



2021-22

Dean's Annual Report

Submitted by

Douglas Guiffrida, Interim Dean



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER



School mission

At the Warner Graduate School of Education and Human Development, we believe that education can transform lives and make the world more just and humane. This vision informs our teaching, research and service as a research school of education, as we strive to:

PREPARE practitioners and researchers who are knowledgeable, reflective, skilled and caring educators, who can make a difference in individual lives as well as their fields, and who are leaders and agents of change;

GENERATE and disseminate knowledge leading to new understandings of education and human development, on which more effective educational policies and practices can be grounded;

COLLABORATE – across disciplines, professions and constituencies – to promote change that can significantly improve education and support positive human development.

Our diverse work in each of these domains is informed by the following underlying beliefs: the improvement of education is in pursuit of social justice; development and learning shape and are shaped by the contexts in which they occur; the complexity of educational problems requires an interdisciplinary and collaborative approach; and best practices are grounded in research and theory, just as useful theory and research are informed by practice.



Academic programs

The Warner School of Education and Human Development offers master's, doctoral and certificate programs in:

• Counseling

Developing and advancing school and mental health counselors, as well as counselor educators and scholars.

- **Core programs**
 - MS - School Counseling
 - MS - Mental Health Counseling
 - EdD/PhD - Counseling
- **Advanced certificate (non-licensure)**
 - Mind-Body Healing and Wellness
 - Urban Teaching and Leadership

• Educational Leadership

Preparing and advancing innovative leaders for K12 schools and educational organizations, including New York State certification programs for school and building leaders.

- **Core programs**
 - NYS Certification/MS - K12 School Administration
 - MS - Educational Leadership
 - EdD - Educational Leadership
- **Advanced certificate (non-certification)**
 - Leadership in Disability and Inclusive Practices
 - Teacher Leadership
 - Urban Teaching and Leadership

• Education Policy

Examining policy issues in education and gaining the skills and tools to design, implement, evaluate and research education policies.

- **Core programs**
 - MS - Education Policy
 - PhD - Education Policy

• Health Professions Education

Building on the skills and expertise of professionals working in a healthcare setting to support them in teaching and/or other educational roles in a health and wellness environment.

- **Core programs**
 - EdD/PhD - Health Professions Education
 - MS/Advanced Certificate - Health Professions Education

• Higher Education

Serving aspiring and advancing higher education professionals and researchers, in areas such as access and equity, student affairs, administration, academic and career counseling, and leadership.

- **Core programs**
 - MS - Higher Education
 - EdD/PhD - Higher Education

• Human Development

Promoting the wellbeing and success of individuals and understanding how to develop and transform environments that foster healthy human development.

- **Core programs**
 - MS - Human Development
 - EdD/PhD - Human Development
 - MS/Advanced Certificate - Applied Behavior Analysis & Human Development

• Online Teaching

Promoting strategies and skills necessary to design and implement learning experiences that leverage online and digital learning.

- **Core program**
 - MS/Advanced Certificate - Online Teaching
- **Advanced certificate (non-certification)**
 - Digitally-Rich Teaching in K12 Schools

• Program Evaluation

Preparing individuals to collect, analyze and use information to answer questions about projects, policies and programs.

- **Core program**
 - MS/Advanced Certificate - Program Evaluation

• Teaching

Preparing teachers and curricular leaders for K12 schools and other educational settings, as well as scholars of teaching, curriculum and change.

- **Core programs**
 - MS in Teaching + New York State Initial Certification
 - MS in Teaching + New York State Professional Certification

Certification specialty areas

Disabilities Inclusion
Early Childhood Education
Elementary Education
English Language Arts
Foreign Languages
Mathematics
Reading & Literacy
Science
Social Studies
Teaching English to Speakers of Other Languages

MS in Online Teaching
MS in Teaching English to Speakers of Other Languages (International, no certification)
EdD/PhD - Teaching and Curriculum

- **Advanced certificates (non-certification)**
 - Digitally-Rich Teaching in K12 Schools
 - Leadership in Disability and Inclusive Practices
 - Online Teaching Programs
 - Teaching English as a Foreign Language
 - Teacher Leadership
 - Urban Teaching and Leadership

Research centers

To advance the school's mission, we have four centers that allow us to integrate our research into education practice: Center for Education Success, Center for Professional Development and Education Reform, Center for Disability and Education, and Center for Learning in the Digital Age. The primary aims of our centers are as follows:

- Conducting research aimed at informing innovations and interventions.
- Supporting specific research-based Innovations.
- Serving as catalyst for sharing lessons learned and collaboration.
- Providing high-quality preparation for educators to implement specific best practices.

Center for Urban Education Success



The Center for Urban Education Success supports the success of K-12 urban schools in Rochester and beyond. Grounded in our partnership with East High School, the center is creating a model for urban school improvement through a robust clearinghouse of research, practitioner guides and other artifacts. Topics include:

- Attendance - Absenteeism is a persistent problem, particularly acute in urban school settings. According to the US Department of Education, six million students (one out of seven) are missing at least 15 days during the school year, increasing their likelihood for lower achievement and dropping out.
- Restorative practices - As more and more schools are realizing that the traditional approach of punitive discipline is not only ineffective in improving student behavior, but resembles the culture of prison systems, they have been turning increasingly to a

restorative practices approach.

- Bullying - Bullying, which involves an intention to do harm, repetition and a power imbalance between bully and victim, has become a public health concern not only in the U.S. but worldwide. Alongside the increased attention to bullying, a related phenomenon of cyberbullying has emerged.
- Distributed leadership - In a distributed leadership structure, leadership roles are supported and shared among many individuals in the community. By expanding accountability and voice to teachers, staff, students, and families, distributed leadership shifts leadership more widely and horizontally.

Center for Professional Development and Education Reform



The Center for Professional Development and Education Reform partners with organizations and institutions to improve educational practices and policies through professional learning, leadership development, and program evaluation.

- Offers professionals the opportunity to build skills and specialized knowledge through advanced certificate programs that typically include about three courses.
- Works with leaders to become more reflective practitioners, more deliberate decision-makers, and more capable leaders so that those they serve can perform at their highest level.
- Partners with educational institutions to bring research to practice to transform mathematics education.
- Engages partners in high-quality, meaningful program evaluation practices to increase knowledge and understanding that impacts the lives of those in their

systems and beyond.

- Partners with organizations to solve science-related education issues, develop organizational capacity, and better serve their constituents.
- Partners with higher education organizations to develop, evaluate, assess, or research education programs at the undergraduate and graduate levels.

