

**University of Washington College of Education  
Decennial Review Report  
Site Visit Dates: February 8-9, 2016  
Final Report submitted March 9, 2016**

**Submitted by:**

Cathryn Booth-LaForce

Charles & Gerda Spence Professor of Nursing, University  
of Washington Department of Family & Child Nursing  
(Committee Chair)

Liliana Lengua

Earl R. Carlson Professor, University of Washington  
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

## Summary

The University of Washington College of Education (COE) is one of the top-ranked schools of education in the United States. The mission of the COE is inherently comprehensive, and the associated scholarly work and programs of study reflect the diverse nature of the field of education as well as local and national needs and historic and current trends. The COE is moving forward with innovative changes in response to both the evolving scholarly environment and the new realities of Activity Based Budgeting (ABB).

The present decennial review occurred at an opportune time, in that the current strategic plan has expired, and the College is in the midst of a “perfect storm” of leadership changes (3 Deans in the last few years), a reorganization of academic and area units, the recent recession, and a new university-wide method of budgeting and accountability. In general, the COE seems to be weathering these changes well and has emerged in the top 10-ranked schools of education in the United States in terms of productivity and excellence, while developing new innovative programs.

The current national ranking and the state of the COE result from a number of strengths. First, it was clear that the new dean, Dean Mia Tuan, is highly regarded by faculty, administrators, staff, and students for her leadership, and efforts at establishing a vision, transparency, and inclusiveness. Second, faculty are highly committed to the success of the COE overall, as well as the success of students at all levels. They care deeply about the current and future directions of the College. Third, the staff members are dedicated to their roles and many of them go above and beyond, especially in relation to student needs.

At the same time, there are a number of ongoing significant challenges that the COE is facing, especially in the areas identified in the self-study document—the restructuring of the College; scholarly integrity; growth and capacity; and diversity, equity, and access. Specific areas of consideration and recommendations are discussed in the following text. Our overarching recommendations to the College and to the University are as follows:

### *Principal Recommendations to the College*

- Engage in a strategic planning process, including a plan-to-plan, strategic planning document (ideally for 3-5 years), and accompanied by specific annual action plans with results-based management (RBM)—due by June of 2017.
- Focus on establishing/strengthening the four areas of good governance: (1) coordination, (2) transparency, (3) information flow, and (4) accountability.
- Reconsider the current structure of the COE, which does not appear to be optimal.
- Develop and communicate COE written policies and procedures, with appropriate input from faculty, staff, and students.
- Engage faculty more deeply in the process of balancing scholarly integrity with financial planning, and in managing the growth of the College.
- Provide more funding for graduate students.
- Incorporate a strategic College-wide focus on diversity at all levels.
- Standardize aspects of mentoring for graduate students and junior faculty and evaluate

mentoring effectiveness.

- Continue to ensure that staff viewpoints are considered, and establish a Staff Advisory Council.

### ***Principal Recommendations to the University***

- Convene the next major review of the College of Education in 10 years.
- Ensure that the next strategic plan and accompanying annual action plans for the COE are submitted by June 2017.
- Provide administrative support to the College, as needed, to assist with both strategic planning and reorganization.
- Provide more financial support for graduate students, in the service of attracting the best students and enhancing their diversity.

## **Introduction**

On April 23, 2015, the College of Education (COE) Review Committee met with representatives of the Graduate School and the COE administration to receive the committee charge and the self-study questions (see Appendix A). On October 29, 2015, the COE submitted its self-study and draft site-visit agenda. The agenda was modified slightly (see Appendix B for the final version) by the review committee. The two-day site visit took place on February 8-9, 2016.

All members of the review committee took extensive notes during the meetings with the administration, faculty, staff, and students. These notes formed the basis for our consideration of recommendations to the COE as well as the text that follows. Each committee member was assigned to focus their writing on one of the four self-study questions, although everyone contributed to each topic. Therefore, our report is organized around these four areas.

## **Restructuring of the College**

### **Restructuring**

In 2012-13, the COE underwent a significant restructuring. The previous structure included four substantive areas (Curriculum and Instruction, Educational Psychology, Special Education, Educational Leadership and Policy Studies), that served both intellectual and administrative functions. These were restructured into three divisions representing the Undergraduate, Graduate, and Professional programs of study. The COE indicated that the original areas served the needs of graduate programs, but with the expansion of undergraduate and professional programs, administrative leadership across all the programs was needed. Further, the dissolution of the area structure was intended to promote cross-area collaborations and connections among the programs, with the intention of facilitating new research and teaching collaborations. The COE asked the review committee for assistance in evaluating the advantages and disadvantages of the restructuring.

Regarding any advantages of the new COE structure, few if any were identified. Faculty recognized the goals and intent of the restructuring as worthy, particularly the goals of breaking

down barriers across programs, increasing opportunities for collaboration, and facilitating cross-area communications. A few faculty members indicated that some of the goals were met. For example, it was noted that some groups have formed across former areas (e.g., education equity and society) through the initiative of a few individuals. However, the majority of faculty believed that there was less clear communication, less adequate representation, and little opportunity for voicing ideas and concerns.

A number of substantial concerns emerged from our discussions with the faculty and staff. These include (a) challenges with the Undergraduate, Graduate, and Professional Division structure; (b) lack of intellectual and substantive areas; (c) lack of clear leadership structure and roles; (d) problems with representation and governance; and (e) some lack of clarity in the new Program Director roles. Each of these is discussed below.

### **Undergraduate, Graduate, and Professional Divisions:**

There was a general sense of confusion related to the new divisional structure. Faculty reported feeling unsure which meetings to attend or to prioritize when meetings occur at the same time, given that most faculty are affiliated with, involved in, or teaching across the divisions. There was also confusion about whose authority it was to call or lead a meeting. It was also unclear to the review committee where the substantive (topic area) training or curricular issues for graduate students were discussed.

