

School of Education Fee

**Submitted on Behalf of the Faculty, Staff, and Students
of the School of Education**

January 15, 2004

Executive Summary

The School of Education at the University of Kansas is one of the top 25 public Schools of Education in the country. It has a rich tradition of quality programs of study and continues to attract high-quality students—for both its undergraduate and graduate programs. The School's faculty is committed to achieving a higher level of excellence and becoming one of the top 10 schools of education.

Despite a highly competent and committed faculty and talented students, the School faces significant challenges, in large part, due to an inadequate funding base that limits the opportunities and services the SOE can provide. This proposal addresses three vital concerns: 1) the level of scholarship support we provide for both undergraduate and graduate students; 2) a steady decline in our ability to provide high quality and comprehensive student services; and 3) the professional relationship and support we provide our clinical supervisors (practitioners in the field) who play a pivotal role in the preparation and support of our students as they prepare for their profession.

First, the financial support we provide our students (undergraduate and graduate) through the form of scholarships has largely remained constant for years, while their tuition costs have continued to increase. Generally, education and the human services fields are professions that have comparatively low entry and lifelong earnings relative to other professions, yet, our graduates must contend with the rising costs of higher education. Therefore, this proposal seeks to increase the amount of scholarships for undergraduate students as well as to substantially increase the support for graduate students in the School.

Second, with multiple reductions in our base budget, the School has had to reduce the number of staff and student services over the past two years. Without a substantial increase in student services to facilitate the good reputation of the School and the competence our graduates be jeopardized. This proposal seeks to strengthen current student services as well as offer needed new services.

Third, the School relies heavily upon professional practitioners in the schools (clinical supervisors) to provide invaluable pre-service field experiences to teacher candidates and school-based supervision for graduate students in schools, clinics, and public service agencies during their professional preparation programs. While some field experiences require only six to eight weeks of supervision, many require an academic year or more depending on the program. In comparison to many of our peer institutions, KU's clinical supervisors have been poorly compensated for this important role. As accountability demands continue to rise, it is becoming increasingly difficult to find qualified professionals willing to take on the responsibility of field supervision. This request seeks to increase the amount of compensation these professional mentors receive.

This proposal recommends:

- An indexed \$15 per credit hour fee assessed on all School of Education undergraduate and graduate courses. It is anticipated that this fee would generate approximately \$800,000 based on an average of 53,000 credit hours in the academic years plus summers of 2000-2001, 2001-2002, and 2002-2003.
- Proposed distribution plan: 50% for undergraduate and graduate student scholarships; 30% for student services; and 20% for compensation for clinical supervisors.

Introduction

This proposal addresses three vital concerns facing the School of Education. First is the lack of adequate scholarship support available for our undergraduate and graduate students. Second is the slow erosion of student services, resulting in the School's inability to maintain adequate services and precluding development of new and needed student support services, such as expanded staffing and hours for student technology labs. Thirdly, we are unable to provide adequate compensation to our clinical supervisors, who play a vital role working with our teacher candidates as well as providing supervision to our graduate students who have clinical or practicum experiences in school-based sites.

This proposal is outlined in the following manner. First, there is a highlighted list of features. Part I shows the calculations for the School's credit hour production for the past three years along with the recommended allocations of the proposed fee revenues. Part II provides a narrative justifying the need for additional scholarships and their proposed allocations. Part III addresses the need and plan for improving student services in the School. Part IV describes the allocation plan for clinical supervisors. Part V identifies the process that was undertaken to inform our students, faculty, and staff and to obtain their support for this proposed fee.

Highlighted Features of the Proposal

- An indexed \$15 per credit hour would be assessed for all School of Education undergraduate and graduate courses.
- An average of 53,000 credit hours in the academic years of 2000-2001, 2001-2002, and 2002-2003 and summers would generate approximately \$800,000.
- Approximately 50% of the revenues would be awarded in scholarships for undergraduate and graduate students in the School of Education. Of these funds, approximately 20% would be for need-based scholarships; approximately 20% would be for merit-based scholarships for undergraduate students; and approximately 60% would be for merit-based scholarships for graduate students, including fifth-year students.
- Approximately 30% of the revenues would be allocated for enhanced and increased student services.
- Approximately 20% of the revenues would be allocated for paying clinical supervisors.
- The increased degree completion tuition cost would be approximately \$900 for an undergraduate student; approximately \$450 for a fifth-year student completing the professional year; approximately \$540 for a master's student; and approximately \$900 for a doctoral student.
- The School of Education fee and expanded scholarships, student services, and clinical supervisor compensation would begin in the fall semester of 2004.

