EVALUATION OF INSTITUTIONAL EFFECTIVENESS
SELF-EVALUATION REPORT

Submitted to the Northwest Commission on Colleges and Universities

University of Washington
February 12, 2021
# TABLE OF CONTENTS

## INSTITUTIONAL OVERVIEW

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>1</td>
</tr>
<tr>
<td>Basic Institutional Data</td>
<td>3</td>
</tr>
<tr>
<td>Student Success and Institutional Mission and Effectiveness</td>
<td>7</td>
</tr>
</tbody>
</table>

## Standard 1.A. Institutional Mission

<table>
<thead>
<tr>
<th>Standard 1.A.</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.1. Mission fulfillment through meaningful goals, objectives, and indicators</td>
<td>8</td>
</tr>
<tr>
<td>1.A.2. Continuous assessment of institutional assessment</td>
<td>12</td>
</tr>
<tr>
<td>1.A.3. Systematic evaluation and participatory planning</td>
<td>29</td>
</tr>
</tbody>
</table>

## Standard 1.B. Improving Institutional Effectiveness

<table>
<thead>
<tr>
<th>Standard 1.B.</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.B.1. Mission fulfillment through meaningful goals, objectives, and indicators</td>
<td>8</td>
</tr>
<tr>
<td>1.B.2. Continuous assessment of institutional assessment</td>
<td>13</td>
</tr>
<tr>
<td>1.B.3. Systematic evaluation and participatory planning</td>
<td>29</td>
</tr>
</tbody>
</table>

## Standard 1.C. Student Learning

<table>
<thead>
<tr>
<th>Standard 1.C.</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.C.1. Curriculum content and rigor; student learning outcomes</td>
<td>38</td>
</tr>
<tr>
<td>1.C.2. Awarding of credit based on student learning outcomes</td>
<td>46</td>
</tr>
<tr>
<td>1.C.3. Publishing of student learning outcomes</td>
<td>48</td>
</tr>
<tr>
<td>1.C.4. Admissions and graduation requirements</td>
<td>48</td>
</tr>
<tr>
<td>1.C.5. Assessment and the role of faculty</td>
<td>49</td>
</tr>
<tr>
<td>1.C.6. General education in undergraduate education</td>
<td>51</td>
</tr>
<tr>
<td>1.C.7. Academic and learning-support planning and practices</td>
<td>58</td>
</tr>
<tr>
<td>1.C.8. Transfer of credit</td>
<td>60</td>
</tr>
<tr>
<td>1.C.9. Graduate programs</td>
<td>62</td>
</tr>
</tbody>
</table>

## Standard 1.D. Student Achievement

<table>
<thead>
<tr>
<th>Standard 1.D.</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.D.1. Recruitment, admission, and orientation</td>
<td>63</td>
</tr>
<tr>
<td>1.D.2. Indicators of student achievement</td>
<td>67</td>
</tr>
<tr>
<td>1.D.3. Use of student-achievement indicators for institutional improvement</td>
<td>67</td>
</tr>
<tr>
<td>1.D.4. Closing equity gaps</td>
<td>70</td>
</tr>
</tbody>
</table>

## Conclusion

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
</tr>
</tbody>
</table>
APPENDICES

Appendix A. Policies, Regulations, and Financial Review

Standard 2.A. Governance 75
Standard 2.B. Academic Freedom 75
Standard 2.C. Policies and Procedures 76
Standard 2.D. Institutional Integrity 77
Standard 2.E. Financial Resources 80
Standard 2.F. Human Resources 86
Standard 2.G. Student Support Resources 89
Standard 2.H. Library and Information Resources 93
Standard 2.I. Physical and Technology Infrastructure 95

Appendix B. Institutional Report Certification Form 98
INSTITUTIONAL OVERVIEW

Founded in Seattle in 1861, the University of Washington (UW) is a public research university with campuses in Seattle, Tacoma, and Bothell. As the largest university in the northwestern United States and one of the oldest universities on the west coast, the UW employs 31,093 FTE faculty and staff at its three campuses (October 2020). Its FY 2020 budget totals $8.65 billion, and its endowment is approximately $3.5 billion (October 2020). Its 500-plus buildings, which offer more than 20 million gross square footage of space, sit on 640 acres.

As the state’s flagship university, the UW enrolled more than 59,000 undergraduate, graduate, and professional students in 2019-20. The UW Continuum College, which offers in-person and online degree and certificate programs as well as continuing professional education programs, had more than 90,000 course and conference registrants. The three UW campuses offer a broad range of graduate and undergraduate degrees, and collectively support nearly 650 degree options across 300-plus programs. In 2019-20, the UW awarded more than 20,000 bachelor’s, master’s, doctoral, and professional degrees.

The teaching and research of the University's many professional schools provide essential complements to the 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 accordance with state law) by the University of Washington. The institution is one of only 63 members of the Association of American Universities and is a sea and space grant institution. 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 administration, education, engineering, nursing, pharmacy, public policy, and social work have a long tradition of educating students for service to the region and the nation. Founded in 1990, the University of Washington's Bothell and Tacoma campuses expand the reach of the University, serving their local and regional communities with diverse offerings. The infrastructure that supports the UW's mission includes one of the most extensive library systems in the nation and a world-class network of hospitals and clinical facilities providing cutting-edge services to patients from throughout the entire northwest region.

The UW is one of the top public universities in the nation in the number of students who have received premier national awards that include the Rhodes, Marshall, Truman, Fulbright, and Goldwater scholarships and fellowships. Since the Peace Corps' founding,
more than 3,100 UW alumni have volunteered for service – the third highest rate among universities.

By many external measures, the UW enjoys a robust reputation. The UW is the highest ranked public institution on Reuters’ ranking of the World’s Most Innovative Universities; it is the third most highly ranked public institution worldwide, according to the Academic Ranking of World Universities issued by Shanghai Jiao Tong University; and it places second among U.S. public institutions and eighth in the world, according to *U.S. News & World Report’s* Best Global Universities rankings. Among public research institutions, the UW also ranks in the top 10 nationally in the number of faculty who receive top international and national awards and honors. The faculty include six winners of the Albert Lasker Award for Clinical Medical Research, one winner of the Fields Medal, 11 winners of the Gairdner Foundation International Award, 17 MacArthur Fellows, two winners of the National Book Award, one winner of the National Medal of Arts, six winners of the National Medal of Science, seven Nobel laureates, 43 winners of the Presidential Early Career Award for Scientists and Engineers, and two Pulitzer Prize winners. Additionally, among UW faculty are 97 members of the American Academy for Arts and Sciences, five members of the American Philosophical Society, seven Howard Hughes Medical Institute Investigators, 67 members of the National Academy of Medicine, 31 members of the National Academy of Engineering, and 83 members of the National Academy of Sciences.

In 2019, the University of Washington research budget exceeded $1.63 billion, the majority of which 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. The UW is also the largest recipient of federal research funding among public universities and in the top five among all public and private universities in the country.
INSTITUTIONAL INFORMATION

Name of Institution: University of Washington
Office of the President
Box 351230
Seattle, WA 98195-1230
United States
Main telephone: (206) 543-2100

Chief Executive Officer: Dr. Ana Mari Cauce
President
Telephone: (206) 543-5010
Fax: (206) 616-1784
Email: pres@uw.edu

Accreditation Liaison Officer: Dr. Philip Reid
Vice Provost for Academic & Student Affairs
Telephone: (206) 685-8583
Fax: (206) 616-1784
Email: pjreid@uw.edu

Chief Financial Officer: Mr. Brian McCartan
Vice President for Finance
Telephone: (206) 616-2021
Fax: (206) 685-1761
Email: bpmcc@uw.edu

INSTITUTIONAL DEMOGRAPHICS

Institutional Type: Comprehensive
Degree Levels: Baccalaureate, Master's, Doctorate
Calendar Plan: Quarter
Institutional Control: State (public and nonprofit)
### Full-Time Equivalent (FTE) Enrollment, All Locations

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year: 2020</th>
<th>One Year Prior: 2019</th>
<th>Two Years Prior: 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>40,885</td>
<td>40,310</td>
<td>40,355</td>
</tr>
<tr>
<td>Graduate</td>
<td>15,830</td>
<td>15,244</td>
<td>15,170</td>
</tr>
<tr>
<td>Professional</td>
<td>4,114</td>
<td>4,105</td>
<td>3,980</td>
</tr>
<tr>
<td>Unclassified</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total all levels</strong></td>
<td><strong>60,829</strong></td>
<td><strong>59,659</strong></td>
<td><strong>59,505</strong></td>
</tr>
</tbody>
</table>

*Note: Formula used to compute FTE: IPEDS.*

### Full-Time Unduplicated Headcount Enrollment, All Locations

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year: 2020</th>
<th>One Year Prior: 2019</th>
<th>Two Years Prior: 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>38,274</td>
<td>38,029</td>
<td>38,125</td>
</tr>
<tr>
<td>Graduate</td>
<td>10,898</td>
<td>10,756</td>
<td>10,563</td>
</tr>
<tr>
<td>Professional</td>
<td>2,099</td>
<td>2,121</td>
<td>2,077</td>
</tr>
<tr>
<td>Unclassified</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total all levels</strong></td>
<td><strong>51,271</strong></td>
<td><strong>50,906</strong></td>
<td><strong>50,765</strong></td>
</tr>
</tbody>
</table>

*Note: Count of students enrolled in credit courses only.*
FACULTY DATA

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff, and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

<table>
<thead>
<tr>
<th>Rank</th>
<th>F/T</th>
<th>P/T</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>925</td>
<td>42</td>
<td>5</td>
<td>29</td>
<td>882</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>605</td>
<td>20</td>
<td>1</td>
<td>32</td>
<td>546</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>449</td>
<td>22</td>
<td>1</td>
<td>7</td>
<td>354</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>21</td>
<td>7</td>
<td></td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Teaching Faculty and TA</td>
<td>533</td>
<td>2,093</td>
<td>10</td>
<td>143</td>
<td>1</td>
<td>266</td>
</tr>
<tr>
<td>Research Staff and RA</td>
<td>882</td>
<td>1,857</td>
<td>3</td>
<td>5</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>26</td>
<td>96</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: TA=Teaching Assistant, RA=Research Assistant. Teaching Faculty category includes Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor. Table includes only professional personnel primarily assigned to instruction or research. Medical School faculty and staff are excluded. Table categorizes 2,372 full-time (only) faculty and staff by highest degree earned. The institution has 1,069 faculty and research staff without degree information.

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>16,458</td>
<td>22</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>12,348</td>
<td>13</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>11,415</td>
<td>4</td>
</tr>
<tr>
<td>Instructor</td>
<td>5,450</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Faculty and Teaching Assistant</td>
<td>8,677</td>
<td>10</td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>7,010</td>
<td>10</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>4,718</td>
<td>21</td>
</tr>
</tbody>
</table>

Note: Mean salary based on monthly full-time rate pro-rated for FTE. Teaching Faculty category includes Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor. Table includes only full-time personnel with professional status who are primarily assigned to instruction or research. Medical School faculty and staff are excluded.
INSTITUTIONAL FINANCES

The following documents about institutional finances have been submitted separately:

- Cash-flow statements (FY18, FY19, FY20)
- Balance sheets (FY18, FY19, FY20, collapsed to show main accounts only, without details)
- Operating budgets (FY18, FY19, FY20)
- Capital budgets (FY18, FY19, FY20)
- Projections of non-tuition revenue appear in the operating budgets for their respective years.

PROGRAMS AND INSTRUCTIONAL SITES

A single Excel file, uploaded separately, includes four worksheets on the UW's programs and instructional sites:

- Substantive changes: Worksheet 1 lists all substantive changes that have been approved at the UW and the NWCCU, with the most recent ones appearing at the top. All institution-approved substantive changes have been registered with the NWCCU.
- Domestic off-campus sites: Worksheet 1 details the UW's domestic off-campus sites as well as the degree programs, academic credit courses, and student and faculty headcount at each site.
- Distance education at the UW: In October 2020, the University applied for, and received, NWCCU approval to offer all its programs via distance education. Thus Worksheet 3 comprises IPEDS census data from autumn 2020.
- International sites: The UW has two international sites, the UW Rome Center and the UW Leon Center, both of which are used by departments on a partial basis. No program offers more than 25% of its curriculum at these sites.
BRIEF UPDATE ON INSTITUTIONAL CHANGES SINCE MIDCYCLE EVALUATION

Since the University's midcycle review in 2017, the institution has witnessed a number of changes that relate to the:

**Appointment of a New Provost**
Effective July 1, 2018, Mark Richards became the UW's Provost and Executive Vice President for Academic Affairs. A geophysicist and elected fellow of the California Academy of Sciences, he holds a faculty appointment in the UW's College of the Environment's Department of Earth and Space Sciences. Richards came to the UW after nearly three decades at the University of California, Berkeley, where he had chaired the Department of Earth and Planetary Science, and served as Dean of Mathematical and Physical Sciences as well as Executive Dean of the College of Letters and Sciences. For his work on racial, ethnic, and gender diversity in the STEM fields, Richards received Berkeley's two highest awards for promoting equity and inclusion.

**Carnegie Community Engagement Classification**
In January 2020, all three UW campuses received the Carnegie Community Engagement Classification, an elective designation that indicates institutional commitment to community engagement. Applying for the classification affirmed the University's dedication to equity through engagement and highlighted areas of growth. The classification offers a catalyst for change, a tool that fosters institutional conversations and alignment for community-based learning, teaching, and scholarship. It is a way for the UW to support its mission to “be the world's greatest public university, as measured by impact.”

**Expansion of UW Medicine**
On January 1, 2020, UW Medicine completed the integration of Northwest Hospital & Medical Center as a second campus of UW Medical Center. Approved by the Board of Regents in 2018, the integration of the two hospitals better aligns clinical programs and improves patient care. The integration also has created financial and administrative efficiencies as well as reduced costs. With both campuses (the original “UW Medical Center – Montlake” and the new “UW Medical Center – Northwest”) operating under a single license, UW Medical Center has repositioned providers to increase access, reduce duplication in service lines, and improve health in the region.
1.A.1. The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Reflecting its vision and values, the University of Washington’s mission statement highlights the institution’s service to higher education and its unflagging commitment to the success of its students. Formulated in February 1981 and last modified 11 July 2019, this mission statement constitutes the UW Board of Regents’ Policy No. 1:

“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 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-campus system and through continuing education and distance learning, it extends educational opportunities to many who would not otherwise have access to them.”
1.B.1. The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Assessing institutional effectiveness at the University of Washington is a continuous process undertaken to support its mission. As a public institution of higher education, the University methodically assesses student learning and achievement outcomes, as well as its practices, structures, and systems. These systematic assessment practices generate data that allow the University to inform and refine its efforts on all fronts.

With respect to student learning and achievement, systematic assessment at the University is conducted at various levels.

**Course-level Assessment**
Reviews of instruction by students and colleagues are required through Section 24-57 of the Faculty Code. Instructors may choose to engage the mid-quarter and end-of-quarter student course evaluation instruments through the Office of Educational Assessment's (OEA's) IASystem or tools developed on their own or by their department, college, or school. In addition to systematic reviews of instruction, instructors implement a range of other assessments at their own discretion and/or through their participation in myriad faculty-development programs. These efforts are described at greater length in Standard 1.C.1.

**Department-level Assessment**
At the department level, performance-based measures (e.g., capstone courses, projects, portfolios, national exams) as well as perception-based measures (e.g., senior surveys, employer surveys) are used to assess the extent to which learning occurs in the major. In addition, all departments as well as schools and colleges that are not departmentalized participate in an academic program review every ten years, which involves an assessment of the unit’s undergraduate and graduate curricula by internal and external referees. The UW is home to 90+ undergraduate and graduate programs that are accredited by a specialized accrediting body to ensure alignment with field and disciplinary quality standards.

All departments have curriculum committees that use assessment information, as well as information about national trends in their field/discipline, budgetary constraints, and staff expertise, to review and revise, as necessary, their unit's curriculum. Routine curricular reviews help align course offerings with student learning goals, and in turn, course goals are mapped onto departmental and college goals. Approaches to
Department-level curriculum assessment are documented through OEA's Assessment in the Majors surveys. Department-level assessment processes also are reviewed by the Provost every other year as part of the budget process.

**Institution-wide Assessment**
Institutionally, the University engages in a host of systematic assessment efforts conducted across multiple domains. It relies on data on biennial alumni surveys, in which undergraduate and graduate students evaluate their academic programs and describe their postgraduate activities. The University provides these data to departments so that they may improve their curricula as needed.

External data also provide valuable information about student perceptions and experience. The UW administers and uses data from consortium-based surveys like the Student Experience in the Research University (SERU) to assess the nature and quality of the undergraduate student experience. These data are used to evaluate and refine academic and student-life programming.

Assessment efforts vis-à-vis closing equity gaps are particularly important in the Assessment and Research Unit at the Office of Minority Affairs & Diversity (OMAD). The unit’s efforts support a broad swath of stakeholders: It regularly provides the Board of Regents with analyses of campus diversity, student attrition, and performance among underrepresented groups that allow for strategic planning and resource allocation. The UW Board of Regents is one of the few in the country to have a Diversity, Equity and Inclusion committee that meets quarterly, providing an excellent forum for in-depth discussion of these issues. This unit's work also supports specific programs at the UW, including the McNair Program, initiatives housed within the Samuel E. Kelly Ethnic Cultural Center, and efforts to enhance multicultural outreach and recruitment.

The UW's ongoing assessment efforts extend to numerous areas that impact its students and other stakeholders. The UW Libraries’ Triennial Survey examines the satisfaction, needs, and priorities of students and faculty, and the data emerging from these studies are used to improve Libraries’ services and facilities as well as scholarly and electronic resources. Also conducted every three years and supplementing the Triennial Survey, the In-Library Use Survey provides administration with detailed information about students' space needs. In addition to university-wide assessments, the Libraries conducts studies to better understand and support the needs of specific groups of users (e.g., music students and faculty, those in STEM and the health sciences, and individuals who work with government publications or online media).

Given the central role technology plays in academic life, UW-IT administers annually the EDUCAUSE Center for Applied Research (ECAR) Student and Faculty Research Studies, a survey that
sheds light on how different UW constituents use various technology and their purposes for doing so. The data from these annual studies guide the UW's technology development and implementation, with an eye toward effective pedagogy and student success. In addition, UW-IT's involvement in the EDUCAUSE Core Data Service Survey allows the UW to benchmark itself against peer institutions and use the data for IT strategic planning, financials, staffing, and services. In 2020, UW-IT undertook a study to update its understanding of the evolving technology and infrastructure needs of UW researchers, especially in relation to data management and computing needs.

Where student needs, student learning, and achievement outcomes are concerned then, assessment is deeply integrated into academic life at the UW. The lion's share of this work falls under the purview of the Office of Educational Assessment (OEA) which partners regularly with other units on campus, all with the goal of improving educational practice and outcomes, assessing teaching and learning, and supporting educational programs and services. Understanding the extent to which the University achieves its academic mission means capturing the full range of learning and depth of the undergraduate experience across more than two dozen schools across three campuses. It also means assessing cocurricular activities and resources, students' perceptions of their experiences, and retention and completion rates. Standard 1.D.4 describes an expansive and impactful set of efforts related to two undergraduate retention and graduation studies.

While student learning and achievement are the primary focus of the University of Washington, the institution is committed to assessment of many other issues that affect the wellbeing of not only students, but constituents across its three campuses and beyond.

One example is the Central Administrative Unit Customer Service Survey, conducted under the auspices of the Transforming Administration Program (TAP, described in Standard 1.B.4). Given that a key goal of TAP is to encourage and promote continuous improvement in UW's central administration units, the UW initiated a customer-satisfaction survey for UW faculty, students, and staff in February 2017 and again in February 2019. The surveys were used to help identify top performers and perceptions of staff and services; they also allowed units and leadership identify priorities for improvement and how best to allocate resources to ensure that improvement.

In launching the Race & Equity Initiative in 2015 (described in Standard 1.B.3), the UW set out to combat the racism and inequities that persist at the UW and beyond. Its 2017-2021 Diversity Blueprint identified a number of priorities, one of which involved assessing and improving campus climate. Tackling this priority required not only feedback on what issues needed addressing, but also tools that would allow the
institution to illustrate how much change had taken place over time. The UW Climate Survey, administered in late 2019 to all students, faculty, and staff, solicited their perceptions and experiences related to learning, working, and living on their respective UW campuses. UW leaders received the results in spring 2020 and currently are developing action plans and initiatives based on those results. The University intends to use the 2019 survey as a baseline study and build upon it every five years.
1.B.2. The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

The University of Washington uses as its base for peer benchmarking the top 25 public research institutions as ranked by the *U.S. News and World Reports*. Given its prominent research profile, competitive levels of federal grants awarded, and medical school, the UW often benchmarks itself against the public institutions that are members of the Association of American Universities (AAU). In addition to this list, the UW, as a state institution, benchmarks itself against the four-year public baccalaureate institutions in Washington state.

UW Bothell tends to benchmark itself as the regional public institutions in the Pacific Northwest; it also views as its \member institutions of the American Association of State Colleges and Universities (AASCU). UW Bothell and UW Tacoma are both benchmarked against master’s-level institutions in the Integrated Postsecondary Education Data System (IPEDS) and other systems.

