

COLLEGE/DEPARTMENT REALIGNMENT WORKING GROUP

Specific Issue (1): Recommendations to realign/consolidate colleges, schools, and departments (including Honors College)

Preliminary Recommendation: Realign/Consolidate Colleges, Schools, and Departments

Preface

- ❖ Budget Details. Information provided in red in all 3 options was gathered from a copy of the FY2020 Positions Budget, provided August 17, 2020. A more complete picture of actual savings will require more data and analysis, e.g., what other positions in a Dean's Office would be unnecessary in a merger. **N.B.** The figures only reflect expenses, not revenue, e.g., the revenue generated by a particular unit relative to personnel costs could be compromised by realigning units.
- ❖ College names are placeholders.
- ❖ Academic unit categorization is based on size and complexity (from low to high levels): Program; Department; School; Division; College **N.B.** "Division" indicates a disciplinary category within a college with no position attached. The number of faculty noted in brackets should not include visiting positions. (Not all departments/schools list faculty on their website, so counting was done via Faculty Profiles; some errors may have been introduced.)
- ❖ Four Guiding Principles:
 - (1) Synergies; (2) Branding (3) Equivalent sized units (4) Cost Savings.
- ❖ The timeline for this Working Group to consider reorganization options of academic units was short: three weeks. The Working Group strongly recommends that adequate time be given to allow for faculty input and that any reorganization suggestions included in the proposal be properly vetted by faculty.
- ❖ The Working Group concludes that while reconfiguring academic units into five or six larger colleges from eight can provide some cost savings and possible synergies, such savings may not outweigh the disruption that could occur to the students, scholarship, national standing of programs, visibility, and efficiencies. Some of the proposals suggested create complex units that will require administrators with high level managerial and leadership skills to run efficiently and effectively
- ❖ The Working Group also recognizes that collaborative work currently occurs across colleges and that such restructuring may not enhance these types of interdisciplinary connections. There are other strategies that could be adopted to enhance visibility, scholarship, etc., such as developing additional across-college communities of practice, research centers, and interdisciplinary community outreach programs.

Preliminary Recommendation: Option #1 of 5

PROPOSAL A

PREAMBLE

This proposal reconfigures our current academic structures into six larger colleges. Detailed rationales are located in the chart below. Following the four principles used by the committee to guide this process (see Preface above), this proposal groups programs into colleges that have common foci and/or synergies or units that may form colleges due to enrollment and research activity. The new configurations will allow the programs/departments to be more visible which may attract more students and enhance enrollment in those programs that have seen declines. This proposal is similar to Proposal B, except that the College of Urban Studies is combined with the health programs and the College of Business remains on its own. The names of colleges are suggestions and should be decided by the faculty within them.

Overall Rationale for proposed changes; further details appear in the chart below.

- (1) **College of Business** As it is difficult to align this college with others, this proposal combines some of the departments within Business to make larger units. Economics is moved from CLASS to this college and the Sports Management program from College of Education is also relocated to this college due to their curricular similarities. It is a smaller college, but enrollments are strong and units have potential to grow.
- (2) **College of Liberal Arts & Education.** The education programs are combined with the liberal arts and social sciences as many in K-12 education majors specialize in areas within this new college. This new college also has divisions to create a visible separation of common departments within each division. It is also the case that this pairing comes about as a result of the overall realignment proposal.
- (3) **College of Law** remains the same. Due to accreditation requirements, the Cleveland-Marshall College of Law must continue as a stand-alone college. As noted, cost containment and revenue generation have been successfully employed over the past few years.
- (4) **College of Science, Technology, Engineering, and Math (STEM)** This combines programs from the current COSHP and College of Engineering. Smaller departments within Engineering have been combined reducing the number of chairs needed. Physics and Chemistry are combined into one department. Because the COSHP will be dissolved, there will be a savings. Engineering and Science Research Centers need to remain with these units. Many faculty from these units obtain large grants so it is important that this new configuration does not negatively impact the productivity of these units.
- (5) **College of Health Professions** To meet the growing demands of the health related workforce, joining the programs currently engaged in meeting these demands will help bring the programs together, providing more opportunities for collaborative efforts in one college. The current School of Health Sciences will be brought more in line, structurally, with other colleges, e.g., creating a Department of Health Sciences.
- (6) **College of Urban Affairs and Social Science** Moving the social science programs from CLASS into the college brings together more social sciences located in a single college.

Academic Unit	Components	Rationale(s) for Proposed Change
1. College of Business 76 FACULTY Potential savings = ~\$254K	Dept. of Accounting & Finance & Economics	Economics teaches many courses business majors need to take. Economics could be placed in this college Urban and Social Sciences.
	Dept. of Marketing and Information Systems	This would be an administrative merger. Information Services is a small department (7 faculty; 2 visiting lecturers; chair currently also an associate dean). The chair of this new department would need to depend upon expertise from each discipline for advice.
	Dept. of Management & Operations & Supply Chain Management	This would be an administrative merger. Operations & Supply Chain Management is a small department (8 faculty + visiting assistant prof.) The chair of this new department would need to depend upon expertise from each discipline for advice.
2. College of Liberal Arts & Education 145 FACULTY Potential savings = ~\$627	DIVISION OF EDUCATION Academic Programs (47) Teacher Licensure Educational Studies and Leadership	All departments except Health and Human Performance which is in the College of Health Professions
	DIVISION OF ARTS: (54) Academic Programs Art and Design (11) Theatre and Dance (5) Film and Media Arts (7) Music (12 + Visitor)	This kind of consortium would allow for cross-disciplinary synergies to build.
	DIVISION OF LIBERAL ARTS/HUMANITIES (28) Academic Programs Dept. of History, Philosophy Comparative Religion (17) Dept. of English (19) Dept. World Languages, Literatures, and Cultures (10)	Administrative merger of History with Philosophy and Comparative Religion. PCR is small (7); the depts. share space RT13th floor.
	Interdisciplinary Studies: - Black Studies (1) - Liberal Studies - Linguistics	The Director of Black Studies is comparable to a Chair position and there is a lot of community programming etc., this position oversees.

	Women's and Gender Studies	The program directors for the other program areas are provided workload credit hours for service, which varies.
3. College of Law 30 Faculty		Due to accreditation demands, the Law School remains a stand-alone college. Over the past few years, the Law School has effectuated significant budget reductions. There have been major cuts in the number of staff instructional fees have been increased, and scholarship expenses reduced resulting in a reduction in the overall deficit.
4. College of Science, Technology, Engineering, and Math (STEM) 136 FACULTY Potential savings = ~\$861K	Dept. of Chemical and Biochemical Engineering (13) Dept. of Civil and Environmental Engineering (10) Dept. of Electrical Engineering and Computer Science (24)	
	Dept. of Mechanical Engineering (12) & Engineering Technology (6) = 18	This would be an administrative merger. Engineering Technology is a small department (5 faculty + a visiting lecturer).
	Dept. of Chemistry (17) & Physics (10) 27	This would be an administrative merger. Physics is a small department (6 faculty). The chair of this new department would need to depend upon expertise from each discipline for advice.
	Dept. of BGES (20) Dept. of Mathematics and Statistics (24)	
5. College of Health Professions 108 FACULTY Potential savings = ~\$154K	DIVISION OF HEALTH SCIENCES (65) Dept. of Physical Therapy (10) Dept. of Occupational Therapy (8) Dept. of Speech and Hearing (9) Dept. of Health Sciences (10) Dept. of Health and Human Services (9) Dept. of Psychology (18)	Given curricular and accreditation needs, number of majors, etc., making OT, PT and Speech and Hearing departments provides a clearer organizational structure. Compensation for program directors currently matches that of chairs/directors in other colleges. Dept. of Psychology fits better here than in the STEM College.

