Committee: **College of Education (CoE) 2-13 Review Committee**	Restructuring UW for the Future Recommended Action: The CoE 2-13 Committee recommends a restructuring plan with three areas of emphasis and collaboration/interdisciplinarity in mind. The three areas of emphasis are effective teachers, quality educational leaders, and supportive and specialized service/PD providers for Wyoming.
Committee Members: <u>Members</u> • Chair – Andrea Burrows, Professor & Associate Dean Undergraduate Programs (STE) • Lindsey Nichols, Assoc. Professor (CLAD/Counseling) • William Cain, Asst. Professor (CLAD/LDT) • Mark Perkins, Asst. Professor (CLAD/Research Methods) • John Kambutu, Professor (STE/CLAD/Foundations) • Richard Carter, Asst. Professor (CLAD/Special Ed) • Cynthia Brock, Professor & WY Excellence Chair (STE) • Matt Gray, Professor (Psychology) • Mark Bittner, Sr. Lecturer ETT (Family & Consumer Sci, Director ECEC) • Tara Evans, General Counsel (ex-officio) Contributors (at the request of the committee): • Scott Thomas, Dean – College of Education • Alan Buss, Director (STE) • Peter Moran, Director (CLAD) • Cathy Moen, Staff Senate • ASUW • Other stakeholders as requested by the Committee (see Executive Summary)	Submitted to Provost Carman on: Thursday, September 30, 2021

Executive Summary (Limit to 250 words)
The College of Education's (CoE) 2-13 Review Committee met weekly for nine weeks (Aug 4th – Sept 29th, 2021) for 1.5 hours per meeting. The following additional contributors provided input to the committee: Dean Thomas; Associate Dean Shim; Directors Buss and Moran; Drs. Johnson and Wade (Early Childhood); Dr. Williams (LDT); Dr. Carnes-

Holt (Counseling); Parker, Inouye, and Dr. Houseal (Science & Mathematics Teaching Center); and Dr. Hudson (the Lab School). Additionally, the committee held two town hall meetings, one for CoE faculty and staff (9.14.2021), and one for CoE students (9.15.2021). Additionally, a survey link about CLAD discontinuance was provided to the CoE and stakeholders for six weeks and received 50+ responses.

The committee recommends a unified CoE structure with three foci: developing effective teachers, quality educational leaders, and supportive professional development and service for Wyoming. The proposed structures promote efficiency, and they are consistent with organizational structures in comparator institutions. The committee developed the models from analyses of 20+ stakeholder structures. CoE restructuring impacts education in Wyoming, and the CoE can substantially support Wyoming educational initiatives with innovations such as a PK-20 Outreach Center and other explored ideas.

The committee recognizes the following possible shortfalls of CLAD discontinuance: (a) limited faculty to sustain academic programs and professional services, (b) increase in faculty and staff workloads, (c) deterioration of morale and the work environment, (d) savings in the short run with personnel but academic option costs in the long run; and (e) professional development challenges and financial burdens on the state.

Benefits (Limit to 1 page)
In this section, describe the benefits of the proposal, including benefits to organizational structure, staffing efficiencies, research and scholarly synergisms, improvements in educational programs, and community engagement.

The Central mission of the College of Education (CoE) is to prepare high-quality teachers and educational leaders and to provide high-quality service and professional development in Wyoming.

Efficiencies -
>   Restructuring the CoE provides an opportunity to determine how programs can work together to provide a comprehensive educational experience for students. By restructuring, the CoE can identify areas of overlap in the current structure and reduce them. This is accomplished by determining which programs align, and where these faculty or programs may work together to support delivery of instruction. Additionally, administration (including staff) can be re-envisioned to provide necessary leadership while considering administration and staff costs across multiple areas.

Increased Opportunities for Collaboration -
>   The restructuring of the CoE affords increased opportunities for faculty to collaborate in new and innovative ways. Under a restructured CoE, faculty collaborate across campus, the state, and nation, to ensure that all programs – teacher preparation, education leaders, and service/PD - provide comprehensive, rigorous, and relevant educational experiences that prepare our graduates and stakeholders to fill the vital role of educating Wyoming's next generation of citizens.

Stakeholder Engagement -

Priority restructuring outcomes for increasing stakeholder engagement include, but are not limited to, the following: (a) provide more efficient entry to educator preparation programs for mid-career professionals interested in becoming teachers, (b) prioritize teacher and leader professional development in Wyoming, and (c) solidify and increase partnerships with Wyoming school districts, Wyoming Professional Teacher Standards Board, the Wyoming Department of Education, and stakeholders around the state.

