



Enderis Hall
2400 E. Hartford
Milwaukee, WI 53211

Date: September 11, 2020
To: UWM Administration
From: Denise Ross, Chair, UW System Institute for Urban Education
RE: Application for Education/Outreach Institute Status at UWM

Please accept the UW-System Institute for Urban Education's application for status as an Education/Outreach Institute at the University of Wisconsin Milwaukee. Thank you in advance for considering our application.

1. **PROPOSED NAME** - Institute for Urban Education

2. **BRIEF DESCRIPTION, PURPOSE, AND JUSTIFICATION**

A) **Purpose:** The purpose of the Institute for Urban Education (IUE) is to advance the field of urban education and to recruit, promote, and retain high quality educators for urban districts in Wisconsin. The IUE offers statewide support for urban education through a three-pronged program: 1) engaging UW System faculty in collaboratively designed, urban-focused research, 2) providing professional development for urban educators and pre-service teachers, and 3) orchestrating clinical placements in urban settings for pre-service teachers from UW System Institutions. **Although our original founders gave our program the title of "institute" in our name, we have never been granted institute status at any level in the UW System. Thus, we are currently seeking formal UWM Institute status.**

B) **Description:** As the IUE enters its second decade, the University of Wisconsin System Administration (UWSA) committed to continue funding for the redesigned Institute; one that instantiates the Wisconsin Idea, involves faculty from across System institutions, and has the academic role of using research-based practices to prepare and develop educators for children attending urban schools. The IUE is working to expand the IUE's involvement with Milwaukee Public Schools to include ¹, where students have inequitable access to quality teachers. In doing so, the IUE upholds its system-wide mission "to advance the field of urban education and to recruit, promote and retain high quality educators for urban districts". The Institute advances urban

¹ The nine districts identified by the Wisconsin Department of Public Instruction (DPI) include: Milwaukee Public Schools, Racine Unified School District; Green Bay Area Public Schools, Madison Metropolitan School District, and the West Allis-West Milwaukee, Waukesha, Janesville, Kenosha, and Beloit school districts.



education by engaging faculty in research, providing a professional development academy for urban educators and pre-service teachers and oversee clinical placements in urban settings for preservice teachers. The IUE is charged with reducing the gaps in children’s access to quality educators by creating a continuous pipeline of culturally responsive teachers for urban classrooms. The IUE is organized around three key programs: research in urban schools, pre-service training for urban schools, and in-service training in urban schools. Thus, the IUE’s mission supports many elements of the UW Milwaukee’s mission such as:

- Establishing and maintaining productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.
- Promoting public service and research efforts directed toward meeting the social, economic, and cultural needs of the state of Wisconsin and its metropolitan areas;
- Encouraging others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University’s research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs; and Providing educational leadership in meeting future social, cultural, and technological challenges.

C) **Justification:** Since the Institute for Urban Education began 13 years ago in 2007, it has had a consistent mission: To advance the field of urban education and recruit promote and retain high quality educators for urban districts. To date, the IUE has accomplished key goals: 1) 278 students have completed a student teaching experience in Milwaukee Public Schools; 2) hosted an annual conference on culturally responsive teaching for Wisconsin educators; and 3) created an assessment instrument to evaluate an educator’s cultural responsiveness; collaborated on funded research grants. However, the need for its services is growing. Since the IUE began in 2007, student enrollment in Wisconsin has changed significantly and the state’s growing diverse student population is being increasingly taught by inexperienced teachers who are underprepared to ensure student success. Thus, there is an increased need for the IUE in urban districts today. **Additionally, although our original founders gave our program the title of “institute” in our name, we have never been granted institute status at any level in the UW System. Thus, we are currently seeking formal UWM Institute status, which will help us accomplish the following key goals associated with developing institutes at UWM:**

- Collaborate with institutional and community partners doing similar work such as the Milwaukee Education Partnership, Department of Public Instruction (DPI), UW System Deans and Directors, the Wisconsin Association for Colleges of Teacher Education (WACTE), and local school districts.
- Apply for federal grants and private funding



• Develop micro-credentials that increase the number of qualified urban education teachers in

3. **ORGANIZATIONAL STRUCTURE:** The IUE is supported by a community and educator-rich Executive Board that includes representatives from the UW schools or colleges of education, partner school districts, Department of Public Instruction, UWSA, local school communities, and the IUE Staff. Each member of the board serves a two-year term. The group has approved bylaws and elects new members to the board in the manner described in the bylaws. The IUE is directed by a chair/director and a programs manager. Table 1 below outlines the organizational structure of the IUE.

Table 1. IUE Organizational Structure

Position	Method of Appointment	Term of Office
Executive Board	Members are nominated and voted on to the board by current board members based on bylaws	2-years
IUE Director	Selected by UWM selection committee	5 years
IUE Programs Manager	Selected by UWM selection committee	5 years
.49 IUE Clinical Specialist	Selected by IUE	1 year



4. **LIST OF RESOURCES TO BE COMMITTED TO THE CENTER:** As the IUE enters its second decade, the University of Wisconsin System Administration (UWSA) has committed to continue funding for the redesigned Institute. Additionally, UWM, as the grant recipient for the IUE, has committed to providing in-kind resources. Table 2 below outlines the resources committed to the IUE.

