

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

UNIT LEADERSHIP AND AUTHORITY

The College of Education has responsibility for governing and guiding all programs at NMSU that lead to licensure and endorsement in the state of New Mexico. The unit's governance structure consists of several key committees and councils (Appendix A). The College Council, which represents faculty, and the Administrative Council, which represents each department within the college, is primarily responsible for the review and approval of programs. Each department has primary responsibility for program development and implementation. Any new or significantly modified programs are required to go through several levels of approval (Appendix B). The approval begins at the program level and then is reviewed by the department, then a College Council committee, and finally the unit's Administrative Council. If necessary, program changes might have to be reviewed at the state level by the Professional Standards Commission or the Commission for Higher Education.

The ultimate responsibility for program development and governance resides within the Teacher Education Unit. The Dean of the college is a member of the Academic Dean's Council and the Associate Dean for Students and Programs is a member of the Associate Dean's Academic Council. Both organizations have campus-wide membership and must approve all major programmatic additions or changes.

The university Education Council, formally named Teacher Education Council, serves as an advisory group to the Teacher Education Unit and Dean of the College of Education. The Education Council also allows various constituents the opportunity to communicate about important issues impacting education. The council membership includes public school representatives, faculty from Arts & Sciences, candidates, education faculty, and faculty from Agriculture and Family & Consumer Sciences. This council meets three to four times a year to share information, review proposed programmatic changes, and communicate about issues impacting education programs.

Since a significant amount of academic autonomy resides in the academic departments, this council serves primarily in an advisory capacity. The Education Council in 2001/2002 reviewed the mission and determined that it should remain advisory to the Dean of Education.

In addition to being an integral part of program development at the university level, members of the unit contribute at the state level, as well. As indicated in standard one and standard two, numerous Colleges of Education and Arts & Sciences faculty and public school teachers were included in developing state licensure and endorsement competencies.

College of Education faculty members offer workshops and professional development opportunities to NMSU faculty and staff through a variety of programs. For example, faculty members have made presentations to new faculty and to graduate candidates university-wide about teaching. Additionally the college has collaborated with other programs on campus to improve instructional technology use and enhance the

preparation of teachers. Preparing Tomorrows Teachers (PT3) is a sponsored project that presents workshops for faculty from the COE and other units to assist in using technology to improve instruction. Additionally, the university has hired several of the unit's graduates to assist in WebCT development and implementation for the university.

The New Mexico Collaborative for Excellence in Teacher Preparation (CETP) is a collaborative grant, which involves Arts and Sciences, Education, and Engineering faculty throughout the state. Faculty members from these academic areas develop pedagogical methods for math and science courses specifically for education majors. The College of Education has taken the lead in this program and conducted professional development activities for the project.

Unit faculty is well-regarded campus wide. Faculty members have been consistently chosen to serve in leadership roles that extend beyond the unit. For example, the interim Graduate School Dean was selected from the college, the new Assistant to the Provost was a College of Education department head and the newly appointed Vice-Provost for Distance Education was a college faculty member. Last year, the chair of the University Faculty Senate was a faculty member in the Department of Curriculum and Instruction.

The Dean of the COE is recognized as the unit leader by the membership of the unit and by the NMSU administration. Every two or three years the Provost writes a letter to university deans and faculty indicating that the Dean of the College of Education is the unit leader for all Teacher Education Programs.

The three departments of the unit not housed in the College of Education work very closely with the college and communicate with the Associate Dean for Students and Programs. This model has been in place for many years and communication is ongoing through the Education Council, the NCATE Steering Committee and through informal communication. Interaction also occurs as needed related to state standards, university policies and candidate issues. Every program including those not housed in the College of Education must go through the university approval process and the state program approval process. This insures that communication between all units is ongoing and consistent.

Consistent with the Conceptual Framework, the unit collaborates with the Professional Development Council and seeks input on programmatic issues. The unit also interviews and surveys employers to seek input on the quality of programs and graduates. Input from follow-up surveys and ongoing communication with practicing educators assists the unit in maintaining quality collaboration.

Sources of Evidence

Provost Letter (Indicating Dean of COE is unit leader)

COE Organizational Chart

COE Governance Structure

Program Approval Procedures

Five Year Plan

College Retreats (Agendas and Reports)

Minutes from Various Councils

BUDGET

For a history of the College of Education Budget, please see Appendix C.