	School of Nursing (34)	
	School of Social Work (13)	
6. College of Urban Affairs and Social Sciences 64 FACULTY	DIVISION OF URBAN AFFAIRS Dept. of Urban Studies (22) Research Centers and Programs	This brings the social sciences together and could realize growth due to synergies. Economics could be placed in this college or Business.
Potential savings = ~ \$50K	DIVISION OF SOCIAL SCIENCES: 39 Dept. of Criminology, Anthropology, Political Science & Sociology (24) School of Communication (15)	
Potential Savings: ~ \$2M		

Benefits of Option 1: Savings realized by reducing 8 colleges to 6. For a more complete explication of the benefits of Option 1, Proposal A, please see the Working Group's notes at the end of this section (p. 19) where the Working Group expresses a preference for this option.

Potential negative consequences of Option 2: Some colleges remain much larger than others and pairing Education and Human Services with the remaining programs from CLASS may disadvantage both units.

Any particular facilitators or obstacles to the implementation of Option 2: No

Any points of coordination or overlap with the recommendations of other Working Groups or Task Forces: Yes. There is overlap with the Growth and Innovation Task Force. Part of their report deals with innovation in health care.

Preliminary Recommendation: Option #2 of 5

PROPOSAL B

This proposal reconfigures our current academic structures into five larger colleges. Detailed rationales are located in the chart below. Following the four principles used by the committee to guide this process (see Preface above) this proposal groups programs into colleges that have common foci and/or synergies or units that may form colleges due to enrollment and research activity. The new configurations will allow the programs/departments to be more visible which may attract more students and enhance enrollment in those programs that have seen declines. This proposal is similar to Proposal A, except that the College of Urban Studies is combined with the health programs and the College of Business remains on its own.

1) College of Business: As it is difficult to align this college with others, this proposal combines some of the departments within Business to make larger units. Economics is moved from CLASS to this college and the Sports Management program from College of Education is also relocated to this college due to their curricular similarities. It is a smaller college, but enrollments are strong and units have potential to grow.

2) College of Education, Liberal Arts, and Social Sciences: This combines the Colleges of Education and CLASS together forming a large college. Due to the size and complexity of many of the accredited programs, divisions will be used to organize cognate disciplines. Mergers of some smaller departments into larger departments would allow for some cost savings. Education fits better in this configuration with the social sciences, and students studying education tend to specialize in areas offered with social sciences, arts, or humanities. However, the complexity of these larger departments and divisions could prove challenging to a chair or dean.

3) College of Law: The Law School remains a stand-alone college for accreditation purposes. Law has made significant reduction in staff and administrators over the past year.

4) College of Science, Technology, Engineering, and Math (STEM): This combines programs from the current COSHP and College of Engineering. Smaller departments within Engineering have been combined reducing the number of chairs needed. Physics and Chemistry are combined into one department. Because the COSHP will be dissolved, there will be a savings. Engineering and Science Research Centers need to remain with these units. Many faculty from these units obtain large grants so it is important that this new configuration does not negatively impact the productivity of these units.

5) College of Health and Urban Studies: This new college merges the College of Urban Affairs with the health and human service programs from Health Sciences, Nursing, Education, and CLASS (social work). There is not currently a strong synergy among urban and health programs. The current College of Urban Affairs is a named college and is notably different because it contains a large grant funded Research Centers and Programs operation. This new college will require the unique attention of the Dean and may adversely affect the rankings of the graduate programs, e.g., it has been named as one of the best in the nation in U.S. News and World Report's 2021 Guide to the Best Graduate Schools.

Academic Unit	Components	Rationale(s) for Proposed Change
1. College of Business 76 FACULTY	Dept. of Accounting (13) & Finance (9) 22 FACULTY	This would be an administrative merger. Finance is a small department. The chair of this new department would need to depend

Potential Savings = ~ \$254K		upon expertise from each discipline for advice. Currently chair for accounting also an associate dean.
	Dept. of Marketing (13), Economics (7) & Information Systems (9) 22 FACULTY	This would be an administrative merger. Information Services is a small department (7 faculty; 2 visiting lecturers; chair currently also an associate dean). The chair of this new department would need to depend upon expertise from each discipline for advice. Economics teaches many courses business majors need to take.
	Dept. of Management (17) & Operations & Supply Chain Management (8) 25 FACULTY	This would be an administrative merger. Operations & Supply Chain Management is a small department (8 faculty + visiting assistant prof.) The chair of this new department would need to depend upon expertise from each discipline for advice.
2. College of Education, Liberal Arts & Social Sciences 173 FACULTY Potential Savings = ~ \$677	Division of Education Academic Programs 47 FACULTY Teacher Licensure Educational Studies and Leadership	All departments except Health and Human Performance which is in the College of Urban Health
	DIVISION OF ARTS: 34 Academic Programs Art and Design (11) Theatre and Dance (5) Film and Media Arts (7) Music (13)	These are all very complicated units to operate, and all would still require a chair.
.	DIVISION OF HUMANITIES Academic Programs 49 English (18) History, Philosophy & Comparative Religion (20)	Administrative merger of History with Philosophy and Comparative Religion. PCR is small (7); the depts. share space RT13th floor.
	World Languages, Literatures, and Cultures (11) Interdisciplinary Studies: • Black Studies (1)	The Director of Black Studies is comparable to a Chair position and there is a lot of community programming etc., this position oversees.

	• Liberal Studies with Program Director • Linguistics with Program Director • Women's and Gender Studies with Program Director	The program directors for the other program areas are provided workload credit hours for service, which varies.
	DIVISION OF SOCIAL SCIENCES (39) Academic Programs Criminology, Anthropology, Political Science, and Sociology (24) School of Communication (15)	Administrative Merger: Political Science with CAS: CAPS
3. College of Law 28 FACULTY	28 FACULTY	Due to accreditation demands, the Law School remains a stand-alone college. Over the past few years, the Law School has effectuated significant budget reductions. There have been major cuts in the number of staff instructional fees have been increased, and scholarship expenses reduced resulting in a reduction in the overall deficit.
4. College of Science, Technology, Engineering, and Math 136 FACULTY Potential savings = ~\$861K	Dept. of Chemical and Biochemical Engineering (13) Dept. of Civil and Environmental Engineering (10) Dept. of Electrical Engineering and Computer Science (24) 47 FACULTY	
	Dept. of Mechanical Engineering (12) & Engineering Technology (6) 18 FACULTY	This would be an administrative merger. Engineering Technology is a small department (5 faculty + a visiting lecturer).
	Dept. of Chemistry (17) & Physics (10) 27 FACULTY	This would be an administrative merger. Physics is a small department (6 faculty). The chair of this new department would need to depend upon expertise from each discipline for advice.

	Dept. of BGES 20 FACULTY Dept. of Mathematics and Statistics 24 FACULTY	
5. College of Health & Urban Studies 136 FACULTY Potential savings = ~\$653K	Dept. of Physical Therapy 10 FACULTY	These accredited programs are complicated. Currently, the program directors are compensated at nearly the rate of department chairs, except the director of PT, where salaries in the discipline are higher. Thus, this arrangement would not cost more. This configuration would require adjusting the gift agreement that resulted in the named college. Dept. of Psychology fits better here than in the STEM College.
	Dept. of Occupational Therapy 8 FACULTY	
	Dept. of Speech and Hearing FACULTY 9	
	Dept. of Health Sciences and Health and Human Services 19 FACULTY	
	Dept. of Psychology 18 FACULTY	
	School of Nursing 34 FACULTY [1 Visiting]	
	School of Social Work 13 FACULTY	
	School of Urban Studies 22 FACULTY	Would still need a chair, which it currently has.
{Salaries + Fringe for positions here are all grant funded.}	The Urban Research Centers and Programs	The Research Centers are separate from the academic mission though some faculty from Urban Studies do work with researchers in some of the centers.
Potential savings = ~\$2.6M		

Benefits of Option 2: Greater potential savings by reducing 8 colleges to 5.

Potential negative consequences of Option 2: Some of the colleges are large and potentially unwieldy, e.g., College of Education, Liberal Arts, and Social Sciences with 173 faculty.

Any particular facilitators or obstacles to the implementation of Option 2: No

Any points of coordination or overlap with the recommendations of other Working Groups or Task Forces: Yes. There is overlap with the Growth and Innovation Task Force. Part of their report deals with innovation in health care.

