

STANDING COMMITTEES

Academic and Student Affairs Committee

Approve UW Tacoma Change of Status: Designation of the Education Program from a Program to a School at the University of Washington Tacoma as a Collegiate-Level Unit Headed by a Dean

RECOMMENDED ACTION

It is the recommendation of the administration and the Academic and Student Affairs Committee that the status of the Education Program at the University of Washington Tacoma be changed to the School of Education as a collegiate-level unit under the leadership of a Dean, effective September 16, 2016.

BACKGROUND

The Primary objective of this proposal is to improve the ability of the University of Washington Tacoma's Education Program to self-govern and to continue to develop and deliver coherent curricula for students and a high functioning teaching, research, and engagement environment for its faculty and staff. The Education Program has expanded over the last several years with the addition of the first doctoral degree away from the flagship campus. Students from the inaugural cohort will be graduating this June. It now operates at a level of complexity that warrants designation as a School and the establishment of a Dean in the leadership position.

The faculty of the Education Program request consideration for the creation of a School of Education. Pursuing school designation is unanimously endorsed by the program faculty and by the members of two Professional Education Advisory Boards.

Motivations

- Advances the strategic needs of the campus. The creation of a School of Education is consistent with the UW Tacoma General Principles and Process for Formation of Schools that was adopted in 2014.
- Improves student learning, faculty and student scholarship, and community engagement.
- Recognizes the growth and complexity of the Education Program.
- Recognizes the relative size of the Education Program. The Education Program is comparable in size to the program at UW Bothell when it became the School of Educational Studies. In 2014, when the Bothell

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program received school designation, it had 179 students in graduate degree and endorsement programs. At that same time, the UW Tacoma program had 246 graduate students enrolled in its degree and endorsement programs. Therefore, it is clear that size is not a barrier to school status.

- Positions Education on comparable footing with other like programs across the state and other academic programs and/or schools at UW Tacoma.
- Assists in the recruitment of diverse faculty and advancement of new initiatives: Designation as a school will enhance the ability of the Education Program to attract faculty and promote important new initiatives.
- Supports faculty in research and grant activity. A school designation would increase the competitiveness of the unit faculty, the fiscal management of the unit, and the development of external partnerships.
- Better positions the campus to be an active voice in discussions within the state: School designation and recruitment of a dean would better position UW Tacoma to contribute to ongoing discussions around teacher education nationally and in the state.
- Does not create accreditation issues: The Education Program received independent accreditation through the Professional Educator Standards Board for the State of Washington. As such, school status will not have any negative impact in this area.
- Connects Education mission to the Capital Campaign: Designation as a school provides recognition of the growth, academic status, and credibility of the program. This stature would better position the program with Foundations, community partners, and alumni as we move into the public phase of the UW Campaign this coming fall.

Breadth and Scale: The Education Program has evolved from a post baccalaureate program preparing elementary school teachers to a complex program that supports a range of pathways needed in the South Sound and the State of Washington. The Education program, in collaboration with the Nursing program, is home to the first doctorate available on the Bothell or Tacoma campuses, a collection of Master's degrees to address various areas, and a minor in Education for students interested in pursuing a certificate or advanced degree.

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Degrees, Majors & Minors

The degrees and certificates include:

- Doctor of Education in Educational Leadership
 - P-12 Educator (with option for Superintendent Certification)
 - Nursing Educator Leadership
 - Higher Education Leadership
- Masters of Education for Currently Practicing Educators
 - Curriculum & Instruction
 - Special Education
 - Student Academic and Social Success
 - Teaching English Language Learners
- Masters of Education Certification Programs
 - Principal or Program Administrator
 - K-8/Special Education
 - K-8/Teaching English Language Learners
 - Secondary Mathematics
 - Secondary Science
- Endorsements for Practicing Educators
 - Pathway 2 Endorsements
 - Biology
 - Earth and Space Science
 - English Language Arts
 - History
 - Mathematics
 - Middle Level Humanities
 - Middle Level Mathematics
 - Middle Level Science
 - Reading
 - Science
 - Social Studies
 - Pathway 3 Endorsements
 - Special Education
 - Teaching English Language Learners
- Undergraduate Minor in Education

