<u>**Motion presented to Faculty Senate 02/21/17**</u>

Proposed merger of
<u>**Graduate School of Education and College of Community and Public Affairs**</u>

The Faculty Senate Executive Committee unanimously recommends acceptance of the proposed merger of the Graduate School of Education and the College of Community and Public Affairs in accordance with Provost Nieman's memorandum dated January 23, 2017 (attached) which was made in consultation with the Deans of the respective schools.

January 23, 2017

To: Faculty Senate Executive Committee

From: Donald G. Nieman
          Provost and Executive Vice President for Academic Affairs

Re: Merger of the Graduate School of Education and the College of Community
          and Public Affairs

       Discussions of the merger of the Graduate School of Education (GSE) and the College of Community and Public Affairs have been underway for the past two years, since the Dean of the Graduate School of Education resigned in July 2014. During the Fall of 2016, these discussions came to a conclusion as a majority of GSE and CCPA faculty and staff voted to merge the two units, effective July 1, 2017. Faculty and staff in GSE voted as follows: 18 to merge with CCPA, 10 to come under the Graduate School, and 4 no or abstain. CCPA faculty and staff supported the merger by a vote of 52 in favor, 4 opposed, and 4 abstaining.

       This merger reverses the creation of two schools from the School of Education and Human Development (SEHD) in 2006. At that time, SEHD's Division of Education became independent as the School of Education (later the Graduate School of Education), while the Division of Human Development and Social Work along with the Public Administration Program (then housed in the Graduate School) became the College of Community and Public Affairs. Subsequently, a new unit, the Department of Student Affairs Administration was created in CCPA. Changing circumstances, unfulfilled expectations, and new opportunities make integration of GSE and CCPA the right move for Binghamton University.

Rationale

       Central to the rationale for creating two schools from SEHD in 2006 was the potential for growth in each of the two new units. As Appendices A and B show, this has been realized by CCPA, but not by GSE. CCPA's graduate programs have experienced robust growth, especially during the past five years, when they have increased by approximately 50%. The College also supports a large undergraduate major, Human Development, which has maintained an enrollment of almost 500 majors since 2008. While GSE grew in its early years—from 214 students in 2004 (as a division within SEHD) to 313 in 2009—its enrollments declined by 30% between 2009 and 2016 (from 313 to 238). Binghamton's GSE is not unique; education programs across the state contracted during these years. Nevertheless, the promise of achieving the kind of enrollment gains that would support an independent school of education has not materialized.

With only marginal enrollment growth since its creation, GSE is more like a department than a school. Indeed, many Binghamton departments have significantly larger enrollments and more faculty than GSE. In light of our experience since 2006, hiring a new dean to lead GSE and maintain it as an independent school is not justified.

In addition to savings that come from not hiring a new GSE dean, the merger allows more effective utilization of faculty and staff. Professional and classified staff who work in areas such as budget operations, recruitment, placement, and communications in some cases may be able to collaborate with colleagues to serve programs across the new school, thereby allowing the dean, department chairs, and faculty to accomplish more with existing staff. For example, GSE currently has one professional staff member assigned to manage its budget; that individual may be able to manage the Department of Education budget and assist with college-wide budget planning, providing much-needed assistance to the dean, her senior staff, and the school as a whole. In addition, committees like CCPA's Collegewide Enrollment and Recruitment Committee support sharing ideas among department-level staff and have made it possible to launch initiatives like CCPA Grad School Info Days and CCPA Grad Programs Accepted Candidates Days. Through initiatives like this, prospective and new students learn not only about their own degree programs but also others, fostering interdisciplinary collaboration across graduate students and programs and increasing numbers of CCPA masters students who pursue dual degrees. Collaboration among faculty across departments is a hallmark of CCPA, and there are numerous opportunities for education faculty to partner with their new colleagues to create new programs and opportunities for graduate students. These opportunities are discussed below.

Existing budgets for GSE and CCPA can be found in the table below.

GSE and CCPA Budgets, FY 16 and FY 17

		Beginning Base State and IFR Allocation FY1516	Beginning Base State and IFR Allocation FY1617
CCPA	Admin Staff/General Total	1,372,570.00	979,031.00
CCPA	Faculty Total	2,577,795.00	3,142,158.00
CCPA	OTPS Total	292,510.00	520,233.00
		4,242,875.00	4,641,422.00

Education	Admin Staff/General Total	547,152.00	476,629.00
Education	Faculty Total	1,867,150.00	1,938,547.00
Education	OTPS Total	221,380.00	61,385.00
		2,635,682.00	2,476,561.00

The merger not only enables the University to use its resources more effectively, it creates opportunities to strengthen and grow academic programs. CCPA has embraced growth, innovation, and a culture of interdisciplinarity that has enabled it to develop successful new programs such as the masters in Sustainable Communities and the Ph.D. in Community and Public

Affairs, made CCPA a leader in developing 3+2 programs in partnership with a variety of Binghamton undergraduate programs, and helped Binghamton University achieve significant growth in graduate enrollment. By creating a Department of Education with its own chair in CCPA, we will preserve the independence education faculty need to pursue research, accreditation and teaching in their discipline. At the same time, the merger will create opportunities to build on collaborations that currently exist between faculty from education and CCPA. This will strengthen research and create opportunities for new programs.

