



UNIVERSITY OF WASHINGTON
YEAR ONE ACCREDITATION REPORT

Submitted to the Northwest Commission on Colleges and Universities

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INTRODUCTION

The University of Washington values regular assessment as part of all the work it undertakes. As such, the accreditation process is viewed as an important component in the university's overall culture of assessment. The accreditation process provides the university with an opportunity to study itself on an ongoing basis, to view its progress over an extended period of time, and to hold this self-examination up to the scrutiny of a thorough external review.

The 2008 Interim Accreditation Report served as an important mile-marker along the university's path of constant improvement. In response to the new accreditation standards, made effective this year, the University of Washington has renewed its efforts by naming a standing accreditation team composed of representatives from across all three campuses of the university. This team has met on a regular basis to discuss the dimensions of the university's reporting for accreditation, and has worked with the Office of the Provost to secure resources to name a dedicated professional who will support the university's work on accreditation.

This report is the culmination of the work by our accreditation team. It represents the team's reflections upon our institutional mission and vision, and the core themes that derive from that mission and vision. As we hope to show, the university translates these themes into assessable objectives supported by programs and services.

This report first provides a broad description of the university, in an effort to provide institutional context. The report then goes on to provide a brief update on changes that have occurred since our last accreditation report, as well as the specific responses the university has made to any recommendations requested by the Commission at that time.

The report then turns to the requirements of Standard One. First, this report describes the university's mission and vision in detail. This mission and vision articulate a far-reaching set of multi-faceted purposes for the institution, which gives direction to our efforts. The mission and vision also clearly communicate to our many constituent communities what we are about, why we do what we do, and how we envision the role and future of the university.

Finally, this report also describes three core themes that derive directly from our mission and vision. These themes contain essential elements of our mission and vision, and collectively encompass the mission and vision in ways that guide our everyday work. We also describe various indicators of achievement that we believe are assessable and form the basis for establishing accomplishment of the objectives manifested by the three core themes.

INSTITUTIONAL CONTEXT

The University of Washington (UW) is a public research university, founded in 1861 in Seattle, Washington. The UW is the largest university in the northwestern United States and is one of the oldest universities on the west coast. The university has three campuses, with its largest campus in Seattle and two other campuses in the cities of Tacoma and Bothell. Its operating budget for fiscal year 2010 was \$3.3 billion. The endowment of the university is approximately \$1.9 billion.

The UW serves over 33,000 undergraduates and nearly 16,000 graduate and professional students. In 2010, the University of Washington admitted 57% of applicants. As of the Autumn 2010, the university had over 49,000 students, making it the largest university (in terms of student population) on the west coast. In 2010, the average high school GPA of incoming freshmen was 3.73, and the average SAT (math and critical reading) score was 1,213. About 33% of all undergraduates are members of ethnic minority groups.

Among the faculty, there are five winners of the Albert Lasker Award for Clinical Medical Research, one winner of the Fields Medal, eight winners of Gairdner International Awards, 12 MacArthur Fellows, two winners of the National Book Award, one winner of the National Medal of Arts, five winners of the National Medal of Science, six Nobel laureates, 19 winners of the Presidential Early Career Awards in Science and Engineering, and two Pulitzer Prize winners. Additionally, among UW faculty are 58 members of the American Academy for Arts and Sciences, four members of the American Philosophical Society, 13 Howard Hughes Medical Institute Investigators, 48 members of the Institute of Medicine, 15 members of the National Academy of Engineering, and 60 members of the National Academy of Sciences. In 2010, the University of Washington research budget exceeded \$1.2 billion. Virtually all of the funding came from peer-reviewed research proposals. The research budget consistently ranks among the top five in both public and private universities in the United States. UW is also the largest recipient of federal research funding among public universities and second among all public and private universities in the country, a position that the university has held each year since 1974.

