



OFFICE OF UNDERGRADUATE EDUCATION

Annual Report 1999-2000

LETTER FROM THE DEAN

The first undergraduate class of the 21st century has arrived on campus. More than 5,000 in number, they are the largest freshman class in the history of the University. While they will study, learn, and complete their undergraduate degrees in the next four or five years, they will live, work, and contribute in a future shaped by change of a magnitude and pace that exceed anything we've previously known. The great challenge we face today is how to educate these students for a future we can barely imagine. What we know and teach now will be short-lived, and so we must help students prepare for a life of continuous learning.

A transformation in education is occurring at the University of Washington—one that both reflects and responds to our changing world. Our emphasis is shifting from teaching to learning with the goal of providing students the skills, knowledge, and habits to become architects of self-directed continuous learning. This new kind of education is experiential in form, interdisciplinary in breadth, and requires that students be well grounded in the use of technology and the basic tools of learning. Most importantly, it requires close contact with faculty who themselves are engaged in new learning.

Looking Back: The last year has been one of promise transformed into reality. Let me mention just some of the many ways in which we have helped students and faculty realize their highest expectations—

- In the spring, Mary Gates Hall was dedicated as the University's new center for undergraduate learning. This wonderful hall houses innovative academic programs and our most advanced classrooms and technology facilities.
- A second gift of \$10 million from Bill and Melinda Gates brought the Mary Gates Endowment for Students to \$20 million. That gift has helped increase the number of students working with faculty in research or engaged in community service to an all-time high.
- Professor Ana Mari Cauce was appointed the new director of the Honors Program and a plan is in place to include significantly more students in the program and add to the depth and richness of the curriculum.
- The Gateway Center opened in Mary Gates Hall, providing undergraduate students a single place for academic advising, freshman learning communities, research and service learning opportunities, and merit scholarships.
- The Teaching Academy, whose members are recipients of the Distinguished Teaching Award, offered a series of programs for faculty, from a week long orientation program on teaching for new faculty to the "top gun" school for senior faculty with distinguished teaching records.

Taken individually, each is a significant accomplishment; taken together they reflect an ongoing transformation in undergraduate education at the University of Washington.

Looking Ahead: To continue bringing the full strength of a research university to the education of our students, we will focus on the following areas of change in the coming year—

- Support greater faculty expectations of students, ensuring that our students write, communicate, analyze, and reason at accomplished levels across the curriculum.
- Raise expectations for student responsibility, providing students full opportunity to take initiative for developing the habits and skills they will need for lifelong learning.
- Increase opportunities for students and faculty to work closely together in research, scholarship, and public service where they can embrace the very highest levels of learning and creativity.
- Model the most promising educational practices in our Honors and inter-college programs with the aim of thinking anew what it means to become an educated person.
- Provide faculty with the opportunities, resources, and support they need to help students learn in the most compelling ways.
- Build community, not only to foster civil society, but to provide the foundation of democracy's deepest dream, a flourishing learning society.

All this work is worth doing. All this work is well under way. Working together, we will transform education at the University of Washington, and prepare our students for the future they will create.

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





Dedication of Mary Gates Hall: May 8, 2000

The University community dedicated and opened Mary Gates Hall on May 8, 2000. To celebrate this event and to commemorate Mary Maxwell Gates, the building's namesake, Governor Gary Locke, members of the Gates family, and members of the University community attended a ceremony and open house emphasizing student learning and the accomplishments of UW students. Student accomplishments were showcased throughout the building as an illustration of successful undergraduate learning at the University of Washington. Student artwork decorated the walls and hallways of the building, while students involved in a variety of research projects were on hand to discuss their findings with visitors and fellow students. The Husky Marching Band, the acapella student choir, *Unleashed*, and a student quartet participated in the dedication.