High Quality Educational Professionals -

Reorganizing the CoE presents many opportunities to solidify the role of producing high quality professionals for the State of Wyoming, while positioning CoE faculty for leadership roles locally and nationally. This proposal focuses on three key areas: 1. Producing effective teachers, 2. Producing high quality educational leaders, and 3. Providing supportive and specialized professional development to education professionals throughout Wyoming. These foci can be achieved through strategic planning on educational programming at the graduate and undergraduate level. To guide this planning, the committee considered many factors including expanding and strengthening school partnerships, focusing on program enrollments, increasing entry points for mid-career professionals, and measuring outcomes of programs.

Organizational Restructure (Limit to 3 pages plus org chart) -

In this section, describe the organizational structure that is needed to achieve the intended goals of the restructure (i.e., to position UW for the future and to respond to a significant reduction in the university's budget). Provide a recommended organizational chart that includes positions (by job title only) needed to administer and support the new organization/academic unit. Include a rationale that supports the recommendation. Specifically address how the recommended structure enhances synergism among disciplines, improve student experiences and success, emphasize growth of programs for 21st century themes, incorporate better efficiencies, better position the University for R1 research classification, and provide economic support to the state of Wyoming. Also provide recommendations for staff support needed for the new organization, including the administration of the Early Care Education Center.

In this section, three models are presented in a condensed format, and additional details can be provided as needed. These models were created after examining 50+ Colleges of Education at land-grant institutions.

<u>Model 1</u> - Shared Governance and Focus on Great Teachers, Leaders, & PD Providers

Model 1 is a shared structure of governance for the College of Education (CoE) that focuses on the **CoE outputs** and includes three major output areas 1) Undergraduate teacher education, 2) Graduate educational leadership, and 3) Service and professional development.
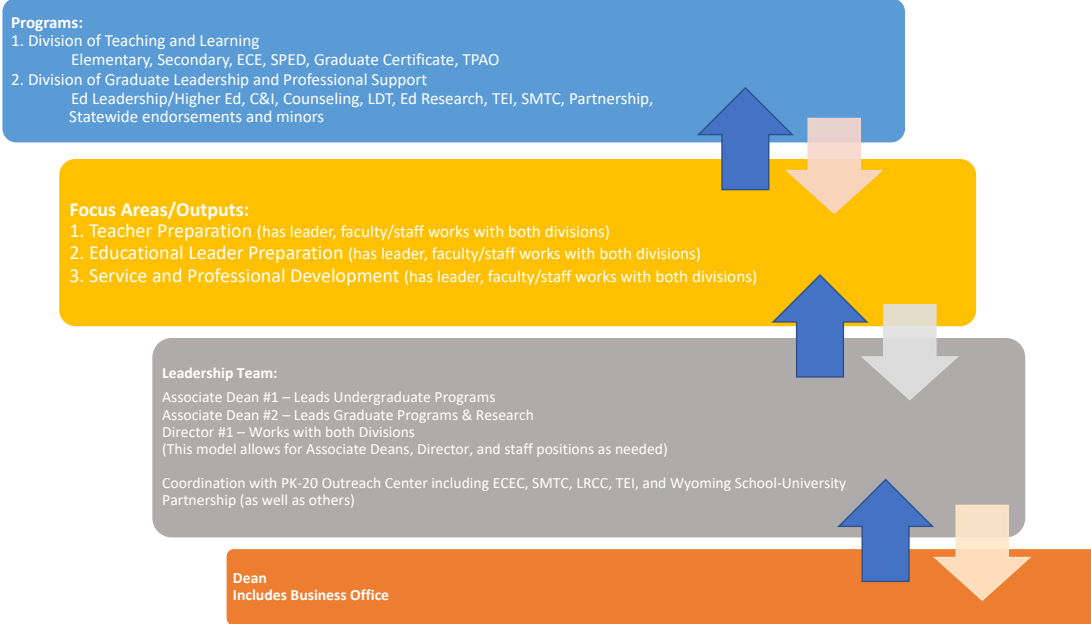
Each of these areas includes a Director or Associate Dean as the lead. Almost all CoE programs cut across all three focus areas (e.g., Secondary Education, Masters in Counseling). Associate Dean, Director, and staff positions can be added as necessary to facilitate effective and efficient work. The Teaching Preparation and Advising Office (TPAO) would facilitate work with both divisions (Teaching & Learning – and – Graduate Leadership and Professional Support) and could be renamed to reflect this (e.g., CoE Advising Center).

