

College Restructure Report

Recommendations from the College Restructure Taskforce

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Executive Summary

The College Restructure Taskforce (CRTF or “the Taskforce”) was charged by Provost Rob Winningham to propose a new academic structure that would rebalance programs to better position Western Oregon University (WOU) to thrive in the future. As noted in the Taskforce charge (Appendix A), the current structure that has evolved over time has created silos and workload inequities for academic program leaders, faculty, and staff. The restructuring was envisioned as having the potential to create a home unit for new health-related programs, to transform and make transparent how academic program leaders are equitably compensated in terms of release time and stipends, to improve workload equity in advising and committee service by creating academic units that are more comparable in size and complexity, and to organize academic programs in a way that supports innovation, interdisciplinary collaboration, and program sustainability. In order to achieve those aspirations, the CRTF was tasked to research and report on how other universities structure their academic programs, propose a new academic unit structure and formula for program leadership and compensation that uses existing resources, and propose a new academic unit structure that is more balanced, can incorporate a home for health-related programs, and maximizes collaboration and synergy.

The CRTF convened in April 2022, and from May through November 2022, the 20 members (Appendix B) met as a full group for approximately 47 hours (one full-day retreat and thirteen 3-hour meetings). The CRTF was limited in its ability to engage with the broader campus for feedback during the summer, so in September they requested an extended timeline in order to seek robust campus feedback before finalizing the proposal. Three rounds of listening sessions were conducted from September 22 through November 28 (Appendix E), and feedback themes were identified and incorporated at each stage.

The early work of the Taskforce included a Strengths, Weaknesses, Opportunities, Challenges (SWOC) analysis (Appendix C) of the current academic college structure and various institutional data. The current recommendation addresses two major themes that surfaced. First was the significantly imbalanced portfolios between the two current colleges and among and within the divisions, whether measured in terms of total faculty full time equivalents (FTE), number of tenure track (TT) faculty, student credit hours (SCH), or number of subunits or programs. Divisions also vary greatly in size; for example, the total faculty FTE in each College of Liberal Arts and Sciences (CLAS) division ranges from 10 to 36, with total TT faculty ranging as low as 4 and as high as 24. These baked-in imbalances result in workload inequities among faculty, among chairs, and between deans. The proposed restructure would begin the process of addressing workload inequities in Academic Affairs by creating colleges with departments and schools that are more balanced in terms of faculty and staff distribution, student credit hour distribution, major distribution, and program distribution. A second major theme was around leadership roles, particularly the ill-defined and fluctuating status of division chairs.

The CRTF proposes that WOU's academic programs be reorganized into a three-college structure. The three colleges would be: 1) College of Business, Culture and Society, 2) College of Natural, Applied and Health Sciences, and 3) College of Education and Languages. The names of the colleges used in this report are descriptive in nature only, and the CRTF recommends that key stakeholders have an opportunity to name their colleges during the implementation process. Within the colleges, programs would be grouped into departments and schools that would be led by Department Chairs and School Directors. (Departments and Schools, and their leaders, would have a horizontal relationship to each other, not vertical). This model implies that most programs will need to combine into larger units, either schools or departments, which will also aid with distributing service and workload demands. The CRTF has recommended an initial grouping of programs into colleges, and the iterative feedback process has initiated conversations about which programs might group together to form departments and schools. However, final decisions about program groupings have been left to the discretion of the implementation team, and CRTF recommends continuing conversations to identify creative ideas and synergies between programs.

Much of the work of the Taskforce was focused on a proposed new leadership structure, which eliminates the Division Chair position, creates an Associate Dean for Faculty Affairs position in each college, and reallocates Division Chair duties to Associate Deans and Department Chairs or School Directors. Department Chairs and School Directors would not be responsible for personnel dispute resolution, decisions regarding faculty misconduct, or NTT faculty review.

These supervisory duties would reside in the Dean's Office, with the Associate Dean for Faculty Affairs. While reenvisioning leadership roles, the Taskforce contemplated a more transparent compensation structure for academic administration performed by faculty and provided example metrics for determining summer and academic year administrative work and FTE for school/department or program level need.

The proposed structure provides academic homes for all of WOU's established programs as well as new programs that have been approved. The structure eliminates the severe size imbalances at all levels, which translates into a more equitable workload for academic leaders and for faculty. It makes Academic Affairs a slightly flatter organization, eliminating one level of hierarchy. The proposed leadership plan aligns roles and responsibilities with appropriate authority and accountability. It also lays the groundwork for equitably applying compensation to individuals in academic leadership roles. Consistent roles and nomenclature across the university presents a navigable organization to current and potential employees and students. While faculty and staff will be the primary beneficiaries of the proposed model, students will experience downstream benefits as academic leaders are enabled to develop strategies for attracting, retaining, and supporting students.

In summary, the proposed model provides a framework for implementation that includes the following components:

- a balanced and scalable college structure,
- definitions of academic units and roles that can be applied across colleges,
- suggested metrics for compensation of administrative work performed by faculty, and
- a flexible cost analysis.

Recommended Model

Overall Goals Met

The CRTF developed the recommended model over the last eight months by considering first the committee's charge to:

- make transparent and equitable how leadership positions are compensated and how workload and service is distributed;
- create a home unit for new health-related programs;
- more equally distribute academic units in terms of size and complexity;
- organize academic programs to support innovation and interdisciplinary collaboration; and
- create resiliency and sustainability within colleges.

We additionally considered Taskforce members' experiences at WOU and other institutions, fiscal sustainability and existing resources at WOU, synergies between academic programs, structures of comparator institutions, student experiences with navigating our structure, feedback from faculty and staff across campus, and the need for workload balance at all levels.

We aimed to create units with similar foci of undergraduate learning outcomes, focusing on three areas: Scientific Literacy/Inquiry and Analysis, Integrative Learning, and Foundational Skills such as Communication and Quantitative Literacy. We also identified some groupings rooted in history of similar needs (such as accreditation, as one example) while others were based on overlap in course content, community partnerships, and graduate pathways.

Our current college structure is unbalanced and has led to overwork for deans, division chairs, department heads, and staff within the two colleges at all levels. A majority of the student credit hours (SCH), undergraduate majors (UG), and faculty units (TT/NTT) have been housed in CLAS, and a majority of the graduate majors (GR) have been housed in the College of Education (COE) (Figures 1, 2). The current structure has also contributed to workload inequities such as campus service and student advising, and to inequitable representation and advocacy opportunities. Our proposed restructure model addresses many, although not quite all, of these challenges.

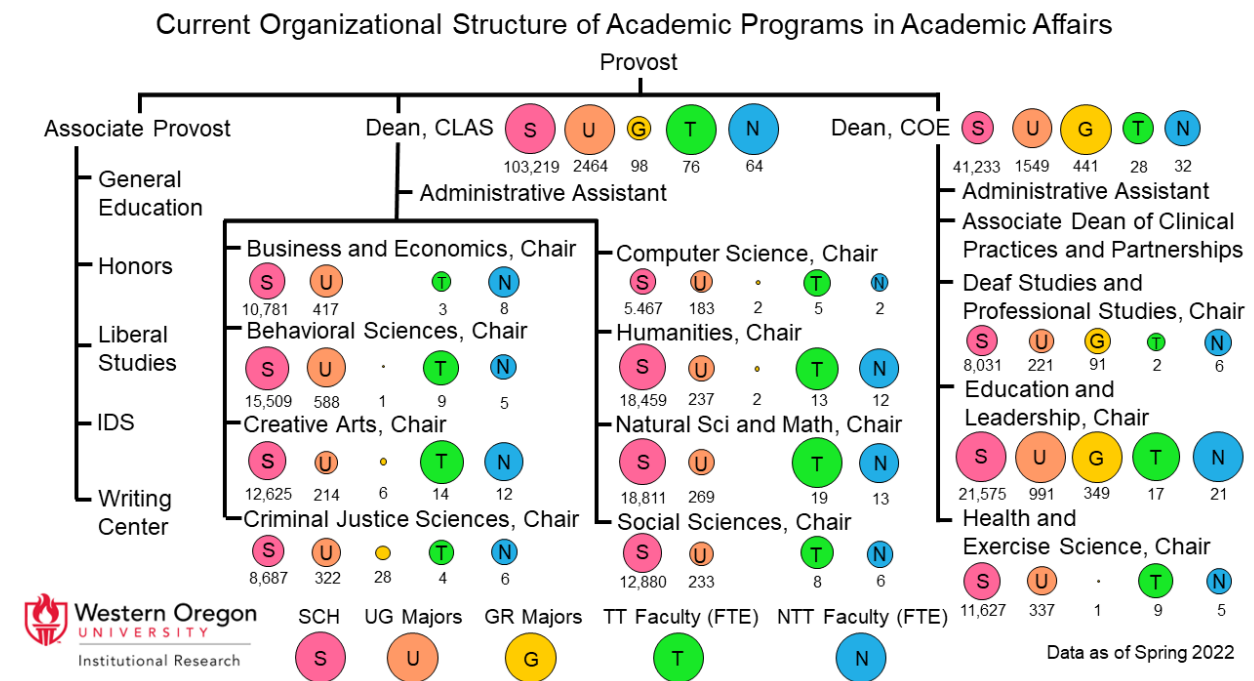


Figure 1: Current Academic Structure

Figure 1 displays the current academic structure with the number of student credit hours (SCH), undergraduate majors (UG Majors), graduate majors (GR Majors), tenure track faculty units (TT FTE), and non-tenure track faculty units (NTT FTE). A textual description of Figure 1 with data tables is in [Appendix I](#).

Current Programs in COE and CLAS

College of Education	College of Liberal Arts and Sciences	
ASL Studies	Anthropology	History
Deaf and Hard of Hearing Education	Aquarium Science	Humanities
Early Childhood Education	Art and Design	Information Systems
Education Studies	Biology	Interdisciplinary Studies
ESOL	Business	International Studies
Exercise Science	Chemistry	Mathematics
Information Technology	Communication Studies	Military Science
Interpreting Studies	Computer Science	Modern Languages
Interpreting Studies, MA	Creative Arts	Music
MAT	Criminal Justice	Philosophy
MSED	Criminal Justice, MA	Politics Policy & Administration
Professional Studies in the Deaf Community	Cybercrime	Organizational Leadership
Public Health	Dance	Psychology
Reading	Data Analytics	Social Science
Rehab Mental Health Counseling	Earth & Environmental Science	Sociology
Special Education	Economics	Spanish-English
Undergraduate Teacher Licensure	English Studies	Interpreting
	General Science	Sustainability
	Gerontology	Theatre Arts



Figure 2: Current Distribution of Academic Programs in COE and CLAS

A text version of Figure 2 is in [Appendix J](#).

Proposed Program Definition

As the CRTF began to examine data from WOU's Institutional Research (IR), it became clear that the university did not have a uniform definition of "academic program," and that differing ideas of what constitutes a program constructed a barrier to continued restructuring work. The committee adopted the following definition, which was suggested by IR:

An Academic Program meets the following criteria:

1. The Program offers one or more curricula (majors, minors, certificates, etc.) that have academic requirements.
2. The Program has a designated set of faculty who are responsible for
 - a. delivering the curriculum,
 - b. regularly performing assessment on student learning as evidenced in annual Assessment Reports, and
 - c. reviewing the appropriateness of the curriculum as evidenced in 7-year Program Review Reports.
3. The Program faculty have responsibility for scheduling courses that support their curriculum.

This definition was part of the second round of campus presentations, and feedback specifically regarding this definition was positive. Aligning our current program definitions with the new

proposed definition will require conversations across Academic Affairs, and is beyond the purview of the CRTF. Because the CRTF needed to work with a single list of programs, we chose to use the list of programs as defined by the Deans and used by IR for data analyses from Spring 2022.

Model Overview

Our recommended model more equally distributes faculty (TT/NTT), course load (SCH), and undergraduate majors (UG) across three colleges: College of Business Culture and Society, College of Natural Applied and Health Sciences, and College of Education and Languages (Figure 3). The names of the three colleges should be considered placeholders; they capture the substance of each grouping, but ultimately the names should be decided by those within each college. Within colleges are departments and/or schools, both of which aggregate linked academic programs. The CRTF recommended model does not articulate any *specific* departments or schools; the Taskforce will transfer feedback on program groupings and relevant recommendations to the Implementation Team for it to articulate departments and schools.

Our recommendation is that within colleges, programs be grouped into departments or schools with each led by either a Department Chair or School Director, respectively. Whether a program is grouped into a Department or a School is dependent upon the needs of the program. A department would be a collection of linked programs with multiple specializations, and may have associated administrative support positions, advisors, and coordinators. A school meets the definition of a department but has additional needs such as accreditation, external partnerships, co-curricular programming, infrastructure/equipment, or grant-funded centers or major projects.

Graduate majors (GR) are still primarily housed in the College of Education and Languages, but our intent is that with rearrangements of leadership and staff, there will be better communication and access for graduate students and graduate program-level work campus-wide. Newly developed health science programs, such as the Occupational Therapy Doctorate program (OTD) and potentially the Doctorate of Physical Therapy (DPT), would be housed in the College of Natural Applied and Health Sciences. We have also recommended that programs such as Interdisciplinary Studies (IDS), General Education (Gen Ed), Honors (HNR), and the Math Center and Writing Center be under leadership of the Associate Provost for Academic Effectiveness (APAE). A previous proposed model suggested joining these programs into a School of University Studies; however, overwhelming feedback from campus was to keep them independent of a college. The Taskforce notes that adequate resourcing of these extra-collegiate units is essential, in particular the IDS academic program with its history of being under-considered despite being one of the most populated majors.

