EHA Leadership Team Minutes
Wednesday, January 31, 2018, 9:00-11:00
333 Willard, Stillwater/MCB 2408A, Tulsa

Present Leadership Team members and guests

<table>
<thead>
<tr>
<th>Julie Koch, HCCP School Head</th>
<th>Valerie McGaha, EHA Tulsa Faculty Representative</th>
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</thead>
<tbody>
<tr>
<td>Julie Croff, HCCP Faculty Rep</td>
<td>Ed Harris, FDRC Chair</td>
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<td>Susan Stansberry, SEFLA School Head</td>
<td>Jennifer Cribbs, Student Affairs Chair</td>
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<td>Ben Binewald, SEFLA School Representative</td>
<td>Donna Lindenmeier, EHA P&amp;P Chair</td>
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<td>Adrienne Sanogo, Interim STLES Associate School Head</td>
<td>Steve Wanger, SELFA faculty</td>
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<td>Shelbie Witte, STLES Faculty Rep</td>
<td>John Romans, EHA Dean</td>
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<td>Doug Smith, KAHR School Head</td>
<td>Tonya Hammer, HCCP Faculty</td>
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<td>Jason DeFreitas, KAHR Faculty Rep</td>
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Review and approve previous meeting minutes
- Dr. Koch motioned to approve the minutes with edits and Dr. Stansberry seconded. The motion was approved unanimously.

Dean Reports
- Recruitment and retention efforts are ongoing
- EHA Flight Center fundraising activities are underway
- Faculty is encouraged to apply for EHA faculty awards
- The EHA ARPT Committee will meet in mid-February to review ARPT material.
- The Deans Council is discussing changes to the spousal hire process. There is a movement to a more formal process where colleges would pay a percentage of their salary for approximately 3 years before the receiving department takes full responsibility for the full salary. This could take away resources from schools and up the cost of faculty recruitment. School budgets would bare this burden, or we could pool college resources.
- There are two candidates for the Grant Coordinator position.
- March 31- Deadline for EHA Outstanding Staff Awards

Program growth data and goals
- Dr. Sanders is working on more targeted goals for EHA programs. We want targets for short and long-term goals.
- Dean Romans wants to draw priorities from these program goals. Program growth data and goals should lead outreach, student services and marketing. These areas will work to develop long term goals across the Schools. These will also help guide our work and prioritize requests.
- Dean Romans will work with School Heads to develop a priorities list.
- EHA has outreach funds for short term graphic design staff to help with requests.
- Dr. Ormsbee identified areas to develop certificates and we need short-term help for certificate development.
- Dr. Stansberry suggested hiring staff to take on accreditation, course action forms and schedules. These responsibilities could be taken off faculty and course releases wouldn’t be necessary for program coordinators.
Online certificates and degree programs

- The Spears School of business has been piloting a program for the competitive out of state tuition rates for online programs.
- EHA needs to better position our online degrees with out of state audiences and we need to change the non-resident fee.
- The Board of Regents set non-resident pricing and Dr. Tucker is trying to change this without requiring a change through the board.

Faculty Governance

- Schools continue to discuss the draft of EHA faculty governance.
- At the February 14 Leadership Team meeting, School Heads and reps will provide feedback. After discussion, Leadership Team or a subgroup will make corrections and send out for a college vote.

FDRC Responsibility

- Dr. Harris motioned to approve FDRC responsibilities and Dr. Lindenmeier seconded. The motion was approved unanimously.

Research week

- EHA is well represented. There is a concerted effort to expand the list of invitees to include Humanities research.
- Dean Romans thanked faculty for their attendance and participation.

Regular and Emergency Faculty Timeline

- The following emergency faculty line requests were approved at the January 17 Leadership Team meeting: HESA Stillwater Assistant Professor, tenure track Curriculum Studies Stillwater Assistant Professor, tenure track.
- Dean Romans requested that emergency requests have adequate information and time to have proper discussion.
- Regular faculty line requests will be discussed at the April 4 Leadership Team meeting.
- Dean Romans will meet with Provost Sandefur to discuss the FY19 budget. He has asked School Heads to prepare GA and Adjunct needs for the next academic year.

