Preface and Introduction

Student learning is our primary goal; we prepare educators to meet the needs of all learners in our diverse communities.

The University of Washington, Tacoma opened its doors in 1990, the Master of Education (M.Ed.) degree program began in 1992, and the Teacher Certification Program (TCP) in 1994, with 22 students. Since then, we have added a Educational Administrator's (EdAd) certificate program in 2001, and a Professional Certificate program in 2002-03. As we have just admitted our 11th cohort of TCP students this year, we are now admitting about 60 TCP, 20 EdAd, and 56 M.Ed. students per year. With the graduating class of June 2004 we marked 427 K-8 teachers, and 50 administrators recommended for certification, and 412 master's degrees granted. Located in the historic downtown warehouse district of Tacoma, in wonderfully renovated buildings, the Education Program is proud of its dedication to the urban environment and preparing teachers to work with all children in our diverse society. In its 12 years of existence, the Education Program has experienced the richness and complexity of innovation, creativity, and desire for excellence. We are now firmly supported by the solid foundation of a dedicated faculty and staff, 23 dynamic school districts in which we serve, and two community-based Professional Education Advisory Boards (PEABs).

Through this document, and the Graduate School Review process, our purpose is to seek a 10-year approval for the UWT Education Program. A secondary, and equally important goal, is to share the quality features of the program with the University and the public we serve, and to demonstrate how we are preparing teachers to help the children of the 21st century become lifelong learners. Appendix B outlines the historic Academic

Unit Profile. Appendix I shows compliance with recommendations from the previous graduate school review.

Program Overview

The University of Washington, Tacoma, offers a Master's degree in Education, and three certificate programs. The K-8 Residency Teacher Certification Program (TCP) is the first level certification for teachers. The Professional Certificate is the second level of certification, typically completed in the 3-5th year of a teacher's career. The Educational Administrator program (EdAd) certifies principals and district administrators. In addition, we support an Education Minor through the UWT Interdisciplinary Arts and Sciences (IAS) program. Appendix C delineates the program pathways.

The TCP is a full-time, post-baccalaureate course of study. The EdAd Program is a full-time program at the master's level, and the Professional Certification is a part-time program. Those holding a master's degree at entrance to either may choose to matriculate for the credential only. Students are admitted to the TCP and EdAd programs each summer, and progress as cohort communities through four quarters of full-time study and extensive field experiences in urban and suburban schools. The Master's of Education and Professional Certificate programs have rolling admissions.

Contractual relationships have been established between UWT and the Tacoma, Federal Way, Fife, and University Place school districts for teacher education. Cooperating teachers and university faculty work together to provide teacher interns with a program that ensures integration of course content with school-based experience. Contracts with 23 districts exist for principal and administrator internships (Appendix J).

Conceptual Framework

A brief discussion of conceptual framework for our program is important to set the context for this report. The Education Program is built upon the belief that education is an evolutionary process of reciprocal influences. Several years ago, the faculty developed a conceptual framework to describe the program. It was originally designed for TCP, but upon reflection, faculty have decided that the framework fits the entire program. Figure 1 is a graphical depiction of this conceptual framework, including curriculum, methods, values, and professional relationships within the program. We have built our program on the two-way relationship between teachers and learners as they interact with the content material.

All students entering the Education Program have a minimum of a baccalaureate degree (except for the IAS Education Minors, who have not yet completed degrees), in a content discipline. Through careful transcript analysis or prerequisite work, we may assume basic expertise in the content areas. State law has recently changed, and starting September 2004, all teacher candidates will need to pass a national Praxis exam in the content area, further affirming content competence.

Students develop pedagogical knowledge and skill (i.e., teaching behaviors/skills, Figure 1), in classroom management, curriculum development, instruction, and assessment. This pedagogical training is set within the context of five filters or "values" we have selected as curricular themes of our program. These values are: collaboration, diversity, professional norms and ethics, technology, and community resources. The following section will briefly elaborate each of these teacher behaviors/skills and values, and how they are incorporated into the program.

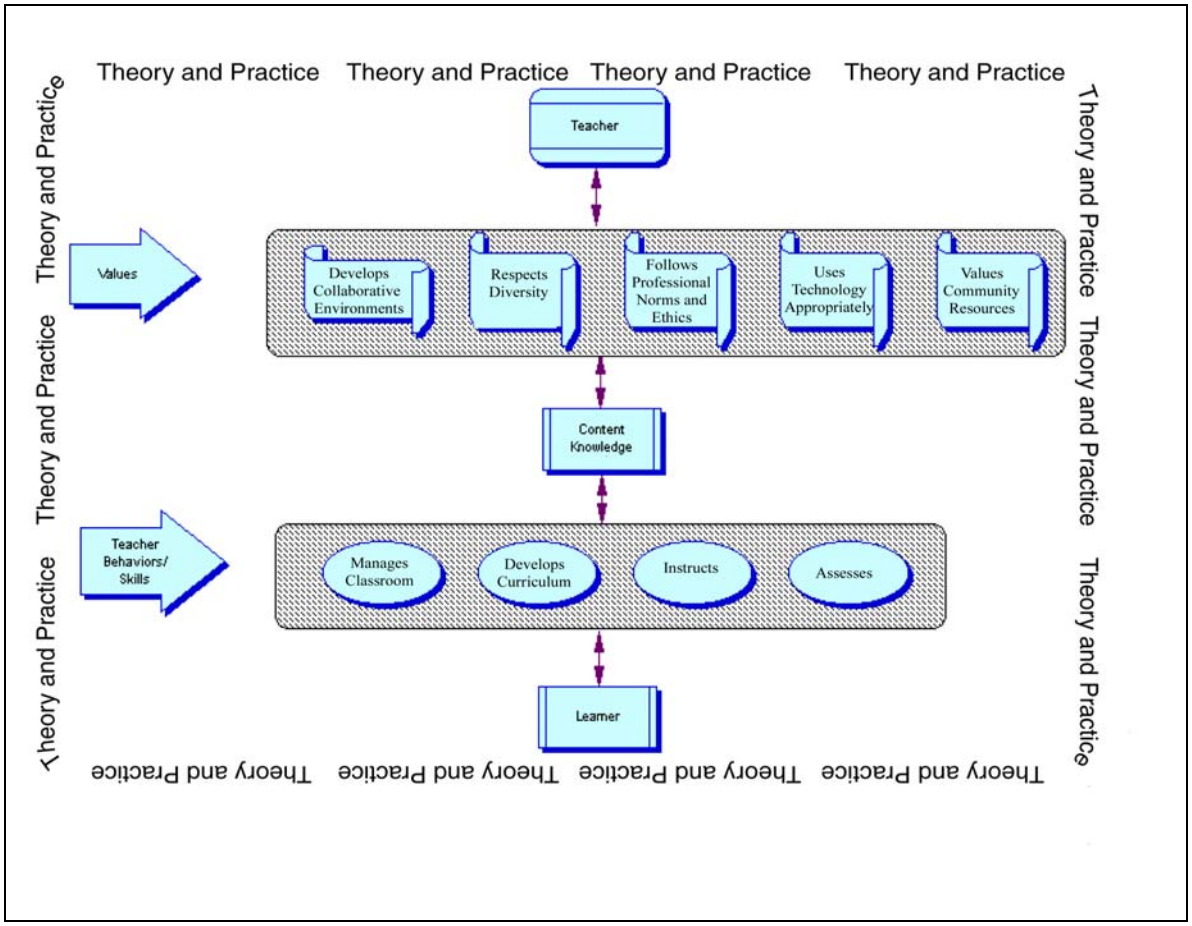

Figure 1. Conceptual Framework

Values

Collaboration: Collaboration as taught in this program includes the ability to work with other educators, care-givers, and community members to ensure the best possible education for all students. Given the challenges educators face today, it is clear that the coordination of expertise and resources will enhance educational opportunities for all students. Our students experience this coordination in curricular examples, team-teaching approaches modeled by faculty, and in assignments such as group projects, and interviewing other members of the school's K-8 staff (e.g., social workers, counselors, librarians). In science and math methods courses they work in teams to collaborate on

critical problem solving assignments. In the master's program, some students work as educational consultants to the TCP students, helping them improve their performance.

Respects Diversity: Attention to diversity issues helps teachers understand differences among students thereby identifying potential linkages and/or roadblocks to learning. They can then better adapt their instruction to meet students' needs and instructional goals. In UWT classrooms and internship settings, our students encounter critical analyses of the relationship between diversity issues and learning. Students leave our program knowledgeable of the laws relating to special education and academic interventions for all students, including those most at-risk.

Professional Norms/Ethics: By professional norms and ethics we include that set of behaviors expected of practicing teachers in relation to (a) treatment of students, (b) interpersonal interactions (with other teachers, administrators, and parents), and (c) work-related behavior (e.g., timeliness, responsibility, follow-through, respect). Along with professional norms and ethics, we include knowledge of relevant laws and precedents, including how educators work with others in the education system to keep the school safe and legally accessible for all students (e.g. implementation of laws against sexual harassment, dealing with victims of abuse, use of IEPs, or 504 plans).

Technology: Technology has the potential to simplify, streamline, and facilitate tasks completed in schools. With technology applications, teachers are able to teach in different ways using resources that normally would be difficult to obtain. In doing so, technology increases teachers' ability to be effective and efficient practitioners. Technology skills are increasingly expected of students as they move into workplace

settings. Technology access (or lack thereof) increases the discrepancy between the haves and have-nots (i.e., the digital divide).

All education students are encouraged to integrate technology into their professional lives. Faculty model technology-facilitated instruction in their courses. The program has established several UWT-school district technology partnerships and projects linked to national goals, (e.g., ISTE technology standards). For example, we have recently completed participating in a major Department of Education grant ("Preparing Tomorrow's Teachers to Use Technology"), conducting inservices in technology skill development for our faculty and Fife School District faculty, in conjunction with our internship experience. Also, in the EdAd Program the students learn to use OSPI databases to compile a school-wide assessment profile.

