

**Eastern Michigan University College of Arts and Sciences
CAS Reorganization Task Force
Report, July 2022**

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I. Executive Summary

The CAS ReOrganization Task Force was initiated by CAS Dean Dana Heller in January 2022. Dean Heller provided the Task Force the following framework:

Our current structure of eighteen¹ departmental units, which may have appeared sustainable when the College was supporting 25,000 students, has become increasingly leaden, siloing, and costly as our student population and tuition revenue have steadily declined. The need for reevaluating the College structure has taken on additional urgency in view of projected continuing enrollment declines, regional demographic shifts, loss of faculty and staff to retirement/buy-out offers, diminishing/flat support from the state, and stiffening competition from online and for-profit institutions. Cost is not the only driving factor: new and emerging forms of cross-disciplinary and multidisciplinary scholarly and pedagogical initiatives are transforming higher education priorities and programming. Disruptions stemming from the Covid-19 pandemic have spurred the adoption of instructional technologies that have the potential to connect us in meaningful and exciting ways—locally, nationally, and globally--with implications for our research, our programs, and our commitment to providing access and opportunity to a student population that has grown increasingly diverse and increasingly savvy when it comes to choosing their higher educational pathway.

....

Above all, the CAS Reorganization Task Force is charged with looking forward to CAS's future. The factors that have brought us to this point are familiar to many. Below, you will find some links to data intended to highlight those key factors that make the CAS Reorganization Taskforce both timely and necessary.

In Winter semester 2022, the Task Force met regularly, explored the literature about reorganization including understanding the issues reorganizing is intended to address, reached out to peer institutions to evaluate their administrative structures, and conducted listening sessions with various constituencies within CAS including tenure-track faculty, lecturers, and staff. During summer 2022, models were created and evaluated. This report presents those models along with some guiding frameworks and recommendations for the next steps in this process.

This reorganization effort is happening after the College (and the University) has already downsized in two ways: many clerical staff positions have been eliminated and numerous faculty and staff have accepted voluntary retirement packages. Therefore, any reorganization effort needs to find ways to address 1) the staffing and curricular gaps that have been created by this process and 2) the overburdening of remaining faculty, staff, and administrators.

Findings from listening sessions and surveys have revealed a variety of concerns that hinder the optimal functioning of CAS. Some of these lie outside of CAS – such as fixing budgetary and credit-hour

¹ Eighteen: Corrected from "seventeen."

mis-incentives and university-level advisors – which does not diminish their urgency and importance. However, to address them, the College administration must advocate for them outside the College.

The remainder of the report will focus on those concerns that have arisen from listening sessions and surveys and are within the College. These include:

- improving advising structures (including providing support for department- and program-level advising as well as retraining college- and university-wide advisors about the value of courses, departments, and programs housed within CAS);
- expanding marketing, recruitment, and outreach by hiring a dedicated expert in the Dean’s office whose role will be to support and strengthen the efforts of departments, disciplines, and programs; supporting faculty;
- promoting interdisciplinarity;
- providing a more systematic approach to diversity, and equity, and inclusion in the College;
- addressing inequities in the workload of faculty, unit leadership, and in the number of direct reports to the Dean; and
- remedying the clerical and secretarial support concerns (previous separations have left a dire need for clerical-secretarial (CS) support collegewide, support that is essential to supporting students and faculty and to the functioning of each unit and program across campus).

One recommendation that each model includes is for someone to be hired at the College level to lead diversity and inclusion efforts. We believe having someone dedicated to this work will help connect the work being done by EMU’s new Chief Diversity Officer and the EMU Engage office with efforts in the College and in individual departments and programs. Having someone dedicated to diversity work in the Dean’s office is not without [precedent](#).

Thus, every model we present provides recommendations for how to address the above issues. We present three models, as summarized below. [Appendix A includes a glossary of terms](#) to assist the reader.

Model 1

Model 1 is an 8-school model with innovative proposed disciplinary groupings and often visionary, mission-driven names. Schools are headed by school directors who are supported by associate school directors. The school directors report to two associate deans. Departments housed within schools are headed by faculty chairs. Interdisciplinary programs, headed by program directors, are housed alongside departments inside the schools. An additional associate dean will be dedicated to DEI and community engagement. A marketing director and a development director (the latter a self-funded position), both housed in the Dean’s office, are further innovative features of this model. Like our other models, this model calls for greater focus on advising at the college and department/program level.

Model 2

Model 2 is a 6-unit matrix model. Vertically depicted units – currently traditionally named Natural Sciences, Humanities, Social Sciences, Arts, but to be determined in consultation with faculty – are made up of departments and disciplines led by non-administrator faculty chairs. For these vertical units, we suggest the name “Faculty,” in the European sense, in order to avoid confusion from the current schools (which might

remain as such within the larger units/Faculties). Each of the four Faculties is headed by an assistant dean and is supported by a faculty associate. One notable innovation in this model is that horizontally depicted interdisciplinary, cross-cutting, programs gather all interdisciplinary programs into a fifth unit granting them dean-level representation, a budget, and faculty lines. This unit would automatically be the home of all future interdisciplinary programs. The sixth unit's focus, under the leadership of an assistant dean, is on ensuring that students, wellbeing, advising, and DEI-focus within CAS receive the dedicated, meaningful attention they deserve. The six assistant deans form the dean's council and they each are responsible for budgeting, facilities, and programming within their respective areas.

Model 3

Model 3 is a section/school/department model with three options for number (and size) of units: 6, 9, or 12. The organizational unit of the highest level (which in the first and second models was called a 'school' and in the second a 'Faculty') has no uniform name. If the 12 section model is chosen, the largest of current schools/departments may remain in their current configuration, headed by DHs with smaller departments assembled and operate under the umbrella of a 'section', led by a section head, while the departments themselves will be led by faculty chairs. If the six section model is chosen all departments/schools would be led by a faculty chair and be grouped into sections led by a section head. The final number of such top-level section/school/department units led by administrators could range from 6 to 12, directly reporting to the Dean. The model leaves the door open for adding another administrative layer – 2-3 divisions reporting to one of the two associate deans– to further reduce the direct reports to the Dean. Interdisciplinary programs would continue to be managed by the heads of departments/schools/sections or could be migrated to the College with their own budget. Some cost savings would be directed toward DEI initiatives. The innovation in this model is that it is possible that large schools and departments would experience little change despite the reorganization. It would also make it feasible to support smaller departments (i.e., by allowing current multidisciplinary departments to split up).

II. Introduction

Preamble: How to Read this Report

As a Task Force, we committed ourselves to finding reorganization solutions that would not result in forced separations of any current EMU employees. We see this reorganization effort as occurring after substantial downsizing in the form of the elimination of clerical and other staff positions and the voluntary retirement packages offered to both faculty and staff. We are committed to retaining all current CAS personnel because we believe that each and every member of our community is part of what makes CAS a vibrant learning community.

We are also committed to providing better support to our students, faculty, staff, and programs/departments. Without better student support we will continue to see enrollment declines. We believe that retaining students requires better attention to diversity, equity, and inclusion (DEI), more support for advising within (and outside of) CAS and individual departments and programs, and better support for faculty members that marginalized students turn to for assistance, especially the faculty of color, women faculty, and LGBTQ+ faculty who disproportionately perform this labor. We also believe that staffing cuts have resulted in insufficient support for –both external and internal– marketing of programs, which has contributed to enrollment decline. Faculty, staff, and administrative overwork has contributed to low morale. For faculty of color, LGBTQ+, and disabled faculty, insufficient commitment to DEI initiatives contributes to this low morale. *Accordingly, we believe that any reorganization model chosen by the college must address advising, marketing, interdisciplinarity, DEI issues, and clerical support.*

We consider these models *worthy of further exploration* by all members of the CAS community. They are starting points for thinking about the ways that CAS might better serve our students, our faculty, and our staff rather than as ideal organizational forms. We believe that the standard for judging these models should not be whether or not there are problems with the plan, but rather (a) if there are known fixes to any identified problems which improve the overall quality of the plan (i.e., fixes that do not have more negative consequences) and (b) if the final version of the plan is enough of an improvement over the current structure of the college that it will be worth the effort to implement.

We hope that the models we present here will engage the CAS community in meaningful dialogue about how to best support our students, instructors (including faculty, full- and part-time lecturers), and staff.

The Charge

In January 2022, Dean Heller provided the Task Force with the following charge:

The College of Arts & Sciences (CAS) Reorganization Task Force is being formed for the purpose of evaluating CAS' current organizational effectiveness and efficiency. Our current

structure of eighteen² departmental units, which may have appeared sustainable when the College was supporting 25,000 students, has become increasingly leaden, siloing, and costly as our student population and tuition revenue have steadily declined. The need for reevaluating the College structure has taken on additional urgency in view of projected continuing enrollment declines, regional demographic shifts, loss of faculty and staff to retirement/buy-out offers, diminishing/flat support from the state, and stiffening competition from online and for-profit institutions. Cost is not the only driving factor: new and emerging forms of cross-disciplinary and multidisciplinary scholarly and pedagogical initiatives are transforming higher education priorities and programming. Disruptions stemming from the Covid-19 pandemic have spurred the adoption of instructional technologies that have the potential to connect us in meaningful and exciting ways—locally, nationally, and globally—with implications for our research, our programs, and our commitment to providing access and opportunity to a student population that has grown increasingly diverse and increasingly savvy when it comes to choosing their higher educational pathway.

The Dean's charge to the CAS Reorganization Task Force is to assess our current structure. To that end, the Task Force is encouraged to compare the organization of CAS to Arts & Sciences Colleges that bear similarities to us (in size, mission, disciplinary orientation, student population, etc.), or have recently undergone a successful restructure. The Task Force will then share its findings along with any models they deem valuable for consideration. These findings will then be presented to the College community for a period of public comment, discussion and input regarding the proposals and any prospects for implementation in whole or part(s).

Our goal is multifold: from a budgetary standpoint, to streamline overhead and consolidate operations where possible, to balance resources in a manner that ensures equitable distribution of opportunity to students, and, perhaps, to realize new savings from reduced overhead spending that we may reallocate towards strengthening our mission. From a programmatic standpoint, to fortify and unify CAS as we continue to "grow smaller," to consolidate our material and human capital, and to possibly create opportunities for joint hiring and hubs that support teaching and research objectives across units. From an intellectual standpoint: to build on our research and instructional synergies, to fertilize conversations and collaborations that enable us to think side-by-side as an integrated community of teacher-scholars, and to give our students the chance to experience the richness and dynamic connectedness of the world of ideas. And from a human resource perspective: to empower unit leaders and faculty to innovate, adapt, and exercise creativity in envisioning future programming and emerging pathways to student success. In sum, our aim is to position CAS, and our students, for long term success in an increasingly competitive, diversified, and protean higher education landscape.

It is envisioned that this will be a two-year process, with the first year devoted to research and community discussion of possible models for change, and the second year devoted to approving a model and engaging rigorously with necessary input processes (CAC, AAUP, Provost's Office, etc.). The goal would be to begin implementing approved changes in Fall 2023, however that

² Eighteen: Corrected from "seventeen."

may change according to the needs of the process that guides us.

The Task Force will determine the process for delivering the charge and may consult with the dean as needed. The following principles are provided as general guidelines:

1. Prioritize models that retain the integrity of departments (and disciplines therein), as these identities are integral to the comprehensive identity and mission of CAS.
2. Take advantage of Eastern's partnership with Hanover Research to obtain relevant data.
3. Examine all data/models of interest, keeping in mind that only cost-saving or cost-neutral actions are likely to succeed at this time.
4. Consider the location of interdisciplinary programs within CAS, which currently have no departmental home and therefore no budgetary or infrastructural support.
5. Establish consensus on which proposal(s) will be sent forward for consideration by the College.
6. Understand that maintaining the status quo is not an option. Change is inevitable, and the purpose of this Task Force is to ensure that CAS is the agent of change.

Above all, the CAS Reorganization Task Force is charged with looking forward to CAS's future. The factors that have brought us to this point are familiar to many. Below, you will find some links to data intended to highlight those key factors that make the CAS Reorganization Taskforce both timely and necessary.

- [Experts weigh in on why fewer people are enrolling in college](#)
- [High school graduation drop challenges college enrollment](#)
- [Higher Ed's Post-Pandemic Winners and Losers](#)
- [Michigan: Racing Quickest To The Bottom For Higher Education Funding](#)
- [These Were Last Fall's Winners and Losers in Undergraduate Enrollment](#)
- [CAS Vision and Mission](#)
- [CAS Diversity, Equity and Inclusion Statement](#)

The Task Force's methodology and models emerged from this charge.

III. Methodology

a. *Introduction and timeline*

Introduction

From the outset, members of the Task Force were guided by the following principles:

- Although the resulting models were to be at least budget neutral, Task Force members were in agreement that reorganization was not a budget-cutting exercise. We would not be making cuts to faculty, staff, departments, disciplines, or programs. Rather, the goal of the Task Force was to understand more fully the source of challenges and propose models for consideration aimed at alleviating the challenges.
- As we became more aware of the nature of the challenges we needed to address, we expressly aimed to increase support for students, faculty, and staff by reallocating resources to support areas of need. We sought to increase equity, support interdisciplinary efforts, reduce competition among programs, strengthen a sense of community within the College, expand outreach locally and globally, etc.
- The Task Force conducted its work in a spirit of transparency and with as much consultation with and participation from the College community as the schedule allowed.

Information used in developing reorganization models came from both internal and external sources. The gathering of information from key constituencies within CAS was an important part of the data-collection process. We were able to hear the concerns of tenured and tenure-track faculty, part-time (PTLs) and full-time lecturers (FTLs), clerical-secretarial (CS) staff, professional-technical (PT) staff, department heads (DHs), and school directors (SDs). While we believe that student and community feedback is important, the short timeline meant that we could not conduct surveys or listening sessions with those groups. Concurrently, we gathered internal documents about past reorganization efforts and data from Institutional Research and Management ([IRIM](#)). We then did two forms of research to collect external data. First, we reviewed existing literature about reorganization. Second, we reached out to peer institutions to learn more about their administrative structures.

The information gathered from this research shaped the models we are proposing.