The following are existing centers: Wyoming School-University Partnership, the Early Care and Education Center (ECEC; led by the CoE after restructure) and Science and Mathematics Teaching Center (SMTC; led by the CoE after restructure). They would work closely with a newly formed PK-20 Outreach Center housed in the CoE as the central hub for professional development and service to the state. This new PK-20 Outreach Center could be started without additional funding utilizing all the collective CoE centers [e.g., Partnership, SMTC, ECEC, LRCC, WellSpring Counseling Center, as well as the Trustees Educational Initiative (TEI)]. A new Early Childhood Degree (ECE) would continue to be developed and offered via the CoE with a concurrent major with Family and Consumer Sciences.
(Note that the Social Justice Research Center is not currently a part of the CoE.)

Key Features:
1. Provides <u>emphasis</u> on effective teachers, quality leaders, and specialized service & PD
2. Allows for <u>creation</u> of a PK-20 Outreach Center that is critically needed for UW & WY
3. <u>Leadership structure</u> includes a **D**ean, two **A**ssociate **D**eans, and one **Dir**ector (with Assistant Deans, division chairs, and staff as needed) [Structure (D, AD, DIR) =1, 2, 1]
4. Like Model 2 has two main <u>divisions</u> (A) Teaching & Learning, and (B) Graduate Leadership and Professional Support
5. Like Models 2 and 3 has all <u>three foci</u> to the mission of the CoE - effective teachers/educators, quality principals/leadership, and specialized support and PD

Model 1 – Shared Governance and Focus on Great Teachers, Leaders, & PD Providers

Programs:
1. Division of Teaching and Learning
    Elementary, Secondary, ECE, SPED, Graduate Certificate, TPAO
2. Division of Graduate Leadership and Professional Support
    Ed Leadership/Higher Ed, C&I, Counseling, LDT, Ed Research, TEI, SMTC, Partnership,
    Statewide endorsements and minors

Focus Areas/Outputs:
1. Teacher Preparation (has leader, faculty/staff works with both divisions)
2. Educational Leader Preparation (has leader, faculty/staff works with both divisions)
3. Service and Professional Development (has leader, faculty/staff works with both divisions)

Leadership Team:
Associate Dean #1 – Leads Undergraduate Programs
Associate Dean #2 – Leads Graduate Programs & Research
Director #1 – Works with both Divisions
(This model allows for Associate Deans, Director, and staff positions as needed)

Coordination with PK-20 Outreach Center including ECEC, SMTC, LRCC, TEI, and Wyoming School-University
Partnership (as well as others)

Dean
Includes Business Office

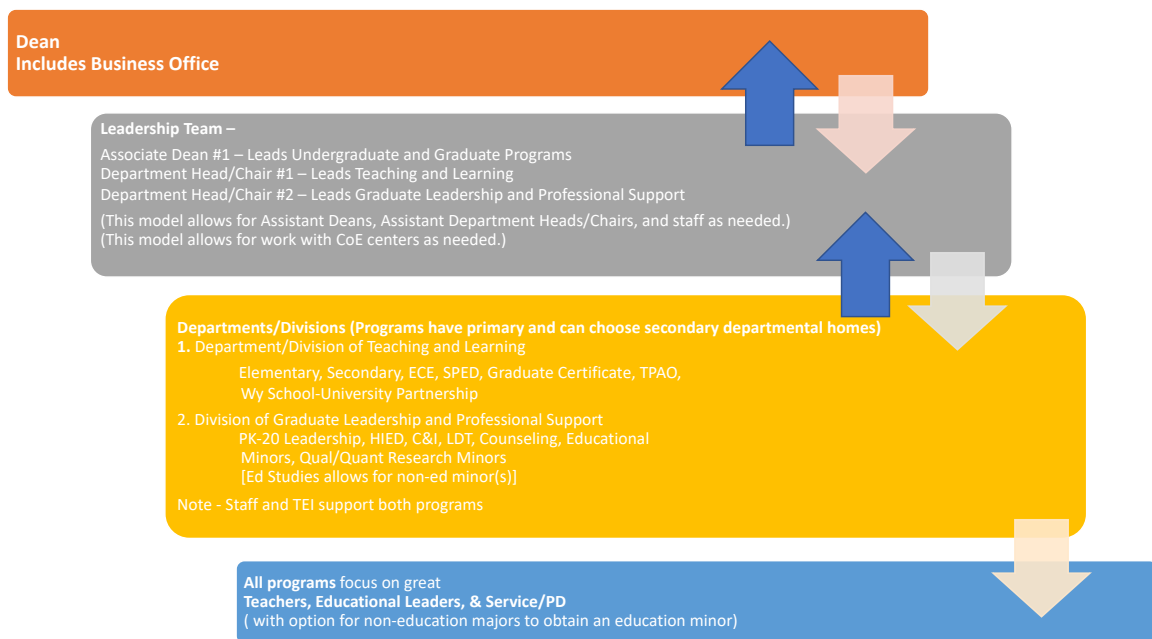## <u>Model 2</u> – Primary & Secondary Divisions and Focus on Education for UW & Wyoming

