

Daniel J. Evans School of Public Affairs
International Development Policy and Management Certificate Program (IDCP)
Program Review Committee Report

5th April 2007

Review Committee:

External Reviewer:
Deborah Brautigam,
Associate Professor
International Development Program
School of International Service
201 A Hurst Hall
Washington, D.C. 20016

Chair: Priti Ramamurthy, Associate Professor,
Department of Women Studies,
Director and Chair, South Asia Center,
Jackson School of International Studies,
B 110 E Padelford, Box 354345

Christine Ingebritsen, Associate Professor
Scandinavian Studies,
305R Raitt Hall
Box 353420

A. Introduction

A three person team consisting of Profs. Priti Ramamurthy (Chair) and Christine Ingebritsen from University of Washington and Prof. Deborah Brautigam (External Reviewer), International Development Program, School of International Service, American University, conducted a review of the University of Washington's interdisciplinary International Development Certificate Program (IDCP) in Winter 2007.

In preparation, the team reviewed the *Graduate Certificate Program in International Development Policy & Management* (Proposal Draft; 5/9/ 2000), *IDCP Final Report* (IDCP Committee: June 2006) and the *IDCP Self Study Report* (January 5, 2007). On February 5th 2007, Profs. Ramamurthy and Ingebritsen met with Prof. Steven Rathgeb Smith, Associate Dean, The Evans School, Dr. Melissa Austin, Associate Dean for Academic Programs, and Dr. Augustine McCaffery, Senior Academic Program Specialist. All three review team members conducted a two day site visit, February 26-27, 2007. During the site visit interviews were held with Sandra Archibald, Dean, The Evans School; Steven Smith, Associate Dean; C. Leigh Anderson, Associate Professor; Steven Arnold, Senior Lecturer and Chair IDCP; Patrick Dobel, Professor; Diana Fletschner, Assistant Professor; Mary Kay Guggerty, Assistant Professor; Sanjeev Khagram, Associate Professor and Director, Marc Lindenberg Center for Humanitarian Action, International Development and Global Citizenship. Staff members Elizabeth Mitchell, Director, International Programs, Jason Smith, Director of Student Services and Admissions, and several members of his team were interviewed. The review team met with a group of about ten students currently enrolled in the IDCP. At the site visit additional materials were requested and provided: *Report on International Programs at Evans* (June 2006), Current enrollment in *IDCP*, Entering GREs/ GPAs.

The Review Committee recommends continuation of the IDCP Graduate Certification Program. A review of the IDCP should be conducted in 5 years and at that time the possibility of offering a separate Masters in Development Studies should be considered by the Evans School.

The IDCP has the potential to become a center of excellence for the Evans School, and this will help raise the national and international profile of the Evans School as an institution with a significant global thrust. The program is innovative and makes use of resources from across the university. Its interdisciplinary approach is a strong, positive feature. The students are lively and the program has met their needs on the whole very well. The faculty are clearly committed, doing interesting and important research, and meeting the advising and curricular needs of their students.

The IDCP has faced an unusual series of disruptive changes in leadership, organization, and staffing. Junior faculty and part-time faculty have stepped up to the plate to serve on the IDCP Committee, and have borne a heavy burden. Given this environment, the IDCP Committee is to be commended in forging a certificate program that elicits strong commitment from its faculty and from its students, and that meets so many of the IDCP students' needs for professional development.

The suggestions contained in this report should be viewed in this context: potential improvements in a program that is already doing very well.

B. The IDCP: Origins and Evolution

The IDCP was initiated in 2000 as part of a broader agenda to internationalize graduate education at the University of Washington. The program proposal highlighted the rising demand for international development practitioners in a range of fields. The Graduate Certificate was designed to cater to these needs by training students from disciplines across the university and from within the Evans School. Of the 86 students who have graduated with an International Development Certificate between 2000-06, 35% were Evans School students, 21% were jointly enrolled in Evans and another UW School, and 44% were enrolled in other UW Schools.¹

The materials provided to the Committee indicate that from the beginning the Evans School planned to house the program, providing administrative support and TA expenses, and absorbing the internship and placement efforts. It was also planned that a “permanent” interdisciplinary advisory committee comprised of professionals in the development field and interested representatives from other UW departments would assist the program.² The Evans School was to hire a new international development faculty FTE to work with the IDCP. The program aimed to serve up to 30 students a year, and aimed at developing eleven core competencies among all of its students.³

