University Senate
TRANSMITTAL FORM

Senate Document #:	10-11-41
PCC ID #:	10043
Title:	Reorganize and Rename the Departments in the College of Education
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses Committee (PCC)
Date of SEC Review:	February 16, 2011
Date of Senate Review:	March 2, 2011
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	This proposal is to reorganize and rename the departments in the College of Education (COE) from seven distinct units to three units. The reorganization into three moderate-sized departments around faculty with common or complementary interests will streamline the college and departmental administrative structures, not only providing a cost savings, but also supporting a leaner, more nimble decision-making environment. The plan will also advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and promote interactions between faculty with overlapping areas of interest and expertise that are currently located in separate departments. The current Departments of Counseling and Personnel Services (EDCP), Education Leadership, Higher Education, and International Education (EDHI), and Special Education (EDSP), which already share intellectual and programmatic elements in higher education and counseling, will combine to form the new the Department of Counseling, Higher Education, and Special Education (CHSE). The current Departments of Education Policy Studies (EDPS) and Curriculum and Instruction (EDCI), along with the Organizational Leadership and Policy Studies (OLPS) program (currently residing in EDHI) will form the Department of Teaching, Learning, Policy and Leadership (TLPL). This new

| | department will enhance collaborative opportunities between programs that educate and study the interaction of those practitioners and policy makers most deeply involved in PK-12 education and reform. Finally, the current Departments of Human Development (EDHD) and Measurement, Statistics, and Evaluation (EDMS), which both engage in aspects of educational psychology through teaching or research, will form the Department of Human Development and Quantitative Methodology (HDQM).

The process leading to the reorganization was iterative and benefitted from multiple layers of information-gathering, review, and feedback from a variety of stakeholders. The proposal details the process that began in February 2009 and resulted in an October 2010 vote in which 89% of the voters were in favor of the final proposed plan.

No changes to academic programs are included in this proposal. Any future changes to academic programs will be subject to normal approval routes. Students' programs should not be affected by the reorganization since all of the programs with the exception of OLPS will be moving with their current departments into their new departments. All faculty members will hold their tenure and rank in the newly formed departments. In order to minimize the reorganization's potential effect on faculty, the proposal includes transitional procedures on promotion, tenure, and DRIF allocation policies. Administrative and clerical staff will be distributed equitably across the new units and the college to assure that all three departments are staffed to provide seamless services and support. |
|---|---|
| **Relevant Policy # & URL:** | N/A |
| **Recommendation:** | The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the reorganization of the College of Education. |
| **Committee Work:** | The Committee considered the proposal at its meeting on February 4, 2011. Donna Wiseman, Dean of the College of Education, presented the proposal to the committee and responded to questions. After discussion, the Committee voted unanimously to recommend the proposal.

At its December 6, 2010 meeting, the Academic Planning Advisory Committee (APAC) recommended to the Provost that the proposal move forward for Senate consideration. |

Alternatives:	The Senate could decline to approve the proposed reorganization.
Risks:	If the Senate does not approve the proposed college reorganization, the University will lose an opportunity to create a stronger collaborative environment for these related academic units.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required: *(*Important for PCC Items)*	If the Senate approves this proposal, it will still require the approval of the President.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

PCC LOG NO.
10043

College/School:
Please also add College/School Unit Code-First 8 digits: 01203100
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:
Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

☐ Curriculum change (including informal specializations)   ☐ *New academic degree/award program*
☐ *Renaming of program or formal Area of Concentration*   ☐ New Professional Studies award iteration
☐ *Addition/deletion of formal Area of Concentration*   ☐ New Minor
☐ *Suspend/delete program*   X Other
Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

This is a proposal to reorganize the departments in the College of Education from seven distinct units to three units. The reorganization into three moderate-sized departments around faculty with common or complementary interests will streamline the College and departmental administrative structures, not only providing a cost savings, but also supporting a leaner, more nimble decision-making environment. An integrated leadership and planning structure should support more collaborative curriculum planning and scheduling. It will also advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and, promote interactions between faculty with overlapping areas of interest and expertise who are currently located in separate departments. No academic programs will be restructured as part of this proposal: changes to academic programs will be considered after the new departments have been fully established and they will undergo separate PCC review.

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APPROVAL SIGNATURES - *Please print name, sign, and date. Use additional lines for multi-unit programs.*

1. Department Committee Chair *N/A*

2. Department Chair *N/A*

3. College/School PCC Chair *N/A*

4. Dean *Glenna L. Wiseman*

5. Dean of the Graduate School (if required) _____

6. Chair, Senate PCC _____

7. University Senate Chair (if required) _____

8. Senior Vice President for Academic Affairs & Provost _____

REORGANIZING AND RENAMING THE DEPARTMENTS IN THE COLLEGE OF EDUCATION

**DEPARTMENT OF COUNSELING AND PERSONNEL SERVICES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
DEPARTMENT OF EDUCATION LEADERSHIP, HIGHER EDUCATION AND INTERNATIONAL EDUCATION
DEPARTMENT OF EDUCATION POLICY STUDIES
DEPARTMENT OF HUMAN DEVELOPMENT AND INSTITUTE FOR CHILD STUDY
DEPARTMENT OF MEASUREMENT, STATISTICS, AND EVALUATION
DEPARTMENT OF SPECIAL EDUCATION**

TO:

**DEPARTMENT OF COUNSELING, HIGHER EDUCATION AND SPECIAL EDUCATION
DEPARTMENT OF TEACHING, LEARNING, POLICY AND LEADERSHIP
DEPARTMENT OF HUMAN DEVELOPMENT AND QUANTITATIVE METHODOLOGY**

Effective July 1, 2011

**COLLEGE OF EDUCATION
UNIVERSITY OF MARYLAND, COLLEGE PARK**

**Submitted by
Donna L. Wiseman, Dean**

January 24, 2011

**Proposal to Reorganize the Departmental Units of the
College of Education, University of Maryland College Park**

This proposal outlines the plans for reorganizing the current seven departmental units of
the College of Education (COE) into three departmental units:

- Counseling and Personnel Services (EDCP)
- Education Leadership, Higher Education,
  and International Education (EDHI) $\Longrightarrow$ DEPT CHSE
  [Excluding Organizational Leadership & Policy Studies (OLPS)]
- Special Education (EDSP)

- Education Policy Studies (EDPS)
- Curriculum and Instruction (EDCI) $\Longrightarrow$ DEPT TLPL
  [Plus OLPS -- Originally Housed in EDHI]

- Human Development (EDHD)
- Measurement, Statistics, and Evaluation (EDMS) $\Longrightarrow$ DEPT HDQM

The results will advance new synergy among the faculty, staff, and students; enable more
focused cross-disciplinary work; and, promote interactions between faculty with
overlapping areas of interest and expertise who are currently located in separate
departments. The reorganization will provide the COE with the opportunity to reallocate
our resources in a way to make us more efficient and flexible and thus more competitive
in a modern, technologically enhanced teaching and learning environment. Finally, a
major reorganization—one that would result in fewer departments, better positions the
College to address major challenges in education and to achieve the ambitious goals in
the COE 2009 Strategic Plan.

Reorganizing to Promote Efficiency/Effectiveness:
The proposed three-department configuration will allow the COE to streamline
administrative structures and department operations, and support collaboration in course
and curriculum planning and scheduling. The reorganization into three moderate-sized
departments around faculty with common or complementary interests will streamline the
College and departmental administrative structures, not only providing a cost savings, but
also supporting a leaner, more nimble decision-making environment. The potential for
more equitable shared participation in department-based committees and student support
roles (e.g., admissions, advising, comprehensives, committees, etc.) will be facilitated
through the proposed reorganization. For many faculty, required participation in
governance and service, especially for roles outside of the department itself, should be
less burdensome and more equitable, especially for faculty from what had been the small
departments.

The reorganization into three moderate-sized departments with an integrated leadership and planning structure should support more collaborative curriculum planning and scheduling. It is expected that such collaboration will lead to a reduction in unnecessary overlap/redundancy in course offerings and more efficient course scheduling, which will better serve student needs and interests. There also is the potential to reallocate funds from this streamlining for the development of new courses that add depth to the curriculum in programs within the reorganized departments and/or that more comprehensively support broader College and/or university priorities -- e.g., enhanced contributions in university-wide undergraduate education, courses that address strategic plan priorities, revenue-generating outreach initiatives, and additional international experiences for undergraduate and/or graduate students.

Reorganizing to Better Position the COE to Achieve Its 2009 Strategic Plan Goals: Another goal of the reorganization is to ensure that the COE is configured and poised to meet the ambitious goals in its 2009 Strategic Plan that are illustrated in Figure 1. The Plan calls on the College to move in new directions, establishing goals and benchmarks for undergraduate and graduate education, research, and partnerships, especially in the areas of equity and diversity, innovation and creativity, international education, and policy engagement. To help realize the four strategic initiatives, the reorganization, through the creation of fewer but more inter-related departments and cross-disciplinary centers and institutes that will emerge over time, will enable the COE to become a nimble, well-respected leader on pressing educational issues. This all will be accomplished while balancing our land grant, flagship, and research extensive status; keeping the best interests of students and faculty in the forefront; and, making certain that the reorganization does no harm to national program rankings and identity.
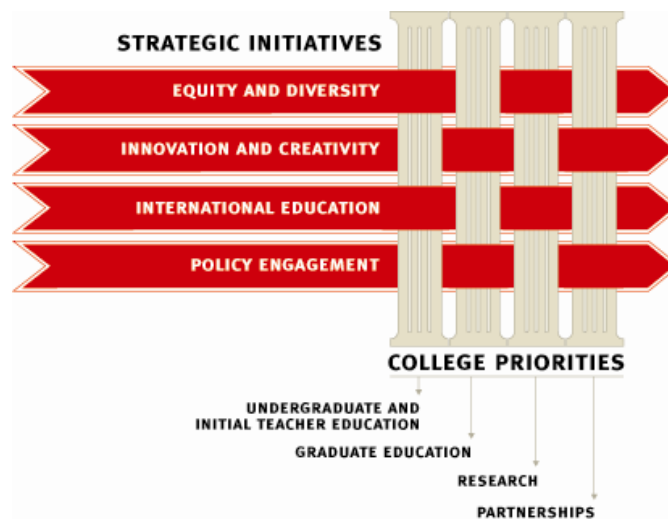

Figure 1

The remainder of this document describes the proposed reorganization structure; provides contextual information regarding the organization of Colleges of Education nationally; presents the intellectual justification for the reconsolidation of the existing COE departments; summarizes the process leading to the reorganization plan and the results from the most recent vote; discusses the impact of the proposed reorganization on

academic programs, faculty, students, and staff; and, identifies the financial implications of the proposed configuration. The document concludes with an overview of the administrative structures and transitions that will occur should this reorganization be supported by the University Senate.

