

April 5, 2016

To: UW Graduate School

From: Mia Tuan, Dean, College of Education
Joy Williamson-Lott, Associate Dean for Graduate Studies
Martin Howell, Assistant Dean for Academic and Student Affairs

Re: Response to the Report from the Review Committee for the Graduate School's
Decennial Review of the College of Education, 2015-2016

Dear Colleagues,

The College of Education's leadership, faculty, staff, and students have had time to consider the report from the Review Committee on our decennial review. Thank you to the Committee for their hard work. We can tell that they have a good grasp of our College's strengths and areas for improvement. We concur with their evaluation and appreciate their recommendations. We will implement them without exception and outline our responses in regard to the specific principal recommendations below.

- *Engage in a strategic planning process:* Our entire constituency—leadership, faculty, staff, and students—will participate in crafting a 3-5 year strategic plan during the 2016-2017 academic year. It will include annual action plans with specific goals and metrics to measure our progress. The entire document will be submitted to the Graduate School by June 2017. Many of the recommendations made by the Review Committee (listed below) will be elaborated as part of that strategic plan.

- *Focus on establishing/strengthening the four areas of good governance: (1) coordination, (2) transparency, (3) information flow, and (4) accountability:* We recognize that there are several constituencies responsible for these areas of good governance: the administrative leadership team, Faculty Council, Office of Student Services, Academic Support Team, etc. We are hoping that our new academic structure (highlighted in the next bullet) will address some of these issues. For instance, we believe that the high-functioning mid-sized groups that will emerge from the reorganization will provide for improved communication between individual faculty members, programs, Faculty Council and administrative leadership. In the meantime, some of this work has already begun. For instance, Dean Tuan has held dialogues regarding the College's budget, the appropriate size of the College's instructional faculty, and, in Spring 2016, will host another on the College's advancement campaign as a way to promote transparency, accountability, and healthy decision-making. There are certainly other areas of the College that can feed good governance. As we devise our strategic plan, identifying those areas will be a primary focus.

- *Reconsider the current structure of the College:* This Spring and Summer 2016, with assistance from the UW's Organizational Excellence unit, a small work group of faculty, staff, and students is spearheading discussions and decision-making regarding how our College's programs will be organized into mid-sized groups. The point of the reorganization is to organize academic programs, administrative functions, and governance structure to maximize efficiency, collaboration, and communication. The entire College will participate regularly in the conversations and decision-making about our new structure, with a new structure subject to approval by the voting faculty in the College. We plan to be in our new groupings at the beginning of the 2016-2017 academic year.

- *Develop and communicate the College's written policies and procedures:* Our Faculty Council committees, administrative leadership, Office of Student Services, Academic Support Team, and various programs within the College are working toward clarity in expectations regarding: merit and reappointment for Senior Lecturers, merit for tenure-line faculty members, workload expectations for different types of instructors (including faculty members), graduation requirements for our various student constituencies, adviser-advisee expectations, hiring of temporary instructors, and a host of other policies and procedures that could benefit from calibration and coordination. We will continue to work toward clarity as a way to provide all our constituents with a common understanding of what is expected and needed in terms of various process and outcomes.

- *Engage faculty more deeply in the process of balancing scholarly integrity with financial planning, and in managing the growth of the College:* Our Faculty Development and Support Committee of Faculty Council and special Ad-Hoc groups have been examining merit and workload issues this year. Though it has not been framed as a way to discuss the balance between scholarly integrity and financial planning, it is related. The Faculty Development & Support Committee has engaged the faculty in three conversations regarding the need to broaden the type of work that is considered meritorious. For instance, many faculty members perform hidden service (lectures on campus, deep advising of students that are not assigned advisees, guest teaching, revising documents related to faculty code, etc.) that may not seem appropriate on our current merit form. As mentioned previously, Dean Tuan has conducted dialogues with faculty on the budget and determining the right size of the College as a way to provide faculty with information and an opportunity to voice their thoughts and opinions. At the same time, we know that the best way to achieve a balance between scholarly integrity and financial planning with regard to growth is an organizational cultural that requires us to be mindful of fiscal realities but hold high the value of engagement with ideas and pushing the boundaries of scholarship. That will be an ongoing process, and we anticipate Faculty Council taking the lead on much of this work.

- *Provide more funding for graduate students:* Currently, 25%-30% of our graduate students (15% at the MEd level, 65% at the doctoral level) are supported on TA/RAships. Still, our College is in the midst of an advancement campaign, a major pillar of which is student support. For instance, we are working toward establishing endowed funds that will provide full support for at least eight doctoral students, 50 teaching candidates in our

various teacher credentialing programs, and a still-undetermined number of undergraduates in our majors. We appreciate the Review Committee's recommendation that the College receive additional support from the University of Washington toward this same end and would welcome such support.

- *Incorporate a strategic College-wide focus on diversity at all levels:* We are proud of the diversity we have achieved in our College. In 2000, our College faculty was 33% women and 11% of color. In 2015, those numbers were 72% and 31%, respectively. Among our students, those of color numbered 19% in 2000, and 34% in 2015. The number of international students has grown from 4% to 10%. At the same time, know that our work is not finished and that demographics are but one piece of the puzzle. Our strategic plan will include attention to the issue with regard to hiring, admissions, our curriculum, extra-curricular experiences, and other areas of the College as a way to fortify an infrastructure and climate that embed equity, inclusion, and access in deep ways.
- *Standardize aspects of mentoring for graduate students and junior faculty and evaluate mentoring effectiveness:* We recognize that positive mentoring is key to graduate student success and we have taken steps to address the perceived variability in the quality of mentoring graduate students receive. We have conducted workshops for faculty advisors, produced mentoring guides for graduate students, and plan to pilot doctoral students Individual Development Plans (IDP's) in Autumn 2016. As for junior faculty, we recognize that the use and value of their mentoring committees varies. We hope that the mid-sized groups that will be in place in Fall 2016 will provide a space for socialization and mentoring for them and for all faculty members. We will also continue to offer our annual new/junior faculty orientation. In addition, we will work toward creating additional mechanisms to support both graduate students and junior faculty as we devise our strategic plan.
- *Continue to ensure that staff viewpoints are considered, and establish a Staff Advisory Council:* A staff that is valued, informed, and empowered is absolutely critical to the work of the College. We had a Staff Advisory Council in the past, and we recognize the value of one in the present and future. Outlining the work to be done by that Council will be vital to ensuring its success. Together, various staff members and the leadership team will identify that work and build a structure that facilitates that work.



Mia Tuan
Dean, College of Education