By many external measures, the UW enjoys a robust reputation. The UW is the highest ranked public institution on Reuters’ ranking of the World’s Most Innovative Universities; it is the third most highly ranked public institution worldwide, according to the Academic Ranking of World Universities issued by Shanghai Jiao Tong University; and it places second among U.S. public institutions and eighth in the world, according to *U.S. News & World Report's* Best Global Universities rankings. Such rankings affirm the UW's efforts on key fronts such as research productivity, innovation, and international collaborations.

The University of Washington does somewhat less well on rankings that are based more on the quality of undergraduate programs, especially when the focus is on “inputs” such as student selectivity and financial resources. By these measures, the UW ranks #58 among national universities in *U.S. News & World Reports*, and #20 amongst public universities. However, it performs better on measures that focus on student outcomes and contributions to society, ranking #16 (#7 public) by *Washington Monthly*, #18 (#8 public) in the *New York Times* College Access Index, described as a measure of which colleges are doing the most for the American dream, and #20 (#11 public) by *Money* magazine’s best colleges in America ranked by value. The Bothell and Tacoma campuses are gaining national attention as well: UW Bothell was ranked by CNBC as the top public university among “colleges that pay off the most” (UW in Seattle ranks #3 on this measure), and UW Tacoma ranks #2 in the West as “Best Bang for the Buck” by *Washington Monthly*. 
These are not the only metrics by which the institution assesses itself. Comparison with peer institutions also takes place via specialized accreditations as roughly seven dozen programs at the UW are evaluated regularly in the national context of professional education. Moreover, all UW undergraduate- and graduate-degree programs undergo a decennial academic program review that involves assessments by faculty from both within the UW and peer institutions across the country. Taken together, these reviews provide University leadership with the information and perspective needed for comprehensive decision-making and planning and, ultimately, mission fulfillment.

Goals, Objectives, and Indicators
In line with its mission as a public institution of higher education—specifically, a prominent research-intensive university with three campuses (two of which are more regionally focused), serving students and various communities—the UW's goals naturally center on its efforts related to research and scholarship, teaching and learning, as well as service and engagement. Progress toward these goals not only leverages extant infrastructures, but also adapts and creates systems to remain responsive to evolving economic, sociopolitical, technological, and health demands.

GOALS: RESEARCH AND SCHOLARSHIP

Objective 1. Enhanced institutional support for research and scholarly activity

Large grants of $10 million or more. In FY 2020, the UW secured seven large grants of $10 million or greater, for a total award amount of over $113 million. The FY 2020 count of large grants represents a slight increase over the yearly average from FY 2015 through FY 2019 (6.6 large grants/year). The award total for FY 2020, however, represents a decrease over the FY 2015-19 average of $153M/year as in 2017, the UW received its largest single grant of $279M.

Return on investment for bridge-funding awards. Since its last accreditation review in autumn 2013, 127 researchers have received a total of approximately $4.9 million in matching funds from the Provost's Office. Of these researchers, 68% received external funding within 1.5 years of receiving bridge funding. The external awards total over $128 million, which reflects a 12.7-fold return on investment for bridge-funding awards.

Funding from foundations. In FY 2020, the UW received funding from 718 foundations totaling more than $333 million. These figures reflect major growth in both the number of foundations and award amounts over the last five years. They are roughly double the figures from FY 2016, during which the UW received funding from 483 foundations totaling more than $172 million.
Objective 2. Strengthened strategic partnerships and collaborations to support discovery and solve problems

Working strategically with partners near and far, the UW strives to support discovery and solve problems across a multitude of domains. The examples below reflect recent efforts and impact in wide-ranging areas that include scientific innovations, population health, and access to learning.

Scientific innovations. Since 1990, the UW has partnered with CoMotion, an innovation-driven collaborative hub that provides tools, connections, and acumen to transform ideas into economic and societal impact.

CoMotion launched 14 new startups in FY 2019 and 13 new startups in FY 2020. These startups span a range of domains such as medical devices, therapeutics, clean technologies, software, and more. Recent examples include BlueDot Photonics, which develops technology to make today’s solar panels more efficient, and NeoLeukin Therapeutics, which develops protein-based therapeutics to address melanoma and renal cell carcinoma. In addition, 922 unique disclosures were licensed in FY 2020.

CoMotion currently leverages the expertise of 111 mentors from industry, academia, government, and the nonprofit sectors to provide education and entrepreneurial services to UW faculty, postdoctoral researchers, and graduate students. Its just-in-time Innovation Training in FY 2020 reached more than 300 people across Washington, Oregon, and Montana. CoMotion’s efforts have raised, to date, more than $7.6 billion to support startup companies, and have resulted in 25 acquisitions since 2019.

Population health. The UW has long partnered with the Bill & Melinda Gates Foundation to achieve positive health outcomes for populations around the world. In autumn 2016, a $210 million gift from the Gates Foundation, coupled with the launching of the UW’s Population Health Initiative (PHI; see Standard 1.B.3), helped the UW build the Hans Rosling Center. Home to the formerly geographically dispersed Department of Global Health, Institute for Health Metrics and Evaluation (IMHE), and parts of the School of Public Health, the Center includes space for collaborative group work, active learning, offices, and training for global partners and multidisciplinary work in population health across the UW. Funded pilot projects have tackled a wide array of challenges, ranging from caregiving of children with chronic conditions to creating climate-resilient agricultural communities to access to health centers among Medicaid beneficiaries.

The partnership with the Gates Foundation deepened further in 2017, when it bestowed upon the UW a $270 million grant, with the monies earmarked for another decade of work at the IHME. This ten-year grant will fund IHME’s work to track how health resources
are spent throughout the world, and evaluate strategies to address the world’s most prevalent and costly health problems. Since 2016, the Gates Foundation has awarded the UW more than $653 million.

Indeed, the partnership with the Gates Foundation and the efforts of the PHI have seen measurable success. The impact of PHI’s first four years includes: approximately 6,000 students engaged in projects, with 115 funded student awards; 774 faculty involved and 29 funded faculty projects; three funded faculty hires; and 10 new external partnerships, with organizations that include Karolinska Institutet, the Aga Khan University, the Barnes Family Foundation, and Public Health – Seattle & King County.

Access to learning. As a public institution of higher education, the UW values and promotes access to education and learning, and encourages efforts in this area, particularly those that might improve the lives of underserved populations. It also recognizes the challenges posed by pipeline issues. Thus efforts outside UW's three schools of education to build and strengthen ties with local institutions are critical.

For instance, the Simpson Center for the Humanities’ partnership with the Modern Language Association (MLA) has led to week-long pilot institutes, including an MLA Reading-Writing Pedagogy Institute funded by the Andrew W. Mellon Foundation. This institute was designed to strengthen the teaching of English at access-oriented institutions such as community colleges. The integration of cutting-edge research in the field into the teaching practices and courses of the 32 participants has benefited students in classrooms at and beyond the University of Washington.

In July 2019, the Simpson Center was awarded $250,000 by the PSB Foundation to establish an endowment to support UW graduate students pursing public-facing scholarship in collaborative contexts, with the first graduate students to be funded in the summer of 2021. One noteworthy project funded this first year will launch a philosophy course for incarcerated students in the Washington Corrections Center for Women, which will reach 15 women.

Objective 3. Increased operational and organizational efficiencies to better support the research enterprise and improve productivity

Data from the Human Subjects Division (HSD) and the Office of Research provide critical information on increased efficiencies at the UW.

Human Subjects Division. The launch of an electronic IRB (e-IRB) system in 2016 was well-received as it requires fewer and clearer forms for investigators to complete. IRB review time has stayed the same or slightly improved, despite an 18% workload increase, flat
staffing, and COVID-19. In July 2019, HSD successfully initiated a state law change to RCW 42.48, which eliminated a major time-consuming hurdle affecting about half of UW human studies. Designated staff now address the unique, time-sensitive needs of undergraduate student researchers in a way that contributes to research-related education. A revised periodic researcher survey, administered every three years, now pinpoints specific problems. These are then addressed through systemic or policy changes.

In addition, the UW's Human Subjects Division has focused on relationships with other IRBs. This has resulted in: nearly complete elimination of “dual IRB-review” situations; participation and leadership in national efforts advocating harmonization and simplicity; national recognition of UW single-IRB processes and resources; and renegotiated IRB reliance agreements, leading to more efficient IRB processes for multi-institutional research.

Participation in outreach and training efforts. Charged with facilitating advances in research, the UW's Office of Research regularly hosts outreach and training sessions, many of which respond to needs of early-career faculty. For example, in conjunction with the Office of Advancement, it holds yearly information sessions for early-career faculty to inform them about award opportunities from a broad swath of foundations that include the Beckman Foundation, the Packard Foundation, and the Pew Foundation. These sessions emphasize how early-career foundation awards differ from federal funding opportunities and highlight effective strategies for competing for these awards. Attendance at these sessions typically ranges from 25 to 30 participants.

GOALS: TEACHING AND LEARNING

Objective 1. Enhanced pedagogical and technological support for instruction

Employing space and technology to facilitate active learning. During the previous accreditation cycle, planning for new learning spaces to support active-learning instructional pedagogy were underway. Predicated on the work of other institutions (e.g., University of Minnesota) that had implemented such spaces, as well as research indicating instruction in active learning environments significantly and positively impacts student learning outcomes, two active learning classrooms (ALCs) were designed to enhance teaching and learning. Located in the Odegaard Undergraduate Library, these spaces foster collaborative group-work, active student engagement, and hands-on problem-solving activities.

Feedback on the ALCs from instructors and students was used to inform the design of additional ALCs. Faculty mentioned their appreciation of the enhanced suite of
technologies available as well as the flexible layout of the furnishings and space. The faculty and units most often teaching in these potentially revamped classrooms were consulted, and their pedagogical needs (e.g., writable surfaces in the Nano Engineering building) were incorporated into the final design. These features of ALCs are now routinely incorporated into classroom renovations and new construction.

The past seven years have seen a substantial increase in the development and deployment of instructional technologies. For example, Canvas, a learning management system, and Panopto, a lecture-capture service, are now available for use across all three campuses. Zoom is also available to both instructors and students for video conferencing. All three of these technologies have been essential to the successful transition to remote instruction due to the COVID-19 pandemic. A variety of workshops and programs are provided for faculty to assist in the adoption of instructional technologies.

Growing support for faculty pedagogy. The University of Washington has a creative teaching and learning environment, with a host of programs to support faculty, share research about best practices in teaching and learning, and address changes in pedagogy driven by new circumstances (e.g., innovative technology, student learning styles, student demographics). These programs exist at the local academic unit through informal discussions, peer review of teaching, student evaluations, and formal evaluations of instructor teaching as part of renewal or promotion reviews.

The Center for Teaching and Learning (CTL) provides extensive orientation and support services throughout the year for faculty and for graduate-student teaching assistants. Two new programs were developed and made available to instructors over this accreditation cycle.

CTL’s Teaching Technology Fellows Institute (TTFI) provides time, pedagogical support, and technical support for faculty interested in designing or redesigning an existing course to make it hybrid or entirely online. TTFI offers participants the chance to learn with other faculty, learning technologists, instructional consultants, and librarians. Since its launch in 2013, 206 UW faculty from 57 departments have participated in the institute. More than 150 courses have been redesigned, and 10,000+ students have taken TTFI-redesigned classes.

CTL also hosts the Evidenced-Based Teaching (EBT) program, which offers collaborative peer support, as well as support from teaching and technology consultants, in cross-disciplinary groups facilitated by UW faculty. The program comprises three phases: (1) the exploration phase, during which instructors explore various evidence-based techniques shown to improve student learning; (2) the implementation phase, which
involves instructors identifying a technique(s) they wish to implement in their course and are provided assistance in doing so; and (3) the research phase, which provides support for instructors interested in designing research studies to measure the efficacy of emerging pedagogies and new instructional modalities. To date, more than 260 UW instructors from 89 departments have participated in the EBT program, and their EBT-informed courses have enrolled 21,000+ students.

CTL programs notwithstanding, the UW offers robust pedagogical support for its faculty. With respect to instructional technologies, instructor training and support is provided by Academic Technologies in collaboration with UW Information Technology on upper campus. This need for instructional support was made clear during the COVID-19 pandemic. As the first flagship institution to switch to remote instruction, the UW's move required significant support for faculty and students in transitioning instruction online. New programs were developed and existing programs modified and expanded to provide support:

- The Teaching Remotely website, which is open to the public, was developed to provide a single point of entry for instructors to explore resources and services in support of remote instruction. Launched on March 1, 2020, it was viewed nearly 48,400 times in its first 11 months.
- Model courses leveraging the Canvas learning management system were curated and made available to instructors. In September 2020, as the school year commenced, these nine Canvas courses received more than 12,000 page views.
- A Canvas generic course template was developed and made available to accelerate the adoption of best practices. The website from which the template could be downloaded or imported directly into Canvas had over 1,900 page views autumn 2020.
- A Canvas “getting started” module was created to promote the transition of instructors and students to remote instruction. In autumn 2020, the website had over 800 page views and this module was imported into 243 courses.
- A Canvas course was created to provide access to comprehensive guides to Teaching with UW Technologies (accessible with a UW NetID), which includes all workshop outlines. A total of 876 faculty and support staff enrolled as students in the course and the course has received over 4,600 page views.
- A “pop-up” lecture series was created where hot topics in remote instruction were presented and potential solutions outlined. A total of 748 participated in this series March 2020 - January 2021; an additional 230 viewed recordings of the events.
- The Teaching Technology Fellows Institute was expanded over summer 2020 to accommodate 80 faculty (a fourfold increase), and a midyear session was added to serve 20 more faculty in winter 2021."
• The Evidence-Based Teaching program was expanded tenfold from 50 to 500 instructors to anticipate increased demand during the transition to remote instruction.
• Instructional technology “how-to” guides were developed and provided in a single place, making it easier for instructors to access technologies and support. The guides had 1,591 page views between April and September 2020.
• A Zoom site license was purchased to make this technology available to all instructors, staff, and students. Approximately 58,000 meetings were held during autumn 2019 (pre-pandemic), a figure that rose to 650,000+ during spring 2020 and 920,000+ meetings in autumn 2020.
• A central hub providing information on all programs, workshops, and online office hours was created, thereby establishing a single point of entry for all central instructional support services.

Increasing access for nontraditional students. In line with the use of technology to facilitate learning, the UW’s Continuum College has grown yearly in its online enrollments. In AY 2019-20, nearly 14,000 individuals were enrolled in online certificate programs, degrees, and stand-alone courses. The UW currently hosts two online degree completion programs—one in Early Childhood and Family Studies and the other in Integrated Social Sciences. Since 2015, the UW also has grown in its offerings to nontraditional students with six new programs launched (with AY 2019-20 enrollments in parentheses) and a seventh to launch in AY 2021-22.

2015-16: Master’s in Electrical Engineering (Bothell) (57)
2016-17: Master’s in Data Science (118)
2017-18: Master’s in Technology Innovation (GIX) (100)
        Master’s in Applied Child & Adolescent Psychology (54)
2019-20: Master of Science in Biostatistics (10)
2020-21: Master’s in Applied Chemical Science & Technology (in process)
2021-22: (future launch) Masters in Genetic Counseling

In 2019, UW Continuum College began a pilot study to collect more rigorous data about its noncredit programs. This approach includes unifying student course-evaluation and completion data across noncredit programs and a new post-program survey to ascertain impact. The pilot effort yielded several areas for improvement before the data can be considered a reliable baseline, including a need for unified demographic data across programs and increased response rates for the impact survey. The pandemic paused work on implementing changes, and the effort is resuming in 2021.

Undergraduate enrollment in diversity-requirement courses. In Autumn 2014, the UW launched its diversity requirement: Undergraduates must take at least three credits that
focus on the sociocultural, political, and economic diversity of human experience at the local, regional, and/or global scales. The UW Time Schedule currently lists 773 distinct courses (615 at the UW's Seattle campus, 53 at UW Bothell, and 105 at UW Tacoma) that have been created or adapted to help students meet the diversity requirement.

**Objective 2. Enhanced quality and scope of curricular and cocurricular learning experiences**

*Curricular growth.* In response to growing and shifting workplace demands, the UW regularly expands its academic offerings to meet societal needs. Recently created programs include a minor in Data Science that extends the UW's authoritative presence in data-science education—reflected in its eScience Institute and recently launched, Knight-Foundation-funded Center for an Informed Public (CIP)—to the social sciences, humanities, arts, and other fields. This new interdisciplinary minor recognizes that the unchecked proliferation of data makes data science an imperative for all college majors, not merely those in STEM fields. The intent of this minor is to provide students the opportunity to gain literacy and fluency in data-science methods and understand their implications for society and the world. Its learning goals are twofold: (1) to help students leverage familiarity with data science in fields outside of data science; and (2) to gain skills and fluency to work with data in their major domain of study.

Similarly, today's increasingly complex and interconnected global society calls for higher-education institutions to develop in their students the competencies for leadership in their professional and public lives. An interdisciplinary minor in Leadership Studies, to be launched in AY 2021-22, will provide the UW with a mechanism by which to realize its vision of “educat[ing] a diverse student body to become responsible global citizens and future leaders.” The key learning goals of this new minor include the development of knowledge, value, and ability to engage with various competencies: those related to learning and reasoning, self-awareness, interpersonal and group dynamics, civic responsibility, communication, strategic planning, and personal behaviors.

*Husky Experience.* Launched in AY 2014-15, the Husky Experience Initiative has served as a catalyst for programs across the UW's academic and student-affairs spectrum to collaboratively advance student engagement and success. In 2016, the UW launched its Husky 100 award, which recognizes undergraduates and graduates for their academic and cocurricular excellence. Both a rallying call and a coordinated strategy, the Husky Experience Initiative has transformed existing programming and seeded the development of new programming. For example, the UW has redoubled its commitment to increasing the number and quality of internships within and beyond the curriculum. In AY 2019-20, 2,632 unique students completed university-affiliated internships, spending approximately 450 thousand hours learning critical career-related skills under
the guidance of internship sponsors – numbers that are only slightly down from those of the pre-pandemic AY 2018-19.

Also, through the Husky Leadership Initiative, 122 students completed a leadership certificate in AY 2019-20 (also down only slightly, from 133 in AY 2018-19), and beginning in AY 2021-22, will be able to pursue the aforementioned minor in Leadership Studies. As a final example, in autumn 2020, the UW offered “2020: The Course” to 600+ students across all three campuses—an extraordinary course for an extraordinary time. This interdisciplinary course featured faculty who, through their research, teaching, and service, are speaking to the pandemic, to the matter of economic fallout, to our collective reckoning over race and policing, to the climate crisis, and to the general election season.

**Objective 3. Enhanced student learning experience through engagement in research**

*Undergraduate Research.* In AY 2019-20, 8,299 unique students worked with guidance from UW faculty mentors for 12,957 student quarters. These figures, which span a quarter during which the institution shifted to remote teaching and learning, represent only a slight decline from the previous year, during which 8,466 unique students engaged in research for 13,065 quarters. The Undergraduate Research Symposium, offered in May each year, was scheduled to feature the work of 1,300 undergraduates across all three campuses. As the UW migrated to remote teaching and learning, the Symposium pivoted to an online format in which 870 students presented their research in more than 100 virtual sessions with 25-60 attendees at each session.

**GOALS: SERVICE AND ENGAGEMENT**

In 2020, all three UW campuses received the Carnegie Community Engagement Classification. This elective designation, which indicates institutional commitment to community engagement, derives from sustained community outreach and has catalyzed efforts to further serve and engage various communities. Below are some objectives and metrics that reflect the institution’s commitment to serving communities near and far.

**Objective 1. Increased collaborations between the university and the community in areas that enhance community development**

*Volunteerism and public service.* University of Washington alumni are active volunteers, with 55 serving in the Peace Corps in 2019, placing the UW among the top ten large schools with enrollments of more than 15,000 undergraduate students. The UW is tied for second place among graduate-degree-granting institutions. Overall, the University
ranks third on the Peace Corps’ list of institutions that have produced the most volunteers cumulatively since 1961.

In AY 2019-20, 4,940 unique Seattle campus students engaged in 6,302 student quarters of university-sponsored service to their local, regional, and global communities, contributing a total of 566,367 hours of service. These figures, reflecting service in a year with one pandemic quarter, are in line with those of the previous year. In AY 2018-19, 6,516 unique students served 8,668 student quarters, or 743,812 hours.

The UW’s commitment to various communities is reflected as well in the courses faculty teach. UW Bothell, which has community and campus engagement as one of its three strategic pillars, offers community-engaged courses. In AY 2019-20, 78 faculty taught 142 community-engaged courses, reaching 1,781 students. These numbers reflect approximately a 50% increase over AY 2015-16, during which 53 faculty taught 89 such classes to a total of 1,275 students.

Attendance at public lectures. Funded by the Walker Ames, Jessie and John Danz, and Mary Ann and John D. Mangels endowments, the University of Washington’s public-lecture series brings to campus marquis names that engage the community with key issues of the day. The themes for AY 2016-17 and AY 2017-18, which focused on issues of equity and difference, featured, among others, actress and activist Laverne Cox, former U.S. Secretary of Health and Human Services Donna Shalala, and news correspondent Maria Hinojosa. Lecturers in the 2018-19 “Bunk” series focused on what it means to be informed; the series featured journalist and former diplomat Ronan Farrow, media literacy scholar Renee Hobbs, and author and New Yorker poetry editor Kevin Young. Each year, these 15 public lectures are sponsored by a few dozen UW units and attract more than 10,000 registrants.

