MINUTES

College of Education Faculty Meeting

January 23, 2015

CEB 205

10:00 a.m. – 12:00 noon


Proxies: Jeff Gelfer for John Filler, Matt Bernacki for Gregory Schraw, Tracy Spies for Kyle Higgins, Doris Watson for Tara Raines, and Carolanne Kardash for Alice Corkill.
I. Welcome

II. Interim Dean Graduate College, Kate Korgan

a. Kate Korgan explained that 25-30% of graduate students are from the College of Education. Grad College is behind the move to Tier 1 and to continue to provide assistance to colleges, GC is finding ways to solve problems both graduate students and graduate coordinators are facing. To reach Tier 1 their goal is to look at faculty numbers, research dollars and expenditures and graduate education.

b. Kate referenced the campus’ Diversity Consultant; Damon Williams has an acronym to help define UNLV’s focus “AIR” – Accountability, Infrastructure and Resources.

c. Graduate College will be implementing a new Strategic Plan; they will be requesting Faculty across campus to provide feedback.

d. Graduate College initiated a survey among Graduate Students and Graduate Coordinators. The survey found a large issue to be low stipends for graduate students. This aligned with the top priority of Graduate Coordinators as well.

e. Other key areas of concern from this survey were:

1. Graduate Recruitment

   Solution: Recruitment Menu will become available.

   Grad College has done some push of recruitment, now the plan is to work with individual colleges on more long-term plans. Sebern Coleman (Grad Recruitment) is available to meet with college on this plan.

   The Grad R.E.B.E.L. Model

   R - recruit a highly capable, motivated and diverse student body

   E - engage students in research, creative activity, and professional exp

   B - build the professional & academic skills of students

   E - elevate students to the next academic and career goal (graduation)

   L - link, like & follow

2. Grad Student Funding Challenges

   Solution: Legislature is being presented with request to increase Grad student funding. Dean’s support this.

   CGRA Program - Community supported GA program, working to implement this across campus.

   GA Parental leave - began in Fall 2014 (6 weeks paid leave for maternal/paternal leave, etc.)
Financial Data Workshops
Development Officer - to assist in raising funds for summer courses.

3. Clunky Electronic Systems & Data Challenges
   Solution: moving towards a Sales Force Model. New CRM processes in place by August 1, 2015. Grad College will reach out for feedback from Grad Coordinators once this is sent out.

4. Need Clear Communication & Messaging
   Solution: new website, better communication from College, standardizing catalog, consistent communication.

5. Heightened Support for Grad Coordinators & Graduate Faculty
   Solution: Electronic system to support these groups, and set office hours for every unit in Grad College.

f. The Graduate College’s revised strategic plan will include underlying theme of Recruitment, Retention, and Completion; and they will be actively asking for feedback on this once it’s presented.

III. Approval of Minutes 11.14.14

Motioned by Tom Pierce, Jeffrey Gelfer second. All were in favor. No abstentions.

IV. Approval of Agenda

Motioned by Tom Pierce, Shannon Smith second. All were in favor. No abstentions.

V. Ericka Christensen - College Nannies & Tutors

a. Kim Miramontes, owner of College Nannies and Tutors. Recently became a Dean's Associate for COE ($1,000 gift, unrestricted) and is also a UNLV alum.

b. Kim would like to partner with College of Education Faculty and leadership to provide COE students with the opportunity to work for a College Nannies & Tutors, a nationally recognized company for local families with a focus on education. Kim is reaching out to COE as her first preference would be to have the majority of her employees come from the UNLV COE, as COE students are future educators in our
community and would like to build a strong reciprocal relationship with COE.

c. Kim would like to be a community partner of COE; encourages Faculty to reach out to her to find ways for her to get in front of students. Contact Erika Christensen for collaboration opportunities with Kim.