Preliminary Recommendation: Option #3 of 5

PROPOSAL C

This proposal reconfigures our current academic structures into five larger colleges. Detailed rationales are located in the chart below. Following the four principles used by the committee to guide this process (see Preface above), this proposal groups programs into colleges that have common foci and/or synergies. The new configurations will allow the programs/departments to be more visible which may attract more students and enhance enrollment in those programs that have seen declines. This proposal is similar to Proposal A except that it combines the College of Business with the College of Urban Studies as both offer business related curricula. It will be important that the College of Urban Studies retain its research center. The names of colleges are suggestions and should be decided by the faculty within them.

- 1) **College of Health Sciences, Nursing, and Human Systems:** The health-related programs are relocated into one college organized by Schools that offer complimentary programs. This restructuring allows for future growth within the programs and should enhance research collaborations, interprofessional education opportunities, and community-based programs to meet the needs of the underserved communities.
- 2) **College of Engineering and Natural Sciences:** The Engineers and Science programs form one college with divisions and departments within divisions. The divisions create a visible separation of engineering programs from science programs. Both units offer vibrant research and educational programs. Both should retain their research centers.
- 3) **College of Law:** Law must remain its own college for accreditation purposes.
- 4) **College of Education, Liberal Arts, and Social Sciences:** The education programs are combined with the liberal arts and social sciences as many in K-12 education majors specialize in areas within this new college. This new college also has divisions to create a visible separation of common departments within each division.
- 5) **College of Business and Urban Affairs:** Business and urban programs are combined into one college since both offer programs that are relevant to urban business and urban policies. Several business programs are combined to form larger departments within the Division of Business. The College of Urban Studies becomes a Division while also maintaining its self-sustaining research center so that it can maintain its purpose as a nationally renowned research center. Having a common college with Business may enhance the visibility and enrollments of programs offered by the Division of Urban Studies. The current College of Urban Affairs is a named college and is notably different because it contains a large grant funded Research Centers and Programs operation. This new college will require the unique attention of the Dean and may adversely affect the rankings of the graduate programs, e.g., it has been named as one of the best in the nation in U.S. News and World Report's 2021 Guide to the Best Graduate Schools.

Academic Unit	Components	Rationale(s) for Proposed Change
1. College of Health Sciences, Nursing, and Human Systems 107 faculty Potential savings = ~\$154K	Combines the health programs together in one college. Such restructuring will allow future growth with programs and should enhance interprofessional education opportunities and research initiatives that can meet the needs of underserved communities. School of Nursing (30 faculty)	Nursing currently is a free standing school which is too small of a unit to be by itself. Joining the nursing school with the other health disciplines will enhance its mission to improve access to medical care to underserved areas in the area. Nursing has a good grant writing track record to seek

Creating two schools from one would increase cost by adding a director.		funding to support community programs and these could be enhanced by collaborations with other schools/departments within the college and university.
	School of Rehabilitation Sciences OT, PT, SPH Programs (27 faculty) *NOTE: unit should decide how to restructure. This is a suggested configuration. Unit may want to have a Division of Rehabilitation Sciences with separate OT, PT, SPH Departments to allow for growth within these units for future programming to meet health care and community needs. Current program directors are essentially operating as chairs now so cost would be relatively neutral to form departments. <i>It might be appropriate to move Music Therapy with this group of programs.</i>	Moves the School of Health Sciences from the College of Sciences and Health Professions (COSHP) and divides the School of Health Sciences (SHS) as current unit is too large to function efficiently. The rehab programs within the SHS fit nicely together. The programs focus on community health programming to meet the urban health needs, health promotion, and prevention to improve quality of life of underserved populations. They offer robust community programs throughout the region and are valued health care providers within the health care systems of the region. By forming a separate school or division, the rehab programs can focus on collaborating more with each other and the other urban and health related programs. They can focus and build enrollments by creating new programs to build the capacity of health professionals in the region and state of Ohio. They have commonalities with psychology programs (adult development and aging, schools, mental health, and cognition studies)
	School of Health Sciences and Human Performance (24 faculty) BSHS, MSHS, MPH Programs (10 faculty) (includes music therapy (5), health and human performance 9) *Note: unit should decide how to restructure. These are	Many of these programs are currently housed in the current SHS. They are often overshadowed by the rehabilitation programs and this has restricted the ability of these programs to grow. This moves music therapy from CLASS and the health and human performance programs from the College of Ed (accept sports management) to aid in collaborations among the stakeholders. This will enhance the ability of these undergrad/grad programs to work with each other to address public health, health disparities, and community health issues within the region.

	suggested configurations.	
	School of Psychology (18 faculty)	Moves Psychology from the current COSHP college. Keeps unit the same but renames as school to recognize the number of distinct programs within psychology. It is included here given the nature of the programs in addressing mental health, cognitive health, industrial organization/health, clinical practice, and school psychology programs.
	School of Social Work (13 faculty)	Move from CLASS to allow easier collaboration with other health-related professional and community programs. Maintains the structure of its school to allow for growth.
2. College of Engineering and Natural Sciences 136 faculty Potential savings = ~\$861K	Combines the engineering programs with the natural science programs into one college. Both produce significant grants and run complex labs. Both engineering and natural sciences should retain their research centers.	
	Division of Engineering <i>Dept. of Biomedical and Chemical Engineering: (13)</i>	Merging engineering departments to reduce administrative costs. These combinations seem to place like areas of specialty together. Units should decide how to restructure. These are suggestions.
	<i>Dept. of Electrical Engineering and Computer Science (24)</i>	
	<i>Dept. of Mechanical and Civil Engineering (28)</i>	
	Division of the Natural Sciences <i>Dept. of Chemistry (17) and Physics (10) faculty</i>	Moves the natural sciences from COSHP to combine with engineering. Chemistry and Physics will be combined into one department due to the decline in number of majors in Physics. Physics offers service courses that are important for the integrity of the science and health programs. Physics should be given the opportunity to decide whether to merge with Chemistry or Math.
	<i>Dept. or School of BGES (20)</i>	BGES keeps its same structure. May wish to be named a school given the number of programs offered.
	<i>Department of Math and Statistics (24)</i>	Math offers a significant number of service courses and program in biostatistics that are important to the science and health programs.
3. College of Law 28 faculty	Due to accreditation demands, the Law School remains a stand-alone college. Over the past few years, the Law School has effectuated significant budget reductions. There have been major cuts in the number of staff instructional fees have been increased, and scholarship expenses reduced resulting in a reduction in the overall deficit.	

