Title of Proposal: Reorganization of the College of Education

Department/Program: Education

College:

Effective Date: Sept. 15, 2011

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Sign (Dept Chair/Head; Director) Date

Sign (Dean of College) Date

Print (Department Chair/Head; Director) Print (Dean of College)
The College of Education will be reorganized as a “college of the whole.” Faculty in the current Department of Science and Mathematics Education (SMED) in the College of Science will be administratively joined with faculty in the College of Education in the same organizational structure. Funding for the SMED faculty will continue to come through the College of Science but the dean of Education will administer this money as part of the overall Education budget.

The proposed change administratively consolidates and focuses the work of faculty from the Department of Science & Mathematics Education (College of Science) into the College of Education poised to create a nationally/internationally recognized signature program for OSU in the fields of science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. This administrative change creates an innovative partnership between the Colleges of Education and Science. The partnership is built on the premise that developing understandings in STEM and cultural and linguistic diversity is necessary in an increasingly complex, global society. These foci for the College complement and directly support the OSU Strategic Plan and the three signature areas of excellence. The direct partnership with Science provides a model for expanding collaborations in research and programmatic activities across OSU colleges including Forestry, Agriculture, Engineering, Public Health and Human Science, and Liberal Arts. An MOU between the deans of Science and Education filed with the Provost will govern this partnership in the long-term.

Administration and staff in the current structure are supported by 10.25 FTE and the new structure will be made up of 11.0 FTE. The major transition cost is a six-month 1039 appointment of the retiring associate dean to facilitate the transfer of scheduling, budgetary, and other administrative tasks. The new administrative budget will be just over 80% of the current administrative budget. The savings comes from eliminating department chairs and better alignment of tasks among administrative, faculty and staff. The proposed structure also allows some flexibility for adding administrative support as the new college and partnership with Science takes shape.

The faculty and staff have already been at work anticipating this reorganization. SMED faculty served on governance committees in Education in FY11. SMED and Education faculty have worked together to successfully hire one new Provost position. SMED and Education faculty have also worked together as a design team for the proposed Center for Research in Lifelong STEM Learning.
Reorganization of the College of Education
Oregon State University

[Name(s) of Proposing College(s) or School(s)]

[Name of Proposing Department(s) or Program(s)]

[CIP* Number from the Office of Institutional Research]

*Classification of Instructional Program number

CPS Tracking #: 82222

[Date of Proposal]

Spring 2011

[Proposed Effective Date or Term]

Fall 2011

A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.

College of Education

B. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).

Administrative Structure. The College of Education includes the Cascades Campus and all references to the College organization assume programmatic connections to the Cascades Campus. The College of Education will be reorganized as a “college of the whole.” Faculty in the current Department of Science and Mathematics Education (SMED) in the College of Science will be administratively joined with faculty in the College of Education in the same organizational structure. Figure 1a shows the current organizational structure and Figure 1b shows the new organizational structure. Revised standing committees that exist in current College of Education will provide faculty governance. During AY 2010-11, Science and Mathematics Education faculty participated on College of Education governance committees. In a college of the whole senior faculty will assume leadership of degree programs through a faculty advisory group that periodically meets with the Associate Dean of Academic Affairs. Table 1 outlines the contrast between the current and proposed administrative structure. The current administrative structure of 11 FTE will lose department chair FTE and pick up an assistant to the dean plus a 3-year contribution to the Center for Research in Lifelong STEM Learning.
### Abbreviated Category I: Reorganization of College of Education

#### Table 1. College of Education Current and Proposed Administrative Leadership + FTE

<table>
<thead>
<tr>
<th>Current College</th>
<th>11.0 FTE</th>
<th>Proposed College</th>
<th>10.125 FTE</th>
<th>Current Cost</th>
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<td>Assessment Coordinator</td>
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<td>0.5 from SMED</td>
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<td>Lynda Laurie Amy</td>
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*Table 1. College of Education Current and Proposed Administrative Leadership + FTE
Contribution with Science for STEM Research Center Director.*
Abbreviated Category I: Reorganization of College of Education

Current College of Education

- Deep of College 1.0 FTE
  - Associate Dean of Academic Affairs 0.75 FTE
  - Advise 2.0 FTE
  - Staff 4.0 FTE
  - Center for Community College Professional Development
    - Associate Dean 1.0 FTE
    - Assessment Coordinator 0.5 FTE
  - Chair of Science & Mathematics Education 0.5 FTE
    - Staff 0.5 FTE

Figure 1a: Current College Organizational Structure.

Proposed New College of Education

- Deep of College 1.0 FTE
  - Transition Associate Dean for Operations 0.6 FTE (10.99% of months)
  - Associate Dean of Academic Affairs 1.0 FTE
  - Assessment & Accreditation 0 FTE
  - Director of Licensure 1.0 FTE
  - Office Manager 1.0
  - Advising 2.0 FTE
  - (Acting) Associate Dean of Research 0 FTE
  - Staff 4.0 FTE
  - Center for Community College Professional Development
    - Center for Research in Life Long STEM Learning 0.25 FTE from Education

Figure 1b: College of the whole organizational structure.
C. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

1. Explain how the program or unit's current objectives, functions, and/or activities will be changed. How will the reorganized program be stronger than the existing program?

The proposed change administratively consolidates and focuses the work of faculty from the Department of Science & Mathematics Education (College of Science) into the College of Education poised to create a nationally/internationally recognized signature program for OSU in the fields of science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. This administrative change creates an innovative partnership between the Colleges of Education and Science. The partnership is built on the premise that developing understandings in STEM and cultural and linguistic diversity is necessary in an increasingly complex, global society.

[Added 3/6/12]
These foci for the College complement and directly support the OSU Strategic Plan and the three signature areas of excellence. The direct partnership with Science provides a model for expanding collaborations in research and programmatic activities across OSU colleges including Forestry, Agriculture, Engineering, Public Health and Human Science, Business, and Liberal Arts. SMED has a longstanding relationship with Agricultural Education where instructors in their program enter the science education PhD program and faculty teach in the SMED PhD program. Education maintains a close relationship with CPHHS where graduates from Human Development and Family Sciences go on to earn teaching credentials in elementary education (double degree), physical education (MAT), and become endorsed in Consumer and Family Studies (double degree). The three broad areas encompassed by these teaching credentials have a significant impact on student understanding of public health at the K12 level. There is also an ongoing involvement of faculty from several colleges who serve on graduate committees in SMED and Education. There is great potential in capitalizing on the numerous outreach activities in STEM education across many colleges in the university as research sites for examining ways to improve and extend the reach of OSU in this critical area.

There are already substantive signs of this partnership between Education and SMED taking shape through significant work underway since the fall of 2010. A Reorganization Committee representing all major departments started work in October 2010. The College of Education, in partnership with Science and Mathematics Education (SMED), held open forums for broad discussion of this venture. SMED faculty participated in the College of Education governance committees and the chair of SMED met with the Dean’s Council throughout the year. SMED faculty is working with the dean and architects to be located in the renovated Education Hall.