The other issue about which faculty reflected a lack of clarity is the division of course loads across undergraduate and graduate instruction and mentoring, which appears currently to be made at an individual faculty level rather than at a unit level. It was reported that policies and decisions about faculty loads used to be made at an “area” level and were governed by the area leadership (“chair”). This lack of clarity appears to be generating the impression of a lack of equity across faculty members in their teaching loads, teaching requirements (undergrad v. grad), and in the number of master and doctoral students they are expected to mentor.

### **Intellectual or Substantive Areas:**

Most faculty members indicated a sense of increased intellectual isolation as a result of the restructuring. Many of them communicated that the areas, which represented substantive scholarly topic areas, provided a sense of intellectual identity, community, and coherence. Some faculty indicated that they continue to meet within program areas, but that these meetings are “informal” or “grass roots” efforts to remain connected around substantive areas as the current structure provides little opportunity for communication within clusters, which are not viewed as coherent.

The issue of scholarly identity was reported to have importance beyond simply a comfort with a topic area. It was believed to have relevant implications for administrative, student training and mentoring, faculty promotion and merit issues, as individuals with shared substantive interests are best suited to engage in these efforts.

These programmatic issues have implications for tenure-line, research, and teaching faculty alike, and may be accentuated for individuals in “hybrid” roles teaching in a program of study, but not situated in a particular program. It was noted that roles of faculty in non-tenure line faculty positions are poorly represented in faculty activity report and merit review materials, so that their roles and positions in the COE as program managers, instructors, or administrators appear to be unrecognized.

### **Leadership from Former “Chair” Role:**

With the new divisional structure and elimination of the substantive areas, there was also the elimination of the area chair position, and consequently, a number of functions carried out by the former chairs are not currently being fulfilled. Formerly, area chairs were compensated for fulfilling leadership and administrative responsibilities, and in their absence there appears to be a diffusion of responsibilities with the former responsibilities of chairs inconsistently being fulfilled across the programs.

The COE self-study indicated that the former areas served both intellectual and administrative functions. In particular, the area chairs served on the Dean’s Administrative Cabinet, presumably serving to represent area ideas and concerns and providing an opportunity to voice area interests and needs. This level of representation does not appear to be present in the new divisional structure, with the apparent result that smaller areas have less meaningful representation in the COE. When an area chair was involved in the executive committees, information about the programs, training, and students was more readily available to the dean and associate deans. The sentiment was expressed that structure for advocacy and support for the areas/programs is no longer available, with a resulting gap in communication lines among the faculty, programs, and administration. Although each faculty member is assigned an associate dean as a point of contact, some faculty felt that these individuals were not always knowledgeable about the specifics of a faculty member’s content area or program demands, and that the roles of associate deans were sometimes inconsistent with, or in conflict with the need for faculty advocacy.

In addition, several other key functions were lost with the elimination of the area chairs, who were also repositories of content, intellectual, and professional knowledge. A critical gap that was reported was mentoring and guidance for promotion and tenure of assistant and associate professors. Without the area chairs, faculty have experienced a lack of direction and clarity in the promotion process, with uncertainty about the criteria for promotion and merit and confusion about to whom questions about promotion and tenure should be addressed. Further, it is not clear who among the senior faculty is working to protect junior faculty members’ time as they progress to promotion and tenure. The lack of the area chair role also could impact growth and hiring in an area as a result of a lack of clear leadership in the formation and operation of a search committee. Further, programmatic leadership and functioning has become haphazard, with a lack of clarity in terms of calling meetings to discuss program issues, setting agendas, instructional and mentoring planning, etc.

Some of the former responsibilities of the area chair appear to have fallen to the program directors, who are primarily non-tenure line faculty members with senior lecturer or teaching

associate appointments, creating some uncertainty about their roles in relation to governing the programs and their responsibilities in directing tenured faculty. The program directors report to an assistant dean for programmatic issues, but are evaluated by associate deans, resulting in some confusion about lines of communication and guidance in their roles. The program directors appear to have substantial leadership and autonomy in evaluating and guiding the content of the programs and in staffing courses. However, their ability and capacity to direct tenured faculty seems tenuous given their appointments and mixed understanding among the faculty about the directors' roles.

## **Research Centers**

The committee noted that it was unclear how the numerous research centers presented on the organizational chart related to the rest of the organizational structure of the COE, and in particular, how they answered to the COE leadership. The research centers were rarely mentioned in any of our meetings except in response to our inquiries about them. The research centers appear to be organized around specific substantive topics, but it was unclear how these substantive topics aligned with the variety of programs and emerging undergraduate degrees, what research training opportunities they afforded undergraduate and graduate students, and to what extent COE students were being supported by research fellowships at these centers. If these research centers represent substantive areas of excellence or strength in the COE, it seems these research resources would have a more central role in driving the program growth and development in the College.

## **Recommendations Regarding Restructuring**

COE faculty expressed great respect and appreciation for their colleagues, indicating that the COE is an intellectually-rich, invigorating, and exciting context. There is a culture of involvement and ownership of the College, and faculty indicated their commitment to the College is driven by their passion for what they do.

However, there was a general consensus that the current organizational structure was not achieving its stated goals of improving communication, cross-area collaboration, and inspiring innovative program development. Although there have been some positive aspects of the restructuring, in particular the emergence of some cross-cutting groups, overall the issues around power structures were not improved, and leadership, mentoring, communication, and representation have deteriorated.

