

A LIBERAL ARTS EDUCATION AT A RESEARCH INSTITUTION / MOVING THE UW FORWARD

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COMMUNICATIONS AND OUTREACH WORKGROUP 2018

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I. OVERVIEW OF CHARGE

In July, 2018 four workgroups were charged with addressing the need for a whole university, system-level approach to undergraduate enrollment management (EM). As stated in the original charge letter: “The need for this work at the UW is illustrated by the following challenges:

- Student educational outcomes including admission to degree programs are not optimal under current admission and enrollment practices.
- The University is more dependent than ever on revenue from undergraduate student tuition.
- Unit-specific enrollment levels strongly affect the budget of academic units.
- There is misalignment between current enrollment practices and departments’ enrollment capacities.
- Undergraduate enrollment goals have often been set on a year-to-year basis without respect to the evolving enrollment goals of individual academic programs.

In view of the University’s shared governance policies and practices, developing new approaches to undergraduate EM requires a collaborative approach involving faculty, staff, and student leadership.

The comprehensive effort to structure a whole University, system-level approach to undergraduate enrollment planning and management will focus on four areas and their associated work groups:

- Enrollment Goals
- Data and Analytics
- Outreach and Communications
- Curricular and Co-Curricular Offerings and Development”

The Outreach and Communications Workgroup was charged with developing strategies to improve how we communicate the important, distinctive character of a liberal arts education developed within a research institution. The workgroup recognized that the UW’s undergraduate education is deeply embedded in a commitment to a liberal arts education. Equally important is the reality that the UW has defined itself as a research university. Thus the work group revised the charge to forefront the question of how does the UW describe a liberal arts education within the context of a research institution. The charge was further refined to acknowledge that many units, programs, and departments were already engaged in this work and what is needed now more than ever is UW leadership on the issue as we move forward. What follows is our reordering and rephrasing of the charge questions (the original charge letter is [Appendix 1](#)):

A. Propose ways in which the UW can describe the value and advantages of pursuing a liberal arts education at an R1 institution such as the UW.

B. Define strategies that can be implemented by UW central leadership to help academic units describe the value and intellectual richness of their degree offerings to: Prospective students; Current students; Families; Employers; External communities.

C. Determine the best ways to communicate the potential variations in admitted-student profiles to specific academic programs that are likely to occur if unit-specific holistic review policies are implemented. (This was not addressed, see below)

We understood our charge to focus on the character and delivery of an excellent undergraduate education as a liberal arts education in a research institution. While we acknowledge that graduate education is essential to the UW, this report focused solely on the undergraduate education and experience. Furthermore, while we were not charged to consider the impact of Direct to XXX policies, we considered it relevant to our discussions and provide our notes in [Appendix 6](#).

II. EXECUTIVE SUMMARY

What kind of university do we want to be? What does it mean to offer a liberal arts education at a research institution? These are the questions at the foundation of challenges the University of Washington is facing. While the workgroup recognizes UW's exceptional programs in the liberal arts, we know we can do better for undergraduates as a whole. Today, we are neither recognized for the highest quality undergraduate education nor have we fully realized the potential of a unique and powerful liberal arts education possible at a research institution as the foundation of the creation and dissemination of knowledge at the UW. If we want to be recognized for offering access to excellence in undergraduate education offered within a research institution, we must more intentionally and broadly steward the delivery of an excellent liberal arts education for our students and in the process build a greater reputation for liberal arts at the UW.

We should begin by recasting our mission statement to reflect our commitment to a liberal arts education in a research institution. We should focus our resources on ensuring that we deliver the highest quality undergraduate education, one founded on the strengths of our faculty and the assets of our schools, colleges, and campuses. While our workgroup focused primarily on the Seattle campus, an updated mission will shape our work across all three campuses, linking us closely in this effort. UW Tacoma and UW Bothell each offer a unique liberal arts education that engages undergraduate research and scholarship in remarkable ways. On the Seattle campus we have traditionally relied on the College of Arts & Sciences to steward the liberal arts curriculum. However, the workgroup realizes and recommends that offering a top tier liberal arts experience on our Seattle campus requires a coordinated commitment of the entire institution, one that builds on the extraordinary opportunities of the UW's distinguished research faculty.

Furthermore, the market's perception of the UW's programs doesn't match even our achievements at this point in time. In the 2017 Admitted Student Questionnaire, 30% of admitted students who did not matriculate rated the UW "inferior" in its emphasis on the traditional liberal arts. We believe this is not a true assessment of our programs nor of the education that we offer. To tackle this challenge, we must actively support outreach and communication efforts led by the UW's offices of Admissions, Undergraduate Academic Affairs, Office of Minority Affairs & Diversity and other units that engage in recruitment. We must simultaneously support an excellent education, one that includes innovative ways to teach, engage in research, and honor exploration by students.

If we want to be a research university that values and stewards an undergraduate liberal arts education and is recognized for its excellence, we will need to refocus our shared leadership and our resources toward this vision. The highest priority recommendation we offer is that the President and Provost lead the effort to build a more robust commitment to a liberal arts education at UW. This requires a change in central priorities that are focused on our research strengths. It will require increased funding and expanded resources aimed at achieving excellence in teaching and education, equal to our commitment to research and scholarship.

What follows is a summary of spirited discussions over the past four months. We have addressed the charge as presented while modifying the questions in response to what we consider the very real challenges faced by the University. Most important, we centered every discussion with an eye toward student success – how to support processes and communications that deliver better programs and outcomes for students. The Summary of Recommendations below offers a review

of our recommendations, not in the order discussed but rather by priority and the leadership required for implementation. Following the Summary, we have provided an overview of our challenges within a national framework and more specifically within the University of Washington. We have then organized discussions of each recommendation as a foundation for further deliberations that will be an essential element of implementation. Furthermore we know that implementation, particularly at the scale of the campuses, colleges, and schools, will look different in each unit. We provide these recommendations as an overall approach and guiding framework.

Finally we recognize that the UW will realize its potential only by working simultaneously from the top down and bottom up. We begin by sharing the highest priority actions that require UW leadership. In turn, they will make it possible for faculty and staff to build on current efforts in support of a renewed mission. While outreach and communications efforts are critical in communicating the value of the liberal arts at the UW and, as outlined below, provide an essential framework for our recommendations, marketing and communications alone are not sufficient to deliver on the UW's promise -- important updates and changes to current structures, processes, and programs are needed. This will need to be a university wide effort.

SUMMARY OF RECOMMENDATIONS

[RECOMMENDATION #1:](#) The Provost should work with faculty leadership and councils, the Board of Deans and Chancellors, and the Office of Admissions to complete and implement the comprehensive admissions and enrollment plan recommended by the Enrollment Goals Workgroup, to be applied across the whole University with a focus on stewarding the full breadth of a liberal arts education.

[RECOMMENDATION #2:](#) The President and Provost should initiate a UW-wide effort with significant faculty, staff, student, and leadership engagement to review and recast the UW Mission Statement to better reflect our educational mission and reaffirm our commitment excellence. We believe this is not only essential to this project but also to the UW achieving its vision to be the greatest public university as measured by impact.

[RECOMMENDATION #3:](#) The Faculty Senate Leadership, in collaboration with the UW Curriculum Committee, should create a strong statement of how a liberal arts education is defined at the UW and this statement should frame a robust and rigorous review of the "Areas of Knowledge" and General Education definition and requirements. This review should be applied across all schools, colleges, and campuses with the acknowledgement that implementation will be distinct at each of the three campuses as well as the colleges and schools.

[RECOMMENDATION #4:](#) The Provost, Board of Deans and Chancellors, and Faculty Senate leadership should initiate efforts to increase recognition of the role of teaching at the UW in all academic programs as well as in the UW's marketing, outreach, and communication venues by integration and showcasing of faculty voices in these materials, especially those faculty involved in undergraduate teaching.

[RECOMMENDATION #5:](#) The President and Provost, in consultation with the Senate Committee on Planning and Budgets and the Board of Deans and Chancellors, should revise ABB to support and steward a broad liberal arts education, creating financial ballast to counteract the incentive

ABB unintentionally creates to silo students (as well as faculty) in particular disciplines, schools and colleges.

