year 2006, the administration is proposing to utilize $23,000,000 in fund balance to support selected one-time or limited duration investments – an increase of $16,740,000 over the current fiscal year. These proposed changes in revenues for Fiscal Year 2006 are discussed below.

State General Fund. The State General Fund figure in the proposed Fiscal Year 2006 budget comes from the recently adopted State 2005-07 biennial budget. All of the $14,579,000 increase is dedicated to specific purposes – primarily salary and benefit increases, new enrollments, and specific program allocations.

Tuition Operating Fee. Three factors account for the $20,525,000 increase in tuition operating fee revenue for Fiscal Year 2006: revenue associated with the tuition increases for undergraduate non-resident, graduate and professional programs that were adopted by the Board of Regents in March is included; this proposed budget assumes that undergraduate resident tuition is increased by 7% (the maximum increase allowed in the 2005-07 State budget bill) for the 2005-06 academic year; and tuition associated with the new enrollments funding in Fiscal Year 2006 included in the estimate.

Designated Operating Fund. Three changes account for the small ($2,288,000) increase in Designated Operating Fund revenue for Fiscal Year 2006: investment income revenue is assumed to increase by $1,000,000; Summer Quarter tuition revenue is assumed to increase by $1,050,000; and $238,000 in increased revenue is assumed from increasing the undergraduate application fee (which both freshman and transfer applicants pay) from $38 to $50.

Use of Fund Balance. The proposed Fiscal Year 2006 Core Education Budget utilizes $23,000,000 in fund balance to support various one-time or limited duration commitments that are specified later in this section.

<u>Fiscal Year 2006 Core Education Budget Allocations</u>

The new allocations in the Fiscal Year 2006 Core Education Budget are summarized below:

Area of Budget	FY 2006 Allocations
<u>Competitive Compensation:</u>	
Salaries	18,679,000
Benefits	5,548,000
Subtotal	24,227,000
<u>Expanding Higher Education Opportunity:</u>	
Enrollment Allocations	
UW/Seattle (140 UG, 40 GR each year)	1,369,000
UW/Bothell (75 in FY06, 200 in FY07)	675,000
UW/Tacoma (100 in FY06, 225 in FY07)	900,000
High demand enrollment adjustment	1,811,000
UG Resident Financial Aid	980,000
Grad/Professional Financial Aid	483,000
Subtotal	6,218,000
<u>Investments in Program Excellence</u>	
Colleges/Schools Investments	2,221,000
Administrative Units Investments	1,108,000
In Innovation	2,150,000
Research & Scholarship Office support	60,000
Grad career services/MyGrad program	120,000
Freshman application: 100% comp review	250,000
Advising/Academic progress	750,000
Leadership, Community & Values Initiative	250,000
Library materials	450,000
Subtotal	7,359,000
<u>Investments to Promote Diversity</u>	
Diversity Assessment Follow-up	300,000
Diversity minor in Arts & Sciences	85,000
Subtotal	385,000
<u>Investments in Oversight/Compliance</u>	
Financial Aid Compliance	200,000
<u>Legislative Actions</u>	
Operating to Capital Shift	(2,858,000)
<u>Required Cost Increases/Budget Adjustments</u>	3,657,000
SUBTOTAL: ONGOING CORE EDUCATION EXPENDITURES	**611,690,000**
<u>Use of Fund Balance</u>	23,000,000

Comments on Fiscal Year 2006 Budget Allocations

The new budget allocations in the proposed Fiscal Year 2006 Core Education Budget are summarized below.

Competitive Compensation. The details of the compensation allocations for Fiscal Year 2006 are provided in Appendix 1. In the Fiscal Year 2006 proposed budget, $24,227,000 is allocated for new funding for salary and benefits. Funding is provided for 3.2% average salary increases for faculty, professional staff, librarians, teaching and research assistants, and classified staff. Additional funding is provided for faculty promotions, salary floor adjustments and emeritus rehires. A $2,000,000 allocation is made for retention of senior faculty. In addition, $1,500,000 is budgeted for a recruitment and retention pool for faculty, librarians and professional staff.

Additional funding is allocated for increased costs of the employer share of health benefits and for increases in PERS pension costs.

Expanding Higher Education Opportunity. In Fiscal Year 2006, the recently adopted State budget for the 2005-07 biennium includes 140 undergraduate enrollments at the UW/Seattle, 40 graduate enrollments at the UW/Seattle, 75 upper division undergraduate enrollments at the UW/Bothell, and 100 upper division enrollments at the UW/Tacoma. The specific allocations of these enrollments to academic programs are still under discussion. At the UW/Seattle, the current plan is to allocate these funds as follows: $132,000 to the School of Public Health and Community Medicine for an undergraduate public health major; $208,000 to the College of Architecture and Urban Planning for a Masters in Real Estate program; $100,000 to the Graduate School for additional research assistantships in interdisciplinary graduate programs; $60,000 to the Evans School of Public Affairs for research assistantships for Ph.D. students; and $869,000 to the College of Arts and Sciences which will absorb new enrollments in a variety of areas.

The high demand enrollment adjustment that appears in this category is a technical adjustment to the budget to account for the cost of the high demand enrollment allocations to the UW in Fiscal Years 2004 and 2005. These high demand program allocations include: expansion of the undergraduate Bioengineering program at UW/Seattle; expansion of the undergraduate Nursing program at UW/Seattle; expansion of the undergraduate Computer and Software Systems program at UW/Tacoma; expansion of the Pharm.D. program at UW/Seattle; expansion of the undergraduate Informatics program at UW/Seattle; and expansion of the undergraduate Electrical Engineering Program at the UW/Seattle.

The 7% increase in undergraduate resident tuition for the 2004-05 academic year will produce $1,572,000 in additional unfunded need for undergraduate students in the 2005-06 academic year. The Regents have adopted a policy of meeting 55% of this additional need figure with financial aid grants and tuition waivers. To meet this policy goal next year, $865,000 in additional grant and tuition waiver financial aid has to be made available to undergraduate resident students next year. The UW's current financial aid policy of utilizing 3.5% of tuition operating fee collections for financial aid grants and waiving 4% of tuition will make $980,000 in additional financial aid available to needy undergraduate resident students in the 2005-06

academic year. This additional allocation to financial aid exceeds the commitment that the Regents have made.

The UW's current financial aid policy of utilizing 3.5% of tuition operating fee collections for financial aid grants and waiving 4% of tuition will make $483,000 of additional financial aid available to graduate and professional students in the 2005-06 academic year. In addition, graduate appointees qualifying for the non-resident differential and the operating fee tuition waivers will have $2,836,000 in additional tuition waiver benefit in Fiscal Year 2006.

<u>Investments in Program Excellence</u>. The proposed Fiscal Year 2006 budget provides $7,359,000 of investments in program excellence.   A variety of investments to support program excellence are included in the "Colleges/Schools Investments" and the "Administrative Unit Investments" rows in Table 2 – and these allocations are summarized in Appendix 2 and selected items are highlighted here. In Fiscal Year 2006 program enhancement investments will be made in the following academic units: the Business School ($476,000), the School of Pharmacy ($240,000), the Law School ($141,000), the School of Nursing ($120,000) and the School of Medicine ($143,000). In addition, funding is provided to Student Affairs to support the changes in the freshman and transfer student admissions and undergraduate student recruitment efforts that have been made over the last few years.

This category also includes investments in selected programs that the State legislature made in the recently passed State budget. These legislatively directed allocations include: temporary allocations of $100,000 each to the UW/Bothell and the UW/Tacoma campuses to support planning for having lower division enrollments starting in Fiscal Year 2007; an allocation of $146,000 to the Burke Museum to support public outreach capabilities; an allocation of $30,000 to the Harry Bridges Center to support research on labor and economic issues in Washington state; an allocation of $125,000 to the Institute of Learning and Brain Sciences to support developing partnerships linking the institute to policy makers, the private sector and user groups; an allocation to provide ongoing support for the UW/Tacoma Autism Center; and a temporary allocation of $250,000 to support a Korean Studies endowment (with an additional $250,000 allocation provided in Fiscal Year 2007.)

Significant support ($2,150,000) for innovation efforts is provided in the proposed budget: $900,000 of this amount is not yet permanently allocated University Initiatives Fund resources; and $1,250,000 of "research matching" funds provided in the 2003-05 State budget is being set aside for innovative programs to leverage private and federal research investments.

A number of budget allocations are made in Fiscal Year 2006 to help improve the quality of undergraduate education: support for the undergraduate research and scholarship office; support for undergraduate advising and academic progress initiatives; and support needed to have all freshman applications undergo comprehensive reviews. Almost all of the additional cost associated with having all freshman applications undergo comprehensive review will be covered by increasing the undergraduate application fee from $38 to $50.

Support is provided for graduate student career services and for expanding the MyGrad Program web portal through which graduate and professional students can access various services.

Two other allocations are included in this category: support to partially cover the increased costs of books and periodicals purchased by the library; and support for the Leadership, Community and Values Initiative the President has started.

Investments to Promote Diversity. Two allocations are proposed for Fiscal Year 2006 to support campus diversity efforts: $300,000 for various follow-up proposals from the Diversity Assessment; and $85,000 to support a diversity minor in the College of Arts and Sciences.

Investments in Oversight/Compliance. The proposed budget includes support for necessary computer system changes to insure compliance with financial aid regulations.

Legislative Actions. In the 2005-07 State budget that the legislature recently adopted, the legislature expanded a policy of transferring building operations and maintenance expenses from the operating budget to the capital budget; this policy results in a $2,858,000 reduction in the operating budget that is offset by an identical increase in the capital budget.

Required Cost Increases/Budget Adjustments. Required cost increases and budget adjustments are shown in Appendix 3. These cost adjustments include changes in utility, property rental, risk management, and other budgets.

Use of Fund Balance. The proposed Fiscal Year 2006 Core Education Budget includes $23,000,000 of funding from unrestricted fund balance (see Table 3) for a number of one-time or limited duration commitments. These proposed investments do not produce any structural deficit in the ongoing Core Education Budget; fund balance resources are used to support one-time or limited duration investments.

Support for Research

$10,000,000 of one-time support for the South Lake Union Phase 2 building.

$500,000 from the Royalty Research Fund to support the Technology Gap Innovation Fund which helps bring UW developed technologies to commercialization – this investment leverages additional funding from the Washington Research Foundation and is the second year of a three-year commitment.

Academic Program Excellence

$3,000,000 for renovation of undergraduate chemistry labs in Bagley Hall.

