

## LETTER FROM THE DEAN

We are at the beginning of a new era in Undergraduate Education at the University of Washington. Demographic, cultural and technological forces are all changing the way faculty teach, students learn, and knowledge is organized within the University.

The University is preparing to help educate the largest and most diverse generation of students ever to enter higher education. Simply providing the support, courses and programs these students need is a major challenge. But, we are by no means satisfied to just hold the course – our eyes are on the future.

The students we educate today will live in a world far different than today's. How are we to educate them for a world that we cannot even imagine? One thing we do know is that their lives will be marked by the discontinuities of change. Much of what we teach them today will be short-lived, yet they will have to learn for a lifetime. Our greatest challenge lies not in what we teach students but rather in teaching them the very process of learning.

A new kind of undergraduate education is coming to characterize the University of Washington. Inquiry-based education shifts the educational paradigm from faculty to student, from teaching to learning. It always includes some mix of the following: It is problem-based where students struggle to find answers rather than absorb facts; it is interdisciplinary, often working at the intersections of knowledge; it thrives in situations where faculty mentor students by bringing them into their laboratories, studios and libraries; it empowers by allowing students to take what they have learned and put it to work in community or real-world settings; it is challenging, leading both faculty and students to give their very best.

Of course these kinds of experiences are not really new. They have always characterized the very best of a Washington education. What is different is the increased density of opportunity and the significant increase in the number of students who receive this challenging education.

This report of a year's activities highlights long term efforts to make active, student-centered learning the signature of a University of Washington education. The Mary Gates Endowment for Students, the Teaching Academy and Brotman Awards, the new interdisciplinary focus of the Program on the Environment and plans for an expanded Honors Program based on our best practices are all at the center of a much broader movement to bring to our next generation of students an education that will prepare them for a lifetime of learning.

Frederick Campbell  
Dean of Undergraduate Education and Vice Provost  
University of Washington

## Undergraduate Education Advisory Council

The Advisory Council was established for the purpose of advising the Dean in carrying out the following functions:

- monitoring changes in the number of students enrolled in undergraduate programs and facilitating appropriate reallocation of resources;
- assuring that schools and colleges have sufficient resources to enable undergraduate students to meet graduation requirements in a timely fashion and to enable schools and colleges to meet the curricular needs of students;
- assuring that new undergraduate programs are supported while accounting for their impact on established programs;
- supporting faculty in their efforts to develop high quality courses and curricula;
- providing students with adequate advising and other academic support services; and
- assessing and evaluating undergraduate programs to ensure their continuous improvement.

The Council meets regularly during the academic year. In 1998-1999 the council devoted much of its work to collecting information from department chairs about the unique challenges of administering undergraduate majors.

## Opportunities for Departments

### Support for Course Access and Innovation

During the past year the Office of Undergraduate Education (OUE) distributed more than \$550,000 to departments. While the majority of these funds provided temporary TA support to help departments meet unexpected demand for access to courses, OUE also supports course innovation and transformation by providing support to faculty who wish to restructure existing courses or develop new courses. Recent examples include support for TAs in English and Political Science to help faculty in their departments incorporate service learning into the curriculum, and-in partnership with Arts & Sciences and the participating departments-support for the continuing development of a sequence of courses in scientific communication, mathematical modeling, and numerical methods.

### Adviser Training

Besides advising undergraduate students, the Undergraduate Advising Center (UAC) provides adviser training to new and continuing advisers across campus. A three-and-a-half-day New Adviser Orientation is held in September with shorter sessions in winter and spring to train new advisers and update veteran advisers. In 1998, 55 new and experienced advisers participated in the program. The UAC also sponsors the Adviser Education Program, a series of quarterly workshops on topics of professional interest to campus advisers. About 30 advisers attended each of the three workshops held this past year.