The review committee recommends that the COE strive to improve its practices of good governance, including information flow, coordination, transparency, and accountability. A "quick win" for the COE would be to institute some structure and clarity. Any structure that is put into place should be guided by the substantive or content areas that represent existing strengths and passions in the College, which in turn should define the strategic planning for growth, program development, hiring, etc. An area structure representing substantive topics should be instituted within the clusters and serve to facilitate the functioning of the programs with clear leadership and representation at the cluster and program levels.

## **Scholarly Integrity**

Beginning with the 2013 fiscal year, the University of Washington fully implemented an Activity Based Budgeting (ABB) model. The purpose of ABB is to enhance transparency via a principled distribution of revenue based on academic and grant activity in each unit on campus, and thereby to assist units in planning for the future. The implementation of ABB across campus has led to changes in the ways units operate and think about scholarly endeavors, class sizes, faculty teaching, programs, and interdisciplinarity. The COE is no exception in this regard, and the challenges faced by the COE are similar to those of other units across campus.

Among these challenges are the following:

- The need for revenue-generation, but not at the expense of high-quality teaching and scholarship;
- A potential change in emphasis from scholarly endeavors that are inherently interesting, relevant, and important, to those that are both profitable and important;
- Valuing faculty who are able to bring in research funding (by virtue of their specific areas of inquiry), while not penalizing faculty who do not bring in funding or who contribute in other ways;
- The need to ensure a high-quality educational experience for students, including class participation and interaction with faculty, while expanding class sizes to increase revenue; and
- Valuing interdisciplinarity while needing to evaluate the real financial costs and benefits to each unit.

To some extent, the effects of the move to ABB in the COE have been conflated with (and perhaps partially have driven) reorganization, the addition of an undergraduate major, and the proliferation of programs funded through Professional and Continuing Education (PCE).

### **Impact on Faculty**

Faculty expressed some confusion about the impact of ABB on decision making about the number of classes and credits they are expected to teach, the size of classes, and their ability to offer small seminars and independent study credits. Although outside research funding is encouraged and supported, the metric for course release time for research also was not clear. The move from paying attention to one's individual efforts to considering the overall financial needs of the COE is a change in mindset that needs to be considered. Some faculty members appear to be carrying their weight and others less so in this environment. Overall, faculty workloads appear to have increased.

A benefit of ABB is that it provides more control at the unit level regarding future planning. As well, it has spawned engagement of faculty and leadership in discussions about educational scholarship, the unique role of the UW COE in advancing scholarship, and the state and national needs that are driving changes in academic offerings. Although new efforts cannot be divorced from the revenue they are likely to generate, the COE appears to be dedicated to creating a

balance between academic and business-driven needs, and to engage in interdisciplinary efforts, to the extent possible.

In terms of new faculty hiring, it is critical that scholarly excellence and coverage of academic areas should be the primary concerns.

### **Impact on Students**

ABB has impacted students in a number of ways. On the positive side, the addition of an undergraduate major has provided an opportunity for an increasing number of students and is clearly meeting a need, while also generating significant revenue for the COE. PCE-based programs also generate revenue for the COE, but the down side for students is the generally more expensive tuition, as well as the lack of opportunity to be hired for assistantships that cover graduate tuition. This latter issue is due to the extent of the burden on those hiring students, in terms of having to pay the higher PCE fees when employing these students. Also, taking courses outside of these programs is an issue in that the PCE rates are applied rather than the regular graduate school rates.

Large class sizes were not mentioned as an area of concern for students, which suggests that the COE is doing a good job of addressing student needs even in the face of the need to expand undergraduate class sizes to increase revenue.

### **Impact on Programs**

Again, attempting to balance scholarly integrity with revenue generation has resulted in the proliferation of educational offerings, but it is clear that the COE is doing a good job of balancing these two driving forces. However, one area of concern is the size of graduate classes. In order to provide an outstanding graduate education, it is appropriate and necessary to offer some courses to a relatively small number of students (e.g., less than 10). Financial “losses” from offering these courses should be balanced by the ability to take in increased revenue from classes in which enrollment can be expanded easily, without loss of quality.

An increase in the number of PCE programs would serve important educational needs while also bringing in the revenue to support these endeavors. However, these programs tend to be expensive for students, and the faculty hired or enlisted to teach in these programs need to be integrated into the overall COE. The strategic vision of the COE should drive the addition of more programs funded in this way.

### **Recommendations**

ABB is the current reality at the UW; therefore, academic and business planning must go hand-in-hand. The answer to the question about how the COE can balance “promoting a culture of engagement with ideas and pushing boundaries of scholarship—even in ways that are not necessarily easily fundable” is not a simple one, nor is it unique to the COE. In general, becoming increasingly vigilant, transparent, and vocal about these two forces in the context of every major academic decision should be helpful. Specifically, for any new program being



proposed, or changes to existing programs, it is important to ask explicitly, “Is there a need in the state/region/community/country for this program;” “Will this program align with the outstanding scholarship and teaching already provided by the COE;” and “Will this program generate revenue, be self-sustaining, or cost the COE to deliver?” Although these questions are certainly asked at the administrative level, the engagement of the broader COE in addressing these questions is paramount. Moreover, these decisions should be guided by the new strategic plan, which should incorporate the expressed values of the COE in this regard.

Other specific recommendations are as follows:

- Increase communication with faculty explicitly about the financial pressures associated with ABB, and the need for significant faculty involvement in working for the overall good of the COE and in shaping the future of the College.
- Develop, with deep faculty input, appropriate metrics for faculty workloads—including perhaps differential weighting based on class sizes, number of credits, and other factors such as research release time. In the ABB world, faculty workloads may need to be considered differently.
- Develop more sources of funding for graduate students, to alleviate some of the burden on students from PCE fees and the lack of employment opportunities.