The Proposed Reorganization Structure

The College of Education proposes reorganizing into three new academic departments. The existing seven departments (see Figure 2) are essentially autonomous units; each with its own department chair, support staff, budgets, governance and committee representation.   There are a number of existing centers and institutes, most of which operate within a single department with a singular focus.   Collaboration—in teaching, research, and service—although occurring in some instances, does not emerge naturally from this discrete arrangement.
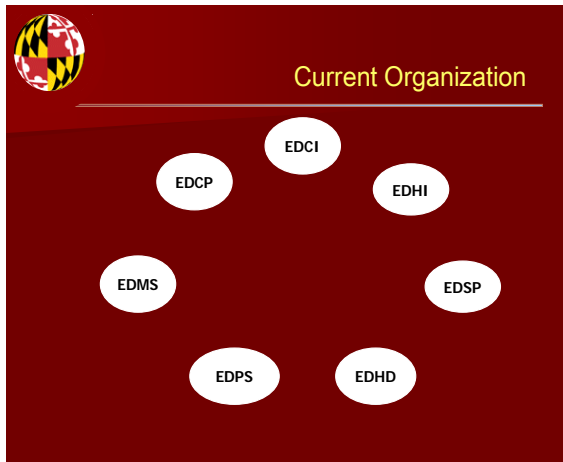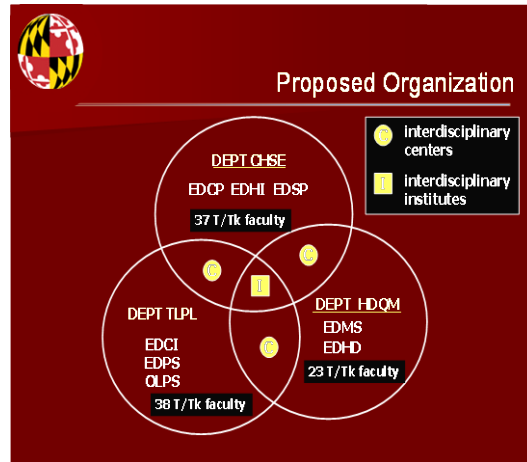

Figure 2

Figure 3

The proposal represented in figure 3 represents a more coherent intellectual clustering of seven departments into three departments. With the exception of the Organizational Leadership and Policy Studies (OLPS) program, which currently is housed in EDHI and proposed to be moved into Department TLPL, all of the existing programs will be moving wholesale to the new departments. This arrangement, which places faculty with similar or complementary research interests and expertise within the same department, will facilitate collaboration, while providing more flexibility and agility to respond to opportunities and needs within areas of education, human development, and human services. In some areas of scholarship, we will deepen the knowledge base within a department, instead of dispersing it among several departments. For example, the merger of EDHI and EDCP will bring together faculty with expertise in the complementary areas of higher education and student affairs, which can contribute to the development of richer, more robust programs of study that incorporate the best elements of the discrete programs that currently exist in these separate units. Graduate students will benefit from enriched cross-disciplinary masters' and doctoral programs.   Faculty will become more familiar with a variety of course offerings, which better enables them to advise undergraduate and graduate students on electives that meet individual interests. New

centers and institutes, or newly constituted versions of existing centers and institutes, will be positioned to enhance cross-disciplinary exploration of critical research questions.

Organizations of Colleges of Education

In general, the missions of Colleges and Schools of Education are similar within research universities. Faculty prepare a variety of professionals including teachers, counselors, administrators, and policy makers to work in a wide variety of educationally-related settings. In addition, Colleges of Education with doctoral programs also develop scholars and researchers, and faculty are expected to contribute to the knowledge base in education. Colleges of Education straddle a line between theory and practice, and scholars who have studied these organizations point to the challenge of developing cohesive organizational structures that capitalize on the varied nature of faculty members' interests and scholarship to increase the collective power and stability of the College (Larabee, 2004; Levine, 2006). Yet, how the colleges organize themselves can differ as shown in Appendices A and B. Appendix A includes data on the land grant institutions among *US News and World Report* Top 25. Appendix B contains data on the COE's peers.

The demands on Colleges of Education are increasing. Over the next decade, the US will need to hire almost two million teachers due to rising enrollments, growing retirements, and high rates of attrition for beginning teachers. This represents one of the largest periods of increase in teacher demand in over a century. In a recent speech, the US Secretary of Education, Arne Duncan, challenged education schools to meet the needs of "hard-to-staff" schools in high-poverty urban and rural schools and to recruit, prepare, place, and support new teachers in these cities and communities. He called for teacher education to facilitate the transition of teachers from preparation to practice. He called for special attention to the STEM disciplines and challenged education school faculties to place a premium on PK-12 student learning.

Reviews of research over the past 30 years have concluded that both subject matter knowledge and knowledge of teaching are important to teacher effectiveness and that fully prepared and certified teachers are better rated and more successful with students than teachers without this preparation (see Smith & Zeichner, 2005). However, teaching in the 21st century has to require an emphasis on understanding how to use information technologies. Teachers need to instruct students on use of a variety of technologies, legitimate methods of Internet research, and how to identify useful information. Teachers in the 21st century also must have access to a host of cutting edge research about how students learn. They should know and be able to apply that research in their classroom. Additionally, teachers must be able to deal with their students' social and emotional well being. Teachers are not mere purveyors of content but serve as a resource for students and as a guide through the difficulties of life.

School systems need highly trained and competent leaders as much as they need skilled teachers. Programs that prepare senior teacher leaders, administrators, researchers, policymakers, and other professionals who will assume leadership positions in a host of

agencies and organizations need to be innovative in content as well as delivery options. Professional practice doctorates and executive leadership programs are needed that engage learners in on-going inquiry into complex problems of educational practice.

Finally, in order to address the demands of 21st century education, new methods for educating children, youth, and young adults must be designed, tested and implemented (Eisenhart & De Haan, 2005). This will require scientists who are well trained in cognition, learning, and motivation, who will grapple with the challenges of extending laboratory-derived knowledge about teaching and learning to real-world environments. Two recent national reports (Levine, Abler, & Rosich, 2004; NRC, 2004) have addressed the issue of how best to train the next generation of education researchers and propose that education researchers need training in five broad areas: (1) diverse epistemological perspectives; (2) diverse methodological strategies; (3) the varied contexts of educational practice; (4) the principles of scientific inquiry; and (5) an interdisciplinary research orientation.

To meet the challenges that are facing all Colleges of Education, it is imperative that the College of Education at the University of Maryland reorganize to provide the structure that will enable the interdisciplinary practitioner education and research that are called for by today's educational context. Further, our reorganization will create a climate in which faculty and students can engage in greater collaboration more efficiently. Previous departmental reviews have cited the isolation among our programs, and we also are aware of redundancies and overlap in coursework and curricula among our various specialties. We believe that the reorganization will permit us to address these issues and will harness the collective power of our faculty and our students to meet the challenges of 21st century education.

Intellectual Justification for Reconsolidation of Existing Departments

Educational activities that cross the boundaries between traditional disciplines are increasing rapidly resulting in the need for expertise that represents a more interdisciplinary focus across the fields and content currently represented in the COE and in fact, other disciplines outside the College. While collaborations across existing COE departments are possible and are occurring in some instances, there is widespread agreement among our College faculty that the reorganization has the potential to enhance significantly opportunities for new research collaborations and provide opportunities for development of innovative new education programs at the graduate and undergraduate levels. What follows is a description of each of the proposed new departments and what faculty and students will realize from the reorganization along with specific examples of the transformational potential of the proposed COE reorganization.

Counseling, Higher Education and Special Education – CHSE (formerly EDCP/EDSP/EDHI, minus OLPS)

The CHSE Department concentrates on the preparation of counselors, school leaders, teachers, and student development and international leaders who work in a variety of educational environments both in the US and abroad. Merging these three departments will create opportunities to develop innovative new leadership programs in higher education and disability studies as well as expand offerings in programs preparing leaders and practitioners in PK-16 education. The merger of EDHI, EDSP, and EDCP also connects to the campus and College strategic plans by recognizing the strong national presence through top ranked programs and by building on international efforts. *US News and World Report* has ranked EDCP as #1 for 11 years in a row. EDSP was ranked in the top ten programs from 2001 to 2008 and has been #11 for the past 2 years.   Higher Education Administration is currently ranked #10.   These programs will not lose their identities, but will be strengthened in terms of course development and research opportunities. Furthermore, the proposed merger is expected to provide even greater opportunity for securing external funding.

There is a strong and logical connection among several of the programs within the proposed new department. The College Student Personnel program in EDCP and the Higher Education Administration program in EDHI share a number of commonalities including students with complementary career goals and curriculum and coursework that is very similar. Several programs in EDCP, including rehabilitation counseling, school psychology and counseling, share both intellectual and programmatic elements with programs in special education. EDSP faculty has a strong record in obtaining external funding as does the rehabilitation counseling program.

The proposed merger of EDSP, EDCP, and EDHI is expected to lead to expanded opportunities to serve the undergraduate population on campus through course development (I-Series courses-- technology, disability studies) and minors. Bringing together these various programs will strengthen connections between faculty and students, lead to greater collaboration and cohesion in coursework, and expand on the already strong programs in the three departments.

Teaching, Learning, Policy and Leadership - TLPL (formerly EDCI/EDPS and OLPS)

The TLPL Department's graduate programs prepare students to assume a variety of roles, including scholars, researchers, policy analysts, teacher educators, instructional specialists, curriculum developers, teachers, education leaders, and advocates for children and youth. The department's graduate and undergraduate initial certification programs prepare students to assume positions as teachers in various content areas and specializations from PK-grade 12. The department also offers education minors and CORE classes for any undergraduates who have an interest in educational issues but who may not pursue a career in teaching.

The combination of EDCI and EDPS will provide for greater collaboration between faculty with expertise in teacher preparation and teacher professional development, curricular expertise, and policy studies that seek to promote teacher quality and school reform. By including the faculty from OLPS, additional possibilities emerge involving school administrative expertise, instructional leadership, and policies and practices that promote effective schools and school systems. The success of instructional reforms implemented in today's classrooms often relies on the school-based and district-wide support and organizational contexts created by instructional leaders, including principals and superintendents. Similarly, the success of federal and state policies is often determined by the implementation process, relying on the expertise of classroom teachers, school administrators, and district superintendents. The location of these programs in the same unit will maximize the potential for creating collaborative opportunities between programs that educate and study the interaction of those practitioners and policy makers most deeply involved in PK-12 education and reform.

Positioning OLPS as a unit within the reorganized department housing EDCI and EDPS also will provide students with greater access to tenure-line faculty that share expertise with the OLPS program, including faculty who have taught courses in the OLPS program and advised OLPS students in the past and faculty who have expertise in urban education, curriculum, and instruction. This relationship is reciprocal, as faculty in EDPS and EDCI will benefit from working with faculty in OLPS who share expertise in education leadership and organizational designs. Such a placement will provide an opportunity to consolidate and monitor more effectively the operation of outreach programs in teacher, administrator, and superintendent certification, each of which is a major enterprise for the COE, with significant organizational and resource challenges, both on and off campus. Locating them in the same department will utilize more efficiently the College resources and facilitate the consolidation of related programs addressing the advancement of PK-12 instructional and organizational reforms.

Human Development and Quantitative Methodology - HDQM (formerly EDHD and EDMS)

The HDQM Department advances knowledge and practice through research on human neuroscience; learning, cognitive, and language development; social and moral development and socialization; and measurement, statistics, and evaluation. Further, it communicates original research and syntheses of research and theory in social science research methodology, developmental science, and educational psychology to students and professionals at the state, national, and international levels. The department's doctoral programs prepare students for careers in research and teaching in academic and non-academic settings. Masters' and certificate programs provide high level training in human development theory and research and in measurement, statistics, and evaluation to individuals in a variety of professions. At the undergraduate level, the department has missions to prepare early childhood teachers through its early childhood certification program, and preparing undergraduates to conduct research in developmental science and education psychology. Additionally, the department offers undergraduate courses in

human development and quantitative methods, and a minor in human development to undergraduate students from departments across campus.

Many highly-ranked Colleges of Education have organizational models that include programs/units in educational psychology/human development and research methodology, assessment, and statistics in the same department. At the University of Maryland, combining the two areas will bring together those faculty who conduct research on diverse aspects of human development and learning, including cognitive development, psychobiological development, language development, social and emotional development, and socialization, and faculty who conduct research on the quantitative methods that undergird research in education and in the social and behavioral sciences. The two areas already have a history of cooperation in students' advanced degree programs. For example, it has been common for students completing the graduate level certificate program in the measurement, statistics, and evaluation area to complement their graduate studies with coursework in the human development area. Similarly, it has been common for human development students in advanced degree programs to take a number of courses in measurement, statistics, and evaluation; or to enroll in the graduate certificate option in measurement, statistics, and evaluation; or even to obtain a master's degree in measurement, statistics, and evaluation to build their methodological and data analytic skills.