The university employs over 27,000 faculty and staff, occupies over 500 buildings on 640 acres, with over 20 million gross square footage of space. Offering more than 250 degrees from 150 programs across 18 schools, colleges, and campuses, the UW graduates more than 12,000 students annually. Currently, 20 programs are ranked in the top 20 nationally, 15 of which are ranked in the top ten. The infrastructure that supports this effort includes one of the most extensive library systems nationally, containing over 7.5 million volumes, and a world-class network of hospitals and clinical facilities providing cutting edge services to patients from throughout the entire northwest region (see WWAMI description in the Service section). The university is one of only 63 members of the Association of American Universities, and is a sea and space grant institution. In 2010, the University of Washington was ranked 16th worldwide by the *Academic Ranking of World Universities* and 23rd worldwide by the Times Higher Education World University Rankings. The university was also ranked 41st among all "national universities" and 11th among public universities by *U.S. News and World Report*.

PREFACE

Update on Institutional Changes Since the Last Report

Since both the 2003 and 2008 accreditation reports, change has been constant at the University of Washington. Growth, expansion, fiscal challenges and shifting support impact operations and decision making about our future and about our mission.

The two branch campuses have evolved from upper division only institutions to full four-year status. Enrollment has grown on all three campuses, particularly at Bothell and Tacoma, with a wide array of new degree programs offered at both the undergraduate and graduate levels. More recently, state support has been greatly diminished, while tuition has seen double-digit increases and which for the first time in history surpasses state allocations by a wide margin. Protecting academic excellence and maintaining core services and values have become defining ambitions in these difficult times, with additional reductions in state funding predicted through the upcoming biennium. We are currently addressing a proposal that could reduce state funding by more than 50 percent, a drastic disinvestment by the legislature over a span of just 36 months. The Provost is in the midst of detailed discussions with senior leadership to determine ways we can maintain excellence in our academic and research mission through targeted efficiencies and strategic reductions in selected program offerings.

It is within this evolving context that we review past accreditation submissions and prepare our current report.

In 2003, the Commission's evaluation committee prepared a report, which made six recommendations that addressed a range of concerns, from compensation and resources to learning objectives and tri-campus relations, among others. In spring 2008, the University of Washington submitted an interim accreditation report, responding to these six recommendations. A site visit was conducted in April 2008.

As a result of the visit, the Commission requested that the University submit a progress report focusing on two of the original recommendations, the first having to do with institutional tri-campus relations, and the second pertaining to comprehensive learning assessments.

In 2009, the University of Washington submitted its progress report to the Commission. The major elements of this last report are outlined below.

Response to Recommendations/Issues Requested by the Commission

In the university's last report to the Commission, particular note was made of the conclusions made by our site visitors, as well as the mention of the dynamic evolving relationships of the three campuses as the University of Washington, Bothell and the University of Washington, Tacoma mature and grow. It was also noted in the report that much has happened in program development, state fiscal conditions, new leadership, and faculty, which enhance and enrich opportunities for learning and the scholarly environment for our students and faculty.

This said, the first of two recommendations made by the Commission in the most recent report was as follows:

The committee notes some inconsistencies in perceptions of future relationships among the three UW campuses. The self-study describes the continuing “transformation from a university with three campuses to a coordinated multi-campus university,” but these words appear to have little meaning on any of the three campuses. There is no apparent reconciliation of the clear diversity of the three campus missions and the concept of “one university.” (Standard I.A.1) (Excerpted from the 2003 evaluation committee report). From the perspective of this evaluation team, the concept of a coordinated, multi-model campus university apparently is more difficult for outsiders to comprehend than it is for those who are functioning day to day in the environment. (Excerpted from the 2008 evaluation committee report)

We appreciated the Commission calling attention to the need to strengthen and clarify our multi-campus model. As we took the opportunity to study other state systems, we became increasingly aware of what elements of university management are shared to achieve efficiencies, which functions are locally determined, and which specific responsibilities are retained by the main campus.

As we indicated in our report, we will use the upcoming accreditation process to determine both differentiation and collaboration across the three campuses and believe our discussions about “mission and themes” will clarify programmatic development and growth strategies over the next 10 to 20 years.

An area that we still need to address, and is particularly important, is determining separate accreditation for the branch campuses. Additionally, we will consider the potential impact of new, collaborative initiatives involving the university’s office of Educational Outreach, and long-term program and enrollment planning.