### **Growth and Capacity**

The COE has experienced tremendous growth since starting an undergraduate major a few years ago, and this program will be growing again as a new emphasis in the undergraduate major comes online in the next year or so. The undergraduate major as well as two alternative pathways to certification and the development of self-sustaining programs have also resulted in increases in the number of students being served as well as the number of programs being offered.

This growth has resulted in several benefits to the school. One of the most evident benefits is the increase in income that has been generated by and for the COE. This increase in income has resulted in the COE being less vulnerable to changes in university and state budget allocations. Another benefit is a substantial increase in the number of non-tenure line faculty to cover the courses that need to be taught to sustain the new programs. Other positives that are not as clearly related to the growth of the College have been greater pre-award support in putting together grants and greater support in the area of technology from the expanded technology staff.

However, the growth of the COE has also resulted in some challenges as well. At the most basic level, there is an increased need for office and classroom space, and for classrooms that are more suited to 21<sup>st</sup> century learning (e.g., classrooms that can be easily reconfigured for different types of classes and project-based learning). There are also challenges that speak to more substantive concerns about how COE’s growth is being managed. These perceived concerns include the following:

- Self-sustaining programs are proliferating without a sense of cohesion, resulting in a more complex organizational structure but no perceived center.
- The growth in budget and students has led to a growth in non-tenure faculty lines but no comparable growth in tenure-track faculty. Moreover, there are equity concerns about the distribution of teaching and other workloads that have been exacerbated by the growth of students and programs.
- Related to the two previous points, there is a perception that there are no strategic or College-wide conversations about who is being hired; rather, hiring is being done simply to fill teaching responsibilities, which creates additional tensions in the system.
- The growth of programs is also placing additional stress on staff, whose ranks were cut back during the recession, but who have not been replaced in the same numbers, even though there are now more programs to support.
- There is no clear plan for how the growth of undergraduate students can support the doctoral program.
- There does not seem to be a connection between the growth in number of students and the research agendas of the faculty or the research mission of the COE.
- There is a perceived need for more avenues of communication within and between staff and faculty, especially with growth taking place in the context of recent restructuring, which is perceived to be not working. Thus, the need for communication is seen to be higher due to growth at a time when the structures in place do not facilitate communicating across programs and areas.

Against the backdrop of these benefits and challenges, the COE posed four questions related to growth and capacity, which are summarized below.

1. *How might the COE find ways to merge/integrate programs and/or courses at the master's level to build on existing capacity and avoid duplication of effort?*
2. *At what decision-making level should policies be determined about which required experiences (course, topic areas, capstones) are important for all CoE students within the various degree programs (PhD, EdD, MEd) and across specializations?*
3. *How can the CoE strategize about the size of the all-College PhD program given capacity issues and the desire to be more competitive and attract a diverse student body?*
4. *How do other units (whether at the University of Washington or outside of it) maintain a balance between streamlining courses/requirements/programs and providing a broad educational foundation?*

## **Comments and Recommendations**

**There is a clear need for the College to engage in some strategic planning, including around *programs versus emphases* and how they relate to each other as part of its current preparation for restructuring and a new strategic plan. **An audit of all extant programs is needed**—including numbers of students, tenure-line faculty, non-tenure line faculty, and staff**

assigned to these programs—to provide the data necessary to address the questions posed. Indeed, the definition of what constitutes a “program” versus an emphasis is not clear to all members of the faculty. There are also feelings of isolation from students in several programs.

The lists of programs/emphases in the chart provided on p. 6 of the self-study requires some translation into the programs listed on the website (<https://education.uw.edu/programs>), and these both need to be understood in the context of the degrees that are being offered (<https://education.uw.edu/degrees>). Although the current strands (i.e., Undergraduate Studies, Teacher Preparation, Graduate Studies, and Leadership Preparation) may be helpful in some ways, they are also seen as creating strange bedfellows.

There are several additional questions which do not have evident answers, but that seem germane to answering the questions the College posed. Moreover, the opportunity is appropriate for the College to begin to develop strategic responses to these questions in its planning process.

- Are there core courses that are taken by students *within* the different degree options (e.g., M.Ed., MIT, Ed.D., Ph.D.) and are there courses that are taken *across* these options? If the answer to either of these two questions is negative, the question becomes should there be such courses.
- Is there an aspect of the work at the COE that is integral to its brand that all students receive some version of it in their classes before they leave?
- How do decisions to start a new program get made and do financial viability and the capacity to attract students provide sufficient reasons to start a new program?
- How do decisions to stop a program or integrate it into an existing program get made, and are there programs that need to be folded?
- Are doctoral students expected to teach, supervise, or engage in other meaningful ways with students in the master’s and undergraduate programs?

The undergraduate major is more diverse than the graduate programs. **Consider identifying and developing prospective masters and doctoral students from these cohorts. Consider providing all doctoral students, especially those training for careers in academia, the opportunity to teach undergraduate students as part of their time in the College and integrate this aspect of doctoral training into plans for all new programs? If support of doctoral students is an integral part of moving forward, the areas in which doctoral students are admitted may need to be “re-balanced” to match the new undergraduate programs.** A combination of “home-grown” diversity and financial support that comes from the increased revenue generation can lead to the ability to attract more students from diverse backgrounds who are new to the university and the state.

In its documentation, the COE projects increases in undergraduate students and no increases in graduate enrollment students. What is the plan for staffing to support these new students and is there an optimal balance between the number of tenure-line and non-tenure line faculty? This is a time of tremendous change in the COE fueled in large part by the tremendous growth of the undergraduate programs. There is also a new dean who has garnered a considerable amount of goodwill, and a commitment to a restructuring process that is inclusive, transparent, and equitable in terms of workloads and responsive in merit terms to individual

contributions. It will be critically important for these discussions to include some consideration of growth in the context of the larger mission and vision that the COE has for its faculty, staff, and students, and its unique niche and standing in the broader educational community.

