Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see http://oregonstate.edu/ap/curriculum/cati.html. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal
☐ New degree program
☐ New certificate program or administrative unit
☐ Major change in existing program
☐ Establishment of a new College or Department

Abbreviated Proposal
☐ Rename of an academic program or unit
☐ Reorganization – moving responsibility for an academic program from one unit to another
☐ Merging or splitting an academic unit
☐ Termination of an academic program or unit
☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: http://www.ous.edu/aca/aca-forms.html

Title of Proposal:

Merger of the Department of Geosciences with the College of Oceanic and Atmospheric Sciences: Creating the College of Earth, Ocean, and Atmospheric Sciences

Effective Date:

1 July 2011

Department/Program:

Geosciences

College:

College of Oceanic and Atmos. Sciences

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

[Signatures and dates]

Mark Abbott Sherman Bloomer
Print (Dean of College) Print (Dean of College)
Executive Summary

The creation of the College of Earth, Ocean, and Atmospheric Sciences (CEOAS) is at the heart of a 10-year process to define a new research and education enterprise organized around the interdisciplinary sciences of the Earth, ocean, and atmosphere. It will span the natural science disciplines and create strong linkages with the social sciences both within the new college as well as around the university. The plan is the culmination of an intensive engagement of faculty from the College of Oceanic and Atmospheric Sciences (COAS) and the Department of Geosciences (College of Science).

cThe new college will prepare students and enable faculty to seek out new ideas and innovative approaches to the complex issues of planetary-scale science. It will bring an entrepreneurial and collaborative spirit to its endeavors, be willing to take risks and to create new partnerships. With its focus on innovation and exploration, the new college will build upon a strong tradition of applied analytical and computational technology and effective fiscal processes. CEOAS will pursue a new model for the integration of research and education, from undergraduate to graduate to post-graduate. The new college will be an "honors college for the Earth sciences," bringing together the scientific disciplines, research and education through the use of new methods and approaches.

CEOAS will house the undergraduate programs in Geography, Geology, and Environmental Sciences. There will be no changes in the structure or content of these programs as a result of this merger. The new BS in Earth Sciences degree (subject of a separate Category 1 proposal submitted earlier this year, CPS #81399) will retain its three options (assuming that it is approved): Earth Systems, Geology, and Geography. This new Earth Sciences degree with its three options will subsume the existing degrees in Geology and Geography. The Environmental Sciences program (BS and BA) will continue to be supported and structured as it is today, and it will be housed in CEOAS.

The present graduate programs in Oceanic, Earth and Atmospheric Sciences, Geology, Geography, and Marine Resource Management will not change with the merger. Over time, we expect that there will be some changes in course requirements as faculty in the two units work together as one enterprise and as new collaborations form across the Earth System Sciences division and OSU.
Merger of the Department of Geosciences with the College of Oceanic and Atmospheric Sciences: Creating the College of Earth, Ocean, and Atmospheric Sciences

Oregon State University
CPS Tracking #82104
April 2011

Proposing Colleges:
   College of Oceanic and Atmospheric Sciences and College of Science
Proposing Department:
   Department of Geosciences

CIP 400699

Proposal Date:
   12 April 2011

Proposed Effective Date:
   1 July 2011

A. College of Earth, Ocean, and Atmospheric Sciences (CEOAS)
   This new name represents the merger of two units, the Department of Geosciences in the College of Science (Geo) and the College of Oceanic and Atmospheric Sciences (COAS). CEOAS will focus on the basic sciences of the Earth system, and the new name captures both the existing strengths of Geo and COAS and opens the door for new programs in research and education regarding our home planet.
Table 1. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Departmental Move/Merger:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Department of Geosciences in the College of Science moved/merged with the College of Oceanic and Atmospheric Sciences</td>
</tr>
<tr>
<td>New college name:</td>
</tr>
<tr>
<td>• College of Earth, Ocean, and Atmospheric Sciences</td>
</tr>
<tr>
<td>Terminate:</td>
</tr>
<tr>
<td>• Department of Geosciences in the College of Science</td>
</tr>
<tr>
<td>• College of Oceanic and Atmospheric Sciences</td>
</tr>
<tr>
<td>Degrees, Minors, Certificate and Courses Move (From College of Science to the proposed College of Earth, Ocean, and Atmospheric Sciences):</td>
</tr>
<tr>
<td>• Undergraduate Certificate in Geographic Information Science (CIP # 450799)</td>
</tr>
<tr>
<td>• BA, BS in Environmental Sciences (CIP # 030104)</td>
</tr>
<tr>
<td>• MA, MS, PhD in Geography (CIP # 450701)</td>
</tr>
<tr>
<td>Areas of Concentration</td>
</tr>
<tr>
<td>o Geographic Information Science</td>
</tr>
<tr>
<td>o Physical Geography</td>
</tr>
<tr>
<td>o Resource Geography</td>
</tr>
<tr>
<td>• MA, MS, PhD in Geology (CIP # 400601)</td>
</tr>
<tr>
<td>Areas of Concentration</td>
</tr>
<tr>
<td>o Glacial Geology</td>
</tr>
<tr>
<td>o Geochemistry, Hydrogeology, Structural Geology</td>
</tr>
<tr>
<td>o Geomorphology</td>
</tr>
<tr>
<td>o Geophysics</td>
</tr>
<tr>
<td>o Igneous Petrology</td>
</tr>
<tr>
<td>o Tectonics</td>
</tr>
<tr>
<td>o Volcanology and Mineral Deposits</td>
</tr>
<tr>
<td>• Graduate Certificate in Geographic Information Science (CIP # 450799)</td>
</tr>
<tr>
<td>• Graduate Certificate in Water Conflict Management and Transformation (CIP # 030205)</td>
</tr>
<tr>
<td>Graduate Minors</td>
</tr>
<tr>
<td>o Ecosystem Informatics (CIP # 450799)</td>
</tr>
<tr>
<td>o Geography (CIP # 450701)</td>
</tr>
<tr>
<td>o Geology (CIP # 400601)</td>
</tr>
<tr>
<td>Courses</td>
</tr>
<tr>
<td>• All courses with a GEO course designator will move from the College of Science to the proposed College of Earth, Ocean, and Atmospheric Sciences</td>
</tr>
<tr>
<td>Effective Term:</td>
</tr>
<tr>
<td>• Term associated with final approval (i.e., Summer Term or Fall Term 2011)</td>
</tr>
</tbody>
</table>
B. Organizational structure

C. Objectives, functions, and activities of the new college

The creation of the College of Earth, Ocean, and Atmospheric Sciences is at the heart of a 10-year process to define a new research and education enterprise organized around the interdisciplinary sciences of the Earth, ocean, and atmosphere. It will span the natural science disciplines and create strong linkages with the social sciences both within the new college as well as around the university. The new college will prepare students and enable faculty to seek out new ideas and innovative approaches to the complex issues of planetary-scale science. It will bring an entrepreneurial and collaborative spirit to its endeavors, be willing to take risks and to create new partnerships. With its focus on innovation and exploration, the new college will build upon a strong tradition of applied analytical and computational technology and effective fiscal processes. CEOAS will pursue a new model for the integration of research and education, from undergraduate to graduate to post-graduate. The new college will be an “honors college for the Earth sciences,” bringing together the scientific disciplines, research and education through the use of new methods and approaches.

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The present graduate programs in Oceanic, Earth and Atmospheric Sciences, Geology, Geography, and Marine Resource Management will not change with the merger. Over time, we expect that there will be some changes in course requirements as faculty in the two units work together as one enterprise and as new collaborations form across the Earth System Sciences division and OSU.

CEOAS will be assessed through its impacts on education and research, including:

- Substantially increased participation by undergraduates in research (for example, through lab experience, research projects, senior theses, or internships)
- Increasing quality and diversity of undergraduate majors (for example, participation by underrepresented groups, increasing GPAs among entering students, undergraduate awards, publications in the research literature, etc.)
- Increasing number of interdisciplinary research projects (by both graduate students and by faculty through externally-funded grants) on the Earth system, including the human dimension
- Increasing national and international recognition of faculty through peer-reviewed publications and citations, scientific awards, and leadership of major scientific programs and committees
- Growing partnerships with the private sector in both joint research and education programs, engagement with STEM education programs at OSU and around the nation, and cooperative research with state and local governments.

D. Resource needs

No new resources are needed, as this is a merger of two existing programs. No additional staff, programs or new requirements will be created.