RECOMMENDATION #6: The Provost in partnership with the Enrollment Management Advisory Group should support central marketing and outreach in their efforts to streamline, target and sequence the distribution of content that demonstrates for students and their parents the defined pathways and benefits of exploring and pursuing both a liberal arts foundation and those degrees in traditional liberal arts disciplines at the UW. Such efforts should share the same standard of production and branding already established by our university-wide marketing efforts.

RECOMMENDATION #7: The Office of Undergraduate Academic Affairs in partnership with the Office of the Provost should provide advisors with increased resources to support student success. This would include the development of robust methods to link enrolled students with a wide range of academic interests and help them understand how to navigate broad offerings as they cultivate their own UW path to academic and professional success.

RECOMMENDATION #8: Deans and Chancellors should support faculty participation in central student recruitment efforts and fund units and programs to develop and expand programs that communicate the importance of their contributions to a liberal arts education in their recruitment of prospective students and advising of current students.

III. INTRODUCTION

For centuries, the study of the liberal arts has shaped the pedagogy of higher education. Even with the rise of undergraduate professional and pre-professional programs, particularly in the U.S., most four-year institutions retain a core curriculum around traditional liberal arts disciplines. The aim of the liberal arts to educate the “whole person” aligns with the mission of most institutions to create a more knowledgeable, informed public capable of learning, synthesizing, and applying knowledge. A. Bartlett Giamatti, past president of Yale University, notes, “if those who are free study the liberal arts...then freedom – intellectual and political – will be maintained.”[1]

As noted below, public and private universities are experiencing a national decline in the number of students pursuing majors in the liberal arts. The decline can be attributed to many different factors, including changes in K-12 education and teaching, (“teaching to the test”), the focus on and marketing of STEM career paths, the rise of metrics and a focus on what is easy to measure, as well as decreases in public funding of education and the corrosive increase in student debt. Relentless professionalization of education and hyper-specialization of education have also shaped how prospective students and their families view a college education. As a recent Bloomberg opinion piece describes, students’ and families’ perceptions of a liberal arts education have changed, partly fueled by the economic woes of the Great Recession in 2008, trading in the desire for a broad and multidisciplinary experience for more focused pre-professional programs in hopes of greater job prospects and more lucrative careers.[2]

Misunderstanding of the term “liberal arts,” particularly in an era of political polarization, poses yet another challenge when communicating about the benefits of such an education. A study by Art & Science Group LLC found that adding the term “liberal arts” to the description of a college program reduces the desirability among every subset of surveyed college students, regardless of proposed major, family demographics, preferred college type or ACT/SAT scores.[3] Yet at the same time the knowledge and experiences provided by such an education are desired by both students and employers, including in the tech sector.[4] These knowledge areas include helping students to learn, to think and to act ethically, to address discrimination and implicit biases, and to work toward justice in their communities. The capacity for problem solving and decision-making are knowledge areas and skills that a liberal arts education builds and fosters.

It is time for us to define a liberal arts education for the 21st century that builds on the foundations of scholarship and research to steward excellent education broadly conceived and shared. Today’s liberal arts education should address the challenges of building diverse and inclusive communities, the impact of technologies and automation on culture and society, and the capacity to address planetary-scale challenges of environmental and climate change, population growth, urbanization, and human and environmental health.

Despite the misperceptions about the value and content of a liberal arts education, lifelong benefits of such degree programs emerge when considering the high satisfaction of graduates from liberal arts fields, as well as the long-term success of graduates in achieving both financial security and the ability to adeptly navigate a changing marketplace and multiple careers. As the American Academy of Arts and Sciences found, unemployment rates and even college debt are essentially identical across all majors surveyed.[5]

In response to these trends and realities, it is critical that the UW review and revise the General Education descriptions and requirements to address student success as core to our liberal arts education grounded in a research institution. This will require a review of how we assist students in developing their individual pathways to graduation and life-long success and of our marketing and communications efforts to prospective, admitted and current students.

The Changing Nature of Liberal Education (from the American Association of Colleges & Universities)

	Liberal Education in the Twentieth Century	Liberal Education in the Twenty-First Century
What	<ul style="list-style-type: none"> • intellectual and personal development • an option for the fortunate • viewed as non-vocational 	<ul style="list-style-type: none"> • intellectual and personal development • a necessity for all students • essential for success in a global economy and for informed citizenship
How	<ul style="list-style-type: none"> • through studies in arts and sciences disciplines ("the major") and/or through general education in the initial years of college 	<ul style="list-style-type: none"> • through studies that emphasize the essential learning outcomes across the entire educational continuum—from school through college—at progressively higher levels of achievement (recommended)
Where	<ul style="list-style-type: none"> • liberal arts colleges or colleges of arts and sciences in larger institutions 	<ul style="list-style-type: none"> • all schools, community colleges, colleges, and universities, as well as across all fields of study (recommended)

[1] Giamatti, A. Bartlett, "A Free and Ordained Space: The Real World of the University," New York: W. Norton and Company, 1988.

[2] "The Great Recession Never Ended for College Humanities": Bloomberg Opinion, 14 August 2018. <https://www.bloomberg.com/view/articles/2018-08-14/the-great-recession-never-ended-for-college-humanities>

[3] "What's in a name? College bound students weigh in on the 'liberal arts'": Art & Science Group LLC, September 2017. <https://www.artsci.com/insights/studentpoll/volume-13-issue-1>

[4] "That 'useless' liberal arts degree has become tech's hottest ticket": *Forbes*, 17 August 2015. <https://www.forbes.com/sites/georgeanders/2015/07/29/liberal-arts-degree-tech/#1a9b31a6745d>

[5] AAAS, "The State of the Humanities 2018: Workforce and Beyond": www.humanitiesindicators.org

IV. WHY THIS MATTERS TODAY

RECOMMENDATION #1: The Provost should work with faculty leadership and councils, the Board of Deans and Chancellors, and the Office of Admissions to complete and implement the comprehensive admissions and enrollment plan recommended by the Enrollment Goals Workgroup, to be applied across the whole University with a focus on stewarding the full breadth of a liberal arts education.

For nearly all of the University's 157 years, the College of Arts & Sciences has served as "the intellectual core of the University of Washington, to discover, preserve and transmit fundamental knowledge in the arts, humanities, natural and social sciences," (from CAS Mission Statement) providing courses to support that foundation for some 80 percent of the University's student body. Indeed, the University's commitment to a liberal arts education for all students, represented in the University's General Education requirements, has been reaffirmed through the work of this committee. However, this commitment is increasingly not fully realized for all students, and has not always been evident to prospective students, families, and the more general public.

The reality is that in the last 10 years, the distribution and volume of enrollments in traditional liberal arts courses has changed dramatically. A decline in students seeking to major in fields traditionally associated with the liberal arts, particularly in the arts and humanities, can be attributed to a variety of factors, but largely to two key shifts:

- The national, post-Great Recession preferences of college-bound students toward STEM and professional degree majors, spurred by increasing demand for graduates to fill jobs in the country's tech sectors, including here in the Puget Sound. Students and their families perceive these jobs to be the most viable for short-term and long-term career paths, and assume degrees in STEM fields are required to achieve them. Fully 56.5 percent of freshman applicants to the UW in 2018 indicated a STEM-related area of study as their academic interest, and STEM enrollments have doubled across all three campuses, while non-STEM majors have dropped by 13% since 2008. Since 2013, the number of students graduating on the Seattle campus with degrees in arts, humanities, and social sciences has dropped by 800 students.
- Due to Advanced Placement, Running Start and International Baccalaureate transferable credits, required through state law, first-year students entering the UW in 2017 brought 200,000 student credit hours to apply toward their UW degrees (20 credits per student on average) that fulfill their core arts and sciences requirements, reducing enrollments in those classes across all degree-seeking students. This, combined with ABB, the UW's enrollment-based budgeting model, whereby a percentage of funding goes to the unit where the student is enrolled, has posed both fiscal and capacity challenges for the College of Arts & Sciences, with ramifications across the University that reach beyond budget and into the University's core philosophy of providing a foundational liberal education for all students.

Additionally, the cost of education is a major factor in driving students' and parents' desire to complete college efficiently, quickly, and with a clear professional "return on investment" in mind.