Speakers for the 2019-20 lineup, focusing on resilience, included prominent figures such as television host and activist Karamo Brown, Monica Lewinsky, and Anita Hill (with a surprise introduction by Christine Blasey Ford). With the onset of the pandemic, the UW’s Office of Public Lectures pivoted to livestreaming and added a series of eight COVID-19-related lectures. More than 6,000 tickets were issued for these lectures, which were viewed in 30+ states and more than two dozen countries. As of 1 July 2020, these lectures, which had been posted on Facebook and YouTube, had enjoyed 36,960 views.

Community-oriented collaborations and initiatives. In the past two years, the Community Engagement and Leadership Education (CELE) Center has worked to advance equity in education, health and economic opportunities in the community. Leveraging the geographical access afforded by Sound Transit’s Link light rail, in January 2019, the CELE Center christened the Othello-UW Commons, a 2,200-square-foot leased space 10 miles
south of the Seattle campus. Designed to facilitate collaboration with the greater Southeast Seattle community, the Commons hosted in its first year of operation more than 80 events and activities that included coalition meetings of community-based organizations, training sessions for leaders of color from nonprofits in Southeast Seattle, resident-engagement events with City of Seattle departments, as well as academic tutoring programs for local students and career workshops for young alumni from South Seattle. UW courses and workshops for Southeast Seattle residents, community-engaged courses for UW students, and UW departmental information sessions for prospective students also were held at the Commons.

The CELE Center also has focused its efforts on fostering a culture of civic participation: It has convened campus units, student organizations, and community partners working to increase UW student voter engagement. Its infrastructural efforts have supported a robust partnership between students and administration to further this work. Its partners were engaged in developing the proposal for the aforementioned minor in Leadership Studies.

Finally, during the pandemic, CELE Center programs have partnered with schools and community organizations to re-envision ways to creatively engage UW students while meeting the needs of community partners and keeping the health and safety of all at the forefront. Efforts include virtual visits with UW students and preschool classrooms, delivery of education kits for preschool families, creation of teacher-requested educational videos by UW students, and virtual tutoring and workshop sessions between UW students and K-12 students. Through the CELE Center, remote project-based work has bolstered the capacity of community partner organizations.

At UW Bothell, the Goodlad Institute of Educational Renewal partners with schools to study and support projects that engage communities in long-lasting educational renewal. Founded on the belief that ongoing local renewal is key to good schools, the Institute collects data to understand how to best refocus national conversations about what makes a "good school" and how best to achieve those goals.

Digital technologies also can facilitate community engagement. At UW Bothell, digital archives developed by library staff, students, and faculty feature the narratives of community members and organizations. The Feminist Community Archive documents and preserves work and history of feminist social-justice organizations in the City of Bothell as well as the Puget Sound region. For the past four years, a UW Bothell women and gender studies course has worked with grassroots gender organizations to document their work. The Washington Prison History Project Archive provides researchers, policymakers, students, and others with historical artifacts and documentation regarding the ongoing realities of mass incarceration in Washington and
the Northwest. The library archives exemplify the intersection of community engagement, diversity, and inclusion.

Community collaborations also have arisen during the pandemic. A business consulting course at UW Bothell partnered with a local pizza company, offering advice on how to start an online-order system for prebaked pizza. Multiple School of Nursing and Health Studies courses worked on remote projects to support COVID-19 relief efforts in partnership with healthcare, school districts, and community-based organizations. In spring 2020, UW Bothell's Makerspace 3D printers started to produce face shields in partnership with Design that Matters, a Redmond-based nonprofit that typically applies rapid prototyping and human-centered design to medical devices in low-resource settings.

At UW Tacoma, initiatives and centers continue to witness growth and impact, with many of these efforts housed in the recently established Office of Community Partnerships (OCP). One example is the Action Mapping Project (AMP), a youth-oriented and community-based project that fosters neighborhood change. Partnering with public schools, Metro Parks, and County Health Department in Tacoma, AMP works with youth to collect and map data that identify opportunities to improve neighborhood livability. When it launched in 2016, AMP worked with approximately 500 students in a single middle school in a distressed neighborhood in South Tacoma. In AY 2019-20, that figure has grown to roughly 8,000 middle- and high-school students across the entire southern and eastern regions of the city. Since 2019, AMP data have been used to ensure that public arts and culture, science, and heritage projects funded by the Tacoma Creates initiative are distributed equitably across the city. In addition, AMP data were incorporated into a 2020 neighborhood planning program by the City of Tacoma's Safe Routes to School.

Similarly, UWT's Pathways to Promise (P2P) has been working with local school districts since 2012 to develop a college and career-ready culture in the South Puget Sound. P2P's 11 partnerships ensure that potential students understand how to prepare for and access postsecondary educational opportunities. Interested students and families receive customized college-preparation support and assured admissions. UW Tacoma's autumn 2020 enrollment from P2P schools is almost triple what it was when the program was launched (at 344 students, compared with 120 in 2012).

A final example is Legal Pathways, an initiative launched in 2018 with funding by the Washington state legislature. Supporting and expanding UWT's community-based law curriculum, the program identifies and mentors a cohort of UW Tacoma students with strong promise for diversifying the legal field and enhances pathways for legal talent to return to the local community. In AY 2019-20, Legal Pathways partnered with more than
two dozen community organizations and volunteers, and its 30+ programmatic offerings on campus attracted 200+ unique students. The program supported more than 20 students and alumni in applying for entrance to law school and is on track to more than double that number in AY 2020-21. The initiative will select its first cohort of Legal Pathways Fellows in spring 2021.

**Objective 2. Providing the highest-quality healthcare in the region**

*Highest-quality healthcare.* UW Medicine is the most comprehensive integrated health system in the Puget Sound region. Its hospital system admitted nearly 60,000 patients, and its primary, specialty, and urgent care clinics had more than 1.6 million patient visits in FY 2020.

UW Medicine provides inpatient care at three hospitals: UW Medical Center (Montlake and Northwest campuses); Harborview Medical Center, which serves four states (Washington, Alaska, Montana, and Idaho) as the region’s only Level I adult and pediatric trauma center; and Valley Medical Center, the oldest and largest public hospital district system in the state.

UW Medicine receives numerous awards and accreditations each year from national organizations that demonstrate its high-quality patient care. These organizations include the American Heart Association, Becker’s Hospital Review, HealthGrades, Joint Commission, Leapfrog Group and Practice Greenhealth. UW Medicine’s hospitals have earned the “Leader in LGBTQ Healthcare Equality” designation from the Human Rights Campaign. UW Medical Center – Montlake is also ranked the No. 1 hospital in Washington state and the only hospital in the state with nine nationally ranked specialties by *U.S. News & World Report.*

*Regional medical education.* In the early 1970s, the UW School of Medicine began training physicians to care for patients and communities throughout Washington, Alaska, Montana, and Idaho. Today, this regional medical education program, which expanded to include Wyoming in 1996, is known as WWAMI (an acronym representing the five states). It is recognized as one of the most innovative medical education and training programs in the country. Since 2013, the program has grown its presence in Spokane to help alleviate the physician shortage in Eastern Washington. In 2015, the UW School of Medicine expanded clinical training opportunities in underserved areas across the state. *U.S. News & World Report* has ranked the UW School of Medicine as one of the nation’s top two primary-care medical schools for 25 years.

The annual survey conducted by the Association of American Medical Colleges, and administered to all MD-granting medical schools, cannot identify whether WWAMI-
trained physicians remain in the WWAMI region. However, the data indicate that compared to the national average, University of Washington MDs gravitate toward underserved regions. In 2020, 17.8% of the roughly 200 student respondents reported planning to work in a small city (population of 10,000-50,000); 17.8% reported planning to work in small cities with a population of 10,000-50,000 (compared with a national average of 3.8%); 6.1% in towns with a population of 2,500-10,000 (national average, 1.8%); 2.0% in small towns with a population of less than 2,500 (national average, 0.6%); and 4.6% in rural areas (national average, 1.3%). Another marker of work in community-based settings is the number of students who intend to go into family medicine. UW School of Medicine students are nearly twice as likely to enter this field, at 16.8% in 2020 vs. the national average of 8.6%.

Uncompensated care in the state. UW Medicine systemwide provided more than $760 million in uncompensated care in FY 2020. This figure includes uncompensated costs of care provided to Medicaid and Medicare beneficiaries as well as financial assistance. Charity care includes services provided by Harborview Medical Center, UW Medical Center-Northwest, UW Medical Center, Valley Medical Center, Airlift Northwest, and UW Physicians.

Objective 3. Increased alignment, quality and impact of global-engagement activities

Study-abroad programs and participants. Every year UW Study Abroad offers approximately 100 faculty-led programs and sends students on roughly 100 university exchanges and third-party provider programs. In AY 2018-19, 2,645 students participated across all study-abroad programs, an increase of around 10% over the average annual participation since the UW's last accreditation. Twenty-six percent were first-generation college students, 19.5% were underrepresented minorities (URM), and 25% were Pell-eligible. These figures represent increases of five to ten percent over AY 2015-16.

According to a 2020 study conducted by the Office of Global Affairs, study abroad at UW is a high-impact educational practice that, controlling for self-selection, significantly improves retention, graduation rates, and cumulative GPA. Thus the high participation rates of URM and first-generation students are encouraging and signal that our investment in need-based scholarships for such programs is working.

Global collaborations. The UW has launched a number of global collaborations, spanning six continents and including more than 400 active MOUs in 50+ countries. Examples of the UW's deep commitment to cross-disciplinary global collaboration include the Population Health Initiative (discussed more in Standard 1.B.3) and the Global Innovation
Exchange (GIX). Launched in 2015, with financial backing from Microsoft and other private funders, GIX is a partnership between the UW and Tsinghua University designed to directly support new forms of teaching and learning, develop leaders in innovation, and collaborate on solutions to global challenges. GIX has graduated 119 students across two programs, the Master of Science in Technology Innovation (MSTI) and the Dual Degree Masters. Graduates have gone on to secure engineering and senior product and program manager roles at Alibaba, Amazon, Baidu, Facebook, and Microsoft, among others.

_Dual-degree (international) Master's degrees_. The UW currently maintains 17 dual-degree programs, including six added in the last two academic years. Programs include new dual-degree Master's programs with Beijing University of Posts and Telecommunications (China), Hong Kong University of Science and Technology (China), Korea Development Institute (South Korea), SOAS University of London (United Kingdom), Tsinghua University (China), and Victoria University of Wellington (New Zealand).
1.B.3. The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The Sustainable Academic Business Plan (SABP) serves as the University of Washington's cornerstone strategic framework. Guided by a steering committee that continuously seeks input from students, staff, and faculty, the SABP is updated every two years to coincide with the biennial fiscal cycle. The high-level goals of the SABP are to: **sustain** mission, academic excellence, and financial stability; **compete** for the best people and funding; and **transform** by embracing opportunities that meet the challenges of the academy in the twenty-first century. The SABP is anchored in a **vision** of the UW in the twenty-first century which emerged from the **Two Years to Two Decades (2y2d) Initiative** that was launched in 2009. Based on feedback from 3,500+ faculty, staff, students, and community members, this vision calls on all members of the UW community to work together to be more competitive, more collaborative, more technology-reliant, more nimble, and supported by a more diversified funding base. See Figure 1 for a graphical representation of the SABP framework.

**University-wide Initiatives**

The SABP serves as the strategic framework for the UW as a whole and as a touchstone for planning efforts undertaken at the campus, college/school, and unit levels. Figure 2 illustrates the full timeline of initiatives begun and launched since 2011.

The implementation of each initiative involves chairs and deans sharing goals with the steering committee each autumn and reporting on their progress the following spring. Initiatives can lead to the creation and charging of additional task forces and working groups to address specific goals. For example, the Teaching & Learning in the Digital Age initiative created a Teaching Technology Oversight Group that provides faculty input on technology tools, including Canvas, Zoom and Panopto—tools essential to the University's quick pivot to fully remote teaching during the COVID-19 pandemic. Similarly, the Community Engagement Initiative created a committee to ensure coordination among each campus’ (ultimately successful) application to be recognized through the Carnegie Community Engagement Classification process. Once the goals of institutional change of a given initiative reach a tipping point, initiatives are either sunset or integrated, i.e., handed over to the most relevant administrative unit to operationalize and sustain. Current major initiatives of note include the following:
Figure 1. Sustainable Academic Business Plan Framework

**Our Mission**
Preserve, advance and disseminate knowledge through research, education & service.

**Our Promise**
Together undaunted for a world of good — leading-edge student experience, public as a philosophy, proven impact and innovation mindset.

**The UW of the 21st Century**
More competitive, collaborative, technology-adept, nimble and diversified. Committed to strategic priorities of maintaining quality, staying true to our mission and providing solutions to society’s most pressing issues.

**Sustainable Academic Business Plan**
Purpose: Align activities with strategic priorities

**Financial Realities**
- Uncertain state and federal funding
- Need to diversify revenue streams

**Increased Competition**
- For the best students and faculty
- For affordable, quality higher education
- From traditional, international and for-profit institutions

**21st Century Trends**
- Ubiquitous Technology
- Changing Expectations
- Shifting Demographics

**Sustain**
- Decrease Costs

**Compete**
- Increase Revenues
- Invest in People
- Invest in Infrastructure
- Increase Access

**Transform**
- Existing efforts like those described in briefs, Provost reports, etc.

**Key Initiatives**
- Population Health
- Innovation Imperative
- Race & Equity
- Transforming Enterprise Systems (HR/Payroll, Finance)

**University of Washington**
• **Population Health Initiative.** This initiative was launched in 2016 with the goal of bringing together the UW and its partners in a more interdisciplinary and collaborative ways for the sake creating a world where all people can live healthier and more fulfilling lives. The initiative focuses on three major pillars—human health, environmental resilience, and social and economic equity—and the challenges that arise where these pillars intersect. Significant **accomplishments to date** include: awarding four rounds of grant funding to faculty to accelerate new research, investments in three new faculty hires, education and training programs that have reached over 3000 students, and the construction of the new **Hans Rosling Center for Population Health**.

**Race & Equity Initiative.** This initiative was launched in 2015 with a **call to action** by President Cauce and has committed to collaborative, accelerated action focused on confronting individual bias and racism, transforming institutional policies and practices, and accelerating systemic change. Key accomplishments to date under the umbrella of the Race & Equity Initiative and the federated efforts underway through
the 2017-2021 Diversity Blueprint include: the offering of large scale antibias trainings on oppression, transgressions, and microaggressions, including deliberative partnerships with the UW Police Department; the establishment of a Diversity, Equity, and Inclusion Advisory Committee on the Board of Regents; the creation of a bias reporting tool; and the administration of a tri-campus climate survey.

- **Innovation Imperative.** This initiative was launched in 2015 with the goal of creating a vibrant ecosystem that optimizes technology-transfer effectiveness, expands startup creation, and identifies opportunities for private/public partnerships, all to advance the UW's economic and societal impact. Notable accomplishments to date include: the establishment of the UW Innovation Roundtable as a stakeholder advisory group; the development of the Global Innovation Exchange (GIX), a partnership with China's Tsinghua University and Microsoft that unites the world's top students, faculty, and entrepreneurs through project-based, globally focused education; the construction of the Bill & Melinda Gates Center for Computer Science & Engineering to enable the UW to double the number of graduates and meet workforce demand; the opening of Discovery Hall on the Bothell campus to help drive UW Bothell's STEM campus objectives; and leadership of innovative partnerships with Tacoma area companies, internships, and research projects through the work of the School of Engineering & Technology at UW Tacoma.

- **Enterprise Transformation.** This initiative, launched under the auspices of Transforming Administration Program (TAP), aims to continuously improve University systems with the help of new technologies in order to be a more effective, efficient administration. A recent accomplishment is one of the largest systems transformations in the UW's history: HR/Payroll Modernization, launched in 2017, standardized processes and replaced a 35-year-old, legacy payroll system and its many shadow systems with the integrated, cloud-based, software system Workday, and created an Integrated Service Center to provide support across the institution around HR and payroll functions. A second, similar systems transformation is scheduled to go live July 2022: Finance Transformation will create a single financial system of record in Workday for all of UW. A transformation of the UW's student information systems is also planned. Collectively, these efforts represent significant investment of time and resources to reimagine business processes, modernize systems, and create shared service centers to support the work.

For FY21, UW leadership identified three strategic areas for the University: (1) ensuring that capital planning efforts are well aligned with academic priorities; (2) launching the initial stage of Finance Transformation implementation; and (3) further developing the Population Health Initiative. In addition, campus partners spent the past year in formal
review of the University's activity-based budgeting (ABB) model, recommending changes in support of alignment with strategic values and initiatives.

**UW Tacoma Strategic Planning**
At UW Tacoma, planning efforts are based on its strategic plan, which guides operations, resource allocations, and assessment on the campus. The current (2016-2021) strategic plan was developed by a 30-person committee consisting of faculty, staff, students, and community representatives, and reflects the input of more than 1,000 stakeholders. A coordinating committee comprising faculty, staff, and students oversaw implementation and assessment of the plan. The strategic plan coordinating committee hosted “lightning talks” to communicate and collect feedback on plan implementation and allocated resources from a strategic initiative fund to support innovations by members of the campus community. A [website](#) publicly communicates progress on the strategic plan impact goals.

The strategic plan aligns with three major areas of planning: academic, student, and financial. First, an academic plan was created for 2018-2023 through the efforts of the faculty in partnership with students and administrators. The Faculty Assembly's Academic Planning and Curriculum Committee, which includes student and staff members, guides implementation of the academic plan. Second, UW Tacoma's student planning incorporates enrollment planning, student persistence and success, and student life elements to identify priorities for serving current and future students with the services they seek. Feedback from students via surveys and focus groups is collected by the Associated Students of UW Tacoma (ASUWT) and incorporated into these plans. Finally, financial plans are based on the priorities of the strategic plan and a campus budget advisory committee that includes faculty, staff, and students provides guidance on prioritizing expenditures in each annual budget. More broadly, institutional planning occurs in partnership with the elected leaders of Faculty Assembly, ASUWT, and Staff Association who sit on the Chancellor's Cabinet, which guides the effectiveness of the campus as a whole.

**UW Bothell Strategic Planning**
UW Bothell's strategic plan for 2020-25, “Expanding Access, Achieving Excellence,” is a response to its predecessor, the 21st Century Campus Initiative. Under this earlier plan, UW Bothell had witnessed a period of extraordinary growth during which time enrollment doubled, the number of degrees tripled, student housing was established, industry and community collaboration deepened, and campus facilities expanded. The success of the 21st Century Campus Initiative, however, introduced realities and needs of a campus that had grown considerably. This growth required a comprehensive process that would help chart the future of UW Bothell.
Under the auspices of a campus committee comprising students, staff, and faculty from all UW Bothell’s five schools, as well as academic support units Planning & Administration, Advancement & External Relations, and the Chancellor's Division (Student Affairs, Institutional Research, Diversity & Equity, and Enrollment Management), feedback was sought for the new strategic plan. Stakeholders at the campus, local, and regional level provided feedback that ultimately led to the 2020-25 plan. This feedback, coupled with feedback from UW Bothell alumni, students, staff, and faculty—alongside advisory boards and other constituencies—coalesced into three main strategic priorities: strengthening diversity and equity; enhancing community and campus engagement; and advancing cross-disciplinary training and scholarship.

With this strategic plan in place, UW Bothell leverages several ongoing work groups, task forces, and advisory committees to provide continuous and important feedback to the campus leadership in their areas of expertise and influence.
1.B.4. The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The University's ability to advance its institutional mission is shaped by internal and external forces that may exert both short- and long-term influences. As noted earlier, university-wide efforts such as the 2y2d Initiative and the initiatives encapsulated by the Sustainable Academic Business Plan reflect broad-based strategic planning in a rapidly changing world.

Also at the university level, the University relies strategically on specific governance structures to remain nimble and effective in a continuously evolving economic, technological, and sociopolitical landscape. For instance, the University has 11 faculty councils that operate under the auspices of the Faculty Senate. Addressing a broad swath of areas, ranging from research to teaching and learning, from women in academia to university libraries, these standing committees convene regularly during the academic year to provide oversight on the areas within their charges. With representatives from all three campuses, each faculty council's deliberations and efforts serve to advise the Provost and the Senate Executive Committee on proposals, challenges, changing conditions, needs, and opportunities that arise throughout the University. Faculty councils may also propose legislative changes to the Faculty Code.

Central administrative units regularly issue reports that inform leadership and constituents about trends within the UW and nationally or internationally. Since the last accreditation reaffirmation, the Graduate School has issued key reports that examine: the creation of interdisciplinary spaces in post-baccalaureate education; the promise and perils of fee-based programs; and aggregate-level findings of academic program reviews conducted at the UW. Such reports illustrate where the UW is succeeding and where challenges remain; they allow university leadership to revise its planning, modify intended outcomes, and redefine success as needed.

Committee efforts across the three campuses are undertaken with the sole purpose of advancing the University's mission. Importantly, the results of these efforts are communicated to the UW leadership and in turn to the larger community. The goal of these reports is to provide data needed for thoughtful planning across the institution, broaden and deepen conversations across the university, share best practices, as well as inform the community about the UW's plans for the future.
Tied to initiatives within the Sustainable Academic Business Plan, these reports are oriented around trends and issues such as: inclusive teaching, faculty recruitment and retention, and means for reporting and addressing bias (all related to the Race & Equity initiative); and assessing learning remotely and teaching across boundaries (part of the Innovation Imperative).