Center for Disability and Education



The Center for Disability and Education provides high-quality information and support to people navigating the world of disability. The Center provides expertise, guidance and linkage to community members, students, families, school districts, non-profit agencies and higher education institutions.

- Provides high quality information to people navigating the world of disability.
- Supported by the U.S. Department of Education, the Warner School of Education, and friends of the Warner School.
- Begun in 2008 through a partnership with the B. Thomas Golisano Foundation and the University of Rochester.

Center for Learning in the Digital Age



The Center for Learning in the Digital Age collaborates with various educational partners to leverage the potential of digital technologies for education, so as to enhance learning and development in K-12 and higher education settings, as well as in a variety of non-traditional settings.

- Transforms education by leveraging digital technologies.
- Conducts and disseminates research to illuminate and expand valuable uses of technology in education.
- Supports educational innovations that take full advantage of digital technologies.
- Serves as a catalyst for networking and collaboration on digitally-rich education.
- Provides educators with high-quality learning opportunities to capitalize on digital technologies.

FY21/22 accomplishments

Executive summary

In this report I highlight Warner's major accomplishments and challenges this year, as well as outline our future plans. Fiscal year 2021-2022 has been a banner year for the Warner School. As a school that is highly dependent upon tuition revenue, Warner continues to increase enrollment, especially in our Mental Health Counseling Program, K-12 Administration Certificate Program, and new Advanced Certificate programs. Steady increases in enrollment in these programs has more than offset declining enrollment in our Teacher Education programs, a phenomenon that schools of education across the country are experiencing, as well as reductions in international student enrollment due to COVID restrictions. Our robust enrollment has allowed us to maintain a balanced budget again this year, while dramatically increasing spending in marketing, technology upgrades to our classrooms, and adding staff and faculty in key areas. Looking forward, we plan to develop several new, innovative degree and certificate programs to further increase enrollment in high-growth areas.

One reason for our robust enrollment is the outstanding work and reputation of our faculty. Many of our faculty are leaders in their fields, as indicated by our above average research productivity scores on the *Academic Analytics Scholarly Research Index* relative to faculty at peer institutions. Our faculty have also earned reputations as excellent instructors. As a school, our overall teaching evaluations average 4.5 out of a 5-point scale. Most impressive is that our overall scores increased during our pivot to online learning in spring 2020, which speaks to our faculty's expertise in this pedagogical modality. Additionally, our faculty continue to secure external grant funding to support research and teaching. While the field of education does not have the same range and magnitude of funding opportunities as other schools and colleges in the University, in 2021-2022, we secured \$7 million in

research funding and our research expenditures exceeded \$2.7 million for the year, a level comparable to our annual research expenditures since 2012. While we are extremely proud of current funding record, we have developed several new initiatives to increase faculty research and grant funding as part of our strategic planning process, which I will outline later in this report.

Thanks in large part to the recent hiring of our first director of Diversity, Equity, and Inclusion, we have focused intensively on increasing the diversity of our faculty, staff, and student body, as well as supporting our current community. We have implemented an unprecedented number of new trainings, workshops, and conferences, and developed several new student affinity support groups. In addition, our primary DEI priority this year was to increase the diversity of our tenure track faculty, which currently does not include any faculty of color. We have recently hired two diverse faculty members for next year and have partnered with the Frederick Douglass Institute to hire a third person as a jointly appointed post-doc. We are also engaged in search processes for an additional tenure track faculty member for our Counseling Program and a clinical track faculty member for our Teaching and Curriculum Program. Our full intent is to continue to increase the diversity of our faculty through these hires.

Warner also had an exceptional year in fundraising. Most noteworthy is the \$2.1 million commitment from the Konar Family Foundation to support a new professorship, the Step to College Initiative, and Project Read. The Sheila Konar Professorship, which is our first endowed professorship in over 20 years, will focus on literacy learning to increase underserved students' reading and comprehension skills.

Another milestone achievement this year is that New York State extended our partnership with East High School. The successful turnaround of East, under the leadership of Warner faculty Shaun Nelms and Steve Uebbing, has garnered significant local and national media attention and has positioned the Warner School as a national leader in urban education.

Thanks in large part to the recent hiring of our first director of Diversity, Equity, and Inclusion, we have focused intensively on increasing the diversity of our faculty, staff, and student body, as well as supporting our current community.

A. Student measures

In 2020-2021, we awarded 157 master's degrees and 47 doctoral degrees. In fall 2021, there were 649 students enrolled: 252 master's students, 272 doctoral students, and 197 advanced certificate students (see tables 1-3). You will note that some students are enrolled in multiple programs (i.e., doctoral and master's students can add advanced certificates). While master's and doctoral student enrollments have remained fairly steady over the past five years, we have experienced significant enrollment increases in our advanced certificate programs (a 259% increase since 2017). The aggregate enrollment increase is due, in large part, to the success of several new advanced certificate programs in high growth areas. Taken together, as Table 4 indicates, our net tuition revenue increased 29% between 2012 and 2020.

Our student body is 76% female and 24% male, and the ratio has been relatively consistent over the past 5 years. Our students are 22% international and 12% underrepresented minority. Of concern is that our underrepresented population has decreased slightly over the past 5 years, from 16% in 2017 to 12% in 2021. As I will detail later, we have developed strategies to increase the number of underrepresented students in our master's programs.

