

UNIVERSITY OF COLORADO BOULDER

ACADEMIC REVIEW AND PLANNING ADVISORY COMMITTEE

FINAL REPORT FOR THE SCHOOL OF EDUCATION

Presented to Provost Russell Moore

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I. REVIEW PROCESS

The review of the School of Education (EDUC) was conducted in accordance with the 2014 review guidelines. The school prepared a self-study, which was reviewed by an internal review committee (IRC) of two faculty members from outside of EDUC as well as two graduate students from outside of EDUC. An external review committee (ERC) consisting of three faculty from other institutions visited the unit between March 5-7, 2014 and, having reviewed the relevant documents, met with faculty, students, staff, university administrators, and members of the Academic Review and Planning Advisory Committee (ARPAC). ERC comments and recommendations are cited at appropriate points. This public document reflects the assessment of and recommendations for EDUC as approved by ARPAC.

II. OVERVIEW OF THE UNIT: INSTRUCTIONAL PROGRAMS AND RESEARCH/SCHOLARSHIP/CREATIVE WORK

The campus's standardized description of the unit may be found on the website of the Office of Planning, Budget and Analysis (PBA) (<http://www.colorado.edu/pba/depts/arp/index.html>). PBA updates the profile annually in the fall semester. This report cites the PBA data for EDUC posted October 15, 2013, reflecting the state of the school as of AY 2012-2013. More recent data from the self-study (December 2013) is cited where relevant.

Personnel and Governance

PBA reports that as of November 1, 2012 EDUC had 30 tenured and tenure-track (TTT) faculty members, seven instructors/senior instructors, 32 honorarium lecturers, and 20 non-TTT research faculty members. The distribution by rank as of that same date, according to PBA, was 15 professors, eight associate professors, and seven assistant professors. Updated data provided to ARPAC by the school in an October 10, 2014 memo reports that, as of fall 2014, EDUC rostered 31 TTT faculty members: 15 professors, eight associate professors, and eight assistant professors. The memo also reports that among the TTT faculty, 45% are female, 42% male, and 3% other gender; 32% belong to underrepresented minority groups. As of fall 2014, the school employed 25 honorarium lecturers, six instructors, and 20 non-TTT research faculty members. The same memo reports that, as of fall 2014, the school housed eight classified staff, 12 exempt professional staff, and 27 student hourly workers providing staff support.

EDUC is formally governed through by-laws that were last updated in December of 2013. The leadership structure of EDUC includes a dean as well as an associate dean for teacher education and administrative services, an associate dean for graduate studies, and, as of 2009, an associate dean for research. The primary means of work and decision-making is through faculty meetings and standing committees. The dean's Salary Advisory Committee and the Salary Equity and Grievance Committee are comprised of

faculty elected by the vote of eligible members of the unit. A third committee, the Dean's Advisory Committee, consists of the associate dean for graduate studies, the associate dean for research, the associate dean for teacher education and administrative services, the program committee chairs, and other administrative staff appointed by the dean.

The School of Education houses four centers that help execute its overlapping missions of teacher education, social justice advocacy, and research-based reform: the BUENO Center for Multicultural Education (BUENO) and the National Educational Policy Center (NEPC) are both well-established entities. In 2013, EDUC proposed two new centers: The Center for Assessment, Design, Research and Evaluation (CADRE) and the Center for Civic Engagement and Service Learning (CESL). As the ERC observes, taken together these are "nationally recognized and emerging centers that address both pressing national questions in education as well as local educational needs of the state," directly advancing the university's Flagship 2030 vision.

BUENO, founded by Professor Leonard Baca in 1976, administers a range of research, teacher training, and service programs directed toward promoting equal educational opportunity for cultural and language minority students. The BUENO center administers a revenue-generating off-campus MA through Continuing Education. Since FY2009, the program has generated an average of \$472,000 in tuition per year with an average of \$131,000 in net revenue per year. The BUENO Center uses these funds to support Ph.D. students, to create scholarships for end-of-program MA students (when tuition increases have exceeded grant projections), and to provide a salary safety net for principal investigators (PIs) who might be between grants.

NEPC, established in 2001, is described in the self-study as "the national leader in helping education scholars bring their expertise to bear on policy making." It does so on both the state and national level. Among its projects is its Think Tank Reviews, which offer critiques of educational white papers and other research emanating from the growing number of influential educational think tanks. As noted above, the school has proposed two new centers, CADRE and CESL. CADRE is designed to capitalize on faculty strengths in assessment, research design, and evaluation. It partners with local and national organizations to assess student learning outcomes (in, for instance, the public K-12 education system) and useful interventions. CESL will provide a centralized home and leadership, based in EDUC, for the various service learning programs from across the campus.