[Added 3/5/12]
Current programs in the College rely heavily on part-time faculty. Adult and Higher Education (AHE) uses 6 part-time faculty (no benefits) across three programs: College Student Services Administration (CSSA), Community College Leadership PhD (CCLP), and Organization and Human Resource Education EdM in Education (hybrid). CSSA current has no tenure-track faculty and is run through campus-based adjuncts from non-academic units. Given this structure, concerns about the sustainability of the CSSA would exist no matter (1) how the College is Education is organized or (2) which college the program is located in. Over the course of the 2012-2013 school year a task force will work to find a viable long-term structure for CSSA. Teacher and Counselor Education (TCE) uses 24 part-time faculty (no-benefits) across four programs: Double Degree, Education Masters (online), Continuing Professional Development (online), Counseling PhD (hybrid). TCE has 10 professorial rank faculty. Counseling and CCLP PhD programs are severely understaffed. CCLP will completed a new hire for fall 2011 and will likely complete another for fall 2012. The Cascades campus will hire Counseling faculty members in 2012 (one tenure-track faculty and one instructor). The Counseling Academic Unit will likely hire a tenure-track faculty member with a focus on STEM motivation and anxiety in 2013. The structure in the Double Degree utilizes classroom supervisors hired on a per-observation basis. These part-time clinical faculty are not well integrated into the program and this structure is under review. New programmatic responsibilities are being worked out such that specific tenure-track faculty are directly responsible for specific programs.

Consolidating Program Offerings

- ELDp Education Doctoral program PhD (on hold)
- MAT (2yr) Elementary Master of Arts in Teaching (MAT) 2-Year (on hold)
- MAT (Immer) Elementary Master of Arts in Teaching (MAT) Immersion (on hold)
- MS Counseling Masters program (on hold)

With this reorganization, College faculty members take the first step in aligning tenure-track faculty with each academic program. Four programs have been put on hold in recognition of the over-extension of program offerings by faculty and are noted in bold. All programs are described below forming the backdrop next year for faculty review for further coordination and consolidation. Following this section, Figure 2 shows the current alignment of faculty to programs. There is a complete listing of faculty by name and position in the Appendix. Programs labeled as “online” are purely distance delivered. Programs labeled as “hybrid” are offered off site as face-to-face classes supplemented by distance delivery. Otherwise the program is delivered on campus.

Further, as shown in Figure 2, there are programs where there is a need for realignment of tenure-track faculty. Some realignment will come from moving faculty from programs now on hold. Additional realignment will come from faculty discussions concerning consolidation of online programs (i.e. EDM, K12/FCL) and review of existing programs for additional consolidation and collaboration (e.g. PhD programs). Current searches will also help with the alignment of tenure-track faculty with programs in the areas of: (a) the double degree (creating
a STEM-focused elementary program), (b) educational policy in adult and higher education, and (c) English as a second language endorsement program.

SMED PhD and MS licensure cohort are operated by 7.25 FTE of professorial rank faculty and one instructor.

This new organization will combine two on-line programs at the masters level creating an efficiency of scale with a broader reach in distance delivery. Consistent with the overall College mission, citizens of Oregon, the nation, and the world will have access to a unique program that supports lifelong learning and education in the science and technology arenas. Finally, this reorganization forges a substantive partnership with faculty in the College of Science. This gives institutional expression to the principle that research in curriculum, instruction, and free-choice learning is rooted in the content of the disciplines.

**Vision**

The College of Education is an international leader in innovative research and the preparation of scholars and lifelong learning leaders in two signature areas critical to an increasingly complex and global society: science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. Through our research and professional preparation, we contribute to the development of a literate citizenry prepared to be engaged, reflective, creative, and caring members of their communities, as well as the world.

**Mission**

The College of Education, in association with a College of Science partnership, develops multi-culturally competent researchers, scholars, learning leaders and practitioners who make a difference by promoting innovation, social justice, and lifelong learning with a focus on STEM and cultural and linguistic diversity. Our research and professional preparation fosters scholarship, intellectual stimulation, openness, flexibility, and a sense of community.

**Values and Beliefs**

- We believe that the discovery, dissemination, and application of knowledge in STEM disciplines must be situated in a context of social justice that acknowledges and embraces cultural and linguistic diversity.
- We value a collaborative, interdisciplinary approach to research and to teaching learners of all ages and cultural and ethnic backgrounds.
- Our programs are informed by research and our research is informed by our practice as educators.

**Goals**
Abbreviated Category I: Reorganization of College of Education

- Conduct research that fosters a deeper understanding of STEM learning across the lifespan.
- Conduct research that furthers our understanding of the impact of cultural and linguistic diversity in a global society.
- Work with the Cascades Campus and in partnership with colleagues across the campus including those in OSU’s proposed Center for Research in Lifelong STEM Learning, Western Center for the Study of Community Colleges, and Center for Teaching and Learning, to infuse our research and academic programs with interdisciplinary and multicultural approaches to learning.
- Work collaboratively with colleagues across Oregon and the nation in school districts, community colleges, free-choice learning institutions, community-based organizations, and other national centers such as the Center for the Advancement of Informal Science Education (CAISE) based in Washington, DC.
- Expand our capacity to meet the needs of learners of all ages who are from culturally and linguistically diverse backgrounds.

**Faculty Development**

A major component in reorganization is an overall alignment of tenure-track faculty roles on research and academic programs. This section provides guidelines for work to be done during the next year in examining faculty position descriptions, as well as instructor roles in program content, administration and delivery. This section also outlines a general approach to promotion and tenure to be reviewed by the faculty and the new dean. OSU Cascades faculty will be full participants in this process.

*From the OSU Academic Affairs [http://oregonstate.edu/admin/aa/]*

“Academic employees are engaged in a wide variety of activities, including teaching, research, creative activity, extending the university's programs and expertise to regional, national, and international publics, and providing service to the University and profession... Development of the position description should be done in consultation with the academic employee, but final authority for assigning duties and establishing a position description rests with the supervisor... A minimum of 15% should be allocated to scholarly and creative activity for all professorial rank faculty...”

**Tenure-Track Faculty.** In general tenure-track faculty positions will have job responsibilities distributed across Teaching, Research, and Service. The proportion will vary by academic rank, the nature of research within the sub-discipline, and availability of external funding. A research-oriented faculty is committed to seeking external support for research but sub-disciplines vary with respect to the amount of available research dollars. Tenure-track faculty at the OSU Cascades campus will possibly have different opportunities, but their positions will be viewed in the same way as the Corvallis campus. Position descriptions will recognize these differences by adjusting expectations across teaching, research, and service. Within teaching,
tenure-track faculty will have a portion of their load allocated toward graduate student advising. Particular consideration will be given to advising during dissertation and thesis writing.

**Instructors.** Instructors and senior instructors will have fixed-term appointments with primary responsibilities for instruction. A 100% teaching load will be reviewed in the coming year by faculty and dean. A full-time teaching load will be the benchmark by which teaching portions of tenure-track faculty will be judged. This load will vary based on the proportion of undergraduate and graduate courses and class size. A portion of an instructor position may be allocated to running the day-to-day work of a program. This may include, but is not limited to, scheduling program meetings, working with faculty to work out staffing, coordinating admissions, advising students, and helping to coordinate faculty research on and evaluation of programs. A portion of instructor time may also be allocated to scholarly accomplishments as described in OSU's Promotion and Tenure Guidelines (http://oregonstate.edu/facultystaff/handbook/), “scholarly accomplishment requires peer-review and dissemination” (Academic Appointment Guidelines, September 2008).

**Professional Faculty.** Professional faculty in the College will have roles in “academic support, administrative support, and student support units” (Academic Appointment Guidelines, September 2008). The proposed Assessment, Licensure, and Accreditation position is an example of professional faculty. This position will have a central role in coordinating the complex process of professional teacher licensure in the state as well as state and national professional accreditation processes.

