Office of the Provost and Executive Vice President
624 Kerr Administration Building
Oregon State University
Corvallis, Oregon 97331

Materials linked from the June 13, 2024 Faculty Senate agenda.

6 June 2024

To: OSU Faculty

From: Edward Feser
Provost and Executive Vice President

Re: Faculty Consultative Group Report: 2023 College of Education Matter

Per Faculty Consultative Group guidelines, I write to share with you a June 2023 Faculty Consultative Group report regarding a decision to pause a program in the College of Education.

This report was discussed with the Faculty Senate Executive Committee on 19 July 2023.

Please let me know if you have any questions.

FACULTY CONSULTATIVE GROUP REPORT
June 2023

BACKGROUND

On April 5, 2023, a subgroup of tenured faculty from the College of Education (CoEd) contacted Faculty Senate leadership (President Kate MacTavish and President-Elect Yvette Spitz) asking for an opportunity to discuss some concerns about the decision-making process in their college. MacTavish and Spitz met with the faculty via Zoom on April 6, 2023. During that discussion concerns were raised about a pattern of what was perceived as "unilateral decision-making" by Dean Susan K. Gardner. Several examples were shared, but the focus was primarily on the decision to suspend admissions to the Clinically Based Elementary Education (CBEE) BS and MAT program. The faculty asked what, if any, role the Faculty Senate might be able to play in addressing these concerns. President MacTavish shared the Faculty Senate's Institutional Policy and Procedures for Program Reorganization or Elimination (IPPPRE) and explained the process for activating a Faculty Consultative Group (FCG). The CoEd faculty requested time to consider the IPPPRE policy.

On April 14, 2023, the CoEd faculty communicated with FS leadership asking that it activate a FCG as provided in the IPPPRE to more closely examine the process followed in the decision to suspend the CBEE and the broader impact that decision might have on OSU. Potential members of the FCG (the Faculty Senate Executive Committees and Chairs of the Faculty Senate Curriculum Council, Budgets and Fiscal Planning Committee, Graduate Council, and Faculty Welfare Committee) met with the CoEd faculty. The faculty presented a written document outlining the timeline of actions, summary of process, and statement of broader impacts.

Following discussion, there was strong support among Senate members for activating an FCG and pausing review of the proposal to suspend the CBEE in the curricular management system.

FS President MacTavish then notified Provost Edward Feser and Dean Gardner of both actions.

In an email of May 18, 2023 (attached below), Provost Feser communicated to Senate President Kate MacTavish reasons why he did not concur that Dean Gardner's actions constituted a situation that falls within the orbit of the agreed Institutional Policy and Procedures for Program Reorganization or Elimination. Nevertheless, he did agree to confer with the Senate Executive Committee on the situation in Education with respect to its Clinically Based Elementary Education program. The Senate Executive Committee ultimately decided to proceed with an FCG process.

FCG PROCESS

Following procedures outlined in the IPPPRE, the FCG determined the process and scope of the review and conveyed this to Provost Feser. The suggested process would include a request that Dean Gardner provide a written account of the process, timeline, and rationale surrounding the decision to suspend the CBEE program and that Dean Gardner meet with the FCG to discuss the program suspension. The FCG also hoped to speak with external stakeholders about broader impacts but at the request of Provost Feser, who expressed concerns about adding to existing confusion among key College of Education external partners (local school districts, Oregon

Department of Education officials, etc.), the FCG did not speak with external stakeholders. Further, the group did not speak with Heather Horn, Chief Human Resources Officer or Toni Doolen, former Dean of CoEd and current Interim Associate Vice President for Budget and Resource Planning, as suggested by the provost, as the group felt solving the financial crisis in CoEd was beyond the scope and expertise of the FCG. Rather, the scope of the review would focus on how shared governance processes were followed and broader impacts of the decision, both positive and negative, on OSU as an institution.

Dean Gardner provided the FCG with a detailed written document outlining the process, timeline, and rationale for the suspension of admissions to the CBEE. She also met with the FCG to review the written document. Our findings below are based on our review of the written accounts and reflection on the verbal accounts provided by CoEd faculty and by Dean Gardner.

FINDINGS

The FCG first notes that Dean Gardner stepped into a financially difficult position when she assumed her role as Dean of the College of Education in February 2021. In her report, she indicates spending 18 months trying to sort out the budget and access accurate numbers. Members of the FCG are sympathetic with the challenges in obtaining budget information at OSU and to the need for the CoEd to somehow stop the mounting deficits. The FCG also understands that in times of financial exigency, Dean's need to make difficult decisions.

Suspending admissions to the CBEE program allowed the CoEd to meet the necessary cost reductions. That said, members of the FCG have significant concerns about the lack of a shared governance process in making this decision and the broader impacts of this decision particularly with reference to OSU's unique mission as the state's Land Grant University. These concerns are detailed below.

SHARED GOVERNANCE PROCESSES

The "Institutional Policy and Procedures for Program Reorganization or Elimination," (IPPPRE) states that "reorganization of programs will be determined through shared governance. Shared governance recognizes the necessity of faculty input and knowledge in academic decision making." Given that Faculty Senate Bylaws and the Shared Governance Document agreed to by university leadership further affirm the necessity for faculty consultation in academic decision making. The FCG extends the expectation for shared governance to decisions to suspend or terminate programs.