There is a strong fit between the values shared by CCPA faculty across departments and the values of public education. These shared values and goals have led CCPA and GSE faculty and graduate students to collaborate for years on grants, research and programs. Faculty from both units were instrumental in developing the Center for Family, School and Community Partnerships as part of the Institute for Multigenerational Studies Institute for Advanced Studies. They have successfully collaborated on millions of dollars of grant funding including the HHS, DOE and DOJ funded Safe Schools – Healthy Students award, as well as Binghamton University TAE and ICG seed grants and local grants from the United Way and the Hoyt Foundation. Faculty have published together in a range of journals and presented at an array of inter/national conferences. Recently they have collaborated on developing an interdisciplinary advanced certificate in community schools, which is making its way through channels for approval. This certificate program builds on expertise across the units that has made the Binghamton University Community Schools, including the Broome County Promise Zone, so successful. Developing, implementing and evaluating community schools as a way to promote equity for all children is an integral part of Binghamton University's civic engagement efforts, a major goal of Governor Cuomo, a growing phenomenon internationally and a perfect blend of the expertise of GSE and CCPA faculty.

As noted above, a number of GSE faculty are currently key players in CCPA's visionary, well funded community schools initiative. Integration of education faculty into CCPA creates opportunities to broaden existing collaborations and secure additional funding, perhaps from the $150,000,000 identified in Governor Cuomo's executive budget. Additional collaborations on the community schools initiative—which is grounded in a holistic approach to K-12 education that brings parents and children together with teachers, school administrators, health care providers, and social service agencies to create an environment that promotes the success of poor and middle income students—also offer new opportunities for education faculty.

Integrating the Department of Education into CCPA will be facilitated by the core values that are shared by faculty across departments in the College: community engagement, social justice, and diversity. These are values shared by teachers, principals, and superintendents, and they are embraced by education faculty as well as faculty throughout CCPA.

Next Steps

During the Spring 2017 semester, the deans, faculty, and staff of GSE and CCPA will lay the groundwork for the merger and make it as smooth and beneficial as possible for all faculty, staff and students. Below are some of the areas of focus and processes to be used to finalize integration of GSE faculty and staff into CCPA.

- **Space:** For the time being, GSE's main space will be where they are currently housed in Academic B on the Vestal campus. Leadership in CCPA is currently assessing space at the UDC to see if there may be some space for GSE faculty that choose to be based downtown beginning Summer 2017. Similarly, there may be space available in Academic B to house CCPA faculty that prefer to be based on the Vestal campus. This "mixing" of space is still in the discussion phase depending both on availability and what is in the best interest of faculty and staff and a smooth merger.

- **Staff:** The Dean, Associate Dean and Sr. Assistant Dean of CCPA will meet with the GSE staff in Vestal on January 23rd to begin learning about their roles, expertise and responsibilities.

- **Governance:** While some very minor edits need to be made so that current CCPA by-laws reflect the College's current composition, these by-laws do allow for the addition of a new department and we expect they are broad enough to support a Department of Education. The Dean, Associate Dean and Sr. Assistant Dean will meet with GSE faculty and staff to discuss the CCPA by-laws and give them an opportunity to suggest changes. They will try to incorporate these suggestions wherever possible. Depending on the extent of the proposed changes to the by-laws, the Dean, Associate Dean and Sr. Assistant Dean may also meet with CCPA faculty and staff for their feedback. In addition, GSE faculty will review their by-laws and revise as needed to reflect Education's new status as a department rather than a school. GSE and CCPA will share draft copies for discussion.

