**SUMMARY STATEMENT**

In this dossier, I provide evidence of my contributions and achievements in the areas of teaching, research and service. This dossier is organized to highlight my accomplishments and strengths in these areas. These materials are presented for promotion and tenure review in the School of Education and Human Development at the University of Colorado Denver, my academic home since 2006

My **commitment to issues of equity, diversity and social justice is a unifying theme** that isinterwoven throughout my **teaching, research and service** contributions. As evidence of my achievements, I have received 5 awards, 4 of which have been received since the time of my comprehensive review for reappointment in 2010.

* 2012 **Excellence in Teaching Award,** University of Colorado Denver
* 2011 **President’s Diversity Award,** University of Colorado
* 2011 **Rosa Parks Diversity Award**, University of Colorado Denver
* 2012 **Montbello Service Award,** Denver, Colorado
* 2004 **Outstanding Researcher Award,** Council for Learning Disabilities

In this Summary Statement I provide an overview of my accomplishments in teaching, research and service as well as highlight plans for the future. I also provide evidence of how I have responded to the recommendations made during my comprehensive review for reappointment.

**Teaching**

My objectives as a teacher educator are closely related to my research agenda. That is, helping future teachers deconstruct deficit thinking by calling attention to beliefs about difference (e.g., disability, race, class, gender, sexuality) and how these beliefs shape the practices of schooling – including issues of disproportional representation of diverse students in special and gifted education and the underrepresentation of teachers of color. I want my students to explore their own beliefs and assumptions about difference - and recognize and reject deficit thinking.

As a faculty member of the Special Education program area I teach graduate level courses in both face-to-face and online learning environments for the Special Education Master’s program. Given my expertise in gifted education, I also teach *Psychology of the Gifted, Talented and Creative Child*, a course in the Educational Psychology & Early Childhood Education (EPSY) program area. More recently, I have also designed and taught courses for the Undergraduate Experience (First Year Seminar) and a precollegiate course through the Urban Community Teacher Education (UCTE) program.

Since my hire at CU Denver in 2006, **I have developed and taught 10 different courses** (some online and some in traditional face to face format) **ranging in level from high school precollegiate through graduate level, each requiring significant development and course preparation**.

In addition to my teaching responsibilities, I have been involved in developing and coordinating two new programs for the SEHD. Both the ***Autism Certificate Program*** and the ***Pathways2Teaching* *Program*** are described in detail in the Teaching section of this dossier. Given the success of the Pathways2Teaching program, my future plans include working with local school districts to continue program expansion and explore developing a train the trainer model.

As noted by the several of the review committees during my comprehensive review for reappointment, my teaching was found to be “*bordering on excellent*.” Reviews of my teaching and program development were uniformly positive. Along with positive evaluations of my teaching several recommendations were made. In sum, the recommendations focused on “stabilizing” the fluctuation of Faculty Course Questionnaire (FCQ) scores. Although I address this feedback in greater detail in my teaching statement, close inspection of my FCQ scores, coupled with analysis of students’ comments, reveals a pattern and a profile. Students frequently comment on how much they have learned and how their thinking has been challenged. On the other hand, they also comment on “workload,” and “expecting too much.” When taken together a profile emerges of an instructor who has very high expectations for her students and challenges them to think deeply about important and sensitive topics.

In her letter recommending reappointment, the former Dean of the SEHD recognized that my FCQ scores are sometimes influenced by the *rigor* of my classes and had this to say: **“*The content of her courses, as well as the rigor of her courses, may result in somewhat lower FCQs than she might otherwise earn. I applaud her for maintaining high standards for her students…”*** I have been extremely mindful of the feedback that I received and have taken specific measures (e.g., regular peer review, examine ongoing student feedback) to monitor my progress. Further, I believe that my recent university wide award for **Excellence in Teaching** demonstrates my attention to these suggestions.

**Research**

Similar to my teaching and service, my research crosses over several areas related to preparing culturally responsive teachers (across all disciplines) to move beyond deficit-based perceptions of students. My research is focused on exploring the effect of bias and deficit thinking on educational practices for students with exceptional learning needs (e.g., students with disability labels) and racially, culturally and linguistically diverse learners**.** More specifically, **I focus on the intersection of deficit ideology and educational practices as it relates to disproportionality in gifted and special education and in the underrepresentation of teachers of color**. My dissertation research examining the effects of disability labels on teachers’ referrals to gifted programs gained international recognition by being awarded the Council for Learning Disabilities 2004 **Outstanding Researcher Award.**

The articles I have had published thus far have been in highly respected, peer-reviewed journals. My publications include: 9 refereed journal articles, 7 book chapters (5 of which were peer-reviewed), and 2 peer-reviewed information briefs published by the Council for Learning Disabilities. I am also a contributing author on 2 widely circulated publications: the National Association for Gifted Children’s (NAGC) Position Paper on *Identifying and Serving Culturally and Linguistically Diverse Gifted Students* and a resource book published by the Colorado Department of Education titled *Twice exceptional students: An introductory resource book.* I also have 3 non-refereed publications and 1 grant funded technical report. Further, I have 1 peer-reviewed journal article and 1 peer-reviewed book chapter in press and 1 article and 2 book chapters under review. Lastly, I have numerous articles in various stages of preparation including several that will be submitted for publication in the coming months.

