

Colleges of Education

**Organizational Structures and
Assigned-Time Compensation**

Fall 2007-Spring 2008

for

CSUSM CoE Personnel Committee

M.G. Kelly

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Part I - Introduction

Rather than being structured in the traditional hierarchical model based on departments or divisions, the current organizational structure of the CSUSM College of Education is flat with many intersecting governing groups. Headed by the dean, followed by the associate dean, the faculty loosely organize themselves into programs and discipline groups. In most cases, program coordinators receive some reassigned time as a means of compensation; few discipline group facilitators receive compensation. Within this fluid organization, faculty members are able to float between programs and teach in multiple disciplines. Faculty members are accountable for their total workload to the Associate Dean's office due to lack of departmental channels of accountability and program scheduling.

The flat organizational structure of the College has its roots in the founding faculty members' desire to exemplify the principles of shared governance as defined in the first college governance document drafted in 1991. Rather than having "Faculty Meetings," the college has "Governance Community Meetings" at which faculty members, both tenure track and adjunct, vote equally with staff and administration on college issues. The title of governing group and broad voting rights further support the commitment to shared governance.

In the developmental years of the college, faculty members taught many different courses and were involved in virtually every aspect of teacher education. As the number and complexity of programs in the college caused a growing in faculty, staff, and students, the simple organizational structure has come into question.

Often new faculty members question why the College of Education does not have departments. Because most new faculty members come from graduate school or prior university experience of a departmental structure, the unfamiliar flat organizational structure often brings up questions of clearly defining specific reporting lines and the expectation of departmental meetings. Even after some new faculty members have experienced in the flat organizational structure, they still wonder how it became this way and why the structure has been sustained over 15 years.

What do we hope to learn?

By looking at the structures of other colleges of education, we hope to reaffirm the current structure, suggestion modifications, or, perhaps, recommend moving to another structure. The alternative structure being considered is that of departments.

There are identified issues with the current structure. By looking at other structures, we hope to find solutions to the already identified issues as well as avoid the pitfalls of alternative structures. Informing the college community of the positive and negative features the current structure in contrast to the alternative structures should provide the Governance Community with the necessary information to come to consensus on the next steps in the addressing the recurring topic of restructuring.

Identified issues

- **Communicating the Structure** - The existing flat organizational structure is not recognized or easily understood by those outside the CSUSM College of Education.
- **Role of Program Coordinators** - While program coordinators provided a very valuable function in the operation of the college, the term “program coordinator” has limited meaning outside the college. There is also no accountability mechanism for program coordinators.
- **Coping with “Department Chair” Assumptions** - The term “department chair” is universally recognized in higher education.
 - a. Department chair is defined in the CFA contract with attached roles, responsibilities, and levels of compensation.
 - b. At the system and the university levels, department chairs are part of an information dissemination network. The COE is often left out of the information loop due to individuals not being on the “list of chairs.”
 - c. There are commonly understood responsibilities and mechanism for accountability of department chairs.
- **Time Commitment** – A flat organizational structure based on building consensus takes time. It is the perception of some that issues take a long time to resolve.
- **Committee Structure and Accountability** - Building trust in colleagues to allow the committee structure to work continues to be a struggle. The procedures do not provide for any level of accountability of committee members or committee chairs. While committee members and chairs are able to list their service on their vita and in the RTP documents, there is no valid means of assessing participation, contribution, and efforts to find solutions to problems tasked to committees.
- **Hearing All Voices** - Some Governance Community members continue to feel that their voice is lost in the volume of the whole.

Why select only these campuses?

The campuses were selected based on the following criteria:

- ❖ **Same Size** - Current size is similar to CSUSM.
- ❖ **Anticipated Size** - Current size is about the size CSUSM College of Education is anticipated to grow.

- ❖ **Well-Functioning** - Recommended as the organization is viewed as being efficient and well-functioning.

Some Colleges of Education were asked to participate but declined. Reasons for declining include:

- ❖ **Leadership Change** – The college or campus was adjusting to new leadership.
- ❖ **Campus Culture** - Status of campus environment not currently conducive to supporting the College of Education. This context lead to concerns of potential misinterpretation of data collected.
- ❖ **Change Process** – The College is in the process of making significant structural changes and not willing to share at this time.

Examining private institutional structures was considered. The unique characteristics and constraints of the CSU system were considered to be important enough to limit the study to those institutions that operate under the same conditions as CSUSM.

CSUSM College of Education – Current Structure

There are many forces that impact the structure of a college of education. Organizational development is influenced by the history how the organization emerged as it coped with a steep projected growth curve; personnel issues of the willingness of groups to work together; the impact of one administrator's vision on the organizational structure; budget cycles that sometimes force consolidation; etc. Each of these forces is in reaction to a set of circumstances.

Our purpose is to explore where the CSUSM College of Education is now and plan for the future by learning from what other campuses have to teach us about organization and compensation of faculty for assigned-time roles.

To compare the current structure of the CSUSM COE with other campuses, data on enrollment, faculty, and various ratios are included. Below is the template of consistent information provided on all campuses examined. Appendix A provides a compilation of all the data across all the campuses.

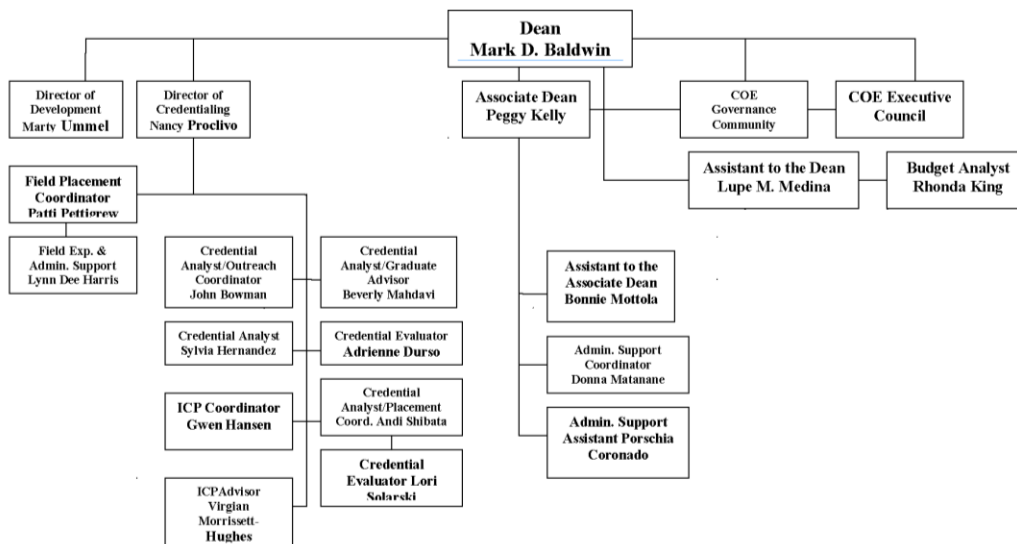
Enrollment Data for the CSUSM College of Education (Fall 2006)

- Fulltime Equivalent Students (FTES) – 810.5
- Fulltime Equivalent Faculty (FTEF) – 43.6
- Student/Faculty Ratio (SFR) – 18.6
- Average Class Size – 23.4

CSUSM College of Education Organizational Structure

The traditional organizational chart on the following page is submitted to the Provost's Office each year; the chart does not show administrative duties compensated by assigned to faculty are integral to the function of the college. Program coordinators compose a standing committee within the Governance Community and, therefore, provide information and recommendations to the COE Executive Committee and Governance Community.

Organization Chart – CSU San Marcos



While the following chart shows only the frequency of faculty responses, with an N of 34, it is interesting to note the obvious redundancy of faculty in various cells. (In order to respect anonymity, the names have been deleted from this version of the data.) The repetition of individuals across disciplines and programs speaks to the environment created for faculty to best use their expertise and meet program needs. The lack of a departmental structure enables program coordinators to look to the best qualified faculty to teach--- and to encourage team teaching and co-teaching to meet program needs. Creating the environment for collaborative work provides models of best practice in teaching for teacher candidates.

Because there are no formal departmental structures in the College of Education, the structure through which work is completed can be described as a matrix of faculty groups loosely organized by programs and disciplines. The following chart shows the disciplines and programs in which tenure track faculty members have taught or have expertise in which to teach. The chart is designed to also look at potential organization patterns based on the data provided by other campuses. If the college organized itself around programs, which individuals would likely be grouped together? If the college organized itself around disciplines, how would faculty members distribute themselves?

Program Discipline	Multiple Subject	MS/ICP	Middle Level	Single Subject	Special Education¹	Educational Admin.	Reading/LA Credential	Educ. Tech Sup Auth	M&M Certificate	MA – Gen Option
Reading/Literacy	4	4	2	1	3	n/a	5	n/a	n/a	0
Mathematics	4	4	4	2	1					3
Science	2	2	1	1	2					2
Social Science	4	3	1		2					1
Teaching/Learning	8	5	2	4	2					5
M&M	10	8	6	6	6	1			4	5
Biliteracy	3	2	2	2	2					
Special Education ²	1				2					2
Foundations (EDUC 350)	Because EDUC 350 is an introduction to the education profession and prerequisite to the initial credential program all faculty are able to teach the course although not all have had the opportunity.									
Technology (EDUC 422)	4					1		1		2

¹ Special Education refers to the entire program. If a faculty member has taught any courses within the program—such as in the concurrent credential program, they marked the area taught down this column.