Community Resources: Because we believe that people learn well when the learner becomes involved in the "real world" environment, we model accessing resources available in the South Puget Sound region. This is important as it provides university faculty with linkages to the "real-world" of teachers and schools, provides interns with opportunity to experience and participate in school-settings, provides inservice teachers with linkages to university resources and our knowledge base, provides K-12 students with linkage to university resources through joint activities, and provides opportunity for sharing resources. In addition to our K-8 partnerships, the program has established partnerships for research, intern placement, apprenticeships with community and corporate organizations (e.g., Intel, MESA, Citizens for a Healthy Bay, Washington State Historical Society, Washington Software Foundation, Tacoma School of the Arts). Finally, our students are encouraged to involve parents in the learning process.

Teacher Behavior and Skill

Manages Classroom: One of the greatest challenges for a teacher is the ability to design and maintain a classroom environment in which all students can meet their academic and social potential. The goal of classroom management is to teach students to act in mature and responsible ways in the classroom, to enhance the learning opportunities of all students. Management strategies are developed from a child-behavioral perspective and from the position that quality, well-paced, well-planned, instruction prevents many potential management problems. For example in TCP we teach basic management. In the EdAd program we expand this to supervision of teachers' classroom and school-wide management.

Develops Curriculum: Assuming teachers have developed expertise in the content area, this content must be aligned with carefully designed instruction, including clear objectives, effective methodologies, and the appropriate use of assessment. Teachers and curriculum leaders need skills to evaluate the instructional integrity of the educational materials and approaches they encounter in the schools, in order to select and/or modify the materials for use with diverse students at specific developmental levels. This is facilitated in the program by the TCP curriculum layout, which provides for all instructional design courses to be taken before student teaching. Each of the methods courses focuses on this alignment of instruction, content, and assessment. In the EdAd Program, we require a thorough review of curriculum and instruction issues as well as the development of skill in the supervision of teachers.

Instructs: Students in the Education Program are grounded in evidence-based, "best practice" instruction. They receive training in the instructional methodologies, that

can be supported by a body of quantitative and qualitative research literature. Given the academic demands placed on both teachers and students, teachers need to be able to discriminate between those instructional practices that are likely to have a positive impact on student academic performance and those practices for which there is no evidence that they positively affect student achievement.

Assesses: Without ongoing, reliable and valid assessment data, educators (e.g., teachers, administrators, policy makers, parents) cannot make informed decisions about the most effective and efficient educational practices. This "teacher/leader as decision-maker" approach is facilitated by didactic instruction from faculty on how to meet Washington's Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs). Interns provide evidence of their facility in assessment by collecting classroom-based student data (TCP and M.Ed.) and school data (EdAd) from their internships settings, demonstrating a positive impact on student learning.

Articulated Theory and Instructional Practice

The Teacher-Learner interactions shown in Figure 1 (p. 4) are all surrounded by and embedded in an academic environment of articulated theory and practice. This refers to the cyclical relationship between educational research and instructional practice. Educational research provides the guidelines for developing effective instructional strategies while instructional practice informally uncovers the strengths and limitations of these theories. This is a critical difference between an educational/training model, which we profess, and a "bag of tricks" training model, which we reject.

In the Education Program, courses are grounded in specific theoretical approaches to teaching and learning (e.g., cognitive, behavioral, developmental, constructivist).

Faculty and students engage in critical reflection on the strengths and weaknesses of specific theoretical orientations in the classroom. Through various practica and internships, students participate in application and evaluation of specific instruments and strategies.

Section A: General Self-Evaluation

1. What are your unit's strengths? Units generally have a variety of roles and responsibilities within the institution (e.g., undergraduate, graduate, professional education; continuing education; outreach education; research, scholarly, or creative activity; service; consultation; self sustaining activities; patient care). Please describe what you do; focusing particularly on those things, you do well. You may wish to include examples of long-term excellence as well as any recent accomplishments or improvements in your unit. In what ways is your unit a leader in your field?

Unit Strengths

Our strength as a unit can be summarized by highlighting (a) an excellent faculty and staff, (b) highly qualified students, (c) rigorous and focused curricula, and (d) professional contribution to the region. This will be exemplified by featuring a few signature programs. (See Appendix K for curriculum layout).

Excellence in Faculty and Staff: What our faculty do well is teach, conduct research, and provide service to the community. They are highly motivated and very productive in all arenas. This is evidenced by strong teaching evaluations (Appendix L) and an outstanding record of scholarly productivity for a young faculty (Appendix G). Many of the faculty have national reputations in their fields. Faculty model collaboration by frequently working together, and sometimes co-teaching or sharing instruction time with one another. Tenure-line faculty help recruit and retain quality part-time lecturers and support their success as well. Staff provide critical service as they advise students, attend to state certification rules, and support faculty in their work.

Highly qualified students: The student selection process for the TCP and EdAd program is highly competitive; we take our role as a state-certified recommending body

for entry in the profession very seriously. In order to apply to TCP, candidates must complete a baccalaureate degree and all prerequisites, 40 hours of documented classroom experience, successful completion of an interview, and must pass the State Basic Skills test (WEST B) in math, reading, and writing. For the EdAd program applicants submit GRE scores, transcripts, a formal goal statement, references (which are checked), and permission by the district to work as an intern, and participate in a structured interview process.

Rigorous and focused curriculum: Each of our programs requires more than the minimum credits or courses for completion (See Appendix K for curriculum layout). The number and rigor of our courses is driven by a desire for excellence and quality preparation. State and national standards set minimum requirements for all of our programs, but faculty add the quality component by their high expectations. Special Education is a good example. Our faculty have determined that students need the content in research-based, best practices, and supervised training that equals 50 credits to earn the M.Ed. This is significantly more than the university or most programs require. We are known in the South Sound for the high quality of teachers and administrators we supply into the region.

Professional contribution to the region: Before UWT existed, there was no public university with a school of education preparing a significant number of teachers for the South Puget region. The community finds that we provide an accessible and affordable place for educator preparation. In addition, we receive praise from the community for our "gatekeeping" selection process at the entry point to our program, and then

monitoring during the training process. This helps insure that the individuals entering the profession have the potential to become successful teachers.

Our Educational Administrator program serves some rural and suburban districts (e.g., Clover Park, Yelm, South Kitsap)that did not previously have service through the University of Washington, Seattle primarily due to the driving time needed for class attendance or for supervisors to reach the internship sites. We also serve the region well in making positive use of the recently retired pool of educators from the public schools. Individuals from this group work part-time for us as field supervisors, instructors, and recruiters. All are still dedicated to the profession, energetic, and interested in working, and this is a great use of local retired talent.

Partnerships: Although this is still a developing piece of our program, our faculty have been forging strong community based partnerships that have reciprocal influence on one another. Some of these include: the Museum of Glass, the Washington State History Museum, the Point Defiance Zoo, the Boys and Girls Club, and several local schools. Project BEST (see p.12) is a partnership between UWT and the Tacoma School District, now in its third year. We are now developing additional opportunities for our students to participate in service learning in the community, and more importantly, teaching our students how to facilitate this in their own classes.

Communication: One reason we have been so successful in this region has been our efforts to be clear and positive in our communication with others. For example, our staff and faculty are tightly networked with the Office of Superintendent of Public Instruction (OSPI). We have an excellent website with links to many educational resources for students and others. Through a Title I grant, we developed

TeachWashington (www.TeachWashington.org), a user-friendly website, through which community college students and others may explore the teaching profession and education programs in Washington.

We have good communication internally as well. We meet monthly with TCP and EdAd field supervisors, yearly with all EdAd mentor principals, quarterly with our advisory boards (PEABs). We have very effective handbooks for our supervisors and cooperating teachers and principals. We conduct orientation meetings on an as-needed basis for part-time lecturers. As we continually try to improve, we are working this year on an internal policy and procedures manual to help maintain and improve local communication.

As we attempt to define a prominent identity for our program, two recent initiatives show strong potential for niche development and leadership:

Special Education—Project BEST: Project BEST is an OSPI funded project between Tacoma Public Schools and the University of Washington, Tacoma that allows preservice teachers to begin work on their special education endorsement during their Teacher Certification program. The project focuses primarily on integrating four "best practices:" a) scientifically based reading instruction[1], b) data-driven decision making, c) positive behavioral support, and d) collaboration with parents and school professionals. Early data from Project BEST indicate that students who received scientifically based reading instruction outperform those students in the comparison conditions across all reading measures and have made educationally significant improvements in social

[1] "Scientifically based" in this context means that the instructional methods have been validated through controlled, empirical studies.

adjustment (e.g., lower levels of depressive behaviors). The project has been funded for two consecutive years, and is under consideration for funding for the 2004-2005.

Center for the Study of Education and Poverty (C-STEP). This center, now in its second year, was created to identify and promote instructional strategies and positive learning environments that bring academic success to poor children. The faculty of the Education program work with other units at UWT, local educational authorities such as schools, districts, educational service districts, and community-based organizations to collaborate in scholarly activities toward this end. We are currently seeking funding for the further development of its operation.

2. How do you measure the success of your unit as a whole? What teaching, research and service performance criteria are typical in your field? Which units nationally do you consider to be your peers along these dimensions?

Measurement of Unit Success:

The faculty developed a yearly merit review process by which they evaluate one another on research, teaching and service. This will be elaborated on in Section C: Research and Productivity (p. 33). For promotion and tenure we solicit external letters to advise us on the quality and impact of the faculty member's research, according to the standards of the profession.

The predominant program assessment process involves evaluation of our teaching and delivery of the professional education programs. Due to the separate state-level approval processes, the Program is usually evaluated by its individual parts. Since we have received excellent reviews by the State Board of Education (SBE) for each certification program (2000, 2001, 2003, 2004) (Appendix M) and have excellent feedback from graduates and those who hire them, it may be inferred that in terms of the *outcomes* of our work, the Education Program as a whole is healthy and productive.

Appendix N includes a graphic description of our program assessment system. This system describes the various participants, levels and frequency of evaluation. Due to our accountability to the State Board of Education (SBE) and OSPI, assessment is ongoing and well documented. A key component includes the use of multiple evaluation tools in program improvement. Each fall, the Professional Education Advisory Boards (PEABs) look at the outcomes for the past year's evaluations. They collaborate with the Program to consider necessary changes for the coming year. At the end of every year, we report to the SBE and OSPI regarding the status of the suggested changes.