Research and Scholarship

The School of Education is committed to integrating evidence-based research with practice, alongside a dedication to social justice. Faculty members in EDUC conduct research to improve educational policies and enrich classroom practices. Each TTT faculty member is affiliated with one or more of the school's five programs: Curriculum

and Instruction (EDCI), Educational Equity and Cultural Diversity (EECD), Educational Foundations, Policy and Practice (EFPP), Educational Psychology and Learning Sciences (EPSY), and Research and Evaluation Methodology (REM).

The ERC notes that EDUC is “well known nationally for its attention to the integration of research and practice, including its substantive focus on bilingual education and its emerging Educational Psychology and Learning Sciences program.” “The School of Education,” the ERC continues, “has created a national branding niche with its coordinated focus on addressing issues of diversity and equity in education.”

By a variety of metrics, the School of Education faculty is both productive and distinguished. The self-study and the ERC each tout the fact that eight faculty members (and three emeritus faculty members) are fellows of the American Educational Research Association (AERA), second in number only to Stanford University. Another measure of faculty excellence is the Academic Analytics (AA) data provided by CU Boulder’s Office of Planning, Budget and Analysis. AA’s composite index rating (the “FSP index”) considers variables including journal articles, books, conference proceedings, citations, grants, and awards. By this metric, EDUC places in the top 5% (#10 of 196) in the broad group of education programs, and the top 23% (#10 of 44) among education programs awarding doctoral degrees. EDUC worked with CU’s Institutional Research and Analysis to extract more specific and meaningful evaluative data from the AA 2011 release. They arrived at the following comparative ratings, as cited in the self-study: “federal grants (84th percentile), journal articles (78th percentile), books (75th percentile), citations (67th percentile).”

The faculty of the School of Education has done a great deal since the last review to increase grant acquisition. The self-study reports that the past five years have witnessed a 47% increase in grant expenditures. This meets and exceeds the challenge set by the University in its Flagship 2030 core initiative of “increasing institutional funding and research expenditures by 5 percent each year.” One consequence of this increase is that EDUC is able to fund more graduate research assistantships without drawing from general funds. According to the Office of Contracts and Grants, since FY 2008, when EDUC grant expenditures were \$3.9 million, EDUC has overseen a steady increase to FY 2014’s reported \$8 million in grant expenditures.

Undergraduate Program

EDUC does not offer a major in education, but it is actively engaged in educating undergraduates. EDUC runs an initial teacher licensure program in which students enrolled in the Colleges of Arts & Sciences, Music, or Engineering work concurrently on their academic program as well as their licensure. In addition, EDUC offers two core courses, coordinates the Learning Assistant (LA) program, offers a popular undergraduate minor, and is presently overseeing efforts to consolidate service learning

and leadership programs distributed across the campus through its Center for Civic Engagement.

The initial teacher licensure program includes programs at the undergraduate, post-baccalaureate, and master's levels. Over the past decade, EDUC has faced dramatic shifts in teacher licensure practices. Changes in state law enabled faster and more cost-effective paths to licensure, decreasing EDUC's master's and post-baccalaureate enrollments. In response, EDUC has moved to a model geared toward undergraduate concurrent licensure. As the ERC points out, "The challenge of recruitment into teacher education at the undergraduate level is a national dilemma and one that is exacerbated by the fact that the certification in teacher education is not an undergraduate major, largely because it requires more than the regular 4 year undergraduate degree."

As a consequence of state and national trends, EDUC has seen enrollments in and completion of its initial teacher education programs (undergraduate, post-baccalaureate, and master's programs) decline. The largest decline in enrollments has been at the master's level, reflecting EDUC's shift in focus in response to external trends and state law. Enrollments at the undergraduate and post-baccalaureate levels have largely remained level since 2000, but the undergraduate program suffers from considerable attrition, an issue that shall be addressed in the analysis section below.

Undergraduate teacher licensure candidates in EDUC must fulfill the requirements of an academic major approved by the Colorado Commission on Higher Education in addition to 37-41 credits of teacher licensure requirements. They must complete requirements for core, major, and licensure within a maximum of 126 credit hours. Though state law now allows a free-standing education major, EDUC is committed to the principle that newly-minted primary and secondary teachers should have completed a major in an academic discipline. Since the last program review, EDUC has revised the licensure program to achieve three main goals, outlined in the self-study: "(1) increasing program coherence, (2) deepening clinical experiences, and (3) enhancing attention to knowledge and skills all teachers need to support emerging bilingual learners in today's schools."

The demographics of the teacher licensure program reflect national trends. The self-study reports that over the last three years, the program has been 73-76% female. Over the same period, between 10-12% of candidates identified as Hispanic, Asian, Black, or multiracial, which, as EDUC points out, lags well behind the percentage of those groups on the campus as whole.

