

REPORT of the Chancellor's Advisory Group on Educational Planning on a
**Proposal for a School of Education, Public Policy and
Civic Engagement**

UNIVERSITY OF MASSACHUSETTS DARTMOUTH

March 3, 2008

Executive Summary

This report represents the preliminary consensus of the Advisory Group on educational Planning¹ appointed by Chancellor Jean McCormack in October 2007. The Advisory Group, comprised of educational leaders from the Southcoast region and faculty and staff from UMass Dartmouth – was charged with developing a proposal for restructuring the educational programs at the University in ways to better position the University as a central player in addressing the critical needs currently facing public education in the region. After an assessment of the issues, resources, challenges and opportunities, the Group moved to recommend the creation of a new school at UMass Dartmouth – the School of Education, Public Policy and Civic Engagement (SEPPCE).

SEPPCE will be a unique and innovative program that will draw extensively on existing programs, but will combine them in ways to create a new academic entity with an explicit mission to help shape innovative public policy, provide leadership in educational practice, and enhance the educational attainment of the region. Through a groundbreaking cross-disciplinary inquiry-based curriculum, the combination of teaching, learning and research with civic engagement and the application of the University's research and policy resources to issues impacting education, SEPPCE has the potential to be a unique interdisciplinary partnership for educational excellence that can positively impact the Southcoast region. By creating an environment rich in diversity, flexible in its organization, and committed to innovation and experimentation in pursuit of new knowledge, emergent disciplines, and innovative ways of improving professional practice, SEPPCE will also enhance the reputation of the University as a leader in innovative learning, research, and civic engagement.

Proposal Development

There is no greater challenge facing the Southcoast region today than the challenge of improving the public education system. In addition to the “moral imperative” of providing quality educational opportunity to the children and youth of the region, a strong education system is a cornerstone to

¹ Members are identified in Appendix 1.

a healthy economic picture. There is no question that the economic vitality and success of Southeastern Massachusetts depends upon local school systems successfully graduating future citizens who are equipped to compete and excel in a global knowledge-based society.

As a land grant institution and an important institution in the region, the University of Massachusetts Dartmouth is uniquely positioned to lend some of its resources, expertise and research capacity to supporting these goals. Indeed, UMass Dartmouth has been a player in addressing the educational challenges faced by the region over the years. But despite best efforts at UMass Dartmouth, which, throughout the years have been significant, varied, and broad in scope, the persistent and acute deficits in educational achievement in the region are strong indicators that we have not been as responsive and effective in this area as we need to be.

Recognizing this, Chancellor Jean McCormack put together an advisory group of educational leaders from the University and the region in October 2007. She asked the group to consider how UMass Dartmouth could restructure, build and improve its educational programs and bring its resources to bear on improving public education in the region. To help us begin our work, the Chancellor prepared a “thinking paper” for the group’s consideration and review. The paper was meant to lay out the issues for which the Chancellor was soliciting our best advice, help us to understand the scope, and explain the importance of this effort to UMass Dartmouth, particularly in light of its regional university mission and its ten year strategic vision.

Specifically, we were charged with three tasks:

1. The first task was to *decide how refocusing and realigning programs could help the University increase the overall effectiveness of all programs in the future.* In so doing, we set aside the constraints of past successes or failures, and instead were guided and energized by future possibilities and opportunities. We were directed not only pay attention to securing internal programmatic efficiencies but to also pay attention to the benefits of repositioning institutionally to:

- address critical needs and create the potential for new synergies and stronger impacts;
- push deliberately for stronger interdisciplinary collaborations and communication among departments and centers;
- increase our capacity to obtain external funds that would help sustain our civic engagement initiatives and research endeavors; and
- facilitate the planning and implementation of stimulating initiatives with all sorts of external partners in the region.

2. The second task for the Advisory Group was *to be creative and innovative in what we were to propose for these were times to think boldly*. In so doing, we would review several models of university education to understand how they function and what has made them successful. The Chancellor volunteered three options for us to consider. Variations of these models could be suggested and/or entirely new options could be adopted.