The M.Ed. program is the only part of our work which is not accountable to the State (except for the certification pieces, i.e., the EdAd program and the Professional Certificate Program). We review the master's program in structured, faculty program-review meetings. The review has not been as systematic as the other reviews, but at least once per year we have dealt with larger programmatic issues in the M.Ed. and engaged faculty and staff in program improvement (e.g., improving the culminating experience). Feedback for the M.Ed. comes from course evaluations, exit interviews, and personal communication between students and faculty.

Since so much attention was being given to outcomes, as defined by our external stakeholders, we recently had a formal and extended discussion of other outcomes by which we were more informally evaluating ourselves. These outcomes include: (a) holding up a strong reputation of faculty excellence within the state and the nation, evidenced by requests for consultation and invitations to present (Appendix O) (b) students receiving an excellent education and leaving prepared for their desired career positions, as evidenced by their portfolios, hiring and retention rates in the districts, their

expressed satisfaction and that of their supervisors, and their willingness to recommend us to others (Appendix E, N); (c) being a destination of choice for teachers who are ready for advanced professional development; and (d) holding a national reputation for innovation in applied scholarship, as evidenced by increased level of publications, a high level of national involvement in new models of curriculum evaluation, and dissemination of our innovative Educational Administration program model (Appendix G).

Identification of Peers:

UWT's Education Program, similar to most schools of education across the nation, has curricula that are defined by state and national standards, and processes of assessment. Also similar to most schools of education, we conduct primarily applied research, with many of the research projects addressing national topics in education, as well as topics specific to the South Puget Sound.

UWT as a whole is struggling to identify peer institutions. As a program, we have attempted to find criteria that might define a peer, such as size (e.g., small-developing), type of teaching and scholarship (e.g., research-based, applied), types of students (e.g., broad age span, place-bound), geographic location (e.g., primarily urban, but serving suburban and rural communities as well), and mission (e.g., effective instruction, urban issues, building positive learning climates, development of citizens).

We were not successful in finding any institutions that have all these characteristics, but at UWT's Vice Chancellor for Academic Affairs suggestion we considered schools and colleges of education that might be considered *aspirational* peers. To this end, we chose three key criteria and a few exemplars. All of the schools in Figure 2 are much larger than we, but have types of programs and missions to which we aspire.

1) A strong focus on applied research and teaching grounded in that research
    a. Portland State
    b. Michigan State
2) An urban mission, including partnerships in service to community (Membership in Coalition of Urban and Metropolitan Universities)
    a. University of Wisconsin—Milwaukee
    b. University of Maryland—College Park
    c. Portland State
3) A national reputation (US News 2004 "America's Best Graduate Schools", Gourman Report, 1997)
    a. University of Wisconsin—Madison (#6 USN; #14 GR)
    b. University of Oregon (#8 USN overall, #3 SpEd; #25 GR)
    d. Michigan State #13 USN overall; (#1 USN Elementary Education, #1 USN Secondary Education)
    e. University of Washington, (#31 USN, #18 GR)

Figure 2 Aspirational Peers

Over time we intend to move closer to our aspirational peers in each of the three areas indicated in Figure 2. This will occur as we grow the program and can offer more disciplinary options for students. We will move closer to our peers as we increase our resources for research, including UWT infrastructure, travel funds, and increased success in grants and foundation support. Continuing to build partnerships including grant collaboration will also move us forward.

3. What are your unit.'s weaknesses? No unit is perfect. Where could yours most use improvement? What challenges or obstacles make it difficult for you to overcome these? weaknesses? What further challenges do you foresee in the coming years?

The key weaknesses of the Education Program at UWT are due to the small size of the Program and of the size of UWT in general. There are some curricula weaknesses, due to areas in which we have not yet built capacity, but are demanded by the profession and region. These include: secondary education, a technology focus, an English Language Learners (ELL) program, and mathematics methods (currently taught by part-time lecturers). The small size also results in challenges such as a larger than desirable ratio of part-time to full-time faculty, and few areas of the program with two or more faculty in that area—which is desirable for collaborative research and teaching.

An example of a capacity issue is that while we have a strong special education component in our master's program, we de not yet have ability to institutionalize Special Education at the TCP level, something that is highly desired by our students and regional school districts. We have a temporary program (Project BEST), built on soft-money, and we will institutionalize it when resources become available.

In general, research support on this campus and in the Program has been weak, and continues to be a challenge. This is primarily due to the lack of doctoral programs at this stage of our campus development, which translates into a lack of teaching or research assistants to support professorial research initiatives. There is a campus plan to improve research support, for example, by hiring a full time grants person for '04-05, but the plan is not very far along in implementation. The newly established "research quarter" (see p. 40) has been helpful in addressing this weakness.

We need to increase the diversity of our student body. For those who choose to declare their ethnicity, we have on average 11% of master's level and 8.5% of TCP students from underrepresented groups. We have discussed a plan to increase student ethnic diversity by implementing a part-time evening cohort of TCP. This would allow us to recruit para-educators who work in the daytime and cannot afford to quit working. Many of these individuals are members of underrepresented groups in the South Sound. In addition, expanding the Education Minor in IAS has helped increase our student diversity. The percentage of UWT minority students at the undergraduate level is higher than at the graduate level, so we may draw from that pool. Currently, there are about 15% of the students in the minor who declare minority ethnicity (21% do not indicate ethnicity) (Appendix P).

Another challenge has been in a lack of marketing resources that has prevented us from recruiting effectively from diverse populations. Almost all of our marketing to date has been through our on-campus recruiters and word of mouth. This limits our draw to persons who were already aware of the Program. The campus has committed to spending more money on marketing beginning Spring, 2004, and this should help us.

In the past, a high service load for faculty was a barrier toward the most effective teaching and research. This has improved significantly as the campus has grown and the work can be more broadly shared, but still may be somewhat of a challenge for some faculty.

A number of important daily operational weaknesses are tied to the lack of financial resources in the Program, including a policy of not paying guest speakers, a yearly travel allowance of only $500 for faculty, not being able to go off campus for retreats, and no significant money for professional development. For the 2004-05 academic year, the campus has increased faculty travel to $1,000, which is still less than adequate, but certainly better than in the past.

We are working, in the program and across the campus to overcome these challenges. However, the most significant challenge over which we have very little control is the amount of documentation of our work for OSPI, and the federal government in Title II reporting. The mandated reporting and accountability requirements have increased substantially over the past five years, without any increase in funding to support the staffing and storage of documents (Appendix Q, and see next section).

4. What changes have occurred in teaching, research and service 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?

Changes in the Field of Education

There have been many changes in teaching, research and service in the field of education over the past 10 years that have influenced our conception of unit's role. In this discussion, we will note five changes, and our response to each. The changes are: (a) national and state school reform, (b) content area disciplines, (c) the nature of the adult learner, (d) the education marketplace, and (e) the world of the K-12 student.

The first type of change is driven by the national and state school reform movement. For example, with the implementation of high-stakes testing (e.g., the Washington Assessment of Student Learning [WASL] and the No Child Left Behind [NCLB] legislation), the balance of values in curricular offerings in public schools has changed (i.e., more reading and mathematics; less science, art, social studies, physical education). This impacts what the schools expect from our graduates. Another example is the new focus on data driven decision-making in the schools, and the expectation that interns will manifest these skills. Assessment of our students' ability to teach, called "performance based evaluation" (OSPI language) has caused us to change the language in course objectives, and the way we assess, supervise, and document our TCP students' accomplishments. There is a strong national move toward competency-based teacher preparation. The extreme version is to disregard any notions of courses, credits, or "seat time", moving toward "formalized learning opportunities". This is causing us to rethink how we deliver our instruction and the ensuing financial implications of revised tuition models.

We have responded to the national and state school reform challenges in several ways. All syllabi were re-designed to align with the revised Washington Administrative Code (WAC) and state and national learning standards. We have changed some of our assessments, moving toward portfolio and more objective evaluation of performance for certificate programs. This requires more intensive (and expensive) supervision. Policy and educational foundation courses now address school reform issues. However, we have resisted giving in to the pressure to give too much differential attention to math and reading, as we value a wide range of content knowledge and pedagogical skill for teachers (elementary in particular). In addition, as the focus shifts, teachers must be prepared (e.g., science has been neglected for the past five years, but now will be on the WASL, so now more attention is required).

Across the curricula now have a stronger focus on using data to make educational decisions, at the classroom and school-wide level. This was not a significant change, since we teach research-based decision making for selecting methods and curricula. In this, the need for more knowledge about basic statistics, reliability and validity emerged, and so a course in educational measurement was added to the master's curriculum. The EdAd program was designed with these requirements in mind, so no modifications were required.

Responding to the changes at the national level**,** we are highly impacted by the NCLB legislation. There is ongoing discussion within the Program (as across the country) about the impact of this, and what should be done in teacher education. For example, one area that has impacted us is the new focus on what makes a highly "qualified teacher". In a practical sense, it has increased attention on the content areas of

teacher education. Our students will now have to pass a national content area test in any area in which they seek endorsement (e.g., history, math, language arts). Earning passing grades in a course, or having a major in that area will no longer be not an acceptable measure. We are currently engaged in conversations with faculty in IAS about courses/content students may need in order to acquire these competencies.

Some curricular changes have been inspired by the national reform movement. "Reading First" is arguably the portion of the No Child Left Behind implementation that has received the most popular support, providing guidance for K-3 reading instruction in low-income schools. The curriculum and teaching methods used in these schools must be "scientifically based" which is, in large part, defined by the National Reading Panel report. Although, our reading methods courses, both at the TCP and masters level, have always been based on research, since the enactment of Reading First we have increased this focus, have aligned course readings more carefully with the National Reading Panel, and have increased our focus on curriculum evaluation.