In 2011, EDUC introduced an Education minor to serve students with no plans to pursue a teaching career in the K-12 system but with significant interest in education (education policy or consulting, for instance). The minor consist of 19 credit hours, of which seven credit hours are to be taken in core courses and 12 credit hours may be directed toward electives selected in conjunction with a faculty advisor. Core courses for

the minor and the teacher licensure program overlap, allowing students to change directions if they choose. The self-study reports that “enrollment has increased each year, with a total of 65 new enrollments since Fall 2011 and 26 completers as of Spring 2013. The most popular majors are Psychology, Sociology, and Communication.”

EDUC offers two courses in the core curriculum, EDUC 3013 “School & Society” (which meets the Human Diversity and Contemporary Societies requirement) and EDUC 2125 “History of American Public Education” (which meets the US Context requirement). EDUC 3013 is the larger and more established of the two, generating 16% of the unit’s overall SCH (as of Fall 2011) and enrolling 78% of its students from outside of Education. The self-study reports that “approximately 70%” of EDUC 3013 sections are taught by doctoral students, with supervision by a TTT faculty member.

Two additional undergraduate teaching efforts are worth mentioning. The first is the Learning Assistant (LA) Program, which was launched in 2003 with the aim of transforming the educational atmosphere and outcomes of large lecture courses by involving a cohort of undergraduate LAs. LAs have the following responsibilities: (1) leading learning teams of approximately twenty students each week, (2) meeting weekly with the lead faculty member of the course to plan for the upcoming week, reflect on the previous week, and analyze assessment data, and (3) attending a STEM education course that introduces LAs to pedagogical techniques. A draft article included in the self-study, “Nationally Scaled Model for Leveraging Course Transformation with STEM Teacher Preparation,” describes the LA program in the following way: “The Colorado Learning Assistant model has integrated goals of teacher recruitment and preparation, course/curriculum transformation, discipline-based educational research, and institutional change.” The LA program has worked particularly closely with STEM disciplines (Applied Math, Astronomy, Atmospheric/Oceanic, Chemistry, Ecology & Evolutionary Biology, Engineering, Geology, Mathematics, MCD Biology, Physics), and more recently with the social sciences (Education and Psychology). The self-study notes that “Since 2003, 93 courses have been transformed and 220 faculty members have participated in the LA Program. The number of LA positions filled has steadily increased, with 227 positions filled in 2012-2013.”

Finally, EDUC is launching the Center for Civic Engagement and Service Learning in AY 2014-2015. In consultation with the provost, and in fulfilling the vision of Flagship 2030, this new center will provide a centralized home for a number of active service learning programs from across the campus.

Graduate Program

EDUC offers both a Ph.D. and an MA; it does not offer an Ed.D. The Ph.D. is awarded in five program areas; MAs are awarded in four program areas. As described in the self-study, a doctorate from the School of Education “prepare[s] researchers for faculty positions in research universities and/or colleges offering educator preparation, for

specialization-based leadership positions in school districts, informal learning organizations, and state departments of education (e.g., curriculum director, assessment director), and for other research-related agencies such as regional laboratories or curriculum development companies.”

The majority of the MAs (70% as of fall 2014) are awarded in the area of MA+Added Endorsement to working teachers seeking endorsements from the Colorado Department of Education in Special Education and/or Culturally and Linguistically Diverse Education. The MA+Initial Teacher Licensure degree, part of the teacher licensure program addressed in the Undergraduate Program section above, offers initial teacher licensure in secondary (7-12) education and a master of arts in education in Curriculum and Instruction program area. MAs with a focus in EFPP and ESPY, however, generally seek the degree as a stepping-stone to doctoral study. As of AY 2012-2013, the graduate student body consisted of 84 doctoral students and 211 master’s students. Seventy-five percent of graduate students are female. Among MA students, 27.6% are members of underrepresented minority groups. Among Ph.D. students, 31.1% are members of underrepresented minority groups.

At the time of the last program review, the Ph.D. curriculum was undergoing major redefinition. With support from the Carnegie Initiative, EDUC instituted a series of program reforms that have since been modeled by a number of education programs across the nation. The defining qualities of the redesigned program include inculcating a more cohesive graduate cohort by requiring three year-long course sequences in quantitative research methods and qualitative research methods, as well as spotlighting a host of research questions. As of fall 2014, EDUC reports that its 91 doctoral students are enrolled in the following program tracks: 29 in EDCI, 17 in EECD, 21 in EFPP, 16 in ESPY, and eight in REME. The average seminar enrollment is eleven, though EDUC occasionally runs a smaller seminar, in the words of EDUC’s October 2014 memo, to fulfill needs “in advanced areas of specialization to ensure comprehensive preparation.”