- **Transition efforts:** While there is a direct relationship between the amount of work one puts into an effort with the amount of voice they have, CCPA will invite GSE faculty to be involved in a number of joint efforts/committees this spring, and will also be available to participate in relevant GSE efforts. The ability to do this will of course depend on workload. These efforts include:

  o The designated Education Department Chair will participate in twice monthly CCPA Dean's Council meetings with other CCPA Dept. Chairs, two of which have been scheduled in Vestal for convenience.

  o A current GSE faculty representative will be invited to join the CCPA Visioning Implementation committee to roll out action items recommended by the 1 ½ year-long CCPA Visioning Process and to make sure they are relevant for Education. GSE will share its current Mission/ Vision/ Values statement with CCPA through this committee.

  o A current CCPA faculty member (most likely CCPA Doctoral Program Director) will be invited to join the GSE Doctoral Program Committee, and a faculty leader from the GSE EdD program will be invited to join the CCPA Doctoral Committee.

  o A staff member involved in enrollment and recruitment efforts for GSE will be invited to participate in CCPA's College-wide Enrollment and Recruitment Committee with staff from all departments.

- A small working group made up of both CCPA and GSE faculty and staff will be formed to revise CCPA's current mission statement. The full faculty and staff from both schools will be given an opportunity to provide feedback on the revised statement.

- A meeting will be scheduled that brings together faculty from CCPA and GSE to discuss research and teaching interests and explore opportunities for collaboration.

Beginning in July, 2017, four administrators from the CCPA Dean's office including the Dean, Associate Dean, Sr. Asst Dean and Asst Dean will each spend one day/week in GSE's current Dean's office so there is CCPA coverage there 4 days/week.

Appendix A: GSE Enrollment, 2008-16

	Major Code	Degree	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Education Total			**297**	**313**	**305**	**277**	**239**	**226**	**221**	**237**	**238**
Education			297	313	305	277	239	226	221	237	238
Biology Adolescence Educ	E15	MSED	1	0	1	1	1	0	0	0	0
Chemistry Adolescence Educ	E17	MSED	0	0	0	1	1	0	0	0	0
Earth Science Adolescence Educ	E18	MSED	0	0	1	1	0	0	0	0	0
English Adolescence Educ	E22	MSED	1	3	3	1	0	0	0	0	0
French Adolescence Educ	E25	MSED	0	0	0	0	0	1	0	0	0
Mathematics Adolescence Educ	E35	MSED	4	5	8	5	4	2	2	1	1
Social Studies Adolescence Educ	E52	MSED	1	1	0	0	1	2	2	1	1
Spanish Adolescence Educ	E54	MSED	0	0	0	0	0	0	0	2	1
Childhood Early Chld LTRC B 6 (Pre-Serv)	E68	MSED	0	0	1	13	7	8	10	10	8
Childhood Early Chld SPED B 6 (Pre-Serv)	E69	MSED	0	0	0	23	13	10	15	16	20
Childhood Educ 1-6 (Pre-service)	E70	MSED	12	13	16	0	0	0	0	0	0
Childhood Educ 1-6 (In-service)	E71	MSED	0	1	0	0	0	0	0	0	0
Literacy Educ B-6	E72	MSED	31	34	29	39	29	26	24	26	24
Literacy Educ 5-12	E73	MSED	13	9	13	13	9	9	6	4	4
TESOL (non cert)	E79	MA	0	0	0	0	0	0	0	0	1
TESOL	E80	MSED	0	0	0	0	0	0	0	0	1
Special Education, Childhood Educ	E81	MSED	22	20	13	13	8	11	10	12	4
Special Education, Adolescence Educ	E82	MSED	19	19	17	18	19	11	10	11	8
Inclusive Childhood Educ (Pre-service)	E83	MSED	18	29	37	0	0	0	0	0	0
Special Education B 2	E84	MSED	0	0	3	2	1	0	1	3	3
Special Education B 6 (In-Service)	E85	MSED	0	0	6	4	5	8	10	12	9
Special Education, Childhood Educ	E85	MSED	0	0	0	0	1	0	0	0	0
Teaching English to Speakers of Other La	E89	CERT	0	0	0	0	0	0	0	0	17
Educational Leadership	E91	CERT	19	15	13	18	19	23	16	23	19
Childhood Early Chld LTRC B 6 (Pre-Serv)	E95	MSED	0	0	0	0	1	0	0	0	0
Childhood Early Chld SPED B 6 (Pre-Serv)	E95	MSED	0	0	0	0	0	0	0	1	0
Educational Studies	E95	MS	4	8	6	8	6	5	3	8	3
Educational Studies New Orleans	E96	MS	0	0	0	0	10	6	7	2	0
Educational Theory & Practice	E99	EDD	45	50	49	50	50	56	48	50	50
French Adolescence Educ	G60	MAT	0	0	0	0	0	0	1	0	0
Biology Adolescence Educ	T15	MAT	18	12	9	5	3	6	7	4	9
Chemistry Adolescence Educ	T17	MAT	1	4	2	2	3	3	3	5	3
Earth Science Adolescence Educ	T18	MAT	1	2	6	6	1	0	0	1	2
Biology Adolescence Educ (3-2)	T1E	MAT	0	0	2	0	0	0	0	0	0
English Adolescence Educ	T22	MAT	33	34	28	23	16	14	14	19	21