4. College of Education, Liberal Arts, and Social Sciences 173 Potential savings = ~ \$677	Combines College of Education with CLASS programs. Many educators pursue specialties in liberal arts/social sciences so those students could have easier access to areas of study. <table border="1"> <tr> <td data-bbox="464 279 776 578"> Division of Education: 47 FACULTY Department of Teacher Licensure Department of Educational Studies and Leadership </td><td data-bbox="776 279 1555 578"> Keep education programs together for licensure and accreditation reasons. Move health and human performance programs to School of Health Sciences and sports management to Business. Allows educational specialties to be closer to areas of study </td></tr> <tr> <td data-bbox="464 578 776 912"> Division of Social Sciences Criminology, Anthropology, Political Science, and Sociology (24) School of Communication (15) </td><td data-bbox="776 578 1555 912"> Keep social sciences together except PSY which fits better with the health focus. Administrative Merger: Political Science (small at 7 faculty) with CAS: CAPS </td></tr> <tr> <td data-bbox="464 912 776 1900"> Division of Arts and Humanities Department of Art and Design, Theatre and Dance (16) Dept of English (18) School of Film and Media Arts (7) School of Music (13) Department of History, Philosophy & Comparative Religion (20) Department of World Languages, Literatures, Cultures and Interdisciplinary Studies (11) - Black Studies (1) - Liberal Studies - Linguistics - Women's and Gender Studies </td><td data-bbox="776 912 1555 1900"> Restructures some departments into larger units or schools. These are identified within Divisions to provide structure. <i>Units should be given the opportunity to determine how they restructure. These are suggestions.</i> Administrative merger of History with Philosophy and Comparative Religion. PCR is small (7); the depts. share space RT13th floor. The Director of Black Studies is comparable to a Chair position and there is a lot of community programming etc., this position oversees. The program directors for the other program areas are provided workload credit hours for service, which varies. </td></tr> </table>	Division of Education: 47 FACULTY Department of Teacher Licensure Department of Educational Studies and Leadership	Keep education programs together for licensure and accreditation reasons. Move health and human performance programs to School of Health Sciences and sports management to Business. Allows educational specialties to be closer to areas of study	Division of Social Sciences Criminology, Anthropology, Political Science, and Sociology (24) School of Communication (15)	Keep social sciences together except PSY which fits better with the health focus. Administrative Merger: Political Science (small at 7 faculty) with CAS: CAPS	Division of Arts and Humanities Department of Art and Design, Theatre and Dance (16) Dept of English (18) School of Film and Media Arts (7) School of Music (13) Department of History, Philosophy & Comparative Religion (20) Department of World Languages, Literatures, Cultures and Interdisciplinary Studies (11) - Black Studies (1) - Liberal Studies - Linguistics - Women's and Gender Studies	Restructures some departments into larger units or schools. These are identified within Divisions to provide structure. <i>Units should be given the opportunity to determine how they restructure. These are suggestions.</i> Administrative merger of History with Philosophy and Comparative Religion. PCR is small (7); the depts. share space RT13th floor. The Director of Black Studies is comparable to a Chair position and there is a lot of community programming etc., this position oversees. The program directors for the other program areas are provided workload credit hours for service, which varies.
Division of Education: 47 FACULTY Department of Teacher Licensure Department of Educational Studies and Leadership	Keep education programs together for licensure and accreditation reasons. Move health and human performance programs to School of Health Sciences and sports management to Business. Allows educational specialties to be closer to areas of study						
Division of Social Sciences Criminology, Anthropology, Political Science, and Sociology (24) School of Communication (15)	Keep social sciences together except PSY which fits better with the health focus. Administrative Merger: Political Science (small at 7 faculty) with CAS: CAPS						
Division of Arts and Humanities Department of Art and Design, Theatre and Dance (16) Dept of English (18) School of Film and Media Arts (7) School of Music (13) Department of History, Philosophy & Comparative Religion (20) Department of World Languages, Literatures, Cultures and Interdisciplinary Studies (11) - Black Studies (1) - Liberal Studies - Linguistics - Women's and Gender Studies	Restructures some departments into larger units or schools. These are identified within Divisions to provide structure. <i>Units should be given the opportunity to determine how they restructure. These are suggestions.</i> Administrative merger of History with Philosophy and Comparative Religion. PCR is small (7); the depts. share space RT13th floor. The Director of Black Studies is comparable to a Chair position and there is a lot of community programming etc., this position oversees. The program directors for the other program areas are provided workload credit hours for service, which varies.						
5. College of Business and Urban Affairs 98 Potential savings =	College of Business and College of Urban Studies are combined into one college as they have some common curricular overlap. To maintain their identities and visibility to the public, separate divisions will be formed. This configuration would require adjusting the gift agreement that resulted in the named college.						

~ \$634K	Accreditors recommended that the College of Business restructure its departments by merging like programs together.	
	Division of Business Dept. of Accounting & Finance & Economics 29	Accounting and finance departments are combined due to similarities. Economics has been moved from CLASS college to Business for curricular reasons.
	Dept. of Marketing and Information Systems 22	These 2 units have been combined as they have common curricular foci.
	Dept. of Management & Operations & Supply Chain Management (includes sports management program from College of Ed) 25	Move sports management from the College of Ed here so that students can take business related courses and the program will be more visible.
	Division of Urban Affairs (22) and Urban Research Center	Urban Studies is currently its own college with a small number of faculty and low enrollments. While the college is nationally known and its research center is self-sustaining, joining urban with the Business College could enhance enrollment and offer new ways to collaborate with other disciplines. The research center and its structure should remain in place.
Potential Savings = ~ \$2.3M		

Benefits of Option 3: Greater potential savings by reducing 8 colleges to 5.

Potential negative consequences of Option 3: Some of the colleges are large and potentially unwieldy, e.g., College of Education, Liberal Arts, and Social Sciences with 173 faculty.

Any particular facilitators or obstacles to the implementation of Option 3: No

Any points of coordination or overlap with the recommendations of other Working Groups or Task Forces: Yes. There is overlap with the Growth and Innovation Task Force. Part of their report deals with innovation in health care.

Preliminary Recommendation: Option #4 of 5**PROPOSAL D****PREAMBLE**

This proposal reconfigures our current academic structures into six larger colleges. Detailed rationales are located in the chart below. Following the four principles used by the committee to guide this process (see Preface above), this proposal groups programs into colleges that have common foci and/or synergies or units that may form colleges due to enrollment and research activity. The new configurations will allow the programs/departments to be more visible which may attract more students and enhance enrollment in those programs that have seen declines. This proposal is similar to Proposal A, except that the College of Urban Studies is combined with the health college and CLASS is retained, minus the School of Social Work and the Department of Economics. The names of colleges are suggestions and should be decided by the faculty within them.

Overall Rationale for proposed changes; further details appear in the chart below.

- (1) College of Business** As it is difficult to align this college with others, this proposal combines some of the departments within Business to make larger units. Economics is moved from CLASS to this college and the Sports Management program from College of Education is also relocated to this college due to their curricular similarities. It is a smaller college, but enrollments are strong and units have potential to grow.
- (2) College of Liberal Arts & Social Sciences** The School of Social Work and the Department of Economics will move, otherwise, the college will remain largely the same. A number of the disciplines housed in the college are complex, requiring constant oversight. Keeping this larger college intact allows for the increased possible synergies by focusing on the visual and performing arts, e.g., between film and theatre and film and music. Some small departments need to merge to create cost savings.
- (3) College of Law** remains the same. Due to accreditation requirements, the Cleveland-Marshall College of Law must continue as a stand-alone college. As noted, cost containment and revenue generation have been successfully employed over the past few years.
- (4) College of Science, Technology, Engineering, and Math (STEM)** This combines programs from the current COSHP and College of Engineering. Smaller departments within Engineering have been combined reducing the number of chairs needed. Physics and Chemistry are combined into one department. Because the COSHP will be dissolved, there will be a savings. Engineering and Science Research Centers need to remain with these units. Many faculty from these units obtain large grants so it is important that this new configuration does not negatively impact the productivity of these units.
- (5) College of Health Professions** To meet the growing demands of the health related workforce, joining the programs currently engaged in meeting these demands will help bring the programs together, providing more opportunities for collaborative efforts in one college. The current School of Health Sciences will be brought more in line, structurally, with other colleges, e.g., creating a Department of Health Sciences.
- (6) College of Urban Affairs and Education** The current College of Urban Affairs is a named college and is notably different because it contains a large grant funded Research Centers and Programs operation. Education also has prominent research centers allowing the dean to expand the use of his or her expertise in this area. Given the location of CSU, placing education, a social science, in the College of Urban Affairs could allow for some interesting

interdisciplinary work The current College of Urban Affairs is a named college and is notably different because it contains a large grant funded Research Centers and Programs operation. This new college will require the unique attention of the Dean and may adversely affect the rankings of the graduate programs, e.g., it has been named as one of the best in the nation in U.S. News and World Report's 2021 Guide to the Best Graduate Schools.