These factors, combined with a long-term absence of recruiting and marketing strategies in the College of Arts & Sciences – including concomitant resources – to serve prospective undergraduates -- have created a perfect storm at the UW (and, as noted, other peer institutions nationally): decreased demand and excessive capacity across courses and majors in the arts, social sciences, and humanities. While good work is underway, the need for a comprehensive enrollment strategy guided by the Office of Admissions and applied to both the College of Arts & Sciences and the University as a whole is essential. The strategy must focus on student success and address the educational experience and market demands – with the endorsement and deep engagement of the faculty.

V. THE UW MISSION

RECOMMENDATION #2: The President and Provost should initiate a UW-wide effort with significant faculty, staff, student, and leadership engagement to review and recast the UW Mission Statement to better reflect our educational mission and reaffirm our commitment excellence. We believe this is not only essential to this project but also to the UW achieving its vision to be the greatest public university as measured by impact.

The essential foundation of a liberal arts education at the UW extends beyond the College of Arts & Sciences and must be reflected in every one of the academic programs serving undergraduate students. Thus a holistic view of the University of Washington and its commitment to a liberal arts education should be undertaken and then clearly articulated in the UW mission. As is evidenced below, the focus of the current mission statement is on research through the advancement of new knowledge, followed by the role of education secondarily.

This emphasis on research and scholarship, and the advancement of knowledge, reflects the long history the UW defining itself as first and foremost a research institution. It has not traditionally focused on its excellence in teaching or learning outcomes for students, or on a liberal arts education (the term is not used in the mission statement) as a core foundation – even though the UW's historical 2 + 2 model (two years of exploration for pre-majors, either at the UW or at a community college), leading to a declared major at the end of the sophomore year) was true for the majority of the student body for many years and we serve over 40,000 undergraduate students across three campuses.

The UW mission statement as it now stands:

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.

If the UW is to be recognized for its excellence in undergraduate education, it must forcibly state such a commitment in its vision and mission statement.

Furthermore, we note that the College of Arts & Science mission statement does address a liberal arts education and should be used as a reference for the UW mission review ([Appendix 2](#)).

VI. SHARED VALUE OF A LIBERAL ARTS EDUCATION AT A RESEARCH INSTITUTION

RECOMMENDATION #3: The Faculty Senate Leadership, in collaboration with the UW Curriculum Committee, should develop a strong statement of how a liberal arts education is defined at the UW and this statement should frame a robust and rigorous review of the “Areas of Knowledge” and General Education definition and requirements. This review should be applied across all schools, colleges, and campuses with the acknowledgement that implementation will be distinct at each of the three campuses as well as the colleges and schools.

A comprehensive definition and description of a liberal arts education that builds on our strengths as a research university should guide our work from outreach to prospective students, to defining pathways of learning for students, to the bridges we build with our public, legislators, and alumni. It should be grounded in what the faculty understand is a broad liberal arts education and why it is crucial to preparing students for a full life ahead.

We have not yet developed or stewarded such a definition or shared description. We believe this is a root cause of our struggle to be recognized for a strong liberal arts education and for students’ lack of understanding of and appreciation for the value and opportunities associated with a liberal arts education. Equally, this lack of a cohesive understanding and description poses a significant challenge for the staff of the Admissions Office, Office of Minority Affairs and Diversity, and unit advisors as they strive to promote the UW as an excellent place for undergraduates to pursue a liberal arts education.

Thus this recommendation begins with the production of a shared definition and description of a liberal arts education that builds on our strengths as a research institution. As a catalyst for this work, we offer the following framework for articulating student “perspectives” on why pursuing

liberal-arts degrees that have incorporated both curricular and co-curricular opportunities into a unique learning experience are beneficial:

Pillars (Prepare for Life)

This work group identified many lifelong benefits of a liberal arts education at a public research university. We distilled these benefits, or skills, into five areas of learning that capture the value of the liberal arts as the core of the University's undergraduate mission.

Students learn how to do the following through a liberal arts education:

1. Solve Problems
2. Adapt and Thrive in a Complex World
3. Become Influencers
4. Chart Their Own Paths
5. Realize Their Full Potential

The group then identified key characteristics of a liberal arts education that support the five areas of learning. We noted five recurring themes as we reviewed those characteristics:

1. Ability to connect idea across diverse cultures, disciplines, and ways of thinking
2. Adaptability
3. Independent thinking
4. Ability to communicate ideas effectively
5. Sense of civic responsibility/ helping to shape one's community

There was consensus among work-group members that the ability to connect ideas across diverse cultures, disciplines, and ways of thinking is a particularly valuable benefit of a liberal arts education and essential in our increasingly complex, global society. We also found that the University of Washington's research mission—which is as important and present in the liberal arts as in other areas of the University -- strengthens the liberal arts at the UW.

As a second phase, we recommend a rigorous review of General Education requirements and "Areas of Knowledge" in the conviction that the importance of the liberal arts should be shared across our colleges, schools, and campuses. In summary, this review should consider the role of shared descriptions as well learning outcomes in the "Areas of Knowledge" that would be used by faculty and reflected in the relevant syllabi.

As a starting point, we offer two statements drafted by members of the committee testifying to the significance and substance of the liberal arts at the University of Washington:

Statement #1:

The liberal arts are at the heart of undergraduate education at the University of Washington, ensuring that students develop skills that last a lifetime. Our students learn to solve big problems and become influential leaders, with the ability to adapt and thrive in a complex world. They chart their own paths and realize their full potential. Through our liberal arts curriculum, and in close proximity to our region's vibrant arts and its culture of innovation and experimentation, they learn to think critically, creatively, and independently, communicate effectively, and connect ideas across diverse cultures, disciplines and

perspectives. Enrolled at one of the world's top public research universities and with access to a region of innovation, industry, and exploration our students are steeped in discovery. They interact with accomplished faculty through research, scholarship and creative exploration in and beyond the classroom and across disciplines and colleges. Students are empowered to explore and engage with complex questions and big problems in meaningful ways that address the challenges we face in the 21st century. Through this multi-faceted education, they gain the vision, understanding and skills to develop and sustain meaningful careers and become engaged citizens who positively impact their community, the state, and the world. The University of Washington's research mission—which is as important and present in the liberal arts as in other areas of the University—strengthens immeasurably the liberal arts and the student experience at the UW.

Statement #2:

The University of Washington offers students the opportunity to thrive in a top-tier research institution anchored in a liberal arts education. Our mission is to provide students with a strong foundation in the humanities, arts, and social sciences as well as the natural and physical sciences.

This broad education develops students' capacities to think reflectively and creatively, communicate persuasively, collaborate effectively, and connect ideas across a diversity of cultures, disciplines, and perspectives. They learn to gather and interpret data; to pose, investigate, and answer complex questions; to nurture greater creativity; and to engage with arguments of others with understanding and respect. In pursuit of these goals, they have abundant opportunities to cross institutional boundaries and to discover and interact with each other and with outstanding faculty through research, scholarship and creative exploration.

The liberal arts mirror the interconnectedness of twenty-first-century life. They encourage curiosity and innovation, and they spark lifelong passions. They prepare our graduates to be engaged citizens and community leaders with the knowledge and skills to contribute positively to the state of Washington and to the world.

We provide both statements to demonstrate the complexity of writing a strong statement that will be shared across all units and faculty. We recommend that these statements be used to catalyze and generate broader discussions among faculty, staff, leaders, and students and are then used to frame a rigorous review of the General Education descriptions and requirements.

VII. VALUE OF TEACHING AT UW

RECOMMENDATION #4: The Provost, Board of Deans and Chancellors, and Faculty Senate leadership should initiate efforts to increase recognition of the role of teaching at the UW in all academic programs as well as in the UW's marketing, outreach, and communication venues by integration and showcasing of faculty voices in these materials, especially those faculty involved in undergraduate teaching.

Our undergraduate and graduate students come to the UW ready to be challenged academically. They want to learn new ideas and approaches to knowledge acquisition and creation. They come hoping to find or pursue an intellectual path that they are passionate about exploring and that might lead to a rewarding work-life after they graduate or complete advanced degrees. The UW offers students opportunities inside and outside the classroom to engage in questions that matter to the life of the mind, to society, and to the world. Indeed, the UW's teaching mission extends beyond faculty to staff, administration, alumni, community partners and others who interact with students. Together we teach them, mentor them, train them, and nurture their thinking and growth.

