

Moving Forward with Strength:  
Idaho State University  
Proposed Campus Reorganization



Office of Academic Affairs  
April 8, 2010

## Executive Summary of Reorganization

The proposed reorganization for Idaho State University has as its primary goal to increase efficiency and streamline operations and to enable Idaho State University to emerge from a period of fiscally challenging times academically *stronger*, not weaker, than it had begun; and if possible, to realize a financial savings that could be applied to the state's substantial and ongoing budget cuts of higher education. In the final plan, the university will reorganize from 7 colleges to 5 colleges and a Division for Health Sciences. The five colleges include: College of Science and Engineering, College of Arts and Letters, College of Education, College of Business, and College of Technology. The Division of Health Sciences will raise the visibility of the health sciences mission at Idaho State. It will be comprised of reorganized units formerly part of the College of Pharmacy and Kasiska College of Health Professions. The new College of Arts and Letters will contain the departments from the Fine Arts and Humanities, and the Behavioral and Social Sciences, formerly of the College of Arts and Sciences. The new College of Science and Engineering will be comprised of science departments, formerly from the College of Arts and Sciences, and the department of Engineering, formerly the College of Engineering.

Each college will be headed by a dean, or executive dean in the case of the Division of Health Sciences, who is the chief academic and research officer. In the new structure, the dean governs in conjunction with an executive committee. The dean's leadership team will consist of department chairs and associate deans, where appropriate. The executive committee will serve as the main faculty governance body at the college level, underscoring the importance of shared governance at all levels throughout the entire university.

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## INTRODUCTION

On November 4, 2009, President Arthur Vailas announced at a public forum of all university personnel that he would direct the Provost to form at least three task forces to consider potential consolidation of academic units within Academic Affairs. The task forces were to examine possible reorganizations of three clusters of units: 1) the College of Pharmacy and the Kasiska College of Health Professions; 2) the College of Engineering and the disciplines in the sciences; and 3) the College of Education and the College of Arts and Sciences absent the disciplines in the sciences.

The objective of this exercise was threefold: to reorganize units in such a way as to increase efficiency and streamline operations; to enable Idaho State University to emerge from a period of fiscally challenging times academically *stronger*, not weaker, than it had begun; and, if possible, to realize a financial savings that could be applied to the state's substantial and ongoing budget cuts of higher education.

The President announced that the groups were to answer a series of eleven questions about any proposed reorganization plan:

- Does reorganization have the potential to facilitate research and instructional collaborations?
- Does reorganization have the potential to enhance faculty's role in shared governance at the College and program levels?
- Does reorganization have the potential to reduce demands on faculty time for committee and other service responsibilities?
- Does reorganization have the potential to help distribute workload across disciplines, providing more opportunities for reduced workloads for research and other commitments?
- Does reorganization have the potential to enable streamlining of programming by reducing redundant course offerings?
- Does reorganization have the potential to address understaffing in smaller departments?
- Does reorganization have the potential to enhance patient care in the health professions (due to centralization of clinics)?

- Does reorganization have the potential to increase flow of communication between faculty and central administration by reducing cumbersome administrative layers?
- Does reorganization have the potential to broaden use of available resources across larger units?
- Does reorganization have the potential to facilitate long-term strategic growth?
- Does the reorganization have the potential to save faculty lines, facilitate maintenance of faculty salaries and positions, and facilitate growth of faculty salaries?

The President requested that the Provost submit a report outlining a reorganization plan if such a plan were deemed feasible and desirable.

## **THE TASK FORCES**

Provost Gary Olson appointed chairs of three task forces, and later a fourth, and charged the chairs with selecting committees of no more than a dozen faculty from the affected areas who would engage in an open and transparent process of assessing potential consolidations. Each group was to hold at least one open forum to solicit input from faculty and staff. Each task force was to appoint liaisons to the other task forces so as to facilitate inter-committee communication. The task forces were to have broad latitude in how they conducted their business and in what they examined and why.

Each of the chairs attempted to appoint a balanced range of faculty members to the committee, including current or former department chairs and Faculty Senate members.