The proposed reorganization also recognizes and builds upon the high rankings and quality of the existing programs. These programs will maintain their current form, albeit within a different administrative structure, allowing students to obtain the necessary depth of knowledge required for productive careers in each area and maintaining the identity of each program area. Faculty will continue to work with familiar colleagues, and potentially develop new collaborations to complement their existing programs of research. Over time it is anticipated that more programmatic connections will be developed.

Process Leading to the Reorganization Proposal

With the completion of its 2009 Strategic Plan and urging from the campus administration, the COE initiated a period of self-reflection and analysis to study its existing seven department configuration in light of new COE goals. The COE formally began reorganization discussions in February 2009 using town hall meetings, focus groups, blogs, websites, and small group discussions to study various possible models for reorganizing the college. In September 2009, a College-wide meeting occurred to discuss the six models that emerged from the Senate-defined process. After two rounds of on-line anonymous voting, first among 6 models, then between 2 models, the results indicated that 59% of the voters supported a move from the College's existing seven-department arrangement to a three-department model. As the College began consideration of governance and financial issues, questions and concerns regarding the proposed model emerged.

On October 26, 2009, the Dean presented the three-department model to APAC. An APAC subcommittee was named and convened and charged with conducting an open forum for constituents (e.g., faculty, staff, and students) who would be potentially affected by the proposed reorganization of the College as detailed in the draft proposal submitted to APAC for consideration. The meeting occurred on December 16, 2009. The purpose, time, and location of this open forum were broadly announced two weeks in advance to the College faculty, staff, and students. Based on feedback from the open forum and an evaluation of the draft proposal, the subcommittee generated a draft report that was presented to APAC on December 22, 2009. The subcommittee advised that more details be provided regarding the guiding principles of the reorganization and the implementation plan, along with a clear proposed timeline. APAC also encouraged seeking more involvement from all the different constituency groups – faculty, staff, and students – who would be impacted in the reorganization process.

Following receipt of the draft report, the proposal was revised to address the issues identified in the APAC report. On February 4, 2010, the revised version of the proposal along with submissions from the three new departments was posted on the College web page with the caveat that a few items were missing: the timeline for implementation was not yet finalized, some letters of support had not yet arrived, and some official campus forms were not yet inserted. The website was open for feedback from faculty, staff, and students until the close of business on February 10, 2010.

All along, the College Senate played a central role in defining the process, deciding which models to move forward for a College-wide vote, determining voter eligibility according to the College Plan of Organization in collaboration with department chairs, and making recommendations to the Dean throughout the reorganization deliberations. At College Senate and Senate Steering Committee meetings during the fall and spring semesters, reorganization was the major agenda item. In March, April, and May 2010, the Senate also held a series of open forums to discuss the reorganization, with specific emphasis on the items highlighted in the APAC report. In addition, the Dean hosted a series of additional information/ Q&A sessions on the reorganization for faculty, staff, and students during the spring 2010 semester (see Appendix C).

In May 2010, a College Senate Reorganization Oversight Committee (S-ROC) was established and met throughout the summer to address unsettled issues related to the three-department reorganization plan for the College. The committee reviewed strengths and weaknesses of the proposed reorganization plan and concluded the three-department configuration is a viable reorganization model. Additionally, the committee presented a set of recommendations that they felt would make the reorganization process more widely acceptable politically and also better address some of the key issues related to reorganization (e.g., intellectual coherence, financial efficiency, cross-unit/cross-disciplinary collaboration, etc.). Among the major changes that emerged from the S-ROC report were the recommendations to merge EDSP with EDCP/EDHI and to move the OLPS program from EDHI into the EDCI/EDPS unit. The original reorganization proposal was amended to reflect the S-ROC recommendations and presented to the faculty, staff, and students in a College-wide Assembly on September 23, 2010. An

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electronic vote occurred shortly thereafter. Appendix C highlights the reorganization discussions and decisions from College Senate meetings and meetings of other College groups that have occurred since the original vote on the reorganization in September 2009.

Summary of College Votes

A second vote was held in the College between October 11 and 22, 2010 to determine support for the amended version of the reorganization model. Of the 213 eligible voters[1], 68% chose to exercise their right to vote. The results of the vote for accepting the amended reorganization plan indicated that 89% (128/144) of the votes cast were in favor of the three-department model described in this proposal. The voting distribution by category follows:

- *Faculty:* Of the 144 faculty who were eligible to participate in the vote, 96 (67%) voted in the election; 85 of these individuals (89%) voted in favor of the amended version of the reorganization model.
- *Staff*: Of the 56 staff who were eligible to participate in the vote, 38 (68%) voted in the election; 33 of these individuals (87%) voted in favor of the amended reorganization plan.
- *Students:* The total number of students who were eligible to participate in the vote was 13 (6 undergraduates and 7 graduate students). Ten of these students (77%) voted in the election; all voted unanimously in favor of the amended reorganization plan.
- The *tenured/tenure-track* faculty of all seven academic departments voted strongly in favor of the integration proposal with positive votes ranging between 67%[2] and 100% and negative votes ranging between 0% and 33%.

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[1] Faculty eligibility is defined as all those employed by the State full time with UM as instructors or as tenure track faculty who hold the rank of Assistant Professor, Associate Professor, or Professor with an appointment of at least 50% in the COE. Staff eligibility is defined as all other employees who are currently appointed and employed by the COE for greater than 50% time, who do not need to be reappointed every year. Also included shall be persons that have been employed greater than 50% time on temporary contractual positions by the COE for a continuous period of more than 5 years. Student eligibility is defined as all undergraduate students enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College of Education and all graduate students enrolled at least 50% of full time (as defined by the Office of the Dean of Graduate Studies) in a program of the College of Education. Students with voting privileges are identified at elections: One such graduate student is elected by and from each department to be a voting member of the College of Education Assembly (CEA). Six such undergraduate students are elected by undergraduates in at-Large elections (using the Hare system) to be voting members of the CEA. Elections are conducted so that each department having an undergraduate program shall have at least one representative.

[2] Only 3 of the eligible tenure-track faculty in the department that had the 67% favorable response voted. For the remainder of the departments, the favorable response rate ranged from 84% to 100% with 3 departments at 100%.

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Impact on Academic Programs

The COE is particularly proud of its ranking among the top 25 Colleges of Education. Nine of our programs are ranked in the Top 15, with three ranking in the Top 10 including Counseling and Personnel Services, which ranks first in the nation for the eleventh consecutive year. With whole departments moving into the new configurations of three departments, these rankings should not be threatened. Indeed, the new cross-fertilization of scholarship and teaching may enhance the rankings.   To continue its quest to achieve Top 10 status, the COE recognizes the need to constantly push forward to better position itself to compete in a rapidly changing environment in which our programs and scholarship reflect innovation and embrace the 21st century milieu.

In the short term, changes in academic programs in the newly reorganized COE will be minimal. Eventually, there will be programmatic changes that emerge from the interactions of faculty in the new organizational structure. Some indication of the type of changes that are likely to occur is already emerging in the new CHSE department where higher education and counseling faculty are beginning to develop new and innovative programs that reflect their new collaborative arrangements.   The development of innovative and interdisciplinary programs is one of the principal benefits of the reorganization, and once the College is totally reorganized, program changes that reflect changes in the profession, as well as new relationships among faculty, including new hires, will be expected and encouraged. Any future changes to academic programs will be subject to normal approval routes, including review at department, college, and university levels.

Impact on Faculty

Faculty rank distribution summaries for the current and new departments are presented in Table 1.

Faculty Rank Distribution for Proposed 3-Department Configuration

Department	Assistant Professor	Associate Professor	Professor	Total
Proposed Dept: CHSE				
EDCP	5	3	7	15
EDHI (- OLPS)	3	2	4	9
EDSP	1	3	9	13
TOTAL:	*9*	*8*	*20*	*37*
Proposed Dept: TLPL				
EDCI	12	6	11	29
EDPS (+ OLPS)	2	4	3	9
TOTAL:	*14*	*10*	*14*	*38*
Proposed Dept: HDQM				
EDHD	3	6	7	16
EDMS	3	0	4	7
TOTAL:	*6*	*6*	*11*	*23*
COLLEGE OF EDUCATION				
TOTALS	*29*	*24*	*45*	*98*

Table 1

January 24, 2011

Careful consideration has been given to the distribution of faculty lines in the proposed reorganized departments such that each of the three new units will be approximately equivalent in size.

All faculty members will hold their tenure and rank in the newly formed departments. In consideration of how reorganization might impact tenure and promotion decisions for current Assistant and Associate Professors, an agreement was crafted in 2009 with the then Associate Provost and the Provost stating that the promotion and tenure decisions for Assistant Professors within newly consolidated departments will be made by the eligible faculty from the individuals' previous department (i.e., hiring faculty). Decisions regarding promotion of Associate Professors will be handled in the same way for up to three academic years following the reorganization. In addition, the agreement specifies that any DRIF funds allocated to the individual faculty member will be credited to and maintained in the individual's new department. Future allocations of DRIF will, at the discretion of the individual faculty member, continue to follow the policies of the faculty member's previous department for up to two fiscal years following the reorganization and change of tenure home (see Appendix D for a copy of this agreement).

Faculty members will be provided a letter that outlines the conditions of their appointments in the newly reorganized College. Specifically, the letter will include information about their rank and salary, their office space, their APT process [if applicable], and agreements regarding DRIF and other funding. After the reorganization, individual faculty may elect to change departments; they will follow the established campus procedures for changing one's tenure home.

Impact on Students

Fall 2010 Enrollments: Proposed 3-Department Configuration

Department	Minors	Bachelor's	Master's	Doctoral	Certificate	Total
Proposed Dept: CHSE						
EDCP	84	0	45	107	13	249
EDHI (- OLPS)	0	0	67	89	1	157
EDSP	87	83	84	54	0	308
TOTAL:	*171*	*83*	*196*	*250*	*14*	*714*
Proposed Dept: TLPL						
EDCI	64	710	290	171	0	1235
EDPS (+ OLPS)	0	0	16	88	0	104
TOTAL:	*64*	*710*	*306*	*259*	*0*	*1339*
Proposed Dept: HDQM						
EDHD	294	116	28	57	0	495
EDMS	0	0	12	36	5	53
TOTAL:	*294*	*116*	*40*	*93*	*5*	*548*
Undecided EDUC Undergraduates						
EDUC (08010)	*0*	*19*	*0*	*0*	*0*	*19*
COLLEGE OF EDUCATION						
TOTALS	*529*	*928*	*542*	*602*	*19*	*2620*

Table 2

Table 2 shows the student enrollments by award level for the new three-department configuration. The possibility for adverse impact on current students seems minimal, as all of the programs except for OLPS will be moving wholesale to the new departments. OLPS programs will be carefully monitored by a joint committee of faculty from its current and new department location to assure students are monitored and supported during the organizational transition. The revised College structure will allow students in the OLPS programs to have greater access to faculty who have expertise in urban education, curriculum, and instruction.

Although academic programs will be moving into new departmental configurations in the proposed reorganization, they are expected to remain largely intact. As a result, there should be no negative impact on recruitment and admissions. In fact, in most instances, the recruitment and admissions processes will remain the same: Although teacher education recruitment efforts may become more centralized as the reorganization proceeds, faculty and staff will continue to recruit students into the existing array of academic programs, and applications for admissions will continue to be routed to the program faculty in the same way this process currently is handled.