In fleshing this out, the last report to the Commission detailed such developments as the creation of a Tri-Campus Policy Committee; the creation (by the Faculty Council on Tri-Campus Policy) of cross-campus enrollment policies for our students; the substantial revision of the university’s academic program review process; the involvement of all three campuses in discussions around enrollment targets and areas of growth for the university; tuition policy, financial aid, facilities, and admissions; and the ongoing dialogue concerning expansion and access at the UW Bothell and UW Tacoma campuses.

The second of two recommendations made by the Commission in the most recent report was as follows:

The Committee commends the University’s multiple strategies for academic assessment, but still it must be noted that the University of Washington remains far from the goal of setting learning objectives for all students and measuring progress toward those objectives to facilitate continuous improvement. The Committee recommends continuing and accelerated efforts toward these ends (Standards 2.B.1, 2.B.2, and 2.B.3; and Policy 2.2).

As our 2008 Interim Accreditation Report noted, from 2003-08, the university engaged in assessment efforts that were aimed at identifying:

- learning objectives that were departmentally developed and embraced by faculty in those departments;
- learning objectives that could be linked to those of individual courses, to those of departments and colleges, and finally to those of the university in undergraduate education;
- assessment processes for measuring progress on learning objectives that had the capacity to provide information to departments that would be both meaningful and useful for the improvement of teaching and learning.

Since that time, the university has continued developing a focused and coordinated approach to assessment while contending with significant losses in state funding. We are working toward creating a system that recognizes and respects the role of disciplinary practice and culture in student learning, because we know that such recognition is the only way to ensure meaningful curricular change. And, as we reported in our last communication to the Commission, substantial progress has been made across all three campuses on the assessment of student learning.

Our approach has three major components: (1) assistance to departments in integrating good assessment practices in their ongoing work, (2) linked mechanisms by which departments report on the nature and quality of their academic processes, and (3) the integration of assessment results in strategic planning at the level of the department, School/College, and institution. Each of these components is necessary to create a culture of “genuine” assessment in which assessment results lead to programmatic changes in an iterative loop, both at the level of the academic program and the overall institution.

Date of Most Recent Review of Mission and Core Themes

Since our last communication with the Commission just a short year ago, the university has made significant progress on an ambitious plan. With the naming of a “Two Years to Two Decades” taskforce, our goal has been to identify the vision for the institution during these challenging times for higher education. We have been working to address the mission of the university as a whole, including its academic portfolio and the business model necessary to sustain it.

The discussions being held concerning a newly entrepreneurial university coincide with a detailed assessment of alternative budget models being considered by another working group appointed by the Provost. This group has been evaluating how the university can match revenue to activity, as it does with research funding, around enrollment, student credit hour generation, the common good and central administrative support services.

The UW Bothell and UW Tacoma campuses essentially follow this kind of budget model (known as activity based budgeting) more than the Seattle campus does, but the broader conversations involve all the Deans, Vice Provosts, Vice Presidents and the Chancellors, as we determine how to cope with decreasing state support, rising tuition, and changing demographics.

Therefore, the careful examination of our mission, and the core themes that are the result of this mission, is work in which we are presently (and actively) engaged. What appears in the present report brings much of this work into focus.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

SECTION I: MISSION

Founded on November 4, 1861, the University of Washington is one of the oldest state-supported institutions of higher education on the Pacific coast. The university is comprised of three campuses. The Seattle campus is made up of 16 schools and colleges whose faculty offer educational opportunities to students ranging from first-year undergraduates through doctoral-level candidates. The UW Bothell and UW Tacoma campuses, each developing a distinctive identity and undergoing rapid growth, offer diverse programs to undergraduates and to graduate students.

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

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

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

The academic core of the University of Washington is its College of Arts & Sciences; the teaching and research of the university's many professional schools provide essential complements to these programs in the arts, humanities, social sciences, and natural and mathematical sciences. Programs in law, medicine, forest resources, oceanography and fisheries, library science, and aeronautics are offered exclusively (in accord with state law) by the University of Washington. In addition, the University of Washington has assumed primary responsibility for the health science fields of dentistry and public health, and offers education and training in medicine for a multi-state region of the Pacific Northwest and Alaska. The schools and colleges of built environments, business, education, engineering, nursing, pharmacy,

public affairs, and social work have a long tradition of educating students for service to the region and the nation. These schools and colleges make indispensable contributions to the state and, with the rest of the university, share a long tradition of educating undergraduate and graduate students towards achieving an excellence that well serves the state, the region and the nation.