$2,000,000 for renovation of classroom space in T-Wing in the Health Sciences complex; these funds are specifically targeted to classroom space that is directly assigned to the Department of Medicine.

$1,250,000 of support for implementation of wireless computing capacity – this is the second year of a three-year commitment.

$1,000,000 for classroom technology equipment replacement/expansion; these funds will be allocated by the Academic Technology Advisory Committee.

$750,000 to support various initiatives to promote diversity at the UW.

$500,000 of support for the continuation of selected efforts to transform undergraduate education, including Foundation Courses, Web Enhanced Foreign Language Instruction, Learning Goals and Writing Initiative projects.

$500,000 to provide matching funds for a proposed Faculty/Staff/Retiree Campaign for Students development effort.

$500,000 to provide additional high demand/bottleneck course sections.

Support for Oversight/Compliance

$1,500,000 of support for modifications to administrative computing systems needed to support the implementation of Civil Service Reform – this will be the last year of temporary support for this effort.

$500,000 of support for modifications to administrative computing systems to resolve issues with transferring data to the State Department of Retirement Systems computing systems – this will be the last year of temporary support for this initiative.

Stewardship of Resources

$1,000,000 of support for the Chief Investment Office pilot project – this is the first year of a five-year commitment.

Fiscal Year 2006 Restricted Programs Budget Discussion

The proposed Fiscal Year 2006 Restricted Programs Budget is presented in Table 4. As in the Core Education Budget presentation, while the Board of Regents will only adopt an annual Restricted Programs Budget for Fiscal Year 2006, a "planned" Fiscal Year 2007 column in included on Table 4 for informational purposes.

Changes in Revenues

The changes in revenues supporting the Fiscal Year 2006 Restricted Programs Budget are summarized below:

Revenue Source	FY 2005 Adopted	FY 2006 President Proposed	Change
Grant and Contract Direct Cost	780,000,000	800,000,000	20,000,000
Grant and Contract Indirect Cost	180,000,000	187,000,000	7,000,000
Gifts	110,000,000	116,000,000	6,000,000
State Restricted Funds	6,220,000	6,310,000	90,000
TOTAL REVENUES	**1,076,220,000**	**1,109,310,000**	**33,090,000**

Comments on Changes in Revenues

Budgeted revenues in the proposed Fiscal Year 2006 Restricted Programs Budget increase by $33,090,000 over the Fiscal Year 2005 budgeted level: Grant and Contract Direct Cost increases by $20,000,000; Grant and Contract Indirect Cost increases by $7,000,000; Gift and endowment revenue is projected to increase by $6,000,000; and State Restricted Funds increase by $90,000. These proposed changes in revenues are discussed below.

Grant and Contract Direct Cost. Grant and contract direct cost is projected to increase by a modest 2.6% in Fiscal Year 2006. While grant and contract awards for the current fiscal year are flat, some modest growth is expected as research activity related to previous awards ramps up.

Grant and Contract Indirect Cost. As grant and contract direct costs are projected to be slightly higher in Fiscal Year 2006 than in Fiscal Year 2005, grant and contract indirect cost recovery is also to be slightly higher.

Gifts. Revenues to gift and endowment spending accounts are projected to increase moderately in Fiscal Year 2006. This increase reflects both continued fund raising success and that endowment distributions are rebounding somewhat from recent lows.

State Restricted Funds. The School of Public Health and Community Medicine receives a small amount of appropriated State funding from the Accident Account and the Medical Aid Account for specific activities performed by the Department of Environmental Health. Changes in revenues for Fiscal Year 2006 simply reflect changes in State appropriations.

FY 2006 Restricted Programs Budget Allocations

The discussion in this section is limited to how the administration proposes to allocate additional indirect cost recovery resources that are anticipated in Fiscal Year 2005. Expenditures from grant and contract direct cost, almost all gifts, and State restricted funds budgets can only be used for the specific purposes specified by the granting agency, donor or State. Thus, for the grant and contract direct cost, gifts and State restricted funds areas, annual expenditures are assumed to be equal to budgeted levels. Proposed allocations of additional indirect cost recovery resources are discussed below.

The new allocations in Fiscal Year 2006 supported by indirect cost recovery resources are summarized below:

Indirect Cost Recovery:	FY 2006 Allocations
Competitive Compensation:	
Salaries	1,724,000
Benefits	842,000
Subtotal	2,566,000
Investments in Research Support	
Change in Research Cost Recovery	2,000,000
Change in ICR to capital	(466,000)
Research Equipment Allocation	4,000,000
Administrative Units Investments	54,000
Library materials	450,000
Support for major research initiatives	750,000
Enhance indirect cost recovery	400,000
Subtotal	7,188,000
Investments in Oversight/Compliance	
New Faculty Effort Cert. System	500,000
IRB Support	500,000
Office of Research Computing Systems	750,000
Research Advisory Board Recommendations	800,000
Subtotal	2,550,000
Required Cost Increases/Budget Adjustments	
Required cost increases/investments	4,398,000
Bioe/Genome Sciences O&M	1,021,000
Subtotal	5,419,000

Comments on FY 2006 Budget Allocations

Competitive Compensation. The indirect cost recovery budget picks up a calculated share of salary and benefit costs of employees who are funded from indirect cost recovery resources.

Investments in Research Support. The proposed Fiscal Year 2006 Indirect Cost Recovery Budget provides over $7,000,000 of investments in research support.   Under the UW's Research Cost Recovery policy, the portion of indirect cost recovery that is associated with college and department administration of grants is allocated to the schools and colleges. In Fiscal Year 2006, the Research Cost Recovery allocations to schools/colleges are estimated to increase by $2,000,000. Similarly, by policy the administration allocates the building depreciation portion of indirect cost recovery to the capital budget for program-related building renovations. In Fiscal Year 2006 this allocation of indirect cost recovery resources to capital has been reduced by $466,000 as a result of a more refined calculation method. After this reduction, there will be just under $11,000,000 of indirect cost recovery revenue transferred to the capital budget to support program driven building adaptation and renewal projects.

As part of the adoption of the Fiscal Year 2005 budget, the administration committed to utilize $4,000,000 of indirect cost recovery resources for three years to provide a research equipment allocation to colleges and schools; Fiscal Year 2006 will be the second year of this three-year research equipment support commitment.

Three other investments in research support are included in the proposed budget: $750,000 of temporary support for major research initiatives like DUSEL, Neptune and nanotechnology – which can have substantial start-up costs associated with them; $450,000 of support for purchase of library materials; and a temporary allocation of $400,000 for computer system changes to enhance indirect cost recovery.

Investments in Oversight/Compliance. The proposed Fiscal Year 2006 Indirect Cost Recovery budget makes over $2,600,000 of investments in various oversight/compliance functions related to research. These investments include:

> $500,000, which supplements funds provided in the current fiscal year, for implementation of a new Faculty Effort Certification system; this investment will replace an outdated system and substantially improve the accuracy of faculty effort reporting that is required by granting agencies;

> $500,000 for additional support for the UW's Institutional Review Boards (the committees that review and approve research proposals involving the use of human subjects); as a follow-up to a recently completed federal review of the university's human subjects procedures, the university has identified a number of areas where these procedures can be improved;

> $750,000 of temporary support for further development of Office of Research computing systems; the Office of Research operates a number of computer systems

that support the grant submittal process and a number of enhancements to the existing systems that would ease the grant submission process have been identified; and

$800,000 of additional funding for research support areas/tasks identified as needing further investment by the Research Advisory Board.

Required Cost Increases/Budget Adjustments. The indirect cost recovery budget picks up its share of estimated increases in cost for utilities and risk management, its share of other critical institutional investments approved by the President and Provost – and these allocations are shown in Appendix 3. The large allocations in this area are $1,044,000 for increased utility costs, $979,000 in debt service costs for the soon to be completed Bioengineering Building, $302,000 in costs associated with hazardous materials remediation in research space, and $150,000 for an attending veterinarian for approving and monitoring protocols required when animals are used in research.

Annual adjustments to certain indirect cost recovery budgets that are dedicated to specific purposes (the Primate Center "A" and "B" rates) or to pay the operations and maintenance costs of particular buildings (Harborview Research and Training, other Harborview research space, etc.) are also included in this category, and are shown in Appendix 3.

The last item in this category is $1,021,000 for operations and maintenance costs associated with the new Bioengineering and Genome Sciences buildings. The Bioengineering Building is scheduled to be occupied starting in January 2006 and the Genome Sciences Building is scheduled to be occupied starting in April 2006.

Fiscal Year 2006 Academic Enhancement/Support Budget Discussion

There are four areas included in the Academic Enhancement/Support Budget: UW Medical Center; auxiliary enterprises; auxiliary educational activities; and institutional overhead activities that support the other functions. Auxiliary enterprises include: Housing and Food Services; Intercollegiate Athletics; Parking; internal service units (Stores, Motor Pool, Publication Services, etc.); Student Government; Recreational Sports; and miscellaneous other activities. Auxiliary educational activities include: continuing education; conferences; the medical resident program; the WAMI Program in the School of Medicine; and miscellaneous activities. The University charges institutional overhead to all of these activities to recover the cost of central services utilized by these academic enhancement/support activities.

The projected changes in revenue for academic enhancement/support activity are shown in the table below:

Revenue Source	FY 2005 Adopted	FY 2006 President Proposed	Change
UWMC	550,000,000	567,000,000	17,000,000
Auxiliary Enterprises	265,796,000	281,911,000	16,115,000
Auxiliary Educational Activities	151,893,000	169,052,000	17,159,000
Institutional Overhead	12,357,000	14,000,000	1,643,000
TOTAL REVENUES	**980,046,000**	**1,031,963,000**	**51,917,000**

Based on financial results over the last few years, inflationary increases in revenues have been projected for Fiscal Year 2006 for UW Medical Center, auxiliary enterprise, and auxiliary educational revenues. The projected increases in institutional overhead revenue is based on both actual collections in the current fiscal year and projected increased revenues for the units that pay institutional overhead.

With the exception of institutional overhead resources, the Academic Enhancement/Support Budget resources can only be spent for specified purposes and annual expenditures are assumed to be equal to budgeted levels.

Fiscal Year 2006 Capital Budget Discussion

The proposed Fiscal Year 2006 Capital Budget is presented in Table 5, and includes approval of $142,912,500 in new capital funding (of which $112,812,500 is state-appropriated), with the balance for the biennium of $32,462,500 (of which $23,862,500 is state-appropriated) to be approved in FY 2007. Non-appropriated funds from donors, indirect cost recovery, and transfers from unrestricted operating funds are also included for approval as part of the overall funding for the FY 2006 capital program. The FY 2006 capital budget is consistent with, and supportive of the themes and objectives that have guided the development of the proposed FY 2006 operating budget.