Enrollment: Total student enrollment for the 2014-2015 academic year was 213 graduate students plus 81 undergraduate students declared in the Education minor. Total program student FTE equaled 284. Program enrollments throughout the state decreased in response to more competitive salaries in other professions and budget cuts in elementary and secondary education. Through 2014-15, the Education Program did see such decreases in

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the graduate programs; the tripling of declared undergraduate minors from 2013-14 is, however, encouraging, as is the continued upward trend in 2015-16. The program is preparing for growth in English Language Endorsements, doctoral students, and our undergraduate program.

2014-2015 Enrollment by Program:	
Doctor of Education:	38
Masters of Education	36
MEd Principal or Program Administrator	20
Pathway 3 Endorsement (GNM)	17
Teacher Certification	102
First year M.Ed. plus certification	54
Second year M.Ed. certification induction	48
Education Undergraduate Minor	81

(FYI, 2015-16 data shows more encouraging news in the undergraduate program, along with a large bump in the EdAdmin program).

2015-2016 Enrollment by Program:	
Doctor of Education:	35
Masters of Education	23
MEd Principal or Program Administrator	32
Pathway 3 Endorsement (GNM)	3
Teacher Certification	90
First year M.Ed. plus certification	52
Second year M.Ed. certification induction	38
Education Undergraduate Minor	103

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Support: The Education Program is responsible for the program budget. The budget for 2014-15 was divided into the following categories:

Budget

- General Operating Funds:
\$1,601,375 (\$3,323,430.00 biennium)
\$275,436 (\$574,474 biennium, Ed.D.)
- Designated Operating Funds:
\$364,222 (summer rev, etc.)
\$222,700 (student fees)
- Restricted Operating Funds:
\$28,125 awarded in student scholarships from interest income; actual balances of gift funds higher and administered by Advancement.
\$11,000 U.S. Bank funds.
- Other Operating Funds: \$4,000 - \$2,000 funded per PEAB per year
- Discretionary Funds: continual revenue, \$7,000
- Grants: Approx. \$1.2 million administered in 2014-15

The Education Program budget is managed by the Program Administrator and approved by the Program Director. Transition to a school designation is not dependent on any new immediate resources.

Faculty & Staff 2015-16

The 14 members of the full-time faculty consist of eight full professors, five associate professors, one assistant professor and one senior lecturer. The Education Program is led by a full-time director.

In order to complete the mission of the program, 37 part-time faculty teach courses and/or provide field supervision. Part-time lecturers are reviewed yearly by faculty to ensure current content expertise and strong course evaluations. Field supervisors are expert educators who support teacher interns, administrator/principal interns, and Educational leadership interns

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in the field. Faculty mentors are assigned to part-time lecturers to provide support.

The staff consists of five members including a full-time program administrator, one Ed.D. program advisor, one teacher certification field placement officer, advisor and certification specialist, one admissions officer, and a program coordinator. The program also successfully submitted a proposal for a data steward, who begins work in the 2015-16 year.

Research: Centers & Grants

- The Center for Strong Schools: The Center for Strong Schools. The Center for Strong Schools launched a path breaking partnership with Tacoma Public Schools, called the Tacoma Whole Child Initiative (TWCI), intended to harness the momentum of school transformation at an unprecedented scale.
- Since 1992, the Education faculty members have been Principal Investigators, co-Principal Investigators, or researchers on 43 externally funded grants totaling over \$16 million. The primary funders have been the U.S. Department of Education, the National Science Foundation, and the State of Washington Office of the Superintendent of Public Instruction.

Governance: Designation as a school would enhance the ability of the faculty in Education to govern itself and to continue to develop and grow curricular programs to meet the needs of the South Sound and the State of Washington. The faculty of the Education Program approved formal bylaws on April 1, 2014.