Model 2 has a collaborative/distributive structure of governance and shows centralized organizational structure intended to promote efficiency in decision-making and is consistent with organizational practices in comparator institutions (see Appendix). This organizational structure could allow functioning of the CoE as a unified academic ecosystem, with the college Dean, supported by an Associate Dean and two Division chairs, situated within two academic department/units (in line with college foci of preparing and supporting effective teachers, quality leaders, and specialized service and PD). The Dean can modify the administrative structure as needed.

Choice is a cornerstone of this model, where academic programs are provided a primary assignment but invited to join the other division to best fit with their academic, scholarship, and professional service. Frequency of meetings is an important aspect to consider with assignments. While the Trustees Education Initiative (TEI) is to support both departments, the program of educational studies is designed to support students intending to join the education career but are not interested in teaching licensure (non-education majors). Other centers such as the ECEC, LRCC, SMTC, WSCC, and Wyoming School-University Partnership work with the leadership team. Overall, faculty in both departments are invited to contribute to the educational studies program, as well as collaborate with the CoE's centers.

Key Features:

      1.Provides <u>emphasis</u> on primary home departments, however, faculty/programs could choose a secondary department option (providing choice)

      2. Allows for the <u>creation</u> of education minors/majors for non-education majors

      3. <u>Leadership structure</u> includes one **D**ean, one **A**ssociate **D**ean, two department/division chairs (with Assistant Deans, Assistant department/division chairs, and staff as needed) [Structure (D, AD, DIR) = 1, 1, 2]

      4. Like Model 1 has two main <u>departments/divisions</u> including A) Teaching & Learning, and B) Graduate Leadership and Professional Support

      5. Like Models 1 and 3, it has all <u>three foci</u> to the mission of the CoE - effective teachers/educators, quality principals/leadership, and specialized support and PD

Model 2 – Primary & Secondary Divisions and Focus on Education Across UW & Wyoming

Dean
Includes Business Office

Leadership Team –
Associate Dean #1 – Leads Undergraduate and Graduate Programs
Department Head/Chair #1 – Leads Teaching and Learning
Department Head/Chair #2 – Leads Graduate Leadership and Professional Support
(This model allows for Assistant Deans, Assistant Department Heads/Chairs, and staff as needed.)
(This model allows for work with CoE centers as needed.)

Departments/Divisions (Programs have primary and can choose secondary departmental homes)
1. Department/Division of Teaching and Learning
    Elementary, Secondary, ECE, SPED, Graduate Certificate, TPAO,
    Wy School-University Partnership
2. Division of Graduate Leadership and Professional Support
    PK-20 Leadership, HIED, C&I, LDT, Counseling, Educational
    Minors, Qual/Quant Research Minors
    [Ed Studies allows for non-ed minor(s)]
Note - Staff and TEI support both programs

All programs focus on great
Teachers, Educational Leaders, & Service/PD
(with option for non-education majors to obtain an education minor)

<u>Model 3</u> – Continued Governance with Wyoming Connections and Collaboration

Model 3 is focused on **connection and collaboration** to create more opportunities for service learning (e.g., internship) and related interactions across the state and with various stakeholders. It is organized around three divisions/units in the CoE: 1) Undergraduate programs, 2) Graduate programs, and 3) Student support and outreach. Divisions/units are a part of the CoE Consortium, which is focused on bringing together representatives from the divisions/units, offices/staff, initiatives, centers, stakeholders, advising, distance programs, and academic or service learning (e.g., practicum, internships). This model could allow for a consolidated staff pool where there is a centralized system of duty distribution. The Dean is the hub of the CoE and oversees the leadership team.

One Associate Dean directs this consortium group and reports the collaborative efforts to the Wyoming School-University Partnership. The new Professional Preparation and Advising Office (formerly TPAO) would be accessible to all programs and focus on student experience and supporting licensure of PK-20 educators. Another idea is to create a CoE Advising Center that would join other CoE centers. The Early Care and Education Center (ECEC; led by CoE) and other CoE centers (e.g., SMTC, LRCC, WellSpring Counseling Center) would be organized around student support and outreach. Interdisciplinary learning and opportunities (e.g., internships) could flourish as programs make connections through CoE Consortium activities and efforts.