Because teaching and research are intimately connected at the UW, our faculty are uniquely equipped to encourage and support students' journeys of intellectual discovery and development. Teaching at the UW deepens students' understanding and effective practice of the concepts, methods, content, arguments, and questions in multiple disciplines. UW faculty are expert scholars who participate through research in complex interdisciplinary and often international learning communities, and their participation in these communities helps them give students in their classes and laboratories what they know to be the best knowledge in their fields. They teach students how to think critically about that knowledge, invite them to collaborate in their research, and empower students to actively engage as new participants in those communities of discovery and knowledge creation.

The UW's faculty take seriously the work of how best to help students learn, exploring what research says about learning, finding out what colleagues have done in the classroom that has been successful, discovering what methods--from lecture to flipped classrooms to experiential learning--are most effective for supporting their students, and identifying what in their own lives and experiences can help students meet their learning goals. The UW seeks and hires faculty who are passionately engaged with the teaching mission. In addition, the UW offers faculty ongoing teaching training opportunities and information about the most current research on learning and recognizes distinguished teachers through department, college, and university awards.

Increased recognition for teaching could include the following:

- Expanding the visibility of the UW's Teaching Award winners- highlight at public events, in marketing, in media, in more creative and visible ways
- Providing an increase in salary for those who are awarded the highest teaching honors
- Assisting efforts to improve teaching evaluations across all units with staff, financial, and leadership support
- Recognizing excellent teaching in marketing and communications across the UW

- Addressing the challenges such as high student to faculty ratio, and extremely high student to advisor ratio, both of which undermine our reputation as an excellent school for undergraduate learning and teaching
 - Expanding opportunities for freshman and sophomore seminars and other small classes
 - Developing “Big Ideas” courses on concepts such as justice, ethics, environment, time and space, among others, to give first-year students immediate access to the UW’s most committed teachers and providing the kind of thought leadership that evolves from critical thinking in liberal arts, multi-disciplinary courses
 - Revising Freshman Interest Groups (FIGS) to better meet the needs of today’s students
 - Considering how models such as the Honors Program can be replicated/modified to serve more students across the UW’s campuses, schools, and colleges
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VIII. IMPROVING ACCESS TO EXCELLENCE IN A LIBERAL ARTS EDUCATION AT THE UW

RECOMMENDATION #5: The President and Provost, in consultation with the Senate Committee on Planning and Budgets and the Board of Deans and Chancellors, should revise ABB to support and steward a broad liberal arts education, creating financial ballast to counteract the incentive ABB unintentionally creates to silo students (as well as faculty) in particular disciplines, schools and colleges.

While we were charged with identifying specific strategies to be implemented by units and departments, we believe that the challenge needs to be addressed at a larger scale and more comprehensively. Faculty and advisors are working extremely hard to address the challenges of undergraduate education and under and over enrollment in some disciplines across our campuses, colleges, and schools -- with a focus on helping students be successful and navigate a complex and disparate system. We agreed not to provide yet another list of activities that faculty and advisors should do on an ad hoc basis, both because it adds more to their already challenging work and further decentralizes our approach. Rather, we endorse identifying university-wide approaches and frameworks that would better support, enhance, and extend the foundations for an excellent liberal arts education at a research institution for all students. Such approaches will require leadership and a cultural shift focused on a shared vision of learning and development outcomes for all students rather than the highly decentralized and often competitive approach we currently deploy.

In addressing the Charge we were given, beyond revising ABB, we posed three challenges to communicating what it means to pursue a liberal arts education at the UW that must be addressed at scale:

1. How do we reshape our own institutional self-identity – along with the UW’s *reputation* -- so that we are widely seen as an institution of outstanding undergraduate learning which provides a strong liberal arts education that builds on our excellence in research?
2. What strategies can the UW deploy to best convey, promote, and deliver upon the wide array of academic options available to prospective students and current students while ensuring students are fully equipped to chart and navigate their own academic path? How do we do so in such a way that students are able to maximize those choices once they choose the UW?

3. How can we define University-driven strategies that support unit and program efforts to communicate the value and intellectual richness of a UW undergraduate liberal arts education to: current students; families; employers; external communities (for example, local industry and the legislature)?

All of this work requires the resources of funding, time, and focus. To tackle the challenges fully will require modifying our fiscal and organizational structures to more fully support our revised mission. Thus we begin by recommending a review of the fiscal structure known as ABB to more fully support a liberal arts education at the UW.

IX. UNIVERSITY-WIDE STRATEGIES TO SUPPORT A LIBERAL ARTS EDUCATION IN A RESEARCH INSTITUTION

As charged, our work group tackled the charges listed as B1 and B2 as a whole, with the understanding that what is needed are strategies that could be supported by the University as a whole. This approach recognizes that many units, departments, and administrative groups are already working on these challenges. Those efforts should be robustly supported.

As a result of our discussions, we have arrived at one set of recommendations that one set of recommendations that: *Define University-driven strategies that support and communicate the value and intellectual richness of a UW undergraduate liberal arts education to: prospective students; current students; families; employers; external communities (for example, local industry and the legislature)*

In reaching these recommendations, we:

- Identified University-wide challenges regarding student recruitment through major placement,
- Provided recommendations for how the UW can support the efforts of units to increase student awareness and access to their offerings, and
- Offered a sample of ongoing best practices coming out of UW units, many of whom have been doing this work for a long time.

CHALLENGES

Many of our UW academic units are using creative and ambitious strategies to attract, recruit, and retain students – both before they enter the University and as they consider their fields of study as undergraduates. And the UW's Admissions office, in partnership with central marketing, market the UW, capture and share discipline preference data, and communicate to and engage broadly with all prospective students. An area that deserves much greater attention concerns the alignment, support, and coordination between University-wide practices and departmental ones. How can we improve the "hand off" from the larger UW acceptance pool through to placement of a student within a field(s) of study?

Some of the bumps in the road now are larger messaging issues: Are we setting the right expectations for students as they embark on their educational experience?

Other bumps are more technical but are nevertheless so significant that they are experienced at the departmental level as formidable barriers. These are about systems: i.e., what kinds of information are made accessible/inaccessible to departments about student interests, and when? For example, departmental advisors report that it is hard for them to get information on which students are interested in their particular subject matter. Their current sources of information are Enterprise Data Warehouse, the “Transfer Admit Console,” and Data Services. But information from these disparate sources may not add up and cohere in a way that is most useful at the unit-level for successful recruitment and placement of students. Even using the term recruitment into a major once a student has chosen the UW seems odd culturally. How can we shift our focus to guiding students, from application to graduation, toward an educational narrative and major selection that supports their growth and success?

To address these systemic challenges involves three layers:

1. *Messages*: What should be our core messages about the distinctive nature of UW’s liberal arts education that we consistently convey throughout the whole student journey, regardless of major chosen?
2. *Messaging*: What are the key “touch points” in UW’s communications with students about the value and intellectual richness of their UW academic experience from their initial recruitment through graduation?
3. *Systems*: Our systems should be designed and calibrated in optimal coordination so that each student’s UW journey from recruitment through acceptance, admission, and placement in a major (as well as in minors, general education classes, and other courses of interest) is as smooth, logical, consistent, and *barrier-free as possible*.

Key questions to be asked at the university level:

- When and where does UW ask students what they are interested in? Are we asking the right way and building upon that information which the College Board, the Coalition application, and other sources provide as students are admitted? Are we capturing and utilizing this information effectively?
- How can the University as a whole do better at distributing this information about students’ interests to academic units early so they can directly recruit?
- How can the University better move students from the very general level of UAA advising to the more intimate arena provided within departments, where students are much more likely to experience a sense of belonging?
- What are the right opening “touch points” for new admits if we want to cultivate in them a way of seeing their UW experience as a journey that they are charting?
- What introductory experiences can help students expand their horizons and widen their expectations for their UW college experience, seeing it as being about much more than a major?
- How do we assure that STEM students benefit from the UW’s extraordinary breadth and depth of courses in the Humanities, Arts, and Social Sciences?
- How do we assure that nonSTEM students have opportunities to learn STEM methods from data science to statistics to the language of cutting edge science.
- How do we impart to new students the skills they need to get the most of their time here?
- How do we cultivate students’ willingness and tolerance to take risks?

- How can the UW do a better job of highlighting introductory/gateway course experiences and shaping students' educational expectations about these classes? Should we, for instance, have a common vocabulary for developing an expectation that their introductory course selection is one way they curate their own college experience? In other words, introductory courses are not about "getting rid" of requirements but rather laying a solid and broad foundation for discovery.