The following are the members of the three original task forces:

### **Task Force on Pharmacy and Health Professions**

Linda Hatzenbuehler, chair

Carol Ashton, School of Nursing

Paul Cady, College of Pharmacy

Tracy Farnsworth, Health Care Administration

Steve Feit, Counseling

Kathleen Hodges, Dental Hygiene

Jim Lai, Biomedical and Pharmaceutical Sciences

Galen Louis, Public Health (Meridian)

Catherine Oliphant, Pharmacy Practice and Administration (Meridian)

Chris Owens, Pharmaceutical Practice and Administrative Sciences

Neill Piland, Institute of Rural Health

Tony Seikel, Communication Sciences & Disorders and Education of Deaf (CSED)  
Timothy Hunt, Biomedical and Pharmaceutical Sciences

**Task Force on Science and Engineering**

Pamela Crowell, Research, co-chair  
Steve Adkison, Academic Affairs, co-chair  
Daniel Ames, Geosciences  
Richard Brey, Physics  
Dring Crowell, Biological Sciences  
Arya Ebrahimpour, Civil Engineering  
Nancy Glenn, Geosciences  
Robert Holman, Chemistry  
Alan Hunt, Physics  
George Imel, Nuclear Engineering  
Hossein Mousavinezhad, Electrical Engineering  
Tracy Payne, Math  
Kenneth Rodnick, Biological Sciences

**Task Force on Arts, Humanities, Social Sciences, and Education**

Kandi Turley-Ames, chair  
David Adler, Political Science  
Karen Appleby, Sport Science and Physical Education  
Sherri Dienstfrey, Theater and Dance  
Thom Hasenpflug, Music  
Susan Jenkins, Educational Foundations  
Nancy Legge, Communication and Rhetorical Studies  
Herb Maschner, Anthropology  
Jack Newsome, Educational Foundations  
Thomas Terry, Mass Communications  
Curtis Whitaker, English and Philosophy  
Laura Woodworth-Ney, History  
Maria Wong, Psychology

On January 7, 2010, Provost Olson constituted a fourth task force to consider any reorganization issues that do not fall within the immediate purview of the three ongoing task forces. For example, a group of faculty had recently circulated a letter recommending a number of cost-saving actions, such as the possibility of shifting oversight of graduate education from the Graduate School to Academic Affairs and control over graduate curriculum back to the individual colleges. This task force was given complete freedom to consider whatever topics they chose. It was chaired by Barbara Adamcik and included the chairs of the three other task forces, the chair of Faculty Senate, and a number of unit heads:

**Cross Area Concerns Task Force**

Barbara Adamcik, chair  
Pamela Crowell, task force chair  
Steve Adkison, task force chair  
Linda Hatzenbuehler, task force chair

Kandi Turley-Ames, task force chair  
 Alan Frantz, faculty senate  
 Kay Flowers, library  
 Tom Jackson, graduate school  
 Ken Smith, business  
 Paul Cady, pharmacy  
 Lyle Castle, Idaho Falls campus

The task forces were asked to submit final reports to the Provost by Friday, February 5. Combined, the task forces held 57 meetings, 8 of which were public forums. Staff as well as faculty were invited to all public forums, and several provided feedback directly to the task forces.

## **FACULTY TIME INVESTMENT**

The task forces took their charge seriously: together the 36 faculty on the four committees spent an impressive 3,011.28 hours of faculty time on reorganization-related meetings. The following is an accounting of faculty time by task force.

### **Pharmacy and Health Professions**

The Task Force on Pharmacy and the Health Professions held 24 meetings: 11 official meetings (4 in November, 2 in December, 5 in January); 4 public forums (3 in December, 1 in January), and 9 subcommittee and constituency meetings (2 in November, 3 in December, 4 in January) for a total of 966 faculty hours. Below is an accounting of those hours:

- 2 hrs average per meeting = 48 hrs per person
- 48 hrs x 12 members = 576 hrs
- 45 hrs x 1 task force chair = 45 hrs
- TOTAL HRS IN MEETINGS: 621**
- 25 hrs per person outside of meetings for research and discussions
- 25 hrs x 13 members (includes chair) = 325 total hrs of research
- 8 meetings of other task forces attended by liaison
- 8 meetings x 2.5 hours = 20 hrs meetings in other task forces
- TOTAL FACULTY HRS: 966**