Proposed Organizational Structure of Academic Programs in Academic Affairs

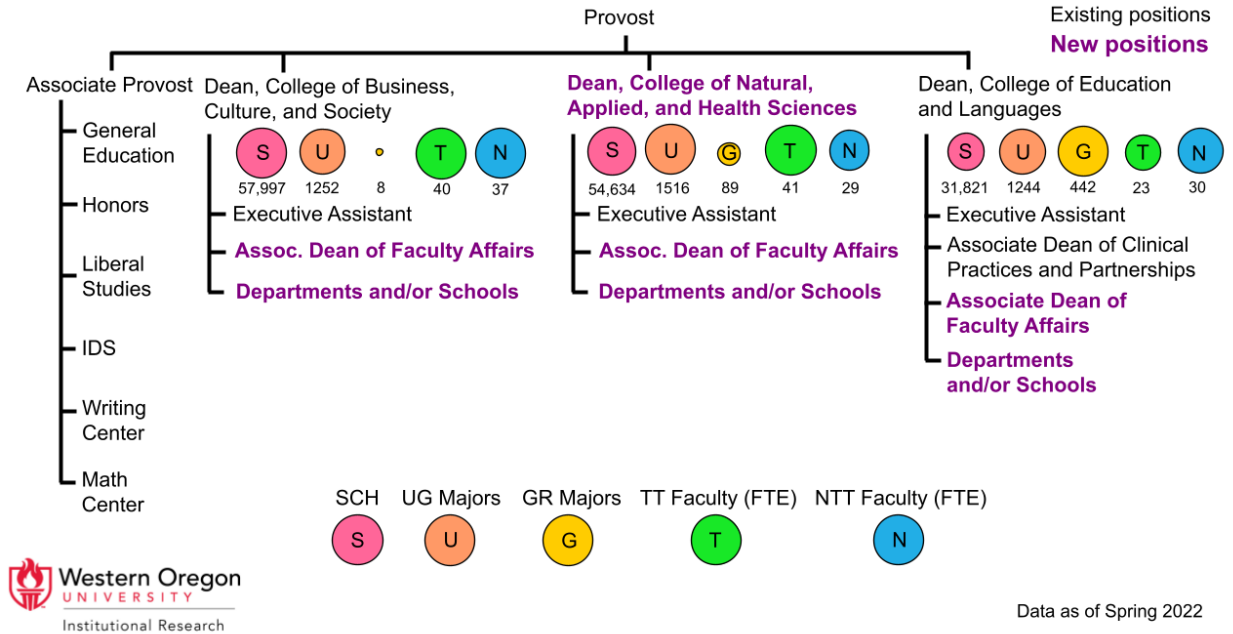


Figure 3: Proposed Academic Structure

Figure 3 displays the proposed academic structure with the number of student credit hours (SCH), undergraduate majors (UG Majors), graduate majors (GR Majors), tenure track faculty units (TT FTE), and non-tenure track faculty units (NTT FTE). A textual description of Figure 3 with data tables is in [Appendix L](#).

Figure 4 organizes WOU’s existing programs and those in development into the three-college structure. Programs listed were identified by the college Deans as of the end of Spring Term 2022. Because the campus does not currently have a shared definition of programs (see above), the CRTF received feedback that a variety of existing majors/minors/etc should or should not be on the list. These updates will be worked out by the implementation committee, but we want to be clear that this restructure process does not add or remove any programs that aren’t already being addressed through the longstanding campus curriculum process already in existence.

Program Redistribution into Colleges

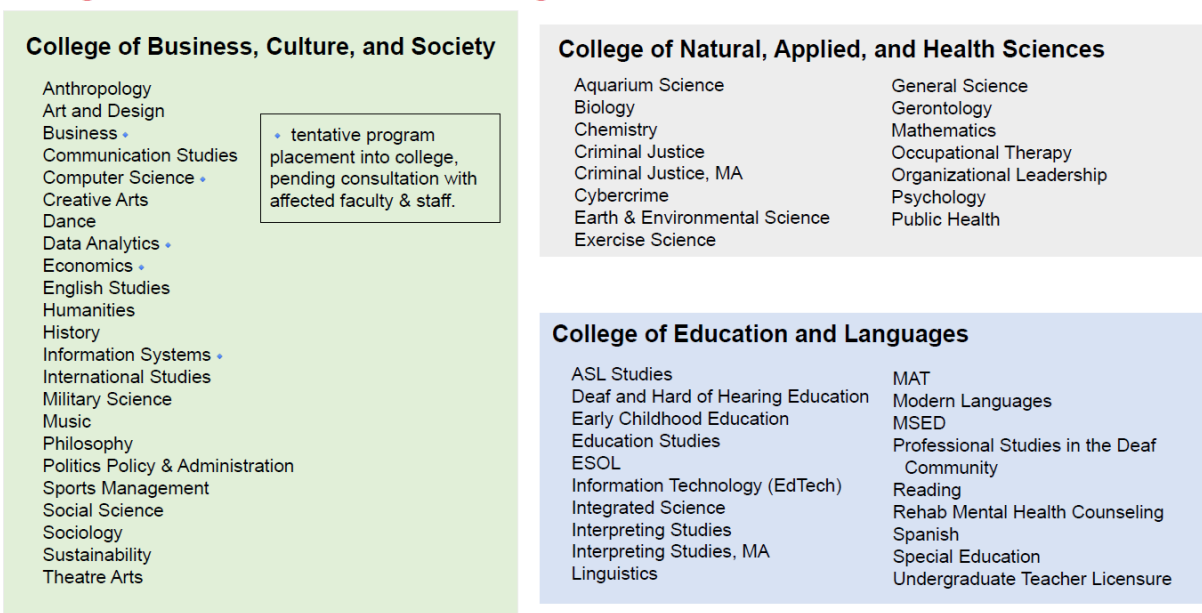


Figure 4: Proposed Distribution of Academic Programs into Colleges

A text version of Figure 4 and a data comparison table is in [Appendix M](#).

The CRTF’s recommended model allows for future addition of a fourth college if existing colleges, or units within them, experience substantial growth. This new structure and common nomenclature of units and leadership will, we hope, support students as they navigate the WOU system within and between colleges, and will be more transparent for incoming WOU future students.

Leadership Structure

The SWOC analysis of WOU’s current academic structure surfaced a number of challenges related to leadership at all levels of the structure. There is uneven and obscure compensation for academic administration done by faculty at the program level. Division Chairs, on the other hand, receive a uniform stipend, regardless of the size or complexity of their divisions. The job descriptions for Division Chairs also vary considerably, with some including unique responsibilities beyond the administration of academic programming. Perhaps most problematic for the Division Chairs is the social position they are in; they are elevated by their colleagues to a role which eliminates their union representation, responsible for managing conflicts with no training and for making difficult or painful personnel decisions with little actual authority, and they expect to eventually return to the faculty. And with all that, the title of “Division Chair” is not recognized in higher education generally, and even though they perform roles that make them “mini-deans,” the title undermines them if they wish to advance their administrative careers elsewhere. For their part, the Deans are so fully occupied with the operational aspects of running their units that they lack bandwidth for visioning, promotion, fundraising, and other

development activities that deans at other institutions handle. These issues led the CRTF to a systemic overhaul of leadership within the academic structure.

Rendering Division Chair responsibilities into categories is central to the proposed overhaul. The proposed leadership structure eliminates the Division Chair position and creates a more robust Dean's Office in each college. The Dean's Office would include one dean and at least one associate dean, the Associate Dean for Faculty Affairs, with the purpose of the roles to disperse individual responsibilities within the Dean's Office rather than add an additional layer of administration. The Dean's Office would also include executive assistants, coordinators, and support staff who could also coordinate and redistribute workload. Generally, the Dean is envisioned to take on more work facing outward from campus while Associate Deans would cover more inward-facing work, but these positions would cross-train and engage in professional development so that if one person from the Dean's Office is out for vacation or sick leave, there is reduced disruption of function. As they are currently, deans would be hired through open recruitments, would have no teaching responsibilities, and would not be included in the WOUFT bargaining unit. The Taskforce envisions Associate Deans would be hired through internal recruitments, would have very few or no teaching responsibilities, and would also not be covered by the WOUFT bargaining unit.

The Dean would determine disciplinary measures for student-faculty, faculty-faculty, and faculty-staff misconduct issues; oversee the college budget including suballocations for S&S and P-cards; serve as the authority on budget for hiring decisions of TT faculty; oversee decisions on hiring NTT faculty and staff and make recommendations to the Provost; provide the next routing step for Personnel Review Committee (PRC) review materials from School Directors/Department Chairs and make recommendations to the Provost; review new unit TT faculty recommendations and make recommendations to Provost for hiring and salary; approve sabbatical applications; provide oversight of hiring and salary of NTT faculty; supervise and hire unclassified college staff; oversee and monitor class schedules, enrollment, course change requests, independent/by-arrangement course forms (ICFs) and curriculum proposals; spearhead community engagement and outreach; lead grant funding and professional development proposals for college; oversee accreditation needs or delegate to Associate Dean as appropriate; provide direct communication via reports to the Board of Trustees (BOT) and dissemination of information from the BOT to Schools and Departments; oversee the Dean's Student Advisory Council; serve as the main conduit between schools/departments and University Marketing and Communications; serve as the primary responsible party for college marketing outreach enrollment and retention; and respond to any ad hoc or emergency needs of the college.

The Associate Deans would cover duties such as student-faculty academic concerns not resolved at the program level; the first step of more serious concerns such as bias, discrimination and harrasment (these also go to upper admin at the same time through current report form routing); the first step for faculty-faculty or faculty-staff disputes; special projects as assigned by the Dean; oversight of hiring part-time faculty; coordinating and making recommendations on full-time NTT hires; drafting and providing NTT employment offer letters in

consultation with the Dean; establishing NTT salaries in consultation with the Dean; supervising and reviewing NTT faculty; mentoring and onboarding all new faculty (teaching, service, advising, policies, collective bargaining agreement (CBA), etc.); leading annual training of School Directors and Department Chairs; supervising and hiring college-level classified and unclassified staff; studying national trends in order to propose new curriculum and pathways; monitoring IR data and reporting to Schools and Departments; monitoring and balancing committee and service assignments; approving 7-year program review documents along with the APAE; working with proposals and grant writing for enrollment and retention; managing the college newsletter highlights; and collecting information for the BOT.

The newly-constituted mid-level managers, Department Chairs and School Directors, would directly report to the College Dean's Office. Department Chairs and School Directors can have similar responsibilities and will need to be on equal footing in their reporting and standing in communications to and from the Dean's Office. Both of these leadership positions are proposed to be primarily by nomination from within the current faculty, both are proposed to be part of the faculty bargaining unit, and both would likely not be full-time, based on our cost analysis. There may be a few exceptions to this; for example, the Director of OTD position is required by accreditation to be full-time and devoted exclusively to oversight of the OTD program and would be paid from the OTD program funds, but would not have higher standing in communications to and from the Dean's Office in the College of Natural Applied and Health Sciences.

The mid-level managers, Department Chairs and School Directors, would assume some responsibilities currently covered by division chairs, but as they would remain in the faculty bargaining unit, they would not be responsible for personnel dispute resolution or any decisions on faculty conduct or non-tenure track faculty review. They would oversee Services & Supplies (S&S) funds for their unit, oversee unit course fees and foundation accounts, notify faculty of timelines, monitor and review hiring decisions, coordinate program schedules, approve unit curriculum proposals, approve overrides, grade changes and exceptions, monitor and communicate IR data, monitor programs and review, review yearly catalog updates, engage in discussion with stakeholders on retention and enrollment strategies, provide information to the Dean, and act as a conduit for marketing and outreach information to and from the Dean's Office. School Directors and Department Chairs would work with staff associated with their unit, including the Administrative Program Assistants (APAs), and this would allow for APAs to coordinate and redistribute workload if they wish to provide efficiency and cross-training (this would also allow for vacations/sick days without as much disruption as we currently experience).

The positions of School Director and Department Chair are more consistent with our comparators than 'Division Chair', 'Department Head', and 'Program Coordinator'. These titles are also currently different between COE and CLAS, and the committee noted that it will be highly beneficial to provide common titles across colleges, and a set of heuristics for assigning compensation commensurate with workload that is the same for all colleges.

With our proposed leadership roles, there are 281 non-instructional credits to distribute for Department Chairs, School Directors, and program-level work such as program annual

assessment, scheduling, curriculum management, program-level budget oversight, course fee expenditures, new student onboarding, maintenance of students in degree tracks, course overrides or transfer evaluations, interviewing and deciding upon recommendations for faculty searches, and community outreach. In addition, there will still be additional provost-level release for faculty taking on the 7-year program review process.

This re-envisioned college leadership structure balances workload and gives equitable compensation, which we recommend be determined using the same heuristics across colleges. We recommend that the implementation committee determine transparent metrics for summer and academic year administrative work and FTE for school/department or program level; for example, SCH, number of TT and NTT faculty, number of majors/minors and UG/graduate students, advising loads, administrative tasks, group leadership workloads, specific program needs, accreditation needs, facility oversight, infrastructure and equipment. In this model, leadership within the colleges is more sustainable, providing more longevity to positions so that support staff can develop long-term maintenance plans. It also places college leaders into positions that provide professional development and training for consistency of these roles across colleges. Specialization of staff duties is possible to cover all needs in and across colleges efficiently, rather than adding multiple unrelated tasks to one staff person in a department/division.

Cost Analysis

The CRTF was charged with proposing a restructure that would be supported by existing administrative funding for the two colleges. A subcommittee was formed to develop a cost analysis from which the CRTF could make informed decisions about possible structures that would be compensated within existing funding levels. The cost analysis shows the current funding for positions that will continue to exist in the new model, and funding that was pooled together from positions that were being redesigned in the new model. These “pooled” funds are the available funds from which the new proposed administrative positions must be covered in order to stay within existing funding. The Provost also provided guidance that if additional colleges were created, the CRTF could expect that revenue from the new Occupational Therapy Doctorate program would provide funding for one Dean and Administrative Assistant to the Dean (AAD) position, so those costs would not need to be covered out of existing college funding.

The current structure of the two colleges (and the Library) includes: a dean and AAD for each college, 12 division chairs (1 in the Library, 3 in COE, and 8 in CLAS,) and 243 credits in non-instructional reassignment for department head/program coordinator positions. As the two dean and AAD positions will continue to exist in the new proposed structure, those funds were not included in the funds available to cover the new proposed administrative structure. The available funds were based on actual costs for stipends and NTT replacement rate for non-instructional credits assigned to chairs and department heads/program coordinators. The salary and Other Personnel Expenses (OPE) rates used to determine the equivalent dollar amount available were provided by the Budget Office, via Bev West in the Provost’s Office, at

\$1127 per credit (salary only) for NTT replacement of tenure-line credits with OPE at 0.3565 of salary, or \$1528 per credit (including salary and OPE).

The available funds to be redistributed were based on:

- 18 credits of academic year non-instructional release for 11 chairs (the Library chair does not receive non-instructional release) at \$1127 per credit = \$223,146;
- summer stipends for 11 chairs at \$9200 each = \$101,200;
- summer stipend for the Library chair = \$2300;
- academic year stipend for 12 chairs at \$4500 each = \$54,000;
- OPE for the total = \$135,700; and
- 243 credits of non-instructional load for current department heads/program coordinators at \$1528 per credit = \$371,304

This provided a total of \$887,650 in funds from which the new and/or revised administrative positions for the college structure must be covered.

