



EHE Staff Advisory Council

Thursday, May 16, 2019

2:00-4:00pm

110 Arps Hall

Meeting Minutes

Present:

Kelly Boone, Crane Center for Early Childhood Research and Policy
 Amanda Crall, Academic Affairs
 Jennifer Lagnese, Human Resources
 Nicole Luthy, Office of Research, Innovation, and Collaboration (EHE SAC Chair)
 Kathleen Lynch, Office of Educator Prep / Teaching & Learning
 Carrie McDonald, Educational Studies
 Michael Moses, Office of Research
 Melissa Ross, CETE
 Christine Streeter, OIT
 Sarah Wakefield, Service Center
 Jovanna Zanders, Teaching & Learning (EHE SAC Secretary)

Absent:

Emily Martini, Human Sciences
 Sean Thompson, Advancement

	Decisions/Actions	Person(s) Responsible	Completion Date
	<p>1. <i>Discussions Items and Updates</i></p> <p>a. HR Feedback on staff performance review competencies (handout)</p> <ul style="list-style-type: none"> • SAC combed through the performance management competency recommendations and provided feedback. 	EHE HR	In progress



- The new staff performance management system will include 4 competencies that will be set by the College and 2 goals that supervisors/managers will set with employees.
- Supervisors and their respective employees will have the option to set goals that may or may not be included in the employees' position descriptions.
- Professional development will not be included as a competency in the new system, however, a focus on continuous learning that staff would have the opportunity to pursue is paramount.
- The competencies will likely stay in place for 4-5 years.
- Feedback on the recommendations will be submitted to the EHE HR team on Tuesday, May 21, 2019.
- The new system will go live during the 2019-2020 mid-year reviews.

b. Review of draft staff survey (Qualtrics)

- The purpose of the staff survey is to gauge the pulse of staff and learn about issues and projects that staff are interested in or concerned about.
- The data from the survey will help provide SAC with topics to take up in the coming year.
- Amanda Crall put together a draft electronic survey tailored to understand staff satisfaction across the College. The survey will also help SAC identify ways to add value to the employee experience beyond the AMCP (annual merit compensation process).
- Questions pertaining to the issues outlined in Moore Consulting, LLC's EHE Assessment Report may be added to the survey before it is distributed.
- The survey will be available in August.

Jennifer Lagnese

5/21/2019

Amanda Crall/Nicole Luthy

In progress

EHE SAC

August 2019

2. New/Other Items

a. Website Subcommittee

- The SAC website subcommittee will work with OIT to set up the SAC webpage on the EHE Faculty and Staff Portal. Amanda Crall, Christine Streeter and 1 additional SAC member will serve on the subcommittee.
- The SAC webpage will include the purpose/mission of SAC, names of SAC members, SAC bylaws, meeting schedules, and meeting minutes. A feedback box will be added so that EHE staff/faculty have an easy way to submit requests and feedback.

SAC Website Subcommittee

TBD

ACTION ITEM: Contact Emily Martini and Sean Thompson to see if they would be interested in joining the website subcommittee.

Amanda Crall

TBD

Competency Recommendation

Performance Management

EHE Competency Recommendations

Please provide recommendations for EHE's Competency structure using the space provided. Ideally, we would like to limit the number of competencies to no more than four for each category, but please feel free to provide more or less recommendations as you see fit.

All staff will be evaluated using Foundational Competencies. Each of these competencies should drive behavior that embodies the college's core values: Integrity, Innovation, Internationalization, Excellence, and Diversity.

Foundational Competencies

_____	_____
_____	_____

In addition to the college's Foundational Competencies, employees with supervisory responsibilities will be evaluated using our Management Competencies. Each of these competencies should drive behavior that inspires, supports, and promotes the college's core values.

Management Competencies

_____	_____
_____	_____

Rolling out significant change is never easy. Your responses below will guide our approach.

1. What tools and support should be provided to managers to assist them in utilizing competencies to evaluate performance?
2. What are the best ways for the college to get employee buy-in into our competency approach?
3. Are there any additional issues, concerns, or opportunities that we should be considering?

Administrative Excellence

Manager Competencies

- **Administration**
 - Realistic knowledge and competence of the field
 - Applies up-to-date technical/professional principles, practices and standards appropriate to the functions of the department
 - Acts as a resource person upon whom others can draw
 - Professional demeanor maintained on a consistent basis
- **Budget Management**
 - Manages resources (finances, budgets, facilities, equipment, materials and products) to maximize unit and organizational effectiveness
 - Actively practices cost containment
 - Prepares an appropriate budget and controls costs to remain within it
- **Supervision**
 - Effectively hires, assigns, controls, evaluates performance, counsels and disciplines.
 - Provides direction, delegates, requires high performance and quality and addresses performance problems openly and directly
- **Task and Project Management**
 - Establishes attainable objectives and timelines
 - Establishes and communicates priorities
 - Recognizes and responds effectively to unexpected situations
 - Handles crucial situations and pressures calmly and effectively
 - Responds well to tight time deadlines
 - Accepts unexpected assignments

Communication

- Creates an atmosphere in which information flows smoothly between self and peers, subordinates and constituents.
- Encourages open expression of ideas and opinions
- Demonstrates effective oral and written communication skills
- Negotiates effectively

Stewardship & Managing Resources

- Exercises stewardship of resources and ensures their use complies with the University and Regents goals and objectives
- Implements a process or takes some action that significantly reduces risk on campus

Strategic Planning & Organization

- Understands goals and objectives of the University and aligns priorities with the broader goals
- Measures outcomes
- Uses feedback to redirect as needed, seeks alternatives and broad input, evaluates alternatives, solutions oriented

Accountability & Governance

- Demonstrates execution of goals and objectives that support the overall success of University goals
- Adheres to principles of transparency and openness in working with all constituents

