College of Education Response to Strategic Alignment and Budget Review Committee Questions
April 30, 2010

- Have external stakeholders been consulted in the suggested creation of the new Center for Research on Lifelong STEM Learning? Please indicate the nature of conversations outside of the Division of Arts and Sciences. The Committee also wishes to know the associated costs for hiring a director or leader, support staff, facilities, operations, etc.

The College of Education Advisory Committee met in Portland on January 29th to discuss elements of the College’s proposal, including the proposed Center for STEM Learning. The Board, which includes educational, business, and community leaders as well as alums and donors, is very supportive of the College’s strategic focus on STEM and proposed Center. The faculty group charged with planning for the Center consulted with faculty inside and outside of the Division, including faculty in the College of Engineering active in STEM education. Conversation with external constituencies, including the Oregon Department of Education, funding agencies, companies, and others is ongoing.

The College of Education and College of Science have committed to jointly funding a 0.25 buyout for a faculty member who will serve as Director of the Center. Space and support staff will also be provided.

- With departure of the Department of Youth Development Education and associated 4-H program to the College of Health and Human Sciences, can you help the Committee understand what remaining outreach and engagement activities, if any, remain in the college?

The College of Education has two units, SMILE and the Western Center for Community College Development, that have an outreach and engagement mission. SMILE supports student clubs in 35 schools involving about 60 teachers and 700 students. The Western Center, through a contract with the Oregon Department of Education, provides professional development to community college faculty at all 17 Oregon community colleges. In addition to these two units, all grants and contracts in the College and Department of Science and Math Education involve outreach and engagement with school districts, teachers, and students.

- Please provide additional details about anticipated expansion of programs at OSU Cascades. Where will resources originate for expansion, and what is the local leadership structure for advancing the College’s mission?

Current plans for expansion in education programs at Cascades include the development and implementation of a science and math education MAT, professional development coursework for teachers in Central Oregon, and expansion of the master’s degree program in counseling. Funding for faculty and program development is the responsibility of Cascades. Given the size and growth of Cascades Campus as well as the increased accountability for accreditation, it is critical for Cascades Campus to identify leadership (with allocated) FTE for education programs. This person would report to an associate dean of the College of Education in the proposed reorganization.
To what extent have stakeholders within and outside of the College been involved in the proposed name change for the College?

There has not been any discussion of possible name change for the College with external constituencies. The proposed name change is a recommendation from a College planning group. Given the inclusion of Science and Math Education faculty and new focus for the College on STEM and cultural and linguistic diversity, it would be beneficial to consider a new College name and identity; however, it will be important to fully engage our faculty and external constituencies before making any change.

Does the relatively small size (e.g., 45 FTE, 1,300 dual major undergrads and 300 grad students) of this unit warrant a “college” designation? Because of the STEM focus, have you considered other organizational options and/or administrative relationships? Please indicate any alternatives that may be considered. We also request additional detail on the indicated 45 FTE at 0.5 or greater within the College. Please compile and summarize total FTE and head count of faculty and support staff including sources of financial support for them. Please distinguish among grant/contract, E&G, and Ecampus resources.

In addition to size, scope of programs, and importance to internal and external constituencies are considerations in designating a unit as a college. Education is of great importance both inside and outside of OSU. Throughout Oregon and the country, about 10% of graduating high school students wants to pursue careers in education. Current enrollment in the Education Double Degree (about 1,300) reflects this demand. Externally, the College of Education has about 15,000 living alums, about 10% of all OSU alums. Given the importance of preparing high quality educators and conducting education related research, every OUS institution (with the exception of OIT) has a College of Education. As the state’s land grant university, a strong unit of education, identified as a college, is important to the university and the state and region. In particular, OSU is the most suited OUS institution to provide leadership for STEM education, a state and national priority. The distributed nature of education programs (involvement of other OSU colleges and the Cascades Campus) as well as increasing state and federal accountability for teacher education are also important reasons why a college designation is warranted.

The attached spreadsheet identifies all faculty with FTE of 0.5 or more on annual appointment. Headcount is 48, FTE is 44.4. The spreadsheet includes faculty in the College of Education (including Cascades Campus) and the Science and Math Education Department. Education faculty in Agriculture, Health and Human Sciences and Music are not included (about 6 additional faculty).

Has there been discussion with the College of Science about moving the faculty lines from SMED to the College of Education? Similarly, have there been discussions with other colleges about the placement of education faculty, e.g. agricultural education?

Moving of SMED faculty lines from the College of Science to the College of Education was considered and discussed. After those discussions (which included significant faculty discussion and review) the leadership of both Colleges strongly believe that a partnership/joint venture with the College of Science has the best potential for building a national program of distinction in STEM education. OSU has an opportunity for taking real national leadership in models for research, learning, and teacher preparation in STEM disciplines. To realize that opportunity, we need a truly cooperative enterprise that integrates the strengths of the College of Education and Science and Math Education faculty. The proposed nature of the partnership is that the SMED faculty will be administered through the College of Education, but will maintain substantive ties in the College of Science. The partnership will enable strategic joint
investments, better connections for all College of Science majors with the Education Double Degree, and growth of research activity related to education. This partnership approach will encourage and support and expand the strong research collaborations and success that the SMED faculty have build with science and mathematics “content” area departments in STEM education.

While there have been extensive discussions regarding SMED faculty and the College of Education, there has not been similar conversation about faculty in agriculture, music education, or physical education. These programs have relatively small numbers of students, but are very strategic to both their home colleges and the state and region. The College has been and remains very supportive of these programs.

- Budget projections for the next biennium indicate that additional cuts will probably be necessary, possibly in excess of 10%. To what extent will the proposed changes address further decreases in state-appropriated funding?

Additional cuts of 10-15% to the E&G portion would be met through a combination of savings (lower administrative costs) and increased revenues (Ecampus and grants/contracts). Administrative savings and associated efficiencies are unlikely to be achieved this next year as there will be a transition period of about a year as the College moves from departments to a faculty of the whole and incorporates SMED faculty.