The process to create the new College has been led by teams of faculty from the Department of Geosciences and COAS. Beginning with a faculty retreat in June 2010, the Deans have worked with a Faculty Advisory Committee that led the synthesis of work by five faculty committees. The final plan for the integration of the two units came directly from the work of these committees, with substantial input from individual faculty and curricular groups. Over 90% of the Geosciences faculty and 30% of the COAS faculty were directly involved in these committees. Monthly town halls were held to discuss progress, issues, and concerns. The Deans have worked on logistic and administrative issues including an MOU to define the joint commitments, and issues around computing, graduate student support, undergraduate support, and facilities development. On February 25, 2011, the final report was delivered at a joint town hall of the two units. A copy of the final report and a summary of the MOU are included.
E. Funding sources
Funding for CEOAS will be a combination of the existing budgets for Geo and COAS. Details are shown in the budget below. No new resources are required.

Resources*

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU Base budget</td>
<td>$5.9M</td>
</tr>
<tr>
<td>Returned overhead</td>
<td>$2.8M</td>
</tr>
<tr>
<td>Tuition, e-campus, etc.</td>
<td>$1.5M</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$10.2M</strong></td>
</tr>
</tbody>
</table>

Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and benefits</td>
<td>$9.0M</td>
</tr>
<tr>
<td>Services and supplies</td>
<td>$1.1M</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$10.1M</strong></td>
</tr>
</tbody>
</table>

*Resources do not include prior year carryforward amounts.

F. Relationship to the institutional mission
CEOAS is structured to support the fundamental goals of the OSU Strategic Plan:
- Create outstanding academic and student engagement programs, especially in the area of undergraduate and graduate research opportunities and internships;
- Strengthen innovative research activities through the support of interdisciplinary research on the Earth system; and
- Develop strategies and solutions to issues facing Oregon and the world, including the impacts of climate change, natural hazards, and changes in ocean ecosystems.

The new college is clearly aligned with the first Signature Area of Distinction: *Advancing the Science of Sustainable Earth Ecosystems*. Through its support of basic research on the components of the Earth system (its atmosphere, its oceans, and its land surface), CEOAS will be at the forefront of studies of the interactions of the physical, chemical, and biological environment. Moreover, its programs in Geography and Marine Resource Management will also encompass the human dimension of the Earth system. CEOAS will play a supporting role in the other Signature Areas of human health and economic development.

There are no negative impacts on either Geo or COAS, but there are new opportunities for both research and education. Geo faculty will have increased access to COAS technical and administrative infrastructure for
research as well as closer collaborations with COAS faculty. COAS faculty will have opportunities to be more closely engaged in the undergraduate teaching mission. Both units are realigning their curricular groups to deliver a more integrated and interdisciplinary graduate curriculum organized around the primary components of the Earth system.

The new college should open up further collaborations with other units on campus, such as the new School of Public Policy, the Department of Forest Ecosystems and Society, the Department of Crop and Soil Science, the Department of Fisheries and Wildlife, the Department of Zoology, and many others engaged in research and education on the Earth system.

Lastly, CEOAS will be an important component of the Division of Earth System Sciences. It will continue to build research and educational links with the basic and applied research programs in the College of Agricultural Sciences and the College of Forestry, helping to position OSU as the nation’s premier academic institution in teaching and research on the Earth as a system.

G. Long-range plans and goals
From the 25 February 2011 report of the Geo and COAS faculty:

Vision Statement:

The College of Earth, Ocean, and Atmospheric Sciences will provide, to Oregon and the world, leadership in observation and understanding of the past, present, and future Earth. The College will have nationally recognized undergraduate and graduate programs in Earth, ocean, atmospheric and environmental sciences; excellence in Earth-, ocean-, and atmospheric-science research in support of society’s natural scientists, educators, and resource managers; and leadership and outreach to the public and local, state, national and global stakeholders.

Mission Statement

The mission of the College of Earth, Ocean, and Atmospheric Sciences is to enhance knowledge of the integrated Earth system through innovative and relevant research, engaged teaching, and significant service to the public, policy makers, and professionals. The College of Earth, Ocean, and Atmospheric Sciences pursues its purpose through:

Faculty Excellence. The College is built on a foundation of diverse, interdisciplinary researchers, educators, and technical staff that fosters collaboration in world-class knowledge discovery and dissemination.

Earth Observatories. The College maintains and utilizes state-of-the-art ocean, land, atmospheric and space-based observation platforms from which
College and affiliated researchers gather essential information about the changing Earth.

**Laboratories and Facilities.** World-class laboratory, computing, and archival facilities created and supported by the College give the scientific community access to study of the Earth system from molecular levels to global simulations and allow solution of problems critical to Oregon and the world.

**Education and Guidance.** College faculty educate and mentor the next generations of Earth system scientists and citizens with interdisciplinary curriculum and advanced degree programs with strengths in hands-on and applied research and management projects built on a firm theoretical framework.

**Leadership and Outreach.** The College maintains an active presence in the local, national and global community through outreach, distance learning, and engagement with political and professional leaders.

In the long-term, the new college will need a state-of-the-art facility to house innovative research and education programs. A preliminary design was funded by the Provost and COAS several years ago, and a rough update was developed last year. The Earth Systems Science Center is part of the Campus Plan and would be located just to the south of the COAS Administration Building. A rough cost estimate is $75M, which would be raised through both state bonds and private donations.

**H. Relationships to other programs in Oregon**

The new college will maintain its existing relationships that are primarily based on joint research partnerships and education. For example, the Oregon Climate Change Research Institute is housed in COAS but it provides collaboration opportunities for the University of Oregon, Portland State University, and Oregon Health and Science University. COAS is part of an NSF Science and Technology Center led by OHSU. There are no anticipated changes in these (or future) relationships. However, the new college should foster new opportunities across the state, both with OUS institutions and state agencies. It should also enhance partnerships with federal agencies, especially those with a mission focus such as the US Geological Survey, the National Oceanic and Atmospheric Administration, and the Department of Energy.

**I. Professionally-accredited programs**

There are no professionally accredited programs in either Geo or COAS.
Abbreviated category 1 proposal. No external letters of support.
Category I Proposal
Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal: College of Earth, Ocean, and Atmospheric Sciences
Effective Date: 1 July 2011

Department/Program: College of Oceanic and Atmospheric Sciences

Faculty Guidelines (http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff)
Information Technology Guidelines (http://oregonstate.edu/accessibility/)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Sign (Dept Chair/Head; Director)  Date  Print (Department Chair/Head; Director)
Cecil W. Wall  4/8/11  Aaron Wall
E. M. Bloomer  4/8/11  Sherm Bloomer
Abbreviated category 1 proposal. No impact on library.
Abbreviated category 1 proposal. CV's not required
Plan for the Integration of the
College of Oceanic and Atmospheric Sciences
and the
Department of Geosciences
into a new
College of Earth, Ocean, and Atmospheric Sciences

Final Distribution, 25 February 2011

Document Assembled by:
Kelly Falkner
Roger Nielsen
Tuba Ozkan-Haller
Nicklas Pisias
Roger Samelson
Aaron Wolf

Table of Contents:
I  Introduction
II. Deans’ Perspective
III. Outline of New College Structure
IV. Implementation Timeline

I. Introduction
We present a proposal and implementation plan for the integration of the existing Department of Geosciences and the College of Oceanic and Atmospheric Sciences (COAS) into a new College of Earth, Ocean, and Atmospheric Sciences (CEOAS). This new College will respond to regional, national, and international needs for integrative Earth science education and research, by merging two existing nationally ranked OSU Earth science academic units, and incorporating the existing interdisciplinary undergraduate Environmental Sciences program.

Planning for this integration began with a workshop attended by about 50 members of the OSU faculty on June 4, 2010, to explore the potential of the merger and conduct initial discussions on how this new unit would be structured and governed. The attendees were mostly from COAS and Geosciences, but also from the College of Agriculture and the College of Forestry, including representation of the Environmental Sciences undergraduate program (ESUP). Based on the encouraging results of the workshop,
COAS & Geosciences faculty engaged in a process during the fall of 2010 to produce a plan to accomplish this merger. Four faculty task groups comprised of equal numbers of faculty members from both COAS and Geosciences considered themes of 1) Strategic planning; 2) Faculty development, including promotion and tenure, and hiring; 3) Academic programs and; 4) Rebranding and communications. A fifth joint faculty group, the Next Steps Committee (NSC), coordinated the merger plan development process. The NSC (K. Falkner, R. Nielsen, T. Ozkan-Haller, N. Pisias (chair), R. Samelson, and A. Wolf) provided oversight for the task groups (listed in appendicies) and, in consultation with the Deans of COAS and COS, developed a proposed governance structure for the new unit that was consistent with the task-group findings and recommendations. Over 90% of the Geosciences and 30% of COAS faculty participated directly in these coordinated group discussions. The groups reviewed current practices and considered options for the new unit and captured their findings in written documents that are appended to this report. It was recognized from the outset that the themes would result in some degree of redundancy on some issues. However, it was considered important that we have some parallel discussions on the most important topics so as to include a wide range of views on how the new College would function.

