

Appendix B
Strategic Plan
School of Education
2005

1. Campus Mission and Objectives

The Vision Statement of the University of Colorado at Boulder (UCB) identifies the campus as “a diverse community of advanced learning with the highest standards of scholarship, in which research and creative work enrich the teaching of students.” The campus Mission Statement further positions UCB as a Research-I University with a tripartite mission of teaching, research and service. Building on these guiding statements, UCB adopted a strategic plan in 1998 calling for smaller learning communities; greater rewards for outstanding teaching; more interdisciplinary programs; learning opportunities linked to job opportunities; increased diversity among faculty,¹ staff, and students; and outreach services to communities in Colorado. The campus plan correctly anticipated that campus resources would remain static, or even diminish (as has been the case with regard to state funding), and that Colorado’s population, especially those groups historically under-served, would greatly increase. These campus goals, initiatives and limitations contextually frame those of the School of Education.

2. School of Education’s Mission

The mission of the School of Education is to conduct research that improves educational policies and classroom practice, to prepare researchers at the doctoral level, to educate teachers at the undergraduate and MA levels, and to provide exemplary outreach services to partner school districts in Colorado.

3. School of Education’s Goals

- To promote a distinctive identity by building on the already visible contributions of individual faculty members and by emphasizing our shared commitment to evidence-based policy and practice and to democracy, diversity, and social justice;
- To produce research bringing rigorous methods and analytic tools to bear in addressing the most pressing questions affecting educational policy and practice;

¹ Throughout this document, the word “faculty” is given a plural meaning synonymous with “members of the faculty.”

- To prepare teachers committed to the success of every student; who embrace and demonstrate ethical behaviors and democratic dispositions; who are accomplished in their subject area; and who understand how people learn, the socio-cultural dimensions of learning, standards-based curriculum design, pedagogies and assessments, and the democratic context of schools;
- To prepare graduate students who are expert in their area of specialization; well-versed in research methodology; and broadly knowledgeable about psychological, sociological, philosophical, historical and policy research affecting education;
- To encourage students of color to pursue careers in teaching and research through recruitment and support;
- To assist in the development of research-based and equitable policies;
- To support the educational needs of the campus, state and nation; and
- To enhance the effectiveness of our partnership and outreach activities by fostering closer connections among teaching, research, and outreach commitments.

4. Conceptual Framework

Emphasizing the twin themes of *evidence-based policy and practice* and *democracy, diversity and social justice*, the School endeavors to capitalize on the already visible contributions of individual faculty members and to build a distinct identity for the School as a whole. The School's faculty developed the conceptual framework illustrated in Figure 1 based on discussions about our core values, intellectual commitments, and principles.

The circle at the diagram's center represents the relation between the two core themes that guide our vision: evidence-based policy and practice and democracy, diversity, and social justice. The stair-step motif that visually separates the two themes conveys our understanding that the themes are interconnected and mutually reinforce one another. The woven strands in the diagram identify the three principles that represent our

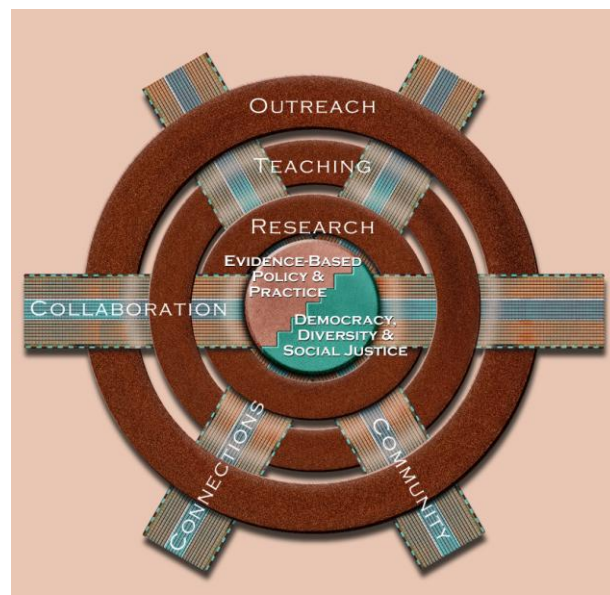


Figure 1: Conceptual Framework for School of Education at University of Colorado at Boulder

understanding of how we as academics, as well as our students, should conduct our research and serve as professional educators—through community, collaboration, and connections. The strands are woven through the rings representing the School’s research, teaching, and outreach efforts, thereby emphasizing that these principles are integrated through all aspects of the unit’s activities. Accordingly, the School’s conceptual framework represents the intellectual commitments we share as well as how we strive to live out those commitments.

Democracy, Diversity and Social Justice. Our goal of fostering democracy, diversity and social justice permeates all facets of teaching and research in the School. This focus is sometimes explicit but often is tacitly assumed in the analysis and critique of educational policies (e.g., educational testing and standards) and practices (e.g., ability grouping). Because individual equity and democracy dovetail, fostering equal educational opportunity is the implied aim of those faculty members who seek to develop practices that foster more democratic forms of schooling (e.g., parent participation in mathematics education, and science education for democratic citizenship).

Understanding and appreciating linguistic and cultural diversity increases the likelihood that students will be provided with equal educational opportunities, including provisions for culture, race/ethnicity, social class, gender, sexual orientation, and physical and mental disabilities. Focusing on educational diversity means teaching, serving, and conducting research to recognize and respond to the strengths that students from different backgrounds bring to school, especially low-income students of color. Although issues of democracy, diversity and social justice play a key role for education scholars at most if not all colleges of education in the U.S., an important element of our uniqueness is the foundational and connective role played by these issues. For instance, the School’s centers (such as BUENO, EPIC, and NCRESt) generally place these themes at their core. Research undertaken by faculty consistently begins with equity-minded questions, asking about the effects of practices and policies on students of color, low-income students, English-language learners, students with special needs, and other students historically placed at risk.

Evidence-Based Policy and Practice. In practice, the School’s focus on research-based reforms is seen in service and scholarship that fosters and evaluates policies with the potential to improve schooling. Current reforms set ambitious goals for schools, teachers, and students. The School’s faculty help inform such policies with research examining the classroom practices of

exemplary teachers in writing and mathematics, conducting case studies of schools that initiate successful reforms, and studying the relationship between children and teachers' understandings of key curricular ideas such as algebraic concepts.

Educational change can pose great challenges for teachers, who must learn new content and new ways of instructing, as well as new technologies. For the most part, it falls on school districts to provide the resources and staff development to effectively implement new policies, but the School of Education has pursued the goal of providing assistance, through teaching and service, to many districts throughout the state.

