

**Report  
of the  
Committee to Improve the UW Undergraduate Experience  
December 5, 2005**

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## **Report of the Committee to Improve the UW Undergraduate Experience**

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## 1. The Ideal Undergraduate Experience

The members of the Committee to Improve the UW Undergraduate Experience devoted a good deal of thought to what constituted an ideal undergraduate experience at UW. Based on our interviews with students, faculty, staff and administrators, we imagined how an ideal experience would unfold for our students – and we developed this narrative to share our vision.

*Close your eyes and imagine that you are a student who has just received your diploma from the UW. You've just crossed the stage, shaken hands with the President, waved to your family, and moved your tassel to the left. As you return to your seat, your entire UW career flashes through your mind.*

*It seems like only yesterday, you received your acceptance letter. You were excited and more than a little scared. The UW is a big place compared to your high school and though a couple of your schoolmates were coming to the UW, they decided to commute while you opted to live on-campus. You worried a little about what to expect. Then you were contacted by a UW alum who gave you your first glimpse of life as a member of the UW community. He let you know you could contact him directly with any questions and that over the next few weeks you'd receive a gift (a t-shirt and a pennant with your projected year of graduation) and a program outlining a series of events that you would participate in on your first days on campus.*

*When you finally arrived on campus, you checked into Lander Hall and headed off to explore campus. There was so much to see: the HUB, the Henry, the Ave, Odegaard and Suzzallo Libraries, the IMA, the UW Book Store, and the IC. You connected with a couple of people from your residential hall and went from one end of campus to the other.*

*Dawg Daze was a blast. It seemed as though there was something of interest for just about everyone. You had a chance to meet some interesting faculty members. You were thrilled to discover that there was a new student group interested in your secret passion: green living. Some of the students you met at an organizational meeting of that group are now among your closest friends.*

*You remember how lucky you were to have taken a Discovery Seminar in the Early Fall Start Program. The head start gave you a chance to learn the campus and get a taste of what it would mean to be a college student. You decided to take the class "Food Fights: Globalization, Food, and Culture." It really opened your eyes to how many different ways there were to think about something as simple as food.*

*As freshman year began, you met with your adviser and a faculty mentor who both showed you the possibilities for study at the UW. You spent some time with one of your commuting colleagues using the web-based advising tools to pick your classes*

*and discussed how these courses could help meet the university's general education requirements. The most interesting part of freshman year was your Freshman Seminar Project. Working with your adviser, you were able to build course work around your topic culminating in a project that you presented as a first-year portfolio review. One of the faculty members was so taken with your project that she personally invited you to join her research project.*

*By your second year, you were an old hand at campus life. You made friends with students from all over the country and the world. You took advantage of opportunities to see movie premieres at the HUB, World Dance at Meany, the UW PowWow at Hec Ed, and exhibits at the Henry. You attended every home football game and even made great connections with several alums. You managed to stay open all kinds of academic possibilities taking courses from art, ethnic studies, and philosophy to geography, biology, and literature.*

*At the end of your sophomore year, you knew for sure that you wanted to focus your major on the environment. Studying with people in your residence hall one night, you heard about a program that was going to take students to ANWR and then to Washington, D.C. to talk with legislators about the environment. You got into the program and it changed your life. It focused you on just how practical and meaningful research could be.*

*Your junior and senior years flew by as you became increasingly immersed in the field of environmental studies. You represented ASUW on a university committee on renewable energy; involved yourself in faculty-led research projects; did interdisciplinary work; and even participated in a course that put you to work in Seattle's P-Patch project. Your capstone experience had you working with environmentalists looking at the long-term effects of the ferry system on Puget Sound.*

*Here you are at graduation. It's hard to believe that so much could happen in four short years. Your ties to the University will continue no matter where your next steps take you. The ink isn't even dry on your diploma and you already know exactly what you'll say to prospective students when you make your alumni phone contacts: the UW experience isn't just for a season, its riches and relationships are for a lifetime.*

## 2. Values and Goals

### **Core Values Central to the UW Undergraduate Experience:**

The University of Washington's undergraduate experience should be embedded in a culture focused on inquiry, diversity, and excellence. Components of such a culture should include: opportunities for transformative experiences, a welcoming and inclusive campus climate, clear articulation of learning goals at all levels (university, college, department), manifestation of learning outcomes through exposition and evaluation, and enhanced advising tools to guide, integrate and accelerate students' intellectual discovery and development.

Undergraduate students learn most effectively when learning is active. The academic experience is enriched when students incorporate learning into their broader lives. Living and learning communities, social groups, service activities, and supportive services targeted to the needs of students provide opportunities to integrate their intellectual growth with the rest of their campus and life experiences.

The University of Washington's undergraduate experience should provide access to all. This places increasing importance on financial aid, so that all students can take part in the richness of university programs (such as discovery seminars, internships, or study abroad programs).

We affirm the following core values as central to the UW undergraduate experience:

***Intellectual discovery:*** As one of the nation's premiere research universities, the University of Washington is at the forefront of the generation of new knowledge. Undergraduates must be integrated to the fullest extent possible into the research mission of the university to share in the passion and excitement of intellectual discovery. Their course of study must result in a deep understanding of at least one discipline and should include transformative experiences in research, scholarship and creative activities. In our classrooms, studios, laboratories, and libraries, our students acquire not just a body of knowledge, but a critical understanding of how that knowledge is discovered, refined, and applied through research.

***Demographic and intellectual diversity:*** Students, faculty and staff at the University of Washington must reflect the diversity of our society. Undergraduate education must provide our students with the cultural competencies needed to engage an increasingly diverse and globalized world and to contribute to pluralistic forms of knowledge.

***Purposeful, sustained and integrated personal development:*** The undergraduate experience is a developmental process with students' goals evolving with their intellectual and social growth. The university must provide an integrated and interactive support system that will efficiently serve all students, beginning with admission into the university and continuing through graduation. Students must be intellectually challenged and inspired throughout the undergraduate experience. They must acquire the attributes and

skills that prepare them well for leadership in their careers and promote lifelong learning and responsible citizenship at local, regional, national and global levels.

***Sustained engagement in the larger university community:*** The undergraduate experience must include participation in campus traditions, activities, and communities that deeply enrich students' lives and learning. Engagement in the university must be promoted through intellectual, social, civic communities that include disciplinary and interdisciplinary connections. Achievements of our undergraduates must be given high visibility and celebrated widely. Pride in accomplishment, a strong sense of community, and an excellent undergraduate experience are attributes that inspire students to form lifelong associations with the university.

## **Goals for Improving UW Undergraduate Experience**

### **Goal 1: Navigating the UW**

The University must create and sustain a coordinated campus-wide guide to assist students in navigating the undergraduate experience. The educational experience at UW must be a guided process toward explicitly stated expectations and supported with coordinated and sustainable resources for the student.

The organization of a set of interactive student services designed for simplicity and access, and appealing to the full diversity of students is the critical first step in this process. It would provide one-stop services for residential, commuter, transfer, non-traditional and evening students.

An advising resource, for example, that allows students to explore interactively course and major opportunities and requirements would provide greater access to information.

To maximize the potential benefit of these and other online and interactive services for students, the University must also provide opportunities for students to develop competencies in information and technology fluency.

In addition to online tools and resources and academic advising and counseling, the University must expand the pool of mentors to assist all students in thinking creatively and strategically about their university and post-university goals. Mentors should include faculty, staff, graduate and undergraduate students, alumni, and community members.

Above all, coordination among academic and service units is essential to achieve this goal.

### **Goal 2: Living and Learning Communities**

The University must create and support a network of university-related communities that nurture academic achievement, enlightened citizenship, personal growth, diversity, and

social engagement for all students. Space for all members of the UW community to gather both physically and virtually is essential.

We must support a wide array of formal and informal learning communities across UW, in classrooms, libraries, residence halls, Greek houses, the region, and beyond.

The University must emphasize connections among students, staff, faculty, postdocs, alumni, and community members in educating and mentoring undergraduates. Student and faculty collaborative intellectual efforts should be made more visible to promote the academic community.

Community is fostered by tradition that connects students with each other and the university and their peers. These intellectual, social, cultural, and civic events forge ties and life-long affinity and symbolize a student's progress through the university.