## UNDERGRADUATE EDUCATION UNITS

ELECTED BY THE FACULTY, IT IS PRESENTLY COMPRISED OF THESE MEMBERS:

Professor Steve Buck  
*Psychology*

Professor Faye Dong  
*Fisheries*

Professor Willis Konick  
*Comparative Literature*

Professor Mark Patterson  
*English*

Associate Dean Patrick Dobel  
*Graduate School of Public Affairs*

Professor Oscar Vilches  
*Physics*

Kendra Dupuy  
*ASU Representative*

## Academic Programs

### Program on the Environment

1998-99 saw the launch of the new interdisciplinary undergraduate major in environmental studies as well as the core environmental studies courses. In less than a year, the major has attracted approximately 40 students and the core courses averaged between 50-90 students each quarter. Collaboration with departments and colleges on the Seattle campus, and among the Seattle, Tacoma, and Bothell campuses, has resulted in discussions likely to create new opportunities for both faculty and students.

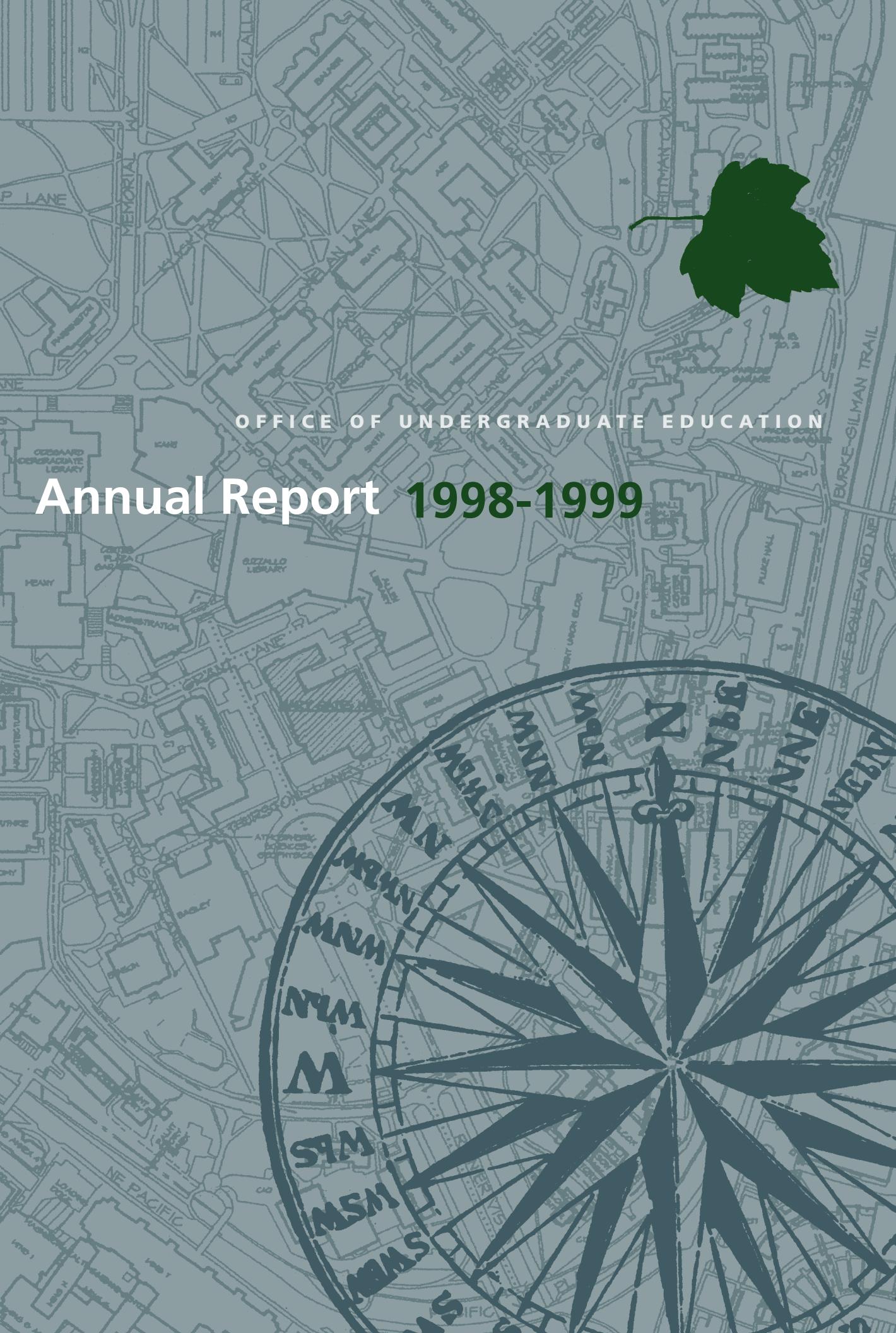
### Center for Quantitative Science

This past year the Center for Quantitative Sciences enrolled 1,077 students in courses on mathematical and applied statistical methods. The courses are designed for undergraduate students in the biological sciences, renewable resources management, and environmental studies. Plans are proceeding to offer a new systems modeling course in Winter Quarter 2000, as well as a third quarter of the Calculus for Biologists sequence.

### Mary Gates Hall

Mary Gates Hall, a 180,000 gross square foot building in the heart of the UW Seattle campus, will be a showcase instructional center. When it opens in Spring 2000, it will house many services and facilities that support and enrich undergraduate education, including the Office of the Dean and Vice Provost for Undergraduate Education and many units in Undergraduate Education, the Center for Career Services, and a major campus drop-in computing lab for students. Mary Gates Hall will also contain more than 40 general use, high-tech, multi-media classrooms, making it the largest classroom building on the Seattle campus.

UNIVERSITY OF WASHINGTON



## Programs Providing Opportunities for Students and their Families

The Office of Undergraduate Education (OUE) provides students and their families valuable information and services. OUE's programs immerse students in the life of the University, offer them challenging learning experiences with faculty, and provide resources that support student achievement at the highest levels.

