

Guidelines for College of Education and Human Sciences Alignment Exploration Process

What is alignment within the new college?

Alignment is not simply reorganization of the existing structures, alignment is the positioning of research/grantsmanship, service, teaching, and structure in relation to each other with the goal of enhanced outcomes for students, researchers, faculty, staff, college, university, and the community.

What outcomes do we expect from alignment?

<p><u>Research/Grantsmanship</u></p> <p>Enhanced research culture and increased collaboration on research and grant projects.</p>	<p><u>Service</u></p> <p>Increased sharing of resources and collaborative practice opportunities, including a potential shared clinic and community engagement.</p>
<p><u>Teaching</u></p> <p>More shared coursework across units with increased student interaction and efficiency and utilization of instructional resources.</p>	<p><u>Unit Structure</u></p> <p>Reduction in the traditional siloed approach to programs and instruction and an increase in collaborative educational activities with enhanced outcomes for all.</p>

How should this process begin?

Before any college alignment can begin, we must develop a shared understanding of the programs, research, teaching, and service within the college. To accomplish this, we must engage each other through a series of faculty guided discussions and information gathering activities. Faculty/programs who may have a common interest should explore these interests. This exploration should be open to all who are interested and be self-directed. These discussions will be the basis for exploration of alignment in the areas of research/grantsmanship, teaching, and service.

What about unit realignment?

If, through the process of alignment exploration or any other pathway, opportunities for unit reorganizations are identified (new units or existing unit reorganization), these should be evaluated. Faculty and programs that believe realignment would be beneficial with regard to one or more of the areas described above should begin to evaluate the potential of restructuring.

As these explorations begin any proposed discussions regarding new units or realigned units should be open to anyone interested and submitted to the Deans office and published for review by the larger faculty. After sufficient time for discussion and exploration, programs and faculty requesting realignment should complete the “Unit Alignment Proposal” to be submitted for public review and administrative evaluation. It should be noted that this must not be viewed as a one-time opportunity for alignment. As programs evolve and change, realignment of programs or activities if demonstrated to be beneficial should be explored.

Unit Alignment Proposal

Proposals should be publicly accessible to avoid program/unit disruption. The template below is designed to facilitate the proposal process.

TIMELINE

Spring 2020	Introduction of Program Alignment Proposal Process to faculty for feedback.
Summer 2020	Faculty begin alignment discussions.
Fall 2020	Programs exploring unit alignment should inform Dean by mid-semester. Dean reviews proposals and provides feedback by the end of the Fall 2020 semester.
Spring 2021	Initial unit alignment proposals submitted for consideration are due to the Dean's office by Feb. 15 th . Administration in conjunction with the faculty advisory committee will evaluate the resulting configurations and initiates discussion with units to clarify and finalize details.
Summer 2021	Administration and the faculty advisory committee begins to finalize structure and function of the new unit formation.
Fall 2021	Final alignment decisions are made and disseminated at August faculty meeting, new units begin to plan for change (degree modifications, course actions, etc.).
Summer 2022	Newly aligned units continue to make structural and programmatic changes.
Spring 2022	Final changes to units are put in place.
Fall 2022	Newly realigned units begin functioning.

Alignment Application Full Proposal

Unit Size and Membership

Minimum of 10 faculty (tenured, tenure track, clinical/teaching faculty, and other full-time faculty) are required per unit with one additional faculty to serve as administrator resulting in 11 faculty per unit and one administrative assistant.

Member		Position	Rank	Primary Program Affiliation (list only one)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Unit Associated Degrees

List the degrees and programs that will be housed in the new unit. Indicate if any degrees will be shared with other units.

Degree	Shared with other units? Yes/No

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Shared Content/Coursework

Describe the current level of shared coursework across programs/degrees in the proposed or existing unit and proposed coursework to be shared as a result of any unit changes.