Susan Stansberry, SEFLA School Head

- The Educational Technology search committee is meeting with candidates.
- The Aviation and Space search committee is selecting candidates with whom to video conference and there are 10 candidates.
- The SEFLA personnel committee completed all ARPT actions
**Julie Koch, HCCP School Head**
- HCCP approved their ARPT document.
- HCCP discussed future summer pay
- The nursing accreditation site team is visiting in a few weeks.
- HCCP is mulling over the possibility of a new HEP pre-med option in OSU Tulsa

**Adrienne Sanogo, Interim STLES School Head**
- STLES will meet Friday, February 2 to discuss goals and shared governance, and to tie up their ARPT document.
- Their APRT committee has completed their review.
- STLES has an offer out for the Foreign Language position

**Doug Smith, KAHR School Head**
- Dr. Sanders attended the last KAHR meeting to discuss furniture for their lecture rooms.
  Dr. Sanders presented options and faculty agrees of new furniture.

**Ed Harris, EHA Faculty Development and Research Committee Chair**
- FDRC is prepared to extend the faculty award deadline.

**Donna Lindenmeier, EHA P&P Chair**
- Curriculum proposals to be reviewed by the EHA P&P committee are due to Kathy Boyer by 5:00 on February 12.
- The EHA P&P meeting is February 20.
- Proposals must be reviewed and approved by school committees or they will not be reviewed at EHA P&P meetings.

**Jennifer Cribbs, EHA Student Affairs Committee Chair**
- The EHA scholarship deadline is February 1.
- The Student Affairs Committee governance document does not match the current draft of the faculty governance document. Dr. Jennifer Job worked with the committee to develop these priorities. Dr. Cribbs will provide edits at the next Leadership Team meeting.

**Valerie McGaha, EHA Tulsa Faculty Representative**
- Dr. Pam Fry will meet with Tulsa campus faculty on February 12.
- Dr. McGaha attended a data workshop sponsored by the Tulsa Community Service Council. The council is bringing together people and organizations. Please contact Dr. McGaha if you are interested in participating.
- The CFR is highlighting Tulsa and they will have a meeting on February 23. They will provide 5 hours of CPU’s.
- March 3, [OSU Tulsa screening of American Creed](#) Sponsored by EHA, the Writing Project and OACTE.
## 2017-2018 EHA Leadership Team meetings

<table>
<thead>
<tr>
<th>Date 1</th>
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<tbody>
<tr>
<td>Wednesday, August 30, 2017</td>
<td>Wednesday, January 17, 2018</td>
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<tr>
<td>Wednesday, September 13, 2017</td>
<td>Wednesday, January 31, 2018</td>
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<td>Wednesday, September 27, 2017</td>
<td>Wednesday, February 14, 2018</td>
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<td>Wednesday, October 11, 2017</td>
<td>Wednesday, February 28, 2018</td>
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<td>Wednesday, October 25, 2017</td>
<td>Wednesday, March 14, 2018</td>
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<td>Wednesday, November 8, 2017</td>
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<tr>
<td>Wednesday, November 29, 2017</td>
<td>Wednesday, April 11, 2018</td>
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<tr>
<td>Wednesday, December 13, 2017</td>
<td>Wednesday, April 25, 2018</td>
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<td></td>
<td>Wednesday, May 9, 2018 (OSU Tulsa Campus)</td>
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EHA Faculty Line Request & Review Timeline

**Spring Semester:** regular faculty line request  
*(Timeline approved at the October 5, 2016 Leadership Team Meeting)*

- March /early April- Schools review regular faculty line requests
- April/ early May- Leadership Team reviews regular faculty line requests
- Summer- Schools begin advertising
- Fall- Schools begin search and hiring process

**Fall Semester:** emergency faculty line request  
*(Timeline adopted at the October 11, 2017 Leadership Team Meeting)*

Programs with unexpected resignations after the spring faculty line request deadline, can submit emergency faculty line requests in the fall semester by October 1. Faculty line requests not chosen will be moved to the regular faculty line request in the spring.