As illustrated in my CV and outlined in the Research and Creative Activities section of my dossier, I have shared my work at numerous national and state level professional conferences prior to and since my hire at CU Denver.

A few of these include: American Educational Research Association (AERA), the National Association of Gifted Children (NAGC), the National Center for Culturally Responsive Education Systems (NCCRESt), the Council for Learning Disabilities (CLD), the Council for Exceptional Children (CEC), the Teacher Education Division (TED) of CEC and the National Association of Multicultural Education (NAME).

The SEHD’s Reappointment, Tenure, and Promotion (RTP) Committee’s evaluation of my research and scholarship letter stated, “…***Dr. Bianco’s research/scholarship is clearly meritorious at this point in her career, with the potential for excellence as she continues toward a tenure review.****”* All other review committees also commented on my productivity, including the Vice Chancellor’s Advisory Committee (VCAC), which remarked on my “***solid research record.”*** Similar to the evaluation of my teaching,the various review committees were complimentary of my research record.

The recommendations that were made in 2010 can be summarized in two words - “aim higher.” In response to this feedback, I have significantly increased my productivity in the last two years and have an additional solo authored article published in a top tier journal (i.e., *Theory into Practice*, a premier journal with an acceptance rate of only 0 - 5%).

I have been extremely mindful of the feedback I received during my review for reappointment and have regularly assessed my progress along the way. Further, as detailed in the Research section of this dossier, I am strategic in my approach to meeting my goals by making sure that at any given point I am simultaneously attending to: a) conceptualizing and designing future projects based on current work; b) collecting and analyzing data; c) writing and submitting my work for publication and professional conferences; and, d) attending to feedback on work under review.

My plans for the immediate future include completing the manuscripts in progress and to seek funding for my Pathways2Teaching research project. My long-range plans include developing Pathways2Teaching as a national model and disseminating this research so that it can have a larger impact.

**Service**

My commitment to service has been a driving force behind my work and has directly influenced my teaching and research. In large part, it was my commitment to service that guided my career choice to the field of education. For many diverse youth, the K-12 school experience is fraught with angst; students of color are faced with unprepared teachers who hold low expectations for them and function in deficit driven schools. My personal experience was no different- and, as a result, **my service has revolved around a personal and professional commitment to making schools and classrooms a more welcoming and academically challenging learning environment for all students.**

**Service to the University community** requires active involvement at the University, School of Education and Human Development and program area level. Since my hire at CU Denver, I have provided service to the University and SEHD in several capacities. In addition to serving on 7 search committees, including the search for the Dean of the SEHD, I have also been an active member of the SEHD Diversity Committee. My primary role on this committee has been to explore ways we can increase our focus on recruiting and retaining students of color in the SEHD. As a result, I have worked in collaboration with former and current Deans in the SEHD, the Associate Vice Chancellor for Student Affairs, and the Vice Provost/AVC of Diversity & Inclusion**,** tohost several very successful campus events for students from local high schools. **To date, I have helped organize approximately 10 campus visits bringing hundreds of diverse students to the CU campus for numerous events.**

At the program level, I actively contribute to two program areas in the SEHD: the Master’s level Special Education program and the Advanced Affiliate Program Area. In addition to attending all program meetings, in recent years I have taken lead on supporting several of our adjunct faculty, managing the program budget, and writing our annual assessment report. I have also recently volunteered to lead the development of an undergraduate special education program.

At the state and national levels, I have been very actively involved with professional service in number of areas including leadership roles with professional organizations. My roles and contributions are outlined in my CV as well as the Service Statement in this dossier. My service extends beyond the walls of CU Denver and professional organizations. **I am also committed to my local communities**. As a resident of the Adams 50 school district area, I serve on the **Superintendent’s Advisory Council for Institutional Equity**. In addition, as part of my work with the Pathways2Teaching project, I have been deeply involved in **community advocacy** efforts in the northeast Denver area.

The Montbello community recently recognized this personal commitment by honoring me with a **Service Award** in gratitude for my efforts.