Table 1: Enrollment by degree type



Table 2: Enrollment by gender

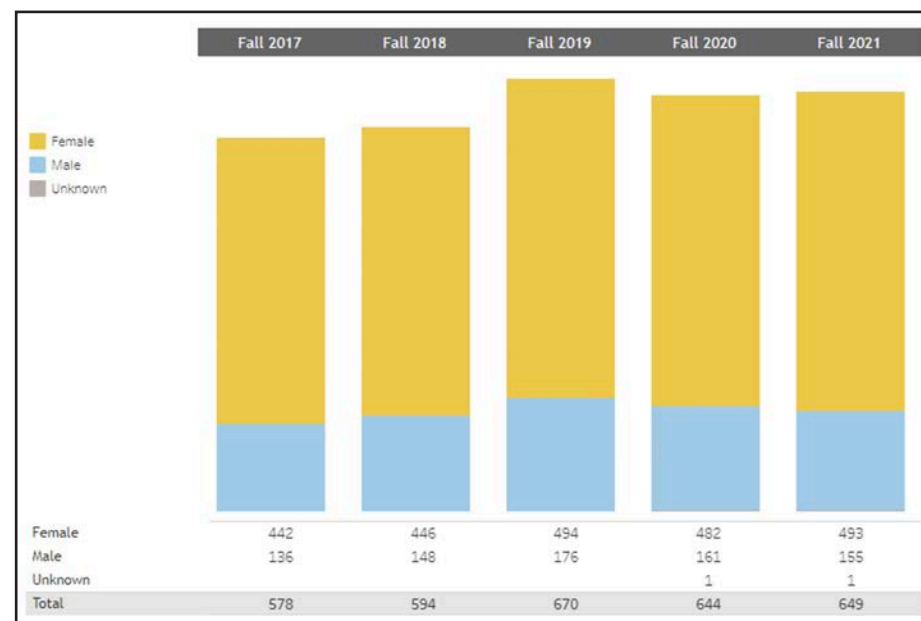
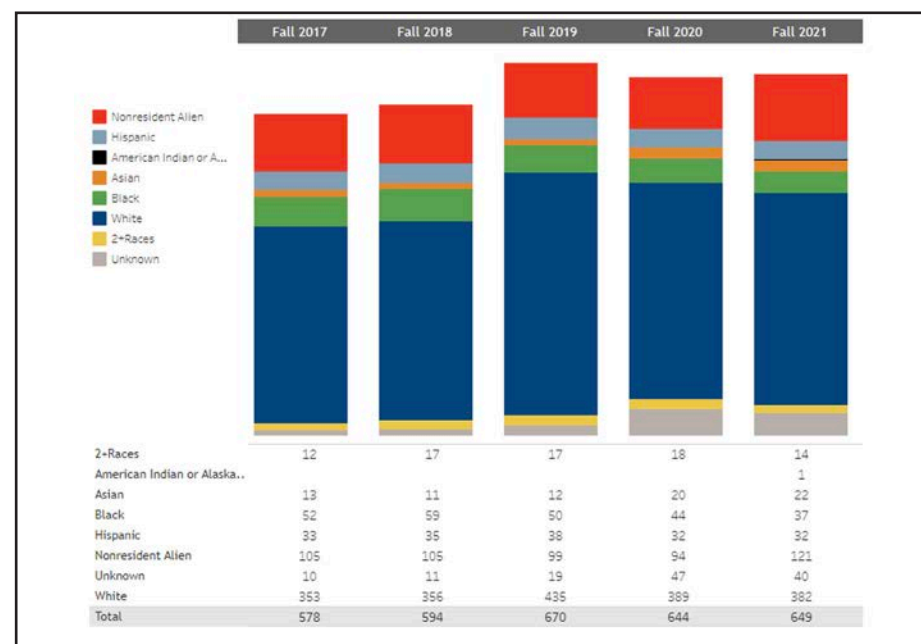


Table 3: Enrollment by race/ethnicity

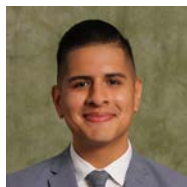
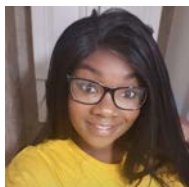


Net tuition and fees

FY2012-FY2020 (\$ in thousands)

FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
\$7,697	\$8,530	\$9,706	\$9,553	\$9,923	\$9,792	\$ 9,570	\$9,971	\$10,779

Student awards



Among our students' many academic and professional accomplishments this year, we note that two students won prestigious awards. Qianna Reaves-Campbell, a K-12 Administrative Certification student, was awarded the Rochester Area Colleges Continuing Education 2021 *Outstanding Adult Student Award*; and Miguel Baique, an Educational Administration/Higher Education doctoral student, was named the State University of New York's Leadership Institute 2022 *Fellow of the Year*.

Student satisfaction

As a school of education, we pride ourselves on being excellent teachers. Data from our course evaluations strongly support that our faculty have achieved this end. Our overall course evaluations average is 4.5 out of a 5-point scale.

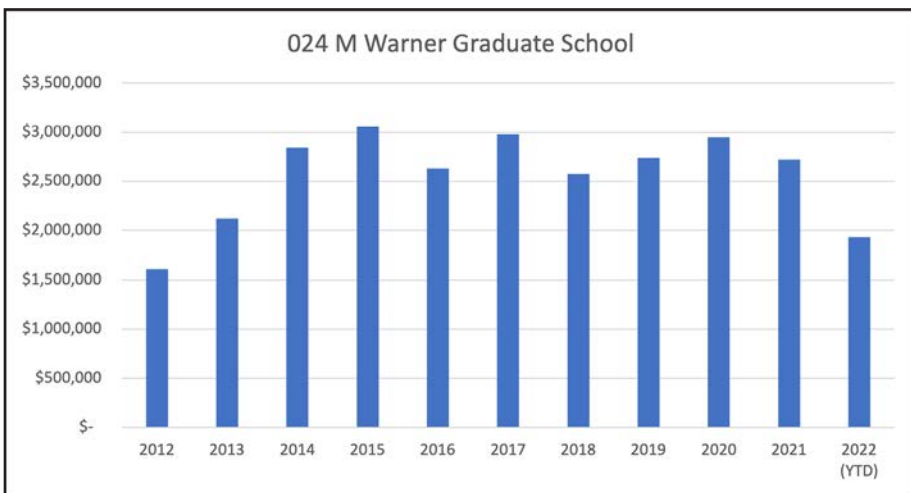
Average of all Course Evaluations for the Warner School					
item#		Fall 2019	Spring 2020	Fall 2020	Spring 2021
Scaled: Strongly Disagree (1), Disagree (2), Neither/Neutral (3), Strongly Agree (5)					
1	the course and course activities were well organized	4.29	4.27	4.34	4.49
2	written assignments advanced the goals of the course	4.38	4.38	4.44	4.57
3	reading assignments contributed to the goals of the course	4.42	4.4	4.47	4.61
4	the instructor showed a genuine concern for the students (Instructor Specific)	4.65	4.67	4.67	4.75
5	the instructor was available to students (instructor Specific)	4.63	4.59	4.63	4.67
6	classes were interesting and stimulating	4.24	4.27	4.25	4.4
7	students in this course were free to disagree and ask questions	4.59	4.56	4.52	4.62
8	I learned a great deal from this course	4.33	4.33	4.38	4.55
	Instructor Specific 4-5 Average	4.64	4.63	4.65	4.71
	1-8 Average	4.44	4.43	4.46	4.58
Scaled: More (1), Equal (2), Less (3)					
9	compared to other courses of comparable credit hours, the work required for this course was:	1.83	1.79	1.83	1.84
Scaled: Yes(1), No (2)					
10	the method for student evaluation was clearly defined	1.07	1.06	1.07	1.04
11	the student evaluation(s) were a fair assessment of my performance in this course	1.04	1.02	1.03	1.01

As mentioned in the executive summary, we are especially proud that our overall scores increased during our pivot to online learning in response to the pandemic. This signals clearly that our students regard Warner faculty as excellent instructors, and we were able to seamlessly navigate the transition between face-to-face and online instruction without adversely affecting the quality of our students' experiences.