5. School Organization

Unit Leadership and Governance. The School's governance structure reflects our collaborative and fluid way of organizing ourselves across program boundaries to carry out various programmatic responsibilities. The School is loosely organized into a division of teacher education and division of graduate education. Most faculty participate in both the teacher education and graduate divisions. The graduate division is further subdivided into program area committees corresponding to approved masters and doctoral level degree programs. All major policy and curriculum decisions, for both teacher education and graduate programs, are made by the entire faculty acting as a committee of the whole.

For its size, the School has a relatively large number of administrators, directors and coordinators because of the need to oversee clinical field placements associated with conferral of a professional teaching license as well as our responsibilities for K-12 outreach on behalf of the School and the university. The School's programs are administered by the Associate Dean for Graduate Studies, the Assistant Dean for Teacher Education, the Director of School and University Partnerships (.5 FTE), the Director of Field Experiences (.5 FTE), and the Director of Diversity Recruitment and Retention (.5 FTE), all of whom report directly to the Dean (Appendix N-C-7).

Other leadership and administrative resources include the Assistant to the Dean, a full-time Budget Officer, a Coordinator of Education Technology, and a full-time Student Advisor. A new position, Coordinator of Planning, Assessment, and Reporting, was established beginning in Fall 2004. The Dean is also advised by a Salary Advisory Committee, by the Educational Technology Advisory Committee (ETAC), by ad hoc promotion, tenure, and reappointment

committees, and by ad hoc committees charged with addressing specific issues or program revisions.

Program Areas. At the graduate level, the School is organized into substantive program areas, corresponding to courses of study. **Educational Foundations, Policy and Practice (EFPP)** emphasizes social analysis and studies of education institutions from an interdisciplinary perspective. At the MA and PhD levels, EFPP students are prepared to be academics, evaluators, or policy analysts in public and private organizations; EFPP also provides key introductory teacher preparation courses.. The EFPP MA program is growing and its PhD program has the largest enrollment among program areas, with students drawn from across the country. At both levels, students are required to take an extensive course load in disciplinary departments outside of the School. One key EFPP faculty member – an anthropologist and University Distinguished Professor – plans to retire in several years; we will maintain the position as one focusing on anthropology of education. We have also begun planning more specialized courses to better serve our advanced doctoral students.

The **Educational Equity and Cultural Diversity (EECD)** program comprises faculty with expertise in biliteracy, second language acquisition, bilingualism and multiculturalism research and instructional methods, and bilingual special education. The program utilizes a strong core curriculum to support advanced state endorsements in Moderate Needs Special Education and the Linguistically Different. It provides a multicultural doctoral seminar for all PhD students in education and contributes to our teacher education program by preparing teachers to work with linguistically diverse and special needs students. In collaboration with the BUENO Center for Multicultural Education, the program has a more than 30-year history of exemplary partnerships with school districts and institutions of higher education in the state, region and nation.

One of EECD's goals is to obtain more funding to support students at the doctoral level. This is particularly critical given that federal Title VII fellowships for graduate students are no longer available. Another goal is to increase grant support for research activities. EECD recently hired a new faculty member at the associate level who has a strong track record in obtaining funding. A third goal is to increase the number of doctoral seminars available to our students. In collaboration with faculty in ICCA-Literacy, EECD plans to create additional doctoral seminars for students in both programs. One key faculty member, Dr. Leonard Baca, will be retiring within the next 5 years. EECD and the BUENO Center have made provision for Dr. Baca's

retirement by three hires at the associate level (1998, 2001, and 2005) and by appointing an Assistant Research Professor as Associate Director of the BUENO Center.

Educational and Psychological Studies (EPSY) emphasizes learning and teaching in k-12 settings, both in and out of school. Academic study and research in the EPSY program, informed by new perspectives of cognition, explores core issues of learning, development, teaching, educational technology, and social diversity. EPSY faculty and students study the underlying assumptions and impact of new educational reform efforts on students and teachers in classrooms. This research is grounded in the perspective that knowledge and beliefs are socially constructed, situated in particular physical and social contexts, and distributed across persons and cognitive tools.

EPSY has recently hired two promising assistant professors. Program faculty and graduate students teach educational psychology courses for all four teacher education programs and are active participants in the Institute of Cognitive Science. One faculty member and one graduate student currently serve on the ICS Executive Committee and one faculty member on its Curriculum Committee. With the additional two faculty members, EPSY will be able to increase doctoral student recruiting and offer new doctoral courses that will serve all School of Education students. One faculty member, currently funded on soft money, plans to retire in several years.

The **Research and Evaluation Methodology (REM)** program is recognized as one of the top programs nationally in quantitative research methods in education. It is unique in that it emphasizes both quantitative and qualitative methods. Research topics include ethnographic methodology, multi-level/hierarchical modeling, item response theory, causal inference, and assessment validity. REM offers only the PhD degree. It provides preparation in statistics and research methods for all MA and PhD students in the School, advanced quantitative courses for the School and campus, and instruction in assessment in the teacher education programs.

REM is a small program and faces important personnel transitions. One of its key faculty members currently serves as the School's dean. Another faculty member – a University Distinguished Professor – has moved to a grant-funded line prior to retiring; a third faculty member – shared with EFPP and also a University Distinguished Professor – plans to retire in several years. The School has recently hired two promising assistant professors in REM. Program faculty have identified steps to increase grant funding and to increase doctoral student recruiting. REM also has a plan to create more advanced qualitative methods courses that would

serve doctoral students from the campus as well as the School following the successful model of our advanced quantitative courses.

Instruction and Curriculum in the Content Areas (ICCA) has a strong commitment to professional teacher development and plays a central role in all teacher education programs. The PhD program focuses on literacy, English education, mathematics, science, and social studies. Research includes topics such as language learning through the visual and performing arts, integrating mathematics and science instruction, cognitive processes and the learning of physics, an historical study of an early “multicultural” social studies textbook, and intergenerational literacy in minority communities.

ICCA has made strides in increasing its national reputation for research. Goals include the continued building of greater interdisciplinary connections across the School and campus, the continued incorporation of technology into teacher preparation programs, and the continued improvement in quality of the teacher education programs. The School also is working to increase current math and science FTE, which will enable the program area to collaborate more extensively with the science and math departments on campus, which are seeking to improve undergraduate education and to recruit top students in the major into K-12 teaching.