The 2005-07 state capital budget provides the essential funding required for the Seattle campus restoration program, partial funding for expansion at the Bothell and Tacoma campuses, and relies on local University of Washington funds to support the minor works program. In total, the state capital funding to the University of Washington was about half of the amount requested in the Council of President's Prioritized Capital List, and provided a record low for state investment in minor works projects ($900,000). Although the legislature adhered to the prioritized list for only a few projects, a budget proviso requires the continuation of the prioritized list process in 2007-09, and calls for the Higher Education Coordinating Board to play a significant role in ranking projects.

Investing in Stewardship. The University of Washington's reinvestment in its physical facilities is a commitment to excellence and responsible stewardship. The university's facilities are not only culturally and historically significant, but they also represent an incredible financial asset, with an estimated total current replacement value of approximately $6 billion. Our beautiful but aging facilities are integral to the delivery of a quality educational experience; reinvestment and skillful management of these facilities is vital to the well-being of the institution. In the 2005-07 biennium, the legislature provided $61.5 million of the $63 million requested for Phase II of the UW's Seattle campus restoration program. This funding provides renovation construction funds for Architecture Hall ($1 million less than requested) and Guggenheim Hall ($512,000 less than requested), incremental construction funding for renovations to MHSC H-Wing, and pre-design/design funding for Savery Hall, Clark Hall, and the Playhouse Theater. This pre-design/design funding places $75 million in renovation construction work in the pipeline for the 2007-09 biennium.

As part of the university's comprehensive program to reduce the backlog of deferred renewal, significant investments are also required to complete minor works projects such as roofing, plumbing, electrical, exteriors, utilities, road and sidewalk improvements, and seismic and accessibility corrections. A total of $41 million from the University of Washington Building Account and local capital reserve balances was appropriated to fund minor works preservation projects proposed for the 2005-07 biennium. In addition, an institution the size of the University of Washington requires ongoing improvements and renovation projects to support changing program needs and strategic goals. In total, the state funding for minor works was a record low of $900,000 for the biennium, with this amount appropriated to program projects. An additional $22 million in facilities indirect cost recovery funds will be directed toward program renewal projects.

Investing in Student Access and Success. Capacity expansion projects for Tacoma and Bothell were partially funded in the 2005-07 state capital budget. The UW Bothell South Campus Access project was funded through an appropriation of $18 million in the State transportation budget with a commitment to an additional $8 million in 2007-09 transportation funding. The university also requested $2.2 million in design funding for the next phase of development at the Bothell campus; this design funding was not provided by the legislature, although design funds for the next phase of development of Cascadia Community College were provided. Funding was provided to Tacoma for the construction of the UW Tacoma Assembly Hall project, which will essentially demolish the facility known as the "Dawg Shed", and construct a flexible assembly hall facility in its place. State funding for the UW/Tacoma Assembly Hall is proposed to be enhanced by $2,500,000 in donor funds. Funding was not however, provided for additional land acquisition and soils remediation in Tacoma.

Table 1

University of Washington Fiscal Year 2006 Proposed Operating Budget

Budget Category	FY 2005 Adopted	FY 2006 President Proposed
CORE EDUCATION BUDGET		
Revenues		
State General Fund	325,122,000	339,701,000
Tuition Operating Fee	201,351,000	221,876,000
Designated Operating Fund	47,825,000	50,113,000
Subtotal: Ongoing Core Education Revenues	574,298,000	611,690,000
Use of Interest Stabilization Reserve	2,000,000	0
Use of Fund Balance for Temporary Expenditures	6,260,000	23,000,000
Total Revenues	**582,558,000**	**634,690,000**
Expenditures		
Ongoing Core Education Expenditures	576,298,000	611,690,000
One-time/temporary Expenditures	6,260,000	23,000,000
Total Expenditures	**582,558,000**	**634,690,000**
RESTRICTED OPERATING BUDGET		
Revenues		
Grant and Contract Direct Costs	780,000,000	800,000,000
Grant and Contract Indirect Costs	180,000,000	187,000,000
Gifts	110,000,000	116,000,000
State Restricted Funds	6,220,000	6,310,000
Total Revenues	**1,076,220,000**	**1,109,310,000**
Expenditures	**1,076,220,000**	**1,109,310,000**
ACADEMIC ENHANCEMENT/SUPPORT BUDGET		
Revenues		
UWMC	550,000,000	567,000,000
Auxiliary Enterprises	265,796,000	281,911,000
Auxiliary Educational Activities	151,893,000	169,052,000
Institutional Overhead	12,357,000	14,000,000
Total Revenues	**980,046,000**	**1,031,963,000**
Expenditures	**980,046,000**	**1,031,963,000**
TOTAL OPERATING BUDGET		
Revenues	**2,638,824,000**	**2,775,963,000**
Expenditures	**2,638,824,000**	**2,775,963,000**

Table 2

President Proposed Budget
Core Education Operating Budget for Fiscal Year 2006 and Fiscal Year 2007

	FY 2005 Adopted	FY 2006 President Proposed	FY 2007 President Planned	Comment
REVENUES				
State General Fund	325,122,000	339,701,000	351,809,000	
Tuition Operating Fee	201,351,000	221,876,000	234,026,000	*UG Res @ 7%; others @ Regents adopted*
Designated Operating Fund	47,825,000	50,113,000	50,063,000	*(w/o indirect cost and inst. overhead)*
Subtotal: Ongoing Core Ed Revenues	574,298,000	611,690,000	635,898,000	
Use of Interest Stabilization Reserve	2,000,000	0	0	
Use of Fund Balance for Temporary Exp	6,260,000	23,000,000	0	
TOTAL REVENUES	**582,558,000**	**634,690,000**	**635,898,000**	
EXPENDITURES				
Adjusted Base Budget	582,558,000	572,502,000	610,227,000	
Competitive Compensation:				
Salaries		18,679,000	10,720,000	
Benefits		5,548,000	1,593,000	
Subtotal		24,227,000	12,313,000	
Expanding Higher Education Opportunity:				
Enrollment Allocations				
UW/Seattle (140 UG, 40 GR each year)		1,369,000	1,369,000	
UW/Bothell (75 in FY06, 200 in FY07)		675,000	1,463,000	*125 lower division in FY07*
UW/Tacoma (100 in FY06, 225 in FY07)		900,000	1,688,000	*125 lower division in FY07*
High demand enrollment adjustment		1,811,000		
UG Resident Financial Aid		980,000		*FY 07 determined next year*
Grad/Professional Financial Aid		483,000		*FY 07 determined next year*
Subtotal		6,218,000	4,520,000	
Investments in Program Excellence				
Colleges/Schools Investments		2,221,000	632,000	
Administrative Units Investments		1,108,000		
In Innovation		2,150,000		
Research & Scholarship Office support		60,000		
Grad career services/MyGrad program		120,000		
Freshman application: 100% comp review		250,000		
Advising/Academic progress		750,000		
Leadership, Community & Values Initiative		250,000		
Library materials		450,000		
Subtotal		7,359,000	632,000	
Investments to Promote Diversity				
Diversity Assessment Follow-up		300,000		
Diversity minor in Arts & Sciences		85,000		
Subtotal		385,000		
Investments in Oversight/Compliance				
Financial Aid Compliance		200,000	0	*Temp investment*
Legislative Actions				
Operating to Capital Shift		(2,858,000)	(1,000)	
Required Cost Increases/Budget Adjustments		3,657,000	3,000,000	
SUBTOTAL: ONGOING CORE EDUCATION EXPENDITURES		**611,690,000**	**630,691,000**	
Available for FY 07 Allocations		0	5,207,000	
Use of Fund Balance		23,000,000	0	*See table 3*
TOTAL EXPENDITURES	**582,558,000**	**634,690,000**	**635,898,000**	

Table 3
Proposed Temporary Investments from Fund Balance for Fiscal Year 2006

Temporary Investments	FY 2006 President Proposed
EXPENDITURES	
Support for Research	
South Lake Union Phase 2 Construction	10,000,000
Technology Gap Innovation Fund (WRF matches UW)	500,000
Total Support for Research	10,500,000
Academic Program Excellence	
Undergraduate Chemistry Lab Renovation	3,000,000
T-Wing Classrooms Assigned to Schools Renovation	2,000,000
Wireless Computing Infrastructure	1,250,000
Classroom Tech Equipment Replacement/Expansion	1,000,000
Diversity Initiatives	750,000
Arts and Sciences Undergraduate Education Initiatives	500,000
Staff/Faculty/Retiree Campaign for Students	500,000
Additional High Demand/Bottleneck Course Sections	500,000
Total Academic Program Excellence	9,500,000
Support for Oversight/Compliance	
Civil Service Reform Implementation	1,500,000
Department of Retirement Systems Project	500,000
Total Compliance	2,000,000
Stewardship of Resources	
Chief Investment Office Pilot Project	1,000,000
TOTAL EXPENDITURES	**23,000,000**

Table 4

President Proposed Budget
Restricted Programs Budget for Fiscal Year 2006 and Fiscal Year 2007

	FY 2005 Adopted	FY 2006 President Proposed	FY 2007 President Planned	Comments
REVENUES				
Grant and Contract Direct Cost	780,000,000	800,000,000	800,000,000	
Grant and Contract Indirect Cost	180,000,000	187,000,000	189,000,000	
Gifts	110,000,000	116,000,000	116,000,000	
State Restricted Funds	6,220,000	6,310,000	6,335,000	
TOTAL REVENUES	**1,076,220,000**	**1,109,310,000**	**1,111,335,000**	
EXPENDITURES				
Grant and Contract Direct Cost	780,000,000	800,000,000	800,000,000	
Gifts	110,000,000	116,000,000	116,000,000	
State Restricted Funds	6,220,000	6,310,000	6,335,000	
Subtotal	896,220,000	922,310,000	922,335,000	
Indirect Cost Recovery:				
Adjusted Base ICR Budget	180,000,000	169,277,000	180,193,000	
Competitive Compensation:				
Salaries		1,724,000	1,100,000	
Benefits		842,000	310,000	
Subtotal		2,566,000	1,410,000	
Investments in Research Support				
Change in Research Cost Recovery		2,000,000	0	
Change in ICR to capital		(466,000)	0	
Research Equipment Allocation		4,000,000	4,000,000	*Temp allocation*
Administrative Units Investments		54,000	0	
Library materials		450,000	0	
Support for major research initiatives		750,000	0	*Temp allocation*
Enhance indirect cost recovery		400,000		*Temp allocation*
Subtotal		7,188,000	4,000,000	
Investments in Oversight/Compliance				
New Faculty Effort Cert. System		500,000	0	
IRB Support		500,000	0	
Office of Research Computing Systems		750,000	0	*Temp allocation*
Research Advisory Board Recommendations		800,000	0	
Subtotal		2,550,000	0	
Required Cost Increases/Budget Adjustments				
Required cost increases/investments		4,398,000	2,000,000	
Bioe/Genome Sciences O&M		1,021,000	1,165,000	
Subtotal		5,419,000	3,165,000	
SUBTOTAL: INDIRECT COST RECOVERY BUDGET		**187,000,000**	**188,768,000**	
Available for FY 07 Allocations		**0**	**232,000**	
TOTAL EXPENDITURES	**1,076,220,000**	**1,109,310,000**	**1,111,335,000**	