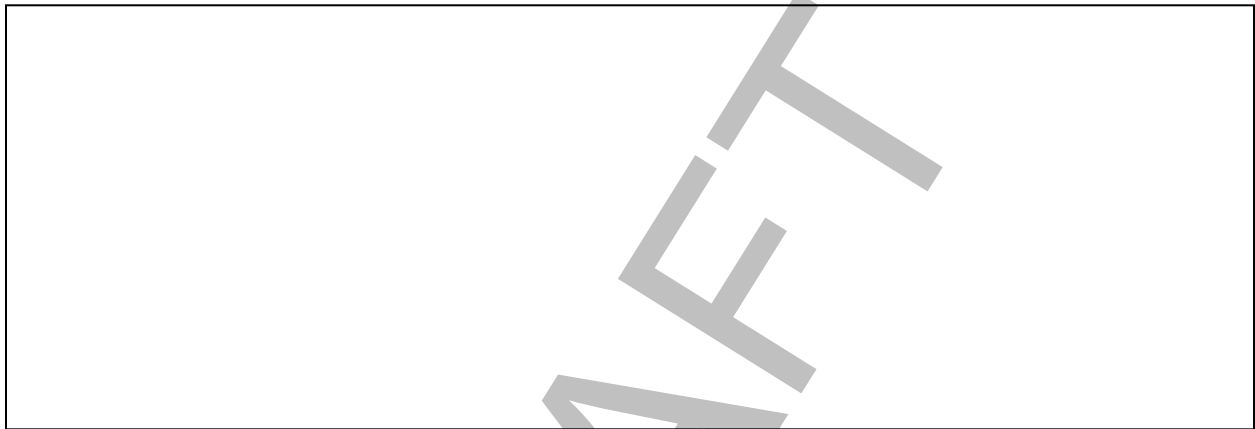
Course	Programs Sharing Course	Existing or Proposed Collaboration

Finally, identify how the proposed or existing unit plans to share/consolidate resources (facilities and equipment, staff, materials, technology and software, service courses, etc.) in an effort to increase efficiency and collaboration.

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Logical Connections

Where possible, units should be logically connected in ways that are easily understood to prospective students, the public, and existing and potential donors. Indicate how the proposed configuration leverages stakeholder knowledge and understanding to maximize recruitment of students and donors through a clear public perception of unit identity. Proposed units may wish to solicit input from the stakeholders mentioned above or consult with offices like Academic Programs and Student Services, Graduate Student Services, or the OSU Foundations to solicit feedback regarding how to articulate the identified logical connections.



Enhanced Student Outcomes

Indicate how unit alignment will increase student opportunities. Programs within the unit should describe quantified quality program indicators (demand, accreditation standards, employment opportunities, certifications, projections of enrollment, graduation rates, growth initiatives, etc.) and how the new alignment will affect these indices. Impact of the new configuration on additional opportunities for students should also be highlighted by articulating the way the new unit will increase focus on research, field specialization, or professional pursuits after graduation. This could be demonstrated through examples from other universities, accreditation body standards, or discussions with existing college groups such as the PEU, Outreach, or International Studies.



Effect of New Unit on Existing Programs

If proposing a new configuration authors of the proposal should also answer the questions below regarding impact on other programs.

Question	Response
List faculty who authored the proposal (everyone who contributed to and is in favor of the proposal) for the new unit configuration.	
List faculty in the proposed unit not in favor or involved in the development of the proposal.	
List all programs impacted by change (programs in current unit that have not been included in the proposed unit).	
Describe feedback from impacted units regarding change.	
Detail activities and outcomes associated with soliciting feedback and input from <u>internal stakeholders</u> regarding the impact of this proposed unit alignment (Academic Programs and Student Services, Extension and Community Engagement, Grants and Contracts, etc.).	
Detail activities and outcomes associated with soliciting feedback and input from <u>external stakeholders</u> regarding the impact of this proposed unit alignment (e.g. state agencies, accrediting bodies, OSU Foundations, etc.).	

Unit Structure

Describe unit support structure (staff, resources, etc.). Include any staff associated with specific grants or other projects.

Need	Number	Rationale

Fiscal Viability

We are currently waiting on information regarding fiscal viability. Once these data are obtained, we will be able to create this section of the application.

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