EDUC has extended its commitment to its doctoral students by enhancing the support package to provide 50% stipend over four years, as research assistants (often grant-funded), teaching assistants, or Graduate Part-Time Instructors (GPTI). EDUC increased the promise of funding from three years to four years for the AY 2013-2014 cohort in response to heightened national competition for top-tier applicants. According to Institutional Research, among the 40 doctoral degrees in Education awarded during the three-year period from FY2011 to FY2013, the average time to degree is 6.2 years, and the median TTD is 5.7 years.

EDUC’s record of graduate placement has been strong. EDUC reports that since 2002 it has graduated 127 Ph.D.s, with the largest percentage (37.8%) of them taking faculty positions at such institutions as Boston College, Bowdoin College, Indiana University, Iowa State University, Loyola University, University of California-Riverside, University of California-Santa Barbara, University of Illinois, and University of Vermont. The next

highest percentage (23.6%) has found employment as researchers both in the academic and private sectors. A smaller group (9.4%) works in colleges and universities as administrators or lecturers. Other job placements (16.5%) include positions with the Association of Community College Trustees, Boulder Valley School District, Colorado Department of Education, Denver Public Schools, the Exploratorium of San Francisco, Jefferson County Public Schools, Lake County School District, Oracle Corporation, and in educational consulting.

Space, Staff, and Infrastructure

EDUC is housed in the Education Building, a four-story structure with 46 faculty/instructor offices, 15 staff offices, six research offices, 17 student offices/collaborative workspaces, and 13 classrooms (seven of which are controlled by the University). The self-study notes that EDUC has undergone efforts since the last review to maximize the space. It emphasizes, however, the immediate need for additional space and renovations to meet the demands of the school's growth and expanded mission. Increased external funding necessitates workspace to house sponsored projects, as does EDUC's addition of two new interdisciplinary centers and its continued cross-campus collaborations in STEM.

The unit has 13.5 FTE support staff for both its academic and clinical programs. The Office of Student Services has 6.5 FTE (a half-time director of student teaching, two academic advisors, one coordinator of assessment and planning, one admissions coordinator, one FTE field/clinical experience support, one administrative assistant). The Office of the Dean has seven FTE (one coordinator of special events, building projects, and technology; two budget assistants; two faculty assistants; one administrative assistant; and one executive assistant to the dean who also serves as office manager). As noted in the self-study, research projects and centers also hire additional support staff.

EDUC requests that funding to hire a dedicated instructional technology staff member, noting the particular expertise required for IT support in the field of education. The ERC underscores the importance of such a hire, noting that a dedicated IT staff member in education "would rapidly build capacity among faculty to use technology tools to enhance the School's instructional mission." They advise that "the university should, at a minimum, redeploy centrally-supported technical support staff so that staff assigned to the SOE are better suited to the School's needs."

Budget

The self-study identifies four main sources of funding: (1) general funds; (2) auxiliary funds (such as those accrued through partnership relationships with local school districts); (3) gifts and endowments; and (4) contracts and grants. The self-study notes that many of EDUC's actual expenditures rely on temporary budget resources, most

notably on faculty buybacks from grants and faculty leave and replacements. Given the lack of certainty and flexibility in this budget model, EDUC relies on grants and gifts to fund new initiatives.

EDUC points in its self-study to its successes in achieving budget efficiency. In particular, it highlights its cost per student credit hour, which ranks near the middle among campus units—a significant achievement, they assert, “given that the professional requirements of teacher education preclude large-enrollment introductory courses and also necessitate additional costs for supervised clinical experiences.” One potential challenge to budget efficiency concerns how best to balance competing interests on the matter of the required student-teaching semester. Students increasingly feel the financial burden of these 12 credit hours, though the practicum provides essential pedagogical preparation. At the same time, EDUC worries that cutting the required credit hours to a more manageable six would result in relinquishing its hard-won place near the median in cost per student credit hour.

III. HISTORY OF PROGRAM REVIEW

EDUC last underwent program review in 2005. At that time, it rostered 27 TTT professors. It identified four (rather than the present five) program areas, and hosted six centers. The school was undergoing review at a moment of significant change in licensure, which would result in a pivot away from a model focused primarily on awarding MAs to one focused on initial licensure (for both undergraduates and graduate students through the MA+). This difference is reflected in student enrollment figures. The Program Review Panel (PRP) also noted that minority enrollment in EDUC’s MA programs had “recently exceeded the campus average,” while the Ph.D. program had “consistently been more than double the campus average over the past seven years.”