### Programs for New Students

The New Student Programs office serves freshmen and transfer students from the time they are admitted to the UW, through orientation, and into the first year. Staff members talk with thousands of new students and their parents each year. Orientation sessions provide a comprehensive introduction to the institution and its opportunities. Of the 6200 new freshman and transfer students admitted to the University for Autumn Quarter 1998, 80 percent took part in Orientation. In addition, five Parent Orientation sessions gave nearly 1,500 parents of new students the opportunity to get to know the campus and learn about the University.

Every autumn quarter the Freshman Interest Group (FIG) program enrolls almost half the freshman class in learning communities with upper-division undergraduates as peer leaders. Through FIGs, freshmen gain in-depth exposure to academic planning, campus life, and university learning skills. Autumn Quarter 1998, almost 2,000 entering freshmen enrolled in one of 90 FIGs—20 more FIGs than were offered Autumn 1997.

Transfer and Returning student Interest Groups (TRIGs) offer a comparable opportunity to incoming transfer students. TRIGs link closely to an academic department to help students fulfill the requirements of a major in a timely manner.

Freshman Seminars provide another opportunity for freshmen to make meaningful connections to the University. Last year UW faculty taught 32 of these small, discussion-oriented seminars, with an average class size of 13. Topics ranged from "Citizenship and Social Change: An Introduction to Community Problem Solving" to "New Frontiers in Biology."

OUE also supports UW Link, an email list currently serving 18,000 undergraduates. UW Link provides students an easy way to ask questions, voice complaints, or make suggestions—and receive a response in one working day. An average of 800 messages are received and answered each quarter.



### Undergraduate Advising

The Undergraduate Advising Center (UAC) is the hub of academic advising on campus. The Center's primary responsibility is to help students design their general education plan and select a major.

Workshops for students interested in high-demand majors, especially in the health sciences, drew approximately 600 students in the 1998-99 academic year. The Center for Career Services and the UAC also offer workshops entitled "How to Choose a Major and Investigate Careers," that help students match their skills, abilities, and interests to the world of work. Last year more than 200 students participated in these workshops.