## Diversity

The members of the external review team have learned a great deal about the many issues facing the COE in relation to diversity. We reiterate here our major findings and recommendations for the future.

### Strengths

- The COE has a **Diversity Committee** that addresses many diversity issues of importance, including policies. While this is a potential strength within the COE, those we met with repeatedly shared that while attempts are being made to increase diversity, the implementation of these efforts have not fully materialized. More could be done to help institutionalize these efforts.
- The COE is **increasing in diversity at several levels**. There has been a steady increase in the number of international students. This is a unique strength UW and the COE can capitalize on by strategic marketing, socialization, and student support services. Additionally, the COE has a robust increase in student enrollments in many programs, and most notably at the undergraduate level. We also note the relative high percentage of students from ethnic minority and international backgrounds, which is a strength when it comes to providing diversity to UW and the COE.
- **Several diversity programs are working well**. For instance, Joe Lott is helping to build a partnership between UW (university-wide) and other HEIs to serve as feeder HEIs in providing students of color, especially male students of color, to enter and attend UW. Also, the Seattle Teacher Residency program focuses on how to better diversify the teacher workforce program in teacher education. More support could go into programs like these, as well as to find new, innovative ways to increase diversity opportunities for all COE faculty members and students.
- While it is too early to judge as a solid strength at this point (we understand the program will not begin until later this year), the establishment of the **Indigenous Education Certificate** program is a potential strength. It is innovative, and has the potential to make the COE a leader in indigenous education in the United States and globally. Many COE administrators and faculty members, including the program's director, Megan Bang, expressed enthusiasm and are optimistic that this program will be a success. The leadership to help foster this type of an innovative program should be commended and highlights that the COE is open to new ideas in helping to create greater diversity opportunities.
- **Social diversity gatherings, trainings, and events are a plus**. We note the existence of several organized social gatherings, diversity training seminars, and other events that the COE has organized for its faculty members, students, and staff. We encourage that these diversity celebration and building efforts continue within the COE.

## Challenges

- Several faculty members of color shared concerns about the **lack of institutionalizing diversity policies throughout the college**: “Without diversity issue policies institutionalized, it is too personal here for many faculty members, especially for faculty members of color. We end up seeing and advising students of color all of the time, even if they are not our advisees.” Even when students may be assigned to other advisees, minority and international students often tend to migrate to those faculty members who are most supportive, empathetic, and willing to help. The disproportionate amount of advising that is done by faculty members of color is a challenge that needs to be addressed.
- **International students often struggle** to secure funding and fit into the social scene at UW and in the COE. The COE could do more to bridge the gap between domestic and international students. The overall environment could be more inviting and inclusive, especially for international students who are coming to the United States for the first time. It is an important reciprocal process that includes internationalizing the curriculum, providing peer mentoring opportunities, and ensuring that advisors understand and do all they can to meet the unique needs of international students.
- There is a particular challenge for UW and the COE regarding **attracting the top students in the country, including the top students from historically underrepresented and underprivileged backgrounds**. While the COE is able to consistently admit top students—among the best in the country—very few students are guaranteed funding prior arriving at UW. This often leads top students to choose other institutions (e.g., Vanderbilt, Stanford, or Pennsylvania) that are able to offer full or partial funding. Students who tend to come without committed funding are those from the local region, compared to the very best of those from across the country and abroad.
- Another challenge the COE has is the **reluctance of several faculty of color to be willing to put themselves up for promotion and tenure**, especially promotion to full professor.
- **While diversity issues are often raised in classes, in very few instances are they raised in depth**. Several students we met with indicated that they discuss much about diversity issues in the classroom. Several faculty members and students expressed a desire to have diversity issues strengthened within the classroom. They expressed a desire to have diversity better integrated into the curriculum.

## Opportunities and Recommendations for the Future

- We recommend that there needs to be more of a **strategic College-wide focus on diversity at all levels** if the COE is to achieve sustained institutional change related to increased diversity.
- **Build a Leading International Program**. Our review team recognizes the unique geographic advantage UW and the COE has in attracting exceptional international students, a key indicator in increasing global diversity within the College. We recommend that the international recruitment, socialization, and support services be strengthened to help build upon this untapped potential. In order to support this initiative, we recommend that COE establishes an International Center that can help serve as a

home for international students and faculty members and others interested in international issues.

- **Socialization, Mentoring, and Recruitment.** Because many faculty members, researchers, and students often work outside of the COE, more efforts need to be made on a regular basis to help build comradery and celebrate the many diversities that exist within the COE. There also seems to be quite a disconnect between graduate students and undergraduate students in terms of socialization and mentoring opportunities. “Coffee Tuesdays is cool, but it is not enough,” one student reported to our team. The growing undergraduate programs at COE have the potential to become strong feeders system for future COE graduate students. Several undergraduate students we met with expressed an interest to learn more about how they could pursue graduate school opportunities within the COE, but they also expressed a lack of opportunities to meet with professors and current graduate students. We recommend establishing a peer-to-peer mentoring program where undergraduate students (and others interested in attending the COE) could learn about the opportunities that exist for them to further their studies in graduate school in the COE. More could be done to help bridge this gap.
- **Integrating Diversity into the Curriculum.** A concerted, College-wide effort should be implemented to help better integrate diversity in each COE course. While there are pockets of diversity being taught in the curriculum, more needs to be done to help ensure this occurs in all courses offered by COE faculty members. Sylvia Bagley, Selma Powell, and Lynn Dietrich could be among those involved in helping with this process. Various diversity topics should be identified and expanded to enable class participants (students and faculty members) opportunities to have rich/thick discussions on these important topics. Course offerings need to integrate much more of a global perspective. We note that while several course listings indicated global/international perspectives, they are actually limited to other populations and examples from within the United States.
- **The Faculty Mentoring Program** (linking junior faculty to senior faculty and a member of the Dean’s office) is an excellent already-existing system within the COE that can help better prepare junior faculty members in terms of promotion and tenure at all levels. We noted the expressed desire of several faculty members, including faculty members of color, who want to go up for full professor but who are not quite sure about the process, requirements, and optimal timing. Peer-mentoring is a key in helping to demystify this promotion process and in helping inform and prepare colleagues so they will succeed (or be put on a path that will ultimately lead to success). One suggestion would be to provide exemplary associate and full professor review profiles to help guide all faculty members, including faculty members of color, through this process. We recommend that the Faculty Mentoring Program continue and be strengthened, especially when it comes to helping in the mentoring process.
- Diversity should be included as a criterion on the **annual merit system** of faculty members, staff members, and, where appropriate, for students. For instance, more can be done to help faculty members, staff, and students be recognized and rewarded for their diversity efforts in relation to scholarship, teaching, and community engagement.