"This building reflects the vision and values of Mary Gates, who served as a Regent from 1975 to 1993," stated Fred Campbell, Dean of Undergraduate Education and Vice Provost. "She worked to ensure that students were intellectually engaged at the highest level, and that they were committed to community service. The Mary Gates Endowment, which is the University's largest at \$20 million, supports the very best kind of education, in which students work with faculty on research and also with leading service organizations in our community."

Vision

Mary Gates Hall is a place for students

to explore, solve, and create in the most advanced classrooms,
to pursue special opportunities to grow as independent learners and leaders, and
to find a broad array of academic services.

Mary Gates Hall represents the future of education

where the focus is on student learning and achievement,
where technologically enriched classrooms bring the world to students,
where faculty bring students into the wonder of their work.

Each year, more than 780,000 hours of student learning will take place in Mary Gates Hall.

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.

The Gateway Center

With the May 8, 2000 opening of Mary Gates Hall, the University's first center for undergraduate learning, the Undergraduate Gateway Center came to life. Designed as a gateway for students into the University, around and through the University, and beyond the University, the Gateway Center integrates formerly disparate programs and services to provide students holistic academic planning.

A GATEWAY INTO THE UNIVERSITY

New Student Orientation programs introduce freshmen, transfer students, and their families to the University. Of the 6,584 students admitted to the UW for Autumn '99, 4,960 (75%) attended Orientation. In addition, 1,899 parents attended five parent orientation sessions.

Nearly half the freshman class participates in learning communities or **Freshman Interest Groups** (FIGs). In a pro-seminar led by peer instructors, freshmen learn about curricular and co-curricular learning opportunities, explore academic planning, and develop university learning skills. In Autumn '99, 1,960 new freshmen joined one of 100 FIGs, ten more FIGs than were offered in '98. In addition, eight **Transfer and Returning student Interest Groups**, or TRIGs, helped 119 transfer students connect with majors.

Freshman Seminars provide new students another way to join the University community. Last year, faculty taught 36 of these discussion-based seminars with an average class size of fourteen students. Seminar topics ranged from "Lost Women in History: Mentors and Marvels," to "Evolution: Historical and Contemporary Dynamics of Life on Earth."

Outreach to community colleges continues to grow. **Plan-a-Transfer Day**, cosponsored by Undergraduate Advising and Admissions, attracted more than 350 potential students compared with 300 in '98-'99. Throughout the year, advisers met with 950 community

college students at UW or on their home campuses. The UW/Community College Advising Conference drew 250 participants and a partnership between UW and Bellevue and Shoreline community colleges provides for a shared advising position at each college.

A GATEWAY AROUND AND THROUGH THE UNIVERSITY

Undergraduate Advising's primary responsibility is to help students develop an education plan that includes selecting and preparing for a major, fulfilling general education requirements, and learning about postgraduate opportunities. Workshops for students interested in high-demand majors, especially in the health sciences, drew approximately 500 students in the '99-'00 academic year. In cooperation with the Center for Career Services, "How to Choose a Major and Investigate Careers" workshops were offered in residence halls and FIGs for the first time last year. These workshops drew more than 1,200 students, an increase of 1,000 students over '98-'99.

To better serve students, Undergraduate Advising continues to redesign its services. Converting thirty hours per week previously reserved for individual appointments has made drop-in hours available throughout the day, increasing access and flexibility for students and enabling advisers to see fifty more students each week. Peer advisers help students determine what services will best meet their needs and reduce the time students wait for assistance. Gateway Center advisers also offer extended hours two evenings per week throughout the year.

