

Education

Faculty Combined Raw Data from 2y2d Focus Groups in 2010-11

Starting in the summer of 2009, the Two Years to Two Decades (2y2d) Initiative asked nearly 1000 faculty, students, staff and community stakeholders for input on where they want the UW to be in 20 years and what matters most to them in light of current challenges.

Based on initial findings, 2010-11 focus groups identified six of society's major issues they felt the UW should work to solve in the coming decades: Environmental Sustainability & Clean Energy, Education, Health, Social Justice & Inequality, Educated & Engaged Local/Global Citizens, and Economic Vitality.

Combined raw data of Education-related comments from Faculty groups are listed below.

Participant responses fell under the following headings:

Education

Education and Learning

Science-Literary

UW

UW/2y

Problem Solving/Models of Organizing the Work

Interdisciplinary

Individual responses, roughly grouped by topic, appear below:

- Providing high quality education to WA students and student retention in WA state workforce
- Education to set people up to be more nimble in work life
- Educated workforce
- Encouraging a strong work ethic
- Public-Private partnerships will be important
- Mayor McGinn: we need better schools, to recruit the best to Seattle, therefore our K-12 and UW education synergy are key

- Diversifying the Pipeline
- the need to upgrade the quality of K-12 education
- pipeline of students
- connect more to needs of K-12
- early childhood education
- quantitative thinking at K-12
- take our interdisciplinary expertise to the public schools to 1) engage kids beyond their disciplinary classes 2) retrain teachers 3) teach social-emotional coaching to teachers
- seniors, i.e. ongoing K-12 outreach
- issues where multi-pronged approach is needed to solve
- interdisciplinary collaborative departments to share resources
- Better cohesiveness with K-12 education
- Kids should read more

- Adequate funding for primary/secondary education
- Establish cleaner links with K-12 schools
- Improve K-12 quality
- Start young K-12
- Building on early learning through higher education, public education system that works

- access to higher education
- insure access to all levels of society
- how to address access to higher education as we privatize
- uniform access to education
- educating all ages & socio-economic groups on new developments
- Achievement gap
- Access to higher ed. is a general, effective approach to problems
- Access to affordable education - better communication with public
- Access to college education (costs)
- UW Access
- Access
- Access to education, K-12 and higher ed.
- Access to quality education, & at UW
- Access to education
- Increasing access to higher education
- Achievement gaps in race, gender, class, etc.
- Equitable access to experts & expertise, to improve educational outcomes
- University as equalizer - first generation students
- Reducing gap between expertise and accessible information

- create leadership development to meet society's needs
- meeting the needs of the state for health (illegible)
- producing informed citizens
- public intellectuals, scholarship
- transmission/integration of university-generated knowledge to the public
- needs: educated citizenry - aware of context, critical thinking, literate
- information dispersal = education
- educate citizens on how society works, to build a road you must pay a tax
- Educated citizenry
- Educating for democratic citizenry (debate, complexity)
- Leads to problems of intellectuals in civic society
- Educating an informed and engaged generation
- Preserving the role of the public university
- Encourage people to think long-term (health, financing, environment)
- Fostering appreciation of evidence-based decision-making
- Education is foundational for other issues (eg. Health, medical care, clean water, etc.)
- Our responsibility as a public university
- Ethics/decision making
- Problem solving as synthesis not analysis
- new methods, transfer of knowledge
- support of societal education on issues of importance in a global community
- open-minded thinking from the top
- Stewarding innovational use of knowledge and research to inform social decisions, improve quality of life

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- maintaining diversity in education
- ability of diverse populations to co-exist, live together
- encouraging diversity in the university as a whole and STEM in particular
- instilling appreciation of other cultural viewpoints
- Faculty diversity
- Student diversity
- Having learning theory attend to demographic diversity
- Problem solving, modeling simulations in program sciences
- Adaptive curriculum at UW
- core curriculum (e.g. history of Rock and Roll vs. Roman/Greek history)
- preserving historical depth and breadth
- preservation of civilizations
- We can only assess the new being aware of the old
- teacher education
- basing educational practices on modern neurological principles
- opportunity - new methods in teaching research education
- assessment of teaching environments
- Maintain quality of education (teaching)
- Applied or clinical teachings and research
- Teacher quality & equitable opportunities to learn
- Increased recognition of teaching
- locally relevant, internationally significant research
- applied research
- how can the UW manage new development in ideas and technology?
- Breaking down boundaries in science
- excellence in scientific discoveries
- training creative researchers equipped to tackle the problems
- opportunity, partnerships with community, source of revenue
- communicate with general public outreach
- university public partnerships for key problems
- facilitate UW - company interactions (medicine, environmental events)
- Connecting students/classrooms to community organizations: experienced-based education, partnerships, so students can gain a multiplex understanding of complex problems. Also, so we can connect UW to community/public. Importance of bilateral conversations
- More direct admits to competitive programs
- education for a global society (languages, culture, study abroad)
- study abroad
- global experience and education
- US education, etc.
- Education sidetracked, loss of knowledge, humanities/classics/arts/philosophy, inequality in education
- Gaps between nations/cultural differences
- Critical studies of culture and technology