Since its initiation, the IDCP has shifted away from this initial vision. The tragic death of the Evans School Dean Marc Lindenberg and the subsequent establishment of the Lindenberg center led to the IDCP being housed in the Lindenberg Center until recently, when it was transferred to the Evans School in accord with the original plan. However, over time the “permanent” interdisciplinary advisory committee seems to have disappeared, and the IDCP is instead guided by the International Development Certificate Committee, created in 2005, and comprising Evans School faculty, staff, and a student representative.

In the recent past the Evans School itself, under the leadership of Dean Archibald, and with the addition of several faculty members whose research and teaching interests are in international development and public affairs, has embraced a more international focus. It is time to both acknowledge the contributions of the IDCP and move forward.

C. Ownership and Personnel

The introduction of the IDCP as a graduate certificate and an academic option for students within and outside the school occurred without formal approval by the Evans School faculty. The review committee recommends a process of formal approval and ratification of the IDCP by the Evans School faculty. By bringing the program to the attention of all members of the faculty, the Evans School accepts the internationalization of the curriculum, honors those associated with the IDCP, and formally recognizes the evolution and future direction(s) of the

¹ IDCP Self Study Report, January 5, 2007, p. 7.

² Graduate Certificate Program in International Development Policy & Management, Draft 5/9/00, p. 1.

³ Graduate Certificate Program, p. 4.

school. We believe it is the appropriate time to do this, under the leadership of Dean Sandra Archibald. A Masters in Development Studies should only be considered after this has happened.

We also recommend naming a Chair for the program who can serve as a champion for the IDCP, and who provides academic leadership, vision and energy to the program. The faculty member should be tenured, with research publications in the field of international development policy and connections with international development institutions (international universities, multilaterals, & NGOs). The Chair should have the ability to build creative and deep connections to other departments and centers at UW. The Chair will be responsible for providing the Dean with a five year plan for the program, and reporting regularly to the faculty on the status of the program.

For the IDCP to be visible, rigorous and to have on-going connections to other units and community internship opportunities, a talented administrator is needed. We recommend a strong administrator who can serve as an advisor to the students, and assist the Chair in effectively implementing the program. These are functions that faculty cannot be expected to fulfill.

All efforts should be made to move from the reliance on Senior Lecturers and pre-tenure junior faculty, to tenured members of the Evans School faculty. By identifying academic leaders with strong research profiles as leading IDCP faculty, the school will further institutionalize this innovative certificate program within its core offerings.

D. Curriculum⁴

The IDCP is demanding as a certificate program, with a requirement of 21 credit hours, plus a non-credit practicum of 200 hours. The IDCP course curriculum currently requires three core courses (9 credits) and 9 credits of elective course work from an approved list. Students are also required to complete a 3-credit capstone seminar.

The core courses of the IDCP are generally very popular among Evans students. However, in contrast to the administration of the program, the curriculum has changed little since the original vision. As a consequence, the completion rate of the program is not as high as it could be, and most of those who do not complete the program are non-Evans School students, a situation that over time appears to have dampened some of the cross-university enthusiasm for the IDCP.⁵

The program requirements could easily be restructured in a way that would make the program easier to complete while enhancing its attractions to students outside of the Evans School and mid-career professionals (discussed under recruitment, below). To this end, we recommend that the Evans School consider eliminating one of the core required courses (PBAF 532), as well as the integrated seminar and the practicum requirement, and folding the strengths of all three of these into a new core course that would emphasize experiential learning, under

⁴ This section and the next section are the recommendations of the External Reviewer, Deborah Brautigam, to whom we are very grateful for so generously sharing her substantive knowledge and experience.

⁵ 59% of the students who withdrew between 2000-06 were jointly in another program or non-Evans students (IDCP Self Study Report, p. 8.)

faculty guidance. This “Capstone Workshop” would focus on practical management skills, with students working in teams for development agencies in the Seattle area or abroad.