Timeline

2021, September to December

- CAS Dean Heller announces the CAS Reorganization Task Force, introduces administrative Task-Force members, and announces that the College Advisory Council (CAC) will be asked to identify an equal number of faculty Task-Force members
- CAC discusses the selection of faculty members for the Task Force and negotiates with Dean Heller to a composition of six administrators and six faculty members. Per the call for participation document,

“CAC will appoint six (6) faculty members to the Task Force, one each representing the following areas: Fine Arts, Humanities, Social Science, Natural Science; and two faculty members representing interdisciplinary programming. We are looking for a diverse group of faculty that reflects a broad range of disciplinary and programmatic expertise and tenure with the University. “

2021, December

- CAC requests nominations for faculty members, compiles all nominations and votes for a slate that includes representation from all of the indicated areas.
- CAC Chair informs the faculty who were selected to serve on the Task Force and that following a discussion with the Dean, a faculty co-chair of the Task Force would be chosen
- Dean, after consultation with CAC Chair, invites faculty co-chair of Task Force

2022, January

- Dean calls initial meeting of the Task Force
- Task Force begins work and weekly meetings
- Dean shares with the Task Force the [Benchmarking Analysis of the CAS Organizational Structures](#) by Hanover Research
- On Dean Heller’s invitation, visit by Dean Gano-Phillips of the University of Michigan-Flint to inform the Task Force of the reorganization of the College of Arts and Sciences at UM-Flint

2022, February-April

- Task Force members create a [website for CAS Reorganization](#)
- Task Force members explore various data sources to first further define the problem and second identify potential solutions
 - Vision 2023 survey results
 - Listening sessions with the CAS community
 - Surveys of the CAS community
 - Peer institutions/comparison universities
 - CAS history
 - IRIM data
 - Invited speakers
- Task Force members invite the College community to provide oral and/or written comments about targeted areas of concern stemming from the Dean’s charge during listening sessions or using a Google form survey. The areas include students, interdisciplinarity, priorities for reorganization, CAS’s stability

and growth (barriers, opportunities, vision). The sessions are advertised through DHs, SDs, Program Coordinators, Presidents of Unions of Lecturers and Part-Time Lecturers, President of CS and PT Unions, events calendar, CAS Faculty listserv, CAS Employees listserv.

- Task Force members conduct listening sessions and invite written feedback through the anonymous Google Form on the website, asynchronous completion of the listening-session form, and direct email
- In the days following each departmental/program-focused listening session DHs/SDs are asked to invite attendees to verify the accuracy of the notes taken by a representative of the Task Force
- Task Force conducts additional listening sessions and invites written feedback from minority faculty and staff groups
- Dean grants the Task Force an extension through May to continue its work
- Task Force invites former Associate Dean of Budget and Finance Steven Pernecky to address the Task Force about CAS budgeting

2022, May

- Task Force compiles [list of major themes](#) as the top problems the College reorganization hopes to address
- Task Force members devise multiple draft models for College reorganization
- Dean grants the Task Force an extension through June to continue its work

2022, June

- Task Force finalizes two and keeps revising a third model for College reorganization
- Task Force drafts preliminary report
- Dean grants the Task Force an extension through July to continue its work

2022, July

- Task Force members vote on which models are worthy of further consideration and should be submitted to the Dean
- Task Force finalizes third model for College reorganization
- Task Force finalizes report
- Task Force members vote on approving the report
- Task Force Co-Chairs submit report with three models and recommendations to the Dean. The Task Force's charge is thereby complete.

b. *Website creation*

In a spirit of transparency and in order to keep the College community informed of the CAS Reorganization Task Force's efforts, the following website was created early in the process: [website for CAS Reorganization](#). The webpage is housed in the 'About Us' section of CAS. It consists of a brief introduction, summarizing the formation of the Task Force and the process, as envisioned by Dean Heller at the outset. The first subpage displays the Dean's charge to the Task Force. The second lists the members of the Task Force and their selection. The following subpage informs of the listening sessions, including their purpose, the Task Force's outreach efforts, and discussion questions asked of attendees at listening sessions. This is followed by a subpage that for a two-month period of information gathering housed a survey for asynchronous responses. The final subpage invites contact with the co-chairs of the Task Force.

c. *Data gathering*

Needing to balance the charge, the magnitude of the task given the time available, and the exact nature of the problem to be solved, the Task Force launched a broad-based data-discovery mission. We created a list of departments, disciplines and programs that are not represented on the Task Force. The desire to include them in the conversation was a major impetus for the decision to hold listening sessions and solicit written comments. We discussed, at length, the methodology the Task Force would follow as it worked toward the charge.

In attempting to understand the broader educational landscape, we procured a variety of reports, such as the [Higher Education Appropriations Report](#) written for the US House and Senate in FY 2021-22, and conducted a review of the literature (see [section e.](#) below). As guided by the Dean's charge, we read relevant Hanover Research reports, such as the 2018 [Stopped and Dropped Student Survey](#) and the 2018 [Organizational Benchmarking Analysis](#). A Task Force member created an overview of [CAS's institutional history](#) since its 1959 creation.

Further, we analyzed the results of previous attempts to gather relevant information. Such was EMU's [2006 Report by the Division of Academic Affairs Administrative Realignment Taskforce](#), the [2013 Faculty Satisfaction survey](#), 2014 faculty [survey on interdisciplinarity](#), presentation on [schools as interdisciplinary infrastructure](#), Vision 2023 [cover letter, report](#), and [appendix](#). We gathered and examined IRIM data on enrollment, student persistence, the numbers of faculty and full-time lecturers in CAS, course releases within CAS, CAS's structural changes over time, EMU's historic enrollment data, etc.

d. *Invited guests*

Dean Heller launched the Task Force's work by inviting Susan Gano-Phillips, Dean of the College of Arts and Sciences at the University of Michigan-Flint to address the EMU CAS Reorganization Task Force about the process of [reorganizing CAS at the UM-Flint](#). It was highly informative for members of the EMU Task Force to hear about the road that a fellow Michigan College had recently traveled.

The Task Force also invited former CAS Associate Dean for Budget and Finance Steven Pernecky to gain a fuller picture of CAS's finances, who shared the following documents (shared here with permission): [1](#), [2](#), [3](#).

Due to our short timeline, the Task Force did not invite any other guests to address the group.

e. Literature review and application to EMU

The Task Force reviewed ten texts addressing reorganization. Most focused on higher education but a few addressed corporate reorganization and one explored means of improving educational outcomes for students of color. A bibliography is available [here](#).

These texts explored the reasons for, options for, and successes/failures of reorganization and downsizing. The key themes that emerged from this literature were that reorganization is generally done in order 1) to respond to changes in the internal and external environments, 2) to save money, and 3) to scale operations back to a manageable size after downsizing (Day et al, 2012; Thomas, 1993). Restructuring often takes several forms including 1) eliminating jobs or responsibilities, 2) combining or merging jobs and tasks, and 3) hiring, transferring or terminating individuals. Reorganization should focus on realizing a strategic plan, addressing disparities between resources and costs, and remedying any mismatch between duties and current expertise. The outcomes of restructuring are unclear and organizations need to be careful not to create more problems than they solve (Thomas, 1993).

The literature makes clear that top-down approaches increase dissent and that effective and careful communication must be part of the process (Cameron and Smart, 1998). Formal letters and memos are not considered effective forms of communication. Instead, robust conversation is needed. Communication also needs to address these key issues: 1) in order for restructuring to be effective, employees must be convinced that there are no other alternatives; 2) restructuring also must be generous and clearly justified; and 3) there must be clear processes to help employees adapt to the new organization.

Best practices include performing an internal audit to determine what roles are crucial to the effective functioning of the organization, if there are duplicate roles, and whether upper management can be reorganized as part of the process. Additionally, it is essential to engage employees in the decision making process and operate with equity and fairness in mind. Throughout the process, leaders need to be mindful of morale and the productivity of faculty, students, and staff, while being responsive to external communities including local community members and alumni (Cameron and Smart, 1998). Failure to acknowledge the needs and critical role of these internal actors can result in the demise of reorganization efforts, particularly environments with shared faculty governance models (Kelly and Weispfenning, 1995).

As in any downsized institution, those who remain are trying to fill the gaps left, resulting in extra work without compensation (Day et al, 2012; Kelly and Weispfenning, 1995). This has a negative impact on faculty and staff morale (Kelly and Weispfenning, 1995). To this end, reorganization formulas must be careful not to miscalculate the impact of faculty retirees during downsizing, decreases in the number of courses offered, and the needs for administrative and student services. Failure to adequately consider these elements can result in a loss of faculty and student achievement, mission misplacement, and college name recognition (Day et al, 2012).

Particular attention needs to be paid to student retention in general and especially for students of color. To improve retention and completion rates among students of color, systemic inequities in society and K-12

education must be understood, the replication of these inequities in college must be avoided, and equitable support structure must be developed to address the inequities (Reyes, Hammer and Blackmer, 2019). Ways to address this include mandatory introductory courses for all students, implementation of tutoring and mentoring communities, hiring faculty of color, integrating community organizations in the curriculum, and providing holistic student support (Reyes, Hammer and Blackmer, 2019).

The literature is of direct relevance to EMU in several ways. First, since CAS has already downsized, there is no reason to eliminate any more positions. Instead, we need to assess how to fill gaps created by staff layoffs and faculty retirements. Additionally, we need to attend to student retention in general and especially for students of color and first-generation college students. Forty-five percent of our students are Pell grant recipients, yet [our graduation rate for these students is only 42%](#). To improve retention and completion rates among students of color at EMU, we must avoid replicating social and educational inequities, and we must develop equitable support structures to address them.

Peer institutions - Summary Report

[For more details, see [Appendix B](#).]

Criteria for determining which institutions most closely align with EMU as “peer institutions”:

- Public universities
- Carnegie Classification R2
- Mix of institutions in and out of our region
- Unionized faculty

Methodology for analyzing peer institutions:

- Sorted through the EMU Carnegie Classifications for similar universities. There are 785 universities at [this link](#) that are comparable to EMU in some way.
- Identified 16 peer institutions by sorting through the EMU Carnegie Classifications using our criteria; however, not all peer institutions have unionized faculty.
- Created a [Google survey](#) and sent it to all 16 peer institutions. All respondents were administrators except for BGSU (faculty), as we decided to move on to administrators after first not receiving responses from faculty.

9 out of the 16 peer institutions (response rate of 56%):³

- Bowling Green State University-Main Campus
- Oakland University
- Western Michigan University
- Indiana University of Pennsylvania-Main Campus
- Idaho State University
- Portland State University

³ Did not respond: University of Akron Main Campus, Central Michigan University, Grand Valley State University, Texas A & M University-Corpus Christi, Old Dominion University, Tarleton State University, and University of Toledo

- Texas Southern University
- University of Colorado, Colorado Springs
- Kent State University at Kent

Findings from the Google survey (9 out of the 16 institutions responded):

- Two thirds of these peer institutions have unionized faculty.
- The average number of 8 professional advisors in each of these colleges is noticeably higher than what we have here at EMU.
- More frequently, it is the faculty that serve in leadership roles, with 56% having faculty status (i.e. faculty chairs leading departments vs. administrator department heads).
- The average number of 17.5 departments in a college is in line with our current CAS structure of 18 departments/ schools.
- The average number of 255 faculty in a college is just below the 271 in CAS.
- The average number of 16 full time staff in Deans' offices far exceeds our EMU current total of 4.
- 100% of departments report directly to their Dean.
- Responses of these administrators were generally supportive of their administrative hierarchy.

f. ***Listening sessions and surveys***

Members of the College community were a highly influential source of data. Over a course of two months, Task Force members gathered various sources of information from approximately 200 individuals. Three types of listening sessions took place over Zoom. For so-called unit-focused listening sessions (17 in total + 3 asynchronous written responses), DHs, SDs, and Program Coordinators were invited to schedule sessions for their respective units. To a second type – open listening sessions (4 in total) – all CAS members were invited. Here, separate Zoom breakout rooms were provided for staff, tenured and tenure-track professors, and non-tenure-track instructors to give voice to the unique concerns of each group. A third type – targeted listening session (1 listening session and 1 request for written information) – was for any member of the College community who identified as disabled, a person of color, or a member of the LGBTQ+ community. Departments, disciplines, or individuals who did not attend a listening session were invited to provide written comments to the Task Force. A separate listening session was organized for administrators such as DHs and SDs. In addition, 20 written survey responses and 3 other submissions (videos and email) were submitted to the Task Force.

Preparation for listening sessions

Guided by the Dean's charge, the Task Force began a multi-draft process of developing discussion questions from which to gather feedback from attendees. The prompts are available in the Appendices. The purpose of this information gathering was to inform us of the specific problems ailing CAS, with a long-term view of developing models to address these problems. Along with a set of questions, a script for the listening sessions was also developed. Roles were divided between the facilitator and note-taker. Each unit-focused session was attended by one facilitator and 1-2 note takers, depending on need and availability. Each open session had a

pair of facilitators and note-takers in each breakout room. Task Force members with experience in conducting listening sessions provided guidance on best practices.

Conducting listening sessions

When Task Force members began to engage directly with members of the College community, they encountered significant challenges. One was that conducting listening sessions presented a steep learning curve for many Task Force members. Another challenge surrounded the College community's distrust of the reorganization process, and, by extension, the perception that the Task Force members were acting as agents of forced change. Examples included criticism of the process, the lack of a sufficiently defined problem statement, the fact that the process took the need for reorganization as a solution for granted instead of coming to this at the end of its exploratory work, etc. Another source of contention was that many attendees wished they had been presented with models on which they could express their opinion. We tried to address emerging issues on an ongoing basis.

As the first round of listening sessions came to an end and the Task Force summarized its experiences, it became clear that the voices of certain specific groups were underrepresented. These groups included instructional and non-instructional staff who identified as disabled, people of color, and members of the LGBTQ+ community. A second round of listening sessions was organized just for them.

During the sessions, Task Force members took careful notes to document attendees' comments. These notes were then shared with the attendees – through their heads of the departments/schools, who organized the sessions – for feedback. The notes were also made available to participants in the open sessions upon request.

Some units chose written feedback instead of live listening sessions. They received questions in written form. At the same time, anyone who was unable to voice their opinion otherwise was encouraged to fill out the Google survey on the website or send comments via email. All feedback was taken into account by the Task Force during data analysis and while creating the models.