Manager Competencies

Service Focus

- Values the importance of delivering high quality, innovative service to internal and external customers
- Understands the needs of constituents
- Customer service focus

Quality Improvement

- Emphasizes the need to deliver quality services
- Defines standards for quality and evaluates processes against those standards in an effort to improve organizational performance

Manager Competencies**Innovation**

- Creates and identifies novel approaches to address challenging situations and problems
- Identifies new or different ideas, or adapts ideas from elsewhere in the University or externally
- Committed to moving the University forward by applying new ideas or old ideas in a new way to generate solutions and approaches

Initiative

- Displays enthusiasm, energy and inventiveness in fulfilling responsibilities
- Anticipates potential problems for the organization
- Develops strategies and addresses these problems
- Organizes work and establishes priorities in a self-directed manner

Compliance & Ethics

- Understands and complies with University policies, procedures and directives
- Conducts unit and organizational functions and operations in accordance with applicable laws, statutes and regulations
- Demonstrates honesty, respect for others and trustworthiness
- Holds self to high ethical standard and promotes ethical decision-making in others
- Contributes to the development of ethical standards in the University

Foundational Competencies (Excellence)**Teamwork**

- **Identifying team membership and role**
 - Serve as a leader or a follower, depending on what is needed to achieve the team's goals and objectives.
 - Identify and draw upon team members' strengths and weaknesses to achieve results.
 - Instruct others in learning new skills and learn from other team members.
 - Assist others who have less experience or have heavy workloads.
 - Encourage others to express their ideas and opinions.
- **Establishing productive relationships**
 - Develop constructive and cooperative working relationships with others.
 - Exhibit tact and diplomacy and strive to build consensus.
 - Deliver constructive criticism and voice objections to others' ideas and opinions in a supportive, non-accusatory manner.
 - Respond appropriately to positive and negative feedback.
 - Effectively communicate with all members of the group or team to achieve team goals and objectives.
- **Meeting team objectives**
 - Work as part of a team, contributing to the group's effort to achieve goals.
 - Identify and commit to the goals, norms, values, and customs of the team.
 - Choose behaviors and actions that best support the team and accomplishment of work tasks.
 - Use a group approach to identify problems and develop solutions based on group consensus.
- **Resolving conflicts**
 - Bring others together to reconcile differences.
 - Handle conflicts maturely by exercising "give and take" to achieve positive results for all parties.
 - Reach formal or informal agreements that promote mutual goals and interests, and obtain commitment to those agreements from individuals or groups.
- **Embrace Differences**
 - Proactively engages and supports workplace dialogue around diversity topics resulting in a reinforcement of employee values and associated inclusive behaviors
 - Utilizes training to "speak up" to confront inappropriate workplace behavior as part of redirection and awareness

Foundational Competencies (Excellence)**Dependability & Reliability**

- **Fulfilling obligations**
 - Behave consistently and predictably.
 - Is reliable, responsible, and dependable in fulfilling obligations.
 - Diligently follow through on commitments and consistently complete assignments by deadlines.
- **Attendance and punctuality**
 - Come to work on time and as scheduled.
 - Arrive on time for meetings or appointments.
 - Dial in to phone calls and web conferences on time.
- **Attending to details**
 - Diligently check work to ensure that all essential details have been considered.
 - Notice errors or inconsistencies and take prompt, thorough action to correct them.
- **Following directions**
 - Follow directions as communicated in a variety of ways such as writing, speech, American Sign Language, computers, or other formats.
 - Comply with organizational rules, policies, and procedures.
 - Ask appropriate questions to clarify any instructional ambiguities.

Foundational Competencies (Excellence)**Integrity**

- **Behaving ethically**
 - Abide by a strict code of ethics and behavior, even in the face of opposition.
 - Encourage others to behave ethically.
 - Understand that behaving ethically goes beyond what the law requires.
 - Use company time and property responsibly.
 - Perform work-related duties according to laws, regulations, contract provisions, and company policies.
- **Acting fairly**
 - Treat others with honesty, fairness and respect.
 - Make decisions that are objective and reflect the just treatment of others.
- **Taking responsibility**
 - Take responsibility for accomplishing work goals within accepted timeframes.
 - Accept responsibility for one's decisions and actions and for those of one's group, team, or department.

Foster and Promote Diversity

Foundational Competencies (Diversity)

- **Foster Diverse Contributions**
 - Capitalizes on diversity in workforce to foster mentoring or coaching within the work team
 - Introduces at least two department ideas relating to a diversity priority that fosters employee/citizen involvement and results in an enhancement of services or program
 - Presents on diversity related initiative, situation, program, event or service provided to the respective commission.
 - Ensures that diversity is incorporated into programs and services
 - Spearheads collaborative efforts including cross division information sharing and identifies strategy to engage a cross-section of talent and ideas
- **Listen**
 - Consistently facilitates discussions about cultural change
 - Consistently creates safe environment for difficult conversations
- **Include and Engage Others**
 - Uses self-awareness to deflect biases
 - Recognizes inclusion as an important part of the work environment by valuing each individual in the organization.
 - Responds to personal prejudices and pursues ways to gain skill to avoid negative impacts in the workplace or with customers

Adaptability

Foundational Competencies (Innovation)

- **Entertaining new ideas**
 - Is open to considering new ways of doing things.
 - Actively seek out and carefully consider the merits of new approaches to work.
 - Embrace new approaches when appropriate and discard approaches that are no longer working.
- **Dealing with change**
 - Take proper and effective action when necessary without having all the necessary facts in hand.
 - Easily adapt plans, goals, actions, or priorities in response to unpredictable or unexpected events, pressures, situations, and job demands.
 - Effortlessly shift gears and change direction when working on multiple projects or issues.