Providing information to students, campus colleagues, and other institutions is another of the Center's primary responsibilities. Last year an email service for advising questions logged approximately 1,100 questions and responses, up from less than 250 at its inception in 1994.

In addition to the *Adviser's Guide* and the *Bachelor's Degree Planbook*, a new brochure was produced last year, targeting community

college students at the beginning of their college careers. Over 5,000 copies were distributed, advancing UW advisers' outreach to community colleges and community college students planning to transfer to the UW. Events such as Plan-a-Transfer Day, which attracted more than 300 potential transfer students, and the UW/CC Conference attended by 280 people, contribute to a more successful transfer to the UW for community college students. In addition, the Office of Undergraduate Education provides 50 percent of the funding for a full-time academic adviser at both Shoreline and Bellevue Community Colleges, with the community colleges providing the remaining 50 percent. This partnership eases the transfer of students to the UW and provides an avenue for better communication between the schools.

This year the UAC greatly expanded drop-in hours to increase access to its services at the beginning of Spring Quarter 1999. Extended evening hours also were implemented during this registration period. Together with better coordination of other services, this change resulted in a 62 percent increase in the number of students served as compared to the same period in 1998.

### Undergraduate Research Program/Undergraduate Research Symposium

Engaging undergraduates in the research mission of the University has been a high priority for several years, and both students and faculty have responded enthusiastically to increased opportunities and support.

To help get faculty and students together, the Undergraduate Research Program maintains a web site listing undergraduate research opportunities submitted by interested faculty. There are currently more than 250 listings on this site, double the number of listings of a year ago. With links to more than 100 additional opportunities on departmental pages, students have an impressive number of possible research experiences from which to choose.

The Undergraduate Research Symposium plays a growing role in promoting and celebrating the contribution of undergraduates to research at the UW.

Through poster and breakout sessions, undergraduates are given the opportunity to present their research work to the campus community. In 1999, there were 199 student presentations at the second annual Research Symposium. This represents nearly a threefold increase over the 75 presentations at the 1998 symposium.

### Service Learning and Internships

The Edward E. Carlson Leadership and Public Service Center works with departments to incorporate community-based learning into their curricula and administers an internship program. This year President McCormick dedicated extensive resources to strengthening and expanding the program significantly. In Spring Quarter 1999, a group of distinguished faculty developed a blueprint for a new Honors Program that emphasizes heavy student involvement in the leadership of the program, diverse

pedagogies, discovery-centered approaches to teaching and learning, and cross-disciplinary faculty involvement. The new program will commence with the class of students admitted for Autumn 2000.

Students seeking an internship experience now have a newly reconstructed internship database to help them in their search—and just in time, too. This past year, 615 students took credit-bearing internships through GEN ST 350. Nearly 400 faculty members served as academic mentors.

Each year since 1995, the Bonderman Honors Travel Fellowship has provided up to seven Honors students the opportunity for independent study and travel abroad. This past year, David Bonderman, the donor, increased funding to make up to ten \$5,000 travel fellowships available to juniors and seniors in the Honors Program.

Funded by a grant from the Coca Cola Foundation, the Pipeline Project is a partnership between the UW and Seattle area

### Academic Scholarships and Financial Support

The Undergraduate Scholarship Office directs students to scholarship opportunities and serves as the campus resource for national merit-based scholarships such as the Rhodes, Goldwater, Truman, and Marshall. By seeking out and working closely with nominees for national awards, the Scholarship Office has dramatically increased the number of national merit winners from the UW. Last year all four of UW's nominees for the Goldwater, the maximum nominees allowed, won the competition.

### Honors

The University Honors Program provides a special learning context for exceptionally high-achieving students. The two components of the Honors Program, College Honors and Departmental Honors, annually enroll approximately 1,000 undergraduates, with about one-third of the students in College Honors and the remaining two-thirds in Departmental Honors.