Analysis of data gathered

The notes from listening sessions and written feedback documented the College community's responses to the questions asked, concerns about the current structure of CAS, and other thoughts about the reorganization process. The raw data were then coded by a subsection of the Task Force; their findings and the original data were shared and discussed with the full Task Force.

g. Coding of data from listening sessions and surveys

Purpose of Coding Group:

The purpose of the Task Force's coding group was to identify themes in the notes taken during listening sessions and in the survey responses submitted anonymously through the [website](#). Over the preceding months, the entire Task Force had conducted numerous listening sessions and collected written feedback from the College community. In their notes, notetakers in listening sessions documented the attendees' thoughts. The purpose of coding was to consolidate all this written feedback into a usable format.

Procedure:

The entire Task Force identified a need for a group to code the information gathered from the College community. Four members volunteered for the task. In a separate meeting, the coding group created a [proposed methodology](#). This proposal was then discussed with and approved by the whole Task Force. Over the ensuing weeks, the group proceeded to code all the responses. The [resulting themes](#) (as well as all data sources they were based on) were shared with the full Task Force. These findings, along with other sources (such as a literature review, IRIM data, etc.), informed each Task Force member's opinion of the [top five priority concerns](#) that the reorganization would need to address.

Methodology of Coding:

The coding group in its initial meeting created a [proposed coding methodology](#). The group decided to follow a manual inductive approach, whereby themes would be allowed to emerge and be identified without coding software and recorded in a [spreadsheet](#). Each coder coded one of the four questions throughout the listening-session notes and two of the questions in the surveys. Next, two coders member-checked each other's coding. The resulting four separate lists of themes were then consolidated into one [list of major themes](#).

h. *Top problems identified by Task Force members*

The Task Force identified the following [list of major themes \(Appendix E\)](#) as the top problems a College reorganization would hope to address. It is important to note, however, that prevalence alone was not a deciding factor in remediation efforts. Task Force members were committed to addressing as many of the concerns as possible. Limitations included whether the source of the problem resided with CAS or in an external unit.

Major themes include:

- **Advising: general advisors a problem (they are overworked also), departmental advising works better but no time for it**
- **Staffing shortage, retention, workload, accessibility**
- **Marketing, recruiting, visibility** (dedicated office(s))
- **Importance of student support**
- **Inequity among departments** (workload of staff, faculty, DH/SD, etc)
- **Lack of support for staff—need training!**
- **Budget model, incentives misplaced**
- **Credit-hour metric**—creates competition and doesn't allow running of interesting/upper/graduate level classes—need control over courses offered

- **Need more incentives to promote interdisciplinary work**, courses, programs
- **Concerns over restructuring**—lack of justification; don't fix what isn't broken
- **Autonomy and uniqueness—not uniformity— of departments is important** (especially for small ones to prevent marginalization)
- **CAS identity lacking**

i. *Model creation*

The Task Force delayed creating models until we had collected all the data and knew which problems were most pressing for CAS. Then we held a visioning meeting to describe how we envisioned a new and improved CAS to address the problems identified through our research and listening sessions. Next, we looked at dozens of reports on higher-education restructuring in North America for interesting insights. One such report ([University of Alberta, 2020](#)) provided the inspiration for the matrix model. We then held a series of day-long meetings to turn these visions into models for restructuring. The Task Force members organized into three sub-groups to develop three different models. Over the next few weeks, the three sub-groups worked on the details of their respective models until they were ready to be presented to the full Task Force. After the presentation phase, the lengthy process of critical review began. In response to questions, comments, and critiques, the subgroups continued to revise their models. In a final synchronous Zoom session, the revised models were presented and critiqued again. The subgroups then continued to revise their models until the full Task Force was ready to vote⁴ on whether the full slate was worthy of further consideration by and submission to the Dean.

⁴ All but one of the Task Force members voted in favor of the report with the three models to be presented to the Dean. The one dissenting person left the following note: 'As I have noted on the report google doc, I do not support the inclusion of the "12 unit structure" in Model #3. In general, this model seems to be primarily driven by intentions to create uniformity in unit size, which I have not been convinced is an appropriate or effective path for resolving the core problems the Task Force has set out to address. Furthermore, the stated benefits of this model overwhelmingly favor administration, without similar attention to how faculty and staff would be impacted. More specifically, the 12 unit structure carries the risk of privileging larger departments and marginalizing smaller ones. As one Task Force member commented, this could have the effect of relegating smaller departments to "second class" status, by making them compete for resources, clerical staff, administrative support, and agency within these larger units. Other models do not propose these multiple tiers of unit structures, which means that all departments would be housed within larger composite units and thereby, on more level ground. There has been insufficient attention given to how to mitigate these risks, which opens the door for negative impacts. For these reasons and others, I cannot support this model, and therefore, cannot endorse the entire report.'

I am not willing to offer the Dean an option that several Task Force members--particularly those who stand to be most adversely impacted by it--have expressed real concerns about which have not been resolved. While I appreciate and respect the labor that has gone into producing this report, and do not wish to undermine our collective efforts, I must vote no to protect the interests of my department and other marginalized departments. If I were to vote "yes but without enthusiasm," I run the risk of my above critiques being subsumed within a majority yes vote without being addressed or resolved. For the record and for whatever it's worth, I can offer an endorsement of the majority of the report aside from Model 3.'

Other comments -- from members who voted to approve the report -- are as follows: 'I think this is the best compromise the 12 of us were able to make.'

'There are some things I do not 100% agree with but I do not think 12 people will ever agree on everything. I think this is the best product we can create to meet the Dean's charge.'

'The report is well written, with great thanks to Beth and Ildi.'

'I appreciate the collective work represented in the report and the leadership and editorial work of Ildi and Beth in pulling this all together. I think it does a very good job of showing our work in generating ideas and models for further consideration.'

j. *Summary of methodology*

In preparation for creating models for reorganization, we gathered feedback from key constituencies in CAS, explored literature about reorganization, and reached out to some of our peer institutions to learn about their administrative structures. Given the limited time that we had to create models, we decided to only seek feedback from faculty, lecturers, staff, and department-level administrators in CAS. We gathered feedback via listening sessions and Google surveys. We coded the notes and surveys in order to identify key problems. We then used the key problems and information from the literature, our peer institutions, and a variety of other data sources to create the models presented below.

IV. Reorganization Models for Consideration

Introduction

The models

The Dean has charged the Task Force to submit to her at least two reorganization models worthy of consideration. We offer three such models in no particular order. Structurally, all of them are versions of the school model. They all reduce the number of direct reports to the Dean. From a budgetary standpoint, in accordance with the charge, all the models are at least budget-neutral, yet they recognize that the human capital is the most important asset of any successful organization. These models streamline overhead and consolidate operations in ways that strengthen our mission and allow us to remain true to our values of serving students; fostering a vibrant intellectual environment and interdisciplinary collaboration; building a local and global community committed to diversity, equity, and inclusion; and supporting the faculty, staff, and administrators. They also aim to reduce inequities between units in terms of size and workload, reducing the number of administrators, increasing shared governance, and promoting interdisciplinarity and collaboration between units. The models also retain the integrity of disciplines, as per the charge, and allow disciplinary units to remain independent or if desired break away from other disciplinary units in their department/schools. Any proposed groupings depicted in models are merely thought exercises and should be in no way taken as an attempt to curtail the autonomy of disciplines in determining their own groupings. Clerical, secretarial, professional, technical, and advising staff are housed in departmental and school units, where they can develop expertise and provide stability for the individuals and functions they support. An administrator dedicated to DEI and community partnerships is included in each model. Despite these similarities, the models are quite distinct.

In two models, there are recommendations for how existing departments and programs will be regrouped to accommodate different organizational structures. In each case, we see this as provisional, providing a way to think about new models rather than prescriptions about which programs and departments should work together. We believe that each department and program should be able to choose which other programs and departments they will ultimately be grouped with. Our goal was to maintain inter/disciplinary identities while still recommending new ways of structuring the College.

Model 1

Model 1 is an 8-school model with innovative proposed interdisciplinary groupings and often visionary, mission-driven names. Schools are headed by school directors who are supported by associate school directors. The school directors report to two associate deans. Departments housed within schools are headed by faculty chairs. Interdisciplinary programs, headed by program directors, are housed alongside departments inside the schools. An additional associate dean will be dedicated to DEI and community engagement. A marketing director and a development director (the latter a self-funded position), both housed in the Dean's office, are further innovative features of this model. Like our other models, this model calls for greater focus on advising at the college and department/program level.

Model 2

Model 2 is a 6-unit matrix model. Vertically depicted units – currently traditionally named Natural Sciences, Humanities, Social Sciences, Arts, but to be determined in consultation with faculty – are made up of departments and disciplines led by non-administrator faculty chairs. For these vertical units, we suggest the name “Faculty,” in the European sense, in order to avoid confusion from the current schools (which might remain as such within the larger units/Faculties). Each of the four Faculties is headed by an assistant dean and is supported by a faculty associate. One notable innovation in this model is that horizontally depicted interdisciplinary, cross-cutting, programs gather all interdisciplinary programs into a fifth unit granting them dean-level representation, a budget, and faculty lines. This unit would automatically be the home of all future interdisciplinary programs. The sixth unit’s focus, under the leadership of an assistant dean, is on ensuring that students, wellbeing, advising, and DEI-focus within CAS receive the dedicated, meaningful attention they deserve. The six assistant deans form the dean’s council and they each are responsible for budgeting, facilities, and programming within their respective areas.

Model 3

Model 3 is a section/school/department model with three options for number (and size) of units: 6, 9, or 12. The organizational unit of the highest level (which in the first model was called a ‘school’ and in the second a ‘Faculty’) has no uniform name. If the 12 section model is chosen, the largest of current schools/departments may remain in their current configuration, headed by DHs with smaller departments assembled and operate under the umbrella of a ‘section’, led by a section head, while the departments themselves will be led by faculty chairs. If the six section model is chosen all departments/schools would be led by a faculty chair and be grouped into sections led by a section head. The final number of such top-level section/school/department units led by administrators could range from 6 to 12, directly reporting to the Dean. The model leaves the door open for adding another administrative layer – 2-3 divisions reporting to one of the two associate deans– to further reduce the direct reports to the Dean. Interdisciplinary programs would continue to be managed by the heads of departments/schools/sections or could be migrated to the College with their own budget. Some cost savings would be directed toward DEI initiatives. The innovation in this model is that it is possible that large schools and departments would experience little change despite the reorganization. It would also make it feasible to support smaller departments (i.e., by allowing current multidisciplinary departments to split up).

Model 1 - 8-School Model with Associate School Directors*Administrative structure*

This model seeks ways to reduce costs while maintaining autonomy for departments and programs. It is also invested in addressing DEI issues at the college level as a way to address retention and morale among students, faculty, and staff. Like other models, we sought to address concerns about advising and marketing.

In addition to these overarching concerns, we sought an innovative approach to ensuring that administrative tasks get addressed. By minimizing the number of AP appointments, we freed up money that can be used for course releases for Associate School Directors, Department Chairs, and Program Directors.

- Dean’s Office

- Marketing Director
 - Responsible for innovative marketing approaches promoting programs to students within CAS and EMU more broadly rather than just highlighting special events
 - Develops and distributes promotional materials for departments and programs and new courses/initiatives
 - Oversees CAS, departmental, and program websites
- Development Director
 - The position must self-fund within 3 years from creation (perhaps being advised by in-house experts in the EMU Foundation). A percentage of all money raised will go toward this initiative.
 - This position is responsible, in conjunction with the EMU Foundation, for supporting faculty, Departments, programs, and centers with development initiatives.
- Clerical Staff
- Advising Office & Staff
 - Francine Parker Center
 - Coordinates CAS advising across divisions
 - Responsible for orientations, advising incoming CAS students
 - Individual Schools & Departments are responsible for major/minor/MA/PhD advising (with course release)
- **Associate Dean for DEI and Community Partnerships**
 - Works with Chief Diversity Officer and EngageEMU to coordinate CAS initiatives
 - Works with individual school and department leaders to develop and implement initiatives
- **Associate Dean for Arts, Culture, and Society**
 - School Director for Music, Dance & Theatre (33 FT faculty)
 - CS x 2
 - Associate School Director
 - Department Chair of Theatre
 - Department Chair of Music & Dance
 - School Director for Art & Design (23)

- CS
 - Department Chair of Studio Art: 2D, 3D, and Photo New Media
 - Department Chair of Studio Art: Graphic Design and SAG
 - Department Chair of Art History and Art Education
- School Director for Justice & Civic Engagement (37)
 - CS x 3
 - Associate School Director
 - Department Chair of AAAS (4)
 - Department Chair of WGST (2.5 appointed faculty, 15 department members)
 - Department Chair of History (12)
 - Department Chair of Philosophy (7)
 - Department Chair of Sociology (7.5)
 - Department Chair of Criminology (6)
 - Program Director of Critical Disability Studies
 - Program Director of Jewish Studies
 - Program Director of Urban Studies
 - Program Director of College in Prison Program
- School Director for Global Studies (40)
 - CS x 2
 - Associate School Director
 - Department Chair of Anthropology (6)
 - Department Chair of World Languages (14)
 - Department Chair of Linguistics (3)
 - Department Chair of Geography (9)
 - Department Chair of Political Science (9)
- School Director for Literature, Communication, & Writing (41)
 - CS x 2

- Associate School Director
 - Department Chair of Literature (12)
 - Department Chair of Children’s Literature (3)
 - Department Chair of Writing (8)
 - Department Chair of Creative Writing (4)
 - Department Chair of Communication (14)
- **Assoc Dean for Sciences**
 - School Director for Natural Sciences (44)
 - CS x 2
 - Associate School Director
 - Department Chair of Biology (16)
 - Department Chair of Physics & Astronomy (6)
 - Department Chair of Chemistry (14)
 - Department Chair of Geology (8)
 - Program Director of ENVI
 - Program Director of Neuroscience
 - School Director for Data Sciences (39)
 - CS x 2
 - Associate School Director
 - Department Chair of Math & Statistics (19)
 - Department Chair of Economics (6)
 - Department Chair of Computer Science (14)
 - Program in Data Science
 - School Director for Psychology (22)
 - CS

Definitions

- Deans, Associate Deans, and School Directors = AP positions
- Associate School Directors = Faculty Associates with 6-credit release per semester
- Department Chairs = 3-credit release per semester
- Program Directors = 1.5-3 credit release per semester (unless other arrangements are made)
- Clerical Staff outside of the Dean's office will work with School Directors, Department Chairs, and Program Directors to ensure that every unit is adequately supported

Responsibilities of School Directors, Associate School Directors, and Chairs/Directors