To elaborate:

I. Core Courses: At present, students take PBAF 531: Development Management in the 21st Century; PBAF 533: Economics of International Development; and PBAF 532 Managing Policy in a Global Context. While all of the syllabi reviewed are themselves well-constructed, and have been appropriately updated, some rethinking of the curriculum is recommended.

First, despite its excellent syllabus, PBAF 532 Managing Policy in a Global Context is, at present, the least “essential” to the core of the IDCP and could be made into an Evans School elective. While the material is very interesting, few IDCP students in entry-level jobs are likely to be managing policy, but more likely to be managing projects and programs. Some of the units in PBAF 532 could be covered in a redesigned survey course (“Development in the 21st Century”) which would lead off the core in the first semester.

It is recommended that PBAF 533 Economics of International Development be left as is. It is further recommended that a third course (below), a Capstone Workshop, be added which would incorporate some of the management elements in PBAF 531.

II. Core International Development Seminar: This 3-credit seminar (over 3 quarters) is intended to be the capstone experience of the IDCP, but although the speakers are good and the instructor has arranged very useful requirements for group projects and presentations, we believe these 3 credits could be more usefully spent in something along the lines of the Capstone Workshop (below). Students and staff could continue to organize a speakers series, but not as a class.

III. Electives, Skills Workshops: Faculty and students were overwhelmingly of the view that the electives outside of Evans and the participation of non-Evans students in the core courses was what made this interdisciplinary program unique.

There is currently a huge list of 230 approved elective courses in 30 departments. However, students often need considerable help in finding courses that will “fit”. It might thus be useful to re-visit this list and eliminate courses which are no longer offered or relevant. It might also be useful to separate out a smaller list of recommended electives in several core concentrations (public health, for example) and publicize them, so that students find it easier to select their 3 elective courses and advisers can become familiar with a smaller set of recommended courses. Ideally, each of these concentrations would fit onto a single sheet of paper, which could become the flip side of the advising sheet used at present.

Apparently students outside the Evans School have difficulty in getting into the skills workshops, and this suggests that more resources might usefully be put into expanding these offerings. It is also worth thinking about how to lessen the heavy advising demands of the program.

IV. 5-Week Practicum: The Practicum seems to be a significant barrier to the completion of the program, especially for non-Evans School students. Helping students find Practicum opportunities can also be a heavy demand on faculty and staff. Given that there is no credit for the Practicum, interested students could still do an internship, but we recommend that it no longer be required for the IDCP. The experiential component could be done through a team-based capstone workshop.

Recommendation: Capstone Workshop

Instead of the Core International Development Seminar, and PBAF 532 Managing Policy in a Global Context, and the Practicum, the third quarter sequence would require the Capstone Workshop, an experiential learning course open only to IDCP students, in which they will work in teams to solve a problem for a local or overseas development agency (a project design, evaluation, proposal, or another task), under the guidance of one core faculty and/or adjunct faculty. While this would not substitute for the internship requirement for Evans students, it *would* be the culminating practical experience for the non-Evans students.⁶

The Capstone Workshop would involve weekly course meetings that could use a syllabus in which students discuss and learn/practice management topics. The syllabus for the course could include some elements such as Week 5 from PBAF 531 (“The Challenge of Effective Design”) or Week 4 (“Making Development More ‘Participatory’”) but in general, it would emphasize applied skills such as stakeholder analysis, monitoring and evaluation, team building, institutional development, information systems, project budgeting, cost-benefit analysis, impact assessment, and other development skills.

This would open up room for a re-designed introductory overview course that would give the background, history, global context, a bit more attention to theory, and introduce the micropolitics of development (issues of race, class, ethnicity, gender, etc.). This could be re-named Development in the 21st Century.

Current Requirements	Proposed Requirements
Core: PBAF 531 Development Management in the 21 st Century PBAF 532 Managing Policy in a Global Context PBAF 533 Economics of International Development	Core: PBAF 531 Development in the 21 st Century PBAF 533 Economics of International Development PBAF xxx Capstone Workshop in Development
Electives, Skills Workshops 9 credits	Electives, Skills Workshops 9 credits
Core International Development Seminar 3 credits	Substitute PBAF xxx Capstone Workshop
5-week Practicum	Eliminate for IDCP
Total Credits 21	Total Credits 18

⁶ Prof. Brautigam designed and implemented a Workshop course like this, involving fieldwork during the January and March break, when she was the Director of the Economic and Political Development Program at Columbia University’s School of International and Public Affairs, and it has proven to be a powerful draw for recruitment, and a highlight of students’ experiences at SIPA.