It is thus the full FCG's evaluation that **shared governance processes were not followed** in the decision to suspend admissions to the CBEE. From the FCG's review of the documents, Dean Gardner appears to have begun the process of academic decision-making in a very public, shared governance way by meeting with program leads in fall 2022 to gather information about enrollments and budgets. On November 3, 2022, Dean Gardner sent an email to all teacher education program leads and chairs that very publicly stated, **"No one is losing their job. No programs are being cut. There is no plan for this to happen. Again, no decisions are connected**

with these numbers. We just need to get our numbers in order and reports and conversations are our first step in doing so". (emphasis original)

The process then seemed to become very private leading to the submission of a curricular proposal on March 21, 2023 to suspend admissions to the CBEE MAT and on March 23, 2023 to suspend admissions to the CBEE BS. The Dean reports sending an all-college email on March 16, 2023 detailing a series of academic decisions linked to budget shortfalls. The faculty report no knowledge of submission of the curricular proposal to suspend admissions to the CBEE until members of the Leadership Team (LT) were formally notified of this proposal on April 6, 2023 – two weeks after the proposal was submitted. **Further, the proposal somehow circumnavigated the usual process and skipped review at the college-level curricular committee, adding to the seeming lack of awareness among faculty.**

Faculty and members of the CoEd LT express frustration that they were not given the chance to offer clear and accurate information about programs, grants, and partnership that might have informed the decision were not able to provide input on or suggestions for solutions and were not provided with the opportunity to modify their programs to reduce costs and potentially avoid the need to suspend admissions to the CBEE.

Dean Gardner made the argument that decisions had to be made quickly to stem the financial losses in the college. However, we note that the application to suspend admissions to the CBEE program was submitted a full two years into her tenure as Dean as she faced challenges in obtaining a full picture of the college's budget. That timeframe would seem to have allowed for faculty input and knowledge to have been meaningfully brought to bear on academic decision making. Members of the FCG further note that Dean Gardner indicates consultation with university-level leadership including the Provost, Vice President Bloomer, Human Relations, Labor Relations, Ecampus, and Academic Affairs during that time. It is unclear whether Dean Gardner was encouraged to seek input from her faculty during consultation with these administrators who are well versed in the culture of shared governance at OSU. In discussion with the FCG, Dean Gardener mentioned that her decision to proceed with submission of the proposal to suspend admissions to the CBEE without faculty consultation was taken in order to avoid a protracted time managing faculty discontent and potential infighting. The FCG is sympathetic to the difficult position of the Dean in light of the decision to eliminate positions and programs. However, given the intrinsic nature of shared governance at OSU this was experienced as a breakdown in trust by faculty and is a scenario that should be avoided.

BROADER IMPACTS

If the College should ultimately decide to fully eliminate the CBEE program, the IPPPRE offers a list of criteria supporting as well as criteria contraindicating program elimination. Other than noting that the CBEE is an expensive program to offer and the benefit of the CBEE suspension to balancing the CoEd budget, the FCG was challenged to identify criteria in the IPPPRE that support program elimination. Members of the FCG do, however, note two contraindicating criteria that seem particularly relevant to the suspension of the CBEE program. The concerns detailed below are based on the written report from faculty in the CoEd.

1. **The program is the only one of its kind in the State of Oregon or the region and is part of the**

future as well as the past.

The faculty report that the suspension of the CBEE eliminates an off-campus pathway to elementary licensure accessible for students across Oregon and one of the only current e- campus options for rural students in Oregon. They add that "This is the only current Ecampus option in elementary education that can compete with national competitors such as Grand Canyon University." Further, the program is part of the Elementary Education Major Transfer Map and provides the unique feature of having a built-in pathway to ESOL/DL licensure.

2. **The program's elimination would have a substantially negative impact on education and societal concerns to Oregon.**

The faculty report indicates the potential for substantial negative impacts on education and societal concerns. If the program is ultimately eliminated, it would contradict efforts in the CoEd and more broadly to diversify the K-12 and university workforce by eliminating a program specifically designed to support non-traditional, multi-lingual, and students of color in becoming teachers. Half of the enrolled CBEE students as well as half of the CBEE faculty self-identify as people of color making it a demographically unique teacher education program. Faculty also indicate that eliminating a program that serves such a diverse population would jeopardize the CoEd's Educator Equity Plan submitted to the Oregon legislature. Further, a CBEE elimination would remove the college from state and national grant initiatives like the Grow Your Own Program, Teacher Quality Partnership Programs, and the Oregon Apprenticeship Program all working toward addressing Oregon's teacher shortage crisis and need to diversify the profession in order to meet the needs of an increasingly diverse K-12 population.

Some members of the FCG have concerns that the decision to suspend (and possibly eliminate) the CBEE has additional potential broader impacts on OSU through reputational damage at the state, community and individual level. Faculty indicate that CBEE suspension jeopardizes the CoEd's ability to meet obligations for a Department of Education National Professional Development Grant TEAMS that is aimed at increasing the number of educators with ESOL endorsement. Faculty also indicate that suspending admission to the CBEE program will mean that OSU does not hold up existing commitment to state and national agencies as well as with communities and school districts across the state who were depending on the program's outputs. Finally, the timeline of the decision-making process meant that students accepted for fall 2023 entry into the CBEE program were only notified after some had made personal and family adjustments related to attendance.

FCG conversations with faculty make it clear that there has been an erosion of trust in Dean Gardner within the CoEd as a result of the above processes.

RECOMMENDATIONS

The FCG shares the CoEd faculty's and Dean Gardner's expressed regrets that the situation had to escalate to the level of activating an FCG. From our conversations, there seems to be a commitment to rebuilding trust and working in shared governance to redesign the CBEE. The FCG commends those efforts and recommend the following:

Codify a formal, agreed upon process for shared governance in the CoEd in policy. The FCG understands this work has already begun and encourage its timely completion. The CoEd might look to other colleges at OSU that already have strong shared governance agreements (e.g. College of Health).

Follow through on the redesign and reinstatement of a teacher education pathway that meets the diversity goals for Oregon's educator workforce needs. The CoEd seems poised as a critical player in diversifying the teacher workforce in ways that uniquely meet the need of our state. The FCG understands efforts are underway to redesign teacher education pathways and encourage the CoEd to prioritize this work.