Centers. The School’s mission is advanced by six centers, which are described in detail in Appendix A. Three of the School’s centers are authorized by the University of Colorado:

- **BUENO Center for Multicultural Education** facilitates equitable educational opportunities for culturally and linguistically diverse students and provides service and research to these populations throughout the state and nation;
- **Center for Youth in Science, Culture, and NewMedia (CY.Scan)** researches and provides technical and educational services to socio-economically underrepresented communities in the areas of science, technology, and communications; and
- **Education and the Public Interest Center (EPIC)** serves as a focal point for the School’s policy work, drawing upon the knowledge and expertise of faculty to address the information needs of individuals and groups interested in education policy formation, evaluation, and implementation.

The School also co-hosts three centers created and funded through federal programs and therefore not based on university authorization.

- **National Center for Research on Evaluation, Standards, and Student Testing (CRESST)** is a partnership among the University of Colorado and seven other institutions, focusing on assessment of educational quality, addressing persistent problems in the design and use of assessment systems to serve multiple purposes.
- **National Center for Culturally Responsive Education Systems (NCCRESt)** is a technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), designed to address the disproportionate representation of culturally and linguistically diverse students in special education.
- **Center on Personnel Studies in Special Education (COPSSE)**, also funded by OSEP, is dedicated to identifying teacher preparation practices associated with high beginning teacher quality as well as improved student learning and achievement, with the goal in mind of assisting beginning special education teachers who teach reading to elementary-aged students with high-incidence disabilities.

6. Faculty and Student Demographics

The School of Education has 32.5 faculty FTE. Clinical professors, who are master teachers from our partnership school districts, also contribute significantly to our teacher education programs.

As illustrated in the below table, the School has a higher percentage of tenure-track faculty of color than the campus as a whole (30% versus 16%²). These numbers are the result of a conscious, ongoing effort to recruit and retain top-quality faculty from all communities.

Minority Status and Sex of Faculty in the School of Education (Spring 2005)

| Rank | Male | Female | Faculty of Color [*] |
|---------------------------------------|-----------------|-----------|-------------------------------------|
| Full professor | 5 ^{**} | 5 | 1 (male) |
| Associate professor | 4 | 2 | 3 (2 male, ^{***} 1 female) |
| Assistant professor | 7 | 4 | 4 (1 male, 3 female) |
| Subtotal: Tenure Track Faculty | 16 | 11 | 8 (4 male, 4 female) |
| Senior instructors | 0.5 | 2 | 0 |
| Total: | 16.5 | 13 | 8 |

^{*}Based on each faculty member's self-identification.

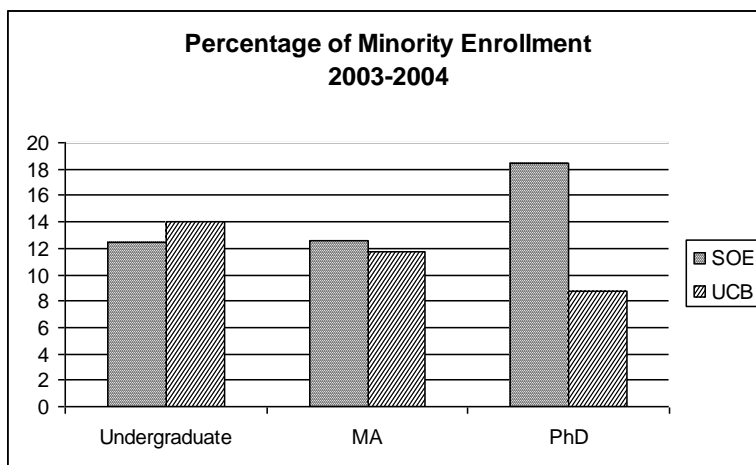
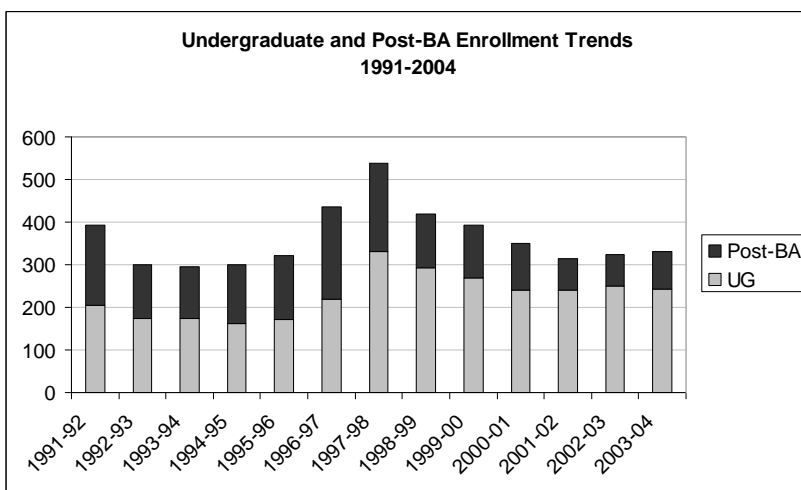
^{**}Includes one professor who is funded on soft money until his retirement.

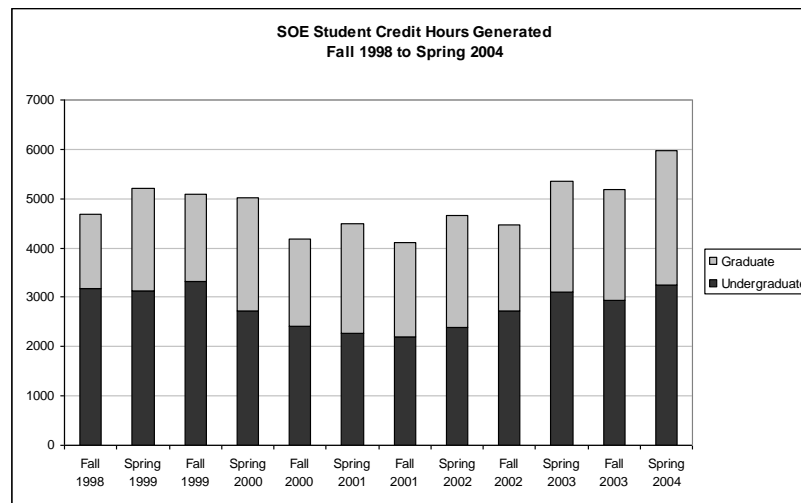
^{***}Includes a recent hire who will join the faculty in the fall of 2005.

² The School's data is current; the campus figure is from fall 2003.