E. Admissions and Recruitment

As a flagship program, the IDCP can serve as an attractive drawing card for the Evans School and for the University of Washington. In order for this to happen, however, the IDCP will need to be better publicized, and it will need to return to the higher admission standards of past years, perhaps even increasing them.⁷

Admissions. Admissions data supplied to the review committee indicated that the hopes for a high bar to entry seem to have been met during some years (2002 and 2003, in particular) but that in recent years, almost all applicants have been admitted. The largest group of students in the IDCP come from Washington State, with a smaller group from California. The GPA of entrants is generally good. In 2006, for example, 14 out of 21 entering students had UW GPAs above 3.50. GRE Verbal and GRE Quantitative scores for the 2006 students averaged 551 and 612 respectively. We do not have data on the proportion of students with overseas experience or language skills, but these would be useful data to track.

The pool of student applicants can be increased and diversified. The Evans School can increasingly target students outside the region, for example. Of course the lower tuition for in-state residents is a drawing card. Yet most of the schools with which the IDCP could compete are private universities with a national pool of applicants: Columbia's SIPA, Johns Hopkins' SAIS, American's SIS, Pittsburgh's GSPIA, George Washington's Elliot School, Harvard's Kennedy School, etc.. The inability to access in-state tuition is less of a concern to a student choosing between GW and the Evans School. Strong candidates could also be directed to apply for the JSIS administered Foreign Language and Area Studies Scholarships (see footnote 8).

How might recruitment be enhanced? In addition to the capstone workshop, which will be a strong attraction, some re-thinking about the timing of admissions, standards for students, recruitment of mid-career professionals, a robust orientation, and a Washington, DC trip for placement is advised. All of these will add to the attractiveness of the IDCP.

Timing of Admissions. One method is to give students the option of applying to the certificate program in their initial application to the Evans School (and, ideally, to other graduate schools), while still maintaining the current system where students in and outside of the School can apply for admission during their first year. This could be the first step toward making the IDCP into a stand-alone masters' degree.

Having the IDCP as an option in the Evans School application process and in that of other UW graduate schools (such as JSIS and Public Health) will raise the external visibility of the program at a point when students are still making decisions about where to apply and which offers of admission to accept. It will enable the School to gauge the demand for the program among their applicants. It will also have other benefits: (1) allowing students to draw on IDCP resources to help plan their summer internships; (2) creating more overlap between first year and second year students, which will enable second year students to create their own mentorship links with first years, give them advice about courses, and enhance the institutional memory

⁷ At American University, for example, the International Development Program regularly chooses its target 42 students from a pool of 280 to 300 applicants.

among the students. This would also help in the formation of a student-run group that, with a small budget, would be able to sponsor more social activities that bring Humphrey Fellows and others with an international development focus into greater contact with IDCP students.

Because the IDCP was developed as an interdisciplinary effort, with a lot of interest from units across campus, it is likely that other schools at the university could offer the option of admission to the IDCP in their admission process (they would send those files to the Evans School). This would seem a win-win proposition that could be another step toward returning the IDCP to its cross-university origins. It would also meet the high student demand for pursuing concurrent degrees.

Standards for Students. The goal of the IDCP was to offer its training to students who already have significant international experience. This is a goal the Evans School should strive to retain. Just as many business schools require entering students to have private sector experience, so the IDCP should aim to recruit students with at least two years of work experience, ideally overseas. It is also recommended that the IDCP consider adding a foreign language requirement for graduation.⁸ This is a common requirement in most competitor graduate programs in international development, and enhances placement options for students.

Recruitment of Mid-Career Professionals. The Evans School might consider marketing the IDCP to mid-career professionals in the Seattle area. A small number of people who either wish to make a career switch, or who have found themselves in an organization that has become internationalized, may find the option of a certificate in international development quite attractive. Tuition from these students would be a welcome additional resource that might be used to support the IDCP, which is remarkably under-resourced.