The FCG also recognizes that leaders at any institution work within a culture. There is a strong tradition of shared governance at OSU reinforced by our Faculty Senate Bylaws, the IPPPRE, and our Shared Governance Document. Given that that this culture is not present at all institutions, The FCG **highly recommends that new administrator onboarding, mentoring and coaching include serious attention to expectations around shared governance and approaches to practicing shared governance in all academic decision-making**. The FCG realizes that shared governance does not mean shared decision-making, but it does mean engaging the expertise of faculty, carefully weighing the expertise offered, and clearly articulating how that expertise shaped the decisions that were made.

APPENDIX

From: MacTavish, Katherine <kate.mactavish@oregonstate.edu>
Sent: Friday, May 12, 2023 7:00 PM
To: Feser, Edward <ed.feser@oregonstate.edu>; Settersten, Richard <Richard.Settersten@oregonstate.edu>
Cc: Nunnemaker, Vickie <vickie.nunnemaker@oregonstate.edu>
Subject: FCG process, scope, and timeline

Ed and Rick:

We met today as a Faculty Consultative Group and had a chance to lay out our proposed process, scope, and timeline for the review of the suspension of the Clinically Based Elementary Education program in the College of Education. We propose the following:

Process:
We will request that Dean Gardner provide us with a written statement outlining the process that led to the decision to suspend the program, a rationale for that process and the decision including budgetary factors, and a statement of the programmatic and broader institutional impacts of suspending the CBEE.

We also plan to seek additional information from faculty in the C of Ed including those who contacted us and those from whom we have not heard.

We will also seek input from stakeholders impacted by the suspension (community/ K-12 partners and teachers in training). We would solicit stakeholder contact from both the faculty and Dean Gardner.

Scope:
We will consider shared governance processes as outlined in our policy and broader impacts to OSU, particularly as they relate to OSU's mission as a LGU.

Timeline:
As mentioned this morning we do hope to wrap this up before the end of this academic year. Our finished product will be a report that will be shared with you, President Murthy, and OSU more generally.

We are interested in your feedback on what we are proposing. Further we are seeking clarity on two additional things:

1) Ed, you indicted that you are confident that Dean Gardner following the shared governance process outlined in our policy. We are hoping you can clarify your perception of that process and how she adhered to it making the decision to suspend the CBEE.
2) We are also curious about the addition of Rick Settersten to this process. The policy only names the Provost as an administrator engaged in FCG work. Perhaps I opened that door by mentioning a designee in my email but I did want to indicate that difference.

Thank you both for working with us as we all try and ensure our strong shared governance at OSU. Kate

Kate MacTavish, Associate Professor (she/her) Faculty Senate President

Director of Equity, Inclusion, and Diversity Initiatives College of Public Health and Human Sciences
Oregon State University
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Oregon State University is located within the traditional homelands of the Mary's River or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855, Kalapuya people were forcibly removed from this land to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon (https://www.grandronde.org) and the Confederated Tribes of the Siletz Indians (https://ctsi.nsn.us).

From: Feser, Edward
Sent: Thursday, May 18, 2023 5:22 PM
To: MacTavish, Katherine <kate.mactavish@oregonstate.edu>
Cc: Nunnemaker, Vickie <vickie.nunnemaker@oregonstate.edu>; Settersten, Richard <Richard.Settersten@oregonstate.edu>
Subject: RE: FCG process, scope, and timeline

Kate,

Thanks for your note.

First, let me say that I'm glad to confer with the Senate Executive Committee on the situation in Education with respect to its Clinically Based Elementary Education program. More about that below.

However, I do want to be clear that I don't regard this as a situation that falls within the orbit of the agreed *Institutional Policy and Procedures for Program Reorganization or Elimination* because whether there should be a program elimination or reorganization is not yet clear.
Rather, Dean Gardner has called for a pause in admissions to the program because it is generating a very rapidly accumulating deficit that the college—barring significant changes in how it is organized and operating—has no capacity to address. Indeed, the college must now decide what changes to implement, and it must do so promptly through appropriate shared governance. As I understand from Dean Gardner, those discussions are well underway. While I understand she's skeptical that the college can afford to operate the program as currently configured, she has invited the faculty to entertain all options. Perhaps the faculty can find a way to avoid a reorganization of the Clinically Based Elementary Education program by reducing or changing other programs. What Education chooses to do remains within its discretion.

In my view, there is an additional important principle of shared governance here, which is that a dean needs flexibility to take near-term actions that meet their responsibility to manage the college to its approved budget while also balancing necessary discretion in the management of personnel. In this instance, Dean Gardner elected to take initial executive action to slow the accumulating deficit by pausing admissions, realizing that a shared discussion around options that have implications for individuals' term appointments would necessarily be lengthy and challenging. I believe she acted appropriately given her responsibilities and the difficult situation at hand. And, as I say, now shared conversations are underway within Education.

With my position regarding the *Program Reorganization or Elimination* guidelines on the table, let me offer some additional context from my perspective as provost.

As noted, a pause in admissions in the Clinically Based Elementary Education program is necessary because of the extraordinary deficit the college is on track to accumulate. This deficit is so significant (outlined in Dean Gardner's summary provided to you) that the college may not be able to teach out the students admitted, severe reductions in other programs in Education

may be required, or other units across the university may need to absorb reductions themselves to backfill Education's budget so that admitted Education students are protected. Cuts to other colleges' academic programs, if they must be implemented outside the usual annual budgeting process because we essentially have no choice, would effectively block the opportunity for consultation with other administrators and faculties at OSU. Thus, the faculty consultation and shared governance issues here are complex and well beyond the College of Education.

Put differently, when an academic unit experiences a very large budget deficit in a given fiscal year, the implications are university-wide and many units and faculties are essentially affected. Extraordinary deficit accumulation becomes a "collective action" because costs must be paid one way or the other, especially so that students are served appropriately. This is why, as a core budget management principle, we require year-on-year balanced budgets as much as possible. To do otherwise effectively skirts shared governance around resource allocation.