VI. COE Celebrations

a. 2014 Doctoral Graduates – 8 Fall & Spring Doctoral Graduates were honored in a December 2014 ceremony.

b. Congratulations Promotion and Tenure (pending Regents approval)-
   • Dr. Travis Olson, Associate Professor, T&L
   • Dr. Gwen Marchand, Associate Professor, EPHE
   • Dr. Emily Lin, Professor, T&L

c. Dr. Howard R.D. Gordon to serve as President of the Association for Career and Technical Education Research

d. College of Education making news!
   • RJ – Dean Metcalf
     • [Link](http://www.reviewjournal.com/opinion/teaming-build-effective-teaching-force)
     • Desert Companion – Dean Metcalf
     • [Link](http://www.desertcompanion.com/article.cfm?articleID=1063)
     • Las Vegas Weekly – Jeff Gelfer, ECS
     • [Link](http://lasvegasweekly.com/as-we-see-it/2015/jan/14/report-card-are-roots-nevada-education-healthy/)
     • 8 news – Linda Quinn on Troops to Teachers
     • [Link](http://www.8newsnow.com/story/27853430/ccsd-looking-to-combat-teacher-shortage-by-hiring-veterans)
     • Channel 3 – Linda Quinn on Troops to Teachers
     • [Link](http://www.mynews3.com/content/news/story/UNLV-Troops-to-Teachers-CCSD-education-las-vegas/Zf9_L3oFqko3JWYDvRyMta.cspx)

e. National Task Jam – (Dr. McKinney) on January 24, 2014.

f. Graduate Certificate in Teaching – EDH 780: Seminar in College Teaching – April 3 deadline for applications to Graduate College

VII. Dr. Vicki Rosser, Plagiarism 101 / Update on P & T

Plagiarism

a. Passed out quizzes that other Faculty can pass out to their students around plagiarism.
b. “The Plagiarism Handbook” is a great resource to use yourself or for students. Dr. Jane McCarthy has additional copies in her office available for COE Faculty.

P&T
a. University Committee provided feedback to Provost level. He will meet with Deans. Made recommendations and asked for clarification among various areas including: chair & dean evaluations, teacher evaluations, double counting, rigor across department, FIR’s, Tier 1 status and teaching loads, etc.

b. “Statement of Purpose” is “huge” at University. This is weighed very heavily.

VIII. COE Dean, Dr. Kim Metcalf

a. Dean will research COE Faculty participation on the Tier 1 committee.

a. Quality Counts Report – one of the few reports that talks about education broadly defined. The reasons are not simply to increase numbers, not to publish, grow external funding, research, etc. but also from us (COE Faculty & Staff) wanting to make the world a better place. All this being said, we have many “changes” around us lately ie. new UNLV President, US President’s State of the Union Address, Congress and Legislative Changes

b. From Dean Metcalf’s recent interactions with the new UNLV President, Len Jessup and Provost White, there are a few key points:
   1. There will be a need to develop more “self-supporting” programs. We will need to do more to generate external funding for ourselves.
   2. Capital Campaign & Development work – each Dean will receive a target and meeting this is non-negotiable. It is a primary expectation of each Dean to raise external dollars.
   3. Increase prominence and visibility of colleges within community. We cannot be Tier 1 without an international footprint. President Jessup appears to be pleased with what he has seen of COE’s presence here so far.
   4. Resources from the Provost level will follow demand, based upon production level of enrollment and graduates in each college.

c. Legislature update: There is an agreement in increasing technological work. This remains positive and will provide us an opportunity to recruit at these locations. Other possible
recruitment areas could be in early education, expanding support for Pre-K and Full Day Kindergarten.

d. Funding: As a University, we will be moving toward a formula funding model, meaning we may lose some traditional forms of funding that we are used to. Doctoral students generate 3x the funding that undergrad students generate. Keep this in mind as we move forward.

e. GA's – our enrollment is going up, however other colleges are going up a little more rapidly than ours. We have a responsibility to have Graduate Students funded off external dollars. Colleges will receive GA funding if they are using them to teach classes. To the extent that we can use GAs to generate “completers”, the President and Provost view this to be self-supporting. We will follow the rule, we need to use the state funded GA positions to support the increase in production of completers at the undergraduate level. The Dean will work to strike a balance in this as much as possible.

f. Retention rate of teachers in high needs schools 2.5 times higher among UNLV grads—this speaks very highly of us and one that we need to promote, both to our external partners and to potential students.