### **Goal 3. General Education, Exploration**

The University must foster excellence in general education and provide our students a clear direction toward their major. This begins by redefining the goals of general education to emphasize our commitment to intellectual discovery and assuring our students access to an integrated and wide-ranging and coherent set of opportunities to explore our cultural and natural worlds.

In support of general education, we must establish a culture of inquiry-based learning that is infused throughout our curriculum (reinforced in every classroom and in every program) and starts with a student's first quarter of study.

Organizing general education in the freshman year around a set of thematically-based, interdisciplinary seminars (for example, global health, transportation, the intersections of science and art, and so forth) and engaging students in reflective scholarship (encouraging, for instance, the use of portfolios of student work to represent milestones in mastery and development) will be important steps in redefining our approaches to learning.

We must provide students sustained opportunities to develop meaningful connections to faculty, advisers, staff, and other students. These connections will support vibrant learning communities and foster an environment that nurtures students in a period of exploration and questioning inside and outside of the classroom. This will require an investment in opportunities such as sophomore seminars to help students examine possible majors and think strategically about university and post-university goals.

We must embrace diversity as a central goal of general education. Establishing a benchmark that 75 percent of our students will take at least one course related to the UW's Diversity Minor as part of their general education program is recommended.

Excellence in communication in all of its forms (writing, speaking, information fluency, visual literacy, etc.) is the cornerstone for an effective general education program and all student learning.

#### **Goal 4: The Major, integrated experience**

The major must be established as an integrated experience in which students develop a heightened expertise in their discipline and are able to think rationally, creatively and critically, and to be effective communicators. Every student who graduates from the University will participate in a capstone/cumulative project in the discipline or an interdisciplinary field related to the major. The experience should reflect mastery of skills and scholarship in the student's field of study and may take the form of research, creative activity, internship, or leadership in community-based projects beyond the classroom.

Achieving these goals requires that learning objectives for the major course of study be clearly defined and developmental. Components should increase in complexity to achieve competency in writing and communicating in the discipline, and provide opportunities for independent discovery, scholarship, or creative activity. Incentives must be provided for faculty to mentor students in capstone or cumulative projects, and financial resources must be allocated to enable all students to participate. The University must promote interdisciplinary cooperation across units to broaden opportunities for students. All undergraduate degree programs also must assist students in understanding the impact and applications of their field of study.

#### **Goal 5: Investing in faculty**

The University must invest in faculty and program/department development, and create a broader and more balanced faculty reward system.

We must assign top priority to the recruitment and retention of outstanding and diverse faculty who are encouraged and rewarded for enriching and strengthening the undergraduate experience. There must be a campus-wide ethos (as opposed to a mandate) for all faculty in all units to commit to improving the undergraduate experience. This requires that University leadership make a clear commitment to undergraduate education.

There must be a centralized infrastructure that supports teaching and learning throughout the university. A clearinghouse should be established to train and support faculty and graduate students in improving their skills in inquiry-based learning, mentoring, and strategies for engaging diversity. Meaningful incentives must be provided for faculty who engage in these activities.

Accomplishment of Goal 5 is essential for the success of the other goals described in this report.



### **3. Challenges and Barriers at the University of Washington**

Numerous stakeholder interviews and the examination of recent UW reports and reviews have helped us identify the following challenges to improving the undergraduate experience.

#### **Climate**

Students lack a sense of campus community. Their identification with the University is variable. Large-scale events that establish traditions or build community are rarely offered after the first few weeks of fall quarter. Implementation of large-scale events requires a commitment of facilities and funds. There is a particular lack of support and connection to campus for students who are commuter, transfer, non-traditional, and or enrolled only in evening degree programs. The HUB, ECC, residence halls, Greek system, and nearby housing facilities could be better utilized to support living and learning communities.

#### **Diversity**

The limited diversity of faculty, staff, and student populations impact the undergraduate experience. It restricts the quality and breadth of the curriculum, limits opportunities for learning in multicultural contexts, discourages participation of underrepresented groups in many departments and programs, and weakens the future recruitment and retention of a diverse faculty and student body. The limited diversity undermines efforts to build culturally rich living and learning communities and as a result, many students feel isolated and disconnected from their peers and the University more generally.

#### **General Education**

General Education lacks coherence and goals. The lack of articulated learning objectives makes it difficult for students to construct a coherent and meaningful suite of general education courses and experiences. The pressure on large departments to offer more courses for majors has resulted in too few courses that are designed broadly to help students become informed citizens rather than specialists in a field.

#### **Pre-major Advising**

There is a lack of comprehensive, consistent, and coordinated information about courses, degree programs, and potential career opportunities for students. Support for pre-majors to develop their interests and gain acceptance into their chosen academic degree programs is variable. This can result in student frustration and longer time to degree.

#### **Degree Programs**

Many departments and programs have not articulated what is expected of their majors – what skills, knowledge, and experiences constitute a deep understanding and experience in

the major? Clear learning goals allow faculty and students the framework to assess learning and evaluate whether the curriculum is achieving its desired outcomes.

This report recommends that all seniors complete an integrative capstone experience. While small programs will be positioned to offer these experiences, this will be a barrier for large undergraduate programs. Widespread incorporation of a capstone experience will require detailed planning and revised curricula. It will also require expanding the mentor pool to include affiliate faculty, graduate students, postdocs, staff, and mentors outside the UW, with additional oversight and training of mentors. Other costs of capstone experiences include costs of equipment, supplies, and travel.

### **Structure of the University**

The size of the University and the variety of undergraduate programs are clearly strengths in terms of offering opportunities and choices to undergraduates. The wealth of choices, however, can also be overwhelming. The low adviser-to-student ratio in many units makes it difficult to provide personalized guidance to students.

Because of the large size of the UW, decentralization of student services is a major barrier. A lack of communication and collaboration among the offices and programs serving undergraduates inhibit students' ability to successfully navigate the University.

In addition, many classrooms and laboratories have inflexible space or lack the technology needed to enhance student learning. Space for student groups and learning communities to meet outside of class is also limited.

### **Student Financial Aid**

A lack of adequate funding for financial aid prevents many students from accessing the premiere University experience, limiting their involvement in activities such as study abroad, undergraduate research, internship, service learning or leadership. Consequently, many students cannot engage in the full range of campus activities.

### **Faculty Incentives**

Faculty are not adequately acknowledged for contributions to undergraduate teaching and mentoring in promotion and tenure decisions. Faculty and departmental commitment to create new courses and expand undergraduate capstone opportunities will require incentives and support mechanisms that are not currently in place on our campus.

## 4. Descriptions of Selected UW Programs of Note

### Goal 1: Navigating the UW

Program	Brief Description and Website
Center for Learning and Undergraduate Enrichment (CLUE)	<p>The Center for Learning and Undergraduate Enrichment (CLUE) is a free late-night, multidisciplinary study center designed to provide supplementary educational opportunities for and enhance the academic achievement of all UW undergraduates. The program places a strong emphasis on creating a rich learning community while supporting freshmen, sophomore, and transfer students who are enrolled in many of the UW's crucial lower-division courses.</p> <p>Fundamental to the program's success are its convenient state-of-the-art campus location, evening hours, and the employment of current and recently graduated UW students and graduate students.</p> <p><a href="http://depts.washington.edu/clue/index.htm">http://depts.washington.edu/clue/index.htm</a></p>
OMA Advising	<p>A dedicated student advising center that provides a welcoming environment for new students. Multi-ethnic counseling teams specialize in new student orientation, registration, academic advising, personal and career counseling and serve as student advocates in areas of housing and financial aid.</p> <p><a href="http://depts.washington.edu/oma/OMA_text/counseling.php">http://depts.washington.edu/oma/OMA_text/counseling.php</a></p>
Gateway Center Individualized Second Year Advising Project (ISAP)	<p>A review of advising services indicates that second year students receive the lowest of institutional support. The Individual Second-year Advising Program (ISAP) specifically targets students starting their second year of study and who are not currently in a major or affiliated with other forms of centralized advising support. The goals of this program include helping students: identify academic, extracurricular, and professional areas of interest; become more knowledgeable about UW resources and the major available to them; experience the intervention as helpful and useful; and declare majors earlier in their academic careers.</p> <p><a href="http://www.washington.edu/oue/taskforce/TaskForce_implementation_plan.pdf">http://www.washington.edu/oue/taskforce/TaskForce_implementation_plan.pdf</a> (see update on Recommendation #5)</p>
Student Fiscal Services	<p>Student Fiscal Services serves students, parents, UW departments and others. In addition to disbursing financial aid (including loans and scholarships), billing and processing of tuition and fee payments, and collecting past-due loans and accounts, SFS offers interactive presentations and advising for students on money management and navigating the UW bureaucracy.</p> <p><a href="http://www.washington.edu/students/sfs/">http://www.washington.edu/students/sfs/</a></p>