As is the case in the present review, the ERC applauded EDUC for achieving “a remarkable standing nationally.” It remarked that the *U.S. News & World Report* ranking of EDUC at 44 of 93 failed to capture the level of excellence of the faculty, programs, and centers. The PRP notes that “[p]eer assessment has ranked the school between 21st and 33rd over the past ten years.”

The PRP made eight recommendations to EDUC. The 2014 self-study reports that “the School has accomplished all of the action steps identified at that time including: hiring of additional faculty of color, establishing a formal mentoring program for junior faculty, redressing salary compression problems, increasing external fundraising, revising Ph.D. student appointments to ensure that all students have funded research opportunities, evaluating the effectiveness of our teacher education programs by surveying employers, and carrying out small-scale renovation projects to create additional classroom and office space.” EDUC is to be commended for its assiduous work on these matters.

IV. THE SCHOOL OF EDUCATION IN A CAMPUS CONTEXT

EDUC maintains ties to a number of units on campus through interdisciplinary, cross-campus collaborations. As noted in the self-study, “[h]istorically and by definition, Education is a multi-disciplinary field.” Beyond the fact that EDUC shares all of its undergraduate students with other academic units, it has also actively sought out leadership roles that unite units across the campus. This effort caught the attention of the ERC, which stated that “[t]he committee was particularly impressed with the creative ways the School has partnered with other units in the university to recruit and train students into the profession of teaching, while at the same time introducing new pedagogical strategies (e.g., the Learning Assistant program) to enhance learning opportunities across the university.” This interdisciplinary outreach is perhaps most powerfully evidenced by EDUC’s partnership with STEM to pilot the LA program. Most recently, it has spearheaded the development of a campus-wide Center for Civic Engagement, which will be run out of the School of Education.

EDUC works effectively with other campus units in cross-campus partnerships in research, teaching, and outreach. However, the IRC identified what they believed to be a significant point of concern: “We found indications that STEM faculty in the College of Arts & Sciences and in Engineering have expressed negative opinions about K-12 teaching as a career choice for many of their students, something we as a campus would do well to address.” EDUC does not address this matter in their response to the IRC report. The unit does, however, report in its self-study a decline in the percentage of LAs (most of whom are STEM majors) that go on to enroll in its initial teacher licensure program, from a high of 21.1% in AY 2006-2007 to a low of 9.3% in AY 2007-2008. EDUC does not provide data for 2011-present.

V. THE SCHOOL OF EDUCATION IN A DISCIPLINARY CONTEXT

EDUC enjoys a strong national reputation as demonstrated by a number of metrics. The campus’s IR report of the 2012 Academic Analytics places EDUC in the top 5% of Education programs when compared to the 196 colleges of education and in the top 23% when compared to AAU schools and colleges of education. According to the ERC, “[t]he School of Education’s faculty is recognized by peers for significant scholarly contributions and is highly productive in national comparisons as well as in comparison to other units in the university.” A small but specific example of this disciplinary standing was EDUC’s successful bid to host the 11th International Conference of the Learning Sciences in the summer of 2014. The conference brought together over 750 scholars, of various disciplines, from North and Central America, Europe, Asia, Australia, and Africa.

VI. ANALYSIS

EDUC is an exemplary unit with an established national reputation for combining academic research with real-world practice. It has an active and distinguished faculty

that, in the words of the ERC, cultivates a “cohesive sense of collegiality.” The IRC is effusive in its praise for EDUC, emphasizing the unit’s value and service to the university and the state: “[T]he School of Education [SOE] is a well-run, collegial unit with high standards, great accomplishments, and deep aspirations to serve the needs of the State of Colorado and the field of Education generally. The fact that it must negotiate a highly political terrain that seems constantly to change, with insufficient resources, makes its achievements all the more impressive. CU possesses in SOE a real treasure, and the campus as a whole should be made aware of the quality of work it is doing and the extraordinary service it provides to us, to our students, and to the state.”

In the years since the last review, EDUC has addressed a changing market for teacher licensure by shifting its focus away from the MA+ in elementary education (EDUC still offers an MA+ in secondary education) to the concurrent undergraduate licensure program, strengthened the structure of the Ph.D. program while enhancing support packages for entering doctoral students, dramatically expanded grant expenditures, and deepened its interdisciplinary ties (both on campus and beyond) through its new and established centers.

Like a number of CU units, however, EDUC faces challenges related to space, staffing, budget, shifting undergraduate enrollments, and funding for doctoral students. Effective leadership from the current dean matched with a clear vision for future growth suggests that EDUC will only continue to build upon its strengths if provided adequate resources to do so.