Interpretation of Fulfillment of the Institution’s Mission

We believe that the university has ample cause to feel confident in stating it fulfills its mission. Evidence can be found in our successful achievement of the themes and indicators we present below, all of which demonstrate that through the collective action of our students, faculty, and staff—and through the regional, national and international impact of our work—what we say we are about, and what we do, are consistent and clear.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

We believe that achievement of our work, as defined by the three core themes below (and as partially measured by the indicators we have articulated) exceeds an acceptable threshold of mission fulfillment. For decades, we have monitored and reported on our performance based on peer metric comparisons with national institutions of comparable scope and mission. Currently, the eight Global Challenge States and their universities are established in Washington law and offer a broad set of indicators across a range of targets with which we are compared. Additionally, our efforts to constantly measure and improve our programmatic excellence through internally and externally supervised self-studies, combined with our discipline specific rankings and compliance requirements, offer regular indicators of mission fulfillment.

SECTION II: CORE THEMES

Rationale

For each core theme, we have developed indicators that provide concrete, meaningful and transparent measures that detail the degree to which we are really meeting our objectives and identify variations across our three-campus university. These measures will give us an overview of what we are doing, identifying both strengths and weaknesses.

We see this accreditation and assessment work as a process that will facilitate the creation of an on-going plan for improvement. That plan will reflect our values, as well as the need to address the rapidly changing higher education environment. We aspire to be nimble in this process, adding additional measures in the years ahead and using this process to create a thoughtful and on-going measure and reflection of our work.

1. Research and Scholarship

Research and scholarship are central to the vision and mission of the University of Washington. Our vision statement stipulates “discovery is at the heart of our university” and the UW Faculty

Handbook notes “Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty.”

Research and scholarship follow many paths across our three campuses – from the sciences to the arts and humanities. Our researchers are doing pioneering work in literally hundreds of fields, including work on cancer, epilepsy, clean energy, bioengineering, nanotechnology, literature, digital media, economic disparities, and the arts. University of Washington faculty generates more than \$1.2 billion a year in external funding for research and scholarship. They produce thousands of research publications, scholarly projects, exhibitions, and performances each year and are recognized worldwide for their work. A recent study by Shanghai Jiao Tong University, which focused on academic and research performance, ranked the University of Washington as 16th in the world, and 4th in the world among public universities.

Objectives of Core Theme

Within our core theme of research and scholarship, we have seven key objectives.

1. UW creates an outstanding climate of support for UW researchers and scholars.
2. UW provides leadership in academic disciplines.
3. UW fosters innovative and transformational research and scholarship. As our UW vision statement notes, “Ours is a proud culture of innovation, collaboration, and discovery that has transformational impact.”
4. UW fosters interdisciplinary and collaborative research and scholarship.
5. UW provides leadership in addressing the pressing social issues and problems of our time. As our UW vision statement notes, “We discover timely solutions to the world’s most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation, and the world.
6. UW adheres to the highest standards of ethics in research and scholarship.
7. UW has a thoughtful and collaborative process to formulate policy on research and scholarship.

Core Theme Indicators

Within each of these objectives, a wide variety of indicators are both relevant and important.

1. UW creates an outstanding climate of support for UW researchers and scholars.
Indicators include:
 - ✓ The role that research and scholarship play in tenure and promotion,
 - ✓ The physical presence of research – with more than 270 specialized centers for research and scholarship,
 - ✓ Productivity: the amount of scholarly and research work produced annually by our faculty (e.g., publications, performances, exhibitions, creative activities, citations and referencing of published work),
 - ✓ Extramural support for research and scholarship:
 - Funded research: volume of UW grants and contracts (public-federal, non-federal; private – corporations and foundations),
 - Research funding from key national organizations (such as the National Institutes of Health, National Science Foundation),
 - Research funding from other sources (such as foundations, foreign governments),