### Goal 2: Living and learning communities

Program	Brief Description and Website
Ethnic Cultural Center (ECC)	<p>A center that promotes an inclusive and educational environment on campus by providing programs and services which enhances the communication and exchange of multicultural perspectives and values. Student and student organizations collaborate, develop and implement programs while building leadership and organizational skills.</p> <p><a href="http://depts.washington.edu/ecc/">http://depts.washington.edu/ecc/</a></p>
Thematic Residence Halls	<p>UW's Office of Housing and Food services offers UW undergrads the option of living in a variety of different interest-based residence halls – designated floors in certain halls where residents with common interests live together (planning and participating in theme-based activities). Current themes include: Outdoor House, International House, SAFE House, Residential FIG, First Year Experience, and Honors House.</p>

	<a href="http://hfs.washington.edu/student_housing/residence_halls.aspx?id=34">http://hfs.washington.edu/student_housing/residence_halls.aspx?id=34</a>
ASUW Commissions	ASUW Diversity Commissions - ASUW works on issues affecting minority groups on campus through their Commission Directors. Currently there are 7 commissions that organize and produce student events that promote the building of community on campus. They include: American Indian Student Commission, the Asian Student Commission, Black Student Commission, Gay Bisexual Lesbian Transgender Commission, La Raza Student Commission, Pacific Islander Student Commission, and Women's Action Student Commission. <a href="http://www.asuw.org/commissions.php">http://www.asuw.org/commissions.php</a>
Student Activities Office	The Student Activities Office (SAO) assists in helping students take full advantage of their experiences beyond the classroom and engage fully in the life of the campus. SAO directly advises the programs and services of the undergraduate student government (ASUW), graduate student government (GPSS) and over 600 student organizations. While they range from political to cultural to whimsical, student organizations serve the students' goals of developing personal interests, service learning, affiliation, ritual, and building community. By offering a balance of challenge and support, SAO promotes and supports personal growth, involvement, and service to the campus community. <a href="http://www.washington.edu/students/sao/">http://www.washington.edu/students/sao/</a>
Odegaard Undergraduate Library	The Odegaard Undergraduate Library, one of the largest undergraduate libraries in the country, provides the entire University of Washington campus with 24-hour access to both traditional and innovative resources. In addition to the Odegaard Learning Commons, the largest computer lab on campus, the library also houses an extensive media center, the recently established Odegaard Writing and Research Center and rooms for collaborative study. The variety of services provided by the library make it a key location for community building and intellectual exchange. <a href="http://www.lib.washington.edu/ougl/Self-GuidedTour_2005.pdf">http://www.lib.washington.edu/ougl/Self-GuidedTour_2005.pdf</a> <a href="http://depts.washington.edu/owrc/">http://depts.washington.edu/owrc/</a> The Library Research Award for Undergraduates is an annual prize for undergraduates who produce significant inquiry requiring use of information resources, the library, and its collections. <a href="http://www.lib.washington.edu/researchaward/">http://www.lib.washington.edu/researchaward/</a>
Carlson Center	The Carlson Center is a center that provides undergraduates with opportunities to incorporate academic coursework with community-based learning, leadership and public service. The center promotes learning outside the classroom to deepen students' understanding of complex, philosophical, economic and political issues and develop a sense of civic responsibility at the University, throughout Seattle and the Northwest and on a global level. <a href="http://depts.washington.edu/leader/1_about/index.html">http://depts.washington.edu/leader/1_about/index.html</a>

### Goal 3: General Education, Exploration

Program	Brief Description and Website
Interdisciplinary Writing Program (IWP)	The Interdisciplinary Writing Program offers expository writing courses (ENGL 197, ENGL 198, and ENGL 199) linked with lecture courses in various disciplines. These writing courses are designed to help students improve their writing skills while further exploring ideas and materials assigned in the lecture courses. Assignments in a writing link draw on materials from the accompanying lecture course, and often include drafts of papers submitted in the lecture course. Winner of the University's Brotman Award for Teaching Excellence in 2000-2001 <a href="http://depts.washington.edu/engl/Undergrad/iwp.html">http://depts.washington.edu/engl/Undergrad/iwp.html</a>
Discovery & Exploration Seminars	Discovery Seminars are intensive, five-credit, month-long classes designed to meet the needs of incoming freshmen. Emphasizing interdisciplinary study, focused inquiry, and writing, Discovery Seminars give students the chance to jump-start their freshman experience the month before Autumn Quarter begins. Students interact one-on-one with some of the UW's most engaging professors; learn research basics and scholarly inquiry skills; engage in active learning in a supportive, challenging environment; experience small classes limited to 25 students; gain early access and orientation to campus and residence halls; and work with departmental and

	<p>Gateway Center advisers to learn about possible majors, educational opportunities at the UW, and how the University works.  <a href="http://artsci.washington.edu/discovery/">http://artsci.washington.edu/discovery/</a></p> <p>Exploration Seminars are month-long, study-abroad experiences that take place during the Early Fall Start time period. These intensive study-abroad experiences place learning into a global context. Designed as 5-credit, four-week courses, Exploration Seminars offer faculty and students the chance to explore a topic intensively within the focused inquiry of a learning community and separated from the familiarity of the everyday. Students have the chance to gain flexibility of thought by being offered the chance to think, work, and interact in unfamiliar settings while experiencing the rich diversity of issues and approaches that our world has to offer.  <a href="http://www.artsci.washington.edu/exploration/">http://www.artsci.washington.edu/exploration/</a></p>
Office of Minority Affairs Instructional Center	<p>A comprehensive learning center for EOP students that fosters cooperative group learning and high academic achievement. The IC provides instructional support and workshops for students to hone study skills and prepare for professional and graduate school admissions. 2000 Brotman Instructional Excellence Award Winner and 2000 Brotman Diversity Award Winner.  <a href="http://depts.washington.edu/ic/support.php">http://depts.washington.edu/ic/support.php</a></p>
Undergraduate Research Program	<p>The Undergraduate Research Program (URP) promotes and facilitates opportunities for undergraduates to participate in research with faculty by creating initiatives that expand research opportunities, providing a public forum for students to present their work, and offering advising and other resources. In these ways, URP encourages the integration of undergraduates into the knowledge-making enterprise of the UW, thereby enriching the learning experience of both students and faculty.  <a href="http://www.washington.edu/research/urp/about.html">http://www.washington.edu/research/urp/about.html</a></p>

#### Goal 4: The Major, Integrated Experience

Program	Brief Description and Website
Friday Harbor Apprenticeships	<p>Quarter-long, intensive research experiences. Undergraduates live and work full-time on research at FHL Marine Laboratories on the San Juan Islands. Students earn academic credit. 2002 Brotman Award for Instructional Excellence.  <a href="http://depts.washington.edu/fhl/">http://depts.washington.edu/fhl/</a></p>
American Ethnic Studies Internship Program	<p>The American Ethnic Studies major exposes students to key content, methodologies, and theories in the comparative and interdisciplinary study of African Americans, Asian Americans, and Chicanos in the United States. The program includes an “Advanced Core Course” that provides a capstone experience for students in their final year, during which time students will articulate, demonstrate their facility with, and evaluate the content of their major experience.  <a href="http://depts.washington.edu/aes/courses/reqs.html">http://depts.washington.edu/aes/courses/reqs.html</a></p>
School of Aquatic and Fishery Sciences	<p>All SAFS majors must complete a Capstone Project to graduate (minimum of 6 credits, typically over 2 quarters- FISH 494 &amp; 495  <a href="http://www.fish.washington.edu/undergraduates/capstone.html">http://www.fish.washington.edu/undergraduates/capstone.html</a></p>
School of Oceanography	<p>All Oceanography majors conduct an independent research project during their senior year as part of a 3-quarter learning and research experience.  <a href="http://www.ocean.washington.edu/education/ocean460/2004/444.html">http://www.ocean.washington.edu/education/ocean460/2004/444.html</a></p>
Information School: Informatics	<p>INFO 490 Design and Development of Interactive Systems (8 credits required) Design and formative evaluation of an interactive information system to solve a real problem.  INFO 491 Research in Informatics (8 credits required, with 4 credits in each of winter and spring quarters) Provides hands-on experience conducting a research project related to information behavior and technology. This project may be carried out in a natural setting or in the laboratory by preparing students to carry out similar research projects in their professional work.  <a href="http://ischool.washington.edu/informatics/docs/Capstone_Experience.doc">http://ischool.washington.edu/informatics/docs/Capstone_Experience.doc</a></p>
Jackson School of International	<p>JSIS offers seven separate majors in international studies at the undergraduate level and 14</p>

