

Activity Report
Academic Reorganization Committee (Part 2)
Summer 2020 Semester

Primary period of performance: June 29, 2020 – August 17, 2020

Committee Membership by Constituency

Student Representatives

Ivan Mallett
Jonathan Ciero
Isabelle Hardesty
Drew Gillum

Faculty Senate

Laura Luehrmann
Brian Boyd
Huma Bashir (CEHS)
Fred Garber (CECS)
Megan Faragher (LAKE)
Dawn Wooley (COSM)
Jeff Cigrang (SOPP)
Marietta Orlowski (BSOM)
Kevin Duffy (RSCOB)
Susan Carrafiello (COLA)
Misty Richmond (CONH)

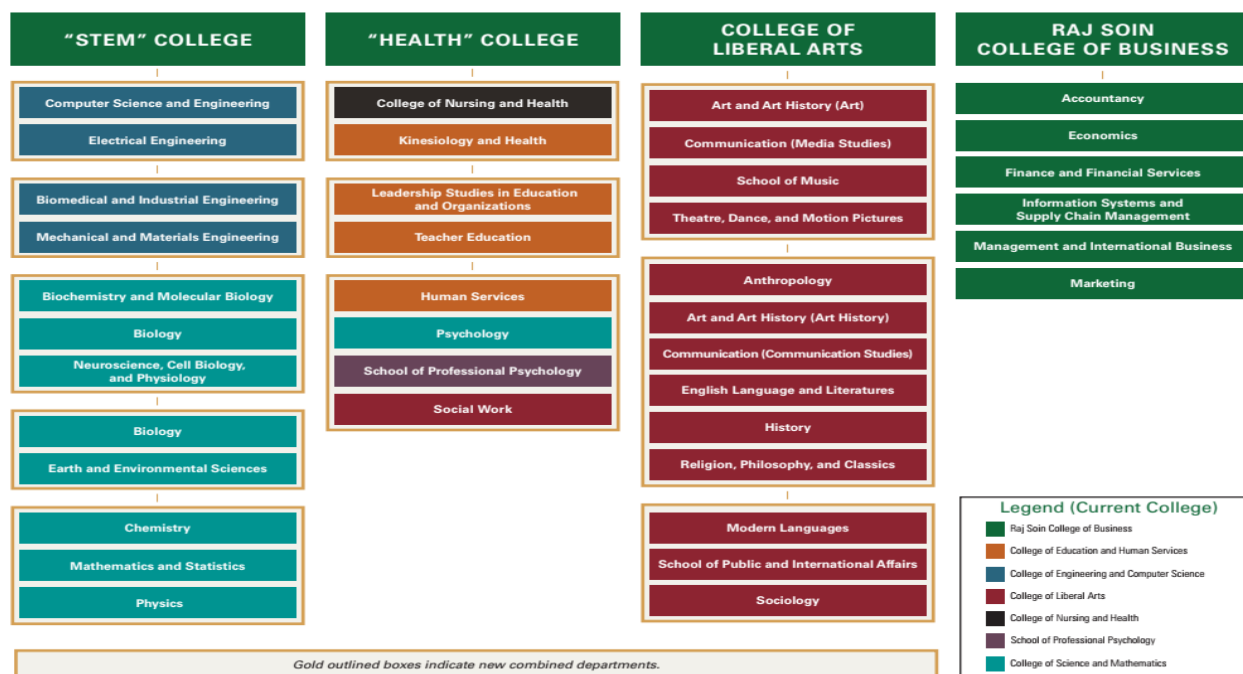
Staff Senate

Connie Bajek
Jen Attenweiler
Katie Halberg
Jen Walsh
Cindy Vanzant
Stefanie Kohne

Brian Rigling, Chair

I. Charge

On June 2, 2020, Interim Provost Leaman released a message to campus (Appendix A) regarding consideration of a reorganization of the university's academic units. The message included a first draft of a reorganization plan, which is shown below, and a charge to Dr. Brian Rigling to form a committee of faculty, staff, and students to review and incorporate feedback on this draft plan and to draft recommendations regarding a path forward. Input from the university community was solicited through an online form through August 4, 2020. The formal charge to the committee is included in Appendix B, with a report due on August 17, 2020.



II. Committee Composition

Dr. Rigling engaged leadership groups across campus to recruit partnership in Academic Reorganization Committee (Part II). This included meetings with the Faculty Senate Executive Committee (EC) (May 20) and Staff Senate (June 18), and reaching out to the leaders of the Student Government. Each of these constituencies provided recommended participants, which were accepted and are listed in the table shown on the cover page.

III. Committee Activities

The committee held meetings on June 29 and July 30, and otherwise conducted business via email.

