

University of Washington Correspondence

INTERDEPARTMENTAL

April 9, 1999

Edward D. Lazowska, Professor and Chair
Department of Computer Science and Engineering
Box 352350

Dear Ed:

As you know, a review of the Bachelor of Science in Computer Science, Bachelor of Science in Computer Engineering, Master of Science, and Doctor of Philosophy degree programs that are offered by the Department of Computer Science and Engineering is scheduled for the 1999-2000 academic year. The review will be conducted jointly with the Graduate School, the College of Engineering, the College of Arts and Sciences and the Dean for Undergraduate Education. It will be coordinated by the Academic Programs Office of the Graduate School.

Some years ago in accord with the state legislative mandate, the University established the systematic review on a ten-year cycle of all degree programs with continuing status. The last comprehensive review of the Department's degree programs was completed in September 1988. The Provost concurred with the recommendation of the faculty councils of the College of Arts and Sciences and the Graduate School to reaffirm the continuing status of the B.S., M.S., and Ph.D. degrees, with the next review to occur in the 1998-99 academic year. The Department was transferred subsequently to the College of Engineering on July 1, 1989.

The first step in the review process is preparation of a self-study. The self-study will provide basic information for the review committee. A copy of the self-study format and the Graduate School *Guidelines for Units Under Review* are enclosed. Please submit the self-study to the Academic Programs Office by **November 15, 1999, or earlier if possible**. As noted in the self-study format, the Graduate School will provide **Appendices A and B**. The appendices will be sent to you by **July 1, 1999**.

The Deans of the Graduate School, the College of Engineering, the College of Arts and Sciences and the Office of Undergraduate Education will appoint the review committee. The committee will include faculty from other graduate degree-offering units of the University and from other universities. Please submit to Augustine McCaffery, Assistant to the Dean, as soon as possible the names of at least six prospective outside members who are nationally recognized experts in the field. The external faculty should not have been former faculty of the Department of Computer Science and Engineering. We would also like to receive a list of prospective internal reviewers, faculty who may be knowledgeable about your programs but who do not have adjunct appointments in the department. In order to preserve the integrity of the review process, the department should not contact external members of the committee nor extend professional or social invitations that might suggest a conflict of interest, from the time the committee is constituted until the committee report is completed.

Following consideration of the self-study and related program documents, the committee will visit the campus for a two-day site visit and confer with faculty, students, staff, and respective University administrators. The Academic Programs staff will work with you and the review committee to arrange suitable dates for the site visit. We hope to schedule the site visit during the Winter Quarter 2000.

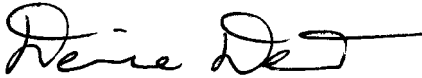
After the review committee submits its report, and faculty in the Department have had the opportunity to comment, the faculty councils of the College of Engineering, the College of Arts and Sciences, and the Graduate School will consider the report and comments. Relying on the advice of the councils, we will transmit recommendations on the degree programs to the Provost.

We look forward to working with you toward the successful completion of this review. Please feel free to contact Ms. McCaffery whenever you may have questions about the review.

Sincerely,



Marsha L. Landolt
Dean and Vice Provost
The Graduate School



Denice D. Denton
Dean
College of Engineering



Frederick L. Campbell
Dean
Office of Undergraduate Education



David C. Hodge
Dean
College of Arts and Sciences

Enclosures

Richard L. McCormick, President
Lee L. Huntsman, Provost
Debra Friedman, Associate Provost for Academic Planning
Gary D. Christian, Divisional Dean, Sciences, College of Arts and Sciences
John T. Slattery, Associate Dean, Academic Programs
George S. Bridges, Associate Dean, Undergraduate Education
Linda Richter, Assistant to the Vice Provost
Beatrice Greenwald, Assistant to the Dean
Le'a Kent, President, GPSS

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University of Washington The Graduate School

(Revised July 1998: For Use During the 1999-2000 Academic Year)

SELF-STUDY FORMAT FOR REVIEW OF EXISTING DEGREE PROGRAMS

Introduction

The purpose of the departmental self-study is to provide a guide that will allow faculty, academic unit administration, university administration, and the review team to consider not only a unit's recent accomplishments and challenges, but also to engage in a planning process for the future. The document also provides the basis for the unit's review team to consider the appropriateness of the department's goals and plans for the future in light of its past record of achievements, overall quality, adaptability to change, and prospects for innovation, and in the context of their school or college and the university as a whole.