Key Features:
1. Emphasis on connection and collaboration across the COE and state
2. Creates existing state-wide programing and outreach with service-learning prioritized
3. Leadership structure includes a **D**ean, two **A**ssociate **D**eans, two **Dir**ectors (with Assistant Deans, Division chairs, and staff as needed) [Structure (D, AD, DIR) =1, 2, 2]
4. Shows three main CoE divisions/units (Graduate Programs, Undergraduate programs, Student support and outreach, and the CoE Consortium)
5. Like Model 1 and 2 has all three foci to the mission of the CoE - great teachers/educators, quality principals/leadership, specialized support and PD

Model 3 – Continued Governance with Wyoming Connections and Collaboration

Dean
Includes Business Office

Leadership Team –
Associate Dean #1 – Leads Undergraduate Programs & Research
Associate Dean #2 – Leads Graduate Programs & CoE Consortium
Director #1 – Leads Undergraduate Programs
Director #2 – Leads Graduate Programs
(This model allows for Assistant Deans, Assistant Division Chairs, and staff as needed)

Divisions/Units
1. Undergraduate
  Elementary, Secondary, ECE, SPED, Graduate Certificate
2. Graduate
  Leadership, HIED, C&I, LDT, School Counseling, SPED within Counseling, Ed Research
3. Student Support and Outreach
  Marketing, TEI, PPAO (formerly TPAO), Centers (ECEC, LRCC, SMTC, WSCC)

CoE Consortium
  Representatives from divisions/units, offices, initiatives, CoE centers, stakeholders, advising, distance programs, academic and service learning

All programs focus on great
Teachers, Educational Leaders, & Service/PD

Efficiencies (Limit to 1 page)
In this section, address strategies for improving efficiencies in the new organization/academic unit that will be needed to meet budgetary constraints and provide students with a high-quality educational experience.

By discontinuing the School of Counseling, Leadership, Advocacy, and Design (CLAD), but re-envisioning programs within a new CoE structure, the CoE could obtain certain efficiencies. For example, the three models presented could:

1. Remove silos and make work more collaborative, highlighting interdisciplinary work and areas that overlap in creating effective teachers/educators, quality principals/leadership, and specialized support and PD

2. Offer different leadership models that could allow for streamlining or expanding with the new foci areas of teaching, leading, and service to the state

3. Guide student advisement with a focus on undergraduate, as well as graduate programs, with a newly envisioned Professional Preparation and Advising Office (PPAO) or a new CoE Advising Center

4. Create a PK-20 Outreach Center, and/or a CoE Consortium, to bring together the active CoE centers and offer a place for collective expertise and collaboration

5. Allow for consolidated marketing of interdisciplinary, collaborative CoE work and showcase CoE data analysis (e.g., program assessment)

6. Provide joint appointments with the CoE and the School of Computing or other space (e.g., ECTL)

7. Reconfigure an Associate Dean role to include one with a research focus on grant writing, submitting, and implementation after awarding (Associate Dean of Research)

8. Phase out programs that are low enrolled, and bring in low tuition dollars (e.g., Ph.D. in LDT, Ph.D. in Counseling), that could allow faculty to strengthen revised programs

9. Combine the Educational Leadership and Higher Education Administration programs

10. Offer a consolidated staff pool with centralized duty distribution

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Academic/Discipline Specific Expertise (Limit to 3 pages)
CLAD/College of Education
In this section, provide recommendations for areas of faculty expertise that should be emphasized to position the division to be nationally and internationally competitive in its research activities. Also include in your recommendation the ideal number of faculty positions that will be needed to provide students with a high-quality education experience and to deliver current and/or future degree programs.

For all models, the following programs are recommended:

Counseling & Counselor Education (Recommended 6 positions – UW & UW Casper)
> Faculty expertise (skill set) needed: Hold a terminal degree in Counselor Education & Supervision (Ph.D. or Ed.D.) or related degree and have training in a Council for the Accreditation of Counseling and Related Program (CACREP)-Accredited program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution. Considerations for the faculty include: 1) To ensure students are taught be core program faculty the combined course credit hours taught by non-core faculty must not exceed the number of credits taught by core faulty, 2) For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1, 3) Faculty should be licensed (e.g., L.P.C., Licensed Professional Counselor in WY) or credentialled (e.g., N.C.C., Nationally Certified Counselor) in their specialty area, and 4) Faculty should be published regularly.