Studies	minors. All JSIS students are encouraged to complete part of their requirements through study abroad programs and complete at senior research project. <a href="http://jsis.arts.washington.edu/">http://jsis.arts.washington.edu/</a>
Undergraduate Research program and the Simpson Center for Arts and Humanities	The Summer Institute in the Arts and Humanities provides unique opportunities for selected undergraduates to earn full-time, academic credit through immersion in scholarly research with accomplished scholars and peers. Bringing together faculty and students in plenary, seminar and tutorial-style sessions, the Institute encourages mutual learning as well as independent thought. <a href="http://www.washington.edu/research/urp/sinst/">http://www.washington.edu/research/urp/sinst/</a>
Program of the Environment Capstone Experience	The Program on the Environment is an undergraduate program that fosters and promotes interdisciplinary environmental education at the UW. The program requires a capstone experience to provide students with opportunities to take their interdisciplinary education into the world beyond the classroom and to apply their knowledge and skills in the public arena. <a href="http://depts.washington.edu/poeweb/ugprograms/capstone.html">http://depts.washington.edu/poeweb/ugprograms/capstone.html</a>
College of Engineering	The College of Engineering consists of ten academic departments, spanning a wide range of disciplines, each requiring a senior project. The required capstone projects assist in the transition from student to engineer by providing training in research and design implementation. <a href="http://www.engr.washington.edu/">http://www.engr.washington.edu/</a>
Mary Gates Scholars	Three types of scholarships: Research Scholarships, Leadership Scholarships and Venture Fellowships that foster excellence, independence and personal growth in undergraduates. Exceptional students enrich their undergraduate experience through involvement in faculty-mentored research, public service or entirely new ventures of their own design. <a href="http://www.washington.edu/oue/mge/becoming_scholar.shtml">http://www.washington.edu/oue/mge/becoming_scholar.shtml</a>
Washington Research Foundation Research Fellowships for Advanced Undergraduates	Fellowships that support undergraduates to work on faculty-mentored creative and sophisticated science and engineering research projects. Priority is given to advanced undergraduates who have had research experience so they may achieve a high level of accomplishment in research. <a href="http://www.washington.edu/research/urp/rfau.html">http://www.washington.edu/research/urp/rfau.html</a>
Howard Hughes Medical Institution Research Internships	Funded support for undergraduates to engage in faculty-mentored research in the biosciences. In addition to the research project, Research Interns participate in two seminar courses to learn about other aspects of research, including bioethics, research presentation skills, research proposal development. <a href="http://depts.washington.edu/biology/hhmi/ugrads/interns/index.html">http://depts.washington.edu/biology/hhmi/ugrads/interns/index.html</a>
School of Business: Management 430	Policy making and administration from a general management point of view. Emphasis is on problem analysis, the decision-making process, administration and control, and continuous reappraisal of policies and objectives. Integrates and builds upon the work of the core curriculum.

### Goal 5: Investing in faculty

Program	Brief Description and Website
Center for Instructional Development and Research (CIDR)	CIDR staff are available to consult individually with UW faculty, TAs, and departments on questions related to teaching, learning, and assessment. Consultations are discipline-specific, confidential, and free to UW instructors. CIDR also hosts various events, meetings, and opportunities that support and promote instructional development and the scholarship of teaching. <a href="http://depts.washington.edu/cidrweb/">http://depts.washington.edu/cidrweb/</a>
Teaching Academy	The Teaching Academy engages in a wide array of activities that foster and enhance teaching. Such activities include hosting a number of innovative programs, including the Collegium on Large Class Instruction, the Institute for Teaching Excellence, Faculty Workshops on Teaching and Learning, and the Faculty Fellows Program, as well as facilitating the process for prestigious teaching awards such as Distinguished Teaching, Excellence in Teaching, S. Sterling Munro Public Service Teaching Awards, James D. Clowes Award for Advancing Learning Communities and the Brotman Awards for Instructional Excellence.

	<a href="http://www.washington.edu/oue/academy/">http://www.washington.edu/oue/academy/</a>
4x4 Writing Initiative	<p>Sponsored by the College of Arts and Sciences, the 4x4 Writing Initiative is a program to support faculty in developing writing-integrated courses. The initiative engages faculty from up to four departments at a time, with up to four faculty from each of the participating departments. These faculty members work together through a set of workshops to plan new ways of integrating writing into their undergraduate courses. Faculty take different paths to address their department's writing needs: some focus on a single set of existing undergraduate courses; others develop new undergraduate courses designed to fit within an existing department curriculum; and others create an unrelated set of courses to be taught by individual faculty members.</p> <p><a href="http://www.artsci.washington.edu/writing/4x4.asp">http://www.artsci.washington.edu/writing/4x4.asp</a></p>
Arts and Sciences Learning Initiative: The Foundations Course Program	<p>Large entry-level classes are a critical aspect of UW's teaching mission both by enrolling a significant share of the student population and serving the important function of providing students a first look into majors and degree options. Unfortunately, while largely viewed as an economical way of delivering instructional content, these courses (as they have been traditionally taught) tend to be more focused on course coverage than student learning, are overly demanding (administratively) for the faculty members involved, and are in some cases less valuable learning experiences for students. The goal with the Foundations Course Program is to develop a series of new introductory courses to majors – creating courses that are: problem-based and inquiry-driven, place the student at the center of the learning experience, provide opportunities for faculty teams to shape and envision a new paradigm of active learning at the introductory level, and no more expensive than the instructional costs found in traditionally taught courses.</p> <p><a href="http://www.artsci.washington.edu/foundationscourses.asp">http://www.artsci.washington.edu/foundationscourses.asp</a></p>

## 5. UW Resources and Reports

### Relevant President's Reports

- President's Task Force on the Undergraduate Experience 1994  
[http://students.washington.edu/vkh/improve/docs/presidents task force on the undergraduate experience.pdf](http://students.washington.edu/vkh/improve/docs/presidents%20task%20force%20on%20the%20undergraduate%20experience.pdf)
- UW's Reputation Assessment and Recommendations June 2005  
[http://students.washington.edu/vkh/improve/docs/UW Reputation Assessment June 2005.ppt](http://students.washington.edu/vkh/improve/docs/UW%20Reputation%20Assessment%20June%202005.ppt)
- Reports and Assessment Archive  
<http://www.uwnews.org/Uwnews/sites/OOP/index.asp?sm=119&ss=reports>
- Funding UW Education, 2000  
[http://www.washington.edu/president/Reports/Fall2000-FundingEducation/Funding\\_UW](http://www.washington.edu/president/Reports/Fall2000-FundingEducation/Funding_UW)
- Campus Master Plan, Approved by Regents Jan 2003  
[http://www.washington.edu/community/cmp/Plan\\_Background.html](http://www.washington.edu/community/cmp/Plan_Background.html)
- President's Task Force on Gay, Bisexual, Lesbian, and Transgender Issues: Affirming Diversity: Moving from Tolerance to Acceptance and Beyond February 2001  
<http://www.washington.edu/admin/eoo/GBLTrepor.pdf>

### Relevant Provost Reports

- September 2004 Academic Progress of UW Undergraduates, Report to the Provost  
<http://www.washington.edu/oue/taskforce/ProvostProgressReport.pdf>
- June 2005 Review of UW Undergraduate Advising (follow up to report listed above)  
<http://www.washington.edu/regents/meetings/meetings05/june/items/acad/a-7.pdf>