This self-study format is intended as a guide through which the unit will tell its own story, adapting the document in order to make it relevant to that task. The text of the narrative, exclusive of appendices, should comprise no more than 50 double-spaced pages.

The following appendices are supplied to units with the self-study questionnaire. If units wish to put their own data in a broader perspective, they may request data from the Graduate School for up to three other related programs.

Appendix A	Graduate Student Statistical Summary (10-year data)
Appendix B	Academic Unit Profile

In addition, the following forms will be completed by the units and submitted as appendices to the narrative.

Appendix C	List of special pathways, options, certificates, etc. within degree
Appendix D	List of faculty by rank, including committees chaired
Appendix E	Placement of graduates, last 3 years

Individual copies of the report and appendices, including faculty *curriculum vitae*, should be provided for each member of the review committee and each college or school involved in the review. An abbreviated (2-3 pp.) *curriculum vitae* may be submitted for each faculty member, emphasizing selected professional experiences, publications, grants, contracts, presentations, awards, and teaching contributions should be provided.

By state legislative mandate, the University is required to conduct reviews of degree programs and report the results of the reviews annually to the Higher Education Coordinating Board. The HECB requires that the following information be provided in the report summary. To facilitate reporting to the HECB, please provide a disc of the self-study with the seven following items highlighted in the document. Alternatively, these items can be represented at the end of the document.

1. Degree program title;
2. Year of last review;
3. Documentation of continuing need;
4. Assessment information relating to student learning outcomes and program effectiveness
5. Plans to improve the quality and productivity of the program;
6. Data on number of majors and degrees granted in the last three academic years; and
Number of FTE faculty and graduate assistants that teach in the department.

I. Context

- A. Name of unit authorized to offer degrees
- B. School or College(s) if applicable
- C. Exact title(s) of degrees offered
- D. Brief description of the field and its history at the University of Washington (no more than one page).

II. Unit roles and responsibilities

- A. Units generally have a variety of roles and responsibilities within the institution (e.g., undergraduate, graduate, professional education; continuing education; research, scholarly, or creative activity; service; consultation; self sustaining activities; patient care). What are the principal roles and responsibilities of your unit within your school/college and the university? (Please provide your mission statement in an appendix.)
- B. What opportunities do these roles provide you and how have you taken advantage of them? What plans do you have for exploring additional opportunities? What opportunities have you missed and why?
- C. What differences do you observe between your view of your role and the college/university expectations of your unit? How might these differences be resolved?
- D. What changes have occurred in your field over the past decade that have influenced your conception of the unit's role? What pressures, internal and external, have caused significant changes, and what further pressures and changes do you anticipate in the next ten years? What changes have taken place in the relationships between your field and other related fields?
- E. What criteria are typical in your field against which you measure the success of your unit as a whole?
- F. In what ways is your unit a leader in your field? Describe areas and strategies for developing your potential for leadership in your field.
- G. In what ways do you collaborate with units at other institutions to maximize the effectiveness of each institution's contributions to the field? How do your ties to similar departments at other institutions across the country help you to respond to new developments in your field? How could/should these ties be strengthened?
- H. In what ways have you collaborated with related areas on this campus? What would be needed for ties with these related units to be strengthened?

III. Degree programs

A. Bachelor's degrees

- 1 Describe the objectives of your bachelor's degree program(s) in terms of student learning and other relevant outcomes, as well as its benefits for the department, university, and region. (Please attach a curriculum description as an appendix to this report.)
2. List the standards by which you measure your success in achieving your objectives for undergraduate programs. Using these standards, assess the degree to which you have met your objectives, and discuss the probable causes for your success. Indicate the factors that have impeded your ability to meet your objectives and your plans for overcoming these impediments.
3. In what ways have you been able to involve undergraduates in research programs in your unit?
4. Indicate the steps the unit has taken to comply with state-mandated accountability measures (i.e., reduced time to degree; increased graduate efficiency index; increased retention rate). What additional steps do you envision to improve the overall quality of undergraduate degree programs?

B. Master's degrees (if applicable, as separate from Doctoral degrees)

- 1 If applicable, show the relationship of master's degree programs to the undergraduate and/or doctoral degree programs in your unit. Describe the objectives of your master's degree program(s) in terms of student learning and other relevant outcomes, as well as its benefits for the academic unit, the university, and the region. (Please attach a curriculum description as an appendix to this report.) In the case of a terminal master's degree, compare your objectives with those for programs at institutions you think of as peers.
2. List the standards by which you measure your success in achieving your objectives for master's program(s). Using these standards, assess the degree to which you have met your objectives, and discuss the probable causes for your success. Indicate the factors that have impeded your ability to meet your objectives and your plans for overcoming these impediments. What additional steps do you envision to improve the overall quality of master's degree programs?