Providing current and comprehensive information is another of Undergraduate Advising's responsibilities. Last year advice@u.washington.edu logged approximately 2,100 questions and responses, a 70% increase over '98-'99. UWLink, an email list that provides students an easy way to ask questions, complain, or make suggestions, was inaugurated in '97 with 6,500 new students. Subscribing new



students each year since then, last year UWLink served 18,000 undergraduates—all transfer, freshmen, sophomore, and junior students. An average of 1,200 messages were received and answered each quarter, up from 800 in '98-'99. Undergraduate Advising also expanded its on-line reference materials for advisers, and collaborations with New Student Orientation and departmental advisers produced new materials for students, many on-line

To enable greater numbers of students to benefit from the challenges of inquiry-based experiential learning, the **Undergraduate Research Program** maintains a web site of faculty research open to students. Last year, the web site offered up to 270 listings with links to more than 100 additional opportunities on departmental pages and programs at other institutions. Together with efforts in departments across campus, the Undergraduate Research Program helped to increase the number of undergraduates involved in faculty research at UW by nearly 18% over '98-'99.

With more than 250 student posters and presentations, the third annual **Undergraduate Research Symposium** this past May more than tripled student participation over the inaugural symposium in 1998. Faculty moderated 24 student presentation sessions, quadrupling the number of sessions offered the first year. Based on faculty and student interest, the 2001 Symposium will include interdisciplinary sessions.

The Edward E. Carlson Leadership and Public Service Center works with departments to incorporate community-based service learning into courses. Last year, the Center worked with several faculty teaching large lecture courses. As a result, a total of 35 courses engaged 1,138 students in service learning, compared with 42 courses and 682 students in '98-'99. The Carlson Center also began administering the FIG program, developing relationships between learning communities and community-based learning.

Through scholarships that help recruit outstanding high school seniors to the Honors Program and grants that support students involved in faculty research or leadership and public service activities under the guidance of faculty or community mentors, the **Mary Gates Endowment for Students** underscores the University's commitment to fostering independent learners and leaders. Last fall, Bill and Melinda Gates reinvested with a second gift that doubled the Endowment to \$20 million. With up to \$1 million available each year, the Endowment now funds twelve renewable Honors scholarships, up to forty leadership grants, and up to 100 research grants. In addition, a partnership with the NASA Space Grant Program helps fund summer research students and scholarships for new students in the Space Grant Program. Since 1995, more than \$2.14 million in scholarships and grants have been distributed to students, providing a total of 711 awards.

A GATEWAY BEYOND THE UNIVERSITY

The **Carlson Center** administers a credit-bearing internship program through which students explore their educational, professional, and civic goals. Last year, 610 students enrolled in internships, 15% more than in '98-'99. Together with growing departmental efforts, the Carlson Center contributed to a 136% increase in the number of UW undergraduates involved in public service last year.

2000 Hands, a new one-day service event for FIG students, pulled together a freshman class team of 883 students to volunteer for three to five hours with more than fifty organizations and projects in the greater Seattle area on a Saturday in October 1999.

Students interested in education find roles as tutors, mentors, and classroom assistants through the **Pipeline Project**. Last year, 862 students volunteered with schools. Of these, 128 enrolled in a seminar, EDUC 401: Inner Pipeline, to explore contemporary educational issues. Since 1997, when the Project started, more than 2,100 UW students have served as tutors, working with more than 6,000 students at 62 K-12 sites.

The **Undergraduate Scholarship Office** helps undergraduates find merit-based funding and serves as the campus resource for national scholarship competitions, including Rhodes, Goldwater, Truman, Marshall, and Mitchell. Last year, the Office began developing a recruitment and selection process that provides for greater faculty guidance in developmental interviews, feedback on writing, and other forms of mentoring.

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 1,100 undergraduates, with about two-thirds of the students in College Honors and the remaining one-third in Departmental Honors.

Albeit quite successful in many ways, the present program has had limited resources and enrolls just over four percent of UW undergraduates. President McCormick has 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 program, diverse pedagogies, discovery-centered approaches to teaching and learning, and cross-disciplinary faculty involvement. The new program commences with the class of students admitted for Autumn 2000.

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

Professor Ana Mari Cauce (Psychology) succeeds retiring Professor John Edwards (Zoology) as Director as the Program enters its fifth decade of service to the University's undergraduates and begins occupancy of new quarters in Mary Gates Hall, the first true Honors center in the history of the Honors Program.