**Managing Joint Faculty.** The joint venture between the College of Education and College of Science brings tenure-track faculty and instructors from Science and Mathematics Education in the College of Science into the administrative structure of the College of Education. The Science funded faculty will report to the Dean of Education. The deans of both colleges will manage the joint enterprise. Promotion and tenure will start in the College of Education with appropriate review in the College of Science to be determined by the two deans.

**Implementation and Timeline**

The faculties in this joint partnership have invested considerable time and effort in good faith to create a significant venture for OSU. This effort suggests a bright future for creating national leadership and world recognition in education in STEM and cultural and linguistic diversity. It is expected that the approval process will take some time but implementation must be ready. The following timeline puts in place a plan for achieving the launch of the new College.

**July 1, 2011:** The new College of Education will create a strategic partnership between the Colleges of Education and Science. This will formally close the Department of Science and Mathematics Education in the College of Science.

**Spring/Summer 2011**
Abbreviated Category I: Reorganization of College of Education

- Initiate planning for new web presence
- Engage with the Advisory Board and other external constituencies to determine major branding elements
- Communicate with existing and future graduate students the nature of the proposed changes and the timeline for approval.
- Begin stake holding with other units in the University concerning vision and mission of the new College and open discussions concerning strategic hires of joint benefit.
- Begin process of filling administrative positions.

Standing committees for governance will be reviewed and begin work in September 2011.

**Academic Affairs Committee.** Function and authority: Academic program issues of the College. The functions of the Academic Affairs Committee will include: Assurance of fit of curriculum proposals with long-range goals of the College; elimination of duplication of effort; assurance of integrity of proposed course or program objectives, content, and evaluation; academic standing of students; student advising policies; program accreditation; and assurance that the best interests of students, programs, and the College are being met. Make recommendations to the Dean and to the Faculty Senate’s Curriculum Committee regarding substance of Category II proposals. Make recommendations to the Academic Staff as a whole on Category I proposals.

**Personnel Affairs Committee.** Function and authority: Advise the Dean on policies related to personnel matters, including search and appointment, promotion and tenure, performance review, salary determination, professional development, and grievance. Personnel policy deliberations need to recognize that academic staff may hold appointment in one or more other units outside the College and this context must be taken into consideration. Academic staff at or above the level being evaluated must do evaluation of the dossiers of candidates for indefinite tenure and/or promotion, and recommendations to the Dean will be purview of academic staff only. Evaluation of dossiers for tenure and promotion will be given first priority in terms of the Committee’s workload. Should other personnel matters need immediate attention, sub-committees to the Personnel Affairs Committee that include additional academic staff will be appointed as needed by the Dean.

**Cultural and Social Affairs Committee.** Function and authority: Advise the Dean and Staff on matters pertaining to strengthening the College’s internal organizational culture, including cultural competence, and social relations, as well as social events such as awards and recognition, health and wellness, graduation, and retirement.

**Financial Affairs Committee.** Function and authority: Advise the Dean on financial matters and policies pertaining to the College, including long-range fiscal planning, facilities, technology, resource generating, and budget allocation.

**Ad hoc Committees.** The Dean will appoint other committees or sub-committees to standing committees as necessary to the work of the College.
Abbreviated Category I: Reorganization of College of Education

Fall, 2011

Charge relevant committees to begin deliberations on, and generate recommendations, for:

- Possible name change of the college
- Coordination of doctoral programs
- Coordination of Ecampus programs
- Coordination and development of the double degree and graduate pathways for teacher licensure
- Review of tenure-track and instructor position descriptions
- Refine budget projects for FY12
- Work with deans of Education and Science to formulate P&T procedures

Programmatic Structure

With this reorganization, College faculty members take the first step in aligning tenure-track faculty with each academic program. Four programs have been put on hold in recognition of the over-extension of program offerings by faculty and are noted in bold. All programs are described below forming the backdrop next year for faculty review for further coordination and consolidation. Following this section, Figure 2 shows the current alignment of faculty to programs. There is a complete listing of faculty by name and position in the Appendix. Programs labeled as “online” are purely distance delivered. Programs labeled as “hybrid” are offered off site as face-to-face classes supplemented by distance delivery. Otherwise the program is delivered on campus.

What follows is an outline of programs in place for Fall 2011.
### Abbreviated Category I: Reorganization of College of Education

#### Program Codes

**Teacher & Counselor Education**

1. **DD**  
   Education Double Degree (with elementary and secondary licensure)  
   BA/BS

2. **EDM**  
   Education Masters Degree (online)

3. **COUN**  
   Counseling Doctoral program PhD (hybrid)

4. **CPD**  
   Continuing Professional Development for Educators

**ELDP**  
   Education Doctoral program PhD (on hold)

**MAT (2yr)**  
   Elementary Master of Arts in Teaching (MAT) 2-Year (on hold)

**MAT (Immer)**  
   Elementary Master of Arts in Teaching (MAT) Immersion (on hold)

**MS**  
   On-campus Counseling Masters program (on hold)

**MS**  
   ECampus Summer Sequential Counseling program (on hold)

**Adult & Higher Education**

5. **CCLP**  
   Community College Leadership Program EdD/PhD in Education (hybrid)

6. **OHRE**  
   Organization and Human Resource Education EdM in Education (hybrid)

7. **CSSA**  
   College Student Services Administration EdM/MS

**Science & Mathematics Education**

8. **SME**  
   Middle and High School math/science MA/MS

9. **K12/FCL**  
   K-12 and free-choice learning leaders (online) MA/MS

10. **Sci/Math**  
    Concentrations in K12, Collegiate Teaching, Free-Choice Learning PhD in Education

**Cascades Campus**

**MS**  
   Counseling

**MAT**  
   Early Childhood & Elementary Teaching

**MAT**  
   Middle & High School Teaching

**MAT**  
   Language Arts (Separate proposal to rename to MAT in Humanities)

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Rev. 3/6/2012
## Outline of Programs

### Teacher & Counselor Education

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<td>Education Double Degree</td>
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<td>Continuing Professional Development for Educators</td>
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<tr>
<td>ELDP</td>
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### Adult & Higher Education

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<td>OHRE</td>
<td>Organization and Human Resource Education</td>
<td>EdM</td>
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<td>CSSA</td>
<td>College Student Services Administration</td>
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### Science & Mathematics Education

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<td>Middle and High School math/science Teacher Licensure</td>
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<td>K12/FCL</td>
<td>K-12 and free-choice learning leaders (online)</td>
<td>MA/MS</td>
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<td>Sci/Math</td>
<td>SME Doctoral program K12, College Teaching, Free-Choice Learning</td>
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### Abbreviated Category I: Reorganization of College of Education

#### Cascades Campus

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<td>Early Childhood &amp; Elementary Teaching</td>
<td>MAT</td>
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<td>Middle &amp; High School Teaching</td>
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<tr>
<td>Language Arts (new proposal for MAT in Humanities)</td>
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Figure 2: Alignment of Faculty with Programs

