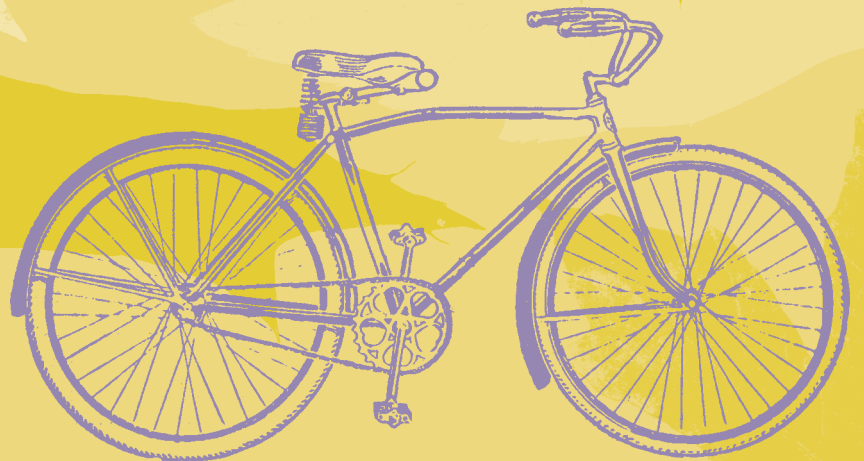


OFFICE OF UNDERGRADUATE EDUCATION

# Annual Report

2000-2001





## Letter From the Dean

Since the UW embarked recently upon a major re-invention of undergraduate education, an emphasis on student learning has permeated many aspects of the university. Students are playing a much more active role in shaping their own learning experiences, with an increasing number working alongside faculty members in their creative performance, research and scholarship. The Office of Undergraduate Education (OUE) has played a pivotal role in this re-invention by supporting innovation, promoting a new vision of the undergraduate experience, and by advocating for the concerns of undergraduate students.

OUE highlights for the past year include:

- The 4<sup>th</sup> Annual Undergraduate Research Symposium was an overwhelming success, with an ever increasing number of students presenting papers and posters on their work with faculty,
- UW students won prestigious international scholarships from the Rhodes, Goldwater and Mitchell competitions,
- Major classroom renovations were completed across the campus,
- The UW Teaching Academy completed its report entitled, "Pathways to Excellence in Undergraduate Education: Setting High Expectations and Achieving Excellence," and led a series of forums on the issue of whether UW students are adequately challenged in their classes, and
- The Office of Educational Assessment released its first findings on the ongoing study of undergraduate learning, UWSOUL.

In the coming year, OUE and the University face exciting and new challenges. As we move from education centered on the instructor and the transmission of knowledge to education centered on the learner and the acquisition of knowledge there is an increasing need for faculty to examine how and what students learn. OUE will play a central role in developing and supporting innovative approaches to measuring and assessing undergraduate learning. We will support the creation of new courses and programs designed to enhance student learning. Further, we will create new experiences and opportunities for students to participate actively in the creative life of the University—our research, scholarship, and performance.

OUE will also expand its support for the transfer of knowledge from the classroom into new situations and to new problems. We will work toward improving our students' understanding of global problems, and providing practical experiences in solving them. We must prepare students for global citizenship by developing new opportunities for learning through service, and by integrating international experiences wherever possible.

Finally, our work will focus on improving our service to students, faculty and the broader campus community through our programs for new students, advising services, support for classroom instruction, and enrollment management support to departments and colleges. In 2001-02 we will embark upon a year of strategic planning in which we will examine how well we perform our work and how we assess our programs. Continually assessing these programs and resources that we manage will allow us to serve the University community more effectively.

In brief, 2000-01 was a very productive and important year. The upcoming year presents an equally exciting set of challenges and possibilities. By embracing both, we hope to bring the most important and interesting aspects of the University into the learning experiences of our students.