External Affairs
Beyond these efforts, the UW monitors the external environment via its Office of External Affairs. This office is responsible for: tapping into and influencing public policy and opinion; communicating about university priorities, challenges, and achievements; and strengthening the reputation and public perceptions of the University.

Units within the Office of External Affairs include several offices where the directors report back to UW leadership and the Board of Regents about higher-education activities and developments in their respective purviews. The Office of Federal Relations, located in Washington, DC, represents the UW to the legislative and executive branches of the federal government. The staff there also participate in national forums where they present and advocate for UW priorities. The Office of State Relations, in Olympia and Seattle, focuses on legislative issues with Washington state. The Office of Regional and Community Relations serves as a link between the University and surrounding neighborhoods, civic groups, and local government. Its mission is to build collaborative relationships between these groups through information sharing and continually seek new opportunities to match the UW's academic capital with needs in the greater Puget Sound region. Director Sally Clark brings to her role invaluable experience as an elected official on the Seattle City Council. The Office of Spokane and Eastern Washington Relations represents the University to the government, business, and civic communities throughout eastern Washington. This office aims to build and strengthen relationships across the region and seek opportunities for new partnerships.

Council of Presidents/ICAPP
External relations keep the UW aligned with policy and opinion makers at the community, state, and national levels. In a parallel fashion, participation in the Washington State Council of Presidents (COP) keeps the UW aligned with the other Washington state academic institutions with an eye towards long-term academic planning and policy. The COP comprises the presidents of the state's six public baccalaureate degree-granting institutions (Central Washington University, Eastern Washington University, Evergreen State College, Western Washington University, Washington State University, and the University of Washington). It provides a forum for presidents and other institutional leaders to collaborate around common interests, thereby fostering coordination and partnership among public baccalaureate institutions and other educational partners within and beyond Washington state.
Particularly relevant to the issue of monitoring and calibrating the University to external shifts is a COP committee, the Interinstitutional Committee for Academic Program Planning (ICAPP), which maintains a planning grid for new degree programs under development at any of the member institutions. Regular convening of this group allows for informed decision making and coordination among member institutions as new academic programs are developed in response to student, workforce, and societal demands.
1.C.1. The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

The University of Washington offers a wide range of programs that are consistent with its institutional mission as a major public research university, that culminate in identified student learning outcomes, and that lead to degrees, certificates, or credentials recognized in their respective fields of study. The University's undergraduate, graduate, and professional degree programs undergo rigorous approval and review processes to ensure that they are consistent with the institution's mission and goals, as well as with statewide post-secondary educational planning and national norms and standards.

**New Academic Program Approval**

Detailed processes guide the creation and modification of undergraduate degrees and programs, graduate and professional degrees and programs, and graduate certificates. The approval process includes a series of faculty, administrative, UW, and statewide reviews that involve detailed evaluation of:

- the program's rationale, curriculum, and learning outcomes;
- the impact of the program on diverse students and communities;
- financial and resource implications for the unit, campus, and institution;
- similar degree offerings regionally and statewide;
- additional supports needed to ensure student success;
- market demand and job prospects for graduates, and
- overall supply and demand of educational offerings in Washington.

Proposals for new undergraduate programs are reviewed by faculty and administrators at the unit and campus levels, and undergo UW tri-campus review (see Figure 3) and state-level review by the Interinstitutional Committee for Academic Program Planning. Final approval comes from the UW President and/or from the Northwest Commission on Colleges and Universities.
Planning for Program and Course Changes

Every degree-offering unit has a curriculum committee that continuously assesses the content and level of rigor in its academic program(s). Proposed program changes undergo an internal review process that involves the responsible faculty and dean. Such a review determines whether the proposed changes meet the mission and goals of the campus, school, or college and whether adequate resources exist to support the program change. If the dean gives preliminary approval, the proposal is then forwarded to the appropriate faculty council for review and approval.

Proposed program changes to graduate programs require review by the responsible graduate faculty to determine whether the proposed changes meet the mission and goals of the program and whether adequate resources exist to support the program change. The Vice Provost and Dean of the Graduate School gives final approval of graduate program changes.

New courses and changes to existing courses at any level require approval by department or unit-level faculty as well as the college, school, or campus curriculum committee. New course applications and course-change applications are also reviewed by the University Curriculum Committee. Course applications must include a justification for the course, identification of student learning objectives, and evidence that potentially affected departments have been notified of the change and have approved it. The
Committee's focus is procedural, rather than substantive, as departmental and campus, school, or college level committees are better able to evaluate academic substance. Once approved, the course is entered into the online catalog. No course can become a new requirement or a specified elective within a degree program if it has not undergone the course/program change process.

Reorganization, Consolidation, and Elimination of Programs
Just as the creation and modification of academic programs are governed by detailed review processes, so too is the discontinuation of programs. As part of the Faculty Code, the UW has an elaborate policy governing Reorganization, Consolidation, and Elimination of Programs (RCEP). RCEP policy ensures full consideration of services consequential to programmatic decisions. In the rare case in which a program might be discontinued, provisions are made for students to complete their programs in a timely manner.

Assessment of Content and Rigor
The content and level of rigor embodied in academic programs are reviewed not only when a program (or course) is created, but also regularly by the unit’s curriculum committee. In addition, the content and rigor are evaluated every ten years by external reviewers during the unit's decennial academic program review. Conducted by the Graduate School in collaboration with the Office of Undergraduate Academic Affairs and the Office of the Provost, these academic program reviews holistically evaluate each unit, including its undergraduate and graduate programs.

The process begins with the unit's self-study, which addresses issues such as: fit within the institution; appropriateness of educational objectives to the degrees offered; clarity and scope of program design; research and productivity; outcome measures; appropriateness of resources; diversity; governance; and resources. Notably, the self-study requires the unit to identify its most pressing concerns and areas in which faculty require feedback. As noted in a meta-analysis of findings from academic program reviews, common unit-defined questions revolved around curriculum, for instance, how to transform the unit's undergraduate curriculum or how to maximize curricular impact.

Student Learning Outcomes
The sheer breadth of programs across the University means that departments and faculty have primary responsibility for setting the learning outcomes for their students. Every department has departmental undergraduate education and curriculum committees that study the content and construction of their program offerings and track national trends in their respective fields, and each department offers degrees that represent the acquisition of skills and knowledge appropriate to its disciplinary practice. The work of these groups provides the basis for development of program-specific
assessment of student learning, and has evolved over time: from “top-down” identification of institutional learning goals to an inferential or “bottom-up” approach.

From 2004 to 2017, the Office of Educational Assessment queried departments on a biennial basis regarding learning goals they maintained for students in their major(s), methods used to assess student learning, changes made in departmental curricula based on results of program assessment, and any steps they plan to take in the future regarding their academic programs. A compilation of findings was produced as an “Assessment in the Majors” report for each cycle, which included the Seattle campus only until the 2015-2017 report which also included the Bothell campus. As exemplified in the 2015-2017 report, the University's emphasis on assessment of student learning at the departmental level promoted the development of vibrant spheres of continuous improvement: 100% of departments offering undergraduate degrees at the Seattle campus had identified and operationalized student learning goals (in comparison to 78% in 2004), and 80% of programs at the Bothell campus reported the same even with some of the Bothell programs being so new at the time that they had yet to graduate any majors.

In 2020, OEA expanded upon the Assessment in the Majors model in two distinct ways. First, it sought to document learning goals maintained by departments and programs for nonmajor students in addition to their majors. Second, it extended the study to the Tacoma campus, resulting in a true tri-campus assessment exercise for the first time. The 2020 Undergraduate Learning and Assessment Inventory (ULAI) asked departments at all three UW campuses to report on general learning outcomes for major students as well as for non-major students in highly enrolled/service courses in their departments. Findings from this inventory revealed that 100% of responding departments have stated learning goals for their major students. The focus on nonmajor students is new in 2020, and Standard 1.C.7 discusses the findings for this inquiry.

The UW is committed to authentic representation of disciplinary differences in assessment of learning outcomes. With this in mind, it should be noted that common learning goals across academic programs can be inferred from the Assessment in the Majors and ULAI studies. Table 1 lists the percentage of departments reporting each of those shared goals as part of the 2020 ULAI. As shown, the majority of departments identified goals related to mastering a body of knowledge critical thinking and problem-solving (88%); written and oral communication (86%); mastering a body of knowledge (75%), applying their field of study to related contexts (74%), research using methods appropriate to the discipline (71%); and/or diversity, multiculturalism, or global awareness (70%). These high-incidence goals have remained constant over several years, though the less frequently mentioned goals may change from year to year.
With the ULAI, although departments selected their goals from among a list of frequently cited types of goals based upon a synthesis of findings from the Assessment in the Majors studies, it is important to remember that the goal labels shown in the table represent specialized learning tasks that vary substantially across the disciplines.

Consistent with differences in disciplinary practice, departments tend to assess their work in a number of ways. The 2020 ULAI report notes that the following methods of assessment were frequently cited by departments:

- student course evaluations (86%)
- peer review of teaching (76%)
- classroom-based assessments (74%)
- capstone courses or capstone-like experiences, including senior seminars, theses, projects, shows, or performances (63%)
- exit surveys or interviews of graduating seniors (59%)
- student self-assessment and reflection (48%)
- demonstration of learning through internships, co-ops, or practica (39%)
- focus groups, interviews, or formal and informal meetings with students about the quality of their experience in the major (39%)
- alumni and/or employer surveys (36%)
Table 1. Undergraduate Learning Major Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>UW (%)</th>
<th>Bothell (%)</th>
<th>Seattle (%)</th>
<th>Tacoma (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think critically and solve problems</td>
<td>88</td>
<td>89</td>
<td>87</td>
<td>88</td>
</tr>
<tr>
<td>Write and speak effectively for specific audiences</td>
<td>86</td>
<td>100</td>
<td>85</td>
<td>82</td>
</tr>
<tr>
<td>Master a body of knowledge</td>
<td>75</td>
<td>78</td>
<td>76</td>
<td>71</td>
</tr>
<tr>
<td>Apply field of study to related contexts</td>
<td>74</td>
<td>67</td>
<td>72</td>
<td>82</td>
</tr>
<tr>
<td>Conduct research and use appropriate methods of inquiry</td>
<td>71</td>
<td>67</td>
<td>72</td>
<td>71</td>
</tr>
<tr>
<td>Develop awareness of diversity and/or global/multicultural</td>
<td>70</td>
<td>67</td>
<td>69</td>
<td>77</td>
</tr>
<tr>
<td>issues and realities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand ethical practice in context of the field/discipline</td>
<td>63</td>
<td>89</td>
<td>63</td>
<td>47</td>
</tr>
<tr>
<td>Engage in self-assessment, critique, or reflection</td>
<td>61</td>
<td>56</td>
<td>61</td>
<td>65</td>
</tr>
<tr>
<td>Work effectively as team members including taking on leadership roles</td>
<td>61</td>
<td>89</td>
<td>59</td>
<td>53</td>
</tr>
<tr>
<td>Develop skills that foster life-long learning</td>
<td>60</td>
<td>67</td>
<td>61</td>
<td>53</td>
</tr>
<tr>
<td>Use quantitative reasoning effectively</td>
<td>55</td>
<td>78</td>
<td>54</td>
<td>47</td>
</tr>
<tr>
<td>Participate in experiential learning</td>
<td>53</td>
<td>67</td>
<td>54</td>
<td>41</td>
</tr>
<tr>
<td>Learn to use specialized instruments, computer programs, or materials</td>
<td>44</td>
<td>33</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td>Understand and practice creativity and innovation</td>
<td>44</td>
<td>44</td>
<td>50</td>
<td>24</td>
</tr>
<tr>
<td>Listen effectively</td>
<td>39</td>
<td>11</td>
<td>46</td>
<td>29</td>
</tr>
<tr>
<td>Practice/learn civic engagement or citizenship</td>
<td>39</td>
<td>56</td>
<td>33</td>
<td>47</td>
</tr>
<tr>
<td>Develop awareness of sustainability and environmental/ ecological practices</td>
<td>33</td>
<td>44</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>Understand how to mediate conflict</td>
<td>13</td>
<td>33</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>

For program outcomes to be met, course-based learning goals must also be met. The UW's Seattle campus provides free course-evaluation services for faculty and graduate student teaching assistants/instructors, and more than 10,000 courses are evaluated annually. Faculty members are required to evaluate their teaching at least once a year (with most evaluating their teaching much more frequently), and departments often require teaching assistants to evaluate every course they work with. Teaching evaluations for faculty often include peer reviews, as well, and are required at certain intervals by the Faculty Code. An earlier UW study of change in faculty teaching clearly showed that faculty use information gathered from course evaluations and peer reviews to improve their teaching. Furthermore, many faculty members engage in mid-quarter “check-ins” to gather feedback from students about class methods, concepts, and
assignments mid-way through their courses. This gives faculty the opportunity to make changes and add clarification to the course while still engaged in its conduct.

The UW’s robust course evaluation system, the Instructional Assessment System (IAS), provides both quantitative and qualitative student perceptions of instructional quality. Used by more than 40 institutions across the United States, the IAS comprises 13 distinct evaluation forms that gather student feedback pertinent to several various types of instruction (e.g., small lecture, lab), and provide statistics relating to item and instrument quality. IAS data also allow individual course reports to be provided to instructors and chairs, and comparative summaries enable chairs and deans to compare individual instructors to predefined criteria. They can also see how average departmental ratings within their unit compare to others within their college or school, or across the institution. Average ratings are adjusted for the effects of class size, expected grade, and reason for taking the course, and instructors can compare their ratings to standardized averages. The Challenge and Engagement Index (CEI) is an especially effective indicator developed in response to the Board of Regents’ concerns about the academic rigor of UW courses. This composite index is computed from student ratings of three evaluation items and informs faculty of how challenging students found a course to be in relation to others they had taken. Historically, IAS has provided end-of-quarter evaluation instruments, but a mid-quarter tool was piloted in spring 2020 and continues to be developed in the 2020-21 academic year.

The Faculty Senate formed a task force in spring 2019 to begin a holistic review of the University’s approach to course evaluation. The task force was charged with providing recommendations regarding instrumentation and policy, particularly in light of the national discourse around bias vis-à-vis student evaluations of instruction. A primary goal of the task force is to connect course evaluation approaches more explicitly to student learning. The work of the task force was interrupted by the pandemic but is ongoing.

The UW takes systematic measures beyond the processes described previously to assess program outcomes. OEA gathers survey information from alumni and regularly conducts and reports results from the Student Experience in the Research University (SERU) survey. OEA also assists the UW Libraries with surveys of student work and UW Information Technology with surveys of student technology use and needs.

In addition, the OEA regularly engages in more extensive studies of the student learning experience, including the following assessment studies and projects undertaken since the last comprehensive accreditation review in 2013:
• **UW Undergraduate Retention and Graduation Study 2014**, a mixed-methods study to learn which groups of students are more likely to leave the UW than others and why (2014)
• **UW Academic Challenge and Engagement Study** (UW ACES), a summary of 33 departmental studies on academic challenge in the major with links to departmental reports (2016)
• **Seattle Undergraduate Retention and Graduation Study** 2019, a mixed-methods study identifying which students are less likely to persist and graduate from UW, challenges they face, and facilitators of their success (extension and expansion of Undergraduate Retention and Graduation Study 2014)
• **UW Study of General Education**, a mixed-methods study to understand faculty and student perceptions about general-education requirements at UW (2019)

Finally, in response to the National Institute of Learning Outcomes Assessment’s call for transparency in reporting assessment information, the UW is working to ensure that all its assessment data can be easily found on its website. As part of that work, OEA earlier conducted a benchmarking project that suggested the UW’s assessment work was consistent with, or more complete than, that of most of its peers.
1.C.2. The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Multiple systems in place at the UW ensure that programs and degrees are appropriate in content, rigor, sequencing, and scope. Moreover, across all three campuses, the awarding of credit, certificates, programs, and degrees is administered consistently and according to general guidelines set up by the Office of the University Registrar. Adherence to these guidelines is ensured during reviews conducted at unit, school/college, campus, and university levels.

For undergraduate degree programs, student learning and learning outcomes are reviewed when the program is created and revised, as well as when a department undergoes an academic program review. The design of a program is evaluated against the learning goals for the program with the expectation that undergraduates enrolled in the program will accomplish these goals upon completing the program. An undergraduate major is reviewed for its definition of the major core curriculum as well as major electives, the rigor of the curriculum as represented by sufficient upper-division coursework, the flexibility of requirements to allow for student choice, and the logic of the sequencing of coursework. Requirements for the major constitute between 25 to 50 percent of the credits required for graduation, a significant body of study. Synthesis in the major area of study is often provided by a capstone experience that may involve seminars, projects, and/or research. Breadth in an undergraduate degree program is provided by the General Education requirements as defined by the University and each school and college.

Graduate degree programs are similarly reviewed when created and revised, as well as when a department undergoes an academic program review. The design, curriculum, and outcomes of the proposed program are reviewed by the Graduate Faculty of the proposing unit, the faculty of the relevant college or school, and by the Graduate School Council, a university-wide body that represents the Graduate Faculty. Final approval for graduate programs is granted by the Board of Regents. The review process for new graduate programs includes broad stakeholder feedback by University faculty as well as written reviews by two outside faculty at peer institutions. This process ensures appropriate breadth and depth of the program, sequencing of courses, and synthesis of learning that aligns with University and national norms.

When new courses or changes to existing courses are proposed at the University of Washington, they must be approved first by the faculty of the relevant department or program. After such approval, these proposals undergo a similar evaluation process by the college or school curriculum committee which typically involves an assessment of
the course syllabus and supporting materials that describe academic content, learning objectives, assignments, and grading policies. Finally, the University Curriculum Committee engages in a more procedural review (e.g., contact and total hours, credits to be earned, graduation requirements to be met) to ensure courses are properly encoded in the University's information systems.

In sum, consistent application of credit policies across the University is monitored through the curriculum review process run by Office of the University Registrar.

General degree requirements of the University are articulated in the Student Governance and Policies, Scholastic Regulations section (found in the UW Policy Directory).

All baccalaureate programs require a minimum of 180 quarter credits, and only in exceptional circumstances are programs allowed to require more than 180 credits. Candidates for graduate degrees must earn a minimum number of credits: 36 for master's degrees; 54 for the educational specialist degree; and 90 for doctoral degrees.
1.C.3. The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

At the University of Washington program/degree learning outcomes are published in the general catalogs for Bothell, Seattle, and Tacoma, respectively, and course learning outcomes are published on course syllabi, embedded in course descriptions available through MyPlan, and often on department/program websites.

1.C.4. The institution’s admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admission requirements to the University of Washington are clearly defined online. For the UW's Seattle campus, the Office of Admissions website provides detailed information for applicants interested in entering as freshmen, Running Start or transfer students, post-baccalaureate students, as well as for veterans and prospective students. The website includes logistical information and data about acceptance rates and English-proficiency requirements for international students, the nature of the UW's holistic review process, and the difference between open majors, majors with minimum requirements, and capacity-constrained majors. The equivalent information for UW Tacoma and UW Bothell is posted on their respective admissions webpages.

In the same vein, completion and graduation requirements are clearly defined and widely published online. Departments publish their own program requirements, and the UW's Student Guide specifies general-education and basic skills requirements, as well as requirements for baccalaureate, master's, and doctoral degrees. The General Catalog spells out the requirements (and student learning outcomes) for degree programs at all levels. UW Tacoma and UW Bothell publish the same types of information on their websites.

Students at the University of Washington are able to track their progress to degree through the UW's Degree Audit Reporting System (DARS), accessible from any device. The DARS report shows students how their UW courses, transfer courses, and courses in progress apply toward their degree requirements. Designed to assist students and their advisors in planning coursework, the DARS report tracks progress toward meeting major, college, and university requirements, while simultaneously registering course waivers or substitutions and other exceptions. DARS allows students across all three UW campuses to continually monitor their progress toward meeting graduation requirements and adjust their planning to accommodate their needs.
The faculty at the University of Washington play a crucial role in advancing the institution's teaching mission. Throughout the planning, implementation, and evaluation of its programs, faculty members engage in continuous assessment of the quality of student learning.

Assessment in planning. As mentioned in Standards 1.C.2 and 1.C.3, when new programs, new courses, and course changes are proposed, they undergo a rigorous review process. Faculty members, as individual instructors in a given field and as members of UW governance structures at multiple levels (the unit, the school and college, and university), evaluate the program in terms of content, level of rigor, learning objectives, assessment methods, and more. The review processes specified in Figure 1 (Standard 1.C.1) illustrates the extent of that review. When new graduate programs are proposed, the Graduate School Council seeks input from faculty experts at peer institutions (Standard 1.C.2).

Assessment of student learning. As a mandatory component of all UW classes, course-level assessments are the primary mode for ensuring student achievement in the classroom. At the undergraduate level, these can vary somewhat across courses and programs, as our 2020 Undergraduate Learning Assessment and Inventory (ULAI) study indicated. For instance, final projects and capstones vary by major, but they can serve as a critical measure of student achievement of learning outcomes for the degree.

Master's and educational specialist programs require a capstone or other unifying experience. This can take the form of written or oral exams, theses, practica, internships, portfolios, or other project or experience. These are evaluated by members of the UW Graduate Faculty, with feedback given to the students.