STRATEGIES AND TACTICS

COMMUNICATION AND OUTREACH STRATEGIES

RECOMMENDATION #6: The Office of the Provost in partnership with the Enrollment Management Advisory Group should support central marketing and outreach in their efforts to streamline, target, and sequence the distribution of content that demonstrates for students and their families the defined pathways and benefits of exploring and pursuing both a liberal arts foundation and those degrees in traditional liberal arts disciplines at the UW. Such efforts should share the same standard of production and branding already established by our university-wide marketing efforts.

This effort should include but not be limited to:

- Establishing a workgroup to conceptualize and coordinate communications around the whole student journey, from recruitment to graduation, for all students. Such communications will begin in outreach efforts to prospective students and then will be passed to admissions and finally advisors, as noted in Recommendation 7.
- Supporting the findings of the comprehensive review and competitive analysis conducted with the College of Arts & Sciences regarding how UW peers conduct admissions and market positioning practices in support of recruiting students to liberal arts majors.
- Investing in digital media for student recruitment and proposed pathways for admitted students with a focus on student access.
- Developing expectations among deans, chairs, and faculty to participate in student recruitment and external engagement opportunities that promote the UW to prospective and current students and families throughout the year.
- Strengthening the partnerships between central and unit outreach and communications staff, admissions staff, and advisors to develop strong and enduring means of recruiting and stewarding students through their UW education and preparation for life.
- Increasing funds to support a more robust recruitment of prospective students and outreach to accepted students to ensure we have the necessary breadth of enrolled students to support the breadth of a liberal arts education. This funding would support activities such as those included in [Appendix 5](#).

In order to convey and promote the wide array of academic options available to prospective and current students more effectively, we must expand the University's outreach to prospective students and grow the pool. We must reach not only the thousands of current students, not only the more than forty-five thousand individuals who apply to UW each year, but also the hundreds of thousands of prospective students who consider applying to UW—along with their parents, relatives, and friends – but do not currently because they don't understand the excellence of our liberal arts curriculum and pathways to access it. The personal touch is important, but we can't do

it with people only. We need to harness a broad array of tools, and one important set of tools is digital media.

Prospective and current students are digital natives, experienced in technology and accustomed to using it to navigate complex systems. At the UW, however, our recruitment efforts are highly decentralized and historically under-resourced, and thus strategies coordinated centrally are of high-quality but executed by a tiny staff with little authority to coordinate University-wide. Digital media tools offer the breadth and diversity of means required to reach the large and varied group of people with whom we need to communicate more effectively -- internally with key stakeholders and externally to the thousands of prospective students exploring opportunities for a liberal arts education that might appeal to them. We need to leverage email campaigns, our web sites (departments, programs, campuses, and the UW broadly), streaming video, and develop other ways to deliver information clearly, reliably, and in a targeted manner. Additional strategies can supplement this digital communications plan, but they cannot substitute for it. This kind of extensive digital media effort will require substantial labor and the investment of significant resources, including additional staff in Admissions and/or marketing dedicated to this level of coordination, or we will fail to reach the people we hope to reach.

RECRUITMENT, ADMISSIONS, AND ADVISING STRATEGIES

RECOMMENDATION #7: The Office of Undergraduate Academic Affairs should work with the Office of the Provost to provide advisors with increased resources to support student success. This would include the development of robust methods to link enrolled students with a wide range of academic interests and help them understand how to navigate broad offerings as they cultivate their own UW path to academic and professional success.

Advisors are critical contributors to student success. Advisors, alongside faculty, help students realize the richness and utility of a liberal arts education, especially one grounded, as at UW, in a prodigious research community. To do this successfully, we need to develop consistent messaging from central advising outward about the importance and advantages of wide-ranging, multidisciplinary undergraduate coursework. (Important to note: ABB has had the unintended consequence of dissuading this type of advising at the unit level, as it places such critical importance on unit-level enrollment). We must support advisors with more robust structural systems (easy access to interested students for example) and in developing supporting curriculum (gateway courses, micro seminars, honor courses). We must assist advisors as they guide students to better understand the powerful role of curating their own UW story, a path that reflects their interests and aspirations.

We must enable prospective and current students (and their families, influencers, and support network) to explore the options for liberal arts study at the University of Washington. We need to make those options legible and logical. There must be **pathways** through our curricula that people can easily discern and imagine themselves following, and those pathways have to be presented in such a way that they visibly lead **somewhere** -- to a career, advanced study, or other destination -- via internships, community-based learning, experiential learning, and other well signposted means. Furthermore, while Direct to Division decisions were not the purview of this committee, best practices nationally and at the UW show that situating students in a "home" department or pathway that is flexible and supportive results in greater development and

satisfaction among students -- and far less disappointment than our current ad hoc system of student exploration.

To be successful we must coordinate how we advise and support student success. We need to create a **“pass the baton” movement** into and through the university, to: (1) inform prospective students of their future options here, including the full range of possible classes; (2) help admitted students understand what pathways are possible and, given their inclinations, advisable; (3) create compelling entry-level courses, cohort-building events, common intellectual experiences, and learning communities that give them a sense of community and belonging; and (4) work with current students to match them with their ideal course of study.

System Strategies (further ideas are listed in [Appendix 3](#)):

- Develop a *pass-the-baton* systems between recruitment, admissions, and advising staff and faculty to communicate with students so that each student’s journey from recruitment through acceptance, admission, placement, and graduation in a major (as well as in minors, general education classes, and other courses of interest) is as smooth, logical, consistent, and as barrier-free as possible.
- Support efforts to identify and communicate alternative paths for students based on broad interests that may or may not align with existing majors. Ensure that students have full access to the breadth of options at the university by means of pathways that they can curate based on their interests.

This might include:

- Developing digital means for students to explore potential pathways (interest quizzes, inquiry-based searches for courses, etc.)
- Revising Freshman Interest Group Seminars (FIGS) and first year programs to emphasize pathways and student capacity to curate their own UW narrative
- Strengthening how we support, encourage, and honor students who have not named an intended major (exploratory / discovery students), especially if we move to a primarily direct-to-division context.

Central to these strategies are improvements and integration of software and network systems, which currently present a significant barrier (e.g. stated interests of admitted students are not automatically sent to relevant departments). We must create better technology tools and systems to allow students to be connected to the advisors and faculty who would be most beneficial in their development of their own UW narrative.

Many different units are already working, in diverse and exciting ways, on outreach to prospective and current students. They are experimenting with ways of informing students about their options for study. The new Admissions website, for instance, is likely to have more than five million views annually, and it has a section on majors and links to departmental websites that can in the future be built out and expanded. Additionally, admissions plans to migrate its e-communications to Marketo, a marketing automation software, by late Spring 2019 that will enable Admissions to develop and support much more targeted email and drip campaigns.

Digital and Technology Strategies:

- Improve database systems and programs that allow faculty and advisors to connect directly and as frequently as appropriate with admitted students (e.g., admitted students' areas of interest are relayed immediately to relevant units)
- Invest in methods of communicating pathway tools to assist prospective and current students in decision making.

For additional examples of additional strategies view the [Appendix 3](#).

UNIT AND PROGRAM SUPPORT

RECOMMENDATION #8: Deans and Chancellors should support faculty participation in central student recruitment efforts and fund units and programs to develop and expand programs that communicate the importance of their contributions to a liberal arts education in their recruitment of prospective students and advising of current students.

These include:

- Creating high-profile events that model the importance of the liberal arts, with a UW “Democracy Day” as the first one (comparable to the highly successful “Engineering Days”), highlighting the compelling value of a liberal arts education to both potential and current student audiences and supporting the UW’s public mission.
- Increasing support (fiscal / digital) for units to pursue directed outreach and communication, e.g. recruitment that engages High-school and Community College administrations.
- Increasing support for programming that focuses on [high impact educational practices](#) (e.g. faculty-led lower-division seminars, collaborative assignments and projects).
- Exploring discipline specific curriculum integration for first-year students (pathway orientations, predictable curricula, seminars, cross-departmental course clusters).
- Providing support for the interdisciplinary and exploratory/big ideas courses that introduce first- and second-year students to a range of approaches and disciplines and how they intersect.
- Developing UW-wide tools that support academic exploration including alternative and individualized pathways for students (might include an orientation to how to create a learning and career pathway).
- Creating alternative pathways including robust interdisciplinary majors, as well as exploring the role of certificates as they support broad liberal arts education.
- Amplifying and augmenting university-level support and expectations for smaller units to participate in Orientation activities, Dawg Daze, Admitted Student Previews, Parents Weekend, campus tours, and more.