Table 2. IUE Resources

Resource	Amount
Annual grant from UWSA	\$300,000
UWM administrative services including oversight, marketing, grant administration, and finance administration	In-kind

5. **LIST OF FACULTY AND STAFF MEMBERS TO BE ASSOCIATED WITH THE CENTER AND THEIR ROLES**

Role	Faculty/Staff Member	Time Commitment
IUE Chair	Denise Ross	1.0
IUE Programs Manager	Lisa Litzsey	1.0
IUE Clinical Specialist	Amy Gutowski	.49
IUE Research Assistant	Johanna Groene	.50
UWM SOE Dean	Alan Shoho	N/A
UWM SOE Associate Dean	Hope Longwell-Grice	N/A
UWSA Director, PK-20 Education Programs	Barbara Bales	N/A
See Appendix A for additional faculty/staff roles		



6. THE LONG-RANGE PLAN FOR THE CENTER

The long-range plan for the IUE is that it will become a hub for urban education, collaborating with doctoral, masters and undergraduate students on advocacy, teaching, and research. The specific long-range plans for each of the key areas of the IUE's initiatives are listed below:

- A) Clinical Program:** The clinical program will offer teacher candidates an internship experience that leads to certification in Elementary Education from their home institution.
- B) Professional Development Initiative:** Each year the IUE has sponsored a one-day professional development opportunity on culturally responsive teaching (CRT) for classroom teachers, cooperating teachers, and school district personnel across the state. Yet, research indicates teacher professional development occurs over time, when activities are situated in their work, include the examination of student learning and practice, and there is sufficient cognitive dissonance to welcome new learning. To that end, the IUE will provide a weeklong Professional Development Academy (PDA) with programming that fosters culturally responsive teaching practices for teacher teams from the identified urban centers with targeted offerings for staff in school districts across the state.
- C) Research:** As an R-1 institution, the quality of UWM's research in urban education is nationally recognized among the Urban 13 – a research-sharing association between thirteen public urban universities in major metropolitan areas of the United States. As such, the IUE Chair, with guidance from the Executive Board, will orchestrate collaborative, system-wide, interdisciplinary research opportunities among its UW System colleagues, partner stakeholders, and the Department of Public Instruction to examine interventions that support student learning in urban classrooms. Such efforts will capitalize on the wealth of teaching and learning data generated and collected by each entity. Although some research activities will focus on elements that support teachers' use of culturally responsive practices, the IUE's stakeholder partners and Executive Board will undoubtedly develop other research projects that will inform efforts to improve student learning. The findings from all research efforts will inform how the IUE is operationalized and its stakeholders' efforts to reduce gaps in children's access to quality educators. This will require findings are published and distributed through local, state, and national venues, professional conferences, and peer-reviewed journals.

7. DESCRIPTION OF COLLABORATIONS AND OVERLAPS WITH EXISTING CENTERS AND INSTITUTES AND RELEVANT ACADEMIC PROGRAMS AT UWM

At UWM, several academic programs, centers, and institutes focus on urban communities and school districts. These programs are below. The IUE is also a strategic partner with UW System schools and colleges of education.



A. UWM Academic Programs

The academic programs listed below have a focus on teacher and administrator training among urban school districts. The IUE seeks to support the missions of the academic programs listed below by collaborating with them to provide pre-service and in-service experiences that prepare educators for work in diverse districts.

- UWM School of Education
 - Teaching and Learning Department
 - Administrative Leadership
 - Education Policy and Community Studies
 - Educational Psychology

B. UWM Centers and Institutes

The centers and institutes listed below have a focus on racial and economic disparities that affect populations of families similar to the families and children who are the focus of the IUE. However, none of the centers focus on teacher training and professional development. The IUE may be a collaborator with these centers and institutes to address the complex issues that affect children in urban centers

- [Child and Family Well-Being, Institute for](#)
- [Child Stress and Coping Lab](#)
- [Early Childhood Health Promotion Laboratory](#)
- [Economic Development, Center for](#)
- [Global Health Equity, Center for](#)
- [Urban Health Partnerships, Institute for](#)
- [Urban Population Health, Center for](#)
- [Urban Transportation Studies, Center for](#)
- [Institute for Intercultural Research](#)



Appendix A: Additional faculty/staff support for the IUE

Group	Members
<p>UWM SOE Faculty and Staff</p>	<ul style="list-style-type: none"> • Financial Specialist III -Sarah Osborne UW Human Resources Manager -Erica Yewlett • IS Technical Services Senior -Dario Elia • Academic Department Specialist -Molly Schreiber • Senior Administrative Program Specialist -Kerry Korinek
<p>IUE Curriculum Development Group</p>	<ul style="list-style-type: none"> • Dara Atandare, Brown Deer School District La Tasha Fields, Milwaukee Public Schools • Lisa Litzsey, IUE • Emmy Maurilus, Nova Southeastern University • Jill Ries, Racine Unified School District • Denise Ross, IUE • Sharri Vandehey, Racine Unified School District
<p>IUE Research Group</p>	<ul style="list-style-type: none"> • Nicholas (Nick) Bakken Ph.D. UW-LaCrosse • Erika Bullock Ph.D.UW-Madison • Christin De Pouw Ph.D. UW-Green Bay • Sara Jozwik Ph.D. UW-Milwaukee • Denise Ross Pf.D. UW-Milwaukee • Carl Westine Ph.D.- UNC Charlotte
<p>Executive Committee</p>	<ul style="list-style-type: none"> • Denise Ross – Chair, IUE • Hope Longwell-Grice – Associate Dean SOE, UWM • Alan Shoho – Dean, SOE, UWM • Barbara Bales – Director, PK-20 Education Programs, UWSA • Robin Fox – Interim Dean, COE, UW-Whitewater • Scott Ashmann – Associate Dean, COE, UW-Green Bay • David DeGuire – Director of Teacher Education, DPI • Peggy James – Dean, College of Social Sciences, UW-Parkside • Ryan Hurley – Director, Milwaukee Community Schools • Jill Ries – Director, Educator Effectiveness, Racine Unified School District • Melissa Abel – Executive Director, Human Resources, Racine • Pastor Marvin Hargrove – Racine Community Member • Auntavia Jackson – Racine Community Member