To further understand student satisfaction, in 2020, we collaborated with our Doctoral Student Peer Support Association to conduct a socio-cultural climate survey. By far the biggest student concern is that the vast majority of our faculty and staff are White. Survey respondents indicated this fact was particularly concerning given our mission to promote diversity, equity, and inclusion. As mentioned previously, diversifying our faculty has been a principal initiative this year.

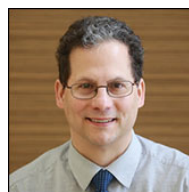
B. Research:

The school was awarded more than \$7 million in research funding in FY2021. During that same period, research expenditures exceeded \$2.7 million, which is relatively consistent with our average annual research expenditures since 2012 (see Table 5). Warner faculty and staff also received salary and research support through collaborative projects led by faculty in other departments.



Research profile

The majority of the school's research funding comes from the National Science Foundation, most notably for research and training programs that seek to broaden access to and engagement in STEM fields by underserved populations. This includes NSF's prestigious CAREER grant for an integrated research and education program designed to broaden participation, persistence, and success in advanced science coursework and career progression for students with learning disabilities. Through grant-funded programs, the school continues to build relationships with surrounding communities and to work towards a better future for students in rural and underserved school districts. The introduction of engaging and meaningful justice-centered curricula and teacher residency programs that aim to facilitate successful entry into teaching positions, increase retention, and align teaching pedagogy with the needs of students, are just a few examples. Some notable projects from 2021/22 are described below.



Jeffrey Choppin

In 2021, Jeffrey Choppin began work on two multi-million-dollar NSF grants that focus on productive and ambitious teaching practices in rural and high-needs areas with a goal of broadening participation in STEM fields. *Synchronous Online Video-Based Development for Rural Mathematics Coaches* is a four-year, \$2.8 million project that builds on his team's previous four years of NSF-funded work on innovative professional learning experiences for rural middle school mathematics teachers, to now support the recruitment, training, and research of three cohorts of rural mathematics coaches from across the United States. *Creating a Model for Sustainable Ambitious Mathematics Programs in High-Need Settings* is a \$2.5 million grant that uses successes of mathematics reform efforts at East High to explore and address the linguistic, cognitive and participation challenges for students when implementing an ambitious math program in a high-need context, with a goal of broadening access to STEM fields. As one of Choppin's four NSF-funded projects comes to an end, he is planning another submission to the NSF's Discovery Research PreK-12 program, in hopes of further building on his body of work around mathematics curriculum and instruction in rural areas.



Cindy Callard

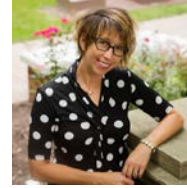
Since 2012, Cindy Callard has served as principal investigator for all NSF Robert Noyce Master Teacher Fellowships (Noyce MTF) awarded to the Warner School. While one \$2 million project ended in 2021, another \$3 million Noyce MTF program, the goal of which is to prepare master teachers to leverage the power of digital technology to promote STEM instructional innovations, will continue through 2023. In addition to a focus on digital conversion and the creation of a strong STEM workforce, the current MTF program supports ongoing collaboration between Warner, the College of Arts & Sciences, the Rochester Museum and Science Center, and several high needs school districts in the region. During this period Callard was also awarded funding from the NSF to explore the impact of Noyce MTF programs on teacher retention.

Callard also recently submitted another Noyce MTF proposal to the NSF, in hopes of providing a new cadre of fellows from three high needs school districts in Western New York with the knowledge and skills needed to address some of the unique challenges and opportunities that have emerged from the COVID-19 pandemic, including how to develop culturally relevant and technology-rich STEM instructional practices.



Samantha Daley

Two current awards from the NSF have allowed Samantha Daley to pursue research on inclusive learning environments, specifically, how to design learning environments in which students thrive both academically and emotionally. In addition to the \$2.8 million career award mentioned above, in FY 2021 Daley was awarded the NSF's Advancing Informal STEM Learning grant (\$980,000). In partnership with the Rochester Museum and Science Center and the Museum of Science in Boston, researchers are studying the motivational experiences of museum visitors with learning disabilities to gain insight into how informal STEM education practitioners can design exhibits and programs to be inclusive of all people.



April Luehmann

In 2020, April Luehmann turned the COVID-19 pandemic into an opportunity to nurture science teachers to lead and empower students to better understand the science around COVID, while confronting the mistrust for science held by communities, especially communities of color. With funding from the Greater Rochester Health Foundation, and in collaboration with teachers and doctoral students, Luehmann developed and piloted a COVID-19 unit to teach science concepts and build students' understanding of the science around the pandemic. A \$1.5 million, DRK-12 grant from the NSF, awarded to Luehmann in 2021, will allow her to further her efforts to make science meaningful and engaging for youth. During the 2021-22 school year, four school districts are implementing the justice-centered COVID-19 unit in conjunction with fourteen teachers and twenty-five medical mentors from URM.

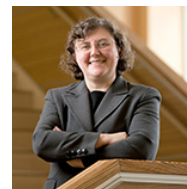


Kevin Meuwissen

Kevin Meuwissen has been seeking to improve urban teacher education and retention and better meet the needs of Rochester's P-12 learners through the implementation of year-long clinical experiences (i.e., residencies) for teachers. In 2022, with new funding from the Farash Foundation, he plans to pilot a residency program, in partnership with the Rochester City School District and Nazareth College School of Education.

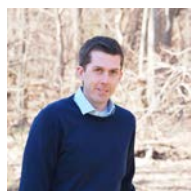
Future opportunities:

In addition to new proposals that look to build on previously funded projects (Callard and Choppin), we are excited about emerging research projects and proposals being led by our faculty. The following are two examples of such efforts:



Raffaella Borasi is looking to build on work carried out by an interdisciplinary team of researchers during a one-year planning grant, with a new submission to NSF's Future of Work at the Human-Technology Frontier program, an emerging area of research for the Warner School. The proposed study would bring together researchers and practitioners from the University and the Rochester

region to explore the creative needs of tomorrow's workforce, starting with the emerging occupation of "artist-technologist" with an initial focus on musicians and composers. The proposed study suggests that these artist-technologists are uniquely positioned to design previously inconceivable media products with relevance and applications for many fields, including education, health care, marketing and new product development.