F. Other Suggestions

Orientation. A robust orientation that brings interested first year and admitted second year students together would be an excellent practice. For example, at Columbia, a weekend retreat is held for all development students in the second weekend of the fall semester. Students organize the retreat, and make a nominal contribution for food, and the university picks up the rest of the costs. Development faculty, advising staff, and students all attend. This enables a thorough socialization of the students into the program, and ensures that their curriculum and other questions are answered.

Washington DC: Placement. Most APSIA graduate schools without a Washington DC campus conduct a “Washington Trip” during the January or March break to enable students to meet with professionals and alumni in the DC area. This can be very helpful for job networking and for summer internships. Alternatively, the Evans School could consider a formal semester program in DC, although this presents some difficulties in conducting the year long sequence of required courses.

⁸ The Jackson School is unique in having 8 Title VI National Resource Centers; each offers Foreign Language and Area Studies Scholarships and has a mandate to support graduate students in professional schools, like Evans. Promising first year applicants, who need to meet the foreign language requirement or desire advanced language training, could be directed to apply for the FLAS which provide annual tuition and a stipend.

G. Resources

For a program of the excellence of the IDCP, we were surprised that the program has no budget. To undertake the review committee's suggestions we recommend a budget to cover the cost of website development and maintenance, professional brochures, graduate assistants, computer, and incidental costs such as room rentals and refreshments for public events.

Since the IDCP is no longer housed in the Lindenberg Center, it does not have a easily recognizable location and seemed somewhat invisible within Parrington Hall. Even the virtual location of the IDCP website has not been updated recently (it still cautions that the material on the website may not be applicable to the 2006-07 AY). It is recommended that the IDCP Chair and Administrator be provided with a clearly designated institutional space.

New, additional resources to the program may become available if the IDCP decides to advertise itself to skilled mid-career people in the Seattle area (and elsewhere) who are looking to re-tool for a career in development.

In the recent past, the staff and faculty of the IDCP Committee, especially the part-time and untenured faculty, undertook much of the task of student advising. This has now been transferred to staff in the Evans School Director of Student Services office, without any additional support. The Practicum internship is currently co-ordinated by the Evans School Office of Career Services, but entails a lot of work for the staff in what is a very competitive international job environment.

It is recommended that the IDCP Administrator be made responsible for advising IDCP students and, with the Chair, cultivate and maintain the links to organizations that students will work with during the Capstone Workshop. S/he will also be responsible for organizing the Orientation and Washington Placement quarter, helping with IDCP placement, and assisting the IDCP Chair in development efforts.

H. Advisory Board, Visibility, and Partnerships

To provide the IDCP with support and advice, it is recommended that the International Development Certificate Advisory Board be re-constituted. The Board should be comprised of the Dean, Evans School, Chair of the IDCP, faculty from Evans and other UW departments, and professionals in the field of international development from academia, multilateral institutions, and NGOs, and IDCP alumni. We expect that the Board will constitute a network of individuals who will bring experience and expertise as well as contacts to the table.

The Association of Professional Schools of International Affairs (APSIA) is an important resource for schools like the Evans School. We understand that at present only one graduate school at the University of Washington can be a member, but we suggest that an arrangement between Evans and JSIS be worked out so UW participation at APSIA board meetings, for example, reflects the interests of both schools. The Evans School faculty might also think about giving more visibility to the IDCP through organizing panels at the International Studies

Association, a key venue for APSIA school faculty to present their research and learn about each others' programs.

Finally, the interdisciplinary and cross-school characteristic of the IDCP is its unique selling point. This should be highlighted and nurtured through actively developing partnerships with core schools and departments across UW, like JSIS and Global Health. It is recommended that the best students from these departments are actively recruited into the IDCP program. We suggest establishing a forum for interdisciplinary international development policy research housed in IDCP which attracts Evans and non-Evans faculty and students to create an intellectual community.

The IDCP is a robust program. With the support of the Deans and fairly modest resources and re-organization, it can become a center of excellence. This will raise the national and international profile of the Evans School and the University of Washington. In five years, a review of the IDCP and the possibilities of building the IDCP into a full-fledged Masters in Development Studies should be evaluated.