The NSC hosted four “Town Hall” meetings during fall 2010 to keep the entire faculty apprised of the plan development process, to address questions, and to invite input. The NSC assembled a draft merger plan based largely on the task group input that was first presented at the final Town Meeting on December 9, 2010, and posted for faculty comment through January 9, 2011. Additional faculty members were entrained with the NSC to revise the draft plan in accordance with faculty feedback.

The resulting plan consists of measured steps to bring about a full merger of the Department of Geosciences, the Environmental Sciences Undergraduate Program and the College of Oceanic and Atmospheric Sciences. Our goal was to preserve the successful aspects of the individual units and recommend new practices that would result in a College that was greater than the sum of its parts. Particular attention was paid to achieving the collective academic and scientific mission while maintaining fiscal health.

The role of faculty in governance has been strong in both units, and it is envisioned that it remain so and even be fortified in key ways. The new unit will be organized on the basis of broadly defined discipline groups as opposed to formal departments. Representatives from these groups will populate committees that will conduct college business. Ongoing strategic planning is considered a key element of business for the new unit. Most importantly it is the vision that this unit strive for excellence in research and undergraduate and graduate education as well as outreach and service. Faculty position descriptions will necessarily vary to assure excellence in the breadth of the unit missions and will serve to manage implementation of this vision. The merger will require changes in the governance hierarchy and support staffing to assure accountability to the unit missions.

The fact that so many already very busy faculty gave substantially of their time and thoughtful energy to this planning process portends well for the new unit. However, the timeline for developing this merger plan was very tight. Several issues remain to be more fully resolved and these are highlighted in the plan. It is expected that others will become apparent in the merger transition. It is envisioned that responsibility to oversee
amendments to the plan will fall to the College Advisory Committee for the new unit. Any amendments should be guided by our goals of building and sustaining a world-class Earth science enterprise while maintaining a culture that encourages and rewards participation of the faculty in governance and planning.

II Deans’ Perspective

The integration of the College of Oceanic and Atmospheric Sciences and the Department of Geosciences is at the heart of the 10-year vision to create a new research and education enterprise organized around the interdisciplinary sciences of the Earth, ocean, and atmosphere. It will span the natural science disciplines and create strong linkages with the social sciences both within the new college as well as around the university. The new college will prepare students and enable faculty to seek out new ideas and innovative approaches to the complex issues of planetary-scale science. It will bring an entrepreneurial and collaborative spirit to its endeavors, willing to take risks and to create new partnerships. With its focus on innovation and exploration, the new college will build upon a strong tradition of applied analytical and computational technology and effective fiscal processes. Advanced information technology will be especially important, allowing faculty and students to create and integrate new observing systems and numerical models, pursue real-time and mobile applications, collaborate locally and globally, and ultimately build new approaches to research, teaching, and publishing.

We are at the beginning of a journey to create a new model for the integration of research and education, from undergraduate to graduate to post-graduate. The new college will be an “honors college for the Earth sciences,” bringing together the scientific disciplines, research and education through the use of new methods and approaches.

COAS and Geosciences are both strong units, each with its own successful research and education programs. But while their cultures and business processes are different, they are complementary. Both can learn from each other, and develop new approaches as appropriate. The key to success is to preserve the strengths of each, but evolve as necessary to position the new college for greater success. This document is a framework to guide this integration over the next few years, rather than a detailed implementation plan. It focuses first on the principles that the new college should follow (e.g., develop faculty-driven discipline groups as a key organizational element, rather than a traditional departmental structure) as well as some of the processes that are especially critical for faculty and student success (e.g., aligning diverse position descriptions with the appropriate evaluation processes for promotion and tenure).

Although the undergraduate and graduate curricula are initially separate, the formation of new discipline groups as well as the Category 1 proposal for a new undergraduate program between COAS and Geosciences are immediate steps that will drive the evolution of the new college. Today, faculty are discussing new curricula in biogeochemistry and ecology, as well as new opportunities between Geography and Marine Resource Management. Ultimately, it will be the students that we recruit and graduate who will be at the educational core of the new college.
Establishing a new business center that focuses solely on the needs of the new college is essential. It will require additional positions to meet the college's needs, as the budget alone will be over $50M/year, comparable to other university business centers. Although it will be one business center, the budgets will be maintained as separate accounts, at least for the first 2-3 years, to ensure that there are no disruptions to the existing services provided by COAS and Geosciences to its faculty, staff, and students. We expect that over time the budget will evolve to support the strategic directions of the college.

The most important and difficult issues concern faculty development (including promotion and tenure) and faculty hiring. A core value is to recognize the diversity of faculty positions and expectations, and thus ensure that there is a close alignment between performance and assessment. Faculty (both tenure-track faculty and non-tenure track instructors) whose primary responsibility is teaching should be assessed more rigorously on educational outcomes than those faculty whose primary responsibility is research. This diversity also carries over into faculty hiring strategies. The college has both teaching and research responsibilities, and this is reflected in the available financial resources. For example, teaching positions are funded through the university budget model that distributes funds based on student credit hours, number of majors, etc., and the new college will hire faculty to meet these curricular needs. New programs (such as the Category 1 proposal now being considered by the university) are one way to increase the number of faculty in addition to growth in existing programs. Similarly, research positions will reflect the levels of returned overhead as well as perceived research opportunities emerging at the federal level. Thus the new college will continue to pursue these complementary paths of education and research, and faculty and instructor hiring strategies will reflect both current needs as well as new opportunities.

The merger of COAS and Geosciences will focus on balancing the needs to preserve existing capabilities as well as developing new capabilities to pursue new directions in both teaching and research. There will not be a rapid (and ultimately disruptive) shift to move towards a college where everyone is the same. Rather, its evolution will be deliberate and informed, recognizing the strength in the diverse and complementary strengths of the faculty.

As the merger process unfolds, it is clear that new resources will be required from the university. The Category 1 proposal identifies the resources needed for the new undergraduate program. A new business center will require 3-4 new FTE. And funds will be needed to bring salaries for GRAs and TAs up to equitable levels. We expect that some of these resources will be made available immediately; others may be phased in over time. However, the Provost has repeatedly stated his commitment and enthusiasm for the new college.

Lastly, we will all need to continue to learn about each other's needs and expectations, and with knowledge comes understanding and trust. We have made significant steps forward, through activities such as this report, sharing ideas about faculty hiring priorities, and planning new undergraduate and graduate curricula. Ultimately, we will build new research programs and recruit a new generation of students, focusing on the
interplay of the Earth, ocean, and atmospheric systems. By focusing on the future, we can ensure that our processes enable us to achieve our vision.

III. Outline of New College Structure

Name, Vision, and Mission Statement

Name:
It is the recommendation of the Faculty of the new college that the new name will be:

*College of Earth, Ocean, and Atmospheric Sciences*
to be abbreviated CEOAS and pronounced “see-ohs”.

Vision Statement:

*The College of Earth, Ocean, and Atmospheric Sciences will provide, to Oregon and the world, leadership in observation and understanding of the past, present, and future Earth. The college will have nationally recognized undergraduate and graduate programs in Earth, ocean, atmospheric and environmental sciences; excellence in Earth-, ocean-, and atmospheric-science research in support of society’s natural scientists, educators, and resource managers; and leadership and outreach to the public and local, state, national and global stakeholders.*

Mission Statement

*The mission of the College of Earth, Ocean, and Atmospheric Sciences is to enhance knowledge of the integrated Earth system through innovative and relevant research, engaged teaching, and significant service to the public, policy makers, and professionals. The College of Earth, Ocean, and Atmospheric Sciences pursues its purpose through:*

**Faculty Excellence.** The College is built on a foundation of diverse, interdisciplinary researchers, educators, and technical staff that fosters collaboration in world-class knowledge discovery and dissemination.

**Earth Observatories.** The College maintains and utilizes state-of-the-art ocean, land, atmospheric and space-based observation platforms from which College and affiliated researchers gather essential information about the changing Earth.

**Laboratories and Facilities.** World-class laboratory, computing, and archival facilities created and supported by the College give the scientific community access to study of the Earth system from molecular levels to global simulations and allow solution of problems critical to Oregon and the world.