Problem Solving & Decision-Making

Foundational Competencies (Innovation)

- **Identifying the problem**
 - Anticipate or recognize the existence of a problem.
 - Identify the true nature of the problem and define critical issues.
 - Evaluate the importance and criticality of the problem.
 - Use all available reference systems to locate and obtain information relevant to understanding the problem.
 - Recall previously learned information that is relevant to the problem.
- **Locating, gathering, and organizing relevant information**
 - Effectively use both internal resources (e.g., internal computer networks, company filing systems) and external resources (e.g., internet search engines) to locate and gather information relevant to solving the problem.
 - Examine information obtained for relevance and completeness.
 - Recognize important gaps in existing information and take steps to eliminate those gaps.
 - Organize/reorganize information as appropriate to gain a better understanding of the problem.
- **Generating alternatives**
 - Integrate previously learned and externally obtained information to generate a variety of high-quality alternative approaches to the problem.
 - Skillfully use logic and analysis to identify the strengths and weaknesses, the costs and benefits, and the short- and long-term consequences of different solutions or approaches.
- **Choosing a solution**
 - Decisively choose the best solution after evaluating the relative merits of each possible option.
 - Make difficult decisions even in highly ambiguous or ill-defined situations.
- **Implementing the solution**
 - Commit to a solution in a timely manner.
 - Develop a realistic approach for implementing the chosen solution.
 - Document the problem and corrective actions taken and their outcomes and communicate these to the appropriate parties.
 - Observe and evaluate the outcomes of implementing the solution to assess the need for alternative approaches and to identify lessons learned.

Foundational Competencies (Internationalization)

Support & Promote Internationalization

- **Global Competence**
 - Able to function effectively in a variety of cultures while maintaining an open mind
 - Actively seek to understand cultural norms and expectations of others
 - Leverage gained cultural knowledge to interact, communicate and work effectively outside of one's environment
- **Perception Management**
 - Non-judgmental attitude, inquisitive, and tolerates ambiguity
 - Emotional sensitivity, self-awareness, and social flexibility
 - Optimistic, self-confident, and emotionally resilient
- **Inclusive Recruitment**
 - Maintain unbiased perspective over the course of hiring process involvement
 - Call out, and push back against stereotypes and unfounded assumptions discussed during the hiring process
 - Accommodate candidate needs regarding language and cultural barriers
- **Respecting diversity**
 - Interact respectfully and cooperatively with others who are of a different race, culture, or age, or have different abilities, gender, or sexual orientation.
 - Demonstrate sensitivity, flexibility, and open-mindedness when dealing with different values, beliefs, perspectives, customs, or opinions.
 - Value an environment that supports and accommodates diverse people and ideas.



THE OHIO STATE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN ECOLOGY

ASSESSMENT OF DEPARTMENT STRUCTURES

Final Report

October 2018

Prepared by

MOORE CONSULTING, LLC



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Executive Summary

Purpose

The purpose of this report is to augment the previous assessment of the college's leadership structure and provide an outside perspective on the structure and operations of the three college departments: Human Sciences, Teaching and Learning and Educational Studies. While the scope of this series of interviews was focused on the departments and their operating structures, much of the discussion with faculty and staff turned to the history of previous mergers and its impact on the current program structure and culture within each department. In order to provide the dean with the most accurate and comprehensive perspective, I have incorporated those findings into my interpretations and recommendations. (See the appendix for a brief timeline of the merger and turnover in leadership for the college and departments).

Summary

Many interviewees expressed pride in the accomplishment of individual programs and centers, however, none of the interviewees felt the college and departments were performing at a level commensurate with the expectations of a flagship university like The Ohio State University. The following are recommendations for how the dean and department chairs/directors and administrative staff can improve the strategy, structure, performance, and culture of the college and departments.

"Quick Hits"

- Improve morale by engaging faculty and staff in dialogue, sharing information and being transparent with decision-making.
- Encourage collaboration by focusing on community outreach and service.
- Improve capability within each department by coordinating the common support functions.

Adjustments to College Leadership Structure

- Reconfigure the college leadership structure around pillars of excellence and core capability for:
 - a. Diversity and Inclusion
 - b. Research/Scholarship
 - c. Teaching and Learning
 - d. Community Outreach/Service
 - e. Business / Entrepreneurial Support
 - f. Operational Support.
- Build capability and invest in technology and business and financial acumen.
 - a. Improve the utilization of technology for teaching and learning.
 - b. Build financial and business acumen for running a college and setting up and running grants.

Long-Term Planning and Alignment of Organization Design

- Develop a roadmap for engaging faculty and staff in creating a new identity (mission and vision) and strategy for the college, department and programs.
- Align the college leadership structure, departments and program structures to support the new vision and strategy.



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Recommendations

Overview

This assessment is based on individual interviews conducted with the department chairs, select staff and program chairs within each department from September 24 – October 9, 2018. Interviewees were identified by the dean and each department chair. The interview questions focused on understanding the departments' priorities, administrative and academics structures, collaboration with other units inside the college and identifying general themes for what's working well and opportunities to improve.

The detailed report is divided into the following sections:

1. Detailed Recommendations
2. Detailed Interpretations
3. Detailed Findings
 - a. Human Sciences
 - b. Teaching and Learning
 - c. Educational Studies
4. Appendix – History of Changes in Leadership and Structures

The following provides more detail for the recommendations provided in the executive summary.