Structure, Growth, and Planning

The EDUC Strategic Plan capably outlines directions for future growth, both as a unit and as an integral part of an increasingly interdisciplinary university. It articulates a vision, a mission, and a hiring plan, while mapping the unit’s priorities onto the Flagship 2030 initiatives. The stated strategic goals are as follows:

1. Examine and enhance the school’s diversity and equity identity, related to issues of race, class, gender, language, sexual diversity, disabilities, immigration status, and equality of educational opportunity.
2. Improve the quality of the teacher preparation program at the same time making it accessible and feasible.
3. Strengthen our national impact as a leading research institution by building on existing strengths and creating additional interdisciplinary centers of excellence.
4. Provide intellectual leadership to the campus on critical initiatives such as STEM learning; civic engagement and service learning; assessment and evaluation; and equity.

5. Develop the infrastructure, especially space, staffing, and technology, to enable our substantive goals.

EDUC has already taken steps in each of these directions, but room for development remains, both unilaterally as a unit and with the support of the university.

EDUC proposes three new faculty hires, all of which are linked, often in several ways, to the strategic priorities listed above. First, the unit proposes hiring a scholar in social movements to enhance the efforts of faculty in learning sciences and those who study grassroots organizing by bringing expertise in policy and school reform. Second, EDUC proposes hiring a critical race theorist, which will build on an emerging strength and bring the school in line with leading education schools across the nation. The IRC quotes a student respondent calling for greater faculty capacity in the area of social justice and critical race theory, in particular. Finally, EDUC seeks to hire a scholar in evaluation and policy analysis, which would bolster the research and evaluation methodology program area, the smallest of the five programs with only 3.5 TTT. Such a hire would also contribute importantly to one of the new centers, CADRE. As a consequence, a scholar in this area of specialization would be well-positioned to serve the campus as a whole in its vital efforts in assessment.

The ERC supports authorizing these hires. “The proposed integration of these potential hires across several programs in the unit opens up innovative theoretical possibilities that are unique among schools of education,” they write. In summary, they assert that “[b]ased on what we learned in our review, we think that each of these hires would expand the School’s ability to provide leadership in whole-campus initiatives, so we encourage the university to agree to these requests.” Given the present budget climate, however, the most compelling rationales for additional hires should include both arguments for research need as well as demonstrated teaching demands to respond to increasing SCH.

Space Needs

EDUC appears to have taken steps to maximize the utility of its present space. With the growth of programs and initiatives driven by grant funds as well as the development of two new centers, it is only natural that EDUC’s space demands have grown as well. “Given the above space needs,” the unit contends in the self-study, “we estimate that the School needs approximately 3,000 more square feet immediately and a total of 10,000 additional square feet in the next 10 years to effectively accomplish our mission.” Both the IRC and the ERC confirm the unit’s space needs. The ERC recommends “commissioning an updated architectural proposal for expansion of the building, which could then be available to share with potential donors. The long-term plan should remain to be expansion of the current building.” Pending the findings of the

Space Utilization Study, EDUC may be able to make a stronger case for growth to the campus.

Staffing

EDUC identifies a significant need for specialized instructional support in the area of educational computing and technology. At present, their specific needs are not being met by university IT resources. EDUC makes a request for a full-time staff member who could “rapidly build capacity among faculty to use technology tools to enhance our instructional mission.” The ERC concurs with this request, but realizing potential resource limitations, offers a temporary solution: “The university should, at a minimum, redeploy centrally-supported technical support staff so that staff assigned to the SOE are better suited to the School’s needs. The School of Education should have a primary role in selecting and supervising technical support staff assigned to their unit. As resources become available, the amount of technology staff time devoted to the SOE should be increased, so the instructional programs (especially teacher preparation) can keep up educational settings outside the university.”

Undergraduate Program

EDUC’s self-study, the IRC report, and the ERC report all address the challenge EDUC faces in recruitment to its undergraduate licensure program. EDUC endeavors to attract undergraduates to its licensure program early in their academic careers so as to allow students to graduate within four years. The core courses, in particular EDUC 3013, may be helpful in this regard. Nearly three-quarters of licensure students begin the program after taking EDUC 3013, though it is difficult to ascertain whether students choose the course with licensure in mind or are drawn to the licensure program as a result of their positive experience in the course. The ERC counsels EDUC to “monitor changes in the employment market for teachers and how those affect student interests in pursuing teacher preparation. For example, if interest in teacher preparation declines, the School could maintain its contributions to undergraduate education by creating or expanding undergraduate courses related civic engagement, social movements, or critical race theory.” EDUC seems equipped to respond to such shifts in the climate, as it did around the time of the last review in moving from an MA+-centered model to one more focused on enrolling undergraduates.

The IRC report included a miscalculation when they noted a “51% five year decline in [undergraduate] program completion [sic].” EDUC points out, and ARPAC confirms, that this was based on an incorrect comparison; the correct five-year change is 374 enrolled undergraduates in fall 2007 to 378 enrolled undergraduates in fall 2012, a slight increase of 1.1%.