**Education and Guidance.** College faculty educate and mentor the next generations of Earth system scientists and citizens with interdisciplinary curriculum and advanced degree programs with strengths in hands-on and applied research and management projects built on a firm theoretical framework.
**Leadership and Outreach.** The College maintains an active presence in the local, national and global community through outreach, distance learning, and engagement with political and professional leaders.

**Administrative Structure**

The College of Earth, Ocean, and Atmospheric Sciences (CEOAS) will have a lean and efficient administrative structure with key administrative positions working along clear lines of communication and responsibility to support the research, teaching and outreach missions of the College. In turn, the duties of the administrative and support staff will be connected to the needs of the faculty and students along equally clear lines (Figure 1).

![Figure 1. Administrative Structure](image-url)
<table>
<thead>
<tr>
<th>Position</th>
<th>Primary Responsibilities</th>
</tr>
</thead>
</table>
| Dean                             | • Overall administrative oversight including fiscal management, assessment and strategic planning  
                                • Liaison with state, regional and national research organizations  
                                • Administrative oversight of research facilities  
                                • Oversight of accountability measures, including assessment of student learning outcomes and productivity measures used by internal and external audiences  
                                • Faculty and staff hiring, merit/promotion, performance of Faculty (coordinated with Assoc Deans)  
                                • Administrative oversight of scheduling, coordinated so as to achieve academic/strategic goals  
                                • Alumni Relations and development                                                                                                                                                                                   |
| Associate Dean of Research       | Develop strategies for competing with major research initiatives from federal and private funding sources, operational and strategic aspects of space and equipment. Represent College on University wide committees relevant to College research. Interface with other College in the Division. |
| Associate Dean of Academic Programs | • Assign teaching duties in cooperation with programs. Curriculum coordination.  
                                • Chair Instructional Programs Committee.  
                                • Manage assessment and advising  
                                • Coordinate START (with director or Env Sci Program and Head Advisor of Earth Sci UG degree).  
                                • Allocate GTA resources to discipline groups based on their role in course delivery (after consultation with Dean and IPC).  
                                • Calculate total GTA needs based on curriculum development and delivery.                                                                                                                                 |
| Director of Special Projects      | Chair Research Facilities committee. Develop priorities. Identify initiative opportunities. Oversee facilities and space.                                                                                                                                                        |
| Undergraduate Support Staff      | Provide advising to undergraduates in assigned degree major including:  
                                • Degree progress  
                                • Course selection  
                                • Professional development  
                                • Liaise with adjunct faculty  
                                • START advising                                                                                                                                                                                                       |
<table>
<thead>
<tr>
<th>Undergraduate Support Staff (Internship Coordinator)</th>
<th>Coordinate undergraduate activities including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• START, UG research experiences</td>
</tr>
<tr>
<td></td>
<td>• UG internship partners</td>
</tr>
<tr>
<td></td>
<td>• Community colleges</td>
</tr>
<tr>
<td></td>
<td>• Participate in START advising</td>
</tr>
<tr>
<td>Graduate Support Staff (Professional Faculty in Graduate Student Services)</td>
<td>Oversee the primary activities of graduate support office:</td>
</tr>
<tr>
<td></td>
<td>• Support student recruitment</td>
</tr>
<tr>
<td></td>
<td>• Monitor student progress and success</td>
</tr>
<tr>
<td></td>
<td>• Support student advising</td>
</tr>
<tr>
<td>Shared Administration (Student Administrative Services)</td>
<td>Support administrative tasks required of both graduate and undergraduate academic programs.</td>
</tr>
</tbody>
</table>

One of our goals will be to integrate the administration of undergraduate and graduate programs to the greatest degree possible. Therefore, individuals in support positions will have primary duties related to either graduate or undergraduate administration, with the expectation that individual roles will cross the grad-undergraduate administrative boundaries during periods when needs are greatest in each. The individual in the “shared administration” will be responsible for working with the Associate Dean of Academic programs and the UG degree program directors to distribute staff support and administrative workload.

A strong tradition of self-governance in both COAS and Geosciences will be maintained through the merger. This will be accomplished via the discipline group organization detailed below. Key faculty committees that will provide guidance to the governance of the new College and their relationship to the college dean is illustrated in Figure 2.

![Figure 2. Faculty Committees Reporting Directly to the Dean (CAC, P&T, PRT, FHC, ARF, SPC). The committees reporting to the Associate Deans are: the IPC,](image-url)
GAC, ESSC, and MRMSC to the AD of Academic Programs; and the SC, SOC and ARC to the AD of Research.

The key faculty committees and their role in the governance of the college are:

**Instructional Programs Committee (IPC)**
Who: 2-3 representatives from Geology and Geophysics; 1 from Biogeochemistry; 1 from Ecology & Biological Oceanography; 1 from Geography plus the ESUP Director and the MRM Director; 2 from Physics of Oceans and Atmospheres. Selection criteria for individual representatives should be based on interest and engagement in and knowledge of the corresponding degree program. Members will organize curricular groups (primarily consisting of those faculty who deliver the courses in the degree) to help manage each of the graduate and undergraduate degree programs.

Accountability: Dean and Assoc Dean of Academic Program, curricular and discipline groups and MRM and Env. Sci. steering committees. The discipline groups will be responsible for nominating individuals to represent their interests in each degree program.

Responsibilities: Develop procedures on admissions, GTA assignments. Set curriculum priorities. Develop guidelines on advising, student recruitment and assessment goals.

Work with the Associate Dean of Academic Programs to secure and allocate resources that would significantly increase the total FTE for GTA support beyond the current level tied to the delivery of existing programs.

Goal: Maintain and integrate current function of COAS instructional program and Geoscience graduate and undergraduate committees.

**College Advisory Committee (CAC)**
Who: Two representatives from each discipline group, and representatives of the classified staff, non-tenure-track faculty, professional faculty, Faculty Research Assistants, and Student Advisory Committee. Chaired by the Dean.

Accountability: Dean of CEOAS and discipline groups.

Responsibilities: Advisory to Dean CEOAS on budget, hiring strategy, and management issues. Primary mechanism for faculty involvement in faculty governance.

Goal: Integrate current function of COAS and Geosci Advisory committees.

**Strategic Planning Committee (SPC)**
Who: Two representatives from each discipline group plus outside partners. Chaired by a senior faculty member.

Accountability: Dean of CEOAS and discipline groups.

Responsibilities: Provide comprehensive goals, directing the function (research, education, outreach and development) and assets (people, space and infrastructure) of the College.

Goal: Develop and regularly update a written a strategic plan for the CEOAS, to provide long-term planning recommendations to the CEOAS Dean.
Faculty Hiring Committee (FHC)
Who: Two representatives from each discipline group.
Accountability: Dean of CEOAS and discipline groups.
Responsibilities: Development and implementation of hiring processes, including formulation of hiring plans as recommendations to the Dean.
Goal: Oversee hiring processes and develop short-term and long-term hiring plans for the CEOAS, to provide long-term planning recommendations to the CEOAS Dean. The hiring plans developed by the FHC will balance the research and educational goals of the new unit, including the maintenance and further development of high-quality undergraduate educational programs, and considering other aspects such as facilities and equipment needs for potential candidates in specific research areas.

Peer Review of Teaching Committee (PRT)
Who: Up to two representatives from each discipline group plus student representatives. ~10 individuals, chaired by a senior faculty member. Members will organize subcommittees to help manage individual Peer review cases.
Accountability: Dean and Associate Dean of Academic Programs and discipline groups.
Responsibilities: Conduct peer reviews of faculty according to the College guidelines (once every 5 years for each faculty member). Propose changes to guidelines and make nominations for faculty teaching awards. Coordinate with P&T committee to ensure peer review and promotion timelines coincide.
Goal: Integrate peer review processes from Geosciences and COAS, and facilitate excellence in undergraduate and graduate education by providing critical and constructive reviews of teaching performance.

Graduate Admissions Committee (GAC)
Who: One or two members from each discipline group (decided by discipline groups based on size and need).
Accountability: Assoc Dean of Academic Program and discipline groups
Responsibilities: Facilitate review of student applications, coordinate open houses and student visits. Does not make decisions on acceptance of graduate students. Coordinate annual review of student progress.
Goal: Maintain current function of COAS Grad Admission committee and expand to also include Geosciences applicants.