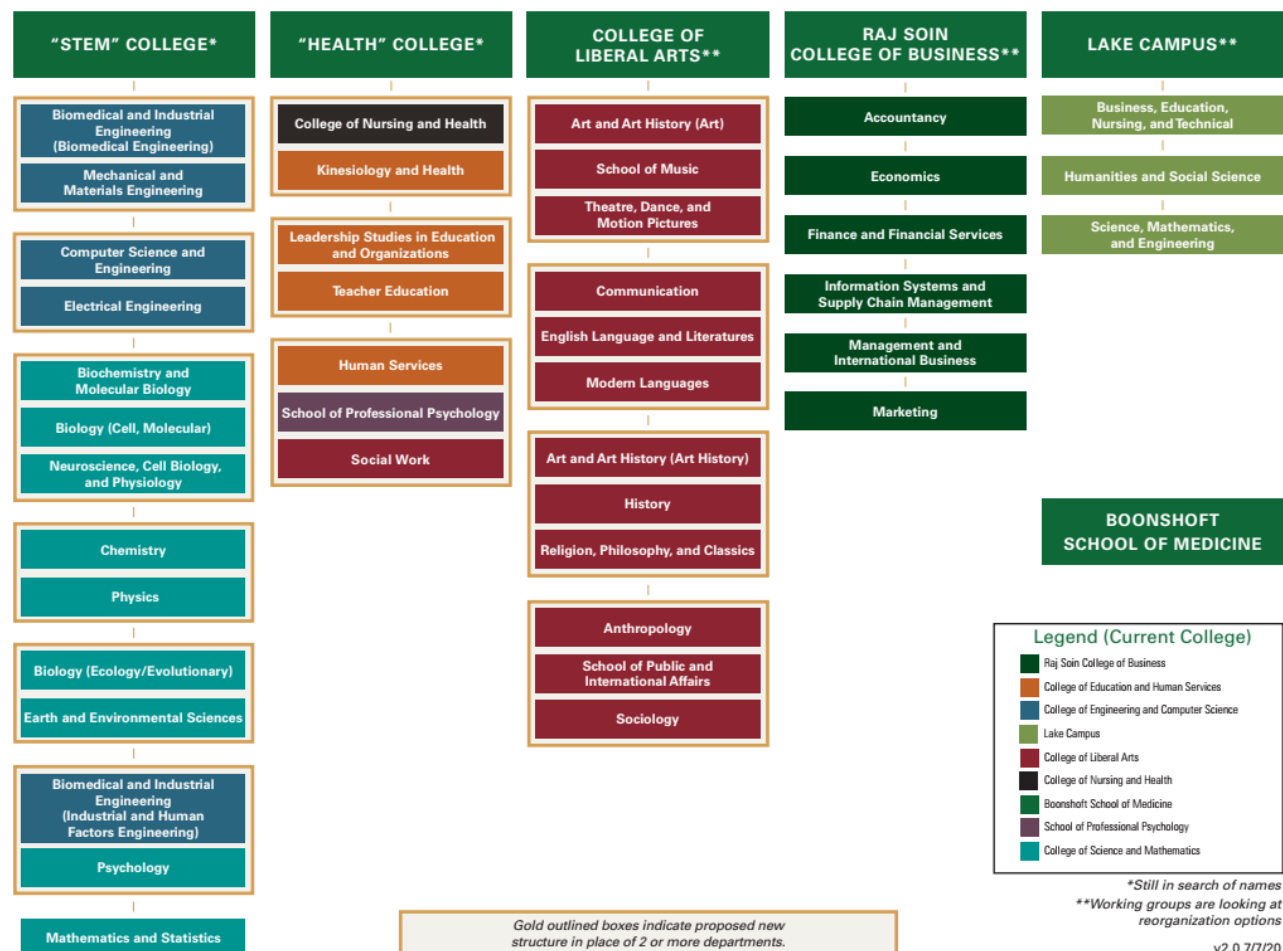
Meeting of June 29

Prior to the meeting on June 29, Dr. Rigling forwarded to the committee the on-line feedback received to date. He and the other committee members had also received inputs directly from various constituents that was largely consistent with that received through the electronic portal. In the meeting on June 29, the committee reviewed its charge and discussed some initial thoughts on what might be accomplished during the summer semester. The committee also discussed highlights of the feedback that had been received. A summary of the most salient points received as feedback is listed below.

- Move Psychology to the "STEM" college.
- Some merged departments appear too large.

- Temporary titles of reorganized colleges are not appropriate.
- Multiple suggestions we given for new formats for the College of Liberal Arts.
- More detail is needed on assignment of programs, faculty, etc.
- Questions were asked regarding implications for the Raj Soin College of Business, Lake Campus, and the Boonshoft School of Medicine.
- Recognize the uniqueness of the General Education mission that cuts across academic units.

The committee discussed the creation and release of a 2nd draft reorganization plan based on inputs to date. The committee agreed on the structure shown below, and this was released to the campus community along with the message on July 10 from Dr. Rigling included in Appendix C. Prominent changes included the movement of Psychology to the “STEM” college in a potential merger with faculty in the industrial and Human Factors Engineering program area, a reshuffling of departments in the College of Liberal Arts to achieve 4 smaller departments along more traditional disciplinary lines, the separation of Mathematics & Statistics into an independent department due to their cross-cutting role on campus, and inclusion of the Boonshoft School of Medicine and Lake Campus to provide a complete picture of the university's suggested academic structure.



Given the breadth of the committee's assignment and the feedback to date, it was suggested that the committee divide into smaller working groups to make meetings and collaboration easier to facilitate. The established working groups include the following.

- Lake Campus
- Raj Soin College of Business
- College of Liberal Arts
- General Education
- Timeline
- Accreditation
- Research
- Size and Structure

A complete list of the working groups, their initial membership, and suggested scope is included in Appendix D. The College of Liberal Arts working group was added after the June 29 meeting with the goal of engaging more individuals directly from that college and reviewing suggested reorganizations. Initially, results from working groups were requested by July 17, but that date was later extended to July 27.

Meeting of July 30

Prior to the meeting on July 30, Dr. Rigling sent the committee an updated download of the comments received through the online feedback form. In the meeting, the committee discussed comments received to date, the outcomes of the working groups, plans for concluding the committee's activities, and the potential inclusion of a 3rd-draft reorganization plan in this report.

With the posting of a 2nd-draft reorganization in early July, there was a renewed surge in on-line feedback. Responses included some posted by constituent representatives on behalf of those faculty or staff who preferred to remain anonymous. Common threads within the feedback include the following.

- The 2nd draft made improvements to the apparent size of some combined departments.
- Some placements of departments within the new structure were viewed more favorably.
- The area of Industrial & Human Factors Engineering would be better served if combined with another engineering unit.
- Modern Languages would have more synergy with the School of Public and International Affairs.
- Continued questions were asked regarding reorganization implications for Raj Soin College of Business.
- Biological Sciences should not be split as an academic unit.
- A cost/benefit analysis should be presented with the proposed reorganization.

The committee also received input directly from the Departments of Chemistry and Biological Sciences in the form of joint letters (Appendices E and F) composed by their faculty, with signatories to these statements included at the end of each. These letters outline the collective view of each group on the prospect of reorganization, the potential impact to their missions, and enumerate items of consideration for any potential reorganization plan.

Each of the working groups was next asked to report on their activities and findings. Most of the working groups found time for multiple meetings or discussions during July, and each submitted their findings in a brief report, which are included as Appendices of this report. Rather than summarize their conclusions, we direct the reader to view these findings in their entirety.

The committee briefly discussed the possibility of including a 3rd-draft reorganization plan in this report. Feedback received, as noted in the summary bullets above, suggested some clear opportunities for further improvement. However, the limited time for the working groups prevented substantial progress from being made in some directions. This was particularly true for those groups tasked with subsets of the reorganization structure, where it was difficult to draw substantial faculty input during the time allowed.

There was also limited discussion of potential alternatives to academic unit reorganization. The university could continue to seek improvements in academic unit collaboration and operating efficiency under the current organizational structure. This may include models for pooled administrative support, and perhaps a review and standardization of expected workload for faculty administrators. The feasibility of any such alternatives would of course be subject to the stated goals of a reorganization.

IV. Concluding Thoughts and Next Steps

The findings of the working groups and the other products associated with this report serve to demonstrate the commitment of the members of this committee to the university's success. Each chose to carve time out of existing plans for summer productivity to participate in multiple meetings, electronic exchanges, and individual efforts towards the initial development and evaluation of a plan for an academic reorganization. Thoughtful consideration was given to constituent input in various forms, and progress was made in evolving a 1st-draft reorganization plan into a 2nd draft, and subsequent feedback lays the groundwork for a 3rd draft. Moreover, the working groups considered many aspects of a reorganization and its implementation, and each has sought to identify next steps as needed to further mature these plans. Nonetheless, it is clear that a much greater level of detail than what was achievable over the past two months is necessary, and some elements of the proposed structural changes still lack maturity. It is also clear that, in order to afford as much success as possible to these important efforts, which will have long-lasting impacts on the university and its educational mission, we need to engage the full university community in discussions during the regular academic year.