Certainly, the College of Education could bring forward—through the usual budgeting process— a proposal for a dramatic increase in its recurring community support funding under the SRBM, on the order of at least 600 percent, from $267K to $1.83M, so the clinical program can continue operating as designed and all other college activities can also remain unchanged. If the request is offered in the usual cycle, it could be considered alongside all other priorities surfaced by academic and administrative units at OSU. However, effectively forcing a reallocation to Education through excess spending bypasses such consultation and priority consideration. As it is, the university is forced to commit an additional $800K in emergency funds to Education, representing a 200 percent increase in its community support.

If the Senate elects to proceed, I'm glad to meet with a group it assembles, as I do think there is opportunity to exchange views and potentially yield recommendations that will further strengthen shared governance at OSU. If the Senate does proceed, I recommend:

1. The group meets with Toni Doolen, interim AVP for Budget and Resource planning, to understand the larger budgetary context and consultation process around annual budgeting. This will be helpful too because we're in the middle of the SRBM review and perhaps there is something that can be learned for both budgeting and consultation.
2. That the group does not reach out to external stakeholders (K-12 partners, etc.). The programs in Education are very complicated, particularly around types of program (clinical versus other) and licensure, and the internal processes of governance within universities are not understood externally. There is very real potential for a Senate group—most members of which are not deeply familiar with the Education discipline and area of professional practice—to inadvertently confuse and potentially harm relationships with stakeholders who we need for the success of our programs in Education over the long term. In addition, Dean Gardner has already been in touch with those stakeholders, both to inform them of the College's actions and to clear up confusion that has already surfaced.
3. The group meets with CHRO Heather Horn regarding the personnel and HR questions when faced with a budget situation of this magnitude.

   I welcome the Senate's recommendations on how best to handle a situation like this one, where an academic unit's extraordinary financial losses will redound to multiple college faculties but when the shared governance around the program generating those losses sits

> within a single faculty group. That's a real conundrum here and it's not an uncommon one. It's worth thinking about how best to handle it. Usually, we can manage these kinds of issues through annual budgeting, but when losses of this size accumulate and will gain steam with subsequent cohorts of students, it creates more of a challenge.

Again, while I don't believe this unique situation is such that it falls under the letter and spirit of the reorganization/elimination guidelines as envisioned, I'm always ready to consult and engage and I appreciate the good intentions motivating the Executive Committee's proposed course of action. As you note, we all care about strong shared governance.

Finally, I included Rick because of his work with the Senate around shared governance.

Best,

Ed

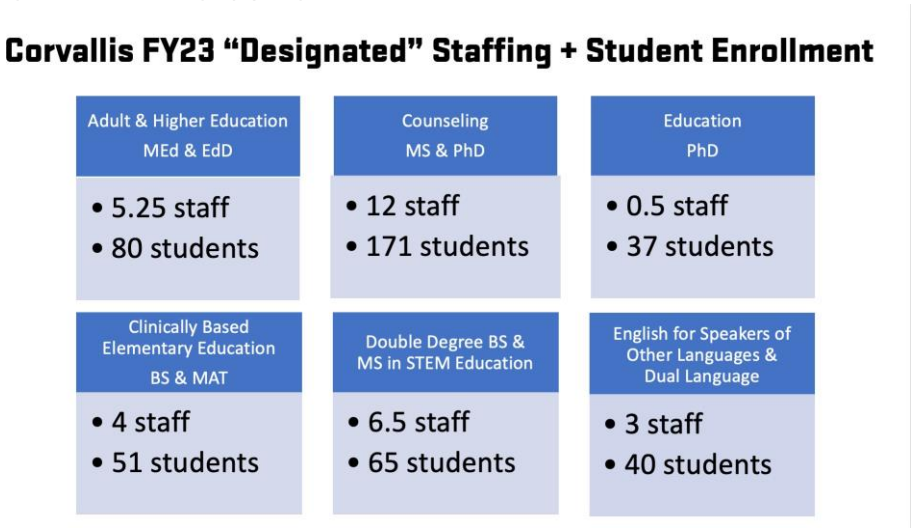
Oregon State University
College of Education

College of Education Spring 2023 Budgetary Decisions

The College of Education (CoEd) employs 52 individuals working 0.5 FTE or above, with an additional number of part-time employees that fluctuates in a given term. These 52 individuals consist of 9 faculty and staff at OSU-Cascades whose salaries and benefits are not paid from the Corvallis-based Education & General (E&G) budget. The CoEd's total allotted E&G budget for Fiscal Year 2023 (FY23) is $6.7M.

The Corvallis-based E&G personnel include 17 tenure-stream faculty, 7 clinical/practice faculty, 6 instructors, 16 professional faculty (many with teaching duties included in their position descriptions), and 5 classified staff. The majority of our employees work across programs with very few serving only one degree program or "designated" to one specific degree program (see Figure 1).

Figure 1: *"Designated" staffing by program and student enrollment FY23*



In total, the CoEd faculty and staff serve 664 full-time and part-time students as of Fall 2023 in a total of 10 degree programs. Four (4) of these programs are distinct teacher education programs leading to licensure. Teacher education students constitute over half of the College's total student population (N=358).

Background

Upon my hire in February 2021, I was alerted to the financial challenges facing the CoEd. Namely, Provost Feser explained that the College was accumulating debt, at that time totaling over $2M, as a result of our annual (structural) deficit.

As Table 1 demonstrates, decades of over-spending has plagued the CoEd. Even with the advent of the Shared Responsibility Budget Model (SRBM) in FY19, wherein substantial Community Support (i.e., subsidies) were provided to offset expenditures, the College has persisted in a deficit state.

