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Date: October 16, 2010
To: Members of the College of Education
From: David H. Monk
Re.: Update on our Progress in Response to the Core Council Recommendations

We are moving forward with several initiatives in response to the recommendations from the Core Council, and I provide a brief description of each in this memorandum. We are pursuing two goals as we take these steps: (1) streamline operations and realize savings; and (2) maintain and enhance quality and steer resources toward highest priorities.

I am impressed with our progress to date, and I plan to provide periodic updates on what is happening. Please keep in mind that all University Park colleges and Penn State campuses will be receiving recommendations from the Council. We are among the first colleges to receive recommendations and the remaining colleges will be receiving their recommendations over the course of the academic year.

The Faculty Council is meeting next Thursday (October 21, 2010) at 2:30. There will be an opportunity to discuss these initiatives at that time.

1. We are gathering teaching assignment data for each member of the faculty over the past three years. These data will be shared with the relevant Department Head and the Associate Dean for Undergraduate and Graduate Studies will be meeting individually with the Department Heads to review the findings and to gain insight into whatever unique circumstances may explain what might appear to be less than a full teaching load. I remind you that the teaching expectations for a tenure line faculty member with an active and successful research program is the equivalent of a 2-2 load and that the 2-2 load does not include independent studies or low enrollment practica courses. Further information about teaching expectations for tenure line faculty members in the College of Education can be found at: http://www.ed.psu.edu/educ/for-current-faculty-and-staff/deans-office/Workload%20Guidelines_10.pdf

Fixed term faculty members tend to have higher teaching expectations since their appointments typically do not include official responsibilities for conducting research.

2. We are refining and beginning to move toward a new staffing model for the College. In contrast to the current “program assistant” model where it is common to have one staff

assistant working with a single graduate program, we will be moving toward more of a “department assistant” model where we will ask staff assistants to support more than one program. This shift will require some adjustment in the duties of staff assistants. We will be moving toward this new model over time, and we believe we can make the adjustments through naturally occurring attrition. We have already begun to make these changes and some individuals are being moved as a consequence.

3. We are reviewing the guidelines that define the interface between the Center for the Study of Higher Education and the Education Policy Studies Department. The focus of this review is on the link between success with externally funded research and the nature and level of teaching expectations for Center members. Attention will also be paid to the link between success with externally funded research and claims on Center resources.
4. There are active conversations in several areas of the College about developing blended professional doctorate programs that take advantage of distance technology. A proposal has been prepared for moving our D.Ed. in Counselor Education in this direction. Faculty members in Learning and Performance Systems are also developing a proposal. I am aware of at least one additional area where some preliminary conversations are underway.
5. We are submitting the various forms that are required to close the graduate programs we have already agreed to close (e.g., the D.Ed. in Curriculum and Instruction, the M.S. in Educational Leadership, and the M.S. in Counselor Education). In all of these cases, the programs are quite small with relatively straightforward alternatives for students.
6. We are reviewing the status of the D.Ed. in Workforce Education and Development and the M.S. and D.Ed. in Instructional Systems.
7. The Re-Design Team that will be conducting a review of graduate programs in the new department has been appointed (Drs. Jim DiPerna, Jackie Edmondson (chair), Mark Greenberg, Skip Niles, Elizabeth Skowron, and Hoi Suen) and is beginning its work. You may recall that the Re-Design Team has been asked to develop and assess a design for a graduate program that would provide intellectual space for counseling psychology, educational psychology, and school psychology.
8. Skip Niles will be appointed to be the initial Department Head for the new department at the appropriate time, and a second committee to provide guidance with the merger of the two departments will soon be created.

Comments and questions about the steps we are taking are welcome, and I will share additional information as it becomes available. Many thanks.