Table 5

President Proposed Budget
Capital Budget for Fiscal Year 2006 and Fiscal Year 2007

	FY 2006 President Proposed	FY 2007 President Planned
REVENUES		
Funding for FY 2006 & FY 2007 Projects		
State Funds (State Bonds)	69,400,000	450,000
Education Construction Account	12,912,500	12,912,500
UW Building Account - Local Funds	30,500,000	10,500,000
Donor/ICR - Local Fund	22,000,000	2,500,000
Federal Funds	-	3,000,000
Transfer from Unrestricted Local Funds	8,100,000	3,100,000
Subtotal	**142,912,500**	**32,462,500**
Funding for Previously Approved Projects	95,763,677	-
Funding for Enterprise Unit Projects	154,129,549	-
TOTAL REVENUES	**392,805,726**	**32,462,500**
EXPENDITURES		
Previously Approved Projects	**95,763,677**	**3,000,000**
Enterprise/Self-sustaining Unit Projects - Previously Approved	**154,129,549**	**-**
Proposed Projects to be Approved FY06		
Architecture Hall - C	21,850,000	-
Guggenheim Hall - C	24,500,000	-
HSC H Wing - C	5,000,000	-
Savery Hall - P/D	6,600,000	-
Clark Hall - P/D	2,500,000	-
Playhouse Theater - P/D	1,000,000	-
UW Tacoma Assembly Hall - C	7,500,000	2,500,000
Total Proposed Projects	**68,950,000**	**2,500,000**
Minor Projects		
Minor Works, Preservation	31,700,000	11,700,000
Preventative Facility Maintenance and Building System Repairs	12,912,500	12,912,500
Minor Works, Program	29,350,000	2,350,000
Total Minor Projects	**73,962,500**	**26,962,500**
TOTAL EXPENDITURES	**392,805,726**	**32,462,500**

P - Planning; D-Design; C-Construction

Note: $18,000,000 in construction funding for the UW Bothell/Cascadia Community College South Campus access project was provided through the 2005-07 State transportation budget; with a commitment for an additional $8,000,000 in 2007-09.

COMPETITIVE COMPENSATION

Item	FY 2006 Change	FY 2006 Amount to Core Educ.	FY 2006 Amount to ICR
SALARIES			
Faculty			
2% continuing merit	4,430,000	4,430,000	0
1.2% other	2,658,000	2,658,000	0
Promotions	500,000	500,000	0
Floors	75,000	75,000	0
Senior Faculty Retention	2,000,000	2,000,000	0
Emeritus re-hires	500,000	500,000	0
Faculty/Prof Staff/Lib recruit/retention	**1,500,000**	**1,500,000**	**0**
Teaching/Research Assistants 3.2%	**659,000**	**659,000**	**0**
Professional Staff/Librarians 3.2%	**3,832,000**	**2,986,000**	**846,000**
Represented Classified Staff 3.2%			
Classified staff -- GOF	2,199,000	2,199,000	0
Classified staff -- DOF	1,052,000	324,000	728,000
Non-represented Classified Staff GOF & DOF	**300,000**	**300,000**	**0**
Classification Revisions/Salary Survey	**398,000**	**398,000**	**0**
Library Hourly minimum wage	**300,000**	**150,000**	**150,000**
Total Salaries	**20,403,000**	**18,679,000**	**1,724,000**
BENEFITS			
Employer share of health benefits			
Benefits -- GOF	4,462,000	4,462,000	0
Benefits -- DOF	1,217,000	375,000	842,000
Others			
Social Sec Base Change	165,000	165,000	0
PERS Pension Change	708,000	708,000	0
Workers Comp change	(162,000)	(162,000)	0
Total Benefits	**6,390,000**	**5,548,000**	**842,000**
TOTAL COMPENSATION	**26,793,000**	**24,227,000**	**2,566,000**

Appendix 2

INVESTMENTS IN PROGRAM EXCELLENCE

Item	FY 2006 Change	FY 2006 Amount to Core Educ.	FY 2006 Amount to ICR
Colleges/Schools Investments			
UW Allocations			
Business Program Enhancement	476,000	476,000	0
Law Program Enhancement	141,000	141,000	0
Nursing Program Enhancement	120,000	120,000	0
Pharmacy Program Enhancement	240,000	240,000	0
Medicine - WAMI adjustment	143,000	143,000	0
Total UW Allocations	**1,120,000**	**1,120,000**	**0**
Legislative Actions			
UW/Tacoma & UW/Bothell Lower Div Planning Fnd	200,000	200,000	0
Burke Museum	146,000	146,000	0
Labor Ctr Rsch	30,000	30,000	0
Institute for Learning & Brain Science	125,000	125,000	0
Tacoma Austism Center	350,000	350,000	0
Korean Studies Endowed Chair	250,000	250,000	0
Total Legislative Actions	**1,101,000**	**1,101,000**	**0**
Total Colleges/Schools Investments	**2,221,000**	**2,221,000**	**0**
Administrative Units Investments			
Student Affairs Admissions/Recruit Process (current procedure)	692,000	692,000	0
Adjustments to Regent's Office budget	150,000	113,000	37,000
New Provost/Dean hires	250,000	250,000	0
Attorney General Office Support	70,000	53,000	17,000
Total Administrative Units Investments	**1,162,000**	**1,108,000**	**54,000**

Appendix 3

REQUIRED COST INCREASES/BUDGET ADJUSTMENTS

Item	FY 2006 Change	FY 2006 Amount to Core Educ.	FY 2006 Amount to ICR
Fixed Cost Budgets			
Utilities:			
Electricity	181,000	137,000	44,000
Natural gas	3,498,000	2,640,000	858,000
Water/sewer	604,000	456,000	148,000
Solid waste	27,000	20,000	7,000
Power plant operations	(53,000)	(40,000)	(13,000)
Subtotal utilities:	4,257,000	3,213,000	1,044,000
Other fixed cost budgets:			
Property rentals-general	(516,000)	(516,000)	0
Prop. Rental-Sand Point central	19,000	19,000	0
Prop. Rental-Sand Point unassigned	19,000	19,000	0
Risk management	(905,000)	(683,000)	(222,000)
Investment management fees	80,000	80,000	0
Subtotal other fixed cost budgets	(1,303,000)	(1,081,000)	(222,000)
UW/Bothell and UW/Tacoma Allocations			
UW/Bothell tuition increase allocation	1,078,000	1,078,000	0
UW/Tacoma tuition increase allocation	1,124,000	1,124,000	0
UW/B & UW/T Summer Qtr tuition adjustment	696,000	696,000	0
Other Issues			
Recycling program	150,000	113,000	37,000
Change in Summer Quarter cost	100,000	100,000	0
Bioengineering debt service	979,000	0	979,000
Hazardous materials charges	398,000	96,000	302,000
Attending veterinarian	150,000	0	150,000
Institutional overhead offset	(1,643,000)	(1,643,000)	0
Changes in State Revolving Funds	186,000	186,000	0
Evening degree conversion recapture	(75,000)	(75,000)	0
Development office budget adjustment	(150,000)	(150,000)	0
Subtotal Other Issues	95,000	(1,373,000)	1,468,000
Subtotal for Fixed Cost budgets, O&M increases & Other Issues	**5,947,000**	**3,657,000**	**2,290,000**
Dedicated Indirect Cost Recovery Dollars			
Primate Center "A" Rate	278,000	0	278,000
Primate Center "B" Rate	300,000	0	300,000
Harborview Research and Training Bldg	300,000	0	300,000
Harborview Other Research Buildings	75,000	0	75,000
Rosen Building	125,000	0	125,000
Sand Point Building 29	(200,000)	0	(200,000)
Roosevelt 1 Building	(600,000)	0	(600,000)
I-LABS	375,000	0	375,000
K-Wing debt service	500,000	0	500,000
401 Broadway	500,000	0	500,000
411 Nickerson	100,000	0	100,000
UW/Bothell ICR	230,000	0	230,000
UW/Tacoma ICR	50,000	0	50,000
Applied Physics Lab	75,000	0	75,000
Subtotal Dedicated Indirect Cost Recovery	2,108,000	0	2,108,000
TOTAL REQUIRED COST INCREASES/BUDGET ADJUSTMENTS	**8,055,000**	**3,657,000**	**4,398,000**

F–5/206; 6/9/05

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Playhouse Theater Renovation - Project Presentation

RECOMMENDED ACTION:

It is the recommendation of the administration and the Finance, Audit and Facilities Committee that project budget be established at $7,120,000 for the Playhouse Theater Renovation Project; and that the President be delegated authority to award design and construction contracts, subject to the scope, budget and funding remaining within 10% (plus or minus).

BACKGROUND:

Project Description

The Playhouse Theater was constructed in 1931 and is a one story brick building with a small partial basement totaling 10,137 gross square feet and a seating capacity of just over 200 wrapping around half of the stage. The Playhouse Theater is assigned to the School of Drama, one of the most renowned drama departments in the United States. The facility is a mainstay of its teaching program and offers students an intensively used venue to stage at least two productions a quarter. Because this heavily used theater is wood framed construction with un-reinforced brick, it poses seismic stability concerns in the event of a major earthquake. Despite the building's intense use, the antiquated infrastructure also makes the building difficult to use for instruction and performances. For example, the heating and ventilations systems are in such poor condition that patrons often complain and students are forced to rehearse with gloves and coats on in winter.