### **Science and Engineering**

The task force on Science and Engineering held 9 meetings: 7 official meetings (2 in November, 3 in December, 2 in January) and 2 public forums (2 in January) for a total of 571.5 faculty hours. Below is an accounting of those hours:

- 1.75 hrs average per meeting = 15.75 hours per person
- 15.75 hrs x 10 members = 157.5 hrs
- 45 hrs x 2 task force co-chairs = 90 hrs
- TOTAL FACULTY HRS IN MEETINGS: 247.5**

- 25 hrs per person outside of meetings for research and discussions
- 25 hrs x 12 members (includes co-chairs) = 300 total hrs of research
- 12 meetings of other task forces attended by liaison
- 12 meetings x 2 hours = 24 hours meetings in other task forces

**TOTAL FACULTY HRS: 571.5**

### **Arts, Humanities, Social Sciences, and Education**

The Arts, Humanities, Social Sciences, and Education Task Force held 18 meetings: 16 official meetings (3 in November, 6 in December, 5 in January, 2 in February) and 2 open forums (2 in January) for a total of 918 faculty hours. Below is an accounting of those hours:

- 2.5 hrs average per meeting = 45 hrs per person
- 45 x 12 members = 540 hrs
- 47 x 1 task force chair = 47 hrs

**TOTAL FACULTY HRS IN MEETINGS: 587**

- 25 hours per person outside of meetings for research and discussions
- 25 hrs x 13 members (includes chair) = 325 total hrs of research
- 4 meetings of other task forces attended by liaison
- 4 meetings x 1.5 hrs = 6 hrs meetings in other task forces

**TOTAL FACULTY HRS: 918**

### **Crossover Areas**

The Crossover Areas task force has held 6 meetings to date (and likely will hold one more): 7 official meetings (3 in January, 4 in February) for a total of 555.78 faculty hours. Below is an accounting of those hours:

- 3.33 hrs average per meeting = 19.98 hrs per person
- 19.98 hrs x 11 members = 219.78 hrs
- 20 hrs x 1 task force chair = 20 hrs

**TOTAL FACULTY HRS IN MEETINGS = 239.78**

- 25 hrs per person outside of meetings for research and discussion
- 25 hrs x 12 members (includes chair) = 300 total hrs of research
- 1 hr per person for focus group attendees
- 1 hr x 16 attendees = 16 hrs for focus groups

**TOTAL FACULTY HRS = 555.78**

### **Joint Task Force Totals**

Combined, all four task forces held 58 meetings: 50 official meetings (11 in November, 14 in December, 19 in January 2010, 6 in February) and 8 open forums (3 in December, 5 in January) for a total 3,011.28 faculty hours. Below is an accounting of those hours:

**TOTAL HOURS OF RESEARCH AND DISCUSSION: 1,250**

**TOTAL FACULTY HOURS: 3,011.28**

## **THE PROCESS**

The task forces worked diligently from November to February. They submitted their reports in the first week of February. The Provost analyzed the reports, weighing the recommendations and institutional needs, and synthesized from them a balanced and unified campus plan. He then called a joint meeting of the Faculty Senate Executive Committee, the Council of Deans, the president of the student body, the Chair of Staff Council, the members of the President's Faculty Advisory Council, and the members of the Provost's Faculty Advisory Council. At the meeting, he presented the proposed plan and solicited advice, suggestions, and input. The Provost then sponsored a University-wide forum to unveil the campus reorganization draft plan and solicit advice and foster dialogue. The forum was televised to the Meridian campus for all resident faculty.

The Office of Academic Affairs created a dedicated campus reorganization website that contained the task force reports and other documents so that all campus constituents would have access to all relevant information, including a video of the open forum for those who were unable to attend. The website address is

<http://www.isu.edu/acadaff/organization/>

The Office of Academic Affairs also made available a dedicated email address so that faculty and staff could provide input on the proposed plan: [provost@isu.edu](mailto:provost@isu.edu).

