The UNLV College of Education: “Manifest Destiny”

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Professor and Dean
UNLV College of Education
PDQ: Dean of the College of Education

Duties:

- (A) The Dean of the College of Education reports to the Executive Vice President and Provost at The University of Nevada, Las Vegas … [which] is on its way to becoming a major research university.

- (B) UNLV seeks an innovative, energetic, and dynamic individual in the position of Dean of the College of Education.

- (C) The Dean is the chief academic and administrative officer of the College of Education.

- (D) The Dean is responsible for managing academic, fiscal, physical, and human resources.

- (E) The Dean will have significant responsibilities in community relations, community outreach, and fundraising.

- (F) The Dean must be committed to excellence and continued growth in undergraduate and graduate education;

- (G) support and expansion of faculty scholarship and research activities;

- (H) the promotion of academic policies and use of resources consistent with the University and College strategic plans;

- (I) capitalizing on the present and emerging departmental strengths;

- (J) the provision of facilities adequate to support expanding College programs;

- (K) and the expansion of cooperative interactions and partnerships with both local and other governmental and private organizations.
Pre-existing Expectations for a New Dean

- Research focus
- National recognition
- Campus respect
- Stability
- Mission change conundrum
- Need for healing
- Recognize intellectual diversity
- Setting college-wide agenda
- Bring in money and resources
- Sustainability
- Public Citizen
- Fairness/openness
- Dissemination (internal/external)
MCB2’s First Semester as Dean

- Meeting on the budget “challenge”
- Grievances against faculty
- Dean’s Office protocols
- Salary equity and merit issues
- NCATE preparation
- Asbestos abatement -- new carpeting and paint on the first and second floors
- Shortage in physical space
- Secured in-kind support
- RPDP, Agassi, and MOUs
- Old UNLV vs. New UNLV (“Keep the main thing the main thing”)
- The Biennial Budget Scenario
New COE Website
Fall 2007 College Rankings

- #10 Producer of Asian American Baccalaureate Degrees
- #24 Producer of Hispanic American Baccalaureate Degrees
- #33 Producer of Native American Baccalaureate Degrees
- #50 Producer of Hispanic American Master’s Degrees
Grants, Recognitions, and Journals - 1

- **UNLV Institutional Development Grant**
  "Research Center for the Study of Race, Class, and Social Justice" — $150,000
  **Co-Coordinators:** Sylvia Lazos, Law, Sonya Horsford, Educational Leadership, Edith Rusch, Educational Leadership, Elaina Bhattacharyya, Diversity and Inclusion **Colleagues:** Maria Raquel Casas, History and Chicano Studies, Jorge Luis Galindo, Foreign Languages, Randy McCrillis, Student Diversity Programs and Services, Jose Luis Melendrez, Student Diversity Programs and Services, Alicia Rico, Foreign Languages, Karen Strong, Campus Life, Anita Tijerina Revilla, Women's Studies and John Tuman, Political Science and Latin American Studies John Tuman, Political Science and Latin American Studies.

- "Institute for Multicultural Education and Diversity Training" — $150,000
  **Co-Coordinators:** Porter Troutman, Curriculum & Instruction, Edith Rusch, Educational Leadership and **Colleagues:** RR Apache, Sports Education Leadership, Bea Babbitt, Academic Affairs, Leora Baron, Teaching and Learning Center, Ramona Denby, Social Work, Jennifer Fabbi, Curriculum Materials Library, Angela Ferrar, Hotel Management, John Filler, Special Education, Kathleen Krach, Educational Psychology, Greg Levitt, Curriculum & Instruction, LeAnn Putney, Educational Psychology and Joanne Thompson, Social Work

- **President’s Infrastructure Award**
  "Digital Audio/Visual Remote Recording of Complex Social Interactions Among Teachers and Children with and without Disabilities" — $99,000
  Drs. John Filler, Catherine Lyons, and Greg Levitt

- **Nevada Collaborative Teaching Improvement Program (NeCoTIP)**
  "CAPSULES: Communication and Problem Solving Using Lesson Studies" — $169,898
  Dr. Virginia Usnick

  “Intensive Content Area Literacy Professional Development Through Teacher Learning Communities in Three Middle Schools" — $125,915 Dr. Thomas Bean, C&I
Grants, Recognitions, and Journals - 2