The model being proposed includes three colleges, each with a dean, an AAD, an associate dean, department chairs (school directors) and program-level work. As two deans and AADs already exist, and the third dean and AAD are proposed to be covered by Occupational Therapy Doctorate program revenue, this leaves three associate deans, department/school chairs, and program-level leads that need to be covered from the available \$887,650. The proposed salary and OPE for a new Associate Dean (based on a rate provided by Bev West and the Budget Office) is \$152,654. After removing the salary and OPE for three Associate Deans, there would be \$429,688 remaining to fund the department/school chair positions and program-level leads. For each credit of academic-year, non-instructional load that is assigned to a department chair/school director and program-level work, the available funds would need to be reduced by \$1528. Taking the remaining funds and dividing it by \$1528, this leaves 281 credits available for non-instructional assignments for these positions. Any stipends or summer FTE would need to be computed at the faculty member's existing rate, reducing the available funds by that amount, which would then reduce the number of credits available for academic year, non-instructional reassignments.

Other aspects of the funding that may/should be taken into consideration include:

- If NTT replacements are hired at or above 0.50 FTE, then an additional \$17,004 annually in health benefits costs would be incurred. This is not currently figured into the cost analysis model. All OPE rates are based on NTT replacement below benefits-eligible status.
- If the Associate Dean positions are hired from the existing tenure-line faculty, additional fiscal savings could be realized.

A full fiscal analysis can be found in Appendix F.

Rationale

The rationale for the proposed restructure is multifaceted. First, the two-college structure is awkward enough in itself, creating a binary that fosters unproductive “us versus them” thinking. Beyond that relatively simple structural challenge, however, the situation is even more complicated. The portfolios of the two colleges are significantly imbalanced in terms of size, whether measured in terms of total faculty FTE, student credit hours, number of divisions (8 versus 3) or number of programs. Roughly speaking, most metrics demonstrate that CLAS contains about 70% of the University’s academic portfolio and COE, about 30% (This imbalance is slightly mitigated by the fact that COE has more graduate programs than CLAS as well as significant external accreditation demands; yet the imbalance itself is significant enough that these factors do not entirely compensate for it). Furthermore, the leadership in both colleges is stretched thin. CLAS has no associate or assistant deans, and while COE does have an associate dean (a recent development), that person is tasked full-time with external accreditation demands and does not have time for other tasks for which an associate dean would be useful.

One notable effect of this imbalance is that the CLAS Dean has an inordinately heavy workload, along with no administrative-level assistance (This observation is not meant to minimize the fact that the COE Dean’s workload is also significant, nor to minimize the vital contributions made by the CLAS Dean’s highly productive staff members). The size, intellectual diversity and complexity of the CLAS portfolio simply means that the tasks of daily operational management consume so much time and energy that the Dean has little bandwidth for pursuing initiatives that would help the College grow, thrive, and raise its public profile—tasks that deans at many other institutions normally undertake. Stretching one person so thin often leaves every division sensing that its own interests are not being fully served as well as they could be (and perhaps not always aware that this perception is shared by every division). Important work that could potentially assist the university with attracting, retaining and serving students often goes undone due to lack of administrative bandwidth; considerable time must be devoted to studying and staying current with the nuances of 24 disciplines. Meanwhile, the odds that a time-consuming personnel matter will erupt at any given moment are remarkably high in a college the size of CLAS (over 200 faculty and staff in terms of headcount). Lack of support also means that if one of the college deans can’t attend an event due to a time conflict, the event simply goes unattended by a Dean’s Office representative, resulting in lost opportunities for relationship building, institutional marketing, and networking. If a dean needs to be away for sick leave, vacation, or professional development, important tasks often languish and problems may not be solved in a timely fashion, leading to dissatisfaction that can affect students as well as staff and faculty. In short, the current structure is likely to be costing the university many valuable opportunities that we will never be able to quantify fully.

A further complication lies in the differential size of divisions within each college. In CLAS alone, divisions range from essentially a single discipline (though all divisions include multiple alphas and several degree programs) to as many as five disciplines. Total faculty FTE in each CLAS division, for example, ranges from 10 to 36, and total TT faculty in CLAS is as low as 4 and as

high as 24. These imbalances lead to a number of workload inequities. For instance, smaller divisions may struggle to staff all the necessary committees, and each tenured faculty member may always need to be on the divisional PRC every year. Larger divisions, meanwhile, face other kinds of challenges, with a need for more divisional committees and more complexity of decision making and problem resolution. Division chairs are particularly affected here since their workloads are inequitable even though they are all compensated uniformly. There are also inconsistencies in the sizes of the departments at the level beneath the division chair; in the nomenclature (we have department heads in most of CLAS and program coordinators in COE and grad programs, along with a few pockets of CLAS); in the expected duties of those roles; and in compensation. This inequitable balance also affects staff positions, with the majority (though not all) of the administrative support professionals in the same job classification but with widely varying workload levels between them. This becomes particularly challenging since there is no way under the current CBA for SEIU 503-Higher Ed (the bargaining unit for WOU's classified employees) of offering differential salary for additional (rather than different) work.

Finally, WOU currently has several programs lacking a permanent home, including the Master of Organizational Leadership program which currently exists within CLAS but outside of a divisional structure; the Interdisciplinary Studies program; and the pending Occupational Therapy Doctorate. An appropriate restructure would result in homes and a clear chain of command for all programs. Particularly with regard to the proposed OTD, a college focused on health sciences would be especially beneficial and would assist WOU in further developing its portfolio in this area.

Strengths of the model:

The proposed new model is much more balanced, with additional administrative support built into each college as well as a portfolio size that is much more manageable in terms of faculty and staff distribution, student credit hour distribution, major distribution, and program distribution. This model also provides academic homes for all of WOU's programs, including proposed new degrees. The new model provides consistency in terms of discipline-level administration with regard to roles and nomenclature, with compensation determined based on metrics and codified for consistency as well as flexibility should future metrics change. The new model will be easier for students to navigate, and it will be easier to streamline procedures such as resolving complaints. The new model allows for absences to be covered so that students' needs are addressed seamlessly. Finally, it provides deans and academic leaders with a more manageable workload, increasing the likelihood that they will have the time and support they need to be proactive rather than reactive in developing strategies for attracting, retaining, and supporting students—the key to fulfilling our mission as well as stabilizing our revenue stream.

Benefits to students/equity:

While the proposed model may not be “perfect” in every respect (such a “perfect model” does not exist), it offers many advantages in terms of running the university more efficiently and effectively. One of the most significant benefits will be experienced by students, both prospective and current.

A more balanced structure, for instance, means that a college dean is more available to engage with prospective donors or seek out funding opportunities, resulting in more scholarships. This will benefit students, especially those with the most economic need; and may also have the potential to benefit WOU's financial bottom line by necessitating a lower level of university-funded tuition remission. This more balanced structure allows for coverage of key functions at all times, reducing gaps in response time and allowing WOU to be more student-centered and responsive as an institution. The more evenly balanced administrative portfolios may allow for a college dean to engage in initiatives, such as assisting programs with creating advisory boards, holding focus groups with prospective employers, lobbying at the State Legislature, engaging with alumni, and creating partnerships with post-baccalaureate programs. These opportunities are taken for granted by students at more elite institutions, yet are even more critical for the student population that WOU serves. Equity demands that the university put as much energy into placing and professionally connecting its students and graduates as it does into teaching them.

An imbalanced portfolio combined with inadequate structural support results in a Dean's Office that is always exhausted, stretched for time, and striving to keep up with daily operational demands. While this is certainly taxing on the person tasked with that job, the implications reach far beyond the effects on any single individual. When a chief academic officer lacks the bandwidth needed to maximize student opportunities, students are not well served, nor is the university's reputation, nor is its bottom line. Administrative bandwidth limitations also slow down processes designed to assist students, such as resolving complaints.

The current organizational structure of Academic Affairs creates inequities for all stakeholders: students, staff, faculty and administrators. Initiatives that promise to increase student access to funds and opportunities go unexplored due to lack of administrative bandwidth. For an institution like WOU that serves a significant number of first-generation and under-represented students, this is not just a minor problem but a glaring equity gap. Furthermore, workloads for all employee classes are unequally distributed. In addition to being ethically problematic, such inequities often give rise to resentment, which in turn negatively affects campus climate—and, ultimately, the student experience. Students are not fully served if any of WOU's employee groups are not at their best, and prioritizing equity is a key to keeping our employees at their best—a necessity if we are serious about fully serving our students.

Recommendations for Implementation

Through the analysis of campus feedback, the committee was able to identify themes that should be passed along to the implementation team for consideration. The first is to examine the recommended model through a student lens. While the committee considered deeply how the proposed model would affect students and their learning, we did not have students on the committee and were unable to engage student leadership within the allotted time frame. Thus, we recommend that student focus groups or surveys be conducted during the implementation process to ensure that the student perspective is heard and valued.

During much of the process, academic programs examined their offerings through a new lens. For example, programs found new synergies with other programs or assessed current co-curricular offerings. This process uncovered some areas where course schedules and offerings were out of line with student needs. In other areas, we realized that our silos were preventing us from proficient advising, because we did not know when or in which modality courses were usually offered outside of our own areas. Other times, we realized that courses and efforts were duplicative, which costs time and money, because our communication across units is lacking. The Taskforce recommends that the implementation phase include additional opportunities to examine systems for efficiencies and to further address workload inequities among faculty and staff. During the three rounds of feedback, interest in a more generative process to explore interdisciplinary synergies and break down silos emerged as a recurring theme.

Another theme identified by the committee was the desire to make changes, where applicable, in a phased approach. Some changes will need to be made concurrently in order to be effective and equitable, but some changes could be made sequentially. Where those sequential changes can be made, the campus has expressed desire to see changes made in a phased manner. A phased approach to implementation could also address another constantly recurring theme in the campus feedback, which was concern about implementing a college restructure in the absence of a new university strategic plan.

Along with engaging students in the implementation process, there are other stakeholders who should also engage with this process, the first of which is the administrative and support staff, including representation from the SEIU WOU sublocal. How and where staff are deployed was generally not discussed by the CRTF. However, we did learn that our current systems can be problematic for staff. Staff organization differs greatly between the two current colleges and can even vary within a college. In some areas, staff are assigned to academic units and are expected to be the “jack of all trades” for that unit. In other areas, staff are assigned to specific tasks for a larger unit, with multiple staff serving multiple units. Academic Affairs could use a systems approach to deploying staff labor to ensure that it is equitable, fair and efficient. Because that may mean duties are rearranged and reassigned, SEIU should be an important part of that conversation.

The faculty union, WOUFT, also needs to participate in the implementation stage of this process. Many areas in the CBA will need to be updated with a change in structure. First, all references to the “division chair” will need to be changed. Also, the PRC process will need to be revisited, since it starts at the division level. The PRC process was mentioned numerous times in the feedback; this is clearly an area where faculty have some concerns. Here too is a place where we can apply systems thinking to all of Academic Affairs, as we have vast differences in our expectations across divisions and units. This also may be a place where the university-level PRC can step up to take a larger role. Of course all of this will need to be negotiated with WOUFT.

Faculty, as they are representatives of their programs, will need to continue to be engaged in the implementation process. Some key decisions about groupings of programs into departments or schools have been left to the implementation team for a variety of reasons. As these decision points are discussed, faculty input will be imperative to ensure we are not just making equitable groupings, but also maximizing synergies between programs. While we all agree that being in different units does not preclude collaboration, breaking down silos can help us find efficiencies in uncertain budget times.

In gathering feedback from faculty, the CRTF also surfaced a theme of continuous concerns around needing adequate representation on university governance groups while reducing service loads and mitigating service inequities. The CRTF recommends that most programs combine into larger units as a structural solution to mitigate this issue, while recognizing that other solutions outside of our purview may also need to be explored. Where smaller programs need to be combined into larger units (schools or departments) to spread out service and workload demands, we recommend that should be determined by: 1) using metrics such as SCH, number of TT and NTT faculty, and number of majors/minors; and 2) the cost analysis worksheet provided in the appendix. This means that currently named department heads and program coordinators as they exist and are currently compensated will likely change. We have also found that eight academic unit direct reports to a dean is too many, so there should be fewer than eight departments or schools existing in each college. Furthermore, we recommend that a transparent process be developed for determining whether a unit is designated as a department or a school.

These new academic units each have associated leadership as outlined above, and compensation will need to be determined fairly and equitably. We recommend that the implementation team determine transparent metrics for summer and academic year administrative work and FTE for school/department or program level; for example, SCH, number of TT and NTT faculty, number of majors/minors (both undergraduate and graduate), advising loads, administrative tasks, service loads, specific program needs, accreditation, facility oversight, infrastructure and equipment.

Lastly, the feedback contained many concerns about the financial implications of a college restructure, especially given our current budget woes. Thus we recommend that the implementation team provide transparent budget and cost analyses at each step in the process as they move forward.

Appendices

[Appendix A](#): Initial Charge

[Appendix B](#): CRTF Composition, Roles and Process

[Appendix C](#): Early SWOC Analysis

[Appendix D](#): Early Draft Models

[Appendix E](#): Campus Listening Sessions

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[Appendix H](#): College Leadership Roles - Examples and Analysis

[Appendix I](#): Figure 1 Textual Description and Data Tables

[Appendix J](#): Figure 2 Text Version

[Appendix K](#): Academic Unit Relationships and Hierarchy

[Appendix L](#): Figure 3 Textual Description

[Appendix M](#): Figure 4 Text Version with Data Comparison Table

Appendix A: Initial Charge

Provost Winningham provided the following charge to the College Restructure Taskforce:

Overview

At present, our academic programs are organized into two colleges, a structure arising more from history than strategy. The College of Liberal Arts and Sciences has eight divisions spanning traditional liberal arts and sciences along with professional and pre-professional programs. The College of Education has three divisions that encompass far more than educator preparation programs. This structure served us well once. But over time, and through the evolution of programs and student interests, this structure may have created silos and workload inequities for academic program leaders, faculty and staff. As we consider developing new programs at new degree levels (e.g. professional doctorates), now is the time to re-examine, re-align and re-balance WOU's academic programs so that our structures serve our current needs and position us to thrive in the future.

This restructuring has the potential to:

- Create a home unit for new health-related programs
- Transform and make transparent how academic program leaders are equitably compensated in terms of release time and stipends
- Improve workload equity in advising and committee service by creating academic units that are more comparable in size and complexity
- Organize academic programs in a way that supports innovation and interdisciplinary collaboration, and program sustainability

Participants in the College Restructure Taskforce will engage in this process with a workload equity lens, and will seek to align similar programs or programs that may be better able to collaborate.

Expected Outcomes

Research and report on how other universities structure their academic programs, and articulate common models for universities of a similar size and budget to WOU, including at least some of WOU's peer institutions.