<u>**Combined:**</u> **Higher Education Administration & Educational Leadership (3 positions)**

> **Higher Education Administration (2 positions)**
> Faculty in Higher Education Administration (HIED) should hold a terminal degree (Ed.D. or Ph.D.) in Higher Education Administration, Leadership, or a closely related field. HIED faculty should have significant work experience in administrative roles in higher education, preferably in a community college setting. HIED faculty should also be familiar with both quantitative and qualitative research methods and regularly publish and present scholarly work in related areas, ideally within the community college sphere. Finally, HIED faculty should have extensive experience with or show capacity for high quality graduate student mentoring.

> **Educational Leadership (1 position)**
> Strong public educational leadership programs generate better schools. Research indicates that improved school principals and district leaders reduce teacher attrition and teachers who leave report leadership as a major factor in their decision. Strong principles retain more teachers, even when factoring in student and school attributes. The Educational Leadership program at UW is the only principal certification/MA and Superintendent certification/EdD program in the state. The goals of the program, and thus of faculty expertise needed, include 1) Prepare courageous leaders to make decisions that support the institution of public school, 2) Serve and provide intellectual leadership for the communities in which they are located, and 3) Support a clear vision about the power of education for all students. Thus, the Educational Leadership program should focus on faculty expertise in areas of Leadership and Organizational Theory, especially in rural and/or isolated settings, School Operations, School Law and Social Justice, Educational Policy, Governance and School Boards and Accountability, Assessment and Evaluation. Faculty should hold a terminal degree in Educational Leadership and have significant work experience in K12 administrative roles at the district level. Faculty should hold a terminal degree (Ed.D. or Ph.D.) in the field.

Learning Design & Technology (Recommended 2 positions)

Learning, Design, and Technology (LDT) integrates contemporary ideas about learning and emerging technologies into an array of educational contexts. This work enhances learning environments and improves educational outcomes through empirically grounded learning science and design. Faculty should hold a terminal degree (Ed.D. or Ph.D.) in the field. Core competencies for LDT faculty members include: 1) Fluency in the theories and applications of learning sciences and educational technology research; cognizant of emerging technologies and learning theory, 2) Fluency in teaching learning design and instructional technology theories and applications at undergraduate and graduate levels, 3) Fluency in the use of research frameworks and methods for high-quality, empirical, LDT research , 4) Fluency with practiced and immerging learning strategies, activities, and outcomes associated with different educational technologies, 5) Knowledge of research-based pedagogies for the use of educational technologies in different learning environments and contexts, 6) Knowledge of research-based andragogy for the use of instructional technologies in different learning environments and contexts, 7) Ability to develop both course content and research agendas around current, emerging, and future trends in learning design, educational technology, and instructional technologies, 8) Ability to collaborate across subject/program areas within the CoE, and 9) Ability to collaborate and conduct research in inter- and trans-disciplinary contexts.

Special Education (Recommended 3 positions)

Faculty in Special Education program should hold a terminal degree (Ed.D. or Ph.D.) in Special Education or a closely related field. Faculty will have the ability to instruct students on elements of high-incidence disability, low-incidence disability, assessment, behavior, collaboration, designing learning environments and more. Moreover, faculty should showcase the ability to publish in top tier journals and the potential to acquire research funding at the local, state, and national level. Special Education (EDEX) in the CoE can work with Elementary and Secondary Education programs. In addition, Special Education does offer a master's program that leads to licensure to teach in the State of Wyoming. Both of these programs are generalist programs that prepare completes to teach in any Special Education learning environment and support the needs of all learners receiving special education services.

Educational Research (2 positions)

Educational Research Methods (EDRE) faculty teach "core" research methods courses to all graduate students in graduate programs, serve on their doctoral committees (often chairing them), and collaborate on or advise on various research projects in the CoE, within the university, and at the state level. Tenure track faculty in EDRE should have a doctorate with an emphasis on measurement, quantitative research methods and statistics, qualitative research methods, or mixed methods. The faculty member should be proficient in BOTH quantitative research methods (including but not limited to multivariate analyses, group comparisons research) and qualitative research methods (including but not limited to phenomenology, narrative, grounded theory, ethnography, and case study), and competent with mixed methods design. In addition, the tenure

track faculty should be familiar with the research process, educational policies and theory, and educational systems. The faculty member should be able to adapt to different research contexts and topics in committees, collaborations, and projects. The research methods faculty should teach difficult qualitative and quantitative research topics to a variety of students from a variety of disciplines. The faculty members must collaborate with other faculty, staff, and professionals from a variety of fields across the UW and Wyoming.

Unintended Consequences, Mitigation Strategies, and Suggestions for Alternative Approaches (Limit to 2 pages)

In this section describe unintended consequences that may result from implementation of the proposal (including any budgetary consequences). Make recommendations on how such unintended consequences might be mitigated. If you have alternate suggestions for how to achieve budget reductions or achieve optimal organizational structure, please provide them here.