- August/ September- Schools review emergency faculty line requests
- October - Leadership Team reviews emergency faculty line requests
- October/November- Schools begin search and hiring process
F-1 Purpose

The shared governance structure has been designed to enable faculty to have a major influence on the policy and direction of the College of Education, Health and Aviation (EHA). The committees are comprised of faculty elected by their colleagues to collaboratively conduct the business of EHA. The committees hold responsibility for providing the faculty voice in decisions that impact faculty development, personnel policy, curricula development and implementation, long- and short-term planning and development, and resource allocation.

F-2 Guiding Principles of Shared Governance

• We believe that the work of the EHA is important and has a tremendous impact on the success of the College and its members.
• We strive for a culture, environment, and structure that infuses and perpetuates an atmosphere of openness, trust, and collegiality.
• We believe in a responsible representative structure whereby the viewpoints of all members are presented fairly, openly, and respectfully during the course of business.
• We believe that it will be vital to our success that duly elected/selected representative members of the EHA commit to continuously gather and disseminate information among all members of the College in a timely fashion.
• We believe that all faculty should be involved in the work of policy development related to College affairs.
• We believe in a culture where faculty and staff work in conjunction with administrators to develop policies; administrators then work to carry out those policies.
• We believe in an administrative team that is responsive to its faculty and staff and that operates in a service capacity to members of the EHA.
• We strive for continuous open and honest communication among all members of the EHA. A manifestation of this commitment is the open publication (via website or electronic distribution) of all agendas and minutes of any and all public meetings of the College.
• We believe in continued growth and development and are open to the evolution of these guiding principles and any structure that may be an outgrowth of these principles.

**F-3 Leadership Team Configuration**
The faculty governance configuration is presented in figure A. The figure reflects the Chairs of each of the three standing committees in the EHA: Faculty Development and Research, Student Affairs, and Programs and Planning. When appropriate, these committees may form requisite task forces and/or ad hoc committees with additional faculty, staff, student, or other representation to provide policy review and recommendation. Leadership Team also includes:

- Dean
- Associate Deans
- School Heads
- School Representatives
- Tulsa Representative

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**Student Affairs:**
- Scholarship and awards
- Advisement and counseling
- Convocation and commencement

**Faculty Development and Research:**
- Faculty development
- Faculty research
- Faculty sabbatical
- Policy recommendation
- Extension

**Program and Planning:**
- Graduate programs
- Undergraduate programs
- Academic standards and curriculum
- CEHA planning and resource allocation

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Figure A
Oklahoma State University
CEHA
Shared Government Structure
Committee Responsibilities

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Shared Leadership Team
F-4 Standing Committee Configuration

Responsibilities of the Faculty Development and Research Committee include, but are not limited to, matters of: (1) faculty development; (2) faculty research; (3) faculty sabbatical; (4) policy recommendation; and (5) extension.

Responsibilities of the Student Affairs Committee include, but are not limited to, matters of: (1) scholarships and awards; (2) advisement and counseling; (3) convocation and commencement.

Responsibilities of the Programs and Planning Committee include, but are not limited to, matters of: (1) graduate programs; (2) undergraduate programs; (3) academic standards and curriculum; and (4) EHA planning and resource allocation.

F-5 Standing Committee Representation

Faculty governance representation on standing committees is shown in figure A-1. It is extremely important that representatives on committees understand their responsibility for being present and fully participating in committee work. To that end, if an elected representative is unable to attend a meeting, an alternate representative should attend.

The Faculty Development and Research Committee includes:

- two (2) tenured (preferred) or tenure-line faculty members from each department/school and one (1) alternate representative (to attend if one of the two representatives cannot attend)
- one (1) staff representative (ex officio)
- Associate Dean for Research, and Engagement and Administration (ex officio)

The Student Affairs Committee includes:

- one (1) tenured or tenure-line faculty members from each academic department/school and one (1) alternate representative (to attend if representative cannot attend)
- one (1) staff representative (ex officio)
- Associate Dean for Academic Affairs (ex officio)

The Programs and Planning Committee includes:

- two (2) tenured or tenure-line faculty members from each school and one (1) alternate representative (to attend if one of the two representatives cannot attend)
- one (1) staff representative (ex officio)
- Associate Dean for Academic Affairs (ex officio)
Figure A-1
Oklahoma State University
CEHA
Shared Government Structure
Committee Membership

**Student Affairs:**
- 1 tenured or tenure-track faculty members from each school
- 1 alternate from each school to attend if member will be absent
- 1 staff representative
- Associate Dean of Academic Affairs (ex officio)

**Faculty Development and Research:**
- 2 tenured or tenure-track faculty members from each school
- 1 alternate from each school to attend if member will be absent
- 1 staff representative
- Associate Dean of Research, Engagement, and Administration (ex officio)

**Program and Planning:**
- 2 tenured or tenure-track faculty members from each school
- 1 alternate from each school to attend if member will be absent
- 1 staff representative
- Associate Dean of Academic Affairs (ex officio)

**Shared Leadership Team**
Dean
Associate Dean(s)
School Heads (4)
EHA FDRC Chair
EHA SA Chair
EHA P&P Chair
Elected School Rep (4)
Elected rep from OSU – Tulsa (rotates yearly among schools)
**F-6 Election of Representatives and Implementation Timelines**

The format for the election of committee representatives and at-large representatives is shown in Figure B. The committee representatives from each department/school will be elected for each of the three standing committees as follows:

- one committee representative, one-year term (Only one representative for student affairs to be elected for two year term)

**one committee representative, two-year term, elected during even-numbered years F-7**

**Shared Leadership Communication**

The Shared Leadership Team is an integral part of the communication process. Meetings of the standing committees and the Shared Leadership Team are open meetings with the exception of deliberations about sensitive personnel matters.

**Minutes.** Minutes of any ad hoc committees or task forces created by one of the three committees will be submitted to the particular committee. Minutes of each of the three committee meetings will be posted electronically. Minutes of Shared Leadership Team meetings will be sent electronically to all faculty members, chair of the Staff Action Team, and chair of the EHA Student Council.

**Meetings.** Meetings of the three committees and Shared Leadership Team will be held regularly schedule meetings or meet as needed as determined by the committee during the academic year, and the agenda will be posted one week in advance by e-mail. Meetings of the Shared Leadership Team will also be held no less than once a month during the academic year and the agenda posted one week in advance.

Equal representation – some statement to the effect of:

Full and open meetings of the entire EHA faculty and/or in electronic communications to all faculty are generally where voting on policies and issues takes place. The Shared Leadership Team is comprised of representatives of the entire faculty. Equal representation of all parts of the EHA is important for fostering an environment of all voices being represented and heard with no one group having more representation than others.
Purpose

Central to the College of Education, Health, and Aviation’s (EHA’s) shared governance philosophy and practice and comprised of colleague-elected faculty, the Faculty Development and Research Committee (FDRC) is designed to give voice to faculty in decisions influencing faculty development, research development and initiatives, research and development resource allocation, and long- and short-term planning and development. The FDRC thereby enables faculty majorly to influence the EHA’s policies and directions.

General Responsibilities

The Faculty Development and Research Committee:

1. contributes to and supports such new faculty development activities as workshops, seminars, and orientations;
2. encourages and helps cultivate a research culture, such as contributing to and supporting EHA activities during Research Week and collaborating with Student Affairs Committee on the annual April Research Showcase;
3. helps cultivate a mentoring culture within the EHA;
4. apprises faculty of development opportunities;
5. revises, when appropriate, the EHA Reappointment, Promotion, and Tenure (RPT) document for faculty approval;
6. reviews sabbatical leave requests recommending request approval or disapproval to the Dean;
7. arranges for faculty’s sabbatical presentations/reports (e.g., brown bags);
8. collaborates with Unit Heads to inform EHA faculty about EHA and University awards and to encourage faculty to apply for those awards;
9. reviews faculty award-application dossiers and recommends awardees to the Dean.

Committee Composition

The Faculty Development and Research Committee includes:

1. two, tenure-line representatives and one, tenure-line, alternate from each Unit;
2. the Associate Dean for Graduate Studies, Research, and Outreach (ex officio);
3. a staff member (ex officio).