Scope of the Project

The proposed project scope will include correction of the seismic deficiencies. The building exterior will be repaired, walls will be insulated, and windows and doors will be upgraded to meet current code, greatly improve comfort levels and lower operating costs. All electrical, lighting, mechanical, and communications systems are very antiquated and will be replaced. A renovation will include upgrading all major building systems; improving accessibility, seismic resistance, and life and safety code conditions; performing asbestos abatement; and providing updated facilities for theater instruction and performance. Disability access will be improved to bring the building into current ADA compliance. The possibility of utilizing alternative performance space to house the programs displaced during renovation will be explored during the pre-design process. If no alternative

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

<u>Playhouse Theater Renovation - Project Presentation</u> (continued p. 2)

performance space can be found, scheduling will be done to minimize disruption
to the drama program.

<u>Schedule</u>

Architectural Commission Selection	June 2005
Pre-design	July 2005 to December 2005
Funding Allotment	December 2005 to April 2006
Design	April 2006 to April 2007
Award Construction Contract	July 2007
Construction	July 2007 to July 2008
Occupancy and Use	September 2008

<u>Contracting Strategy</u>

The current project budget of $7,000,000 falls below the minimum of
$10,000,000 authorized by RCW 39.10 for using the GC/CM process. This
project will follow the typical design/bid/build process and be competitively bid
with a construction contract awarded to the lowest responsible bidder.

B. Finance, Audit and Facilities Committee

<u>Playhouse Theater Renovation - Project Presentation</u> (continued p. 3)

Cost Estimate

	Total Escalated Cost	% of TEC
Consultant Services	**$953,107**	**13.4%**
Pre-Schematic Design Services	$83,030	1.2%
A/E Basic Design Services	$211,464	3.0%
A/E Extra Services	$279,449	3.9%
Other Services	$201,596	2.8%
Design Services Contingency	$177,568	2.5%
Construction	**$5,047,872**	**70.9%**
MACC-Primary	$3,432,606	48.2%
Other Contracts	$110,652	1.6%
Construction Contingencies	$1,096,331	15.4%
Sales Tax	$408,283	5.7%
Other	**$1,119,021**	**15.7%**
Equipment	$235,103	3.3%
Artwork	$16,124	0.2%
Other costs	$183,625	2.6%
Project Management	$684,169	9.6%
Total Escalated Project Cost	**$7,120,000**	**100.0%**
Unfunded Costs (included in above)	**$557,864**	**7.8%**
LEED Silver design	$37,402	0.5%
LEED Silver construction	$110,652	1.6%
Escalation beyond 3%	$409,810	5.8%

Source of Funds

State Building Construction Funds	**$7,000,000**

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Playhouse Theater Renovation - Project Presentation (continued p. 4)

Significant Risks or Opportunities

- The State has approved funding of $1.0 million for pre-design and design with the provision that the pre-design report is submitted to the state by the end of 2005 for approval before the balance of design funding is allocated at the end of the 2006 legislative session.

- The current budget includes the estimated amount required to achieve the recent state requirement of LEED Silver for this type of project.
- In the design of recent renovation projects, the total assignable square feet has been slightly reduced to allow for the increased area required to bring the building up to current building code requirements for accessibility and toilet facilities as well as increased space required for mechanical, electrical and communications.

- Other issues may arise as part of the pre-design as the building is more fully studied.

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Playhouse Theater Renovation - Project Presentation

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

<u>Playhouse Theater Renovation - Project Presentation</u> (continued p. 6)

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Savery Hall Renovation - Project Presentation

RECOMMENDED ACTION:

It is the recommendation of the administration and the Finance, Audit and Facilities Committee that project budget be established at $64,127,000 for the Savery Hall Renovation Project; that the use of alternative public works utilizing the General Contractor/Construction Manager (GC/CM) method of contracting be approved; and that the President be delegated authority to award design and construction contracts, subject to the scope, budget and funding remaining within 10% (plus or minus).

BACKGROUND:

Project Description

Savery Hall, located on the Arts and Sciences quadrangle of the Seattle campus, was built in two phases. The north structure was built in 1916 and the south addition in 1919. Savery Hall is a major instructional building with 35 percent of the assignable area in classroom use. Altogether there are 25 general assignment classrooms in Savery Hall, with a total of 1,025 seats. Savery Hall houses the College of Arts and Sciences' Departments of Economics, Philosophy, and Sociology, and also provides space for the Center of Social Science Computation and Research (CSSCR), a computer resource center that provides facilities and support of all the social science units. The project is proposed to renew the facility for the current occupants.

Scope of the Project

Savery Hall, with 102,105 gross square feet, is planned for a major renovation in 2007-2009. Savery Hall has been identified as one of the most critical renovation projects on the Seattle Campus. A comprehensive remodel will be required of most of the building's occupied areas. Savery Hall has been evaluated for seismic conditions and will be strengthened to better resist earthquakes and tie the two building structures together. There are numerous ornamental masonry attachments that should be better secured to the building's structure. The building exterior will be cleaned and sealed and architectural features will be preserved where appropriate in the building hallways and common areas. The project scope is proposed to include correction of seismic deficiencies, as well as a replacement of the electrical, lighting, mechanical, and communications systems. A second elevator, replacement of the existing elevator, modifications to restrooms, ramping and other access improvements will also be included in the renovation to

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

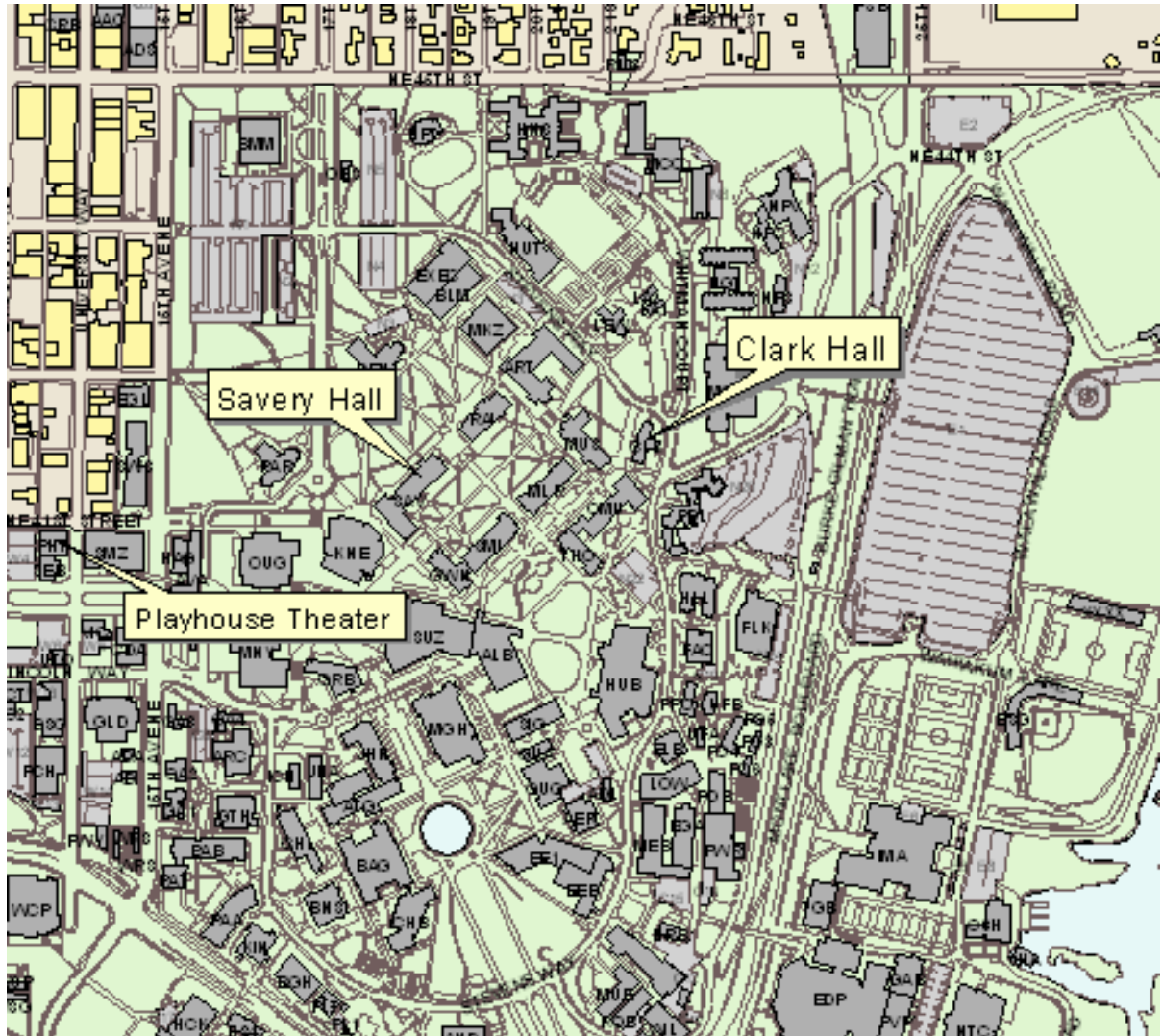Savery Hall Renovation - Project Presentation (continued p. 2)

bring this heavily used instructional building into current ADA compliance. The
current project budget includes adding new structure, systems, finishes and
equipment for additional 10,000 assignable square feet, in the current attic space.

This project is one of the three projects in the third sequence of the University's
restoration program and is dependent upon Architecture and Guggenheim being
completed on schedule to have Condon Hall available for surge space. This
project needs to be done on schedule to allow the next phase of projects access to
the Condon Hall surge space.

Schedule

Architectural Commission Selection	June 2005
Pre-design	July 2005 to December 2005
Funding Allotment	December 2005 to April 2006
Design	April 2006 to April 2008
Award GC/CM Contract	July 2006
Move to Condon Hall	September 2007
Construction	November 2007 to March 2010
Occupancy and Use	June 2010

Contracting Strategy

The recommendation of the Capital Projects Office is to use the alternate public
works contracting procedure, General Contractor/Construction Manager
(GC/CM), authorized by RCW 39.10 for construction of this project. Current
renovation projects are using the GC/CM process: Johnson Hall under
construction; and Architecture Hall and Guggenheim Hall in the design phase.
The use of a GC/CM during design has been very beneficial in assessing existing
conditions of the building, providing detailed construction scheduling, input into
design constructability issues, determining construction logistics and providing
detailed cost estimates. The intent is to have a GC/CM chosen and under contract
for preconstruction services by the completion of schematic design.