3. The third task for the Advisory Group was *to suggest areas of programmatic priority and provide an overall sense of direction for UMass Dartmouth to take*. In so doing, we were charged with identifying what needs the new academic entity would address, prioritizing them, and then considering how and when it might be resourced. We were told that we should not outline academic or curricular changes in detail since those are primary tasks for the faculty who would commit to engage in the School.

The Chancellor and the Provost impressed upon the Advisory Group that there was a sense of urgency to this process and that the recommendations should be action oriented: final approval of a new structure was to take place by no later than June 30, 2008, in preparation for the upcoming academic year. Work on new and existing programs and services would follow immediately after the school's approval.

What follows is a proposal for the model that the Advisory Group on Educational Planning is recommending as the most appropriate for UMass Dartmouth given its mission and strategic goals. It is sketched in a broad outline, recognizing that it will take further shape through the involvement of others in the University and the community at large, especially those who will participate in its programming. Our proposal is, therefore, meant to form the basis for action, as well as further consultation and discussion, both within and outside the University in the context of the strategic planning process.

A School of Education, Public Policy, and Civic Engagement (SEPPCE)

The model we envision is that of an interdisciplinary school (as opposed to an Institute or College) committed to addressing the intellectual, economic and social challenges of the Southcoast region. It will do so by combining groundbreaking cross-disciplinary inquiry, teaching, learning and research with civic engagement in order to help shape innovative public policy, provide leadership in educational practice, and enhance the educational attainment of the region.

The School will foster cross-fertilization between departments and centers, between the Liberal Arts disciplines and the professions, between faculty and reflective practitioners, as well as between students pursuing studies in a same field or in different majors. It will seek to create an

environment rich in diversity, flexible in its organization, and committed to innovation and experimentation in pursuit of new knowledge, emergent disciplines, and innovative ways of improving professional practice.

The School we envision will also place emphasis on the development of programs designed for highly motivated students from varied backgrounds who are interested in a combination of scientific analysis, real-world experience, and learning to apply critical resources (knowledge and expertise) to work on problems faced by the communities in which they live and work. It will enrich the students' experience and help to change the campus culture by enlarging opportunities for faculty and students to take learning outside the classroom where they can earn valuable experience in professional settings while having a positive impact on our community. Whether through service learning or volunteerism, the School's students will have the opportunity to seek out meaningful learning experiences that establish personal, professional and civic growth.

For lack of a better or more marketable name the Advisory Group adopted the name of "School of Education, Public Policy and Civic Engagement" to suggest the interrelationship between the three areas that we believe have a strong potential of yielding interesting synergies at UMass Dartmouth.

Organizational Structure of the School

The structure and focus of the School proposed in this document represent a conceptual framework or blueprint for the work that will be carried out over the next five or so years. Within this framework, it is expected that the School will evolve as new people come on board and as new issues emerge. This evolution should reflect the goals and objectives outlined in the university's strategic plan. This plan calls for UMass Dartmouth to commit to excellence while retaining a focus on service to the region and Massachusetts. The proposed School is consistent with this vision.

The School we are proposing would bring together education and public policy analysis as seen through the filters of social justice and economic development, suggesting that educational institutions, be they K-12 or higher education, are not isolated entities that can address all of society's concerns solely through their credentialing programs. Success in schools also has a great deal to do with policy and context.

The structure we are recommending creates a broader professional studies environment in which education programs will be linked directly to a campus civic engagement goal that highlights how learning is related to making policy, contributing, leading and changing ourselves as well as our

communities. It suggests that linking civic engagement to policy and education in an interdisciplinary setting will provide the right context to generate campus wide success. To do this we recommend that the following programs and centers be transferred to the School:

- The Education Department in the College of Arts and Sciences (CAS)
- The Policy Studies Department, also in the College of Arts and Sciences,
- The Center for School and University Partnerships (CUSP), currently housed in the Division of Professional and Continuing Education (PCE), and
- The Center for Policy Analysis (CPA), a free standing center reporting directly to the Provost.