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 is 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, completed its second year by participating in a number of activities in support of this goal.

BROTMAN AWARDS: The Brotman Awards for Instructional Excellence reward collaborative and collective efforts by a department or program to foster excellence in teaching and learning throughout a program of study. The five units recognized in the first two years of the award – Geography, Comparative History of Ideas, Computer Science and Engineering, Community and Environmental Planning, and Technical Communication – each provide a different model for enhancing undergraduate education through collaboration among faculty, staff and students.

FACULTY FELLOWS: In September 1999, 111 professors participated in Faculty Fellows, a six-day set of seminars and sessions for new faculty. This was a 20 percent increase over the previous year, and a more than 60 percent increase since the program's inception in 1994. Forty-nine professors, including twenty-five Distinguished Teaching Award winners and five department chairs, served as senior faculty instructors in the program. 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, in conjunction with college deans and the Office of Research, provided participants support for hiring undergraduate students to assist them with their research.

PROVOST'S ANNUAL WORKSHOPS ON TEACHING AND LEARNING: The Provost's Annual Workshops on Teaching and Learning occurred in August. 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. Each year approximately 150 faculty members participate in the workshops.

INSTITUTE FOR TEACHING EXCELLENCE: The Institute for Teaching Excellence brings together 20-25 faculty for six days of activities focused on improving teaching and learning. The first and second 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.

Classroom Support Services

Classroom Support Services (CSS) opened 25 new classrooms in two new buildings (Fisheries Sciences and Mary Gates Hall), nineteen of which were high tech multimedia classrooms. By the end of Autumn Quarter 2000, eighteen classrooms will have instructor's computers (five in Kane Hall and fourteen in Mary Gates Hall). During Academic Year '99-'00, CSS and OUE began planning for the expenditure of \$9 million in general refurbishment and upgrades to University classrooms (a little over \$8 million has been dedicated to upper campus classrooms). The first classrooms improved will be in Denny Hall, beginning Winter Quarter 2001, and will be followed by renovation projects in Parrington 108, Kane 110, Kane 130 and in the classrooms in Mechanical Engineering, Smith, Thomson and Art buildings.

In addition to classroom construction and improvements, CSS's Media Services maintains an educational media collection of more than 7,000 titles in film, videotape, laserdisk, and DVD format for use in UW classes. To support media in instruction, last year Media Services provided hours of free equipment operator support to regularly scheduled courses, and chargeable services to support departmental and University non-class events. All this is accomplished with a staff of 21 fulltime employees and more than 50 student staff who do the majority of in-classroom equipment operations, equipment transportation and in-classroom preventative maintenance.

Evaluating Learning and Teaching

The Office of Educational Assessment (OEA) helps faculty evaluate student learning. Last year, OEA's test scoring and analysis package was used on more than 1,700 tests from more than 130 departments to evaluate nearly 190,000 student answer sheets.

Through students' evaluation of teaching and learning in their classes, faculty improve their own educational practice and thus the quality of the undergraduate experience. Last year, students completed nearly 193,000 forms evaluating 9,820 courses taught on the Seattle campus.

Students and former students also give feedback on programs. During the past year, OEA surveyed 26,523 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.

Opportunities for Departments

Support for Course Access and Innovation

During the past year the Office of Undergraduate Education (OUE) distributed more than \$286,000 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 Women Studies and Political Science to help faculty in their departments incorporate service learning into the curriculum, and support for the digitization of material used in an introductory ancient history course.

Adviser Training

Besides advising undergraduate students, the Undergraduate Gateway Center Advising Office provides adviser training to new and continuing advisers across campus. A three-day New Adviser Orientation is held in September with shorter sessions in winter and spring to train new advisers and update veteran advisers. In '99-'00, approximately 55 new and experienced advisers participated in the program. The Advising Office also sponsors the Adviser Education Program, a series of quarterly workshops on topics of professional interest to campus advisers.