A liberal arts education is grounded in the values of curiosity, exploration, and discover. We should welcome students in a manner that reflects these values. This requires encouraging students who know what they want to study, to explore further, and honoring those students who are in the discovery phase of learning. Such an approach builds on our strengths as a research institution as we already value discovery and inquiry in our role as creators and disseminators of knowledge. We can do a better job of conveying these values to our students in our recruiting, admissions, and advising, as well as teaching.

Interdisciplinary and exploratory/big ideas courses that introduce first and second year students to a range of approaches and how they intersect are a critical element of a robust liberal arts education in a research institution. They offer the opportunity to engage broad and complex questions as well as draw on the remarkable research and scholarship of faculty. As noted in the workgroup on co-curricular reviews, peer institutions have developed initiatives such as Stanford University's "Thinking Matters," University of California, Berkeley's "Big Ideas" courses, and University of Maryland's and University of Texas--Austin's FIRE (first year research experience) programs that get students immediately involved in examining topics that matter to them through innovative pedagogical approaches. The UW already has courses that fit this description, but they are not widely marketed to students or generally recognized for their added value.

DEPARTMENT-LEVEL

There are FIVE ways that units and programs can strengthen their contributions to providing a strong liberal arts education at a research institution:

- Review digital media for consistent messaging, ease of access, and breadth of reach (may require central funding/ support).
- Get involved in recruiting events/activities by the University/division/ college/ school (encourage faculty to participate, and make it easier for them to do so).
- Develop and support cross-disciplinary intro courses; support unit-level communications and recruitment and advising (again will be tied into some revision of ABB or additional funding support.)
- Develop career- domain seminars and workshops to help students link learning to careers, and promote those career programs as distinctions within each department/unit.
- Develop certificates or other forms of record to recognize mastery of specific areas of study to encourage students to explore beyond the major.

Best Practices are in [Appendix 4](#).

X. COMMUNICATING VARIATIONS IN ADMISSION PROFILES

The workgroup was charged with determining "the best ways to communicate the potential variations in admitted-student profiles to specific academic programs that will potentially occur if unit-specific holistic review policies are implemented."

This was not addressed as we were given no guidelines as to how or what such a change would look like. We did understand that the workgroup on admissions was considering important means of improving the admissions process, but had no details.

APPENDIX 1: ORIGINAL CHARGE LETTER

June 19, 2018

Outreach and Communications Work Group

Thaïsa Way, Professor of Landscape Architecture, Chair of the Faculty Senate, Committee Chair
Catherine Cole, Professor of Drama, Divisional Dean of the Arts, College of Arts & Sciences
Mary Gresch, Chief Marketing and Communications Officer, University Marketing and
Communications

Heather Hoeksema, Senior Director of Marketing and Communications, College of Engineering
Nancy Joseph, Director of Publications, Marketing and Communications, College of Arts &
Sciences

Patricia Loera, Associate Vice President for College Access, Minority Affairs and Diversity

Margaret O'Mara, Professor of History, College of Arts & Sciences

Brian Reed, Professor of English, Divisional Dean of Humanities, College of Arts & Sciences

Jeffrey Shulman, Associate Professor of Marketing and International Business, Foster School of
Business

JoAnn Taricani, Associate Professor and Chair of Music, Faculty Legislative Representative (was
replaced by Kathleen Woodward)

Ed Taylor, Vice Provost and Dean of Undergraduate Academic Affairs

LeAnne Wiles, Director of First Year Programs, Undergraduate Academic Affairs

Russell Yost....

UWB representation

UWT representation (identified as Zoe Barsness)

Ex Officio:

Jed Bradley, Senior Policy Analyst, Planning & Budgeting

Nicole Dierks, Assistant Vice President for Brand Marketing & Strategy, University Marketing &
Communications

Jocelyn De Jong, Senior Associate Director of Admissions, Enrollment Management

Dear Outreach and Communications Work Group Members:

The need for a whole university, system-level approach to undergraduate enrollment management (EM) at the UW is illustrated by the following challenges:

- Student educational outcomes including admission to degree programs are not optimal under current admission and enrollment practices.
- The University is more dependent than ever on revenue from undergraduate student tuition.
- Unit-specific enrollment levels strongly affect the budget of academic units.
- There is misalignment between current enrollment practices and departments' enrollment capacities.
- Undergraduate enrollment goals have been set on a year-to-year basis without respect to the evolving enrollment goals of individual academic programs.

In view of the University's shared governance policies and practices, developing new approaches to undergraduate EM requires a collaborative approach involving faculty, staff, and student leadership.

The comprehensive effort to structure a whole University, system-level approach to undergraduate enrollment planning and management will focus on four areas and their associated work groups:

- Enrollment Goals
- Data and Analytics
- Outreach and Communications
- Curricular and Co-Curricular Offerings and Development

With this letter we ask you to serve on the Outreach and Communications Work Group. This group will work closely with University Marketing and Communications (UMAC), the Office of Admissions, the Office of Minority Affairs & Diversity (OMAD) Recruitment and Outreach, and academic leadership to discuss ways to communicate with various communities (current students, prospective students and their families, high-school administrators, the general public, etc.) about the broad range of academic opportunities available at the UW. The scope of this group's work includes the following areas:

A. Define what strategies the UW can deploy, best convey, and promote the wide array of academic options available to:

1. Prospective students
2. Current students
3. External communities (for example, local industry and the legislature)

B. Define strategies that can be implemented to help academic units describe the value and intellectual richness of their degree offerings to the audiences outlined above.

C. Propose ways in which the UW can describe the value and advantages of pursuing a liberal arts education at an R1 institution. Work in area could include:

1. Identifying existing academic programming that leverages curricula or opportunities traditionally available at an R1 into liberal arts degree programs.
2. Identifying student "perspectives" that highlight current students pursuing liberal-arts degrees that have incorporated both curricular and co-curricular opportunities into a unique learning experience.
3. Developing "alumni stories," or examples of graduates pursuing careers that were enabled by a combination of liberal-arts and other opportunities available at the UW.

D. Determine the best ways to communicate the potential variations in admitted-student profiles to specific academic programs that will potentially occur if unit-specific holistic review policies are implemented. Specifically, if the profile of students admitted to specific academic units differ as a consequence of unit-specific holistic review, these differences (as well as the reasons for these differences) will need to be communicated. Your work here should address the following:

1. What strategies should be in place to communicate with prospective and current students about unit-specific holistic review and the corresponding different academic profiles for admission to specific academic units?
2. High-school administrators will surely help students navigate any new admission processes, including unit-specific holistic review. What communication strategies should be implement to help these administrators set prospective students up for success at the UW?

In performing this work, it will be useful to contact peer institutions to learn about their best practices. We ask that you contact a few peer institutions to identify best practices that could be implemented at the UW.

The report of findings and recommendations from the work group should be provided to the Vice Provost for Academic and Student Affairs by November 1, 2018. Thank you for your help with this important work.

Sincerely,

Gerald J. Baldasty Provost and Executive Vice President, Professor, Department of Communication

Thaisa Way Professor, College of Built Environments, Chair, Faculty Senate

APPENDIX 2: CAS MISSION / WORDS THAT MATTER

1A. College of Arts & Sciences Mission Statement

As the intellectual core of the University of Washington, the College of Arts & Sciences discovers, preserves and transmits fundamental knowledge in the arts, humanities, natural and social sciences.

Discovery lies at the heart of our enterprise. Our faculty, with the active participation of our graduate and undergraduate students, continuously expand the frontiers of knowledge through research, scholarly interpretation and creative production.

The College provides a liberal arts education in a research university with rich opportunities to explore our cultural and natural worlds. Our students learn to think rationally, creatively and critically; to communicate clearly, correctly, and persuasively; to gather and interpret data; and to engage the arguments of others with understanding and respect. These skills and intellectual attributes form the foundation for a lifetime of learning and a thriving democracy.

The College plays a vital role in the cultural, economic and public life of local, national and international communities. We prepare our students to become leaders in an increasingly diverse society.

1.B.DESCRIBING A LIBERAL ARTS EDUCATION AT A RESEARCH UNIVERSITY... SO FAR...