Promotion and Tenure Committee (P&T)
Who: Up to two members from each discipline group nominated by Dean after consultation with discipline groups, and elected by the faculty. ~10 individuals, chaired by a senior faculty member. Members will form subcommittees organized around individual cases.
Accountability: University P&T committee, Dean and discipline groups.
Responsibilities: Coordinate production and assessment of dossiers for promotion and tenure according to university guidelines.
Goal: Combination and integration of Geosciences and COAS P&T processes.
Academic and Research Facilities Committee (ARF)

Who: One representative from each discipline group. Chaired by Director of Special Projects.
Accountability: Associate Dean of Research and discipline groups.
Responsibilities: Develop priorities. Identify initiative opportunities. Liaise with library.
Goal: Expand current COAS committee and merge function with Geosciences Library committee.

Safety Committee (SC)

Who: One representative from each discipline group. Chaired by Director of Special Projects.
Accountability: Associate Dean of Research and discipline groups.
Responsibilities: Oversee safety issues for the College, including monitoring lab safety and organizing training sessions for staff and students.
Goal: Combine COAS safety committee with Geo safety coordination functions.

Ship Operations Committee (SOC)

Who: 1-2 representatives from each discipline group plus Ship Operations leadership.
Accountability: Associate Dean of Research and CEOAS Dean.
Responsibilities: Oversee ship operations following the model of the current COAS Ship Ops Committee.
Goal: Conduct ship operations oversight in merged unit.

Alumni Relations Committee (ARC)

Who: One representative from each discipline group. Chaired by a senior faculty member. Dean serves as an ex-officio member.
Accountability: Dean and discipline groups.
Responsibilities: Plan and organize alumni publications (newsletters) and events.
Goal: Provide faculty input on alumni issues and assistance in organization of alumni events.

Environmental Science Undergraduate Program Steering Committee (ESSC)

Who: Representatives from faculty at large, selected by Assoc Dean of Academic Programs and ESUP Director. ~8–12 individuals. Chaired by the ESUP Director.
Accountability: Assoc Dean of Academic Programs, ESUP Director, participating programs and discipline groups.
Responsibilities: Strategic planning (with Director). Set curriculum priorities. Develop procedures on advising. Consult and liaise on teaching assignments and assessment.
Goal: Maintain current function of Environmental Science steering committee.
Marine Resource Management Steering Committee (MRMSC)

Who: Representatives from faculty at large, selected by Assoc Dean of Academic Programs and MRM Director, ~8–12 individuals. Chaired by the MRM Director.
Accountability: Associate Dean Academic Programs, MRM Director, and participating programs and discipline groups.
Responsibilities: Strategic planning. Set curriculum priorities. Develop procedures on advising. Consult and liaise on teaching assignments and assessment.
Goal: Maintain current function of MRM steering committee.

The discipline groups from which committee members are to be drawn, as detailed in the above list of committees, are described below, under Faculty Governance and Discipline Organization.

Faculty Governance and Discipline Organization

The faculty in the CEOAS will be organized into disciplines, following the existing COAS model and with strong parallels to the existing Geoscience model, where the CEOAS Dean will have a role similar to that of the current Geoscience department chair. All CEOAS faculty members and graduate students will belong to one or more of the proposed five discipline groups. Discipline-based organization fosters interdisciplinary research and education and promotes the efficient and flexible use of College-wide resources, and provides for a direct connection between the faculty and the administrative deans of the college. Disciplines and discipline responsibilities will form the basis of representation on most CEOAS committees. The similar functionality of the former department structure for Geosciences is carried forward via the faculty committee and governance structure.

The proposed five discipline groups are (1) Biogeochemistry and Chemical Oceanography, (2) Ecology and Biological Oceanography, (3) Physics of Oceans and Atmospheres, (4) Geology and Geophysics, (5) Geography and Environmental Synthesis. These five groups broadly represent the biogeochemical, living, fluid, solid, and human dimension elements of the Earth sciences. These units will have specific curricular and degree responsibilities, as well as reflecting primary faculty research commonalities. Faculty members were polled regarding their preference of a primary and, if desired, secondary discipline affiliation. The results of this preliminary distribution of faculty into the five groups are summarized in Table 2.

While the Ecology and Biological Oceanography faculty is relatively small at present, the role of aqueous and terrestrial biosphere science in the new College is recognized to be essential. Initially, it may be most effective for the biogeochemical and life-science disciplines to operate as a single discipline. This would better balance numbers between the disciplines and help to assure an equitable committee workload. These two disciplines have natural alignments but can and do have quite distinct research and education foci and approaches. Activities should anticipate the eventual splitting into two disciplines as expansion warrants.
Table 2. Discipline Groups for the College of Earth, Ocean, and Atmospheric Sciences
(Non-italic indicate tenure track faculty, italic indicate research faculty and instructors, (2) indicates faculty’s second choice.

<table>
<thead>
<tr>
<th>Biogeochemistry and Chemical Oceanography</th>
<th>Ecology and Biological Oceanography</th>
<th>Physics of Oceans and Atmospheres</th>
<th>Solid Earth: Geol/Geoph.</th>
<th>Geography and Environmental Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collier</td>
<td>Abbott</td>
<td>Barnes</td>
<td>Brook</td>
<td>Becker, Larry</td>
</tr>
<tr>
<td>Colwell</td>
<td>Batchelder</td>
<td>Barth</td>
<td>Clark</td>
<td>Becker, Lorene</td>
</tr>
<tr>
<td>Fisk</td>
<td>Benoit-Bird</td>
<td>Chelton</td>
<td>DeSilva, S.</td>
<td>Campana</td>
</tr>
<tr>
<td>Goni</td>
<td>Ciannelli</td>
<td>deSzoeki</td>
<td>Dilles</td>
<td>Cook</td>
</tr>
<tr>
<td>Hales</td>
<td>Davis</td>
<td>Dever</td>
<td>Duncan</td>
<td>Corcoran</td>
</tr>
<tr>
<td>Haley</td>
<td>Sherr, B.</td>
<td>Freilich</td>
<td>Egbert</td>
<td>Daly</td>
</tr>
<tr>
<td>Klinkhammer</td>
<td>Sherr, E.</td>
<td>Kosro</td>
<td>Goldfinger</td>
<td>Desilvia, L.</td>
</tr>
<tr>
<td>McKay</td>
<td>Spitz</td>
<td>Kurapov</td>
<td>Graham</td>
<td>Emanuel</td>
</tr>
<tr>
<td>McManus</td>
<td>Waldbusser</td>
<td>Lerczak</td>
<td>Grunder</td>
<td>Gosnell</td>
</tr>
<tr>
<td>Mix</td>
<td>White</td>
<td>Levine</td>
<td>Haggerty</td>
<td>Harte</td>
</tr>
<tr>
<td>Prahl</td>
<td>Letelier</td>
<td>Matano</td>
<td>Harris</td>
<td>Jarvis</td>
</tr>
<tr>
<td>Reimers</td>
<td>Miller</td>
<td>Holman</td>
<td>Jones</td>
<td></td>
</tr>
<tr>
<td>Schmittner</td>
<td>Mote</td>
<td>Keller</td>
<td>Kahn</td>
<td></td>
</tr>
<tr>
<td>Torres</td>
<td>Moum</td>
<td>Kent</td>
<td>Lancaster</td>
<td></td>
</tr>
<tr>
<td>(2)Brook</td>
<td>Nash</td>
<td>Koppers</td>
<td>Lillie</td>
<td></td>
</tr>
<tr>
<td>(2)Haggerty</td>
<td>Samelson</td>
<td>Meigs</td>
<td>Muir</td>
<td></td>
</tr>
<tr>
<td>(2)Sherr, B.</td>
<td>Shearman</td>
<td>Nabelek</td>
<td>Nolin</td>
<td></td>
</tr>
<tr>
<td>(2)Sherr, E.</td>
<td>Shell</td>
<td>Nielsen</td>
<td>Santelmann</td>
<td></td>
</tr>
<tr>
<td>(2)Thomas</td>
<td>Skyllingstad</td>
<td>Ozkan-Haller</td>
<td>Wolf</td>
<td></td>
</tr>
<tr>
<td>(2)Twohy</td>
<td>Smyth</td>
<td>Ruggiero</td>
<td>Wright</td>
<td></td>
</tr>
<tr>
<td>(2)Vong</td>
<td>Strub</td>
<td>Schultz</td>
<td>(2)Davis</td>
<td></td>
</tr>
<tr>
<td>(2)Waldbusser</td>
<td>Thomas</td>
<td>Stoner</td>
<td>(2)Meigs</td>
<td></td>
</tr>
<tr>
<td>(2)White</td>
<td>Twohy</td>
<td>Tepley</td>
<td>(2)Mote</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vong</td>
<td>Trehu</td>
<td>(2)Yalcin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)Corcoran</td>
<td>Vincent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)Holman</td>
<td>Wheatcroft</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)Ozkan-Haller</td>
<td>Yalcin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)Schmittner</td>
<td>(2)Campana</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)Spitz</td>
<td>(2)Jarvis</td>
<td></td>
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<tr>
<td></td>
<td>(2)McKay</td>
<td>(2)Wright</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Mix</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Role of Disciplines in College Governance

The responsibilities of the discipline groups are:
- Provide representatives to all faculty governance and degree program steering committees.
Establish and maintain specific graduate and undergraduate degree programs and options.
Identify course instructors and take the lead (through their representatives on the IPC and the Assoc. Dean of Academic Programs) on coordinating the delivery of courses with other disciplines.
Recruit and select graduate students to be admitted
Assess graduate student status and progress
Administer the graduate comprehensive examination
Make faculty recruiting and hiring recommendations to the Dean via the appropriate channels.