- Foundation support and recognition of research,
 - Sheer volume of funding at UW and a dramatic increase in funding at the UW Bothell and UW Tacoma campuses.
 - ✓ Intramural support for research and scholarship:
 - Library resources (research collections and archives, books, journals, databases, and other research materials),
 - Funding for research and scholarship by individual faculty (e.g., Research Royalty Fund, UW Tacoma’s junior faculty research quarter program, and other internal funds),
 - Continued support for faculty sabbaticals for research and scholarship (numbers of sabbaticals, research productivity),
 - Support for faculty seeking and managing external funding (e.g., grants and contracts services, offices of research support on all three campuses, Research Bootcamp collaborative project between UW Bothell and UW Tacoma),
 - University Advancement/fundraising for research and scholarship,
 - Programs that encourage faculty-student collaboration in research and scholarship (e.g., Undergraduate Research Program, Graduate School Mentor-Mentee Funding Award).
2. UW provides leadership in academic disciplines.
- Indicators include:*
- ✓ Awards, honors, fellowships that recognize faculty research and scholarship,
 - ✓ Quality of publications, performances, etc. (as noted by rankings, and other methods of evaluation),
 - ✓ Editorial board memberships,
 - ✓ Journal editorships,
 - ✓ Membership in academies, institutes (e.g., Institutes of Medicine, National Academy of Sciences, Engineering),
 - ✓ Elected/appointed leadership in national/international professional societies,
 - ✓ Directing productive work by advanced students; training graduate and professional students,
 - ✓ National recognized, competitively acquired centers, institutes and other research programs.
3. UW fosters innovative and transformational research and scholarship.
- Indicators include:*
- ✓ Public scholarship (e.g., Public Humanities),
 - ✓ Path breaking research and scholarship and centers in new fields (e.g., Genome Center, Center for Nanotechnology, Center for Urban Waters, digital arts, digital media, feminist studies),
 - ✓ New organizational structures that reflect and sustain innovation (e.g., College of the Environment),
4. UW fosters interdisciplinary and collaborative research and scholarship.
- Indicators include:*
- ✓ Interdisciplinary centers,
 - ✓ Collaborations with off campus partners,

- ✓ Formal interdisciplinary programs (e.g., Graduate School, other inter-college programs),
 - ✓ Integrated Graduate Education and Research Traineeship,
 - ✓ Interdisciplinary initiatives, including: Healthy Aging, Clean Energy, Early Childhood,
 - ✓ Faculty joint appointments.
5. UW provides leadership in addressing the pressing social issues and problems of our time.
- Indicators include:*
- ✓ UW Center for Commercialization (e.g., to guide faculty in seeking patents, creating start-up companies),
 - ✓ Research and scholarship that is linked to local concerns and conditions (e.g., geology; social work; digital divide; traffic flow and transportation, storm water management),
 - ✓ UW's Economic Impact Study,
 - ✓ Major initiatives include: biotechnology, global health, alternative energy, "e-Science", "-omics" (genomics, proteomics, bioinformatics).
6. UW adheres to the highest standards of ethics in research and scholarship.
- Indicators include:*
- ✓ Institutional efforts to provide training for grants and contract management,
 - ✓ Human Subjects oversight,
 - ✓ Institutional efforts to identify standards, monitor compliance (e.g., Animal Care and Use Committee, Environmental Health and Safety),
 - ✓ Efforts to impart standards widely, through training in research ethics for faculty, post-doctoral fellows, and students,
 - ✓ Grant and contract management training—"Responsible Conduct of Research"
 - ✓ Human Subjects, bioethics, bio-repositories.
7. UW has a thoughtful and collaborative process to formulate policy on research and scholarship.
- Indicators include:*
- ✓ Institutional efforts to create and monitor policy (e.g., Office of Research, Research Advisory Board, Intellectual Property Management Advisory Committee, Faculty Senate Council on Research).

2. Teaching and Learning

At its core, the UW is a place of learning. Our vision commits us to educating “a diverse student body to become responsible global citizens and future leaders through a challenging learning environment.” In addition, our mission notes “discovery is at the heart of our university.” Therefore, we work to produce exceptional teaching and transformative learning experiences for all our students across our three campuses, experiences that bring students into the discovery mission of the UW. The UW’s commitment to high quality learning experiences for students has prompted us to help faculty learn about the teaching strategies that best advance student learning.