Part I: School of Education Average Credit Hours over a Three-Year Period and Projected Revenues and their Allocations

Year	Total Credit Hours	\$15 per Credit Hour Fee
Undergraduate Credit Hours		
Fall 2002-Summer 2003	30,539	
Fall 2001-Summer 2002	29,899	
Fall 2000-Summer 2001	29,729	
Total	90,167	
Three-year average	30,056	\$450,840
Graduate Credit Hours		
Fall 2002-Summer 2003	23,863	
Fall 2001-Summer 2002	23,121	
Fall 2000-Summer 2001	22,603	
Total	69,587	
Three-year average	23,196	\$347,940
Total		\$798,780
50% for Scholarships	\$399,390	
30% for Student Services	\$239,634	
20% for Clinical Supervisors	\$159,756	

Part II: Use of Funds for Scholarships for Undergraduate and Graduate Students

A benchmark for a high-quality program of study begins with the quality of students at the institution. Historically, the scholarship support for School of Education students has been and continues to be minimal and is strikingly low for graduate students. From the graduate student perspective, as a professional school, we are not positioned to compete with other premier graduate programs without financial support that would encourage top-quality graduate students to attend KU. The School has never been fortunate enough to be able to create financial packages that not only demonstrate a commitment to prospective students but also position the School to attract a high percentage of full-time graduate students to study in the School. As a result, the majority of graduate students in the School are part-time, because, in part, there is limited financial support in the form of scholarships.

The level of scholarships for undergraduate students has held steady for several years, while the scholarships available have been dispersed among several students; however, they remain at minimal levels. Unfortunately there are numerous deserving students who do not receive any form of financial support from the School of Education.

A group of students experiencing financial strain are those in the professional (licensure) program that takes five years to complete. They complete an undergraduate degree and enter the professional year of study. They are graduate students, paying graduate fees, who often have no other source of

income because of the demands of their academic programs of study. Unfortunately, several students are opting out of completing their professional year because they believe they must seek employment immediately. Ideally, all students in the fifth-year program would receive some form of scholarship support.

Several students currently have financial need. Approximately 20% of the generated funds would be allocated for students (undergraduate and graduate) through need-based scholarships. Additionally, for those students who have financial aid, they would have this additional fee adjusted within their loan package, if needed. The amount would be added to their loan limit, not deducted from their current level. The Office of Financial Aid has indicated that they will adjust each student's loan on a case-by-case basis as they now do with other fees across campus.

Part III: Use of Funds for Increased and Enhanced Student Services

One of dilemmas facing institutions of higher education like KU is the apparent disconnect between the call and demand for more accountability and increased efforts to provide student friendly and supportive educational environments. At the same time, these institutions are losing the necessary financial support to create such an academic environment. It is not only becoming more difficult to maintain top quality programs, but it is more difficult to advance as a premier academic unit nationally. Like so many other institutions in the face of the reductions in public support, our School has experienced a significant reduction to our base budget, even to the point of having to eliminate several positions and thereby reduce services.

Of particular importance is our capacity to make available to our students the resources and facilities that we have. Because of reductions in staff, the hours and the number of individuals available to provide services have been limited, especially in the Learning Resource Center, in the student technology labs, and for academic and career services. We would like to expand instructional support in the form of teaching and learning materials, instructional and laboratory equipment, and other instructional supplies that are consumable.

One of the most important characteristics of the School has been our ability to provide students with peer advising, orientations, and enrollment information on a one-to-one basis. Budgetary constraints, however, continue to limit the School's ability to provide these needed services. At the present, we are not in a position to make school district and community college visits and engage in recruitment, something we are committed to doing with a focus on attracting minority students to the School.

Much of our effort in the past has been directed toward our undergraduate students, with little or no resources for critical recruiting, orientation, and advising needs for our graduate students, who represent approximately two-thirds of our student body. We simply do not have the personnel to adequately meet these new and on-going demands.

As we are becoming more web-based and virtual in the posting of academic programs and information to prospective and current students, the demand on creating and maintaining a student friendly web-site is daunting. In addition, the new standards for accreditation from the State of Kansas and at the national level are also demanding and require web-based information that is easily accessible. Currently the School has one person responsible for the development and

maintenance of the School's website. So, it is a high priority that this fee would provide funds so we could enhance the student services offered in the School of Education.

Part IV: Use of Funds for the Support of Clinical Supervisors

Over the past three decades, the School of Education has built a strong and vibrant relationship with local school districts in Northeast Kansas. Without this collaborative relationship, the academic programs with their in-school experiences for our teacher candidates and for our graduate students in clinical and practicum experiences could not exist. This partnership recognizes that through a collaborative and on-going professional relationship both entities become stronger and more effective in impacting student learning—of school children as well as of our students.