At the doctoral level, mandatory exams and a dissertation and defense (Ph.D. programs) or capstone experience (other doctoral programs) generate feedback to the student and the program. The doctoral supervisory committee includes a Graduate Faculty member from outside the student's program, and this person serves as the Graduate School Representative (GSR) to ensure quality and fairness throughout the process. The GSR submits a report to the Graduate School for the purpose of quality assurance.

Central role of faculty. The UW's governance structure, coupled with Faculty Senate policies, allow the institution to continuously assess the quality of its programs and identify places where systems, structures, or practices need improvement. The Faculty
Council on Academic Standards (FCAS) is “responsible for matters of university policy relating to the academic affairs of the university, such as admissions policy, scholastic standards, university graduation requirements, and inter-institutional academic standards” (Faculty Code, Sec 42-34). The Faculty Council on Teaching & Learning (FCTL) is “responsible for all matters of policy, both academic and non-academic, relating to improvement of teaching and learning in the university” (Faculty Code, Sec 42-49). Elected Faculty Councils (EFC) are constituted for each college/school (and for Bothell and Tacoma campuses) to advise deans (and chancellors) on a range of matters, including academic policy (Faculty Code, Sec 23-45). The Faculty Council on Tri-Campus Policy is “responsible for matters of academic and non-academic policy between and among the campuses” (Faculty Code, Sec 42-46).
1.C.6. Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

General Education Across the UW

Established in the early 1990s, the UW’s general education program reflects modes and structures of intellectual engagement common in distributive curricular models that have been a mainstay of universities since the mid-twentieth century. By design, its aims are to introduce students to a range of disciplinary perspectives through engagement in three broad areas of knowledge (i.e., individuals and societies, the natural worlds, and visual, literary and performing arts) while equipping them with skills in writing and quantitative/symbolic reasoning and perspectives on diversity. University minimums in terms of numbers of required credits are set in the Scholastic Regulations (Chapter 114: Requirements for the Bachelor’s Degree) and extensions of those minimums may be set by colleges, schools, and the Bothell and Tacoma campuses.

Like many peer institutions across the country, although the UW encourages students to take general education courses early in their academic work as a way of fostering exploration and discovery in areas of study they may not yet have experienced, the University also allows students to complete their general-education requirements at any time in their academic work. Indeed, some departments explicitly suggest that students weave general-education requirements into the courses they take in the major as juniors or seniors.

Consistent with its mission, and consonant with the aforementioned approach to establishing, maintaining, and assessing learning outcomes at the level of academic departments and programs, the UW does not maintain a single set of institution-wide undergraduate learning outcomes or core competencies. While the UW likely will continue to advance this as a primary approach, efforts to institutionalize general-education outcomes and outcomes assessment beyond the level of individual academic programs are underway. Specifically, the UW is engaging in a university-wide endeavor to ground its general-education program with refreshed descriptions of requirements and statements of learning outcomes. A tri-campus working group is engaging in a systematic analysis of course-level learning objectives in order to generate statements of intended learning outcomes for each general-education requirement and to develop outcomes assessment models for use in assessments within and across requirements. This work will build upon prior statements of university-wide general education learning goals as noted, for example, in Table 2.
<table>
<thead>
<tr>
<th>General-Education Learning Goals</th>
<th>Related Curricular Requirements</th>
<th>College of Arts &amp; Sciences</th>
<th>Other Schools/ Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience the creative process in the arts</td>
<td>20 credits in courses listed under “Visual, Literary, or Performing Arts”</td>
<td>10 credits or more in courses listed under “Visual, Literary, or Performing Arts”</td>
<td></td>
</tr>
<tr>
<td>Understand and think critically about the history, development, interaction, or effects of human behavior, social and political institutions, and cultural practices</td>
<td>20 credits in courses listed under “Individuals and Societies”</td>
<td>10 credits or more in courses listed under “Individuals and Societies”</td>
<td></td>
</tr>
<tr>
<td>Practice the scientific method and the disciplined study of the natural world</td>
<td>20 credits in courses listed under “Natural World”</td>
<td>10 credits or more in courses listed under “Natural World”</td>
<td></td>
</tr>
<tr>
<td>Read analytically and write effectively for a general audience and for specific disciplinary contexts</td>
<td>5 credits of composition and 10 credits from courses designated with a “W” as writing intensive</td>
<td>5 credits of composition and 10 credits from courses designated with a “W” as writing intensive</td>
<td></td>
</tr>
<tr>
<td>Use quantitative and symbolic reasoning in specific contexts</td>
<td>5 credits in courses listed as “Quantitative and Symbolic Reasoning”</td>
<td>5 credits in courses listed as “Quantitative and Symbolic Reasoning”</td>
<td></td>
</tr>
<tr>
<td>Have a basic working understanding of a language other than English</td>
<td>3 quarters of foreign language study completed either before or during enrollment at the UW</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>Develop an understanding of the complexities of living in increasingly diverse and interconnected societies</td>
<td>3 credits in courses listed as “Diversity”</td>
<td>3 credits in courses listed as “Diversity”</td>
<td></td>
</tr>
</tbody>
</table>

1: Approximately 75% of all undergrads

This tri-campus project will also build upon work undertaken to conceptualize and assess general-education learning at the Bothell and Tacoma campuses.
UW Bothell. All individual courses and degree programs include learning outcomes that have been developed by the faculty and vetted by the curriculum committees in individual programs and at the campus level at UW Bothell and the Seattle campus. The five schools at UW Bothell have also developed their own learning outcomes. After analyzing these goals and national best practices, the General Faculty Organization at UW Bothell in 2020 developed campus-wide learning goals:

- Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields of study;
- Understanding of diversity in culture, identities, backgrounds, and experiences among individuals and groups;
- Critical analysis of information from multiple perspectives, including intercultural, global, and ecological;
- Ethical reasoning in application to self, occupation, citizenship, and society; and
- Proficiency in:
  - communication, including writing, speaking, and fluency in a range of media and genres;
  - information and technology literacy;
  - quantitative and qualitative reasoning;
  - creative thinking and problem solving; and
  - collaboration and leadership.

Additionally, UW Bothell offers a strong general-education program through its First Year and premajor program. In addition to a suite of traditional general-education courses, incoming first-year students are required to take a five-credit Discovery Core course, each of which meets an area of knowledge, general-education requirement. These courses emphasize the following learning outcomes:

- the development and growth of fundamental skills for success;
- the identification and connection with campus resources;
- engagement in reflective practices;
- collaboration in an inclusive and diverse community; and
- exploration of cross-disciplinary boundaries.

These outcomes are assessed annually using student surveys, review of student work, and faculty classroom assessment techniques.
Students at UW Tacoma are offered an educational experience that conveys not only a rich understanding of their respective disciplines but also a deeper knowledge of what constitutes citizenship. Consequently, its campus learning objectives include fostering the following:

- **Global Perspective**: Students will develop an awareness of the interrelationships among personal, local, and global entities, as well as gain understanding of issues of well-being and sustainability. Students will also learn about the importance of the social, cultural, economic, scientific, and environmental differences that mark world regions.

- **Inquiry and Critical Thinking**: Students will acquire skills and familiarity with modes of inquiry and examination from diverse disciplinary perspectives, enabling them to access, interpret, analyze, quantitatively reason and synthesize information critically.

- **Diversity**: Students will gain an understanding of the multiplicity of human experience and the roles that culture, environment, historical processes, and differential treatment play in shaping the diverse experiences of groups in society.

- **Civic Engagement**: Students will define their roles and responsibilities as members of a broader community and develop an understanding of how they can contribute to that community for the greater good. They will have opportunities for community-engaged learning and other forms of active involvement such as undergraduate research.

- **Communication/Self-expression**: Students will gain experience with oral, written, symbolic, and artistic forms of communication and the ability to communicate with diverse audiences.

Coursework that supports achievement of these learning objectives is available both through general education and the majors. In general education, core courses are designed to advance first-year student learning on these objectives. The core curriculum focuses on courses linked to the natural world, individuals and society, and visual, literary and performing arts, which are areas of knowledge included in UW's graduation requirements. In each major, advanced or culminating courses emphasize inquiry and critical thinking with assessment that includes written or oral presentation, often in a public and/or digital forum. Further, the Global Honors curriculum supports achievement of the global perspective learning objective through its courses. Global Honors is an interdisciplinary program that offers in-depth learning on global issues through courses, projects, research, and study abroad programs that culminate in a minor or a certificate. All baccalaureate students have regular opportunities to demonstrate their learning through the Undergraduate Student Showcase hosted quarterly by the Office of Undergraduate Education.
In addition to these campus-level learning objectives, every academic program has established student learning goals for its students. Course syllabi identify course learning objectives and the student learning assessments that are tied to them. Academic units provide information to students on how specific courses contribute to program-level learning objectives or competencies. The teaching faculty in each school meet at least once annually to review student achievement of learning objectives and to design program improvements as needed.

**Perceptions of General Education**
In 2019, the Office of Educational Assessment conducted a study to examine current faculty and student perceptions of general education at UW. Most faculty (90%) interviewed agreed that the purpose of general education is to provide students with a broad-based liberal education, and 80% felt that the UW general education requirements fit with their conceptualization of its purpose. Additionally, a majority of faculty think the general education requirements are doing well at exposing students to a wide array of disciplines (64%) and equipping students with transferable skills (e.g., writing, critical thinking) to be successful in their majors (65%).

Student focus groups revealed that students felt they were required to take these courses in order to become well-rounded students, gain skills to help them post-graduation, and adapt to the UW system and culture. When asked to assess their experience in general-education courses as part of the 2019 SERU survey administration, students expressed overwhelming agreement that their general-education courses helped them to explore new ideas (83%), to examine problems from multiple disciplinary perspectives (79%), gain a wide breadth of knowledge (79%), and develop effective writing skills for other UW courses (74%).

**Assessment of General Education**
As described in Standard 1.C.1, the Office of Educational Assessment (OEA) conducts regular assessments of the learning outcomes and assessment practices of departments related to their undergraduate majors. The most common learning outcomes for students in their major fall into the categories of critical thinking (88%), writing and speaking effectively for specific audiences (86%), mastering a body of knowledge (75%), applying their field of study to related contexts (74%), conducting research (71%), and developing an awareness of diversity and global/multicultural issues (70% - see Table 1 in Standard 1.C.1). The specific outcomes in these categories vary in language and focus depending on the field of study, but we are confident that UW students are gaining a well-rounded education in their majors based on these findings.

As noted previously, while UW has historically situated undergraduate learning in majors, beginning in 2020 OEA sought to identify, by general-education requirement, the
types of learning outcomes in the general-education curriculum. Departments were asked to provide information about a sample of up to five of their classes that tend to serve nonmajor students, many of which fulfilled one or several general-education requirements. Table 3 provides the distribution of course-level learning outcomes for a representative sample of general education courses. As it indicates, most general education courses have stated outcomes related to critical thinking (85%), gaining an appreciation or introductory mastery of a body of knowledge (78%), and writing and speaking effectively (55%). Some outcomes are very specific to the general-education requirement, such as 90% of courses fulfilling the quantitative and symbolic-reasoning requirement assessing quantitative reasoning as well as 92% of foreign language courses and 95% of diversity requirement courses stating outcomes of appreciating diversity and/or global issues.
Table 3. Distribution of Learning Outcomes by General Education Designations (in Percentages)

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Gen Ed</th>
<th>EC</th>
<th>W</th>
<th>QSR</th>
<th>FL</th>
<th>DIV</th>
<th>VLPA</th>
<th>IS</th>
<th>NW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think critically and solve problems</td>
<td>240</td>
<td>13</td>
<td>35</td>
<td>29</td>
<td>13</td>
<td>57</td>
<td>87</td>
<td>115</td>
<td>59</td>
</tr>
<tr>
<td>Appreciation and/or introductory mastery of a body of knowledge</td>
<td></td>
<td>78</td>
<td>69</td>
<td>71</td>
<td>93</td>
<td>92</td>
<td>75</td>
<td>77</td>
<td>82</td>
</tr>
<tr>
<td>Develop awareness of diversity and/or global/multicultural issues and realities</td>
<td></td>
<td>63</td>
<td>77</td>
<td>80</td>
<td>17</td>
<td>92</td>
<td>95</td>
<td>72</td>
<td>78</td>
</tr>
<tr>
<td>Apply field of study to related contexts</td>
<td></td>
<td>62</td>
<td>85</td>
<td>63</td>
<td>62</td>
<td>46</td>
<td>60</td>
<td>47</td>
<td>64</td>
</tr>
<tr>
<td>Write and speak effectively for specific audiences</td>
<td></td>
<td>55</td>
<td>92</td>
<td>91</td>
<td>28</td>
<td>92</td>
<td>68</td>
<td>66</td>
<td>61</td>
</tr>
<tr>
<td>Understand research and appropriate methods of inquiry</td>
<td></td>
<td>50</td>
<td>69</td>
<td>57</td>
<td>52</td>
<td>8</td>
<td>56</td>
<td>43</td>
<td>54</td>
</tr>
<tr>
<td>Listen effectively</td>
<td></td>
<td>50</td>
<td>46</td>
<td>77</td>
<td>48</td>
<td>77</td>
<td>67</td>
<td>58</td>
<td>54</td>
</tr>
<tr>
<td>Engage in self-assessment, critique, or reflection</td>
<td></td>
<td>46</td>
<td>62</td>
<td>71</td>
<td>28</td>
<td>31</td>
<td>60</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Understand ethical practice in context of the field/discipline</td>
<td></td>
<td>40</td>
<td>31</td>
<td>54</td>
<td>38</td>
<td>31</td>
<td>53</td>
<td>41</td>
<td>56</td>
</tr>
<tr>
<td>Understand and practice creativity and innovation</td>
<td></td>
<td>38</td>
<td>69</td>
<td>49</td>
<td>17</td>
<td>46</td>
<td>46</td>
<td>67</td>
<td>30</td>
</tr>
<tr>
<td>Use quantitative reasoning effectively</td>
<td></td>
<td>32</td>
<td>0</td>
<td>9</td>
<td>90</td>
<td>0</td>
<td>19</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>Work effectively as team members including taking on leadership roles</td>
<td></td>
<td>29</td>
<td>31</td>
<td>34</td>
<td>28</td>
<td>31</td>
<td>32</td>
<td>37</td>
<td>30</td>
</tr>
<tr>
<td>Participate in experiential learning</td>
<td></td>
<td>20</td>
<td>8</td>
<td>20</td>
<td>35</td>
<td>15</td>
<td>16</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>Learn to use specialized instruments, computer programs, or materials</td>
<td></td>
<td>18</td>
<td>8</td>
<td>6</td>
<td>41</td>
<td>8</td>
<td>11</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>Practice civic engagement or citizenship</td>
<td></td>
<td>18</td>
<td>15</td>
<td>37</td>
<td>7</td>
<td>31</td>
<td>32</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Develop awareness of sustainability and environmental/ecological practices</td>
<td></td>
<td>18</td>
<td>0</td>
<td>20</td>
<td>7</td>
<td>0</td>
<td>17</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Understand how to mediate conflict</td>
<td></td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: EC=English Comprehension; W=Writing; QSR=Quantitative and Symbolic Reasoning; FL=Foreign Language; DIV=Diversity; VLPA=Visual, Literary & Performing Arts; IS=Individuals & Societies; NW=Natural World.
1.C.7. The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Supporting Student Learning Through Classrooms

With an eye toward improving the student-learning experience, in 2013-14 the University of Washington worked with consultants to assess the quality of general-assignment classrooms (i.e., those classrooms not earmarked by a particular department, school, or college) and to understand how they were being used on the Seattle campus. A series of recommendations emerged from that partnership, including the implementation of a policy that would provide regular funding for strategic technology and room renovations. The active learning classrooms described in Standard 1.B.2 represent an early example of how that vision was realized. Also introduced was a logically planned technology-system lifecycle-replacement policy to ensure that the technology in general-assignment classrooms is in working order and consistent across the portfolio.

Operationally, general-assignment classrooms have seen major improvements in the past half dozen years. On the Seattle campus, classrooms in Denny Hall, Loew Hall, Mary Gates Hall, Smith Hall, Parrington Hall, and Bagley Hall were renovated to provide new technology and audio/visual packages, refreshed furniture and furnishings, and modernized learning environments that are conducive to high-quality teaching and learning. On Seattle’s upper campus, 30 classrooms were renovated and 10 new general-assignment classrooms were created through new major capital projects involving the Nano Engineering building, the Bill & Melinda Gates Center for Computer Science & Engineering, and the Hans Rosling Center for Population Health. In Health Sciences, 40 classrooms including spaces in Magnuson Hall, Foege Hall, and South Campus Center were updated to varying degrees. These projects included lecture halls, teaching web labs, and active learning spaces. Also in Health Sciences, general-assignment classrooms funding was used to address the most pressing repairs and renovation needs. Future renovation plans include an upcoming feasibility study for several buildings on the Seattle campus quad and projects in the Health Sciences Complex.

Supporting Student Learning Through Academic Support

The University of Washington provides tutoring for undergraduate students across the curriculum. At the Seattle campus, multidisciplinary assistance is provided in four locations:

- Center for Learning and Undergraduate Enrichment (CLUE), an evening study center that provides services for all students from the underprepared to the advanced;
- Office of Minority Affairs & Diversity (OMA&D) Instructional Center, a daytime tutoring center serving students affiliated with OMA&D;
● Student Athlete Academic Services, which includes tutoring services for student-athletes; and
● Engineering Study Center, Minority Scholars Engineering Program, and the Women in Science and Engineering program.

Support for undergraduate and graduate writing and research can be found in the following centers:

● Odegaard Writing and Research Center;
● Center for Learning and Undergraduate Enrichment;
● Office of Minority Affairs & Diversity Instructional Center;
● disciplinary support centers in the departments of Communication, History, Philosophy, Political Science/Law, Societies and Justice/International Studies/Gender, Women & Sexuality Studies (combined), Psychology, and Sociology and the College of Education; and
● disciplinary tutoring and mentoring centers available in the departments of Chemistry, Mathematics, and Physics.

At UW Tacoma campus, students can avail themselves of the support at the Quantitative Skills Tutoring Center and Writing Center. UW Bothell offers similar academic support in its Quantitative Skills Center and Writing and Communication Center. In addition, with the opening of the Othello-UW Commons in 2019, UW Bothell now serves students who live south of the Seattle campus and have difficulties accessing tutoring services on campus. Its Academic Success Coaching program works with students to identify those skills and strengths that will be foundational for success in college and beyond.

In pre-pandemic times, all three UW campuses offered extensive access to computer labs and learning commons. All services have effectively migrated to virtual assistance.

The coverage provided by these support services reflects an acknowledgment of the diversity of student needs. For instance, individuals who hold full-time jobs might be unavailable to stop by campus during the day. Students also might seek assistance to improve basic skills or learn time management or self-motivation techniques. Staff from academic support centers work with students both individually and in groups, thereby accommodating different learning styles. Regular assessments of usage are conducted and shed light on what courses are driving students to the centers, when during the week or quarter the greatest need might arise, and what staffing decisions would be most beneficial.
1.C.8. Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

To the extent that the UW accepts transfer credits, it is done within the parameters of clearly defined policies that safeguard high academic quality.

Undergraduate Transfer Credit

The UW subscribes to the statewide Policy on Inter-College Transfer and Articulation among Washington Public Colleges and Universities, endorsed by the public colleges and universities of Washington as well as by the State Board for Community and Technical College Education, and the Washington State Student Achievement Council. The policy deals with the rights and responsibilities of students and the review and appeal process in transfer-credit disputes.

Within these structures that ensure comparable quality, it is University policy to accept credits earned at institutions fully accredited by a national accrediting association for colleges and universities, provided that such credits have been earned through university-level courses appropriate to the student’s degree program at the UW. However, the Office of Admissions reserves the right to accept or reject credits earned at other institutions of higher education.

The Office of Admissions website includes a Transfer Credit Policies page that details policies related to: military credit, foreign-language courses, courses in a student’s native tongue, and physical education. It also enumerates the types of classes that are not eligible for transfer credit or might receive credit on a restricted basis. In general, the UW does not award credit for work or life experience.

Transfer credit limit. To ensure that the UW degree earned by the student reflects their learning from the institution, the University allows a maximum of 90 credits of lower-division transfer coursework to be applied toward a 180-credit undergraduate degree.

Additionally, a maximum of 135 total transfer credits are allowed toward the 180-credit total. Because the UW’s residence requirement states that 45 of the last 60 credits must be taken “in residence” while enrolled as a matriculated student, students transferring 135 or more credits must complete a minimum of 45 additional credits in residence at the UW.
Despite these restrictions, all transferable credit is listed on the policies page and may, with an adviser's approval, be used to satisfy individual requirements for graduation.

**Graduate Transfer Credit**

Policies related to graduate transfer credit are published in the [Graduate School Memoranda](#) and on the Admissions section of the Graduate School website for master's degree programs and for doctoral degree programs. According to this policy, students working toward the master's degree may petition for permission to transfer the equivalent of a maximum of six quarter credits of graduate-level course work taken at another recognized academic institution. These credits may not have been used to satisfy requirements for another degree. The petition must include a recommendation from the graduate program coordinator and an official transcript indicating completion of the coursework.