A more immediate impact of school reform at the state and federal level is the increased paperwork demanded by both to document compliance. The burden of certificate recommendation is solely on university education programs. The rules and complexity of these recommendations have increased dramatically. For example, now all recommendations must include additional observation of performance, which for us means increased supervision/assessment costs. Education programs are now mandated to keep all student certification records, a role the State used to play. And, since state and federal mandates come without any funding to education programs, this has placed a growing burden on our staff and physical facility. We have attempted to transfer some of

the costs to the students (e.g., transcript evaluation fees for non-students who seek endorsements), but are understaffed for these demands.

Part of this challenge includes how frequently the rules and processes change. For example, one of our staff members spent significant time over nine months documenting the endorsement requirements as applied to our students, and a few days after they were approved, the rules (WAC) changed, and now an entirely different process will be required. The OSPI knew the rules were going to change, but still required us to go through the process.

A second type of change comes from the content area disciplines. Nationally, education has an increased focus on what is now called "scientifically based instruction". This is especially strong in reading and is growing in mathematics. There is a renewed national discussion about learning theory, adding focus on the alignment of neuropsychology and cognitive psychology of learning. There also continues to be growth in the focus on contexts of socio-economic class, gender, ethnicity, and ability levels.

In response, we have hired faculty to address the latest research on methods of teaching literacy, and now have a strong complement of faculty in the areas of reading, language arts, and writing. We are now turning to mathematics pedagogy, and plan to search this year for a permanent faculty member to provide direction in this area.

Our M.Ed. program has changed its curriculum in learning theory to capture the latest research, including new research in neuro-psychology of learning. With the development of C-STEP, there has been a program-wide focus on issues of poverty and

other issues of diversity. A lecture series, faculty joint reading of relevant books, and an advanced seminar for students and faculty has brought the issues to renewed salience.

A third type of change involves the most current research in pedagogy of higher education instruction of adult learners (e.g., National Association for Research in Science Teaching), who constitute a high proportion of students at UWT. The research (and feedback from students) also suggests that adult learners often prefer a more participatory environment, with a less didactic approach. While valuing lectures by expert professors, they often express preferences for enhancing this through practica, service learning, or projects-based learning.

The students we attract (when compared to traditional 18-22 year olds) are different, in that they come to us having jobs, families, and community commitments. Although they highly value education, education may not be the highest priority in their lives. This demands that we present relevant, engaging models, which will help them increase and make current their knowledge base. It requires a focus on life-long learning models of teacher professional development.

With the wide variation in age and life experience of our students comes a wide range of technology and general mathematics skill. Educators are expected to be proficient in technology, and we teach classroom and school-wide application, but the diversity in their entry levels present a challenge. We teach mathematics pedagogy in TCP, but some students are not sufficiently proficient in the math content to be able to teach it in the K-8 environment.

Over the past three years, our research and pedagogy have also changed in that master's level students frequently desire to be involved in research. In fact, most

master's students choosing the Project Pathway in the culminating experience will participate in action research or what is now called "classroom based inquiry".

A final aspect in the education of adult learners, primarily based on cultural trends, is the lack of knowledge and valuing of "professional" behavior. These include issues of appropriate language, dress, relationships, punctuality, and written communication, for professional educators.

Responding to the research on adult learners, and feedback from our students, many faculty in the program have adjusted their pedagogical methods. Since our master's students are almost all practicing teachers, we are taking advantage of an opportunity to participate with them in action research in their own classrooms. For example, in science education, we have supported our faculty and students in these partnerships for professional publication, including faculty and master's student co-authorship.

As a program, we have been striving to develop a stronger relationship between our research and our teaching. This has had a reciprocal impact—the research becomes more grounded in real-world questions of education and the teaching becomes more influenced by immediate research processes and emerging themes. This also fits the expectations of our adult learners, who seek relevant applications of their knowledge.

Over time, the range of technological ability of incoming students has improved significantly, but there still is a wide variation in abilities when they enter the program. For TCP and for the required educational technology coursework in the M.Ed., we have adjusted the delivery of our courses by giving a pre-assessment, and then conduct two tracks within the course to accommodate ability levels. This plan was designed by our

part-time lecturers and is working well. Our full-time technology tenure track assistant professor resigned, and we have not replaced him; therefore, we have placed the study option in educational technology on hold. Unfortunately, this has reduced the level of discussion about technology in the program.

The range of mathematics ability is still a significant problem for TCP students. A new State mandated "basic skills" test in mathematics (WEST-B) is now required as a prerequisite to entry into the program. We hoped that this might help us screen out low math ability, thereby making our math pedagogy courses more about pedagogy than reviewing or teaching math content. However, the scoring bar is set so low that most applicants pass. This problem remains to be solved.

There is some controversy in our culture about acceptable dispositions and behavior for public school educators. We have taken a position, that there are basic levels of acceptable "professional" behaviors that we expect of our interns. And, contrary to previous generations, the students do not always know what this means. We have found that we must be explicit in our expectations and assessment in order for some students to comply, and that the schools have great regard for our attention to this difficult area. Anecdotally, we hear from districts that it weighs heavily in the hiring process. Therefore, "professionalism" has a new place in our curriculum, assessment, and in our intentional modeling on a daily basis.

Changes in the education marketplace represent the fourth type of change. Nationally and regionally, the shortage areas for teachers include among others: special education, mathematics, science, instruction for English Language Learners, and school psychologists (Educator Supply and Demand Report, OSPI 2002). Many teacher

education programs also are moving away from undergraduate and post-baccalaureate to the graduate level models (e.g., MIT or MAT).

Another significant impact comes from the external influence of for-profit institutions, (e.g., City University, Phoenix University, Sylvan Learning Center, Lesley University). Other sources of competition include universities who have on-line programs, alternative routes to certification, and most recently, publishers and educational service districts who are offering their own teacher training.

Our response has been to carefully consider what we may need to change, and what should remain the same, believing that if we offer a quality product we will attract the best students. For example, the program has been actively increasing its special education presence in Washington, by producing more highly trained special education teachers for the state. Faculty have written state funded grants to build capacity in our program. We are working on ways to institutionalize these gains, or at least find longer term, more reliable funding. We have, over the past five years, added three additional faculty who have expertise in special education, and now have a significant number of faculty with competence and authority in that field (four out of eight teaching faculty), relative to our size.

During the past year, we commissioned a feasibility study on the conversion of our post-baccalaureate, 67-credit TCP, to a graduate degree certification program (e.g., MIT or MAT). We will make a decision about this in the coming year.

Over the past year and a half, we have been actively exploring the establishment of a secondary teacher certification program, focused on math/science. This has included discussions with the IAS science faculty, local school districts, OSPI, and outside

consultants. We are currently seeking State or other outside funding to develop this program.

Although we do not currently have and English Language Learning (ELL) component to our program, we have begun an exploration to determine the feasibility. It is a very large need in the region, and since we have one faculty member with expertise in this area, we may attempt to expand our program to include this focus, which would be in direct alignment with our mission.

A final issue of change is the change in the world of K-12 students whom our graduates are expected to educate. The classroom is now more diverse (e.g., ethnically, language, age, ability and disability levels). There are great differences in socioeconomic levels in school systems, and even among students in the same classrooms. We also have greater research-based knowledge about diagnostics of students' abilities, with accompanying greater expectations that teachers will provide complex interventions. The reauthorization of IDEA places even greater emphasis on the inclusion of students with special educational needs in the general education environment. Because special education students are general education students first, *all* teachers must receive basic training in special education law and practices.

We take these challenges and our responses very seriously and have increased program requirements to prepare our teachers and principals. There is a new focus on meeting the educational needs of all students. In order to adapt to this change, we have initiated C-STEP to learn more about educating children who come from a context of poverty (and its many concomitants). We have increased our focus on classroom management, through the hiring of two experts in this area. We have also increased our

curricular focus on working with special education students in the regular classroom, and using classroom based assessments to help design learning plans so that every child may find success.

5. Do you observe differences between your view of your role and college and university? expectations of your unit? If so, what are these? Do you see any ways to resolve these? differences?

There is strong concurrence of our view and UWT's view of our role. This is due to the intentional alignment of our mission statements. We have felt freedom to develop the program over time. The program originally started with a small master's degree program, then added teacher certification at the post-baccalaureate level, then the administrator program, and finally has added professional certification. Each was added in alignment with the UWT mission and considering campus and community impact.

Since the beginning, there has been relative autonomy from the College of Education (COE) at University of Washington, Seattle (UWS). Over the past few years, there has been an increasingly positive relationship between the COE and UWT's program. The COE helps us by recommending potential part-time lecturers from their advanced doctoral students. Our faculty serve on dissertation committees, and provided other consultation for them.

In terms of our relationship to UWT, we have met or exceeded our FTE targets, and provided a program of which UWT is proud. The Director represents UWT Education issues in many public forums. This Education Program is meeting the mission of UWT in terms of interdisciplinarity, urban mission, and applied scholarship with growing national levels of excellence and influence.

There is one area in which the UWT administration is encouraging the program change its role perception. In the Report to the Higher Education Coordinating Board

and Legislature (HB 2707 Self-Study Report, 2004), the Chancellor indicates an expectation that we will address a "clear and demonstrable need" in the region, that of the preparation of secondary math and science teachers. This would be a significant change from the K-8 focus of the past, but a logical enhancement for our program as we meet future needs of growth.

Section B: Teaching

1. For each faculty member in your department, please list: number of courses taught per year, number of credits taught, and total student credit hours. Numbers may be approximate and should illustrate a typical year.

Faculty workload is now more equitable across members than it was five years ago at our last Graduate School review. Each faculty member is responsible for 18 credits of graduate level teaching per academic year, which equals on average, two 3-credit courses per quarter (See Appendix R for faculty workload and student credit hours distribution). Two faculty members receive three credits of load reduction for administrative support, in teacher certification and administrator certification. On rare occasions, faculty are assigned student intern supervision, and that is factored into their teaching load. Most faculty teach in both TCP and M.Ed. programs, due to their levels of expertise and interest. This varies somewhat according to discipline, and ability to teach in the Ed Minor at the undergraduate level.