The School has also sought an academically strong and diverse student population. Minority enrollment compares favorably with UCB as a whole, with the percentages slightly less for undergraduates, slightly greater for MA students, and more than twice the UCB average for doctoral students (see the below table). Moreover, our undergraduate enrollment trend is very positive, with minority enrollment increasing greatly in recent years (Appendix L-B-6). These undergraduate students are A&S or Music majors and have average gpas .35 points above the campus average. GRE scores for our doctoral students are above campus averages for verbal but below for quantitative. Our graduation rate for doctoral students is substantially above the campus average and equal to the campus rate for MA students. The School is dedicated to providing a supportive educational environment for all students enrolled; our minority students are graduating at the same rate as our majority students.

Overall, the School's enrollment for doctoral students has remained steady at approximately eighty students during the past seven years. For MA students, the trend has been steadily upwards. Undergraduate enrollment trends show a jump in 1997-98, returning to prior levels after a couple of years. Looking at just these head-count numbers, the School's combined undergraduate and post-baccalaureate numbers are, over time, relatively flat. However, credit hour numbers show a clear upward trend since fall 2001, due in large part to increased enrollment in the School and Society course (EDUC 3013) by A&S students meeting their cultural and gender diversity core requirement.





7. Rankings

There are no scientific or professional association rankings of research institutions or graduate programs in education. However, the School has conducted its own study using the Social Science Citation Index (SSCI) study and has carefully disaggregated and analyzed *U.S. News and World Report* data. Under the most favorable criterion – citations to the work of full professors – we rank among the nation’s elite. Under a broader set of criteria, the School likely falls in the range of 20th to 30th (see Appendix D-2). The overall “ranking” from *U.S. News* has, over the past seven years, varied from 15th to 44th, with the typical ranking being between 27th and 33rd. Noting that the general trend in these magazine rankings was negative, we disaggregated the component factors and discovered that the yearly shifts and the downward trend were both primarily due to significant and repeated changes in methodology. In fact, the trends in the School’s actual data have generally been constant over the time period (e.g., GRE scores) or increasing (e.g., Funded Research). For a more comprehensive analysis of the *U.S. News* data and the SSCI data, see Appendix D-2. This critique of the *U.S. News* rankings is not meant to discount areas of the School that are genuinely in need of improvement. For instance, because it is in keeping with our own goals, an investment of resources to improve our rating by superintendents (through better dissemination of research findings) would be worthwhile, as would be efforts to upgrade our PhD acceptance rate (by increased student recruiting) and to increase research funding.

8. Funding

The School’s general fund continuing budget has increased slightly over the last several years until 2004 when two budget reductions were required to meet shortfalls in state funding of

higher education. Back-to-back reductions of \$63,164 and \$125,495³ resulted in the elimination of a faculty position in educational psychology (which we had planned to reallocate to literacy or math/science), replacement of a senior salary with an assistant professor hire, elimination of general fund support for the director of outreach, and reduction of an administrative line to a staff position. An additional reduction in non-resident tuition monies was offset in part by an increase in ICR associated with increased grant funding. When budget reductions are taken without cutting any programs or services, they have the predictable effect of increasing workload, as can be seen in the later discussion of weaknesses and obstacles.

General Fund Continuing Budget, in Millions (2000-2004)

| 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|---------|---------|---------|---------|---------|---------|
| \$3.300 | \$3.361 | \$3.413 | \$3.610 | \$3.513 | \$3.611 |

The School has steadily increased the number of external grant awards as well as the total external dollars received. These increases are due to at least two factors: an emphasis, when appropriate, on grant-getting ability as part of the faculty hiring process; and collaborations among faculty to seek NSF and Department of Education funding.

| School of Education Total Research Dollars, in Millions (1995-2004) | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
| Research Dollars ⁴ | \$2.5 | \$2.1 | \$2.0 | \$1.8 | \$2.3 | \$3.2 | \$3.4 | \$4.0 | \$4.3 | \$5.7 |

The School has also increased its attention to external fund raising. A Development Advisory Board was created in 2002. In 2003, with underwriting support from the Chancellor, funds were invested to improve the data base of alumni to be used to generate an increase in annual gift giving. An alumni newsletter was developed in 2004 to maintain better contact with alums and other supporters. In 2004, Bob and Judy Charles contributed \$1.5 million to establish the first endowed chair in Education. The table below shows the School's fund-raising history since 1995. The two high points reflect a scholarship

| School of Education Fundraising, in Thousands (1995-2004) | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|------|-------|---------|
| | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
| Fundraising Dollars | \$241 | \$127 | \$121 | \$105 | \$631 | \$917 | \$104 | \$65 | \$151 | \$1,974 |

endowment by the Grohne's in 1999 and 2000 and the Charles gift plus an additional Grohne contribution in 2005. In March 2005 the CU Foundation will for the first time appoint a full-time

³ The actual reductions were larger because FTE cuts included corresponding costs of benefits contributed at the campus level.

⁴ These figures are from the UCB Sponsored Research reports.

development officer for Education. This decision reflects the success of initial fund-raising efforts over the past two years and promising prospects for the future.

We regard the bleak state-funding picture as unfortunate but familiar. So long as the campus is allowed to raise tuition to offset declines in state funding as it has projected, we will be able to maintain our current levels of excellence. We do not intend, however, merely to hold constant. It is our intention to pursue further program enhancements through increased grant funding and fund-raising focused on additional endowed chairs, increased support for doctoral students, and better funding of faculty research and outreach projects.

9. Facilities and Technology

Facilities. The School's facilities can be described as adequate at present only because we currently have five faculty vacancies. In addition to faculty offices, all doctoral students who teach or who serve on research grants have office space; the number sharing small offices has been increased from three to four. The Office of Student Services has private offices for advising and adequate space for all except one staff support person. We have just recently used temporary monies to purchase furniture to double-up academic support staff in one office. The School also recently set aside a faculty office and a conference room as a meeting space for the Education Diversity Scholars program. Offices used by visiting faculty, graduate students, the *Journal of Teacher Education*, and a faculty research video-editing lab will have to be vacated when faculty positions are filled. Given that new faculty will also require research space, the BUENO Center may need to move additional staff off campus. Such a move will require renegotiation of returned ICR, which will jeopardize the temporary staff positions listed above.

Since 1995 when Classics moved out at the recommendation of PRP, the School has controlled all of the Education building with the exception of three offices belonging to Arts and Sciences. Given the space crunch in the School, we seek the reassignment of these offices to Education as soon as possible (e.g., when A&S is able to move into ATLAS space). At the same time, we want to acknowledge the generosity of A&S in allowing Education's Science Discovery to use 3,300 square feet of office and classroom space on east campus. Science Discovery provides the curriculum, staff development, or evaluation components to numerous outreach grants developed jointly with A&S faculty.

The School has its own Education and Diversity Library, which houses two collections (curriculum and BUENO) that do not duplicate materials available in the main campus library.