Michael Daley is preparing a submission to the NSF's *Building Capacity in STEM Education* Research program in hopes of applying concepts of ecosystem structure and function from the field of ecology to analyze and categorize STEM learning ecosystems across the United States. STEM learning ecosystems attempt to capture the dynamic interactions individual learners can have with STEM in many different contexts including home, school, and out-of-school time with parents, educators, peers, and others. The research would utilize the nationally representative HSLSO9 data set collected by the National Center for Education Statistics.

1. Research expenditures by faculty

Faculty member	Total expenditures FY2021	Total value of awards active in FY 2021:
Borasi, R.	\$27,959	\$149,674
Choppin, J.	\$967,236	\$6,293,656
Callard, C.	\$961,854	\$5,241,559
Daley, M.	\$67,074	\$132,017
Daley, S.	\$292,952	\$1,606,692
Finnigan, K.	\$19,040	\$193,173
Larson, J.	\$2,129	\$23,500
Luehmann, A.	\$29,797	\$1,163,507
Meuwissen, K.	\$9,798	\$149,906
Mock, M.	\$209,673	\$2,500,000
St. George, C.	\$80,790	\$460,000
TOTAL	\$ 2,668,302.00	\$17,913,684

2. Expenditures by department or center

Department	Total expenditures FY2021	Total value of awards active in FY 2021:
Counselling & Human Development (CHD)		
Daley, S. (T&C, EL)	\$292,952	\$1,606,692
Educational Leadership (EL)		
Finnigan, K.	\$19,040	\$193,173
Teaching and Curriculum (T&C)		
Borasi, R	\$27,959	\$149,674
Choppin, J.	\$967,236	\$6,293,656
Larson, J.	\$2,129	\$23,500
Luehmann, A.	\$29,797	\$1,163,507
Meuwissen, K	\$9,798	\$149,906
Mock, M.	\$ 209,673	\$2,500,000
St. George, C.	\$80,790	\$460,000
Center for Professional Development and Education Reform		
Callard, C.	\$961,854	\$5,241,559
Daley, M.		\$132,017

3. Expenditures by agency

Funding agency	Total expenditures by agency (FY2021)	Total value of awards active in FY 2021:
Farash Foundation	\$9,798	\$100,000
Greater Rochester Health Foundation	\$29,797	\$90,000
National Institutes of Health	\$67,074	\$67,074
National Science Foundation	\$2,250,000	\$15,537,740
National Writing Project	\$2,129	\$23,500
NYS Department of Education	\$209,673	\$2,500,000
Spencer	\$ -	\$50,000
Walter and Sheila Konar Foundation	\$80,790	\$460,000
WT Grant Foundation	\$1,248	\$340,000

The Warner School also collaborated this year with the David Kearns Center to share a new staff position between our programs focused solely on seeking DEI-related external funding. We are funding 25% of the position, while the Kearns Center Supports the other 75%. Pia Moller is now meeting with Warner School faculty and staff to better understand their research interests and grant funding aspirations. We are excited about the potential of this new position to increase funding in DEI research, which is central to our mission, and allow greater interdisciplinary collaboration between Warner and AS&E faculty.

C. Faculty performance

The Warner School currently has 18 tenure or tenure track faculty (including Dean Peyre) and we will have 21 by July 1, 2022. We also have 19 clinical faculty, 15 of whom are full time. We plan to add two new clinical faculty lines by next year, bringing us to 21 clinical faculty. We also have three visiting professors this year related to recent faculty departures (one full-time, two part-time). Additionally, there are two recently retired, tenured faculty who are serving .25 FTE roles to continue to sponsor their doctoral student’s dissertations and fill teaching voids.

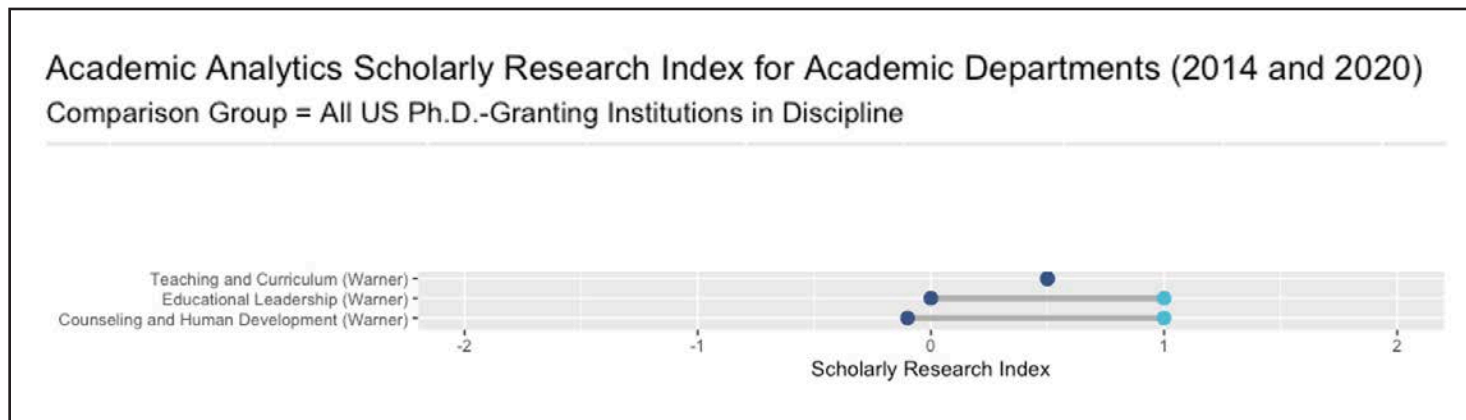
Of the 41 tenure track and clinical faculty, 68% (n=28) are female and 32% (n=13) are male. When categorized by gender, the division is as follows:

- Clinical faculty = 12 female, 6 male
- Tenure track faculty = 11 female, 7 male
- Visiting faculty = 3 female, 0 male
- Part-time TAR = 2 female, 0 male

When examining our faculty by race/ethnicity, the school has only four faculty of color and all four are in clinical roles (two of whom are underrepresented minority); however, as mentioned previously, we recently hired two new tenure track faculty members who will bring diversity to the faculty and we are in the process of hiring two more.