Table 1: *Fiscal Year E&G Balances in the College of Education*

Fiscal Year	E&G Ending Balance	Community Support Funding	Provost's Bridge Funding
FY05	-$135,510		
FY06	-$127,030		
FY07	-$290,000		
FY08	-$218,000		
FY13	-$349,682		
FY14	-$395,841		
FY15	$204,419		
FY16	-$167,861		
FY17	-$321,297		
FY18	-$427,615		
SRBM Created			
FY19	$75,402	$250,000	$475,000
FY20	-$372,040	$245,900	$385,000
FY21	-$58,867	$227,058	$200,000
FY22	-$1,395,691	$227,100	
FY23	-$1,827,448	$267,100	

To address this ever-growing structural deficit, in 2018, the CoEd Leadership Team created a plan that would yield new net revenue from new program development and increased enrollment in existing programs. The CoEd Leadership Team summarized the plan in a memorandum of understanding (MOU) with the Provost's Office and the Provost committed several years of additional funds to launch the plan. Specifically, the MOU stipulated that four new degree programs would be initiated and enrollment increased in existing programs to, in essence, grow our way out of our structural deficit. The MOU forecasted a total of 596 *new* students would be brought into these new and expanded degree programs. This new enrollment, when coupled with the Shared Responsibility Budget Model's productivity incentives, was expected to bring in nearly $10M by FY23. By the time I arrived in February 2021, significant hiring to staff these newly created programs was already underway (see Table 2).

Table 2: *New College Hires by Fiscal Years 2019-2023*

2019	2020	2021	2022	2023
5 FTE	3 FTE	4 FTE	2 FTE	3.6 FTE

Due to the unforeseen pandemic as well as declining interest in teacher education programs both in Oregon and nationally, enrollment and corresponding new revenue have unfortunately fallen dramatically short of these projections (see Table 3).

Table 3: *Estimated vs. Actual Revenues and Expenditures in the College of Education FY19-FY23*

Fiscal Year	MOU Projected New Enrollment Revenue	MOU Projected Revenue from SRBM	ACTUAL REVENUE	MOU Projected Estimated Expenditures	ACTUAL EXPENDITURES
FY19	$911,684	$5,691,006	$6,126,360	$6,164,166	$6,471,708
FY20	$1,083,280	$6,209,918	$6,587,687	$6,594,821	$7,294,796
FY21	$1,019,946	$7,228,151	$6,655,388	$7,025,212	$7,253,655
FY22	$839,404	$8,239,892	$6,335,100	$7,477,123	$8,277,864
FY23	$754,379	$9,127,827	$6,837,628	$7,951,629	$8,852,701

Moreover, the enrollment needed to pay for these new programs and new positions has not emerged in the past two years and is not projected to do so in the coming academic year (see Table 4).

Table 4: *Anticipated CoEd Enrollment by program from 2019 MOU to Actual Enrollment in 2023*

Program	MOU Projected Enrollment	Actual Enrollment in 3/2023
ESOL/DL*	40 per year (80 total)	17 DL/23 ESOL
CBEE/MAT	28 per year (56 total)	32
CBEE/BS*	24 per year (48 total)	19
MS Sci Ed/Math Ed*	15 per year (30 total)	26 total (12 math; 13 sci)
MEd/Instr Design*	27 per year	18 (10 cert; 18 MEd)
MCoun (Ecampus)	+30 (160 total)	171 (62 CMH; 57 SC)
EDU PhD	+6 per year (60 total)	36
Double Degree	+25 per year (goal 135)	39

**indicates newly created program in 2019-2021*

Action Steps

Upon my hire in February 2021, I immediately began exploring our financial status and learned about several troubling practices that required attention and that, in my opinion, lent themselves to the fiscal challenges in the College. First, I learned there were upwards of five individuals who had hiring authority in the College with no central oversight. In other words, many hires were occurring without any notification to or approval from the Dean.

Second, I also learned that we had no College-specific budgetary expertise. While we are serviced by the Division of Arts and Sciences Business Center, the assistance we were provided was only at the level of the College rather than program-specific and only provided an accounting of expenses after the fact. In other words, there was no monitoring of expenditures and no forecasting of revenues upon which these expenditures would be based.

Third, we had no systemic data collection or data analysis in the College that could be used for forecasting purposes, much less monitoring recruitment or retention efforts that would help sustain any revenues.

In a first cost-saving measure, I reorganized the Dean's Office in Spring 2022 to replace four existing positions with three new positions. These new positions included (a) Manager of Operations – one person managing all hiring for the College; (b) Director of Data, Accreditation, and Assessment – to assist in collecting, analyzing, and assisting in creation of forecasting tools and measures; and (c) Manager of Finance – to be an internal, on-the-ground individual tasked with creating and maintaining program-level budgets.

Starting in Summer 2022, these positions worked closely with me to create program-level data and budgets. These painstaking efforts culminated in December 2022 after multiple meetings with program leaders to calibrate these budgets.

Decision-Making Process

Coinciding with the initial program-level budget creation in Winter 2022, I received an email from then-Associate Vice President Sherm Bloomer about the projected deficits for FY23 (-$2M) and FY24 (-$3M) and resulting accumulating debt.

Now being able to fully assess the exact origins of our financial challenges, I needed to act quickly to stem the financial hemorrhage in the college. Waiting yet another year to address our exponentially accumulating debt was not feasible. At the same time, waiting much longer to decide upon a course of action would imply an ongoing financial obligation to any admitted students that we would not be able to meet.

Examining our application and enrollment data, as well as the total personnel costs associated with specific degree programs, I proposed a plan to Provost Feser and Associate Vice President Bloomer to reduce College expenditures by $1M by FY25. With this promise, the Provost has agreed to provide $800,000 in emergency support.

Deciding where and how to reduce expenditures was difficult and painful. Given that the College's $6.7M E&G budget is 94% personnel-based, we are left with no other option but to reduce staffing to address the structural budget shortfall.

As demonstrated in Figure 1 above, very little of our staffing is designated by degree program, meaning that most of our faculty and staff teach across programs. In other words, eliminating the costliest programs – or those that bring in the least amount of SCH/revenue in relation to their expenses – would not be a simple solution to these financial challenges. The solutions left to me were to consider not only the total expenses in relation to revenues, but also to examine enrollment trends both in the College and nationally, including applications to programs, program offerings, possible efficiencies, and total expenditures by programs were all part of deliberation process (see Appendix).