We also recommend the creation of three new entities:

- A new interdisciplinary department focused on the integration of science, technology, engineering and mathematics (STEM)
- A new department of Educational Leadership
- A new Center for Civic Engagement to infuse service learning into the University so that every student at UMass Dartmouth can participate in at least one service learning course prior to graduation by 2012, as stated in the Strategic Plan.

Appendix 2 illustrates the new organizational structure of the School of Education, Public Policy and Civic Engagement

The Education (Teaching and Learning) Department

Faculty in the new Education Department would continue to teach the education content courses for the various post-baccalaureate licensure programs and the MAT. They would also continue to offer the undergraduate education minor. The Department would assume responsibility for the administration of the state licensure office and the administration of the MAT program. It would also initially host the educational leadership initiatives administered by CUSP, with support from faculty in the Charlton College of Business's Department of Management, as well as any other credit bearing professional development program that CUSP may develop in the future.

The MAT governance structure would remain the MAT Committee, which consists of Education Department faculty and specialists in various subject areas in Arts and Sciences but this Committee would now report to the chair of the Education Department. Thus, the Education Department would interact with existing partners in CAS and with the newly formed

interdisciplinary department where STEM and math education program initiatives would be housed.

Full time faculty would hold their primary appointment in the department but could also have a joint appointment in another department, particularly those which correspond to the content areas of the post-baccalaureate licensure and MAT programs.

The Policy Studies Department

The Policy Studies Department would continue to offer the Masters of Public Policy (MPP), its undergraduate Policy Studies Minor, and its joint JD/MPP program with the Southern New England School of Law. It would also take on the initiative of developing its Masters program fully online, the first one of its kind at UMass Dartmouth. The initial plans are to complete the transition to online by Spring of 2009. In accordance with the focus to build interdisciplinary relationships with other colleges, Policy Studies will look for opportunities for joint appointments and collaborations with faculty in other departments such as Political Science, Economics, and Sociology, etc. This may also assist us in increasing MPP enrollments by building a pathway for undergraduate students from these related areas to be introduced to policy studies. To make the relationship between Public Policy and Education stronger, the Advisory Group is also recommending that the Public Studies Department assume leadership in the development of a concentration in educational policy to be delivered jointly with the Educational Leadership Department.

Full time faculty would hold their primary appointment in this department, but could also have a joint appointment in another department in the School (eg, Educational Leadership) or in another College (eg. economics or political science in CAS).

A New Interdisciplinary Department focused on the Integration of Science, Technology, Engineering, and Mathematics (STEM)

The new interdisciplinary Department would focus primarily on the development of new programs that integrate Science, Technology, Engineering, and Mathematics (STEM). This Department would assume responsibility for serving K-12 educators seeking an initial or professional license as teachers of Math, Biology, Chemistry, Physics or General Science. Its very nature would make it the most innovative department to focus on scientific research and applicable content for the campus education offerings. This department could include STEM content experts as well as STEM Educator experts. As with any emerging field of study, there is a unique opportunity here to invest in creating a new academic unit that would operate in yet uncharted territory. Its work

will strengthen the quality of STEM education and research, as well as advance the university's STEM related scholarship.

This department would actively explore relationships with faculty in other colleges who might be interested in pursuing this line of academic work. Of primary importance would be the development of the Ph. D in Math Education that is currently being developed and is identified in the Strategic Plan as one of our new and upcoming signature graduate programs.

Full time faculty in this department would hold their primary appointment in the department, but could also have a joint appointment in a discipline housed in another College.

A new Department of Educational Leadership and Management

The new Department of Educational Leadership would be organized with a primary focus on the development of an M.Ed. and Ed. D. in Educational Leadership. Our recommendation is that this department be combined with the proposed education department and that it become operational once we have enough faculty resources to make it functional.

Full time faculty in this department would hold their primary appointments in the department, but could also have a joint appointment in another department in the School (eg. Public Studies) in another College (Charlton College of Business) or in Centers such as CUSP.