### Who are UW students?

- Enrollments and Percentage Change by Ethnic Group Autumn 1998 through Autumn 2004  
<http://www.washington.edu/diversity/statistics/aggregate.html>
- 2004 Columns article on 04-05 enrollment  
[http://www.washington.edu/alumni/columns/dec04/briefings\\_enrollment.html](http://www.washington.edu/alumni/columns/dec04/briefings_enrollment.html)
- Annual Undergraduate Student Budget  
<http://admit.washington.edu/Paying/Freshman/Budget>

### Office of Educational Assessment Reports

- UW Soul Reports  
[http://www.washington.edu/oea/reports/uw\\_soul.html](http://www.washington.edu/oea/reports/uw_soul.html)
- Student Alumni Surveys  
[http://www.washington.edu/oea/reports/student\\_alumni\\_surveys.html](http://www.washington.edu/oea/reports/student_alumni_surveys.html)
- Graduation Rates, Progress, and Attrition Reports most recent 1997  
<http://www.washington.edu/oea/reports/graduation.html>

### Accreditation Reports

- 2005 Interim Progress Report  
<http://www.washington.edu/about/accreditation/ProgressReport2005.pdf>
- 2004-2005 Undergraduate Involvement in UW-affiliated Research and Public Service Accountability Report



[http://students.washington.edu/vkh/improve/docs/04\\_05\\_Undergraduate\\_Involvement\\_in\\_UW\\_affiliated\\_research\\_and\\_public\\_service.xls](http://students.washington.edu/vkh/improve/docs/04_05_Undergraduate_Involvement_in_UW_affiliated_research_and_public_service.xls)

- [University of Washington Accreditation Report March 10, 2003](http://www.washington.edu/about/accreditation/selfstudy/PDF/summary.pdf)  
<http://www.washington.edu/about/accreditation/selfstudy/PDF/summary.pdf>

### **Diversity Reports**

- [Diversity Appraisal Report 2004](http://depts.washington.edu/divinit/UW_Diversity_Appraisal_revised.pdf)  
[http://depts.washington.edu/divinit/UW\\_Diversity\\_Appraisal\\_revised.pdf](http://depts.washington.edu/divinit/UW_Diversity_Appraisal_revised.pdf)
- [Descriptive and Longitudinal Analyses of Enrollment, Graduation and Retention](http://depts.washington.edu/oma/newdiv_stas_pps/Descriptive_and_Longitudinal_Analyses_of_Enrollment.pps)  
[http://depts.washington.edu/oma/newdiv\\_stas\\_pps/Descriptive and Longitudinal Analyses of Enrollment.pps](http://depts.washington.edu/oma/newdiv_stas_pps/Descriptive_and_Longitudinal_Analyses_of_Enrollment.pps)  
[OMA New Initiatives Diversity Data and Statistics Resource Page](http://depts.washington.edu/oma/OMA_text/nw_initdiversity_staspage.php)  
[http://depts.washington.edu/oma/OMA\\_text/nw\\_initdiversity\\_staspage.php](http://depts.washington.edu/oma/OMA_text/nw_initdiversity_staspage.php)
- [Diversity Outreach Matrix 2004](http://students.washington.edu/vkh/improve/docs/diversity_outreach_matrix_2004.doc)  
[http://students.washington.edu/vkh/improve/docs/diversity outreach matrix 2004.doc](http://students.washington.edu/vkh/improve/docs/diversity_outreach_matrix_2004.doc)
- [University of Washington University of Washington Diversity Compact III - New Directions 2003-2005](http://depts.washington.edu/oma/OMA_text/uowdciir.php)  
[http://depts.washington.edu/oma/OMA\\_text/uowdciir.php](http://depts.washington.edu/oma/OMA_text/uowdciir.php)

### **College of Arts & Sciences Reports**

- [Mission of the College of Arts and Sciences](http://www.artsci.washington.edu/mission.asp)  
<http://www.artsci.washington.edu/mission.asp>
- [Task Force Index](http://www.artsci.washington.edu/ASreports/List.htm)  
<http://www.artsci.washington.edu/ASreports/List.htm>
- [Seizing the Future: The Vision and Goals of the College of Arts and Sciences at the University of Washington](http://www.artsci.washington.edu/vision.asp)  
<http://www.artsci.washington.edu/vision.asp>
- [A&S Learning Initiatives](http://www.artsci.washington.edu/services/Meetings/Chairs/Spring04/ActiveLearningOH.pdf)  
<http://www.artsci.washington.edu/services/Meetings/Chairs/Spring04/ActiveLearningOH.pdf>
- [Report of the Task Force on Enhancing Student Learning: Engaged Learning - Toward Creating a Renewed Culture of Community, Teaching, and Learning at the University of Washington July 2001](http://www.artsci.washington.edu/ASreports/ESLTFReportFinal.pdf)  
<http://www.artsci.washington.edu/ASreports/ESLTFReportFinal.pdf>
- [Transforming Writing: Final Report of the Undergraduate Curriculum Writing Committee June 18 2003](http://www.artsci.washington.edu/writing/UCWCreport.pdf)  
<http://www.artsci.washington.edu/writing/UCWCreport.pdf>
- [Report from the Task Force on Enhancing the Research Environment May 29, 2001](http://www.artsci.washington.edu/asreports/TFRepMay28.pdf)  
<http://www.artsci.washington.edu/asreports/TFRepMay28.pdf>
- [Report of the Taskforce on The First Year Student Experience 2000-2001](http://www.artsci.washington.edu/asreports/FYExpWeb.pdf)  
<http://www.artsci.washington.edu/asreports/FYExpWeb.pdf>
- [Curricular Compass](http://students.washington.edu/vkh/improve/docs/curricular_compass.doc)  
[http://students.washington.edu/vkh/improve/docs/curricular compass.doc](http://students.washington.edu/vkh/improve/docs/curricular_compass.doc)
- [Selected Remarks from Dean Hodge 2001-2004](http://www.artsci.washington.edu/remarks.asp)  
<http://www.artsci.washington.edu/remarks.asp>
  - [The Measure of Excellence 11/17/2004](http://www.artsci.washington.edu/Services/Messages/AllCollege2004.pdf)  
<http://www.artsci.washington.edu/Services/Messages/AllCollege2004.pdf>
  - [Embracing the Learning Environment 10/30/2003](http://www.artsci.washington.edu/Services/Messages/All_College2003_PDF.pdf)  
[http://www.artsci.washington.edu/Services/Messages/All\\_College2003\\_PDF.pdf](http://www.artsci.washington.edu/Services/Messages/All_College2003_PDF.pdf)
  - [The UW College of Arts & Sciences - Today 05/21/2003](http://www.artsci.washington.edu/UniversityClubMay2003.pdf)  
<http://www.artsci.washington.edu/UniversityClubMay2003.pdf>

- The Only Constant is Change: Transforming the UW Undergraduate Experience 05/21/2003  
<http://www.artsci.washington.edu/rotary.pdf>
- Liberal Arts: The Foundation of Learning and "Understanding What Is | Imagining What Can Be" 10/28/2002  
<http://www.artsci.washington.edu/AllCollege2002/AllCollege2002.pdf>
- Thinking Ahead with Vision and Purpose 10/25/2001  
<http://www.artsci.washington.edu/AllCollege/AllCollTranscript.pdf>
- Living in the Layers 6/2001  
<http://www.artsci.washington.edu/Services/Messages/phibetakappa2001.pdf>

**University of Washington Divisions and Programs Pertinent to Undergraduates and The Committee to Improve UW Undergraduate Education**

- Admissions  
<http://admit.washington.edu/>
- Advising  
<http://www.washington.edu/students/ugrad/advising/advuac.html>
- Alumni Association  
<http://www.washington.edu/alumni/>
- Associated Students of the University of Washington  
<http://www.asuw.org/>
- Burke Museum  
<http://www.washington.edu/burkemuseum/>
- Business School  
<http://bschool.washington.edu/>
- Career Center  
<http://depts.washington.edu/careers/>
- Carlson Leadership & Public Service Center  
<http://depts.washington.edu/leader/>
- Center for Experiential Learning  
<http://depts.washington.edu/exp/>
- Center for Learning and Undergraduate Engagement  
<http://depts.washington.edu/clue/>
- Center for Quantitative Science  
<http://depts.washington.edu/cqs/>
- Classroom Support Services  
<http://www.css.washington.edu/content/>
- Center for Instructional Development & Research  
<http://depts.washington.edu/cidrweb/index.html>
- College of Architecture and Urban Affairs  
<http://www.caup.washington.edu/>
- College of Arts & Sciences  
<http://www.artsci.washington.edu/>
- College of Education  
<http://depts.washington.edu/coe/>
- College of Engineering  
<http://www.engr.washington.edu/about/college.html>
- College of Forest Resources  
<http://www.cfr.washington.edu/>
- College of Ocean and Fishery Sciences  
<http://www.cofs.washington.edu/about.html>
- Counseling Center  
<http://depts.washington.edu/counsels/>