George Bridges  
Acting Dean of Undergraduate Education and Vice Provost  
University of Washington

# Dean of Undergraduate Education and Vice Provost Fred Campbell retires

In June 2001 Dean of Undergraduate Education and Vice Provost Frederick Campbell retired from the position he has held from its inception in 1992. Undergraduate education benefited immensely from his leadership, wisdom, experience, and humor.

Fred's career at the UW spans 35 years. He came to the UW in 1966 as an acting assistant professor in sociology and moved through the academic ranks, becoming Professor of Sociology in 1981. He twice served as chair of the Sociology Department. In 1988 the College of Arts and Sciences created the position of associate dean of undergraduate education and Fred was chosen for the job. His experience as associate dean gave him an appreciation of the University-wide challenges facing undergraduate education and made him the clear choice to lead Undergraduate Education when the position of Dean of Undergraduate Education was created in 1992. During his tenure as dean, Fred was responsible for major innovations in undergraduate education at the UW and throughout Washington State.

Among the important accomplishments of Fred's stewardship of Undergraduate Education are:

- Inception and administration of the \$20 million Mary Gates Endowment for Students.
- Creation of the UWired partnership to bring technology into teaching and learning.
- Inauguration of the Undergraduate Research Program to help students find opportunities for research with faculty.
- Expansion of New Student Orientation and Freshman Interest Groups.
- Establishment of the Carlson Leadership and Public Service Center.
- Formation of a Scholarship Office to help students compete for merit-based national scholarships.
- Provision of resources to help departments eliminate bottlenecks in the curriculum that hinder students' progress to degree.
- Planning and construction of Mary Gates Hall, a center for undergraduate academic services and programs.

These are the heart of Fred's legacy, reflecting his commitment to providing undergraduates an outstanding education at the UW.



## "Are we challenging UW students?"

This question was posed by Regent William Gates to the University administration. The Teaching Academy responded with a report available on the web at <http://www.washington.edu/oue/academy/pathways.pdf> and the Office of Undergraduate Education sponsored three forums during spring quarter to consider the question.

The forums produced general agreement over the importance of the question, and some useful ideas:

- Offer more experiential learning opportunities.
- Value teaching skills and offer support for faculty who work to improve their teaching.
- Improve undergraduate advising, particularly at the pre-major level.
- Offer more opportunities, including smaller classes, in which students can interact with each other.
- Listen to student concerns and assign work that asks them to think in complex ways.
- Support departments as they attempt to manage their teaching responsibilities.

A formal action plan, based on these ideas, will be submitted to President McCormick.



# Programs Providing Opportunities for Students and their Families

The Office of Undergraduate Education 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

Mary Gates Hall, the University's first center for undergraduate learning, opened in May 2000 and houses state-of-the-art classrooms, computer labs, intercollege programs, career planning, and academic services, including the Undergraduate Gateway Center. Designed as a gateway for students *into* the University, *around and through* the University, and *beyond* the University, the Gateway Center integrates programs and services that support students' holistic educational planning. Peer advisers known as Gateway Associates meet with students to determine what services will best meet their needs and help to ensure that students seldom have to wait more than fifteen minutes for assistance

### A GATEWAY INTO THE UNIVERSITY

**New Student Orientation** programs introduce freshmen, transfer students, and their families to the University. Of the 6,908 students admitted to the UW for autumn 2000, 5,453 (79%) attended Orientation. In addition, 2,317 parents attended six parent orientation sessions.

About half the freshman class participated in **Freshman Interest Group (FIG)** learning communities administered by the Carlson Center. In a seminar led by an undergraduate peer instructor, freshmen become acquainted with the University and explore curricular and co-curricular choices. In autumn 2000, 2,461 new freshmen joined one of 115 FIGs, fifteen more FIGs than were offered in 1999.

**Freshman Seminars** provide new students another way to join the University community. Last year, faculty taught 24 of these discussion-based seminars with an average class size of fourteen students. Seminar topics ranged from "The Nature of the Hero in Greek and Roman Epic" to "Image Processing: Pixels, Numbers, and Programs."