Academic Unit	Components	Proposed change
1. College of Business 76 FACULTY Potential savings = ~ \$254K	Dept. of Accounting & Finance & Economics	Economics teaches many courses business majors need to take. Economics could be placed in this college Urban and Social Sciences.
	Dept. of Marketing and Information Systems	This would be an administrative merger. Information Services is a small department (7 faculty; 2 visiting lecturers; chair currently also an associate dean). The chair of this new department would need to depend upon expertise from each discipline for advice.
	Dept. of Management & Operations & Supply Chain Management	This would be an administrative merger. Operations & Supply Chain Management is a small department (8 faculty + visiting assistant prof.) The chair of this new department would need to depend upon expertise from each discipline for advice.
2. College of Liberal and Arts Social Sciences 121 FACULTY Potential savings = ~\$100K	DIVISION OF ARTS: (54) Academic Programs Art and Design (11) Theatre and Dance (5) English (19) Film and Media Arts (7) Music (12 + Visitor)	This kind of consortium would allow for cross-disciplinary synergies to build. For example, the fiction writing program in English is growing and one of the Professors of Practice in Film and Media Arts can teach screen writing skills.
	DIVISION OF LIBERAL ARTS/HUMANITIES (28) Academic Programs Dept. of History, Philosophy Comparative Religion (17)	Administrative merger of History with Philosophy and Comparative Religion. PCR is small (7); the depts. share space RT13th floor. The Director of Black Studies is comparable to a Chair position and there is a lot of community programming etc., this position oversees.

	Dept. World Languages, Literatures, and Cultures (10) Interdisciplinary Studies: (7) Black Studies (1) (8) Liberal Studies (9) Linguistics (10) Women's and Gender Studies (11) Dept. of Criminology, Anthropology, Political Science & Sociology (24) School of Communication (15)	The program directors for the other program areas are provided workload credit hours for service, which varies. *School of Social Work moves to the Health College; Dept. of Economics moves to the College of Business
3. College of Law 28 Faculty		Due to accreditation demands, the Law School remains a stand-alone college. Over the past few years, the Law School has enacted a number of significant budget. There have been significant staff reductions, instructional fees have been increased, and scholarship expenses reduced, resulting in an overall deficit reduction.
4. College of Science, Technology, Engineering, and Math (STEM) 136 FACULTY Potential savings = ~\$861K	Dept. of Chemical and Biochemical Engineering (13) Dept. of Civil and Environmental Engineering (10) Dept. of Electrical Engineering and Computer Science (24)	
	Dept. of Mechanical Engineering (12) & Engineering Technology (5) =17	This would be an administrative merger. Engineering Technology is a small department (5 faculty + a visiting lecturer).
	Dept. of Chemistry (17) & Physics (10) 27	This would be an administrative merger. Physics is a small department (6 faculty). The chair of this new department would need to depend upon expertise from each discipline for advice.
	Dept. of BGES (20)	

	Dept. of Mathematics and Statistics (24)	
5. College of Health Professions 108 FACULTY Potential savings = ~\$154K	DIVISION OF HEALTH SCIENCES (65) Dept. of Physical Therapy (10) Dept. of Occupational Therapy (8) Dept. of Speech and Hearing (9) Dept. of Health Sciences (10) Dept. of Health and Human Services (9) Dept. of Psychology (18)	Given curricular and accreditation needs, number of majors, etc., making OT, PT and Speech and Hearing departments provides a clearer organizational structure. Compensation for program directors currently matches that of chairs/directors in other colleges. Dept. of Psychology fits better here than in the ESM College.
	School of Nursing (34)	
	School of Social Work (13)	
6. College of Urban Affairs and Education 69 FACULTY Potential savings = ~ \$577	DIVISION OF URBAN STUDIES (22) Research Centers and Programs	These colleges represent the social sciences. The College of Education and Human Services also has a number of prominent centers.
	DIVISION OF EDUCATION Academic Programs (47)	Merge all UG and GR programs that lead to teaching licensure in the first Merge all UG and GR programs that lead to teaching

	Teacher Licensure Educational Studies and Leadership	licensure in the first department. Merge the CASAL dept. with the following programs: Ed. Tech., Ed. Research, and Gifted & Talented Ed. in the second department mentioned above. There is some variation within some programs by which there are licensure and non-licensure tracks within the same curriculum, so the faculty should make the final determination of best fit within the new structure. Move Sports Management as a program to Business and Exercise Science to the Health Care-focused academic unit. The current program leading to Physical Education teaching licensure could be kept in the first dept. listed above under the Division of Education.
Potential Savings: ~ \$1.9M		

Benefits of Option 4: Savings realized by reducing 8 colleges to 6. There is less disruption than a reduction to 5 from 8 colleges would entail.

Potential negative consequences of Option 2: Some colleges remain much larger than others and pairing Education and Human Services with the College of Urban Affairs has the potential to dilute the current reputation of the college.

Any particular facilitators or obstacles to the implementation of Option 2: No

Any points of coordination or overlap with the recommendations of other Working Groups or Task Forces: Yes. There is overlap with the Growth and Innovation Task Force. Part of their report deals with innovation in health care and so the health college.

Preliminary Recommendation: Option #5 of 5

PROPOSAL E

PREAMBLE

This proposal reconfigures our current academic structures into six larger colleges. Detailed rationales are located in the chart below. Following the four principles used by the committee to guide this process (see Preface above), this proposal groups programs into colleges that have common foci and/or synergies or units that may form colleges due to enrollment and research activity. The new configurations will allow the programs/departments to be more visible which may attract more students and enhance enrollment in those programs that have seen declines. This proposal is similar to Proposal D, except that the College of Engineering is left alone, Nursing is added to the College of Science and Health Professions and the School of Social Work is added to the College of Urban Affairs and Education.

Rationale for proposed changes (in more specific terms, driven by complementarity of academic disciplines and programs):

- (1) **College of Business** as a stand-alone unit: Given the specificity of the programs, only Economics and Sports Management could be moved into the college.
- (2) **College of Urban Affairs, Education and Social Work** As a lot of programs in Education are designed specifically with urban cities in mind (e.g., the Ph.D. in Urban Education, the Center for Urban Education as the research arm of the college, the Master of Urban Secondary Teaching, etc.), its connections to Urban Affairs could be brought to the fore. Social Work and Urban had considered merging in the past due to social work's community work (not medically focused). The research Center for Urban is productive and self-sustaining and needs to be left intact as it is nationally recognized. The current College of Urban Affairs is a named college and is notably different because it contains a large grant funded Research Centers and Programs operation. This new college will require the unique attention of the Dean and may adversely affect the rankings of the graduate programs, e.g., it has been named as one of the best in the nation in U.S. News and World Report's 2021 Guide to the Best Graduate Schools.
- (3) **College of Liberal Arts and Social Sciences** The School of Social Work and the Department of Economics will move, otherwise, the college will remain largely the same. A number of the disciplines housed in the college are complex, requiring constant oversight. Keeping this larger college intact allows for the increased possible synergies by focusing on the visual and performing arts, e.g., between film and theatre and film and music. Some small departments need to merge to create cost savings.
- (4) **College of Law** as a stand-alone unit: Given the ABA accreditation requirements and the specificity of the programs, they need to be kept in the unit as they are, without any modification.
- (5) **College of Engineering** This college remains as is, but departments can be merged to be more cost effective.
- (6) **College of Sciences, Nursing, and Health Professions** The original COSHP is a strong college. This proposal adds nursing to the college, restructures the School of Health Sciences which has become too large, and merges Chemistry and Physics into a larger unit. It moves Health and Human Performance from Education to Health Sciences as both programs focus on community health promotion and prevention. Complex departments are now labeled as Schools to recognize complexities. Faculty would need to determine

appropriate name. BGES, CHEM, Physics, and Math all offer support courses to the health professions. BGES and CHEM offer pre-med, pre-dentistry, and pre-vet programs, Physics offers a medical physics program, and CHEM offers a pharmacy program thereby justifying why these science programs should remain with the other health programs.		
Academic Unit	Components	Proposed change
1. College of Business Affairs (68 faculty) Potential savings = ~ \$119K	Dept. of Accounting, Finance, & Economics	- Merge departments as guided by accreditors. Faculty need to decide these reconfigurations
	Dept. of Marketing and Informations Systems	
	Dept. of Management & Operations & Supply Chain Management (includes sports management from College of Ed.	- Move Sports Management as a program from Education and Human Services to this dept. - Move Dept. of Operations and Supply Chain Management to the newly formed unit. NOTE: Given the size of this unit, determine if it should be a dept. or school.
2. College of Urban Affairs, Education, and Social Work (82 faculty) Potential savings = ~ \$370K	Division of Urban Studies	Merges Education and Urban Studies into college.
	Division of Education: - School of Teacher Licensure - School of Educational Studies and Leadership	NOTE 1: Merge Urban Affairs and Education Note 2: Merge all UG and GR programs that lead to teaching licensure in the first School of Teacher Licensure. Merge Adult Learning and Development, Ed. Leadership, Ed. Tech., Ed. Research, and Gifted & Talented Ed. in the second School. NOTE 3: There is some variation within some programs by which there are licensure and non-licensure tracks within the same curriculum, so the faculty should make the final determination of best fit within the new structure.
	School of Social Work	Note: Program focuses on community work rather than medical focus. Social Work and Urban considered merging years ago.
3. College of Liberal Arts and Social Sciences (125 faculty) Potential savings = ~ \$100 K	Dept. of Art and Design Dept. of English School of Film and Media Arts School of Music Dept. of History, Philosophy, and Comparative Religion	NOTE: Linguistics could be part of the Languages dept.