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<th>Programs</th>
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<td>EDM</td>
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| Faculty (©=Cascades) | FTE | Expertise | DD | SME | CCLP | Coun | EDM | K12 | OHR | E | FCL | CPD | SSA | Coun | SME |
|----------------------|-----|-----------|----|-----|------|------|-----|-----|-----|---|----|-----|-----|------|-----|-----|
| Professors           |     |           |    |     |      |      |     |     |     |   |    |     |     |      |     |     |
| Flick                | 1   | Science-K12 | X  |     |      |      |     |     |     |   |    |     |     |      |     | X   |
| Enoch’s              | 1   | Science-K12 | X  | X   |      |      |     |     |     |   |    |     |     |      |     |     |
| Dirking              | 0.5 | Science-FCL | X  |     |      |      |     |     |     |   |    |     |     |      |     | X   |
| Falk                 | 0.5 | Science-FCL | X  |     |      |      |     |     |     |   |    |     |     |      |     | X   |
| Dick                 | 0.1 | Math-college Adult/higher ed | X  |     |      |      |     |     |     |   |    |     |     |      |     |     |
| Russ Eft             | 1   |           | X  |     |      |      |     |     |     |   |    |     |     |      |     | X   |
| Casbon, J ©          | .8  | Secondary ed Adult/higher ed | X  |     |      |      |     |     |     |   |    |     |     |      |     | X   |
| Stern                | 1   |           | X  |     |      |      |     |     |     |   |    |     |     |      |     |     |
| Niess                | Emeritus | Math-K12 |     |     |      |      |     |     |     |   |    |     |     |      |     | X   |
| Associate Professors |     |           |    |     |      |      |     |     |     |   |    |     |     |      |     |     |
| van Zee*             | 0.25 | Science-K12 | X  |     |      |      |     |     |     |   |    |     |     |      |     | X   |
| Kang                 | 1   | Science-K12 (Extension) Adult/Higher Ed Aca. Home | X  |     |      |      |     |     |     |   |    |     |     |      |     |     |

Rev. 4/27/2011
### Abbreviated Category I: Reorganization of College of Education

#### Category I Proposal

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#### Assistant Professors

| Rowe | 0.25 Science-FCL | X | X | |
| Coles | 1 EOP | X | | |
| Ciechanowski | 1 ESOL/bilingual | X | X | X |
| Cowin © | 1 ECE/elem. Multicultural & Soc. Studies | X | X | X |
| Orozco, R | 1 | X | X | |
| Bottoms | 1 Science -k12 Adult/higher ed | X | X | |
| White, J | leaving Spring | X | | |

#### Fixed Term

| Gray | 1 Science-K12 | X | | |
| Biles © | 1 Counseling | X | X | |
| Coplay | 1 SMILE Adult\higher ed | X | X | |
| Drake-Clark | 1 | X | X | |
| Dublin-Lee | 0.75 Adult/K-12 | X | X | |
| Eakins, G | 0.49 Counseling | X | X | X |
| Helback | 1 Science-k12 | X | X | |
## Abbreviated Category I: Reorganization of College of Education

### Category I Proposal

| Mohamed Finn © | Counseling | - | - | - | - | - | X |
| O Malley, N | ECE/el | X |  |
| O Malley, M | Ss - Sec E | X |  |
| Stephens | retiring | Ss - Sec E | X |  |
| Stroud © | Counseling | X |  |
| Kelly | .75 | Counseling |  |
| McLain | .49 | Counseling |  |
| Blackman | .49 | Counseling |  |
| Roth © | Counseling | X |  |
| Platt © | Sec Ed |  |  |
| Burgle, J © |  |  |  |
| Greene © |  |  |  |

**TOTALS**

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**Tenure-Track**

| 5 | 10 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 0 | 1 | 2 | 5 | 2 |

### Tenure-Track Breakdown

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<td></td>
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</table>

32.64 Does not include those retiring, leaving, or emeritus
2. Explain how outcomes in the newly organized program or unit will be assessed.

Assessing the outcomes of the College reorganization will use a three-fold model: Process, Progress, and Product. For Process, we will document organizational meetings through minutes and documents. For Progress, we will assess if significant tasks outlined in this proposal and specified in the process documents were completed in a timely manner. For Product, the person in the Assessment position will lead faculty in reviewing the accomplishments at the end of each year. The ongoing goal will be for new assessment routines and procedures to evolve into practice, which can be used to evaluate the end products of this reorganization.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

The reorganization structure shown in Figure 1b indicates a dean and two associate deans along with a professional faculty position for Director of Licensure and another for Assessment and Accreditation. This organization creates efficiencies in faculty and administration with better alignment of work between administration, faculty, and staff positions.

Further, as shown in Figure 2, there are programs where there is a need for realignment of tenure-track faculty. Some realignment will come from moving faculty from programs now on hold. Additional realignment will come from faculty discussions concerning consolidation of online programs (i.e. EDM, K12/FCL) and review of existing programs for additional consolidation and collaboration (e.g. PhD programs). Current searches will also help with the alignment of tenure-track faculty with programs in the areas of: (a) the double degree (creating a STEM-focused elementary program), (b) educational policy in adult and higher education, and (c) English as a second language endorsement program.

In addition to an associate dean, Figure 1b shows a position for Assessment and Accreditation. This position has a primary focus in creating a culture of assessment within the College. The licensure and accreditation requirements for professional programs carry specific expectations for ongoing assessment. University accreditation is also building a culture of assessment within the institution as a whole. This position will be charged with building an infrastructure that supports data collection guided by faculty objectives for program research and evaluation. The person in this position will have a terminal degree in a relevant field of educational research to guide and coordinate the study of program effectiveness, producing data valuable for research, and at the same time generating the evidence required for program licensure and accreditation.

A current listing of faculty is in the Appendix. Examining Figure 2, there are 21 tenure-track (18.4 FTE) and 16 full or part-time instructors and professional faculty (14.24 FTE). The Appendix also lists, adjuncts and part-time faculty who contribute directly to College of Education’s programs. While consolidation will significantly reduce term-to-term hiring, specialized expertise from working professionals are a significant and a valuable part of all professional programs. Term-to-term faculty who have specialized professional expertise will continue in the program.

Rev. 3/6/2012
F. Relationship of the proposed unit to the institutional mission.

1. How will the proposed program or unit support OSU’s mission and goals?

- OSU’s mission and goals focus on providing outstanding academic programs, excellent teaching and learning environments and substantial increased revenues that further strengthen performance and pre-eminence in the three Signature Areas of Distinction: Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress. This new college will support OSU’s achievements through the following efforts: A portion of our externally-funded research directly addresses enhancing teaching and learning, particularly in STEM, and through our courses, seminars and conferences, includes distribution of research results to practicing teachers, university professors and free-choice educators here at OSU, around Oregon and the nation.

- We are focusing on cultural and linguistic diversity in learning communities, which supports the preparation of talented young people from all backgrounds, resulting in the benefits cultural diversity brings to the mainstream STEM community, as well as increasing the number of non-traditional, under-represented STEM professionals.

- Our externally funded research also addresses analysis of both free-choice/informal and formal learning environments (K-12 as well as higher education) for evidence of practice that facilitates the development of young people as critical thinkers in their discipline of choice.

- By informing the practice of STEM educators through our research and collaborations, we directly impact the nation’s future STEM leaders. Our scholarly activities provide scenarios in which culturally diverse and inclusive learning environments create culturally competent, analytically minded professionals who then are able to interact with peers to optimize brainstorming, idea formulation, and ultimately innovation.

- We collaborate with other OSU colleges and departments (Engineering, Oceanic and Atmospheric Sciences, Physics) to study learners and the learning process, optimize instruction, and assess learning outcomes, thereby developing lifelong learners capable of contributing to the innovation that occurs at OSU, as well as within STEM industries.

- We study the human aspects of tackling issues of societal concern in the 21st century; namely, the learning processes and methods involved in educating the public in both formal and free-choice learning environments about complex issues--clean technology, environment, health and population. It is not enough to understand the science and technology; we also must understand how people learn and make decisions on complex issues in order to be effective at creating significant change. This relates directly to OSU’s signature areas of distinction.