Approved transfer credits are applied toward the total credit count only for the master's degree. Although UW doctoral programs do not accept transfer credits, in rare cases doctoral students may transfer credits if accompanying a new University of Washington faculty hire. Faculty within the graduate program evaluate and accept the transfer credits to ensure that the credits are relevant, appropriate, and comparable to the program's requirements. It should be noted that general examinations, candidacy, the required 27 dissertation credits, and the final examination cannot be waived regardless of any transfer credits that are approved.
1.C.9. The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

In line with its classification as an R1 doctoral university with very high research activity, the University of Washington foregrounds its research mission, and its graduate programs reflect that mission. Whether they are enrolled in a master's or doctoral program, graduate students engage with their discipline not only as students learning concepts and theories, but also as researchers in training, with the ultimate goal of becoming the innovators and scholars of tomorrow.

UW graduate programs require their students to engage in coursework that allows them to attain a level of expertise in a field that far surpasses that offered by undergraduate degrees. Seminars, research practica, and fieldwork require graduate students to master a significant portion of the theories and concepts of a discipline. In addition, advanced projects such as theses and dissertations require evidence of conceptual thinking, application of those theories and concepts, and the ability to think and work independently.

Many graduate programs at the UW employ their graduate students as academic student employees (ASEs) who typically serve as research assistants or teaching assistants. Across units on all three campuses, research assistants work with supervising faculty members in an array of capacities, ranging from conceptual partners to data gatherers to coauthors. They present their scholarship and creative projects in a host of venues that include local community spaces as well as international conferences. Research assistants also have the opportunity to mentor undergraduates in their work.

Every ten years, programs (at both the undergraduate and graduate level) across all three campuses undergo an academic program review overseen by the Office of Academic Affairs in the Graduate School. These reviews, which comprise a self-study and a site visit, are led by a team that includes both UW faculty and reviewers from peer or aspirational institutions. The committee's feedback and the unit's subsequent response allow the UW to ensure academic-program quality.
1.D.1. Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Admissions
As articulated in Chapter 101 of the UW Policy Directory, the University of Washington's admission policy is to admit applicants who will most benefit from and contribute to the institution's educational resources, mission, and environment. Therefore, students admitted to the University of Washington should display qualities that predict academic success and enhance the intellectual and cultural vitality of the university community. The UW seeks to enroll undergraduate classes rich in the intellectual abilities, academic commitments, and diversity of perspectives, backgrounds, and talents that create a stimulating educational environment and promote desired learning outcomes. Entering classes should also include students who demonstrate the ability to overcome adversity or disadvantages to achieve their goals and those who show promise to represent the University well in the professions and communities in which they will serve and lead.

Admission to the University is competitive. Applicants are evaluated not only on their completion of minimum core subject requirements, but also on the extent to which they took advantage of the curricular offerings available to them. In this context of curricular rigor and opportunity, applicants' grades, standardized test scores, and other academic profile elements are assessed. However, in selecting the freshman class, the University does not make its admission decisions solely on the basis of academic performance and profile elements. Important academic objectives are furthered when classes are composed of students with talents and skills derived from diverse backgrounds. Factors that indicate this diversity include, but are not limited to, ethnic or cultural awareness; activities or accomplishments; educational goals; living experiences, such as growing up in an unusual or disadvantaged environment; family educational background and socioeconomic status; and special talents. While commitment to intellectual development and academic progress continues to be of primary importance, a holistic and comprehensive review, including a personal statement, is also used in the admission of the freshman class.

This holistic review includes consideration of:

- completion of a substantial number of academic courses beyond the required minimum;
- senior-year curriculum;
• enrollment in honors, Advanced Placement, International Baccalaureate, or Running Start courses;
• enrollment in college and university courses while in high school;
• academic awards;
• school and community activities;
• educational and economic disadvantage, cultural awareness, and personal adversity;
• grade trends;
• persistent evidence of an unusually competitive grading system in the high school; and
• documented evidence of exceptional artistic talent.

Admission policies and processes are described on the University's [website](#). These policies and processes undergo continual review and monitoring by various councils and committees of the Faculty Senate, especially the Faculty Council on Academic Standards and its Subcommittee on Admission and Graduation.

The University of Washington enjoys a special relationship with community colleges in the area, which educate a substantial proportion of Washington state residents in their first two years of college. As is the case with all the public baccalaureate institutions in the state, the UW has entered into an articulation agreement with the Washington State Board for Community and Technical Colleges. Under the terms of this agreement, the UW gives priority to transfer students from Washington community colleges, especially those who have completed academic associate's degrees or are academically prepared for direct entry into a specific major.

**Recruitment**

In seeking to build a student body rich in intellectual abilities, academic commitments, as well as diversity of perspectives, backgrounds, and talents, the UW casts a wide net to reach students from around the world. Targeted marketing methods allow the UW to reach out to competitively eligible students. In addition, UW staff visit high schools and community colleges as well as attend national and international college fairs to inform prospective students of the academic and social opportunities that exist at the UW. Prospective students therefore can learn of admissions policies through the UW's website, select print publications, as well as personal communication. Prospective students and their families also can experience campus life by attending campus information sessions, taking campus and residential housing tours, and visiting classes in session.

The UW actively engages in K-12 outreach to promote awareness of higher-education opportunities. While the UW attracts many students to its campuses, a primary goal remains to help Washington students understand the value of attending any college and
how they must prepare to have the widest possible array of options. Consequently, special efforts are made to reach out to students from low-income, first-generation, and ethnically underrepresented backgrounds. UW Tacoma, as one example, has established deep partnerships with local school districts with an eye toward this goal. These partnerships create clear pathways to access the promise of a bright future through a university education.

For transfer students, particularly those from Washington community and technical colleges, the University provides more specific and intensive outreach and academic area-specific advising. This is done at community- and technical-college campuses, as well as the UW campuses. For example, every Tuesday afternoon on the Tacoma campus, and Thursday afternoon on the Seattle campus, select offices welcome prospective transfer students. Advisers are available on a drop-in basis, and a variety of information sessions are offered, including a session on transfer admissions conducted by a counselor from the Office of Admissions. Each week these sessions serve between 35 and 75 potential transfer students.

Orientation
Students who are admitted to and enroll at the UW can avail themselves of myriad orientation sessions. Each year, the UW's First Year Programs organizes advising and orientation (A&O) sessions that are required of all first-year undergraduate students. These sessions provide information about academic progress, student life, and extracurricular opportunities at the UW. With sets of sessions tailored specifically toward freshmen from within the U.S., international freshmen, as well as transfer students, First Year Programs works to create individualized support systems for new students and their parents and families, all while connecting them with peers, faculty, staff, and administrators. Similar programs exist in UW Bothell's Orientation & Transition Programs and UW Tacoma's New Student & Family Programs. Regardless of the campus, the UW is committed to helping its new students succeed not only their first year on campus, but also throughout their time at the UW.

Graduate Students
Because graduate programs are tied to specific disciplines, recruitment and admission of graduate students occur more at the unit level. Nonetheless, the Graduate School has created a strong foundation for student success: It encourages graduate faculty to develop application criteria that will recruit students who will most benefit from the UW's educational offerings and successfully complete their degrees.

Advocating for a holistic admissions process, the Graduate School encourages each program to determine which best practices are appropriate for their unit and to establish a method by which to assess and refine this process for the next admissions cycle. The
Graduate School has hosted local and national workshops dealing with holistic admissions practices and best practices. National recommendations, empirical research, and UW departmental practices suggest that units or their representatives:

- attend institutional, regional, or national conferences or recruitment fairs to actively recruit diverse potential applicants;
- require that admissions material include a narrative (e.g., essay, personal statement) to assess noncognitive skills and past experiences and provide clear instructions as to how these materials may impact admissions decisions;
- decide whether GRE scores should be a required component of the admissions review process (this decision is made by individual programs/departments) and if so, define how it is used and what weight it carries in the final decision;
- be clear about the desired qualification of candidates before review of applications begins and make qualifications transparent to potential applicants;
- in prescreening contexts (e.g., when the pool of applicants is large), clearly define the process and do not use a single indicator for excluding an applicant (e.g., GRE score, GPA, or undergraduate institution); and
- match student services to the diverse needs of newly admitted students so they are fully and comprehensively supported as UW students.

By following holistic admissions processes, programs ensure that their recruited students come from diverse backgrounds (both in terms of ethnicity and lived experiences); that the program administration and faculty will be prepared to fully support the students when they join the program; and that the students will enrich the entire UW community.
1.D.2. Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

1.D.3. The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

**Peer Institutions**

As noted in 1.B.2, the University of Washington uses as its base for peer benchmarking: the top 25 public research institutions as ranked by the *U.S. News and World Reports*; the public institutions that are members of the Association of American Universities (AAU); and the four-year public baccalaureate institutions in Washington state.

UW Bothell and UW Tacoma are both benchmarked against master's level institutions in the Integrated Postsecondary Education Data System (IPEDS) and other systems, and UW Bothell benchmarks itself against member institutions of the American Association of State Colleges and Universities (AASCU).

UW Tacoma uses a different set of metrics to benchmark institutional performance. Its peer group is based in part on its distinctive size range (roughly 4,600 undergraduates and 800 graduate students), which is larger than most traditional liberal arts colleges and is an important scaling factor for institutional complexity. UW Tacoma's primary focus is on undergraduate education in a commuter campus setting—with a combination of traditional liberal arts and professional programs—yet has master's degree programs in a range of disciplines. As an urban-serving campus with strong community engagement, UW Tacoma's undergraduate population includes a high proportion of diverse, first-generation, and Pell-Grant eligible student. UW Tacoma's list of peer institutions therefore includes institutions that fall into multiple Carnegie classifications.

Updated annually, the University publishes peer dashboards on its internal server, available for use by institutional and departmental staff and accessible with a UW NetID. These peer dashboards illustrate how the UW compares to its peers on several fronts: cost of attendance; net price; graduation rates; retention rates; autumn enrollment;
awards granted and completed; expenses (total and by category); revenue (total as well as by category and percent breakdown); and endowment values.

**Indicators of Student Achievement**

With respect to indicators of student achievement, the graduation-rates dashboard allows for disaggregation by race/ethnicity, by gender, and by four-, five-, and six-year graduation rate.

The UW's academic dashboards provide data on the metrics below; these data can be disaggregated based on the filters noted in parentheses:

- Undergraduate student academic performance (academic unit or major; academic origin; tuition/fee-based majors; student residency; STEM student);
- Graduate/professional student academic performance (academic unit or major; degree pursued; tuition/fee-based majors; student residency; STEM student);
- Undergraduate retention and graduation rates (campus; cohort year; cohort quarter; full/part-time at entry; student race/ethnicity);
- Undergraduate graduation patterns and time to degree (campus; cohort year; cohort quarter; academic origin; full/part-time at entry; student race/ethnicity); and
- Undergraduate student persistence and graduation by year of study (campus; cohort year; cohort quarter; academic origin; class at entry; full/part-time at entry; student race/ethnicity).

**Broadly Shared Student Achievement Results**

In addition to the aforementioned internal dashboards, publicly available indicators of student success appear on the website of the UW's Office of Planning & Budgeting (OPB). These public profiles provide data on undergraduate graduation rates as well as student retention and persistence. These data can be disaggregated by campus and, based on status at time of entry, numerous other factors: academic origin; class; sex; race/ethnicity; underrepresented-minority (URM) status; residency; full/part-time; and first-generation status.

Also on the OPB website are publicly available documents submitted for external reporting, including those for IPEDS: completions; graduation rates; and outcome measures. These reports are submitted for each of the three UW campuses.

For state-level and regional comparisons, the UW submits its enrollment and outcomes data to the Office of Financial Management's (OFM's) Education Research & Data Center (ERDC). The ERDC dashboards, published annually, allow for data on student enrollment, student progress, and degrees and graduates to be disaggregated by age, gender, race/ethnicity, residency, and Pell-grant status.
Use of Student Achievement Data for Improvement

The UW has used these data to establish strategic goals and metrics to help increase access and close achievement gaps.

For instance, the UW is a founding member of the American Talent Initiative (ATI) alliance and President Cauce is a founding member of its executive committee. Funded by Bloomberg Philanthropies, the ATI brings together private and public colleges to increase access and opportunities for talented low-income students across the nation. As part of the alliance's efforts, the UW committed in 2018 to graduating an additional 125 low-income students per cohort by 2025.

This goal has involved allocating resources toward not only recruiting low-income students and providing them with information about options and financial-aid opportunities, but also ensuring sustained support while they are enrolled at the UW. The Husky Promise guarantees Washington State Pell-eligible students, including undocumented students, will receive at least enough grant or scholarship support to cover full tuition and standard fees. Emergency Financial Aid and holistic food insecurity resources have been established to address emergent and persistent challenges low-income students face while in college. Comprehensive advising support is provided to low-income students with other historically marginalized identities through the Office of Minority Affairs & Diversity.
1.D.4. The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The UW uses a wide variety of data to understand how best to promote student success and advance student-achievement efforts. The institution's partnership with the American Talent Initiative noted in 1.D.3 is one example of an effort to close an equity gap.

The UW also relies extensively on data from the Office of Educational Assessment (OEA), which publishes survey data, analyses, and reports on student progress and outcome measures. Below are noteworthy examples of how the UW used OEA data on undergraduate retention and graduation to inform and implement strategies as well as allocate resources to mitigate achievement and equity gaps.

In 2014, OEA conducted its first Undergraduate Retention and Graduation (URG) study and found that six-year graduation rates for certain ethnic groups lagged those for other groups by as much as 13 percent. Pell-grant recipients and part-time students had significantly lower graduation rates than other students. Moreover, regardless of demographic group, students who do not graduate had significantly lower first-year UW GPAs than those who do graduate. The findings also identified key barriers to success.

The results of this 2014 URG study led to the convening of a tri-campus Retention and Graduation Task Force (RTF), comprising senior leaders across administrative and academic units. The task force's goals were to improve undergraduate retention, persistence, and graduation—and with specific attention to data analysis, interventions, and barrier reduction. A second URG study was conducted in 2019 and showed that in the intervening five years, the six-year undergraduate graduation rate had increased to 84% from 81%; the four-year graduation rate had increased by 8%; and while retention and graduation of African American and Pacific Islander students improved, gaps to retain and graduate American Indian/Alaskan Native, first-generation, and Pell-eligible students persist. In addition, the 2019 study revealed that students from rural communities continue to graduate at lower rates than peers from urban and suburban areas. The latter two issues remain a focus of attention.

The data from the 2014 URG study informed how the UW would prioritize its resources to address the problems identified in that report. Noteworthy aspects of the UW's Student Success Initiative involve:

Creating a funded position to support retention efforts. As the sole funded position supporting the RTF, the Manager of Student Success, housed within the Division of
Student Life, serves as the dedicated nexus of coordination across numerous institution-wide efforts.

Providing reentry support. Student Success has worked with the Office of the University Registrar to smooth reentry by clarifying Returning Student Re-enrollment and creating the Readmission Checklist to aid students in their return to campus. In partnership with Undergraduate Academic Affairs and the College of Arts & Sciences, students who are readmitted after a low scholarship dismissal are to meet with an Academic Success Coach to help address pressing needs and plan their path forward.

Introducing support for planned exit. In 2018, Student Success implemented a survey of non-enrolled students to identify why students leave and to offer support to those who intend to return. Targeted outreach is conducted each quarter to students who asked for support. While this is helpful, a survey is not enough. Student Success is collaborating with colleagues across the UW tri-campus system to create a `permanent and integrated means for students to communicate their intention to take time off and smooth their return. This program is in a pilot phase AY 2020-21.

Building the Emergency Aid program. Recognizing that success (or lack therefore) is often a function of resources, the UW created a robust Emergency Aid program within the Office of Student Financial Aid. This support, in the form of short-term loan funds, supplements other resources such as: food pantries and counseling centers on all campuses; LiveWell, a Seattle campus center that offers student care, support, and education related to mental and physical well-being; UW Bothell's Diversity Center, which has community building as a primary goal; and UW Tacoma's Office of Student Advocacy and Support, which offers free support services to help students meet life's challenges.

Leveraging retention analytics. In response to the COVID-19 pandemic, the UW piloted the Retention Analytics Database (RAD). The purpose was to identify students who were struggling during remote learning and provide a targeted intervention before their academic performance was negatively impacted. The system utilizes data generated through Canvas, the UW's learning management system, and indicates whether students are engaged in their classes, submitting their assignments, and performing in their courses. Through RAD, Student Success and campus partners are able to identify and provide outreach to individual students who show signs of academic disruption early in the quarter. The system allows the UW to focus resources and efforts to those most in need. Analysis of the RAD system after spring 2020 demonstrates that it is effective at early identification of students who ultimately receive non-passing GPAs; moreover, the system shows a significant correlation between RAD indicators and student GPA and percentage of credits earned. The system and related intervention have moved through the pilot phase and is now being implemented quarterly.
CONCLUSION

The University of Washington remains deeply committed to its public mission as the University for Washington, as is often dubbed by its president, Dr. Ana Mari Cauce. Attracting the top faculty, staff, and students, the UW produces almost a third of the state's bachelor's and nursing degrees and almost half of its computer science, pharmacy, and doctoral-level degrees. The majority of UW graduates stay in Washington, putting their education and training to good use in local and regional communities.

The UW enjoys highly competitive rankings on U.S. News & World Report's Best Global Universities list, Reuter's list of most innovative universities, and the Academic Rankings of World Universities. These ranking validate the many metrics of research excellence, as reflected in levels of federal research funding, international honors, and scientific advancement. In addition, Money Magazine, Washington Monthly, and CNBC have celebrated the UW for providing exceptional value to undergraduates, with all three campuses singled out as top schools in the nation for providing return on investment, especially to students of modest means (UW Bothell #1 and the Seattle campus #3 among CNBC's “colleges that pay off”; UW Tacoma #2 in Washington Monthly's “Best Bang for the Buck” in the West). UW is also highly recognized for its contributions to the public good and to social mobility, ranked #7 among public institutions by Washington Monthly and #8 on the New York Times College Access Index.

Coupled with all three campuses’ recent Carnegie Community Engagement Classification, the UW's contributions to the public good in promoting social mobility, research, and public service will continue to keep it in good stead. Indeed, UW has proven its ability to turn its research prowess into community impact throughout the pandemic, with the Institute of Health Metrics and Evaluation tracking and predicting the spread of the virus throughout the country and the world, the UW Medical Center partnering with the city and country to erect testing centers throughout the region, including in low-income communities, and presently working to do the same in terms of vaccinations. UW's hospitals have provided state-of-the-art care to those suffering from the more severe forms of the virus, and the UW was chosen by the National COVID-19 Prevention Network to partner with Johns Hopkins University on outreach efforts to encourage vaccine acceptance.

Such successes are rooted in the UW's deep commitment to self-reflection, evaluation, and improvement, and a willingness to tackle challenges head on. The UW's commitment to ever-increasing effectiveness is reflected in its continuous high-level engagement with strategic planning and initiatives, its systematic review of systems and processes, and its
using the results of such assessments to refine its effectiveness, to allocate resources, and to improve.

Continuous assessment allows the UW to remain oriented toward its strategic vision. Reflected in the Sustainable Academic Business Plan (SABP), the institution’s long-term goals—to sustain, to compete, and to transform—are achieved through specific initiatives, each of which involves the more specific, short-term goals of decreasing costs, increasing revenues, investing in people and infrastructure, and increasing access.

The SABP provides a flexible framework by which to create an even stronger UW. Initiatives launched since the University’s last accreditation are informed by the desire to achieve both the aforementioned short- and long-term goals, all while considering the UW’s goals to excel in research and scholarship, teaching and learning, and service and engagement. Noteworthy successes from both past and ongoing initiatives include:

- **Student Success**: Expanded efforts that bolstered retention and graduation rates; leveraged tools to identify at-risk students.
- **Teaching & Learning in the Digital Age**: Launched new learning management system, lecture capture, and videoconferencing and polling tools, particularly helpful during the COVID-19 pandemic.
- **Husky Experience Initiative**: Via flipped orientation and information redesign, improved access and flow of information to incoming undergraduate and graduate students, particularly first-generation, international, and transfer students.
- **Race & Equity Initiative**: Expanded and strengthened community partnerships, transformed curricula and introduced programs, and currently developing action plans to improve climate across the UW.
- **Population Health Initiative**: Secured $7.5M to date to support international partners and multidisciplinary groups of scholars; currently funding collaborative efforts to understand how environmental factors, education, and social and economic equity impact health and well-being.
- **Enterprise Transformation**: Modernized HR/payroll system and standardized and streamlined processes; improved accountability of administrative services.

That these successes have emerged in a time of sociopolitical, economic, and global challenges, many of which have been exacerbated by the COVID-19 pandemic, speaks to the resilience of the University. Nonetheless, the events of 2020 make it clear that the UW continues to fall short in its equity efforts and have created a renewed urgency to examine and re-examine the systemic racism that continues to influence higher education more broadly. For example, conversations with the Black Student Union have pushed the UW to re-examine policing in Seattle, the focus and extent of its general-education diversity requirement, and how to better support students and faculty from
underrepresented backgrounds both inside and outside the classroom. UW leadership, in partnership with faculty and student leaders, are hard at work addressing these demands while also working to address racial disparities in its health care system.

In addition, the UW will need to be remain resilient and nimble as it continues to operate under uncertain economic conditions. Over the last decades state funding levels have declined, shifting more of the cost of a UW education onto individual students and families—a trend that threatens access to the University. However, starting in 2019, in partnership with the local business community, the legislature created the Washington College Promise which should stall, and potentially reverse, this trend. UW leadership remains hopeful that pandemic-induced budget declines do not affect this program, but some uncertainty exists. Similarly, job-market and workforce demands, such as that for STEM majors, impel universities to plan accordingly. In addition, shifts in technology, changing student demographics, and the growth of identity politics have created the potential for tectonic shifts.