(Due to time, Dean Metcalf did not get to all of his speaking points. Please see end of minutes for additional notes Dean Metcalf sent out to COE Faculty post meeting via email).

IX. Executive Associate Dean, Dr. Jane McCarthy

a. All searches are open and going well and look to have a range of diverse candidates. Encouraged Faculty to bring job descriptions to conferences; encourage those you know to apply. Dean Metcalf has offered to write letters of invitation to those whom you may see as a great candidate.

b. Annual evaluations – We are using the older format this year, next year will be the new format and training will be arranged for this format, by department.

X. Associate Dean, Dr. Linda Quinn – Troops to Teachers

Dr. Lough showed a video clip of the Troops to Teachers’ recent news spot during the “Celebrations” section that featured Dr. Quinn. Dr. Quinn provided an additional update: 50,000 emails sent; Webinar hosted.

XI. Associate Dean, Dr. Shannon Smith
Briefly showed a slide on funding updates however did not provide an additional update, due to lack of time.

XII. COE Committee Chair Reports

b. Bylaws – Sherrie Strawser – no report

c. Curriculum – Alice Corkhill

i. The next COE Curriculum committee meeting is scheduled for Feb. 12; if you have items for that meeting they need to be submitted to Alice two weeks prior to the meeting (Jan. 29). Items submitted after that date will be considered at the March 12 meeting.

d. Dean’s Advisory Council – Cynny Carruthers

i. Spring evaluation per COE bylaws; Charged with evaluating the Dean. Revised survey will be sent out, please respond

e. Graduate Studies – Neal Strudler – no report

f. Merit Review – Michael Nussbaum – no report

g. Promotion & Tenure – Steve McCafferty – no report

h. Scholarship & Honors – Lisa Bendixen – deadlines approaching

i. Teacher Ed, Licensed Personnel, and Experience – Linda Quinn

i. Next meeting of the TELPFE Committee Jan 27, at 2:00, in room CEB 350A

j. Faculty Senate – Vicki Rosser, Doris Watson, Wendy Hoskins

XIII. New business

None.

XIV. Announcements
a. Samantha Godbey – Reminder to use your librarians for anything you may need.
b. Josh Baker – Mentioned new program that will allow students with disabilities to attend college. His first student started this semester and he will send more information out to the College.
c. Kitty Rodman event 1/29/15 – Please attend!

Adjournment

Tom Pierce motioned to adjourn, Chyllis Scott seconded the motion.

Email sent out on January 26, 2015 by Dean Metcalf regarding the additional topics he was not able to speak on during the meeting, due to lack of time:

Folks, due to the time constraints Friday, there were several things that I had been asked or intended to mention but did not. Since we won’t have another faculty meeting for several weeks, I wanted to make sure to convey them as best I could by email. I ask in advance that you forgive the length....

**First**, one of the things that I was asked to discuss was my role as Dean over the past 18 months. As was demonstrated in many of the accomplishments and developments noted in our meeting on Friday, our College does and has a responsibility to optimize the extent to which we engage and are engaged with multiple audiences within and beyond the college or university. In Nevada, and particularly in the context of Southern Nevada, the importance of this for our own College of Education is heightened all the more. To this end, I have emphasized meeting, getting to know, and building relationships with key individuals in these various audiences at the local, state, and national levels. The goal is both to grow alliances and support for the work that we are doing and, I would argue at least equally important, to identify and create opportunities for the College and faculty that allow us to expand the scope, depth, impact and reach of our research, teaching, and service work.

I believe Friday morning’s meeting indicated the progress we have already made in this regard. In the coming year and as we grow as a research productive college of education (and in light of the University’s pending capital campaign), this external work will increasingly include direct efforts to increase major gifts to the college that support our work. This would include scholarships, fellowships, stipends, major programmatic or research projects, and other sources of support for our work and our students.

Because of these growing "external" demands, the role of our Executive Associate Dean becomes even more critical. This individual, like Drs. Giorgis and McCarthy have been, is responsible for the administrative and operational functions of the College. Ensuring that we recruit someone who understands the interaction of internal functions and organizational goals is our collective responsibility.