“Quick Hits”

1. **Improve morale by continuing to engage the faculty and staff in dialogue, sharing information and being transparent with decision-making.** There are pockets of activist faculty/staff who are negatively impacting the culture of the college. Their number and impact seem to vary within each department. They seem to be fueled by resentment and feelings of disrespect for how they were treated during previous mergers. Several individuals mentioned that the previous dean did not engage them in strategy setting or decision-making and this added to the feeling of disrespect and dis-engagement.
2. **Encourage collaboration by focusing on community outreach and service.** Since there is a broad diversity in the program structure, fostering collaboration and unity within and across the departments should not be universally mandated, it should be done strategically and intentionally where it makes intuitive sense and adds value. One recommendation given was to encourage collaboration by focusing on community outreach service. For example – pick a community cause and allocate funds and ask for cross program teams to submit proposal. Set specific criteria of evaluating proposals and weighting the criteria for use of technology and diversity of collaboration with other departments and other dimension of diversity.
3. **Improve the capability within each department by coordinating the common support functions.** There is an opportunity to improve the work done within each department by coordinating training, sharing of practices, tools and learnings across some of the common functions (i.e., program support, strategic and financial acumen for program analysis and department budgets, reviewing curriculum, conducting research, setting up and running grants, etc). This effort should be led by the associate deans leading the college level functions. This assumes each associate dean has the necessary leadership, technical skills and experience.



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Recommendations

Adjustments to College Leadership Structure

4. **Reconfigure the college structure around pillars of excellence and core capability** needed for the college to be successful in an evolving market. There is consistency in how the departments focus on scholarship/research, teaching and service and there are some fundamental capabilities that will be needed regardless of the specific strategy that is developed.
 - a. **Diversity and Inclusion**
 - b. **Research/Scholarship**
 - c. **Teaching and Learning**
 - d. **Community Outreach/Service**
 - e. **Business / Entrepreneurial Support**
 - f. **Operational Support**

Note - In my initial report I provided the dean with two divergent options for the college leadership structure. My methodology involves starting with divergent options then narrowing those down to a recommendation based on additional analysis and a discussion on the tradeoffs with the various design choices. I have developed the following recommended functional structure based my understanding of the strategic priorities, organizational capabilities needed and the work of the college and departments. (see next page)



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Recommendations

5. Build capability and invest in technology and business and financial acumen.

- a. **Improve the utilization of technology for teaching and learning.** Convene a technology task force with existing college faculty and staff to develop a strategy and recommendations for how the college can improve its utilization of technology in teaching and learning. There is untapped passion and knowledge within the college (particularly in ES and within the college IT unit).
- b. **Build financial and business acumen** for running the administrative aspects of a college and setting up and running grants. The college does not offer training on leadership and business acumen for faculty who transition into administrative roles. Several interviewees mentioned that the skills required to be successful in teaching and research are vastly different than the skills needed to be a leader and working in the administrative side of the college.

Several interviewees mentioned the need for more support in establishing and running grants. They described themselves as entrepreneurs and mention that this was an area that the college has not traditionally provided support services for. Financial acumen and business sense (acting like an entrepreneur) are critical competencies to successfully establishing and running grants. The criticality of these competencies increases with the size of the grant.

Long-Term Planning and Alignment of Organization Design

6. **Develop a roadmap for engaging faculty and staff in creating a new identity (mission and vision) and strategy for the college.** Add some specifics to your message of “big, transformative” change – several interviewees felt this language was vague and that it generated a lot of anxiety in the departments. Focus on success stories with the departments that best represent your vision.
 - a. **Develop a strategy focused on areas of strength.** Conduct a thorough evaluation of each department and the programs on key metrics (costs, funding, state and national standing, avg. faculty course load, enrollment, future viability, strategic importance). Consider options for bringing an outside-in perspective on how the college compares to its peer group and to stretch the thinking beyond what exists today.
 - b. **Task the department chairs to look across all the departments and simplify and rationalize all program viability, groupings and structure.** The current grouping of programs within the departments do not follow a consistent framework or logic. Many of the grouping were the results of attempt to “make the best out of” mandated mergers and constraints placed by previous provosts and/or deans. Analysis of programs should be data driven and include market needs assessment, cost benefit analysis, and long-term viability.



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Recommendations

7. **Align the college leadership, department and program structures to support the new vision and strategy.**
 - a. Assess and make adjustments to the college leadership, department and program structures based on insights gained during the strategy and planning efforts.
 - b. Moving forward, each department should devise a strategy for how it supports the college vision and strategy and how it will continue to monitor and evaluate the performance and viability of its programs while making recommendations and participating in the college strategic planning process. While the department structures should allow for uniqueness of each department, there should be more consistency in the common support functions. Currently, none of the departments have a strong, unifying mission and vision to which the individual programs, faculty and staff can align and identify with. Most faculty have strong passion and dedication to and identity with their program, field of study and students, and not with the college.
 - c. Assess the college and department leadership based on the new vision, strategy and assessment of program offerings. Candidates for the department chair must be able to lead, operate and represent at multiple levels: outside the university, within the university, in the college, across departments and in the department. *Note - It is important to acknowledge the significant efforts and contributions made by the current department chairs to get each department to where it is today, given the environment in which they were tasked to operate.*

Recommendations – Department Specific

Human Sciences

Continue to engage faculty and staff, being transparent and developing the program chair structure, and avoid micromanaging the program chairs.

Arrange for provost and dean to meet with the disgruntled faculty to understand their concerns and create mutually agreeable consequences which encourage faculty be accountable for the future choices and actions in support of the college and department goals. The lack of consequences and accountability for a small pocket of disgruntled, activist faculty is enabling them to have a disproportionately negative impact on the positive aspects of the college. These faculty members are harming the reputation of the department and creating a toxic energy that is working against those attempting to put the past behind them and move forward.

Teaching and Learning

Simplify the program structure so they resonate more with the needs of students and in the market place. Prospective students should not be confused by the plethora of program offerings, nor should it be difficult for graduates to explain to potential employers the title of their degree. One suggestion given was to align the AOS and programs by creating an area of study that encompassed the non-graduate degree and licensures. While this creates alignment between AOS and programs, it doesn't address the issues with the complex naming and the challenge of the navigating the number of programs offered.

Educational Studies

Lever the strength and stability in the department and take leadership role in driving and coordinating cross department efforts that contribute to the overall success of the college. For example, lead the effort to rationalize the department and program structures and share experience and lessons learned in setting up structure and creating stability in transition and post-merger.