As of the writing of this report, 265 entries to the online feedback system have been received. While this represents substantial participation, it is obviously a fraction of the total university. Next steps in the planning for an academic unit reorganization should seek to broaden and deepen university participation. In particular, a large share of the faculty, staff, and students of any given component of a proposed reorganization should be engaged in evaluating the potential risks, benefits, and costs of such endeavors.

One approach to continuing this process would be to establish two parallel tracks of discussion.

1. For the more mature elements of the new structure, a cost/benefit analysis could be proposed in detail and delivered to the affected academic units for review and comment. Unit members could be asked to suggest and evaluate potential benefits and risks of these proposed actions.
2. For the less developed elements of the new structure, working groups could be established to further mature plans for specific academic unit reorganizations. These activities could be informed by the cost/benefit projections that arise from the other track of discussion, perhaps giving units the opportunity to propose alternative means to achieve the same cost/benefit outcomes.

Appendix A

OFFICE OF THE PROVOST

JUNE 2, 2020

Dear Campus Community,

Your hard work and resolve as we navigate the unparalleled disruptions caused by the coronavirus pandemic are truly appreciated. However, much work remains for our campus community.

As President Edwards has stated numerous times over the last few months, COVID-19 has significantly exacerbated our underlying financial issues. Wright State University must take immediate and decisive action to ensure that we can continue to fulfill our mission of serving our students, our region, and the state of Ohio.

Slightly over 50 years ago, business leaders in the Dayton community rallied to create an institution that would meet the educational needs of the region. Since assuming the presidency, Dr. Edwards has challenged us to think about where Wright State is versus where it needs to be in the face of significant challenges. The communities that we serve are evolving, and the composition and needs of our student body are changing along with them, shifting emphasis from some traditional areas to new topics of emerging importance. In response, we initiated an iterative process with the goal of developing a new, refocused, and vibrant Wright State.

Those efforts were abruptly interrupted by the current pandemic. Campus has been closed, courses have been moved to remote delivery, state support has been reduced and is slated for further reduction, and no institution yet knows when current restrictions will be lifted. Such conditions threaten the educational missions of universities worldwide. However, rather than freeze in place, we are rising to the challenge and accelerating the reorganization. The consolidation of many of our academic units and programs will focus on the forward-looking needs of our region.

This effort reinvigorates our university. It will provide stability and a foundation upon which to prosper. The preliminary plan will consolidate seven of our existing colleges into four and reorganize many existing academic departments. These proposed changes include:

- the previously announced creation of a new health college;
- combining most of the units in the Colleges of Science and Mathematics and Engineering and Computer Science into a new STEM college;
- reorganizing the departments and programs in the College of Liberal Arts; and
- continued assessment of the departments in the Raj Soin College of Business for organizational efficiencies.

This preliminary plan was created with input from our college deans and has been shared with the Faculty Senate Executive Committee and department chairs across campus.

I am sharing the preliminary plan with our campus community to solicit your feedback, ideas, and concerns. We have created a [webpage where you will find information](#) on the plan and a form through which you can [provide your comments](#). The deadline to provide feedback is August 4, 2020.

I have asked Brian Rigling, dean of the College of Engineering and Computer Science, to serve as the point person for this monumental effort. Dr. Rigling has assisted in leading our efforts around academic program review, and the results of that effort provide a solid basis for future-looking decisions. He will now coordinate a committee process to review and incorporate feedback and prepare a final organizational plan for my consideration.

Reorganizing academic units is significant, but our work today is necessary to ensure Wright State's future prosperity. Refocusing our resources on areas of excellence within the university to meet regional demand, including creating more educational paths to help our students thrive professionally and personally, is a win for us and the greater region we serve.

Now, more than ever, we must all work together to ensure our future.

Please stay safe.

Douglas W. Leaman, Ph.D.
Interim Provost

Appendix B

Charge for Academic Reorganization Committee Part II (ARC-2) Draft 6/4/2020

The ARC-2 consists of faculty, staff, students and administrators charged to make recommendations on both college and departmental realignments proposed by the Wright State Administration in June of 2020. Upon formation of the committee and initial discussion of the charge, a working structure will be determined. A primary role of the committee will be the integration of feedback from their respective constituents and the broader university. More broadly, the committee is charged with making recommendations to the Provost in the following areas:

- (1) Innovative academic structures that will more efficiently and effectively execute our teaching and research missions;
- (2) Identification of opportunities for multidisciplinary collaboration and programmatic cooperation;
- (3) Guiding principles for the efficient and effective administration of our teaching and research missions
- (4) Guiding principles for the process of reorganization implementation, including forums for feedback on structures, tasks, time lines, and milestones, including built in check points for assessment and recalibration;

Goal: Submission of a recommendation on academic reorganization, inclusive of the items listed below, by 17 August.

- Structure and names of academic units
- Academic unit staffing
- Placement of academic programs
- Placement of faculty
- Assignment of key functions in teaching and research missions
- Necessary leadership positions
- Implementation plan composed of tasks, time lines, and milestones and opportunities for assessment and redirection

Appendix C

Dear Campus Community,

Thank you to everyone who has provided input on the [preliminary proposal to reorganize](#) many of Wright State University's academic units. Your feedback and ideas are a critical part of the reorganization process.

Today, we want to share a revised draft of the reorganization plan, which is based on feedback we have received through our online comment form and from committee members and discussions with others in the campus community.

Please review the [updated reorganization proposal](#).

The plan would consolidate seven colleges or schools into four colleges and reorganize many existing academic departments. We are also considering options to reorganize the Raj Soin College of Business and Lake Campus.

Much work remains before a recommendation is submitted to interim Provost Leaman. We encourage all members of the Wright State community to provide feedback.

You can [submit your comments and suggestions using our online form](#) by August 4. There is no limit to the number of comments you may submit. If you have already submitted feedback and have additional ideas, please share them.