2. How are teaching responsibilities allocated?

At the end of each academic year, faculty are polled as to their desired teaching assignments and any potential leaves, course reductions for research, or other special circumstances. Assignments are made to accommodate as many of these individual requests as possible.

Although all of our programs are offered on a 12-month basis, faculty members are not required to teach during summer quarter. Since most choose to teach in the summer, this has not provided too great of a hardship on the program.

4. How do faculty involve undergraduate students in research and scholarship?

In the past we have not had undergraduate students, but now, with the addition of the undergraduate Education Minor in 2003, we have the ability to engage undergraduates in research. This past year, one faculty member mentored eight students in a funded research project. He plans to continue to do this in the future, with five students participating for 2004-2005. Another faculty member who teaches in the Education Minor assigns students to complete service learning projects in the community.

5. How does the department evaluate the instructional effectiveness of faculty?

We use traditional means to evaluate faculty effectiveness, including the standardized Instructional Assessment System, "yellow sheets", for narrative student feedback and required peer evaluations. One faculty member uses the CIDR Small Group Instructional Diagnosis (SGID). In addition, graduates report of faculty effectiveness at the conclusion of the program with written and oral feedback. For part-time lecturers, in addition to written course evaluations, the Director typically visits their classrooms during their first quarter at UWT, and more often if they seem to be struggling (by their admission or student feedback). For new faculty members, after their first quarter, the Director meets with them and discusses their first teaching evaluations and offers encouragement or suggestions for adjustment if needed. Our faculty, due to knowledge and skill in educational settings, are effective teachers. We expect them to model what they are teaching. There is rarely a need for correction.

6. Please summarize the data you collect, possibly using OEA or CIDR, to evaluate the impact of your teaching on student learning. You might want to focus on illustrative examples. Please describe selected specific changes you have made in response to the data you have collected.

Faculty collect data on their impact on student learning in a variety of forms. This occurs in several ways. In terms of ongoing input, several faculty use "one-minute papers" at the end of each class: Typically, these include a format such as a brief response to (a) What did you learn in today's class? and (b) What questions do you still have? The answers are used to shape the review section of the next class meeting and in some cases to revise lectures or activities for the next section of the course.

End-of-course comments (yellow sheets or other forms) are taken seriously. For example, because of these comments, the faculty member who teaches educational measurement added more specificity by providing weekly objectives and reading guides. The language arts and reading methods professors developed more explicit connections between their courses as a result of this feedback.

One faculty member uses formal course evaluations, informal discussion with students (present and past), and personal reflection to evaluate his courses. In one yearly goals meeting with the director he shared how he wished to make suggestions to the program for changes in the order and structure of a series of courses. In this instance, the outcome (after a program-wide discussion) was that social studies methods and the diversity class were re-sequenced for better continuity between them and more timely in preparation for students' field experiences.

Sometimes changes have unintended consequences that must be addressed. For example, this same faculty member found that in the adjustment to teaching diversity in the students' first quarter in the program, the students were less likely than before to engage in some of the more difficult discussions, since they did not know him (and therefore trust him) as much. He then reworked the plans for the first few sessions of

class to increase trust and safety before launching these discussions. We regularly discuss these types of changes in faculty meetings.

The faculty member who uses SGID has made changes in her teaching that include: (a) more experience-based activities in her classes, (b) more specific information on course assignments, and (c) choosing less expensive textbooks and supplementing course readings with journal articles that students could obtain from the library.

8. How does the unit track and promote innovations and best practices in undergraduate and graduate student learning?

Almost all of our courses focus on research based best practice for educators. Best practice for educators now involves how teaching creates a "positive impact on student learning" (OSPI). Most innovations in education are now somehow tied to the evaluation what the K-12 student is learning, in contrast to the old model of evaluating what the teacher is doing.

In the TCP and EdAd Programs, we track how our future teachers and administrators are learning these best practices, demonstrate them in the classroom or school, and are able to document them in a portfolio. Faculty and field supervisors who evaluate the portfolio products can see the strengths and weaknesses of students documented performance, and recommendations have been made to the professors for improvement. The changes have typically been more in the content of instruction, or the relative time priority designated by the program to that topic, than in the pedagogical methods or skill. For example, two years ago, the portfolios suggested that students were not assessing or documenting this very well, so changes were made in several courses as a result, offering more modeling and practice for the student-teachers.

Section C: Research and Productivity

1. How does your unit balance the pursuit of areas of scholarly interest by individual faculty with the goals and expectations of the department, school, college and University? How are decisions involving faculty promotion, salary and retention made?

Each spring every faculty member meets with the Director to discuss accomplishments from the previous year, and goals for the future. The fit of the individual's goals within the program goals and objectives are considered. Faculty are encouraged in their individual research agendas, and we have not had a situation where an individual's goals and program goals conflicted.

In 2002, the faculty designed a merit review system, in which each spring, a meeting is held so that faculty members may present their curriculum vitae and discuss current accomplishments in research, teaching, and service with each other. This comes prior to voting on merit within and by rank, according to University of Washington Faculty Handbook.

Decisions involving faculty promotion are made according to the procedures outlined in Faculty Handbook. By faculty choice, decisions involving faculty salary, outside of normal process (e.g., raises resulting from promotions) are made by the Director, and are based on merit recommendations by faculty, equity and compression needs. We have not yet had a retention situation. Equity and compression salary adjustments have been made by the Director and/or by the UWT campus-wide Budget Committee.

2. How are junior faculty members mentored?

Junior faculty members are mentored in a variety of ways, depending on their needs. This past year was the first time we have had a new faculty in the first year post-degree. A mentor was assigned to him (with consultation between new and more senior faculty). This proved to be a very good relationship and was helpful for both parties.

The mentor, reported, “Mentoring …has been a wonderful experience for me, and he and I come from very different research traditions. Still, we learned much from each other and can now communicate about our research with ease…"

Other “junior” faculty have been more senior career people (e.g., new to higher education, new to public sector, new to Washington), who typically found a person or two on their own who helped them navigate the new context for their work. These informal mentorships seemed to work well. Because we are small, we customize each situation to meet unique needs. The Director has helped mentor several new faculty on the issue of publication in higher education, by reading drafts of papers, etc. The faculty have developed their own mentorship group called Committee for Retention of Assistant Professors (CRAP—all puns intended), in which they encourage each other’s scholarship by giving feedback, creating joint deadlines, etc.

3. What has been the impact of your research on your field and more broadly over the past five years?

The impact of our small faculty’s research is far-reaching. They have been funded through a variety of sources, from local to high-level national grants (Appendix S). Some examples include:

Unexplored questions/new models: One faculty member is currently involved in a large-scale, multiple university study, investigating the relationship of language and social communication. This same scholar has just published findings from a large study investigating the mental health problems of juvenile offenders.

Another faculty member’s research on children and young adult literature, has contributed to the field’s understanding of the content of multicultural literature and

students' responses to multicultural literature, and has been presented at national and international venues.

Another has collaborated with a practicing school superintendent to develop a new theoretical model of school leadership. This model has been presented at state and national levels, and has already been adopted by a large southwestern school district.

Dissemination of knowledge: Several faculty members are involved in the dissemination of knowledge regarding scientifically based reading programs for K-3 students and for struggling adolescents. This includes interpreting complex research findings for the lay public, validation of instruments to be used at the national level, and publication of articles on improving the reading/early literacy skills of children. These scholars are nationally known for their expertise in the area of teaching children to read.

One faculty member has been studying the impact of science standards and instructional strategies on the field of science education. His work has been well received and resulted in citations and invitations to present at several regional and local conferences. He has also participated in creating tools for evaluating science curricula for the Tacoma School District. His work on standards-based curricula has helped the district choose new science curricula and create a science resource center.

Policy analysis and advocacy: One faculty member has documented the recent and current history of character education and the role of politics in that history. He has, through publication and presentation, argued for the centrality of ethics and democracy in social studies education in classrooms, schools, and communities at a time when standards-based educational reform makes character education more difficult to implement. This same faculty member has publicly documented the impact of a service-

learning initiative on the social capital of an urban middle school, and worked with a service-learning grant to promote the use of service learning in teacher preparation programs.

Interdisciplinary approaches: In conjunction with colleagues from Nursing and Business another professor has co-authored multiple works on a five-year project on faculty self-study of university teaching effectiveness. Using a multi-disciplinary perspective, this team has published and presented its findings in local, national, and international venues.

4. In what ways have advances in your discipline, changing paradigms, changing funding patterns, new technologies, or other changes influenced research, scholarship, or creative activity in your unit?

Three primary changes are affecting the scholarly work of our program: technology, types of funding, and levels of funding. Technology may be the most significant. For example, faculty now use new or revised tools such as Blackboard, Catalyst, iMovie, HyperResearcher, Nudist, and SSPS to conduct, evaluate, discuss, and disseminate research findings. Education journals now have much higher expectations of technological sophistication, especially in the area of statistical analysis, which can be challenging to some faculty. Fortunately, the faculty are very collegial in sharing their knowledge and expertise with one another, and in this way, they are collectively staying current.

Another significant change involves the funding of educational research. Politically, there has been a marked swing toward funding K-12 "scientifically based research" in reading and math, inspired by the No Child Left Behind legislation. This has benefited several of our faculty members have been funded to work on federal, state, and local aspects of NCLB. On the other hand, the focus at the national level has become so

narrowly defined, that funding for research in other faculty members' disciplines of education (e.g., social studies, the arts) is being neglected.

Funding for educational research in general, however, has been reduced at the national level (e.g., recent major cuts at NSF). Also, the tendency now for funding a few large research projects, instead of many smaller projects has worked against a small program such as ours, since we do not yet have developed the track record for these large grants. The faculty also are working hard to re-write and re-submit for larger grants. In order to work with this situation, some faculty are co-writing grants with colleagues at other larger institutions. Faculty have taken advantage of local UWT funding, such as Founders Endowment, as well as UW funding sources such as the Royalty Research Fund.