## Appendix A: Committee Charge and Unit Defined Questions



UNIVERSITY OF WASHINGTON

*Undergraduate Academic Affairs*

&

*The Graduate School*

April 23, 2015

### College of Education Review Committee

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

RE: Charge to Review Committee for the 2015-2016 College of Education

Review Dear Review Committee:

Thank you once again for agreeing to serve on the committee to review the degree programs offered by the College of Education at the University of Washington (UW): the Bachelor of Arts, Master of Education, Master in Teaching, Educational Specialist, Doctor of Education, and the Doctor of Philosophy.

The review is conducted in accordance with state legislative mandate under the direction of the Graduate School. It is conducted in coordination with the Office of Undergraduate Academic Affairs, College of Education Dean's Office, and the Office of the Provost. The Academic Affairs and Planning Office in the Graduate School will coordinate the review.

### Committee Charge

In general, the committee's charge in this review is to assess the quality of the undergraduate and graduate degree programs in the college and to provide its faculty with constructive suggestions for strengthening those programs. These reviews provide the University with a clearer understanding of each program's quality, educational value, role within the University and community, role within the academic discipline, and resource requirements.

As background information, the College of Education was last reviewed in 2005-2006.

Documents related to this review are available on the current program review website <https://catalyst.uw.edu/workspace/gsacad/50128/>. The college also offers a Graduate Certificate in Mixed Methods Education Sciences. This certificate was approved in 2014 and is scheduled for review in 2019-2020; it is not part of the formal charge to the committee for the 2015-2016 review.

For the 2015-2016 review, the possible recommendations range from suspension of student entry into one or more of the college's degree programs to a recommendation for continuing status with a subsequent review in 10 years. Shorter terms can be recommended if the committee deems it appropriate. Equally important to this status recommendation, the review can offer the college and the administration an independent assessment of the overall "health" of the unit and advice on how it can be improved.

### Self-Study and Site Visit

The College of Education will submit a **draft of the site visit agenda and its self-study by November 1, 2015**. Both documents will be made available shortly after receipt by the Graduate School. After reviewing the college's self-study, the committee may wish to initiate its work before the site visit to ensure a thorough and rigorous review. Based on our experience, we suggest that the external reviewers be relied upon as content experts who can evaluate the quality of the unit from a national perspective. They are also likely to be able to comment on recent developments in the field and their incorporation into the unit. We encourage the committee chair to communicate with the dean of the college so that she knows your interests and expectations, particularly for the site visit, and to communicate with other key faculty, if time permits. UW committee members may conduct interviews prior to the site visit as they deem appropriate.

The two-day site visit on **February 8-9, 2016**, will culminate with an exit discussion, divided into two portions. The Associate Dean of the Graduate School, Dean's Office representation from the College of Education, representatives from Undergraduate Academic Affairs and the Graduate School Council, and the Associate Vice Provost for Academic and Student Affairs will participate in the exit discussion. The first portion of the discussion may include other college representatives, while the second portion, the executive session, will include only the review committee and administrators along with the college dean. We will request your formal recommendation regarding the continuance of the degree programs early in the second portion of the exit interview. We will also ask you to describe your plan for completing the written report in a timely manner.

The Graduate and Professional Student Senate (GPSS) participates actively in the program review process. The GPSS may send a survey to current graduate students in the academic unit and will distribute the survey results in advance of the site visit to the review committee and the unit under review. In addition, a GPSS representative may



join the graduate student meeting during the site visit or hold an additional feedback session with students. After conclusion of the site visit, the GPSS may issue an independent report to the Graduate School based on its findings. This report then becomes part of the formal review record. Since sufficient student participation is required to gather meaningful feedback, the unit under review must work to assure broad student participation during the site visit and must emphasize to students the importance of timely response to the survey.

### Review Committee Report

We request that your committee submit its written report within 4 weeks of the site visit. Specifically, the **written report is due March 9, 2016**. A written response will then be provided by the unit and is due on **April 8, 2016**. When the response is available, the report and response will be considered by the Graduate School Council. The Dean of the Graduate School will then write a letter outlining the review and recommendations to the Dean of the College of Education, with copy to the Provost, for consideration and action.

Please note that upon completion of program reviews, the primary review documents become public documents and are placed on the UW Office of the Provost's web site. These documents include the self-study, the review committee report, the unit's response to the report, and the Graduate School Dean's final recommendation letter.

### Specific Considerations for the Self-Study

The most important objective of the review is an assessment of the academic and educational quality of the unit. Important questions include:

- 1) Are they doing what they should be doing?
- 2) Are they doing it well?
- 3) How can they do things better?
- 4) How should the University assist them?