	Dept. of Theatre and Dance Dept. of World Languages, Literatures, and Cultures Dept. of Interdisciplinary Studies: - Black Studies - Liberal Studies - Linguistics - Women's and Gender Studies	
	- School of Communication - Dept. of Criminology, Anthropology, Sociology, and Political Science	
	-	
4. College of Law (30 faculty)		
5. College of Engineering (72 faculty) Potential savings = ~\$76K	Dept. of Chemical and Biochemical Engineering Dept. of Civil and Environmental Engineering Dept. of Electrical Engineering and Computer Science Dept. of Engineering Technology Dept. of Mechanical Engineering	Merging several departments into larger units.
6. College of Sciences, Nursing, and Health Professions (147 faculty) Potential savings = ~\$295K	School of Health Sciences BSHS MSHS MPH Health and Human Performance School or Division of Rehabilitation Sciences OTD (program or dept) DPT (program or dept) SPH (UG/Grad)(program or dept) School of Nursing - School of Psychology - School of BGES	NOTE 1: Current COSHP operates well and is a strong college blending strong enrollments and grant funding. NOTE 2: Move School of Nursing to current COSHP NOTE 3: Move the Dept. of Health and Human Performance from Education to this new unit. Keep Physical Education program that leads to teaching licensure in College of Ed. NOTE 4: Split current School of Health Sciences into 2 units as current configuration is too large and complex. Consider forming OTD, DPT, and SPH departments within Division since program directors currently assume many of the duties of a dept/school chair. No division

	- School of Chemistry and Physics -School of Math	head needed. Would need chair of remaining School of HSC. NOTE 5: Change current complex departments into schools to acknowledge complexities. NOTE 6: BGES/CHEM offer pre-med, pre-vet, pre-dentistry and prerequisites to health programs PHYSIC offers medical physics Chemistry offers pharmacology NOTE 7: Physics and Chemistry merger (or consider merging Physics with Math)
Potential Savings: ~ \$1M		

Proposals At-A-Glance

Proposal A	Proposal B	Proposal C	Proposal D	Proposal E
1. College of Business 76 FACULTY Dept. of ACC/FIN/ECON (29) Dept. of Management & Operations & Supply Chain (20) Dept. of Marketing & IS (22) Management (7) * ECON from CLASS	1. College of Business 76 FACULTY Dept. of ACC/FIN/ECON (29) Dept. of Management & Operations & Supply Chain (20) Dept. of Marketing & IS (22) * ECON from CLASS	1. College of Business and Urban Studies 98 FACULTY Division of Business Dept. of ACC/FIN/ECON (29) Dept. of Management & Operations & Supply Chain (20) Dept. of Marketing & IS (22) * ECON from CLASS * Sports Mgmt from Education Division of Urban Affairs (22) and Research Center	1. College of Business 76 FACULTY Dept. of ACC/FIN/ECON (29) Dept. of Management & Operations & Supply Chain (20) Dept. of Marketing & IS (22) * ECON from CLASS	College of Business Affairs 76 FACULTY Dept. of ACC/FIN/ECON (29) Dept. of Management & Operations & Supply Chain (20) Dept. of Marketing & IS (22) * ECON from CLASS * Sports Mgmt from Education
2. College of Health Professions 107 FACULTY Division of Nursing (30) Division of Social Work (13)	2. College of Urban Health 130 FACULTY Division of Nursing (30)	2. College Health Sciences, Nursing, and Human Studies 107 FACULTY School of Nursing (30) School of Rehabilitation	2. College of Health Professions 107 FACULTY Division of Nursing (30) Division of Social Work (13)	2. College of Sciences, Nursing, and Health Professions 147 FACULTY School of Health Sciences BSHS MSHS

Division Health Sciences (64) - Dept. of Physical Therapy 10 - Dept. of Occup Therapy 8 - Dept. of Speech and Hearing 9 - Dept. of Health Sciences 10 - Dept. of Health & HS 9 - Dept. of Psychology 18	Division of Urban Studies (22) [including Research Centers and Programs] Division of Social Work (13) Division Health Sciences (64) - Dept. of Physical Therapy (10) - Dept. of Occupational Therapy (8) - Dept. of Speech and Hearing (9) - Dept. of Health Sciences (10) - Dept. of Health & HS (9) - Dept. of Psychology (18)	Sciences (27) or Division with separate depts - Physical Therapy - Occupational Therapy - Speech and Hearing School of Health Sciences and Human Performance or Division HSC (19) School of Psychology (18) School of Social Work (13)	Division Health Sciences (64) - Dept. of Physical Therapy - Dept. of Occup Therapy - Dept. of Speech and Hearing - Dept. of Health Sciences - Dept. of Health & HS - Dept. of Psychology	MPH Health and Human Performance - School or Division of Rehabilitation Sciences OTD (program or dept) DPT (program or dept) SPH (UG/Grad)(program or dept) - School of Nursing - School of Psychology - School of BGES - School of Chemistry and Physics -School of Math
3. College of Urban Affairs and Social Sciences 64 FACULTY Division of Urban Studies (22) [including Research Centers and Programs]			3. College of Urban Affairs and Education 69 FACULTY Division of Urban Studies (22) [including Research Centers and Programs] Division of Education (47)	3. College of Urban Affairs, Education, and Social Work 82 FACULTY Division of Urban Studies [including Research Centers and Programs]

Division Social Sciences (42) - Communication - Criminology, Anthropology, Political Science, and Sociology				Division of Education: - School of Teacher Licensure - School of Educational Studies and Leadership School of Social Work
4. College of Arts & Education 131 FACULTY Division of Education (47) Division of Arts (36) - Art and Design (11) - Theatre and Dance (5) - Film and Media Arts (7) - Music (13) Division of Humanities (50) - English (18) - History Phil and Comp. Religion (20) - World Languages, Literatures, and Cultures (11) - Interdisc. Studies (1)	3. College of Education, Liberal Arts & Social Sciences 173 FACULTY Division of Education (47) Division Social Sciences (42) - Communication (15) - Criminology, Anthropology, Political Science, and Sociology (24) Division of Arts (34) - Art and Design (11) - Theatre and Dance (5) - Film and Media Arts (5) - Music (13)	3. College of Education, Liberal Arts & Social Sciences 173 FACULTY Division of Education (47) - Dept. of Teacher Licensure - Dept. of Educational Studies and Leadership Division Social Sciences (42) - Communication (15) - Criminology, Anthropology, Political Science, and Sociology (24) Division of Arts & Humanities (84) - Art and Design (11)	4. College of Liberal Arts & Social Sciences 126 FACULTY Division Social Sciences (42) - Communication (15) - Criminology, Anthropology, Political Science, and Sociology (24) Division of Arts (36) - Art and Design (11) - Theatre and Dance (5) - Film and Media Arts (7) - Music (13) Division of Humanities (50) - English (18) - History	4. College of Liberal Arts & Social Sciences 126 FACULTY Division Social Sciences (42) - Communication (15) - Criminology, Anthropology, Political Science, and Sociology (24) Division of Arts (36) - Art and Design (11) - Theatre and Dance (5) - Film and Media Arts (7) - Music (13) Division of Humanities (50) - History Phil and Comp. Religion (20)