² Special Education in this row refers to individuals who teach specific courses in Special Education that are not part of any other discipline.

Coordinator Responsibilities

Because the position of coordinator is in the process of being more clearly defined, it is easier at this point to identify what tasks for which coordinators are **not** responsible. Below is a chart of department chair responsibilities that are consistent across other campuses. CSUSM program coordinators vary in the degree to which they do some of the responsibilities listed below. The comments are provided for the general case, not any specific coordinator position.

DEPARTMENT CHAIR	CSUSM COORDINATOR
1. Budget	No Budget is handled centrally through the budget committee. Program coordinators do not have budgetary oversight of a finite amount for faculty salaries and other expenses.
2. Scheduling courses and faculty teaching assignments	Program coordinators consult with discipline facilitators; faculty “select” courses and are not generally “assigned” courses based on COE course selection guidelines. In consultation with the Program Coordinators Committee, the information is assembled, finalized, and revised as issues arise by the Associate Dean’s office.
3. Meeting FTE target within budget	No Program coordinators are generally not given a specific FTES target to meet. Because there are no budgetary responsibilities, the corresponding FTES generated is not a consideration. However, overall FTES for the college is considered by all program coordinators as a committee.
4. Personnel Issues – Adjunct faculty evaluation, RTP process at departmental level	Coordinators designate adjunct hires and designated non-rehire. Program coordinators do not complete the contractual hiring process or take responsibility for the evaluation process. Program coordinators provide input into the peer review process but do not facilitate the process as it is handled by the Associate Dean’s office.
5. Accreditation and program documents	Coordinators contribute to college accreditation process. If the program recommends candidates for a credential, the program coordinator is key player in developing and maintaining accreditation documents.
6. Resolving student issues	This is not a consistent task across program coordinator positions. Some program coordinators assume all responsibility for student issues such as insufficient progress, issues with faculty members, and difficulties in clinical practice. Other coordinators refer all student issues to the field experience coordinators or the Associate Dean’s office.

Compensation for Faculty Members in Administrative Roles

The chart below shows the current levels of compensation for program coordinators and others in quasi-administrative positions held by faculty.³ This data is particularly useful when comparing the roles and responsibilities with the compensation in other institutions.⁴

PROGRAM COORDINATOR	COMPENSATION	NOTES
Multiple Subject - 2042	6 units per semester - 50% AY	<ul style="list-style-type: none"> • Credential Program • Manage off-site cohorts and cohort advisors • High enrollment • Generates most student issues
Integrated Credential Program	3 units per semester – 25% AY	<ul style="list-style-type: none"> • Credential and BA Program • Must collaborate with COAS to “blend” curriculum • Consistent expansion issues • Has 2 full-time advisors shared with COAS-ICP coordinator
Middle Level – 2042 and Middle Level Certificate	2 units per semester – 16% AY	<ul style="list-style-type: none"> • Credential and supplementary authorizations • Model state program—only ML program in state • Issues with NCLB compliance vary by school district hiring policies
Single Subject - 2042	3 units per semester – 25% AY	<ul style="list-style-type: none"> • Credential and subject matter competency requirements • Pressure to have math & science interns • Pressure to expand number of cohorts
Special Education Education Specialist Credentials <ul style="list-style-type: none"> • Concurrent • Mild/moderate • Moderate/Severe • Intern • Add-on credentials 	4.5 units per semester – 37.5% AY	<ul style="list-style-type: none"> • Multiple credentials – Issues remain with NCLB compliance at secondary level • Candidates come to program midway due to 120 day requirement upon taking position • Only active internship program • Unable to place multiple candidates at a single site •

³ Data was obtained from faculty assigned time reports provided to the Provosts Office by the COE.

⁴ Data has been converted to percent of workload to enable comparisons with other institutions.

PROGRAM COORDINATOR	COMPENSATION	NOTES
BCLAD – CTEL. BLCAD courses, M&M Faculty, Multicultural Certificate	3 units per semester – 25% AY	<ul style="list-style-type: none"> • Considerable advising across programs to meet CTEL/CLAD • Supervision of bilingual candidates continuing issue
Educational Administration (Admin Services Credential)	2 units per semester – 16% AY	<ul style="list-style-type: none"> • Credential – Tier I only • Some pressure to have Tier II • Pressure for expansion generally • Pressure for expansion for district-based programs
Communicative Disorders – undergrad prep, CTC credential, MA, ASHA certification	3 units per semester – 25% AY	<ul style="list-style-type: none"> • Coordinator needs unknown • Pressure to exceed ASHA limit of 20-25 students • Coordinate undergraduate preparation and MA program • Must work with COAS on prerequisites
General Masters Option – All non-credential options	3 units per semester – 25% AY	<ul style="list-style-type: none"> • Coordinator needs unknown • Likely high advising responsibilities • Marketing
Reading/language Arts Credential	3 units per semester – 25% AY	<ul style="list-style-type: none"> • Credential advising • Enrollment decreasing – Fall 07 did not enroll a viable cohort
Computer Applications Supplementary Authorization	0	Currently operates through Extended Studies. Rotating matriculated offerings. Program being folded into General MA option.
Discipline Area Facilitators (areas not covered by program coordinators above) <ul style="list-style-type: none"> • Mathematics • Science • Social Studies • EDUC 422 • EDUC 350 • Teaching, Learning, Leadership (Foundations) 	0	Generally meet regularly to monitor consistency in curriculum and plan for scheduling to support programs

Part II - Structure of Other Colleges of Education

Listed in alphabetical order, the following institutions are described using a common set of information. The selected institutions met one or more of the following criteria:

- ❖ **Same Size** - Current size is similar to CSUSM
- ❖ **Anticipated Size** - Current size is about the size CSUSM College of Education is anticipated to grow
- ❖ **Well-Functioning** - Recommended as the organization is viewed as being efficient and well-functioning

The institutions included are:

- CSU Bakersfield
- CSU Dominguez Hills
- CSU East Bay
- CSU Los Angeles
- CSU Long Beach
- San Diego State University
- Sonoma State University

Through interviews, research on campus websites, confirmation phone calls, and data collected through the Chancellor's Office, a standard template of information is provided:

- ❖ **Contact Person** – The dean of the college was interviewed with occasional follow-up through a staff member.
- ❖ **Enrollment Statistics**⁵ – Information was mined from the system wide database at http://www.calstate.edu/cim/APDB/Reports_By_Campus_1997-2006.shtml
 - **FTES** – Full-Time Equivalent Students
http://www.calstate.edu/as/stat_reports/2006-2007/f06_02.htm
 - **FTEF** – Full-Time Equivalent Faculty
 - **SFR** – Student to Faculty Ratio
 - **Ave Class Size** – Average Class Size
- ❖ **Department Chair Responsibilities** – This information was provided by the dean and occasionally, confirmed by the individual.
- ❖ **Organizational Chart** – The chart is one that is provided to the Provost's Office and is often found on the website as a requirement for accreditation.

⁵ See Appendix A for consolidated data for all campuses discussed.

CSU Bakersfield

Contact Person: Curt Guaglianone

cGuaglianone@csub.edu

Website: <http://www.csub.edu/soe/>

Enrollment Statistics:

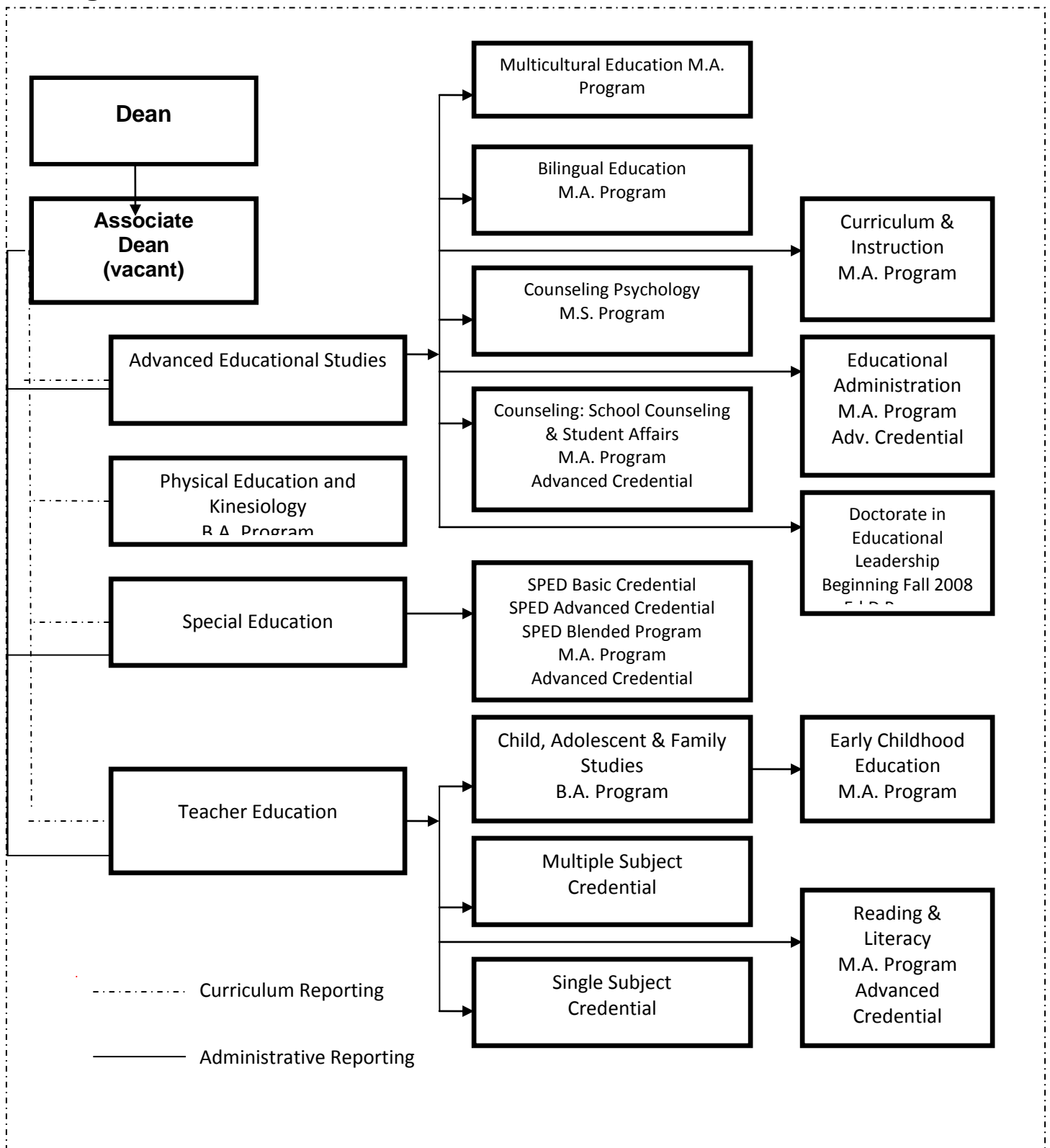
SCHOOL/COLLEGE of EDUCATION - FALL 2006

FTES	825.1
FTEF	43.8
SFR	18.8
Ave Class Size:	16.7

Department chair and coordinator responsibilities:

1. Budget
2. Scheduling courses and faculty teaching assignments
3. Meeting FTE target within budget
4. Personnel Issues – Adjunct faculty evaluation, RTP process at departmental level
5. Accreditation and program documents (delegated to program coordinators with oversight by department chair)
6. Resolving student issues

Organization Chart – CSU Bakersfield



Compensation for Faculty Members in Administrative Roles:

<i>Department</i>	<i>Programs</i>	<i>Compensation</i>	
1. Advanced Studies – Department Chair		12 month, 50% release time	
	MA - Curriculum & Instruction	25% - AY	Decision Point: 25% release time for each semester for programs with 60 students or more. 1-2 units for programs under 60 students
	MA - Bilingual	1-2 units	
	MA – Ed Admin (including Tier I & II)	25% AY	
	Counseling – Includes PPS credential and student services	25% AY	
	Research Courses	No release time	
2. Special Education- Department Chair and program coordinator		50% - AY	
	Level I, II, MA		
3. Teacher Education – Department Chair		50% - 12 month	
	Multiple Subject	50% - 12 month	
	Single Subject	50% - 12 month	
	Child, Adolescent & Family Studies (undergrad)	25% AY	
	Early Childhood Education – MA	1 unit (10 people in program)	
	Reading (advanced- MA, cert, & credential)	25% AY	
4. PE & Kinesiology – Department Chair (Two program tracks – Exercise physiology and teaching)		50% AY (no program coordinators)	

CSU Dominguez Hills

Contact Person: Lynne Cook, Dean

Email: lhcook@csudh.edu Phone: 310-243-3510

Website: http://www.csudh.edu/soe/main_index.htm

Enrollment Data:

SCHOOL/COLLEGE of EDUCATION - FALL 2006

FTES 1547.9

FTEF 70.1

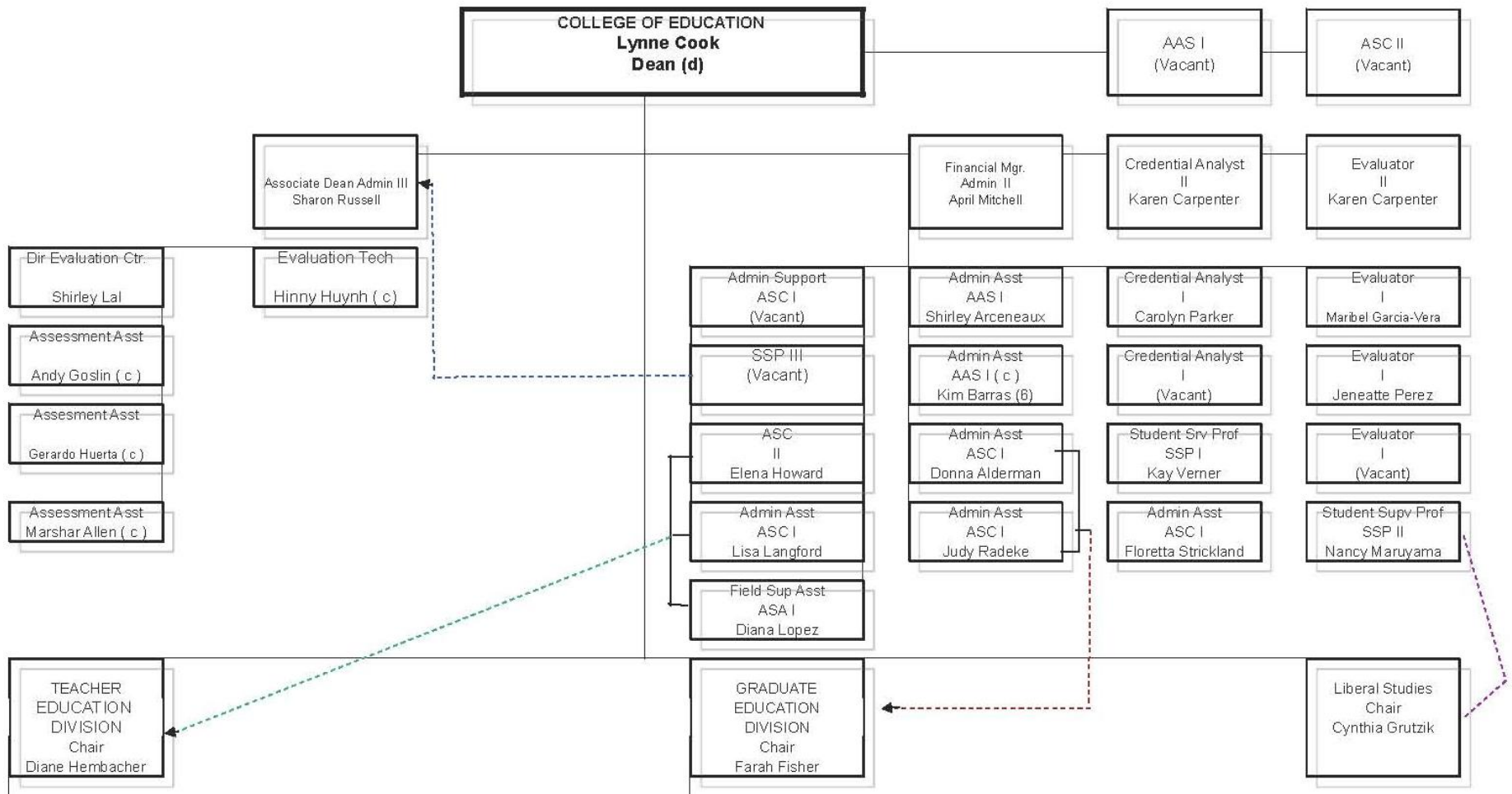
SFR 22.1

Ave Class Size: 29.0

Division/Department Chair Responsibilities:

1. Budget
2. Scheduling courses and faculty teaching assignments
3. Meeting FTE target within budget
4. Personnel Issues – Adjunct faculty evaluation, RTP process at departmental level
5. Accreditation and program documents
6. Resolving student issues

Organization Chart – CSU Dominguez Hills



Compensation for Faculty Members in Administrative Roles:

<i>Division</i>	<i>Programs</i>	<i>Compensation</i>
1. Teacher Education		75% - 12 month
	Multiple Subject (Student teaching & intern options, and integrated program options)	25% AY
	Single Subject (Student teaching & intern options)	25% AY (paid by intern funds)
	Special Education (Mild/moderate, moderate/severe. early childhood; assistive tech certificate, resource specialist certificate)	50% AY (half paid by intern funds)
2. Graduate Education Division		
	Educational Administration	25% AY
	Pupil Personnel Services/School Counseling	25% AY
	Multicultural Education	None
	Curriculum & Instruction	None
	Technology-Based Education	None
3. Liberal Studies (Collaborates with academic areas across campus)		75% - 12 month

CSU East Bay

Contact Person: Jodi Servatius, Interim Dean

Email: Jodi.servatius@csueastbay.edu

Phone: 510-885-3942

Website: <http://edschool.csueastbay.edu/>

Enrollment Data:

SCHOOL/COLLEGE of EDUCATION - FALL 2006

FTES 1074.8

FTEF 76.6

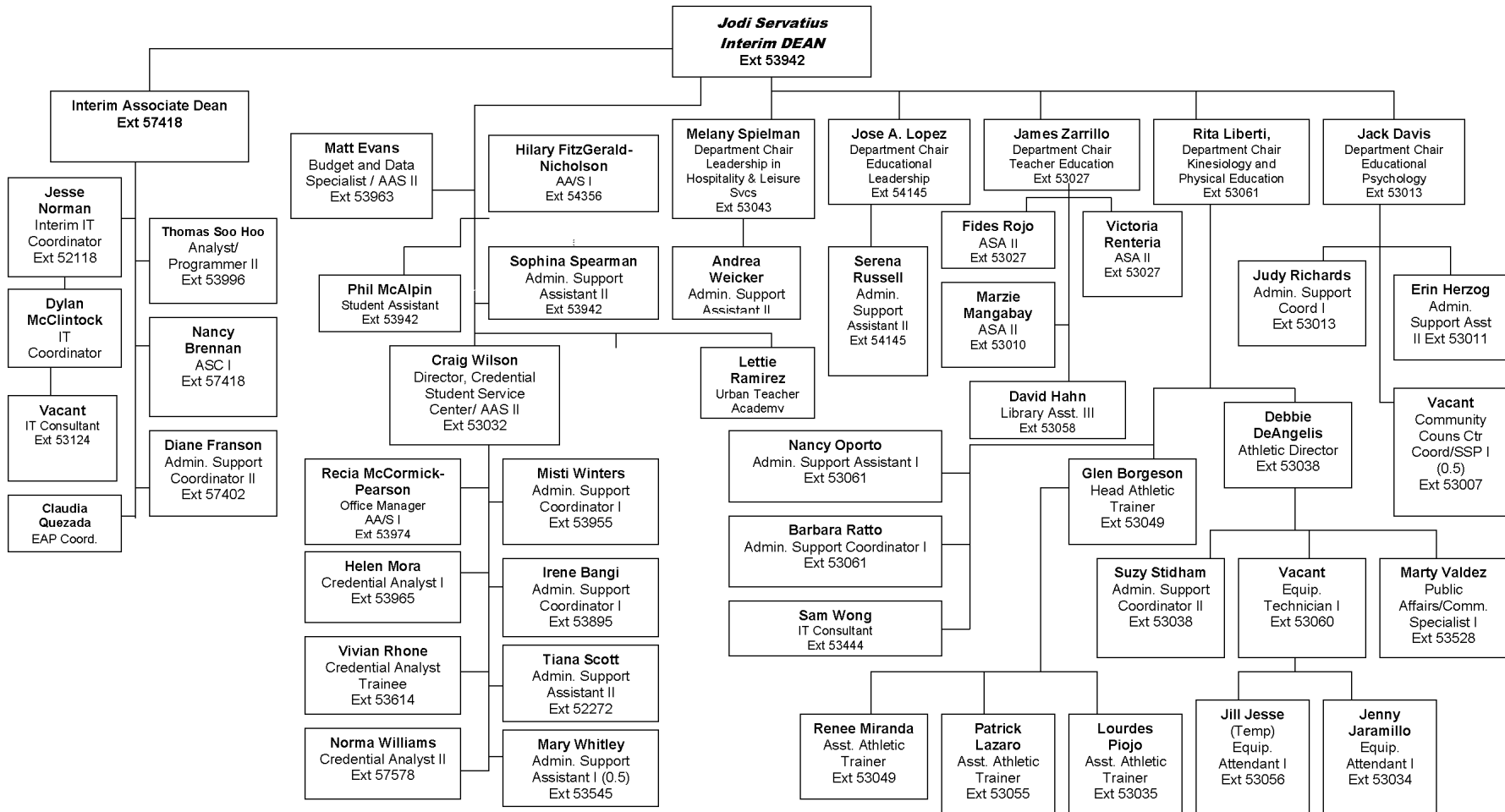
SFR 14.0

Ave Class Size: 19.9

Department Chair Responsibilities:

1. Budget
2. Scheduling courses and faculty teaching assignments
3. Meeting FTE target within budget
4. Personnel Issues – Adjunct faculty evaluation, RTP process at departmental level
5. Accreditation and program documents
6. Resolving student issues

Organization Chart - CSU East Bay



Compensation for Faculty Members in Administrative Roles:

Department	Programs	Compensation
1. Teacher Education - Chair		100% release time – 12 month
	Multiple Subject	50% - 12 month
	Single Subject	0% (Coordinated by Chair)
	Blended (Integrated Program)	33% (4 qt. units) – 9 month
	BCLAD	0%
	Reading	0%
2. Educational Leadership – Chair		40% AY
	Tier I	8% 3 qtr units per year
	Tier II	8% 3 qtr units per year
	MA	17% 6 qtr units per year
	Joint Doctoral Program	0% (Assoc. Dean handles program)
	Independent Doctoral Program	50% Program Chair – 9 months 50% Curriculum Chair – 9 months
3. Educational Psychology - Chair		33% for 9 months
	Special Education – Mild/moderate	17% - 6 qtr units per year
	Special Education – Mod/Severe	17% - 6 qtr units per year
	MA – Educ. Psych/School Counseling	17% - 6 qtr units per year
	MA – Counseling – MFC, PPS	0%
4. Kinesiology, Physical Education (KPE) - Chair		80% for 12 months
	Athletics	100% (separate funding)
	Gym, Fields, Sports, Aerobics	(separate funding)
	Physical Education (undergrad)	0% Coordinated by Dept. Chair
5. Leadership in Leisure Service/Hospitality Services (LSHS)		50 % - 12 months
6. Accreditation Coordinator	(Preparation for accreditation next year)	80% - 12 months

CSU Los Angeles

Contact Person: Mary Falvey, Dean

Email: mfalvey@exchange.calstatela.edu Phone: 323-343-4300

Website: <http://www.calstatela.edu/academic/ccoe/>

Enrollment Data:

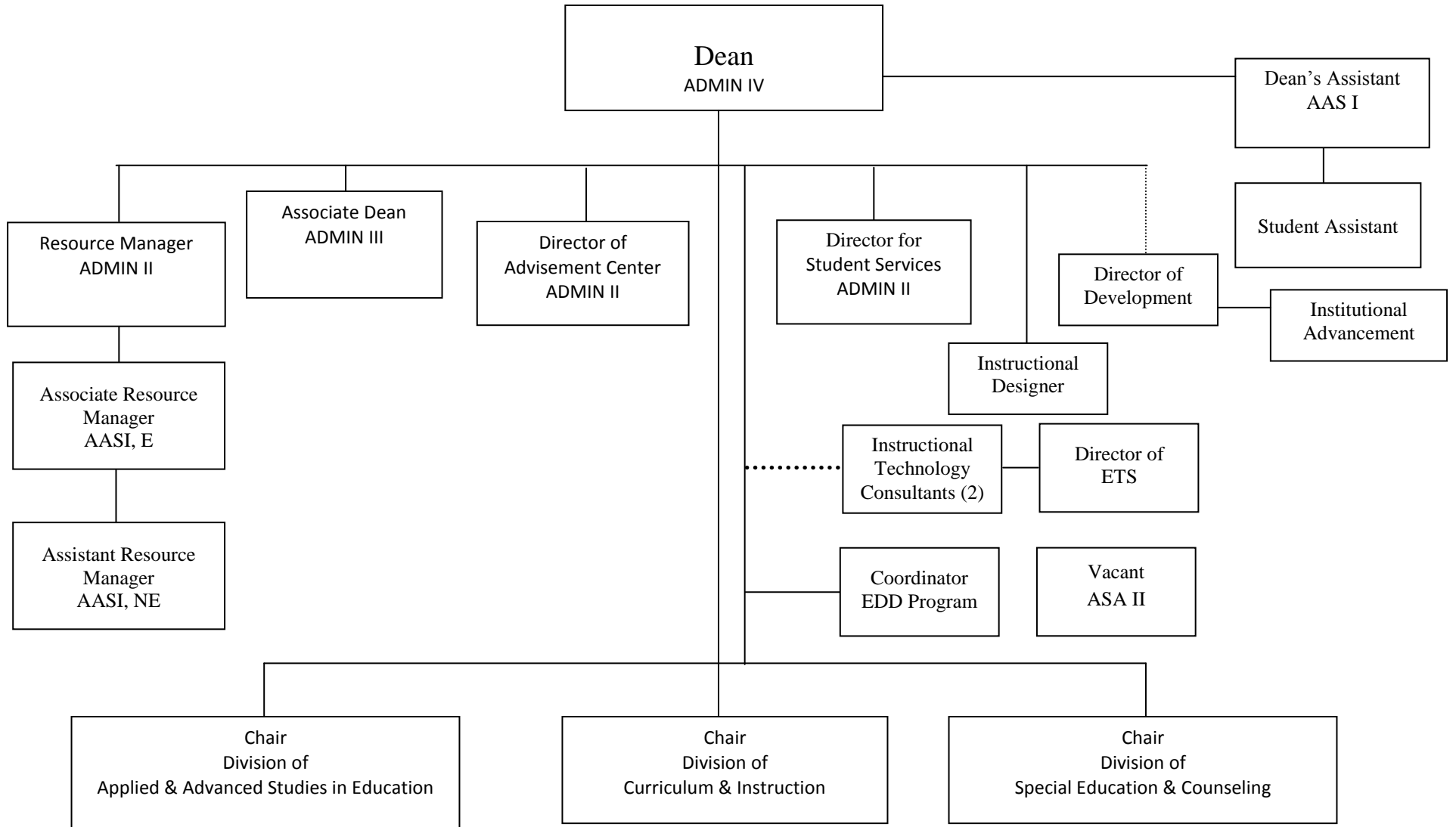
SCHOOL/COLLEGE of EDUCATION - FALL 2006

FTES	1602.5
FTEF	94.8
SFR	16.9
Ave Class Size:	22.0

Division Chair Responsibilities:

1. Budget
2. Scheduling courses and faculty teaching assignments
3. Meeting FTE target within budget
4. Personnel Issues – Adjunct faculty evaluation, RTP process at departmental level
5. Accreditation and program documents
6. Resolving student issues

Organization Chart: CSULA Charter College of Education



Organizational Chart:

Compensation for Faculty Members in Administrative Roles:

<i>Division/Department</i>	<i>Programs</i>	<i>Compensation</i>
1. Applied & Advanced Studies in Education		Chair - 12 month; 9 units per quarter; teach one class per quarter unless able to pay for time through another source Associate Chair – 4 units per quarter (1 course release)
	MA - Educational Administration (includes preliminary and prof credential)	Academic Year – one course release per quarter (4 quarter units)
	EdD -	EXTERNALLY FUNDED - 12 month; 9 units per quarter
	BA - Urban Learning – Undergraduate blended program	Academic Year – 6 quarter units per quarter
	MA Options: <ul style="list-style-type: none"> • Computer Education & Tech Leadership • Educational Foundations • New Media Design & Production • Research & Evaluation 	No coordination compensation
	Certificates: <ul style="list-style-type: none"> • Computer Applications in Schools • English as a Second Foreign Language (ESL/EFL) 	No coordination compensation
2. Curriculum & Instruction – Advising is handled by the Advisement Center; Student Services Center is responsible for admissions, field placement, and assignment of candidates to cohorts in addition to credentialing duties.		Chair - 12 month; 9 units per quarter; teach one class per quarter unless able to pay for time through another source Associate Chair – 4 units per quarter (1 course release)
	Multiple Subject	No compensation
	Single Subject	4 units per quarter for the purpose of placement
	Reading & Language Arts Specialist credential	No compensation
	MA degree options: ELEMENTARY CLASSROOM <ul style="list-style-type: none"> • Bilingual/Multicultural • Creative Literacies & Literature 	No compensation

Division/Department	Programs	Compensation
	<ul style="list-style-type: none"> • C&I in Urban Elem Classroom • ECE/Primary Education • Mathematics Education • Reading/ LA in Elem • Science <p>MIDDLE /SECONDARY</p> <ul style="list-style-type: none"> • Reform in Middle/Sec in Urban Schools • CLAD • Content area Specialization • Integrating Critical & Reflective Thinking • Math/Science Pedagogy • Instructional Technology 	
	<p>Certificates:</p> <ul style="list-style-type: none"> • Reading' • Storytelling 	
3. Special Education & Counseling		<p>Chair - 12 month; 9 units per quarter; teach one class per quarter unless able to pay for time through another source</p> <p>Associate Chair – 4 units per quarter (1 course release)</p>
	PhD In Special Education (joint doc with UCLA)	4 units per quarter (not externally funded – recognized issue)
	BS – Rehabilitative Service	No compensation
	Credential – Orientation & Mobility Training	Externally funded coordination time
	<p>MA in Special Education – with options in:</p> <ul style="list-style-type: none"> • Autism • ECE • Facilitating Behavior Change • Gifted • Inclusive Facilitator • Mild/Moderate • Moderate Severe • Multicultural/multilingual Special Education • Physical & Health Impairments • Transition Studies • Visual Impairment... 	No compensation

<i>Division/Department</i>	<i>Programs</i>	<i>Compensation</i>
	<ul style="list-style-type: none"> • Visual Impairment ... Teacher Preparation 	
	MS – Counseling with options in: <ul style="list-style-type: none"> • Applied Behavior Analysis • School Counseling Leadership • MFC • Rehabilitation • School Psychology 	No compensation
	Certificates <ul style="list-style-type: none"> • Applied Behavior analysis in Educ Settings • Autism • Career Counseling • ECE Special Education • Transition Specialist 	No compensation
	Credentials <ul style="list-style-type: none"> • Education Specialist • ECE Special Education • Midl/Moderate • Moderate/Severe • Physical & Health Impairments • Visual Impairments 	No compensation

CSU Long Beach

Contact Person: Jean Houck

Email: houck@csulb.edu Phone: 565-985-4513

Website: <http://www.ced.csulb.edu/>

Enrollment Data:

SCHOOL/COLLEGE of EDUCATION - FALL 2006

FTES 1775.9 (Fall 2007 – 1925; CY 2124 FTES target)

FTEF 102.2

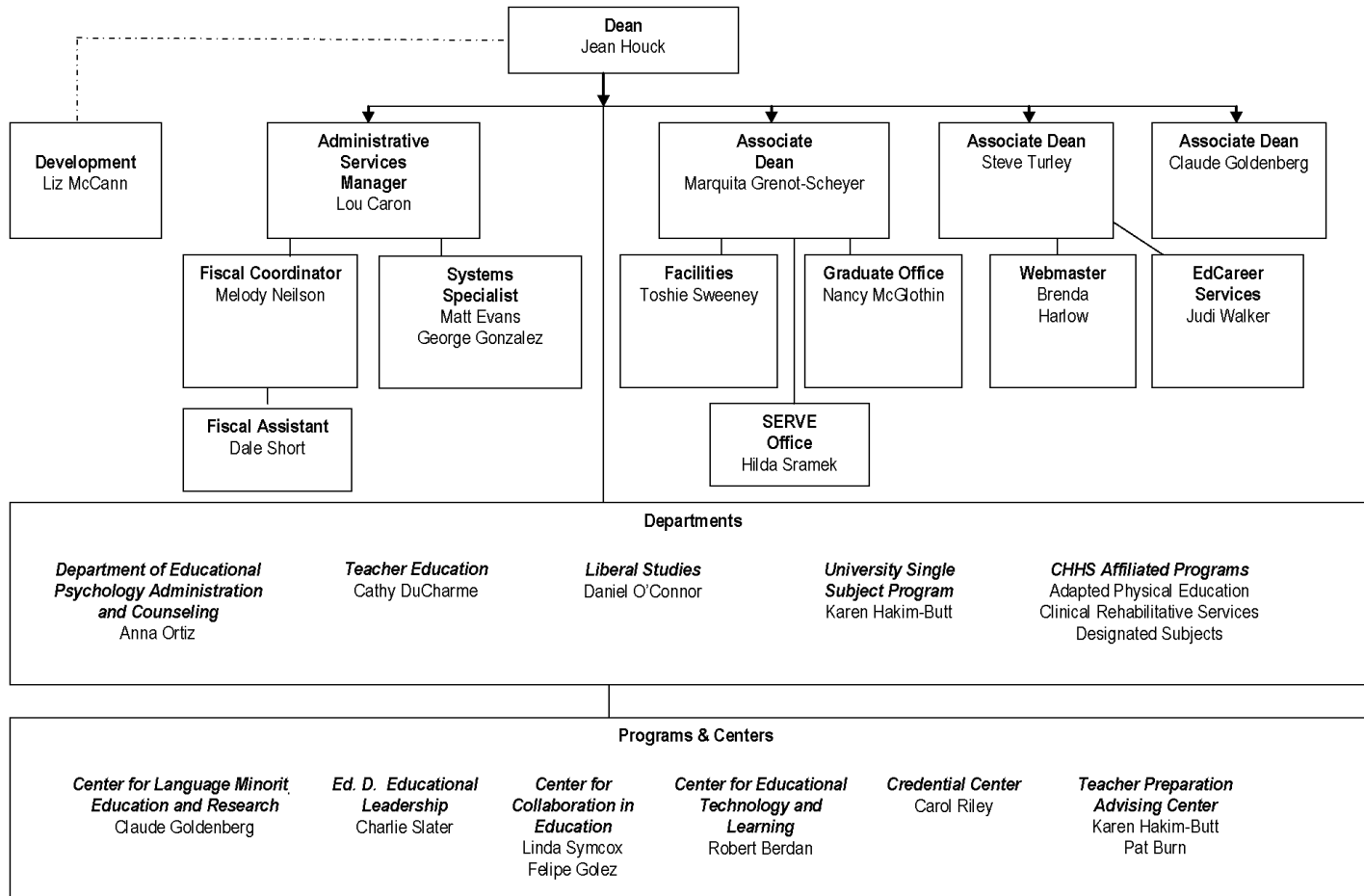
SFR 17.3 (Fall 2007 -18)

Ave Class Size: 25.1

Department Chair Responsibilities:

1. Budget
2. Scheduling courses and faculty teaching assignments
3. Meeting FTE target within budget
4. Personnel Issues – Adjunct faculty evaluation, RTP process at departmental level
5. Accreditation and program documents
6. Resolving student issues

Organization Chart – CSU Long Beach



Compensation for Faculty Members in Administrative Roles:

<i>Department</i>	<i>Programs</i>	<i>Compensation</i>
1. Educ. Psych, Administration, and Counseling (EdPAC)		100%, 12 months
	Library Media	25% - 3 units per semester
	Educational Psychology	25% - 3 units per semester
	Special Education	25% - 3 units per semester
	Educational Administration	25% - 3 units per semester
	Higher Education	
	Social & Multicultural Foundations	
	School Counseling	
	School Psychology	
	Marriage and Family Therapy	
	Technology	
2. Teacher Education		100%, 12 months
	Multiple Subject	100%, 12 months
	Bilingual – Spanish & Asian – Coordinator also oversee TPAC advising and student teaching placements	100%, 12 months
	MA – C&I - Elementary	50% - 6 units per semester
	MA – C&I - Secondary	25% - 3 units per semester
	MA – Early Childhood Education	25% - 3 units per semester
	MA – Reading (Cert/Credential)	25% - 3 units per semester
	MA – Dual Language Development	25% - 3 units per semester
3. Liberal Studies		80% assigned time
	LBST undergrad major	Chair responsibility
	Blended Program (ICP)	Chair responsibility
4. Single Subject (university-wide) - Coordinated by university-designed individual who reports to the Dean of the CED. Coordinates the 10 subject matter programs housed in other units.		100% - 12 month full-time
5. CHHS Affiliated Programs – (Adapted PE, Clinical Rehabilitative Services, Designated Subjects)		No chair
	Adapted PE	25% per semester
	Clinical Rehabilitative Services	25% per semester
	Career/Technical Education	25% per semester
	School Nursing	0
	School Social Worker	25% per semester

College –Level Assigned Time Programs		
	Doctoral Program	50% divided between two co-directors at 25% each; Associate Dean provides supervision
	Assessment Coordinator	75% assigned time – faculty position

San Diego State University

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Enrollment Data:

SCHOOL/COLLEGE of EDUCATION - FALL 2006

FTEs 1432.4

FTEF 94.0

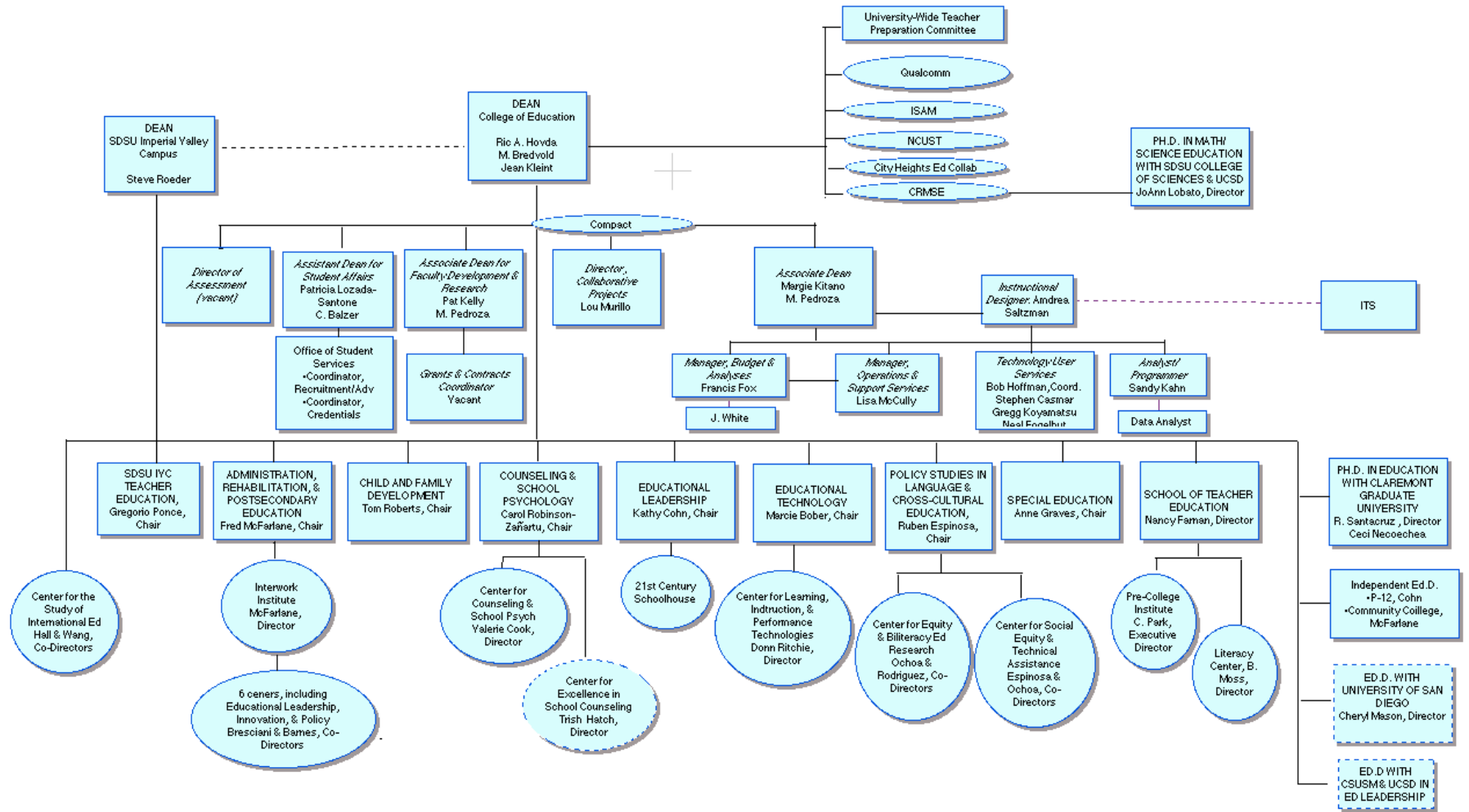
SFR 15.2

Ave Class Size: 20.7

Department Chair Responsibilities:

1. Budget
2. Scheduling courses and faculty teaching assignments
3. Meeting FTE target within budget
4. Personnel Issues – Adjunct faculty evaluation, RTP process at departmental level
5. Accreditation and program documents
6. Resolving student issues

Organization Chart - San Diego State University



Compensation for Faculty Members in Administrative Roles:

<i>Department</i>	<i>Programs</i>	<i>Compensation</i>
1. Administration, Rehabilitation, & Post-Sec Education		40% - 12 months
	Independent Doctoral Program – Focus – Community College	50% - 12 month
	MS – Rehab Counseling	(Dept. Chair responsibility)
	MA – Post Secondary Leadership	(Dept. Chair responsibility)
	(Department has multiple programs funded through federal monies or Extended Studies which pay for the administrative costs)	No college funds used
2. Child & Family Development		30%- 12 months
	BS Child Development	(Dept. Chair responsibility)
	• Advisor	50%- 12 month (lecturer)
3. Counseling & School Psychology		50% - 12 months
	School Psych (MA, Ed.S, credential)	25% AY and 3 units summer
	School Counseling – MA, credential	25% AY and 3 units summer
	Marriage & Family Counseling – MFA, credential	25% AY and 3 units summer
	Community-Based Block – Community Counseling	25% AY and 3 units summer
4. Educational Leadership		50% - 12 months
	Tier I	(Dept. Chair responsibility)
	Tier II	(Dept. Chair responsibility)
	MA – Educational Leadership	(Dept. Chair responsibility)
	Independent Doctoral Program – Educational Leadership	50% - 12 months
5. Educational Technology		50% - 12 months
	MA	(Dept. Chair responsibility)
	Various SDSU certificates	(Dept. Chair responsibility)
6. Policy Studies in Language & Cross Cultural Education		50% - 12 months
	---Departmental Advising	50% - 12 month (lecturer)
	MS/SS BLCAD	(Dept. Chair responsibility)
	Bilingual Specialist	(Dept. Chair responsibility)
	Mexico BCLAD for CSU system	25% AY and 3 units summer

Special Education		50% - 12 month
	Level I	30% AY + 1 WTU summer for advising, and 25% AY Graduate programs advisement (based on number of students)
	Level II	
	Mild/Moderate	25% AY - for master teacher placement
	Moderate/Severe	25% - for master teacher placement
	ECE – Special Education	25% - for master teacher placement
7. School of Teacher Education – (Note this is a School, not a Department)		
	Director	100% - 12 months
	Associate Director	50% AY + 3 units summer
	Multiple Subject	50% Advising (faculty member)
	MS Team Leaders	25% each semester – Responsible for <ul style="list-style-type: none"> • cohort advising • student teacher placement • scheduling • student issues
	Single Subject	50% Advising (faculty member)
	Student Teaching Placement	7 units each semester
	Reading Specialist/credential	None
	MA in C&I with options	If overseeing more than 30 students in a cohort, the cohort advisor receives 3 units (once) for the overall duration of the cohort.
	---Graduate Advisor	25% AY
Other TED compensation	Cluster facilitators – Responsible for scheduling – <ul style="list-style-type: none"> •Math/Science •Literacy •EdPsych/Social Sciences 	1 unit each per semester

Sonoma State University

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Website: <http://www.sonoma.edu/education/>

Enrollment Data:

SCHOOL/COLLEGE of EDUCATION - FALL 2006

FTES 636.5

FTEF 38.1

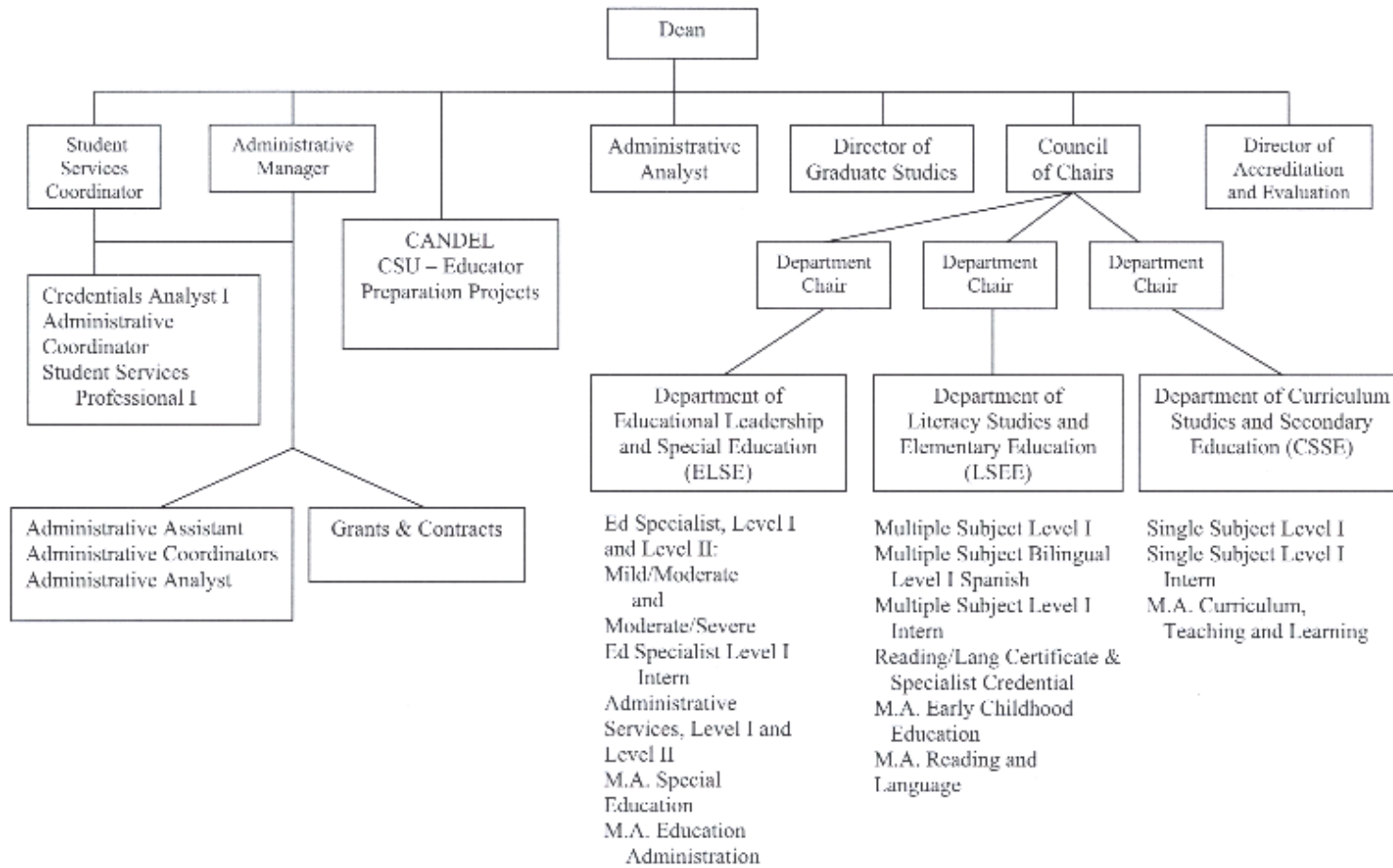
SFR 16.7

Ave Class Size: 19.8

Department Chair Responsibilities:

1. Budget
2. Scheduling courses and faculty teaching assignments
3. Meeting FTE target within budget
4. Personnel Issues – Adjunct faculty evaluation, RTP process at departmental level
5. Accreditation and program documents
6. Resolving student issues

Organization Chart – Sonoma State University



Compensation for Faculty Members in Administrative Roles:

<i>Department</i>	<i>Programs</i>	<i>Compensation</i>
1. Educational Leadership and Special Education		
	Special Education – Credentials and MA	50% (Half time) - 12 months
	Educational Leadership – Credentials and MA	
	Special Education Interns	3 WTUs per semester—paid by Intern funds
2. Literacy Studies and Elementary Education		
	Multiple Subject	50% (Half time) - 12 months
	Reading/Language Certificate/MA	
	Early Childhood Education	
3. Curriculum Studies and Secondary Education		
	MA – Curriculum, Teaching & Learning	50% (Half time) - 12 months
	Single Subject Program	
	Single Subject Intern	2 WTUs per semester--paid for from intern funds
Director of Graduate Studies		6 WTU per academic year
Director of Accreditation and Evaluation		6 WTUs per academic year

Part III – Summary and Conclusions

The factual information provided in this report was also accompanied by considerable unsolicited comments and anecdotal information. After explaining why CSUSM was interested in looking at alternative structures. Almost without exception, administrators stated, “Don’t go to departments. You will be sorry!” The following comments were shared:

- ❖ “Departments are like silos. The faculty members keep to themselves in almost a clannish sort of way. The culture support by departments is one of competition. It is very hard to move outside the department emphasis into a student emphasis. The department seems to come first.”
- ❖ “The competition for resources in a time of declining budgets makes operating some specialized program difficult. While the community wants or needs a given program, it is sometimes hard to justify to the rest of the departments why a disproportionate amount of resources goes to some small programs. Some faculty members have a hard time understanding the larger picture of our mission when their only source of information is their own department chair.”
- ❖ “I came to this institution in an era of proliferation of departments. I have had to consolidate programs into fewer departments. This is a no-win situation for any administrator. But the budget just could not handle all the reassigned time and summer stipends for department chairs. The departmental structure is just not fluid in a way to move with changing budgets and changing enrollments.”
- ❖ “I find that my departments generally seem to work well. The structure keeps the responsibility for running the day-to-day operations of the college at the departmental level, close to the students and faculty. The structure allows me the time to focus on the larger college level issues, focus on advocating for resources and interacting on the public forum. Although the programs currently assigned in the department structure are somewhat odd from a logic standpoint. They work for the time being.”
- ❖ “I have been at small and large institutions. All of these have had department-style structures. The larger the institutional, I find the college administration to be further away from the programs and the students. The smaller the institution, the closer the administration is to the programs and students. At some point in time, maybe your institution will have some control over just how large the college is allowed to become. The efficiency of the structure and how well it meets your mission may play into that decision. I hope it does as it is very hard to not break up into smaller entities the larger you become.”

Common Elements

Department Chair Responsibilities - In each case, campuses were organized by departments although the term “department” may not have been used in the structure. In all cases, department chairs had similar responsibilities. As noted in the introduction, these include:

- Budget
- Scheduling courses and faculty teaching assignments
- Meeting FTE target within budget
- Personnel Issues – Adjunct faculty evaluation, RTP process at departmental level
- Accreditation and program documents
- Resolving student issues

Program Offerings - Although the responsibilities are similar, the characteristics of the institutions and, more specifically, the programs offered by the Colleges of Education are not consistent. The size of the campus, the ratio of graduate to undergraduate programs, the amount of external funds through grants and through endowments each contributes to some extent to the organizational structure. Analyses of these data were not included in the scope of this report.

CSUSM COE is not only simple in structure, but is also streamlined in the number of types of programs offered. The college has limited itself to programs that are in high need in the region and contribute to the teaching and learning in K-12 schools.

Analysis of Current Structure

Challenges

Through the survey, interviews, and analysis of minutes of governance meetings, the following challenges were identified in discussions with the COE Personnel Committee:

- **Communicating the Structure** - The existing flat organizational structure is not recognized or easily understood by those outside the CSUSM College of Education.
- **Role of Program Coordinators** - While program coordinators provided a very valuable function in the operation of the college, the term “program coordinator” has limited meaning outside the college. There is also no accountability mechanism for program coordinators
- **Coping with “Department Chair” Assumptions** - The term “department chair” is universally recognized in higher education.
 - a. Department chair is defined in the CFA contract with attached roles, responsibilities, and levels of compensation.
 - b. At the system and the university levels, department chairs are part of an information dissemination network. The COE is often left out of the information loop due to individuals not being on the “list of chairs.”

- c. There are commonly understood responsibilities and mechanism for accountability of department chairs.
- **Time Commitment** - Governance based on consensus takes time. It is the perception of some that issues take a long time to resolve.
- **Committee Structure and Accountability** - Building trust in colleagues to allow the committee structure to work continues to be a struggle. The procedures do not provide for any level of accountability of committee members or committee chairs. While committee members and chairs are able to list their service on their vita and in the RTP documents, there is no valid means of assessing participation, contribution, and efforts to find solutions to problems tasked to committees.
- **Hearing All Voices** - Some Governance Community members continue to feel that their voice is lost in the volume of the whole.