Curriculum materials are contributed by textbook publishers and purchased through student fees. The BUENO collection was funded by grants to acquire materials on multicultural education, bilingual and second language learning, and gender equity. Faculty members make reserve materials available in the library, and there are eleven computer terminals dedicated to support a wide variety of campus and other academic indices and repositories.

Working with ITS, the School has redesigned the Mac Lab to make it more useful as a classroom space, and we discontinued maintenance of a small technology classroom to increase its use as a full-time classroom/seminar space. The School has two “lounges” that are regularly scheduled for classes and meetings. We are working with Academic Affairs to maximize the scheduling of one very large centrally controlled classroom so that it could be set up permanently as an elementary classroom. Through our school partnerships, some classes meet off-campus in a school building, thereby reducing the demands for classroom space on campus and giving candidates the opportunity to convene in the same setting as their practicum assignment.

Given these resources and obstacles concerning our facilities needs, the School has made a series of short-term decisions. At a recent retreat, for instance, faculty identified ‘rundown conditions’ in the building as being serious enough to affect morale. In response, we used temporary funds to replace chairs and carpeting, and Facilities Management has responded to the most urgent needs. But we hope that our larger, long-term need for office space will be addressed at a campus level.

Technology. The School has two computer labs, with Mac and PC desktops supported by campus ITS. These labs can be used by individual students or may be reserved for classes. The School maintains a check out system for a mobile lab (10 wireless laptops), projection systems, VCR/TVs, digital cameras, and video cameras.

Faculty office computers are regularly replaced at four-year intervals (lengthened from the previous practice of three-year intervals), although some faculty use grant money to upgrade their hardware. The facility itself was recently upgraded with the installation of wireless connections in the Education building, offering mobile connectivity and network accessibility. We are just beginning work on a more thorough-going systematic plan for replacement of staff computers, media lab equipment, site licenses and the like as well as a plan to identify funding sources. Because we do not have a capital budget for these necessities they have been purchased on an ad hoc basis.

The School has also benefited from additional resources secured through external grants and contributions. For instance, the School was awarded a PT-3 Capacity-Building Grant, which funded hardware and software purchases as well as significant professional development for teacher preparation instructors and faculty (Appendix K). In addition, the Provost allocated special funds (\$125,000 over a three-year period) to the School to develop SIS-linked ACCESS systems to support our State-mandated transition to a performance-based teacher education program.

10. Research

Faculty Research Productivity. Based on the rate at which our publications are cited by other scholars, it is clear that the School's faculty is extraordinarily productive (Appendix D-2). Over the five-year period from 1999-2003, during which we consistently had fewer than thirty active faculty and during which we faced growing cutbacks in support resources, we published twenty-nine books or refereed monographs, broken down as follows (see Appendix D-4):

| | |
|--------------------------------------|----------|
| Referred Academic Books | 7 |
| Refereed Textbooks | 4 |
| Refereed Edited Books | 3 |
| Revisions of Earlier Published Books | 5 |
| Other Books (non-refereed) | 6 |
| <u>Refereed Monographs</u> | <u>4</u> |
| Total: | 29 |

We also published 178 journal articles and book chapters, the vast majority of which were refereed:

| | |
|--|-----------|
| Refereed Journal Articles | 110 |
| Chapters in Referred Books | 35 |
| <u>Other Articles or Chapters (non-refereed)</u> | <u>33</u> |
| Total: | 178 |

Our national prominence and productivity is also apparent from aspects of our service (discussed below), including three presidents of the American Educational Research Association and six faculty serving on National Research Council committees.

Areas of Strength. The School's five research foci or centers of excellence listed below gave rise to its two themes of 'evidence-based policy and practice' and 'democracy, diversity and social justice.' In turn, the visibility of faculty contributions has been enhanced by drawing together work from different disciplinary traditions (e.g., psychology, socio-linguistics, and

anthropology) to address common substantive issues. The fifth of these centers, ‘learning outside of school,’ represents an emerging center of excellence.

- **Teacher learning and professional development** whose areas of focus include teacher learning, subject-matter learning, research on teacher education, and the relationship between student learning and effective teaching;
- **Educational policy**, which emphasizes particular expertise in areas such as large-scale testing, school choice, educational rights, and tracking;
- **Language, literacy and culture**, with research concentrated in the following areas: early literacy acquisition, bilingual education, second-language learning, special education, literacy learning in the lives of urban youth and adults, and children’s language and learning through engagement with literature;
- **Research methods**, emphasizing psychometrics, multivariate modeling, interpretivist epistemologies, validity standards for both quantitative and qualitative traditions, closing the quantitative and qualitative divide, and a growing expertise in the meaning and implications of scientifically based research; and
- **Learning outside of school**, which examines through different disciplinary lenses learning and development in organized activities outside-of-school, including after-school tutoring programs, museum settings, and youth civic activism.

We intend to enhance these existing and emerging centers of excellence by continuing to hire faculty whose research interests and expertise align with these areas and by continuing to increase the level of external funding.

11. Teaching

Quality. The School has long maintained a strong commitment to excellent teaching in its teacher preparation as well as its graduate education programs. We have built a strong group of teaching faculty, adjunct professors, clinical professors, and graduate part-time instructors. Moreover, the School engages in ongoing program renewal by collecting and analyzing data from student outcome assessments and student exit surveys, as well as first-year surveys of graduates and principals to evaluate and revise program offerings.

Teacher Education Program. The School affirms the formal commitment our tenure-track, research faculty make to teach in the teacher preparation program on a regular basis. Their intellectual leadership contributes to the overall quality and coherence of programs as well as to

the quality of instruction. We have further enhanced program coherence in the last seven years through the development of a performance-based assessment system and by creating a developmental model whereby students gradually take on more responsibility in field experiences. We aim to build on these strengths by enhancing the induction experience for new instructors in teacher education programs; by working with our partner districts to increase the quality of our field placements, particularly at the secondary school level; and by continuing to maintain class sizes that allow faculty to provide in-depth clinical feedback on students' developing practice.

Graduate Programs. The School recently revised its doctoral program (see Appendix N-C-2 for a detailed description of the process and changes). Our program has been used as a model by faculty at Harvard and other Carnegie institutions who are contemplating similar changes. While the newly designed first-year course sequence is underway, we continue to revise sequences of advanced doctoral courses and those procedures and ceremonies by which we determine doctoral student's satisfactory intellectual progress. We will engage in annual evaluations to gauge the program's effectiveness, paying special attention to the relationships between curriculum in the foundation year and subsequent years, students' development of research skills, and cohort dynamics.