Elementary education, secondary education, and health and physical education programs offered by the School rely heavily upon the classroom practitioners in the field. These professionals assist us by allowing KU teacher candidates to observe in their classroom settings, develop and demonstrate their instructional skills and strategies, and assess student learning. Equally important are those professionals in the field who provide supervision for our graduate students who are fulfilling a clinical or practicum experience as part of their professional preparation. The Office of Field Experiences, which coordinates all of the field placements (undergraduate and graduate), completes over 1,000 field-based placements during each academic year.

Currently, clinical supervisors are minimally reimbursed for the professional services they provide for our initial teacher candidates from funding in the School's budget. The current rate at which we pay these clinical supervisors for the professional year (5th year) of the teacher education program is \$53.82 for student teachers (6 weeks) and \$107.64 for interns (14 weeks). Both amounts are before taxes. Currently, we pay nothing to the supervisors of our graduate students.

We propose to increase the rate of compensation through the proposed fee to at least double the current levels and begin to pay the supervisors of our graduate students in their practicums. Our clinical supervisors represent approximately 300 classroom teachers and educators who supervise student teachers (8 weeks), interns (12-14 weeks), and graduate students (semester or year). Additionally, funds are needed to compensate practitioners in the field who agree to having our teacher candidates observe in their classrooms, prepare and deliver instructional strategies, assess student learning, and work with individuals or groups of students. These experiences for all of our students are comprehensive, time intensive and essential field-based experiences.

A Comparison of Peer/Private Institution Fees

We have asked the other Regents' institutions and regional private institutions about the current level of compensation they provide for their clinical supervisors. Complicating any comparison, however, is that the terminology and roles of clinical supervisors differ as does the length and field-based components across institutions. So, a wide-range of compensation packages exists. Some of the Regents' institutions and private colleges reimburse at the current level at KU, which is approximately \$50 per student teacher. However, others pay as much as \$300 for selected students; while one private college pays in the range of \$300-\$450 to its clinical supervisors.

Part V: Process for Informing Students and Gaining their Support

Initially when the School of Education was proposing only a clinical supervision fee, we held the following meetings:

- The Teacher Education Advisory Council (School of Education faculty; College of Liberal Arts faculty and administrators; School of Fine Arts faculty; and local school district personnel) on September 17 and November 20
- School of Education Assembly (faculty and staff) on September 26
- Student Forums (eight different forums between September 29 and October 2)
- Meeting with Music Education faculty and Art Education faculty on October 6 and 7
- School of Education Student Organization on October 7

Since the decision was made to expand the School's proposed fee, the School of Education has undertaken an extensive communication effort with all undergraduate and graduate students in the School to inform them about the proposed fee and solicit their feedback about the proposed student fee. During the week of January 12th, a personalized letter was mailed to over 2000 students in the School of Education. In addition, email messages were sent to all of the School's students on January 26, 2004. (A copy of the letter and email is attached).

The School of Education also conducted seven student open forums on the Lawrence campus and two open forums on the Edwards campus during late January and early February. These sessions were provided with the goal of ensuring that our students had ample opportunity to be well informed about the details of the proposal and to ensure that opportunities for questions and feedback were available. Students also had the opportunity to directly email Dean Lumpkin with any concerns or questions that they had regarding the proposed fee. Only five email messages expressing concerns were received by Dean Lumpkin; several more than this number of email messages supporting the proposed fee have been received. The School of Education Student Organization (SESO) met at their regularly-scheduled meeting on February 3, 2004. A review of the proposal was provided along with a question and answer session. With this information in hand, SESO voted to support the proposal and has extended their interest and commitment to being involved in the three task forces that will frame the details of the proposal during the spring semester.

On January 15, the entire School (faculty and staff) received an email message about the proposed fee. Our administrative staff has been informed about the details of the proposal, since they have daily contact with students and can respond to any question that may be asked of them. On January 30 during our School Assembly, the faculty was updated on the proposal so that they would be versed in sharing the information if a student were to ask them any questions. A copy of this proposal has been shared with all members of the Teacher Education Advisory Council. Also, a copy of this proposal has been shared with all members of the KU Professional Development Schools Alliance Executive Council

All of our brochures, web-site, application packets, and orientation sessions and the forthcoming Undergraduate Catalog have informed prospective and current students of a proposed fee. We are committed to ensuring that all students in the School of Education are aware of and knowledgeable about what the proposed fee is designed to accomplish. Our goal will be that all of our students will understand how the fee supports and enhances the quality of their academic program and their preparation for the profession.