The Center for University and School Partnerships

The Center for University, School and Community Partnerships provides professional learning experiences for beginning and experienced K-12 teachers to strengthen their content knowledge, broaden their teaching practices and curricula, and acquire leadership skills necessary to improve schools and student achievement. It promotes school/university partnerships dedicated to the professional preparation of teachers and administrators; supports research on the improvement of teaching and student learning; and serves as a clearinghouse of innovative programs, research and resources to educators, policy makers and the media. It also advocates for policies and programs that support quality professional development for K-12 educators.

CUSP would bring an array of alternative preparation and professional development programs for teachers and school administrators that have served the region well. Their most recent initiatives have focused on developing alternative teacher and administrator licensing programs and on recruiting and training new teachers and teacher aides in critical areas of need in the region. The School and the Center would mutually benefit if the new School could offer a Masters option as part of its professional development programs. By having CUSP as a member of the School, it

will be possible to further strengthen our institutional capacity to define, focus and develop new innovative programs built on the foundations of those that are now in place. Key areas for development of sponsored projects and credit bearing programs include: new teacher mentoring; accelerated math and science teacher licensure; school principal licensure; inter-district professional development programs for teachers; working with whole schools on school improvement plans; working on the alignment of curriculum and standards; and other initiatives yet to be defined by the districts.

Organizationally, the Center would transfer out of PCE and the Center Director would report directly to the Dean for administrative purposes.

The Center for Policy Analysis

The University of Massachusetts Dartmouth Center for Policy Analysis is an interdisciplinary research unit that promotes economic, social, and political development by providing research and technical assistance to client organizations, including school systems and state agencies. The Center offers custom designed research and technical analysis in the areas of economic development, public management, program evaluation and public opinion research for government agencies, non-profit organizations, private businesses, and educational institutions.

The Center for Policy Analysis strives to erode the walls between research and teaching by training students in the techniques of applied social science and by conducting university and community based educational programs. The Center has recently focused some new efforts on economic development and the development of an urban agenda for cities in Massachusetts.

The Center's staff is drawn primarily from faculty of the UMass Dartmouth. The Policy Studies faculty teach full time in the Masters program while conducting research at the Center. Graduate assistants and other students are trained in the techniques of applied policy research by working on research projects that support decision-making processes in a variety of public and private institutions.

With the Center, the faculty in the Policy Studies Department are well positioned to work in an interdisciplinary and collaborative environment with others in the School or with outside partners. They bring a network of experts from which to strengthen the School's resources to conduct in-depth studies on education in its many variants and contexts.

The Center would report to the Dean for administrative purposes, but would continue to be governed by a fifteen member Executive Board.

A New Center for Civic Engagement

Recently, institutions of higher education across the nation have responded to the call for increased civic engagement among college students by strengthening service learning opportunities for all students. Unlike community service, service-learning is a methodology that is integrated into and enhances a traditional academic curriculum. It is demonstrably linked to existing program learning goals, specifies structured time for student reflection, and augments the acquisition of skills and knowledge with application that meets the needs of a community and simultaneously fosters civic responsibility.

The University purports to meet the dual challenges of addressing community need and fostering active student learning by developing an academic Center for Civic Engagement. Its mission would be to enhance student learning through the application of concepts, content and skills drawn from their academic disciplines while meeting a need in a community, civic, or non-profit organization through the use of service learning pedagogies. The Center would work to provide the opportunity for every student at UMass Dartmouth to participate in at least one service-learning course prior to graduation, and to become closer to our community through cross fertilization of knowledge, skills, challenges, and opportunities.

The School, with the support of the Center, would develop and offer a new undergraduate minor program in Leadership/Civic Engagement with courses and community based programs focused on fostering civic engagement and community service by students. The faculty for this program would come from the four academic departments of the School with invitations extended to other discipline based faculty in other colleges as needed.