At the MA level, the School plans to build upon successful program models (e.g., PIE and BUENO Center cohorts) to provide preparation that focuses upon supporting new teachers in their induction years and veteran teachers who are returning to develop focused expertise (e.g., in literacy, special education, or bilingual education). MA programs in Educational Psychology and Foundations provide education that may be an initial step toward the PhD or may lead to career paths in business and industry, technology, or social policy analysis.

12. Service

School and Campus. All faculty, including junior faculty, have significant responsibilities within the School, serving on both teacher education and graduate program area committees. Faculty also serve on technology and salary committees, search committees and the Dean's Advisory Committee. Senior faculty have additional responsibilities to mentor junior faculty and for promotion and tenure evaluations.

School of Education faculty are known nationally for their research expertise in evaluation and assessment, research on teaching and learning, cultural diversity, and gender

issues. Because these issues are also salient in higher education, faculty in the School serve on a large number of campus committees. Members of our faculty are also sought out because we have more women and faculty of color than most departments.

Community, State, and Nation. Consistent with our expertise and role as a professional school, faculty and graduate students in the School feel a great responsibility to provide outreach to the community and to local school districts. Faculty have developed significant outreach projects such as after-school programs in literacy and science and technology as well as teacher professional development projects. Faculty regularly conduct workshops for teachers focused on adapting instruction for second language learners, implementation of challenging curriculum in literacy, science, mathematics, and social studies, use of technology, and assessment. The School's Science Discovery Program last year reached over 1,100 teachers and served 25,000 students in Colorado.

The BUENO Center for Multicultural Education focuses its numerous training and service projects on providing equal educational opportunities for cultural and language minority students. Over the past 30 years, the BUENO Center has generated more than \$52 million in grants. Projects include an Interstate Distance Learning ESL Program, Bilingual Special Education teacher training, Descubriendo La Lectura (Reading Recovery in Spanish), teacher licensure-MA programs for emergency credentialed teachers, a College Assistance Migrant Program, and a Paraprofessional Career Ladder program to recruit bilingual paraprofessionals into AA, BA, and then teacher licensure program. As an example of its impact, BUENO's High School Equivalency Program has now graduated more than 10,000 GED students in locations throughout Colorado including Brighton, Greeley, Fort Morgan, Sterling, Alamosa, and La Junta.

School faculty also make significant contributions at the state policy level serving on committees for state associations, the Colorado Department of Education, CCHE, and the legislature. Nationally, all faculty regularly serve as reviewers for professional journals. A number of faculty have also taken on more extensive service commitments such as president of the American Educational Research Association (3), editor of the *Review of Educational Research* (2), editor of the *Journal of Teacher Education* (3), and program chair for a national conference (2). Importantly, in the past seven years six different members of the faculty have served on more than a dozen National Research Council committees.

13. The School's Strengths and Opportunities

The School has developed a strong national reputation in research. The School has also developed a distinct identity, tied to the investigation and pursuit of equity issues in American schooling. The reputation of the faculty, collegial environment, cross-disciplinary collaboration, and equity focus are assets in recruiting new faculty and students. As an example of how the School is able to build on these strengths, our 11 assistant professors have degrees from the most rigorous academic institutions and programs: Stanford (2), Berkeley (2), Wisconsin, Michigan, UCLA, UC San Diego, UNC-Chapel Hill, the University of Washington, and the University of Colorado at Boulder. Five have already won national awards. In choosing UCB's School of Education, they were attracted by the School's commitment to equity and social justice, as well as the congruence between their own work and that of senior faculty and the promise of mentoring and collegial support. In addition, the area is seen by many as an attractive (but expensive) place to live, which helps in the recruitment of both faculty and students. The School's distinctive identity enhances our effectiveness in key goals, such as recruiting additional new faculty, building our centers of excellence, and seeking additional funding.

The revision of our doctoral program reflects the commitment of our faculty to ensure high-quality research preparation, and winning a Carnegie grant has enhanced the program's visibility. Our doctoral students are well prepared academically and committed to having an impact on the field. The average Verbal GRE scores of our incoming doctoral students (with English as a second language students included) are above the campus average and 11th highest in the nation. We have an impressive completion rate, 80%, for our doctoral students. The completion rate for the 18% who are minority students is equally high.

The School's teacher preparation programs are outstanding and improving. We are fortunate to have assembled a strong group of clinical professors who play a key role in our teacher education programs. The undergraduate and MA teacher education programs have both been substantially revised since 2001 to ensure that clinical field experiences are well integrated with theoretical coursework and that candidates meet performance standards. Our grant-funded MA programs offered through the BUENO Center have greatly increased the percentage of minority teachers and the number of specialists serving second-language learners in the state. The PIE and PEP Masters programs ensure the professional development of first-year and veteran teachers in our partner districts. A 10-year study of UCB's PIE teachers found a 94%

retention rate, compared to national data showing that 40-50% of new teachers leave within their first five years.

While the School has built its reputation in part by making highly visible commitments to research, program development, teaching, and outreach, some negative consequences, discussed in the next section, concern problems of workload and stress. These tensions between our ambitious goals and the concomitant fear of burnout were addressed explicitly as part of the program review self-study and strategic planning process. The School recognizes in particular the ongoing tension between our dual commitments to teacher education and research. Here, it must be stressed that most faculty in schools and colleges of education have a much more numerous group of colleagues or concentrate on either teaching or research. In the past, we have refused to trade off one over the other of our goals or to resolve the tension by creating a two-tiered faculty, and we now reaffirm that decision. The School remains committed to its research mission, to high-quality MA and doctoral programs, and to high-quality teacher preparation. Moreover, research faculty here will continue to make a formal commitment to teach in the teacher preparation program on a regular basis. We believe that our elevated goals help us to strive for betterment.

Furthermore, we remain committed to provide services to the state, especially those designed to benefit low-income students of color. Colorado has an increasing population of students of color, and most of these new students are English-language learners. This trend is expected to continue, and the School will continue to focus energies and resources on these students. This focus is consonant with campus goals, and the fruits of our efforts have been, and will continue to be, beneficial for the state and the University.

The School has also developed cross-campus collaborations with organizations and projects as diverse as the ICS, LEAP, APAS, Physics, FTEP, and the Law School. Faculty who are nationally recognized for their expertise in research on teaching and learning, gender issues in science careers, cultural and language diversity, and evaluation and assessment are called upon in disproportionate numbers to serve on campus committees and to collaborate on grants. Our Science Discovery program helps CU scientists reach 1,000 teachers and 25,000 students annually with teacher training workshops and classroom presentations. Students across campus benefit from our course offerings in research methodology, psychology, policy, and cultural and

gender diversity. These campus contributions help explain why the School of Education at UCB has achieved a higher status on campus than is true for many colleges of education nationally.