Unintended Consequences

The College of Education (CoE) 2-13 Review Committee administered a survey to CoE faculty/staff/students to elicit feedback on the restructuring proposal. Survey participants (n=50) identified two outcomes as starting points for potential unintended consequences: the loss of people and programs. They also identified more than several challenges and barriers to successful and effective implementation of the proposal.

Loss of Personnel

When commenting on the loss of personnel (i.e., faculty and staff), survey participants identified two main areas of concern. One concern (n=10) was that the new organizational structure for the CoE would be ill-equipped to adequately support the remaining programs. Comments centered on issues such as unclear reporting lines, confusing processes for Tenure and Promotion, and uncertainty as to whether administration would be able to provide adequate support to existing/remaining programs under a new unified structure.

Another concern (n=9) stemming from the loss of personnel was an anticipated increased workload. Comments focused on how staff were already dealing with heavy workloads related to different programs and departments, and how this situation could potentially become worse if some or all CLAD programs were included under a unified CoE plan. Including current year enrollment data, CLAD programs total hundreds of students. Additionally, faculty workload is an issue.

Loss of Programs

When commenting on the loss of programs, participants identified a broad range of concerns. Ten participants (n=10) were concerned the elimination of CLAD would result in a negative impact on the integrity and reputation of the CoE. An equal number of participants (n=10) expressed concern that eliminating CLAD programs would result in a loss of program diversity within the CoE. A smaller number (n=5) worried that the loss of CLAD programs meant the CoE was "losing the big picture" and that its mission of education, research, and service was shrinking.

Some participants (n=5) commented that the proposal would result in lost ability to collaborate across disciplines within the university. Others (n=4) felt that eliminating CLAD programs would do nothing to remedy existing challenges within the CoE's cultural work environment. Two (n=2) participants expressed doubt that the CoE would be able to support the university's goal of attaining R1 status if CLAD programs are discontinued. Lastly, a small number of participants (n=2 each) were also concerned about the CoE's diminished capacity to serve the needs of Wyoming, and that losing CLAD would impact enrollments negatively.

Challenges and Barriers to Implementation

Participants identified challenges and barriers to implementing the discontinuance of CLAD. These included 1) Concerns over the persistence of silos, 2) Lack of clear lines of reporting and potential lack of administrative support for remaining programs, and 3) Overall negative perception that another round of budget cuts would not achieve the intended results and would only diminish morale and CoE effectiveness.

Other Challenges

CLAD programs directly serve the citizens and employees of the state of Wyoming. This is evidenced by the number of students in CLAD who are currently employed within Wyoming. For example, 80% of the students in CLAD's HIED program are employed by Wyoming's community colleges or the University of Wyoming itself. In addition, any students in CLAD programs receive UW tuition waivers and/or reimbursements as employees of Wyoming's community colleges and UW. Elimination of CLAD programs may place significant professional development challenges and financial burdens on these and future students who are employees of the state of Wyoming. These students would have to pursue programs in neighboring states or online institutions for which they may pay out-of-state tuition and receive no or lessened tuition waivers and/or reimbursements.

Mitigation Strategies

1. After the CLAD discontinuance, promote the integration of former CLAD programs into the new CoE structure, highlighting the programs with a strong focus on effective teachers, educational leaders, and service/professional development providers
2. Provide incentives for inter- and transdisciplinary cooperation among different programs within the CoE through T&P or other means (e.g., PK-20 Outreach Center, Consortium, Shared governance structure, Collaborative projects)
3. Pursue and leverage digital and online strategies that can increase student inclusivity while promoting educational experiences through 21st century digital literacies
4. Pursue entrepreneurial ("edu-preneurial") strategies that can help support service and professional development across Wyoming and the Rocky Mountain region, with an eye towards self-sustaining and profit-making potential (e.g., tutoring for K-12 students by CoE students)
5. Center collaboration (e.g., ECE degree and ECEC, housed in CoE, and working closely with Family and Consumer Sciences; Wyoming School-University Partnership working with the LRCC and SMTC to bring statewide programs) For context, the Early Childhood Education (ECE) degree will be an interdisciplinary degree that could

be a concurrent major between the CoE and Department of Family and Consumer Sciences. This major allows for students to receive a degree that offers courses in both child development, family sciences, and curriculum development that reflects on children ages pre-birth through eight years. Considerations include:

1. Accountant's time is currently 50-70% working on ECEC financials
2. ECEC Director & ECEC Admin Associate would be moved to CoE
3. ECEC work with WYECON and WYECPLC
4. ECEC should offer practicum courses & internships to FCS, CoE, and HS
5. ECEC Lead Teaching team would need recognition as mentor teachers in the new ECE degree

Suggestions for Alternative Approaches
See the Efficiencies section on page 7; Included are 3 models, Advising Center, PK-20 Outreach Center, Associate Dean of Research, Joint appointments with the School of Computing or others, Combining programs, Creating a CoE Consortium, and Pooled duties

Other
Additional information may be provided as appendixes.