Committee Member Election

On alternate years, each Unit’s faculty elect two FDRC representatives for two-year terms. Staggering representatives’ terms promotes experience and knowledge transfer, thereby best representing each Unit and serving the Committee’s needs.
Committee Chair

The FDRC Chair rotates among the different Units. The Chair serves a one-year term and may serve beyond nine-month, academic years if necessary to fulfill the Chair’s responsibilities. In conversation with Unit representatives, the Chair arranges meeting place, time, and agenda. The Chair serves faculty and represents the FDRC as a voting, EHA Leadership Team member.

Attendance at Committee Meetings

FDRC members must attend or arrange for the Unit’s alternate to attend all Committee meetings. The FDRC meeting is opened to EHA faculty. Faculty with pending actions before the Committee are encouraged to attend to answer potential questions concerning those actions. Although non-committee-member faculty may either speak briefly or send written communication concerning proposed actions, only FDRC members may vote.

Committee Procedure

Because its meetings are opened to faculty, the FDRC follows *Robert’s Rules of Order* ([http://www.robertsrules.org/rulesintro.htm](http://www.robertsrules.org/rulesintro.htm)). FDRC members and visiting faculty should review the latest edition.

Committee Meetings

The FDRC meets at least twice per semester or, when necessary.
Faculty Line Request
College of Education, 2018

Program Requesting a Line: Higher Education and Student Affairs (HESA)

Position Requested: Assistant/Associate Professor

Background Information
1. Program Coordinator (or contact person) and contact information:
   Steve Wanger, steve.wanger@okstate.edu
2. Kind of field or clinical experiences students engage in when completing the program, if any:
   Master’s students participate in internships as well as fieldwork during their creative components or research theses. Ph.D. students are involved in research and other field experiences during internships, their required residency, and their research work (which spans both coursework and dissertations).
3. Accreditation(s) associated with the program:
   Although there are no accrediting bodies in our discipline we align our College Student Development program with CAS standards (Council for the Advancement of Standards in Higher Education). In addition, each of our degree programs reflect the best practices emerging from CAHEP (Council for the Advancement of Higher Education Programs) and the Council on Graduate Studies.

CRITERIA

A. LINE REQUEST JUSTIFICATION

Why is this faculty line a priority for your program? school? the CEHA? How does this line contribute to your program’s 3-5 year plan?

The goal of HESA’s College Student Development (CSD) program is to develop advanced scholar-practitioners who effectively lead higher education institutions and engage community partners in solving complex problems. The coursework offers comprehensive exposure to the issues facing higher education today. Within this context, students focus on issues or problems of special interest to them within the realm of higher education and student affairs.

Some of our current CSD program objectives include prioritizing on-site collaborative mentoring, research, teaching and service, increasing the visibility of the program at the national and international level, fostering stronger ties with OSU Student Affairs, and strengthening the rich history of theory-to-practice that this program has brought to the university for many decades. To achieve these goals, we need to be able to recruit highly motivated students and provide them with a rich set of experiences, including coursework, research opportunities, engaged mentoring, and strong collaboration with OSU Student Affairs. With Dr. Foubert’s resignation effective at the end of the Spring 2018 semester, we are unable either to maintain the CSD program at its current level or to increase our national and international profile. The new
faculty member would primarily teach courses required for the M.S. Educational Leadership Studies degree for both the College Student Development and Higher Education options, provide mentorship to masters and doctoral students, serve as the College Student Development program leader, and actively collaborate with OSU Student Affairs.

This position will allow us to not only maintain the national prominence of the CSD program—which for over 20 years has been a leading national program that draws diverse students from across the country—but to grow the program and further engage with OSU Student Affairs. This accordingly strengthens the land-grant mission of SEFLA, the College of Education, Health and Aviation, and OSU. Due to the strong diversity within the program, this position also closely corresponds with the university’s emphasis to enhance diversity and equity within Oklahoma higher education.

What program need are you filling with this position?