Discipline groups explicitly do not:
Have formal chairs; however, discipline groups are free to self-select faculty members to act as discipline coordinators.
Allocate space, facilities, financial or administrative staff resources from a central pool.
Control faculty “slots” for hiring.
Perform faculty evaluations or recommend compensation levels.
Review or evaluate faculty contract and grant proposals.

**Role of Discipline Groups in Academic Programs**
In addition to the specific roles noted above, a key function of the disciplines is to provide faculty governance for the degree programs of the College.

At present three undergraduate degrees are offered by the Department of Geosciences: Geology, Geography and Earth Sciences. A Category 1 proposal is being submitted this academic year to replace these three degrees with a single undergraduate degree in Earth Sciences that will be offered by the new College. The Earth Sciences (ES) degree will have three Options: Geology, Geography and Earth Systems (ESys). The Geography and Earth Systems options will in turn have 4 tracks each. The Geography tracks will be Human Dimensions of Earth Sciences; International Development, Peace, and Security; Geography of Climate and Water; and the undergraduate certificate in Geographic Information Science. The Earth Systems (ESys) tracks will include: Climate; Marine; Land-Water; and Earth Science Education. In addition, the Environmental Science undergraduate program (ESUP) will be administered through the CEOAS. Table 3 lists the responsibility of each discipline for the undergraduate programs of CEOAS.

**Table 3. Undergraduate Programs and Discipline Groups**

<table>
<thead>
<tr>
<th>Biogeochemistry and Chemical Oceanography; ESys/Land Water</th>
<th>Ecology and Biological Oceanography</th>
<th>Physics of Oceans &amp; Atmospheres</th>
<th>Geology and Geophysics</th>
<th>Geography and Environmental Synthesis</th>
</tr>
</thead>
</table>
Note that all members of the college are encouraged to be involved in the undergraduate mission of the new College, and it is emphasized that the undergraduate program and degrees are the responsibility of the whole faculty of the new College. Faculty may engage in undergraduate education in a variety of ways that may include undergraduate teaching, mentoring, research, and/or advising.

CEOAS will offer graduate degrees in four major areas: PhD and MS in Ocean, Earth and Atmospheric Science (OEA), PhD and MS in Geology, PhD and MS in Geography, MS in Marine Resource Management (MRM). In addition, faculty are very active in the three degrees offered through the Water Resources Graduate Program, which is housed in the OSU Graduate School: MS & PhD in Water Resources Science, MS & PhD in Water Resources Engineering, and MS in Water Resources Policy & Management. Within the OEA graduate degrees there are six areas of concentration: Atmospheric Sciences; Biological Oceanography, Chemical Oceanography, Geological Oceanography, Geophysics, and Physical Oceanography. Table 4 lists the responsibility of each discipline for the graduate degrees of CEOAS.

### Table 4. Graduate Programs and Discipline Groups

<table>
<thead>
<tr>
<th>Biogeochemistry and Chemical Oceanography</th>
<th>Ecology and Biological Oceanography</th>
<th>Physics of Oceans and Atmospheres</th>
<th>Geology and Geophysics</th>
<th>Geography and Environmental Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>OEA/New focus biogeochemistry?</td>
<td></td>
<td>OEA/Atmos. Sci.</td>
<td>Geology, Geophysics</td>
<td>MRM</td>
</tr>
</tbody>
</table>

Discipline responsibilities for the graduate and undergraduate programs will be delegated by the Associate Dean of Academic Programs and coordinated across the College through discipline representatives on the Instructional Programs Committee (IPC). To provide an appropriate number of faculty to match these discipline responsibilities, the IPC will include at least the following number of representatives from the corresponding disciplines: 2-3 from Geology and Geophysics; 1 from Biogeochemistry; 1 from Ecology & Biological Oceanography; 1 from Geography plus the ESUP Director and the MRM Director; 2 from Physics of Oceans and Atmospheres. The formation and maintenance within each discipline of curricular groups responsible for the specific curricular programs assigned to the discipline is the responsibility of the given discipline and the faculty members who associate themselves with the corresponding curriculum. The IPC membership defined here in terms of discipline representatives assures that each curricular group, when formed, will have adequate representation on the IPC. In some cases, curricular groups may include some faculty who are not members of the discipline having responsibility for the given curriculum.
The IPC will in this way include representation for the following curricular programs, through the indicated discipline homes. Individuals may well represent more than one program, and program homes may migrate over time:

Undergraduate Curricula:
- Earth Sciences degree coordinator; housed in Geology & Geophysics, would need to consult with Geology, Geography, and Earth Systems reps
- Environmental Sciences coordinator; housed in Geography & Env. Syn. and will work with an ESUP steering committee selected in consultation with the contributing programs.

Graduate Curricula:
- Geology (could also represent undergrad Geology and Earth Systems tracks in Earth Sciences); housed in Geology & Geophysics
- Geological Oceanography; housed in Geology & Geophysics
- Geophysics; housed in Geology & Geophysics
- Physical Oceanography; housed in Physics of Oceans & Atm.
- Atmospheric Sciences; housed in Physics of Oceans & Atm.
- Chemical Oceanography; housed in Biogeochemistry
- Biological Oceanography; housed in Ecology & Biological Oceanography
- Geography (could also represent undergrad Geography track in Earth Sciences); housed in Geography & Env. Syn.
- Marine Resources Management; housed in Geography & Env. Syn.
- Graduate Program in Water Resources; housed in the Graduate School

The proposed alignment and distribution of responsibilities within the new College for undergraduate and graduate degree programs and other academic program elements is largely incorporated at this stage into other areas of this plan. The separate, but parallel Category I proposal for the merged Earth Sciences undergraduate degree has been submitted, and will be evaluated through the Cat I process in winter and spring 2011. All existing graduate degree programs will be maintained. Dean, discipline, committee and program-director responsibilities for the undergraduate and graduate degree programs are summarized in Figures 1 and 2, and Tables 3 and 4, above.

Brief overview of Category I proposal for joint Earth Sciences BS:

*The Department of Geosciences (GEO) and College of Oceanic and Atmospheric Sciences (COAS) propose the creation of a new Bachelor of Science degree in Earth Sciences. The new degree will replace the existing BS degrees in Geography, Geology, and Earth Science currently administered by GEO, as well as the BA Geography and Geology degrees. The new degree will*
have three options: Geography, Geology, and Earth Systems. The Geography and Earth Systems options will in turn have tracks designed to train students for specialized career paths such as research, education, or resource management. Connections between Earth Sciences and society, economics, technology, and policy will be highlighted during all phases of the Earth Sciences curriculum.

The proposed program will be among the nation’s premier undergraduate Earth Sciences curricula, building on existing strengths at Oregon State University in the sciences of the solid Earth, ocean, and atmosphere; in marine and terrestrial ecology and hydrology; and in natural resource management, environmental policy and sustainability. This preeminent educational program will be compelling and accessible to students with a broad range of interests and career aspirations, and it will engage both science and society in critical issues facing the region, the nation, and the international community. As one of only two “land, sea, space, and sun grant” institutions in the nation, OSU has the responsibility to provide educational leadership in this strategic area and to provide the focused training that will prepare an informed citizenry. The proposed degree merges current independent, high-quality, research-driven educational programs into a unified, multi-disciplinary Earth Sciences curriculum. It takes new advantage of OSU’s world-class faculty for undergraduate teaching and advising and provides an opportunity to attract strong, motivated students to a signature program. An added benefit will be new research collaborations that are likely to grow out of the cross-disciplinary teaching partnerships on which the educational program is founded.