	Division of Humanities (50) - English (18) - History (13) - Phil and Comp. Religion (7) - World Languages, Literatures, and Cultures (11) - Interdisc. Studies (1)	- Theatre and Dance (5) - English (18) - School Film and Media Arts(7) - School of Music (13) - History Phil and Comp. Religion (20) - Dept. of World Languages, Literatures, Cultures, (11) Interdisc. Studies	Phil and Comp. Religion (20) - World Languages, Literatures, and Cultures (11) - Interdisc. Studies (1)	- English (18) - World Languages, Literatures, and Cultures (11) - Interdisc. Studies (1)
5. College of Law 28 FACULTY	4. College of Law 28 FACULTY	4. College of Law 28 FACULTY	5. College of Law 28 FACULTY	5. College of Law 28 FACULTY
6. College of STEM 136 FACULTY Dept. of Chemical and Biomedical Engineering (13) Dept. of Civil Engineering (10) Dept. of Electrical Engineering and Computer Science (24) Dept. of Mechanical Engineering (12) and	5. College of STEM 136 FACULTY Dept. of Chemical and Biomedical Engineering (13) Dept. of Civil Engineering (10) Dept. of Electrical Engineering and Computer Science (24) Dept. of Mechanical Engineering (12) and	5. College of Engineering and Natural Sciences 136 FACULTY Division of Engineering (65) - Dept. of Chemical and Biomedical Engineering (13) - Dept. of Mechanical and Civil Engineering and Engineering Technology (25) - Dept. of Electrical Engineering and	6. College of Engineering and Natural Sciences 136 FACULTY Division of Engineering (65) - Dept. of Chemical and Biomedical Engineering (13) - Dept. of Mechanical and Civil Engineering and Engineering Technology (25) - Dept. of Electrical Engineering and	6. College of Engineering 72 FACULTY

Engineering Technology (5) Dept. of Chemistry (17) and Physics (10) Dept. of Mathematics and Statistics (24) Dept. of BGES (20)	Engineering Technology (5) Dept. of Chemistry (17) and Physics (10) Dept. of Mathematics and Statistics (24) Dept. of BGES (20)	Computer Science (24) Division Natural Sciences (71) - Dept. of Chemistry (17) and Physics (10) - Dept. of Mathematics and Statistics (24) - Dept. of BGES (20)	Computer Science (24) Division Natural Sciences (71) - Dept. of Chemistry (17) and Physics (10) - Dept. of Mathematics and Statistics (24) - Dept. of BGES (20)	
Potential Savings: ~\$1.8M	Potential Savings: ~\$2.3M	Potential Savings: ~\$2M	Potential Savings: ~1.9M	Potential Savings: ~ \$1M

Preliminary Recommendation: Honors College

Scholarship Funding change recommended to increase number of Honors students.

Research shows Honors Programs and Honors Colleges apart from the leadership position title of “Dean” or “Director.” A review of the top 20 Honors Programs/Colleges show comparable staffing levels. The current staffing including a Dean, two academic advisors for the CSU Honors/Scholars and two advisors, currently grant funded, who serve the Mandel Continuing Scholars Program which is a pipeline program between the Mandel Scholars Academy at Tri-C and the Mandel Honors College at Cleveland State, and an office coordinator. Currently, there are ~450 Honors and Scholars students. The Honors College also serves as a draw for talented students. The number of Honors students could be increased by reducing scholarship funder per student, which would allow for more students and generate some revenue.

Benefits of Option: Stability for the college and students and continued benefits from the branding. Requires no action with the Mandel Foundation.

Potential negative consequences of Option: None identified.

Any particular facilitators or obstacles to the implementation of Option: No

Any points of coordination or overlap with the recommendations of other Working Groups or Task Forces: No

Specific Issue 2: Recommendations to restructure/realign support units within academic units

(1) As noted in Proposals A to E, some restructuring and realigning of support units will occur when mergers/realignments occur. Due to recurrent budget cuts, most colleges have already had to make these kinds of changes, particularly with clerical support. More data and time are needed in order to make cogent plans for how this can be done. In order to demonstrate the complexity of operations, and so the task of proposing options for realignment, below is the listing of support staff for the College of Liberal Arts and Social Sciences.

CLASS Dean

Mgr, Budget	Art&Design	AdminCoor	
Interim Assoc Dean & Professor		AssGalleryDir	
Assoc Dean & Assoc Professor		AdminSec1	Vacant
Mgr, Administrative Operations	BlackStud	Coord, African-Amer Cul Ctr	
Interim Dean & Assoc Prof		AdminSec1	
Admin Sec 1			
Com. Coord.. (10 mos)	Advising	Academic Advisor	10 mos
		Academic Advisor	
		Academic Advisor	
		Academic Advisor	Vacant
		Asst Dean, Ugrad Prgm & StuSvc	
		Administrative Secretary 1	
		Academic Advisor	
	Com	Office Coord	
	CAS	AdminSec1	
	Econ	AdminSec1	
	Eng	Sec 1	
		DirWrtgCentre	
		AdminSec1	
		AdminCoor	
		Dir1stYrWrtg	
	Film	Mgr, Broadcast & Comp Eng	
		Administrative Coordinator	Vacant
		Equipment Coordinator	
		FMA Workflow Coordinator	
		Odyssey Program Coordinator	F
	Hist	AdminSec1	
		Web Developer / Prj Cd	F
	Music	AdminSec1	
		Audio Engr/Coord, Audio Svc	10 mos
		Music Instrument Curator	Retiring
		Student Recruiter/Enrlmnt Admn	
		Mgr, Cleve Arts Ed Consortium	F
		Facil Coor & Stage Prod Spec	
	PCR	AdminSec1	Vacant
	PoliSci	AdminSec1	
	SWK	Field Education Program Direct	
		AdminCoord	
		Coordinator, Field Education	
		Campus Coord, CWWPEP	F
	Thea&Dance	AdminCoord	
		Dance Progam Supervisor	T

	Assistant to Artistic Director	PT
	Accompanist 2	T
	Costume Shop Supervisor	
	Technical Director	
WLLC	AdminSec1	

Benefits: Realigning support staff will realize some salary savings as well as efficiencies.

Potential negative consequences: (1) Inadequate support reduces efficiency as well as morale.

Any particular facilitators or obstacles to the implementation: No

Any points of coordination or overlap with the recommendations of other Working Groups or Task Forces: Yes. There is overlap with the Administrative Task force which will also be looking for ways to reduce the administrative workforce.

COLLEGE/DEPARTMENT REALIGNMENT WORKING GROUP

Specific Issue 3: Redefine Office of the Provost support to academic units

The Provost's office currently has three vice provosts, and some support staff for each. They are: (1) the VP for Faculty Affairs (currently Cheryl Bracken), (2) the VP for Academic Programs (currently John Holcomb), (3) the VP for Academic Planning, (currently Marius Boboc). Prior to this past year, the Office of the VP for Academic Planning was responsible for Institutional Research, which has since moved to the Office of the Vice President for Enrollment Management and Student Success (currently Jonathan Wehner, recently hired as the Assistant Vice President for the Office of Enrollment Management and Student Success). Also, prior to this year, the Office of the VP for Academic Programs was responsible for Student Success programming and it has now also moved to the Office of Enrollment Management and Student Success. Currently, the Vice Provost for Academic Programs is involved in planning and conducting responses to COVID-19 and the Vice Provost for Academic Planning is heavily involved in HLC re-accreditation. Hopefully, these will be short-term challenges to be met. We recommend, going forward, consideration be given to having two vice provost position: a VP for Faculty Affairs and a VP for "Academic Affairs" (Title to be determined). We also recommend consideration be given to integrating Performance Management into Academic Affairs. This unit, previously headed by Tim Long, was formed from the Path to 2020 team's works. The VP for Academic Planning was a member of the Path to 2020 team, so the linkages could be tied to CSU's commitment to continuous improvement. **Savings on this position would be ~ \$55K.**

Benefits of the Option: There is a modest salary savings. Once accreditation is complete and the needed response to the pandemic has receded, one vice provost would suffice.