The partisan polarization that has cleaved American politics also will weigh upon institutions of higher learning for the foreseeable future. Colleges and universities will face an uphill struggle to uphold the most fundamental of democratic tenets and practices. The UW will need to help students increase their capacity for tolerance of dissonant views, foster their ability to consider an argument, discern the veracity of information, and strengthen their consensus-building skills and abilities to work across differences. As society finds itself at an inflection point where social and economic inequities are foregrounded, the UW remains even more obligated to produce effective citizens and leaders. As President John F. Kennedy noted in his visit to the University of Washington in 1961, “[W]e shall need all the calm and thoughtful citizens that this great University can produce, all the light that they can shed, all the wisdom that they can bring to bear.”

As novel challenges and opportunities appear on the horizon, the University of Washington is well positioned to meet those challenges and leverage those opportunities. Continuous monitoring of internal and external environments allows the institution to identify issues early on, and initiatives will be launched with an eye toward how they fit the University’s strategic framework and long-term goals. Most important, these initiatives will advance only with the undertaking of systematic assessments. These efforts will allow the University to know whether it is succeeding in its mission as a public institution of higher education.
APPENDIX A. POLICIES, REGULATIONS, AND FINANCIAL REVIEW

STANDARD 2.A. GOVERNANCE

2.A.1 Governing Board
The University of Washington is governed by a ten-member Board of Regents that has been vested by state law to oversee and set policy for the institution. The Board determines the University's mission and strategic direction, oversees financial resources and other assets, establishes institutional policies and procedures, and selects and evaluates the University President. Its specific roles and responsibilities are detailed in a set of institutional governance policies and procedures, and its bylaws, meetings, and meeting minutes are publicly available.

2.A.2 Leadership and 2.A.3 Qualifications
The system of leadership at the University of Washington, as reflected in its organizational chart, includes qualified administrators with appropriate levels of authority, responsibility, and accountability. Their delegation of authority is articulated in presidential executive order No. 1. The administrators report to the University President and Provost, both of whom have full-time responsibility to the UW. President Ana Mari Cauce's CV can be found here, and Provost Mark Richards' here.

2.A.4 Decision-making
The University's decision-making structures and processes include provisions for all stakeholders to engage with institutional matters when they choose to do so. These structures and processes are spelled out in the UW Policy Directory, which includes key sections on: faculty code and governance; employment and administrative policies; student governance and policies; presidential orders; and Washington administrative code.

STANDARD 2.B. ACADEMIC FREEDOM

2.B.1 and 2.B.2 Academic Freedom
The University of Washington's commitment to the principles of academic freedom and responsibility is articulated in a Statement of Principle – Academic Freedom and Responsibility, which is published in the Faculty Code, Chapter 24, Section 33. These principles apply to all members of the academic community – students, faculty members, administrators, and regents alike.
STANDARD 2.C. POLICIES AND PROCEDURES

Communicated clearly and in an accessible fashion, the University of Washington's extensive policies and procedures are administered fairly, equitably, and in a timely manner. These policies and procedures are publicly available on the University's website, and cover:

2.C.1 Transfer-of-credit Policies, for undergraduates, master's students, doctoral students, as well as students enrolled at UW Bothell and UW Tacoma.

2.C.2 Students' Rights and Responsibilities, including those related to: academic honesty; student conduct; appeals and grievances; and accommodations for persons with disabilities. Accessible from a host of websites (UW Policy Directory, Community Standards & Student Conduct, and the Washington State Legislature), the Student Conduct Code details: prohibited forms of conduct; proceedings, disciplinary sanctions, and the use of evidence; record-keeping involved with disciplinary action; and compliance with federal regulations regarding sexual harassment. Each year, notable sections of the Student Conduct Code, academic honesty, and the student-conduct process are shared with students during Advising and Orientation. As allowed under the Student Conduct Code, individual schools and colleges may have companion statements on academic honesty specific to that school's or college's discipline or professional standards.

2.C.3 Admission and Placement Policies, found in the UW Policy Directory (Ch. 101), on the admissions-office website for the Seattle, Bothell, and Tacoma campuses, and on the Graduate School website. The campus-specific pages provide information for different types of prospective students (e.g., freshman; Running Start; transfer; international; military). Policies regarding appeal of admission decisions can be found on the Office of Admissions website, for freshmen and transfer students. Policies regarding continuation in and termination from UW educational programs are noted in the Scholastic Regulations section of the UW Policy Direction (specifically, withdrawals and satisfactory progress). In addition, the Office of the University Registrar spells out the policies related to returning-student re-enrollment and taking planned or unexpected time off, or transferring elsewhere from the UW. The criteria and policies related to enrollment status as a graduate student are detailed on the Graduate School website. In general, University admission and placement policies are part of WAC 478-160.
2.C.4 Secure Retention of Student Records, including policies related to: confidentiality, as reflected in the use of the Electronic Academic Records System (EARS); the lawful release of information, as mandated by the Family Educational Rights and Privacy Act (FERPA); the protection of electronic records; and retention of student and curriculum records.

STANDARD 2.D. INSTITUTIONAL INTEGRITY

2.D.1 Truthful Representation
Information about the UW is available to the public online, and includes the institution's academic intentions, programs, student services, and data demonstrating that its academic programs can be completely in a timely fashion. This information is reviewed regularly by multiple entities to ensure accuracy and integrity.

University announcements, statements, and publications involve the efforts of the content providers as well as University Marketing and Communications (UMAC). Charged with proactively shaping, crafting, and broadcasting strategic communications within a comprehensive brand strategy, UMAC staff collaborate with partners to raise awareness and engage the University with its supporters and the greater public it serves. Specializing in media relations, web content development, internal communications, trademark and licensing management, corporate partnerships, marketing, and broadcasting, UMAC staff broadly maintain brand standards and tools for the entire university online at uw.edu/brand. Alongside UMAC, the Office of External Affairs specializes in local, state, and federal relations and is responsible for influencing public policy and opinion, communicating about the university priorities, challenges, and achievements, as well as strengthening the UW's reputation among lawmakers, elected officials, and community leaders.

Other resources available to UMAC and External Affairs include communications directors in each of the schools and colleges and at UW Tacoma and UW Bothell. These professionals work within the University's established brand and content standards and are available to advise and collaborate on developing communications to internal and external audiences.

Communication about important University issues is distributed regularly by the President's and Provost's offices, as well as by other leadership offices, via email to all students, faculty, and staff. In addition, UW Tacoma and UW Bothell develop promotional materials and messages that both reflect unity as part of the UW and highlight each campus's distinctive characteristics. Communications activities, when focused on campus-specific audiences, are managed at the campus level.
Regarding the accuracy and integrity of institutional data, the Office of External Affairs works closely with the Office of Planning & Budget to ensure transparent communications that are backed by data and analysis, as appropriate, to ranking and surveying organizations. In addition, through annual data submissions to the Office of Financial Management's Education Research and Data Center (ERDC), information on time-to-degree for each UW program is published and made accessible to the public. Nationally, the University participates in the Student Achievement Measure (SAM), an organization tracking student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher-education system. Using data sent from the University's institutional data and analysis office, SAM publishes dashboards on student outcomes measures.

2.D.2 Ethics and Complaints
The Board of Regents’ Statement of Ethical Principles requires members of the UW community to adhere to the highest ethical standards with respect to: conflicts of interest and commitment; respect and civility; accountability; stewardship and use of authority; and seeking guidance.

To maintain and promote an environment that is free of discrimination, harassment, and retaliation, the UW has adopted nondiscrimination and nonretaliation policies and retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation. The UW has established internal procedures and systems for the investigation and resolution of such complaints to ensure that they are addressed in a timely and appropriate manner. The system for resolving a complaint against a University employee utilizes the University Complaint Investigation and Resolution Office and, for staff employees, local investigation and resolution with a department. The Office of the Ombud offers another process by which to facilitate the voluntary resolution, but not investigation of, complaints.

In addition, Chapter 27 of the Faculty Code provides for resolution of disputes, and Chapter 28 describes the formal adjudication or grievance procedure, including specified time limits for parts of the procedure, which is designed to comply with the Washington Administrative Procedure Act (Chapter 34.05 RCW).

The UW also has specific policies related to sexual harassment, nondiscrimination, and Title IX reporting policies. Responding promptly to and taking appropriate action concerning allegations of sexual harassment, sexual violence, or other forms of sexual misconduct, the University prohibits retaliation against anyone for reporting,
cooperating with, or participating in the University's complaint process regarding allegations of these behaviors (Executive Order No. 31 and Administrative Policy Statement 46.3 for complaints against faculty and other academic personnel and staff, and the Student Conduct Code (WAC 478-121-147), for complaints made against University students). Executive Order No. 54 addresses undisclosed romantic relationships between University employees and students when those relationships create a conflict of interest. Finally, the University prohibits forms of sexual violence including sexual assault, domestic violence, and stalking, whether or not these actions violate the University's sexual harassment policies (Executive Order No. 51 and the Student Conduct Code, codified in WAC 478-121). The University has designated a Title IX coordinator and deputy coordinator who are responsible for providing guidance, resources, and consultation to students, faculty, and staff, as well as coordinating compliance with Title IX.

University rules for addressing allegations of scientific and scholarly misconduct are published in the Presidential Orders, Executive Order No. 61.

2.D.3 Conflicts of Interest
Consistent with the Washington State Ethics in Public Service Act, institutional policy defines conflict of interest for all University employees. Additional University policies have been adopted, and documents have been published to promote compliance with state ethics laws and avoidance of unmanaged conflicts of interest. These policies relate to: professional work outside the UW, personal use of state resources; patents, inventions, and copyrights; procurement of goods and services; financial conflicts of interest; and appointment, employment, and academic decisions (Section 24-50 of the Faculty Code; see also Executive Order No. 54, which relates to employee-student romantic relationships).

The Board of Regents is trained every three to five years on the State Ethics Act. Information on ethics and conflicts of interest for UW employees is included in the new employee orientation and in supplemental information from Human Resources. Compliance with these policies and procedures is the responsibility of each employee. Allegations of conflicts of interest are referred to the Office of Internal Audit for investigation.
STANDARD 2.E. FINANCIAL RESOURCES

2.E.1 Audits, Oversight
The University has in place policies and procedures that dictate the oversight and management of financial resources. These are reflected in Board of Regents policies and standing orders (see also UW Treasury, with policies on endowments, financing, invested funds, and gift assets).

The latest financial report (for FY 2020) includes:

- the independent auditors’ report (beginning on p. 1);
- management’s discussion and analysis (beginning on p. 3);
- audited financial statements (beginning on p. 19); and
- cash flow balance sheets: (beginning on p. 22).

The overview presented on page 2 of that financial report details revenue from, among other things:

- tuition and fees;
- gifts, grants, and contracts;
- state appropriations (operating);
- investment income;
- net patient service and other medical-related revenues;
- auxiliary revenue; and
- consolidated endowment fund as well.

Endowment and giving reports also are housed on the UW Treasury website.

2.E.2 Planning
Financial planning and monitoring at the UW occurs on multiple levels and involves multiple stakeholders. To begin, the Board of Regents reviews its bylaws and standing orders annually as part of the process that takes place when the incoming Board president begins his or her term. Other significant institutional policies are updated when the administration believes that update is necessary.

The Board of Regents monitors financial policy and management by receiving and discussing:

- monthly reports and briefings on financial matters;
- monthly reports and briefings on budgetary matters;
- annual reports on gifts that the University has received;
• annual reports on both public and private grants that have been awarded to the University;
• quarterly reports on the performance of the University's Consolidated Endowment Fund;
• quarterly updates from the Board's Audit Advisory Committee, which reviews in detail the financial statements of the University and of UW Medicine;
• annual reports from the University's independent accountants regarding the University overall as well as various components of the UW Medicine;
• monthly capital reports on the status of all major capital projects (i.e., projects having a budget of $5 million or more); and
• as appropriate, briefings by the administration and the Attorney General's Office on the status of any major legal actions against the University.

The Board also reviews a 15-year capital strategy and approves annual operating and capital budgets for the University. Among the materials that go to the Board as part of its approval of the annual operating and capital budgets is a provisional five- or six-year capital plan, depending on the year of the state's biennial budget. The Board also approves any capital project that has a budget of $15 million or greater.

UW Tacoma and UW Bothell have created budgeting structures that include strategic budget committees. At UW Tacoma, this committee regularly disseminates information to the campus. At UW Bothell, the Chancellor's Cabinet assumes the role of the budget committee. Units make budget requests to their division head, and requests are reviewed by the Chancellor and other appropriate personnel.

Financial planning and monitoring also involves careful consideration of revenues and expenditures including budget oversight and informed distribution of resources. Financial stability is ensured through annual audits of the University's financial statements of its business-type activities and the discretely presented component units of the University. The University has achieved clean audits for years, as demonstrated in this repository of its annual reports.

**Central Budget-planning Policies and Procedures**

In their annual budget-development submissions, deans, chancellors, vice presidents, and vice provosts are required to provide:

• quantitative and qualitative information in connection with strategic plans and goals, such as how those goals could result in material changes to revenues or expenditures, faculty or staff workload, student experience, and space assignments;
• three years of actual budget authority, revenue, and expenditure data and five years of detailed financial plans, accompanied by questions about overall financial health and efforts to improve financial position;
• student and employee growth or contraction summaries, along with employee hiring trends, strategies, and recruitment or retention challenges;
• updated reserve spending plans with new estimates, and an explanation of changes;
• tuition rate recommendations, justified by the use of incremental revenue, peer comparisons, considerations for student debt, and a “no increase” scenario; and
• confirmation of student and faculty consultation regarding tuition increases and the overall annual review submission.

These materials are summarized, reviewed, and vetted with finance leads in each school, college, campus, and administrative unit. Each unit leader meets with the President, Provost, and Vice Provost of Planning & Budgeting to discuss results from prior years as well as plans for future ones, and to share mitigation strategies for any areas with forecasted financial constraints.

At a summary level, more than 30,000 data points gathered for budget planning are fed into an interactive model driven by 70-plus variables and used to:

• forecast compensation and other expense increases against estimated net new revenue;
• inform decisions about salary increases and allocation of limited central resources for strategic needs; and
• support efforts to proactively assess how fiscal pressures and assumptions affect unit-level budgets and to proactively identify and resolve potential overspending of available resources.

Thus robust information and data are combined with forecasting tools and consultative processes to ensure sound programmatic and fiscal vitality for units and the University as a whole. The annual review process allows the Provost and President to ask units how they are aligning their unit-level use of resources with strategic plans and the University's priorities. It also allows the Provost and OPB to review the interplay between the UW's budget model, each unit's long-range financial plans, and institutional-level goals.

Simultaneously, elected faculty councils at school/college/campus levels, deans, and administrators work with the Faculty Senate Committee on Planning & Budgeting to develop multi-year, comprehensive faculty salary plans. Annual evaluations of merit pools, as well as the provision of additional merit, are the guiding principle for these plans, but faculty size, peer competition, compression, and inversion are also considered. Annual evaluations for merit continue to be guided by strong collaboration
between deans, chancellors, the faculty senate, as well as a realistic and transparent model for available resources.

2.E.3 Management
The UW Board of Regents' financial policies relate to: business equity, invested funds, consolidated endowment fund, deferred and other gift assets, debt management, interest-rate swap, and investments. In addition, Washington state's RCW 24.55 dictates prudent management of institutional funds.

Other related elements of fiscal management are addressed by administrative policy statements relating to services, equipment inventory, and travel. In addition, the University has a deficit resolution policy that is posted on the Office of Planning & Budgeting website.

As an agency of the state of Washington, the University must also comply with various financial management policies established by the state of Washington Office of Financial Management, in its State Administrative and Accounting Manual.

Under the delegated authority that the Board has provided and where it is deemed appropriate, the administration has further clarified financial-management policies and procedures by either adopting administrative policy statements or developing other official policies. Policies of particular significance (e.g., the University's debt management policy) are brought to the Board of Regents for endorsement. The administrative policy statements relating to fiscal management are available in the UW Policy Directory (Ch. 30).

The UW's internal financial controls are described below. While the UW's core funding comes from tuition, state support, and local funds, its large, self-sustaining auxiliary business enterprises include UW Continuum College, Housing and Food Services, Lab Medicine (within the School of Medicine), Intercollegiate Athletics, and Parking and Transportation Services. UW Medicine is also an auxiliary, but given its size and unique mission, it is typically identified separately, and it has additional oversight and budget controls beyond those described below.

Chancellors, deans, vice presidents, vice provosts, vice chancellors, and directors are delegated authority to manage revenues and expenses associated with each auxiliary unit or unit with self-sustaining activities. In addition, various central and external controls provide support to unit-level auxiliary budget oversight:
• Supporting the Provost and President, OPB monitors all self-sustaining, general, and local operating fund budgets for deficits. Units must clear any deficits by either the close of the biennium or the close of the fiscal year. Some deficits may carry over into the subsequent year or biennium, but only with consent of senior leadership and approval of a deficit mitigation plan.

• For units that have borrowed money and have not met debt covenants associated with an internal loan, a Financial Stability Plan is required and must be approved by the Board of Regents, in accordance with policy.

• Many of the University's major auxiliary units produce annual independently audited financial statements.

• UW Finance conducts annual reviews of large, non-externally audited self-sustaining or recharge units with more than $10 million in revenue.

• Some of these auxiliary units, such as Continuum College and Housing & Food Services, charge fees. Where Regents have reserved fee-setting authority, rate approvals and/or fee change requests are brought to Regents for action.

• UW Finance reviews initial rate proposals to establish both service and recharge centers, and reviews rates annually thereafter. Deans, vice presidents, and vice provosts are expected to review recharge center rates annually.

Other central controls, beyond those noted previously, serve to ensure that programs are sound in terms of quality, consistency, and financial health:

• The UW's Internal Audit office seeks to provide audit coverage across the entirety of the University, deploying its resources in areas of increased risk or operations they have not audited in the recent past. In addition, Internal Audit focuses its annual audit plan on areas of highest risk across the University's units and within its departments.

• Training and outreach are provided or required for certain expenditure types or programs. For example, as researchers responsible for specific sponsored grants and contracts, Principal Investigators are required to attend fiscal training. Similarly, purchasing cardholders must attend training prior to taking card possession.

• Workflow approvals are incorporated into newer technology applications (e.g., procurement and travel and the new payroll system).

• At the close of each fiscal year, unit-level finance leads, as well as each unit lead, are required to sign off on a fiscal year close-out sheet to ensure that appropriate year-end transactions are complete and accurate.

In addition to budget planning, year-end reconciliation and closure, as well as external and internal audit work, the University manages a debt portfolio under the direction and purview of the Board of Regents. The Internal Lending Program (ILP) manages internal loans to University departments, provides a stable rate to campus borrowers, manages external bonds and relationships with credit agencies, and provides overall lower costs.
of debt issuance. Debt can be provided in the form of long-term debt for major capital projects, short-term operating loans to campus borrowers, short-term minor asset purchase loans, and bridge loans to enable campus borrowers to begin construction before a limited percentage of pledged donor gifts are in hand. UW’s Treasury Office conducts regular institutional debt-capacity planning exercises, which include a report to the Board of Regents. It also partners with the Office of Planning & Budgeting to regularly review the financial health of business units that participate in the ILP to ensure long-term obligations associated with debt issuance can be met.

The ILP is carefully managed with a long-term view to overall University debt capacity. Access to loans is provided only after a due diligence process, and for major loans, approval by the Board of Regents. Most loans require covenants between borrowers and the University, and failure to meet covenants is elevated to the Board of Regents for approval of a Financial Stability Plan. In FY20, University debt service was 3.0% of total expenditures (3.6% in FY19). In addition, the University’s external debt portfolio is regularly reviewed and assigned a credit rating by Moody’s Investors Service (Aaa, stable outlook as of February 2021) and Standard & Poor’s (AA+, stable outlook, as of February 2021).

Apart from the management of its debt portfolio, the University’s Compliance and Risk Services provides risk-identification and mitigation solutions and education on a broad range of issues, all of which fall under an enterprise risk management strategy. Mitigations include leadership guidance and support in policy oversight, institutional reporting, complaint investigation, board and governance support, process and system improvement, and development of training and education. This group is also responsible for its support of the University’s Portage Bay Insurance Company, a captive insurance company regulated by the State of Hawaii, governed by a board of directors comprising University of Washington and local insurance industry experts, and charged with placing affordable and appropriate insurance policies for the University community.
STANDARD 2.F. HUMAN RESOURCES

2.F.1 Employee Information
In general, employment-related information is housed on the websites for Human Resources and Academic Human Resources, as well as in the Faculty Code.

Academic Personnel
Faculty members are apprised by the University and the local appointing unit of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Chapters 24 and 25 of the Faculty Code contain the primary rules governing the procedures for faculty appointment, promotion, tenure, merit evaluation, and retention. In addition, local appointing units articulate their expectations for teaching, scholarship, service, and artistic creation.

Other academic personnel are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination through websites (e.g., Academic Human Resources), codes (e.g., Librarian Personnel Code), academic union contracts (i.e., United Auto Workers – Postdoctoral Scholars, UW Housestaff Association, and American Federation of Teachers - Extension Lecturers), and offers of employment.