5. Some units are more heterogeneous than others. What variations exist among your faculty in terms of methodologies, paradigms, or subfield specializations? Are faculty offices all in the same building, or are they geographically dispersed? What strengths and weaknesses for the unit as a whole are generated by differences among its faculty? Do any of these differences generate obstacles to communication? If so, what strategies has the unit developed to promote communication between different constituencies, and how successful have these strategies been?

The Education Program faculty represent a wide range of educational philosophies, research methodologies, and instructional methodologies. Several subscribe to a cognitive/behavioral theory of education, a theory that embraces an empirically based, scientific method and its contributions to the education knowledge base. Others are more cognitive/constructivist in nature. Faculty instructional preferences include the full range such as didactic, Socratic, and project based learning. Some use an intentionally eclectic or mixed model of instruction. Research methodologies include a variety of quantitative, qualitative and mixed methods, depending on the topic or the research question. In short, students receive an introduction to a variety of perspectives.

This range can be viewed as both a strength and weakness of our program. All faculty have strong research backgrounds, whether the research is grounded in quantitative or qualitative traditions. Our faculty are also experts in their preferred instructional methodologies. One of the weaknesses of our heterogeneity is that we are sometimes perceived as sending mixed messages to our students. It is especially challenging for the students who believe they need to have one definitive answer as to what is the "right" way to teach or conduct research.

For some members of the faculty, ideological similarities allow them to collaborate on research projects. These collaborations have resulted in publications and grant-funded initiatives that would have been difficult to achieve individually. Others choose to work alone and are equally successful in their endeavors. The strength for both students and faculty of these differences in philosophy and varying expertise in different methodologies is exposure to the breadth of thought in the field of education. In addition, students and faculty are given many opportunities to explore multiple perspectives regarding the critical issues facing education.

The difficulties generated by these differences become more acute in times of sparse resources. So, for example, when multiple parts of the program still need to be developed but there is only money for one hire, setting priorities at times, takes on a partisan tenor. The past two years have been more challenging this way than has been the case in years past, due to extremely tight fiscal conditions. One strategy the faculty developed last year was to set up some more formal rules for discussion in faculty meetings, in order to allow more voices to be heard, and to encourage more participation, including supporting the voices of junior faculty.

The bottom line, however, is that the faculty and staff, by and large, like and respect each other, and they are all committed to improving the educational community to help the children of our region. They work on not allowing differences to obstruct those values. With one exception, faculty offices are all located in the same vicinity, which allows for collegial hallway conversations.

6. What impediments to faculty productivity exist, and do you see ways of reducing these?

Four key impediments to faculty productivity are felt by this program. First, historically, there has been a very heavy service load, both within the program, across campus, across the University, and in the community. This has impeded research productivity. As we have gained more faculty in this program and across UWT, this heavy load has dissipated somewhat. However, some faculty members continue to carry a heavy service load. Some of this is by choice, some by institutional need.

Another impediment has been the lack of central support and infrastructure for research and grant writing at UWT. There have been a few, part-time support people dedicated to the task. However, the level of reliability of support has varied over time, in part due to staff turnover. Beginning Autumn 2004, a full time grants-person is scheduled to be hired for the campus. Our program will take full advantage of this person.

In addition, a communication barrier exists with UWS in the human subjects review process. The messages and criticisms that come from the Institutional Review Board are inconsistent and often contradictory, and not returned in a timely manner—so our ability to run small, one-year, classroom-based research projects is extremely limited. This situation has improved somewhat over the past year.

The challenge of finding *time* to conduct research, while teaching six courses per year, and without a grant-funded, course buyout has been problematic. The Vice-Chancellor's new policy of offering a research quarter (no teaching or service, and course replacement costs split between that office and the program) in the year or so prior to promotion and tenure has been extremely helpful. This benefit is available to all assistant professors with specific, approved research agendas. The expectation of significant scholarly production has been well met thus far.

7. 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? What programs are in place to support professional development of staff?

Our staff are highly regarded members of the Program. They are encouraged to help define their job descriptions and negotiate with one another desired changes in duties. They are asked about their desires to do so each spring. This allows them to continue to challenge themselves, and provides for cross-training as well. Their professional development is encouraged by facilitating attendance at University funded/supported professional development activities. For example, we have supported attendance at technology trainings, several re-classifications, and degree attainment for staff. We recognize a key strength of our program is the staff's dedication to students in recruiting and advising. Staff are invited to attend and be full participants in all faculty/program meetings with the exception of merit review, and rank-based personnel meetings (e.g., voting to promote). When books are purchased for program based reading and discussion (two out of past four years), staff are fully included.

Section D: Relationship With Other Units

In what ways do you collaborate with units at other institutions or at the University of Washington? What are the impacts of these collaborations? Do members of your unit engage in or have or have opportunities to engage in interdisciplinary research? Do ties to other units or other kinds of interdisciplinary opportunities aid you in recruiting new faculty and graduate students? In what ways, if any, do they improve your graduate and undergraduate education? Do you face impediments to developing interdisciplinary research or connections with other units? How could the university aid you in strengthening such ties?

Due to the size of UWT, it is still relatively easy to know and work with other units. All of the Education faculty participate across the UWT campus in service. Several also work on committees at UWS. All faculty are involved outside of this campus in community service, that crosses many interdisciplinary boundaries (See Appendix O).

We have a good record of interdisciplinary research. One faculty member wrote a grant with an IAS history professor at UWT. Another conducts research with faculty in Nursing and Business. Another has written a grant with Physics at UWS and the Museum of Glass in Tacoma. The research support group (CRAP), started in Education, now has added members from Social Work, Urban Studies, Business, and the Institute of Technology. One faculty member has included co-researchers from Education (UWS), Psychology, and Writing (UWT). Another has been collaborating with a UW Social work student in data analysis. One faculty member is including students from Speech and Hearing Sciences (UWS) in a research project.

Collaborative/interdisciplinary teaching, through guest speaking and consulting, is also common in our program. For example, our faculty have collaborated with Psychology (UWT), Social Work (UWT), Asian Studies (IAS), College of Education (UWS), The School of Law at (UWS), and Engineering (UWS).

Through our development of the C-STEP lecture series, we have brought guests to campus that are of interest to other programs as well. Social Work and IAS faculty have encouraged or required their students to attend.

We have had a strong science and technology integration through a teacher training grant from Intel Corp. With this grant, we co-sponsored interdisciplinary math/science/technology continuing education. In addition, our summer technology and science methods faculty collaborate to have integrated assignments for their courses.

There are some constraints in the ability for Education faculty to conduct interdisciplinary teaching on the UWT campus. One is simply the small number of faculty, and when Education faculty teach for another program, it leaves a large gap in Education. Co-teaching has been a challenge to implement, due to program FTE target requirements and accountability procedures. However, in the past two years a more UWT-wide FTE system has been implemented, so it is more possible now than before to develop a co-teaching structure. However, there is currently no funding available for course development or for paying more than 100% to teach a course of normal size (30 or less). Currently, if faculty choose to co-teach a course, they each earn 50%. This would be more challenging (but not impossible) across programs.

There is an expectation of faculty participation in the governance of the Department, the College or School, and the /University. How do faculty members within your unit meet this expectation? How is participation in shared governance encouraged and valued?

Faculty have varying levels of interest in faculty governance, in UWT Faculty Assembly, and/or UW Faculty Senate. Some are highly active and serve on Senate or Assembly committees; some have complete lack of involvement. The unit members who serve as our representatives to the Assembly and Senate report to our full faculty at our monthly meetings on upcoming issues and votes. Unit meetings are never scheduled in

conflict with Assembly meetings. Faculty are free to be as engaged as they choose. Decision making processes follow as close to the Faculty Handbook as possible. However, it is not always clear as to how theses processes apply at UWT. Each year we have taken several items and attempted to work out local policies in keeping with the Faculty Handbook. For example, over time we have used shared governance within the unit to determine policies for faculty merit review, and for approving the hires and renewal of part-time lecturers.

We are currently in the process of reviewing promotion and tenure requirements for the Program, in line with Faculty Handbook standards. The last time this was formally reviewed was in May 1996. We are also in the process of developing an official policies and procedures manual to locate all local policies in one, easily accessible place.

Section E: Diversity

1. Describe for your unit the inclusion of underrepresented groups for students (by entering cohort), faculty (by rank) and staff. 2. Please provide data comparing the teaching loads and other duties of any members of underrepresented groups in your unit to others of comparable professorial rank.

Diversity is a viable and active focus of our unit. In our most recent State Board of Education site visit, we were commended for our work in diversity and especially for how our practice and mission are aligned (See Appendices P and D for most current statistics).

Two of our nine faculty members are from non-European-American ethnicity (Chinese- and Latino-American). We have one Latina staff member, out of a total of five staff. Our faculty include 5 females and 4 males (56% and 44% respectively), which contrasts with many Schools of Education, that are traditionally male majority (See Appendix D for teaching load data by ethnicity).

The Teacher Certification Program (TCP) student ethnic diversity is about 8% every year (average 5 out of 60 students). In the Master's degree programs we currently have 107 students, 5 of whom report being ethnic minorities Eleven chose not to check a box on ethnicity, and the remainder reported being Caucasian.

In the faculty and student populations, we have diversity in age, sexual orientation, and disabilities. We do not have adequate gender diversity in our teacher education student population, where we have approximately a 10:1 ratio of women to men; but this is not uncommon in the profession.

3. What steps, including outreach and recruitment, has your unit taken to ensure an environment that values diversity and supports all faculty, students and staff, including members of underrepresented groups? Have you been able to retain students and faculty from these groups once you have recruited them? What factors aid or impede your efforts to recruit and retain members of underrepresented groups? Is there anything the University can do to help you with recruitment and retention?

UWT recently started an Education Minor (housed within IAS), to help recruit future post-baccalaureate students from the UWT-IAS population. This is a more ethnically diverse group, which we anticipate will increase the minority population in the program (See Appendix P). Five students have earned the Education Minor to date. Eighty-six students are currently enrolled in the minor with the ethnic breakdown of: 4% African American, 8% Asian, 65% Caucasian, 1% Hispanic, 2% Native American, and 21% not reporting.