**Early Fall Start** was piloted this year for freshmen interested in taking small, intensive classes in the period between the end of summer quarter and the beginning of autumn quarter. The 140 students who

enrolled in the 14 courses were unanimous in their enthusiasm for the program because it introduced them to college-level classes, and helped them become acquainted with the campus before the regular quarter started. Faculty also enjoyed teaching entering students in a small class setting. The program will be expanded for autumn 2001 with the goal of enrolling 400 students.

A cluster of Gateway Center services helps community college students prepare for successful transfer to the UW. Initiated in January 2001, **Transfer Thursdays** offer prospective transfer students structured time each week to meet with advisers, other Gateway staff, admissions counselors, and attend workshops and departmental information sessions. In the first six months, Transfer Thursdays served 539 prospective transfer students. In visits to community colleges last year Gateway advisers met with 968 community college students. Two UW advisers assigned fulltime to Shoreline and Bellevue community colleges provided 2,000 individual advising contacts and 24 group sessions. In addition, Gateway advisers developed web resources for transfer students, collaborated with Admissions to train 33 new community college advisers, and together with departmental advisers hosted a **UW-Community College Advising Conference** for 280 participants. For transfer students beginning their UW studies last year, eleven **Transfer and Returning Student Interest Groups**, or **TRIGs**, helped 141 transfer students connect with majors.

### 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. Outreach activities, including workshops, served 918 students in the 2000-01 academic year. Flexible scheduling and hours also increased service to students. Undergraduate Advising offers drop-in appointments thirty hours per week and 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* logged approximately 2,400 questions and responses, a 15% increase over 1999-2000. Undergraduate Advising also continually updates on-line reference materials for advisers.

The **Undergraduate Research Program's (URP)** redesigned web site of faculty research open to students included faculty projects from 103 UW departments and links to more than 100 additional opportunities on departmental pages and programs at other institutions. A new page of web resources provides links to publications on integrating research into undergraduate education, national organizations supporting undergraduate research, and publication opportunities for student researchers. A new section on information for faculty provides suggestions on incorporating undergraduates into research, and identifies sources of funding for undergraduate research assistants. Also new, a page for awards and recognition invites faculty and students to share student presentations, publication in journals, and awards.

Twenty-four undergraduate researchers took part in URP's first student research poster session in Olympia where they talked with legislators, K-12 leaders, and other visitors about the role of research in transforming their education.

The fourth annual **Undergraduate Research Symposium** featured the work of 258 student participants. This year's symposium offered a variety of interdisciplinary sessions, with such topics as "pathogenesis and global health—biomedical and clinical," "designing for the 21<sup>st</sup> century," "environment, change, and public policy," and "extraordinary approaches to ordinary problems." New this year in the program, proceedings, poster session, and on the URP web site were statements written by more than 200 students reflecting on the contribution of their faculty mentors to their learning.





The **Edward E. Carlson Leadership and Public Service Center** works with departments to incorporate community-based service learning into courses. Last year, the Center supported 66 service learning courses in 15 disciplines, nearly double the number of courses supported in 1999-2000. In partnership with the Pipeline Project, the Carlson Center placed 1,304 students in service learning experiences related to course topics and goals.

The **Mary Gates Endowment for Students** promotes the development of independent learners and leaders through Honors scholarships, grants to support students involved in faculty research or leadership activities of their own design, and individualized awards to support students of exceptional ability who undertake ambitious and imaginative ventures. Originally established in 1995 with a \$10 million gift, this \$20 million endowment now provides up to \$1 million in grants and scholarships to students each year. Since 1995, 947 scholarships and grants totaling \$2.96 million have been awarded to students.

#### A GATEWAY BEYOND THE UNIVERSITY

The **Carlson Center** administers a credit-bearing internship program that helps students explore their educational, professional, and civic goals. Last year, more than 600 students enrolled in internships in Seattle and around the country. More than one-third of these internships were in public service, enabling students to develop civic as well as professional skills and experience.