- Our externally-funded research on lifelong learning contributes understanding about the mental and physical health of the world’s population since research documents that active learning throughout one’s life is a major component of wellbeing and a healthy, long life.
• Our externally-funded research impacts both pre- and post-college; therefore, through our scholarly activities and academic programs we expand the reach of OSU beyond current students to make a positive impact in the lives of persons yet to attend college, as well as professionals who have matriculated from the University.

G. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

We will use our current research and academic strengths to leverage the necessary breadth in undergraduate and graduate programs from the division and across the University. We will build a shared vision for this newly reorganized College by engaging faculty in other colleges in focused discussions about collaborative externally-funded research and assistance in understanding research-based approaches to creating effective teaching and learning environments. We envision that lifelong learning will encompass all program levels in the current College and do so in innovative and collaborative ways that strengthen our alignment with the goals of the Division of Arts and Sciences, as well as the Divisions of Earth Systems Science, Health Sciences, and Business and Engineering. From a shared, campus-wide vision for the College will come proposals for faculty hires that complement the research and programmatic interests across departments and colleges. Early candidates for these discussions are faculties in: Psychology, History, Philosophy, Ethnic Studies, Statistics, Physics, and Mathematics.

Research is the foundation that drives innovation in the design of effective academic programs, new learning environments, the creation of educationally productive social structures, and innovations in lifelong learning opportunities. Currently Science and Mathematics Education faculty receive over $250,000 per year per FTE in external research funding. Within the envisioned new College design, this funding level will serve as a base for developing more robust external funding across a larger faculty. Through strategic hires and new research-oriented job descriptions, we anticipate additional increased funding through inter-departmental collaborations across the University. The department currently has active relationships with faculty in the Colleges of Science, Liberal Arts, Engineering, Agricultural Sciences, Forestry and Public Health and Human Sciences. Mindful of the innovative approach we are taking to education and learning with particular focus on STEM and cultural/linguistic diversity, we anticipate national and international interest in our research agenda and continued healthy funding from National Science Foundation (programs in Research on Learning in Formal and Informal Settings, Human Resource Development and Undergraduate Education), NOAA, NASA, Department of Agriculture and Department of Commerce (workforce development). In addition we anticipate interest from private foundations including the Kauffman, Noyce, Kellogg and Spencer Foundations.

The College will become the source of information in the state, region and nation on life-long learning in STEM education with special emphasis on cultural and linguistic diversity. The College will work closely with the new Center for Research in Lifelong STEM Learning to design and maintain information databases that will also meet the needs of accreditation from NCATE.
TSPC, and CACREP as well as be a model for the campus in demonstrating a “culture of assessment” for University accreditation.

The new College will examine the valuable lessons learned from Science and Mathematics Education and College of Education faculty as they have experimented with innovative methods of distance and on-campus program delivery. We will learn from and preserve highly successful programs and streamline, redesign and focus others to support faculty research, particularly in the two areas of excellence, STEM learning and cultural/linguistic diversity. Advancing innovative learning in the 21st century, the College will mine and develop the rich resource of the Internet and distance delivery in order to enrich the education of Oregon citizens and the nation in the areas of STEM and cultural diversity. Externally funded research will enhance this resource and build new knowledge about learning in technologically integrated environments.

H. Relationship of Programs to Other OUS Institution

The following programs are unique to or have unique features in the OUS system: Double Degree, MS online, PhD in Counseling*, CCLP*, and AE-OHRE*.

*PhD with a major in Counseling (Hybrid)
No other Phd degree with a major in Counseling is available to citizens of the state no matter where they reside. UO offers an on-campus counseling psychology PhD program.

*CCLP
There are generic educational leadership programs, but none are focused solely on community college leadership.

*AE-OHRE
PSU does offer programs in adult education; they do not offer the part-time option for working professionals.

EdM online
- Portland State University offers a Curriculum and Instruction Master’s Degree program (MA/MS) for licensed teachers or professionals in related fields; courses are available on campus only.
- The University of Oregon has a master’s degree in Curriculum and Teacher Education (MS). This is a part-time with courses are available on campus only and many are cross-listed with undergraduate courses.
- Eastern Oregon University offers a Master of Science degree. Some courses are offered face-to-face on campus or on site, only required courses are available online.

MS with a major in Counseling (i.e., Summer Sequential Hybrid Program)
No other MS degree with a major in Counseling is available to citizens of the state no matter where they reside.
Abbreviated Category I: Reorganization of College of Education

MS online
This is the only online MS in the OUS system offering concentrations in K12 Math education, K12 science education, and Free-Choice Learning.

Ph.D. in Mathematics or Science Education.
Portland State University also offers a PhD in math education from the Mathematics Department. UO offers an EdD in educational leadership.

I. Professional Accreditation

The following programs hold national or state accreditation by the indicated organizations:

- Counseling program – Council on Accreditation for Counseling and Related Educational Programs (CACREP)
- Teacher Education – National Council for Accreditation of Teacher Education (NCATE) and Oregon Teacher and Standards and Practices Committee (TSPC)

Budget Pages

The budget analysis shows the proposed new administration cost compared to the current cost. The new organization offers efficiencies some reduced costs following the transition period of about one year. As outlined in Table 1, administrative functions have been redistributed away from department chairs and to the Dean’s office. In addition, staff positions have been replaced to create efficiencies benefiting programs and faculty. Additional transition costs include filling the positions of dean’s assistant and an office manager. We are also developing of a newly designed web site to highlight the four program units and research foci of faculty. The web site will foreground the major educational and research emphases of STEM education and cultural and linguistic diversity education.

All other costs associated with the current College of Education and Department of Science and Mathematics Education will remain the same in the new structure. These include but are not limited to, faculty salaries and services and supplies.
Appendix: Faculty Resources

Tenure-Track Faculty
SueAnn Bottoms, Education
Jay Carbon (Cascades) (Professor)
Kathryn Ciechanowski (Assistant Professor)
Derron Coles, with Equal Opportunities Program (Assistant Professor)
Kathleen Cowing (Cascades) (Assistant Professor)
Thomas Dick, mathematics (Professor)
Lynn Dierking (Professor)
Cass Dykemen (Associate Professor)
Molly Engle (Associate Professor)
Larry G Enoch’s (Professor)
Rebekah Elliott (Associate Professor)
John Falk (Professor)
Larry Flick (Professor)
Nam Hwa Kang (Associate Professor)
Karen Higgins (Associate Professor)
Rick Orozco (Assistant Professor)
Shawn Rowe, with Sea Grant Extension (Assistant Professor)
Deborah Rubel (Associate Professor)
Darlene Russ-Eft (Professor)
Sam Stern (Professor)
Ken Winograd (Associate Professor)

Fixed-term
John Baek (Assistant Professor, Senior Research)
Kathy Biles (Cascades) (Instructor)
Jessie Buhrle (Cascades) (Instructor)
Lorie Blackman (Corvallis) (Instructor)
Shelley Dubkin-Lee (Instructor)
Donna Drake-Clark (Instructor)
Gene Eakin (Corvallis) (Instructor)
Susan McLain (Corvallis) (Instructor)
Ron Gray (Instructor)
Marla Greene (Cascades) (Instructor)
Sue Helback (Instructor)
Mike O’Malley (Instructor)
Nell O’Malley (Instructor)
Carolyn Platt (Cascades) (Instructor)
Kay Stephens (Instructor)
Daniel Stroud (Cascades) (Instructor)
Emily van Zee, Ph.D. (Associate Professor, Part-time)