- Mr. Larry Ashley
  Appointed to Committee on Co-Occurring Disorders for the State of Nevada

- Dr. Randy Astramovich
  President of the Western Association for Counselor Education and Supervision

- Dr. Lisa Bendixen
  President-Elect of the Southwest Consortium for Innovative Psychology in Education

- Dr. Ralph Reynolds
  Clark County School District Excellence in Education Hall of Fame

- Dr. Gale Sinatra
  Elected APA Fellow Division 15

- Dr. Matt Tincani
  Appointed to Committee on Autism Spectrum Disorder for the State of Nevada
Grants, Recognitions, and Journals - 3

- Journal of Adolescent and Adult Literacy
  Drs. Tom Bean and Helen Harper

- The Rural Educator
  Drs. Patti Chance and Pam Salazar

- Intervention in School and Clinic
  Drs. Kyle Higgins and Randy Boone

- Journal of Children’s Literature
  Cyndi Giorgis

- The Journal of Research on Leadership Education
  Edith Rusch, James Crawford and Sonya Horsford

  Sport Marketing Quarterly
  Nancy Lough

New Journal of Teacher Education
  Drs. Sandra Odell, M. Christopher Brown, Elizabeth Spalding,
  Jian Wang, Cari Klecka, and Emily Lin
JTE moves to UNLV!!!
Civic Representation

☐ 100 Black Men of Las Vegas
☐ RENO*** (Superintendents, Common Course Numbering)
☐ Unity Village House Opening
☐ Holiday Gathering (and other meals)
☐ Senator Bernice Mathews
☐ CCSD School Visits
Clark County School District

- **Superintendent’s Office**
  - Deputy Supt. Dr. Lauren Kohut-Rost

- **Superintendent’s Zone Office**
  - Associate Supt. Dr. Karlene Lee

- **East Region Office**
  - Supt. Robert Alfarro
  - Asst. Supt. Dr. Rebecca Katz
  - Asst. Supt. Dr. Eva White

- **Student Support Services Division Office**
  - Assoc. Supt. Dr. Charlene Green

- **Northwest Region Office**
  - Supt. Richard Carranza

- **Southwest Region Office**
  - Supt. Dr. Jolene Wallace
CCSD continued …

- Agassi Academy
  Principal Caesar Mickens

- Hyde Park Magnet School
  Principal Jim Kuzma

- Valley High School
  Principal Ron Montoya
  Dean Amy Stepinski

- Paradise Professional Development School
  Principal Wanda Oden

- Peterson Professional Development School
  Principal Dr. Sue Steaffens

- Virtual High School
  Principal Dr. Wade Essington
Activities and Results for Fall 2007

- WestEd Board of Directors (Park City, UT & San Francisco, CA)
  **Member, Human Resources and Institutional Development Committee

- AERA/OIA (Washington, DC)
  **NONE/REPRESENTATIONAL

- CADREI (Sedona, AZ)
  **2008 Program Committee

- Holmes Partnership Board of Directors (Orlando, FL)
  **Elected Vice President, Holmes Scholars Program

- NAME Conference (Baltimore, MD)
  **2007 Philip C. Chinn Book Award

- ASHE Conference (Louisville, KY)
  **Finalist for Secretariat
Activities and Ambitions for Spring 2008

- Holmes Partnership Conference (Orlando, FL)
- Nevada Black History Day
  **Keynote (February 1, 2008)
- CCSD African American Teachers Cultural Connections Program
  **Keynote (February 1, 2008)
- AACTE Annual Meeting (New Orleans, LA)
  **New JTE Editors Announcement
- ATE Annual Meeting (New Orleans, LA)
  **Distinguished Educator Lecture
- Bid on NSSE Secretariat (Due March 1, 2008)
- Las Vegas Rotary Club
  **Guest Speaker (March 6, 2008)
- AERA Annual Meeting (March 2008)
  **AERA Journal opportunities
Lectures, Symposia & Presentations

Invited Lectures/Addresses

(October 12, 2007). “Preparing quality educators: Perspectives on pedagogy, practice, and partnerships”. Nevada Chapter of the American Association of Colleges for Teacher Education and Nevada Association of Teacher Educators Fall Conference. Las Vegas, NV.