Benefits

The following attributes of the current, flat organizational structure were identified by the survey, interviews, and analysis of Governance Community and Executive Committee minutes:

1. **Living the Mission** – Two elements of the mission are student-centeredness and collaboration.
 - a. The open, fluid structure enables faculty and staff to focus on student success rather than inter-departmental politics and issues. Credential candidates are considered “our students,” not “my student.” The college takes a holistic view of supporting candidates through the basic credential program and onto the master’s level.
 - b. Collaboration is enhanced by not having a structure that limits communication between faculty members. Where departments can create impenetrable silos, the open structure allows faculty to interact with one another in ways that support collaborative efforts for research, program development, and student success.
2. **Modeling Shared Governance** – The mission statement includes a commitment to shared governance. The current structure embodies that commitment through the ways in which resources are distributed and recruitment is conducted for both faculty and students.
 - a. Resources, both human and fiscal, belong to the college, not specific programs. As a result, programs do not compete for the scarce resources. The budget committee attempts to make recommendations based on the underlying principles in the mission statement to support student-centeredness and what is best for the college as a whole. While resources have been targeted at specific areas, in all cases the decision was based on a commitment of the Governance Community to furthering a specific effort—such as building the Communicative Disorders program.
 - b. Recruiting student and faculty for the college becomes a collective effort. Because programs are not specifically held to an FTES target, program coordinators and Student Services Center staff members can easily council students into programs that best meet

the needs of the student. There is no concern about competing for students or pushing students into a program to increase FTES.

Likewise, recruiting faculty members takes on a broad college-wise scrutiny as faculty members may teach across programs and discipline areas. Faculty searches often have more than one specialization listed. Faculty members generally consider themselves to first be faculty in the College of Education community and, second, a faculty member with a given specialization.

3. **Necessity for Communication** – The open structure assumes that those in positions of coordinating programs and discipline areas communicate well with their constituencies. In the absence of a hierarchical model of communication, Governance Community members often find themselves barraged with email and face-to-face conversations. In an effort to not leave anyone out of the loop, the entire community receives most communiqués. This can be construed as a challenge; however, the benefit is that all involved know that they are likely to have the opportunity and responsibility to communicate.
4. **Expectations of Citizenship** – Where else is higher education is there a discussion of expectations of citizenship in the community? The role of members of the community plays out in the mission and core values of the college. Certainly, there are instances of poor behavior on the part of a community member, but frequently, community members address their colleagues' misbehavior or poor citizenship in an informal conversation. Revisiting the mission and core values is an expectation of the Governance Community to continuously examine the commitment to the expectations outlined in each document.
5. **The Intangibles** – There are elements of the current structure that cannot be quantified or do not fit in an RTP document. While the Governance Community is not a perfect, the commitment to shared governance and sustaining the unique structure provides a common conversation outside the college that often turns into a prideful discourse. Community members genuinely care of each other as individuals and contributors to fulfilling the college mission. There is pride in believing that there is a genuine attempt to listen to all voices, that understanding comes slowly for some but patience will be provided, and that students are the center of the community's work and the often-prolonged decision-making process.

Conclusion

After examining the selected campuses, it was apparent that the only other structure to consider was that of dividing into departments. While there might be shortcomings to the current structure, the forming of departments is not the solution. It is the conclusion of Personnel Committee that making such a move is the antithesis to the community's desire to live the college mission. While maintaining the current structure will continue to involve considerable work, the positive outcomes overshadow the challenges.

To support continuous improvement of the college, the committee proposes the following responses to the challenges raised by assessing the current structure.

IDENTIFIED ISSUES with CURRENT STRUCTURE	SUGGESTED SOLUTIONS
TOPIC – Communicating the Structure	
<p>The existing flat organizational structure is not recognized or easily understood by those outside the CSUSM College of Education.</p>	<p>This issue cannot be solved. But Governance Community members can be advocates for the college by continuously being vigilant about being included in all efforts that would ordinarily happen in a department structure. Community members can draft language for faculty members to put on their curriculum vita to help explain the role and responsibilities when considering outside opportunities.</p>
TOPIC - Role of Program Coordinators	
<p>While program coordinators provided a very valuable function in the operation of the college, the term “program coordinator” has limited meaning outside the college.</p> <ul style="list-style-type: none"> • There is no accountability mechanism for program coordinators 	<p>In concert with the current efforts to redesign the role of the program coordinators, develop an annual assessment tool to give formative and summative feedback to program coordinators. It is suggested that inclusion of the data in the RTP process be the prerogative of the coordinator.</p>
TOPIC – Coping with ‘Department Chair’ Assumptions	
<p>The term “department chair” is universally recognized in higher education.</p> <ul style="list-style-type: none"> • Department chair is defined in the CFA contract • At the system and the university level, department chairs are part of an information dissemination network. The college is often left out of the information loop due to individuals not being on the “list of chairs.” • There are commonly understood responsibilities and a mechanism for accountability of department chairs. 	<ul style="list-style-type: none"> • There is no solution to the CFA issue. • Periodically remind the Provost’s office that coordinators need to be included on information dissemination lists that target department chairs--- even if the information is irrelevant. • See above
TOPIC – Time Commitment to Shared Governance	
<p>Governance based on consensus takes time. Some issues have taken a long time to resolve.</p>	<ul style="list-style-type: none"> • Continue to expedite the work of the committees through the work of the Executive Committee and the use of the consent agenda at Governance meetings. • Reaffirm a commitment to consensus building and decision-making as the preferred method.
TOPIC – Committee Structure	
<p>Building trust in colleagues to allow the committee structure to work continues to be a struggle.</p> <ul style="list-style-type: none"> • The community structure does not provide for any level of accountability 	<p>Committee chairs are not compensated. Therefore, it is difficult to have any type of accountability aside from providing data for use in the RTP process. Having the community structure work effectively comes back to defining good citizenship with expectations of active</p>

IDENTIFIED ISSUES with CURRENT STRUCTURE	SUGGESTED SOLUTIONS
of committee members or committee chairs	participation in committees that is founded on respect and open communication.
TOPIC – Hearing All Voices	
Some Governance Community members continue to feel that their voice is lost in the volume of the whole.	<ul style="list-style-type: none"> • Community members should be continuously reminded to listen before speaking, and to reflect on the thoughts of others before inserting objections, • Use the same techniques used in the classroom for engaging community members who do not raise their hands. • Some groups are not consistently heard in the current structure such as some discipline groups that are not represented in Program Coordinator meetings. While the title of ‘discipline area facilitator’ is an emerging one, it does not consistently have any clout in the decision-making process. Therefore, we should consider an alternative method of meeting that ensures that discipline groups of 2 and 3 have as much voice in the discussion as discipline groups of 6 and 8. • As we bring on new programs, we are likely to have colleagues who do not come from a teacher preparation background, the community needs to create mechanism for ensuring that the new perspective and “languages” are heard and valued in the college discussions.

Where most colleges of education can be described as a series of families (departments) clustered in a village (college), the CSUSM College of Education is more akin to one family (college) with many children (programs). As with any family some children (programs) garner more support than others in time of need. Rather than competing between each other, the family (college) pulls together to support the development of a new program or revise an existing program.

The 2007-08 Personnel Committee recommends keeping our one family together.

Appendix A – Comparative Enrollment Statistics

Looking at the table of consolidated data below, CSUSM College of Education is on the low end of full-time equivalent students but on the higher side of being a percentage of the campus enrollment. In general terms, as the campuses become larger (SDSU and Long Beach), the lower the percent of overall enrollment. One anomaly is CSUEB; the College of Education at East Bay also includes athletics, thus convoluting the data. Another anomaly is CSU Dominguez Hills with almost 20% of the campus enrollment. CSUDH includes the Liberal Studies major in the College of Education. Liberal Studies is a traditionally high enrollment major.

2006 Colleges of Education Enrollment Data Summary

CAMPUS	Full-Time Equivalent Students			Full-Time Equivalent Faculty		
	CAMPUS	EDUC	% of Campus	CAMPUS	EDUC	% of Campus
Bakersfield	6,978.4	825.1	11.82%	338.4	43.8	12.94%
Dominguez Hills	8,639.8	1,547.9	17.92%	366.4	70.1	19.13%
East Bay	10,967.9	1,074.8	9.80%	531.2	76.6	14.42%
Los Angeles	15,964.8	1,602.5	10.04%	768.4	94.8	12.34%
Long Beach	28,578.4	1,775.9	6.21%	1378.1	102.2	7.42%
San Diego	28,279.2	1,432.4	5.07%	1226.1	94.0	7.67%
Sonoma	7,585.2	636.5	8.39%	345.8	38.1	11.02%
San Marcos	7,083.3	810.5	11.44%	301.9	43.6	14.44%
Average of Group	14,259.6	1,213.2	10.09%	657.0	70.4	12.42%

In the comparison to the other campuses examined, CSUSM is in the higher band of student-faculty ratio both on campus and in the College of Education. In all cases, however, campuses studied have robust master's level programs that have a tendency to drive the ratios downward.

CAMPUS	Student/Faculty Ratio			Average Class Size		
	CAMPUS	EDUC	Difference	CAMPUS	EDUC	Difference
Bakersfield	20.6	18.8	1.8	22.1	16.7	5.4
Dominguez Hills	23.6	22.1	1.5	29.7	29.0	0.7
East Bay	20.6	14.0	6.6	26.4	19.9	6.5
Los Angeles	20.8	16.9	3.9	25.7	22.0	3.7
Long Beach	20.7	17.3	3.4	29.5	25.1	4.4
San Diego	23.1	15.2	7.9	35.4	20.7	14.7
Sonoma	21.9	16.7	5.2	27.5	19.8	7.7
San Marcos	23.5	18.6	4.9	32.6	23.4	9.2
Average of Group	21.9	17.5	4.4	28.6	22.1	6.5

SOURCE: http://www.calstate.edu/cim/APDB/Reports_By_Campus_1997-2006.shtml