14. The School's Weaknesses and Obstacles

The University as a whole has scarce and dwindling resources compared to top-ranked competitor institutions nationally, and this is true for the School of Education as well. Furthermore, the budget prospects of the University are unlikely to improve significantly, according to campus budget projections. Strategic planning for the School of Education must be pursued within the context of these resource constraints. We plan to contend with these constraints by maintaining our focus on a circumscribed number of goals (see section 3, above), and centers of excellence (see section 10, above) and by continuing to pursue outside grants and private funding.

Poor state funding and low tuition are felt in the lack of infrastructure to support faculty work. These resource issues also substantially hamper our recruitment of doctoral students, placing real limitations on support packages. The School is currently supporting core functions with temporary dollars secured from faculty vacancies. For example, the half-time salaries of the Director of Recruitment and Retention and the Technology Coordinator are paid for with temporary funds. Yet the School's alumni and constituencies are not, as a general matter, great sources of wealth, and the current federal funding environment is very constrained, focusing on a narrow set of subject areas, ideas, and methodologies. For example, Title VII fellowships supporting doctoral study in bilingual education have been eliminated. In the face of these realities, we are redoubling our efforts to obtain foundation funding and endowments, and our scarce resources are allocated strategically. Fellowship dollars have been consolidated to give competitive awards to a smaller number of students; and new grant dollars have allowed us nevertheless to increase the number of entering doctoral students.

According to the most recent salary survey of AAU Public Institutions, 2003-2004, UCB's Education associate and assistant professor salaries are respectively 6% and 4% higher than at peer institutions (Appendix D-1). However, full professor average salaries at CU-Boulder are 12% below that of professors at peer institutions. Moreover, the salary discrepancy for full professors has increased substantially in the last two years. For highly meritorious full professors the discrepancy is even greater, creating a \$40,000 shortfall for faculty who have been courted by institutions such as Stanford and Michigan. Given the magnitude of this problem, a revised

policy – using a combination of percentage and straight-dollar increases – will be considered by the faculty this spring. We have also given high priority to seeking endowed chairs through private fundraising so as to augment the salaries of distinguished senior faculty.

While its statistics are better than the campus average, the School struggles with recruitment and retention of faculty of color, especially African American scholars. At the outset of each faculty search, we endeavor to locate and recruit prospects from communities of color. This year we invested in a systematic search for assistant and associate faculty of color among 50 public and private colleges of education, and contacted candidates with expertise matching our job descriptions. We will continue such efforts, enhancing them as possible. In particular we plan to invite doctoral candidates in the Diversity in Mathematics Education doctoral programs at UCLA, Berkeley, and Wisconsin to visit Colorado well in advance of completing their dissertations.

Workload continues to be a major issue for the School's faculty. Because of our commitments to students and to k-12 schools, we have expanded service responsibilities. Among these responsibilities are those related to our status as a professional school. For instance, teaching a teacher education course with concomitant field components requires time-intensive liaison work with schools and emergency problem solving if our students have any difficulties in their practicum setting. Many of our research-active faculty serve on state-level policy and programmatic committees and accordingly attend extensive meetings. A disproportionate number of senior faculty also serve on campus committees.

To address these workload issues, we are considering the elimination or consolidation of the MA+ elementary program and are also exploring ways of streamlining the programs we retain.⁵ The dean has increased the number of course releases provided to faculty who are carrying significant service burdens. We have also hired retired faculty to carry out numerous service tasks. These efforts, however, have not been sufficient to alleviate workload-related stress or to provide the optimal environment for scholarly productivity. Service, advising, and program development burdens are also credited in annual merit evaluations and raises. However, very limited raise pools have meant that extraordinary service or exceptional advising on top of good teaching is acknowledged with a mere \$500 increment.

⁵ Subsequent to the last PRP, the School discontinued the teacher education program in Roaring Fork.

15. Strategic Assessment – Critical Issues

Retirements, Hiring, and Program Enhancements. Over the next seven years, we anticipate the retirement of five full professors. We have already taken steps to plan for these retirements, guided by two principles: 1) the need to maintain national visibility within centers of excellence, and 2) the need to maintain a balance between junior and senior faculty. Bob Linn, a University Distinguished Professor with expertise in measurement and assessment, currently has a half-time research appointment. We hired his replacement at the junior level noting that the REM program area still has nationally recognized faculty. In science education, we are currently searching for a senior scholar (bridging on a junior line) in anticipation of the retirement of Professor Ron Anderson, whose senior line will then be filled by a junior hire (or by two junior hires in math and science, with modest incremental support from the Provost). Leonard Baca, the founder and long-time director of the BUENO Center, and Margaret Eisenhart, a University Distinguished Professor, are also planning to retire in approximately five years. Over the last several years we have hired well in their program areas, EECD and EFPP, respectively. Both program areas have associate and full professors with very strong and emergent national reputations. Two of our current searches are targeted at the associate level, to maintain the strength of these programs. One of these (in EECD) has already been filled by an outstanding scholar at the associate rank. Moreover, Dr. Lorenzo Aragon, who has played a key role in building and maintaining the success of the BUENO Center, was made an Assistant Research Professor in 2004 and has agreed to serve as the Center's executive director upon the retirement of Professor Baca.

Professors Baca and Eisenhart both have also expressed some willingness to maintain part-time relationships with the School, as Professor Linn has done. As part of the last PRP, the School decided that a position in educational psychology would be reallocated upon the retirement of Professor Philip Langer. Two years ago, however, when the campus was forced to make major budget cuts, the School gave up the permanent funds on Professor Langer's line. Therefore, his position will not be filled upon his retirement.

Based on both our strengths and needs and our contributions to the campus, we are seeking new resources to build the faculty in the following ways. To strengthen our contribution to the campus math and science education reforms, the School has reallocated its own resources to recruit a full professor in science education. Then, upon the retirement of Ron Anderson, we

propose to hire both a science and a math assistant professor. Creating two junior lines from one senior position would require a modest contribution from the campus “bluebook” fund which has had the benefit of the School’s vacancies for an extended period of years. Moreover, these hires will enhance the School’s collaborations across campus with math and science departments endeavoring to reform undergraduate instruction. This addition would give us a total of six professors in math and science education. Given the NSF-funded ‘Diversity in Mathematics Education’ (DiME) program, now in its second year at Berkeley, UCLA, and Wisconsin, it is reasonable to expect that at least one of our four upcoming hires in math and science will be a scholar of color.