The **Pipeline Project** links undergraduate students with educational and service opportunities in K-12 schools. Last year, 772 students volunteered with schools, including 158 students who took part in a bi-weekly seminar, EDUC 401: Inner Pipeline, and 202 students who served in schools through service learning courses. Inner Pipeline students learn about contemporary educational issues and complete a research paper or project. Also included are 25 students who helped launch Pipeline's new **Alternative Spring Break Rural Literacy Experience**. Working in teams at Omak, Harrah, and Forks, UW students helped

elementary and middle school students write, illustrate, and print stories, bind them into books, and then held a festival to celebrate the young authors. Since 1997, when the Project started, more than 3,532 UW students have served as tutors, working with more than 9,000 students at 62 K-12 sites.

The **Undergraduate Scholarship Office** helps undergraduates find merit-based funding and serves as the campus resource for prestigious national scholarship competitions, including Rhodes, Goldwater, Truman, Marshall, and Mitchell. The Scholarship website includes listings of more than 350 scholarships as well as information about the application process. [scholarq@u.washington.edu](mailto:scholarq@u.washington.edu), an email service, fields up to 200 queries per week from students. The Scholarship list-serve provides student subscribers several weekly updates on funding opportunities. Workshops and individual or small group sessions help students identify funding sources and work through the application process, including writing personal statements and identifying faculty referees.

2000-01 was a banner year for UW in national competitions with **Emma Brunskill**, Computer Science and Engineering, named a *Rhodes Scholar*; **Dawn Hewett**, International Studies and Political Science, named a *Mitchell Scholar*, the University's first in this three-year old competition, and three students named *Goldwater Scholars*—**Timothy Chin**, Materials Science and Engineering, **Devin Kipp**, pre-engineering, and **Annika Peter**, Physics and Astronomy. **Jasmin Weaver**, Philosophy, Political Science, and Community and Environmental Planning, and **David Roberts**, Business Administration and Political Science, were *Truman* scholarship finalists. **Lisa Lurie**, Biology and Environmental Studies, received honorable mention in the *Udall* competition.

## Honors

The University Honors Program provides a special learning context for high-achieving students looking for a rigorous and enhanced educational experience. Two components of the Honors Program, University Honors and Departmental Honors, annually enroll approximately 1,200 undergraduates, with about two-thirds of the students in University Honors and the remaining one-third in Departmental Honors.

In 1999 President McCormick pledged additional resources to significantly strengthen and expand this already successful program and in the fall of 2000 the program began occupancy of new quarters in Mary Gates Hall, the first true Honors center in the history of the Honors program. This also marked the beginning of the term of Ana Mari Cauce (Psychology, American Ethnic Studies) as director of the program.

The Honors Program expansion is now well underway with approximately 210-220 freshmen (up from 180 in 1999) scheduled to enter the program autumn 2001. This class is expected to be the most ethnically diverse in the program's history with twenty Diversity Enhancement scholars invited to apply to the program. This year the School of Business and School of Nursing officially joined Arts & Sciences and Engineering as participants in the Honors Program and the College of Ocean and Fishery Sciences is expected to join Honors in the upcoming year. Plans are under development for an Academy for Young Scholars in conjunction with the Robinson Center. The Academy will enroll rising high school juniors directly into the University of Washington through the Honors Program.

As the program enters its fifth decade of service to University of Washington undergraduates, a strategic planning effort is underway to help manage the program's growth while ensuring its quality. This planning effort will also consider structural changes that will enhance the program's retention rate and make the program more flexible and user-friendly.

# 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 third year by participating in a number of activities in support of this goal.

