

College of Education Strategic Plan 2009-2013

Ronald W. Marx, Dean

Context

The College of Education contributes to the full range of the UA mission in accordance with the University of Arizona 2009-2013 strategic plan. The college stands at the center of the university-wide effort to prepare teachers for Arizona's P-12 education system; it performs vital outreach and service to the state and nation, and it conducts research on pressing problems of education.

University of Arizona. As the organization at UA that is responsible for organizing and articulating all of the educator preparation programs, the College of Education serves as the catalyst to ensure that Arizona has a cadre of well-prepared teachers, administrators, counselors, special educators, and psychologists to serve its schools. We work closely with the College of Agriculture and Life Sciences, the College of Fine Arts, The College of Science, and the Mel and Enid Zuckerman College of Public Health, all of which house teacher certification programs. Moreover, because our teacher education students take most of their courses for general education and related content for teaching outside of the College of Education, we work closely with the Colleges of Social and Behavioral Science, and Humanities.

Our outreach efforts span several arenas. First, many of our graduate students, particularly masters' students, are enrolled in our programs to enhance their knowledge and skills as professional educators. Second, we have greatly increased our credit programming through web-based courses and off-campus programs that take our instructional programs more directly to professionals working across the region, the state, and even internationally. Moreover, in this past year we have established the Office of Education Outreach, with a director who reports directly to the dean. This effort is designed to ensure that the College of Education has the capacity to work closely with other outreach programs across the UA campus.

National. Colleges of education have perennially had difficulty on the campuses of powerful research universities. There are many reasons for this difficulty, but certainly one has to do with the nature of research and creative endeavors in education. Is education a social science, with the same goals and epistemological standards as other social sciences, like psychology or sociology? Or is it a professional field, with applied missions more like law, business, art, or architecture? There are no clear answers to these questions, indeed, there is hot debate.

Although historically, the UA College of Education has been home to highly regarded researchers, such a reputation has not been widespread across the faculty. In the *US News and*

World Report national rankings, the College of Education typically is in the range of 50-60. Our top ranked program is Rehabilitation, currently ranked 5th. Higher Education and Educational Psychology often are ranked around 20-25, although in recent years only the top 10 ranked programs have been listed.

We are working diligently to rectify the problem of a lack of uniform high quality. In order to do so, we have recruited a very strong group of junior faculty members and a small compliment of senior faculty, all of who currently are strong research scholars, or have the capacity through their training and ability to achieve such success. On our FY 2009 faculty roster, 35% of the faculty members have joined the College of Education since 2003. These new faculty members have earned doctoral degrees at the very best graduate programs in education (e.g., UCLA, Michigan, Stanford, Michigan State, Wisconsin-Madison, Texas-Austin, Ohio State) or social sciences (e.g., Arizona, Northwestern). Moreover, we are an increasingly diverse faculty, with over 25% of the current faculty drawn from Asian, African-American, Hispanic and Native American groups.

In many regards, the issue of research and scholarship stands as the preeminent challenge for the College of Education. In order to craft the college in an image that is worthy of a college at one of the nation's premier research universities, we must be able to dramatically improve our research productivity and quality. In this context, the College of Education and its leadership wholly reject the position stated often at UA that we cannot be strong at all of our endeavors, and by necessity, some of our programs will need to be second class—the drawers of water and the haulers of wood. There is little incentive for such a status and we will work hard to ensure that our programs are powerful and our research both intellectually sound and of value to educational practitioners. *The challenge, of course, is to achieve this goal in the face of crushing and perennial budgetary duress.*

Student Success

Given our mission, it is important that we document the number of certified teachers that we provide annually. Over recent years, the University of Arizona has held a leading role nationally in the preparation of Hispanic teachers. As reported by *Hispanic Issues in Higher Education*, over recent years UA ranks around 5-8 annually in this important endeavor. Thus, an important measure of our success is the number and percentage of students of color who we graduate and certify as teachers. Another important measure of our success is the passing rate of our certified students on the Arizona Educational Proficiency Assessment (AEPA).

The College of Education has an active graduate program that serves two primary audiences. Most of our masters and some of our doctoral programs are designed to serve the needs of professional educators. These programs are often part time, and students enroll in them to get better at their profession and to advance through positions of increasing authority and responsibility. For example, we have programs that prepare school principals, counselors and special educators. Students enrolled in these programs are most often classroom teachers who wish to gain advance credentials and improve their expertise. In many respects, these programs

can be considered credit outreach, and some actually are run through Outreach College (see the section below on Outreach Success).

Our graduate programs also prepare future researchers and academics. Students in these programs are here to learn to become high quality research scholars and to teach in higher education settings.

Metrics.