Faculty scholarly productivity

According to the Academic Analytics Scholarly Research Index, which is a field-weighted measure of scholarly productivity, our faculty research productivity in 2020 was slightly above faculty scholarly productivity at peer Ph.D. granting institutions in the United States. Specifically, faculty in our Teaching and Curriculum program (T & C) have a z-score that is +.5 above the mean of faculty in comparable programs. This score remained consistent from our score in 2014 (as indicated by only 1 dot on the table). Faculty in the Educational Leadership (EL) and Counseling and Human Development (CHD) programs have z-scores that are near zero, meaning their scholarly productivity is consistent with that of faculty in comparable Ph.D. programs. As I will describe later, we are introducing several new initiatives to increase faculty research productivity.



Additionally, several of our faculty won prestigious honors this year.



Karen DeAngelis, associate professor in Educational Leadership, was selected as a 2021 *Distinguished Research and Practice Fellow* by the National Education Finance Academy.



Sarah Peyre was named to the *Rochester Business Journal* 2021 Power 30 in Higher Education List, and



Shaun Nelms, associate professor, was named to the *Rochester Business Journal* Power 100 List for 2022.

Four faculty were also named to editorial posts at leading journals in their fields.



Kara Finnigan, professor of Education Policy, is serving as editor-in-chief for AERA Open for 2022-24. This is an open-access, tier-one journal published by the American Educational Research Association. It is also an editor position that will add to our prestige score in the U.S. News and World Report Rankings formula.



Equally exciting is that Jayne Lammers, associate professor in T & C, and Samantha Daley, assistant professor in CHD, were named associate editors for AERA Open, extending the possibility that a school faculty member could retain this important editorial position.



Additionally, David McAdam, associate professor in CHD, was named associate editor of the *Journal of Mental Health Research in Intellectual Disabilities*.

Another milestone achievement for our faculty this year is that the New York State Education Department approved a renewal of the partnership between the University, the Warner School and East High School, extending the unique university-school partnership through 2025. The story of East High's successful turnaround since the Warner School partnership has been publicized in numerous local and national media outlets, including *WXXI*, *Rochester Business Journal*, *The Democrat and Chronicle*, and all local news broadcast stations. As a result, Shaun Nelms, interim associate dean and associate professor in EL, has become an often-featured voice in local and national news stories. The visibility that East High School and Shaun have provided the Warner School and the University of Rochester cannot be overstated.

Other notable faculty in the news include the following:

- Carol St. George featured on Care.com discussing memory retention patterns in youth.
- Kevin Meuwissen featured on *WXXI* discussing climate change science education in conservative contexts, as well as teaching financial literacy in schools.
- Kara Finnigan discussed administrative turnover impact on school districts on *WXXI*.
- William Watson discussed emotional awareness and expression therapy for chronic pain on *WXXI*.
- Eric Fredericksen reflected on the future of online higher ed learning in the national network of *The Business Journals*.
- MJ Curry was featured in *US News and World Report* in a story on academic writing for international students.
- Sarah Peyre reviewed interdisciplinary education in a feature on Higher Ed Dive.

Another milestone achievement for our faculty this year is that the New York State Education Department approved a renewal of the partnership between the University of Rochester and East High School, extending the unique university-school partnership through 2025.

Diversity, equity and inclusion initiatives

In addition to diversifying our faculty as part of our cluster hires initiative, we have also developed a number of comprehensive diversity trainings and workshops for our community. We hosted well-attended cultural events recognizing Native American Heritage, National Hispanic Heritage, LGBTQ pride, and Juneteenth, to name a few. We also sponsored two major diversity conferences that hosted nationally-recognized experts in diversity, equity and inclusion: our yearly Winter Diversity Conference that we co-sponsor with DSPSA (our doctoral student association), and the Greater Rochester Antiracist Education Conference.



Additionally, we now offer a one-credit course to help University faculty develop culturally sensitive, antiracist courses and course syllabi. This course, which evolved from a highly successful professional development seminar we offered last year, is offered free to employees who utilize their employee tuition waiver. In addition to these cultural trainings and workshops, we will also continue to host events that recognize and support our diverse student body, such as our graduation celebration for students of color and LGBTQ graduates. We also formed several student affinity groups (i.e., international student association, LGBTQ, and students of color) that provide academic and social support to students throughout the year. Thanks in large part to the work of our new director of Diversity, Equity and Inclusion (Anika Simone Johnson), our faculty and staff diversity officers, and the work of the Council for Equity, Diversity, and Inclusion, we will continue to develop new initiatives to promote diversity and inclusion at the Warner School.

Warner hosted well-attended cultural events recognizing Native American Heritage, National Hispanic Heritage, LGBTQ pride, and Juneteenth, to name a few.

Office of
Equity and
Inclusion

WARNER
SCHOOL OF EDUCATION
UNIVERSITY OF ROCHESTER

LGBTQ+ Pride Celebration
Wednesday, June 30, 2021
12 - 1 p.m. (ET)
<https://rochester.zoom.us/my/drasjohnson>

Anika Simone
Johnson, EdD

Advancement gifts and pledges

As of February 2022, the Warner School has secured over \$2.5M in gift commitments for fiscal year 2022, which represents a 125% increase over the commitments secured through the same period last year. This figure includes over \$1.5M in cash, which is a 48% increase over the prior year-to-date and is within \$100,000 of exceeding last year's cash receipts for the entire fiscal year. Overall, we have experienced a 57% increase over the three-year average for cash receipts year-to-date.

A few highlights of the Warner School's fundraising for the year so far include the following:

- A \$2.1M commitment from the Konar family that supports a new professorship (\$1.5M); Step to College (\$353K); and Project Read (\$275K.) The *Sheila Konar Professorship* will focus on literacy learning toward elevating reading and comprehension skills for underserved students – something that was so important to the late Mrs. Konar. This gift from the Konar family stands out as one of the most significant recent gifts to Warner, particularly as it establishes the first new professorship for Warner in over 20 years.
- A \$106K commitment from the Farash Foundation supports a pilot project relating to the concept of teacher residency programs, which are gaining increasing attention across the country (\$83K) and the Horizons at Warner program (\$22.7K.) The pilot project will help position Warner as a key research contributor to this national conversation. The Horizons at Warner student enrichment program continues to serve as an exemplar as the first Horizons program in the national network to reside on the campus of an institution of higher education. While it is a costly program to sustain, its reputation continues to attract the attention of individual and foundation donors and the United Way.
- The \$100K+ gift receipt from Mary Ellen Burris is also a very special one. It represents an annual commitment she has made for each of the past five years and that she has verbally committed to do throughout the rest of her life. She has also agreed to revisit formalizing a seven-figure bequest intention to the Warner School later this year. She is a founding member of our National Council and CUES Advocacy Council.