UW Study of Undergraduate Learning (UW SOUL)

Last fall, the Office of Educational Assessment began a 2-4 year study tracking the experiences of about 300 undergraduates who entered the UW as freshmen or transfer students in Autumn 1999. The UW Study of Undergraduate Learning (UW SOUL) aims to gather information on what undergraduates learn here and how they learn it in six areas identified in surveys of undergraduates and graduates as important to their success in college and in the working world. The areas are writing, problem solving/critical thinking, quantitative reasoning, information literacy, understanding and appreciating diversity, and general growth as learners.

The study's methods include conducting annual interviews and focus groups with 140 of the students in the study, collecting portfolios from this group at the end of each year, and sending out quarterly web-based surveys and email questions to all 300 study participants.

Last year, students in the study provided OUE a great deal of information on many subjects. For example, they told us that:

Faculty care about their learning.

The UW doesn't seem as big as it is.

They hold themselves responsible for their own success or failure.

If they could change one thing about the UW, most would reduce the size of large classes.

Academic Programs

Program on the Environment

1999-2000 was the Program on the Environment's second full year of operation. During this year the B.A. in Environmental Studies was formally approved by the HEC Board; the number of majors doubled to 70; the number of minors quadrupled to around 20; the first 5 majors graduated; and the related B.S. in Sustainable Resource Science (based in the College of Forest Resources but closely linked to PoE) was approved by the HEC Board and accumulated around 15 majors. PoE took the lead in developing an active Environmental Advisors Group representing six departments and programs, with the goal of developing shared advising materials, conducting joint recruiting at community colleges and high schools, and coordinating closely with related efforts at UW Tacoma and UW Bothell. The number of faculty appointments in diverse units in which PoE has played a major role rose to 8. PoE took a major step forward in graduate education by accepting responsibility for providing staff and financial support to three graduate certificate programs on a shared basis with the Graduate School. Because of the large increase in overall responsibilities, PoE is in the process of appointing two new staff members, one focusing on the undergraduate level and the other on the graduate. Finally, the first major transition in leadership occurred smoothly, with Professor Craig ZumBrunnen (Geography) replacing Professor John M. Wallace (Atmospheric Sciences) as co-director. Professor John Palka (Zoology) continues as the other co-director.

Program on Africa

The Program on Africa (PoA) came into existence this year as a new interdisciplinary, cross-college program with the goal of providing an international track for undergraduate students, one which integrates their classroom learning with research projects, service learning and study abroad. It seeks to internationalize undergraduate education by fostering student interest in the African continent and involving young Americans in African cultural, medical, technological, ecological, and economic life. In just one year the program now has a resource faculty of 30 members with research and training interests in Africa. This resource allowed PoA to introduce students to a wide variety of courses. A Minor in African Studies was established and had a dozen students by year's end. PoA supplements its coursework by sponsoring a Visiting Speaker Series and an African Studies Literature Series to bring African scholars and writers to campus. In addition, PoA collaborates with various African communities in Seattle, as well as with other Africa-related organizations. PoA also works with the Carlson Center to set up internships for undergraduate students within local African and African-American community organizations and businesses. At the end of the academic year, PoA won its first grant from the Center for the Humanities. With this funding, it now offers a year-long series of lectures, roundtables, a film festival, and art exhibition all focused on the topic of the relationship between Health, Healing, and the Arts in Africa. In addition, through funding from the Office of Educational Partnerships, PoA is creating from this series a Curriculum Package on Africa for High School teachers.

