

College of Education Strategic Plan

I. Vision Statement

The College of Education is a nationally-recognized, fully-accredited, and internationally respected college; acknowledged as a premier institution and noted for the quality of its graduates, the scholarship of its faculty, and the leadership and service it provides to the local, regional, and national educational communities.

The vision of the College of Education aligns with the vision of the University in two key areas. In the current UNLV planning document, *The Engaged Research University*, it is noted that “although it [UNLV] has grown and evolved into a nationally and internationally recognized educational institution, the university continues to adhere to its original mission....of academic excellence in southern Nevada.” The College of Education fills a similar dual role of growing into national and international prominence while continuing to fulfill its duty to southern Nevada by producing a large number of highly qualified educators to meet the demands of the fastest growing and 5th largest school district in the nation.

II. Mission Statement

The College of Education is committed to creating an intellectual environment that promotes high-quality instruction, significant research, and professional service.

Particular attention is focused on preparing professionals for diverse educational settings and on contributing to educational and pedagogical knowledge through scholarly endeavors. The College provides leadership in both the art and science of educational practice.

The College is committed to creating an inclusive learning environment that values and promotes diversity. Collaboration among students, faculty, other professionals, and community members is essential to the College in achieving its goals. Integral to the mission is a dedication to being a premier college of education that serves our dynamic and expanding community, the state, the region, and the nation.

III. Strengths and Weaknesses Influencing the College's Environment

Strengths

1. External funding capacity includes the following funded projects in recent years: PT3 Technology Capacity Building, Eisenhower Science and Math, IBM Technology, Reading, Special Education Technology, FIPSE Teacher Training, Homeland Security Training.
2. Product: Highly qualified, fully certified educators (Title II pass rates at approximately 92%).
3. Facilities on campus: Paradise PDS Elementary School, Bennett Professional Development Building, Lynn Bennett Preschool, Girls & Boys Club, Center on Science and Math, Reading Center, Math Education Center, Assessment Center.
4. Doctoral programs: The college has nine doctoral programs (5 Ph.D. and 4 Ed.D.) across four different departments.
5. National visibility: The College was ranked in the Top 100 Graduate Colleges of Education (i.e., #82) for the first time this year (2005) by U.S. News and World Report. The Department of Educational Psychology was ranked in the Top 20 by U.S. New and World Report. National organization presidents/leaders: Drs. Landwer, McCarthy, Babbitt, Garcia. Journal editorships and associate/assistant editorships: *Journal of Special Education Technology* (Drs. Higgins & Boone), *Rural Educator* (Dr. Chance), *Journal of Research on Leadership Education* (Dr. Rusch), *Educational Psychologist* (Dr. Sinatra), Drs. Corkill, Crippen, and Kardash serve as assistant or associate editors of scholarly journals as well. University leadership: Dr. McCarthy, current Faculty Senate President; Dr. Filler, former Faculty Senate President and former Senior Advisor to the President; Dr. Readence, former Faculty Senate President and new Dean of University College.
6. Collaborations with CCSD: alternative route to licensure programs, assessment contracts, research collaborations, professional development schools (i.e., Paradise Elementary and Peterson Middle School), the inclusion partnership.
7. The college was fully accredited by the NCATE examining board in 2004-2005.

Weaknesses

1. Dearth of faculty to support existing programs (there are approximately 150% more PTI instructors than full-time faculty each year).
2. Insufficient support for graduate programs.
3. Deficit of technology resources.
4. Lack of faculty in some core program areas.
5. Limited research space and resources.
6. Inadequate clerical staff for growing departments.
7. Inadequate levels of external funding.
8. Retention rates of students need to be increased.
9. Faculty lacks diversity with respect to minorities and international scholars.
10. Student body lacks diversity with respect to minorities and international scholars.

IV. Benchmarking: How does the College of Education Compare to Peer Programs?

The College of Education compares very favorably with peer institutions and larger, more established institutions, in areas such as graduate programs, national visibility of faculty as respected scholars, hiring placements of doctoral students, unique programs, and external funding success. The College of Education was ranked in the Top 100 Graduate Colleges of Education this year (2005) by the U. S. News and World Report special issue on education. Criteria included: (a) quality assessment derived from a survey of college deans, (b) student selectivity based on GRE scores of doctoral students, (c) faculty resources based on the ratio of full-time graduate students to full-time faculty, and (d) research activity based on expenditure of funds for research and ratio of faculty engaged in externally funded research. In addition, the Department of Educational Psychology was ranked in the Top 20 (number 18) of all Departments of Educational Psychology in the country. This rating is determined by quality assessment surveys.

Graduate programs: The College has two unique doctoral programs, the Learning and Technology Ph.D., a collaboration between the Departments of Educational Psychology and Curriculum and Instruction; and the Teacher Education Ph.D. Both of these programs are one of only a handful of similar programs nationwide. The College has produced, over the past three years, an average of 15 doctoral graduates each year.