- Number of teachers certified
- Percentage of teachers certified from minority groups
- Passing rates of certification students on the Arizona Educational Proficiency Assessment (AEPA)
- Number of graduate degrees granted

Faculty Success

In the College of Education we have actively worked to enhance the diversity of our faculty (see Tables 1-3 below). Among the 63 tenure/tenure track faculty at all ranks, 71.4 percent are White, 17.5 percent Latina/o, 6.3 percent Asian Pacific American, 3.1 percent African American and 1.5 American Indian. More than half (55.5 percent) of the tenure eligible faculty members are women. Significant progress has been made in diversifying the faculty in recent hires with half of all assistant professors being faculty of color and 80 percent being women. One indicator of success will be our ability to tenure and promote these assistant professors, especially when we consider that any new searches in the short term are highly unlikely.

Table 1: College of Education—All Tenure Track Faculty by Race and Gender

College (N=63)				(Percentages)			
	Male	Female	Total		Male	Female	Total
African American	2	0	2	African American	3.1	0.0	3.1
American Indian	0	1	1	American Indian	0.0	1.5	1.5
Asian American	1	3	4	Asian American	1.5	4.8	6.3
Latina/o	3	8	11	Latina/o	4.8	12.7	17.5
White	22	23	45	White	34.9	36.5	71.4
<i>Total</i>	28	35	63	<i>Total</i>	44.3	55.5	99.8

Table 2: College of Education: Assistant Professors by Race and Gender

Assistant Professors (N=20)				(Percentages)			
	Male	Female	Total		Male	Female	Total
African American	1	0	1	African American	5.0	0.0	5.0
American Indian	0	1	1	American Indian	0.0	5.0	5.0
Asian American	0	2	2	Asian American	0.0	10.0	10.0
Latina/o	1	5	6	Latina/o	5.0	25.0	30.0
White	2	8	10	White	10.0	40.0	50.0
<i>Total</i>	4	16	20	<i>Total</i>	20.0	80.0	100.0

Table 3: College of Education: Tenured Faculty by Race and Gender

Associate Professors (N=43)				(Percentages)			
	Male	Female	Total		Male	Female	Total
African American	1	0	1	African American	2.3	0.0	2.3
Asian American	1	1	2	Asian American	2.3	2.3	4.6
Latina/o	2	3	5	Latina/o	4.6	7.0	11.6
White	20	17	37	White	46.5	34.9	81.3
<i>Total</i>	24	21	43	<i>Total</i>	55.7	44.2	99.8

Other metrics in the area of faculty and faculty development that we will use include the amount of revenue that we generate in grants and contracts. As can be seen in Table 4 below, revenues generated by sponsored projects in the College grew steadily between 2000 and 2007 with a drop of nearly \$1 million in FY 2008. However, in the past year, over \$28.8 million in proposals for sponsored projects were submitted by faculty and staff members in the College.

Table 4: Revenues from Sponsored Projects—FY 2000 through 2008

Fiscal Year	2000	2001	2002	2003	2004	2005	2006	2007	2008
\$\$\$	3,560,857	3,815,773	4,392,939	5,030,637	5,627,702	5,717,083	5,886,555	5,906,463	4,930,919

Another metric that we will use to assess the effectiveness and impact of our faculty involves documenting the awards, editorial boards, editorships, and offices in scholarly organizations and professional societies that our faculty members hold. Faculty members in the College regularly receive awards from scholarly, professional and community organizations in recognition of their work. Moreover, numerous members of the faculty serve on the editorial boards or as editors of important scholarly journals. Finally, numerous faculty have been elected to positions of leadership in important national and international scholarly organizations.

Finally, the *sine qua non* of research and scholarship in the academic world is the publication of research articles, monographs, book chapters and books. We will track such publications for tenured and tenure stream faculty, along with publications by clinical and adjunct faculty, who play a critical role in the scholarly life of the college.

Metrics.

Percentage of faculty from minority groups
Contract and grants funds expended
Faculty member awards from national groups
Number of scholarly works published annually

Philanthropic Success

In the five years since Dean Marx has been in office, the College has had modest success in development activities, particularly recently. Our five year average for development is about \$553K. The next five years will require increased attention to these activities. We will focus on endowment growth for both faculty and student support, and fund raising for specific projects. However, one of our challenges is that the majority of our graduates have careers in education, which is a poorly paying profession. Thus, few of our graduates assemble the kind of wealth that is characteristic of other professions.

Endowments for faculty and student support are an increasingly important component in meeting our objectives for high quality research and instruction. The College of Education's current scholarship endowments of more than \$6.8 million, though robust, primarily benefit undergraduate students. We plan to increase the overall scholarship endowment to \$10 million, which will require fundraising of approximately \$3M. Graduate fellowships and scholarships are in high demand and a priority for new endowments. Since there are currently no endowments for graduate fellowships in the College of Education, we have set a goal to establish a \$150,000 research fellowship in each of the college's six departments.

The college has one endowed chair and three endowed professorships with a combined value of \$3.7 million. With 63 tenured and tenure-stream faculty, and the mounting challenges associated with recruiting and retaining the very best faculty possible, we must put greater effort into securing faculty endowments at higher levels in every department. In recognition of its 30th anniversary, the Center for the Study of Higher Education will initiate a campaign for a \$2M endowed faculty chair in higher education with a focus on new strategic paths, metrics and policymaking for increasing student access and success in higher education.