School Director

- Attend DH/SD/Dean, AHR, and administrator meetings and Registrar roundtables, etc.
- Approval and submission of schedule—course sections and times/meeting
- Instructional budget/load with faculty assignment/monitor enrollments and cancel sections/manage waitlists
- PAFs/FLAC and offer letters
- Faculty position requests and hiring requests based on input from dept chairs
- Hire PTLs and new faculty based on input from faculty chairs; also hiring paperwork for GAs
- Evaluations—tenure and promotions and PPEs, staff, FTL/PTLs
- Approve/prioritize equipment purchases and repairs and instructional/research lab supply purchases
- Oversight of staff
- Accreditation reports
- Safety (chemical and biohazard) trainings/keys/space allocation; work with EHS
- Attend events external to dept/school as representative (shared with Associate Director)
- Handle student complaints/grievances as well as faculty complaints and issues
- Work with HR/AHR as required
- Run school meetings (each semester or each year)
- Budget and expense approvals and allocations/Concur

Associate School Director (ASD)

- Oversee department committees
- General communication with faculty and staff/coordination and emails
- Attend events external to school as representative (shared with School Director)
- PR for the school—such as on website and CAS newsletter (input from faculty chairs)
- Handle/coordinate program review
- Coordinate awards/event planning (also done by CS)
- Work with other offices as required (DRC, Ombuds, DPS, CAPS, Office of Wellness and Comm. Responsibility)
- Work with chairs and directors on schedules

- Miscellaneous—such as answering all faculty questions about processes and unexpected duties as they arise
- donor/alum connections
- Development: meet with Foundation rep and handle events, outreach and writing thank you notes, etc.
- Facility oversight

Department Chair/Program Director

- Run department/program meetings
- Oversee faculty search committees in accordance with departmental DID provisions
- In coordination with ASD, schedule course sections and times/faculty assignment/monitor enrollments and cancel sections/manage waitlists (final approval by SD)
- Review, interview, and give input on hiring PTLs (and GAs—could be done by grad coordinator)
- Overrides (checking each student’s transcripts, answering emails and issuing overrides—can be via CS)
- Handling basic student advising questions (email) or sending to appropriate response person
- Advising/doing forms for course substitutions & equivalencies (Final approval by SD or ASD?)
- Monitor Curriculog and program/course changes (Final approval by SD or ASD?)
- Approve Honors and Masters theses and applications for scholarships, etc.
- Retention and outreach-make sure there are representatives at university recruitment events
- Coordinate student awards

Financial Implications

If on average Assoc Deans and DHs/SDs make \$125,000 per year, then CAS would save \$31,250 for each DH/SD who returns to faculty. If we assume that faculty chairs/directors would get a \$8,000 summer stipend then the savings would be reduced to \$23,250 per DH/SD returned to faculty. Our model reduces the 18 DHs/SDs and 2 Assoc Deans (20 total) to 8 DHs/SDs and 3 Assoc Deans (11 total) for a potential savings of \$162,750.

A 3-credit course release is worth the PTL replacement of \$3864. That is \$1288 per credit hour. Last year CAS gave 399 credit hours of release time. We would maintain the 61 releases given to graduate program coordinators, the 24 releases given to lab coordinators, and 42 of the releases given for coordinating bands and other entities. This would reduce the number of releases to 127, which will cost \$163,576 instead of \$513, 912, providing \$350,336 additional funds to work with.

Potential savings: $\$350336 + \$162750 = \$513,086$

This model includes 6 Associate School Directors at 50% (6-credit) release time that would cost \$46,368 (12 x \$3864). Additionally, chairs (2 per year) and directors (1 per year) would get approximately 62 3-credit releases costing \$239,568.

This plan also requires hiring at least one more clerical staff member for a total of 15 among the departments/programs. (Currently there are 13 CSs and there will hopefully be another hired by the fall.) That will cost approx \$32,000 plus benefits, for a total of \$44,000.

If advising releases are restored to all departments and there are 28 departments in this model, that would cost \$108,192.

If a new marketing director is hired, that will cost approximately \$40,000 plus benefits, for a total of \$56,000.

The total new economic cost would be $\$108,192 + \$44,000 + \$239,569 + \$56,000 = \$447,761$.

Therefore, this model will save CAS approximately \$65,325 that can be used to hire additional clerical support or support faculty initiatives.

Model 2 - Matrix Model

Purpose

The model aims to more fully and consistently recognize and support cross-cutting programs and to create an apparatus that will allow for the ongoing development of such programs. This model will create more organizational consistency, especially with regard to interdisciplinary programs, and it is envisioned that this sort of model will help to create cross-cutting communities that weave together with the mostly disciplinary communities that faculty and students find in departments and enhance the overall senses of community within CAS. The model also enhances the attention to diversity, equity, and inclusion (DEI) initiatives and student well-being within CAS.

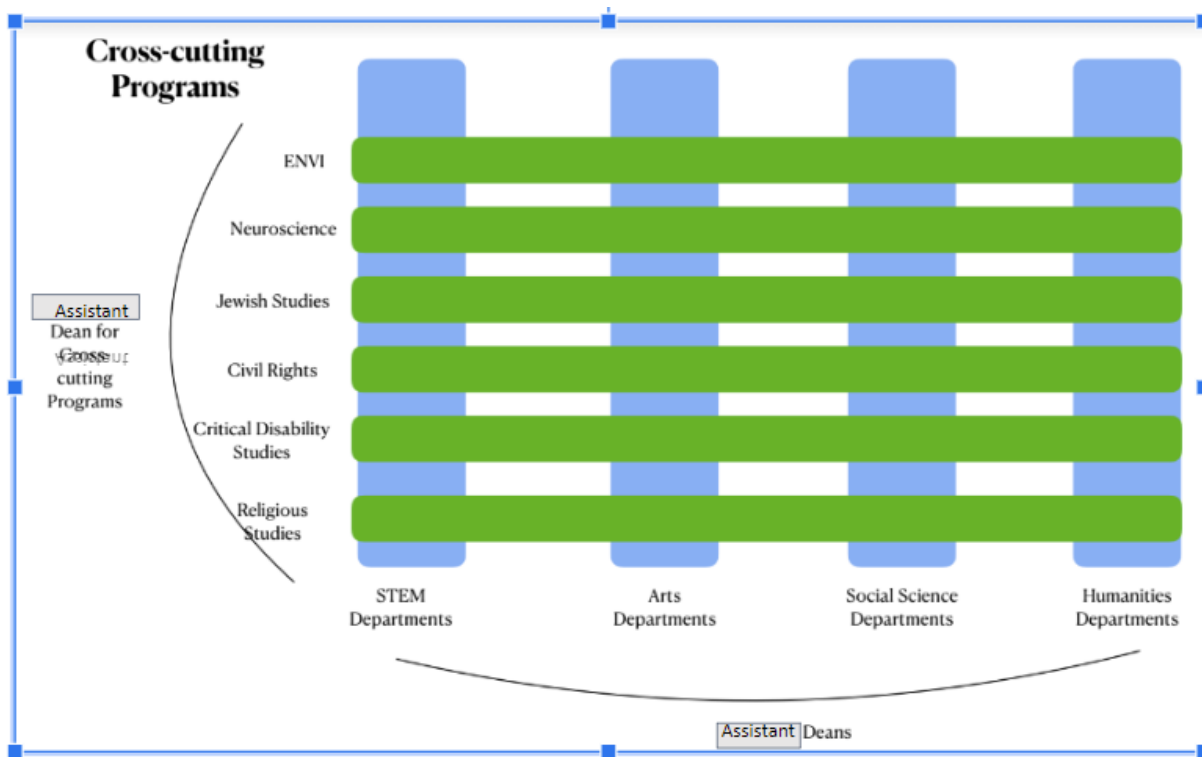
Mechanics

The model works by creating new assistant dean⁵ roles, including an Assistant Dean who is responsible specifically for cross-cutting programs and an assistant dean responsible for DEI and Student Wellbeing. The assistant deans constitute the “Dean’s Council” together with the CAS Dean. Faculty chairs and school directors (with release time) report to/work with particular assistant deans. Release time for these faculty positions is determined on the basis of the size and complexity of the department or program. The tasks previously assigned to DHs or SDs are reassigned between assistant deans and faculty chairs/directors. In a sense, this model removes an administrative layer. It also significantly reduces the number of direct reports to the Dean.

General overview of cross-cutting programs

⁵ The name ‘assistant dean’ is used to emphasize the different roles these administrators fulfill from the current ‘associate deans’. However, the position can be renamed as ‘associate dean’.

The visual below depicts an overview of the cross-cutting matrix⁶ without specificity. Vertical ‘Faculties’ are headed by assistant deans and comprised of departments headed by faculty chairs. Horizontal (interdisciplinary) ‘programs’ are led by program coordinators/program chairs/center directors (title TBD).



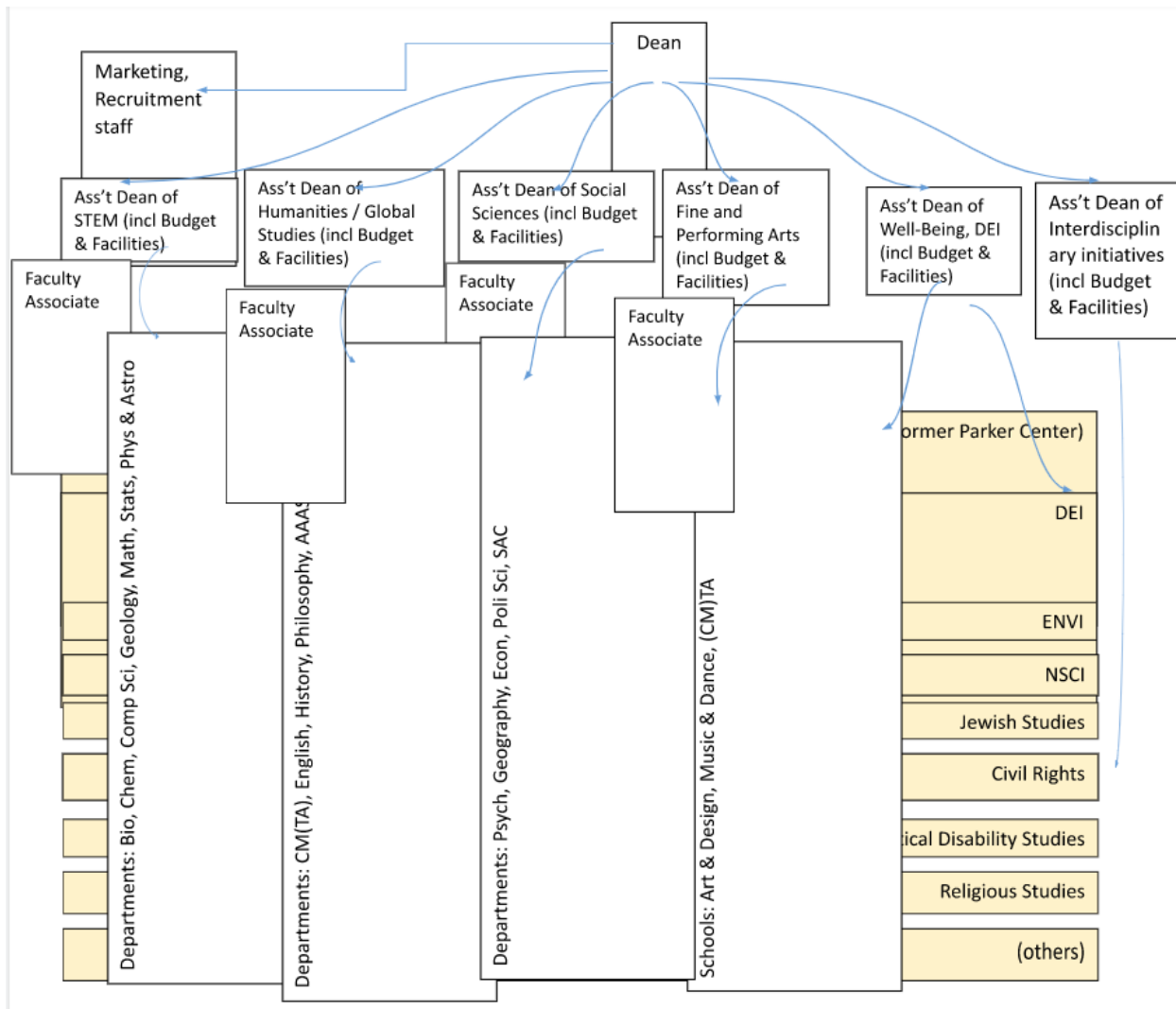
Detailed overview of the Matrix

Below is a different visual representation of the cross-cutting matrix with more specificity.

Note: The exact names of the faculties are TBD. Departments/Disciplines should be given the freedom to join whichever of the four Faculties they would like to. Our grouping below is just one possible example, only for the purposes of illustrating the model. We imagine a process that would involve consultation with faculty about appropriate groupings and the opportunities for disciplinary units to self-associate or disentangle themselves. Also, the names of the four Faculties (currently following the traditional Natural Sciences, Humanities, Social Sciences, Arts) are TBD. Depicted below is just one example.

⁶ The concept of the matrix model emerged from the “Interim Report of the Academic Restructuring Working Group of the University of Alberta” (September 2020).