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Interpretations

Interpretations

1. The departments may be suffering from a crisis of identity. The faculty have retreated to their individual programs for identity and connection. Some key factors that have contributed to this issue are:
 - How the mergers were conducted and managed has created some pockets of strong discontent
 - Poor leadership at the college level and the micromanagement style of previous dean
 - Relatively recent turnover in 2 or the 3 department chair positions
 - Lack of a well constituted strategy and organization design and a failure to appropriately engage the faculty and staff in decision-making and direction setting
 - Lack of a consistent framework and rationale to determine which programs belong in the college and which programs belong together
 - The current structure of the departments and programs is a result of “us trying to make the best of some decisions given to us by the previous deans and provosts”
 - There are some outlier programs that don’t intuitively fit with the majority of programs and therefore there is little or no value to be added in attempting to collaborate
 - Several people expressed opinions that there were redundancies across some of the programs and that the college would benefit by combining them.
2. The college is at a potential tipping point or stalemate between some powerful internal cultural tensions. There appear to be three groups of faculty: 1) those focused on what’s good about the programs and their desire to be great, 2) those focused on what’s bad about the history of previous mergers and 3) those who just want stability and are focused on managing the status quo.



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Interpretations

The three departments are in varying degrees of organizational stability and maturity. The following chart is intended to show a relative comparison of the consultant's perception of the state of each department across some key characteristics. These perceptions are based on all interviews conducted at EHE (college and department). The purpose of this comparison is to illicit insights and conversation about the relationship between some key characteristics and organizational maturity of each department.

Department	*Identity & Vision	*Strategy	*Program Cohesion	*Program Structure	*Admin Structure	*Cultural Wellness
Human Science	1	1	1	3	2	1
	Exists at the program level	Responsibility of individual programs and dept chair	Most diverse programs, Least cohesive rationale for grouping of programs	Traditional degrees within each program	Basic admin and program support	Still dealing with resentment from previous mergers
Teaching and Learning	1	1	2	2	2	2
	Exists at the program level	Responsibility of individual programs and dept chair	Wide range and plethora of offerings from AOS, degrees, and licensures	Difficult to understand; with the mix of licensure, under-graduate and the number of offerings and naming conventions	Basic admin and program support + ALP + IDEC + Reading Recovery	Family atmosphere in admin
Educational Studies	1	1	3	3	2	3
	Exists at the program level	Responsibility of individual programs and dept chair	Consolidated into 1 degree with 13 specializations, a few outliers don't fit as well	Aligned against 13 specializations with program chairs	Basic admin and program support + centers	Faculty have settled into their program areas

Legend: Degree to which the characteristic exists or degree to which the department is functioning relative to the other departments:

- 0 / 0 Least present of the departments or not exist or department is functioning poorly
- 1 / 1 Exists a very low level and/or department is in early development
- 2 / 2 Exits and/ or department is functioning at an acceptable level
- 3 / 3 Exits and/or department is functioning well with good results
- 4 / 4 Most present of the departments or department is functioning at high level

- See definitions on next page



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Interpretations

Definitions:

<p>Identity & Vision: Degree to which the departments had an organizational identity and vision for the future that resonated with faculty and staff and generated inspiration toward a common goal and direction</p>	<p>Strategy: Degree to which department had a comprehensive strategy, grounded in market research and data that provide rationale for investments in a portfolio of academic programs that are viability and contribute to the department and college goals.</p>	<p>Program Cohesion: Degree to which the grouping of programs within a department followed an intuitive and recognizable framework and logic (i.e., similar or closely related disciplines and / or natural synergies).</p>
<p>Program Structure: The relative simplicity / complexity and intuitiveness of program structure to known areas of disciplines and the market place requirements (careers, licensures, etc.)</p>	<p>Admin Structure: The relative simplicity / complexity and apparent rational for grouping of work function and roles reporting to the department chair.</p>	<p>Cultural Wellness: Number of positive and negative remarks faculty and staff made about the working environment and what it was like to work inside each department.</p>

Note: See the next sections for more details on each department.



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Findings – HUMAN SCIENCES

Interviewees

- | | | |
|---|---|---|
| 1. Erik Porfeli – Department Chair | 4. Karmella Spears – Fiscal Ofcr | 7. Leslie Carpenter – Admin Assistant |
| 2. Brian Focht – Vice Chair | 5. Donna Pastore – Program Chair, Kinesiology | 8. Martha Belury – Program Chair, Human Nutrition |
| 3. Gene Folden – Director of Curriculum | 6. Cynthia Buettner – Program Chair, HDFS | |

Working Well

- Most interviewees felt the department was making momentum with new program chair structure and roles.
- Several faculty reported that faculty were feeling valued as a result of being engaged by the department chair, giving them a voice, being transparent and sharing access to information about the department.
- The department is becoming more data-driven and strategic with assessment and review of programs.

Opportunities to Improve

- A few faculty felt that some of our programs were starved for faculty because of neglect, people leaving due to instability and poor leadership of previous department chairs.
- Many people interviewed recommended that the department needed stability in the chair position and time to implement some new structure and process.
- A few faculty asked that the department chair let the program chairs lead and that he not micromanage them.

Time in Chair Position - The current chair recently in in his 2nd year. This department has experienced the most turnover - 6 chairs in 5 years.

Identity and Vision

- Faculty reported looking to their program areas for professional identify and connection.
- Some faculty are coming around and getting behind the efforts of the new department chair to implement a new program structure.
- There is no strong unifying vision for the department.

Strategy

- Strategy is set by the department chairs working with each program chair individually in collecting and analyzing program data.
- The department chair has indicated his plan is to slowly release controls of decision-making as the program chairs develop in their roles.
- As a start, each program chair was given \$5,000 of discretionary funds to further develop their programs.