Our plan is also to recruit and hire, where possible, associate or full professors of color, even for positions currently funded at the assistant professor level, seeking assistance at the campus level whenever appropriate. In addition, we will continue to develop possibilities for endowed chairs, to retain and support the most distinguished members of the faculty. Last year, Bob and Judy Charles generously endowed a chair currently held by University Distinguished Professor Margaret Eisenhart.

Diversity and Community Building. Democracy, diversity, and social justice goals are part of the identity of the School, and throughout our self-study and strategic planning documents, the School has congratulated itself for its relatively high number of faculty and graduate students of color. A closer look, however, reminds us that much still needs to be done to improve the climate for diversity within the School.

Our efforts in this regard take place within the larger context of recent campus-wide initiatives seeking to refocus attention on the emancipatory potential of plurality and diversity as the foundation for new forms of conversation, community, democratic public culture, and academic life at UCB. Nationally, the cultural and political boundaries that have historically outlined the meaning of race and cultural politics are changing both in and out of schools. The cultural demographic landscape is being redrawn, and individuals traditionally thought of as the ‘outsiders’ are disputing the view that people of color should be assigned to the margins of everyday social and educational life.

These changes and the issues that arise from them are especially apparent in the School of Education, where aspiring teachers are encouraged to examine educational problems as inseparable from issues of race, class, family, community, gender, and geography. This process

of creating new ways of understanding the work of experienced teachers, as well as the work of educating new teachers and their students, asks of our students that they critique and challenge themselves, a struggle that unfolds within these larger social, cultural and political contexts and determinations. This sort of pedagogical practice often produces tensions, contradictions, and disruptions as it invites students and faculty to acknowledge differences regarding race, class, and culture – and to do so without divisiveness. Such work is necessary if the School is to make possible its progressive vision in which new models of educational theory and practice are not constrained by our capacity for critical reflection.

Inviting two national consultants to facilitate a diversity workshop in spring 2004 was the first of many steps that need to be taken to improve the climate in the School. A Teachers of Color Summit, sponsored in fall 2004, is an example of an action step taken to live by our principles more visibly and to have a more direct effect on practice. Also in fall 2004, doctoral students planned an orientation for incoming doctoral students, and a communications facilitator worked with new students to ensure that miscommunications were minimized. Faculty have also said that the climate for diversity would be enhanced by improving the sense of community more generally and that the social life of the School is critical to community building. A program of visiting scholars or colloquium series have been started in the past but discontinued because of the number of talks associated with faculty searches. As suggested above, the end of successive reviews along with successful completion of numerous faculty searches will allow the School to refocus on a manageable number of occasions and rituals that are nurturing to our sense of community.

Mentoring of Assistant Professors. The School's current mentoring system has yielded uneven results, with too many young faculty feeling too little support. This is particularly true in terms of support in the area of teaching (Appendix H). To address this, the School plans to increase the practice of group meetings with all assistant professors and mentors to discuss expectations and available resources. In addition, the School will revisit its discussion of the need to establish a regular schedule of teaching observations for untenured faculty prior to the reappointment and tenure evaluation years.

Balancing Workload and Commitment to Excellence. The faculty acknowledge that workload problems in the School follow from our strong commitment to the goal that each faculty member achieve excellence in teaching, research, and outreach, rather than addressing the university's tripartite mission through division of labor or a two-tiered faculty. As part of our

strategic planning process, we have reaffirmed this goal. Much of the School's national reputation and identity comes not only from the quality, quantity, and rigor of our research but from the fact that our work so directly addresses the most pressing problems facing educational policy and classroom practice.

Some of the workload will subside as the number of reviews and faculty searches diminishes. The dean will continue to provide course releases to acknowledge large programmatic and service responsibilities. Beyond that, mentoring of assistant professors will stress the need for balance and the importance of emphasizing quality over quantity so as to choose those programmatic and outreach responsibilities that make the most sense in terms of each faculty member's teaching and research expertise. And senior faculty will seek and continue to negotiate this balance as well.

Resources to Achieve the Vision. The campus as a whole is aware of the negative impacts that declining state funding has had on campus infrastructure. As a relatively poor college within the institution, with little prior fund-raising success, the School has done remarkably well to achieve all that it has accomplished thus far with minimal resources. For the future, we expect to continue to increase grant funding and private fund-raising. The capacity to obtain external grants has been stressed when appropriate in allocating and defining faculty positions. Assistant professors are aware of the importance of funding for their own productivity. In addition, we will provide internal supports such as seminars on funding sources and help with the technical aspects of grant writing from a retired OCG staff member. The creation of a Development Advisory Board has greatly enhanced the School's fund-raising capacity. Recent successes, especially establishment of the first endowed chair in education, have resulted in the allocation by the CU Foundation of a full-time development officer for education.

Pursuing Our Goals. For the past seven years, the School has been almost constantly under review. The last program review was conducted in AY 98-99. In March of that same year, the School had a reaccreditation visit by the National Council for Accreditation of Teacher Education (NCATE) and the Colorado Department of Education (CDE). Then in June 1999, new legislation made drastic changes in the requirements for teacher education programs -- requiring that they be performance-based -- and gave the authority for approving programs to the Colorado Commission of Higher Education (CCHE) as well as CDE. The School's programs had to be completely revised and implemented during 2000 so that the School could be visited and reaccredited before the deadline in spring of 2001. Although no reviews were required in 2001-

02, a considerable amount of time and effort was devoted to mandated development of 4-year programs as well as seeking approval from CCHE for A&S majors leading to teacher licensure. In 2002-03, we began the NCATE 2-year process again (required every 5 years), first preparing portfolios for review by all of the national content area organizations and then completing a full-scale review in 2003-04, including a spring visit by NCATE, CCHE, and CDE. This year, 2004-05, we are again completing a self-study and strategic planning for program review purposes.

Although these external reviews have all been successful and have provided opportunities for introspection and improvement, they are also costly, particularly in terms of the amount of staff and faculty time they consume. The endless cycle of reviews has clearly exacerbated workload issues in the School. During the next four years, when we are finally allowed a respite from reviews, our goal is to focus on the substance and quality of the model programs and School vision we have established. When the next NCATE reaccreditation comes due, we will evaluate as a faculty whether the benefits of NCATE's imprimatur are worth the costs.

Conclusion. The nine new faculty hired in the last three years (with six more to be hired in 2005) have brought remarkable new energy to the School. These new colleagues each come with a clear understanding of and affinity for the School's core values and centers of research excellence. We do not see a need to set a new direction for the School. Rather, a new level of distinction and national visibility will be achieved by working to fulfill promises already made.