



Response to 5-year Review of Educational Studies Major and 10-year Review of Educational Policy Studies Certificate

The Department of Educational Policy Studies wishes to express our sincere thanks to: Professors John L. Rudolph, Aydin Bal, and Travis Wright for their thorough review of our undergraduate programs and their detailed and helpful recommendations; Dean Hess and members of the Academic Planning Council for their review of our programs; and the School of Education staff members who assisted with the review process.

The review committee unanimously concluded that “the ES Major and EPS Certificate are highly successful instructional programs that meet the overall needs of students, the department, school, and university,” noting that they “appear to be model programs” (p. 6). We are thankful for this recognition of our strengths, which we look forward to sustaining and, if feasible, expanding in the future.

The report identified recommendations the reviewers would make if the program is granted increased resources and other approaches they would suggest if the program does not receive more resources. Below, members of the EPS faculty have outlined contingency plans for both situations.

With additional resources of \$305,000 to hire 2 teaching faculty (\$80,000 each, or \$160,000), 1 staff member (\$55,000), and 1 faculty member (\$90,000), the Department proposes to:

1. Hire one Teaching Assistant Professor who can: teach one of the major’s required classes, which we offer each semester; teach a second or third high-demand class that we expect to fill at around 100 students per semester in the coming two years, likely focused on climate change or technology and education; and offer Ed Pol 202, Careers in Education (Comm B) (cost: \$80,000 per year).
2. Hire a second Teaching Assistant Professor to develop, launch, and oversee the undergraduate honors program (the first of its kind in the School of Education), which will be grounded in a suite of applied research classes, including evaluation and applied quantitative policy analysis. The new hire would teach the research courses, supervise students’ independent research projects, and offer a community-based learning course (cost: \$80,000 per year).
3. Hire a faculty member with expertise in education studies and an un- or underrepresented discipline (cost: \$90,000 per year).
4. Develop a new Study Away course in Washington DC focused on Education Policy with a focus on connecting students in the major to post-graduate careers in

education policy and practice, with scholarships available for students who demonstrate financial need.

5. As the department expands the number of students and relies upon more instructors with partial lines, the demands on staff grow exponentially. To help manage this expansion, the Department needs a new staff line (cost: \$55,000). The staff member could serve as a financial specialist, plan and staff events, provide administrative support for the new honors program and study abroad programs and internships, and prepare annual assessments for the certificates and major.

As transmitted in the Dean's summary letter following our review, hiring these Teaching Assistant Professors and an additional staff member will ensure we are able to provide more research opportunities to major and certificate students while also ensuring instructional coverage and managing costs.

As noted by the review committee, in the absence of the resources described above, the Department will unfortunately not be able to respond to most of the weaknesses identified in the review. As also noted in the review, further developing research opportunities, the honors option, and community-based courses will "require the hiring of additional faculty and/or staff with the relevant expertise to bring them to fruition" (p. 7). The review further concluded that: "The allocation of those resources would enable the department to move toward the realization of the vision it has for these programs and would likely stimulate additional enrollment growth. In the absence of those resources, the department, it seems to us, is limited to doing what it can to pick the low-hanging fruit where it can, but has few options in the end other than scaling back its ambitions. The review committee is unanimous in its belief that these programs are highly effective, desirable, and worth continuing."

Without additional investments, the faculty of EPS will:

1. Expand our new internship course, Ed Pol 203, from 1 to a variable 1-3 credit option (under review at APC) and recruit more participants, who will receive support to identify and apply for national and international internships through the Career Center; continue to connect Education Studies students to the fantastic staff in the SOE Career Center to secure career development advice and opportunities.
2. Redouble efforts to draw a diverse population of students, particularly African American, Black, Latinx, and Indigenous students. We will do this through: continuing to diversify our faculty; regularly offering our Ethnic Studies Requirement courses, including those cross-listed with the Department of African American Studies and a new course developed by Dr. Diana Rodriguez-Gomez that is cross-listed with Chicana studies on Education across the Americas; engaging in targeted recruitment for courses and the major and certificates; providing ongoing support to and an audience for the Indigenous Speakers Series; and continuing to offer annually the FIG Ed Pol 197, Listening to the Land.
3. Hire a talented instructor to offer one course on Indigenous education once a year (cost: \$9,000 per year).

4. Increase curricular efficiency and heterogeneity by (1) reducing redundancies through (a) hiring a project assistant in Summer 2023 to map the UG curriculum and flag overlap, and (b) requiring review of both new and revised courses by the UG committee before they are taught; and (2) expanding the list of electives from other departments affiliated with the major (e.g., Special Education Policy, Teacher Policy, and Teaching & Learning).
5. Continue to offer current community-based research courses (Ed Pol 205, Ed Pol 450, and Ed Pol 505) and FIGs. We will also explore opportunities to leverage existing programs and/or centers that provide service-learning opportunities for students. Finally, we will continue to offer existing policy and research courses.