Program Cohesion (framework / rationale for grouping programs)

- This department is also the most diverse grouping of programs and disciplines. Some of the programs have very different operational needs (i.e., running research laboratories involving chemical science).
- Originally there were three departments: Human Development, Nutrition and Consumer Science from the School of Human Ecology.



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Findings – HUMAN SCIENCES

Academic Structure:

As of August/September 2018, each of the programs have a chair. Previously each program had liaison role with no decision-making authority. The department chair is in the process of teaching each program chair on the duties and transitioning decision-making authority.

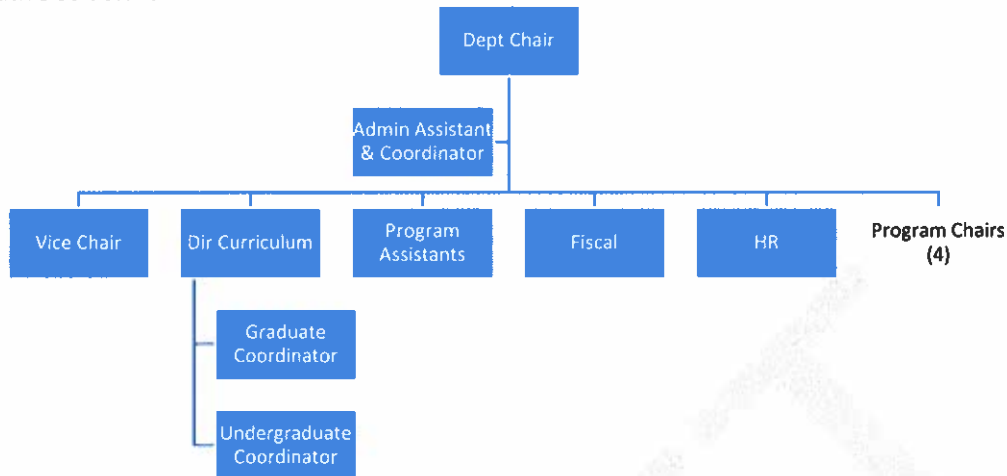
Programs	Degrees
1. Consumer Sciences (CS)	<ul style="list-style-type: none"> • Doctor of Philosophy in Consumer Sciences • Master of Science in Consumer Sciences
○ Consumer and Family Financial Services	<ul style="list-style-type: none"> • Bachelor of Science in Human Ecology, Consumer and Family Financial Services
○ Hospitality and Retail	<ul style="list-style-type: none"> • Bachelor of Science in Human Ecology, Fashion and Retail Studies • Bachelor of Science in Hospitality Management
2. Human Development and Family Sciences (HDFS)	<ul style="list-style-type: none"> • Doctor of Philosophy in Human Development and Family Science • Bachelor of Science in Human Development and Family Science • Associate of Arts in Early Childhood Development and Education
3. Human Nutrition (HN)	<ul style="list-style-type: none"> • Doctor of Philosophy in Nutrition • Master of Science in Human Nutrition • Bachelor of Science in Human Nutrition, Dietetics • Bachelor of Science in Human Nutrition, Nutrition in Industry • Bachelor of Science in Human Nutrition, Nutritional Sciences • Bachelor of Science in Health Promotion, Nutrition and Exercise Science
4. Kinesiology (KN)	<ul style="list-style-type: none"> • PhD in Kinesiology, Physical Education • Doctor of Education in Kinesiology, Physical Education Phd in Kinesiology, Sport Management • Master of Science in Kinesiology, Health and Exercise
▪ Health and Exercise Science (HES)	<ul style="list-style-type: none"> • Doctor of Philosophy in Kinesiology, Health and Exercise Science • Master of Science in Kinesiology, Health and Exercise Science • Health Education Licensure
▪ Physical Education (PE)	<ul style="list-style-type: none"> • Doctor of Philosophy in Kinesiology, Physical Education • Doctor of Education in Kinesiology, Physical Education • Master of Science in Kinesiology, Physical Education • Physical Education Teacher Education Major leads to Licensure
▪ Sports Management (SM)	<ul style="list-style-type: none"> • Doctor of Philosophy in Kinesiology, Sport Management • Master of Science in Kinesiology, Sport Management • Bachelor of Science in Sport Industry
▪ Sport Fitness and Health Programs (SFHP)	<ul style="list-style-type: none"> • Master of Sports Coaching Bachelor of Science in Education, Exercise Science Education • Bachelor of Science in Health Promotion, Nutrition and Exercise Science • Bachelor of Science in Physical Education, Sport and Physical Activity



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Findings – HUMAN SCIENCES

Administrative Structure



Cultural Wellness

- Many interviewees mentioned how a few faculty have chosen to be “mechanisms of chaos”, instead of pitching in and participating in creating a positive solution.
- It was reported that a select few have banded together and committed to resist the efforts of the department chair. They appear to be holding on to negative feelings related to the previous mergers and the loss of identity, significance and privilege.
- Several people used the word “bullying” to describe their behavior. Several people expressed desire for there to be stronger consequences for this type of behavior. They also expressed frustration with and a desire for these disruptive faculty members to “get on board and stop with the whining”.
- Several people mentioned they saw improvement in communications, engagement of faculty and staff and transparency to decision-making with the new chair.



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Findings – TEACHING AND LEARNING

Interviewees

- | | | |
|---|--|---|
| 1. Chris Faltis – Department Chair | 4. Tami Augustine – Director of Teacher Education | 7. Jo’Vanna Zanders – Assistant to Chair |
| 2. Alan Hirvela – Vice Chair, Graduate Studies | 5. Ivan Stefano – Director American Language Program (ALP) | 8. Shayne Piasta – Associate Professor, RLEMC |
| 3. Mollie Blackburn – Vice Chair, Undergraduate Studies | 6. Ruth Lowery – Associate Department Chair | 9. Youngjoo Yi – Associate Professor, FSMLE |

Working Well

- Most the faculty / program chairs interviewed mentioned how they appreciate the autonomy and trust they had from the chair. They also mentioned the positive working relationships they had with the administrative and staff functions and felt supported.