French Adolescence Educ	T25	MAT	0	0	0	0	1	4	3	2	1
Mathematics Adolescence Educ	T3S	MAT	17	19	13	8	10	5	6	5	3
Mathematics Adolescence Educ (3-2)	T3E	MAT	2	2	3	1	1	0	3	0	0
Physics Adolescence Educ	T43	MAT	6	5	2	2	0	0	1	2	2
Appl'd & Eng Physics/Physic Adol Ed 3-2	T4C	MAT	0	0	0	0	1	1	0	0	0
Social Studies Adolescence Educ	T52	MAT	29	28	24	20	16	10	14	15	18
Spanish Adolescence Educ	T54	MAT	0	0	0	0	2	5	5	2	4
Spanish Adolescence Educ (3-2)	T5D	MAT	0	0	0	0	0	0	0	0	1

Students with multiple majors are counted once in each major
Resulting Totals may overstate number of students

Appendix B: CCPA Enrollment, 2008-16

	Major Code	Degree	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
CCPA Total			743	742	767	735	697	772	727	795	896
Undergraduate			474	486	493	484	441	489	443	459	476
Human Development			474	486	493	484	441	489	443	459	476
Human Development	211	BA	0	3	3	1	1	1	0	1	1
Human Development	212	BS	472	482	488	479	437	487	440	457	475
Applied Social Sciences	213	BS	1	0	0	0	0	0	0	0	0
Human Development	223	BS	0	0	1	0	0	0	0	0	0
Human Development	283	BS	0	0	0	1	0	0	0	0	0
Human Development	300	BS	0	0	0	0	1	0	0	0	0
Human Development	307	BS	0	0	1	0	0	0	0	0	0
Human Development	308	BS	0	0	0	1	0	0	0	0	0
Human Development	324	BS	0	0	0	0	0	1	0	0	0
Human Development	329	BS	1	0	0	1	0	0	0	0	0
Human Development	340	BS	0	0	0	1	0	0	0	0	0
Human Development	344	BS	0	1	0	0	0	0	0	0	0
Human Development	347	BS	0	0	0	0	0	0	2	0	0
Human Development	352	BS	0	0	0	0	0	0	1	0	0
Human Development	447	BS	0	0	0	0	1	0	0	0	0
Human Development	503	BS	0	0	0	0	0	0	0	1	0
Human Development	708	BS	0	0	0	0	1	0	0	0	0
Graduate			269	256	274	251	256	283	284	336	420
Commuinty/Public Aff			0	0	0	0	0	10	25	0	0
CCPA - Dean			0	0	0	0	0	10	25	0	0
Community and Public Affairs	F44	PHD	0	0	0	0	0	10	25	0	0
Human Development			43	6	1	0	0	0	0	0	0
Social Science	F51	MA	43	6	1	0	0	0	0	0	0
Inter/Cross Disciplinary Programs			0	0	0	0	0	0	0	27	32
Commty & Public Affair			0	0	0	0	0	0	0	27	32
Community and Public Affairs	F44	PHD	0	0	0	0	0	0	0	27	32
Public Admin			82	83	86	77	74	78	74	106	162
Public Administration			82	83	86	77	74	78	74	106	162
Public Administration	C44	MPA	82	81	86	75	73	70	72	96	139

Major	Code	Degree									
Public Administration (3-2)	C4D	MPA	0	2	0	2	1	4	0	7	8
CERT	F54	CERT	0	0	0	0	0	0	0	0	7
Public Administration	FS4	MPA	0	0	0	0	0	2	0	0	0
Non-profit Administration CERT	F64	Adv Ce	0	0	0	0	0	1	1	2	0
Non-profit Administration CERT	F64	CERT	0	0	0	0	0	0	0	0	8
Public Administration	F64	MPA	0	0	0	0	0	1	0	0	0
Public Administration (3-2)	F64	MPA	0	0	0	0	0	0	1	1	0
Social Work			144	133	143	134	139	144	142	160	171
Social Work	F54	MSW	0	0	0	0	0	1	0	0	0
Social Work	F56	MSW	77	71	72	64	74	87	86	103	111
Social Work	F57	MSW	67	62	71	70	65	56	56	57	60
Student Affairs Adm			0	34	44	40	43	51	43	43	55
Student Affairs Administration	FS9	MS	0	34	44	40	43	51	43	43	55

Students with multiple majors are counted once in each major
Resulting Totals may overstate number of students