Read for Love



Horizons at Warner



Mary Ellen Burris

We have also received a smaller gift commitment of \$25K from Meredith Rowe, but one that is important as it represents a facet of Warner Advancement's future. Rowe is an accomplished Warner School alumna (now a professor at Harvard) who has recently joined the Warner School National Council. In addition to having a unique perspective to lend to the council, we anticipate she has the potential to become a significant donor in the future.

One last gift to highlight would be a \$50K commitment from Dr. Lisa Schultz. Schultz is an M.D. who studied at SMD but who became engaged with the school (as a volunteer and donor) many years ago through a referral from a Warner School alumna and member of the National Council. While Schultz will be stepping away from her volunteer role for a time due to personal reasons, she has assured us she will continue to support the school with her scholarship, Get Real Science, and LiDA gifts. We will be intentional in reengaging Schultz as the strategic planning process unfolds across the university and we identify potential initiatives (research and/or community-based) that might involve stronger collaborations between the Warner School and URM.

As you are aware, most of our alumni become teachers, counselors, and school administrators, which are professions that rarely lead to the level of earning potential needed to become significant donors. However, thanks in large part to the efforts of Sarah Peyre and Preston Faulkner, Advancement executive director, it has been an outstanding year for the Warner School from a fundraising standpoint. This is even more impressive given that it was achieved in a challenging landscape delivered by the ongoing global health crisis, the growing strain of social unrest and reckoning, and a weakening economy. Moving forward, there is an opportunity for the Warner School to demonstrate the keen relevance and importance of its research and its preparation of the most well-informed and skilled counseling, teaching, and school leadership professionals to navigate the unprecedented challenges that lie ahead. If we can show the world how the Warner School is poised to bring value toward addressing these monumental challenges – both the impacts that are being faced by young people as a result of these inequities (physical and mental health challenges as examples) and the “upstream” root causes wrought by systems – we will be able to rally significant support for our cause in terms of greater numbers of major donors and larger gifts toward solving big problems.

Facilities and operations

This year the Warner School invested more than \$250,000 in technology upgrades to our classrooms and meeting spaces. The upgrades, which included new smartboards, microphones, and cameras, allowed us to move seamlessly between face-to-face, online, and hybrid learning and working during the numerous pivots we made in response to COVID. We are proud that we were able to fund these facilities upgrades entirely from cost savings and increased tuition revenue we realized last year.



Multi-year financial overview and FY2023 budget (operations and capital) planning assumptions

Gross tuition

Our FY23 budget is based on a projected enrollment of 10,500 credits and a modest 2.5% increase in tuition per credit hour. Our enrollment forecast is based on several factors. First, it is the same number of credit hours we projected, and anticipate realizing, in FY22, a year in which we encountered several challenges that we anticipate facing again in FY23 (see below). Second, our student yield for our October 2021 admissions cycle, which allows students to begin spring 22 or fall 22, increased 45% from the prior year. The October admissions cycle is the smallest of our four cycles and, while the increase in yield resulted in only 18 additional students, it signals potential enrollment growth next fiscal year. Third, our January admissions cycle, which is our largest cycle for FY23, resulted in a slight increase in total applications over the prior year (322 compared to 297). Fourth, we received 185 applications in our latest cycle (March) compared to 120 applications last year (a 50% increase). While the application numbers suggest the potential for growth in enrollment, we continue to budget credit hours conservatively based on several on-going threats to our enrollment, including (1) a nationwide decline in interest in the field of teaching and, as a result, declining enrollment nationally in teacher education programs; (2) increased barriers to international student attendance due to COVID restrictions and the uncertainty of the conflict in Ukraine; and (3) a robust economy that has led to labor shortages, thus reducing interest in graduate school.

Our overall tuition discount rate for FY22 was higher than anticipated (40% instead of 35%). The increase was due primarily to two factors. First, we had a large increase in attendance from students who enrolled in programs that have articulation agreements with area schools, colleges, and agencies that allow

their employees to take courses at a discounted tuition rate. These articulation agreements and guaranteed discounts are deemed essential to many of our programs and, therefore, we forecast they will remain constant in FY23. Second, we needed to offer significantly more tuition assistance to our international students, particularly students from China who enroll in our TESOL program. The increased discount rate was necessary to attract international students, given the increased costs and barriers to entry into the United States last year.

In FY23 we will implement a stepwise process to gradually reduce our overall discount rate to 37.5% in FY23 and to 36% in FY24. To accomplish this, we will decrease discounts for international students and heavily enrolled programs that do not offer guaranteed discounts such as Mental Health Counseling. Similarly, the school counseling program, which currently offers a guaranteed 50% tuition reduction, has doubled in enrollment since instituting the reduction. While we cannot change that discount rate this year since it is published on our website for the current application cycle, we plan to reduce the guaranteed discount to 40% beginning fall 2023. It is important to note, however, that we may experience increased enrollment in some of our most heavily discounted programs, such as our K-12 Leadership Certification Program. Thus, the financial impact of stable or even increasing discount rates for FY23 will likely be offset by increased tuition revenue from rising enrollment.

Warner received 185 applications in our latest cycle (March) compared to 120 applications last year (a 50% increase).

Strategic challenges/risk factors

The major risk factors associated with the School's Fiscal Year 2023 budget include:

Low/Medium/High	Risk	Mitigation strategies
Medium	Enrollment: We anticipate stable credit hours in FY23, but remain concerned about the effects of COVID-19 on future enrollment	Conservative projection of credit hours for FY23. Offset decreasing enrollment in teaching programs with increased enrollment in existing programs and new online programs. Expand clinical faculty who will focus on program development and growth
Medium	Decrease in international student enrollment.	Invest in a new global marketing and recruitment initiative through the Office of Global Engagement. Increase program access by offering hybrid, fully online, and Hyflex options.
Medium	Lack of diversity among the faculty and staff.	Hire three diverse, tenure-track faculty.
Medium	Although we have renewed our EPO for East High, we are always concerned about receiving sufficient annual payment from RCSD and/or needing to cover faculty/staff salaries.	Continue to monitor the situation and identify funds to supplement if level of payment is not received.
Medium/Low	Increasing financial aid rate needed to attain enrollment targets.	Seek to reduce aid in oversubscribed programs and increase marketing for under-enrolled program.
Medium/Low	Potential faculty/staff turnover due to wages below market averages	Increase wages for valued faculty and staff who are paid below market average
Medium/Low	Low ranking in U.S. News and World Report	Increased marketing, research productivity, and tenure track faculty. This year we rose 15 points.
Low	Reduction in state aid funding to school districts might translate in less support for professional development that supplement our student financial support.	Continue to monitor situation and increase financial aid if needed to support strategic/targeted school districts and programs.

