

UW Bothell M.Ed. Program
Response to Review Committee's Report
Submitted by Kathleen Martin, Education Program Director
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The faculty of the Education Program appreciates the thoroughness with which our M.Ed. program was reviewed and the Review Committee's unanimous endorsement of the program's quality and rigor. The Committee's enthusiastic support for the continuation and further development of our M.Ed. program is gratifying. We also appreciate the Review Committee's work in identifying issues in need of attention and resulting recommendations. We are thereby helped to focus our future energy and efforts as well as provided leverage for concerns that we have expressed to our administration. Our comments on the Review Committee's report will concentrate on the recommendations.

Two of the recommendations of the Review Committee are resource related and are not within the locus of control of the Education Program:

- Formulae relating part-time to FTE units should be adjusted to recognize the actual faculty effort, particularly as it relates to the Practicum.

Because the clientele in our M.Ed. program are primarily working teachers, they are part-time students who generally enroll in only one course per quarter during the academic year. The funding formula for graduate students defines 1 FTE as 10 graduate credit hours. Each faculty member is expected to generate 10 FTE or 100 graduate credit hours. If graduate students are enrolled in one 3-credit hour course, then, if each faculty member teaches three courses, it takes 33 students to produce the expected FTE. These part-time students require advising and academic support throughout their program of studies just as do full-time students. Thus the part-time nature of the M.Ed. program places unusually heavy advising and teaching demands on faculty.

However, the faculty of the Education Program does not control the formulae for FTE. While we will continue to advocate for adjustments that recognize the actual faculty effort, we cannot make such adjustments ourselves. In lieu of that option, we will adjust the growth rate of the M.Ed. program to assure quality control.

- Advising takes a heavy toll of faculty time. This should be relieved by the appointment of a staff advisor for initial M.Ed. students.

As with the FTE formulae, staff positions are not within the locus of control of the faculty of the Education Program. We can request and make arguments for the addition of staff positions, but we cannot guarantee such. We have requested the addition of a half-time staff person to assist with advising and recruiting. We will continue to request and argue for this position in conjunction with budget discussions.

Meanwhile the Education program is pursuing at least one strategy to reduce advising pressure on faculty. Student scheduling has been differentiated from student advising. The Education Program Coordinator will now assume responsibility for student scheduling. Faculty advising will focus primarily on the Practicum and the usual advising associated with course work.

A third recommendation of the Review Committee relates to criteria for tenure and promotion:

- It is urgent that criteria for promotion and tenure be made explicit. The transient requirements for scholarship in curricular development should be recognized using a Boyer model.

Criteria for tenure and promotion constitute a campus-wide concern. The General Faculty Organization has set this concern as a priority on its agenda for the 1998-99 academic year. All tenured faculty who do not hold administrative positions will be involved in the examination of the current guidelines and procedures for tenure and promotion. The three faculty representatives from the Education Program will work in concert with the GFO to insure that criteria for tenure and promotion are responsive to the nature of our professional programs.

A fourth recommendation of the Review Committee relates to recruiting:

- Recruitment of students to the M.Ed. program is at present largely by word of mouth. An aggressive promotion campaign, at least comparable to that of competing schools, should be implemented to bring the program to full strength.

Because UW Bothell does not have an undergraduate education program to act as a natural "feeder" to the M.Ed. program, the recruiting effort must be more aggressive. Plans are underway to establish an alumni association of graduates from our M.Ed. program and to work with that group to assist in recruiting. We will also follow up on graduates of the Teacher Certification program. At present that program has only graduated two cohorts of students (approximately 50 students) and so does not yet constitute a "feeder" program. However, as the number of graduates increases, the Teacher Certification program promises to be a significant source of candidates for the M.Ed. program. We will work more closely with school districts in helping them to become knowledgeable about our M.Ed. program and with the UW Bothell Admissions Office to follow up on inquiries about the program.

As mentioned previously, the Education Program will continue to request a half-time staff person to assist with advising and recruiting. If such a position is not forthcoming, we will begin to shift to the Admissions staff some of the recruiting activities that are currently undertaken by a person in a half-time temporary position within the Education Program.

A fifth recommendation relates to teaching assignments across programs:

- Flexibility of teaching assignments between Certification and Graduate programs should be encouraged.

Currently all faculty have the option of teaching in either or both the Teacher Certification and M.Ed. programs. In the initial stages of program development less flexibility was possible because of the limited number of faculty and the specified areas of study within the M.Ed. program. The number of faculty in the Education program is now more than double the original three founding faculty, and the M.Ed. program has shifted from its focus on selected study options to a more individualized program of studies. As program development continues and as enrollment growth results in the addition of new faculty, teaching options for faculty will increase accordingly.

A final recommendation of the Review Committee encourages greater communication and collaboration among the campuses within the University of Washington tri-campus system:

- Goals, processes and incentives for intercampus cooperation and collaboration should be generated. Administrative barriers such as salary lines should be removed.

The faculty of the Education Program recognizes that one of the strengths of the University of Washington tri-campus system is the opportunity for intercampus collaboration. Several faculty members came to the UW Bothell campus with strong ties to the Seattle campus already established and have continued to benefit from those relationships. In the coming year the faculty in the UWB Education Program will work more closely with the Education faculties from Seattle and Tacoma to develop programmatic relationships as well as individual professional relationships. Two areas where collaboration has already begun are science education and multicultural education.

Other potential areas for collaboration will undoubtedly open as communication among campus faculties develops. However, frameworks are necessary to sustain the conversations because of the time and energy constraints on faculty. *Tools for Transformation* offers one such framework. This and other support structures can provide incentives for faculty to engage in meaningful and lasting collaborative projects. Without such support collaborative projects are unlikely to survive and may even jeopardize the health of individual campus programs. Therefore, our first step toward intercampus cooperation will need to be the acquisition of resources to sustain the collaborative projects that we may initiate.

A teaching exchange program would benefit all three of the UW campuses since it would enable sharing of faculty strengths and areas of expertise. Salary negotiations have made such exchange problematic in the past. A concerted effort will be made in the coming year to eliminate this obstacle.