As the college ramps up its staffing and operations for the statewide evaluation of First Things First, the dream to establish a flagship research center on early childhood development and learning at The University of Arizona is closer to becoming a reality. A proposed new center—Arizona's Early Childhood Center—offers several naming opportunities through endowments for faculty, operations and student support. An endowment of \$5 million to name the center will

fund the faculty director's chair and sustain operations. Associated faculty chairs in several curriculum areas will be established with \$1.5 million endowments.

Worlds of Words is the largest collection of international children's literature in the United States and the second largest in the world. Most of the collection is owned by Dr. Kathy Short, Professor of Language, Reading and Culture. It is currently housed in the basement of the Education building in space that is cramped, poorly lit, and difficult to access. Last year we closed an aging instructional technology facility on the 4th floor and as space usage considerations were being made it was discovered that the 5,000 square foot area was originally designed and engineered as a library. This rare opportunity to move Worlds of Words into a space that can be greatly enhanced to use the collection more effectively has exceptional potential to reach new and existing donors to the college. The new space for Worlds of Words will be designed to offer donor-naming opportunities of a very high quality with international appeal and recognition. The fundraising goal of \$1.5 million will renovate space to house the existing collection, a new collection of first edition children's literature, a collection of original illustrations from famous children's books, an art studio and a classroom. Solicitations are also underway to secure the in-kind contributions of Dr. Short's collection and another large private collection of children's literature and art with an estimated combined value of more than \$1M.

Metrics.

Dollar value of donations
Number of individual donations
Value of College of Education endowment

Community Engagement and Outreach

Colleges of education in major research universities always find themselves in a precarious position. First, they are the center of the institutional mission to prepare the next generation of k-12 teachers. Some research universities have decided not to participate in this task (only about 2/3 of the AAU institutions have education units), but such an alternative is unthinkable for a land grant university such as ours. However, it is important for the College of Education and the rest of the university to understand that teacher preparation is a university obligation and cannot and should not be located solely in the College of Education. Second, like all units on campus, colleges of education must participate in the mandate to produce scholarship and other creative products. It is here that educational research is often criticized for its apparent lack of rigor and theoretical sophistication, a charge that we in the College are keen to address in our instructional and research programs and in our scholarship. The national debate about research in education—in which we are active participants—is vigorous and will have an impact on our scholarship and graduate training efforts. Third, a college of education that is not connected closely to its publics—the school districts, charter schools, educational policy arenas, interest groups, and business communities—is in grave danger of losing its compass and the relationships necessary to promote and achieve its goals.

Many of us in the College of Education do not find these three agendas incompatible. Indeed, we believe that they can form a compelling center of gravity with which we can derive the required energy and focus to move forward. Highly successful colleges of education have taken one of two routes. The first, exemplified by Stanford, Harvard, and UC Berkeley, is to essentially create a graduate school of applied social science. Although there might be elements in these schools that address highly applied concerns, the schools have modeled their work more on the lines of their counterparts in the social sciences than on professional schools. These “applied social science” schools might have teacher education programs, but teacher education is a minor part of their mission and consumes relatively little resources in comparison to their research and graduate education agendas. The second route, exemplified by Michigan State, Wisconsin, and more recently Michigan, takes problems of professional practice as the center of the college of education intellectual mission and uses educational practice to drive research, teaching, and outreach agendas. These schools have considerably larger teacher education programs than their applied social science peers. Moreover, they require partnerships and collaborations with k-12 and other educational organizations in order to achieve their goals.

Educational practice, then, is the thread that unites all three agendas: teaching, research, and outreach. At Arizona, we are attempting to forge our new purpose and identity in the “professional practice” model rather than the “applied social science” model, recognizing fully that a robust college will include a range of research and scholarship, from more insight-based, fundamental research, through design studies, and eventually more engineering focused programs of research and development. Ultimately, the focus of teaching, research, and outreach in the college must be on improving the quality and value of education.

Our outreach includes both credit and non-credit activities. In the credit arena, we offer courses and degree programs through distance education and by locating our work in the schools and colleges in the region where our students do their work. For example, the entire last year of our elementary and early childhood teacher education programs are located in schools throughout Pima County. We partner with school districts to locate these programs in classrooms in their schools, where our students take UA courses and spend the remaining hours in classrooms working with teachers and students. We also offer graduate programs entirely in the field through Pima Community College campuses, and through mixed models of on-line and face-to-face instruction.

In the non-credit arena, we have many partnerships with school districts, charter schools and other education agencies. For example, our affiliation with the Wildcat School enables us to place many of our undergraduate and graduate students in a setting that serves poor, minority middle school students. The Pima Educational Research Collaborative, with funding through the College of Education’s Erasmus Circle and through donations from Raytheon, funds applied research in school settings with joint funding from the districts. These projects, which focus on challenges that are brought to us by district leaders, engage faculty and graduate students in outreach activities that simultaneously help district address challenges and lead to serious educational research about problems of professional practice.

Metrics.

Number of student credit hours in outreach courses

Number of graduates from off-campus programs

Number of collaborations and partnerships with other educational and community organizations