- Propose a new academic unit structure and formula for program leadership structure and compensation that uses existing resources (e.g., department head releases, program coordinator releases, division chair releases, division chair stipends, and all staff in the colleges).
- Propose a new academic unit structure that is more balanced, with the goal of making leadership, advising loads and service loads more equitable.
- Propose a new academic unit structure that could incorporate a possible home for health-related programs.
- Propose a new academic unit structure that considers aligning programs in a way that maximizes collaboration and synergy.
- Produce a report by September 15, 2022.

- Present the above at two campus town halls in the Fall of 2022 and share the Taskforce's information with students.

Appendix B: CRTF Composition, Roles, and Process

4 current deans

12 faculty members, drawn from each division

2 staff supporting academic divisions, drawn from each college

1 additional Academic Affairs staff member

Ex-Officio: Provost's Office and Institutional Research

Members:

*Breeann Flesch, Brent Redpath, *Chelle Batchelor, David Janowiak, Emily Plec, Gay Timken,

*Hillary Fouts, Janeanne Rockwell-Kincanon, Julia Fruit, *Kathy Cassity, *Keats Chaves (ex-officio), Bojan Ilievski, *Kristin Latham-Scott, Margaret Manoogian, Marie LeJeune, Mark

*Girod, Mary Pettenger, *Michael Baltzley (ex-officio), Michael Reis,

Misty Weitzel, **Tiffany Smith

*Steering committee

**Added to Steering Committee on 11/28/22 by committee vote

Summer meetings spanned from April - October, 2022

Led predominantly by the co-facilitators: Ginny Lang, Breeann Flesch, Kristin Latham-Scott

One all-day retreat and ten 3-hour meetings

Steering Committee met for six additional meetings between full committee meetings

Sub-committees often met and worked on tasks collaboratively between meetings:

Communication

Cost Analysis

Comparators

Data

Equity

Steering

Fall meetings October - November, 2022

Led predominantly by Hillary Fouts and Chelle Batchelor

Four 3-hour meetings

Steering Committee met for six additional meetings between full committee meetings

Campus Sessions

Round I: Coffee chat - Oct 5th and Oct 7th

Zoom chat - Oct 6th

Presentations to Staff and Faculty Senates - Oct. 4th and 11th, respectively

Presentations to individual divisions, stakeholder groups

Round II: Two campus in-person 3-hour sessions - Oct. 19th and Oct. 21st

Round II: Two campus Zoom 1.5-hour sessions - Nov. 18th and Nov. 21st

Process

The Taskforce was constituted in April of 2022, after soliciting feedback and nominations for membership from the Faculty Senate. The CRTF includes faculty members from each division, two staff members supporting academic divisions (one from each college), one staff member recommended by the Staff Senate, and the four Academic Affairs Deans. Three ex-officio members also supported the Taskforce: the Director of Institutional Research, the Administrative Coordinator for the Provost Office, and an external facilitator from the community.

On April 11th, the CRTF had a kickoff meeting with Provost Winningham, which addressed the Taskforce charge and scope of work. A steering committee was formed that included the four Academic Affairs Deans (Chelle Batchelor, Kathy Cassity, Hillary Fouts, Mark Girod), two faculty co-facilitators (Breeann Flesch, Kristin Latham-Scott), the Administrative Coordinator from the Provost Office (Keats Chavez), the Director of IR (Michael Baltzley), and an external facilitator (Ginny Lang).

From May through November 2022, the 20 members of the CRTF met as a full group for approximately 47 hours (1 full day retreat and thirteen 3-hour meetings). In addition to the full group meetings, Taskforce members engaged in multiple sub-groups and ad hoc groups to complete tasks from May and into December, 2022. Sub-groups convened around the following topics: communication plans, cost analysis, institutional comparators, data needs/requests, equity, and leadership.

During the initial meetings, the CRTF focused on process, the charge, ground rules, and factors to consider as we tested and discussed various ideas. In most meetings, small group sessions led to larger group discussions that considered multiple perspectives and ways to restructure the colleges. These brainstorming and discussion activities led the Taskforce to a point where they were ready to perform a cost analysis on a single, three-college restructure model. For this major decision point and following decision points, full-group voting occurred and we moved forward ideas in which the majority agreed.

During the summer meetings, we were limited in our ability to engage with the broader campus for feedback, as most faculty are on 9-month contracts. Thus, in September the CRTF requested an extended timeline in order to seek robust campus feedback before finalizing the proposal.

The CRTF conducted three rounds of campus feedback sessions, each followed by a Taskforce meeting to review, discuss, and incorporate feedback in the proposed restructure model.

The first round of feedback was collected from September 22 through October 11, 2022. During the first round, Taskforce members visited every academic division, held two coffee chat Q&A sessions, a zoom chat Q&A session, and presented and received feedback from the Staff Senate and Faculty Senate. The proposed model draft was also sent to leadership of the following groups with opportunities for discussion: WOUFT, SEIU, Student Success and Advising, Writing Center, Math Center, Interdisciplinary Studies, Graduate Programs, Honors, Gen Ed, and division APAs. Feedback was collected via a Google form as well as from Taskforce notetakers that attended each session. Following feedback collection, the CRTF reviewed all feedback, identified themes, and incorporated major themes in the proposed restructure model.

The second round of feedback was collected through two campus listening sessions that occurred on October 19th and 21, 2022. The Taskforce collected the feedback via google forms as well as notes taken during the listening sessions. Following this round of feedback, the CRTF met on October 24 and identified major themes from the feedback. The biggest themes were centered around balancing the colleges and the structure within the proposed colleges, as well as leadership roles and duties. Thus, work groups were formed to delve more deeply into the feedback themes and to generate proposals for how to structure the colleges accordingly. The work groups brought preliminary proposals to the full Taskforce on November 9, 2022. During that meeting, CRTF discussed the proposals and voted on what ideas to incorporate into the next draft of the proposed model.

The third round of feedback was collected through two campus listening sessions that occurred on November 18th and 21, 2022. During this round, the Taskforce offered a closed-captioned video describing the proposed model, along with a slide deck and supporting materials. Feedback was again collected via a google form as well as notes taken during the listening sessions. The full Taskforce then met on November 28, 2022, to discuss the themes from the feedback and vote on final elements to incorporate into the proposal.

Appendix C: Early SWOC Analysis

STRENGTHS

Division/program-specific

- Computer Science as an Academic Unit (Division) – all faculty can teach classes in three different areas. Very flexible. Division is not siloed. Officially don't have any departments, but do have three majors. Program Coordinators, not department chairs. Same thing as Dept Head, regarding release time, etc.
- Division (business) is a low-cost provider – very cheap to get Business students through the dept, and make a lot of doing it; have more of an applied orientation. Many NTT faculty. Ex: Accounting faculty have expertise from the business world.
- Don't have a structure within Interdisciplinary Studies; Interdisciplinary collaboration, for example First Year Seminar (FYS) courses.

- Criminal Justice – we are “the” Criminal Justice program in Oregon, all community college (CC) roads lead to us. Long history, one of the longer-running programs; Western Restorative Justice and Criminal Justice Center; Collaborative group within the division
- COE: *located in one building – allows for centralized duties for staff, hallway conversations
 - Direct support for accreditation and assessment, to support non-NWCCU accreditation needs
 - Dedicated education advisors
 - Faculty teach across programs, especially in DEL
 - Central supervision for staff allows for consistency and protection
- HEXS: highly committed, student driven faculty
 - Location in Willamette Valley
 - *Growing infrastructure for grant support
 - Social mobility among students
 - *Academic advising by faculty when done as intended; balanced
- NSM: effective and efficient
 - *Strong commitment to UG education and Diversity Equity and Inclusion (DEI)
 - *Close alliances across departments in division
 - Widely participate in UG education
- CAD - the shared and rotating chair among 4 departments
 - Collaboration and interdisciplinary desire is there
 - Emphasis on cultural diversity and social justice; emphasis on making good citizens
 - Student focused; personalized connections with students and colleagues

Current structure

- Supports collaboration within units
- Fabulous staff that serve unique needs of programs
- Opportunities w/ partners (off-campus, etc.)
- Supports advising
- Physical infrastructure
- Interaction w/ deans
- Interaction w/ grad program coordinators
- Large programs have opportunities as a result of their size
- It is familiar to us; maintain status quo makes it easier, as it is already figured out
- Minimal bureaucratic hurdles to follow ideas
- Practica/internships; guided student research and other high impact practices such as practicum

Faculty-student-more general comments

- Lots of opportunities for faculty
- Don't have majors specifically identified – easy to mold / adapt to emerging topics
- Student perspective - it was easy to take credits from one area and apply it to something else.
- Have had a lot of growth, but have not had the resources to support that growth.

- The numbers make it look like we have more FTE and staff than other similar sized universities. Robust staffing model
- Smaller class sizes huge strength
- Division chairs – amazing groups
- Individual faculty – just incredible to work with, they are talented and committed and huge potential
- Academic council – collaborative group of colleagues with expertise; every academic discipline has a seat at the table

WEAKNESSES

Student-related

- Students don't see the structure, or know that there is a structure – they only know their major
- Not consistent for students who switch, or are interdisciplinary – not really understanding how to navigate
- Offer a below standard student experience due to lack of staffing – competitors are doing discipline-specific clubs, internships that are more structured; ours are ad hoc, not required, supervised by an NTT
- Inconsistency in summer classes times which create issues for students, scheduling inconsistencies
- Colleges aren't super student friendly – new students coming to campus enter buildings and have difficulty navigating as there is no welcome staff

Roles, responsibilities, confusion

- Lack of clear roles and responsibilities and delineation between deans and chairs
- Hard to know who to send someone to; hard structure to understand and navigate
- Example – academic complaints – who is the Division Chair? Students who have concerns or complaints are left to find how to handle that themselves
- Faculty often don't know how to direct people
- Current system is opaque
- Top down decision making with approving, even though we talk about shared governance.
- Understanding resource allocation is challenging if don't understand structure; i.e., dept vs program (curriculum based)
- Chair job is very different across units
 - leadership development
 - challenges seeing range of return on investment - units contribute differently
 - forces people into roles w/out preparation
 - marketing
 - unique aspects... admission assessment, practica/internship, etc.
 - hiring context is different by unit
- Changes to labor expectations lead to insecurities and repeated and repeated statements to justification.

Faculty numbers

- Number of faculty relative to students is low – 6 TT and 14 NTT / 300-400 students.
- 2.2FTE for 400 students in Business
- NSM – 40 faculty members (over 20 TT)
- Lack TT in key disciplines e.g., no accounting, no law, etc.

Workload, inequities

- Workload is unmanageable. Haven't been able to hire NTT. Aren't meeting the NWCCU and Criminal Justice accreditation balance of NTT/TT.
- Huge advising loads, depending on whether NTTs are advising or not. Roughly 50-70 advisees for faculty. Advising Grad and Undergrad students. (x2 @ 30-40)
- Very little time for research, service, community outreach. See spreadsheet in data file.
- Division Chairs are underpaid and overworked.
 - Doing work with no protection from the union feels abusive
 - No time for research or teaching
 - If Division Chair is absent . . .
- Ill-defined division chair roles, without training or consistency, with responsibilities but without power.
- APA is indispensable. If absent, the Division Chair has to take on that load.
- Excessive service load – everything requires “Division” representation – with few faculty, you are doing it all. Faculty senate, curriculum . . .
- Want to bring students in on research, and there is no system for that, and no resources/time/funding for that.
- Maybe have enough faculty, but folks feel overwhelmed and over tapped.
- Structure unbalanced, service inequity.
- Same names and faces on DEI, curriculum innovation, etc. Related to the structure imbalance. Feels like we can't get deep into the faculty structure to work with folks.
- Deep service inequities among faculty, barrier to writing grants
- High proportion of NTT in some areas that make it difficult to for TT faculty to get help w/ grant and feel obligated to work on grant
- Very thin administrative structure; Not all programs have the same level of staff support, support for every program for admissions
- Not staffed correctly (classified, unclassified and students)
- Multiplication of semi-administrative tasks
- Need more staff capacity during academic year and less during summer
- Dramatic inequities: college sizes and staffing; division sizes and staffing; inequitable representative loads, advising loads
- Structure encourages us to abuse administrative support–having unclassified staff or students do work that is classified, for example
- No “benches” for backup, succession planning

Faculty-related

- Structure of grad programs seems to have been designed for Education. Faculty are both undergrad and grad faculty. CBA recognizes graduate teaching as a lower load, so if you aren't exclusively a graduate level faculty member, you don't get that benefit (inequity)

- Don't fill courses, 600 level courses not filled and canceled, then you convert to 400/500 slash class, in which case the faculty member does not get compensated for teaching at the grad level
- Faculty development – research is a key component of career development, but very little time is allocated to research here. No grad students, no research support, reduces publication potential for faculty
- Release time for faculty for program support is different, creates hard feelings, hard to get responses, affects student success and enrollment
- Different credit value – 3 vs 4
- Inequity in teaching load per CBA
- Insufficient capacity in small divisions, 0-1 tenure-line
- Non-instructional workload (across campus) don't seem to be based on data/comparators
- A lot of half-time appointments for faculty, lose on both sides, half to do full work for both

Program-specific

- HEXS: understaffing in UCS, don't get orders because of this
 - Infrastructure makes it difficult to navigate
 - *Unbalanced power structures in senate
 - *Limited opportunities for collaboration, siloed, workload impact
 - Inability to allow for innovation – roadblocks/red tape (no marketing, serving food, connecting w/ community)
- * NSM: lack of clear metrics on how release is decided on and allocated
 - *Large inequities in advising and service loads; stretched thin
 - *Discipline-specific groups are housed in other division, difficult to work collaboratively
 - *Difference in payroll process from division to dean's office in both colleges
 - Curriculum process is cumbersome, makes difficult to get proposals completed
- No graduate program in Business

More general

- Program situated in College of Liberal Arts and Sciences, but we are an applied program that aligns well with industry. This contributes to working well internally, but not “playing well with others”. Leads to discontent. Canceling classes shouldn't be applied equally. Trailer sequences are important and need to be offered, even if they are low enrolled
- Lack of focus and specificity
- Not accredited – Accreditation would ensure that we have correct balance
- No tie between revenue and resources we receive – no idea what price per student credit hour is. Is this known? Is it just not given to Division Chairs?
- Not enough direct access to data
- Advisory boards – if you go to other schools, you will find multiple advisory boards for each subject within a discipline. The work of creating the board is on the backs of faculty, unsupported, yet is touted by the university in accreditation
- Communication – folks may want more information about what is happening, but sometimes it is hard to tell whether folks are getting the message. On the other hand some folks probably feel like they do not get the information they need

- What are our mechanisms for system side adoption? For example, we had to change our instruction plans in the library given the article 15 cuts. There is no mechanism for that to be adopted system wide.
- Current structure may not be forward-looking - new programs - -> protecting major FTE vs. contributing to gen ed
- Structure encourages competition, negativity

OPPORTUNITIES

Student related

- Idea from Dr. Jhaj – looking at student behavior in a restructuring process. Where are students more likely to transfer into, from where they started?
- Students want applied degrees
- Interest in profession-ready learning; deep in certain areas
- Non-traditional students are increasing, some research says twice as much
- New ways to allow students to educating

Change the narrative

- College – is it worth it?
- Liberal Arts – Liberal Arts Education is tremendously helpful in careers in industry. We (Liberal Arts) do a horrible job communicating what gives value to employers.
- Computing narrative – computing is a team sport, computing degrees get the highest salaries, but we are not an engineering program, we educate the whole student.
- Opportunities to re-market or re-brand things with “WOU Brand” – within the restructure, maybe we can think about how to leverage a new structure to solidify our brand. Make programs more marketable in this region.
- Opportunity to create equity, addressing “equality does not mean equity”
- We do need some vision work... new programs? new structure?