Professional Faculty
Allan Brazier, Education Dean
Ryan Collay, M.S. SMILE
Alicia Christensen, M.S. SMILE
Jay Well, M.S. SMILE
Gene Newburg, Education advisor
Matt Lewis, Academic Advisor

Emeritus Faculty
Margaret Niess (Professor Emeritus)

Adjunct Faculty
Mamta Accapadi (Student Life)
Tracy Bentley-Townlin (Student Life)
David Craig (Residential Education)
Eric Hansen (Housing & Dining)
Don Johnson (Program & Marketing)
Kerry Kincanion (Head Advisor)
Bob Kerr (Greek Life)
Tom Kirch (Recreational Sports)
Jeff Malone (Academic Advisor)
Janet Nishihara (Educational Opportunities Program)
Larry Roper (Student Affairs)
Tom Scheuermann (Housing & Dining)
Kristin Winter (Orientation)
Melissa Yamamoto (Educational Opportunities Program)
Jessica White (Education)

1039 Faculty
Alex Sanchez, Ph.D.
Chris Ward, Ph.D.

Part-time Faculty
The College has a varying number of part-time faculty from term-to-term. Some of these could be consolidated to form full-time positions. Some of these part-time faculty provide valuable specialized expertise and experience.

Collaborative Faculty
Engineering
Science
Psychology

Staff, Corvallis
Kristin Kinman - Administrative Program Asst.
Lynda Thomas - Reception, Student Services
Biana Weatherford - Reception, Student Services
Laurie Brendle-Sleipness - Admin Program Asst
May 30, 2011

Dr. Larry Flick
Department of Science and Mathematics Education
College of Science
Corvallis, OR 97331

Dear Larry:

I wanted to express my enthusiastic support for the Category I proposal outlining the merger of Science and Mathematics Education and the College of Education. I see this as a tremendous opportunity for the two units to establish national prominence in research and teaching about STEM education.

I am very committed to the development of a reorganized College of Education that will foster research, teaching, and outreach in education with a focus on science, technology, engineering, and mathematics (STEM), with a strong commitment to cultural and linguistic diversity. This provides a truly unique opportunity for the College of Education and the College of Science to work together to create a single unit committed to pursuing fundamental knowledge, understanding, and application about how students of all ages learn in our increasingly diverse and technological society. It is an exciting prospect and something that OSU is uniquely suited to pursue because of the success you have all created over the years.

Dean Stern and I have drafted an MOU for the Provost that articulates our joint commitments for CoED to continue and build the work of the Department of Science and Mathematics Education and for COS to continue and build the financial support for the mission of CoED.

I wish you and your colleagues the best in this innovative endeavor. Please let me know if I can help in any way.

Best regards,

Sherman H. Bloomer
Dean, College of Science
June 2, 2011

Memorandum of Understanding for a new
College of Education
between the College of Science and the College of Education

The strategic planning and reorganization discussions that the OSU community engaged in
during the 2009-2010 academic year made a strong argument for new College-level structure to
develop signature programs in research and teaching on science, technology, engineering and
mathematics (STEM) education. Based on those discussions, the College of Science and the
College of Education have committed to a joint enterprise that will merge the Department of
Science and Mathematics Education in the College of Science with the College of Education.
The new academic structure of the College of Education has been developed by faculty of both
units and is described in the abbreviated Category I proposal now in review. The agreements
here are independent of any final changes in name or structure of the College.

The agreements noted below will persist until dissolved by agreement of the Dean of COED, the
Dean of Science, and the Provost. If either Science or COED is integrated into a new structure,
the agreement will be assumed by that new structure.

The purpose of this MOU is to document the commitments of COED to continue and build the
work of the Department of Science and Mathematics Education and of COS to continue and
build the financial support for the joint mission of COED.

1. Commitments:

   a. COED will maintain the support costs for the academic, research and outreach programs
      of the joint enterprise and will provide the infrastructure for faculty support and
      management.
   b. COS will provide access to the COS and Division central undergraduate advising and
      assessment offices as appropriate and will coordinate activities with other units in COS
      to support the undergraduate programs in education.
   c. COS will provide appropriate access and support to information technology services for
      instructional faculty, staff, and GTAs in COED as agreed upon by the two Deans.
   d. The Deans of COED and COS will coordinate fundraising efforts in the STEM area as
      appropriate given the donor base associated with the former units of Science and
      Mathematics Education and College of Education.
   e. Items a through d can be changed and renegotiated with the agreement of the two
      Deans.
   f. COS will commit to providing the same level of funding to COED for faculty and staff
      support as was budgeted in FY11 (see Appendix A) except as noted with the following
      specific understandings:
         • COED will continue delivery of service teaching in the double degree. The level
           of effort (SCH and major enrollment) is expected to be the same or higher as in
           FY11; the specific delivery form (in terms of specific classes or degrees) can
           change at the discretion of the faculty.
• COED maintains viable programs in teacher licensure in science and mathematics education with pathways at the undergraduate and graduate levels and for those seeking credits/credentials for their continuing license

• COED maintains graduate degree pathways for the Ph.D. in science and mathematics education, including free-choice learning

• COED maintains a vibrant, externally funded research program in STEM education, including work in free-choice learning.

• The average productivity of positions funded by COS (in SCH, majors supervised, grant funding) are consistent with norms in COS.

2. Accountability, management, assessment and sharing of productivity metrics

a. COS funded faculty will report through and be managed by the Dean of Education. Accountability for the COS investment in the joint enterprise will be managed between the deans of COED and COS.

b. Peer review of teaching, PROF reviews, merit assessments and will be the responsibility of the Dean of COED. The Dean of COS will be consulted on the allocation of raise pools to insure available raise dollars are appropriately allocated.

c. Promotion and tenure reviews will be managed by COED. Files for positions funded by COS will also receive review and comment through the COS College Promotion and Tenure Committee and the Dean of COS

d. Any funds generated by the activity of faculty in COED funded by COS will pass through to COED in the same manner as for any COS Department

e. Funds provided centrally for raises, OPE adjustments, etc. will be passed through proportionally to the lines funded in COED.

f. Grants for all COS funded faculty will be submitted and managed through COED.

g. The COS investment in COED is to build a nationally prominent program in STEM and to maintain a strong commitment research and teaching relevant to STEM education at all levels. The return on that investment will be documented annually by an accounting of productivity metrics generated by the COS FTE. These metrics will be included in the productivity review of COS by the Provost. The metrics to be credited to COS include:

• SCH taught by COS funded faculty
- Graduate students supervised by COS funded faculty
- New grant awards to COS funded faculty
- Undergraduate majors advised or supervised by COS funded faculty

h. COS and COED will work together to try to co-locate all of the faculty in COED in a refurbished Education Hall.

3. Program and faculty development

a. The COS is committed to the success and development of this initiative. COS and COED will jointly consult on opportunities to apply for internal funds (equipment, new positions, etc.).
b. COS will contribute to setup as appropriate for positions funded by COS.
c. Faculty in COS-funded lines may apply for funds supported by Foundation or other discretionary funds managed by COS, as well as any such funds managed by COED.
d. The Deans of COED and COS will work to make sure that salary ranges, evaluation processes, etc. are similar for faculty in COED regardless of the source of funding for their lines.