<https://www.ualberta.ca/uofa-tomorrow/media-library/interim-report-of-arwg-sept-2020.pdf>



Features of the model

- No administrative DH/SDs; these become faculty chairs with release time
- Budget resides at Asst Dean level, not at Dept level
 - Asst Dean supported by Admin Assistant and a Faculty Associate with 6 hours of release time
- Centers as Cross-Cutting Initiatives headed by a faculty program director with release time. The creation of the cross-cutting unit and assigning it to Asst Dean has the benefit of identifying a clear structural place for all interdisciplinary programs within the college (different from some being located in departments, some in the College, and some elsewhere), giving them a representative and advocate as part of the Dean’s Council, and accounting for the leadership of these individual programs. It also has the benefit of more clearly making these cross-cutting communities more autonomous. It can allow an interdisciplinary program to function just like a disciplinary department with all of the rights and responsibilities.
 - Examples:

- Critical Disability Studies
- ENVI
- NSCI
- Jewish Studies

Features of the model: faculty chairs (of vertical units) and faculty program directors (of horizontal units)

- Faculty chairs/program directors receive release time based on the size and complexity of the department/program/center (could range between a 3-9-credit release every semester, most would probably receive a 6-credit release)
- Primary scheduling responsibilities are assigned to the faculty chairs/program directors, with approval of load/instructional budget by Asst Deans
- As currently constructed, faculty program directors would report to the Asst Dean of Interdisciplinary Initiatives (cross-cutting programs)
- Oversee/coordinate (with help from faculty committees/coordinators) such things as accreditation reports, faculty position requests, program review, student awards, recruitment/outreach events
- Coordinate with marketing expert on program publicity
- Interview and give input to Asst Deans on hiring of PTLs
- Handle basic student questions
- Request release time for faculty
- Approve substitution forms/equivalencies/overrides as necessary (initiated by faculty)
- Schedule and run dept/program meetings
- Training for this role can be provided by the Faculty Development Center

Features of the model: assistant deans (note that the name has been changed to indicate a difference from the current roles of Associate Deans; however, the title of Assoc. Dean could be retained)

- Asst Deans come from one of the represented departments/programs and rise through the ranks. Their knowledge is an asset.
- Faculty evaluation responsibilities currently handled by DHs/SDs would become the responsibility of Asst Deans, as well as evaluation of full- and part-time lecturers (F/PTLs) and oversight and evaluation of CSs and PTs staff (though staff would remain located in depts/programs). For faculty evaluations,

the Asst Deans would rely heavily on the Personnel and Finance committee (with representation from all disciplines in the department) to evaluate packets and make recommendations. DEDs will be revised to make the procedure transparent and fair.

- Asst Deans would have primary responsibility for budget oversight but could develop systems to push some of those responsibilities to faculty chairs; Asst Deans would manage equipment purchases and repair-cost decisions
- Attend Dean’s Council meetings with Dean and report back to depts/programs
- PAFs/FLAC/Offer letters
- Space allocation and key approvals
- Interaction with Development Officer/Foundation and offices such as Disability Resource Center, Ombuds, Department of Public Safety, Environmental Health & Safety, HR/AHR, etc.
- Handle student, staff and faculty concerns and complaints
- Note that most responsibilities currently handled by Associate Deans would be distributed among the new “Assistant” Deans with less assignment of college-wide responsibilities to a particular Assistant Dean, though there may be some types of responsibilities that could be assigned to members of the Dean’s Council on a rotating basis (for example, interacting with the Associate Provost on budgetary matters)

Other features of this model

- ***Faculty Associates***: the work of each Asst Dean of a vertical faculty is assisted by a faculty associate on 6-credit release/semester and a summer stipend. The other two Asst Deans presumably have workloads that do not necessitate a faculty associate. This could, however, be rethought. The faculty associate can be responsible for the supervision of graduate assistants, leading meetings, facilitating the work of committees, helping with marketing and publicity, coordinating schedules, budgeting, tracking (if contractually allowed, then also the supervision of staff, PTLs and FTLs). The faculty associate is selected from among the faculty of that vertical departmental/disciplinary grouping. This means that the associate has relevant experience and (inter)disciplinary knowledge and can be of real benefit to the Asst Dean. This also serves as a leadership pathway for interested tenured faculty. Training for this role can be provided by the Faculty Development Center.
- ***Marketing/Recruitment staff in the Dean’s office***: The Task Force heard repeated calls for an expert in marketing and recruitment whose sole allegiance is to CAS. This staff member would coordinate with faculty chairs, faculty associates, assistant deans, program directors, etc. about the best ways to highlight specific CAS programs one after the other, both internally and externally, and would spearhead efforts to recruit students domestically and internationally to CAS units and programs.
- ***Assistant Dean of Wellbeing and DEI*** (exact name TBD): This administrator is responsible for a variety of essential initiatives to facilitate the wellness of students, faculty, and staff within CAS. Duties include the coordination of Advising in (what is currently known as) the Parker Center. The Parker Center is removed from the Student Center and is moved to where CAS departments are located,

possibly locating some advisors in the science complex while others in Pray Harrold. These advisors are thoroughly retrained to understand the value of a CAS education, to eliminate potential misconceptions and biases they might hold for/against specific disciplines, and to be able to recognize how students' backgrounds and interests can best be furthered through well chosen coursework. The Asst Dean is also an advocate around campus for CAS students from the perspective of advising and coordinates with other advising centers campuswide to ensure the accuracy of information relayed to students and other stakeholders about a CAS education. Another essential task of this Asst Dean surrounds DEI within CAS. The Asst Dean assesses the current state of DEI among students, faculty, and staff; devises and implements meaningful initiatives aimed at retention and community building; and coordinates efforts with other like offices and initiatives around campus.

- ***Assistant Dean for Interdisciplinary Initiatives*** (or cross-cutting programs): In a tangible step to foster collaboration and interdisciplinarity, this model proposes the creation of this position. This administrator is responsible for providing dean-level representation, coordination, visibility, and advocacy for all interdisciplinary programs. Instead of the current practice of housing interdisciplinary programs and centers in a variety of locations (the Provost's office, the Dean's office, departments, with specific faculty members, etc.), they will be housed in the sixth vertical unit of the matrix. New programs will automatically be created here as well. Each program will be coordinated/directed by, at a minimum, a faculty on a 3-credit release. Each program will have access to facilities and budget through the Asst Dean for Interdisciplinary Initiatives. In this way, the interdisciplinary programs would be entitled to submit faculty position requests and have representation on CAC.
- ***Representation*** on CAC and Faculty Senate would presumably be attached to vertical departments/programs, but could also apply to horizontal programs/centers/etc., depending on contractual limitations on expanding representation.

Further analysis

As currently constructed in the example (and grossly approximating numbers for current departments splitting), this gives the following oversight to the Assistant Deans (numbers of CS are estimated below; FTL & PTL not included):

- STEM:
 - 82 fac and 6 PT (6 programs depending on Geography and Geology voluntary split), CS ~3
- Arts:
 - 60 fac and 3 PT (6-7 programs depending on Art & Design and CMTA voluntary split), CS 3.5
- Humanities:
 - 99 fac and 2 PT (7-8 programs depending on CMTA voluntary split), CS ~3.5
- Social Sciences:
 - 65 fac and 1 PT (5-7 programs depending on SAC voluntary split), CS ~3.5

Financial implications

Broadly, this model takes us from the current 20 APs (2 Assoc Deans and 18 DH/SDs) with some release time → to 6 APs (Asst Deans) + Faculty Associates (equal to 2, or 4 x 0.5) + release time for faculty chairs/directors which varies by unit dependent upon size/complexity

Basic budget estimate:

6 AP salaries (assistant/associate deans) [compared to 20 in current organization structure (2 associate deans and 18 SD/DHs)]

2 more full-time salaries (assuming 4 half-time faculty associates) — not really equivalent to AP salaries (1.33x) unless they carry significant summer stipends

Release time for faculty chairs and program directors (single biggest variable) — whether or not this is financially neutral depends on whether the amount of release is equal to or less than approximately 12 AP salaries. 12 AP salaries would be roughly the equivalent of 16 full faculty releases or 64 x 0.25 releases (12 x 1.33 = 16). Thinking about this in terms of dollars only, the savings of 12 AP salaries, using an estimate of \$125,000 base pay as an average salary + 40% fringe benefits (25% reduction in pay on return to faculty)(12 persons) = \$2,100,000.

Model 3 - Section / School / Department Model (with options 6, 9, 12)

Overview

In our listening sessions, many faculty members identified gaining or maintaining departmental status for their discipline as a very high priority. Organization of faculty into departments along disciplinary lines is the normal structure in much of higher education. Departmental status generates visibility, prestige, and representation both within and beyond the University. Departmental status also conveys disciplinary autonomy in instruction and personnel matters. However, our current expectation that each Department or School have its own full-time administrator, main office, and administrative support staff makes granting departmental status to each discipline an expensive proposition.

This model addresses this problem by introducing a new kind of administrative unit, called a “Section.” A Section would consist of two or more Departments.⁷ A Section would be administered by a Section Head, who would serve as the administrator for all Departments housed in that Section. A Department within a Section would have its own DID and DED and its own representation on the Faculty Senate and the College Advisory Council. Faculty members would be hired into a particular Department, thus determining which DID and DED applies to them. The Department faculty would give input on all matters of concern to the Department (including matters of instruction, student support, personnel, budget, and facilities) directly to the Section Head (rather than through a Section-wide input process). Departments would have a process for giving input to the Section Head and Dean regarding resources and personnel shared by the Section.

⁷ As Department and School are functionally equivalent in the University’s administrative structure, in this proposal “Department” means “Department or School.”

A Department within a Section would be led by a Department Chair, who would be a faculty member. The Department Chair would be the leader of the departmental faculty and an advocate for its discipline, members, and programs. The Chair's responsibilities would include planning and leading Department meetings, coordinating the work of Department committees, creating course schedules, spearheading Department-wide initiatives such as those addressing diversity, equity, and inclusion, and consulting with the Section Head on departmental matters. The Chair would be elected by the faculty to a regular term as specified in the Department's DID and would receive release time and summer stipends to compensate for their work. The Faculty Development Center would run annual workshops to help train members of the faculty for leadership positions such as these.

If the College chooses to have a smaller number of Sections (e.g. six or seven), then all Departments and Schools would be housed in Sections. However, if the College chooses to have a larger number of Sections (e.g. 11 or 12), then larger Departments and Schools could continue to exist in their current structure, while smaller Departments would be housed in Sections.

Benefits of this model

By letting smaller disciplinary faculties function as Departments within Sections, this model would allow the consolidation of administrative units while preserving the disciplinary identity and autonomy of smaller disciplinary faculties. For disciplinary faculties previously denied departmental status, becoming a Department would increase their visibility, their autonomy, and their engagement with the College and University communities.

Reducing the number of administrative units could have several benefits, including:

- Minimizing inequities between units of various sizes and complexities by making administrative units more similar in size
- Giving faculty a greater role in shared governance through faculty chairs leading departments
- Increasing faculty numbers by returning several administrators back to faculty roles
- Reducing the number of direct reports to the Dean, thereby allowing the Dean to give more attention to each unit administrator (Department Head, School Director, or Section Head), advocating for CAS and fundraising on behalf of CAS.
- Enabling the Dean, Associate Deans, and unit administrators to function more as a team working for the good of the College as a whole
- Allowing for more clerical support to faculty with one or more CS positions per section, assigned either directly to departments or supporting the entire section based on the desire of the faculty and clerical staff in that section. The additional CS positions will be funded by cost savings outlined in the Financial Implications section below.
- Reducing salary and benefit expenses by moving 5 to 12 persons from full-year administrative contracts to eight-month faculty contracts. The cost of release time and summer stipends for

Department Chairs would be offset by the increased teaching done by former Department Heads returning to faculty. The money recouped through salary and benefit savings would be redirected to other College priorities, as outlined in the ‘financial implications’ section below.

Question 1: Number and size of administrative units

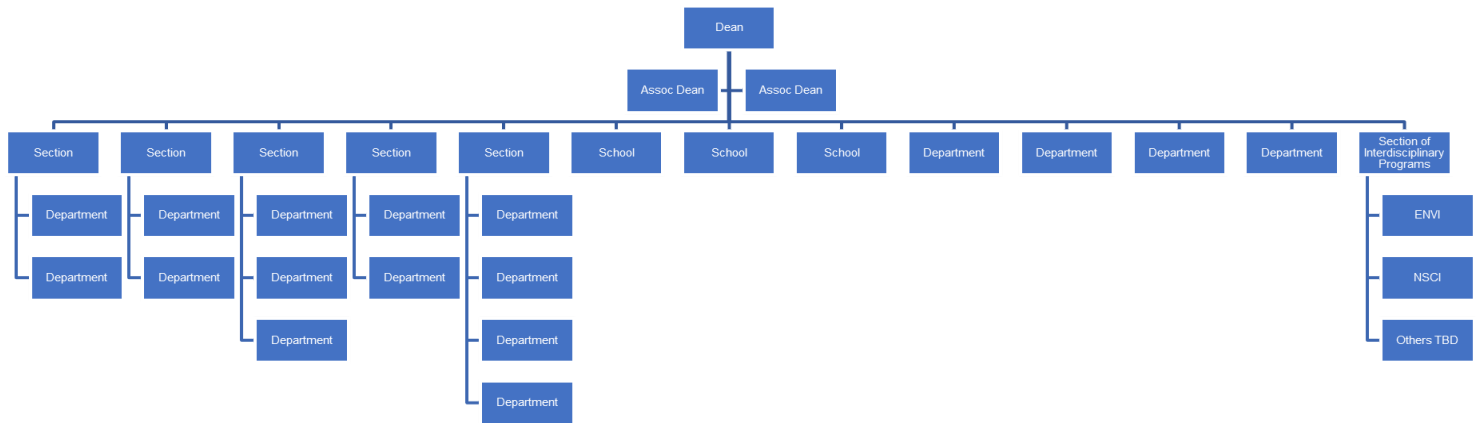
One question to be determined under this model is the number and size of administrative units. Given CAS’s current faculty size of 271, three options to consider would be:

1. Having about six administrative units with an average size of 45 tenure-track faculty members.
2. Having about nine administrative units with an average size of 30 tenure-track faculty members.
3. Having about twelve administrative units with an average size of 23 tenure-track faculty members.

To determine an optimal unit size and an optimal number of units, it is helpful to ask what work a faculty chair can do as well or better than an administrator, and what work is better done by an administrator. In a multi-disciplinary unit, faculty chairs can more effectively perform tasks requiring disciplinary expertise, such as developing new courses and programs, and evaluating the scholarly and creative work of job candidates and applicants for promotion. A faculty chair can be as effective as a unit administrator in planning and leading Department meetings, coordinating the work of Department committees, and creating course schedules. On the other hand, because the University vests decision-making authority and responsibility in unit administrators, the unit administrator must review and approve the work done by faculty chairs. Because faculty members may not supervise other employees (with the exception of student employees), administrators must hire, supervise, and evaluate employees in accordance with union contracts, addressing any dissatisfactory job performance as the University’s representative. Finally, since their appointments are full-time five days a week, administrators are able to handle the constant flow of events that occur in running an academic unit, such as inquiries from prospective students; complaints and concerns from students and parents; disruptive and distressed student behavior; faculty suggestions, requests, and demands; requests and directives from the Dean and from other University offices; changes in policies and procedures; relations with alumni, emeriti, and prospective donors; and equipment and facility problems. Generally speaking, faculty chairs can take the lead on important discrete tasks, while unit administrators are responsible for all unit operations.