The Academic Reorganization Committee has been formed to oversee the process, including assisting in incorporating community feedback into the reorganization recommendation. The committee is made up of student, Faculty Senate, and Staff Senate representatives. Committee members are as follows:

- Student representatives:
 - Ivan Mallett
 - Jonathan Ciero
 - Drew Gillum
 - Isabelle Hardesty
- Faculty Senate representatives:
 - Laura Luehrmann
 - Brian Boyd
 - Huma Bashir (CEHS)
 - Susan Carrafiello (COLA)
 - Jeff Cigrang (SOPP)
 - Kevin Duffy (RSCOB)
 - Fred Garber (CECS)
 - Megan Faragher (LAKE)
 - Marietta Orlowski (BSOM)
 - Misty Richmond (CONH)
 - Dawn Wooley (COSM)
- Staff Senate representatives:
 - Jen Attenweiler
 - Connie Bajek
 - Katie Halberg
 - Stefanie Kohne
 - Jen Walsh
 - Cindy Vanzant

Working groups have been formed to closely examine a variety of topics over the next couple of weeks. They may recruit other members of the campus community to participate in this effort. The working groups are listed below:

- Lake Campus
- Raj Soin College of Business
- College of Liberal Arts
- General Education
- Timeline
- Accreditation
- Research
- Size and Structure

Thank you,

Brian D. Rigling, Ph.D.

Professor and Dean, College of Engineering and Computer Science
Chair, Academic Reorganization Committee

Appendix D

ARC-2 Working Groups

Lake Campus

Initial Membership: Megan Faragher, Fred Garber, Laura Luehrmann

Scope: Investigate structures for increased collaboration, coordination, and efficient operation in concert with Dayton campus units. Ideally, this should include course and program delivery, and opportunities for faculty assigned to either campus to perform teaching duties at either campus.

Raj Soin College of Business

Initial Membership: Kevin Duffy, Jen Attenweiler, Jonathan Ciero, Brian Boyd

Scope: Investigate structures for reorganizing RSCOB to realize efficiencies that parallel the rest of campus. This might include the incorporation of units from elsewhere in the reorganization chart.

General Education

Initial Membership: Susan Carrafiello, Connie Bajek, Laura Luehrmann

Scope: Investigate impact of the reorganization on the delivery of the General Education program. Does the draft reorganization consolidate at least some offerings within core elements? Will the reorganization provide greater opportunities for coordination core element course offerings, assessment of those courses, and improvement of the quality and efficiency of the General Education program? How might those opportunities be seized without reintroduction of centralized operation of General Education? Can primary responsibility for core elements be assigned within the reorganized academic structure?

Time Line

Initial Membership: Jonathan Ciero, Huma Bashir, Connie Bajek, Misty Richmond, Brian Boyd

Scope: Develop a complete list of tasks from start to finish of what will be required to complete the reorganization, once a final structure is determined. This should include appointment of interim leadership, drafting of bylaws, program consolidation, placement of new departments on campus, staffing, etc. These tasks should be laid out on a draft time line, which should include milestones and progress checks, with opportunities for course correction.

Accreditation

Initial Membership: Jeff Cigrang, Jen Walsh, Cindy Vanzant, Misty Richmond

Scope: Review program accreditations across campus ([web page](#)) and evaluate the reorganization structure relative to the consolidation of accreditation activities to minimize the distribution of accreditation support functions across campus. Recommend options for improved consolidation as necessary.

Research

Initial Membership: Dawn Wooley, Marietta Orlowski

Scope: Review the perceived breadth of research activities across campus and evaluate the reorganization structure relative to the consolidation of research activities to minimize the distribution of research support functions (e.g., financial, laboratory, IRB, document development, etc.) across campus. Recommend options for improved consolidation as necessary.

Size & Structure

Initial Membership: Jen Walsh, Cindy Vanzant, Susan Carrafiello, Dawn Wooley

Scope: Develop guiding principles for the size and structure of these academic units. What is an appropriate size in terms of number of faculty, number of majors, number of FTE students, etc.? What is an appropriate leadership structure? At what point should Associate Chairs and Associate Deans be assigned to units? What are appropriate levels of staff support based on faculty numbers, student numbers, and various support activity needs (e.g., research, accreditation, professional service)? Where do multidisciplinary programs potentially fall in the draft reorganization, and who will assume their management?

College of Liberal Arts

Initial membership: Glen Cebulash, Liam Anderson

Scope: Assess the first two versions of the COLA reorganization with respect to expected cost savings and the many aspects of academic unit operations. Draft one or more potential reorganization structures for COLA, and assess them relative to the first two versions as time allows.

Appendix E



Department of Biological Sciences
3640 Colonel Glenn Hwy
Dayton, OH 45435-0001
(937) 775-2655
FAX (937) 775-3320
<http://biology.wright.edu>

Date: July 13, 2020

To: Dr. Brian D. Rigling, Chair of the Academic Reorganization Committee

CC: Dr. Douglas W. Leaman, Provost

Dr. Kathy Engisch, Dean of College of Science and Mathematics

From: Faculty of Department of Biological Sciences

Subject: Feedback for academic reorganization involving the Department of Biological Sciences

We write to you with our unanimous conviction 1) that the reorganization of the university must not include dividing the Department of Biological Sciences (Biology Department) faculty among new departments and 2) that a Biology degree best meets the needs of our students and of the Dayton region. Biology is an inherently integrative discipline that studies processes from the subcellular level to the dynamics of the biosphere and beyond. As a Biology Department, we have developed a curriculum and a faculty that excite our students about the amazing complexity of life, and we provide our students with the tools to succeed at whichever aspect of biology captures their imaginations.

The stated goal of the reorganization is to grow new interdisciplinary departments and colleges to attract more students and better meet the higher education needs for our region. Many students have strong preferences in a general biology degree as opposed to a specialized degree. Dividing biology would be harmful to our students because it would disrupt the highly integrated curriculum that emphasizes the interdisciplinary studies. At WSU, Biology remains one of the largest undergraduate programs and is consistently among our top five degrees awarded. Moreover, Biology continues to be an in-demand degree nationwide. A recent Princeton Review lists it among the top 10 college majors, based on job prospects and popularity. One appeal of a general Biology degree is the foundational breadth it provides, with one college advisory site describing it as being "...a bit like a Swiss Army knife" and noting that there are many career options for those with such a degree. Indeed, our curriculum provides a broad, strong foundation in ecology, evolution, cell biology, and molecular biology. It is difficult to imagine a medical doctor who does not understand the evolutionary and ecological origins of antibiotic resistance, a public health official who does not understand environmental stresses, or an ecologist who is not schooled in organismal biology. Our faculty mentor and provide experiential learning for aspiring ecologists, health professionals, and molecular biologists. At the postgraduate level, many faculty mentor students in both the environmental Sciences and Biomedical Sciences PhD program. Splitting our faculty creates a barrier to the interdisciplinary collaboration that currently thrives in our department.