Opportunities to Improve

- A few of the faculty / program chairs compared the challenge running research grants to that of being an entrepreneur and running a small business. Some of the small programs need support with some of the business functions such as marketing and business finance.

Time in Chair Position - The department chair is in his 3rd year. Previous chair was interim for 1 year.

Identity and Vision

- There is no strong, unifying vision for the department.
- Faculty appreciate the identity, connection and intellectual exploration they get with the Areas of Study (AOS).
- Faculty interviewed were split on whether they felt the department should continue with the AOS.

Strategy - Strategy is set by the department chairs working with each program chair individually in collecting and analyzing program data.

Program Cohesion (framework / rationale for grouping programs)

- When the Areas of Study (AOS) were originally conceived there was a 1:1 correlation between Areas of Study and Graduate degree programs.
- Over the years, the addition of licensure and undergraduate programs has created some confusion on roles between members of AOS and program leaders



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Findings – TEACHING AND LEARNING

Academic Structure:

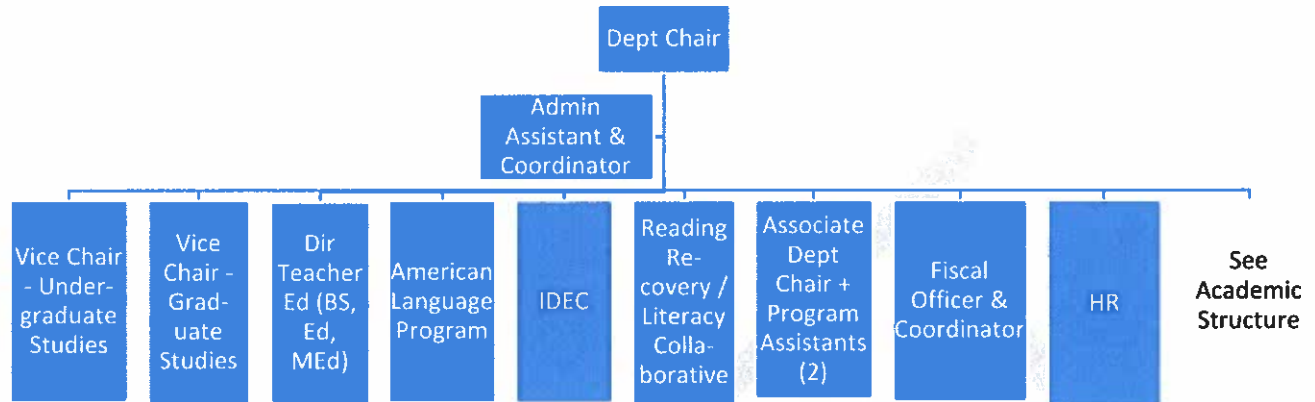
Program	AOS	PhD	EdS	MA	MEd	BSEd	Endor	Lic	Addtl
1. Adolescent, Post-secondary and Community Literacies	X	X	X	X					
2. Dramatic and Arts-based Research, Teaching and Learning	X		X						
3. Literature for Children and Young Adults	X	X	X						
4. Reading and Literacy in Early and Middle Childhood	X	X	X						
5. Multicultural and Equity Studies in Education	X	X	X						
6. Science, Technology, Engineering and Mathematics	X	X	X						
7. Foreign, Second and Multilingual Language Education	X	X	X	X					
8. Language Education and Society	X	X	X						
9. Rethinking Early Childhood and Elementary Education				X					
10. Integrated Teaching & Learning				X					
11. Sensory Impairments and Inclusion				X					
<i>Do these belong in AOS? Preservice/Teacher Education/Needs staff input</i>									
12. Social Studies					X				
13. Science					X				
14. Mathematics					X				
15. Early Childhood					X	X			
16. Visual Impairments					X				
17. Middle Childhood					X				
18. English/Integrated Language Arts					X	X			
19. World Languages					X				
20. Child and Youth Studies (degree only)						X			
21. Science and Mathematics Education						X			
22. Foreign Language Education						X			
23. Teaching English to Speakers of Other Languages						X	X		
24. Early Childhood Educations						X			
25. Early Childhood Education with Visual Impairments						X		X	
26. Middle Childhood Generalists							X		
27. P-6 Mathematics Specialists							X		
28. Reading							X		
29. Early Childhood Generalists							X		
30. First Education Experience Program (EdStudies)									X
31. Graduate Minor									X
32. Undergraduate Minor									X



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Findings – TEACHING AND LEARNING

Administrative Structure



Cultural Wellness

- Several people described the chair's leadership style as "calming", others described the workplace as "we are a family", we work well together, we communicate, and the door is always open.
- A few people mentioned there were some faculty that were difficult to work with and had negative attitudes, but it was not disproportionately disruptive. The comment that best describes 'yeah, there are always a few bad apples' that stir up trouble.



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Detailed Findings – EDUCATIONAL STUDIES

Interviewees

- | | | |
|--|--|---|
| 1. Eric Anderman – Department Chair | 6. Anika Anthony – Pgm Chair Ed Admin | 11. Jerry D’Agostino – Pgm Chair QREM |
| 2. Jodi Henshaw - HR | 7. Lynley Anderman – Pgm Chair Ed Pscy | 12. Antoinette Miranda – Pgm Chair School Pscyh |
| 3. Helen Malone – Associate Chair | 8. Matt Mayhew – Pgm Chair, HESA | 13. Peter Paul – Pgm Chair Special Ed |
| 4. Helen Higgins – Executive Assistant | 9. Kui Xie – Pgm Chair Learning Technologies | 14. Chris Zirkle – Pgm Chair Work Force Education |
| 5. Darcy Granello – Pgrm Chair Counselor Education | 10. Laura Justice – Crane Ctr | |

Working Well

- Faculty and staff indicated that the current department chair has worked hard to create stability and establish structure to the department after the mergers.
- Faculty reported it was easy to work with the staff, “they are competent and understand all the rules”.
- Interviewees mention the department has some outstanding programs and highly recognized faculty, “good faculty and associate professor pool is strong”.