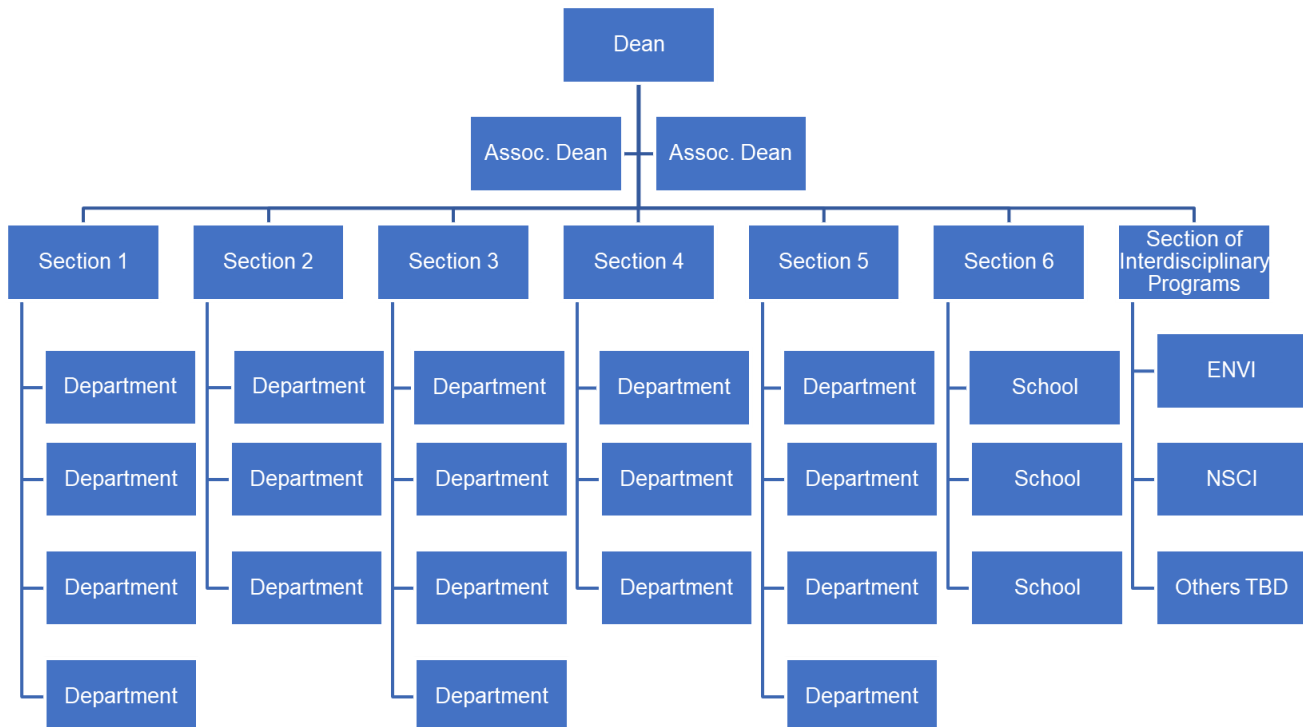
Rationale for 12 unit structure: To allow a unit administrator to carry out their responsibilities effectively, the maximum faculty size for an administrative unit might be limited to about 30. In CAS, a unit with 30 faculty members would have on average an additional 26 employees in the full-time lecturer, part-time lecturer, clerical-secretarial, and professional-technical classifications. All of these employees report directly to the unit administrator. (Units also typically employ several graduate assistants and student workers, but their supervision can be delegated to other employees.) On the premise that it is difficult to directly supervise and effectively support more than 55 employees, this version of the model calls for a range of 20-30 tenure-track faculty members per unit, with an average size of 23.

A possible structure with 12 administrative units and a Section of Interdisciplinary Programs:



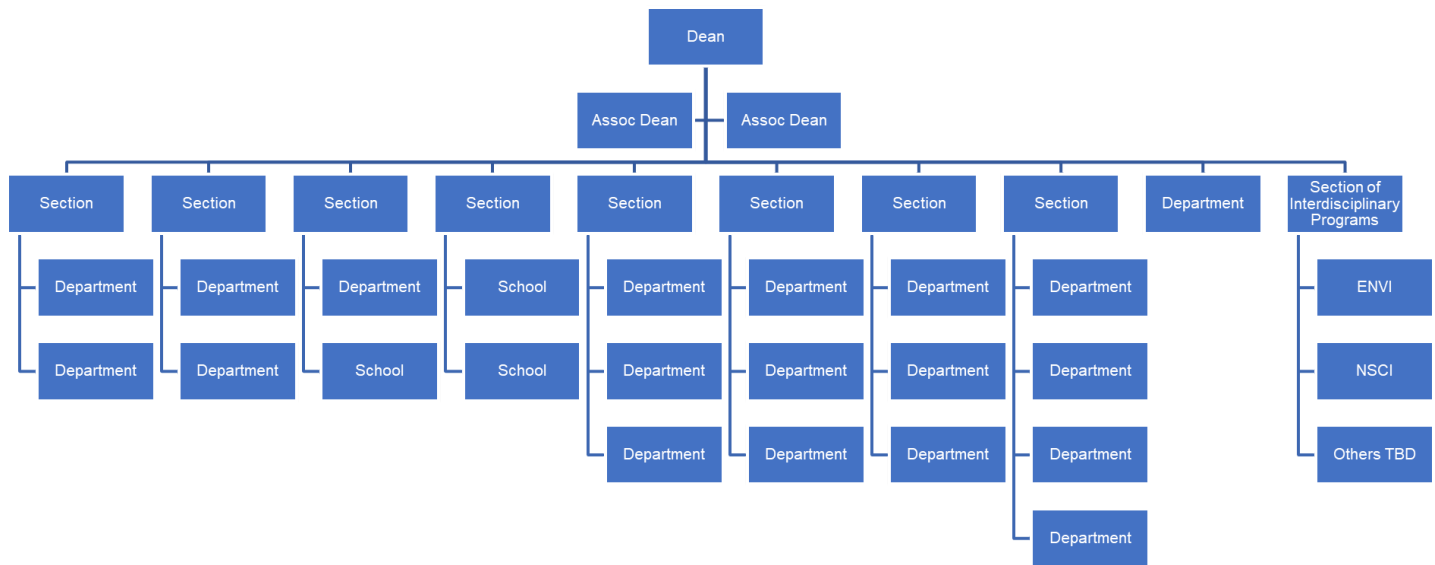
Rationale for six unit structure: Creating fewer units would generate greater cost savings, which could be redirected to other College needs. (See the ‘financial implications ‘section below.) Greater consolidation would also result in the Dean having fewer direct reports, and would allow College administrators to function more effectively as a team.

A possible structure with six Sections and a Section of Interdisciplinary Programs:



Rationale for nine unit structure: This version of the model strikes a balance with an average unit size of 30 tenure-track faculty members, the size of the present largest Department in CAS, English Language and Literature. Ultimately, it may take careful consideration of input from a wider range of faculty, administrators, and staff to determine the number of units that will work best for our College.

A possible structure with nine administrative units and a Section of Interdisciplinary Programs:



Question 2: College interdisciplinary programs

The College is home to five College interdisciplinary programs, all of which have been created since 2011: Environmental Science and Society, Critical Disability Studies, Data Science and Analytics, Neuroscience, and Urban Studies. The College is home to several more interdisciplinary programs that are housed in Schools and Departments; these programs include Actuarial Science and Economics [BS], Fermentation Science [BS], Health and Illness Studies Interdisciplinary Minor, Human Sexuality Minor, Interdisciplinary Film Studies Minor, International Affairs [BA], Media Studies and Journalism [BS], Public Relations Interdisciplinary [BA], Religious Studies [BA], Schools, Society and Violence [M.A.], Secondary Education Integrated Science Comprehensive [BS], Secondary Education Social Studies Comprehensive [BA] (four majors), and Social Science [M.A.]. What distinguishes the five College interdisciplinary programs from interdisciplinary programs housed in Schools and Departments is that faculty input and oversight for the College interdisciplinary programs is provided by a committee composed of faculty affiliates belonging to multiple Departments, while faculty input for the School and Department interdisciplinary programs is provided by the faculties of host Departments and Schools acting through their Department and School input processes. Of the five College interdisciplinary programs, currently four are administered by Department Heads, while the fifth is administered by an Associate Dean. Financial support for these programs is provided by the Dean’s office.

This model recommends that a new Section of Interdisciplinary Programs led by an administrator be established to provide oversight for these programs. Each of the five College interdisciplinary programs will be given its own budget to manage, CAC representation, and the ability to submit faculty position requests, which can be in the form of cluster hires across multiple departments to encourage collaboration. Although all faculty will belong to a disciplinary department, they can also belong to one or more interdisciplinary programs. Each interdisciplinary program will have a faculty program chair, who will be granted release time and function in a similar role as a department chair.

Other interdisciplinary programs in CAS may choose whether or not to remain within a department or whether to instead migrate into this new section. Current departments with a strong interdisciplinary focus may choose to become an interdisciplinary program without any loss of status, leadership, or resources compared with disciplinary departments. The section head would also manage college-level assets like Fish Lake and Parsons instead of having them managed within one department. This will increase their visibility and utilization across CAS.

Question 3: Possible divisional structure

Reducing the number of direct reports to the Dean would make administration of the College more effective. If we opt for about 12 administrative units, 12 direct reports is still a large number of direct reports to the Dean. This number could be reduced by organizing administrative units into two or three divisions led by Associate Deans, to whom the Section Heads, School Directors and Department Heads would report. This proposal recommends that before considering adding this additional layer of management, the College should implement and assess the reorganization of smaller Departments into Sections.

If the College reorganizes into nine or more units, this proposal recommends that the College hold regular meetings of unit administrators within the three areas of natural and computational sciences, social sciences and humanities, and fine and performing arts. These divisional teams would be charged with identifying opportunities for cooperation between their Schools and Departments, and for making recommendations on matters such as faculty needs; scheduling of General Education classes; interdisciplinary programs; facility improvements; diversity, equity, and inclusion initiatives; advising; recruitment and retention of students; etc.

Financial implications

We estimate that this plan would free up between \$250,000 and \$500,000 to pursue other initiatives identified by faculty and staff during our listening sessions as essential to the long-term health of our College.

Eliminating six Department Head positions would return six individuals to the faculty. If the teaching load of these six individuals increased from an average of 3 credit hours per semester to 9 credit hours per semester, this increase in teaching would more than offset the release time to be granted to the new Department Chairs. In addition, the College would recoup roughly \$250,000 in salary and benefits, which would be redirected to other priorities. $((\$125,000 \text{ base pay} + 40\% \text{ fringe benefits}) * (25\% \text{ reduction in pay on return to faculty}) * (6 \text{ persons})) = \$262,500.$

Eliminating 12 Department Head positions would return 12 individuals to the faculty. If the teaching load of these 12 individuals increased from an average of 3 credit hours per semester to 9 credit hours per semester, this increase in teaching would more than offset the release time to be granted to the new Department Chairs. In addition, the College would recoup roughly \$500,000 in salary and benefits, which would be redirected to other priorities. $((\$125,000 \text{ base pay} + 40\% \text{ fringe benefits}) * (25\% \text{ reduction in pay on return to faculty}) * (12 \text{ persons})) = \$525,000.$

Strategic budgetary needs identified in the College listening sessions include the following:

- Hiring more clerical staff to meet identified needs of faculty and students
- Providing release time for advising of students to promote retention and student success
- Hiring a College-level staff member dedicated to improving marketing of CAS programs and assisting the marketing and recruiting efforts of individual Schools and Departments
- Hiring an administrator or providing release time to support diversity, equity and inclusion initiatives as an essential effort to improve the College's ability to serve our diverse community
- Allocating more funding towards faculty conference travel, interdisciplinary programs, or any of the other needs identified by task force listening sessions.

Process for implementation

1. On the basis of input from CAC, the Dean would specify the minimum size for an administrative unit and the minimum size for a new Department housed within a Section. For example, 25 tenure-track faculty members might be the minimum size for an administrative unit, and five tenure-track faculty members the minimum size for a new Department. An existing Department which did not meet the minimum size requirement for a new Department would keep its departmental status.
2. Disciplinary faculties within existing administrative units which met the minimum size requirement to become a new Department could express their intention to become a Department. Input on this decision would be given according to the existing unit's regular input process. This input would be forwarded to the Dean together with the recommendation of the SD/DH. The Dean would invite and consider input from CAC on the proposed change before making a decision. In the case that a group of faculty members wanted to form their own department, the members of the current department have the right to give written input to the DH and Dean. However, the Dean has the right to honor the wishes of the faculty seeking to form a new department over the possible objections of other faculty. If a disciplinary faculty wished to become a Department and remain in its current administrative unit, it could do so only if the administrative unit agreed to become a Section composed of constituent Departments, and approved a restructuring plan specifying the proposed departmental affiliation of all faculty members, lecturers, academic programs, and courses.
3. All existing Departments which did not meet the minimum size for an administrative unit, as well as all inter/disciplinary faculties authorized by the Dean to pursue departmental status, would develop a ranking of their preferred departmental partners within a Section. An extended period of time (at least

one to two months) would be allowed for Departments to develop their rankings, in order to give time for them to jointly discuss possible groupings. Each Department would submit their ranking accompanied by a narrative describing the benefits and downsides the Department or disciplinary faculty sees in different possible Section configurations, and stating which outcomes would be preferred, acceptable, and unacceptable. This input would be forwarded to the Dean together with the recommendation of the SD/DH.

4. Faculty, departments, programs, etc., in consultation with CAC, would formulate a proposed unit structure. If any units are unable to agree on where they will be housed, then the Dean would step in and would honor the expressed wishes of departmental faculties as much as possible. The Dean would seek input on this proposal from the affected units and from CAC, revise the proposal as needed, seek input on the revised proposal from the affected units and from CAC, and make a final decision. Once finalized, this structure would remain in effect for an indefinite duration (i.e., future changes in faculty sizes would not automatically trigger reorganizations).
5. In the event that the optimal composition of a Section from a disciplinary perspective leads that Section to be significantly larger than the target size for Sections, additional administrative support could be provided by having a faculty member become Associate Section Head, supported by a 6 load hour release during Fall and Winter terms. We would recommend that a Section of this size only be part of the plan if there is strong support for it from the affected faculty.