Splitting the Biology Department would weaken WSU's academic mission, to "build a solid foundation for student success at all levels through high-quality, innovative programs". Science is increasingly interdisciplinary. This is clearly articulated in the mission statement of the NSF directorate of Biological Sciences, which aims to "enable discoveries for understanding life across all levels of biological organization". For many new funding opportunities, proposals are competitive only if they integrate across multiple levels of organization ranging from molecules to ecosystems. We have successfully created a vibrant Biology Department that reflects the expectation that modern biologists conduct

transformative research using integrative approaches that span multiple levels of biological organization. Our physiologists study both human and ecological systems. Our science educators, who so enrich the early experiences of our biology majors, have a strong foundation in ecological sciences. All of the ecologists in our department use molecular tools, and many of the molecular biologists apply their knowledge to ecological systems. Many of us are confounded as to which new department we would go to. None of us see any pedagogical or research value in the proposed division, but the costs in time, pedagogical creativity, and research productivity will be enormous.

In addition to wondering which of our faculty are destined for a new department, we are mystified as to the purpose of the proposed association of any "Ecology" faculty with the Earth and Environmental Sciences (EES) faculty. To the uninformed, it might make sense to dissect some faculty away from the larger body of the Biology Department and graft them to the Earth and Environmental Sciences (EES) faculty. Historically and currently, the majority of the EES faculty deal with just that: Earth (Geology, especially oil extraction) and the physical environment (especially hydrology). Although some of the faculty in EES use biological tools, the majority of the EES faculty are physical scientists, with strong ties to Chemistry and Physics, but for whom Ecology is an anathema. None of the faculty in biology is a physical scientist. Perhaps to the layman Ecology and Environment are synonyms. But putting these two groups together makes about as much sense as joining a mortician's college with a nutrition program on the basis that each group has some concern with the dimensions of the human body. Such an association is unlikely to facilitate any collaboration whatsoever, and most importantly, will confuse students. Nearly half of reorganizations fail, primarily because they do not consider cultural dissimilarities among groups. Successful leadership uses existing culture to promote desirable change. A collegial, collaborative, successful biology department, which includes experienced, much valued staff, already exists. Don't replace it with a structure that will needlessly engender incoherence and resentment.

The proposal of splitting the Biology Department takes away something that we cherish. We care deeply about our colleagues, our students and our curriculum. We have built the Biology Department deliberately and carefully to bridge the various sub-disciplines of biology, and in doing so we have provided an exceptional and relevant learning experience for our students. We are very proud of what we have built. We believe that we can stand alone as a Department of Biological Sciences within the reorganized college, and that we could easily accommodate researchers from other departments who identify as biologists. If a stand-alone department is unworkable, then merging the entire Biology Department with NCBP and BMB would at least maintain the collegiality, collaborations and curricula in which we have invested so much. If the best interest of our students is the guiding principle for this reorganization, please keep the biology faculty together and the biology majors intact in the reorganization process.

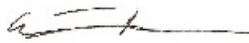
Yours sincerely,

The Faculty of the Department of Biological Sciences

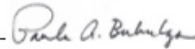
Signed by the following faculty in the Department of Biological Sciences



Volker Bahn




Athanasios Bubulya



Paula A. Bubulya



Don Cipollini



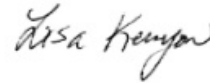
Katie Hossler



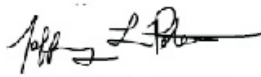
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Len Kenyon



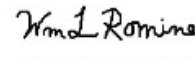
Lisa Kenyon



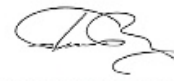
Jeffrey L. Peters



Meredith A. Rodgers



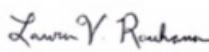
William Romine



Thomas P. Rooney



Labib Rouhana



Laura Rouhana



Megan Rua



John O. Stireman



Yvonne M. Vadeboncoeur



Andrew A. Voss



Amy Wissman



Quan Zhong

Appendix F

Date: July 29, 2020

To: Dr. Brian D. Rigling, Chair of the Academic Reorganization Committee

CC: Dr. Douglas W. Leaman, Provost
Dr. Kathy Engisch, Dean of the College of Science and Mathematics

From: Tenured Faculty of the Department of Chemistry

Subject: Academic reorganization plans involving the Department of Chemistry

We, the tenured faculty of the Chemistry Department, certainly understand the financial stress under which the university finds itself and the need for cost saving measures. However, ill-considered changes to the department in a university-wide reorganization plan could have grave consequences for our program, our chemistry majors, and scientific research at WSU. We describe below the factors that must be considered when including the Chemistry Department in a reorganizational scheme. The Department of Chemistry has offered undergraduate and MS degree programs in what is often termed “the central science” since the earliest days of Wright State University. Our tenure-line faculty also participate in doctoral research.

Imagine a world in which chemical processes do not occur or chemicals do not exist and one would quickly see a world that does not exist. In fact, one would not even be able to see at all without the chemistry behind our sense of vision. A 2014 *Nature Chemistry* article attempted to list all of the consumer products that are truly “chemical free” with the end result being two blank pages followed by some acknowledgements and references.¹ Our point is not to make light of “chemical free” consumer products, rather it is to stress the necessity of understanding and improving our world from the atomic and molecular scales and the critical role that an in-depth education in chemistry plays in that process. A university without a vibrant Chemistry program falls far short of having a comprehensive science curriculum. What follows are a few key points that should be kept in mind, with regard to the Chemistry Department and its essential programs, as the reorganization of units proceeds.

Any reorganization involving the Chemistry Department must maintain our ability to offer an undergraduate degree that is certified by the American Chemical Society (ACS), the gold standard for Chemistry degree programs and has been in place since 1940. This certification has been an important and consistently achieved goal of our department, which is well aligned with the mission of the university and assures students receive the highest quality education possible. The ACS publishes a set of guidelines that departments must meet in order to achieve, or maintain, an ACS certified degree program.

The ACS Guidelines² provide “standards for the institutional environment, faculty and staff, infrastructure, curriculum, undergraduate research, development of student skills and program of

¹ Alexander Goldberg and CJ Chemjobber, 2014, A comprehensive overview of chemical-free consumer products, *Nature Chemistry*, Vol. 6.

² <https://www.acs.org/content/acs/en/about/governance/committees/training/acs-guidelines-supplements.html>

self-evaluation that define excellent and rigorous programs of undergraduate chemistry education.”

Students graduating with an ACS Certified degree have a set of skills that are recognized worldwide with a high acceptance rate to medical schools and graduate schools. These programs understand the quality of education these applicants have received. The Chemistry Department must report annually to the ACS Committee on Professional Training in order to maintain our “certified” status. A major criterion is listed below:

“The administration of the approved program should rest in a chemistry department organized as an independent unit with control over an adequate budget, faculty selection and promotion, curriculum development, and assignment of teaching responsibilities. If the program is part of a larger unit, the chemistry faculty must have reasonable autonomy over these functions.”