Opportunities to Improve

- A few interviewees recommended that the department needed a vision.
- A few of the faculty mentioned they could do a better job at establishing connections with other the departments.
- Several interviewees mentioned the need to better support and sustain relationships with graduate students, “while they are here and after they leave and not just as potential donors”. This sentiment was not unique to Educational Studies

Time in Chair Position - The chair is in his 3rd year of second term.

Identity and Vision

- There is no strong, unifying vision for the department.
- Some program chairs mentioned they have recently conduct retreats with their program faculty and staff to create a vision and plan for the future. While they were highly energized by the approach and felt it was necessary and valuable, they described it as being “counter-culture”.

Strategy - Strategy is set by the department chairs working with each program chair individually in collecting and analyzing program data.

Program Cohesion (framework / rationale for grouping programs)

- This department seems to have the most cohesion among its thirteen programs (specializations) because it is aligned to the public-school systems. There are a few outliers, like Workforce Development and Educations.
- There may be opportunities to combine, collaborate and/or reconfigure programs in this department that are similar to some in Teaching and Learning and Human Sciences (i.e., HDFS).



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

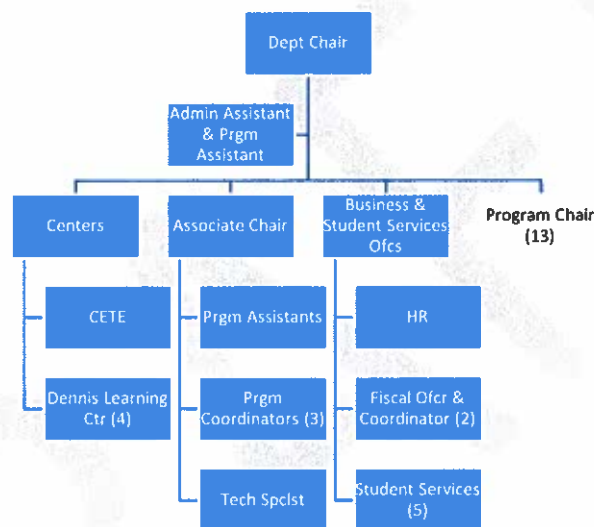
Detailed Findings – EDUCATIONAL STUDIES

Academic Structure:

One degree with thirteen specialties / programs. There is a program chair for each specialty.

1. Biomedical Education
2. Educational Administration
3. Educational Psychology
4. Learning Technologies
5. Quantitative Research, Evaluation and Measurement (QREM)
6. Special Education
7. Counselor Education
8. Educational Policy
9. Higher Education and Student Affairs (HESA)
10. Philosophy and History of Education
11. School Psychology
12. Teacher Education Policy and Leadership
13. Workforce Development and Education (WDE)

Administrative Structure



Cultural Wellness

- All interviewees expressed appreciation for the support, engagement and communication with the chair and vice chair
- A few interviewees mentioned that the chair and vice chair work well together



ASSESSMENT OF EHE DEPARTMENT STRUCTURES

Appendix – History of Changes in Leadership and Structures

College Deans

- 2000 – 2005 Donna Evans - College of Education
- 2005-2007 David Andrews - College of Education
- College of Education created from merger of three schools:
1. Education Policy and Leadership
 2. Teaching and Learning
 3. Physical and Educational Services (PAES)
- 2007-2008 Sandra Stroot - Interim Dean
- College of Education merged with School of Human Ecology to become the College of Education and Human Ecology (EHE) with three departments
1. Educational Studies
 1. Teaching and Learning
 2. Human Ecology
- 2008-2018 Cheryl Achterberg College of Education and then EHE COE
- 2012 “New EHE” created in 2012
1. Educational Studies (ES): Policy and Leadership + PAES
 2. Teaching and Learning (TL): no change
 3. Human Sciences (HS) : Human Development, Nutrition, Consumer Sciences, Phys Ed and Kinesiology

Educational Studies - Directors/Chairs

- 2007-2009 Bruce Kimball – Director, Educational Policy & Leadership
- 2009-2010 Eric Anderman – 1 year as interim director.
- 2010-current Eric Anderman – Director and then Chair of Educational Studies after merger

Teaching and Learning - Directors/Chairs

- 1998 – 2000 Tierney, Robert James - Director, School of Teaching and Learning
- 2000 – 2003 Freeman, Evelyn Blossom - Director, School of Teaching and Learning
- 2003 – 2006 Paul, Peter Vincent - Director, School of Teaching and Learning
- 2006 – 2011 Kantor-Martin, Rebecca Maud - Director, School of Teaching and Learning
- 2011 – 2015 Clark, Caroline Taylor – Director, then Chair of the School/Dept of Teaching and Learning
- 2015 – 2016 Stroot, Sandy - Interim Chair, Department of Teaching and Learning
- 2017 – 2019 Faltis, Christian - Chair, Department of Teaching and Learning

Human Sciences - Directors/Chairs

- 2012 – 2013 James Kinder – Chair Human Nutrition
- 2013 – 2014 Mark Fallia – Interim Chair Human Sciences
- 2014 – 2015 Tasha Snyder – Interim Chair
- 2015 – 2016 Carl Maresh - Chair
- 2017 Joe Wheaton – Interim Chair.
- 2017 - current Erik Portfeli – Chair