- Computing and Communications: Computing for Students  
<http://www.washington.edu/computing/forstudents.html>
- Disability Resources  
[http://www.washington.edu/students/gencat/front/Disabled\\_Student.html](http://www.washington.edu/students/gencat/front/Disabled_Student.html)
- DO-IT  
<http://www.washington.edu/doi/>
- Educational Opportunity Program  
<http://depts.washington.edu/oma/eop.php>
- English Language Programs (ESL)  
<http://depts.washington.edu/uwelp/>
- Evans School of Public Affairs  
<http://evans.washington.edu/>
- Financial Aid  
<http://www.washington.edu/students/osfa/>
- Finding Help: Study Skills  
<http://www.washington.edu/students/ugrad/advising/studyskills.html>
- First Year Programs  
<http://depts.washington.edu/fyp/>
- Foundation for International Understanding Through Student (FIUTS)  
<http://www.fiuts.washington.edu/>
- Global Classrooms Project  
<http://www.washington.edu/oue/faculty/globallearn.html>
- Graduation and Academic Records  
<http://depts.washington.edu/registra/offices.html#Q3>
- Graduate School  
<http://www.grad.washington.edu/>
- Hall Health  
<http://www.hallhealthcenter.com/default.asp?clinicID=1>
- Henry Art Gallery  
<http://www.henryart.org/>
- Honors  
<http://depts.washington.edu/uwhonors/>
- Housing & Food Services: Residence Halls  
[http://hfs.washington.edu/student\\_housing/residence\\_halls.aspx?id=34](http://hfs.washington.edu/student_housing/residence_halls.aspx?id=34) and Student Clubs  
<https://hfs.washington.edu/sc/> (requires uw login/password)
- Husky Sports  
<http://gohuskies.collegesports.com/>
- Information School  
<http://www.ischool.washington.edu/>
- Insurance  
<http://depts.washington.edu/ovpsa/insurance.html>
- Instructional Center  
<http://depts.washington.edu/ic/>
- Intramural Activities  
<http://depts.washington.edu/ima/>
- Jumpstart  
[http://www.jstart.org/index.php?submenu=on\\_campus&src=gendocs&link=WA: Seattle \(UW\)](http://www.jstart.org/index.php?submenu=on_campus&src=gendocs&link=WA: Seattle (UW))
- Libraries  
<http://www.lib.washington.edu/>
- Mary Gates Endowment  
<http://www.washington.edu/oue/mge/index.shtml>
- Office of Educational Assessment  
<http://www.washington.edu/oea/>

- Office of International Education  
<http://www.washington.edu/president/oie.htm>
- Office of Minority Affairs  
<http://depts.washington.edu/oma>
- Office of the Vice President for Student Affairs  
<http://depts.washington.edu/ovpsa/>
- Office of Undergraduate Education  
<http://www.washington.edu/oue/>
- Pipeline  
<http://www.washington.edu/uwired/pipeline/>
- Program on the Environment  
<http://depts.washington.edu/poeweb/>
- Q Center  
<http://depts.washington.edu/qcenter/>
- Registrar  
<http://depts.washington.edu/registra/offices.html>
- Robinson Center for Young Scholars  
<http://depts.washington.edu/cscy/>
- School of Law  
<http://www.law.washington.edu/centers.html>
- School of Medicine  
<http://www.uwmedicine.org/Research/ResearchOverview/>
- School of Nursing  
<http://www.son.washington.edu/>
- School of Pharmacy  
<http://depts.washington.edu/pha/>
- School of Public Health  
<http://sphcm.washington.edu/>
- School of Social Work  
<http://depts.washington.edu/sswwweb/index.html>
- Student Activities and Union Facilities  
<http://depts.washington.edu/sauf/about-sauf.php>
- Student Fiscal Services  
<http://www.washington.edu/students/sfs/>
- Student Visitation Program  
<http://students.washington.edu/students/uga/experience.htm>
- Teaching Academy  
<http://www.washington.edu/oue/academy/index.html>
- Time Schedule  
<http://www.washington.edu/students/timeschd/>
- Transportation Services  
<http://www.washington.edu/transportation/>
- Undergraduate Research Program  
<http://www.washington.edu/research/urp/movie.html>
- Undergraduate Scholarship Office  
<http://www.washington.edu/students/ugrad/scholar/>
- UPASS  
<http://www.washington.edu/upass/index.php>
- Women's Center  
<http://depts.washington.edu/womenctr/>

## 6. Selected Programs of Note Beyond the University of Washington

### Goal 1: Navigating the UW

Program(s) of note	Institution/Organization	Description and website
Academic Success Center	Oregon State University	Opened in 2004, The Academic Success Center is about student learning and success, supporting undeclared majors, coordinating tutoring, and serving as a hub for advisors and learning centers. Also developing transitional learning communities. <a href="http://success.oregonstate.edu/">http://success.oregonstate.edu/</a>
Diagnostic Digital Portfolio	Alverno College	A way for students to create a visual representation of their learning milestones and accomplishments. <a href="http://ddp.alverno.edu/">http://ddp.alverno.edu/</a>
Online Advising Handbook	Penn State	The searchable online Advising Handbook also seems like it promotes students' success to navigate what's next at multiple junctures (need to learn about credit and internships, drop a class, change a major....) <a href="http://www.psu.edu/dus/handbook/">http://www.psu.edu/dus/handbook/</a>
SYE at Berkeley	University of California, Berkeley	A program of the California Alumni Associate, the Senior Year Experience (SYE) program is designed to help seniors through the transition away from college through workshops and seminars focusing on life planning and decision making, including grad school prep, relocation, buying a car, retirement plans, graduation, and being an alum. <a href="http://www.alumni.berkeley.edu/Students/SYE/main.asp">http://www.alumni.berkeley.edu/Students/SYE/main.asp</a>
Career Center at UofA	University of Arizona	Includes links on statistics on undergrad, grad, and professional salaries and jobs, a focus on connections (internships etc...) and transitions (getting a full time job post-graduation), as well as workshops on resume checking, how to dress for interviews, salary surveys, etc... <a href="http://www.career.arizona.edu/">http://www.career.arizona.edu/</a>
Undergraduate Academic Advising	Stanford University	A variety of specific, academic advising for students at various junctures - first year, sophomore year, transfers, and for graduate school. Advising site includes a link to learning skills and tutoring, available through their Center for Teaching and Learning. <a href="http://www.stanford.edu/dept/undergrad/uac/">http://www.stanford.edu/dept/undergrad/uac/</a>
Career Services UCSD	University of California, San Diego	Career Services Center has substantial web information on applying to graduate school, mini job fairs for work study and student jobs, workshops on topics such as Life101 and June Job Search Club and information for parents. <a href="http://career.ucsd.edu/">http://career.ucsd.edu/</a>
FTCAP, First Year Testing Counseling and Advising Program.	Penn State	"Established in 1957, FTCAP gives all entering first-year students (including provisional students) the opportunity to examine their academic abilities, interests, and educational plans before their first semester of classes. Students' families are also encouraged to participate. FTCAP is a comprehensive program of preregistration testing in English, mathematics, and chemistry; individualized educational planning; and academic advising." <a href="http://www.psu.edu/dus/ftcap.htm">http://www.psu.edu/dus/ftcap.htm</a>

FACT: First-time Aggie Contact Team	Texas A&M University	A welcome program where A&M students call new students to let them know that the University is concerned about their well-being. It also presents an opportunity to assist new Aggies by answering questions and referring them to appropriate resources. <a href="http://studentlife.tamu.edu/nsp/FACT/">http://studentlife.tamu.edu/nsp/FACT/</a>
One Stop Service Office	University of Minnesota	One Stop offers coordinated expertise in enrollment, financial aid, billing, and payment services. One Stop Student Service counselors are available by e-mail, phone, or in person to provide individualized service—friendly, confidential, timely assistance in a variety of ways. <a href="http://onestop.umn.edu/onestop/services.html">http://onestop.umn.edu/onestop/services.html</a>