Center for Quantitative Science

As an undergraduate interdisciplinary academic unit, the Center for Quantitative Science in Forestry, Fisheries and Wildlife (CQS) is dedicated to providing high quality instruction in mathematical and applied statistical methods for undergraduate students in the biological sciences, renewable resources management and environmental studies. This past year, CQS enrolled 1,025 students in nine separate classes, with multiple sections of several of them. In Winter 2001, CQS will offer a new modeling course – Q SCI 110: Introduction to Systems Modeling – for the second time. This course will be attractive to science students seeking an introduction to systems modeling at the 100-level. Once this course is established, CQS expects to offer a 400-level course as a follow-on. CQS also taught a third quarter of the Calculus for Biologists sequence – Q SCI 293 – for the first time in Spring 2000. CQS aspires to be the highest quality academic unit providing mathematical and applied statistical methods courses for undergraduate students in the biological sciences, renewable resources management and environmental studies at the 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 1999-2000 the council devoted much of its work to reviewing major initiatives of the office, including the classroom improvement project, the large class UIF initiative, and the recruitment of the new Director of Advising.

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

Professor Steve Buck
Psychology

Professor Faye Dong
Fisheries

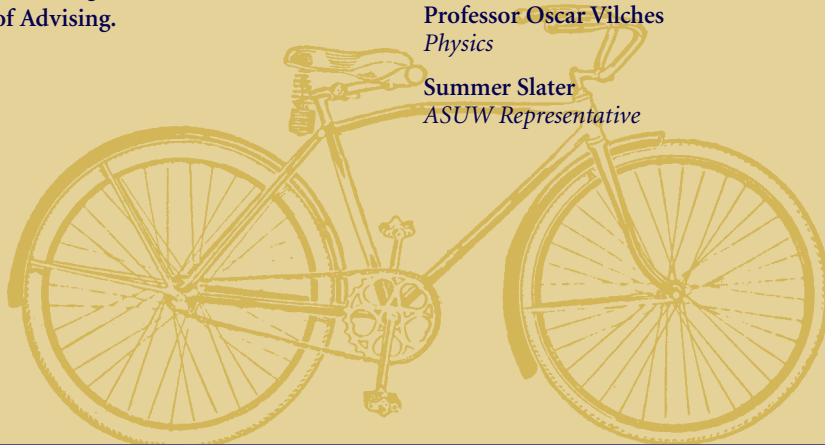
Professor Willis Konick
Comparative Literature

Professor Mark Patterson
English

Associate Dean Patrick Dobel
Graduate School of Public Affairs

Professor Oscar Vilches
Physics

Summer Slater
ASUW Representative



UNDERGRADUATE EDUCATION UNITS

Office of the Dean

Dean and Vice Provost: Frederick Campbell
Associate Dean: George Bridges
Assistant Dean: Kim Johnson Bogart
<http://www.washington.edu/oue/>

UW Teaching Academy

Director: Associate Dean George Bridges
<http://www.washington.edu/oue/academy/>

Classroom Support Services

Director: Roberta Hopkins
<http://www.washington.edu/classroom/>

Gateway Center

Director of Academic Counseling
(*orientation, pre-major advising*): vacant
Director of Experiential Learning
(*undergraduate research*): Janice DeCosmo
Director of the Carlson Center (*service learning, internships, freshman learning communities*): Michaelann Jundt
Director of the Pipeline Project (*K-12 tutoring and mentoring*): Christine Stickler
Coordinator of the Scholarship Office
(*local and national merit-based scholarships*): Mona Pitre-Collins
<http://www.washington.edu/oue/students/index.html>

Office of Educational Assessment

Director: Jerry Gillmore
Associate Director: Nana Lowell
<http://www.washington.edu/oea/>

Program on the Environment

Co-Director: John Palka
Co-Director: Craig ZumBrunnen
http://www.washington.edu/students/gencat/academic/envir_stud.html

Program on Africa

Associate Director: Sandra Chait
<http://depts.washington.edu/poa>

Center for Quantitative Science

Director: Bruce Bare
http://www.washington.edu/students/gencat/academic/Quantitative_Sci.html

University Honors Program

Director: Ana Mari Cauce
Associate Director: Randolph Hennes
<http://depts.washington.edu/uwhonors/>