Proposed Actions

The proposed $1M budget reduction includes the following, copied directly from the email sent to the entirety of the CoEd on Thursday, March 16, 2023:

> *First, as of Fall 2023, we will no longer offer graduate assistantships paid through the College's E&G budget. We will continue our commitment to support existing doctoral students funded through these assistantships so they can receive the full four years of funding they anticipated but no new assistantships will be made available using College of Education funds. This decision will result in an annual savings of $237,348 by FY25.*
>
> *Second, beginning immediately, we will suspend admissions for the BS and MAT in Clinically Based Elementary Education. Our commitment is to ensure that current students in these two programs may complete their degrees and we will continue to offer courses and support to ensure this completion. It is possible we'll be able to reopen this program for admissions once our budgetary challenges are behind us. Once all current students have completed the program, a total of four full-time positions and several part-time instructors and student teaching supervisors will be affected. This decision will result in annual savings of $578,173 by FY25.*
>
> *Third, we will realize several other reductions, including the position reassignment of executive assistant to executive support specialist, the elimination of several copiers in Furman Hall, the elimination of some subscriptions and services, as well as cost savings realized as part of moving from six program chairs to two department heads in our departmentalization efforts.*
> *These decisions will result in annual savings of $191,431.*
>
> *While we will see a decline in student credit hour revenue from the temporary suspension of the clinically based BS and MAT, I do hope these decisions will be temporary and, in time, we can reopen admission to these programs. Similarly, with increased emphasis on grant procurement, I hope that we can increase indirect returns to begin offering graduate assistantships again in the future. In other words, I do not see these reductions as permanent and firmly believe that we can build back toward a more sustainable future.*
>
> *With this plan in place, along with commitments to growing enrollments while maintaining costs, the Provost has agreed to provide community support funding*

to address our remaining annual deficit of $800,000. Our plan promises to need less of this support as we grow. Provost Feser has also indicated that the university will strive to help us retire our accumulated deficit (debt) if we are able to realize the plan we put in place and hit our budgetary targets.

To demonstrate our earnest commitment to financial sustainability, we must have a solid plan moving forward. This plan will need each of you and your ongoing commitment to student recruitment, retention, and success. To this end, I will be in touch soon about plans for a College-wide conversation on these topics.

I firmly believe we are capable of facing these challenges and overcoming them. In turn, the commitments we will make will ultimately make us stronger. There is so much to be proud of and excited about in our college. We will continue to build on these strengths toward a financially sustainable future.

Personnel affected by the suspension of the CBEE program initially entailed a total of 4 full- time individuals as well as multiple part-time individuals. The four full-time individuals include two (2) professional faculty members and two (2) instructors. With some program realignment, we are able to maintain the employment of the two instructors. The two professional faculty members would still be employed through June 30, 2024.

Again, my hope is that with continued faculty conversations about how they can work together to create a unified teacher education program that we will be able to reopen the CBEE programs no later than Fall 2024.

Subsequent Actions

Recognizing how difficult this process and experience has been and with a strong desire to avoid having to repeat it in the future, in the time since March 14, 2022 (see Timeline of Actions below), I have worked with the Leadership Team to create and discuss draft processes and procedures to ensure that:

(a) clear budgetary/enrollment targets will be provided to departments;
(b) departments will create by-laws to assist in their own decision-making processes about expenditures and revenue sharing; and
(c) a process for proposing new programs, suspending programs, or eliminating programs is initiated, wherein multiple stakeholders are provided with opportunity for input before decisions are made.

These conversations are ongoing, with corresponding faculty-led conversations underway. My hope is that these documents will all be completed and voted upon by the College no later than Spring 2024.

Timeline of Actions

The timeline of actions is as follows:

1. June 2022 – College of Education budget analysis began
2. Fall 2022 – Meetings with individual programs to calibrate program budgets
3. December 2022 – CoEd budget analysis preliminarily completed
4. January 2023 – Email from Sherm Bloomer and meeting about increasing debt
5. January 2023 – Applications, enrollment, and program costs/revenues fully examined.
    a. The clinically based elementary education programs (BS + MAT) had only 7

admitted (BS) and 16 applicants (MAT)

6. February 2023 – Engaged with Provost and Sherm Bloomer to propose plan
7. February-March 2023 – Consulted with HR, Labor Relations, Ecampus, and Academic Affairs to discuss proposed plan
8. March 16, 2023 – Communicated with Leadership Team and then faculty (2 instructors + 2 professional faculty), with email to whole College later in the day
9. March 21, 2023 – At request of CBEE team, emailed drafted notifications to stakeholders, including current and prospective students, part-time faculty, K12 school partners
10. March 21 and 24, 2023 – Initiated CIM proposal 054 for BS program suspension; proposal 2121 for MAT program suspension
11. April 19, 2023 – Met with CBEE program faculty to discuss CIM proposal
12. April 20, 2023 – Began drafting a CoEd-specific process by which academic programs could be proposed for creation, suspension, or elimination
13. May 8, 2023 – College Curriculum meeting planned but subsequently canceled on May 5th due to FCG process
14. May 11, 2023 – Meeting with Teacher Education chairs and leads to begin discussing a way to bring together 4 disparate teacher education programs to create flexibility for CBEE, online, and Corvallis-based options
15. May 18, 2023 – CoEd Academic Program Proposal draft discussed by Leadership Team
16. In addition: No fewer than 25 meetings with current and prospective students, program faculty, stakeholders, program leadership, department faculty, Leadership Team, HR, and Provost on this topic