Our teaching and learning centers promote academic excellence by providing resources, faculty learning communities, communication, and instruction that support, strengthen, and recognize

innovative and effective teaching. In addition, our writing and study centers give students a second tier of support for classroom learning, and our experiential learning programs offer students opportunities to apply course-based learning to a wide range of communities and experiences. The UW's commitment to teaching and learning extends to the meaningful assessment of learning at every point, incorporating course evaluations and other methods for assessing classroom teaching into tenure and promotion decisions, assessment of the major into departmental work and curricular change, and systematic evaluation of all academic programs into the regular work of the institution.

Objectives of Core Theme

Within our core theme of teaching and learning, we have five key objectives.

1. UW provides leadership for innovative and effective teaching.
2. UW provides transformative learning experiences for all students, educating future leaders, scholars, and citizens through a challenging learning environment.
3. The UW's teaching and learning experiences bring students into the discovery mission of the UW.
4. The UW offers students the chance to immerse themselves in disciplinary study, as well as opportunities to experience interdisciplinary scholarship.
5. Recognizing the value of a diverse learning environment for all, the UW welcomes and educates a diverse student population of students and recruits and supports diverse faculty and staff.

Core Theme Indicators

Within each of these objectives, a wide variety of indicators are both relevant and important.

1. UW provides leadership for innovative and effective teaching.
Indicators include:
 - ✓ Number of programs, centers, and initiatives that support effective teaching,
 - ✓ Number of teaching development opportunities the UW provides for faculty (and their evaluation) and percentage of faculty who engage in them,
 - ✓ Awards that recognize effective teaching (Distinguished Teaching Award, Excellence in Teaching Award, plus a wide variety of college, school and departmental awards),
 - ✓ Number of faculty who do course evaluations,
 - ✓ Number of departments or programs that utilize other ways of assessing teaching, such as peer review, and number of faculty reviewed with these methods,
 - ✓ The role that teaching quality plays in tenure and promotion,
 - ✓ Increased integration of technology into teaching and learning,
 - ✓ Research into effective teaching and learning,
 - ✓ Quality of teaching in undergraduate courses,
 - ✓ Quality of teaching in graduate courses,
 - ✓ Quality of teaching in undergraduate courses taught by TAs.
2. UW provides transformative learning experiences for all students, educating future leaders, scholars, and citizens through a challenging learning environment.

Indicators include:

For undergraduate students:

- ✓ Number of undergraduate degree programs,

- ✓ Number of students receiving degrees or certificates from undergraduate programs, with significant growth on the UW Bothell and UW Tacoma campuses,
- ✓ Retention and time to degree numbers,
- ✓ Number of undergraduates receiving local or national scholarships, grants, or awards,
- ✓ Number of academic programs that specify learning goals and methods for assessing them (such as capstone courses),
- ✓ Number of departments reporting changes in curricula based on assessment of student learning,
- ✓ Number of courses identified by students as challenging,
- ✓ Student self-reports of the learning experience at the UW,
- ✓ Experiential learning opportunities and number of students who participate in them: service, research, internships, study abroad, mentorships, leadership opportunities (peer TA-ships, FIG leaderships, Resident Advisors, Mary Gates Endowment, UW Tacoma's Peer Advisers, Alternative Spring Break),
- ✓ Academic assistance programs and number of students who participate in them: CLUE, IC, Writing Centers, Tutorial Centers, mentorships, UW Tacoma's Teaching and Learning Center,
- ✓ Co-curricular learning opportunities for undergraduates (clubs, activities, career centers).

For graduate students:

- ✓ Number of graduate degree programs,
- ✓ Number of students receiving degrees or certificates from graduate programs,
- ✓ Retention and time to degree numbers,
- ✓ Number of graduate students receiving local or national scholarships, grants, or awards,
- ✓ Number of professional development opportunities (e.g., workshops, podcasts),
- ✓ Number and kind of teaching training opportunities for graduate student TAs and number of participants,
- ✓ Post-graduation placement of graduate students.

3. The UW's teaching and learning experiences bring students into the discovery mission of the UW.

Indicators include:

- ✓ Number of undergraduates engaged in research,
- ✓ Number of graduate students engaged in research.