So, to maintain our ACS Certification status, a reorganized department would need to meet these criteria.

A complete chemistry curriculum includes instruction in Analytical, Inorganic, Organic, Physical, Green Chemistry, Polymers, Nanomaterials, and Biochemistry with laboratory and research experiences in addition to chemical information skills and ethics. The Reorganizing Committee should be cognizant of the fact that over the last five years the chemistry department has endured a reduction in tenure lines from fifteen, covering all of the curricular areas listed above, to only eight. The most recent voluntary retirement incentive has bestowed on us the loss of our last research-active Inorganic chemist and an Organic chemist. Our Instructors and Lecturers are hard-working and they go a long way to help cover the high FTE load of our department. However, the ever-decreasing number of professors has severely curtailed our research enterprise as well as more specialized course offerings. In addition, when potential graduate applicants do not find a critical mass of research-active faculty in their desired specialty they apply to other programs. Our ability to participate in the research enterprise at WSU has been cut in half!

Since the early days, the WSU Department of Chemistry has maintained a viable, research-based graduate program leading to the MS degree and has provided a top-notch education to hundreds of graduate students that have been employed in our local economy and around the country. Many have continued with studies at top-notch PhD programs or found employment in government laboratories. The MS program provides tremendous benefits to both students and faculty. Research performed by MS students has enabled faculty to stay current while also providing valuable contributions, via publications and meeting presentations, to the field of chemistry. In addition, the presence of active research labs has afforded countless undergraduate students with hands-on, real-life, experiential learning that has substantially enhanced their educational curriculum and job prospects. The success of our PhD research programs rests on the success of our MS programs. Most of our MS graduate students serve as Graduate Teaching Assistants, filling critical staffing needs for our undergraduate teaching labs!

Our most recent BS and MS graduates have been accepted at many Ph.D. programs including Virginia Tech., The University of Southern Mississippi, Carnegie Mellon University, Ohio State,

Duke University, Washington State University, Purdue University, Case Western University, Cleveland State University, University of Illinois, Indiana University, University of Michigan, Emory University. Industrial jobs have been found at businesses such as Sunstar Engineering, Procter and Gamble, Heraeus (Dayton), Galbraith Laboratories, du Pont, Precision Dose, Xylem (Yellow Springs), Pfizer, Eli Lilly, Physical Sciences Inc., and other small, startup companies.

Let us now turn to infrastructure. The ACS Certification criteria include the following:

“A modern, well-maintained infrastructure is an essential component of an excellent program. Excellent programs develop strategic plans to sustain a high-quality infrastructure that are sufficiently flexible to accommodate new program initiatives over time. The hands-on use of instrumentation, software, and chemical information access tools by student is essential for their effective training. Instruments available to students are reasonably recent models, in good working order that are currently used by professional chemists; several sophisticated instruments suitable for undergraduate instruction and research are available to students, as are computer facilities for data analysis and database mining.”

Our Chemistry Department has never had a budget line for purchase or maintenance of essential equipment and instrumentation. Most of our instrumentation is more than 10 years old with no possibility for replacement in sight. Departments are required to provide undergraduates with access to a working NMR spectrometer, or make arrangements for access elsewhere. Our NMR is 17 years old and no longer supported by the manufacturer. We are also required to provide:

“on-site equipment from at least four of five different categories: optical molecular spectroscopy, optical atomic spectroscopy, mass spectrometry (including GC-MS and LC-MS), chromatography and separations, and electrochemistry.”

“Facilities to support teaching and research, such as machine and electronics shops and glass blowing . . . “

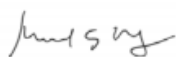
“The administrative structure of the department provides the appropriate level of financial and personnel support to maintain an excellent program, Administrative, stockroom, and technical support staff are available to assist faculty with ancillary activities, thereby freeing faculty to devote their time and effort to academic responsibilities and scholarly pursuits.”

Over the past two decades, we have lost access to a machine shop, an electronics specialist, and a glass blower. More recently, we have lost a more comprehensive stockroom. Our valuable laboratory technicians have already retired and returned part time. There is no plan to replace them. With regard to staffing,

“. . . the faculty is comprised of a suitable number of members with the appropriate educational background and expertise. Faculty members hold the PhD degree, have collective expertise in the major subdisciplines of chemistry, are reflective of the diversity that exists in society, and maintain their professional competence at a level that reflects the current state of the discipline.”

Our faculty ranks and infrastructure have been diminished to a point where we may not qualify for the ACS Degree Certification in the future.

In summary, the Chemistry Department and its undergraduate and graduate degree programs are essential to the future of the proposed STEM college at WSU as Chemistry is central to the mission of any serious science-based curriculum. It is vital therefore that the reorganization efforts underway take heed to the necessity of preservation of the department and its programs. While the combination of Chemistry with another department may be necessary to reduce costs, the quality of the Chemistry programs must be maintained in order to preserve the quality of the education that students will receive in the newly reorganized college. The faculty in the Department of Chemistry are concerned with WSU reorganization but we must insist that the reorganization not put our plans to rebuild our program in jeopardy.



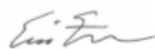
Rachel Aga



Kuppuswamy Arumugam



David Dolson



Eric Fossum



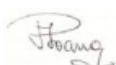
Steven Higgins



Suzanne Lunsford



Audrey McGowin



Ioana Pavel-Sizemore

Appendix G

LAKE CAMPUS WORKING GROUP REPORT TO THE ACADEMIC REORGANIZATION COMMITTEE

On July 6, 2020, the Lake Campus Working Group (LCWG) reviewed the charge of the Academic Reorganization Committee (ARC) and made recommendations on the Lake Campus's role in reorganization efforts.

Individuals participating in the discussion were Megan Faragher (Chair, Faculty Executive Committee Representative, Lake Campus), Chuck Ciampaglio (Director, SME, Lake Campus), Fred Garber (Faculty Senate Executive Committee Representative, CECS), Sandi Holdheide (Student Services, Lake Campus), Laura Luehrmann (Faculty President), and David Wilson (Director, HSS, Lake Campus).

EXECUTIVE SUMMARY

The LCWG supports institutional cooperation of the Dayton and Lake campuses to achieve the goals of the ARC charge. We recommend closer coordination of practices between campuses as well as shared resources and personnel. Such measures will be essential for achieving the long-term educational mission of Wright State University.

BACKGROUND

For more than a decade, the Lake Campus has out-performed other Ohio regional campuses, with increases in profitability and student enrollment every year. For example, from 2008-2017, headcount at the Lake Campus increased 41.25% in contrast to a 14.06% increase across all Ohio regionals (<https://www.ohiohighered.org/data-reports/enrollment>). Moreover, FTE percentage increased 6% over 2018-2019 compared to -1% across Ohio regionals (https://www.ohiohighered.org/sites/default/files/hei/2010_2019_FTE_02042020.pdf). The current infrastructure has enabled the Lake Campus to achieve the flexibility required to meet the needs of its unique student population.