Exceptions will occur as new program configurations evolve. For example, plans are underway to merge the Higher Education program area in EDHI and the College Student Personnel specialty area in EDCP. These programs intend to suspend admissions for the upcoming academic year, pending final approval from the University of Maryland Graduate School, as the faculty work together to create a new and enhanced program that is expected to be especially attractive for future students. As the COE proceeds with restructuring and faculty with similar or complementary research interests and expertise are combined in the same department, additional opportunities for enriched cross-disciplinary masters' and doctoral programs are expected. Indeed, the proposed reorganization likely will benefit students across the College, because additional faculty will be available for the teaching, advising, and support of students in the various programs.

In the proposed three-department configuration, graduate and undergraduate students still will receive their degrees from the programs to which they applied. They will work with assigned individual faculty advisors in these programs. It should be noted that a number of our current graduate programs already are interdisciplinary, and the merger of departments will offer our graduate students additional opportunities for sustained collaboration with faculty members outside their immediate areas of study. However, as we anticipate that some existing programs and specializations will begin to merge, students will have the opportunity to move into newly created degree programs.

Graduate student fellowships, assistantships, and other support will initially follow the specializations within current programs. Resources currently allocated to each graduate program or specialization will serve as a baseline to inform future allocation of fellowships at the time that new programs/specializations are approved.

January 24, 2011

The College of Education is committed to enhancing the national reputation of each of our graduate programs. Thus, considerations regarding curricular or program changes will examine how the new programs will permit us to attract a diverse pool of talented graduate students and to be able to support them through their programs.

Impact on Staff

Distribution of existing support staff in the COE will be conducted with an effort to minimize on-going program disruption and to ensure equity relative to faculty redistribution. Specifically, with input from the interim chairs and a staff advisory committee, three well-staffed business offices will provide administrative support to each of the new units. Administrative and clerical staff will be distributed equitably across the new units and the College to assure that all three departments are staffed to provide seamless services and support. The Dean will continue to hold all-staff meetings to update and gather feedback.

Financial Implications

The following assumptions will guide the redistribution of resources to the new departments:

- Current base budget funds and the FTEs associated with occupied faculty lines will move with the faculty member to the new department. Vacant FTE and associated allocations will revert to the Dean's office for redistribution.
- Operating and graduate assistant hard budget funds will move with the current department to its placement among the three new departments.
- Extramural grant and contract funds will reside in the department of the Principal Investigator.
- Net balances at the end of FY'11 in current departments for DRIF, Outreach and other revolving accounts will move with the unit to the new department. Use of those funds—other than the specified DRIF in faculty MOUs—will be determined by the new department leadership.
- Staff FTE and associated budget will be allocated to each department once staffing structures are determined.

In most cases, existing department budgets will be allocated to programs, pooled when appropriate, and reviewed to remove redundancy and improve efficiency.

Administrative Structure and Transitions

The COE will continue to be an academic unit reporting directly to the Provost like other colleges and schools on campus. The COE administrative structure includes a Dean; Associate Deans for Research and Graduate Education and for Educator Preparation and Undergraduate Programs; Assistant Deans for Administration, Planning and Assessment and for Finance; and, an Executive Director for Development and External Relations, as

well as Institute Directors for the Maryland Institute for Minority Achievement and Urban Education and the Maryland English Institute. Three Department chairs from each new department will serve on the Dean's Council of Chairs, which serves as a leadership team for the College. The COE administrative structure is presented in Appendix E.

The College Senate has approved a new Plan of Organization (Appendix F), and the three departments' plans will be presented by April 1, 2011. As part of the College's reorganization process, we are considering whether to change the name of the College to reflect better its diverse mission. During fall 2009, a College committee solicited recommendations for names from faculty, staff, and students, and presented them to the Dean and College Senate in early December 2010 and at a College-wide forum on December 17, 2010. The College Senate also is maintaining a website to solicit additional comments and suggestions. Further discussions within the College will identify a short list of preferred names to present to the University Senate in spring 2011.

At the current time, we are organized into seven departments but there are only five department chairs. In two cases, department chairs are providing leadership for two different departments that will be merged if the proposed organizational structure is approved. This arrangement has evolved because of the retirement of one department chair and the request of another department chair to return to her full professor role. The five existing chairs will continue to serve until June 30, 2011. During the spring semester, an interim chair for each new department will be named by the Dean; interim and existing chairs will work collaboratively to plan the transition from the seven departments to the proposed three departments. Interim chairs' appointments will take effect on July 1, 2011.

New departments can begin a search for a permanent chair anytime after July 1. Departments will be encouraged to select a permanent department chair from internal candidates. If an internal search does not seem appropriate, departments may request an external search after providing the Dean with justification and consideration of available resources. The chair searches will be guided by the College Plan of Organization and our established search plan.

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Rank	Name	2007 Total graduate education enrollment	Mission	Departments or Programs	Notes
12	**University of Wisconsin--Madison**	*1,168*	N/A	• Art Department • Counseling Psychology Department • Curriculum and Instruction Department • Dance Program • Educational Leadership & Policy Analysis Department • Educational Policy Studies Department • Educational Psychology Department • Kinesiology Department • Occupational Therapy Program • Rehabilitation Psychology & Special Education Department	1. School of Education includes eight departments and two stand-alone programs. 2. Quantitative Methods Program is housed in the Department of Educational Psychology.
14	**Michigan State University**	1,658	The College of Education at Michigan State University has a mission of LEADERSHIP, SCHOLARSHIP, AND SERVICE IN EDUCATION. WE PREPARE PROFESSIONALS FOR LEADERSHIP ROLES IN EDUCATION. Teaching is central to our scholarly identity and to the way we serve the educational needs of communities. We strive to develop and implement excellent, dynamic programs for the preparation of educators. WE SEEK TO UNDERSTAND, REFORM AND IMPROVE EDUCATION. We study the processes of human learning and development. We move beyond analysis to promote education policy reform and assist in implementation. We seek to improve the conditions of learning and teaching for everyone in a technological society. We conduct comprehensive, rigorous research that addresses the needs and problems of practice. We strengthen connections between theory and practice through partnerships with schools and communities. WE EXAMINE ISSUES OF EDUCATION ACROSS THE LIFESPAN. We seek to understand how children and adults learn and develop, and how educators can best use that knowledge for benefit of all learners. We recognize that all educators are themselves learners and we are committed to providing opportunities for their continuous professional development. We strive to sustain our College as a scholarly community for students, faculty and staff.	• Department of Counseling, Educational Psychology and Special Education • Department of Educational Administration • Department of Kinesiology • Department of Teacher Education	Measurement and Quantitative Methods Program (Doctoral Program) is housed in Department of Counseling, Educational Psychology and Special Education.
16	**Ohio State University**	1,206	N/A	• Department of Consumer Sciences • School of Educational Policy & Leadership • Department of Human Development and Family Science • Department of Human Nutrition • School of Physical Activity & Educational Services • School of Teaching & Learning	1.Quantitative Research, Evaluation, and Measurement is housed in School of Educational Policy and Leadership. 2.Special Education is housed in School of Physical Activity and Educational Services

Rank	Name	2007 Total graduate education enrollment	Mission	Departments or Programs	Notes
17	**University of Minnesota--Twin Cities**	2,615	The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.	• Curriculum and Instruction • Educational Policy and Administration • Educational Psychology* • Family Social Science • Institute of Child Development • Postsecondary Teaching and Learning • School of Kinesiology • School of Social Work • Work and Human Resource Education	Both Special Education and the quantitative methods in education (QME) track are housed in the Department of Educational Psychology.
21	**University of Connecticut (Neag)**	810	The mission of the Neag School of Education is leadership, scholarship, inquiry, and service. We work to develop students with strong ethical standards into educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults. By so doing, we strive to improve and enhance the quality of life in our ever-changing society.	Teacher Education Unit: • Integrated Bachelor's/Master's Program (IB/M) • Teacher Certification Program for College Graduates (TCPCG) Departments: • Curriculum and Instruction (EDCI) • Educational Leadership (EDLR) • Educational Psychology (EPSY) • Kinesiology (EKIN) • Physical Therapy (PT)	Both Measurement, Evaluation, and Assessment (MEA) Program and Special Education Program are housed in the Department of Educational Psychology.
24	**Utah State University**	1,073	As members of the Emma Eccles Jones College of Education and Human Services we provide teaching, service, and research in a variety of disciplines to improve the teaching/learning transaction wherever it takes place and to increase the effectiveness of services for individuals, families, communities, schools, and organizations. To achieve this mission, we are committed to: Offering high quality graduate and undergraduate programs in education and human services that are innovative and widely accessible; Supporting and nurturing a faculty committed to masterful teaching and cutting-edge research; Establishing and maintaining nationally visible research centers to advance knowledge and professional practices; Fostering partnerships to enhance the quality of education and human services in our local and extended communities; Extending the impact of our instructional and research programs nationally and globally; Maintaining a technological infrastructure to enhance the College's visibility and accessibility regionally, nationally, and internationally; Enhancing the diversity of our faculty, staff, and students; and Supporting instructional, research, and service programs that cultivate dedication to building a more just and equitable society	Departments • Communicative Disorders and Deaf Education • Family, Consumer, and Human Development • Health, Physical Education, and Recreation • Instructional Technology & Learning Sciences • Psychology • School of Teacher Education and Leadership (Elementary/Secondary Education) • Special Education and Rehabilitation Units • Emma Eccles Jones Center for Early Childhood Education • Center for Persons with Disabilities • Center for the School of the Future • Edith Bowen Laboratory School • STEM Education Initiative (Science, Technology, Engineering, and Mathematics Education)	

Rank	Name	2007 Total graduate education enrollment	Mission	Departments or Programs	Notes
25	**University of Georgia**	2,471	The College of Education at the University of Georgia has a public contract with the citizens of the state and nation to define and achieve its land and sea grant, level one research missions. That responsibility is to provide the highest level of leadership in furthering education, communication, life long learning, and health and well-being for all citizens. This mission must be pursued at local, state, national, and international levels and it must permeate academic preparation programs, community collaborations and partnerships, and the domains of teaching, research, and service. The College of Education will be known for its systematic inquiry, the scholarship of teaching, and the commitment to service through partnerships as guiding principles for our actions. We have established core principles as a way to express our dedication to excellence in education at all levels.	• Communication Sciences and Special Education; • Counseling and Human Development Services; • Educational Psychology and Instructional Technology; • Elementary and Social Studies Education; • Kinesiology; • Language and Literacy Education; • Lifelong Education, Administration and Policy; • Mathematics and Science Education; • Workforce Education, Leadership and Social Foundations	The Research, Evaluation, Measurement, and Statistics (REMS) Program is housed in the Department of Educational Psychology and Instructional Technology.
25	**University of Illinois--Urbana-Champaign**	1,148	The mission of the College of Education at the University of Illinois at Urbana-Champaign is: to maintain and enhance our position as a leader in research on critical issues in education. to be leaders in the preparation of teachers, preschool through secondary education, by using the latest advances in educational research; and to prepare leaders at the doctoral level who will assume positions as faculty at other universities, as school administrators, and as policy makers at the state and federal level. to serve the State of Illinois and the nation through our continuing professional development program for educators, including the development of alternative certification programs, and through outreach to P-12 schools, state government, community colleges, community agencies and private companies.	• Curriculum & Instruction • Educational Organization and Leadership • Educational Policy Studies • Educational Psychology • Human Resource Education • Special Education	Studies In Interpretive, Statistical, Measurement and Evaluative Methodologies For Education (Queries)is housed in the Department of Educational Psychology.
25	**University of Maryland--College Park**	1,226			

Note:
University of California--Berkeley was CA's original land-grant college, but UC Davis and UC Riverside later assumed much of that role.