BROTMAN AWARDS: The first Brotman Awards for Instructional Excellence were awarded this past year for collaborative and collective efforts by a department or program to foster

excellence in teaching and learning throughout a program of study. The three recognized units—Geography, Computer Science and Engineering, and Community and Environmental Planning—each provide a different model for enhancing undergraduate education through collaboration among faculty, staff, and students.

FACULTY FELLOWS: Ninety professors participated in Faculty Fellows, a six-day set of seminars and sessions for new faculty held in September 1998. This was a 50 percent increase over the previous year. Thirty-two professors, including ten Distinguished Teaching Award winners and six department chairs, served as senior faculty instructors in the program.

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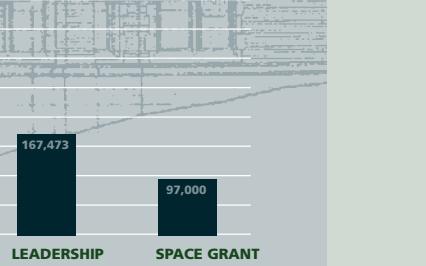
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### MARY GATES ENDOWMENT AWARDS

Fiscal Year 1998-99

Amounts in thousands of dollars



## Programs Providing Opportunities and Assistance for Faculty

For undergraduate education to flourish, the teaching faculty must have opportunities to approach teaching and learning in innovative ways. For this reason, the Office of Undergraduate Education sponsors programs designed to help faculty provide students the best possible undergraduate experience.

### UW Teaching Academy

The Teaching Academy was created as a forum for Distinguished Teaching Award recipients to share their insights and instructional skills with colleagues. The Academy, charged with promoting excellence and innovation in teaching and learning, began its first year by participating in a number of activities in support of this goal.

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Participants found that the sessions renewed their enthusiasm for teaching, helped prepare them to enter the classroom, and acquainted them with important

University resources and issues. The Office of Undergraduate Education and the Office of Research jointly provided \$57,000 to 38

of the participants for hiring undergraduate students to assist them in their research.

### Classroom Support Services

Classroom Support Services (CSS) managed more than \$1.3 million in classroom renovations and upgrades for the 1997-99 biennium. Over the past year, CSS oversaw major renovations in six large classrooms and major refurbishment in 26 classrooms. Numerous additional individual rooms received new furniture, fresh paint, and ethernet connections. By Autumn Quarter 1999, CSS will have installed new data projectors in 22 classrooms.

### PROVOST'S ANNUAL WORKSHOPS ON TEACHING AND LEARNING

The Provost's Annual

Workshops on Teaching and Learning occur

in September.

Coordinated by the Office of Undergraduate Education, this series of one-day sessions was designed for continuing

faculty interested in new approaches to

teaching and learning. Workshop topics

included lecturing, leading seminars, uses of

technology in teaching, involving

undergraduates in research, and

incorporating service learning into

instruction. In 1998, approximately 150

faculty members participated in the

workshops. In 1999, nearly 180 faculty

members participated.

### INSTITUTE FOR TEACHING EXCELLENCE

The first

Institute for Teaching Excellence brought

together 24 faculty, chosen from 60

applicants, for six days of activities focused

on improving teaching and learning.

This

inaugural institute created a group of faculty

across the disciplines determined to continue

the good work and strong community that

was formed.

Working groups will pursue

cross-disciplinary thinking and teaching,

student writing assignments, working with

text, experiential learning, peer review of

teaching, and distance learning.

Students and former students also give feedback on programs. During the past year, OEA surveyed 36,950 students and alumni. Seniors, and alumni who graduated one, five, and ten years ago, completed surveys evaluating the University's instructional programs and assessing current vocational and educational activities and plans. New students were also surveyed to assess expectations, perceived needs, and their first-year college experience. Student and alumni perspectives help the University build programs that meet the expectations and needs of our current students and future graduates.