Conclusion

The School of Education requests approval for an indexed \$15 per credit hour fee on each of its courses in order to have funds to address three critical needs. Specifically, we propose to raise the level of scholarship support for both undergraduate and graduate students, ensure more and higher quality student services, and provide fair compensation for our clinical supervisors. We think that this proposed fee would enable the SOE to make needed changes that will strengthen the stature of the School of Education by increasing the academic quality of students' programs and experiences, ensuring a more pronounced student service orientation, and forming a more positive professional relationship with our clinical supervisors.

January 12, 2004

Name

Address

Address

Dear (student's first name):

On behalf of the faculty and staff of the School of Education, I hope that you enjoyed a restful and enjoyable holiday season with family and friends.

As you prepare for the spring semester, we want to communicate with you about a new opportunity and plan to position our School, which is already one of the top schools of education in the nation, even better. As institutions of higher education struggle to maintain top quality programs in the face of continued reductions in financial support, our School has experienced a significant reduction in our base budget. As a result, over the past two years, we have had to eliminate several positions in the School of Education and thereby reduce student services. These services may or may not be visible to you personally, but they will have a long-term negative impact on the School, our field-based partners in area school districts, and certainly our ability to support undergraduate and graduate students through scholarships.

Like other professional schools at KU, we have been granted permission to propose a School-specific fee that would enable us to enhance our academic programs and student services. This proposed fee would be assessed on each credit hour offered by the School of Education on the Lawrence Campus. These funds would be used to support additional student services, such as expanded technology lab hours, scientific lab supplies and equipment, and student peer advising. Additionally, we would be able to increase the fee paid to our clinical supervisors in the field who play an important role in undergraduate and graduate students' field-based experiences. Equally significant, the School would use some of these additional resources to substantially increase the number and amount of scholarships for graduate and undergraduate students. Yes, a student would pay more for his or her academic program, but students with financial need would likely receive scholarships and most certainly have better supervision and mentoring in their field-based experiences.

To give you an example of how this would work, \$10 per credit hour was chosen as an illustration. This \$10 is not set as the amount, but I can assure you that it will not be more than \$15 per credit hour. For now, we will use \$10 for illustrative purposes.

Number of credit hours 40,000 (approximate number of student credit hours generated by the School of Education) x \$10 = \$400,000

Student Services	30% of \$400,000 = \$120,000
Scholarships	40% of \$400,000 = \$160,000
Clinical Supervisor Fees	30% of \$400,000 = \$120,000

Since this opportunity to charge a School-specific fee and provide a diversity of student services is a recent development, we have not yet been able to give you the chance to provide input about this proposed fee. So, we are scheduling several open forums so that we can hear your reactions and suggestions. You are invited to attend one or more of these sessions:

January 26, 27, 28, and 29 at 3:45 pm - 4:30 pm in 322 JRP

January 27 and 28 at 11:45 am - 12:30 pm in 322 JRP

February 3 at 7:00 pm in 150 JRP (as a part of the School of Education Student Organization meeting)

It is also important to know and understand that there are many students who enroll in Education courses who are not majors or in programs that lead to licensure. As a result, these students also would be contributing to this proposed fee through their enrollment in Education courses.

Thanks for your interest in this proposed School of Education fee. We certainly hope that you will be supportive of helping us improve our student services and academic programs. If you would like, feel free to send me your comments (alumpkin@ku.edu). Best wishes for a great spring semester.

Sincerely,

Angela Lumpkin
Dean

Email Message to Students on January 26, 2004

As you prepare for the spring semester, we want to communicate with you about a new opportunity and plan to position our School, which is already one of the top schools of education in the nation, even better. As institutions of higher education struggle to maintain top quality programs in the face of continued reductions in financial support, our School has experienced a significant reduction in our base budget. As a result, over the past two years, we have had to eliminate several positions in the School of Education and thereby reduce student services. These services may or may not be visible to you personally, but they will have a long-term negative impact on the School, our field-based partners in area school districts, and certainly our ability to support undergraduate and graduate students through scholarships.

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To give you an example of how this would work, \$15 per credit hour was chosen as an illustration.

Number of credit hours 53,000 (approximate number of student credit hours generated by the School of Education) x \$15 = approximately \$795,000

Scholarships	50% of \$795,000 = \$397,500
Student Services	30% of \$795,000 = \$238,500
Clinical Supervisor Fees	20% of \$795,000 = \$159,000

Since this opportunity to charge a School-specific fee and provide a diversity of student services is a recent development, we have not yet been able to give you the chance to provide input about this proposed fee. So, we are scheduling several open forums so that we can hear your reactions and suggestions. You are invited to attend one or more of these sessions:

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Sincerely,

Angela Lumpkin
Dean