Faculty and staff were encouraged to provide input to the proposed plan by the close of business on February 19, 2010. Given the quality of the input and a need for time to carefully consider all feedback, President Vailas extended the deadline for the Provost's recommendation. In a letter dated February 26, 2010, the Provost invited faculty, staff, and students to provide additional input, including specific thoughts about a school structure in the College of Science and Engineering. All told nearly 70 responses were received, many with thoughtful, constructive feedback. All feedback was carefully considered and a number of substantive changes in response to feedback and task force recommendations were incorporated into the final report. These changes include: leaving the College of Education as a separate college, structuring the College of Science and Engineering to be more consistent with task force recommendation, eliminating the school structure in Arts and Letters, including the Office of Medical and Oral Health as a separate unit on par with other schools in the Division for Health Sciences, and recognizing the critical role of Chairs in College of Science and Engineering and College of Arts and Letters. This version of the report reflects feedback and input received from various entities and individuals across campus, including the work of the task forces.

**DISCUSSION**

In order to achieve its goal of moving forward as a strong doctoral research university, ISU will need to make adjustments in its structure. Currently, its departments and colleges are small by most measures, and this adversely affects such things as faculty workload and related inter-administrative communication. The smaller the aggregate across which workload must be managed, the more difficult it is for units to adjust workload in order to lighten loads for research-productive faculty.

As an illustration, consider the size of our colleges by tenure-track faculty in comparison to those of our peers. In comparison to ISU’s institutional peers, the College of Arts and Sciences has fewer tenured and tenure-track faculty members with the exception of North Dakota State University. The Arts and Sciences colleges in several of our peer institutions are substantially larger.

**Comparison of College of Arts & Sciences to Like Colleges in Peer Institutions**

Institutions	College(s) used in comparison	No. Faculty
Idaho State University	College of Arts & Sciences	190
Montana State University	College of Letters and Science / College of Arts & Architecture	289.9
North Dakota State University	College of Arts & Sciences / College of Science and Mathematics	185
Northern Arizona University	College of Arts and Letters / College of Social & Behavioral Sciences	334
*Kent State University	College of Arts and Sciences/ College of Architecture and Environmental Design/College of Arts	388
University of Montana	College of Arts & Sciences	236
University of Nevada-Reno	College of Liberal Arts/College of Science	343
University of Wyoming	College of Arts & Sciences	267
Wichita State University	College of Liberal Arts & Sciences/College of Fine Arts	251
*Note: Kent State University's College of Communication and Information was not used in the comparison. College includes schools of Communication Studies, Journalism and Mass Communication, Library and Information Science, and Visual Communication Design		

Similarly, the number of tenured and tenure-track faculty in the College of Education at ISU’s peer institutions is significantly greater, with the exception of one institution: the University of Montana.

### Comparison of College of Education to Like Colleges in Peer Institutions

Institutions	College(s) used in comparison	No. Faculty
Idaho State University	College of Education	34
Montana State University	College of Education and Health and Human Development	55.7
North Dakota State University	College of Human Development and Education	53
Northern Arizona University	College of Education	118
Kent State University	College of Education, Health & Human Services	130
University of Montana	College of Education and Human Sciences	35
University of Nevada-Reno	College of Education	48
University of Wyoming	College of Education	58
Wichita State University	College of Education	42

In the case of the College of Engineering, all of ISU's peer institutions with engineering programs are more than double the size of ISU's program. If we look only at institutions that are similar in terms of enrollment—namely, Montana State University, North Dakota State University, University of Wyoming, and Wichita State University—the number of tenured and tenure-track faculty are twice to four times the size of ISU's engineering faculty.