Though the total SCH produced by EDUC is not large (third out of five in this review cycle and 32 out of 53 across the campus), the unit engages in a significant proportion of

service teaching, with 78% of SCH taken by non-majors. Less than a third (30%) of SCH is generated by TTT faculty, due in part to the fact that doctoral students primarily teach the high-enrollment core courses. It may be worth considering whether EDUC would be better served in recruiting new licensure students by staffing these large core courses with TTT faculty members.

Graduate Program

Since the last review, the doctoral program in EDUC has undergone a process of clarification and redefinition. With the support of the Carnegie Initiative, EDUC has been on the cutting edge in efforts to “clarify and enhance the distinction between research doctorates and practice doctorates in the field of education.” In addition to changes in the graduate core curriculum discussed above, EDUC has also worked to provide doctoral students with opportunities to collaborate with practitioners in research. EDUC has also subjected its graduate programs to internal assessment, the primary mechanism of which is the Graduate Student Exit Survey. Both MAs and Ph.D.s identify many of the same strengths in the program, including the cohort model, faculty advising, faculty quality, and methods training. The survey identified areas of weakness, including a lack of research opportunities for MAs and a dearth of “cutting-edge” courses. The school has already taken steps to address both of these concerns.

Though EDUC’s curricular offerings and doctoral research opportunities may distinguish it from peer institutions in the eyes of prospective applicants, the funding package EDUC can offer does not. For the AY 2013-2014’s entering class, the School of Education enhanced the funding package to cover four years rather than three, but their self-study suggests that this may not be enough: “We have found that the amount of CU-Boulder’s stipends are inferior to other public institutions such as UCLA, the University of Michigan, and the University of Illinois, causing us to be out-recruited in several instances. In the 2013-14 year, Stanford will move to five-year promises.” The ERC offers no insight into this challenge.

The unit is also focused on growth in the MA program. The self-study states that “our graduate enrollments have remained steady in the last five years, but we would like our enrollments, particularly at the Masters and certificate program level, to increase.” According to EDUC’s October 1 memo, “The areas with the largest potential for growth are the MA plus added endorsements. These are already the largest areas, in part because we have had success at landing grants in the BUENO Center that help subsidize student enrollment in the ECLD (Educating Culturally and Linguistically Diverse children) and ECLD+ESPG (Special Education Generalist) tracks. There is high demand for teachers with these endorsements given demographic trends in the state of Colorado, and there is potential for securing more federal and state grants as well as contracts with districts for these endorsement programs. There is also potential for securing grants and contracts to provide continuing professional education to teachers in Math & Science education, so that area of EDCI has potential for growth as well.”

Diversity

The School of Education has a longstanding commitment to discussing issues of diversity, equity, and social justice. In spite of this, EDUC faces many of the same challenges as other units across campus when it comes to minority representation in the ranks of faculty, graduate students, and undergraduate students.

According to the self-study, the percentage of underrepresented minorities in the EDUC undergraduate student body as of AY 2012-2013 lagged behind that of the undergraduate population at CU a whole (11.6% to 19%). It is worth noting, however, that EDUC has had more success in gaining majors who identify as Hispanic than it has with African American, Asian, and American Indian. With master's and doctoral students, the proportions were reversed, with a greater share of minorities in EDUC as compared to the broader campus (27.6% to 16.3% for MAs, 31.1% to 13.9% for Ph.D.s). The low percentage of minority students in the undergraduate initial licensure program is a source of frustration for the unit.

The research and pedagogical mission of the School of Education gives considerable focus to matters of diversity. For instance, starting in 2007, EDUC began offering a special section of EDUC 3013 for first-generation students, students of color, and students who identify as LGBTQ. In the words of the self-study, it is "designed as both a supportive space for students and to foster relationships between the School of Education and underrepresented groups of students on campus." In addition, EDUC's extensive history of working on matters of bilingual learning (both through the BUENO center and other venues) testifies to a unit mindful of the need to foster and support diversity in the state of Colorado.

As of AY 2013-2014, the School of Education included 31% faculty from underrepresented minority groups—a total of 11 TTT faculty members, with five full professors, two associate professors, and four assistant professors. The ERC, however, uncovered a troubling pattern during interviews with faculty around "challenges in sustaining assistant professors of color through the tenure process." EDUC is aware of this pattern and is taking steps to remedy it with more robust faculty mentoring practices. However, this matter deserves additional review and consideration.

EDUC has significant work still to do if it wishes to square its institutional realities with its ideals when it comes to matters of diversity and equity. However, its commitment seems to be genuine and strong. The ERC left their visit "impressed with the expressed goal to engage its faculty, staff and students in critical deliberations around issues of diversity along multiple dimensions. The School of Education is a leader in such practices among nationally highly ranked schools of education."