Respected scholars: Faculty in the College regularly produce more than 100 scholarly publications each year, and approximately twice that in professional presentations and workshops. The editorial offices of four national/international scholarly journals are housed in the Carlson Education Building. Five faculty serve as associate or assistant editors of scholarly journals, and most faculty serve as peer reviewers on editorial boards. Four faculty currently serve as presidents of national professional organizations: (a) National Association of Teacher Educators, (b) National Council for Social Studies, (c) American Alliance for Health, Physical Education, Recreation, and Dance, the (d) Research Council on Mathematics Learning.

Hiring placements of doctoral students: Students receiving doctoral degrees from the College have not only taken top administrative and instructional roles in school districts, but have also been recruited and hired by top colleges of education across the nation (e.g., past students have taken jobs at Peabody College, Vanderbilt University, University of Kansas, the California State University system, Ohio State University, University of North Florida, University of New Mexico, Boston College).

Unique programs: The alternative route to licensure (ARL) programs that have been employed through collaborative agreements with the Clark County School District have been favorably viewed and widely studied. As part of one of these programs, a Fund for Improvement of Post-Secondary Education (FIPSE) grant was successfully obtained by the College. This was the first successful FIPSE proposal in the history of the State of Nevada.

External funding success: While still below the funding level of many colleges of education throughout the country, the College has increased its external funding significantly in recent years. Working within a university without an established grant-writing culture, the College is working hard to support and encourage faculty to seek

external funds. Recent successes in large competitive grants include this year's \$1.5 million grant from the Office of Homeland Security, the FIPSE project (\$600K), a technology research grant (\$400K), a technology teacher training grant (\$1 million), a higher education grant (\$285K) and a literacy grant (\$1 million).

V. Gap Analysis

The difference between the College's current position and where it wants to be in the future is in *degree* rather than *kind*. The College is confident that it can accomplish its future goals if greater access to faculty and operational resources are made available. The gap to cross is a lack of resources, not a lack of direction or initiative. The College walks a delicate balance. On one hand there is our response to demands related to (a) preparing large numbers of quality teacher and educational professionals, (b) re-negotiating programs and curricula in response to pressures such as the No Child Left Behind (NCLB) Act and other performance standards issues, and (c) providing innovative graduate programs designed to meet the changing needs of the educational community. On the other, the need for scholarship, pursuit of external funding, and development and support of doctoral programs weighs heavy as UNLV works toward its goal of a Research Intensive classification.

VI. Strategic Issues

Issue One: Achieving research and scholarship levels that will lead to national recognition.

Issue Two: Commitment to excellence in preparing educational professionals.

Issue Three: Continue and expand collaborative projects.

Issue Four: Securing support for technology infrastructure.

Issue Five: Development and implementation of new programs.

Issue Six: Recruitment and retention of a high-quality and diverse faculty and student population.

VII. Strategic Goals and Objectives

Eight Strategic Goals were identified by the College Ad Hoc Faculty Strategic Planning Committee during the 2003-2004 academic year. The goals are listed below.

- Community Engagement and Collaboration
- Research and Scholarship Leading to National Recognition
- High-Quality, Innovative and Student-Focused Teaching
- Educator Preparation and Development
- Assessment and Evaluation
- Commitment to Diverse, Inclusive and Just Environments
- Innovative Use of Technology
- Selective Growth

N.B. Not listed in a ranked order or order of preference of any kind.

Aspirations for the College are high. A major goal is to achieve national ranking among the top 50 Colleges of Education in the United States, and to have one or two individual departments ranking in the Top 10. As we continue to build our graduate programs, we believe that our students will continue to achieve success, which will further our positive reputation. We anticipate that we will continue to produce the 500 to 600 quality teacher candidates annually.

The College has a demonstrated record of success in helping lead UNLV to become a Premier Metropolitan Research University and we see our goals in parallel with those of the University. Please see the following three matrices: (a) COE goals and UNLV goals, (b) COE goals and UNLV macro-themes, and (c) COE goals and UCCSN master-plan goals.

Strategic Programming: A priority list of actions and means to achieve outcomes.

Two of the eight College of Education goals emerged as essential or key, and for the most part, encompassing of the other six. These six are shown as sub-goals to the two key goals:

KEY GOALS

1. Research and Scholarship Leading to National Recognition
2. Educator Preparation and Development

The key goals are listed as priorities one and two, although they hold almost equal precedence. A faculty consensus-building process was employed as part of the ranking process (see the Goals Survey chart below).

The remaining six sub-goals are:

3. Community Engagement and Collaboration
4. High Quality Innovative and Student-focused Teaching
5. Continued Commitment to Diverse, Inclusive, Just Environments
6. Assessment and Evaluation
7. Innovative Use of Technology and Increased Integration
8. Selective Growth

The two Key Goals for the college are depicted in the graphic below to indicate their relationship to the other six college goals,