Potential negative consequences of the Option: Should the recently removed units be returned, there would only be one vice provost to take on the responsibility. Also, new challenges could make things difficult if there are only two Vice Provosts. This is crucial given that the responsibilities of the VP for Faculty Affairs leaves almost no room for expanded responsibilities.

Any particular facilitators or obstacles to the implementation of the Option: No

Any points of coordination or overlap with the recommendations of other Working Groups or Task Forces: No

COLLEGE/DEPARTMENT REALIGNMENT WORKING GROUP

(4) Opportunities to assess/reduce administrative cost.

(1) In the work for (1) Recommendations to realign/consolidate colleges, schools, and departments (including Honors College), we have taken this charge into consideration when creating Proposals A-E. Each proposal indicates some preliminary budget savings that will occur if the proposal is adopted. No matter which model for college realignment is chosen, a problem arises with pooling staff. The central idea is that with fewer colleges, the number of personnel required to oversee the academic process will be less. This reduction combines both the number of tenure-track faculty who hold predominantly administrative positions, and faculty holding part-time positions necessitating release time from teaching. We also recognize that providing the kind of data required to engage in an informed decision-making process will take more time. How this all actually ‘cashes out’ is dependent upon needs identified **after** any realignment takes place. While some administrative support positions would likely be eliminated, given the proposed proposals, e.g., an administrative secretary 1 with a departmental merger, whether and how all such positions could be eliminated will take more work to determine. Assigning departments and programs under a new college does not simply remove the staff from one or the other college. It is possible that some staff positions could be combined and there would also be fewer faculty/administrative appointments. The total personnel will likely exceed the number of either original college but should become substantially fewer than the combined number of the two colleges.

How these changes occur demands care, and will require collaboration with our unions. An efficient workforce needs to remain within pooled units, and a pure seniority model is unlikely to produce this balance. Tiers of senior, mid-career and new personnel will provide for future progress, especially where new hires have brought in necessary skill sets. Thus, the actual savings of a college, or any unit merger, cannot be accurately predicted other than as a preliminary estimate from the possible elimination of some staff positions. Each shift requires care from the administration, perhaps to move slowly, giving personnel opportunities to seek alternative employment, adjust to new duties or be reassigned within the university. Such a plan is necessary to prevent a breakdown in morale.

There would be a small savings by reducing three Vice Provosts to two.

(2) Removal of the “Golden Parachute.”

We recommend a change be made when contracts for future academic leaders are negotiated. Currently, such persons are tenured in a department or school and if/when they return to faculty, they retain their administrative salary, reduced by 20%. The costs of this arrangement can prove costly.

We recommend faculty base salaries for tenured senior academic administrators be negotiated at the time of hire, not to exceed those of the highest paid faculty member in the discipline, excluding the higher salaries of current former administrators. A standardized stipend would then be added to the base salary as compensation for administrative duties and would discontinue when the person returns to faculty. This is how department chairs, school directors, associate deans and vice provosts are compensated for their extra responsibilities. Currently, subject to approval of the Provost, a percentage of the stipend is added to the base salary of chairs/directors returning to faculty. The percentage is dependent upon the number of years served. This practice was instituted to offset the opportunity cost of serving as an administrator. For example, raises to the base salary while one is an administrator might not keep pace with those provided by the AAUP-CSU Collective Bargaining Agreement (CBA) and administrators are not eligible for CBA-based merit awards. Furthermore, while there is good reason for a somewhat reduced teaching load during the first year an administrator reverts to faculty, we recommend that in the following years, the teaching load be commensurate with that of other faculty members in his or her discipline.

Benefits: (1) Reducing the number of colleges and number of Vice Provosts will produce savings and over time, these savings will add up. (2) Changing the way contracts for academic leaders are negotiated could lead to large long-term savings while increasing the classes taught by full-time faculty. This practice would also result in more reasonable compensation in light of the greatly lessened responsibility by the move from a leadership position to a faculty position.

Potential negative consequences: (1) Some of the colleges are large and potentially unwieldy, e.g., College of Education, Liberal Arts, and Social Sciences with 173 faculty. This might result in added costs due to the need to compensate leadership at the local level. (2) Limiting the “golden parachute” might reduce the talent willing to join CSU. Given the ways in which higher education is rapidly changing, and the likely decrease in these kinds of positions due to the projected loss of institutions of higher education, this fear may prove unfounded.

Any particular facilitators or obstacles to the implementation: No

Any points of coordination or overlap with the recommendations of other Working Groups or Task Forces: Yes. There is overlap with the Administrative Task force which will also be looking for ways to reduce the administrative workforce.

COLLEGE/DEPARTMENT REALIGNMENT WORKING GROUP

Specific Issue 5: Opportunities to maximize multi-disciplinary connectivity by better aligning academic programs.

In the work on Specific Issue 1, Recommendations to realign/consolidate colleges, schools, and departments (including Honors College), we have taken this charge into consideration when creating Proposals A-E. Within those proposals will be found rationales noting the improved alignments, e.g., by combining all professional health programs into a single college provides excellent opportunities for multi-disciplinary connectivity between the various health professions housed in such a college. We recognize that restructuring alone may not result in more multidisciplinary connectivity on its own, particularly since these connections often occur at the behest of like-minded faculty. Connectivity can be promoted by: creating communities of practice across colleges; creating multi-disciplinary research or practice centers; moving units so they are physically closer to each other on campus.

Benefits of the Option: Re-ordering the colleges will provide opportunities for inter-and multi-disciplinary connections. Intentionally placing cognate disciplines into college provides possibilities for synergies and growth that might otherwise not be realized.

Potential negative consequences of the Option: Given the over-arching goal of reducing the number of colleges means not all disciplines/programs will be realigned in a commodious fashion.

Any particular facilitators or obstacles to the implementation of the Option: No

Any points of coordination or overlap with the recommendations of other Working Groups or Task Forces: Yes. There is overlap with the Growth and Innovation Task Force. Part of their report deals with innovation in health care.

Finally we would like to offer the following observations:

The committee strongly recommends that feedback from the faculty be seriously considered. Importantly, members of the various units can provide valuable insights and suggestions with respect to mergers of programs into larger departments/schools or formation of divisions within colleges.

Before any reconfiguration is finalized, faculty and administration need to consider how these reconfigurations will impact the functioning of the colleges, new units within each college, and faculty promotion and tenure and faculty governance. For example:

a) *Efficiency of operation of the new colleges:* Some colleges will be larger and more complex due to these reconfigurations, yet have fewer personnel in leadership or support positions to address these complexities. For example, will a School Director have adequate expertise or leadership capacity to represent multiple programs at the college level or should program directors of larger units be included in meetings at the dean's level? Will Deans of units with multiple divisions, schools, departments, and programs be able to represent and advocate for the needs of larger more complex units and might that negatively impact the ability of programs to grow or ability of faculty to conduct research?

b) *College committee structures and new departments/schools:* College bylaws and workload guidelines will need to be reconfigured and rewritten along with the need to determine standing committees within each college. These new bylaws, etc., will need to be approved by the faculty and reviewed by the (new) College Faculty Affairs Committee. New departments and schools will need to revise their bylaws and determine best ways to form standing committees and reconfigure bylaws.

c) *Promotion and tenure and Curriculum Oversight*: Implications and processes for promotion and tenure within these newly formed units/colleges need to be reconsidered by the faculty. Should colleges with divisions have peer review committees (PRCs) or curriculum committees at the division level vs. college level? Should schools and departments continue to have their own PRCs and curriculum committees?

d) *Faculty Senate*: Faculty Senate representation will need to be recalculated for each new college assuring each college will have adequate faculty representation. The Greenbook will have to be revised.