In addition, the Center would also be the home to a Faculty Fellows program that would invite 8-12 faculty per year from across the university to participate in semester or year long fellowships to develop effective service learning courses and research projects in their disciplines. This fellowship program would be at the heart of efforts to achieve the strategic goal of involving all students at UMass Dartmouth in some service learning experience by 2012. Faculty fellows would receive assistance from expert discipline based or education faculty on innovative pedagogy and would also participate in training to learn about the work done by colleagues.

Lastly, the Center would develop service learning resources through grant writing, work with other colleges and academic councils to develop service learning courses in each major, and actively pursue a research agenda on civic engagement at UMass Dartmouth.

In order to achieve its goals, the Center for Civic Engagement would have a full time Director

(a faculty member) who would report in matrix style to the Dean of the School as well as to the Provost's Office.

Other University Departments and Centers with whom the School should develop a strong affiliation

The organizational model that we are using in this instance is one in which several programs, departments and centers, each with a distinct identity and set of credentials, are placed in one academic entity (be this an autonomous school or college) to generate synergy. The programs may vary but the mix should be between cognate programs and centers or ones that will complement each other's work, given a change in focus, conditions or circumstances. We identified two such entities in the campus:

- The Art² and Music³ Education programs offered by the College of Visual and Performing Arts, and
- The recently established Kaput Center for Research and Innovation in Mathematics Education⁴.

² Certification is the goal of most students in the undergraduate Art Education program. Certification can also be earned by students who already possess a bachelor's degree and are interested in earning their MAE (Masters in Art Education). This program has the approval of the Bureau of Teacher Certification, Massachusetts Department of Education, leading to a single-level professional certification in Massachusetts as an art teacher in grades N-9 or 5-12.

The MAE is a 39 credit program (for those who hold an Initial License or the equivalent in comparable course work), leading to a Professional License. The MAE program offers both traditional and innovative opportunities for the professional art teacher. The Art Education Department offers a 60 credit program for students seeking a first-time post-baccalaureate Initial License and a Professional License--21 credits to be earned first in the post-baccalaureate Initial License and 39 credits to be earned in the Master of Art Education Professional License.

³ All candidates for a BA in Music follow a standard core curriculum which meets the requirements for a well-rounded liberal arts education. Options may be chosen in the second year. They are not required, but recommended. The Music Education Option develops skillful teachers who are in demand throughout New England and nation-wide. Students benefit from the exposure to western classical, jazz/pop, electronic, and traditional world musics, allowing them to bring diverse experiences into the classroom. In addition to a thorough training as an instrumentalist/vocalist and teacher, there is an emphasis on developing and conducting vocal and instrumental ensembles, rhythmic training, and updated electronic teaching tools. Class-room experience in schools complement this program, which leads to the Initial License to teach in schools.

⁴ The James J. Kaput Center for Research and Innovation in Mathematics Education provides a focus and support for sustained investigation of foundational issues in the field of mathematics education. The Center is a place where fundamental problems in mathematics education are studied, discussed, and analyzed through conferences, colloquiums, research and development, commissioned reports, and think-tank meetings.

With respect to Art and Music, we decided that it was preferable to have them remain in CVPA and explore other avenues of collaboration with them, particularly by improving coordination on issues related to licensure, promoting joint appointments, developing projects, and pursuing research opportunities that would be mutually beneficial.

With respect to the Kaput Center, we concluded that it was preferable for the Center to continue developing in accordance with their original plans of reporting to the Provost and to elicit their collaboration in developing and strengthening the new interdisciplinary department through their work and participation in the future Ph. D. program in Mathematics Education. There was agreement that there will be great synergy between the activities of the Kaput Center and the Doctoral program presently under development. In addition, the Director of the Kaput Center has already expressed a great interest in working closely with the Dean and Department Chairs to forge synergistic links that would develop creative learning opportunities and research projects with students, teachers and educators.

Leadership and Governance

The School will require a Dean who is able to take a strong leadership role in developing and promoting the School. The Dean should have strong administrative skills, given the complexity of the School and the various connections it will have to groups both inside and outside the University. During a phase-in period, an interim dean should be appointed. The dean would report to the Provost for all purposes other than those involving collegial processes. These purposes include the representation of the School in the University and the wider community, and the establishment of research and teaching goals. The Dean would also be a member of the Dean's Council. The Dean will require adequate support staff.

