



## ACADEMIC AFFAIRS & PLANNING

UNIVERSITY of WASHINGTON

The Graduate School

June 15, 2016

To: Mia Tuan, Dean, College of Education

From: David L. Eaton, Vice Provost and Dean  
Rebecca Aanerud, Associate Dean for Academic Affairs

RE: Review of the College of Education (2015-2016)

This memo outlines the recommendations from the academic program review of the College of Education. Detailed comments and findings can be found in the documents that were part of the following formal review proceedings:

- Charge meeting between review committee, college, and administrators (April 23, 2015)
- College of Education self-study (October 30, 2015)
- Site visit (February 8-9, 2016)
- Graduate & Professional Student Senate Report (February 9, 2016)
- Review committee report (March 9, 2016)
- College of Education response to the review committee report (April 6, 2016)
- Graduate School Council consideration of review (May 19, 2016)

The review committee consisted of:

Cathryn Booth-LaForce, Professor, UW School of Nursing (Committee Chair)

Liliana J. Lengua, Professor, UW Department of Psychology

W. James Jacob, Associate Professor and Director, Institute for International Studies in  
Education, School of Education, University of Pittsburgh

Frank C. Worrell, Professor and Director, School Psychology, Graduate School of Education,  
University of California, Berkeley

The College of Education offers the Bachelor of Arts (BA); Master in Teaching (MIT); Master of Education (MEd); Educational Specialist (EdS); Doctor of Education (EdD); and Doctor of Philosophy (PhD) degrees. The college also offers the Graduate Certificate in Mixed Methods Education Sciences that will undergo its preliminary review in 2019-2020.

The Graduate School Council considered findings and recommendations from the review at its meeting on May 19, 2016. Specific observations and recommendations regarding the program include the following.

### Program Strengths

- The College of Education is among the top ten ranked schools of education in the United States.
- Faculty members conduct research and teaching in a wide array of areas.

- Over the past five years the college has increased the number of students graduating from its programs by nearly 50%, from 440 to 613 per year.
- Most of the graduates are in the MEd and MIT programs, but the new undergraduate B.A. is growing rapidly.
- Increased enrollment has resulted in more resources for teaching and technology.
- The new, highly-regarded Dean has initiated a strategic planning process and has improved transparency and inclusiveness in discussions among faculty and staff.
- The faculty are highly committed to the success of the college.
- The staff is recognized for their contributions, especially to student progress.
- The review committee commended the college on its commitment to diversity at all levels.

### Program Challenges & Risks

Many challenges face the leadership of the College of Education, for which the process of strategic planning will be useful in identifying and prioritizing an action plan. Specific challenges and risks include the following.

- Some of the challenges are directly a result of a college-wide reorganization that occurred several years ago. This is likely to be addressed by the new Dean's initiatives around restructuring the college, with the goal of formalizing the changes by Fall 2016.
- Restructuring alone is unlikely to solve some of the problems that may be due to the size or number of programs.
- Given the ongoing activities around restructuring, the current structures of academic programs, faculty groupings, administration, communication of responsibilities, and assessment are in flux.
- The range of programs and groups within the college, with diffuse accountability and reporting, has led to a challenging environment for advancement of junior faculty and graduate students. This has led to a lack of clarity about the expectations of faculty and students, including some perception of unfairness in faculty teaching loads and criteria for merit and promotion.
- Attraction and support of international and underrepresented students as well as faculty is an ongoing challenge.
- Mentoring of junior faculty and graduate students was noted as problematic or uneven.
- Proliferation of self-sustaining programs, while innovative and potentially attractive, has increased costs to graduate students.

### Areas of Concurrence and/or Disagreement

The college concurred broadly with the review committee's recommendations and responded to each recommendation in its response to the review committee report. The review committee and the college agree that working on a strategic plan, restructuring programs and administration, and clarifying policies and procedures will go a long way to addressing challenges articulated in the

report. No areas of disagreement were noted. Specific responses to the review committee report by the college include the following.

- The Dean of the College of Education has initiated a 3-5 year strategic plan, to be completed by June 2017. The review committee recommended that this plan include annual action plans and progress measures. The Dean has expressed as a priority the engagement of all faculty and staff in the process, with transparency and fairness.
- The college has initiated conversations about restructuring its programs, administrative functions and governance structure, with the goal of adopting a new structure by autumn quarter 2016.
- The college is working toward developing and communicating written policies and procedures related to merit and promotion, workload expectations, graduation requirements, and other processes affecting faculty and students.
- The College of Education Faculty Council is engaging faculty in discussing program growth as it relates to resources, class size, number of classes, and teaching load, all in relation to research needs and service obligations. The goal is to determine the right size of the college, organizational culture, and appropriate recognition for scholarly work.
- The college is conducting an advancement campaign with a major component aimed at student support.

#### Graduate School Council Recommendations

The Graduate School Council recommends continuing status for all degree programs, with next review in ten years (2025-2026).

In addition, the Graduate School Council requests receipt of the college's strategic plan by June 2017. The strategic plan should address items raised by the review committee and should be accompanied by specific annual action plans.

We concur with the Council's comments and recommendations.

cc: Gerald Baldasty, Provost and Executive Vice President  
Patricia Moy, Associate Vice Provost for Academic and Student Affairs, Office of the Provost  
Janice DeCosmo, Associate Dean, Undergraduate Academic Affairs  
Joy Williamson-Lott, Associate Dean for Graduate Studies, College of Education  
UW Members of the academic program review committee  
Members of the Graduate School Council  
David Canfield-Budde, Academic Program Specialist, The Graduate School  
President, Graduate and Professional Student Senate