"Peer" COE Organizational Structure (Feb. 2009)

University of Illinois, Urban-Champaign College of Education	University of Michigan, Ann Arbor School of Education	University of NC at Chapel Hill School of Education	UCLA Department of Education	University of Berkeley Graduate School of Education
Academic Departments	**Academic Units**	**Areas**	**Housed in the Graduate school of education & information studies**	**Areas of Study**
Curriculum & Instruction	Center for the Study of Higher and Postsecondary Education (CSHPE)	Teaching and Learning	Graduate Programs	Cognition and Development
Educational Organization and Leadership	Combined Program in Education and Psychology (CPEP)	Educational Leadership	Urban Schooling (Ph.D.)	Language and Literacy, Society and Culture
Educational Policy Studies	Joint Program in English and Education (JPEE)	Culture, Curriculum and Change	Student Affairs (M.Ed.)	Policy, Organization, Measurement, and Evaluation
Educational Psychology	Educational Studies (ES)*	Human Development and Psychological Studies	Educational Leadership Program (Ed.D.)	School wide program: Leadership for Educational Equity Program (LEEP)
Human Resource Education			Higher Education and Organizational Change (MA; Ph.D.)	
Special Education			Principal Leadership Institute (M.Ed.)	
			Psychological Studies in Education (MA; Ph.D.)	
			Social Research Methodology (MA; Ph.D.)	
			Advanced Quantitative Methods in Education Research (Ph.D.)	
			Social Sciences & Comparative Education (MA; Ph.D.)	
			Teacher Education Program (M.Ed.)	
			Joint Doctoral Program with Cal State Fresno (Ph.D.)	
			Learning Sciences at UCLA (Ph.D.)	
			Undergraduate Programs	
			Education Studies Minor	
			DLAP	
	*A large program with a number of specializations: nine Ph.D., eleven academic Masters, two Masters with certification, and two undergraduate teacher certification specializations. These specialties are organized within four administrative units. http://www.soe.umich.edu/es/specializations/index.html			

"Peer" COE Organizational Structure (Feb. 2009)

University of Wisconsion-Madison School of Education	University of Minnesota College of Education and Human Development	Vanderbilt College of Education and Human Development	University of Georgia College of Education
Academic Departments	**Academic departments**	**Academic Departments**	**Academic Departments**
Art Department	Curriculum and Instruction	Human and Organizational Development (HOD)	Communication Sciences and Special Education
Counseling Psychology Department	Educational Policy and Administration	Leadership, Policy and Organizations (LPO)	Counseling and Human Development Services
Curriculum and Instruction Department	Educational Psychology*	Psychology and Human Development (PSYCH)	Educational Psychology and Instructional Technology
Dance Program	Family Social Science	Special Education (SPED)	Elementary and Social Studies Education
Educational Leadership & Policy Analysis Department	Institute of Child Development	Teaching and Learning (T&L)	Kinesiology
Educational Policy Studies Department	Postsecondary Teaching and Learning		Language and Literacy Education
Educational Psychology Department	School of Kinesiology		Lifelong Education, Administration, and Policy
Kinesiology Department	School of Social Work		Mathematics and Science Education
Occupational Therapy Program	Work and Human Resource Education		Workforce Education, Leadership, and Social Foundations
Rehabilitation Psychology & Special Education Department			
	*Offers programs in psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education		

Appendix C: Reorganization Discussions and Decisions from College Senate and Meetings of Other College Groups (October 2009 through November 2010)

October 29, 2009	Staff Reorganization Meeting	• Convened three staff work groups (business/financial matters, student/curriculum issues, & general office operations) to offer input on reorganization related to restructuring of the College infrastructure and support services.
November 11, 2009	Reorganization Information Session for Assistant Professors	• Dean met with Assistant Professors to discuss issues related to reorganization – tenure, etc.
November 16, 2010	Reorganization Information Session for Associate Professors	• Dean met with Associate Professors to discuss issues related to reorganization – tenure, etc.
November 17, 2009	Staff Reorganization Meeting	• Three staff work groups met for progress report update and to identify issues that cut across the different work groups.
December 1, 2009	Staff Reorganization Summary Report Submitted to Dean	• Staff work groups' summary reports, including recommendations related to reorganization, submitted to the Dean.
December 8, 2009	Staff Presentation to Council of Chairs/Senate Leadership	• Representatives from three staff work groups provided oral presentation of their summary reports to the COE leadership team.
January 27, 2010	Staff Meeting with Dean's Office Representatives and UM Director of University Human Resources	• Question and answer session related to College reorganization and implications for staff.
February 5, 2010	Presentation of Staff Recommendations to Senate	• Senate discussed staff recommendations related to the reorganization.
February 19, 2010	Community-Research Exchange: All College Meeting	• Faculty discussed common research and program interests across programs.

March 4, 2010	Brown Bag for Graduate Students	• Explored need for Grad Student Assembly; discussed reorganization issues.
March 5, 2010	College Senate Meeting	• Received update on staff recommendations re: placement of staff in new departments. • Reviewed report of Ad Hoc committee on Centers and Institutes.
March 26, 2010	College Senate Meeting	• Open forum for students, faculty, and staff to discuss APAC report. • Considered representation to Senate by new department configuration. • Reviewed proposed names for new departments.
April 9, 2010	College-wide Assembly	• Provost and Dean discussed reorganization followed by Q&A session.
April 26, 2010	College Senate Meeting	• Open forum for students, faculty, and staff at which Dean discussed APAC Report and proposal to create a Senate-sponsored committee to respond to concerns identified in the APAC feedback.
April 29, 2010	Senate Steering Committee Meeting	• Discussion continued on the basic idea of the proposed committee, independent from the Dean's office, with departmental representation to work on charge, membership, and timeline.
May 7, 2010	College Senate Meeting	• Reviewed mission statement and provisional plan of organization of EDSP-EDPS-EDCI. • Open Forum for students, faculty, and staff with Dean's Office on defining

		the COE vision for reorganization, indentifying implications of budget concerns, advising, and rankings. • Proposal to create a Senate-sponsored committee to respond to concerns identified in APAC feedback approved.
May 7, 2010	College-wide Student Reorganization Meeting	• Dean Q&A session/ information update regarding the reorganization.
May 10, 2010	College-wide Student Reorganization Meeting	• Dean Q&A session/ information update regarding the reorganization.
May 13, 2010	Staff Reorganization Meeting	• Dean Q&A session/ information update regarding the reorganization.
June 14, 2010	Initial Meeting of the Senate Summer Reorganization Oversight Committee (S-ROC)	• Committee charged with responsibility for reviewing the 3-department model in relation to the APAC comments and the goals and intended outcomes of the reorganization.
June 14-August 23, 2010	S-ROC Meetings Held	• In addition to their review of documents, the committee also met with individual faculty members and other interested people for input.
July 9, 2010	Staff Reorganization Meeting	• Dean Q&A session/ information update regarding the reorganization.
September 8, 2010	Open Forum on the Report of the Summer Reorganization Oversight Committee	• College Senate hosted an open forum for faculty, staff, and students to discuss S-ROC Report.
September 10, 2010	Open Forum on the Report of the Summer Reorganization Oversight Committee	• College Senate hosted an open forum for faculty, staff, and students to

		discuss S-ROC Report.
September 10, 2010	College Senate Meeting	• S-ROC Report presented to and accepted by College Senate.
September 23, 2010	College Senate	• Dean officially received S-ROC Report from Chair of the College Senate.
October 1, 2010	College-wide Assembly	• Open Forum for faculty, staff, and students to discuss the revised reorganization proposal and on-line voting procedures.
October 11, 2010	Staff Reorganization Meeting	• Dean Q&A session/ information update regarding the reorganization.
November 5, 2010	College Senate Meeting	• Discussed the COE and Departmental Plans of Organization.

Notes:
- The College Senate, which includes faculty, staff, and student representation, meets monthly during the academic year. The 2010 Senate meetings include March 5th, March 26th, April 9th, May 7th, September 10th, November 5th, and December 3rd. The College reorganization is a regular discussion item at these meetings.
- In addition to the College-wide meetings listed above, there were numerous department and/or program-specific meetings with individual department chairs and groups of chairs, individual faculty and groups of faculty, as well as individual graduate and undergraduate students and groups of students. The Dean continues to meet with interested parties upon their request.
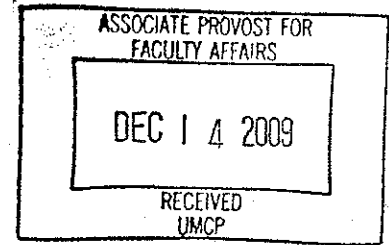
UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION

Office of the Dean

ASSOCIATE PROVOST FOR
FACULTY AFFAIRS

DEC 1 4 2009

RECEIVED
UMCP

December 1, 2009

Ellin Scholnick
Associate Provost
1126 Main Administration Building
CAMPUS

Dear Dr. Scholnick:

As we have previously discussed with you, the College of Education will be reorganizing its existing seven departments into three. In anticipation that this reorganization will be approved, we want to establish procedures for Promotion and Tenure of Assistant Professors and Promotion of Associate Professors whose tenure home will be changed as a result of the reorganization. Accordingly, we are proposing the following:

1. The Plan of Organization for the new unit/department will specify that all faculty comprising the new unit will retain their current rank in the merger.
2. A memorandum of understanding (MOU) will be developed for each tenured line faculty member that will specify their new tenure home and, if applicable, the procedures for promotion and tenure review at the departmental level. In addition, the MOU will specify procedures for DRIF as explained below.
3. Decisions regarding tenure of Assistant Professors in the newly formed unit will be made by the eligible faculty from the individuals' previous department (i.e. the tenure home prior to the merger). The eligible faculty will constitute the First Level Review of the candidate.
4. Decisions regarding the promotion of Associate Professors in the newly formed unit will be made by the eligible faculty from the individuals' previous department (i.e. the tenure home prior to the merger) *for up to three years following the faculty member's change of tenure home*. The eligible faculty will constitute the First Level Review of the candidate.
5. In addition to specification of promotion and tenure, each faculty member's MOU will specify the amount of DRIF funds, if any, that will be credited and maintained in their new department. Future allocations of DRIF will, at the discretion of the individual, continue to follow the policies of the faculty member's previous department for *up to two years following the faculty member's change of tenure home*

As you know, the support of all faculty in our college is of critical concern to me as we move forward with our reorganization. Thus, I hope that you will approve of these procedures.