## Goal 2: Living and Learning Communities

Program(s) of note	Institution/Organization	Description and website
First Year Experience	Ohio State University	Robust first year experience program, includes opportunities such as events, the Buckeye Book Community, Success Series, Distinguished Speaker, and Orientation programming. OSU's new student convocation is particularly impressive and effective. <a href="http://fye.osu.edu/">http://fye.osu.edu/</a>
Pre-orientation Programs PENNacle, PenQuest, PenCORP	University of Pennsylvania	Penn offers three pre-orientation programs, a leadership program (PENNacle), an outdoor program (PenQuest), and a community-focused program (PenCORP). <a href="http://www.vpul.upenn.edu/osl/preprog/">http://www.vpul.upenn.edu/osl/preprog/</a>
First Year Experience (FYE)	Boston College	Includes semi-formal convocation (also called conversations), 48 hours which is a weekend experience especially for transfer students, an orientation program for freshmen and transfers, Cornerstone which is academic programming, and the service-based leadership project. <a href="http://www.bc.edu/offices/fye/">http://www.bc.edu/offices/fye/</a>
Wilderness Orientation (WO)	University of California, Santa Cruz	Since 1983, WO has offered 10 day wilderness experience for incoming students in groups of 12. <a href="http://studentaffairs.ucsc.edu/opers/wo/">http://studentaffairs.ucsc.edu/opers/wo/</a>
Penn State Dance Marathon THON	Penn State University	"..largest student-run philanthropy in the world, the Penn State IFC/Panhellenic Dance Marathon (THON™)! THON is a year round fundraising event benefiting The Four Diamonds Fund, Conquering Childhood Cancer, at the Penn State Children's Hospital in Hershey, PA. The year culminates in a no-sitting, no-sleeping, 48-hour dance marathon held every February. Over the past 30 years, the students of THON have raised over \$30 million and have helped thousands of children and families fight pediatric cancer." <a href="http://www.thon.org/">http://www.thon.org/</a>
Oregon State University Current Dorm Programming	Oregon State University	Dorm programming is thematic, tutors and advisers live in some of the dorms. <a href="http://oregonstate.edu/uhs/halls_coops/overview/programs.php#upperclass">http://oregonstate.edu/uhs/halls_coops/overview/programs.php#upperclass</a>
Living-Learning Center (LLC)	University of Oregon	Slated to open in 2006, the University of Oregon's new Living-Learning Center is built around a central plaza and is designed to "blur the distinction between residential settings and academic life" through spaces for teaching, advising,

		informal musical performances, dining, and living. <a href="http://housing.uoregon.edu/CONSTRUCTION/index.html">http://housing.uoregon.edu/CONSTRUCTION/index.html</a>
Faculty in Residence Program at Parkside Commons	Cal State Long Beach	Faculty in residence (they apply), also librarians - they have their own apartments, hold office hours 10 hrs a week. <a href="http://www.csulb.edu/divisions/students2/housing/halls/parkside.htm">http://www.csulb.edu/divisions/students2/housing/halls/parkside.htm</a>
East Campus Library Outreach	Duke University	Librarians on the move! <a href="http://magazine.lib.duke.edu/issue17/feature1.html">http://magazine.lib.duke.edu/issue17/feature1.html</a>
Suggestions for Summer Reading	University of California, Berkeley	Berkeley has a non-mandatory summer reading list proposed by faculty members around a general theme. The theme for 2005: Great Discoveries, Voyages, and Adventures. <a href="http://www.lib.berkeley.edu/Instruction/readinglists/2005.html">http://www.lib.berkeley.edu/Instruction/readinglists/2005.html</a>

### Goal 3: General Education, Exploration

Program(s) of note	Institution/Organization	Description and website
Core 2.0	Montana State University	Started in 2004, Core 2.0 is Montana State's new core curriculum program. "The mission of CORE 2.0 is to enhance students' use of multiple perspectives in making informed critical and ethical judgments in their personal, public, and professional lives through inquiry and research experiences." <a href="http://www.montana.edu/newcore/index.html">http://www.montana.edu/newcore/index.html</a>
International Programs	Occidental College	Participation in study abroad is connected to the college's mission, includes opportunities for students to do research abroad through the Richter Summer Research Program. <a href="http://www.oxy.edu/x677.xml">http://www.oxy.edu/x677.xml</a>
Stanford Introductory Seminars	Stanford University	Seminars for freshmen and sophomores offered by esteemed faculty. <a href="http://introsems.stanford.edu/htmls/geninfo.html">http://introsems.stanford.edu/htmls/geninfo.html</a>
Sophomore Inquiry and Upper Division Clusters	Portland State University	Portland State revamped their curriculum in 1994 and now requires students to engage in University Studies which is their general education requirements. Also includes a senior capstone program that is strongly tied to PSU's commitment to community and service. <a href="http://www.pdx.edu/unst/sinq.html">http://www.pdx.edu/unst/sinq.html</a>
Thematic Minors	University of Southern California	USC Thematic Minors. Many non-traditional pathways through the curriculum that are designed to stimulate interdisciplinary student exploration. <a href="http://afaweb.esd.usc.edu/dcpage3.cfm?PageBaseID=50010">http://afaweb.esd.usc.edu/dcpage3.cfm?PageBaseID=50010</a>
Sophomore Series of Events	Colorado College	Events for sophomores, throughout the academic year including the faculty/sophomore dinner series for 20 students at a time, a full-day avoid the sophomore-slump workshop, and more. <a href="http://www.coloradocollege.edu/academics/sophomore/calendar.asp">http://www.coloradocollege.edu/academics/sophomore/calendar.asp</a>
The Sophomore Guide and Exploration Declaration	Stanford University	Website devoted to sophomore academic support: <a href="http://www.stanford.edu/~susanz/sophpage.html">http://www.stanford.edu/~susanz/sophpage.html</a>

		including link to a website devoted to how to choose a major called Exploration Declaration: <a href="http://www.stanford.edu/~susanz/Majors.html">http://www.stanford.edu/~susanz/Majors.html</a>
Minnesota State Co-curricular Transcript  University of Minnesota Co Curricular Transcript	Co curricular Transcript	Enables students to document leadership, service, and other relevant co-curricular experiences - at MSU, using online tools to create portfolios, or e-folios. <a href="http://www.mnstate.edu/osa/old2004/otherservices.htm">http://www.mnstate.edu/osa/old2004/otherservices.htm</a> <a href="http://www.d.umn.edu/student/loon/acad/lead/cocurric.html">http://www.d.umn.edu/student/loon/acad/lead/cocurric.html</a>
Service Learning Requirement	Cal State Universities	The 23 campuses of the CSU are committed to ensuring that all CSU students have the opportunity to participate in service before they graduate. Currently, more than 185,178 CSU students are providing service in California communities. As a specific example, explore CSU Monterey's Service Learning Institute: <a href="http://service.csusb.edu/">http://service.csusb.edu/</a> <a href="http://www.calstate.edu/csl/facts_figures/introduction.shtml">http://www.calstate.edu/csl/facts_figures/introduction.shtml</a>
SAGES  Information on The Journey	Case Western	SAGES stands for Seminar Approach to General Education and Scholarship. Particularly, EVERY undergrad is paired w/ a mentor from the moment they arrive on campus. <a href="http://www.case.edu/sages/overview.htm">http://www.case.edu/sages/overview.htm</a>  The Journey is the campus leadership program that is coordinated by the Office of Student Activities and Leadership. <a href="http://studentaffairs.case.edu/activities/journey/">http://studentaffairs.case.edu/activities/journey/</a>
The University School	University of Arizona	Resource for students who are exploring, in transition, etc.. Includes online major exploration. <a href="http://www.universityschool.arizona.edu/">http://www.universityschool.arizona.edu/</a>
Blue Chip Leadership Program	University of Arizona	The Arizona Blue Chip Program is a four-year comprehensive leadership enrichment program designed to build leaders who will make a difference. The program serves approximately 450 student leaders. <a href="http://www.union.arizona.edu/csil/bluechip/index.php">http://www.union.arizona.edu/csil/bluechip/index.php</a>
Intercultural Leadership Seminar	University of Michigan	A 5-day program that provides participants with a deeper understanding of how to work more effectively in intercultural settings. The seminar addresses attitudes, awareness, knowledge and skills as central aspects to developing intercultural competence.  <a href="http://www.umich.edu/~salead/lprograms/ils.html">http://www.umich.edu/~salead/lprograms/ils.html</a>