B. Finance, Audit and Facilities Committee

Savery Hall Renovation - Project Presentation (continued p. 3)

Cost Estimate

	Total Escalated Cost	% of TEC
Consultant Services	**$6,671,345**	**10.4%**
Pre-Schematic Design Services	$290,969	0.5%
A/E Basic Design Services	$1,921,843	3.0%
A/E Extra Services	$1,404,030	2.2%
Other Services	$1,901,125	3.0%
Design Services Contingency	$1,153,378	1.8%
Construction	**$50,230,505**	**78.3%**
MACC-Primary	$28,359,828	44.2%
Other Contracts	$2,219,165	3.5%
GC/CM Costs	$4,361,040	6.8%
Construction Contingencies	$11,227,711	17.5%
Sales Tax	$4,062,761	6.3%
Other	**$7,225,150**	**11.3%**
Equipment	$3,023,648	4.7%
Artwork	$124,461	0.2%
Other costs	$1,165,176	1.8%
Project Management	$2,911,865	4.5%
Total Escalated Project Cost	**$64,127,000**	**100.0%**
Unfunded Costs (included in above)	**$6,929,126**	**10.8%**
LEED Silver design	$267,110	0.4%
LEED Silver construction	$1,106,270	1.7%
Escalation beyond 3%	$5,555,746	8.7%
Source of Funds		
State Building Construction Funds	**$60,900,000**	

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Savery Hall Renovation - Project Presentation (continued p. 4)

Significant Risks or Opportunities

- The State has approved funding of $6.6 million for pre-design and design
  with the provision that the pre-design report is submitted to the state by
  the end of 2005 for approval before the balance of design funding is
  allocated at the end of the 2006 legislative session.

- The current budget includes the estimated amount required to achieve the
  recent state requirement of LEED Silver for this type of project.

- In the design of recent renovation projects, the total assignable square feet
  has been slightly reduced to allow for the increased area required to bring
  the building up to current building code requirements for accessibility and
  toilet facilities as well as increased space required for mechanical,
  electrical and communications.

- Surge space for the occupants of Savery Hall will be in Condon Hall
  following the planned completion of Architecture Hall and Guggenheim
  Hall renovation construction in the Fall of 2007.

- Other issues may arise as part of the pre-design as the building is more
  fully studied.

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Savery Hall Renovation - Project Presentation

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

<u>Savery Hall Renovation - Project Presentation</u> (continued p. 6)

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

<u>Clark Hall Renovation - Project Presentation</u>

<u>RECOMMENDED ACTION</u>:

It is the recommendation of the administration and the Finance, Audit and Facilities Committee that project budget be established at $18,300,000 for the Clark Hall Renovation Project; that the use of alternative public works utilizing the General Contractor/Construction Manager (GC/CM) method of contracting be approved; and that the President be delegated authority to award design and construction contracts, subject to the scope, budget and funding remaining within 10% (plus or minus).

<u>BACKGROUND</u>:

<u>Project Description</u>

Clark Hall, constructed in 1896, is one of the oldest buildings on the Seattle campus. It is on the Washington Heritage Register and originally served as the women's dormitory building and now houses instructional programs for the Navy, Army and Air Force students pursuing a University of Washington degree. The building has 30,568 gross square feet and is primarily used for instructional space and offices, including three general assignment classrooms with a total of 85 stations, one class laboratory, and three computer laboratories The project is proposed to renew the facility for the current occupants.

<u>Scope of the Project</u>

The project scope will include correction of seismic deficiencies of this wooden framed masonry building. The renovation will include upgrading all major building systems, correcting seismic deficiencies, improving accessibility, including adding an elevator, addressing life and safety code conditions, performing asbestos abatement, and providing updated facilities for instructional programs. All electrical, lighting, mechanical, and communications systems will be replaced and the windows and doors will be upgraded to correct code deficiencies and reduce operating costs. An elevator will be added to this three-story building and access to restrooms throughout the building will be improved to bring the facility into current ADA compliance. The building exterior will be completely renewed to stop the water infiltration currently penetrating the masonry walls. A major renovation will also allow for changes that make more efficient use of the existing space.

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

Clark Hall Renovation - Project Presentation (continued p. 2)

This project is one of the three projects in the third sequence of the University's restoration program and is dependent upon Architecture and Guggenheim being completed on schedule to have Condon Hall available for surge space. This project needs to be done on schedule to allow the next phase of projects access to the Condon Hall surge space.

Schedule

Architectural Commission Selection	June 2005
Pre-design	July 2005 to December 2005
Funding Allotment	December 2005 to April 2006
Design	April 2006 to November 2007
Award GC/CM Contract	June 2006
Move to Condon Hall	September 2007
Construction	October 2007 to January 2009
Occupancy and Use	March 2009

Contracting Strategy

The recommendation of the Capital Projects Office is to use the alternate public works contracting procedure, General Contractor/Construction Manager (GC/CM), authorized by RCW 39.10 for construction of this project. Current renovation projects are using the GC/CM process: Johnson Hall under construction; and Architecture Hall and Guggenheim Hall in the design phase. The use of a GC/CM during design has been very beneficial in assessing existing conditions of the building, providing detailed construction scheduling, input into design constructability issues, determining construction logistics and providing detailed cost estimates. The intent is to have a GC/CM chosen and under contract for preconstruction services by the completion of schematic design.

VII.   STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

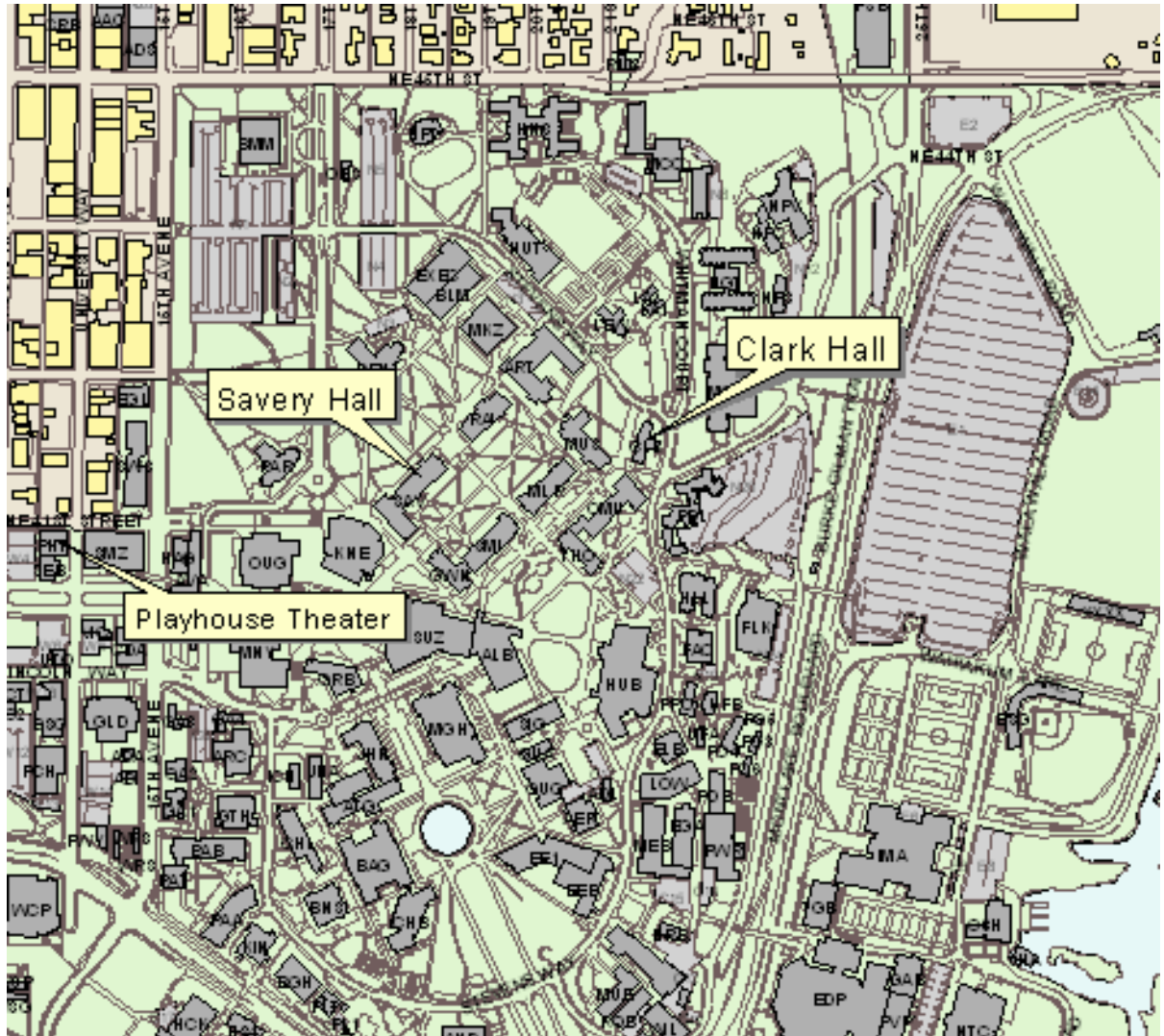<u>Clark Hall Renovation - Project Presentation</u> (continued p. 3)

Cost Estimate

	Total Escalated Cost	**% of TEC**
Consultant Services	**$2,268,591**	**12.4%**
Pre-Schematic Design Services	$84,021	0.5%
A/E Basic Design Services	$698,391	3.8%
A/E Extra Services	$419,780	2.3%
Other Services	$681,109	3.7%
Design Services Contingency	$385,290	2.1%
Construction	**$13,779,622**	**75.3%**
MACC-Primary	$8,084,539	44.2%
Other Contracts	$807,082	4.4%
GC/CM Costs	$1,444,502	7.9%
Construction Contingencies	$2,328,971	12.7%
Sales Tax	$1,114,528	6.1%
Other	**$2,251,787**	**12.3%**
Equipment	$738,342	4.0%
Artwork	$35,006	0.2%
Other costs	$360,641	2.0%
Project Management	$1,117,798	6.1%
Total Escalated Project Cost	**$18,300,000**	**100.0%**
Unfunded Costs (included in above)	**$1,221,293**	**6.7%**
LEED Silver design	$63,977	0.3%
LEED Silver construction	$318,243	1.7%
Escalation beyond 3%	$839,073	4.6%

Source of Funds
State Building Construction Funds   **$17,500,000**

VII.   STANDING COMMITTEES

   B. Finance, Audit and Facilities Committee

   Clark Hall Renovation - Project Presentation (continued p. 4)

   Significant Risks or Opportunities

   • The State has approved funding of $2.5 million for pre-design and design with
     the provision that the pre-design report is submitted to the state by the end of
     2005 for approval before the balance of design funding is allocated at the end
     of the 2006 legislative session.

   • The current budget includes the estimated amount required to achieve the
     recent state requirement of LEED Silver for this type of project.