FY23 funding priorities:

Faculty hiring, wages and initiatives

The Warner School participated in the U.S. News and World Report rankings for the first-time last year and ranked #136 nationally, which is much lower than we anticipated. While we are proud to have risen to #121 this year, our ranking is still well below our aspirational peers. Increasing our national ranking, therefore, continues to be a strong focus for us. One area we scored very low in the ranking was the faculty/student ratio. The rankings only count tenure track faculty in their ratio calculations. As a professional school with an emphasis on preparing practitioners, roughly half of our faculty are tenure track and the other half are clinical. Therefore, 50% of our faculty are excluded when they calculate the faculty/student ratio. While we will continue to advocate that they amend the ratio to reflect the realities of professional schools, we will address the issue by hiring three tenure track faculty in FY23. Two of the positions (human development and higher education) have been vacant for several years, while the third (counseling) will address a December 2021 retirement. Increasing tenure track faculty will not only allow us to more effectively serve our students, but also enhance the research productivity and profile of the

school. Additionally, all three tenure track hires are positioned as cluster hires that will focus on hiring diverse faculty. The Warner School is also partnering with the Frederick Douglass Institute to hire a post-doc who is a faculty of color who will have a 0.5 FTE line in Warner. We have received financial support for these hires from the University's Strategic Incentive Fund. We are also developing, in collaboration with URM, an in-depth program to support and retain our new faculty.

In addition to new hires, we are budgeting an overall salary increase of 3.5% for current faculty (3% cost of living, .5 merit increase), while setting aside some additional funds (.5%) to allow for market adjustments for faculty who are compensated below current market levels. This increase is intended to support the retention of our high performing faculty. Staff who received considerable wage compression and market adjustments in FY22 will receive smaller wage increases.

In addition to adding tenure track faculty, another way in which we plan to increase our research productivity and, therefore, our national reputation and ranking, is to reinstate our internal research mini-grant program. This competitive program will provide faculty with seed money for highly promising, fundable research agendas. Faculty and staff are currently developing the program, including the application and review process, as part of our strategic planning process.



The Future: *Growth initiatives*

We are implementing several initiatives to increase enrollment in teacher education programs that we believe are under-enrolled. This year we hired a full-time visiting professor to help develop a fully online program in Early Childhood Education (our first fully online program). We are also in the process of hiring another full-time, clinical faculty member to increase enrollment in our domestic TESOL program, which is under-enrolled compared to competing institutions. Currently, the TESOL program is directed by a part-time, visiting professor who also works as a full-time school teacher, limiting her ability to develop and grow the program. Similarly, we are in the process of developing fully online Ed.D. programs in Health Professions Education and Online Learning. Since neither program requires state licensure, they have the potential to attract students regionally, nationally, and internationally.

We also want to increase enrollment in our advanced certificate programs, building on the success of our Mind/Body Healing and Wellness certificate, which is a collaboration with the Family Therapy Training program at URMC. Two examples are a new advanced certificate in Alcohol and Substance Abuse Counseling, which is a collaborative program with URMC's Strong Recovery (beginning fall 22); and an advanced certificate program as an Elementary Mathematics Specialist, which will be spearheaded by faculty from our Center for Professional Development and does not require any additional hires. We have also expanded the K-12 Administration Certification Program in recent years and now provide off-campus courses in Olean, Geneva and Corning. This expansion has been tremendously successful and the program is now looking to expand again by adding a Hyflex Ed.D. distance option for these students. We are also considering offering another distance option in the Niagara/Buffalo area.

Marketing and communications

In FY22 the Warner School dramatically increased our emphasis on marketing and communications. We hired a new director for the department (Jeff Holeman) and he has already implemented a number of new marketing initiatives, including greatly enhancing our online and social media presence. To support this work, we just hired a staff member who will focus exclusively on digital marketing. We also increased the marketing and communications discretionary budget from roughly \$50k in FY21 to \$190k in FY22. We believe our increased marketing helped us maintain our enrollment despite the challenges I outlined earlier; therefore, we plan to allocate \$200K for discretionary spending in this area in FY23.

While we continue to market the Warner School widely, we have also targeted two specific areas to increase marketing. First, we will heavily promote under-enrolled programs, including our teacher education programs. We are particularly disappointed we are unable to attract more students for our math and science education programs, which are effectively free for students due to NOYCE training grants. Second, we will devote resources to increase our U.S. News and World Report ranking. Our low ranking, in large part, was due to low peer assessment ratings, which U.S. News defines as a national sample deans of schools of education. Our marketing team aggressively marketed to those groups this year to increase our name recognition and will continue doing so in FY23.

We have also expanded the K-12 Administration Certification Program in recent years and now provide off-campus courses in Olean, Geneva, and Corning. This expansion has been tremendously successful and the program is now looking to expand again by adding a Hyflex Ed.D. distance option for these students. We are also considering offering another distance option in the Niagara/Buffalo area.

Strategies for financial improvement

Rating: yellow/green	Intervention	FY23 estimated	5 years subsequent to FY23	Comments
	Contract with additional school districts/ community colleges to provide career development through our programs	\$75,000	\$150,000	Have had success in offering discounted rates for educational systems to increase recruitment. Building on this strategy.
	Post COVID – offer select programs fully online to increase market share	\$50,000	\$100,000	Currently focusing on teacher education MS programs and EdD programs in Health Professions and Educational Leadership
	New advanced certificate programs	\$50,000	\$150,000	Starting fall 22: New advanced certificate programs in Alcohol and Substance Abuse Counseling and Elementary Mathematics Specialist
	Implementing mini- grant program to help grow research efforts that would lead to larger external funding.	\$50,000	\$200,000	Targeted to support pilot research that would be viewed as potentially fundable from NSF/Spencer. Encouraging work on impact of technology; equity and inclusion; human development.
	Collaborate with AS&E to hire a new grant writer focused on DEI grant opportunities.	\$20,000	\$100,000	Completed this year. Will cost \$16k/year in salary, but we anticipate increased grant funding.
	Continue to grow international relationships in Mexico, Russia and Asia to increase enrollment research	TBD	TBD	Created a taskforce in conjunction with ISO office; pursuing Fulbright program/grant; targeted relationships with specific institutions lead by key faculty.
	Increased marketing focused on growing enrollment and increasing ranking.	\$200,000	\$200,000	Increased discretionary spending on marketing for new and under- enrolled programs.

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