Each Department would have a Chair. The MAT may retain its program director who would report in matrix form to the Chair of the Education Department and to the Dean. Appendix 3, The Relationships and Reporting Structure, illustrates the matrix style management structure proposed for departments and centers moving to or closely affiliated with the new School Report. The School would also have an Academic Council as well as any other corresponding committees in accordance with university regulations and the Faculty Federation Agreement.

Faculty Resources

It is anticipated that twenty-two (22) tenure track faculty members would become associated with the School within a five year period. The breakdown by departments is as follows:

Education : 6
 Policy : 5
 Interdisciplinary (STEM): 6
 Educational Leadership : 5

In addition, the School would have 6-8 clinical faculty appointees who would be expert school practitioners or policy makers and who would hold renewable term contracts of either 2, 3, or 5 years. These faculty appointments would be housed in the departments but their work could be based in the centers depending on the nature of work for which they would be appointed as well as the type of service they would provide. Approval of these clinical faculty appointments are subject to negotiations with the Faculty Federation. Furthermore, part time faculty would be appointed as needed and would be subject to the terms stipulated in the collective bargaining agreement.

Bringing the twenty-two (22) tenure track faculty together within a 5 year period would be accomplished by drawing on a mix of new and existing resources currently set up in different places and settings within the University. For starters, eight (8) out of the 22 are current faculty members who would transfer from the Education (5) and Public Policy (3) departments in the College of Arts and Sciences. There are four (4) others who have expressed an interest in transferring to the new interdisciplinary department (STEM). In addition, two (2) funded vacant tenure track faculty positions exists in the Education Department. This would bring the total to fourteen (14) currently resourced faculty positions who would be in synch with the opening of the School.⁵ The tenure track faculty transferring to the new school identified with their area of focus are indicated in Appendix 4, Faculty Resources. The rest of the faculty appointments would be scheduled to support the development of the recommended new programs and initiatives. In the next two sections of this document we present a list of the programmatic initiatives and a chart of a corresponding working schedule.

The School would also benefit from the work of faculty that would be interested in seeking a joint appointment with a department in the School. The director of the MAT could be an example of this type of appointment. In those cases, the terms and conditions for the appointments would have to be negotiated in accordance with the respective needs of the departments in question and the terms stated in the collective bargaining agreement in force at the time of appointment. Other faculty would be interested in being more loosely affiliated with the School through their contribution to periodic teaching, graduate supervision and/or collaboration in research projects.

⁵ One of the education faculty lines would serve initially as the interim dean.

Lastly, we recommend that professors emeriti should also be encouraged to participate in the School.

Prioritized Program Development Initiatives

There are eight (8) major program initiatives that we have targeted for development in the next five years. These are:

- A realignment of the education graduate program with the goal of enabling initial licensure candidates to receive a degree and to provide one or more master's degrees for professional licensure.
- M. Ed and Ed. D. programs in Educational Leadership;
- A Ph. D. program in Math Education;
- A full online version of the Masters Program in Public Policy;
- A dual certification program in Special Education and/or ESL/ELL ;
- An undergraduate Minor in Leadership/Civic Engagement;
- A Faculty Fellows program to infuse service learning in at least two courses of each undergraduate major offered at UMass Dartmouth ; and
- A new concentration on Educational Policy within the Masters of Public Policy

In addition, there was agreement that we should further explore:

- developing a combined 5 year bachelor/masters program in teacher education;
- establishing either a Lab School and/or developing a relationship with local school districts to develop some professional development schools inspired after Clark University's content based and affiliated schools model.