Sherman Bloomer  
Dean, College of Science  

Sam Stern  
Dean, College of Education  

Sabah Randhawa  
Provost and Executive Vice President  

June 2, 2011  
Date  

6/2/11  
Date  

June 15, 2011  
Date
Appendix A: FY11 Budget Sheets for Science and Mathematics Education in COS

## FY11 Salary/OPE Recap

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*Note that 50% of the classified position will be transferred.*
### FY 2011 Beginning Budget

#### Science & Math Ed

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#### Mid year increases

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<td>Van Zee, E</td>
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</table>

Total: 6.5556 FTE

$519,861

---

This section starts with the beginning budget from last year. It then reflects salary adjustments, tenure track hires, promotions and positions returned to the Dean's Office.

Mid year increases:

- Coles, D
- Dick, T
- Dierking, L
- Elliott, R
- Enochs, L
- Falk, J
- Flick, L
- Gray, R
- Kang, N
- Rowe, S
- Van Zee, E

Total: 50.320 FTE

$519,861

---

T/T funded by COS
1.00 Instr funded by COS
0.69 T/T funded elsewhere

---

Total OPE: $210,179

Total Dept Totals: $519,861
1. Page 4 of the proposal denotes the physical education graduate program as leading to a MAT degree. The program’s website denotes the physical education graduate program as leading to a MS degree. Is there an intention to change from a MS to a MAT?

There is no intention of changing this program.

2. Page 5 of the proposal denotes the Organization and Human Resource Education program as a EdM with a major in Education and a graduate concentration in Organization and Human Resource Education. Yet there a sizable number of students enrolled in the EdM with a major in Adult Education. Is there an intention to change this program from an Adult Education major to an Education major? If so, when will a Category I terminating the Adult Education major be submitted?

There is no intention of changing this program.

3. If any of these programs plan to be eliminated or reconstituted in some way, do all program leads and COE administrators understand that changes to or termination of degrees, major, or MAT content areas requires approval through the OSU Curricular system?

There is no intention of changing these programs.

4. Page 11 of the proposal lists an MAT with a content area of “Middle & High School Teaching” at OSU-Cascades. OSU does not have approval to offer such a MAT content area. This content area is listed on Cascades’ website. Is there a plan to submit a Category I for this content area.

5. Page 13 lists a MAT with a content area in Language Arts yet there is no mention of this program on Cascades’ website. Is there a plan to terminate this content area?

Joint Response 4 & 5: Cascades’ MAT program is currently offered with a content area in Language Arts. There is a Category I in progress to change the name of this content area to Humanities (in order to add Social Studies licensure candidates). There is also a MOU proposal in progress to add the Advanced Mathematics Education and Integrated Science Education content areas the MAT program at Cascades. I will work with the leadership at Cascades and the Graduate School to insure that Cascades’ website description of this program is acceptable to all.
6. Will Cascades faculty in Education and Counseling faculty be members of the COE’s faculty of the whole?

Yes. They are already organized that way in the revised faculty governance document approved by faculty.

7. Page 3 of the proposal list 0.0 FTE for the “(Acting) Associate Dean for Research.” Will this position exist if the Category I is approved and what will be the FTE? Is this position budgeted for in the proposed budget? If the position is to be terminated, what will that effect be on graduate education?

After creating and submitting the Cat I, we have moved forward with implementation. It soon became clear that there was limited capacity within the College for associate dean leadership. We are searching for an associate dean for academic affairs from outside. We are hopeful of bringing in a very strong leader and researcher. I am also paying a very capable faculty member a small stipend to attend meetings for associate deans for research. For the size of this college faculty will be well supported in research. Our strategic plan (when written) will include a plan for growth to in both FTE and external funding to include an associate dean for research.

8. Page 5 of the proposal denotes sustainability issues with the CSSA program. What will be the role of the CSSA program in the COE if this Category I is approved? If the role of CSSA is not presently known, what is the plan to determine the role?

The Cat I has no effect on the CSSA program. What is reflected in the Cat I is current activity (since the original submission) concerning an internal problem with supporting the CSSA program. If you would like more on this issue, I can provide it, but the issues with CSSA would be there with or without the Cat. I
Larry, Sonny, and Tammy,

Attached is the abbreviated Category I proposal that describes the reorganization of the College of Education. Major elements include the formation of a “faculty of the whole” and elimination of academic departments; inclusion of faculty and programs formerly in the Department of Science and Mathematics Education in the College of Science; and emphasis on STEM (science, technology, engineering, and math) education and cultural and linguistic diversity. This proposal has been developed over the past year by faculty, and has my support and Sherm Bloomer’s. The Education Double Degree, master’s degree teacher education programs in your colleges, accreditation, and teacher licensure remain a priority and will continue to be supported by the reorganized College of Education.

I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam

____________________________________________________
Sam Stern, Professor & Dean
College of Education, OSU
Corvallis, OR 97331-3502
Phone: 541.737.6392
Email: sam.stern@oregonstate.edu
http://oregonstate.edu/education
Good morning, Sam. My sincere apologies — I meant to respond to you sooner, but somehow it got away from me.

At the outset, congratulations to you and your college on articulating an outstanding vision for a College of Education that will focus on our strengths at Oregon State University. It will indeed allow us to carve out a comparative advantage and niche, which, as it develops, will be hard to beat.

As Dean of the College of Agricultural Sciences, I do have a few suggestions about the proposal, which may have overlooked some collaborative opportunities.

As you know, there are significantly broader efforts in the realm of STEM education at Oregon State University, than just that undertaken within the College of Science — with scientists, engineers, and mathematicians in the Colleges of Agricultural Sciences, Engineering, and Forestry, along with scientists in Health and Human Sciences, Veterinary Medicine, and Pharmacy, it is a seriously missed opportunity to create that comparative advantage that you have so well articulated in the proposal.

There are a number of institutions that can offer STEM educational opportunities, but Oregon State is in a unique position because of the broader representation of the relevant disciplines. I would like to see that breadth reflected in the proposal and also ways to engage the latter institutions in helping realize the vision of an internationally recognized program in STEM disciplines.

Secondly, and more importantly for the College of Agricultural Sciences, I was disappointed that Agricultural Education was not even mentioned as potential partners and adjunct faculty in the proposal — maybe it was just an oversight, but I hope that it will be corrected. Our faculty have always been adjunct faculty members in the College of Education, and I hope that our faculty would continue to be adjunct faculty members and continue within the licensure faculty. I believe our faculty have a lot to offer as adjunct faculty and have indicated a desire to work with the PhD students in the College of Education. Not only does the latter enhance the breadth of the programs in the College of Education, it is critical for our Agricultural Education faculty and students.

I hope the College of Education would consider these opportunities for a broader partnership and collaborations within their proposal, and that the broader opportunities described above are incorporated into the proposal as it is revised. Please do let me know if you wish to discuss this further.

Thanks for giving us the opportunity to respond to your Category 1 proposal, and thanks
for considering our suggestions.

--

Sonny Ramaswamy
Reub Long Professor and Dean
Director, Oregon Agricultural Experiment Station
College of Agricultural Sciences
126 Strand Agriculture Hall
Oregon State University
Corvallis, OR 97331

Tel: 541-737-2331
Fax: 541-737-4574
Email: sonny@oregonstate.edu
url: http://agsci.oregonstate.edu/

From: "Stern, Sam" <sam.stern@oregonstate.edu>  Date: Tue, 31 May 2011 15:46:46 -0700  To: "Rodgers, Lawrence" <Larry.Rodgers@oregonstate.edu>, Sonny Ramaswamy <Sonny.Ramaswamy@oregonstate.edu>, "Bray, Tammy" <Tammy.Bray@oregonstate.edu>  Cc: Sherm Bloomer <Sherman.Bloomer@oregonstate.edu>  Subject: Request for liaison letter of support...