CAHE Analysis Rollup

Staffing and FTE

	FY18	FY19	FY20	FY21	FY22
Double Degree	5.96	7.41	7.26	8.26	6.20
Education UG Minor	1.51	1.32	1.29	2.07	1.27
Masters of Science	3.18	2.35	2.46	3.11	3.34
Online Masters Degree	2.39	0.00	0.00	0.00	0.00
Education PhD	2.88	2.43	3.26	2.17	2.93
ESOL-DL	5.90	5.73	4.83	5.27	4.72
CBEE Undergraduate Teaching	0.00	0.00	1.05	1.08	3.42
CBEE Teaching Masters	2.39	3.94	3.69	2.95	2.93
Total	**24.21**	**23.17**	**23.85**	**24.92**	**24.80**

Expenditures

Double Degree	FY18	FY19	FY20	FY21	FY22
Salary/OPE	$ 680,098	$ 702,333	$ 702,354	$ 794,505	$ 651,180
Supplies/Services	$ 2,750	$ 40,170	$ 35,274	$ 581	$ 18,656
Total	**$ 682,848**	**$ 742,504**	**$ 737,627**	**$ 795,086**	**$ 669,836**

Education UG Minor	FY18	FY19	FY20	FY21	FY22
Salary/OPE	$ 133,570	$ 141,130	$ 157,255	$ 201,474	$ 202,460
Supplies/Services	$ 128	$ -	$ 48	$ 578	$ 748
Total	**$ 133,698**	**$ 141,130**	**$ 157,303**	**$ 202,052**	**$ 203,207**

Masters of Science	FY18	FY19	FY20	FY21	FY22
Salary/OPE	$ 306,951	$ 317,167	$ 303,121	$ 383,221	$ 388,150
Supplies/Services	$ 314	$ 3,740	$ 7,564	$ 289	$ 547
Total	**$ 307,265**	**$ 320,908**	**$ 310,685**	**$ 383,511**	**$ 388,697**

Online Masters Degree	FY18	FY19	FY20	FY21	FY22
Salary/OPE	$ 265,917	$ -	$ -	$ -	$ -
Supplies/Services	$ -	$ -	$ -	$ -	$ -
Total	**$ 265,917**	**$ -**	**$ -**	**$ -**	**$ -**

Education PhD	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Salary/OPE	$ 403,687	$ 348,342	$ 565,590	$ 471,086	$ 479,794
Supplies/Services	$ -	$ 1,845	$ -	$ -	$ 615
Total	**$ 403,687**	**$ 350,187**	**$ 565,590**	**$ 471,086**	**$ 480,409**

ESOL-DL	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Salary/OPE	$ 534,195	$ 589,939	$ 556,841	$ 568,201	$ 573,746
Supplies/Services	$ 1,911	$ 4,450	$ 7,257	$ 1,500	$ 5,008
Total	**$ 536,105**	**$ 594,389**	**$ 564,098**	**$ 569,701**	**$ 578,754**

CBEE Undergraduate Teaching	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Salary/OPE	$ -	$ -	$ 115,168	$ 82,225	$ 333,573
Supplies/Services	$ -	$ -	$ -	$ -	$ 2,138
Total	**$ -**	**$ -**	**$ 115,168**	**$ 82,225**	**$ 335,710**

CBEE Teaching Masters	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Salary/OPE	$ 200,339	$ 461,710	$ 391,495	$ 401,691	$ 404,956
Supplies/Services	$ 1,889	$ 7,809	$ 2,972	$ 784	$ 7,797
Total	**$ 202,229**	**$ 469,518**	**$ 394,467**	**$ 402,475**	**$ 412,753**

Department Total	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Salary/OPE	$ 2,524,756	$ 2,560,622	$ 2,791,823	$ 2,902,404	$ 3,033,858
Supplies/Services	$ 6,992	$ 58,014	$ 53,114	$ 3,732	$ 35,508
Total	**$ 2,531,749**	**$ 2,618,636**	**$ 2,844,937**	**$ 2,906,136**	**$ 3,069,366**

Credit Hours and Revenues

Double Degree	FY18	FY19	FY20	FY21	FY22
Total Credit Hours	6,367	6,187	5,831	5,671	4,332
Total Calculated Revenue	$ 1,676,698	$ 1,824,666	$ 1,750,819	$ 1,604,358	$ 1,367,883

Education UG Minor	FY18	FY19	FY20	FY21	FY22
Total Credit Hours	846	1,467	1,411	1,203	1,470
Total Calculated Revenue	$ 164,001	$ 248,963	$ 227,633	$ 200,083	$ 323,036

Masters of Science	FY18	FY19	FY20	FY21	FY22
Total Credit Hours	1,624	1,092	1,435	1,245	992
Total Calculated Revenue	$ 448,707	$ 338,201	$ 462,208	$ 373,185	$ 315,599

Online Masters Degree	FY18	FY19	FY20	FY21	FY22
Total Credit Hours	320	0	0	0	0
Total Calculated Revenue	$ 102,866	$ -	$ -	$ -	$ -

Education PhD	FY18	FY19	FY20	FY21	FY22
Total Credit Hours	722	824	943	873	787
Total Calculated Revenue	$ 200,654	$ 266,020	$ 312,746	$ 271,442	$ 292,441

ESOL-DL	FY18	FY19	FY20	FY21	FY22
Total Credit Hours	2,181	1,741	1,875	1,884	1,503
Total Calculated Revenue	$ 620,812	$ 539,317	$ 610,932	$ 592,476	$ 488,952

CBEE Undergraduate Teaching	FY18	FY19	FY20	FY21	FY22
Total Credit Hours	0	0	0	0	242
Total Calculated Revenue	$ -	$ -	$ -	$ -	$ 41,295

CBEE Teaching Masters	FY18	FY19	FY20	FY21	FY22
Total Credit Hours	399	739	958	999	1,157
Total Calculated Revenue	$ 128,490	$ 241,315	$ 327,636	$ 341,658	$ 395,694

Department Total	FY18	FY19	FY20	FY21	FY22
Total Credit Hours	12,459	12,050	12,453	11,875	10,483