Partnerships and programs

- New programs (UG & GR), professional development - workforce, certificates; how can a new structure support future innovation?
- Community college and other market partnerships
 - Chasing markets is exhausting w/out structure
 - Online programming
 - Delivery innovation - offsite, by flex
- Interdisciplinary work already emerging – Business, CJ, CS
- Industries not currently being covered
 - Retail
 - Golf
- Ties between education & business > e.g., teachers leaving teaching

More general

- Leverage shared resources for greater collaboration
- Facilitate homes for interdisciplinary

- Administrative FTE
- We could choose to be nimble-size
- Give more time to unit-level innovation – give more time to these conversations
 - Fiscal
 - Programming
 - Market
- Expand the TT, create department chairs, do outreach more, redesign graduate school to support programs that are the “stepchild of ”
- Opportunity to grow even bigger as a program within Oregon

Division/program-specific

- SPO: Strengthen admin support across division
Potential for college-level grant support person
A lot of restructuring, need alignment between new structures and colleges
Admin support share best practices across colleges, admin support group
- GR: Personnel support for fully, use existing support more fully
Grad recruiters
One-stop-shop to facilitate students navigating campus, student success
Standardizing release time for program coordinators
- COE: *redistribute staff as needed, centralize tasks
Create staff support for faculty chair for university-wide committees
- HEXS: develop online programs
HSI, needs more support, faculty fellow position, staff support
OHSU nursing program collaboration, continue to grow
Proactive and visionary
- IR: having conversations about governance structure of programs will help campus community understand operation, larger understanding
Collaboration across programs
- NSM: *expand programs in stem-related
More college and deans, remove division chairs, give department heads more responsibility and autonomy

CHALLENGES

Resources: staffing, funding, physical

- Lack of resources
- Sub-standard physical plant / facility – no place to put new faculty, no classrooms
- Decreased funding in higher ed in general
- CBA prohibits an industry based salary, struggle to hire because we can't pay market rates, makes it very difficult to attract faculty to certain programs (CJ, Business)
- No incentive to be a coordinator or division chair
- Admin support on campus are complete overwhelmed; hard to find time to support grant tasks; more admin support needed
- Cost neutral
- Dividing resources, such as funds and staff support (and shared equipment, location & access)
- Staff support for faculty serving as chair on university-wide committees

- Finding faculty to serve on committees; being chair can be toxic; some have releases, some don't
- Shared equipment resources – location and access
- Time to reorganize and report things

Structure

- Don't feel correctly situated in CLAS
- Lack of strategy – strategy dictates what we try to do
- Anti-business orientation of the union & administration – we need “slots”
- We have colleges, divisions, departments – some have more voice than others
- Students don't understand the structure
- Having to lobby, be the squeaky wheel, to get anything done
- Some programs get prioritized
- More communication across admin support across campus
- Misfit in COE, units w/ whole
- Ineffective support from grant and dean's office due to structure
- Curriculums and environments will always be in flux

Competition

- Abundance of online programs/majors to compete with
- Need MBA to advance to upper management and we don't have that program
- Glut of business programs
- Decrease in traditional students

Processes

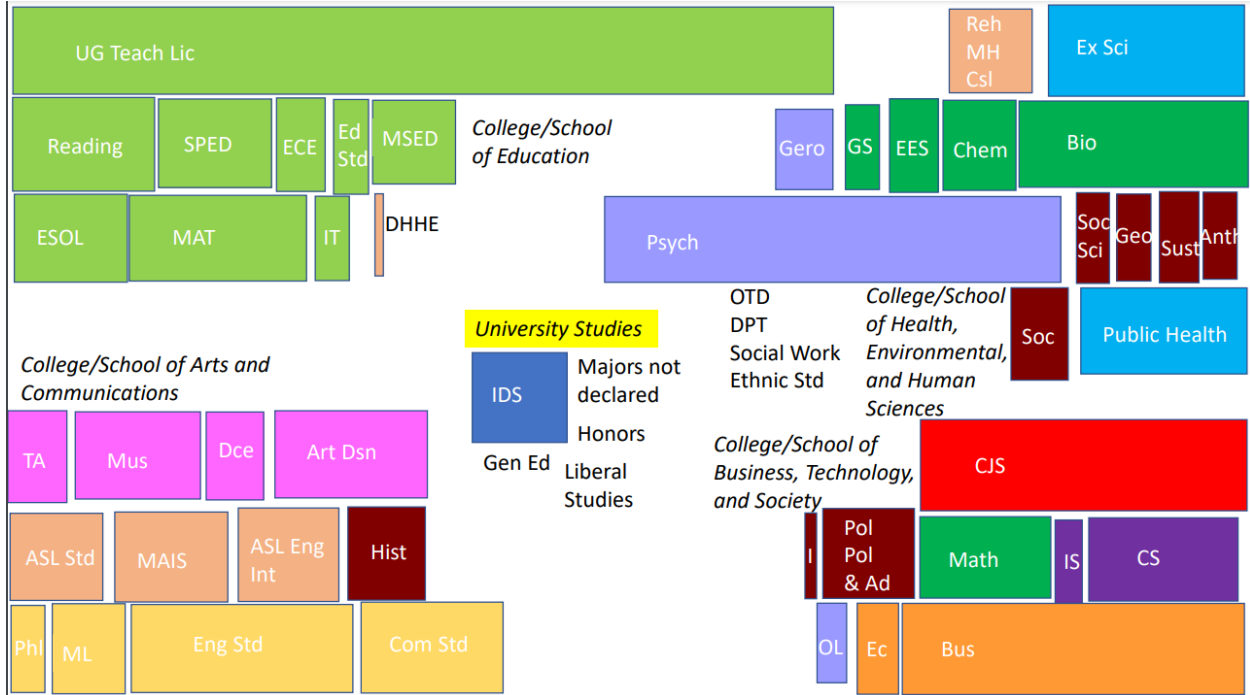
- Decision making structure – would like decisions to be made with clear metrics and heuristics that are well-known by all. Lack of transparency of process on how to get resources.
- Accountability for decisions that are being made
- Internally working collaboratively very well, but not so much outside
- *How to do in budget neutral way
- Disconnect in advising across campus for students, communication
- Too many committees on campus; every div providing rep is not working; release is insufficient

Culture

- Ombudsman to work on resolving disputes or
- Distrust of ...
- Desire for some recognition of merit
- Widespread perception of being disadvantaged

Appendix D: Early Draft Models

Draft Model 1



The academic programs in the above diagram are color-coded by current Division and represented by boxes that are proportional to the size of the program.

College/School of Education

- UG Teach Lic (DEL)
- Reading (DEL)
- SPED (DEL)
- ECE (DEL)
- Ed Std (DEL)
- MSED (DEL)
- ESOL (DEL)
- MAT (DEL)
- IT (DEL)
- DHHE (DSPS)

College/School of Arts and Communications

- TA (CA)
- MUS (CA)
- Dce (CA)
- Art Dsn (CA)
- ASL Stud (DSPS)
- MAIS (DSPS)

ASL Eng Int (DSPPS)
Hist (SS)
Phi (HUM)
ML (HUM)
Eng Stud (HUM)
Com Std (HUM)

College/School of Health, Environmental, and Human Sciences

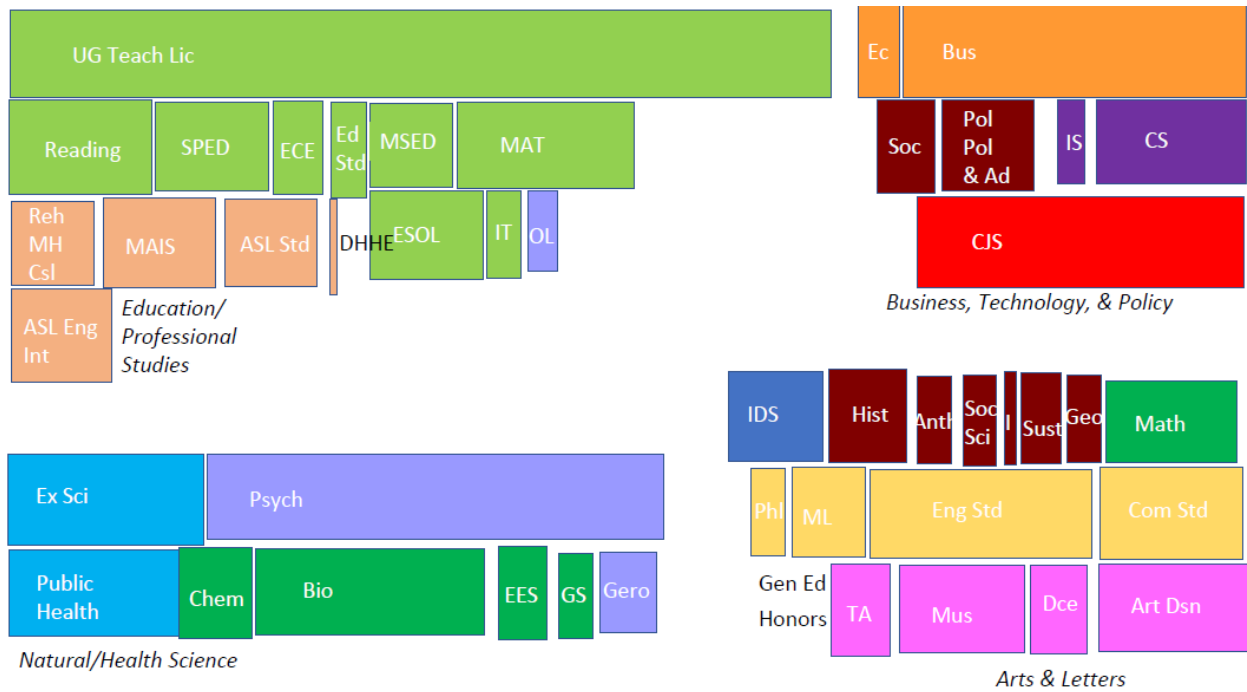
Reh MH Csl (DSPPS)
Ex Sci (HEXS)
Gero (BS)
GS (NSM)
EES (NSM)
Chem (NSM)
Bio (NSM)
Psych (BS)
Soc Sci (SS)
Geo (SS)
Sust (SS)
Anth (SS)
Soc (SS)
Public Health (HEXS)
OTD
DPT
Social Work
Ethnic Std

College/School of Business, Technology, and Society

CJS (CJS)
I (SS)
Pol Pol & Ad (SS)
Math (NSM)
IS (CS)
CS (CS)
OL (BS)
EC (B&E)
Bus (B&E)

University Studies
IDS
Majors not declared
Honors
Gen Ed
Liberal Studies

Draft Model 2



The academic programs in the above diagram are color-coded by current Division and represented by boxes that are proportional to the size of the program.

Education/Professional Studies

UG Teach Lic (DEL)
 Reading (DEL)
 SPED (DEL)
 ECE (DEL)
 Ed Std (DEL)
 MSED (DEL)
 ESOL (DEL)
 MAT (DEL)
 IT (DEL)
 DHHE (DSPS)
 ASL Stud (DSPS)
 MAIS (DSPS)
 ASL Eng Int (DSPS)
 Reh MH Csl (DSPS)
 OL (BS)

Natural/Health Science

Ex Sci (HEXS)
 Gero (BS)
 GS (NSM)

EES (NSM)
Chem (NSM)
Bio (NSM)
Psych (BS)
Public Health (HEXS)

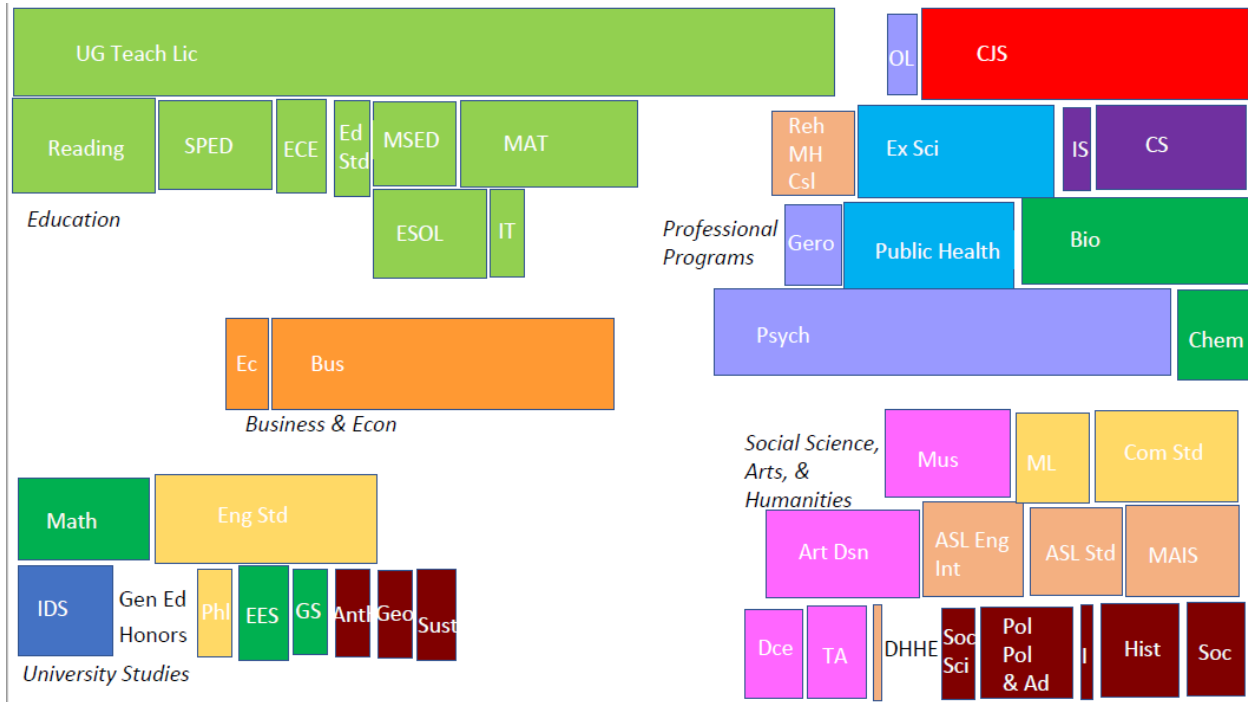
Business, Technology, and Policy

EC (B&E)
Bus (B&E)
CJS (CJS)
Soc (SS)
Pol Pol & Ad (SS)
IS (CS)
CS (CS)

Arts & Letters

TA (CA)
MUS (CA)
Dce (CA)
Art Dsn (CA)
Hist (SS)
Phi (HUM)
ML (HUM)
Eng Stud (HUM)
Com Std (HUM)
Soc Sci (SS)
Geo (SS)
Sust (SS)
Anth (SS)
I (SS)
Math (NSM)
IDS
Honors
Gen Ed

Draft Model 3



The academic programs in the above diagram are color-coded by current Division and represented by boxes that are proportional to the size of the program.