**Discipline Leadership**

The discipline leadership should be defined by each discipline to allow for effective coordination of their responsibilities in delivering the academic and research mission of the College. For example the Geology and Geophysics discipline is not only the largest group but has a large set of responsibilities in the college: overseeing the graduate and undergraduate geology programs, the marine geologic focus in the CEOAS degrees; support of the field camp and a large number of OSU Foundation accounts related to the support of the Geology graduate and undergraduate programs that need to be managed. The oversight of such accounts will be done by the appropriate disciplines.

The Geography and Environmental Synthesis discipline group has some of the same organizational needs as the Geology and Geophysics group. The elected leadership of each of the discipline groups should be proportional to the addition workload to coordinate all their activities. The extent of the required workload, and the level of compensation will be determined by the Dean and Associate Dean of Academic programs in consultation with the disciplines. As the discipline groups evolve and gain or relinquish responsibilities, the role of discipline group coordinators will evolve.

**Strategic Planning**
Strategic planning will happen in a variety of forms at many different levels in CEOAS. The mission and vision statements for the CEOAS provide the highest level direction. Faculty will develop and regularly update a written strategic plan for the CEOAS, to provide long-term planning recommendations to the CEOAS Dean.

This plan, developed and maintained by the standing Strategic Planning Committee with broad CEOAS faculty representation, will provide comprehensive goals, directing the function (research, education, outreach and development) and assets (people, space and infrastructure) of the college.

Faculty Development

Faculty Position Descriptions

To achieve the goal of maintaining excellence in the broad range of Earth science research, teaching and outreach activities currently conducted with the Department of Geosciences, COAS, and the ESUP, it is recognized as essential that the new College include faculty positions with widely varying position descriptions. In most cases, existing position descriptions for current faculty will be used to define their existing and ongoing roles and support levels in the new merged unit. The proposed continuation of existing position descriptions applies to all faculty positions, including those at the tenure-track, non-tenure-track, professorial, and non-professorial or instructor levels. Support for these existing positions in the new unit will continue at current levels and from existing funding sources. The important role of non-professorial instructors in delivering essential components of the undergraduate curriculum is recognized and confirmed in the proposed merger plan.

New faculty will have position descriptions that clearly outline the parameters and expectations of the position. There will be three basic position descriptions that will define the starting points for development of the specific description associated with a given faculty position: (1) a 9-month, 1 FTE, tenure-track appointment with 100% university support and, currently, a teaching load of roughly 4 courses per academic year; (2) a 12-month, 1 FTE, tenure-track appointment with 30-40% university support and, currently, a teaching load of roughly 1.4 courses per academic year; (3) non-professorial instructor appointments with FTE and support commensurate with teaching load. It is anticipated that there will be opportunities for faculty members to alter the long-term balance of teaching and research in individual job descriptions by negotiation with the Dean; this process is intended to provide a mechanism for the long-term evolution of individual faculty positions to reflect systematic changes in an individual’s professional interests and focus, and is specifically not intended as an administrative tool to enforce delivery of or prescribe particular curricular or research program. The continuation of existing position descriptions will extend to continuation of existing sabbatical policies for the existing positions; sabbatical policies for new positions of type (1) and type (2) will follow the respective existing sabbatical policies.

Promotion and Tenure
Promotion and Tenure procedures in COAS and the Department of Geosciences have been very successful. The overall goal in the merger is to take the best from both units to develop promotion and tenure procedures for the new College. Significant changes to existing Promotion and Tenure procedures should not be required, as the current promotion and tenure processes in the two units should generally continue to function well. The primary recommendation is that flexibility in the timing of tenure and promotion decisions be allowed in the new College, to reflect the diversity of position descriptions and types within the merged unit. Specifically, for positions of type (1) above, the tenure and promotion to Associate Professor decisions will typically be made at the same time, after six years of service in the rank of tenure-track Assistant Professor; for positions of type (2) above, the tenure decision will typically be made at the time of decision on promotion to Full Professor, for which application may typically be made at any time after four years in service in the rank of tenure-track Associate Professor. It is anticipated that the new unit will eventually need to consider whether to move, over time, toward a more uniform P&T process that still reflects its diverse education and research mission. Additional recommendations are that a midterm review be performed for all tenure-track and research faculty, and that a more formal periodic review of faculty and Peer Review of Teaching be adopted (more similar to the processes used currently by COAS and as required by the university).

Faculty Hiring
A Faculty Hiring Committee (FHC), which will report to the Dean, will be tasked with the development and implementation of hiring processes, consistent with the long-term plans developed by the Integrated Strategic Planning Committee and with direct input from the faculty through their discipline representatives. The FHC will develop specific, College wide, position-by-position hiring plans as recommendations to the Dean. The membership of the FHC will be detailed above, under Organizational Structure. The hiring plans developed by the FHC will balance the research and educational goals of the new unit, including the maintenance and further development of high-quality undergraduate educational programs, and considering other aspects such as facilities, and equipment needs for potential candidates in specific research areas. The FHC will also provide oversight of hire-of-opportunity processes. The search process for positions announced by the Dean will be managed by position-specific search committees, with membership appointed by the dean and with opportunity for input to the committee from the entire faculty. Most job descriptions for new tenure-track positions are expected to be either type (1) or type (2) above, and the new hires will be expected to excel in both teaching and research consistent with their position description. For positions of type (1), which have a stronger teaching focus and a higher level of formula support, considerations relating to maintenance and development of high-quality educational programs will be of proportionately greater importance. For positions of type (2), which have a stronger research focus, considerations relating to the maintenance and development of high-quality research programs will be weighted more heavily. Intermediate positions, reflecting a blend of education and research considerations, may be created if it is seen in the best interest of the group and if unit financial models allow. In addition, support of the large service teaching role of Geosciences will require that we continue to support and hire faculty at the instructor rank. Those individuals will
continue to deliver approximately half of the student credit hours for the new unit (face to face and Ecampus). Based on long experience in Geosciences, hiring into those positions should be done strategically – thereby ensuring the highest possible quality of instruction.

It is assumed that growth of the teaching program, which is likely given the innovation in programs to come from merger, will be matched by growth in the proportion of salary support for teaching activities. Anticipated increases in numbers of undergraduate majors in the ESys and ESUP Programs will require increased support for professional faculty-rank advising staff, as well as new tenure track faculty and instructors.

**Rebranding and Communications**

Recommendations regarding the public face of the new College are made on three timescales:

1. Transition period (from 1 Jan to 30 Jun, 2011): Activities necessary to prepare for the new College and to announce its imminent launch.
2. Day One (1, July, 2011): The new College look—determine what our look and feel will be.
3. The longer-term future: How we will market and brand the new College and its exciting future opportunities, particularly for fundraising, recruiting and outreach purposes.

The new College branding should be developed and implemented in collaboration with University and Foundation experts, and with input from the existing Geosciences Board of Advisors. Major branding opportunities to be considered include signage for facilities such as the new Ocean Observatories building on Rt 99 South of town and research vessels. OSU research vessels Wecoma and Elakha currently have old OSU logos which require updating.

### IV. Implementation Timeline

**Completion and Delivery of Plan**

**February 2011:** This document, the final draft integration plan delivered to the faculty on 25 February 2011, contains an outline of the basic steps needed to achieve the integration, and a corresponding timeline for these steps. The Deans will be responsible for planning and overseeing the associated transition of accounting and university administrative procedures.

**Launch of New College**

**July 1, 2011:** The new College of Earth, Ocean, and Atmospheric Sciences will formally begin its existence, replacing the Department of Geosciences and the College of Oceanic and Atmospheric Sciences, which will no longer exist. University course listings will
carry the new EOA designator beginning Fall Quarter 2011 (contingent on approval of Cat 1 proposal).

March to June 2011

March:
- New discipline groups hold initial meetings in order to prepare for the transition and address any new joint academic responsibilities for the 2011–2012 academic year, and choose representatives for 2011–2012 CAC, Strategic Planning, and Faculty Hiring committees.
- Form new College Advisory Committee (CAC).
- Form new Integrated Strategic Planning Committee.
- Engage with Foundation representatives to determine basic branding elements and plan transition activities.
- Initiate planning for unified web presence, including domain name.
- Communicate merger plan to existing and prospective graduate and undergraduate students.
- CAC defines process for selecting individuals to fill administrative positions
- Begin process of filling administrative positions.
- Deans begin to review position descriptions with all faculty.
- CAC and Dean review the structure and responsibilities of faculty governance committees.