A. What is a liberal arts education/ What does it include and/or do?:

- Big ideas
- Connecting ideas
- Broad thinking
- Get into justice/ ethics
- Built for life (coach Peterson)
- Critical thinking
- Public good- volunteer work
- An opportunity to spot potential
- Opportunity to cultivate potential
- Prepare for unknown jobs
- Diversity- learning in a diverse/ integrated space/ community
- Experiencing difference
- Team experience
- Well rounded
- Broad knowledge
- Something magical
- Learning for the sake of learning
- To read to distinguish
- Interdisciplinary
- Complexity
- Challenge your dogma
- Curiosity

B. What are the keywords of a Mission for a liberal arts education at a research university:

Serve people
includes undergraduate research
Discovery
All people
Students- more than once
Developing leaders and citizens that will challenge
Creating, communicating knowledge
Teaching, research, artistic expression
Educating the whole person
Creativity
Liberal arts education as at the Core/ foundational
Research and liberal arts education
Proximity/ access/ exposure to research/ scholarship
Involvement/ engagement
Breadth and depth
Discover a passion
Realize potential
Preparing for jobs that are not there yet
Broad based foundation and a speciality
See possibility
Translating passion into possibility
Thinking
Getting to the root of the cause
Preparing leaders/ leader citizenship
Tackling head on
Collaborative problem solving
Public presentatio
Conflict management
Collaboration
Do things, make things..
Win friends and influence
Financial security
Commitment to the state- should we wrestle
Access

C. What are the competencies (capacities, capabilities) of a UW graduate that reflect a liberal arts education?

The ability to do independent research
Digital and quantitative literacy
Global, national, and local perspectives
Sensitivity to difference and social responsibility
Critical and creative thinking
Ethical and moral judgment
Think for themselves
Communicate with diverse communities/ populations
Be aware of where the world is going- WOKE

Empathy for other citizens
Ability to write a 5 page paper
Take initiative- navigate on your own
Learn to deal with confusion and ambiguity
Value a public education (faculty commitment)
Value access in broad terms
Think outside the box- in ways that are field transforming
How to get to problem solving/ problem framing
Work in teams/ collaboration
Context- how did we get here
How stuff and the world works
How to learn
How to ask questions
Understanding diversity of the world/ state/ communities
Working with diversity- students from different backgrounds, preparation
Self knowledge- make meaning for themselves
Critical thinking- to understand different perspectives, empathy, identify fakes

APPENDIX 3: ACADEMIC OPTIONS BEST PRACTICES

TASK: “Define what strategies the UW can deploy, best convey, and promote the wide array of academic options available to prospective students and current students”

SCALE

To achieve this goal, we have to reach a very large number of individuals. Not only the thousands of current students—not only the more than forty five thousand individuals who apply to UW each year—but the hundreds of thousands of prospective students who consider applying to UW—and their parents, relatives, and friends.

TECHNOLOGY

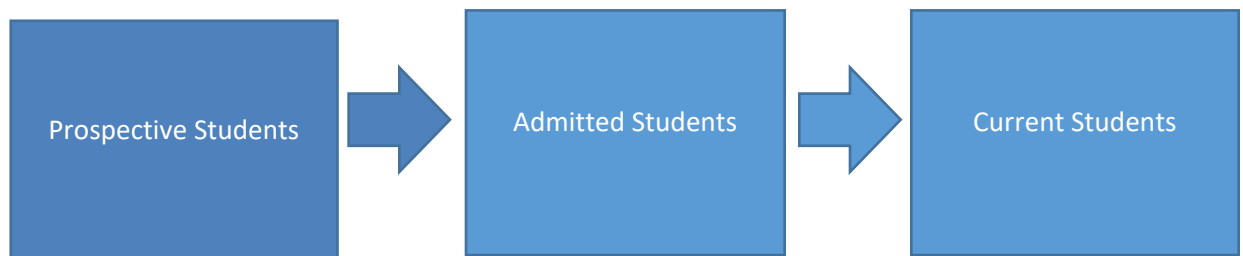
The only way to reach such a large number of people is via digital media. We have to think about email campaigns, our web sites, streaming video, and other means of delivering information clearly, reliably, and in a targeted manner. Other strategies can supplement this communications plan but they cannot substitute for it. There will have to be substantial labor and resources invested, or we will fail to reach the people we hope to reach.

OPTIONS AND PATHWAYS

We have to enable prospective and current students (and their families, influencers and support network) to explore the options for study at the University of Washington. We also have to make those options legible and logical. There have to be pathways through our curricula that people can discern and imagine themselves following, and those pathways have to be presented in such a way that they visibly lead somewhere, to a career or other destination.

INTEGRATED SOLUTION

Many different parts of this university are already working, in diverse and exciting ways, on outreach to prospective and current students, and they are already seeking ways of informing them about their options for study. We need to spread the word about and coordinate these efforts, and we need to create a “pass the baton” movement into and through the university: to inform prospective students of their future options here, to help admitted students understand what pathways are possible, and to work with current students to match them with their ideal course of study.



HOW MIGHT THIS WORK - UNDERGRADUATE STUDENTS?

ADMISSIONS

- Print publications - freshman viewbook (100,000), transfer guide (30,000) and international (10,000) viewbook
- Admissions NEW website - section on majors with description and link to departmental website. This site has a lot of potential to add in a search function with robust taxonomy, career/graduate school outcomes, etc. for all majors. Potential opportunity also exists to

explore MyPlan options as that tool continues to be built out. What makes the most sense for existing and limited university resources? (5.3 million web views annually)

- Admissions application - enhanced descriptions for all CAS majors on application
- Marketo - plans underway to migrate admissions to Marketo by late Spring 2019. This powerful marketing automation software will enable admissions to be better supported centrally in developing email campaigns to prospective and admitted students, parents and high school guidance counselors. The technology also allows for the creation of drip campaigns which can be customized based on affinity group, academic interest area and more. So much potential and opportunity exists, but without the right resources to support this effort, it will take years to create content and set up automation for all the 180+ academic messages we may want to communicate about.

FIRST-YEAR PROGRAMS & ADVISING

- Communications - Direct communications to students based on social and academic areas of interest before they arrive on campus
- Programmatic - Clear pathways for course selection and decision making built upon a framework; Development of tools and guides to assist in transitional experiences (my plan, pathways tool); Specific programming for Direct to X populations; Promotion of engagement through learning communities and seminar type classes that build a strong sense of belonging; Promotion of engagement through learning communities and seminar type classes that build a strong sense of belonging
- System Shifts - Every student has an academic home; Direct to major options for a majority of transfer students

HUMANITIES DIVISION

Communications of Key Messages

- Provide content to for opt-in communication campaigns
- Create approachable webs pages

Engagement through Events

- Fall symposium or other “welcome” event
- Engage issues of current concern as a way of introducing first- and second-year students to compelling approaches in the humanities (e.g., free speech and hate speech)
- Connect undergraduates with high-profile visiting lecturers or UW faculty in the humanities through seminars, coffees, and other formats
- Offer one large divisional “showcase” course a quarter that can be widely publicized

Curriculum Integration

- Offer one- and two-creditseminar courses
- Have units create structured, predictable curricula that is “My Plan” friendly
- Create legible cross-departmental course clusters (e.g., “medical humanities” and environmental humanities)
- Have units emphasize transferable skills and learning outcomes that “prepare you for life”

EXAMPLES OF WAYFINDING TOOLS

- University of Texas - <https://wayfinder.utexas.edu/>
- Marquette University - <http://www.marquette.edu/explore/choose-your-major/>
- Loyola University - <https://www.luc.edu/undergrad/academiclife/whatsmymajorquiz/>
- Saint Louis U - <https://www.slu.edu/beabilliken/quizzes-checklists/majors-quiz.php>
- Arizona State University - <https://webapp4.asu.edu/programs/t5>

APPENDIX 4: DEPARTMENT-LEVEL ACTIVITIES THAT SUPPORT

DEPARTMENTAL ACTIVITIES: SOME OF OUR BEST PRACTICES

Create a selective Fellows program for UW undergrads that offers career development coursework and placement into internships that are research/writing intensive.

Example: <https://history.washington.edu/history-fellows-program>

Hold events designed to connect students, faculty, and the community.