In the last five years, the Lake Campus underwent significant restructuring that led to a reduction of administrative overhead (e.g., the elimination of Associate Dean) as well as a reduction in the number of units (and Unit Directors) from five to three. This fostered greater efficiency in administrative cost and improved campus management and operations. The pricing structure as determined by ODHE stipulates a marked variation between regional and main campuses, giving educational access to students in underserved regions.

ASSESSMENT AND RECOMMENDATIONS

In light of the prosperity facilitated by the Lake Campus's reorganization during the last five years in particular, the LCWG agrees that major administrative and structural overhauls are unnecessary and potentially detrimental; if anything, reorganization will limit the campus's ability to meet the needs of the regional community and its student demographic, which differs substantially from the Dayton Campus. The Chancellor at ODHE has even suggested that the Lake Campus could serve as a model of the best practices for the 23 other regional campuses in the state system.

The group suggests that more coordination and collaboration between campuses would be beneficial to WSU at large. We maintain that the formalization of such an initiative is important to the success of the university's future.

Below are some proposals for institutional changes that the LCWG suggests for further attention:

- A formal process of collaboration and regular communication between the Dayton and Lake campuses (including Chairs, Unit Directors, and Deans) on matters of scheduling and online courses.
- Selective restrictions of online courses to students by campus designation.
- A formal inclusion of Lake Campus faculty and Unit Directors on relevant decisions (e.g., curriculum) that impact both campuses.
- Permission for resource and personnel sharing between campuses (e.g., the active facilitation of cross-teaching between the Dayton and Lake Campus, courtesy appointments for Lake Campus faculty in departments and colleges at the Dayton Campus, etc.).
- The creation of a budgetary infrastructure to accommodate faculty cross-teaching at both campuses.

The group authorizes these bullet points with the understanding that collaboration is exemplified best in the shared creation, organization, and dissemination of intellectual achievement, in the equitable yoking of service roles, and in the continual honing and advancement of new leaders. These pillars of the academic mission must not suffer the isolation of departmentalization, the sepsis of apathy, or the ceiling of incumbency.

FUTURE DISCUSSION

Feedback on the ARC proposals will continue until August. This group intends to meet again in the Fall to incorporate additional feedback and provide recommendations as necessary.

Appendix H

Recommendation Report

RSCOB Working Group Reorganization Committee Summer 2020

The RSCOB Working Group of the Academic Reorganization Committee was established by Dr. Brian Rigling via email on July 1, 2020. Dr. Rigling's email included an attachment which enumerated the members of each of seven working groups, and provided a charge for each group. The membership included Ms. Jennifer Attenweiler (Member, Staff Senate, and Associate Director, Residence Life and Housing), Mr. Jonathan Ciero (Undergraduate Student, College of Engineering and Computer Science), Dr. Brian Boyd (Associate Professor, Teacher Education), and Dr. Kevin Duffy (Associate Professor, MIS).

The charge, or Scope, of the working group was to "investigate structures for reorganizing RSCOB to realize efficiencies that parallel the rest of the campus. This might include the incorporation of units from elsewhere in the reorganization chart." The working group did not receive any targets which might be used to determine or measure success (for example, a savings of X or Y dollars, a reduction of A or B faculty and/or staff, better service to our students, etc.). The allotted timeframe was three and a half weeks.

Reorganization, in the context of the current campus effort, appears to be rather narrowly defined as combining and shuffling departments. When feedback about the first draft of the plan was shared, a common thread questioned why other Colleges had seen departments combined while the RSCOB retained its six-department structure. There was no discussion or data presented if such an approach would yield any financial benefits or not.

The RSCOB unanimously endorses exploring efficiencies within the College. In fact, the College has been on an energetic mission to realize cost savings by reorganizing functions, processes, and personnel. It appears that an interpretation of "reorganization" as a movement of departments is simplistic, a misnomer, and could lead to increasing costs; thereby defeating the gains the College has already achieved.

Using a broader definition of "reorganization," the Traynor administration has undertaken a multi-year examination of diverse efficiencies as reducing administrative spending, as the Dean's Office itself has shrunk from 9 to 3 positions. Likewise, the number of administrative support staff in each department has decreased. The possibility of combining or interfacing administrative tasks, such as perhaps having one person evaluate annual performance reports replacing the current process of each Chair playing a role in one department's evaluations. Reducing the number of departments would result in recouping stipend monies, as well as funds from moving Chairs from a fiscal contract to an academic contract. Yet, the savings realized would likely be less summer teaching payments are factored into the equation.

There is agreement within the College that operating more efficiently will help in moving the College in a positive direction. One fear is that combining departments, and a "reorganization" which is completed without careful and thorough study of all possible options lends itself to failure. Too, the university has not provided any data to support the notion that simply combining departments would provide a discernible roadmap to success or survival of the RSCOB.

The recommendation of the working group, therefore, is to support Proposal 1, to continue the efficiency gains and analyses which are ongoing in the College. Proposals 2 and 3 were not supported by the Working Group as a means of moving forward as these have the potential of moving the College backwards in its drive to more efficient operations.

Proposal 1: Presented during the Working Group Meeting of July 22, 2020

Continue the changes and analyses of efficiencies which the Traynor Administration began years ago and which are still being undertaken to this date. These analyses are vital in ensuring that any changes represent success and survival for the RSCOB.

Pro

- Our review of the structures of other Colleges of Business allows us to realize that RSCOB follows the same departmental structure visible in many comparable universities and colleges in Ohio.
- To rush to combine departments may not afford a stable structure in the long run. Our fear is that the college would be facing these same decisions in the near future.
- We realize that the Dean of RSCOB, as well as the department chairs, have been grappling with these same issues of efficiency and effectiveness since Dr. Traynor began serving as Dean. A three week timeframe to complete a recommendation is rushing through what others have examined over a longer time horizon. Importantly, this work, and any conclusions to be drawn from it, has not been brought to the working group for consideration.

Con

- We run the risk of further aggravating and alienating others in the University who have voiced their objections concerning no departmental combinations within RSCOB.

Other proposals which stemmed from the working group include those shown below. While the proposals were not selected to represent the recommendation of the working group, there was stronger enthusiasm for Proposal 2 over Proposal 3.