Models - conclusion

The Task Force is submitting each of the three main models for further consideration. They share many similarities, yet each one is distinct.

By our calculations, each one is at least budget neutral with savings from one area (mostly reducing full time administrators) used to fund other areas of need (more clerical staff, advisors, etc.). The exact costs and benefits need to be calculated carefully. In making these calculations, it is important to honor any prior commitments made to CAS employees whose jobs may change in connection with CAS's restructuring, such as current SDs'/DHs' who may return to faculty but have earned a semester-long sabbatical at the point of plan implementation.

V. Task Force Provisional Recommendations

a. Process for vetting

The release of this report by the CAS Reorganization Task Force represents the completion of the Dean's charge, i.e., the first phase of the process of reorganization. The Task Force recommends that as the second phase commences, a thorough exploration of the models occur during the 2022-23 academic year.

The Methodology working group within the Task Force developed a framework for evaluating proposed models for reorganization. Based on the findings of the working group, the Task Force identified the following criteria for evaluating models (in no particular order):

1. Comprehensive student support
2. Efficiency and effectiveness of administrative structure
3. Commitment to diversity, equity, and inclusion
4. Support for collaboration, community, and interdisciplinarity
5. Support for faculty development and excellence
6. Marketing to serve all (programs/departments)
7. Preparation for students to interact with local, national and international communities
8. Adaptability/Flexibility for future
9. Maintenance of disciplinary/unit autonomy
10. Comprehensive advising

The Task Force ultimately decided not to score the models according to these criteria, but instead to recommend that the College community consider these criteria when evaluating proposed models for reorganization. This process of evaluation, consultation, and planning will require adequate time. We estimate two academic years.

We also cannot state strongly enough that considerations around diversity and inclusion must be central to this process. We recommend that a two member team be created to design and implement this process. We recommend that one faculty member have expertise in equity and diversity and one individual (faculty or DH/SD) have a proven track record in academic restructuring. Additionally, one team member should be an expert in quantitative methods and the other should be an expert in qualitative methods. Any faculty members involved should be released from part of their teaching obligations. Based on recommendations in the scholarly literature on restructuring (Cameron and Smart, 1998), we believe that the methodology should be designed and tested in fall 2022 and that all members of CAS should be part of evaluating the models in winter 2023. It is essential that all members of CAS including tenured and tenure-track faculty, full- and part-time lecturers, clerical and professional technical staff, students, and administrators explore and evaluate the proposed reorganization models. Such conversations should be encouraged to take place among faculty (within and among units), among administrators, between faculty and administration, with students and alumni, as well as with the local and global community of stakeholders. Then the 2023-24 year can be spent planning for implementation in the 2024-25 academic year.

b. Other recommendations

While we recognize that these are university-wide policies, we strongly believe that CAS needs to initiate conversations with the upper administration about (1) advising in non-CAS offices, by advisors external to CAS and (2) student credit-hour production and the general education curriculum.

(1) Concerns about advising were raised in every single listening session and not all these concerns can be addressed within CAS. Advisors –within CAS and elsewhere at the University– should be given adequate training and informational materials to appropriately represent the value of courses, departments, and programs housed within CAS.

(2) Furthermore, the general education program is in dire need of revision. Each department is short-sightedly incentivized to add more and more general education courses to their curriculum in order to earn student credit hours. This has increasingly led departments to advise their students to fulfill Gen Ed requirements in-house, thereby undermining a foundational purpose of the requirements. The vetting process for these courses does not address the expertise that CAS faculty and specific departmental faculty have. It also creates unnecessary competition within the University and often within CAS itself. If these issues fail to be addressed, then no reorganization at the College level can be successful.

It is also important that the pay of AP administrators should more closely reflect their level of duties and responsibilities rather than being exclusively determined by their prior faculty salary.

c. Final remarks

In order to maintain the College community’s hard-earned and fragile trust in the reorganization process, continued transparency, collaboration, and accountability are key. At a time when shared governance in higher education in general and at Eastern Michigan University in particular has caused tensions and distrust, Task Force members have been able to collaborate with each other and build sufficient trust with many faculty and staff to hear their concerns and vision for change. We have been transparent throughout the process and created as many opportunities for feedback as possible given our short timeline.

Nonetheless, in listening sessions, Task Force members were sometimes met with distrust. Our motivation, our process, and the ultimate success of our work were repeatedly called into question. It was attendees in the listening sessions with long institutional memories who brought to our attention the long list of surveys, commissioned reports, and reorganization reports with campaign-style promises for positive change, all of which have ultimately failed to deliver. Given the observation in the 2021 [HLC report](#) that “issues of communication among leadership and the faculty and staff need ongoing work,” this questioning and distrust isn’t surprising. Despite this climate, the members of the Task Force – six faculty and six administrators – successfully navigated the prevailing spirit of distrust to open the door to the possibility of positive change and worked together for the good of the College. The next steps in this reorganization process must keep this climate of distrust in mind and take the time to build trust with all members of CAS.

We implore readers of this report to keep this hard-earned but very fragile trust, alive. All involved are asked to

keep an open mind about the possibilities rather than shying away from change. Transparency should be maintained through the continued maintenance of the CAS Reorganization website. Promises made by the College regarding process, consultation, intent, and results should be posted on the website. We also urge readers of this report to ensure that all future decisions be made collaboratively between faculty and administrations in bodies where at least 50% of the participants are faculty. While this collaborative decision-making process may initially seem more time-consuming than a unilateral one, it will pave the way to more fulfilled students, faculty, staff, and administrators, which is well worth the trade-off.

VI. Appendices

A. Glossary of Terms

AP Positions: non-bargained for administrators including Deans, Associate Deans, Assistant Deans, Department Heads, and School Directors.

Associate School Directors: Faculty Associates with release time

Chair: faculty position (with release time determined by scale and complexity) with responsibility for department (see below)

Cross-cutting: programs (see below) are cross-cutting because they extend across multiple departments (see below); in this sense, cross-cutting indicates that a program is interdisciplinary, but we have some departments that are interdisciplinary; ‘cross-cutting’ attempts to capture the sort of horizontal dimension in relation to vertical departments and the weaving together of these two dimensions. Horizontally depicted, interdisciplinary programs may cut across as many or as few of the vertically depicted departments and disciplines as the given program necessitates. Some might involve only two departments within the same vertical school while others may involve multiple departments within each of the vertical schools.

Department Chair: (see *Chair*)

Departments: In the visual depictions of the Matrix Model, departments are generally reflected as vertical units and might be understood as “home” units for faculty in particular. Throughout the models, as is the case now, the departments are largely disciplinarily based, but include some interdisciplinary units. We assume that there will be more departments than the current 18 departments in schools since aggregated disciplines may choose to separate under separate faculty chairs.

Director: faculty position (with release time determined by scale and complexity) with responsibility for program (see below)

Faculties/Faculty: a major division of the university comprising a group of related subject areas; it is smaller than a college but larger than a school or department. In the proposed Matrix Model, it is headed by an Assistant Dean, who is supported by a Faculty Associate.

Faculty associate: a faculty member (with release time) who provides significant services to a school

Program: This term is primarily used to refer to an interdisciplinary curricular entity that lacks department status. In one of our models, it refers to the cross-cutting horizontal units and to distinguish those units from vertical departments.

Program Director: faculty position (with release time determined by scale and complexity) with responsibility for programs (see above)

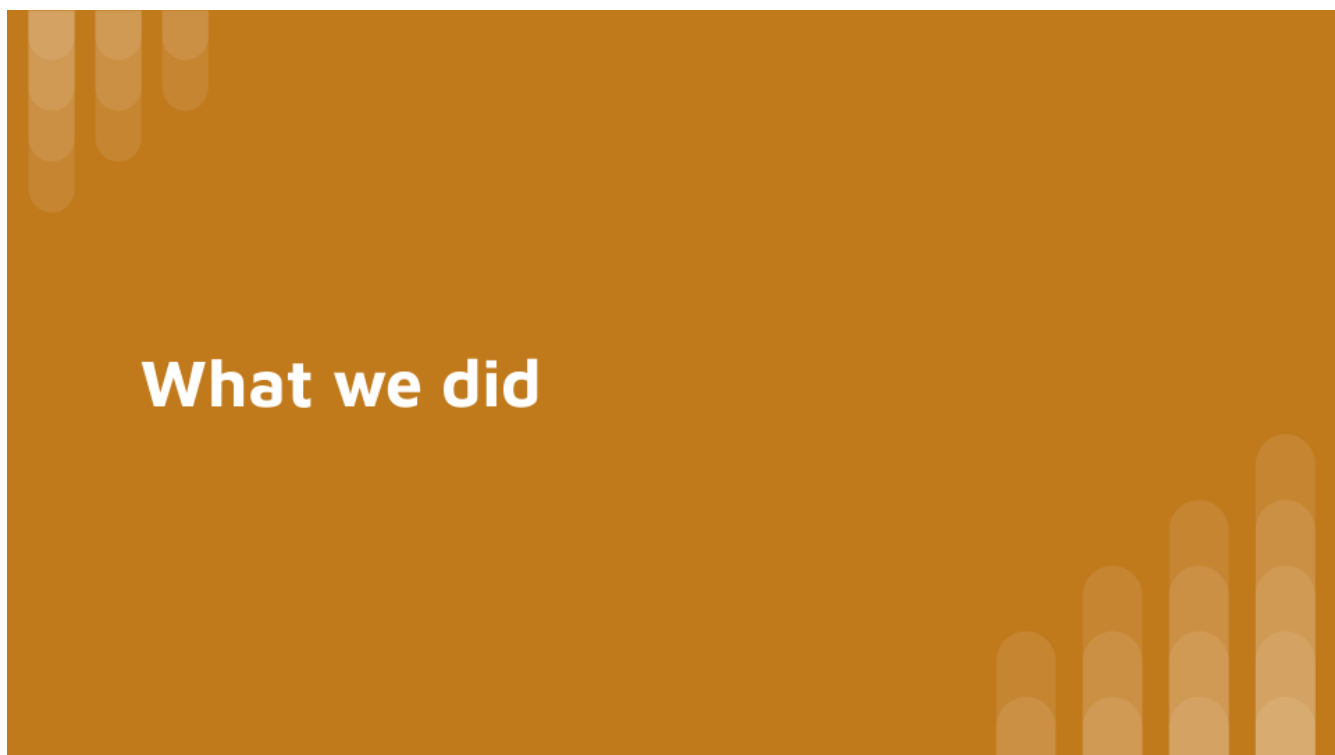
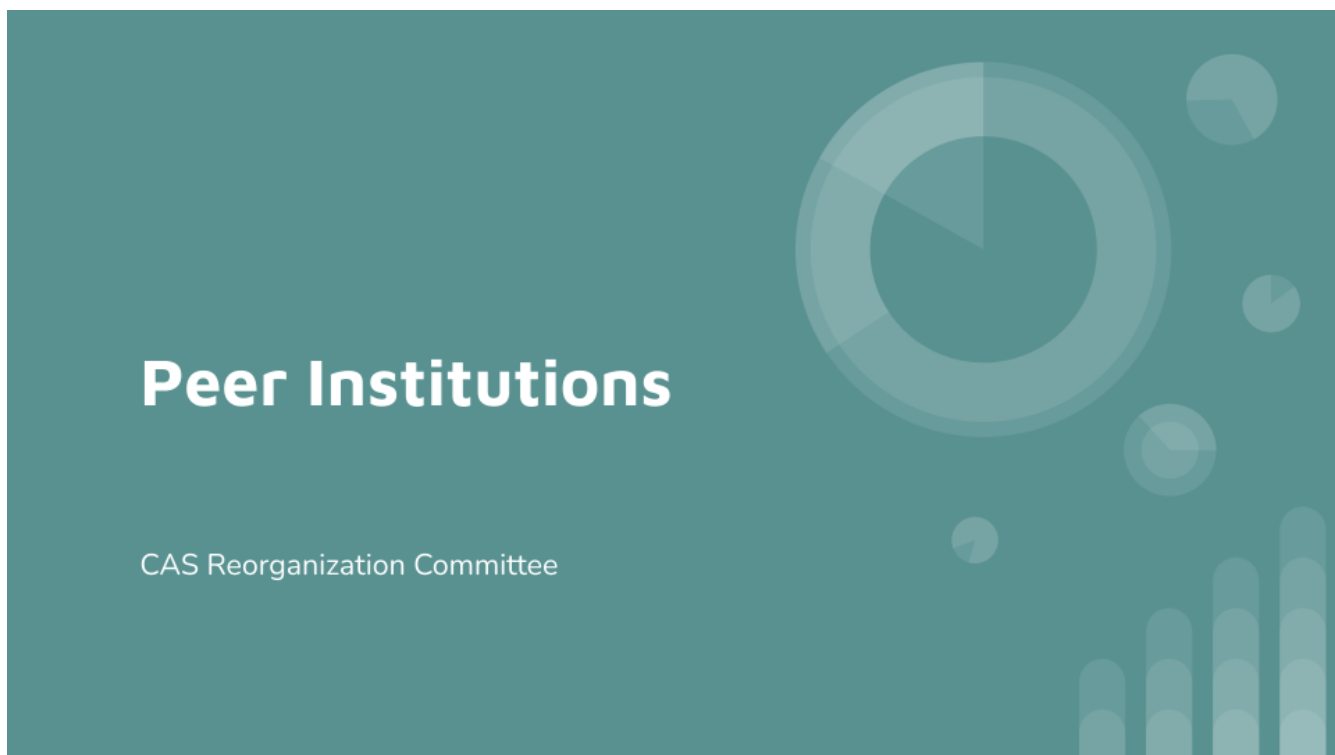
School: A school is an administrative grouping of related departments and programs. Within the school those departments and programs retain their identities and autonomy regarding curricular and personnel decisions.

Section: In one of our models, a section refers to a broad grouping of departments and programs. We use this language to differentiate these groupings from schools.