Filling this position addresses the multiple needs resulting from the departure of Dr. John Foubert. First, the position serves as the primary faculty line for the CSD program. As such, the position oversees the recruiting, advising, and mentoring of an annual average cohort of 12 students in the Masters of Science in Educational Leadership Studies, with option in College Student Development. [As a two-year, typically full-time program, the CSD program averages 24 master’s students.] Second, this position serves the larger HESA program, including a Master’s of Science in Educational Leadership Studies, with an option in Higher Education, and a Ph.D. in Educational Leadership and Policy Studies. Collectively, these three academic programs represent the advising and research mentoring of an average of 100 graduate students, typically 55 to 60 of which are pursuing the Ph.D.

What steps have you taken to maximize efficiency with faculty resources and meet the need in the past two years?

Since the loss of one tenure-track line two years ago, we have relied on adjuncts and graduate assistants to support multiple program initiatives. However, given the dual contexts of the state budget crisis (with the reduction in the number of adjuncts teaching courses, and an overall reduction in the number of assistantships) and the need for a tenure-track faculty member to participate in the advising of 100 graduate students, replacing this line with adjuncts or graduate assistants is not a sustainable strategy for maintaining a strong, viable graduate program.

B. SCHOLARSHIP related to our LAND GRANT MISSION

Major research emphases: What kind of scholarship will the new faculty member contribute to the program, school, college?
All HESA faculty conduct research that impacts communities [broadly defined] in both policy and practice. The new faculty member will be expected to focus on issues in higher education and student affairs that contribute to HESA’s comprehensive approach. Such scholarship may emphasize diversity and equity issues in higher education, student access, student success, and/or community college leadership.

C. SERVICE related to our LAND GRANT MISSION

*Impact: What kind of impact might a new faculty member have on the community---local, regional, state, national---as a member of the program?*

The HESA faculty hold to a scholar-practitioner perspective on higher education; scholarship and practice mutually inform and strengthen the work of a researcher. Consequently, we expect that the work of the new faculty member will include service that focuses on the preceding issues at the local, regional, state, national, and international levels.

D. INSTRUCTION related to our LAND GRANT MISSION

*Teaching and Graduate Advising: What is the need related to teaching and advising/chairing of graduate committees currently in the program? What courses would the new faculty member described here be likely to teach in the next two years? What is the typical enrollment of those courses?*

The new faculty member will teach graduate courses associated with the preceding issues. Given current heavy doctoral enrollments within HESA—as demonstrated in the subsequent table—the new faculty member will be expected to advise/chair graduate committees as soon as possible.

HESA Faculty/Student Ratios

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<thead>
<tr>
<th>Faculty to Graduate Student Ratio</th>
<th>Faculty to Doctoral Student Ratio</th>
<th>Best Practice Faculty to Doctoral Student Ratio*</th>
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<tr>
<td>1:24</td>
<td>1:14</td>
<td>1:8</td>
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*Historic best practice ratio within social science doctoral programs
Faculty Line Requests, College of Education

Assistant Professor, Tenure Track, Stillwater-based, Curriculum Studies

BACKGROUND INFORMATION

1. School and Program Name:
   Curriculum Studies Program, School of Teaching, Learning and Educational Sciences

2. Program Coordinator (or contact person) and contact information:
   Dr. Hongyu Wang, Program Coordinator
   2444B Main Hall
   OSU-Tulsa
   hongyu.wang@okstate.edu
   Tel: 918-594-8192

3. Kind of field or clinical experiences students engage in when completing the program, if any:
   N/A

4. Accreditation(s) associated with the program:
   NCATE

5. Position number is associated with this line request: 212480
CRITERIA

A. SCHOLARSHIP related to our LAND GRANT MISSION

Integrating theory and practice to implement the land grant mission lies at the heart of Curriculum Studies research. Major research emphases within the program are: curriculum theory and practice, teacher research, curriculum development and assessment, media literacy, cross-cultural and international curriculum inquiry, nonviolence education, teacher professional development, social justice education, and college teaching and curriculum. In addition to CS faculty’s influential published scholarship, they demonstrated intellectual leadership nationally and internationally through founding new professional organizations, pioneering new lines of inquiry, delivering keynote addresses, and serving as refereed journal editors, editorial board members, and advisory board members. The new faculty member will contribute to the distinguished scholarship tradition of CS program in both complementary and collaborative ways.