Staff
The terms and conditions of employment for classified and professional staff are published on the Human Resources website. These take the form of labor contracts, the Professional Staff Program for professional staff employees, and links to civil-service rules for the staff to which these rules apply. The Human Resources website also provides detailed information on policies such as complaint resolution, disability accommodation, flexwork and telework, performance management, workplace violence, and ethics and conflict of interest for all staff employees.

Information on the Human Resources Benefits Office website describes retirement, insurance, and other benefits programs offered to UW faculty and other academic personnel and staff, and the UW Disability Services Office provides disability accommodation services to the faculty. In addition, employing units provide position-specific information to their employees, including information about hours of work, work assignments, leave request approval, and performance evaluation criteria.
2.F.2 Professional Development

The University provides appropriate opportunities and substantial support for professional growth and development for faculty, staff, and administrators. Vehicles for professional growth and development include:

- Human Resources’ Division of Professional & Organizational Development, which offers an extensive array of in-person and online training opportunities. Areas include communications, diversity and inclusion, fiscal procedures, human-resources administration, personal and professional growth, planning and productivity, and supervision and leadership.
- The UW's Professional Leave Policy, under which faculty members, librarians, and professional staff may, as frequently as every seven years, request and receive a paid development leave.
- An Outside Professional Work Policy, which allows full-time faculty and staff, with advance approval, to engage in outside professional work for remuneration (maximum extent of 13 calendar days per academic quarter (averaging no more than one day per seven-day week).
- Myriad activities and programs at UW Bothell's Office of Connected Learning, UW Tacoma's Teaching and Learning Center, and Seattle's Center for Teaching and Learning.
- The Faculty Fellows Program, an intensive instructional development program led by the UW's Teaching Academy, comprising previous recipients of the University of Washington Distinguished Teaching Award.
- Workshops to enhance the effectiveness of faculty and administrators conducted by, among others, the Office of Academic Personnel, Office for Faculty Advancement, and ADVANCE Center for Institutional Change.

2.F.3 Sufficiency

The University employs a sufficient number of qualified personnel to achieve its organizational responsibilities, advance its educational mission, and ensure operational functioning. UW Human Resources recruits through equal opportunity well-qualified, capable candidates, ensuring that candidate selection criteria, position descriptions, and procedures for selection of personnel are published and made readily available, and by:

- promoting a culturally diverse and inclusive environment;
- providing access to opportunities for skill, career, and professional development;
- maintaining a competitive compensation program; and
- administering state benefit plans and complementary-supplemental University-specific benefits that allow employees and retirees to thrive in their personal lives.
Individual hiring units are charged with maintaining accurate and up-to-date job descriptions for, supervising, and managing University staff.

The UW uses Interfolio Faculty Search to manage its academic recruitment process. Through this platform, individual hiring units detail the expectations and responsibilities for the successful applicant. The Office of Academic Personnel, through Academic Human Resources and the Office of Equal Opportunity and Affirmative Action, ensures that position advertisements fulfill the University's equal-opportunity recruitment requirements and accurately represent the available appointments. Through the decentralized hiring process, the highest qualified faculty members who will meet both the specialized needs of the unit and the broader needs of the University's programs as a whole are identified and recruited. Good-faith efforts are made to maintain an inclusive and diverse workforce.

The University of Washington employs qualified faculty in sufficient numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. Qualifications for faculty at the various ranks are defined in the Faculty Code (Chapter 24, Section 24-34).

All administrators appearing on the UW's organizational chart are hyperlinked to the university-wide leadership list, and schools’, colleges’, and campuses’ websites provide additional detail regarding their organizational structure.

2.F.4 Evaluations

UW professional and classified staff standards and requirements for periodic employee evaluations are articulated in the UW Professional Staff Program, collective bargaining agreements, and state civil-service rules. Compensation adjustments for professional staff require administrative confirmation that the employee’s job performance has been reviewed during the 12-month period preceding the proposed adjustment.

Executive Order No. 20 outlines a systematic process for the appointment and review of academic administrative appointees, including deans, directors, and chairs. All faculty members are evaluated annually for merit following the procedures outlined in the UW Faculty Code, Section 24-55 and Section 24-57. Documentation of the qualifications, recommendations, and procedures for merit and any applicable merit-based salary increase are also found in Executive Order No. 45 and Executive Order No. 64. This merit-based evaluation provides an opportunity for faculty to receive, on an annual basis, feedback on their performance by eligible voting faculty.

Faculty also receive regular assessment and feedback through other mechanisms as outlined in Faculty Code Section 24-57. Select faculty also confer on a regular basis with
their chair/director/campus dean/dean (or designee) (see Faculty Code Section 24-57, Subsection C). These conferences are documented and the faculty member is offered an opportunity to respond to, and revise, the document, following the procedures outlined in Faculty Code 24-57, Subsection D.

STANDARD 2.G. STUDENT SUPPORT RESOURCES

2.G.1 Effective Learning and Student Support Environment
The University of Washington has created and maintains effective learning environments via appropriate programs and services that support student learning and success. Below is a sample of these programs and services across the three campuses; these are in addition to the information provided in Standard 1.C.7.

Seattle
Students on the Seattle campus can avail themselves of the Center for Learning and Undergraduate Enrichment (CLUE), an evening study center that provides services for all students from the underprepared to the advanced, and the Odegaard Writing and Research Center, which supports both undergraduate and graduate writing and research. Programs that particularly focus on closing equity gaps include: the Office of Minority Affairs & Diversity (OMA&D) Instructional Center; Student Athlete Academic Services, which includes tutoring services for student-athletes; and Engineering Academic Center, Minority Scholars Engineering Program, and the Women in Science and Engineering program. Cocurricular resources, the information for which is available at Student Life, include the Samuel E. Kelly Ethnic Cultural Center, Q Center, and Student Activities Office, which oversees 1,000+ student organizations. Student Life also offers an array of counseling services that promote health and well-being.

Tacoma
UW Tacoma offers a host of support services, including: the Teaching and Learning Center (TLC), which comprises the Writing Center and the Quantitative Skills Center, and has a Peer Success Mentor program; Office of Digital Learning; Career Development and Education; and Milgard Success Center. The Center for Equity and Inclusion (CEI) sponsors cocurricular programming available to all members of UW Bothell community. It also helps to coordinate the Bias Incident Reporting system, and operates The Pantry, the on-campus food and hygiene resource for students. Student Affairs’ First Generation Initiatives and the Veteran and Military Resource Center support a growing student demographic. Two early-alert systems on the Tacoma campus, Academic Alert and CARE Team, allow advisors and student affairs staff to reach out to students with emergent and acute concerns for individualized and just-in-time support.
Bothell
UW Bothell invests significantly in a full range of academic support services, including the Writing and Communication Center, Quantitative Skills Center, Office of Community-Based Learning and Research, and Library. Global Initiatives provides support services for international students and resources to bolster intercultural competence and cultural humility. The Academic Transition Program provides assistance to first-generation college students. Student learning is further supported through cocurricular resources and programs, including the Activities and Recreation Center; Career Services; Counseling Center; Disability Resources for Students; Student Diversity Center; Health and Wellness Resource Center; Student Government; and Veterans Services. Most of these units utilize a student-management platform to identify and outreach to students who need support in order to minimize equity gaps.

2.G.2 Publication of Information
The University of Washington publishes online current information related to its: institutional mission; admission requirements and procedures for undergraduates at the Seattle campus, UW Bothell, and UW Tacoma, as well as graduate students; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Names, titles, degrees held, and conferring institutions for administrators and full-time faculty are not maintained centrally, but appear on the pages of the departments, schools, colleges, or units with which the individuals are affiliated.

2.G.3 Licensure, Employment Requirements
As necessary, programs include information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Also as applicable, these materials describe unique requirements for entry and/or advancement in that occupation. Examples of professional licensure disclosure can be found on the websites of the Department of Speech and & Hearing Sciences, for speech-language pathology employment, and the School of Pharmacy, for its Doctor of Pharmacy.
2.G.4 Financial aid and
2.G.5 Repayment Obligations and Loan Default Rate
The Office of Student Financial Aid publishes policies and procedures related to financial aid. This information includes details about categories of financial assistance and repayment obligations. The Office of Student Aid also monitors its student loan programs and publicizes the UW's loan default rates.

2.G.6 Advising
General descriptions of advising at the UW can be found at Undergraduate Advising (housed within Seattle's Undergraduate Academic Affairs (UAA), UW Tacoma's University Academic Advising, and UW Bothell Advising). The text below details the general processes involved in advising on each campus as well as training, professional development, and evaluation of advisors.

Seattle
At the undergraduate level, Seattle's Undergraduate Advising offers orientations, training, and ongoing support for all new and continuing advisors. Online information and face-to-face meetings with staff advisors give students a great deal of detail about the requirements and responsibilities of being a student. For students, the main advising portal is Undergraduate Academic Advising. This site provides a vast array of information for new college and transfer students, including an introduction to the substantial advising options available at the UW (at Undergraduate Academic Advising, the Office of Minority Affairs & Diversity, and in individual academic units).

UAA, UAA Advising, the Adviser Education Program (AEP), and the Association of Professional Advisers and Counselors (APAC) offer training, support, and professional development for all new and continuing advisers. AEP offers quarterly “Undergraduate Advising Basics” training and its Data & Technology webpage includes tutorials and resources that inform advising practices. Individual training by UAA Advising staff is available as needed. AEP and APAC also sponsor multiple events each year for advisers’ ongoing professional development. The Adviser Information File, accessible with a UW NetID, is a continuously updated and comprehensive online compendium of advising policies and procedures, reference materials, training opportunities, and professional organizations. Undergraduate advisors across the UW campuses collaborate regularly and meet annually to ensure consistency in understanding and communicating graduate requirements.

At the graduate level, advising takes place within the academic unit, engaging individual faculty (as the advisor for each student), the unit's faculty member who oversees that unit's graduate program (the graduate program coordinator), and the staff member who directs day-to-day graduate program administration (the graduate program advisor). All
of these individuals coordinate closely with the Graduate School, which provides general orientation and continued support for them. Advisors in the schools maintain the core record-keeping infrastructure used by academic units to monitor individual student progress. Academic programs list degree requirements on their webpages.

**Tacoma**
Tacoma offers a hybrid academic advising model for undergraduates, serving pre-majors through a centralized University Academic Advising (UAA) unit, and serving declared majors and graduate students through advisors affiliated with the schools. UAA uses a strengths-based, holistic advising model to assist students in connecting their interests and goals to academic majors. Peer student-advising mentors provide just-in-time and drop-in support for students through UAA. Regular communication occurs among advisors to support broad understanding of degree options and requirements across the campus. Advisors across campus connect through a monthly Advisor Roundtable and a quarterly meeting of TACADA, UW Tacoma’s chapter of the National Academic Advising Association (NACADA). In addition to their academic advisors, students receive support from the Office of Student Advocacy and Support, Financial Aid, Counseling & Psychological Services, peer Pack Advisors, Office of Global Affairs peer advisors, and Teaching and Learning Center peer success consultants. The primary portal for undergraduate student advising at UW Tacoma is through University Academic Advising which offers workshops and live chat to support students’ progress toward degree completion.

**Bothell**
Bothell has a robust program of academic advising to support student development and success. Beginning with advising sessions during the Advising and Orientation program at UW Bothell, pre-major advisors in the First Year & Pre-Major Program advise pre-major students until they are accepted into a major. Once a student is admitted into their major, they attend an orientation session with their new academic advisor. From this point on, students are expected to work with their advisor to develop an individualized course of study that will lead to the timely completion of a degree. Advising leads and directors of each school and program constitute the Undergraduate Academic Advising Leadership Council (UAALC), the formal body providing strategic leadership of academic advising to UW Bothell. Additionally, all advisors participate in the Community of Professional Advisors (CPA), which supports the engagement and development of the UWB advising community by offering opportunities for networking, connection to professional events and resources, sharing of best practices, service to students, and recognition of exceptional advisors.
2.6.7 Identity Verification
All students are expected to abide by the Student Code of Conduct for the University of Washington. Relevant parts of that code include WAC 478-121-107: Academic Misconduct and WAC 478-121-110: Acts of Dishonesty. Students misrepresenting their identity are subject to disciplinary processes under the Code; students are informed of processes and associated costs upon registration. Additional identity and authenticity verifications are made through online proctored-exam processes, anti-plagiarism software, and triangulation of student work by faculty. During the pandemic, remote learning also meant students were using the Zoom platform, for which they need to enter their university email address and password.

STANDARD 2.H. LIBRARY AND INFORMATION RESOURCES

Planning and Assessment
With sixteen libraries on its three campuses and at the Friday Harbor Laboratories, the University of Washington Libraries (Libraries) provides library and information services that support the institution's teaching, learning, research, and clinical needs. Within the Libraries' organizational structure, each portfolio is internally reviewed regularly with the goal of enhancing services and programs to the UW community and improving organizational performance. Policies and procedures related to the use of library and information resources are available on the Libraries' website. Operating under the model of One Library: Three Campuses and aligning itself with the UW Libraries 2018-2023 strategic plan as well as University and programmatic directions, the Libraries regularly assesses the adequacy of its collections and services.

Assessment efforts are spearheaded by the Libraries' Assessment, Data Visualization, and Planning department, and include: the Libraries' Triennial Survey, which gauges how students and faculty use libraries and their teaching, learning, and research needs and priorities; the In-Library Use Survey, which sheds light on the use of library spaces and services; and myriad context- and group-specific assessment projects. Libraries staff expertise in data visualization supports evidence-based decision making and enables the Libraries to share key metrics with stakeholders.

Staffing
The Libraries employs 180 FTE librarians and professional staff, 145 support staff, and 95 FTE student assistants on all three campuses (not including the Law Library). All librarians hold the MLS or equivalent with many holding additional graduate degrees, and some hold adjunct appointments in academic programs. As academic staff, librarians have their own Librarian Personnel Code which covers appointment, rank, promotion, tenure, and grievances. The Association of Librarians at the UW represents
librarians at all three campuses and appoints librarians to serve as ad-hoc members of Faculty Senate committees.

**Instructional Support**

The Libraries' collections consist of more than nine million volumes and sizeable numbers of microforms, manuscripts, technical reports, maps, architectural drawings, photographs, and audiovisual materials. More than 70 subject librarians work closely with academic programs to select and provide access to information resources needed for the curriculum and research. Nearly 200,000 serials are available online, and, when combined with 1,400,000 e-books, help extend access beyond the physical collection. The Libraries also participates in a number of collaborative programs that help extend access to resources and services that facilitate teaching, learning, and research: the Orbis Cascade Alliance; Association of Research Libraries (ARL); Center for Research Libraries (CRL); Greater Western Library Alliance (GWLA); HathiTrust; and the Western Storage Trust (WEST).

Library and information resources are integrated into the learning process via a number of efforts that speak to the UW Libraries 2018-2023 strategic plan, the UW Tacoma Library 2016-2021 strategic plan, and UWB Campus Library's strategic directions. These efforts include:

- course-integrated Libraries Research Assignment for First Year Interest Groups (FIGs);
- instructional support for 100-level research and writing courses through library research workshops and online Canvas modules;
- integrated research and writing support for students in the Odegaard Writing and Research Center (OWRC);
- Transfer Student Libraries Orientation and Social, in collaboration with First Year Programs and other campus partners;
- pedagogical support and resources for the Odegaard Active Learning Classrooms;
- support of equity, inclusion, and diversity efforts, such as UW Tacoma's Real Lit[erature] Book Club; quarterly events facilitated by the UW Bothell Library Community Reads Team; and the Racial Justice Resources guide.
- support for international students, such as Libraries FIUTS tours and work with the Center for International Relations & Cultural Leadership Exchange (CIRCLE);
- undergraduate-targeted programming, including hosting events at UW's Dawg Daze Welcome Week, portions of the annual Undergraduate Research Symposium, visual exhibits and musical performances featuring student artists, and a pop-up series of community-building conversations for students;
- research consultations, programming, workshops, and collaborations with the Graduate School and Health Sciences program;
• subject specialist liaisons supporting instruction embedded in graduate courses;
• Scholars’ Studio and 3 Minute Thesis Competition, professional-development opportunities that bolster graduate students’ research-presentation skills;
• citation-management training, design help, writing consultations, and graduate-funding information through the Research Commons;
• Graduate Student Research Institute and the Research Data Management Workshop;
• electronic thesis and dissertation support, in partnership with the Graduate School;
• digital scholarship support, via the Annual GIS Symposium, the Hacking the Academy series, UW Tacoma Digital Commons, and the development of digital scholarship projects at UW Bothell that connect students with communities; and
• workshops for graduate students, about new forms of open scholarly publishing, especially in the arts and humanities.

Programming and services notwithstanding, the Libraries supports students and sustains the UW's mission through its physical spaces, which integrate services, resources, and technology-rich spaces. Within these spaces, students can access course reserves, quiet study space, and reservable group-study rooms, as well as student-funded computer workstations and laptops.

STANDARD 2.I. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

Physical Facilities
The University of Washington strategically manages and provides programs and services pertaining to the physical facilities in support of its mission. These units operate and maintain the institution’s facilities, grounds, and utilities, and provide technical guidance and expertise in support of the capital program. On the Seattle campus, Facilities Services consists of eight departments that oversee: campus engineering and operations; maintenance and alterations; building services; transportation services; emergency management; finance and business services; organization resources and relations; and strategic initiatives. UW Bothell’s Facilities Services and Campus Operations consists of teams that oversee maintenance, custodial, motor pool, the campus U-Car system, moves and setups, grounds, and wetlands services. Housed within the Division of Administrative and Planning Services, this unit attends to the needs of the entire UW Bothell/Cascadia Community College campus. UW Tacoma’s Facilities Services, a unit housed within the UW Tacoma Division of Administrative Services, includes finance, human resources, campus security, auxiliary services, and the Key Bank Professional Development Program.

All three units support the Capital Projects Office (CPO), which plans, develops, and delivers physical environments to advance the University’s mission. Driven by principles
of teamwork, integrity, innovation, commitment, and legacy, CPO accomplishes its goals through an annual analysis of metrics; feedback from clients, faculty, staff, and students; and the highest safety standards, goals, and statistics in the state of Washington. It implements the Campus Master Plans for all three campuses and Friday Harbor Labs.

To ensure accessible, safe, and secure facilities, COP works with designers, clients, contractors, and students. The unit's work ensures that University buildings and structures meet or exceed all current codes and regulations; obtain high sustainability ratings; meet the needs of clients, faculty, staff, and students; comply with all required environmental regulations; and preserve and protect campus historic resources while providing state of the art facilities that will last for decades. Project managers and construction managers work closely to meet schedules and budgets. One assigned project manager is the main contact throughout the life of a project. Project managers are assigned from one of five specialized groups: Design Services, Major Projects Group, Student Life Projects Group, Special Projects Group, and the Small Projects Delivery Team.

The CPO has a strong safety culture and has proven success in reducing and preventing accidents involving faculty, staff, and students on campus, in the office, and on construction sites. The work of the CPO aligns with various administrative policies in place (see Section 10 of the Administrative Policy Statements), ranging from environmental health and safety to the reporting of accidents, injuries, and illnesses to the management and disposal of hazardous wastes.

Technology Infrastructure
Similarly, the institution’s information-technology infrastructure is made accessible, safe, and secure by UW Information Technology (UW-IT). UW-IT’s many divisions work to implement the University’s information technology, telecommunications and networking projects and acquisitions policy, which addresses: the stewardship for responsible planning and management of IT services; determination of oversight level based on risk and severity; calculation of system life cost; and standard UW procurement procedures. Within the framework of its governance structure, UW-IT’s strategy aligns the unit’s efforts with the institution’s academic mission and key priorities. Its efforts balance enhancing the student experience, advancing world class research, enabling academic administration, and modernizing the UW business administration.

Major applications and infrastructure all have defined technology refresh cycles that are appropriate for the specific service. Funding for equipment replacement is built into the rate for self-sustaining services and into the internal UW-IT budgeting process for centrally provided services. Additionally, UW Administrative Policy Statement 2.3, which governs information technology, telecommunications, and networking projects helps
ensure that the ongoing operations costs and the anticipated system life cost, including equipment replacement, are taken into account in the information-technology acquisition process. Classroom and media equipment are aligned with industry standards, pedagogical trends, and disability and other compliance-related policies and laws (see, for example, UW Tacoma Computer Renewal Principles and Guidelines).

The Office of the Chief Information Security Officer (CISO), housed within UW-IT, ensures the safety of the UW’s technology infrastructures. It continuously works to understand the valuable information and technology assets around the UW that might be targeted, uses a variety of tools to systematically understand their vulnerabilities, and maintains a robust cyberintelligence to better understand the capabilities and motivations of potential adversaries to protect the UW.

UW-IT Accessible Technology Services works in close partnership with the Office of the CISO and other divisions to ensure that information and technologies are accessible to users with a diverse set of abilities. Accessible Technology Services provides services for accessibility outreach, web and document accessibility, captioning, and works closely with private-sector software partners to identify and remediate accessibility issues in software used by the UW.
APPENDIX B. INSTITUTIONAL REPORT CERTIFICATION FORM

On behalf of the Institution, I certify that:

✓ There was broad participation/review by the campus community in the preparation of this report.
✓ The Institution remains in compliance with NWCCU Eligibility Requirements.
✓ The Institution will continue to remain in compliance throughout the duration of the institution’s cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

[Signature]

February 12, 2021

Ana Mari Cauce
President and Chief Executive Officer
University of Washington