(September 18, 2007). “The power of one teacher: Understanding the politics of pedagogy and student achievement”. Fourth Annual J. K. Haynes Teacher Preparation Conference, Baton Rouge, LA.

Academic Presentations
(November 2007). (with Von Knorring, Green, Stovall, and Zamani-Gallaher). “The case for affirmative action in higher education”, 32nd Annual Conference of the Association for the Study of Higher Education, Louisville, KY.

(November 2007). “Affirmative action and the quest for educational equity”, 32nd Annual Conference of the Association for the Study of Higher Education, Louisville, KY.
Editorial Service

American Journal of Education
Contribution Editor  {2003 - present}

The Black College Review: Research, Policy, and Practice
Co-Editor  {2007 - present}

Higher Education in Review
Member, Reader Board  {2005 - present}

National Association of Student Affairs Professionals Journal
Member, Editorial Board  {2000 - present}

Review of Higher Education
Member, Editorial Board  {2007 - present}
Scholarly Publications

Books


Refereed Journal Articles
Courageous Conversations & “The Importance of Intellectual Community”

- Diverse and multigenerational
- Flexible and forgiving
- Respectful and generous
- Engage students fully in the life of the department
- Collaborate on the curriculum
- Share research across boundaries
- Open classroom doors
- Set aside time for reflection
- Create physical space for community
- Encourage social events

Adapted from Walker, Jones, Bueschel, and Hutchings
What do I know?  What do I think?  What should we do?

☐ The College of Education is poised to be a national leader in the arena of preparing professional educators if it carefully crafts a public image of new and existing activities.

☐ The inability of national associations and/or traditional bellwether states/schools provides an opportune moment for the education unit at UNLV to fulfill the clarion call for effectiveness and efficiency from university-based education preparation.

☐ THIS QUESTION REQUIRES CONSENSUS. (Note: Despite expectations to the contrary, the best vision for the future of the College of Education at UNLV cannot be externally ascribed.)
Different people accept new ideas at different rates

**Rogers’ Stages of Adoption**

- The Innovators/Immediate Acceptors (2.5%)
- The Early Adopters (13.5%)
- The Early Majority/Late Adopters (34%)
- The Late Majority/Skeptics (34%)
- The Laggard/Resistors (16%)
Bell-Shaped Curve Representing Rogers’ Stages of Adoption

- Innovators: 2.5%
- Early Adopters: 13.5%
- Early Majority: 34%
- Late Majority: 34%
- Laggards: 16%
“Manifest Destiny”

- Manifest Destiny is a 19th-century belief that the United States had a mission to expand, spreading its form of democracy and freedom.

- Advocates of Manifest Destiny believed that expansion was not only good, but that it was obvious ("manifest") and certain ("destiny").

- Manifest Destiny was always a general notion rather than a specific policy.

- While many writers focus primarily upon American expansionism when discussing Manifest Destiny, others see in the terms of a broader expression of belief in America's "mission" in the world, which has meant different things to different people over the years.

- Ernest Lee Tuveson summed up the variety of meanings this way:

  > A vast complex of ideas, policies, and actions is comprehended under the phrase 'Manifest Destiny'. They are not, as we should expect, all compatible, nor do they come from any one source.
The UNLV COE has a “manifest destiny”

Without respect to person...

1. The College maintains a clear mission and a certain threshold.

- We will be recognized for excellence.

- We have unlimited potential to do, grow, and expand.

- We are resilient, responsive, and highly regarded.
Toward a Collective Vision Forward

"The real voyage of discovery consists not in seeking new landscapes but in having new eyes."

Marcel Proust (1871 – 1922)
I³ Education: Investigating, Impacting, Improving

The College of Education: investigates important questions related to education; impacts professional practice and public policy; and improves educational settings and society.

Conceptual Framework:
Preparing Professionals for Changing Educational Contexts

Core Activities:
Creating Knowledge: Examining topics incident to education
Transmitting Knowledge: Developing capacity to create conditions for learning
Community Service: Engaging in activities that provide educational benefit

Performance Goals:
Engage in professionally significant research and scholarship
Contribute to the production of professionals for educational contexts
Develop and improve stakeholder and constituent initiatives
Establish the unit as a recognized moderator of critical topics in education
Expand our programs and offerings to new populations and global markets
Discussion and Conversation