In addition to the standard (Part A) questions from the academic program review guidelines, the college should address the issues it has outlined in the unit-defined questions for Part B, attached beginning on page four of this letter. The college should also consider the following items as it writes the self-study, as discussed in the charge meeting. The college may contact the review committee chair if it has questions about what written documentation would be most useful to the committee as it does its work.

- 1) Consider undergraduate program growth and its impact on the college;
- 2) Include a focus on curriculum when addressing diversity, equity, and access;
- 3) Provide available student survey information as part of the documentation.

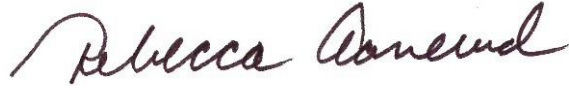
Thank you for your time and effort. Please contact David Canfield-Budde at

dacan@uw.edu with any questions you may have about the review.

Sincerely,



David Eaton  
Vice Provost and  
Dean



Rebecca Aanerud  
Associate Dean for Academic Affairs

cc: Patricia Moy, Associate Vice Provost for Academic and Student Affairs, Office of  
the Provost  
Janice DeCosmo, Associate Dean, Undergraduate Academic  
Affairs Deborah McCutchen, Interim Dean, College of  
Education  
Joy Williamson-Lott, Associate Dean for Graduate Studies, College of  
Education Graduate School Council Representatives  
David Canfield-Budde, Director, Academic Affairs & Interdisciplinary Programs,  
The Graduate School  
GPSS President

**College of Education Decennial  
Graduate School Review  
Part B: Self-Study Questions  
Submitted December 10,  
2014**

**1. The Restructuring of the College**

In 2012-2013, the College of Education was restructured. Previously, it had four Areas: Curriculum and Instruction, Educational Psychology, Special Education, and Educational Leadership and Policy Studies. The Areas served both intellectual and administrative functions (for instance, Area Chairs served on the Dean's Administrative Cabinet). Currently, the College's administrative functions are organized in three Divisions, each with an Associate Dean: Undergraduate Studies, Graduate Studies, and Professional Studies. The Areas served the needs of our graduate programs, but the multiplication of our teacher education pathways (Professional Studies) and the development of an undergraduate major (Undergraduate Studies) necessitated concerted and consistent leadership across all programs. In addition, the dissolution of the Areas was supposed to promote cross-program talk by faculty across the College thereby enabling new opportunities for collaboration in teaching, research, and grant-seeking.

We ask the review committee's assistance in helping us evaluate the advantages and disadvantages of the restructuring on two communities in particular, faculty and external audiences.

With regard to faculty:

- What have been the advantages and disadvantages of the restructuring?
- Has it promoted cross-program talk in a way that has made the College a more collaborative place?
- How has it impacted faculty governance and opportunities for faculty to voice their ideas, concerns, and questions to administrators?
- And what suggestions does the committee have for promoting and facilitating faculty participation in multiple programs across the College (a concern is the number of meetings in which faculty are expected to participate)?

With regard to external audiences, especially prospective students and community partners:

- What have been the advantages and disadvantages of the restructuring?
- As a consequence of the restructuring, our website lists our programs (Undergraduate Studies, Teacher Preparation, Graduate Studies, and Leadership Preparation), and our intellectual foci are in a pull down menu. Are we at odds with how other Colleges/Schools of Education or similarly

structured units represent themselves externally?

- As we seek to expand our footprint in undergraduate education and in teacher preparation/leadership preparation, how might we alter our website and other materials to attract high quality and diverse applicants? How might our Graduate Studies programs do the same?
- How might we better represent ourselves to attract new/existing community partners and enable them to find the information they are seeking?

## 2. Scholarly integrity

The University of Washington fully implemented an activity based budgeting (ABB) model at the beginning of the 2013 fiscal year. The University ABB model currently distributes revenue based on academic and grant activity within the academic unit. In this way, the budgeting process is transparent and activity data are available to help academic units with planning, budgeting and decision making. Several universities around the country have adopted some form of the ABB model, including UW peers such as Indiana University, University of Michigan, and University of Minnesota.

In the College of Education, as in other academic units at the UW, this has introduced a need to attend to academic/scholarly production as well as revenue generation. We have taken several steps to create new revenue streams, including a significant increase in grant activity and a growth in programs that generate tuition revenue (one example of this is significant growth in our undergraduate major).

We are experiencing significant tension around surviving in the current era of activity based budgeting (and legislative disinvestment in higher education generally) and providing an academy for higher learning. ABB is a reality and we recognize the value and importance of seeking grants and attending to tuition revenue that will sustain the College, but **we would like the committee's advice on how that should be balanced with promoting a culture of engagement with ideas and pushing boundaries of scholarship -- even in ways that are not necessarily easily fundable.** This is a pressing growth issue, one that goes to the heart of who we are as scholars, educators, and researchers.

## 3. Growth and Capacity

We, like other professional schools, experience the tension between providing a solid general educational foundation, on the one hand, with structural and market pressures to streamline and customize program requirements, on the other. This impacts course offerings, the development of new programs and the growth/shrinkage of existing programs, as well as faculty hiring. In the last few years, we have created an undergraduate major (both on-site and online), two additional pathways to teacher certification, and new self-sustaining programs. Also, some of our numerous master's degree programs are cohort-based and require students to take a predetermined set of courses while others require students to select from sets of courses offered across the

College. These developments have led to the creation of new courses, differential program requirements, and faculty advising/teaching capacity issues.

- What advice does the committee have on how we might find ways to merge/integrate programs and/or courses at the master's level to build on our existing capacity and avoid duplication of effort?
- At what decision-making level should we determine policies about which required experiences (courses, topic areas, capstones) are important for all College of Education students within the various degree programs (PhD, EdD, MEd) and across specializations?
- How can we strategize about the size of our all-College PhD program against the backdrop of capacity issues and our desire to be more competitive and attract a diverse student body?
- What advice does the committee have on how other units (whether at the University of Washington or outside of it) maintain a balance between streamlining courses/requirements/programs and providing a broad educational foundation?