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C. *Peer institutions - details*



Identified 16 peer institutions

- Using [Carnegie Classifications](#)
 - 4-year
 - Public
 - High Undergraduate Enrollment
 - Four year, large, primarily residential
 - Doctoral University; High Research Activity
 - Other areas of overlap



Peer institutions

- Bowling Green State University-Main Campus
- Central Michigan University
- Grand Valley State University
- Oakland University
- University of Toledo
- Western Michigan University
- Indiana University of Pennsylvania-Main Campus
- Idaho State University
- Old Dominion University
- Tarleton State University
- Portland State University
- Texas A & M University-Corpus Christi
- Texas Southern University
- University of Colorado Colorado Springs
- Kent State University at Kent
- University of Akron Main Campus

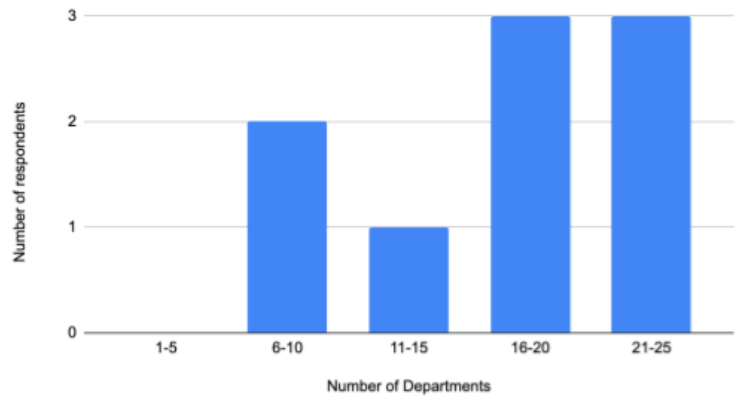
What we found

9 responses

56% response rate

How many Departments / Schools / Programs are in your "College of Arts & Sciences" or comparative college?

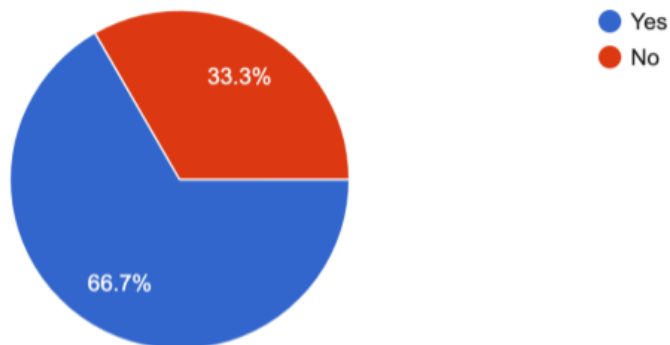
Number of respondents vs. Number of Departments



AVG: 17.55

Are your faculty unionized?

9 responses



Avg = 255

How many faculty are in your college?

(Stan Dev = 140)

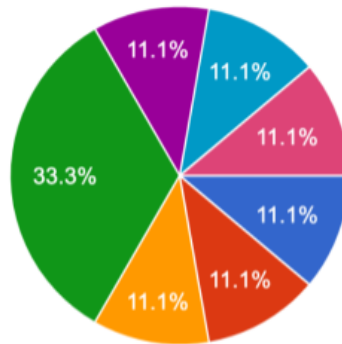
Avg = ~8

How many professional advisors serve your college??

(Stan Dev = ~5.5)

What types of advisors serve your College?

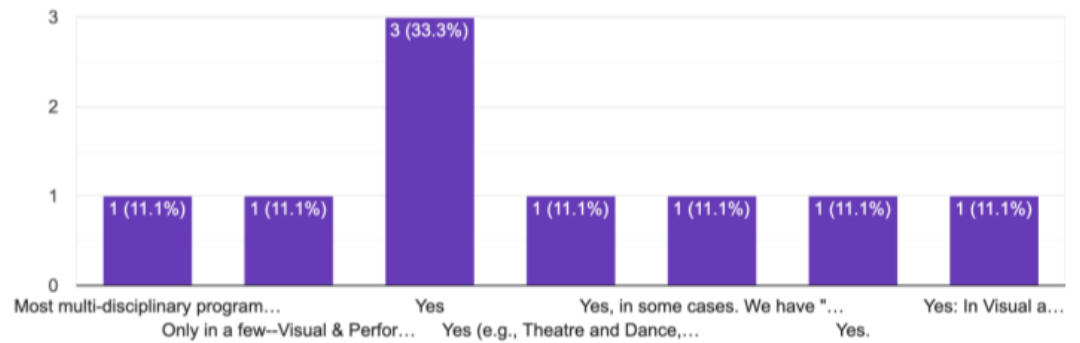
9 responses



- professional advisors
- faculty members
- School Directors / Department Heads
- Advising is done outside of the College at the University level
- Since I could select only one—CAS Professional Advisors, Faculty, and Fir...
- It is a combination of both professional advisors and faculty members/chairs
- We have both professional advisors a...

Are there multiple disciplinary areas in the same department?

9 responses



Some versions of "yes" = 88.9%

What types of interdisciplinary programs are in your College? These would be academic areas that offer degree programs and report directly to the Dean, and which are not located in a department or school.

- 62.5% (5 out of 8) mentioned an Interdisciplinary Studies-type degree
- 50% (4 out of 9) mentioned Women’s and/or Sexuality Studies
- Other examples included:
 - Asian Studies
 - Religious Studies
 - International Studies
 - Neuroscience
 - Materials Sciences

Who provides leadership for these interdisciplinary programs? (Faculty / Department Heads / Chairs / All of the above / Are they overlapped into the departmental structure?)

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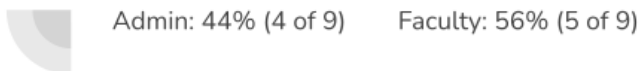
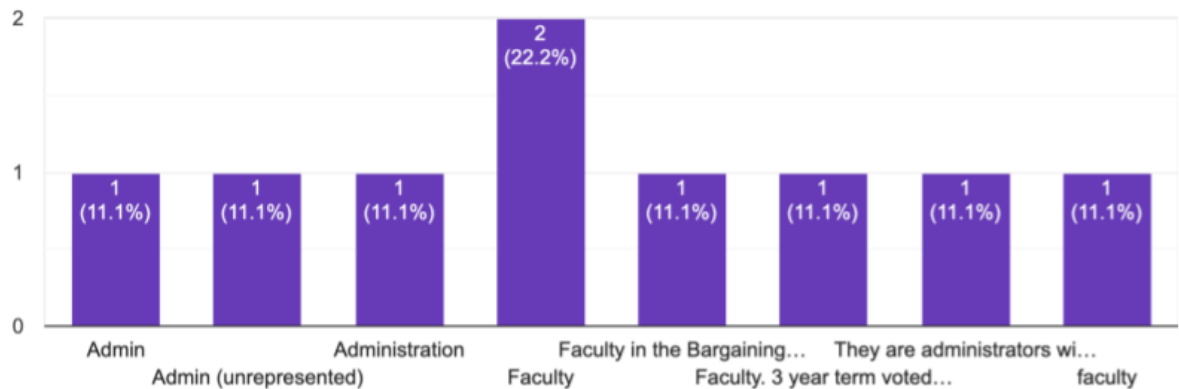
- 33% (3 of 9) mention a Dean or Associate Dean
- 56% (5 of 9) mention Faculty

What is the hierarchy of leadership in your college? (For example, ours is: Faculty then Department Heads / School Directors then Dean who is assisted by two Associate Deans.

- Faculty, Department Heads (which are also faculty), Dean and Assistant Dean in College assisted by a faculty Dean's Associate who receives a release for administrative work.
- Dean, Associate Deans, Chair and Directors, Faculty
- Faculty Led by Chairs who are in the bargaining unit up through Two Associate Deans to the Dean. The Director of the School of Music is an Associate Dean typically (currently a faculty member serving as interim) who reports up to Dean or Associate Dean depending on the issue. We also have two Assistant Deans, who are not academics, one for finance and one for curriculum.
- Dean, two Associate Deans who serve two divisions, Department Chairs for each department
- Faculty then Chairs/Directors then Dean who is assisted by three Associate Deans. There are also two Assistant Deans.
- Faculty (some have Program Leaders who direct programs in the department), chair/director, dean (assisted by two associate deans).
- Top to bottom: Dean, Associate Deans (3), Assistant Deans (none currently, one proposed), Department Chairs/Program Directors, Faculty.
- Faculty/Chair/Dean assisted by 1 Associated Dean and 1 Assistant Dean
- Chairs, 4 Associate Deans, Dean (we have no school directors)

What is the faculty status of your Chair/ Dept. Heads / School Directors ? Admin or faculty?

9 responses



Avg = 16

How many full-time staff are in your Dean's office, including the Dean?

100% “Directly”

Do departments report directly to the Dean or is there a divisional head in between?

In your opinion does your college's administrative hierarchy work well? How so?

"I think that the labor/management divisions can be a little rigid. Administrators are not allowed to teach, for example. That takes away some of our flexibility in staffing and we lose opportunity to stay in closer touch with our students."

In your opinion does your college's administrative hierarchy work well? How so?

"Pretty well...I think there is a big differential between the jobs of some chairs. Some are very large departments, others are very small. I think my dean has so many people to supervise, it can be a challenge to do effective performance evaluation for all of them. That's something we think about a lot."

In your opinion does your college's administrative hierarchy work well? How so?

"Overall, it works well. At the Associate Dean level we used to be divided in every way by a portfolio of departments/programs. While we still have that—there is division with one AD focused on curriculum/enrollment/scheduling and the other for space."

In your opinion does your college's administrative hierarchy work well? How so?

"Yes, I think it works well. I think the hierarchy is "flat" enough to allow strong communication"

In your opinion does your college's administrative hierarchy work well? How so?

"It works ok but there are issues. There are too many direct reports to the Dean. Between department chairs, school directors, center directors, and administrators, there are 30 direct reports."

Has your college gone through any types of reorganization in the past 5 years? What changed? Was it successful?

“Yes. The College of Humanities and Social Sciences was effectively dissolved July 1 2021 and was combined with the College of Fine Arts to create the college of Arts and Humanities. There have been numerous cultural challenges and differences in approach to decision-making. The Fine Arts people were used to being consulted, but knew that they each had a role to play and that the dean was in charge. The Humanities people, almost down to each individual faculty member seemed to think that they were or should be in charge so it took some time for them to realize both that they weren't in charge, and that those of us in the Dean's office should allow for more time for discussion and processing from the humanities people. This has been a difficult transition because there was also faculty retrenchment which decreased the number of faculty in all of our areas and this has made morale exceedingly low across all areas of the institution, so it wasn't just about the merger, but rather the whole mess.”

If your college has recently reorganized, what suggestions do you have for us?

“Clearly defining, to the extent possible, lines of reporting.”

“With so much of the administrative work moving online through workflows, the job of the Administrative Assistants needs to be examined”

If your college has recently reorganized, what suggestions do you have for us?

"If you're really going to make a change, take your time and think through it. Allow time for the re-tooling of electronic processes that are pegged to particular college-level codes. Consider building the new set while still running the old set and then flip a switch to the new if possible. We were adjusting everything constantly for months. We're 9 months in and are just now kind of settled. The same amount of time could have been taken behind the scenes to make for a more smooth transition."

Lessons we learned

FINDINGS:

- Two thirds of these peer institutions have unionized faculty.
- The average number of 8 professional advisors in each of these colleges is noticeably higher than what we have here at EMU.
- More frequently, it is the faculty that serve in leadership roles, with 56% having faculty status.
- The average number of 17.5 departments in a college is in line with our current CAS structure of 18 departments/ schools.

FINDINGS:

- The average number of 255 faculty in a college is just below the 271 in CAS.
- The average number of 16 full time staff in Deans' offices far exceeds our EMU current total of 4.
- 100% of departments report directly to their Dean.
- Responses were generally supportive of their administrative hierarchy.

D. Listening session discussion prompts

- 1) How could CAS be improved to provide a better experience and greater support for students we serve?
 - 1b) How could CAS improve its ability to attract new students?
- 2) How would you describe your relationships with other departments, programs, interdisciplinary programs, etc. in CAS?
 - 2b) What could be done to create stronger and/or new relationships and collaborations between departments/programs/interdisciplinary programs?
- 3) What do you see as some strengths and challenges of the current organizational, administrative, and staffing structures of your unit (school, department, program) and CAS?
 - 3b) What would be your priorities for reorganization?
- 4) What do you see as barriers to CAS stability and growth?
 - 4b) Where do you see opportunities for growth?
 - 4c) What are your visions for the future of CAS?

E. List of Major Themes from Listening Sessions

- **Advising: general advisors a problem (they are overworked also), departmental advising works better but no time for it**
- **Staffing shortage, retention, workload, accessibility**
- Clericals need to specialize and be located in departments
- Organization of Dean's office
- **Marketing, recruiting, visibility** (dedicated office(s))
- **Importance of student support**
- Students not helped because departments have no staff
- **Inequity among departments** (workload of staff, faculty, DH/SD, etc)
- Department head role (e.g., vs. faculty chairs)
- Split department sections into departments
- **Lack of support for staff—need training!**
- Faculty workload: doing work they're not trained to do (ex. recruitment, marketing); also workload spread over fewer people
- \$: for research, innovation
- **Budget model, incentives misplaced**
- Budget model for SCH, etc. promotes siloing, need a new budget model
- **Credit-hour metric**—creates competition and doesn't allow running of interesting/upper/graduate level classes—need control over courses offered
- Siloing, fiefdoms are bad for interdisciplinary
- Major/minor collaborations across departments
- Need for more interconnectedness
- Many faculty get to know others outside their dept mainly through formal service
- Need spaces, programs, etc. for formal and informal interactions between faculty in different departments/schools/programs
- Barriers to interdisciplinary hiring (union contract, etc.); need incentives for interdisciplinary hires

- More focus on programs vs. dept/school level would promote interdisciplinary efforts
- Interdisciplinary programs are all treated/resourced differently; no common definition or structure for them
- Lack of communication between departments/schools hinders collaboration
- Need more team-taught courses but without a large (double) cap
- Lack of support for team teaching
- Reduce redundancy/competition between departments
- **Need more incentives to promote interdisciplinary work**, courses, programs
- Global, international, multilingual focus
- DEI an afterthought
- Social justice focus
- \$: for students, for tools, for scholarships, resources, for POC,
- **Concerns over restructuring**-lack of justification; don't fix what isn't broken
- **Autonomy and uniqueness—not uniformity— of departments is important** (especially for small ones to prevent marginalization)
- Articulating soft/adaptable skills for students
- Connecting to Gen Ed
- Gen Ed
- **CAS identity lacking**
- CAS too large for students to identify with?
- Separate colleges
- Units need to stay in same building
- Shrinking programs
- Pipeline/outreach with high schools
- More community partnerships
- Connections with alums (success stories, recruiters, marketers)