Spring Quarter:
- Complete process of filling administrative positions
- April: College Advisory Committee (CAC) and Dean name membership on 2011–12 faculty governance committees.
- Initial meetings of joint 2011–2012 committees, Strategic Planning, Faculty Hiring, Instructional Programs, and Research and Computational Facilities Committees.
- Promotion and tenure recommendations finalized into document for use by 2011–2012 P&T Committee.
- Peer review of teaching recommendations finalized into document for use by 2011–2012 PRT Committee.

July:
- Start of New College

December:
- Finish the first Strategic Plan of the new College.
Summary of the Memorandum of Understanding

A new College of Earth, Ocean, and Atmospheric Sciences between the College of Science and the College of Oceanic and Atmospheric Sciences

Context

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 focused on the study of basic Earth system processes. Based on those discussions, the College of Science and the College of Oceanic and Atmospheric Sciences have committed to a joint enterprise that will merge the Department of Geosciences in the College of Science with the College of Oceanic and Atmospheric Sciences. The new entity will be referred to as the College of Earth, Ocean, and Atmospheric Sciences (CEOAS.)

The purpose of this MOU is to document the commitments of CEOAS to continue and build the work of the Department of Geosciences and of COS to continue and build the financial support for the joint mission of CEOAS.

Principles

COS and COAS will be guided by the principles of commitment to success, equity, accountability, transparency, and flexibility throughout the restructuring process. As issues emerge, we will work to resolve them as a partnership, recognizing the interests and capabilities of each partner. Our process will seek out these issues, frame them in the context of our 10-year vision, identify the options, risks, and opportunities, and develop an implementing agreement between the units. The process will be deeply informed by the reports from the faculty working groups that were established to guide the merger. Each implementing agreement will document the expectations of each partner, the planned outcome, and timeline.

Areas of Agreement

Administration

Support costs for the academic and research programs of the new college will be maintained by CEOAS, and investments by COS in the new enterprise will be managed jointly by the deans of CEOAS and COS. CEOAS will manage all grants submitted by CEOAS faculty.

Academics and Advising

CEOAS will continue delivery of service teaching in the earth and environmental sciences and undergraduate degree programs in the broad areas of Environmental
Sciences, Geography, and Geology. CEOAS will maintain viable undergraduate majors in environmental sciences and earth sciences with pathways suitable for students in what are now the geology, geography, earth science, and environmental sciences program. It will also maintain a viable program in the human dimensions of earth sciences, including undergraduate and graduate pathways appropriate for students in what are now the geography programs.

COS will provide access to the COS central undergraduate advising and assessment offices and activities to support the undergraduate programs in CEOAS. COS will commit to providing the same level of funding to CEOAS for faculty and staff support as was budgeted in FY11.

Faculty

Faculty position description, peer review of teaching, professional reviews, merit assessments and post-tenure reviews will be the responsibility of the dean of CEOAS. Promotion and tenure reviews will be managed by CEOAS.

When a COS-funded line comes vacant, that line will be refilled if the productivity outcomes are in place for the unit. If those core missions have not been successfully discharged, the two deans will discuss with the Provost if the vacant line should be refilled in CEOAS or should be reallocated elsewhere. COS may not reallocate a vacant position out of CEOAS without approval from the Provost.

Development

The deans of CEOAS and COS will coordinate fundraising efforts as appropriate given the donor base associated with the former units of Geosciences and COAS. The COS is committed to the success and development of this initiative.
Liaison Correspondence Request

The following request was sent to Deans Adams, Ramaswamy, and Salwasser.
Attached is a draft of our proposal to combine COAS with the Department of Geosciences to create a new college, the College of Earth, Ocean, and Atmospheric Sciences (CEOAS, pronounced "see-ohs"). Sherm and I would like your feedback and comments. We’d like to submit this early next week so that we can get it into the university process this month.
Liaison Correspondence Response – Ron Adams

We received a response from Dean Adams, which expressed his strong support for the proposal and suggested that we highlight the connections between the new college and the Division of Earth System Sciences.
Liaison Correspondence Request

The following request was sent to Deans Adams, Ramaswamy, and Salwasser. Attached is a draft of our proposal to combine COAS with the Department of Geosciences to create a new college, the College of Earth, Ocean, and Atmospheric Sciences (CEOAS, pronounced "see-ohs"). Sherm and I would like your feedback and comments. We'd like to submit this early next week so that we can get it into the university process this month.
Liaison Correspondence Response – Sonny Ramaswamy

We received a response from Dean Ramaswamy and two members of his college leadership.

Russ Karow: The group consistently needs to remember that soils are part of Earth Systems. This has been mentioned before with no changes in verbiage made. There are already meaningful interactions among faculty so perhaps they consider they consider soils efforts already part of who they are.

Stella Coakley: I have reviewed the proposal and it appears to reflect an extended process of working with the involved faculty. Geosciences appears to be the unit most impacted by the change. The stated vision and mission sound good, and overall the proposal appears to primarily impact just COAS and Geosciences. Since very little detail is given within the proposal, it is not possible to assess whether an earlier mentioned idea to house the undergraduate 'Environmental Sciences' degree within the new college is being planned or not. I mention that because the degree, while housed entirely within COS currently, has had participation from across the campus and many tracks not necessarily specific to the new college. Moving it there might be a great idea but the minimal information provided leaves it unclear what impact the proposal has on the actual graduate and undergraduate degrees within geosciences, COAS, or environmental sciences.

We noted the linkages with the Department of Crop and Soil Sciences, but also that CEOAS will have maintain and expand its linkages with many other units across campus. We also included material on the undergraduate and graduate degree programs and the impact of the merger.
Liaison Correspondence Request

The following request was sent to Deans Adams, Ramaswamy, and Salwasser. Attached is a draft of our proposal to combine COAS with the Department of Geosciences to create a new college, the College of Earth, Ocean, and Atmospheric Sciences (CEOAS, pronounced "see-ohs"). Sherm and I would like your feedback and comments. We'd like to submit this early next week so that we can get it into the university process this month.
Budget Outline Form  
Estimated Costs and Sources of Funds for Proposed Program  
Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University  
Program: College of Earth, Ocean, & Atmospheric Sciences  
Academic Year: 2011/2012  
Indicate the year: X First _____ Second _____ Third _____ Fourth _____

Prepare one page each of the first four years

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<th>Personnel</th>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
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<td>Reallocated from Other Budgetary Unit</td>
<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
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| Equipment | | | | | | | |
| Other Expenses | | | | | | | |
| Other Resources Subtotal | | | | | | | 5,000

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| Physical Facilities Subtotal | | | | | | | 5,000

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Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
Program: College of Earth, Ocean, & Atmospheric Sciences
Academic Year: 2012/2013

Indicate the year: __ First  ___ Second  ___ Third  ___ Fourth

*Prepare one page each of the first four years*

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<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
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Personnel
- Faculty (Include FTE)
- Graduate Assistants (Include FTE)
- Support Staff (Include FTE)
- Fellowships/Scholarships
- OPE
- Nonrecurring Personnel Subtotal

Other Resources
- Library/Printed
- Library/Electronic
- Supplies and Services 2,000
- Equipment
- Other Expenses
  Other Resources Subtotal 2,000

Physical Facilities
- Construction
- Major Renovation
- Other Expenses 5,000
  Physical Facilities Subtotal 5,000

GRAND TOTAL 7,000
Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
Program: College of Earth, Ocean, and Atmospheric Sciences
Academic Year: 2013/2014

Indicate the year:  First  Second
Third  Fourth
Prepare one page each of the first four years

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Personnel
Faculty (Include FTE)
Graduate Assistants (Include FTE)
Support Staff (Include FTE)
Fellowships/Scholarships
OPE
Nonrecurring
Personnel Subtotal 0

Other Resources
Library/Printed
Library/Electronic
Supplies and Services
Equipment
Other Expenses
Other Resources Subtotal 0

Physical Facilities
Construction
Major Renovation
Other Expenses
Physical Facilities Subtotal 0

GRAND TOTAL 0
Budget Outline Form  
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University  
Program: College of Earth, Ocean, and Atmospheric Sciences  
Academic Year: 2014/2015

Indicate the year:  
First  
Second  
Third  
Fourth  

Prepare one page each of the first four years

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Personnel 
Faculty (Include FTE)  
Graduate Assistants (Include FTE)  
Support Staff (Include FTE)  
Fellowships/Scholarships  
OPE  
Nonrecurring  
**Personnel Subtotal**

Other Resources 
Library/Printed  
Library/Electronic  
Supplies and Services  
Equipment  
Other Expenses  
**Other Resources Subtotal**

Physical Facilities 
Construction  
Major Renovation  
Other Expenses  
**Physical Facilities Subtotal**

**GRAND TOTAL**