Education

UG Teach Lic (DEL)
 Reading (DEL)
 SPED (DEL)
 ECE (DEL)
 Ed Std (DEL)
 MSED (DEL)
 ESOL (DEL)
 MAT (DEL)
 IT (DEL)

Business & Econ

EC (B&E)
 Bus (B&E)

University Studies

Math (NSM)
 IDS
 Honors
 Gen Ed
 GS (NSM)

EES (NSM)
Phi (HUM)
Eng Stud (HUM)
Geo (SS)
Sust (SS)
Anth (SS)

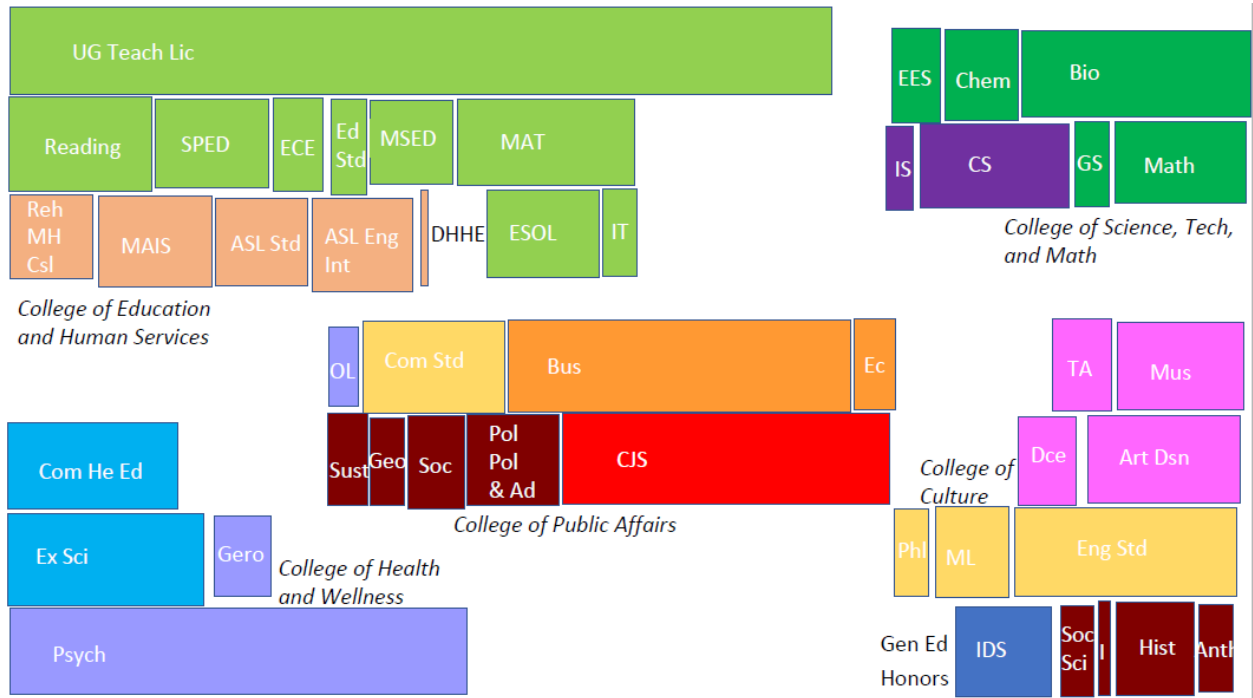
Professional Programs

OL (BS)
CJS (CJS)
Reh MH Csl (DSPS)
Ex Sci (HEXS)
IS (CS)
CS (CS)
Gero (BS)
Public Health (HEXS)
Chem (NSM)
Bio (NSM)
Psych (BS)

Social Science, Arts & Humanities

DHHE (DSPS)
ASL Stud (DSPS)
MAIS (DSPS)
ASL Eng Int (DSPS)
TA (CA)
MUS (CA)
Dce (CA)
Art Dsn (CA)
Hist (SS)
ML (HUM)
Com Std (HUM)
Soc Sci (SS)
I (SS)
Soc (SS)
Pol Pol & Ad (SS)

Draft Model 4



The academic programs in the above diagram are color-coded by current Division and represented by boxes that are proportional to the size of the program.

College of Education and Human Services

UG Teach Lic (DEL)
 Reading (DEL)
 SPED (DEL)
 ECE (DEL)
 Ed Std (DEL)
 MSED (DEL)
 ESOL (DEL)
 MAT (DEL)
 IT (DEL)
 Reh MH Csl (DSPS)
 DHHE (DSPS)
 ASL Stud (DSPS)
 MAIS (DSPS)
 ASL Eng Int (DSPS)

College of Health and Wellness

Ex Sci (HEXS)
 Com He Ed (HEXS)
 Gero (BS)
 Psych (BS)

College of Science, Tech, and Math

Chem (NSM)

Bio (NSM)

GS (NSM)

EES (NSM)

Math (NSM)

IS (CS)

CS (CS)

College of Culture

TA (CA)

MUS (CA)

Dce (CA)

Art Dsn (CA)

ML (HUM)

Phi (HUM)

Eng Stud (HUM)

Soc Sci (SS)

I (SS)

Anth (SS)

Hist (SS)

IDS

Gen Ed

Honors

College of Public Affairs

OL (BS)

Com Std (HUM)

EC (B&E)

Bus (B&E)

Geo (SS)

Sust (SS)

Soc (SS)

Pol Pol & Ad (SS)

CJS (CJS)

Appendix E: Campus Listening Sessions

P Round One Presentation.pptx

Sept. 22-Oct. 11

P Round Two Presentation.pptx

Oct. 19-27

P Round Three Presentation.pptx

Nov. 16-28

Appendix F : Financial Model

+ Restructure Cost Analysis - Revised

Appendix G: Peer Primary Academic Units

Data compiled by Institutional Research:

x Peer Academic Structure Comparisons.xlsx

Data compiled by the Current Structure and Comparator Subcommittee:

x Peer Primary Academic Units_ Detailed Information.xlsx

Appendix H: College Leadership Roles - Examples and Analysis

Table of Contents to Appendix H

College Deans

Recurrent Themes

Distinguishing Characteristics

Sample Descriptions

Associate/Assistant Deans (College/Academic)

Recurrent Themes

Distinguishing Characteristics

Sample Descriptions

Focus: General

Focus: Academic Affairs/Curriculum/Assessment

Focus: Research

Focus: Faculty Affairs

Note: The data used to compile this information draws heavily from institutions that have clearly defined the dean role, above and beyond a single position description. Many institutions also defined the role of associate/assistant deans relative to the dean. Because of the HR systems this type of role standardization typically requires, larger institutions are more common in this write-up, though the size of the colleges within those institutions varies.

College Deans

Recurrent Themes

- Chief academic officer or chief executive within a college or division, providing leadership and direction to the college's faculty and staff
 - Oversight of all academic programs
 - Responsible for the effective administrative operation of the college
 - Development and implementation of strategic plans, particularly with respect to aligning college level priorities to the university's strategic plan
- Official representative of the college
 - Fundraising and external relationships
 - Membership on university leadership groups (i.e. Provost's Council, University Council)
 - Stakeholder and constituent engagement
- Responsible for the development and allocation of the college's budget and resources

Distinguishing Characteristics

- The Dean is tasked with broad oversight of **all** of the college's academic, administrative, and operational needs either directly or indirectly (through supervision and direction of staff)
- The Dean's responsibilities extend beyond short-term and operational goals; the Dean is responsible for implementing a long-term strategic plan or vision

Sample Descriptions

Dean: Leadership Roles & Responsibilities (George Mason College of Health & Human Services)

The Dean is the chief academic officer of the college. He/she serves at the pleasure of the President and reports directly to the Provost of the university. The Dean is responsible for the academic and managerial leadership of the college and its programs. He/she should have a record of research and teaching, and a level of scholarly achievement that supports appointment as full professor in one or more units in the college.

The specific duties of the position include:

- Maintaining effective communication with college constituents;
- Establishing college priorities;
- Meeting educational and research goals;
- Creating and administering the budget;
- Leading external development and fundraising activities; and
- Participating as a leading academic citizen of the university and the region.

Dean Sample Position Description (Oregon State University)

This position is the chief executive of the College of [XXXXX] and reports to the Provost. Responsibilities include oversight of academic and administrative programs including development/implementation of strategic plans, allocation of resources (budgets, staff, equipment), operational success and the evaluation of results that support OSU's goals and mission.

Decision-making:

[Identifies the breadth and scope of decisions, the level of autonomy and review, and any specific guidelines used to make those decisions, i.e. curriculum guidelines, etc.]

Has authority to allocate resources and responsibility to manage the College to meet expected results. Provides leadership and direction for staff.

Duties:

[Describe the major or most important duties performed by this position. Be clear about both the overall function and specifics of work performed. There should be an easily identifiable relationship between the duties, position summary, decision-making and lead work/supervisory responsibilities.]

XX% Provide leadership for the College in fostering excellence in teaching, research and service to the community; ensure academic programs that challenge and encourage students in inquiry and application, in both current and future curriculum/program development and implementation.

XX% Prepare and implement strategic plans; short and long-range goals to meet University mission.

XX% Provide leadership and active participation in the pursuit of diverse funding sources for innovative programs/curriculum/research, including fundraising initiatives and partnerships.

XX% Promote diversity through pursuit of stated goals for students, staff and faculty.

XX% Provide leadership, supervision and direction for the College, including staff: Hires and trains employees; plans, assigns and reviews work; establishes goals and assesses performance through completion of written evaluations; acts on disciplinary issues, up to and including dismissal; addresses grievances and develops a plan for corrective action. Actively promotes faculty and staff development.

Dean's Position Description (University of Louisville)

The dean shall have primary responsibility for representing the views of the college faculty to all groups and persons external to the college, particularly to the central administration of the university. The dean shall be responsible for the administration and efficient conduct of the educational program of the college and for integrating the plans of the college with those of the university. The dean shall enforce the policies and regulations adopted by the Board of Trustees, the Office of the President, the Faculty Senate, and the college faculty. In addition, the dean's efforts shall be guided by the specific responsibilities contained in the job description for the Dean of the College of Education and Human Development.

As chief academic officer of the college, the Dean is responsible for the academic, personnel, financial, and administrative affairs of the college. The Dean is also responsible for communicating the vision and goals of the College to community and professional constituencies and seeking public and private funds to support the goals of the college.

What a Dean Does (University of Washington)

Deans are responsible to the provost for all matters relating to the educational, budgetary and administrative affairs of their units. Deans are charged with providing the vision and leadership needed for their college or school to excel and to advance the University's teaching, research and service missions.

Unit leadership

- Deans advance the University's vision and goals through the creation of a strategic academic business plan and future initiatives.
- Deans nurture, facilitate growth and development, and set and uphold high standards for faculty, staff and students.
- Deans create a positive work and learning environment within their college or school.

- Deans advocate to the provost and/or president for the interests of their college or school.

Academic/scholarly leadership

- Deans lead the educational, research, scholarly and public engagement activities of their college or school through planning, implementation and evaluation initiatives that ensure success, relevancy and sustainability.
- Deans advocate on behalf of students and create initiatives to increase the diversity of the student body.
- Deans are expected to actively participate in the 10-year program reviews conducted by the Graduate School and Undergraduate Academic Affairs.
- If the college or school contains accredited programs, deans lead compliance with accreditation standards.
Deans represent their colleges or schools to external constituencies and audiences.

Personnel leadership

- Deans mentor leaders of their academic units and programs.
- Deans are responsible for recruitment, appointment and retention of academic administrators, faculty and staff for their college or school.
- Deans create hiring plans for their college or school and participate in the recruiting and hiring process for faculty and staff.
- Deans participate in the review of each faculty application for promotion/tenure and provide recommendations to the provost.
- Deans ensure meaningful performance evaluations of faculty and staff are regularly conducted.
- Deans review and retain documentation of merit salary adjustment recommendations of their college or school faculty and provide recommendations to the provost.

Financial leadership

- Deans are responsible for the effective management of the financial resources of their college or school.
- Deans develop and implement strategies for providing competitive salaries to faculty and staff which includes planning with the elected faculty council and executive leadership for the use of the tools available in the Faculty Salary Policy.
- Deans develop capital and minor repair budget proposals for their college or school and ensure the effective management of allocated resources.

Managerial leadership

- Deans enhance a culture of collaboration within their units to include meaningful engagement with faculty, staff and student governance councils and committees.
- Deans ensure that their college or school adheres to University policies and procedures.

- Deans manage the allocation of space within the facilities assigned by the provost for the use of their college or school. Deans enhance a culture of diversity, equity, and inclusion within their college or school.

Engagement with faculty, staff and students

- Deans conduct regular and meaningful consultation, dialogue and engagement with faculty, students, and staff.

Engagement with alumni, donors and external community

- Deans engage with external stakeholders including alumni, donors, employers of graduates, and interested community organizations to solicit external input regarding the impact of their college or school.
- Deans develop and implement fundraising strategies to obtain needed philanthropic support for college or school initiatives.
- Deans engage stakeholders in meaningful interactions with the college or school that foster pride, advocacy and private support.
- Deans enhance the stature and professional standing of their college or school among peers and relevant constituencies.