The budget supporting instruction and faculty salaries has increased 20% over the past six years. In 1996, operational budgets in the College were increased by \$50,000, bringing the annual total to \$300,000. Three new faculty lines have been added to the Educational Management Development Department, one to the Counseling and Educational Psychology Department and one line has been transferred from the Physical Education Recreation Department to the Curriculum & Instruction Department in the past couple of years. This transferred line became two through the creative use of distance education and overhead funds. These changes have been made in order to enhance instructional support for the unit (Appendix D).

The budget is supplemented by overhead from external funding. Total external funds are about \$15 Million with about \$8 Million in sponsored project funds generated each year. Additionally, funds from the college's distance education efforts also supplement departmental budgets. Last year, distance education augmented the college budget by about \$300,000. Approximately 12% of operating budgets and 13% of department overhead return budgets are spent to support faculty travel and operational budgets.

Each year the college receives between \$85,000 and \$125,000 for equipment and major purchases. Overhead monies and monies accrued directly from grants for the explicit purchase of technology and equipment also supplement equipment purchases.

Both departmental funding and the college's Educational Research Center (ERC) support faculty scholarship. The ERC supports grant writing, external funding, and faculty endeavors related to research. This service center provides budget support, grant writing assistance, and searches related to external funding.

Sources of Evidence

Unit Budget

Comparative Funding Within the University by College

On Going Budget Summary

PERSONNEL

As per state and institutional guidelines, full-time faculty members teach nine hours each semester and have three credit hours for research. Faculty loads also include dissertations, independent study, and other duties as assigned. The university has a formula to determine if a faculty member's dissertation and independent study load are significant enough to warrant academic re-assigned time. When this occurs, a faculty member may be granted up to three credit hours for their work with dissertation supervision and other assigned academic responsibilities. Online course instruction is equivalent to regular classroom instruction when considering faculty-teaching loads.

Faculty scholarship and professional activities include a wide variety of contributions. The unit's annual report and faculty vita reveal that many COE faculty members are recognized as national, regional, and/or state leaders. COE faculty hold elected offices and appointed positions on numerous national, regional, and state organizations and commissions. Faculty contributions also include membership and leadership in

numerous campus committees. A review of faculty evaluations and the unit's annual report depicts a professionally successful and active faculty.

Part-time instructors and graduate assistants, who teach for the unit, are all well qualified. All part-time instructors are experts in their academic area and are reviewed by faculty and approved by the department head. The department head and program coordinators monitor these instructors carefully. Part-time instructors are outstanding teachers and administrators from the local area and bring many positives to the program. Their practical application of knowledge and theory often enhances the experience of candidates in the unit. Their resumes can be viewed in the Curriculum Vita binders.

Periodic meetings occur with part-time instructors, regular faculty and college administrators. These meetings usually involve curriculum and instructional issues. Topics also include programmatic changes or accreditation issues related to the unit. Part-time instructors are often involved in meetings where program changes are discussed. Part-time instructors, since they often are practitioners, enhance the programs and have a grasp on current issues.

Faculty professional development is ongoing and supported by both the college and university. Examples of faculty development include the following:

- First year faculty program – described in Standard 5
- Money for travel for faculty to attend conferences
- Distinguished scholars support (money to bring in national scholars)
- ITAL Training (web based instruction)
- PT3 Training (improving technology use in instruction) – externally funded
- Center for Educational Development (seminars available to improve teaching) – university program
- Writing for publication (seminars for publication)
- Workshops on grant writing (ERC sponsored)
- Workshops on teaching (University sponsors these for graduate assistants)

Besides these professional development opportunities for full and part time faculty and graduate assistants, the unit also, through evaluation, monitors faculty performance and sometimes outlines professional development expectations as part of the ongoing assessment of the faculty member. It is expected of all unit instructors that they be engaged in their areas of expertise.

Sources of Evidence

Teaching Loads

Promotion and Tenure Guides

Faculty Development Activities

PT3 Grant (Project Assists Faculty Development)

ITAL Training

Faculty Evaluations

FACILITIES

O'Donnell Hall, which houses the major part of the College of Education faculty and programs, was built in the late 1960's. The building has served as the primary location for teacher education. Programs and faculty are also located in four other buildings on campus. They are, the Speech Building, the Computer Center, Rentfrow Gym, and the Student Activity Center. Having faculty in different locations is challenging, but it also allows faculty and candidates to learn more about the campus and become familiar with their peers and colleagues outside the unit. Music, Family & Consumer Science, and Agriculture Education are not administered by the College of Education and are housed in buildings outside of the COE purview.