**PATHWAYS TO EXCELLENCE REPORT:** As part of President McCormick's strategic emphases for the 2000-01 academic year, the Teaching Academy prepared a report examining whether UW students are intellectually challenged by their courses and how the UW community can enhance the quality of undergraduate education. The report, *Pathways to Excellence in Undergraduate Education*, is available in PDF format at <http://www.washington.edu/oue/academy/pathways.pdf>. In addition, this report was followed by a series of three forums to discuss a question posed by Regent William H. Gates: Are UW students challenged?

**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 seven units recognized in the first three years of the award – Comparative History of Ideas, Community and Environmental Planning, Computer Science and Engineering, Geography, the Instructional Center, the Interdisciplinary Writing Program, and Technical Communication – each provide a different model for enhancing undergraduate education through collaboration among faculty, staff and students.

**FACULTY FELLOWS:** In September 2000, 100 professors participated in Faculty Fellows, a six-day set of seminars and sessions for new faculty. This was an increase of more than 60 percent since the program's inception in 1994. 41 professors, including 19 Distinguished Teaching Award winners and three 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. In 2000, 103 faculty members participated in the workshops.

**INSTITUTE FOR TEACHING EXCELLENCE:** The Institute for Teaching Excellence brought together 27 faculty for six days of activities focused on improving teaching and learning. The first three institutes 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. Responses from Institute participants have been extremely positive, as the following two comments demonstrate:

*"I feel rejuvenated. I'm inspired to continue to take teaching seriously. I'm reassured that there are other faculty who struggle and succeed. . . ."*

*"The connections I made with faculty across the campus are invaluable. I've never met such a group of committed and creative teachers. These connections will continue to produce fruit after the week ends, and wouldn't have been fostered over the typical half-day or one-day seminar format. . . ."*

## Classroom Support Services

Classroom Support Services (CSS), working closely with the design team and general contractor, has engaged in multiple classroom renovation projects over the past academic year. More than \$8 million worth of construction has been underway or completed in Denny Hall (22 classrooms), Mechanical Engineering Building (13 classrooms), Smith Hall (18 rooms), Thomson Hall (15 rooms), Art Building (4 rooms), Eagleson Hall (1 room) and Ocean Teaching Building (1 room). In addition, three major auditoria are under construction/renovation: Kane 130 (700 seats), Kane 110 (220 seats) and Parrington 108 (65 seats).

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 instructional support is accomplished by 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 4,600 tests from more than 100 departments to evaluate more than 215,000 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 200,000 evaluations of almost 10,000 courses taught on the Seattle campus.

Students and former students also give feedback on programs. During the past year, OEA surveyed 26,238 students and alumni.



# Opportunities for Departments

## Support for Course Access and Innovation

Last year the Office of Undergraduate Education distributed more than \$679,000 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. Examples include continued support for TAs in Women Studies and Political Science to help faculty incorporate service learning into the curriculum, and support for a TA to teach a writing link with Chemistry 162. It is hoped this pilot will lead to the better integration of science learning and writing in basic science courses.

## 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 a shorter session in spring to train new advisers and update veteran advisers. In 2000-01, approximately 60 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.

## Academic Programs

### Program on the Environment

2000-01 was the third full year of operation for the Program on the Environment (PoE). As of spring quarter 2001 there were 58 majors and 15 minors. The recommendations of three working groups have been implemented in the capstone courses/experience and the matrix courses and will shape a new international track for majors to be inaugurated in the 2001-02 academic year. A new course, ENVIR 203B: Integrating Renewable Energy into Society, was offered spring quarter. PoE also collaborates with the Graduate School to support three graduate certificate programs. Co-Director Craig ZumBrunnen (Geography) took the lead in PoE's international efforts and Co-Director John Palka (Zoology) led the environmental science degree discussion. PoE led the development of an environmental advisers group and continued to coordinate a three-campus partnership in environmental studies, playing a major role in faculty appointments in diverse units at UW's campuses. PoE also contributed to several interdisciplinary initiatives, including three UIF proposals, a 5-year NSF urban ecology project that will engage undergraduates and graduate students in a year-long inquiry-based curriculum, and OUE's Global Classrooms initiative funded by the Hewlett Foundation.