Engagement with the UW community beyond the unit

- Deans actively participate in the Board of Deans and Chancellors meetings and other activities to provide advice to the provost.
- Deans lead and participate on University committees to support University requirements and advance the University's vision and goals.
- Deans participate in numerous University events as the representative of their college or school.
- Deans collaborate with other academic leaders to advance University-wide and interdisciplinary initiatives.

Job Standard for Dean (Boise State)

Purpose

The Dean provides academic management, leadership, and vision to support and implement a college's strategic initiatives in teaching, service, and research that are all part of Boise State University's "Blueprint for Success" strategic planning initiative. In addition to these roles, the Dean will cultivate relationships with community partners, donors, and alumni to further address the current and future aspirations of a college. The Dean is typically supported by an Associate Dean and/or an Assistant Dean, a number of Department Chairs, and Administrative/Professional Staff. The Dean facilitates work by guiding the efforts of faculty and staff through a flexible and innovative approach that tackles complex issues specific to the college and certain University initiatives. The Dean can play a variety of directive and

collaborative roles in overseeing and guiding their respective college's undergraduate and graduate degree programs

Level Scope

A Dean is an academic leader who has academic, programmatic, managerial, and fiscal responsibilities for a school or college. Deans may verify the adequacy of instruction, monitor academic integrity, confer degrees, and have some level of responsibility for student recruitment, admission, and academic progress. They are often responsible for the ethical conduct of research and for establishing and maintaining a culture of compliance, collaboration and integrity among faculty, staff, and students. They provide local direction and resources for the education, training, and implementation of federal, state, and local regulations and practices and university and sponsoring agency policies and procedures.

Essential Functions/Key Responsibilities

60% of Time the Dean must:

Reporting directly to the Provost and VP for Academic Affairs, the Dean serves as the chief academic and executive officer of the college, which typically serves hundreds of students, employing dozens of full-time faculty and staff in multiple academic departments.

Supervises or leads department chairs, directors, faculty and staff as determined by the Dean's role and responsibilities in upholding the mission of their respective college, with guidance from the Provost and other University stakeholders.

Play a pivotal role in creatively executing the college plan for the advancement of their respective college.

Demonstrate a growth mentality and creativity with the acquisition and allocation of resources to address strategic goals that position their respective college within specific niche areas for continued success.

Working with University Advancement, the Dean will have the responsibility to generate resources that support students and advance the mission of the college.

Play a key role in providing leadership and support to their college faculty as the university continues to increase its research ecosystem and expenditures

35% of Time the Dean

Determined by department needs

5% of Time the Dean

Perform other duties as assigned

Work Environment and Physical Demands

UTEP College of Health Sciences Dean

[The Dean] is the chief academic officer and administrative leader of the College of Health Sciences, and serves as a key member of the University leadership team. The College's Department Chairs, Program Directors, Associate and Assistant Deans, and College staff report directly to the Dean. Representing the College within the University and among a wide range of

external constituencies, the Dean promotes UTEP's highly acclaimed Access and Excellence mission, strengthens collaborations with community partners, and fosters excellence in education and research.

The Dean's mandate includes several key priorities:

- Set the academic climate
- Promote a culture of outstanding interdisciplinary education, research and innovation
- Support the mission of the College to prepare the next generation of health and human service practitioners to improve quality of life locally, nationally and globally
- Work with faculty to ensure adherence to accreditation standards, enhanced community engagement, and excellence in clinical practice and research
- Build collaborative relationships between departments and programs in the College, and across the University and into the community
- Foster global engagement efforts
- Cultivate and develop relationships with alumni and industry partners

Dean, State University of New York (System-Wide Job Description)

DEAN, at a campus of the State University, serves as the chief academic and administrative officer of a school or college.

- Is administratively responsible to the Vice President for Academic Affairs for the successful development of academic policy and the maintenance of academic quality in his particular discipline.
- Recruits and hires faculty members, especially at the senior level;
- coordinates the curriculum development, both in his school or college and in conjunction with other academic programs on the campus;
- is responsible for the development and presentation of a budget which will sufficiently meet the academic needs of the program by providing adequate funds for salaries, facilities and instructional resources;
- will generally serve as a member of several campus committees including those on admissions, curriculum faculty standards, etc.,
- and as an academic advisor to the Vice President for Academic Affairs.

Associate/Assistant Deans (College/Academic)

Recurrent Themes

- Supervision of multiple operational units or key administrative functions
- Works under intermittent supervision, resolving complex issues independently within their areas of responsibility
- May have direct or indirect reports depending on assigned responsibilities

- Primary duties support the Dean's leadership and oversight of the college; duties may be variable (assisting the Dean broadly with the college's administration) or focused on clusters of related administrative functions (e.g. faculty affairs, curriculum and assessment, research)
- Represents the school at the Dean's request or in absence of the Dean to high-level committees, stakeholder groups, or external partners

Distinguishing Characteristics

- Member of the leadership or administrative team of the college
- Duties are directly tied to the Dean's portfolio
- Collaborates with the Dean on strategic planning and vision for the college but their short and long-term goals are primarily focused on the successful, ongoing management of core functions or units within the school

Sample Descriptions

General Associate Deans (No Stated Focus)

Associate Dean, State University of New York (System-wide job description)

ASSOCIATE DEAN, at a campus of the State University, serves as the chief assistant to the Dean of a school or college in the areas of academic policy, student admissions, curriculum research and development, faculty recruitment and retention and budget development and administration.

In a larger school or college may be assigned specialized responsibilities in any one or combination of the above responsibilities. Participates on various committees, campus-wide and program in nature, in such areas as admissions policy, curriculum development, faculty guidelines, etc. In the largest schools or colleges, there may be two Associate Deans who share responsibilities.

Incumbents of this title generally have concurrent rank in an academic title and may have substantial instructional responsibilities.

Associate Dean (Missouri State System)

GENERAL FUNCTION

The Associate Dean provides assistance to the College Dean in the administration of the college which may include, but is not limited to, department head and faculty recruitment and development, department head and faculty evaluation, program development, program review, student advisement, college budgeting and budget control, and indirect supervision of the teaching, research, and service activities of the college.

Associate Dean of College (Sam Houston University)

Nature & Purpose of Position: The Associate Dean is a critical member of the college's administrative leadership team and participates in university-wide initiatives. The Associate Dean is expected to assist the Dean of the College in dealing with the needs of faculty, staff, and students of the College, and providing oversight and evaluation for college-wide initiatives.

Supervision Given & Received: Reports to the Dean of the College. Supervision given as assigned to various disciplines within the specific College.

Primary Responsibilities: Duties and responsibilities may include, but are not limited to assisting the Dean of the College with the following functions: general administration, curriculum and instruction, accreditation efforts, evaluation and assessment, faculty matters, College organization, internal and external College communication, research activity, student matters, administration of scholarships, fiscal matters, and interacting with other colleges and divisions within the university. May teach courses in addition to other responsibilities. Performs other related duties as assigned.

Associate Dean: Roles & Responsibilities (Georgia State)

The Associate Dean is an academic and/or administrative officer who reports to the Dean of the College. S/he supports the teaching, research, and service mission of the college by discharging responsibilities in one or more areas as defined by the dean. S/he serves as a conduit for the communication between the dean's office and the department chairs and university offices/external communities as defined by the dean. Colleges often have multiple associate deans serving as points of contact for different groups of departments and/or with different responsibilities.

Authority: The level of authority of Associate Deans is set by the Dean and varies across colleges and across associate deans. Responsibilities typically cover the following:

- I. Academic programs and curriculum
 - New academic programs and program revisions;
 - Collaboration and cross-unit and cross-college programs;
 - International programs;
 - Course offerings, course and program enrollments;
 - Academic standards, program review, and accreditation matters.
- II. Student Affairs and Success
 - Student progress, retention, and graduation;
 - Student advising, academic assistance, and career planning;
 - Student discipline issues.
- III. Faculty Affairs
 - Recruitment, orientation, development and mentoring;
 - Assistance with grants submission;
 - Faculty evaluation oversight

- Teaching assignments and evaluation of instruction
 - Faculty productivity assessment
 - Promotion and tenure, reappointment, structured reviews
 - Faculty awards and recognition programs.
- IV. Research-related activities
- Research infrastructure and support;
 - Research collaboration across units, including developing grant proposals;
 - Tracking funded research and research compliance;
 - College research centers supervision;
 - Relationships with funding agencies, foundations, etc.
- V. Other Activities
- Strategic planning;
 - Supervision of Deans' Office staff.
- VI. Graduate Programs
- Graduate student recruitment, retention, progress to degree;
 - Graduate student funding and fellowships;
 - Graduate research and dissertations;
 - Graduate program marketing;
 - Graduate student petitions and disciplinary matters
- VII. Representational roles and External matters
- University-level committees;
 - Professional boards and external committees;
 - Alumni management;
 - Community and media relations;
 - Development related responsibilities, proposals for donors
- VIII. Administration and Resource Allocation
- Budgeting and space allocation;
 - Allocation of instructional resources;
 - Oversees progress on strategic plan;
 - Developing reports, metrics as needed;
 - Development/implementation of college policies;
 - Adherence to university, state, federal, and other policies;

Focus: Academic Affairs, Curriculum, Assessment

Associate Dean for Academic Affairs: Leadership Roles & Responsibilities (George Mason College of Health & Human Services)

The Associate Dean for Academic Affairs (ADAA) oversees the academic operations of the College and provides leadership to facilitate the development of new degrees and courses. The ADAA is responsible for ensuring the highest quality in teaching-learning excellence. Moreover, the ADAA provides oversight for internal and external accreditation processes and manages

academic program procedures and policies for the College. The ADAA advises and supports the Dean, performing additional duties as needed.

Specific duties include:

- Oversees the academic enterprise ensuring teaching-learning excellence;
- Works with departments to develop innovative academic programs;
- Leads and promotes a culture of educational excellence and innovation;
- Provides leadership in the development academic policies and priorities;
- Monitors academic performance metrics;
- Oversees academic enrollment and enrollment planning;
- Ensures academic enterprise is aligned with the College and University strategic plan and goals;
- Coordinates faculty grievances and appeals processes in conjunction with the Associate Dean of Faculty Affairs;
- Chairs committees and discharges other duties assigned by the Dean;
- Provides administrative and managerial oversight for staff; and
- Represents the College with its many internal external constituents.

Focus: Research

**UTEP College of Health Sciences Associate Dean for Research & Faculty Affairs
(Research Portfolio only)**

- Assists in the development of a compelling and inclusive vision for research;
- Provides strategic leadership in developing and refining the College's research mission and activities towards meeting current and future needs in the Paso del Norte region and beyond;
- Assists faculty to form successful collaborative research groups that integrate and support individual, community-based, and team-based programs of research;
- Creates mechanisms to facilitate cross-college research activities;
- Builds strong intra-and-inter-professional relationships that enhance new and existing research linkages, including between research and teaching faculty, research faculty and clinical practices or hospitals, college and community engaged research enterprises, and local, national and international researchers;
- Promotes translational science and the integration of research activities into clinical and community practices;
- Demonstrates an entrepreneurial mindset to enable faculty to pursue diverse external funding sources in the expansion of the research mission. Helps faculty navigate among traditional research opportunities and emerging funding sources;
- Provides and facilitates mentorship of research-active faculty;
- Provides consultation regarding preparation of research proposal and potential funding;
- Ensures that all College-related activities are compliant with School and University policies, as well as federal and state policies and procedures related to research;

- Conducts or directs special projects as assigned; and acts in other matters and capacities as delegated by the Dean.

Associate Dean for Research: Leadership Roles & Responsibilities (George Mason College of Health & Human Services)

The Associate Dean for Research oversees the Office of Research, supports a research culture in the college, and links the college programs of research to the greater university research enterprise. He/she provides support and guidance to academic unit administrators for developing strong interdisciplinary and multidisciplinary programs of research and works closely with the college centers for synergistic, coordinated research foci in the college. He/she advises and supports the Dean, performing additional duties as needed.

The specific duties of the position include:

- Monitoring the research productivity of academic units in the college;
- Serving as the college liaison to meetings with the Vice President for Research;
- Overseeing the strategic planning process for research productivity and total extramural funding of all academic units and college centers;
- Creating a development plan for research and other extramural funding opportunities in the college in consultation with unit academic administrators; and
- Organizing the appropriate college infrastructure necessary to support funded programs of research across all academic units.

Focus: Faculty Affairs

UTEP College of Health Sciences Associate Dean for Research & Faculty Affairs (Faculty Affairs Portfolio only)

- The Faculty Affairs portfolio is broad, focusing on strategic planning, faculty recruitment and retention, and faculty review;
- The Associate Dean serves as a member of the Dean's Leadership Team to provide a coordinated, college-wide approach to strategic planning, implementation, and evaluation of investments in educational and research program development;
- Provides leadership and guidance in the development and implementation of policy relating to faculty recruitment (shared with Associate Dean for Academic Affairs), development and promotion to satisfy professional and accreditation requirements;
- Develop programming and governance guidelines in conjunction with the Associate Provost for Faculty Affairs, Dean, and Dean's Lead Team to promote faculty excellence and diversity;
- Participate in addressing faculty grievances;
- Conducts or directs special projects as assigned; and acts in other matters and capacities as delegated by the Dean.

Associate Dean for Faculty Affairs: Leadership Roles & Responsibilities (George Mason College of Health & Human Services)

The Associate Dean for Faculty Affairs is a resource to and advocate for faculty and staff and is responsible for administration and support of the Faculty Development Committee, developing and implementing programs to aid faculty recruitment and retention, supporting departmental plans to further individual instructional excellence, and leading initiatives that contribute to faculty mentoring and professional development. The Associate Dean will also oversee related matters for staff. Working with the Dean and College leadership, the Associate Dean for Faculty Affairs serves as primary liaison to the Office of Compliance, Diversity and Ethics, and Human Resources for hiring initiatives to build a diverse and inclusive faculty. In addition, the Associate Dean for Faculty Affairs is expected to have substantive expertise in an academic area offered by the College or in public health, and to teach two courses, annually. This is a half-time (12-month) administrative faculty position with full benefits, with the remainder of the time will be spent as a tenured faculty member in one of the academic units comprising the College. Candidates are expected to qualify for the rank of full professor with tenure. This position reports to the Dean of the College.