Although, due to a fire in December 1999, O'Donnell Hall (OH) was remodeled and a significant amount of furniture and equipment was replaced, it is now first on the list for the university to renovate and expand. Equipment and grant funds are being used to upgrade multi-media classrooms and computer teaching labs. Building repair and renewal funds are obtained each year for upgrading facilities and remodeling existing buildings. O'Donnell Hall and the Rentfrow Gym have recently received computer network upgrades, and the Speech Building is scheduled for network upgrades soon. Most classrooms have moveable tables and chairs. Several classrooms have been outfitted to meet the needs of specific kinds of courses: CP 218 is a math/science education lab with five computers and a storage room for teaching materials and equipment; OH 147 has materials for early childhood courses; OH 315 is a multimedia "smart" classroom; OH 309 is a PC lab; and OH 308 is a Mac lab.

UNIT RESOURCES INCLUDING TECHNOLOGY

The NMSU library is comprised of two facilities. Zuhl and Branson Libraries house over 1.5 million volumes together. The total library budget exceeds \$6.3 million. The library's collections are accessible through its on-line catalog. The NMSU Library also provides Web-based access to a broad variety of electronic databases, including full text and full image documents. The Reference staff provides assistance in using the library's collections and services. Five percent of the overhead funds from the college's grant efforts goes directly to the library system.

Located in the College of Education, the Learning Resource Center (LRC) houses the resources for the New Mexico Curriculum Adoption and is the New Mexico Educational Resource Center for NASA educational materials. These resources are available to interested educators from throughout the state. These curriculum materials have extensive software and technology systems that are produced by publishers. The unit makes these materials available to pre-service and practicing educators.

All faculty members have access to the Internet and to the electronic resources available from the NMSU Libraries. Candidates have similar access from two labs in O'Donnell Hall and various facilities around campus. The College of Education website offers valuable information and resources to candidates and staff. All classrooms in O'Donnell Hall have Internet access, overhead projectors, cable TVs and VCRs. O'Donnell 315 has been outfitted as a multi-media "smart" classroom and room 103 is ITV accessible. Technology integration and use by faculty has been a high priority for the unit during the past six years, as evidenced by the contribution of RETA/PT3 grants and the dollars spent specifically for technology. Additionally, professional development for faculty and

staff involving technology and instruction has been available consistently. WebCT Training (ITAL) to assist faculty in delivering web-based classes is available to faculty and sponsored by the both the University and unit. Workshops sponsored by the college's PT3 grant have assisted faculty not only in the college, but other departments on campus.

Numerous technology programs have permitted the unit to act as a resource in the region, state and local community. The RETA Project is an \$8,000,000 grant that is co-sponsored with the Gadsden School District. It services the entire state and offers web-based service, staff development and an extensive support system to several hundred teachers in New Mexico. The RETA project is an outreach service initiated by the college to enhance the use of technology in K-12 settings. The unit also has a Math Star Grant, which uses technology to enhance Math and Science education in the public schools. Also, the unit is the only Cisco Training Center in this region and offers extensive levels of training to school districts throughout the state on the use of Cisco systems. The unit has a special contractual arrangement with the Cisco corporation to conduct the training and do follow up support. These are only a few examples of the unit's involvement in this area.

During the last four years the unit has received additional dollars to support technology for the unit.

Table 1. Equipment/Technology

1998-99	\$113,000
1999-00	\$120,000
2000-01	\$234,000
2001-02	\$ 66,000

Additionally, funds from grants have also been utilized to purchase equipment for faculty and candidate support.

Support for Assessment

The unit has recently identified a professional staff member to coordinate and supervise the unit's Assessment Plan. This individual, along with the Assessment Committee, will guide and direct the future development of the plan.

Sources of Evidence

COE Technology Plan

Expenditures to Support Technology

Summary

The unit has become very resourceful in developing programs that generate dollars. Because of the manner in which the University funds distance education and contract courses, the unit generated \$350,000 last year to support departmental activities. Additionally, projects like the summer camp sponsored by Physical Education, to the Professional Development Credit and the Psychopharmacology Program generate dollars to support the unit's activities.