### Comparison of College of Engineering to Like Colleges in Peer Institutions

Institutions	College(s) used in comparison	No. Faculty
Idaho State University	College of Engineering	20
Montana State University	College of Engineering	75.3
North Dakota State University	College of Engineering	82
Northern Arizona University	College of Engineering, Forestry, and Natural Sciences	191
Kent State University	*no engineering program	0
University of Montana	*no engineering program	0
University of Nevada-Reno	College of Engineering	68
University of Wyoming	College of Engineering	78
Wichita State University	College of Engineering	42

### Comparison of Peer Institutions by Enrollment

Institutions	Fall 2009 Enrollment (census day)
Idaho State University	13,493
Montana State University	12,369
North Dakota State University	14,189
Northern Arizona University	23,600
Kent State University	38,457
University of Montana	14,921
University of Nevada-Reno	16,862
University of Wyoming	13,476
Wichita State University	14,823

These data demonstrate that ISU has not positioned itself to be efficient in terms of allocation of resources, including human capital. If we are to protect our programs and our faculty, we must reorganize in a manner that allows us to meet all of our professional obligations. First and foremost, we must meet the needs of our students through the most efficient and effective employment of our core faculty. Then, if we are to meet our aspirations of obtaining “research high” status, ISU must find ways to give faculty and students the time they need to be productive scholars and efficient teachers.

Further, if we as an institution are to become self-sustaining and impervious to state budget fluctuations, and if we are going to operate more like the doctoral research university that we are, as classified by the Carnegie Foundation for the Advancement of Teaching, we need to become more streamlined. We need to reduce the range of faculty departmental commitments—both curricular and service—so that we have the flexibility to implement a true variable course load in which research-productive faculty are afforded the time to do their work and so that we can best serve our students’ academic needs.

The proposed administrative reorganizations will help us achieve those goals. For example, if several departments within a college are teaching courses that cover the same content (Research Methods, for example), we can consolidate teaching efforts without loss of student credit hours and free some faculty members to engage in greater research endeavors. In terms of service, departments with few junior/senior faculty members and/or few male/female faculty can draw upon colleagues in the college for the formation of critical committees. This will prevent individual faculty members from being tapped for service to a greater extent than other faculty members.

Even more importantly, the proposed reorganizations will offer faculty in all program areas greater opportunity for interdisciplinary and cross-disciplinary collaborations. Opportunities for joint faculty appointments should reflect the same research synergies

that are driving cutting-edge research and emerging funding opportunities from both governmental and private funding sources. These reorganizations will facilitate both the creation and the support of such joint appointments. Similarly, the reallocation of faculty workload in terms of departmental service will enable faculty to invest significantly more time in developing both their individual research agendas as well as larger-scale collaborative projects. The larger result should offer our faculty a level of opportunity and research vitality that our current structures often make difficult to initiate and to maintain.

Universities across the nation are considering implementing or have recently implemented academic reorganizations. Most recently, the University of Idaho announced its plans to reorganize the College of Natural Resources, reducing the number of departments from five to three. On January 14, the University of Northern Iowa announced the first in a series of campus reorganizations, and recently a reorganization task force at the University of Massachusetts at Amherst recommended a number of college-level reorganizations. In the last few months, Eastern Washington University reorganized its colleges from six to four. Other institutions, including Colorado State University and University of Arkansas, have reorganized. Arizona State University recently announced its second reorganization within a six-month period.

As with ISU's plan, the general goal of many of these reorganizations center on streamlining administrative infrastructures and processes to become more efficient and more effective. This streamlining will enable our institution to function more flexibly and more nimbly in challenging economic times, specifically in the face of decreasing state support. These administrative changes will further buttress our shared commitment both to protect and to empower ISU's core faculty. To sum up, although the projected savings from the proposed reorganization will be approximately 1 million dollars—a healthy piece of our reduction obligations to the state—most importantly, this reorganization is a way for us as an institution to cut strategically, as opposed to across the board cuts, in our give back to the state. As result, ISU will come out of the budget cuts better and stronger as an institution.

## **THE PLAN**

### **Deans/Executive Dean (Division of Health Sciences)**

Each college will be headed by a dean, who is the chief academic and research officer as well as chief executive officer of the college and oversees all personnel and curricular concerns. In the new structure, the dean governs in conjunction with an executive committee. The dean will have primary responsibility for strategic planning and policy development, advocacy, fundraising, budget accountability, facilities, and external relations. The dean's leadership team will consist of department chairs and two associate deans for the College of Arts and Letters, department chairs for the College of Science and Engineering, and associate deans and the dean of pharmacy for the Division of Health Sciences. As such, the dean of each college will work collaboratively with its leadership team.