According to a needs assessment conducted three years ago, one of the greatest challenges for ethnic minorities in entering the TCP program is the full-time, day nature of the program. This discourages anyone who cannot afford to attend, due to the inability to forgo work for one year. This information comes partially from current para-educators, (with a higher population of ethnic minorities) who wish to become teachers.

In order to address this situation, we have begun planning for a part-time cohort that would require evening/weekend attendance by students, over an 18-24 month period.

Recruiting

We have recently completed work on a three-year Title II Teacher Quality Enhancement Grant ($265,000), which focused on recruiting more minority teachers into the work force. We developed a very usable website to help community college students and career counselors learn how to enter the teacher ranks. This website has been extremely well received and is heavily used by community college advisors. Part of this project included working with community-based organizations (Urban League, Centro Latino, Boys & Girls Club) to identify strategies for recruiting potential teachers.

Our graduates are sought after by a diverse range of schools. As we enroll a more diverse population, they in turn are recruited from our programs into our diverse community. For example, one our EdAd Program students moved to Tacoma from the Neah Bay area to attend our Program. She is Native American and was recruited, prior to finishing the program, to the be principal at the Chief Leschi tribal school near Tacoma.

Retention

Students: Extra efforts have been made to retain quality minority students. For example in the TCP, one candidate struggled significantly with classroom management. Rather than removing her from the program she was given an extra quarter, with personal supervision by a faculty member and a new placement. She took this second opportunity and learned well from it. She was subsequently hired by that district. In the EdAd Program, one minority student began the program and shortly developed significant health concerns. As she was unable to meet the immediate, rigorous schedule of the

cohort program, we agreed to grant her a leave and to hold a spot for her in the following year. She has now returned and is enrolled.

Each year we accommodate several students with diagnosed disabilities (including students with learning disabilities, hearing and visual impairments, head/brain injury, emotional disability, and physical and health impairments). Faculty and staff, in conjunction with the Office of Disability Services (DSS), are willing and able to provide accommodations to support the achievement of students with disabilities.

Faculty:

National networking has been attempted during all recent hires to attract minority candidates. Nine ethnic minorities were considered in the process (See Appendix T). No ethnic minority faculty have left the program in the past 5 years, so faculty retention negotiation has not been an issue.

4. Has the increased diversity of the student body and/or faculty in your department generated any changes in your curriculum? In your unit's academic culture or climate? If so, what are the impacts of these changes? Is there anything the University or College can do to help you with these efforts?

Our program mission statement specifically addresses diversity as a priority. It reads: *"Student learning is our primary goal; we prepare educators to meet the needs of all learners in our diverse communities".* Since we prepare teachers, district administrators, and principals for work in urban environments, diversity issues are critical to our program. For example, in TCP we have designed a two-course sequence *Schools in American Society* and *Diversity and Equity in Schools and Curriculum*. In addition, the social studies methods courses help students develop strategies for teaching all students about democracy and participation as citizens in a multicultural society. One of the first

courses the students take is called *Teaching Students with Special Needs*, which addresses teaching students with disabilities in the regular classroom.

In the master's degree program, we have two specific strands dedicated to working with diversity: Special Education and Students-at-Risk. Students from other study options often select courses from those strands as electives. We also offer a popular course in multicultural children's literature, in which students learn how to integrate this into their teaching. We also teach *Mathematics Challenges for Diverse Students* and *Literacy Instruction for Diverse Students.* And all students must take the core course, *Education in Society*, which deals with issues of diversity. In all of our courses, we bring in diverse guest lecturers on a regular basis to provide additional expertise and perspectives.

In addition to the courses mentioned above, we have recently initiated the Center for the Study of Education and Poverty (C-STEP). This is a program wide initiative, to help keep our focus on socioeconomic diversity. Since poverty is more predictive of school failure that any other factor, we use this as the umbrella, and look at other factors such as ethnicity, language, parent involvement, classism, nutrition, etc., under it. This year, we will be offering the public our second series of lecture on these issues. Last year we held a seminar on education and poverty, and developed an annotated bibliography on the issues that will be available to others. We talk about the issues of diversity frequently in faculty meetings, focusing on how we can be true to our mission through our work.

Section F: Degree Programs

a. 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 of the content of your field, professional

skills, skills for lifelong 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, (one not generally undertaken as a prelude to doctoral study), compare your objectives with those for programs at institutions you think of as peers.

There is a designed flow and coherence among the programs in Education at UWT. The structure follows the course of professional development of an educator. All aspects of our programs are structured around the same mission (See Appendix F and Figure 3 below).

Undergraduate minor and content area bachelor's degree: The initial goal is for students is mastery of content and development of a knowledge base in their majors. In the Education Minor, careful advising helps students meet all prerequisites, learn content in teaching endorsable majors, and participate in a 40-hour service-learning project in a public school. They take two other entry-level education courses, required for TCP program, but offered to them as part of the minor. The purpose of the minor is to help them carefully consider the profession of education before applying to the TCP. It also gives faculty an opportunity to get to know the students, and have preliminary ideas about their suitability for the profession.

TCP: This fifth year program is the pathway for entry into teaching and earning a recommendation for a "Residency" (1st level) K-8 teaching certificate. For students interested in special education, there is an opportunity to begin the endorsement process for special education, and be allowed to provisionally teach special education (this is currently offered on grant funds, and we are working to institutionalize it). For students who complete our intensive and rigorous TCP, and who want to enter the Master's program, we have an incentive by which students do not need to repeat similar content by the same professors, instead they may enrich their experience through other courses.

M.Ed. This program provides professional development for teachers, typically in year 3-6 of their careers and advances their training and deepens their educational knowledge and skill base. At this point in their careers teachers are ready to specialize, and do so through a study option, such as Integrated Curriculum, Science Education, or Students-At-Risk. (See Appendix K for overview of study options). In addition, they may choose to complete two additional certifications:

Professional Certification. This new program provides a teacher the opportunity to earn the second level of teacher certification, and may be done as part of earning the M.Ed. degree, or as a stand-alone program. The focus is on issues such as quality instruction, classroom management, and issues of working with students at risk.

Educational Administration. This program prepares students for Principal and Program Administration credentialing. It is consistent with our TCP and M.Ed. in that the focus is on quality instruction, supervision of instruction, leadership, and management issues.

The official statement of mission and objectives of our program is depicted in Figure 3:

Mission: Student learning is our primary goal; we prepare educators to meet the needs of all learners in our diverse communities.

Vision: We choose this mission and aspire to its implementation because we believe that:

Regarding teaching:

1) Teaching means creating environments where all students can learn.
2) The character of the educator is a critical factor in student success.
3) Becoming an excellent teacher requires a lifelong commitment to learning through increasing knowledge of content, skillful instruction, and appropriate use of technology.
4) Choices in educational behavior must be informed. by research evidence of best practice.

Regarding education:

1) An educated citizenry is critical to the maintenance of our democracy and the building of strong communities.
2) Humane, effective, public-school instruction is a right of all citizens.

Regarding our role as professors of education,

We

1) value intellectual freedom
2) teach, and conduct research that generates knowledge and tests knowledge.
3) engage in service to our communities
4) are role models, showing integrity and consistency in our professed and actual educational practice.
5) collaborate with schools in order that our teaching may be reality based and their educational systems may be informed. by best practice
6) are knowledgeable of educational and community systems, empowering educators to make a contribution in classrooms, schools, districts, as well as at state, national, and international levels.

To this end, we commit to the following objectives as a program. We will be

Rigorous:	Promoting intellectual growth and stimulation for all;
Supportive:	Caring for K-12 students, UWT students, the Education profession, and one another;
Collaborative:	With school districts, other UWT programs, and the south Puget Sound community;
Current:	A faculty of scholars, current in their disciplines and in the tools of educational technology;
Focused:	On student academic achievement and personal growth and the diversity of student learning needs;
Innovative:	In teaching, program development, research, and partnerships.
Intentional in growth and development	Being courageous for growth, but respectful of the health and well-being of the members of our community.

Figure 3: Education Program Mission and Objectives

b. Describe 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. Indicate any factors that have impeded your ability to meet your objectives and any plans for overcoming these impediments.

We evaluate the certification aspects of our program (TCP and EdAd, and content-endorsement areas within M.Ed.) according to State standards for student outcomes in the certification components (See Appendix N: outcome-based evaluation tools; Appendix M: State Board of Education Program Approval). Individual students must pass all required outcome areas for certification.

Each discipline follows the standards of applicable state and national professional organization(s). In addition, we strive to meet UWT's mission and our own program objectives. The standards by which we evaluate the Education Program's success are listed in Figure 4:

1. Washington Administrative Code (WAC)—Teacher and Administrator Certification
2. Council on Exceptional Children (CEC) –Special Education
3. National Standards for Science Education
4. National Standards for Social Studies Education
5. Interstate School Leaders Licensure Consortium (ISLLC)—Educational Administration
6. National Policy Board of Educational Administration
7. UWT Education Mission Statement

Figure 4: Standards for Evaluation

The following addresses our program objectives (see figure 3) and evaluation procedures:

Rigorous: *Promoting intellectual growth and stimulation for all.* Criteria include: high expectations in quantity and quality of assignments, clear expectations for each course and field experience, learning focused on critical thinking, and a challenging culminating experience in the M.Ed. We evaluate this objective based upon student feedback and feedback from field and advisory boards. Course evaluations also evaluate rigor. Feedback from employers in particular, tells us that our graduates are more knowledgeable and skillful than those from other programs. In post-graduation surveys and anecdotal comments (e.g., we often invite recent alums to return and speak during new student orientations) graduates often note that during the program, they felt pushed too hard by faculty, but now, as professionals, they appreciate the rigor of the program.

Supportive: *Caring for K-12 students, UWT students, the Education profession, and one another.* Evidence of meeting this objective comes from student conversations, course evaluations (yellow sheets), and program evaluations of TCP and EdAd programs, and interviews of graduating students by advisory board members. Faculty and staff

spend a great deal of time helping individual students be successful, through academic, career, and sometimes personal advising. The programs are challenging, and sometimes students struggle with personal issues such as time management, but we are always there to help.