Center for Student Leadership	Santa Clara University	The Center is a resource dedicated to enhancing leadership potential. They provide programs and services that embrace the values of social justice, citizenship, ethical decision-making, service to others, and diversity. <a href="http://www.scu.edu/csl/index.cfm">http://www.scu.edu/csl/index.cfm</a>
Crimson Nights	University of Utah	Crimson Nights is an alcohol-free late night program that supports unity, promotes participation by involving student groups and organizations, and creates unity and tradition. The goal is to create a Ute community full of friends, support, and an unforgettable experience for everyone. <a href="http://www.union.utah.edu/index.htm">http://www.union.utah.edu/index.htm</a>
Student Performing Arts	University of Pennsylvania	SPA offers a wide range of performance-related opportunities to students. They offer programs, resources, and career information, as well as regular performance workshops and master classes. SPA often co-sponsors performance-related educational events with other campus resource centers and academic programs. <a href="http://www.vpul.upenn.edu/osl/">http://www.vpul.upenn.edu/osl/</a>
Student Program Board	University of Southern California	USC Program Board is a student-led organization that presents progressive and innovative event programming. They plan a broad range of social, political, and educational events for the USC community including concerts, speakers, cultural events, and various other activities. <a href="http://www-scf.usc.edu/%7Eprgbrd/index.php">http://www-scf.usc.edu/%7Eprgbrd/index.php</a>
Building Understanding Across Differences (BUAD)	Brown University	BUAD is designed to increase awareness of personal social identities in relation to race, gender, sexual identity, religious affiliation, ability and class; provide information and skills in assisting students to explore the relationships between identity and social systems of privilege and disadvantage; and encourage dialogue across students identity groups regarding diversity. <a href="http://www.brown.edu/Student_Services/Office_of_Student_Life/programs/buad.html">http://www.brown.edu/Student_Services/Office_of_Student_Life/programs/buad.html</a>

#### Goal 4: The Major, integrated experience

Program(s) of note	Institution/Organization	Brief description, example(s) of excellence
Undergraduate Research Journals	Published by the University of California	<a href="http://www.ucop.edu/research/ugrad/journals.html">http://www.ucop.edu/research/ugrad/journals.html</a>
The Senior Year Experience	University of South Carolina	This site includes an overview of rationale behind a senior year experience as well as details on how capstone experiences connect with what's next for students in The Capstone Experience: A Primer. <a href="http://www.sc.edu/univ101/courses/univ401/syeinfo.html">http://www.sc.edu/univ101/courses/univ401/syeinfo.html</a> <a href="http://www.sc.edu/univ101/courses/univ401/capstone.html">http://www.sc.edu/univ101/courses/univ401/capstone.html</a>

Capstone Courses	University of Nevada-Reno	Offers capstone program both for the major and for students to integrate learning within discipline and cores curriculum. <a href="http://www.unr.edu/core-curriculum/faculty/forfacultycapstoneguidelines.html">http://www.unr.edu/core-curriculum/faculty/forfacultycapstoneguidelines.html</a>
Undergraduate Posters for National and State Legislatures	The Council for Undergraduate Research	Information from the Council on Undergraduate Research about participants in our annual "Undergraduate Research Posters on the Hill" event, which occurs in late March or April of each year. Sixty competitively selected student posters are displayed on the U.S. Capitol during a late afternoon reception. In the morning of the same day, there is an orientation session, followed by visits from students and their faculty mentors to their Representatives and Senators' offices. This event can easily be adapted for poster sessions in state capitol cities. An article from the CUR Quarterly of December, 1998 entitled "Poster Sessions at Your State Capitol: Excellent Experiences and Lessons Learned" shows how to do such an event. <a href="http://www.cur.org/postersession.html">http://www.cur.org/postersession.html</a>
University of California, Berkeley Bancroft Library, Prize for Undergraduate Research  Temple University, Library Prize for Undergraduate Research  University of Alaska, The Discovery Award	Various institutions, Academic Library Awards and Press Awards	Proactive programs in academic libraries that get students to conduct research projects and utilize library resources as a core resource for these research efforts are important stimuli for developing a college environment that emphasizes the need for undergraduates to learn research skills so as to better prepare themselves for life-long learning.  <a href="http://www.lib.berkeley.edu/researchprize/">http://www.lib.berkeley.edu/researchprize/</a> <a href="http://library.temple.edu/prize/">http://library.temple.edu/prize/</a> <a href="http://ours.uaa.alaska.edu/">http://ours.uaa.alaska.edu/</a>
Commission on the Abraham Lincoln Study Abroad Fellowship Program. "Global Competence and National Needs: One Million Students Studying Abroad."		The report calls for a new federal program to encourage one million American undergraduate students to study abroad by 2017. The Commission calls on "the President and Congress to make \$50 million available annually beginning in 2006 to fund a Lincoln Fellowship Program that would provide a national competition for student fellowships and also provide funds directly to colleges and universities to support their study abroad programs. The funding would increase incrementally over five years until it reaches \$125 million annually in 2011 and successive years." <a href="http://www.lincolncommission.org/index.html">http://www.lincolncommission.org/index.html</a>

### Goal 5: Investing in Faculty

- Some articles that could help in this area:
  - <http://sll.stanford.edu/projects/tomprof/newtomprof/postings/28.html> From Tomorrow's Professor listserv
  - <http://www.thenationalacademy.org/Resources/facreward.html> Faculty Reward website from The National Academy for Academic Leadership
  - <http://www.umkc.edu/provost/initiatives/frtf/index.asp> Faculty Roles and Rewards Task Force at University of Missouri Kansas City
  - <http://www.sfsu.edu/~acadplan/wascss9f.htm> San Francisco State's Self Study – Chapter on "The Faculty - Expectations, Evaluations, and Rewards"

## 7. Stakeholders interviewed, additional resources

- A&S Writing Committee
- All Advisers Meeting
- Board of Deans
- Career Services
- Center for Instructional Development and Research (CIDR)
- Community and Environment Planning
- Executive Committee on Undergraduate Education
- Faculty Council on Educational Technology
- Faculty Council on Instructional Quality (FCIQ)
- Faculty Council on Student Affairs
- Faculty Council on University Libraries
- Faculty Senate Meeting
- First Year Programs
- For a for Faculty and Staff (3)
- Fora for Students (3)
- Honors Program
- Interview with Christine Ingebritsen, Acting Dean and Acting Vice Provost, Office of Undergraduate Education
- Interview with Connie Kravas, Vice President of Development
- Interview with David Hodge, Dean of Arts & Sciences
- Interview with Gus Kravas, Vice Provost/Special Asst to the President for Student Relations
- Interview with Ken Mortimer, Former president. WWU (1988-1993)
- Interview with Kim Durand, Associate Athletic Dir. for Student Development, Intercollegiate Athletics
- Interview with Regent Craig Cole
- Interview with Regent Sally Jewell
- Interview with Regents Yapp and Gates
- Interview with Rusty Barcelo, Vice President of the Office of Minority Affairs & Vice Provost for Diversity
- Interview with Mike Eisenberg, Dean, Information School
- Interview with Louis Fox, Vice Provost, Educational Partnerships and Learning Technologies
- Interview with Student Regent Will Rasmussen
- Memo from Kim Johnson-Bogart Director, Strategic Initiatives Office of Development and Alumni Relations
- Office of Undergraduate Education Directors
- Office of Minority Affairs (OMA) Senior Staff
- OMA Student Ambassadors
- Panhellenic Association/Interfraternity Council
- Residence Hall Student Association
- Student Activities & Union Facilities (SAUF) Staff Meeting
- Student Affairs Directors
- Student Senate
- Teaching Academy
- Undergraduate Advisory Council
- University Libraries Council
- University Libraries Student Advisory Committee
- Women's Studies
- Writing Program

### Speakers to the committee

- UW SOUL Gerald Gilmore
- OMA Emile Pitrie

***For further information, please see the committee's web page:  
<http://students.washington.edu/vkh/improve>***