### **Executive Committees**

Each college on campus, with the exception of the College of Technology, will establish an executive committee. The composition of the executive committee may vary across colleges, depending on the needs of the specific college. In all cases, the executive committee will consist of at least as many faculty as administrators. This committee will advise the dean on important college-level matters. The committee will serve as the main faculty governance body at the college level, underscoring the importance of shared governance at all levels throughout the entire university. The department chairs, as departmental-level administrators, will also play a substantive role on the executive committee.

### **Department Chairs/Program Directors (Division of Health Sciences)**

Department chairs will report directly to and serve at the pleasure of the dean. As has been the case at ISU, chairs will work in the best interest of their departments, and chairs/program directors will continue to oversee curriculum, scheduling, hiring, personnel issues, annual evaluations, tenure and promotion, student concerns, and local accounts at the department level. Department chairs will work with the dean of their college to streamline these activities college wide. Most chairs will serve on 9-month faculty contract and will be compensated by course release and/or workload reassignment and stipend, where appropriate. Some departments may need to employ chairs on longer than 9-month contracts given the unique situation of their disciplines and/or accreditation, most notably in the health professions. These assignments will be addressed by the dean of each college.

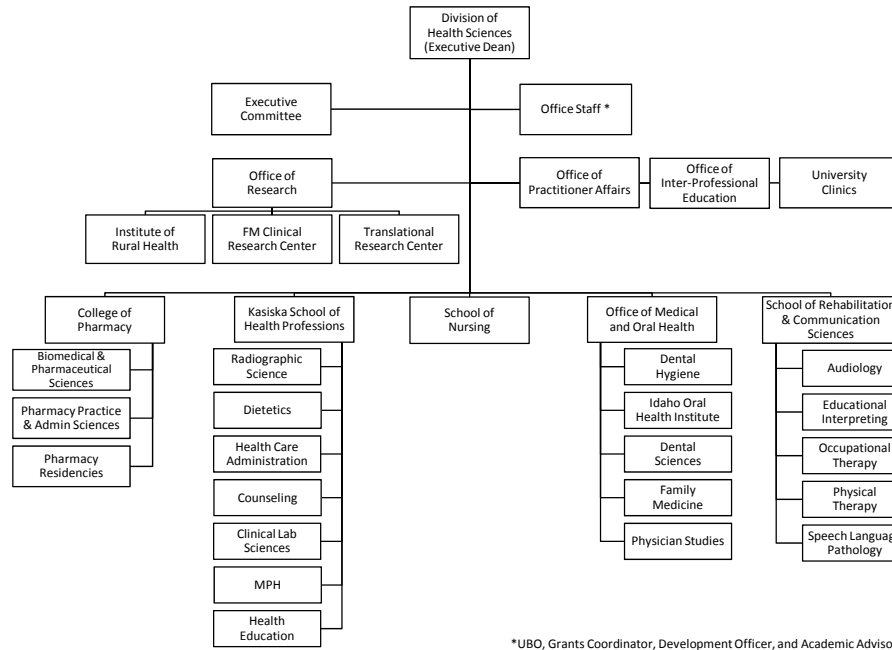
## **PHARMACY AND HEALTH PROFESSIONS**

The Provost began college-wide discussions about the possibility of forming a College of Pharmacy and Health Sciences two months prior to the President's call for reorganization task forces. As a result, these two units were well into discussions about merger when the task forces were constituted. The task force for pharmacy and health professions submitted its report on February 3, 2010. The task force recommends creating a Division of Health Sciences headed by an executive dean. The division would comprise a College of Pharmacy, School of Nursing, School of Rehabilitation and Communication Sciences, Office of Medical and Oral Health, and the Kasiska School of Health Professions.

Early in the process, this task force developed the following six goals: strengthen ISU's health mission, streamline administrative structures and procedures, maintain core faculty positions and accreditation status, decrease curricular overlap, increase research and opportunities for collaborative research and practice opportunities, and save money and increase revenue. As the redesign scheme unfolded, this task force developed five subcommittees to work on various aspects of the redesign, including issues pertaining to transition, curriculum, clinics, translational research, and outcomes. The work of the subcommittees remains ongoing.