Sincerely,

Donna L. Wiseman, Dean

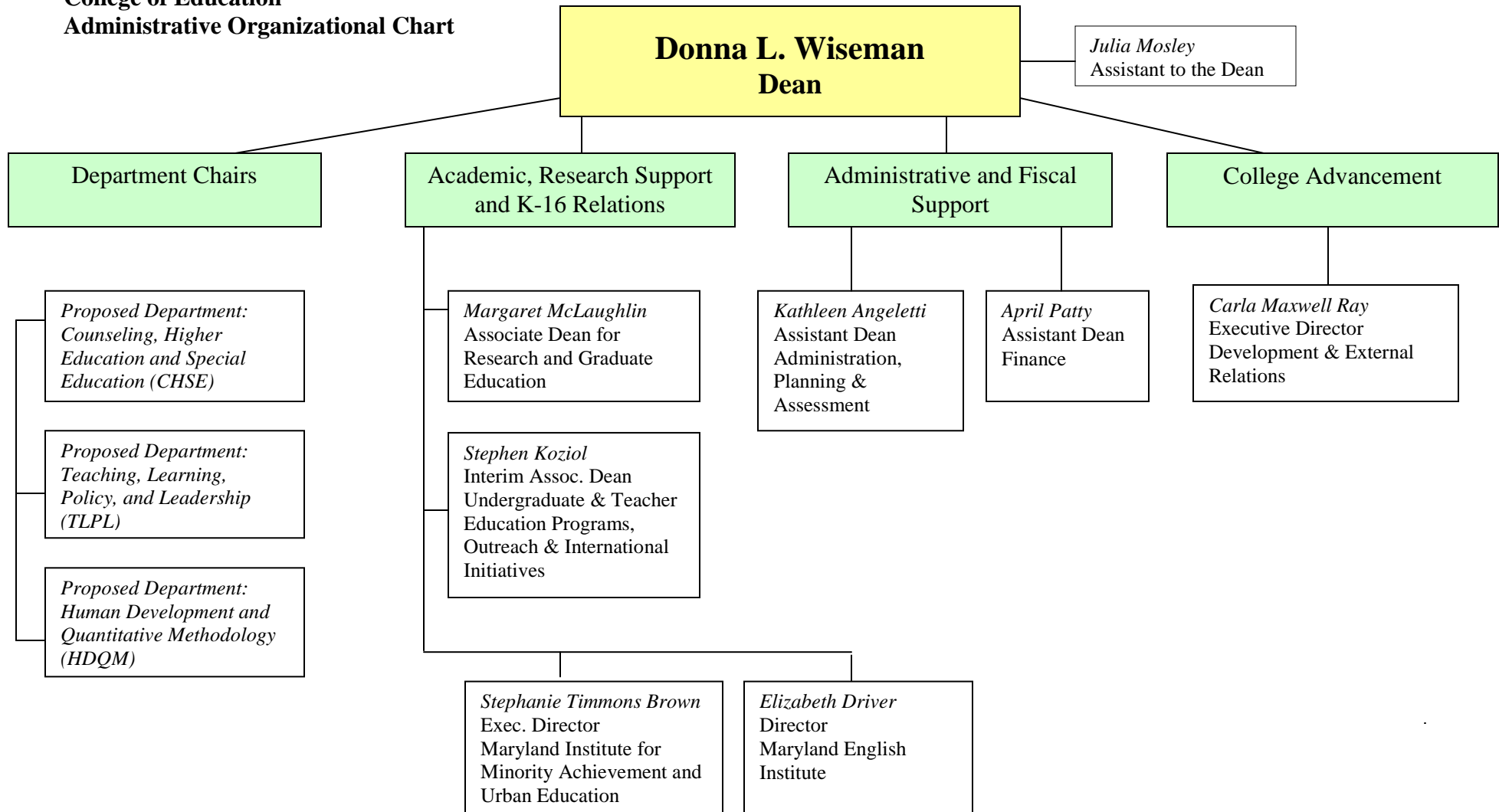Ellin Scholnick, Associate Provost

12-14-09
Date

Nariman Farvardin, Provost and
Senior Vice President for Academic Affairs

12/15/09
Date

APPENDIX E
College of Education
Administrative Organizational Chart

Donna L. Wiseman
Dean

Julia Mosley
Assistant to the Dean

Department Chairs

Academic, Research Support and K-16 Relations

Administrative and Fiscal Support

College Advancement

Proposed Department: Counseling, Higher Education and Special Education (CHSE)

Proposed Department: Teaching, Learning, Policy, and Leadership (TLPL)

Proposed Department: Human Development and Quantitative Methodology (HDQM)

Margaret McLaughlin
Associate Dean for Research and Graduate Education

Stephen Koziol
Interim Assoc. Dean Undergraduate & Teacher Education Programs, Outreach & International Initiatives

Kathleen Angeletti
Assistant Dean Administration, Planning & Assessment

April Patty
Assistant Dean Finance

Carla Maxwell Ray
Executive Director Development & External Relations

Stephanie Timmons Brown
Exec. Director Maryland Institute for Minority Achievement and Urban Education

Elizabeth Driver
Director Maryland English Institute

1.24.11

Plan of Organization of the College of Education

COE Senate Proposed Draft

November 2010

Purpose of the College of Education:

The purposes of the College of Education include: 1) research contributing to the body of knowledge upon which programs of the College are based, 2) instruction in undergraduate, graduate, continuing professional development, and related programs, 3) promoting and facilitating the use of knowledge to improve schools, colleges and other institutions that enhance learning, and 4) service to the local, State, national, and international educational community and to the public.

Purpose of the Plan of Organization:

The organization of the College is complex in that it includes an academic organization as well as a management system. The purpose of the present plan is to provide collaborative planning in the systematic decision-making process as it relates to academic decisions and management. Inherent in the purpose is the responsibility for maintaining channels of communication shared by the faculty, staff, and students.

CHAPTER I: THE COLLEGE ASSEMBLY (CEA)

ARTICLE I: Purpose and Functions:

Section 1. Purpose

The purpose of the University of Maryland (UMCP) CEA shall be to provide a means for faculty, staff, and students to: fulfill their responsibilities in carrying out the mission of the College, promote the general welfare, and achieve high standards of teaching, research, and service.

Section 2.

The functions of the CEA shall include the following:

a.   to provide regularly for the collective expression of faculty , staff, and student concerns and viewpoints;
b.   to provide for full communication among the faculty, staff, and students of the college and the university community;
c.   to promote collaborative efforts in areas relating to the purpose of the College of Education;
d.   to formulate instruments, policies, and procedures relevant to governance;
e.   to act as the referendum body for the College of Education;

f.   to participate in activities relating to the organization and management of the College and its administrative units.

 ARTICLE II: Membership

The membership of the CEA shall be determined by appointment papers according to the following guidelines:

Faculty: Defined as all those employed by the State with the University of Maryland at College Park, as tenured or tenure-track faculty who hold the rank of Assistant Professor, Associate Professor, or Professor with an appointment of at least 51% in the College of Education, as well as those who have been appointed to full-time positions as Professor of Practice, Research Professor (Assistant, Associate, or Full), Research Associate, Lecturer, or Senior Lecturer in the College of Education. All such persons shall be voting members of the CEA.

Staff: Will be defined as all other employees who are currently appointed and employed by the College of Education for greater than 50% time, and who do not need to be reappointed every year. Also included shall be persons that have been employed greater than 50% time on temporary contractual positions by the College of Education for a continuous period of more than 5 years. All such eligible members may attend the meetings of the CEA and shall have rights to speak at such meetings. All other persons employed by the College may speak at the CEA meetings. Twelve staff members with voting privileges will be identified at College wide elections using the Hare system. At most 2 of these voting members shall be part time (i.e., less than 100%) employees. If the number of faculty in the College changes, the number of staff will be changed so that the ratio of staff to faculty will round to 1 to 10, with at most 1/6th part-time staff membership.

Students: Defined as all undergraduate students enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College of Education and all graduate students enrolled at least 50% of full time in a program of the College of Education, as identified by no later than April 15th each spring on a list generated from the Dean's office. All such members may attend the meetings of the CEA and shall have the right to speak at such meetings. Students with voting privileges will be identified at elections: Three such graduate students will be elected from each department to be a voting member of the CEA. Nine such undergraduate students shall be elected by undergraduates in at-Large elections (using the Hare system) to be voting members of the CEA. Elections shall be conducted so that each department having an undergraduate program shall have at least two representatives. These numbers of students have been selected to represent approximately 10 % of the number of faculty members in the CEA apportioned at approximately 5% undergraduate and 5% graduate. If the number of faculty in the college changes, the number of students will be changed so that the ratio of students to faculty will be an even number that rounds to 1 (students) to 10 (faculty), with 1/2 being undergraduates and1/2 being graduate students.

Elections specified in this Plan shall take place in the spring of each year timed to be completed no later than April 30. Voting for representatives from each of the constituencies above shall be by members of that category only. For purposes of the Governance of the College a person may

be in only one category. The term of service shall begin May 1st.

ARTICLE III: Officers

Section 1. Designations

The officers of the CEA shall consist of a Chair, a Chair-elect, and a Secretary. These officers also shall hold the respective positions of Chair, Chair-elect, and Secretary of the College of Education Senate.

The position of Chair-elect shall be selected from the membership of the faculty of the CEA, by the voting members of the Assembly. This person will serve as Chair-elect for one year and as Chair of the CEA for the subsequent year. The election of Chair-elect by the CEA membership shall be held in the spring of each year. Procedures and supervision of nominations and elections shall be established and maintained by the College of Education Senate. The election for Chair-elect will require a simple majority vote of those voting which, if not attained by any one candidate, will require a run-off election between the two candidates receiving the largest number of votes (See Article V).

The position of Secretary shall be selected from the membership of the College of Education Senate. This election shall be held annually at the first meeting of the College of Education Senate scheduled for this purpose after the spring election of Chair-elect and delegates to the College of Education Senate but prior to the last regular monthly meeting of the College of Education Senate in May. Only delegates who are newly elected or continuing may vote at the special meeting and all such delegates must have been informed at least one week in advance of its time and place. The meeting shall be chaired by the incoming Chair. The term of office shall begin immediately.

Section 2. Vacancies

In the event of vacancies in the offices of Chair, Chair-elect, or Secretary, the College of Education Senate shall hold a special election at its first meeting following the notice of vacancy.

Section 3. Duties

a) The Chair shall preside at all meetings of the College of Education Senate and shall perform such other duties as prescribed in the Plan of Organization or assigned by the College of Education Senate.

b) The Chair-elect shall assist the Chair and preside at meetings of the Assembly and College of Education Senate in the absence of the Chair.

c)   The Secretary shall be responsible for minutes of all meetings of the CEA and the College of Education Senate and, with assistance of the Dean's office, maintain the permanent records of the College of Education Assembly and the College of Education Senate, inform the faculty,

staff, and students of actions of the College of Education Senate and/or Assembly, validate the roster of the CEA by department or area prior to each meeting of the Assembly, and revalidate the roster in the spring semester in preparation for election of department delegates and delegates-at-large to the College of Education Senate. The Secretary shall also be responsible for determining the list of those members of the College of Education eligible to vote and to serve.

d) Officers shall perform the duties prescribed in the parliamentary authority in addition to those outlined in the Plan of Organization and those assigned by the CEA and/or College of Education Senate. Officers are permitted to vote on all matters before the Senate and the CEA.

e) Vacating officers shall deliver to their successors all official material not later than ten days following election of their successors**.**

ARTICLE IV: Meetings and Voting on Matters of College Policy and Governance

Section 1. Semi-Annual Meetings

Semi-annual meetings of the CEA shall be held during the Fall and Spring Semesters on dates set by the Steering Committee. The agenda for the Meeting shall be distributed to the faculty, staff and students at least two weeks prior to the meetings. Semi-annual meetings of the CEA shall be open.

Section 2. Special Meetings

Twenty percent of the voting members of the CEA may petition for a special meeting of the Assembly. The petitioners shall present with their petition a proposed agenda for the meeting, which shall be the only order of business at the meeting. Announcements of the time and place and of the agenda shall be made at least two weeks in advance. All special meetings shall be open. A special meeting may also be called by a majority vote of the College of Education Senate with an announcement of the agenda and time and place published two weeks prior to the special meeting. Exception to the notice requirement shall be made only in an emergency, as determined by the Chair, for which a three-hour notice shall be given stating time, place, and purpose.

Section 3. Voting on Official College Matters

When a COE matter arises that requires a vote of the College Assembly, the matter for consideration must be presented at a College Assembly meeting (either one of the regular Fall or Spring Assembly meetings or a specially-called meeting as described above). After the meeting, an electronic vote will be taken by members of the College Assembly. In order for a vote to stand, at least a quorum must participate in the voting process and at least of majority of those who vote must approve the proposed measure (please note: a quorum is defined as fifty percent

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or more of the Assembly members with voting privileges).

ARTICLE V: Parliamentary Authority

The most current version of Robert's Rules of Order Newly Revised shall govern the CEA in all cases in which they are applicable and in which they are not in conflict with the Plan of Organization.

CHAPTER II: THE COLLEGE SENATE

ARTICLE I: College of Education Senate

Section 1. Purpose

The purpose of the College of Education Senate shall be to take action on behalf of the faculty, staff, and students in all matters pertaining to governance within the College in fulfilling its stated responsibilities.