C. Doctoral program(s) (if applicable)

- Describe the objectives of your doctoral degree program(s) in terms of student learning and other relevant outcomes, as well as its benefits for the academic unit, the university, and region. Compare your objectives with those for programs at institutions you think of as peers. (Please attach a curriculum description as an appendix to this report.)
2. List the standards by which you measure your success in achieving your objectives for doctoral program(s). Using these standards, assess the degree to which you have met your objectives, and discuss the probable causes for your success. Indicate the factors that have impeded your ability to meet your objectives and your plans for overcoming these impediments. What additional steps do you envision to improve the overall quality of your doctoral degree program(s)?

IV. Responses to change

A. How have teaching and learning for both undergraduate and graduate programs changed in your unit in the last 10 years? What further changes do you anticipate or would you like to instigate?

B. In what ways have new developments in the following areas influenced teaching in your unit?

- interdisciplinary studies
- distance learning
- experiential learning
- international study
- educational technology
- other

What plans have you made to maximize your effectiveness in these areas? What impediments do you see to these plans and how do you anticipate overcoming them?

C. In what ways have new developments in the following areas influenced research, scholarly or creative activity in your unit?

- Revolutionary advances in the discipline
- Changing paradigms in the discipline
- Changing funding patterns in your field
- New technologies
- Other

By what means does your unit measure its performance in research, scholarly or creative activities? In terms of those measures, how successful is your unit?

D. What changes have you observed and do you anticipate in the next 5 years as your unit responds to the need to provide service to:

- The University of Washington
- Your discipline or profession
- The broader community

By what means does your unit measure its performance in service activities? In terms of those measures, how successful is your unit?

E. What strategies has your unit developed to address the following anticipated changes in the next ten years?

- faculty retirements
- increasing numbers of undergraduate students (majors and non-majors)
- increasing demand for master's or doctoral programs that will accommodate the needs of full-time working professionals
- increased need for doctoral training that will prepare faculty for the full spectrum of higher education institutions
- increased need for doctoral training that will meet the requirements of industry
- emerging technologies for research and teaching
- pressures on space
- pressures on budgets
- the demand for accountability
- other

Identify the ways (other than budget increases) the college and/or the university could facilitate your progress in these areas.

F. Demographic changes

How is your unit responding to changing U.S. demographic trends? What specific steps have you taken to make your student body, staff, and faculty more inclusive by incorporating members of underrepresented groups? What additional steps have been planned? What specific steps have you taken to ensure that members from underrepresented groups are included in the life of the department in ways that benefit their professional development and success?

G. Personal productivity

What steps has your unit taken to encourage and preserve productivity (in research, teaching, and service) on the part of all segments of your faculty? How are junior faculty members mentored to enhance their professional development? What impediments to faculty productivity exist, and what plans do you have for overcoming them?

2. What steps has your unit taken to encourage and preserve productivity on the part of all segments of your staff? How are staff recognized and rewarded for their performance? What programs are in place to support professional development of staff?

V. Goals

A. What is the process by which the unit sets its overall goals? How often are departmental goals reviewed and reassessed? In what ways do you anticipate the goals of your program will change in the next ten years?

B. List your goals for the next 5-7 years. How should you be rewarded by the college and/or the university (specify alternatives in addition to increased budgets) for achieving these goals? In what specific ways could the college and/or university assist you in achieving your goals.

Self-Study Check List

Please send the self-study and related documents to:

**The Graduate School
Academic Programs Office
200 Gerberding Hall
Telephone: 685-3519**

Before you submit the self-study please make sure you have completed the following check list and call the Academic Programs Office for the appropriate number of copies required.

1. _Included a Table of Contents in the self-study.
2. _Divided the material by tabs with labels identifying the documents, e.g., faculty curricula vitae, appendices, or program pamphlets.
3. _Included as an appendix the abbreviated (2-3 pp.) curriculum vitae for each faculty member.
4. _Bound the document. The material may be bound in a 3-ring binder or another form. Leave one copy unbound for the Academic Programs Office.
5. _Included a disc of the self-study - using Microsoft Word