Appendix A
CLAD Exemplars Statement

Background
　　The charge of this subcommittee was to examine the organizational structures of colleges of education in comparator/exemplar institutions. Specifically, it focused on how those colleges integrated their respective educational and organizational components into their logical structures, and more importantly, the gist or overview of how those entities worked. The subcommittee pulled a list of land grant Research One institutions from the Integrated Post-Secondary Data System (IPEDS) database from the National Center of Educational Statistics (NCES) as well as top-ranked Education departments from U.S. News and World Report and University HQ. These data were cross-referenced and members of the subcommittee selected institutions, visited their web sites, and analyzed the structure of their education programs. The analysis generated a list of 80 institutions. The subcommittee delegated a portion of these to examine 20 total institutions. Final institutions examined were selected based on proximity to the University of Wyoming, institutional reputation, familiarity with the institution, and personal connections. The final institutions selected included the following:

1. University of Montana
2. Pennsylvania State University
3. University of Connecticut
4. University of Vermont
5. Michigan State University
6. University of Texas at Austin
7. Colorado State University
8. University of Nebraska
9. University of Nevada, Reno
10. Texas A&M

11. Utah State
12. BYU
13. University of Illinois at Urbana-Champaign
14. Kansas State
15. Arizona State
16. Clemson
17. Iowa State
18. Johns Hopkins
19. Columbia
20. UNC-Chapel Hill (not a land-grant institution)

In addition, the subcommittee collected similar data on the University of Wyoming's College of Education as it is currently structured to contrast with outside institutions' data. The subcommittee documented its notes and observations in the dedicated space for the 2-13 Review Committee on CLAD discontinuance.

Methodology
This research included a simple qualitative analysis of the comparator/exemplar institutions' Education websites. We were looking for general organizational structures and strategies of their programs, as well as the overall essence of how those colleges operate. We conducted thematic analyses to accomplish these goals.

Findings
The findings consist of two general areas: the general takeaway regarding comparator/exemplar institutions' education structures, and the overall themes and impressions gathered by the subcommittee by examining the gist of these programs. In addition, this led us to make a general recommendation of adding a general education program to the newly configured College of Education.

First, our analyses of these comparator/exemplar universities' colleges of education Departments (programs, schools, colleges) lead us to the mutual conclusion that as a general rule, comparator/exemplar colleges of education all have multiple administrative structures (vs. a single structure) that appeared in different formats such as departments, schools, degree programs, etc., but with a common holistic ecosystem focus that encompasses all their respective programs or elements under the general direction or foci of that entity. This is in contrast with the current University of Wyoming College of Education structure, which splits the college into two entities, each composed of different programs. Therefore, the sub-committee came to the consensus that consolidation of CLAD and STE should be informed by the current trends in comparator/exemplar peers' institutions.

This leads to the second element of our findings, which pertains to the general themes and impressions gathered from the examination of these comparator/exemplar universities. When analyzing other Universities' Education entities, the theme of Colleges of Education as holistic systems emerged. We found that these entities operate not as compartments, but as singular systems that complement the cause and focus of preK-16 education in their states and in the United States. For example, while CoE's CLAD includes separate programs for K-12

Leadership and Higher Educational Administration, other institutions condense them as one program and work to incorporate those elements into their undergraduate and graduate programs. The same is true for all programs under CLAD. Counseling education programs in other universities nurture and inform teacher education programs, as do special education programs, learning technology programs, and programs and courses on educational research. Thus, the student gains a holistic perspective of education upon completion of their credential and gains that perspective due to CLAD-like and STE-like programs existing under one umbrella. This finding also leads to the second recommendation made in the next section.

Recommendations
The subcommittee thus makes two main recommendations to the larger 2-13 Review Committee for the reconfiguration of the CoE. First, we recommend an analysis of the components of all CLAD programs to connect them to the general vision of preK-20 education in the state of Wyoming and the United States to create a holistic and unified educational ecosystem that is the University of Wyoming College of Education. Second, we recommend adding an additional undergraduate program in Educational Studies that allows the student to examine coursework in a broad range of courses currently under both STE and CLAD where the student exits the program with a credential that allows them to contribute the preK-16 educational systems if they do not necessarily want to teach (e.g., non-education majors).