### Program on Africa

The Program on Africa (PoA) is a cross-college program launched two years ago. PoA's nearly 40 resource faculty, who come from several colleges and schools, including Forest Resources, Medicine, Social Work, Fisheries, and Arts & Sciences, introduce students to a wide range of Africa-related issues. PoA integrates coursework with research and service learning, and relationships with African universities, including those in South Africa, Mozambique, and Eritrea, support study abroad opportunities. PoA hosts African scholars and writers through its Visiting Speaker series and African Studies Literature series. Knowledge provided through these series was extended to high school teachers through a curriculum package on Africa developed with funding from the Office of Educational Partnerships.

### 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 980 students in ten separate classes, several with multiple sections. In the spring, CQS offered an internet section of Q SCI 381 and enrolled 30 students. The CQS faculty approved revisions to the Q SCI minor, allowing students to incorporate a third quarter of calculus and the environmental modeling course Q SCI 110 into their studies. CQS also continued its focus on developing the scholarship of teaching and learning among its instructors and TAs, holding a number of informal teaching brownbags as well as a formal seminar co-sponsored with the Departments of Math and Applied Math and the Teaching Academy.

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. Student and alumni perspectives help the University build programs that meet the expectations and needs of our current students and future graduates.

OEA has completed the second year of a longitudinal study of student learning. The **UW Study of Undergraduate Learning (UW-SOUL)** includes interviews, surveys, focus groups, and portfolios of student work. The purpose of the study is to gain deeper understanding of how students learn and change over their four years at UW and what experiences contribute either positively or negatively to their learning and development. This year, students in the study provided OUE a great deal of information of use to the university community. UWSOUL results were featured prominently in the campus-wide forums on student and faculty expectations and the College of Arts and Sciences Task Forces on Enhancing Student Learning and the First Year Experience.

Additionally, in recognition of increased demand for evaluation support for programs focused on improving teaching and learning, OEA expanded its capabilities and created a **Program Evaluation Division** in May 2000. Since its creation, OEA has written evaluation plans for grant proposals totaling more than \$4.3 million dollars. Currently, OEA is providing evaluation services for UW minority outreach and recruitment programs, UW College of Engineering educational projects such as PRIME and Pandora, and UW programs in technology such as PETTT and UWired.

## 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 meet the curricular needs of students enabling them to meet graduation requirements in a timely fashion;
- Assuring support for new undergraduate programs 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 2000-01 UNDERGRADUATE EDUCATION ADVISORY COUNCIL MEMBERS WERE:

Professor Steve Buck  
*Psychology*

Associate Dean Patrick Dobel  
*Evans School of Public Affairs*

Professor Faye Dong  
*Fisheries*

Professor Willis Konick  
*Comparative Literature*

Professor Mark Patterson  
*English*

Summer Slater  
*ASUW Representative*

Professor Robin Wright  
*Zoology*

## UNDERGRADUATE EDUCATION UNITS

### Office of the Dean

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

### Center for Quantitative Science

Director: Bruce Bare  
<http://www.washington.edu/cqs/>

### Classroom Support Services

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

### Gateway Center

Director of Academic Counseling  
(orientation, pre-major advising):  
Deborah Wiegand  
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/>

### Mary Gates Endowment for Students

Assistant Dean: Kim Johnson Bogart  
<http://www.washington.edu/oue/students/mgendorment.html>

### Office of Educational Assessment

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

### Program on Africa

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

### Program on the Environment

Co-Director: John Palka  
Co-Director: Craig ZumBrunnen  
<http://depts.washington.edu/poeweb/>

### University Honors Program

Director: Ana Mari Cauce  
Associate Director: Julie Villegas  
<http://depts.washington.edu/uwhonors/>

### UW Teaching Academy

Acting Dean and Vice Provost: George Bridges  
<http://www.washington.edu/oue/academy/>