#### **4. Diversity & Equity & Access**

Promoting educational equity and educational access are core values in the College of Education, as expressed in our mission statement and our administrative practices. Our student population has become increasingly diverse over the last 5-10 years (for example, 32% of our students identify as students of color) and the diversity of perspectives has enriched the teaching, research, and community in our College. And yet, students often tell us - in conversations, in surveys, and through open letters - that our programs do not do enough to invite and promote those values. Students often cite, for example, the lack of perspectives in the curriculum (within individual courses and within programs) that represent communities of color, international perspectives, or differently gendered perspectives.

For both educational and ethical reasons it is imperative that we promote the value of educational equity in public schooling, and that we make our programs accessible to students who wish to join them. We have made many tangible efforts in these directions (our Office of Minority Recruitment & Retention; the Education, Equity, & Society intellectual community; and the Diversity Committee of the Faculty Council) but we want to embed these values deeply into everything we do: our courses, our research, our community partnerships, our admissions process, and so on.

We ask the committee to help us think more holistically about these and other related questions:

- How do we make our programs more accessible to those students who have diverse perspectives?
- What do we need to do in our admission policies?

- How can we ensure that their perspectives are both heard and represented?
- How do we create welcoming spaces?

How do we provide funding to help historically underrepresented and underprivileged students achieve their educational goals?

## **Appendix B: Site Visit Agenda**

**University of Washington College of Education  
Decennial Program Review  
February 8-9, 2016**

**College of Education Staff Liaison:**

Lynda Jensen 206-221-4121  
Miller 211H; ljensen2@uw.edu

**Sunday, February 7**

<b>7:00p.m.</b>	<b>Review Committee working dinner:</b> Marlai Fine Thai, 3719 NE 45th St. (206) 523-3200
-----------------	--

**Monday, February 8**

<b>8:30–9:30 a.m.</b>	<b>Unit Leadership: 215 Miller</b> Mia Tuan, Dean Deborah McCutchen, Associate Dean for Research Carol Davis, Associate Dean for Undergraduate Studies Cap Peck, Associate Dean for Professional Studies Joy Williamson-Lott, Associate Dean for Graduate Studies Martin Howell, Assistant Dean for Academic and Student Affairs Patrick Sexton, Assistant Dean for Teacher Education Roberta Hilton, Director of Finance and Administration Manka Varghese, Faculty Council President Sue Nolen, Faculty Council Vice-President
<b>9:30-10:30</b>	<b>Assistant Professors: 411 Miller</b>
<b>10:30-11:00</b>	<b>BREAK: 215 Miller</b>
<b>11:00-12:00</b>	<b>Associate Professors: 411 Miller</b>
<b>12:00 – 1:00</b>	<b>Lunch: 215 Miller</b> <b>Faculty Council Representatives and Standing Committee Chairs</b> Manka Varghese, President Sue Nolen, Vice President Committee chairs or representatives
<b>1:00 – 1:30</b>	<b>BREAK: 215 Miller</b>
<b>1:30 – 2:30</b>	<b>Research Faculty: 411 Miller</b>
<b>2:30 – 3:30</b>	<b>Senior Lecturers, Full-Time Lecturers and Long-Term Teaching Associates: 411 Miller</b>
<b>3:30 – 3:45</b>	<b>BREAK: 215 Miller</b>
<b>3:45 – 4:30</b>	<b>Students: 411 Miller</b> PhD/EdD
<b>4:30 – 5:15</b>	<b>Students (Professional Studies and/or Credentialing Programs): 112 Miller</b> Teacher Candidates (MIT and MED: Elementary and Secondary Teacher Education, Seattle Teacher Residency, U-ACT, Special Education) School Psychologist Candidates (EdS) Principal and Program Administrator Candidates (MEd) Educational Policy (MEd)
<b>6:30 p.m.</b>	<b>Review Committee working dinner:</b> Serafina, 2043 Eastlake Ave E. (206) 323-0807



**Tuesday, February 9**

<b>8:30 – 9:30 a.m.</b>	<b>Full Professors: 320 Miller</b>
<b>9:30 – 10:15</b>	<b>Staff: 320 Miller</b>
<b>10:15 – 10:30</b>	<b>BREAK: 215 Miller</b>
<b>10:30 – 11:15</b>	<b>Students: 320 Miller</b> MEd (Graduate Studies Non-credentialing Programs)
<b>11:15 – 12:00</b>	<b>Students: 320 Miller</b> Undergraduate
<b>12:00 – 2:15</b>	<b>LUNCH and Review Committee Executive Session</b> Boxed lunches catered to site visit room
<b>2:15 – 2:30</b>	<b>BREAK</b>
<b>2:30 - 4:30</b>	<b>Exit Discussion: 320 Miller</b> Mia Tuan, Dean, College of Education Joy Williamson-Lott, Associate Dean for Graduate Studies Martin Howell, Assistant Dean for Academic and Student Affairs Manka Varghese, Faculty Council President Rebecca Aanerud, Associate Dean for Academic Affairs, Graduate School Patricia Moy, Associate Vice Provost for Academic and Student Affairs Janice DeCosmo, Associate Dean, Undergraduate Academic Affairs Deborah Kartin, Professor, Department of Rehabilitation [Graduate School Council Representative] Elizabeth Van Volkenburgh, Professor, Department of Biology [Graduate School Council Representative] David Canfield-Budde, Director, Academic Affairs & Interdisciplinary Programs, Graduate School