Total Calculated Revenue	$ 3,342,229	$ 3,458,483	$ 3,691,974	$ 3,383,201	$ 3,224,900

Expenses and Revenues

Double Degree	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Expenses	$ 682,848	$ 742,504	$ 737,627	$ 795,086	$ 669,836
Revenues	$ 1,676,698	$ 1,824,666	$ 1,750,819	$ 1,604,358	$ 1,367,883
Difference	**$ 993,850**	**$ 1,082,162**	**$ 1,013,192**	**$ 809,271**	**$ 698,047**

Education UG Minor	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Expenses	$ 133,698	$ 141,130	$ 157,303	$ 202,052	$ 203,207
Revenues	$ 164,001	$ 248,963	$ 227,633	$ 200,083	$ 323,036
Difference	**$ 30,303**	**$ 107,833**	**$ 70,330**	**$ (1,969)**	**$ 119,829**

Masters of Science	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Expenses	$ 307,265	$ 320,908	$ 310,685	$ 383,511	$ 388,697
Revenues	$ 448,707	$ 338,201	$ 462,208	$ 373,185	$ 315,599
Difference	**$ 141,442**	**$ 17,294**	**$ 151,523**	**$ (10,326)**	**$ (73,099)**

Online Masters Degree	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Expenses	$ 265,917	$ -	$ -	$ -	$ -
Revenues	$ 102,866	$ -	$ -	$ -	$ -
Difference	**$ (163,050)**	**$ -**	**$ -**	**$ -**	**$ -**

Education PhD	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Expenses	$ 403,687	$ 350,187	$ 565,590	$ 471,086	$ 480,409
Revenues	$ 200,654	$ 266,020	$ 312,746	$ 271,442	$ 292,441
Difference	**$ (203,033)**	**$ (84,167)**	**$ (252,844)**	**$ (199,644)**	**$ (187,968)**

ESOL-DL	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Expenses	$ 536,105	$ 594,389	$ 564,098	$ 569,701	$ 578,754
Revenues	$ 620,812	$ 539,317	$ 610,932	$ 592,476	$ 488,952
Difference	**$ 84,707**	**$ (55,072)**	**$ 46,834**	**$ 22,775**	**$ (89,802)**

CBEE Undergraduate Teaching	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Expenses	$ -	$ -	$ 115,168	$ 82,225	$ 335,710
Revenues	$ -	$ -	$ -	$ -	$ 41,295

Difference	**$ -**	**$ -**	**$ (115,168)**	**$ (82,225)**	**$ (294,415)**

CBEE Teaching Masters	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Expenses	$ 202,229	$ 469,518	$ 394,467	$ 402,475	$ 412,753
Revenues	$ 128,490	$ 241,315	$ 327,636	$ 341,658	$ 395,694
Difference	**$ (73,739)**	**$ (228,203)**	**$ (66,831)**	**$ (60,817)**	**$ (17,059)**

Department Total	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Expenses	$ 2,531,749	$ 2,618,636	$ 2,844,937	$ 2,906,136	$ 3,069,366
Revenues	$ 3,342,229	$ 3,458,483	$ 3,691,974	$ 3,383,201	$ 3,224,900
Difference	**$ 810,480**	**$ 839,847**	**$ 847,037**	**$ 477,065**	**$ 155,534**

Other Comparisons

Cost per FTE	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Double Degree	$ 114,511	$ 100,224	$ 101,628	$ 96,219	$ 108,024
Education UG Minor	$ 88,542	$ 106,917	$ 122,035	$ 97,767	$ 159,587
Masters of Science	$ 96,657	$ 136,782	$ 126,166	$ 123,249	$ 116,475
Online Masters Degree	$ 111,262				
Education PhD	$ 140,159	$ 144,110	$ 173,405	$ 216,593	$ 164,074
ESOL-DL	$ 90,861	$ 103,707	$ 116,678	$ 108,086	$ 122,656
CBEE Undergraduate Teaching			$ 109,684	$ 76,134	$ 98,185
CBEE Teaching Masters	$ 84,615	$ 119,318	$ 106,889	$ 136,240	$ 141,064

Cost per Credit Hour	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Double Degree	$ 107	$ 120	$ 127	$ 140	$ 155
Education UG Minor	$ 158	$ 96	$ 111	$ 168	$ 138
Masters of Science	$ 189	$ 294	$ 217	$ 308	$ 392
Online Masters Degree	$ 831				
Education PhD	$ 559	$ 425	$ 600	$ 540	$ 610
ESOL-DL	$ 246	$ 341	$ 301	$ 302	$ 385
CBEE Undergraduate Teaching					$ 1,387
CBEE Teaching Masters	$ 507	$ 635	$ 412	$ 403	$ 357

Cost per Revenue Ratio	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Double Degree	$ 0.41	$ 0.41	$ 0.42	$ 0.50	$ 0.49
Education UG Minor	$ 0.82	$ 0.57	$ 0.69	$ 1.01	$ 0.63

Masters of Science	$ 0.68	$ 0.95	$ 0.67	$ 1.03	$ 1.23
Online Masters Degree	$ 2.59				
Education PhD	$ 2.01	$ 1.32	$ 1.81	$ 1.74	$ 1.64
ESOL-DL	$ 0.86	$ 1.10	$ 0.92	$ 0.96	$ 1.18
CBEE Undergraduate Teaching					$ 8.13
CBEE Teaching Masters	$ 1.57	$ 1.95	$ 1.20	$ 1.18	$ 1.04

Department Total	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Cost/FTE	$ 104,563	$ 113,013	$ 119,303	$ 116,611	$ 123,750
Cost/Credit Hour	$ 203.21	$ 217.31	$ 228.45	$ 244.73	$ 292.79
Cost/Revenue Ratio	$ 0.76	$ 0.76	$ 0.77	$ 0.86	$ 0.95