

The Community of Educators Model at Messiah University

Fall 2025

1. Foundational Assumption

- a. Messiah University's educational outcomes are delivered by both the curriculum and the cocurriculum.
- b. This foundational assumption is both operative and formally articulated with respect to undergraduate education. It may or may not be operative in graduate education. That variance does not negate the COE model, but it does raise questions about the importance (or nonimportance) of a cocurriculum in our graduate educational programming.

2. "Educational" Status

- a. Messiah University's holistic understanding of its educational mission leads to an inclusive understanding of "educator" that extends beyond "the faculty."
- b. The foundational status concept in Messiah's COE model is "educator" – persons whose primary responsibility is to deliver the University-wide learning outcomes, persons who provide administrative leadership over curricular and cocurricular programming, and persons who provide direct support for delivery of the curriculum and cocurriculum.
- c. Therefore, as noted in COE Handbook Section 3, Part III.A., "educators" are comprised of:
 - (1) Faculty – leadership and deliverers of the curriculum. This category includes ranked faculty, librarians, and curricular administrators.
 - (2) Cocurricular Educators – deliverers and/or leadership and support of the cocurriculum

3. University Governance

- a. This holistic understanding of educational outcomes and the corresponding understanding of educational status are embedded in a distinct governance model. Messiah University distinguishes between three dimensions of governance: "Educational," "Personnel," and "Institutional."
 - (1) **"Educational Governance"** focuses on the development and approval of educational programming and policies.
 - (a) The educational governance body is the Community of Educators with a membership composed of faculty and cocurricular educators.
 - (b) Generally speaking, the Community of Educators functions through the Community of Educators Senate, with elected representatives from the faculty (ranked faculty, librarians, and curricular administrators) and cocurricular educators.
 - (c) This body approves educational programming and policies (via its "recommending" and "legislative" functions), speaks into larger institutional issues (via its "advisory" functions), and has a number of standing committees. Most significantly, educationally related proposals come to the COE Senate through the Undergraduate Academic Council, Graduate Council, and Cocurricular Education Council.
 - (2) **"Personnel Governance"** addresses specific personnel issues appropriate to the respective employee groups.
 - (a) While faculty and cocurricular educators participate together in the Community of Educators, there are important personnel differences between these groups.
 - (b) Within "personnel governance," the University distinguishes between three employee groups (ranked faculty, administrative employees, and staff employees).

- (c) The Ranked Faculty Meeting deals with faculty loads, tenure and promotion, and compensation, and it has its own standing committees: Term-Tenure and Promotion, Scholarship and Development, and Ranked Faculty Affairs.
- (d) Cocurricular Educators, as administrative employees, are represented by two elected administrative employee reps on the University Personnel Committee.
- (3) **“Institutional Governance”** deals with larger institutional issues – e.g., mission and identity, planning, budgeting, etc. -- and is organized through the University Council. Other governance bodies, including COE Senate, sometimes speak into University Council deliberation.

4. University Organizational/Administrative Structure

- a. The University has a “provost structure” in which the Provost provides leadership over the curricular programming (via two undergraduate schools and a graduate school) and much of the cocurricular programming (via the Division of Student Success and Engagement).
- b. The Vice-Provost for Student Success and Engagement reports to the Provost and provides administrative leadership to the Division of Student Success and Engagement, which houses much of the University’s cocurricular programming.
- c. The Provost serves as the Chief Educational Officer and the Chief Academic Officer. The Vice-Provost serves as the Chief Student Affairs Officer.
 - (1) Both the Provost and the Vice-Provost sit on the President’s Cabinet, which is chaired by the President.
 - (2) The Vice-Provost sits on the Provost’s Cabinet, which is chaired by the Provost.
- d. There are two administrative committees that coordinate educational programming:
 - (1) Provost’s Cabinet
 - (2) Educational Leadership Team
- e. Cocurricular Programs Outside the Provost’s Area
 - (1) Athletics – The Executive Director of Athletics reports to the President, and provides leadership to intercollegiate athletics, athletic training, AROMA sports ministry, and athletics communication.
 - (2) Diversity Affairs – The Vice President for Diversity affairs sits on President’s Cabinet and provides leadership to multicultural programs and international programs.
- f. Board of Trustees
 - (1) The Board of Trustees Subcommittee on Education provides connection between the Board of Trustees and both the curriculum and the cocurriculum. The Provost, Vice-Provost, Chair of the Community of Educators, and Chair of the Ranked Faculty participate and provide reports to this board subcommittee.
 - (2) The Provost, Vice-Provost, and Chair of the COE attend sessions of the full board.

5. Assessment of Student Learning

- a. The University has a set of Student Learning Outcomes for the UG and GRAD programming.
- b. The curriculum and the cocurriculum work together to deliver these outcomes.
- c. The Assessment of Student Learning Committee is a standing committee of the Community of Educators that provides oversight to University assessment and includes members involved in both curricular (GRAD and UG) and cocurricular programming.

6. Professional Development for Educators

- a. All educators participate in some centralized development programming.
- b. Examples include --
 - (1) “Educators Day” – Plenary session to kick-off May Development Week.
 - (2) “Educators Fall Retreat” – Plenary session to kick-off the school year.
 - (3) New Educators Orientation – summer programming for all new educators, coordinated by the Office of Faculty Development, that orients new educators to the University’s structures and services.
 - (4) Provost’s Seminar – Fall semester meetings for all new educators, coordinated by the Office of Faculty Development, that orient new educators to the mission and identity of the University and other University distinctives; some features of Provost’s Seminar are faculty-specific and don’t involve all educators.
 - (5) In-Service Day (Spring) – Educator-wide programming planned by the Provost’s Cabinet and the Office of Faculty Development.