   • In the design of recent renovation projects, the total assignable square feet has
     been slightly reduced to allow for the increased area required to bring the
     building up to current building code requirements for accessibility and toilet
     facilities as well as increased space required for mechanical, electrical and
     communications.

   • Surge space for the occupants of Clark Hall will be in Condon Hall following
     the planned completion of Architecture Hall and Guggenheim Hall renovation
     construction in the Fall of 2007.

   • Other issues may arise as part of the pre-design as the building is more fully
     studied.

B. Finance, Audit and Facilities Committee

Clark Hall Renovation - Project Presentation   (continued p. 5)

VII. STANDING COMMITTEES

B. Finance, Audit and Facilities Committee

<u>Clark Hall Renovation - Project Presentation</u> (continued p. 6)

VII.   STANDING COMMITTEE

   B.   Finance, Audit and Facilities Committee

Sound Transit

See attached PowerPoint presentation.

Sound Transit/University of Washington

North Link Light Rail Project
Implementation Agreement Briefing

To the

University of Washington Board of Regents
Finance, Audit and Facilities Committee

June 9, 2005

North Link
Preferred Alternative

University District to Northgate: >
Northgate and Roosevelt Stations

Ship Canal to University District: >
Brooklyn and UW Stations

Montlake Vent: at the Hop-In site >

Convention Place to Ship Canal: >
Capitol Hill and First Hill Stations

UW Station

Basic Program:
-two entrances
-crossover

SOUNDTRANSIT

Labels on map: Potential 3rd Entrance, North Entrance, Platform, South Entrance, Crossover, South vent
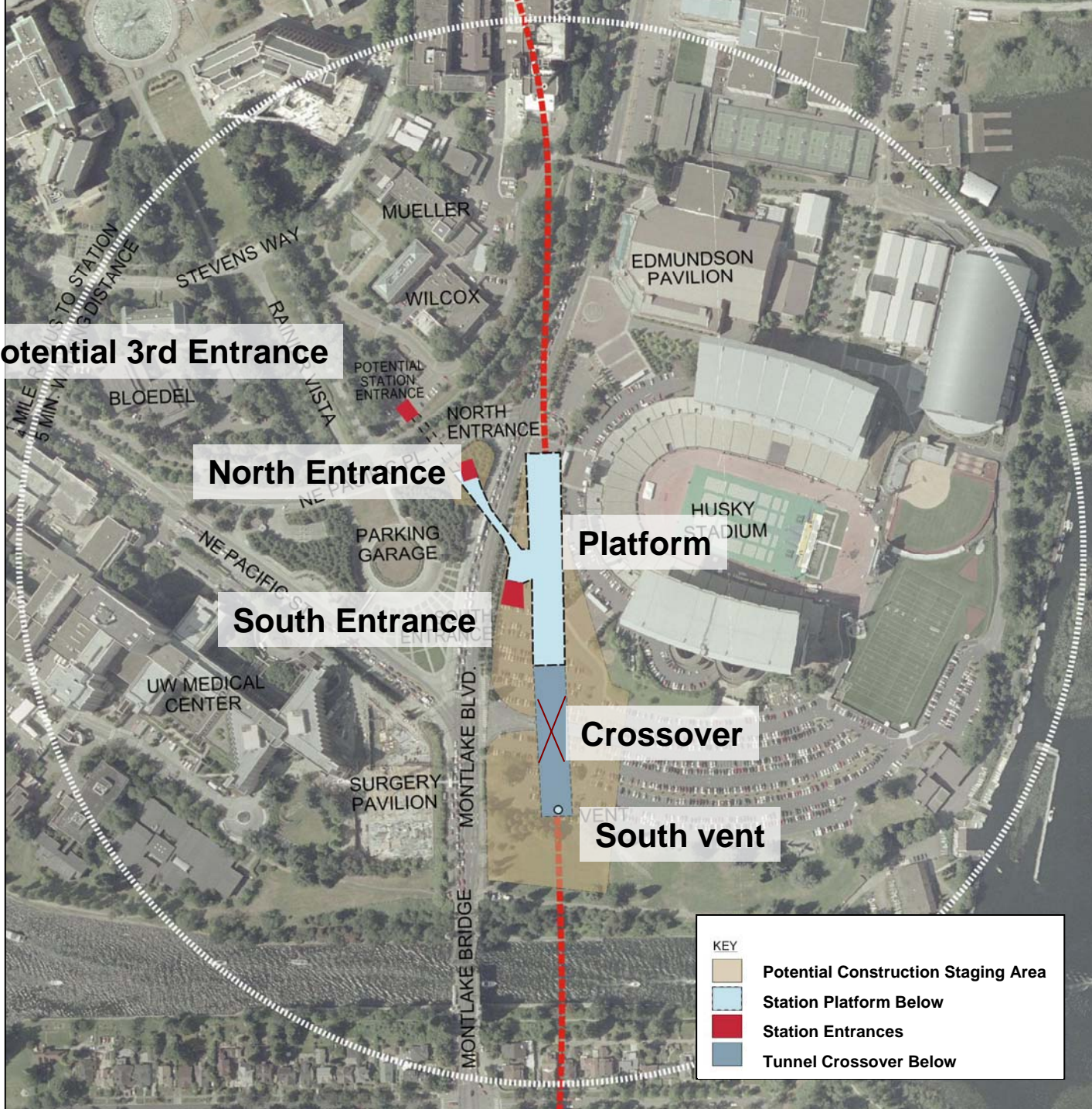
KEY
Potential Construction Staging Area
Station Platform Below
Station Entrances
Tunnel Crossover Below

Sound Transit/University of Washington

Implementation Agreement

This agreement will set forth the terms and conditions by which the University of Washington grants Sound Transit the authority to construct, operate, monitor and maintain light rail facilities on University property.

Key Challenges

- EMI (Electro-Magnetic Interference)
- Vibration
- Performance Assurance
- Interim Terminus
- Tunneling Spoils Removal
- Construction Impacts
- Parking Replacement
- Station Design/3rd Entrance
- Property

Key Challenges

EMI

- ST has refined EMI predictions and mitigation design
- ST issued updated draft EMI Mitigation Report in February 2005
- UW/ST working group met March 8 and discussed EMI report and UW provided written comments
- **General concurrence on predicted EMI levels and mitigation**
- Next steps:
  - Follow-up on remaining UW comments
  - Continue discussions and refinements of EMI monitoring
  - Observe testing of similar mitigation design in Bielefeld Germany and St. Louis

Vibration

- Vibration, like EMI, is a concern to researchers who currently enjoy a competitive advantage in the "quiet" center of campus.
- UW told ST in 2003 that a route through the center of campus was unacceptable; ST proposed the MMA in a February, 2004 supplemental DSEIS.
- UW asked ST in July, 2004 to commit contractually not to exceed the thresholds they published in February, 2004
- ST updated analysis and issued draft vibration report in March, 2005

Modified Montlake Route Addendum Vibration Prediction

February 2004

Draft Vibration Report

March 2005

SOUNDTRANSIT

Draft Vibration Report – March 2005
- 1 train
- Operating speed (45-55 mph)
- No uncertainty margin

NE 47th St

I-5 Corridor

NE 45th St

Roosevelt Way NE

Brooklyn Ave NE

University Way NE

15th Ave NE

⑦

Brooklyn Station Option B

University of Washington Campus

NE 42nd St

⑲

Montlake Blvd NE

⑪

University of Washington Campus

Modified Montlake Route

②

⑳

University Bridge

⑭

⑥

③

①

Modified Montlake Route

⑰

⑧

④

⑯

⑮

⑫

⑱

⑨ ⑤

NE Pacific St

⑩

⑤

Husky Stadium

㉑

NE Pacific Pl

Montlake/ University of Washington Station

⑬

㉓

㉒

Modified Montlake 554-3164-016/16(1601) 8/18/04

UW Buildings with Vibration Sensitive Equipment

1. Electrical Engineering/Computer Science
2. Johnson Hall
3. Bagley Hall
4. Chemistry
5. Wilcox Hall
6. Physics/Astronomy
7. Burke Museum
8. Benson Hall
9. Roberts Hall
10. Winkenwerder Hall
11. Henderson Hall
12. Oceanography Research Building
13. UW Medical Center
14. Fisheries Sciences
15. Fisheries Teaching and Research Center
16. More Hall
17. Marine Studies
18. Bioengineering/Genomics
19. Fluke Hall
20. Mechanical Engineering and Annex
21. Ocean Sciences
22. Center on Human Development and Disability (CHDD)
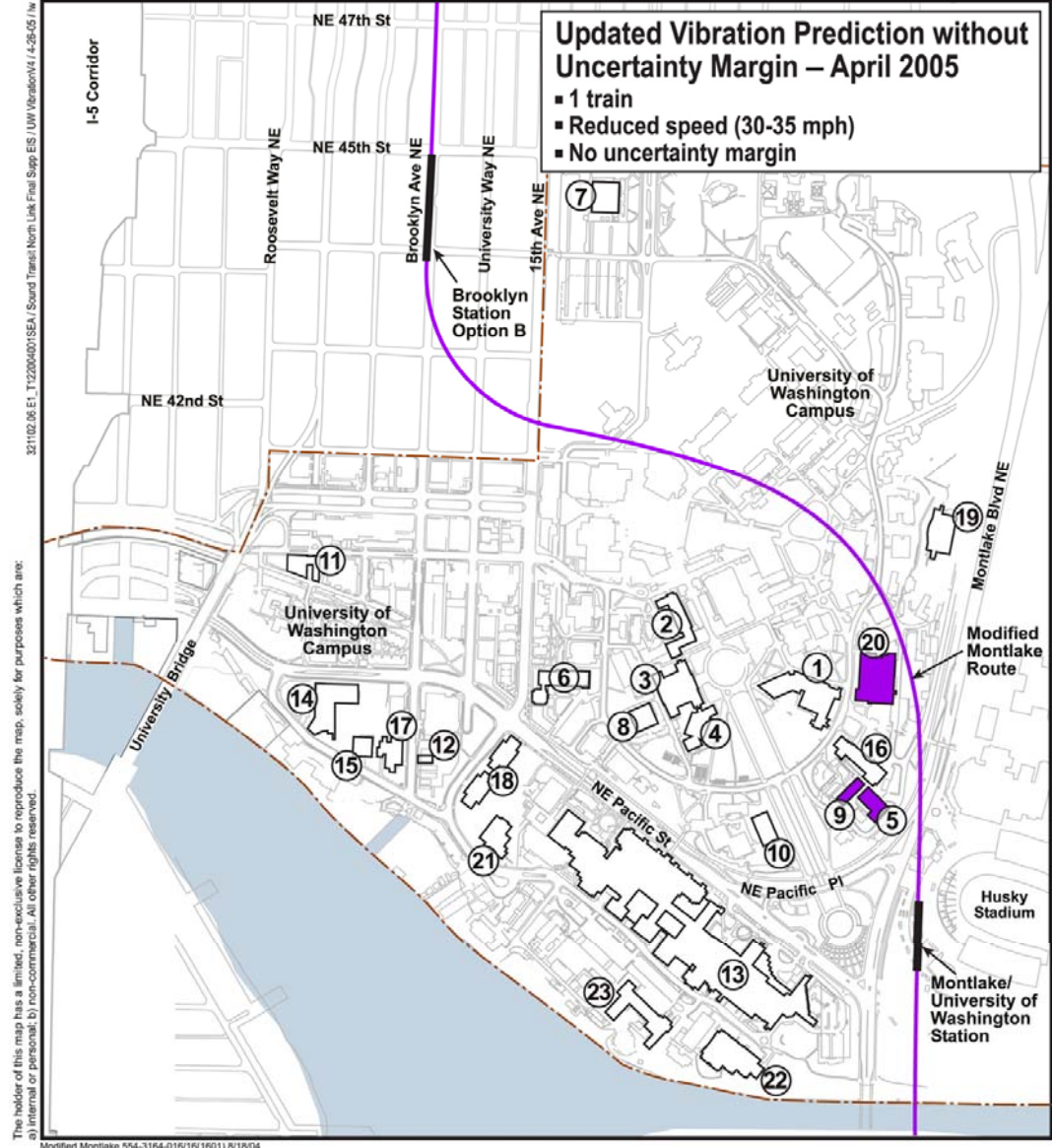23. Fisheries Center

