

UNIVERSITY OF WASHINGTON

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November 5, 2001

To: Lee L. Huntsman
Provost

From: Marsha L. Landolt
Dean and Vice Provost

Re: UW Tacoma Education Program Five-Year Review

Recommended Action: The Graduate School Council considered the results of the five-year review of the Tacoma Education Program at its meetings of April 15, 1999 and May 20, 1999. The program offers an M.Ed. degree for practicing teachers and a Teacher Certification Program (TCP), which prepares individuals with Bachelor's degrees for teaching careers. The Education Program has sustained rapid growth, charting for itself a bold course toward excellence and leadership in teaching and professional education while providing critical service to schools, practicing teachers and K-12 students. The faculty are highly motivated and dedicated to the success of the Program. The Graduate School Council recommended conversion from provisional to continuing status for both degree programs, but asked that the programs be re-reviewed in five years. I concur with this recommendation.

The self-study, the report of the review committee, and the Group's response to the report are attached.

Background. The Education Program at UWT was formed in 1992 with three newly hired faculty. At that point, the faculty were housed just a few blocks away from the Seattle campus together with three Education faculty destined for the Bothell campus. No curriculum existed and no courses had been designed or approved. The faculty were given the challenge of opening a degree program within one month's time. Within five academic quarters there were over one hundred part-time students in the UWT program. The initial student FTE target of 35 was reached in winter of 1994.

The program now numbers six professorially ranked faculty, approximately 112 M.Ed. students (46 FTE) and 51 students in the TCP (50 FTE). Approximately 31 students receive the M.Ed. annually and 51 fulfill teacher certification requirements. UWT administration and the program faculty have demonstrated enormous success in building a program that has fulfilled its initial goals and achieved the bold aim of becoming a leader in teacher education while very actively participating in education reform within the state.

Within the community, there are several objective indications of the Program's success. School district administrators with whom the review committee met were uniformly complimentary, and said that they specifically seek to hire graduates of these programs. They

appreciate the multicultural focus of the program and view it as essential to successful teaching in several of the service districts, particularly Tacoma. The district administrators seek more interactions with the Program and would like to see additions to the course offerings. They would especially like to see some courses offered on school district grounds. Unfortunately, the Program is simply too strapped to respond to some of these wishes.

The enthusiasm and dedication of the faculty is tremendous and laudable. They find time to work closely with students in culminating projects and to advise them in group assignments in which students design, implement and evaluate new initiatives for their own classrooms. Current students and graduates uniformly attest to the program's overall excellence. They are proud of the growing reputation of both the TCP and M.Ed. programs. One student commented, "The faculty holds such high expectations for us as students; these are exceeded only by their expectations for themselves."

The dedication of both the faculty and the administration to optimally serve their community is shown in the timing of the TCP course offerings. Students begin in the summer so that coursework needed for supervised experiential teaching in the classroom can begin in the fall, as school starts. This timing allows students in the TCP program to complete the program in a timely fashion; however, this accommodation penalizes the campus since student credit hours delivered in the summer do not count toward state-mandated enrollment targets. Thus state policy is at odds with the mission of the Tacoma (and Bothell) campus.

Rapid growth, turnover in leadership, changes in statewide educational requirements and the willingness of the faculty to devote tremendous (probably unsustainable) effort has created significant stress for faculty. In addition, there has been some internal strife. The program has had four directors since 1992, two of which (one an Associate Dean) were acting.¹ The faculty have developed a range of study options in the M.Ed. program that severely taxes their small number. Program offerings have been marketed through the direct effort of the faculty, who have visited schools, attended local meetings of teachers and even participated in the Puyallup Fair. As the program faculty and campus administration realize (and as reinforced by the review committee), the time has come to reconsider where faculty effort is spent, to identify the highest priorities and to implement changes that will conserve effort while attaining those priorities. The faculty will be aided in this by Ginger MacDonald, the recently appointed Education Director. Professor MacDonald participated in the Graduate School Council meeting at which program representatives were present. She is fully aware of the challenges facing the program and shows every sign of confidently regarding them as opportunities.

The most significant recommendations from the review committee and the Graduate School Council are listed below.

1. Enhance science education in both programs.
2. Undertake a comprehensive review of the M.Ed. curriculum with particular emphasis on the number of study options offered. Such a review has not taken place since the program was initiated. One goal should be the adoption of explicit and consistent guidelines for the culminating project.
3. Analyze all areas of faculty effort and set priorities. Students describe the faculty as being "Flexible and stimulating educators who provide an application of research to

¹ Frank Brouillet, serving as Acting Director at the time of the review, has been an outstanding leader. He has done much to heal rifts among faculty, promote high morale and focus effort. He clearly was the right person at the right time.

teaching." This is just what the founders intended; however, scholarly productivity has been difficult to sustain. For example, one faculty member has advised 49 graduate students in their culminating projects, served on numerous committees and taught in both the M.Ed. and TCP programs. If there is to be a consistent level of scholarly quality across all three UW campuses, situations such as this must be remedied

4. Reconcile the accounting of teaching effort between the M.Ed. and TCP programs and balance the load among faculty.
5. Encourage the state legislature to reconsider funding formulas. In tying funding to FTE rather than head count, the legislature imposes serious problems for programs serving large numbers of part-time students. Similarly, the absence of start-up funds has placed undue burdens on faculty required to simultaneously design and implement new programs.
6. Shift responsibility for recruiting students, from faculty to appropriate staff.

The faculty have already implemented many of these recommendations and are considering the remainder. Most importantly, a review of study options within the M.Ed. program is currently underway and the amount of faculty time devoted to recruitment of students has been lessened through the provision of staff support.

Five years from now, we hope to see a program that has consolidated its successes, focussed its effort, developed a cohesiveness that accommodates differences of opinion, and managed its workload in a collegial and supportive manner. We can only hope that the state will increasingly recognize the particular stresses placed upon rapidly growing new campuses and will more fully address the requirements of programs that are directed toward part-time students.

Attachments

c: Richard L. McCormick, President
Debra Friedman, Associate Provost for Academic Planning
John Slattery, Associate Dean for Academic Programs
Vicky Carwein, Chancellor, UW Tacoma
Sharon Fought, Associate Dean, UW Tacoma
James Brown, Associate Dean, UW Tacoma
Frank Brouillet, Acting Director, Education Program
Ginger MacDonald, Professor, Education Program
Members of the Review Committee
Graduate School Council
Augustine McCaffery, Assistant to the Dean
Beatrice Greenwald, Assistant to the Dean
(All without attachments)