4. The UW offers students the chance to immerse themselves in disciplinary study, as well as opportunities to experience interdisciplinary scholarship.

Indicators include:

- ✓ Number of disciplines/degrees,
- ✓ Number of departments that include disciplinary learning goals,
- ✓ Number of interdisciplinary majors and minors,
- ✓ Number of graduate students outside the disciplinary structure,
- ✓ Number of faculty teaching in more than one department,
- ✓ Number of interdisciplinary research groups.

5. Recognizing the value of a diverse learning environment for all, the UW welcomes and educates a diverse student population of students and recruits and supports diverse faculty and staff.

Indicators include:

- ✓ Number of underrepresented students receiving degrees or certificates from undergraduate programs,
- ✓ Retention and time to degree numbers for underrepresented students compared with others,
- ✓ Achievement gap tracking,
- ✓ Number of underrepresented undergraduates receiving local or national scholarships, grants, or awards,
- ✓ Percent of major units with diversity plans,
- ✓ Diversity-related programs for students that in turn help sustain an environment that fosters student success in the classroom (e.g., OMA/D programs that provide valuable support for students, UW Tacoma's Diversity Resource Center, other mentorship programs, student organizations, Q Center),
- ✓ Training for faculty and other instructors in diversity-related areas (Teaching Academy workshops on diversity in the classroom),
- ✓ Classroom and campus climate survey results; UW STAR results,
- ✓ Number of international students,
- ✓ Number of under-represented faculty and staff members.

3. Service

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

Service takes many forms, from formal community partnerships and collaborations, to contributing university expertise across a broad range of educational, civic, non-profit, professional, local, municipal, state, national, international, and professional organizations. Service can be volunteering time through outreach initiatives or it can be contractual relationships between faculty, departments or programs, and the public sector.

Objective Core Themes

Within our core theme of service, we have four objectives:

1. Civic engagement
2. Service learning
3. Research
4. Health care

Core Theme Indicators

Within each of these objectives, a wide variety of indicators are both relevant and important.

1. Civic Engagement

Being located in the state's largest metropolitan region gives the three campuses of the University of Washington special responsibilities and opportunities. Both as an institution and as a collection of highly trained, concerned individuals, the university addresses population and urban growth issues, transportation, health care, social ills, economic development, environmental conditions, child development, and education. Its drama, dance and musical performances, museum exhibitions, media programming, and public lectures provide insights into the latest discoveries, current affairs, and our oldest cultural treasures. For example, the Walker-Ames lecture series, endowed in 1932, has hosted more than 400 scholars from a broad spectrum of disciplines and made these distinguished speakers available to the Seattle community. Additionally, last year alone the Burke Museum served more than 113,000 people across nine states through its Traveling Exhibits Service. The three university campuses serve as hubs of intellectual and cultural life in the Puget Sound region, and surrounding communities routinely use a variety of University facilities for their events.

Indicators include:

- ✓ The number of lectures, concerts, performances, programs, exhibitions, and conferences available to the public,
- ✓ The number of public lectures delivered by UW faculty, staff, and students outside the university,
- ✓ The number of attendees at campus events available to the public,
- ✓ The number of organized visits for school children to campus museums, facilities, and events,
- ✓ Volunteer service by faculty, staff, and students,
- ✓ The number of community partnerships between UW entities and community schools, agencies, organizations, and businesses.

2. Service learning

Service learning is increasingly a feature of university academic programs as we strive to prepare students to be leaders in their communities and in their chosen careers. Nearly 5,000 students participated in university-sponsored programs, contributing over 619,000 hours of public service. English students tutor in high school writing programs while business students serve as consultants to small-business owners in inner-city neighborhoods, helping them grow their companies and create jobs. Students in the Community, Environment and Planning program in the College of Built Environments work together with elected officials and community leaders on local transportation, sustainability, or environmental issues. All students in the Juris Doctor program are required to perform 60 hours of public service legal work to graduate; and students who enroll in the Clinical Law Program provide pro-bono legal services to the poor while supervised by a faculty member. Our three campuses participate in the national Students in Service Compact project and, along with many other programs, are part of the university's growing emphasis on experiential learning. They provide an immediate two-way street between campus learning and service to the community.