Example: "History Connects" events. SRO student crowds in events before and after the 2016 election, for example: <https://history.washington.edu/news/2017/06/08/race-and-racial-justice-context-2016-us-presidential-election>

Offer Professional Development Courses

Example: "Huskies Make History" one-credit course:

<https://history.washington.edu/courses/2018/winter/hstry/499/b>

Mobilize recent alumni

Recent alumni can be the most persuasive spokespersons to articulate the value of their recent degree experience, often using language that will resonate with prospective and current students. Ways to include their voices: Putting profiles of recent alums in newsletters and on the dept. webpage, incorporating alumni quotes about the value of their degree into recruitment materials, and organizing panels of recent alums for current students. For example, see alumni profiles here: <https://art.washington.edu/advising/student-voice-project>

Conduct student focus groups and surveys.

Example: History sought input on their course offerings and what makes students choose history courses; this feedback has led to moves like committing to offer popular classes in the same quarter year after year, new titles for courses, new thematic minors (War and Society, Race and Social Justice) and publicizing the offerings. Example: The Dance Department conducted surveys that led to revisions in the major that enabled more students to double major and brought more non-European social dance forms into the core curriculum. The result has been a significant growth in enrollments and majors.

Articulate transferable skills that students will acquire through this major

Examples can be things like "Expertise in visual literacy," or "Polished presentation and communication skills." More examples can be found here:

<https://art.washington.edu/advising/student-voice-project>

Offer Career Exploration Opportunities

Example: Engineering offers "Exploration Night" where alumni from all disciplines join freshmen and sophomores to discuss their academic and career path.

Offer 101 Courses or Produce Discipline Specific Videos

Allow students to understand what it means to study a specific area of interest either through an undergraduate 101 offering or for prospective students produce videos featuring the current student experience and what the UW has to offer.

Promote internships

Connect students and local industry through the Career Center. Students who participate in internships have higher job placement rates, inculcate in academic experience.

Outreach Activities

Allow K-12 students the opportunity to see themselves at the university or pursuing an area of interest. Either host on campus visits (large scale event or smaller activities) or organize smaller student groups to go into the community and present. An example of many is here;

<https://www.summer-camp.uw.edu/camps-courses-masters/architectural-studies/>

APPENDIX 5: SUPPORT FOR OUTREACH AND COMMUNICATION

A clear and compelling statement on the value, importance, and distinctive offering of a liberal arts education at a research university should be listed on Admissions/New Huskies media and [academics page](#)

Funding is needed to support a more robust recruitment of prospective students and outreach to accepted students to assure we have a broad community of enrolled students. This funding would support activities that include:

- videos (UW YouTube channel, et al.) and podcasts
- social media (Facebook Live chats, et al.)
- deploying faculty as featured speakers at university-level events for prospective, admitted, and enrolled students as well as parent and donor events.

E-campaigns –

- Utilize brief statement in email with CTA to [explore majors](#) or take the [job quiz](#)
- Share more stories like the Italian major who plans to go to medical school
- Short “article” in the high school counselor quarterly newsletter
- Short “article” in the transfer newsletter sent by UAA

Admissions publications

- Freshman, international freshmen and transfer viewbooks – Brief statement re: value
- Welcome (offer) packet – include the brief statement re: value

Liberal Arts Education in a Research university talking points – consistent (common) language for staff and speakers to use when engaging one on one or with large audiences.

- Admitted Student Preview/Shades of Purple
- Fall Counselor Workshops
- Counselor breakfasts
- Group tours + regular campus visits
- Advising & Orientation sessions

Other strategies that would support admissions and advising staff include:

- Develop more robust system of distributing information about students' interests to academic units so they can directly recruit
- UAA advisors each have 1000 students assigned to them– how can we re-imagine?
- Identify “touch points” for new admits to cultivate a way of seeing their UW experience as a *journey they are curating*
- Identify how to move students from the general level of advising to the more intimate arena provided by departments--where students are more likely to experience a sense of belonging
- Identify ways that faculty can support advisors by identifying student interests- opportunities to collaborate more
- Strengthen connections between Advisors and Career Services with student experience as a framework.
- More broadly support recruitment efforts for OMAD and Admissions centrally
- Assist unit staff in developing directed “alumni stories,” or examples of graduates pursuing careers that were enabled by a liberal-arts in conjunction with another course of study.

APPENDIX 6: DIRECT ADMISSIONS TO XXX

While our work group was not charged with addressing the question of whether Direct to XXX was an appropriate means of addressing the specific challenges of strengthening a liberal arts education, we did discuss the question. There was no consensus as there was no consensus on the reason for Direct Admissions when we are faced with under-enrollment (we understood why DAXX makes sense for those programs facing over enrollment.) If it is a financial challenge, then the question is whether DAXX will significantly increase the number of students applying, being admitted, and enrolling in under-enrolled divisions/ colleges/ programs. We noted that as the data show that only 17% of admitted students interested in the Humanities enroll, the challenge may be more about the UW's reputation as a liberal arts educational institution with a high priority on teaching. Is that best addressed through Direct Admissions to XXX or by supporting the strategies and foundational practices noted above?

If on the other hand Direct Admissions is a response to the Student Experience, then we acknowledge its greatest strength is for those programs that are currently over-enrolled and highly competitive to gain admissions. Furthermore Direct Admissions might address the need for more predictability for students, and the ability for units to plan with some knowledge of student enrollment. It could, if well done, allow advisors to reach out more successfully. However, it was not clear to all those in the discussion that this is the only or best approach. Would Direct to XXX be successful for those pursuing already under-enrolled programs? We recommend that such a discussion and exploration continue as the recommendations of the work groups are reviewed and considered for implementation.

Notes from discussion of Direct to XXX (DtX), September 26, 2018

- 1 in 7 first year students are undecided (what is this based on?)
- 70% (confirm) of our majors are capacity constrained and/or competitive
- Students are worried about getting into the right major
- Student experience of high levels of stress about admissions to major and the reality that many are denied admissions to multiple majors before they land on one, is at the core of our exploring DtX

How might DtX strengthen a liberal arts education:

- Reduce stress on students worried about getting into majors
- Increase transparency of competitive majors (is this an issue outside of HIGH demand majors?)
- Students less likely to drop a class due to GPA worries (assuming they are guaranteed entry to their first choice major)
- Creates sense of belonging to an academic community
- Talented student who has top choices may more likely come to UW with DtX
- DTx breaks the 2+2 tradition/ might address AP and BI pathways (needs clarity of how it does this)
- Holistic admissions can be used to support DtX
- Discovery could be an essential part of education/ curriculum with DtX
- Students could be more embedded in division within University

- Pathways within division could help students explore more freely
- More options to explore and learn about other areas with security of belonging to a division/ mega area
- Why not pilot with transfer students/ as it might build on transfer process?
- Might increase financial transparency- counters investment for two years to only then find out you can't get into the major you want (this would seem only applies to the HIGH demand majors?)

Challenges / concerns about Direct Admissions to XXX (DtX)

- Keeping space for interest changes/ explorers and discovery students
- If they don't get into XX then they may not come and discover other areas
- Impacts on admissions of 1st generation and others who may have less sense of full breadth of options
- Impact on diversity of students- what will change in the admissions process? What expectations will be conveyed?
- What does it mean for a 17 year old to be in the division of humanities or social sciences? Is that appealing and meaningful? Is it an appropriate question that reflects our values and mission?
- How do we assure we are addressing attrition/ changes in enrollment if our targets for DtX don't pan out?
- If we are currently having a hard time with our yield on humanities/ social science students admissions/ enrollments, how will DtX help?
- How do we make sure that DtX and ABB don't collide to make it harder for students to explore outside the division/ major?
- Might a better review of credits per major help make it easier for students to explore outside of the major?
- How will resources be allocated and how will these be perceived- i.e. under ABB right now STEM fields get more funds as they have more students, if we want to support our breadth how will DtX help or hinder that?
- What are the common goods/ the core values that we agree to share across the UW in terms of a liberal arts education whether or not you are a DtX student

Questions about DtX and admissions in general:

- How do we best refine holistic admissions to bring in students with broader interests (the work of the other work group)?
- How do we refine the areas of interest to reflect/ define a liberal arts education?
- How would advising work in DtX?
- How do we honor undecided/ unaffiliated students?
- How do we create multiple pathways for all students whether DtX or not?
- Are pathways more important than direct to xxx?