Larry, Sonny, and Tammy,

Attached is the abbreviated Category I proposal that describes the reorganization of the College of Education. Major elements include the formation of a “faculty of the whole” and elimination of academic departments; inclusion of faculty and programs formerly in the Department of Science and Mathematics Education in the College of Science; and emphasis on STEM (science, technology, engineering, and math) education and cultural and linguistic diversity. This proposal has been developed over the past year by faculty, and has my support and Sherm Bloomers’. The Education Double Degree, master’s degree teacher education programs in your colleges, accreditation, and teacher licensure remain a priority and will continue to be supported by the reorganized College of Education.

I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam
Sam Stern, Professor & Dean
College of Education, OSU
Corvallis, OR 97331-3502
Phone: 541.737.6392
Email: sam.stern@oregonstate.edu
http://oregonstate.edu/education
Larry, Sonny, and Tammy,

Attached is the abbreviated Category I proposal that describes the reorganization of the College of Education. Major elements include the formation of a “faculty of the whole” and elimination of academic departments; inclusion of faculty and programs formerly in the Department of Science and Mathematics Education in the College of Science; and emphasis on STEM (science, technology, engineering, and math) education and cultural and linguistic diversity. This proposal has been developed over the past year by faculty, and has my support and Sherm Bloomer’s. The Education Double Degree, master’s degree teacher education programs in your colleges, accreditation, and teacher licensure remain a priority and will continue to be supported by the reorganized College of Education.

I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam
Dear Sam:

I have reviewed the proposed changes for the College of Education outlined in the abbreviated cat 1, including the org chart and the statements involving mission and goals. I am fully supportive of the plan as it is detailed in the document. Assuming that you don’t encounter bureaucratic obstacles beyond your span of control, I also think the proposed timeline is achievable.

I’m especially pleased by your focus on STEM learning, which is, to my mind, not only a strategically smart direction for CoE to be going but also represents a real opportunity for distinction for OSU.

Let me know if I can help support this in any way as it moves forward.

Larry

Larry Rodgers, Dean
College of Liberal Arts
Oregon State University
Larry, Sonny, and Tammy,

Attached is the abbreviated Category I proposal that describes the reorganization of the College of Education. Major elements include the formation of a “faculty of the whole” and elimination of academic departments; inclusion of faculty and programs formerly in the Department of Science and Mathematics Education in the College of Science; and emphasis on STEM (science, technology, engineering, and math) education and cultural and linguistic diversity. This proposal has been developed over the past year by faculty, and has my support and Sherm Bloomer’s’. The Education Double Degree, master’s degree teacher education programs in your colleges, accreditation, and teacher licensure remain a priority and will continue to be supported by the reorganized College of Education.

I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam

Sam Stern, Professor & Dean
College of Education, OSU
Corvallis, OR 97331-3502
Phone: 541.737.6392
Email: sam.stern@oregonstate.edu
http://oregonstate.edu/education
Dear Sam and Larry:

Congratulations to both of you – one is taking on the new responsibility and one is embracing the new adventure (you know who is who - :-) )!

My apology for this tardy email of support of your abbreviated Category 1 proposal entitled “Reorganization of the College of Education”. I am very supportive of your restructuring and appreciate your emphasis on administrative efficient and the focus on STEM. Your embracing the entire education programs at OSU including Cascade as a whole is commendable. However, as I am reading this proposal, I did not see any mention of the programs in our college. I am wondering if your reorganization will change the professional relationship between College of Education and College of PHHS? I am talking about the current two programs in CPHHS, early childhood development and education (double degree) and physical education teacher education (master degree). Will we continue the double degree program of our students in HDFS with you as currently structured? Will we continue to prepare and receive our Physical Education Teacher Education licensure from you? I think I know the answers, but I just need some assurance.

Again, my apology for this late response, I should have started earlier on my reading assignment. Thanks for the opportunity to review the proposal.

Tammy
--
Tammy Bray, PhD
Dean
College of Health and Human Sciences
Executive Dean
Division of Health Sciences
Oregon State University
123 Women's Building
Corvallis, OR 97331-6102

Telephone - 541-737-3256
Fax - 541-737-4230

Michelle Mahana - Assistant to the Dean
Email address - michelle.mahana@oregonstate.edu
## Budget Outline Form

### Estimated Incremental Costs for Merger of SMED with Education

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# Budget Outline Form

## Estimated Incremental Costs for Merger of SMED with Education

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<th>Column D</th>
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<td>FTE</td>
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<td>From Federal Funds and Other Grants</td>
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<td>Part-time Instructors</td>
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Sarah Williams (Curriculum Coordinator) July 6, 2011 4:09pm
Please repost the transmittal sheet, which was inserted upside down. Resubmit, and this proposal will then move to Budgets and Fiscal Planning.

Lawrence Flick November 14, 2011 4:47pm
It appears that this Category I sat in this limbo state for 6 months because a pdf was scanned upside down. I do have the email from July 7 that requested the rescan of the document but apparently the resubmission did not take and we lost 6 months!

Sarah Williams (Curriculum Coordinator) November 18, 2011 3:03pm
The transmittal sheet has been posted as requested and the proposal is moving to the Budgets and Fiscal Planning Committee. SW

Walter Loveland (Budgets and Fiscal Planning Committee) January 23, 2012 7:17pm
The BFP committee recommends approval of this proposal provided the following changes are made in the proposal:

(a) The budget is redone to reflect incremental cost of the proposed reorganization rather than through total recurring costs.

(b) If there are recurring incremental costs, and inflation factor of 3 to 5% should be used.

(c) The MOU between the Deans of Science and Education should be made a part of the proposal so that resource commitments are understood.

(d) The total number of part-time faculty, employed in the reorganized unit, should be stated along with the number of such faculty who are not given health insurance or retirement benefits due to being employed at 0.49 FTE or less.

(e) The issue of sustainability of the reorganized unit needs to be addressed. At present it appears that there are 17.4 tenure-track or tenured faculty employed to offer a program that has an undergraduate program, 8 masters degree programs and 4 doctoral programs. The tenure-track resources appear to be inadequate for the scope of the program and the extensive use of non-tenure-track personnel to offer the program should be justified.

(f) The budget pages are labeled FY 11, FY 12, etc. They should reflect the realistic start of the program, which will probably be in FY 13 (as we are now in FY 12).

The BFP group does not want to reconsider this proposal when modified.

Sarah Williams (CC Rep - Education) January 24, 2012 12:37pm
This proposal is being moved to the Curriculum Council Chair, since the workflow has changed and no longer includes CC representatives. SW

Sarah Williams (Curriculum Council Chair) January 26, 2012 8:52am
Returning to Originator for revisions requested by Budgets and Fiscal Planning. The proposal is on hold until BFPC requested revisions have been incorporated into the proposal. SW
Lawrence Flick March 6, 2012 11:09am
These revisions (3/6/12) include revised budget pages per BFP questions; revised proposal document per BFP questions and responses to liaison from Agriculture and CPHHS.

Sarah Williams (Curriculum Council Chair) March 7, 2012 2:39pm
Returning proposal to Originator for editing, at his request. SW

Paula Dungjen March 7, 2012 2:46pm
Added the Memorandum of Understanding under Other Documents and revised the Cat 1 proposal. pmd