**Second**, I was asked to comment on progress, expectations, and intentions related to increasing the diversity of our student body and of our faculty. The most positive and concrete evidence I can refer to is that of the five tenure-track appointments this year, three were from underrepresented populations. This progress but a small step in what is, for us, a much larger process, but it is positive nonetheless, and I am optimistic that the searches currently underway will further help us move forward. The seeming diversity of our applicant pools adds to my optimism.

Two student focused efforts have been initiated that I believe will help us address what is a troubling lack of diversity among our students, particularly those pursuing initial licensure. One is associated with the persistence of efforts of Dr. McCarthy to expand and further invigorate our engagement with CCSD high school students who are interested in exploring teaching as a career. Primarily through the TEACH program at Clark High School, we are coordinating dual enrollment, mentoring, and bridging activities for what is a growing and
diverse group of students. Discussions are also underway with some of the CTA’s that include Early Childhood Education to offer similar programs. A second major effort in this domain is a program offered in cooperation with CCSD to recruit students from community colleges in and around Las Vegas to pursue a career in teaching. The program focuses on identification of well qualified candidates who are engaged in an accelerated licensure program that includes extensive, paid clinical experiences in schools. A third effort is embedded within our multiple ARL programs, including but not limited to Troops to Teachers, that allow us to broaden the populations from which we are able to recruit potential teaching candidates.

These are positive, but they are not sufficient. We had begun the process of developing a college diversity plan with the assistance of Vice President Valera. However, little concrete process had occurred before the announcement that Dr. Spencer was assuming primary responsibility for this work. In a meeting last week with the University’s diversity consultant, we were told that a five point plan was to be implemented that would help colleges develop and implement more effective programs to recruit and support greater diversity among our students and our faculty. As this work moves forward, we will provide more information.

Third, I only touched the ”tip of the iceberg” in relation to the implications and opportunities that are presented by local, state, and national events. As was clear in our meeting on Friday, our faculty are being increasingly looked to by those who shape, influence, and implement education policy and practice. The reputation that has developed among key stakeholders and the positive attention that it has brought to the College occur at a time when there is considerable interest in addressing the unique characteristics of education (broadly defined) in urban settings. The Governor’s State-of-the-State message, President Obama’s education initiatives in his State-of-the-Union address, and the themes that emerge from our own President Jessup create a context in which we can greatly leverage political and social momentum to our benefit.

I have been intrigued by conversations with a wonderfully large number of faculty members who have exciting and innovative ideas for taking advantage of this situation (e.g., for an Urban Teacher Initiative, for an English Language Institute for adult immigrants, for a laboratory school in which we test innovative approaches, and others). At the same time, (and largely coincidentally) the College has been highlighted in the media and non-academic venues for the work we are doing. And, local and national media have recently focused attention on the unique needs and challenges of the Clark County Schools. Together, these seem to provide an unusual opportunity for our College to develop a reputation for research, programs, and service that are focused on improving the quality of education (in but well beyond that occurring in classrooms or schools) for children in urban settings.

What this might look like or include needs to be a result of conversations among those whose ideas and passion can be nurtured through such an approach. To begin this process, we are scheduling a couple of brown bag sessions for those who would like to explore these ideas together. These are completely voluntary and open to all, with the hope that we can identify and support a core group of faculty in conceptualizing and operationalizing a cross departmental (college-wide) and broadly scoped initiative encompassing multiple distinct efforts focused on improving education for families and children in urban settings. More information on these will be forthcoming.

Fourth, I want to follow-up on our conversation about state-funded GA’s. Let me start by conveying my sincere thanks for your respectful openness about an issue that is heated and on which there is disagreement. Such difficult but collegial conversations are fundamental to the health and progress of the College.

We will continue the conversation on Monday for those who are interested and able to attend. Over time, I feel confident that we can find an approach that meets the multiple necessities of: becoming more self-sufficient as a College, provides competitive support for the most talented graduate students, promotes faculty research productivity, and aligns (or at least does not directly conflict) with University policies.

As always, I very, very much appreciate your support and the work that you do.

Kim