Procedure

The campus developed a procedure and set of guidelines for faculty to use as they seek approval for moving programs to school status. The request and review process moves through the UW Tacoma campus Faculty Assembly and up through the Provost Office in Seattle and finally to the Board of Regents. This procedure was approved by the UW Tacoma campus in 2014. (See attached)

Summary

The Education Program has evolved into one of the most complex academic units on the Tacoma campus, with a doctoral level program, multiple pathways for

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Master's degrees, endorsements for a Washington State Teaching Certificate and a minor in Education. These programs, moreover, fall within the accreditation of the Professional Educators Standards Board for the State of Washington. In summary, the Education program now has the organizational complexity and external commitments to warrant designation as a School and the establishment of a Dean as its leader.

Attachment

Formation of Schools at UWT, UW Tacoma General Guidelines and Process for Formation of Schools (February 2014)

UW Tacoma General Guidelines and Process for Formation of Schools (February 2014)¹

Guidelines

1. Designation, re-designation, or reorganization of academic units requires a compelling rationale. The primary motivation for organization as a School is to improve organizational effectiveness in fulfillment of curriculum and student learning, faculty and student scholarship, internal governance, and community engagement. Key considerations include the complexity, size, governance of the unit, its academic coherence, and the strategic needs of the campus.
2. Academic leadership at UW Tacoma will report to the Chancellor (via the Vice Chancellor for Academic Affairs). The Chancellor will allocate resources (including budgets, faculty positions, physical facilities) for Schools at UW Tacoma.
3. Consistent with the *UW Faculty Code* (23-45C), each School shall have an elected faculty council, which will advise its leadership on matters of policy. The faculty of each school shall determine for itself the organization and structure of its council and the procedure by which the members are elected, to be articulated in School by-laws.
4. The UW Tacoma Faculty Assembly Executive Council has the authority to determine how Faculty Senators will be allocated across the campus.
5. Schools may be sub-divided into units that will have delegated responsibilities. The appointing unit for hiring, promotion and tenure will be the School and not the sub-unit unless otherwise proposed by the faculty of the School and approved by the campus faculty (or Faculty Assembly Executive Council), VCAA, Chancellor, Provost, and Regents.
6. Each School will establish criteria for faculty appointments; promotion and tenure; and merit review, curriculum development, and admissions.
7. Additional Schools may be formed from existing Programs, new Programs, or a combination thereof as the Campus develops.
8. Existing Programs need not become Schools or units within Schools by any specific deadline.
9. The appropriate bodies of the UW Tacoma Faculty Assembly will continue to advise the Chancellor on matters affecting the general welfare of the campus, matters of faculty promotion and tenure, and on matters involving academic policy, including priorities, resource and salary allocation, and budgets.

¹ These February 2014 Guidelines and Process may be modified as experience and circumstance warrant.

Process

1. The voting faculty of the affected academic units must vote (in accordance with the unit's or units' bylaws) in favor of the formation of a School, including a plan for governance.
2. The faculty, along with the Chancellor, Provost, and chair of the Faculty Senate Committee on Planning and Budget (or representatives of these offices) should confer regarding the applicability of sections of Chapter 26 of the *Faculty Code* (Reorganization, Consolidation, and Eliminations of Programs). If applicable, the process of the appropriate section must be followed.
3. The proposal for formation of a School should address the rationale, considerations, and requirements identified in the Guidelines above.
4. The formation of a School shall be approved by the Vice Chancellor for Academic Affairs (EVCAA) and the Chancellor, following review and recommendation by relevant campus bodies (Academic Council² (AC) and Faculty Assembly Executive Council (EC)) before being forwarded to the Provost for review and approval. The Provost will then submit to the Regents for information (or approval in cases for which Regental action is required, such as the appointment of Deans).
5. In accordance with Faculty Assembly by-laws and the *Faculty Code*, School by-laws will be approved by appropriate faculty and administrative bodies before implementation.

² The current name of the leadership group composed of the Chancellor, VCAA, heads of all academic units and programs, Faculty Assembly chair and vice chair, and head of the campus branch of UW Libraries.