B. SERVICE related to our LAND GRANT MISSION

Curriculum Studies faculty members view community as not only local and national but also international. Program faculty members have significantly contributed to the University research culture, served and played leadership roles in various committee work within university and in national and international organizations, worked with public school educators and community-activists. Services in the area of cultural and international diversity have been strong both on campus and in outside communities. In addition, our outstanding graduates are the embodiment of Curriculum Studies’ impact on community in various ways. The new professor will work with CS faculty to build more connections with local communities and make a unique contribution to providing much needed service for underrepresented groups in Oklahoma. This person will also collaborate with local K-12 schools and colleges in Stillwater, Tulsa, OKC, and other areas.

C. INSTRUCTION related to our LAND GRANT MISSION

The Curriculum Studies program offers 11 master’s (5000) level courses including 1 required of all TLL students, 4 required of all CS program students, and 2 service classes for other options. The program also offers 12 doctoral (6000) level courses including 1 required of all program students, 2 optional research classes for other options, and 1 required course for all Ph. D. in Education students rotating between CS faculty and other options faculty. In addition, the program delivers 1 undergraduate course that currently has 6 sessions each year. Altogether, faculty members currently deliver a total of 23 graduate courses and 1 undergraduate course (see Appendix 1 for course enrollment). Current Curriculum Studies advisees include 31 master’s students and 35 doctoral students (see Appendix 2 for dissertation hour data). The doctoral advisement load is currently heavy as many students are working on their dissertations. College Teaching graduate certificate was open for enrollment in the Fall of 2016 and currently has 15 students.

The regular number of Curriculum Studies faculty is four but after Dr. Job resigned currently we only have three tenure-tracked members (with one of them plans to retire soon). We urgently need one more faculty member to deliver the program including teaching and advisement. Having so many adjunct instructors makes it difficult for our advisees to form advisory committees. Doctoral students face the difficult problem of having to change their committee members frequently and they need stable and adequate advisement in order to graduate. The enrollment in undergraduate and graduate courses have been strong and CS faculty try our best to meet the needs of each cohort group from other programs. Our service classes include CIED 5053 Curriculum Issues and CIED 5073 Pedagogical Research. We also provide the service class CIED 5093 Curriculum Design to the newly established MAT program. Some specialization classes such as CIED5183 Media Literacy across the Curriculum draws students from other programs and has had a consistently high enrollment number. The first TCC graduate certificate cohort will end the Spring 2018 and we will recruit the second cohort group. Our specialization courses are rotated every two to three years between Stillwater and Tulsa and should have been offered more often to facilitate students’ timely
graduation. We have not offered enough courses for CS students to finish their coursework. Moreover, there is a growing need to offer additional service courses in Tulsa.

The new faculty member will have a 3-2 teaching load and contribute to graduate student advisement. In the next two years, the new professor will rotate with other faculty members to teach service classes, including CIED 5053 Curriculum Issues, CIED 5093 Curriculum Design, CIED 5623 Multicultural Diversity Issues, and CIED 5073 pedagogical research. Dr. Job had regularly taught CIED 5073 and CIED5093 (she developed this new course). The typical enrollment of these classes are 15-20. For specialization classes, the new person will rotate with other CS faculty to teach CIED 5123 Curriculum in the Secondary School, CIED5043 Issues in Teaching, CIED 5183 Media Literacy Across the Curriculum, CIED 6033 Analysis of teaching, CIED 6063 Curriculum History—Dr. Job taught these courses—and other courses when needed. The typical enrollment for these classes is 10-15. College Teaching Graduate Certificate courses for cohort groups will also be rotated among all faculty members.