Section 2. Delegates

The College of Education Senate consists of delegates from the CEA as specified below:

Faculty. Each department will be served by three representative faculty members. In addition, there will be two at-large faculty delegates, plus the offices of Chair and Chair-elect.

Staff. Two exempt persons and one non-exempt person elected at large. The staff delegates shall serve for 2 years, elected in alternate years.

Students. One doctoral student, one masters student, and one undergraduate student elected at large by each respective category of student by doctoral and masters students who are enrolled at least 50% of full time (as defined by the Office of the Dean of Graduate Studies) and undergraduate students who are enrolled full time (as defined by the Office of the Dean of Undergraduate Studies) in a program of the College of Education.
 The student delegates shall serve for 1 year, and may stand for reelection only once.

Only departments with a plan of organization that is approved or pending approval by the College of Education Senate shall have departmental representation.

The faculty of each department who hold membership in the CEA shall elect delegates to the College of Education Senate to replace delegates whose terms are expiring each year. The term of office shall be for two calendar years, beginning with the meeting of the College of Education Senate scheduled annually in the Spring. When a member is unable to attend meetings for a prolonged period (e.g., leave of absence, sabbatical, prolonged illness), the department may

recommend the appointment for a specified time period of a substitute with voting privileges.

Delegates-at-large shall be elected by the Assembly in the Spring of each year, following procedures for nomination and election. Procedures and supervision should be established and maintained by the College of Education Senate; the Hare System shall be used to obviate run-offs. The term of office shall be for one calendar year, beginning with the meeting of the College of Education Senate scheduled annually in the Spring for election of the Secretary and Steering Committee members of the CEA. At large delegates may be re-elected for successive terms. When an at-large member is unable to attend meetings for a prolonged period, the College of Education Senate Steering Committee shall designate, for a specific time period, a substitute with voting privileges. An election shall be held during this period.

University Senators from the College of Education will serve as ex-officio members of the COE Senate, without a vote..

Section 3. Functions

The CEA entrusts to the College of Education Senate responsibility to:

a) interpret and implement the purposes and functions of the Assembly;b) initiate College policy with regard to academic matters;
c) establish standing and ad hoc committees to carry out responsibilities as needed;
d) receive and act upon reports of committees;
 e) report its actions, policy proposals, and recommendations to the Assembly;
f) communicate faculty , staff, and student points of view;
g) approve agenda;
h) receive and consider, and refer appeals and grievances;
i) review and approve department plans of organization;
j) perform other functions as approved by the Assembly;
k) advise the Dean on membership to committees that he/she establishes;
l) annually review and advise the Dean on the College budget; and
m) communicate with the University Senate on College Senate issues.

Section 4. Meetings

Regular meetings of the College of Education Senate shall be held during the Academic Year, Date, time, and place shall be decided upon by a majority of the membership. A quorum shall consist of a majority of its members. Meetings shall be open to all voting members of the CEA.

Section 5. Steering, Nominating, and Awards Committees

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A. Purpose: The purpose of the full Steering Committee is to propose the agenda for meetings of the College of Education Senate and the Assembly, to direct the business of the body to appropriate committees and through administrative channels of the College and University, and to advise and assist the Chair in carrying out responsibilities of the CEA and College of Education Senate. The Steering Committee functions as a committee on committees, and makes recommendations concerning committee membership to appropriate individuals or governing bodies. Agenda items may come from within the Steering Committee, from the Dean, or from other interested parties.

B. Membership: Committee shall be composed of the Chair, Chair-elect, and secretary of the Senate, a staff representative, a student representative and three additional faculty members—one elected by each Department from among its serving senators for one-year term. 50% of the Steering Committee constitutes a quorum. The Committee shall be chaired by the Senate Chair. [I would advise not including at large senators in the Steering Committee?]

The Faculty of the Steering Committee shall constitute a Faculty Advisory Committee to provide advice to the Dean and other administrators of the College, Campus, and System where appropriate. C. Nominations: The Faculty of the Steering Committee shall also constitute a Nominating Committee, which facilitates the annual election of the Chair-elect of the CEA and Senate by implementing procedures adopted by the Senate and posted on the web site. The specific responsibilities of the Senate Nominating Committee are a.   In advance of the Spring Assembly, to issue a call for nominations for Chair-elect of the College Assembly and Senate, including a listing of the responsibilities for the position of Chair and Chair-elect—and a call for nominations for At-Large Delegates to the Senate (including the At-Large Student, Staff, and Faculty Delegates) and for student voting representatives to the College Assembly.
b.   To solicit nominations for Chair-elect of the College Assembly and Senate and for At-Large Delegates to the Senate.
c.   To receive the written consent of each of the nominees for Chair-elect of the Senate and for At-Large Delegates.
d.   To submit the slate of nominees and their written consents to the Secretary of the Senate.
e.   To receive a written position statement ($\leq$ 100 words) from each of the nominees Senate (highlighting a nominee's perspective on College goals and issues).
f.   To disseminate the written position statements submitted by nominees to the campus addresses of all voting members of the College Assembly.

D. Awards: The Faculty of the Steering Committee shall also oversee the annual convening of a College Awards Committee. The College of Education confers annual awards to recognize the accomplishments of tenured and non-tenured faculty, students, and staff within the College. The College Awards Committee is charged with selecting the awardees from among those nominated by their Departments.
The committee implements the awards criteria and the submission process and selects awardees for all but the COE Leadership award from among those individuals nominated by their departments. The recipient of the COE Leadership award is selected by the Dean's Office from among the nominees for that award. The Awards Committee will review annually all awards criteria and processes and with input from the Senate modify criteria as deemed necessary. Specific awards and criteria will be posted on the COE web site.

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Section 7. Standing and Ad Hoc Committees

The College of Education Senate is authorized to establish Standing and Ad Hoc committees to conduct business and to carry out the responsibilities entrusted to them by the CEA. The purpose, procedures, and status as a Standing Senate or Ad Hoc committee shall be established with each committee's creation. The documents specifying such establishment will be circulated to the voting members of the full CEA. Specific procedures to establish or to eliminate Standing Senate as well as Ad Hoc Committees may be specified in the By-Laws of the College. Senate committees shall operate within the stipulations indicated in the By-Laws.

Section 8. Standing Committees

A. Purpose. The College of Education Senate is authorized to establish Standing Committees to conduct business and to carry out responsibilities entrusted to them by the College Senate and the Dean's Office. Standing Committees are established in areas where responsibility and accountability are shared between the Dean's Office and the College Senate.

B. Membership. Members of Standing Committees are selected from among the College faculty, staff, and students, with representation from each academic department within the College. Members need not be members of the College Senate to serve on Standing Committees. Departments may select members using appropriate procedures which may include election by the Department faculty, staff, and students, or by appointment of the chair. Committee composition from among faculty, staff, and student groups shall be determined by the Senate with the creation of each new Standing Committee, and shall reflect the appropriate constituents' interests in the business of each such committee. In addition to departmental members, the Dean shall appoint one representative from the Dean's Office to serve on each Standing Committee. The Dean's Office representative shall have full membership and voting privileges on such committees.

C. Charges. Charges are given to each Standing Committee by the Chair of the Senate with the advice and consent of the Dean. Charges include the scope of the work to be performed as well as a timeline for completion of the work on each charge.

D. Implementation. Once jointly approved by the Senate and the Dean, implementation of the recommendations of Standing Committees shall be the responsibility of the appropriate unit(s) in the College, including departments and the Dean's Office.

Section 9. Committee Chair and Members

The Chair and members of each committee shall be appointed by the Chair of the CEA with advice of the Steering Committee and the consent of the College of Education Senate, with stipulations indicated below. The Chair and Steering Committee shall act as a Committee of Committees with respect to the nomination of membership to all committees that are a part of the College of Education and come under the direct responsibility of the Senate, as appropriate. Additional regulations with regard to membership and the Committee Chair may be specified in

the By-laws of the College.

The composition of each committee shall be established by the College of Education Senate at the time of creation of the committee.

The Chair of the College of Education Senate shall be an ex officio member of all standing and ad hoc committees established by the College of Education Senate.

a. All committee Chairs shall perform the duties prescribed in parliamentary authority in addition to those assigned by the College of Education Senate.
b. All vacating committee Chairs shall deliver to the Secretary all official material not later than ten days following appointment of their successors or the completion of their duties.

ARTICLE VI: College At-Large University Senate Members

Section 1. Eligibility

All persons who are faculty members of the CEA, as specified in ART. II, shall be eligible to be elected as College at-Large faculty members of the University Senate.

 Section 2. Nominations and Elections

In any year in which a College at-Large faculty representative to the University Senate is to be elected, the Secretary of the College Senate, or the Secretary's designee, shall issue a call for nominations. Nominations may come from any faculty member of the CEA; however, the nominator must obtain the written consent of the nominee. If the number of nominations exceeds the number of vacancies, an election shall be held by secret ballot which will be sent electronically to the university email address of all faculty members of the College.. The Steering Committee of the College Senate shall serve as judge of the election and shall certify results to the University Senate.

Section 3. Vacancies

Recommendations to fill vacancies in any term of office of a College at-large representative to the University Senate shall be made by the Chair of the College Senate with the advice and consent of the College Senate to the University Senate Executive Committee.

CHAPTER III: ADMINISTRATIVE ORGANIZATION

ARTICLE I: Purpose and Functions

Section 1. Purpose and Functions
The College Administration shall provide leadership, supervision, and coordination of all educational programs. Its functions shall include, but not be limited to, providing leadership in:

a) the identification of social, economic, and political trends which have relevance for the mission of the college;

b) the development of innovative and/or experimental programs of education;

c) the pursuit and conduct of excellent scholarly research;

d) the facilitation of excellence in teaching and other academic pursuits of faculty, staff, and students;
e) the development of effective educational service to the University, State, and profession;

f) improving the quality of education and human services in the State of Maryland, the nation, and internationally.

ARTICLE II: Dean and Central Staff

Section 1. Designations

The chief administrator of the College is the Dean, who shall have central staff composed of Associate and Assistant Deans, assistants to the Dean, and authorized support personnel.

Section 2. Appointments

Recommendations for the appointment of the Dean shall be made by an ad hoc search and screening committee. The committee size and composition shall be determined by the Vice President for Academic Affairs and Provost. The College Senate shall encourage the Provost to insure that a majority of committee members shall be tenure-track faculty members from the College of Education elected by the faculty of the College Senate. All tenure-track faculty members in the College shall be eligible for such election, providing that the composition of the committee does not include more than one faculty member from the same department.

Assistants to the Dean and all supporting personnel shall be appointed by and serve at the pleasure of the appropriate administrative officer, e.g., the Dean, Associate Dean or Assistant Dean.

Section 3. Consultation with Senate

The Dean is expected to meet with the College Senate on a regular basis in an effort to secure advice with regard to policy and practice of the College. The Dean may request that the Steering Committee place on the agenda of the Senate such items as are seen fit. The Steering Committee shall make every effort to grant such requests.

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ARTICLE III: Administrative Units of the College

Section 1. Scope and Mission of Department

A department of the College shall consist of a group of faculty members with common or closely related disciplinary or mission-oriented interests. All faculty members or groups of faculty offering courses and programs in the College shall be members of at least one department. The immediate government of the department is vested in its departmental faculty, staff, and students as specified by the Plan of Organization of that department, which has jurisdiction over the interests of the department, including authority to determine all questions of departmental educational policy. Actions and policies which affect more than one department are subject to review and approval by the College of Education Senate.

Section 2. Department Membership

All faculty who are eligible to be voting members of the CEA shall have the right to vote and participate in their respective departmental meetings. The department Plan of Organization shall specify which and under what conditions student and staff members shall enjoy the rights of participation and voting in departmental meetings.