Faculty Mentoring and Retention

The unit has taken steps to address concerns about faculty mentoring that emerged during the last program review. Beginning in 2007, EDUC introduced a new junior faculty mentoring program that has since been used as a model by other academic units at CU. The program is administered by a lead mentor who helps to match junior faculty members with senior faculty members in allied fields. Each pair (or group if more than one junior faculty member is assigned) is given a contract to fill out at the beginning of the academic year, setting forth detailed plans and goals. Mentors and mentees meet several times each semester, and participate in between four and six faculty development sessions, whose subjects are decided upon by program participants. Both survey and anecdotal evidence reported by the ERC suggest that the junior faculty is satisfied with the mentoring program.

When it comes to the matter of retention, the self-study points out that faculty salaries at all ranks fall below those at AAU peer institutions. The dean petitions the provost regularly to extend preemptive offers to high-achieving faculty members at risk of being recruited away from the university.

VII. RECOMMENDATIONS

ARPAC recognizes the School of Education's achievements in research and teaching as indicated by its outstanding rating in the recent academic prioritization report. The recommendations that follow are aimed at further bolstering an exemplary campus unit.

To the School of Education:

1. Assess the size of the Ph.D. program in light of market trends and placement patterns. Ascertain the best means of augmenting support packages to close the gap between coverage and time to degree and of ensuring greater access to research opportunities.
2. Encourage doctoral students to apply for external research funding as well as any internal funding available through the Graduate School—including dissertation completion fellowships, summer research fellowships, the Beverly Sears Fellowship, and the Dean's Research Grant. EDUC should provide doctoral students with appropriate mentorship on grant seeking to increase chances of success.
3. Articulate more clearly the rationale for growing the MA program and devise a plan that identifies particular MA tracks that might be able to sustain such growth.
4. Work with the central campus to bring the revenue sharing arrangements for the MA programs in line with current campus policies.

5. Understand that requests for additional faculty hires in the current budget climate will prove most compelling when the rationale for such hires is grounded in (1) clear articulation of the unit's research needs, and (2) demonstration of the unit's contribution to persistence and/or expansion of revenue sources, including tuition.
6. Evaluate the effectiveness of the TTT faculty mentoring program, particularly as it concerns communicating expectations for reappointment, tenure, and promotion.
7. Renew efforts to increase the diversity of the school, with special attention to increasing the number and improving the retention of underrepresented minorities on the faculty.
8. Assess the means by which undergraduates begin the initial licensure program and implement strategies geared toward earlier entry into the program. This may include: (1) working to maximize the LA Program as a gateway into the licensure program, (2) deploying TTT faculty members, rather than graduate students, to teach in the core (particularly in EDUC 3013) as a way of exposing undergraduates to the richest possible classroom experience, (3) publicizing the program to students, especially to those students in underrepresented groups.
9. Explore first whether the needed technology specialist could be funded off grants, as is the case in other units. If not, work with OIT to see if EDUC's needs might be met through specialized training of current personnel. As a last resort, request an FTE for a staff member with expertise in educational computing and technology.
10. Pending the findings of the Space Utilization Study, formulate proposals for repurposing current space and/or requesting additional space. EDUC should take into consideration that space is more likely to be available if it is willing to relocate as a school, or to house its faculty in multiple locations.
11. Make a case to use Capital Asset Management Program (CAMP) funds to renovate the Education building.
12. Continue to build on recent successes in fundraising, seeking endowment monies and annual giving revenues. Work with EDUC's appointed advancement officer to outline an aggressive fundraising strategy.

To the Office of Information Technology:

13. Work with EDUC to address information technology needs, either by ensuring that a designated member of OIT is properly trained to address the particular requirements of educational technology or by advocating an FTE for a staff member in EDUC with expertise in educational computing and technology.

To the provost:

14. Work with EDUC on revenue sharing arrangements for its masters level programs to bring those arrangements in line with current campus policies.

15. Consider prioritizing EDUC space requests in recognition of its expected growth, contingent on the findings of the Space Utilization Study. In doing so, consider funding mechanisms that include gift funds as well as loans against future revenue streams generated through expected growth.
16. Consider prioritizing new TTT faculty lines for EDUC in anticipation of its future growth, contingent on clear and compelling articulation of research needs as well as planned expansion of revenue sources, including tuition.

The dean of the School of Education shall report annually on the first of April for a period of three years following the year of the receipt of this report (i.e., April 1st of 2016, 2017, and 2018) to the provost on the implementation of these recommendations. The provost, as part of the review reforms, has agreed to respond annually to all outstanding matters under her/his purview arising from this review year. All official responses will be posted online.