Reinventing Our College of Education

If we did not have the college we have, would we create the college we have?

The fundamental philosophy to be applied:

In times such as these, we have to believe and act upon events as a series of great opportunities – let’s take advantage and make the most of our situation.

Our focus must be “Here’s what we CAN do until…” instead of “We CAN’T do this because…”

Thank you for your thoughtful input and dedicated efforts

- To you, the COE faculty and staff
- To the DAC task force;
  Randy Astramovich, Kent Crippen, Cyndi Giorgis, Susan Miller, Ralph Reynolds and Edie Rusch
- To our chairs;
  Jesse Brinson, Paul Jones, Teresa Jordan, Monica Lounsbery, Sandra Odell, Tom Pierce, and Randy Boone
- To our administrative, professional and support staff
- To our technology staff

Our College of Education Is Under Attack

- National trend
- Local Crisis
- Three of our six departments were openly described as “at risk”

Regrets

My efforts to be inclusive may have been interpreted by some as exclusive.

I sincerely wish I would have personally scheduled meetings with each and everyone in the college, regrettably, I have not done so.

The President’s Challenge

- Video available at:
  - http://www.youtube.com/watch?v=2_4ddPG8MeA
  - References to reorganization begin at three minutes into the video.
We believe we have met the challenge by addressing the following:

- Fit to Mission (college, unit, program, and faculty)
- Collaboration (within and across units)
- Focus on quality issues (college and unit)
- Cost efficiencies (college and unit)
- Economies in course duplication (college and unit)
- Size of administrative units (college and unit)
- Serious and visible change

Unit One: Programs that develop specialists

The emerging mission—
Faculty members offer programs that develop specialists in education and related contexts; deliver undergraduate, graduate, and doctoral level courses and programs providing the underpinnings of education: academic and career, mental health, diversity, disability awareness and studies of human development, addiction prevention and learning, motivation and classroom management, educational administration, second language acquisition and literacy, and school psychology.…

Unit Two: Programs that provide foundations

The emerging mission—
Faculty members offer programs that provide foundations and core educational needs in education—offer undergraduate service courses, and graduate and doctoral level courses and programs providing the underpinnings of education and meet the university General Education core such as diversity, philosophy, cognition and development, learning and assessment, research, statistics, technology, law, policy, and student development, theory and leadership in higher education.…

Unit One-Programs and degrees

- Counselor Education
  - M.Ed. School Counseling
  - M.S. Mental Health Counseling
- Early Childhood Education
  - B.S., M.Ed. (Ph.D. on temporary hold)
- Human Services
  - B.S.
- Principal Education
  - M.Ed. Education Administration
- School Psychology
  - Ed.S., Ph.D.
- Second Language Acquisition
  - M.Ed.
- Special Education
  - B.A., B.S., M.Ed., Ph.D.

Unit Two-Programs and degrees

- Culture and Social Justice
  - Core courses for UG and Graduate programs
  - M.Ed. Multicultural Education
- Educational Psychology
  - Core courses for UG and Graduate programs
  - M.S. Educational Psychology
  - Ph.D. Educational Psychology
- Higher Education
  - Ph.D. Higher Education
- Educational Policy and Law
  - Core courses for UG and Graduate programs
  - Ph.D. Executive Leadership (former Ed.D.)
  - Ph.D. PK-12 Leadership (former Ed.D.)
- Technology & Learning Sciences
  - Ph.D. in Learning and Technology
Unit Three: Programs that develop educators

The emerging mission-
Faculty members offer programs that develop educators and pedagogical experts - offers undergraduate, graduate, and doctoral courses and programs providing the underpinnings of teacher education based on clinical practice and excellence: diversity, philosophy, pedagogy, traditional disciplines (elementary and secondary), innovative and practice based teacher education, cognition and development, research, and technology.

Contributions to the COE-UNLV

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<th>Unit One</th>
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<th>Unit Three</th>
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Administrative Support

Centralized resources, cross-trained and trim

- Director of Advising and Field Placement
- Advisors, Field Coordinators and Admin Staff
- Interim Dean of Education
- Associate Dean of Education Operations
- Director of Teacher Education/Academic Affairs
- Education Grant Specialist/Writer
- Education Tech Specialists
- Education Development Officer
- ASHE Center support

October 8, 2010
COE Departments, Faculty & Staff

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June 30, 2011
COE Departments, Faculty & Staff

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Faculty and Staff Salaries
◦ $10,208,578.40

Part Time Instructor Salaries
◦ $913,000

COE Total Salary expenses
◦ $11,121,578.40

COE Projected Base Budget 2011-2012 Academic Year

◦ Faculty and Staff Salaries
  - $8,487,954.61

◦ Part Time Instructor Salaries
  - $600,000 (course consolidation)

◦ COE Total Salary expenses
  - $9,087,954.61

COE Current Base Budget 2010-2011 Academic Year

◦ Faculty and Staff Salaries
  - $10,208,578.40

◦ Part Time Instructor Salaries
  - $913,000

◦ COE Total Salary expenses
  - $11,121,578.40

Fall 2011 COE Units, Faculty & Staff

COE Projected Base Budget Savings 2011-2012 Academic Year

$2,033,623

18% decrease

New budgetary Frame

◦ COE has one budget that supports all programs yet provides unit discretion, control and responsibility
◦ By consolidating resources more support goes to faculty
  - Centralizing office and support staff also helps with this
◦ Managing course duplication helps prevent unnecessary costs
◦ Undergrad core courses/graduations help support our graduate only programs
◦ Doctoral only programs/faculty balance rigor, program excellence and manage graduation rates
  - Salaries/graduates x cost per graduate
  - Add SCH and the FTE generated brings down the cost per graduate

What does this reinvention mean on a personal level?

◦ You will likely teach many or all of the same courses that you presently teach
◦ You will likely work with many or all of the same students that you presently assist in learning
◦ You will likely remain in your area emphasis
◦ Your research agenda will likely remain the same...
  - but should be enriched by enhanced collaboration
◦ You will remain in your present office location, with options to move if you so choose
Concerns

- P&T
- Curricular realignment
- Degree movement
- Identity
- Bylaws and governance
- Unit leadership
- Vulnerability
- Other

Next Steps

- Gather feedback by Monday at 5 PM
- Edit and adjust the reinvention report
- Submit report to faculty senate committee
- Submit report to the Provost for approval
- Establish Curricular Task Force on course duplication and collaboration
- Develop bylaws and governance
- Establish task force to work with programs on appropriate degree name changes
- And a few other items…
- After the Provost approves the plan, a detailed timeline will be communicated to faculty and staff

Individual and Group Feedback

Please send your feedback and comments to

your department chair
OR
directly to me <william.speer@unlv.edu>

by Monday at 5:00 PM

“The only limit to our realization of tomorrow will be our doubts of today.”

-- President Franklin D. Roosevelt

Ships in a harbor are safe,
but that’s not what ships are intended to do.

Questions