Specific duties include:

- Building a strong, diverse, and productive faculty and staff in support of the College strategic vision for excellence in teaching, research scholarship, and service;
- Providing leadership for diversity and inclusion efforts across the College;
- Developing retention strategies for faculty and staff to implement across the College, including equity issues;
- Implementing programs to support the development and mentorship of faculty and staff;
- Serving as a resource to and advocate for faculty in preparing for promotion and, when applicable, tenure review;
- Collaborating with the PT&R committees to develop clear and comprehensive guidelines;
- Career development initiatives for post-tenure;
- Facilitating a culture of instructional excellence and serving as a liaison to the Stearns Center for Teaching and Learning and the Office of Student Scholarship, Creative Activities, and Research;
- Assisting departments in developing discipline-specific measures of faculty scholarship and impact that allow for valid comparisons across College and University;
- Assisting departments in implementing and supporting individual faculty and staff development plans, especially for individuals who must retain licensure or other regulatory credentials;
- Providing leadership and support for the Faculty Development Committee and the Faculty Council, including faculty development workshops and speakers series;
- Promoting faculty and staff nominations for awards and special recognition within and outside College;

- Collaborating with communications and public relations to promote faculty and staff within and outside College;
- Representing the College with its many internal and external constituents and
- Developing a faculty expertise registry.

Associate Dean for Faculty Affairs (University of Houston, Natural Science & Math)

Role of Associate Dean for Faculty Affairs

The Associate Dean for Faculty Affairs (ADFA) role in NSM has many duties and responsibilities. In short, virtually anything related to faculty (tenured/tenure-track and non-tenure track) is within the scope of the ADFA. This includes, but is not limited to:

- Assisting departments with faculty recruiting, offer development, hiring, retirement, emeritus nominations
- NSM new faculty orientation
- Coordination of the promotion and/or tenure and third-year review processes
- Faculty teaching excellence awards
- Faculty mentoring
- Faculty grievances
- Overseeing College committees (Promotion and Tenure; Instructional and Clinical Promotion; Committee on College Governance; Policy Committee)
- Aid and advise department chairs
- Faculty conflicts of interest
- Faculty entrepreneurship/intellectual property
- College bylaws and strategic plan
- Navigate the policies and procedures in order to find ways to achieve a desirable outcome
- Everything else that comes up relating to faculty

Faculty, particularly those new to UH, should take advantage of the ADFA and get in touch prior to coming to UH and also early in their time at UH. This is particularly true for those pre-tenured faculty since there is a lot of advice that can be given that would take years to implement.

The ultimate goal for the Associate Dean for Faculty Affairs is to support, advocate for, and advance faculty success at all levels of the institution.

Appendix I : [Figure 1](#) Textual Description and Data Tables

Figure 1 shows the current academic structure of WOU with the number of student credit hours (SCH), undergraduate majors (UG Majors), graduate majors (GR Majors), tenure track faculty units (TT FTE), and non-tenure track faculty units (NTT FTE) as of Spring 2022. There are three positions shown in this figure that report directly to the Provost: Associate Provost, Dean CLAS and Dean COE. Under the Associate Provost, the figure lists General Education, Honors, Liberal Studies, IDS, and the Writing Center. Under the Dean of CLAS, an Administrative Assistant is listed, as are the chairs of the eight CLAS divisions: Business and Economics, Behavioral Sciences, Creative Arts, Criminal Justice Sciences, Computer Science, Humanities, Natural Science and Mathematics, and Social Sciences. Under the Dean of COE, an Administrative Assistant is listed, as is an Associate Dean of Clinical Practices and Partnerships, and the chairs of the three COE divisions: Deaf Studies and Professional Studies, Education and Leadership, and Health and Exercise Science.

Academic Unit	SCH	UG Majors	GR Majors	TT Faculty (FTE)	NTT Faculty (FTE)
CLAS Overall	103219	2459	98	76	64
Business and Economics	10781	417	0	3	8
Behavioral Sciences	15509	588	1	9	5
Creative Arts	12625	214	6	14	12
Criminal Justice Sciences	8687	317	28	4	6
Computer Science	5467	183	2	5	2
Humanities	18459	237	2	13	12
Natural Science and Mathematics	18811	269	0	19	13
Social Sciences	12880	233	0	8	6

Academic Unit	SCH	UG Majors	GR Majors	TT Faculty (FTE)	NTT Faculty (FTE)
COE Overall	41233	1549	441	28	32
Deaf Studies and Professional Studies	8031	221	91	2	6
Education and Leadership	21575	991	349	17	21
Health and Exercise Science	11627	337	1	9	5

Appendix J: [Figure 2](#) Text Version

Current Distribution of Academic Programs in COE and CLAS

College of Education

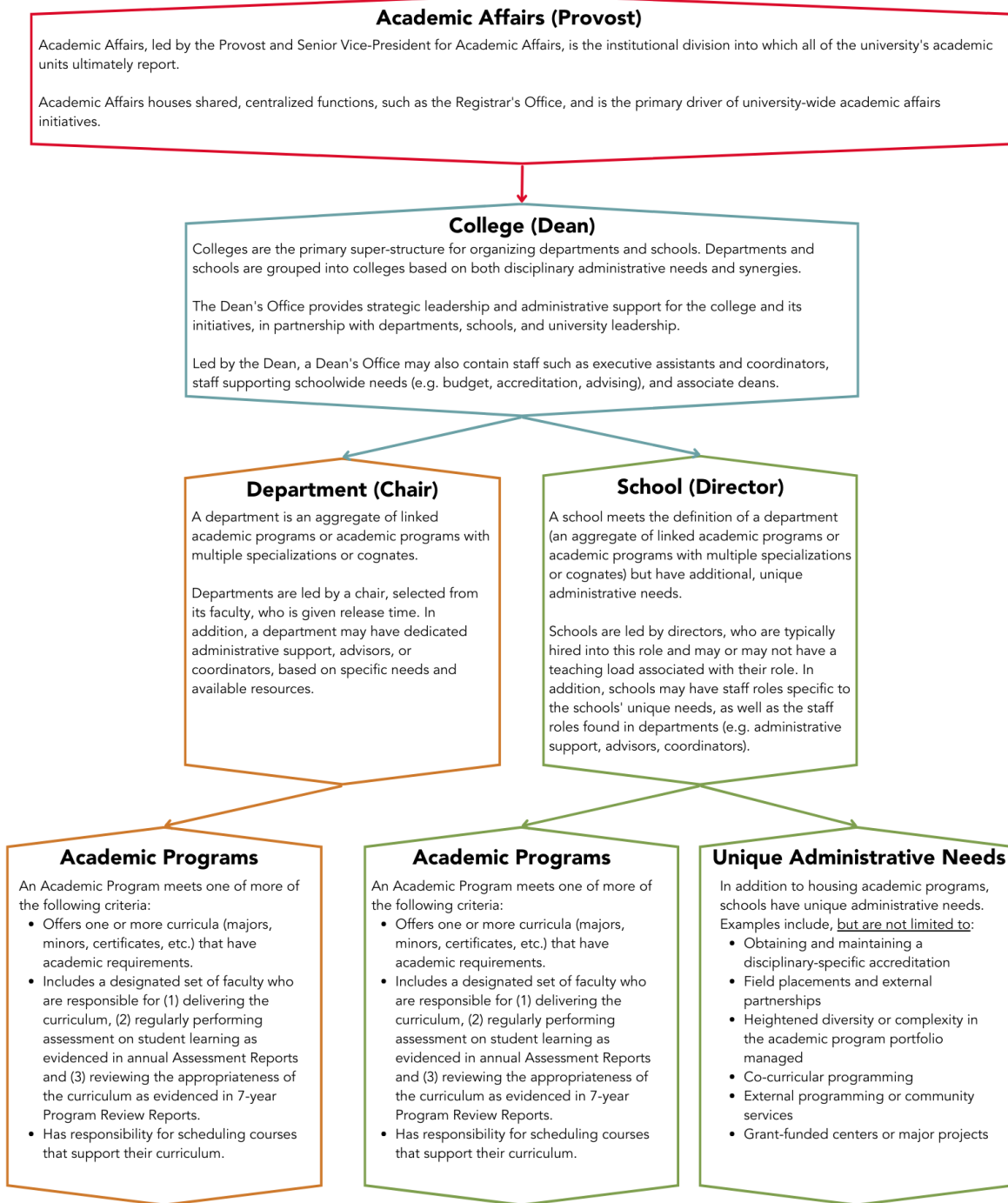
ASL Studies
Deaf and Hard of Hearing Education
Early Childhood Education
Education Studies
ESOL
Exercise Science
Information Technology
Interpreting Studies
Interpreting Studies, MA
MAT
MSED
Professional Studies in the Deaf Community
Public Health
Reading
Rehab Mental Health Counseling
Special Education
Undergraduate Teacher Licensure

College of Liberal Arts and Sciences

Anthropology
Aquarium Science
Art and Design
Biology
Business
Chemistry
Communication Studies
Computer Science
Creative Arts
Criminal Justice
Criminal Justice, MA
Cybercrime
Dance
Data Analytics
Earth & Environmental Science
Economics
English Studies
General Science
Gerontology
History
Humanities
Information Systems
Interdisciplinary Studies
International Studies
Mathematics
Military Science
Modern Languages
Music
Philosophy
Politics Policy & Administration
Organizational Leadership
Psychology
Social Science
Sociology
Spanish-English Interpreting
Sustainability
Theatre Arts

Appendix K: Academic Unit Relationships and Hierarchy

Skip to [Textual Description of chart](#)



Textual Description of the Academic Unit Relationships and Hierarchy: This chart displays the vertical and horizontal relationships that exist in the proposed academic structure. At the top of the four-tiered structure is Academic Affairs and the Provost. Academic Affairs, led by the Provost and Senior Vice-President for Academic Affairs, is the institutional division into which all of the university's academic units ultimately report. Academic Affairs houses shared, centralized functions, such as the Registrar's Office, and is the primary driver of university-wide academic affairs. Under Academic Affairs is a College, with a Dean as its leader. Colleges are the primary super-structure for organizing departments and schools. Departments and schools are grouped into colleges based on both disciplinary administrative needs and synergies. The Dean's Office provides strategic leadership and administrative support for the college and its initiatives, in partnership with departments, schools, and university leadership. Led by the Dean, a Dean's Office may also contain staff such as executive assistants and coordinators, staff supporting schoolwide needs (e.g. budget, accreditation, advising), and associate deans.

Departments (with a Chair leading) and Schools (with a Director leading) comprise the next level of the hierarchy, implying that the units and their respective leaders, are coequals. A department is an aggregate of linked academic programs or academic programs with multiple specializations or cognates. Departments are led by a chair, selected from its faculty, who is given release time. In addition, a department may have dedicated administrative support, advisors, or coordinators, based on specific needs and available resources. A school meets the definition of a department (an aggregate of linked academic programs or academic programs with multiple specializations or cognates) but has additional, unique administrative needs. Schools are led by directors, who are typically hired into this role and may or may not have a teaching load associated with their role. In addition, schools may have staff roles specific to the schools' unique needs, as well as the staff roles found in departments (e.g. administrative support, advisors, coordinators).

Academic Programs and Unique Administrative Needs form the foundational tier of the structure. Academic Programs are the common building blocks for both Department and Schools. Schools have the added block of Unique Administrative Needs. An Academic Program meets one or more of the following criteria:

- Offers one or more curricula (majors, minors, certificates, etc.) that have academic requirements.
- Includes a designated set of faculty who are responsible for (1) delivering the curriculum, (2) regularly performing assessment on student learning as evidenced in annual Assessment Reports and (3) reviewing the appropriateness of the curriculum as evidenced in 7-year Program Review Reports.
- Has responsibility for scheduling courses that support their curriculum.

Schools have Unique Administrative Needs in addition to their Academic Programs. Examples include, but are not limited to:

- Obtaining and maintaining a disciplinary-specific accreditation
- Field placements and external partnerships

- Heightened diversity or complexity in the academic program portfolio managed
- Co-curricular programming
- External programming or community services
- Grant-funded centers or major projects

Appendix L: [Figure 3](#) Textual Description

Proposed Academic Structure

Figure 3 shows the proposed academic structure with the number of student credit hours (SCH), undergraduate majors (UG Majors), graduate majors (GR Majors), tenure track faculty units (TT FTE), and non-tenure track faculty units (NTT FTE) as of Spring 2022. There are four positions directly supervised by the Provost: Associate Provost, Dean of the College of Business, Culture, and Society, Dean of the College of Natural, Applied, and Health Sciences, and Dean of the College of Education and Languages. Under the Associate Provost, the figure lists General Education, Honors, Liberal Studies, IDS, the Writing Center and the Math Center. Under the Dean of the College of Business, Culture, and Society, an Executive Assistant, an Associate Dean of Faculty Affairs, and “Departments and/or Schools” are listed. Under the Dean of the College of Natural, Applied, and Natural Sciences, an Executive Assistant, an Associate Dean of Faculty Affairs, and “Departments and/or Schools” are listed. Under the Dean of the College of Education and Languages, an Executive Assistant, an Associate Dean of Clinical Practices and Partnerships, an Associate Dean of Faculty Affairs, and “Departments and/or Schools” are listed.

Appendix M: [Figure 4](#) Text Version with Data Comparison Table

Proposed Distribution of Academic Programs into Colleges

¥ Indicates a tentative program placement into college, pending consultation with affected faculty & staff

<p>College of Business, Culture, and Society</p> <p>Anthropology Art and Design Business ¥ Communication Studies Computer Science ¥ Creative Arts Dance Data Analytics ¥ Economics ¥ English Studies Humanities History Information Systems ¥ International Studies Military Science Music Philosophy Politics Policy & Administration Sports Management Social Science Sociology Sustainability Theatre Arts</p>	<p>College of Education and Languages</p> <p>ASL Studies Deaf and Hard of Hearing Education Early Childhood Education Education Studies ESOL Information Technology (EdTech) Integrated Science Interpreting Studies Interpreting Studies, MA Linguistics MAT Modern Languages MSED Professional Studies in the Deaf Community Reading Rehab Mental Health Counseling Spanish Special Education Undergraduate Teacher Licensure</p>
<p>College of Natural, Applied, and Health Sciences</p> <p>Aquarium Science Biology Chemistry Criminal Justice Criminal Justice, MA Cybercrime Earth & Environmental Science Exercise Science General Science Gerontology Mathematics Occupational Therapy Organizational Leadership Psychology Public Health</p>	

Data Comparison with the Proposed Distribution of Programs

College	SCH	UG Majors	GR Majors	TT Faculty (FTE)	NTT Faculty (FTE)
College of Business, Culture and Society	57997	1252	8	40	37
College of Natural, Applied and Health Sciences	54634	1516	89	41	29
College of Education and Languages	31821	1244	442	23	30