Section 3. Department Administration

The chief administrative office of a department is the Chair, whose appointment shall be recommended to the Dean by a search committee composed of and elected by the department faculty, plus two faculty members from other departments of the College appointed by the College of Education Senate. The Chairs of the departments of the College shall meet with the Dean, the Chair of the CEA, and whomever else the Dean specifies. This group shall follow an agenda as set by the Dean, in consultation with its members. Regular minutes of these meetings shall be published.

Each department shall have an appropriate committee structure that represents all members of the department. The membership and method of selection of committees shall be determined by each department with the stipulation that faculty, as defined by the faculty membership for the College Assembly, shall constitute a voting majority of that determinative body. A committee specified in the Plan of Organization of the Department shall advise the Chair in the general administration of departmental affairs and shall also have at least a majority of faculty.

Each department Plan of Organization and its actual operationalization shall be reviewed by the College of Education Senate to ensure appropriate participation in departmental matters every 5 years, or sooner if so requested by 25% of either the faculty, staff, or students who are members of the department.

Section 4. Grievances

Grievances concerning conditions of personal and/ or professional welfare within departments shall be handled in accordance with a set of procedures applicable to all departments as established by the College of Education Senate. In the absence of special procedures, the College shall conform with those established by the University Senate or other relevant bodies of the Campus.

ARTICLE IV: Special Administrative Units

Organizations in the College other than Departments hall be known as Special Administrative Units. They shall serve specific purposes established by the dean with advice of the College of Education Senate.

CHAPTER III: STUDENT ORGANIZATION OF THE COLLEGE ENABLING ACTION

Responsibility for creating a student organization for each department rests with the students and faculty of that department. Responsibility for creating an all-College student organization rests with the departmental student organizations. Aspects of student participation shall be established at an appropriate time after the creation of the student organization. Students are invited to communicate directly with the CEA, Senate, and Committees that may be specified in the By-Laws.

CHAPTER V: AMENDMENTS, REVIEWS, AND REVISIONS

ARTICLE I: Amendments

Amendments to the Plan of Organization may be proposed at any meeting of the CEA during the academic year. Upon approval of the amendment by a majority of those eligible to vote and voting, any proposed amendment shall be submitted by mail to all members of the CEA eligible to vote within ten class days. An affirmative vote within two weeks of mailing by two-thirds of those voting shall constitute adoption.

ARTICLE II: Plan of Organization Review

This Plan of Organization, accompanying By-Laws, and Plans of the departments shall be reviewed at least every fifth year by an ad hoc committee appointed by the College of Education Senate. The first such review is to occur five years from the date of adoption of the Plan by the College of Education.

ARTICLE III: Revision

The requirements for adopting a revision of the Plan of Organization shall be as specified in Chapter V, Article I. Adopting a revision to the By-Laws shall be the same as described in

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Chapter VI, Article I.

ARTICLE IV: Ratification

Adoption of a new Plan shall go into effect in the Spring following ratification. All procedures specified in the newly adopted Plan and By-Laws shall be in force. This includes, for example, elections to take place in accordance with the new rules as approved.

ARTICLE V: Implementation

Implementation of the new Plan and By-laws shall be facilitated by the Steering Committee of the Senate and those additional persons invited by the Steering Committee to assist.

CHAPTER V: BY-LAWS

The CEA shall have the power to organize its constituents and to make By-Laws and regulations for its own proceedings so long as those By-Laws do not contravene the statutes of the University, the Powers of the Board of Regents, the powers delegated to the Chancellor and to the President, and this Plan of Organization.

Article I: Amendments

Amendments to the CEA's By-laws shall be presented in writing to the Senate members ten working days in advance of any regular meeting and shall require approval by a majority vote of the members of the Senate present and voting.

CHAPTER VI: RECALL and MEMBERSHIP

Section 1. Recall

Officers of the CEA and other elected or appointed persons covered by this Plan of Organization are subject to recall by the body which elected or appointed them.

Section 2. Annual Roster of Committees

At the outset of each school year, a list of persons serving on the Committees and the Senate (in addition to other College committees) is to be made available to faculty, staff, and students throughout the College. Faculty, staff, and students should consult their department Chair, unit director, or the Dean's office for a copy of the current membership list. Responsibility for preparation of this list is held by the Chair of the CEA in cooperation with the Dean's office.

By-Laws of the College of Education

Original Version – 2001-2002 academic year; Revised 2008-2009, 2009-2010

This set of By-Laws to the Plan of Organization of the College of Education was established by College of Education Senate pursuant to its authority to establish Standing and Ad Hoc committees of the Senate in consultation with the Dean's Office.

All of the following may be considered as standing College committees in that they are permanent in nature. The Senate and the Dean are also empowered to create ad hoc committees for specific, time-limited purposes (generally, less than one year). . Charges are given to each Standing Committee by the Chair of the Senate with the advice and consent of the Dean. The Senate may request a yearly report from, or consultation with, each standing committee. In addition, each committee member is responsible for timely dissemination of information about his/her committee's activities to his/her department and other relevant constituency groups.

A. COLLEGE APPOINTMENT, PROMOTION, AND TENURE COMMITTEE (APT)

The College APT Committee will function as the "Second-level Review" as specified in the Campus Policies and Procedures for Appointment, Promotion, and Tenure. The College APT committee will conduct reviews of faculty recommended for promotion and tenure by departments. Leadership would be determined by the Committee members. Committee composition: 3 Full Professors per Department; staggered two year terms; one ex officio member from the Dean's Office. (The regular review of tenured faculty, as mandated by campus policy, will occur at the departmental level in consultation with the Dean's office).

B. COLLEGE OF EDUCATION PROGRAM, CURRICULUM AND COURSE COMMITTEE (PCC)

The College PCC Committee reviews and acts on all program, curriculum and course proposals that are forwarded from Departments and/or from other units or entities in the College of Education.   The Committee would be chaired by an Associate Dean, who would vote only as a tie-breaker. Committee composition: 3 members from each department, staggered in two year terms; one ex officio member from the Dean's Office.

C.   FACULTY DEVELOPMENT COMMITTEE (FDC)

The FDC acts in support of faculty development activities, augmenting those that are offered by individual departments. Examples of activities include hosting P&T workshops and ensuring that all junior faculty members receive senior faculty mentors. The FDC also serves as an advisory committee to the Senate and the Dean in the area of faculty development. All members of the FDC shall be tenured and tenure-track faculty who are active and productive in scholarship and who are effective teachers. Leadership would be determined by the Committee

members. Committee composition: 2 members from each department; staggered in two year terms; one ex officio member from the Dean's Office, who is responsible for the scheduling, announcing, and coordinating of activities sponsored by the FDC at the College level, including such activities as P&T workshops. Staffing and support for the activities of the FDC shall be provided by the Office of the Associate Dean for Academic Affairs.

D. COMMITTEE ON UNDERGRADUATE EDUCATION AND INITIAL CERTIFICATION/EDUCATOR PREPARATION (CIC)

The CIC focuses on undergraduate and initial certification/ educator preparation programs. The Committee guides the development and articulation of a statement of philosophy, objectives, and conceptual framework for the undergraduate initial certification of educator preparation programs. It reviews and makes recommendations to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on issues related to curriculum; admissions and retention policies; degree requirements; cross-departmental and intra-university coordination; internships and pre-internship experiences; adherence to campus, accreditation, and state requirements and standards; diversity and equity issues; and the development of new programs, courses and policies.

Committee composition: one faculty member from each of these areas: (a) early childhood education; (b) elementary education; (c) middle education, secondary education and K-12 education; (e) special education; (f) reading; (g) school counseling; (h) school psychology; (i) administration and educational leadership; (f) representation from each area outside of the College – i.e., physical education, music education, library education, and agricultural education. In addition, there shall be one staff member elected at large by and from faculty and professional staff members eligible for membership in the COE. Two student members shall be elected by and from those students eligible for membership in the COE and/or related units and who are enrolled in one of the undergraduate and/or initial certification/educator programs; one student shall be from among graduate students and one from among the undergraduates. The composition of the committee may change, depending on change in the nature of undergraduate programs in the College. In addition, there shall be a sub-committee of the CIC representing the accreditation concerns of non-teacher preparation graduate programs.

E. GRADUATE EDUCATION COMMITTEE

The Graduate Committee is charged with developing, reviewing and monitoring the quality of all graduate policies pertaining to programs not included under the Undergraduate and Initial Certification/Educator Committee. The Committee guides the development and articulation of objectives and policies governing master's and doctoral programs as well as certificate programs and Executive Leadership programs as they are developed. The Committee is charged with developing the strategic initiatives of Goal 2.0 of the COE Strategic Plan. The Graduate committee is the principal liaison between the campus Graduate School and the College and interprets campus policy and evaluation requests for COE programs. The Committee makes recommendations to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on issues related to curriculum; recruitment, admissions and retention policies; degree requirements; cross-departmental and intra-university coordination for the COE graduate programs as noted above.

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Committee composition: 2 representatives from each department; 2 graduate students selected by the Dean; Associate Dean for Graduate Education.

F.   RESEARCH ADVISORY COMMITTEE

The Research Advisory Committee will be constituted in accordance with the College Strategic Plan to advise and consult with the Associate Dean for Research regarding research development across the departments and centers and institutes. The committee will assist in developing policies including identifying college wide infrastructure and other activities designed to increase research productivity within the College including the expansion of interdisciplinary research. Committee composition: Associate Dean for Research, 1 representative from each department, 1 member appointed by the Dean

G.   OUTREACH ADVISORY COMMITTEE

The Outreach Advisory Committee reviews and makes recommendations to the COE Outreach Office and to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on matters related to the outreach initiatives from the College of Education.   These may address matters of overall policy; strategic planning; budgeting and resource management; staffing and organizational support; research and program evaluation; and development of innovative outreach programs. Committee composition: 1 member from each department; 3 at large members; Associate Dean for Outreach Programs; Assistant Director of Outreach Programs.

H. OFFICE OF INTERNATIONAL INITIATIVES ADVISORY COMMITTEE

The Office of International Initiatives Advisory Committee reviews and makes recommendations to the International Initiatives Office and to the COE Senate, COE Dean, and/or COE PCC, as appropriate, on matters related to the international initiatives from the College of Education. These may address matters of overall policy; strategic planning; budgeting and resource management; staffing and organizational support; research and development projects; support for internationalization initiatives for COE faculty, professional staff, and students; and support for international students and visiting faculty. Committee composition: 2 members from each department; Director of the Office of International Initiatives; Harold Benjamin Professor of International and Comparative Education.

I.   ADVANCEMENT OFFICE ADVISORY COMMITTEE

The Advancement Office Advisory Committee reviews and makes recommendations to the COE Advancement Office and to the COE Dean, as appropriate, on matters related to the development and advancement initiatives from the College of Education.   These may address matters of overall policy; strategic planning; budgeting and resource management; staffing and organizational support; and building college-wide support and cooperation. Committee composition: 1 member from each department; Director of the Advancement Office; Director of Alumni Relations; Director of Communications and Public Relations.

J.   COMMUNITY COMMITTEE

The Community Committee attends to social and intellectual community-building issues within the College. The Committee shall be composed of the Chair-elect, a staff representative, a

student representative, and three additional faculty members from each department to assure representation from across the College. 50% of the Community Committee constitutes a quorum. The Committee shall be chaired by the Senate Chair-elect.

K.   BUDGET COMMITTEE

The Budget Committee provides advice to the College Senate and to the Dean on behalf of the COE faculty and staff regarding issues related to the financial direction, resources, and budget priorities of the College. The Committee reviews the College's annual budget, provides recommendations regarding the prioritization of requests for new funds, the reallocation of existing funds, and the reduction of funds, as well as advises the Senate and Dean on policies related to or influencing the College's financial position.