**The Provost has accepted the proposed model as put forth in the task force report.**  
 The following organizational chart depicts the model:

**Division of Health Sciences Organizational Chart**



**SCIENCE AND ENGINEERING**

The task force for science and engineering examined the possibility of combining the College of Engineering and the departments of science within the College of Arts and Science into one College of Science and Engineering. The task force submitted its report on February 1, 2010. The task force presented a number of recommendations, including conducting thorough program reviews; conducting a nationwide search for a founding dean; forming an executive committee as soon as possible; sharing staff across the college; maintaining departmental structure; ensuring that tenure, promotion, and annual review begin at the departmental level; and developing faculty-sponsored, college-wide research colloquia to promote interdisciplinary interactions and research projects. The Provost accepts all of these recommendations.

The task force felt that it would be best if reorganization occurred after program review had been conducted; however, the Provost strongly believes that program review could proceed simultaneously with, and would likely enhance, reorganization efforts. The task force also felt that the initiation of the reorganization should follow the hiring of a founding dean; however, the Provost believes that initial reorganization efforts should proceed immediately, given both the reorganization efforts in the other colleges and the

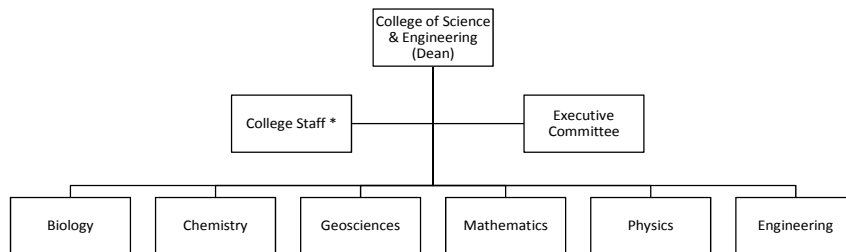
institution’s pressing short-term need to meet fiscal challenges. Nonetheless, the Provost remains committed to initiating a search immediately so that a founding dean could take over from the interim dean as soon as possible.

The task force identified four key values that they wished to highlight as important to science: data-driven decision-making; commitment to research and teaching (graduate and undergraduate); faculty review by peers within the discipline; and maintaining accreditation of healthy academic programs. The Provost fully endorses these values as important not only for science and engineering but for all academic programs within the University.

The report from the task force recommends combining Physics and Nuclear Engineering. Once a permanent dean has been hired, the dean and his or her executive committee can decide whether or not to combine Physics and Nuclear Engineering and whether to make any other program and/or curricular changes for the benefit of the college. The Provost recommends that all current Engineering programs be housed in a department or school of Engineering.

The following organizational chart depicts the Provost’s proposed organization based upon the task force recommendation and the input from faculty, staff, and students:

**College of Science and Engineering Organizational Chart**



\*UBO, Grants Coordinator, Development Officer, and Academic Advisor

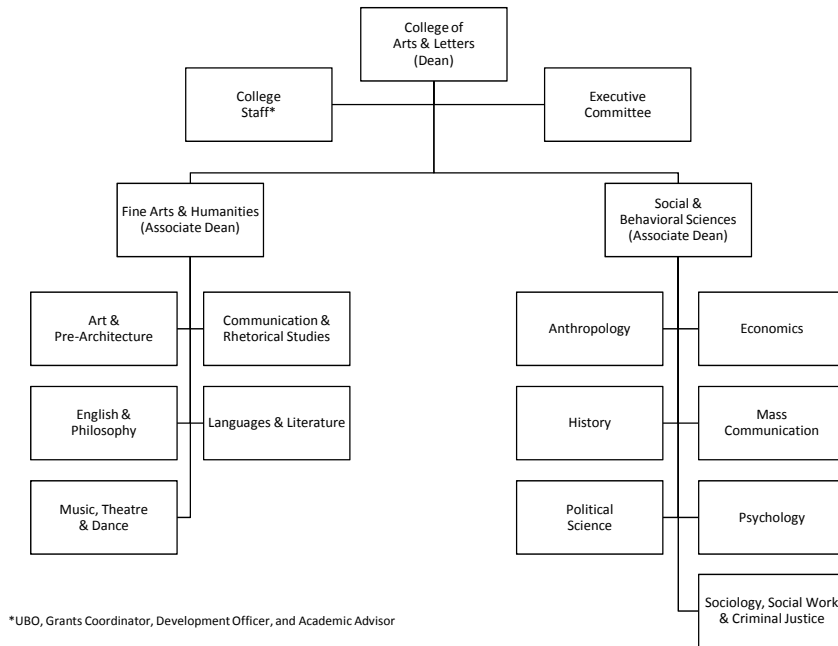
## **ARTS, HUMANITIES, SOCIAL SCIENCES, AND EDUCATION**

The task force for arts, humanities, social sciences, and education submitted its report on February 4, 2010. The task force recommends creating a College of Arts and Letters headed by a dean with the assistance of a strong executive committee. It further recommends that the college would be comprise of the fine arts and humanities and the social and behavioral sciences.

Early in the process, this task force developed the following four outcome goals: increase research creative and scholarly activities within the new college; increase efficiency and streamlining among aggregates; recruit and retain faculty and students; and increase opportunities for collaboration among aggregates. The model put forth by the task force, and as noted in their report, has five primary strengths including preservation of core faculty and chairs, promotion of a community of scholars, enhancement of faculty governance, streamlined administrative structure, and enhancement of curricular flexibility and student opportunities.

After thoughtful consideration of the task force report and input received during the comment period, the Provost proposes a College of Arts and Letters headed by a dean, two associate deans, and a strong executive committee. The two associate deans will assist the dean with the daily operations of the college. Department chairs will work collaboratively with the dean and associated deans. The college will comprise twelve departments. Five departments will represent the Fine Arts and Humanities: Art and Pre-Architecture, Communications and Rhetorical Studies, English and Philosophy, Languages and Literatures, and the School for the Performing Arts (Music, Theater, and Dance). Seven departments will represent the Social and Behavioral Sciences: Anthropology, Economics, History, Mass Communication, Political Science, Psychology, and Sociology, Social Work, and Criminal Justice. Thus, the Provost recommends the following organizational structure:

### College of Arts and Letters Organizational Chart



The task force was concerned that, absent the hard sciences, the new college’s fiscal resources might not reflect the foundational role that the college’s programs play in all of the other colleges across the university. The Provost acknowledges this concern and understands that adequate funding will need to be provided for the college to fulfill its general education and other obligations.

### THE PRESIDENT’S ELEVEN QUESTIONS

The task forces reported that the proposed structures by and large answered the President’s eleven questions in the affirmative. That is, the new structures have the potential to facilitate research and instructional collaborations; have the potential to enhance faculty’s role in shared governance at the College and program levels; have the potential to reduce demands on faculty time for committee and other service responsibilities; have the potential to help distribute workload across disciplines, providing more opportunities for reduced workloads for research and other commitments; have the potential to enable streamlining of programming by reducing redundant course offerings; have the potential to address understaffing in smaller departments; have the potential to enhance patient care in the health professions (due to centralization of clinics); have the potential to increase flow of communication between faculty and central administration by reducing cumbersome administrative layers; have the potential to broaden use of available resources across larger units; have the potential to facilitate

long-term strategic growth; and have the potential to save faculty lines, facilitate maintenance of faculty salaries and positions, and facilitate growth of faculty salaries.

## **IMPLEMENTATION**

Were President Vailas to accept the reorganization plan or a version of it, many details will still need to be worked out and will be worked out over time. For example, each college will need to determine how staff positions may be realigned and reallocated. Input from faculty, staff, and students would be desirable. Because it began its work well before the other task forces, the Division of Health Sciences task force is quite advanced in its plan for implementation and could feasibly transition immediately.

Once new colleges have been established, the Provost fully expects that there will be a number of additional changes that will be necessary to meet the needs of the individual units and the college as a whole. For instance, a given college may reconsider the exact composition of the college executive committee.

Upon acceptance of this or another reorganization plan by the President, the Provost will immediately solicit input from the faculty and then appoint interim founding deans.