D. LINE REQUEST JUSTIFICATION

This tenured-tracked, Assistant Professor Position is a replacement position and necessary for the program to continue to be delivered. Our teaching and graduate advisement load requires Dr. Job’s position to be filled. The person selected for this position will contribute to the OSU Land Grant mission by bringing to the program strong scholarship, the ability to attract grants, experiences in college teaching preferred, and strong leadership in working with schools, colleges and other educational programs and recruiting graduate students. This person will collaborate with faculty in other programs in research and outreach, impacting underrepresented groups. CS teaching and advisement load will also increase due to recent initiatives, including a new service class to MAT, undergraduate service class, and recently opened graduate certificate. These initiatives not only benefit the CS program but also the School and the College, aligned with the college goal of engaging communities from the local to the international levels. Sharing CS faculty’s workload, this new faculty member will be part of our ongoing efforts to build the Curriculum Studies program at OSU as a prominent national and international center of study.
Appendix 1: Curriculum Studies Program Course Offering Enrollment (2015-2017)

Undergraduate Course

<table>
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<th>Semester</th>
<th>Course</th>
<th># of Students</th>
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<td>Spring 2017</td>
<td>CIED 4073 Elementary Curriculum Design and Development</td>
<td>22</td>
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<td>Fall 2017</td>
<td>CIED 4073 Elementary Curriculum Design and Development</td>
<td>20</td>
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<td></td>
<td>CIED 4073 Elementary Curriculum Design and Development</td>
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<td>CIED 4073 Elementary Curriculum Design and Development</td>
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(A note: For CIED 4073, current arrangement is: one faculty teach two sessions in the Fall semester; one teaching assistant teach two sessions in the Fall semester and another two sessions in the Spring semester)

Graduate Courses

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<tr>
<th>Semester</th>
<th>Course</th>
<th># of Students</th>
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<td>CIED 5183 Media Literacy Across the Curriculum</td>
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<tr>
<td></td>
<td>CIED5723 Gender and Curriculum</td>
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<td>CIED5093 Curriculum Design</td>
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<td>CIED 5043 Issues in Teaching</td>
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<tr>
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<td>CIED 5623 Multicultural Diversity Issues in Curriculum</td>
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<tr>
<td></td>
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<td>Summer 2017</td>
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<td></td>
<td>CIED 5730 Mindful Curriculum and Teaching</td>
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<tr>
<td></td>
<td>CIED6503 Doctoral Seminar</td>
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<td>(one CS professor taking leave; another on sabbatical this semester)</td>
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<td>CIED5123 Curriculum at the Secondary School (overload for a visiting assistant professor)</td>
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<tr>
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<td>CIED 6153 Curriculum of Nonviolence</td>
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<td>CIED 6073 Advanced Pedagogical Research</td>
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<td>CIED 6163</td>
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<td>CIED 6503</td>
<td>Doctoral Seminar</td>
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<td></td>
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<td>(one faculty member on maternity leave this semester)</td>
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<td>CIED 5053</td>
<td>Curriculum Issues (Special Edu cohort; open to other students)</td>
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<td>CIED 5053</td>
<td>Curriculum Issues (online)</td>
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<td>CIED 5623</td>
<td>Multicultural Diversity Issues in Curriculum</td>
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<td>CIED 5043</td>
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<td></td>
<td>CIED 6133</td>
<td>Theory to Practice in Education</td>
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<td>CIED 6063</td>
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<td>CIED 6143</td>
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<td>Curriculum Issues (Literacy Cohort)</td>
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<td>CIED 6183</td>
<td>Advanced Media Literacy</td>
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<td>Summer 2017</td>
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<td><strong>Three-Year Total:</strong></td>
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<td><strong>124</strong></td>
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2018 WOMEN'S FACULTY COUNCIL $500-1000 STUDENT RESEARCH AWARDS

Featuring Research and Scholarship by OSU Students

- Current OSU undergraduate and graduate students in all fields are eligible, including 2018 graduates.
- Work must have been conducted at OSU.
- Complete projects and works in progress will be considered.
- Applicant must be the sole or primary author.
- Summaries of research for theses, dissertations, course projects, and creative works are acceptable.
- Previous awardees are ineligible.

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- Apply online at: http://womensfacultycouncil.okstate.edu/
- See "Tips for a successful proposal" under the "Research Awards" tab
- One letter of support for your application from a faculty advisor is required and must be uploaded by advisors to the WFC website.
- Awardees will be announced around April 1, 2018.
- Email Dr. Patrauchan at m.patrauchan@okstate.edu if you have questions.

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