With the 12th largest and nationally recognized library system in America, the University of Washington ranks 4th in the U.S. in the quantity of library materials supplied to non-campus users. Local citizens, teachers, business and public agencies know the value of this resource and use it heavily.

Indicators include:

- ✓ The number of library users,
- ✓ The number of service-learning engagements,
- ✓ The number of Peace Corp volunteers,
- ✓ The number of co-op and clinical learning opportunities,
- ✓ The numbers of students participating in other forms of direct service (e.g., Alternative Spring Break).

3. Research

Many university research programs are directly linked with local concerns and conditions. University geologists have greatly increased our understanding of Puget Sound's seismic history and activity, and numerous educational training partnerships have been established with Seattle and area school districts. Other examples include design build projects created in architecture and energy development programs that work with tribal communities. These all reflect the interconnectedness of university research, training, learning and service. For example, Professor Cliff Mass's weather blog is one of our most popular sites, with over 700,000 page views in November, 2010. In many fields, university expertise grows directly out of involvement with the local community and feeds back into the welfare of the community. The university's strategic focus on such areas as computer science and biotechnology has been crucial to the economic development of the region, as has one of the nation's best technology-transfer programs.

The University of Washington is interwoven with the regional economy in many other ways. The Northwest fishery and forestry industries rely heavily on the university's basic and applied research and training. As environmental and conservation issues bring added challenges and complexity to these concerns, university expertise becomes ever more important.

The intellectual capital of the university in such areas as biology, information technology, environmental science, and public health make it a resource for national policymaking and international development. In addition, just as Seattle's Pacific Rim location has made it a center for international trade in goods and services, the University of Washington has become a center for trade in knowledge and ideas.

Indicators include:

- ✓ The number of informational website visits across a broad range of topics and disciplines,
- ✓ The university's economic impact on the region,
- ✓ The number of start-up companies,
- ✓ The number of academic and external partnerships.

4. Health care

Health care remains the area in which the university's service to the region is most extensive and visible. The WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) program was built on the concept of service. WWAMI is regularly cited as a national and

international model for innovative medical education tailored to community needs. It was the faculty who decided it should be the university's special mission to train and support doctors for primary care in rural and underserved areas of the Northwest. Even as research and technology have changed the face of medicine, the basic WWAMI mission has remained the same, and the university is repeatedly ranked first in the nation in rural medicine and nursing. Additionally, the School of Dentistry, through its 4th year students, provides care in more than 15 community-based clinics throughout the state, including locations in Seattle, the Yakima Valley, Bellingham, and southwest Washington.

Indicators include:

- ✓ The impact and value of the university's patient health care system provided across a wide range of disciplines and services (medicine, hospital care, dentistry, social work, pharmacy, nursing),
- ✓ The number of statewide and regional health care clinics.

SECTION III: CHAPTER SUMMARY

The University of Washington is a vibrant, multi-campus institution that has served as an important cornerstone for the State of Washington. As we approach our 150th anniversary, we can proudly take stock of our university's accomplishments. These accomplishments have had local, regional, national, and global impact. Many of the technological advancements in industry, medicine, and science that so many of us take for granted around the nation are rooted in work that began at the University of Washington. Our university produces some of the world's leading innovators through our efforts to advance the education of undergraduate, graduate, and professional students.

Even so, we take the task of evaluating what we do, and why we do it, seriously. With this document the University of Washington has put forth a set of carefully considered themes that represent our core work. Within each of these themes we have identified several concrete metrics—things we believe we can measure, and that embody our vision, values, and mission.

As we look toward the future, we consider the tremendous growth of our recent past. These have been challenging times for our university, and we have met these challenges with creative solutions. We have watched over the strategic development of two additional campuses, shepherding dramatic growth on both so that, today, these two campuses are stronger and enjoy vibrant futures. We have begun to imagine new ways of managing our resources and new methods for advancing efficiencies, all while fostering a continued spirit of innovation. We are always on the lookout for the next new set of opportunities. This spirit is what drives our discovery, research and scholarship, and it is what shapes how we look at ourselves when we ask how we, as a leading public institution, can be the best possible stewards of the state's goals and ambitions for its premier research university.