- How do we best engage with higher ed. growth in Asia?
- need to re-envision what drives choice of higher education, programs/field, etc.
- Educational goals of undergrads
- Changing role of university course work as percentage of population attending university increases
- Role of public university in our region
- Public humanities
 - arts education
 - Public humanities (partnerships)
 - writing skills
 - liberal arts education
 - Place of humanities in higher education
 - Breadth, general education issues
 - Understanding and communicating importance of the humanities (eg. Gregory Petsko)
 - communication skills (oral and written) for all students
- bridging natural science - social science - humanities divides
- integration professional and liberal arts education
- role of vocational education vs. liberal arts
- Increasing scientific and humanities literacy statewide
- English/Math
- Interfacing art & engineering
- Literacies to navigate world
- literacy - numeric, data, written
- math and science education (K-12)
- science/math education in the US; bad, getting worse
- science literacy
- scientific literacy for all students
- Scientific literacy in the community
- Closing the science education gap (vs. other countries)
- K-12 math education
- Quantitative analytical science education (high school, primary school)
- Critical thinking and communication (taught through humanities)
 - critical thinking
 - develop critical thinking skills
 - Producing critical thinking, advocacy
 - Student writing and critical thinking
 - Strategic and critical thinking
 - the need to have citizens who are critical thinkers
 - Strategic or critical thinking skills
- Encouraging innovative thinking
 - Promote creativity
 - Attitude towards education
 - Lack of creativity
 - Idea generation
 - Diversity of thought/process

- Educating for personal responsibility
- Students as agents of change
- Inspiring the next generation
- IDENTITY
- foundation for lifelong learning
- students who are comfortable with change and ambiguity
- Funding creativity
- needs/ops: discovery

- Thematic-based education
- case-based, problem based learning
- How to support personalized project-based learning at broad scale
- Seamless collaboration with practitioners
- Nurturing the whole person through education
- Novel impact assessment
- encouraging (illegible) authentic learning experience
- need for a common intellectual foundation for all students
- Not just helping with knowledge but personal development

- Information literacy
- Digital media literacy
- Information literacy
- Helping students deploy new media critically, thoughtfully, self-consciously
- Technology needs/educates yet challenges
- Increased technology in learning needed at UW
- provide faculty with cutting edge technology (web)
- new educational technologies
- human technology interface
- give more resources for innovation to younger faculty - they grew up on internet...
- information literacy
- student expectations about technology use in teaching
- Teaching people how to use technology in a way that benefits them
- empowering non-science, non-technical students with capacity to understand the science and technology that increasingly shapes our lives
- the web levels the playing field, those with knowledge can advance that knowledge even if they are not the one in power

- education without enrollment, better utilize web for free education
- how to succeed at distance learning
- Should we do distance learning?
- Increased possibility for telecommuting with increased technology
- Re threat of online degree college - no interdisciplinary interaction, between faculty and students
- opportunities - casting net wide - access to intellects through technology

- Funding of higher education
- Rising costs of education
- does it hurt the U.S. if higher education becomes too inexpensive?
- maintaining core academic value is making difficult budget decision
- Financial pressure on students - resources
- Avoid structures that encourage bad behavior - too large numbers of students simply for the funds

- commoditization of education
- degree inflation
- Students are not consumers, they are the raw material - product
- Education as a process not a commodity
- Students are not consumers

- promoting well-rounded, interdisciplinary experiences
- Interdisciplinary work
- Charting new interdisciplinary research and teaching discoveries
- encourage, formalize, reward interaction between programs in health, finance, infrastructure, education
- interdisciplinary learning, but not at the expense of disciplinary learning
- lower barriers to interdisciplinary work
- interdisciplinary education with focus
- tension between core knowledge and interdisciplinary work/exploration
- encouraging/paving the way for double majors/interdisciplinary minors
- integrating disciplinary silos with interdisciplinary cross-silo problem solving
- integrating liberal arts and professional/technical education
- Charting new interdisciplinary research and teaching discoveries
- collaborative efforts
- Interdisciplinary collaboration
- Interdisciplinary research - barriers between fields
- Interdisciplinary
- Collaboration!
- new pedagogy for interdisciplinary learning

- maintaining team approach between faculty and the administration
- reduce institutional UW balkanization
- create institutional transversal connection
- information flow within organization
- faculty senate provide leadership - initiate ? shrinkage
- UW Admin provide leadership for shrinking UW
- Aligning goals, Ass. Prof. & University
- Better linking (?) of admissions to departments
- Those 13 questions in the FLR's report 12/2

- can we recruit young faculty into interdisciplinary centers - and not departments?
- extend and innovate criteria for promotion & tenure
- Faculty retention
- Support for faculty (given budget) in innovative ways (e.g. childcare, classroom support, o.s. CLUE/Carlson center)
- Retaining high quality faculty
- retention of faculty - support/educate young faculty
- university organizational efficiency, faculty spend too much time with admin tasks
- Attracting and retaining high quality PhDs
- Support on the newer campuses for faculty to focus on research
- leveraging the 3-campus model so as to maximize our ability to achieve all the values and goals listed on these stickies

- Increase efficiency of campus facilities maintenance
- Increase campus life with more DORMS

- Learning outside the classroom