The development of graduate programs, both at the masters and the doctoral levels, should be central to the School. The curriculum for the above-mentioned graduate and undergraduate programs (a minor) would be developed under the direction of the faculty holding appointments in the School. In all cases, the curriculum would be reviewed by the appropriate curriculum committees in the School and Campus and whenever appropriate (as in the case of the two doctoral programs we are recommending) curriculum proposals would be submitted to the University, its Board of Trustees and the Board of Higher Education. A limited number of additional courses and requirements may be developed in existing programs and submitted to the appropriate curriculum committees in the school and in the campus for review and approval.

Proposed Working Schedule

At the beginning of this document we clarified that our proposal for a School of Education, Public Policy, and Civic Engagement was sketched in a broad outline, recognizing that the School

would take further shape through the involvement of others in the University and the community at large. We further clarified that our proposal was therefore meant to form the basis for action, as well as further consultation and discussion. It is with this in mind that we recommend the following working schedule:

	AY	1	2	3	4	5						
	Sem	F08	s09	F09	s10	F10	s11	F11	s12	F12	s13	
Realignment of graduate education programs		Development+ approval		Full Implementation								
Ed. D. Ed. Leadership		Planning			Development+ approval		Full Implementation					
Ph. D. Math Ed		Development+ approval		Full Implementation								
MPP online version;		Development+ approval		Full Implementation								
Dual Certification Sp Ed/ELL		Pre-planning			Development+ approval		Full Implementation					
Minor in Civic Engagement		Development+ approval		Full Implementation								
Faculty Fellows program		Planning		Full Implementation								
MPP Conc. Ed. Policy		Pre-planning			Development+ approval		Full Implementation					

== Development+ approval

== Pre-planning

== Planning

== Dvlp't + implementation

== Full Implementation

Physical Facilities

Initially, the School will not have an identifiable location. Most faculty and staff will remain in their present locations. As soon as possible, the University should identify physical facilities for the School to provide a distinctive and attractive physical presence that will provide a venue for exchange and will be a magnet for scholars and decision-makers within and beyond the University. Given the central importance of providing the School with a compelling physical venue to draw together leading scholars and practitioners of public policy, we urge the University to incorporate the needs of the proposed School into its master plan and seek appropriate funding to provide such facilities.

Appendix 1

Chancellor's Advisory Group on Educational Planning**Membership: (28)****Internal**