SOUNDTRANSIT

Stations

Mitigated impact exceeds UW requested threshold.

Mitigated impact exceeds UW requested threshold at 8 Hz, limited speeds only.

Mitigated Impacts for UW Buildings with Vibration Sensitive Equipment

Updated Vibration Prediction without Uncertainty Margin

April 2005

Updated Vibration Prediction without Uncertainty Margin – April 2005
- 1 train
- Reduced speed (30-35 mph)
- No uncertainty margin

UW Buildings with Vibration Sensitive Equipment

1. Electrical Engineering/Computer Science
2. Johnson Hall
3. Bagley Hall
4. Chemistry
5. Wilcox Hall
6. Physics/Astronomy
7. Burke Museum
8. Benson Hall
9. Roberts Hall
10. Winkenwerder Hall
11. Henderson Hall
12. Oceanography Research Building
13. UW Medical Center
14. Fisheries Sciences
15. Fisheries Teaching and Research Center
16. More Hall
17. Marine Studies
18. Bioengineering/Genomics
19. Fluke Hall
20. Mechanical Engineering and Annex
21. Ocean Sciences
22. Center on Human Development and Disability (CHDD)
23. Fisheries Center

Stations

Mitigated impact exceeds UW requested threshold.

Mitigated Impacts for UW Buildings with Vibration Sensitive Equipment

Modified Montlake 554-3164-016/16(1601) 8/18/04

Updated Vibration Prediction with Uncertainty Margin

April 2005

Key Challenges

UW Needs Assurance

- *UW needs certainty (thresholds) as to the impact of EMI and vibration caused by the ST trains*

- *EMI and vibration need to be measured and monitored*

- *If ST trains do exceed thresholds in, e.g., 2083, UW needs problem fixed immediately – no time to arbitrate*

- *UW has suggested a financial incentive that it can control to encourage ST to stay within thresholds*

- *ST proposes an assets maintenance fund to ensure corrective measures are taken promptly in the event a threshold is exceeded*

Key Challenges

Interim Terminus

UW has consistently told ST an interim terminus south of NE 45th is unacceptable:

- *Hide and ride, bus, auto, and pedestrian congestion*

- *"End of the line" concerns*

- *Significantly increases the elapsed time of construction on campus*

Key Challenges
Tunneling Spoils Removal

- *ST proposes removal of spoils from UW station and running tunnel between UW and Capitol Hill*
- *UW has consistently told ST that removal of non-UW spoils from the campus is unacceptable*
- *Future spoils associated with an extension North would be removed from a station north of campus*
- *UW concerns relate to the size of the staging area, duration of use and impacts of activities:*
  - *Size – UW wants smaller footprint to reduce parking loss*
  - *Duration – UW wants shortest duration to reduce impacts on Stadium /Health Sciences*
  - *Activities – Truck hauling, temporary spoils storage, conflicts with events, traffic congestion, noise impacts on patients, dust.*

Key Challenges
Construction

- *Construction duration is estimated by ST to be approximately 5.5 years from NTP to final completion*
- *ST wants about 6 acres to stage construction*
- *8-12 months to bore the tunnel under campus in future if interim terminus is allowed*
- *ST suggests prescribing construction requirements in contract documents:*
  - *Direction of tunneling*
  - *Maximum staging area size*
  - *Truck haul routes*
  - *Conduct of Construction*
  - *Incentives for contractor's early completion and efficient use of space*
- *Vibration impact of TBM (tunnel boring machine) not yet available*

Staging Area

Key Challenges

Parking Replacement

- *If UW allows ST requested staging area, up to 630 parking spaces would be displaced for 5.5 years. About 100 of these would be permanently displaced*

- *Up to 200 additional parking spaces are needed for contractor parking*

- *Parking is currently used daily by UWMC and ICA, and is prime event parking*

- *UW has asked ST to construct replacement parking to be operational before light rail construction begins*

- *ST committed to mitigate both short and long-term parking impacts*

- *Several possible parking replacement scenarios are under consideration*

Parking Replacement Options

- Structured parking
  - Rainier Vista
  - E12 South
- Surface parking
  - E1 North

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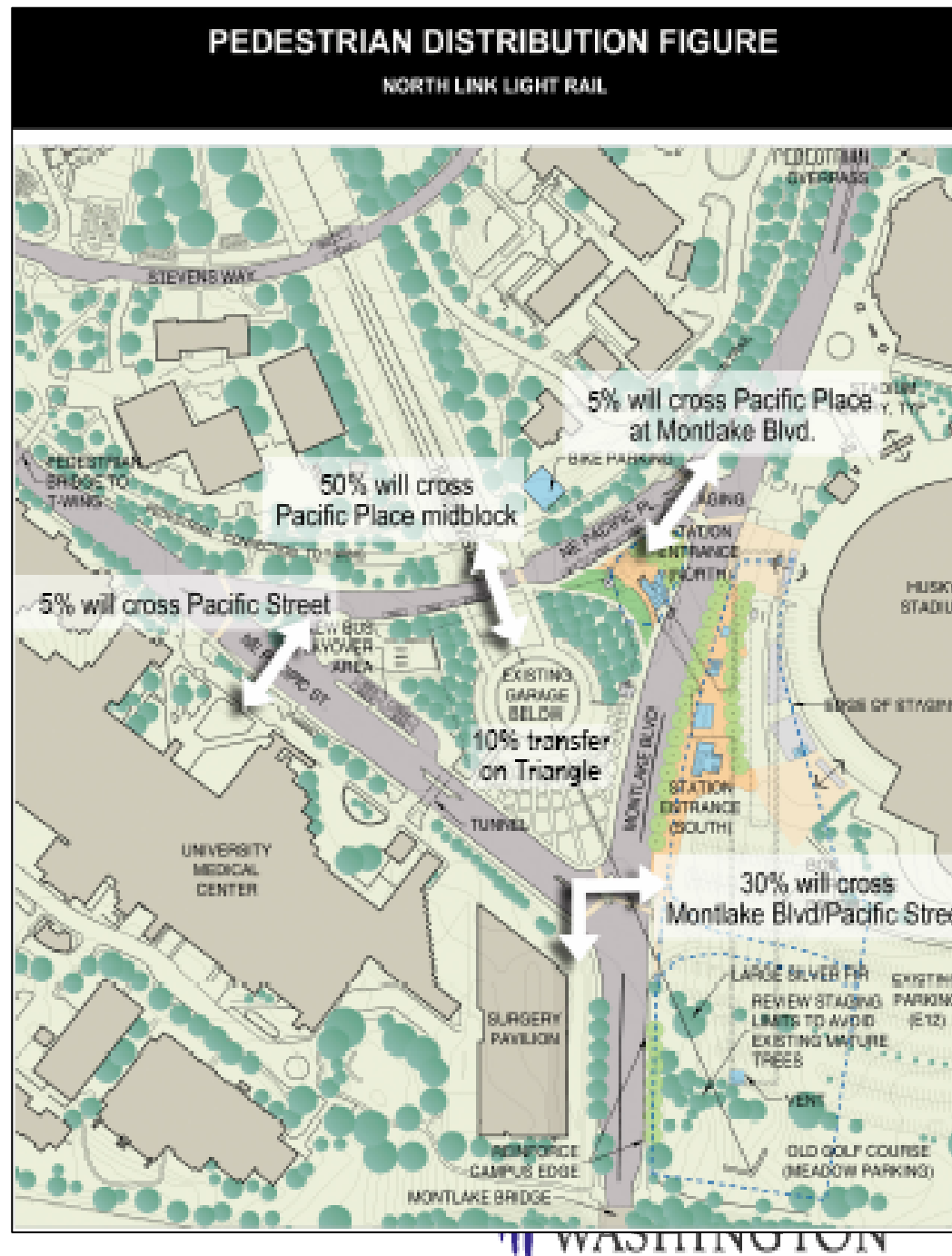
University of Washington Station

Above ground facilities:
- two entrances and plazas
- two vents
- emergency exits
- covered bike storage
- service areas
- bus connections

- **potential 3rd entrance**

PEDESTRIAN DISTRIBUTION FIGURE

NORTH LINK LIGHT RAIL

5% will cross Pacific Place at Montlake Blvd.

50% will cross Pacific Place midblock

5% will cross Pacific Street

10% transfer on Triangle

30% will cross Montlake Blvd/Pacific Street

Key Challenges

Property

- ST needs continuing control of property used for light rail operations and maintenance

- Current property ownership in Triangle area is complex

- ST/UW looking at means to establish long-term property interest for ST

Schedule

- PE completed - May 2005

- Draft SEIS publication planned - June 2005

- Risk assessment and value engineering – June/July 2005

- Implementation agreement - July/August 2005

- Final SEIS completed - fall 2005

- ST Board adopts North Link project - fall 2005

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