Faculty and staff are also very supportive of one another. This is evidenced by strong collegial expressions of support, helping one another in times of difficulty (e.g., physical injury, family problems, pregnancy, death in family).

The program is supportive of the profession, as is demonstrated by the significant number of hours faculty dedicate to sharing expertise with local constituents. For example, one faculty member volunteered and dedicated part of her sabbatical to helping a school improve its reading program. Also, we take seriously our professional gate-keeping role and have encouraged some to choose another career when, after careful evaluation including a structured process called "focus of concern", and strong emotional support, they still are not suitable for the profession.

Collaborative**:** *With school districts, other UWT programs, and the south Puget Sound community.* Faculty report collaborations in their annual activity reports. This includes for-pay and voluntary service collaborations. As a program we bring community and school district partners into the classroom as guest speakers in order to model collaboration for our students. We also have a M.Ed. course in Collaborative Consultation. Students have commented on the relevance and worthiness of using class time in this manner in their end-of-class session written feedback ("One-minute papers") and end-of-quarter evaluations. The Director also receives feedback through email and

other communications from partners about the high value of these relationships. See Appendix O for a summary of collaborations.

Current: *A faculty of scholars, current in our disciplines and in the tools of educational technology.* Each spring the faculty and director hold merit meetings in which we share with one another our current scholarly activities. These discussions often turn to current issues in the field, political and other initiatives which impact education.

Being cognizant of current educational research is a foundation of our instruction. Such currency is explicitly modeled by faculty, and instilled in students as an important value. As an example, it is common for instruction in the K-12 schools to be *less than* current in application of research-based, best practices in curricular choices and pedagogical methods. We help our students recognize this gap, and work to close it. We have had a few seminars in which we invite regional educational leaders in to discuss key issues. One example was a Math/Science/Technology seminar, in which we discussed the current challenges of these fields (e.g., gender and pipeline issues). Another was a seminar to review the current literature on poverty issues in education, including current social, political, and economic factors impacting children's ability to learn. Syllabi are revised and updated on a regular basis to reflect new knowledge.

Focused***:*** *On student academic achievement and personal growth and the diversity of student learning needs.* This is evaluated in the certification components through portfolios, which specifically track our students' achievements, as well the K-12 students' with whom they are working. Components of the portfolio are evaluated through reflective seminars and at the end of the program. For those in teacher education, the program has a standardized lesson plan that all of our faculty have agreed

to use, and it requires evidence of consideration of achievement, and attention to or accommodation for diversity for each lesson students design.

In the non-certification Master's degree program, these issues are also addressed and assessed, but in a course by course process. Grades and observations during practicum are key sources of evidence.

Innovative**:** *In teaching, program development, research, and partnerships.* The Education Program, although it is young and small, is very innovative. By this, we do not necessarily mean unique, but rather building our process in a way that is responsive to the actual needs of our constituents, and in being willing to deliver programs by non-traditional methods. As UWT is aligned with the agenda of the Coalition of Metropolitan/Urban Universities, the Education Program has made use of our location and the willingness of our community to partner with us.

One educational innovation is "just in time" instruction. The EdAd and TCP programs, in contrast to most education programs, both provide instruction and internships conjointly through the year. This is particularly true for our EdAd Program. Each course in the program is taught at the time of year when the information is most likely to be salient. For example, in winter quarter, school finance is taught—which is the time of year school budgets are being developed. The intern then learns about the process in the program, has assignments to participate in the internship sites' school budget development, and then comes back to the program to reflect on the process.

Most research projects in the Education Program are rather innovative in being contextualized in field related research. For example, one faculty member who specializes in multicultural literature conducts research in a district that is working on

improving the diversity climate of the district. Another faculty member is conducting research with school superintendents regarding failing principals, in order to then offer new ideas that will prevent high cost associated with frequent turnover of principals.

In addition, the program has partnerships (most loosely formed and time limited) with many districts, schools and community groups. For example, we have partnerships with Tacoma School of the Arts, the Washington History Museum, the Museum of Glass, the Pt. Defiance Zoo, and a new partnership with Americorp/Campus Compact. These partnerships allow the program to provide service-learning opportunities to our students in reciprocally beneficial relationships with the community. The majority of these innovative partnerships are grounded in our classroom instruction and positively impact our teaching.

Intentional in growth and development: *Being courageous for growth, but respectful of the health and well-being of the members of our community*. This is a challenging objective, because over the past few years opportunities for growth and development of the program have been unpredictable. Due to legislative delays, and University budgeting challenges, growth has been at one of two extremes: significant and rushed decisions, or stopped without real ability to know how to plan for the future. This is a campus wide-issue, and has impacted the morale of faculty.

However, in spite of the unpredictable state of affairs, we have attempted to continue a rational process of planning for development. A real challenge is that of mediating the needs and desires of the community to provide all manner of educational resources with the limits of our current size and areas of expertise. There are several

efforts underway to solicit grants and other external resources to help us grow, but as yet we have had small success. This is an ongoing discussion in the program (Appendix H).

c. How are you staying informed of the career options that graduates of your program typically pursue and the success they are obtaining? How are you using this information in departmental planning?

We have several methods of tracking career options and actual outcomes. Our non-certificate master's degree students and Professional Certificate students are all in jobs, and rarely change them as a result of the degree. They use the new knowledge and skill gained during their programs to improve their effectiveness as teachers.

For TCP, each year in April we survey all graduates from the past year as to employment situations, and other issues related to their preparation (See Appendix E). We also survey their principals as to the quality of their preparation and success as a first year teacher. There is an official survey (Educational Benchmarking, Inc. [EBI]) conducted by OSPI and reported in aggregate to all teacher education programs on all first year teachers in Washington, the job placement by district, discipline or grade level, and asking specific questions about satisfaction with our teacher preparation program. Each fall, we report all of these findings to our PEAB and attempt to develop modifications as necessary. Then, the modifications must be evaluated and reported out to the advisory boards, and OSPI in our yearly report (See Appendix N for examples of changes made in TCP and EdAd through this process).

For the EdAd program, our faculty and staff stay in contact with students, and we keep track of their placements. We are especially interested in the movement from teaching into administration. It often takes about a year for them to find a position with which they are satisfied (See Appendix E).

Section G: Graduate Students

a. Please describe recruitment/outreach programs to attract graduate students. Describe the measures you use to assess the success of your efforts. How successful have they been?

Recruiting processes are different for each of our four different programs. The teacher certification program stands alone and separate from the others, and requires its own recruiting schedule. The Master of Education, the Educational Administrator certificate and the Professional certificate (second level of certification required of teachers) are intertwined at the master's level and require entry to the graduate school as well as to our program.

We admit anywhere from 60% to 70% of applicants to the Education Program. In TCP, we typically receive 100-120 applications and admit 60. For the M.Ed. we receive approximately 78 applications per year and admit 56 on average. The EdAd program, had 16 students the first year and admitted 26 for 2005-05. In the first four cohorts, the applications exceeded admissions every year (See Appendix A).

One professional staff member is primarily responsible for recruiting, meeting potential students one-on-one. She conducts approximately 15 on-campus and approximately 15 off-campus information sessions per year, typically in schools or at job-fairs. Faculty occasionally volunteer to attend these sessions as well. The IAS Ed minor provides a marketing opportunity, in which the students are able to meet the adviser who could take them to the next step. We also work with the Office of Enrollment Services and Student Affairs, and follow up on the inquiries that come through that office.

Much of the recruiting for the M. Ed. is done in school districts. Information sessions for teachers are scheduled on a regular basis in the districts of the South Sound

region. Individual pre-admission advising appointments are encouraged and phone conversations and email are common. Also, our staff meet with the principals of the schools in which we have teacher interns and discusses all offerings of the Education Program with them. They also meet with Professional development staff in the school districts to ascertain their needs and describe our programs. Our reputation, spread through word of mouth is the most influential factor when recruiting for the UWT Education Program.

b. What are your retention rates for master's programs? To what do you attribute attrition? What steps are taken to minimize attrition?

Because the M.Ed. general program is non-cohort based, and most students are part-time, very few students drop out. (We have attempted to collect actual retention data from central SIS, but have been unable to do so).

Often there will be a quarter or more leave of absence, but they usually return. Students who are struggling are well advised by professional staff on the best ways to temporarily leave the program, but do so with a plan for returning. Students with academic problems are counseled early on by faculty and staff, to prevent academic failure in most situations.

2. Describe your academic and career preparation mentoring practices.

Because ours is a professional program, virtually everything we do is career preparation and mentoring. We do not have graduate assistants or teaching assistants, so we do not have the typical mentoring relationships that occur there.

One type of informal mentoring process occurs with some excellent students we would like to invite to consider doctoral studies in the future. In these cases, faculty may encourage them to do independent studies to work with the faculty member, working on some of his/her research. A few faculty have held advanced seminars for these students.

Several have helped students co-publish in scholarly journals. Faculty spend time with their advisees in the final year of their master's programs, and often these conversations move into the arena of career planning.

3. Inclusion in governance and decisions
a. In what ways do you include graduate students in the governance of your department?

Because most of our master's students have full time jobs in addition to their work with us, it is rare that they have extra time for university business. In the TCP program, we have a student advisory board, made up of current students and recent alums. The program periodically brings issues before the board for advice. This board has been in existence for one year and meets two times per year.

In searches for faculty, students attend lectures and/or research presentations and give the program feedback about the hiring decision. Students are occasionally polled via Catalyst or Blackboard about proposed program changes or other issues.

b. Please describe your grievance process and characterize the nature of any grievances that have been lodged over the past 3 years.

The grievance process in the program for faculty and/or students follows the Faculty Handbook, and the published UWT student grievance procedures. We have had no formal grievances in the past 5 years. Informal processes also follow the Handbook, and typically include attempts to resolve the dispute at the level closest to the alleged aggrieved behavior, moving into the Director's office after lower attempts fail. There have been a few students dissatisfied with relationships with professors (e.g., grades, supervisory evaluation) that have come to the Director's office; all have been resolved there. No formal actions have gone further.

(10/04/2004)