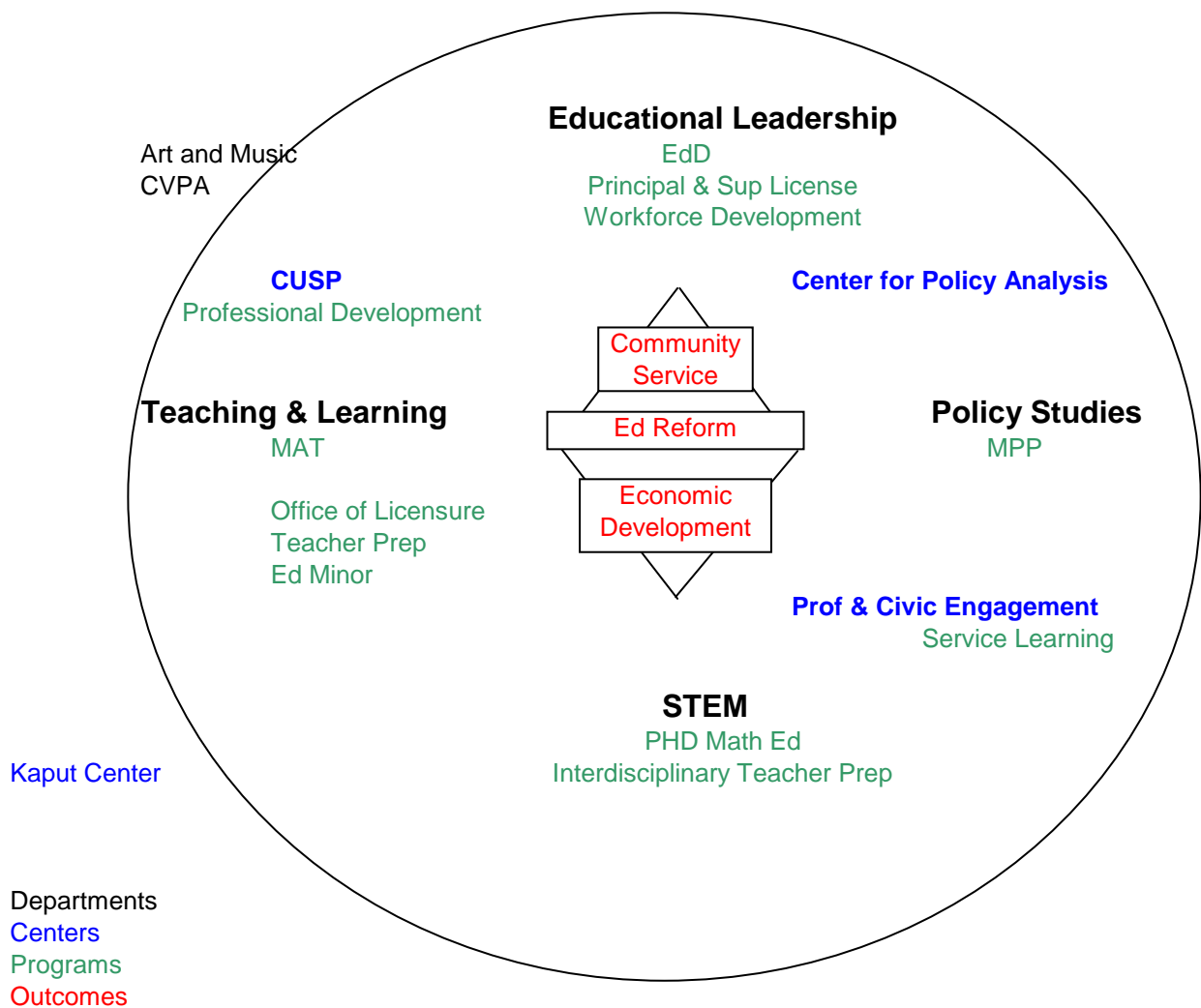
1. Ismael Ramirez-Soto	Executive Assistant to the Chancellor - Chair
2. Joy McGuirl-Hadley	Special Assistant to the Chancellor - Facilitator
3. Richard Panofsky	Associate Vice Chancellor for Academic Affairs
4. Bill Hogan	Dean School of Art & Science, Chair Education
5 Cynthia Kruger	Professor Education
6. Maureen Hall	Professor Education
7. Joao Rosa	Professor Education
8. Arlene Mollo	Professor/Chair Art Education
9. Brenda Berube	Professor Med Lab Sciences
10. Adrian Tio	Dean College of Visual & Performing Arts
11. Gerard Koot	Chancellor Professor/Chair-History, Master Arts Teaching
12. Matt Roy	Associate Dean-Business
13. Stephen Hegedus	Professor Math/ Director Kaput Center
14. Sue Lane	Associate Vice Chancellor Professional & Continuing Education
15. Karen O'Connor	Director, Center for University Schools Community Partnerships
16. Al Bavon	Professor/Chair Public Policy
17. Amit Tandon	Professor Physics
18. Ed Lambert	Director Urban Initiative at Center for Policy Analysis
19. Paul Vigeant	Assistant Chancellor for Economic Development
20. Anna Klobucka	Professor Portuguese Studies
21. John J. Russell	Professor Emeritus Physics
22. Godwin Ariguzo	Professor Management
23. Sharon Weiner	Dean Library Services, Information resources & Technology

External

24. Nick Fischer	Superintendent Fall River
25. Freddie Fuentes	Assistant Superintendent Diversity New Bedford
26. James Cobbs Jr.	Principal Global Charter School
27. Mary Lou Clark	Associate Superintendent Dartmouth
28. Mike Shea	Superintendent New Bedford Regional Vocational Technological Center

Appendix 2

College of Education, Public Policy and Civic Engagement



Appendix 3

**College of Education, Public Policy & Civic Engagement
Relationships & Reporting Structures**