Proposal 2: Presented during the Working Group Meeting of July 8 2020

Consolidate the college into 3 new departments:

Finance: to include Accountancy and Finance

Economics

Management: to include Management, IB, HR, ISSCM, and Marketing

Pro

- This would save the stipend from 3 chairs, plus the amount stemming from reducing a fiscal salary to an academic salary

Con

- The bundling of departments does not reflect the academic disciplines within the College, and which departments might naturally fit together or be conducive to research and/or teaching collaborations.
- The only rationale for this proposal is it mimics "other" Colleges but no evidence is present that these colleges are any more (less) efficient than the RSCOB.

Proposal 3: Presented during the Working Group Meeting of July 15, 2020

[**NOTE:** Following the first meeting, each member of the working group investigated a regional sample of colleges and universities within the state of Ohio. Additionally, data shedding light upon enrollment headcounts by major was brought to the meeting.]

Consolidate the college into 4 new departments:

SCM with Marketing

MIS with Accountancy

Finance and Economics

Management/IB

Pro

- This proposal would save the stipend of 2 chairs, plus the amount stemming from reducing a fiscal salary to an academic salary.
- The departments would be (roughly) balanced with regard to the student headcount in each department.

- This may be conducive to research collaborations, although it is likely that collaboration is taking place irrespective of departmental structure.
- A few of our competitor schools follow some of these departmental groupings.

Con

- Student enrollments change over time. Basing departmental structures on a balanced count of students may lead to recombining departments frequently.
- This model would lack stability for the students.
- A headcount of student majors punishes departments which may have a small number of majors, but which nevertheless offer numerous Gen Ed courses, or Business Major Core courses. Economics has the fewest majors, but the department teaches the most credit hours due to housing more than a few Gen Ed courses offered to University students as well as contributions to the business core. Statistics is not a major, but despite a headcount of 0, it offers a two-course sequence which is part of the business core.
- This model does not recognize those departments which currently offer a graduate degree program.
- Once again, the rationale for this proposal is it mimics “other” Colleges but no evidence is present that these colleges are any more (less) efficient than the RSCOB.

The RSCOB Working Group, therefore, unanimously endorsed proposal number 1, **continue the changes and analyses of efficiencies which the Traynor Administration began undertaking some years ago**. A narrowly defined reorganization is likely to be disruptive and unsettling. It is our hope that a plan for the RSCOB can be drawn up to minimize the negative impacts upon students, staff and faculty based on clear goals and targets provided by the University.

Appendix I

To: Academic Reorganization Committee (ARC)

From: Working Group on CoLA Reorganization (Professors Aldredge, Anderson, Cebulash, Halling)

Date: July 20, 2020

Subject: Report on CoLA Reorganization

On July 7th, 2020, Faculty Senate President Laura Luehrmann, and Chair of the Academic Reorganization Committee, Dean Brian Rigling, approached Professor Liam Anderson and Professor Glen Cebulash and requested that they assemble a working group to assess CoLA reorganization. The as-yet unformed working group was given two-and-a-half weeks to complete the task and on July 8th were presented with the following charge:

- *The working group should assess (ie, determine pros and cons) versions 1 and 2 with respect to expected cost savings and the many aspects of academic unit operations. Please keep in mind that fewer departments does not necessarily always mean lower cost.*
- *Using insights from (1), the working group should draft versions 3 and 4 by expanding the structure to include 5 and 6 departments, respectively.*
- *The working group should assess versions 5 and 6, ie, pros and cons.*

In an attempt to quickly gather a working group, Professors Anderson and Cebulash reached out to numerous faculty, but with the short window and the vagaries of Summer, they were largely unsuccessful. Professors Halling and Aldredge joined the group on July 10th.

The Working Group met on several occasions, once to interview Dean Linda Caron regarding her three-department plan. From the outset, the Group was concerned about many aspects of its charge: the inability in Summer to gather meaningful feedback from faculty; the hastiness of the timetable; the process by which CoLA reorganization is taking place, and the small and non-representative aspect of the Group itself. After much deliberation, the Group responds as follows:

1. The assessment of Strengths and Weakness of drafts 1 and 2 are, at best common-sensical.
 - a. Both draft plans make for much larger departments and it is unclear whether they would be unwieldy as a result. There is no org chart for either plan. How would they be administered? Without at least a rough sketch of administrative structure it's impossible to know whether they are manageable.
 - b. Draft 1 has departments that are roughly equal in size to one another, but whether that is positive or negative is indeterminable.
 - c. Draft 2 maintains the wholeness of certain departments (ie. Sociology and Anthropology, Communications), while Draft 1 divides them. Unfortunately, the Group cannot know, beyond random anecdote, whether the splitting of these departments is problematic from a pedagogical and/or scholarly perspective.
 - d. The Group wishes to note that both drafts place Modern Languages in different units. Draft 1 contains a rationale for its determination and is consistent with the department's professional guidance. Draft 2 is unclear as to its rationale.
 - e. Both drafts create a college that more closely resembles the organizational structure of a community college. Given the clear need to distinguish ourselves from such institutions, the Group wishes to bring this to the attention of the ARC.
 - f. The Group finds it impossible to determine anything about cost savings, especially in light of the stipulation that "fewer departments does not necessarily mean lower costs". Less administration (ie. Chairs and administrative staff) will inevitably lead to lower costs, but how much and at what cost to functionality is not known.
2. The group is unqualified to draft a third and fourth version of the reorganization. Our size is too small and not adequately representative of the college as a whole. It is the considered opinion of the group that any plan it could craft would lack legitimacy in the eyes of the faculty.

3. Finally, the Group observes that any reorganization will inevitably lead to costs, seen and unforeseen, in money, time and the labor of staff and faculty. This fact doesn't obviate the need for reorganization. It does, however, highlight the importance of a coherent process and broad buy-in from all constituencies.

The Group wishes to suggest an alternative process by which meaningful development of a restructuring plan might occur:

1. At the earliest possible date, the Dean of CoLA charges the CoLA Senate, in consultation with the Chairs, with drafting plans for 5 and 6 departments.
2. CoLA Senators gather necessary feedback from their respective departments.
3. The Dean calls for an open forum of CoLA faculty to discuss and critique the various plans.
4. The Dean, in response to feedback and discussion, crafts a final plan.

Respectfully submitted,

Steven Aldredge
Liam Anderson
Glen Cebulash
Kirsten Halling

Appendix J

Report of ARC-2, Subcommittee on General Education

Membership: Susan Carrafiello, Connie Bajek, Ann Bowling, Laura Luehrmann, Sarah McGinley

Charge: Investigate impact of the reorganization on the delivery of the General Education program.

The subcommittee met twice to consider the questions related to the charge. The committee also requested and received three-year enrollment data in Wright State CORE Courses across all six elements (Excel file, attached) from Aaron Skira in Institutional Research as well as [Ohio Transfer Module \(OTM\)](#) information (attached at end of this report) from Carl Brun, Assistant Vice Provost for Undergraduate Curriculum & Instruction.

For reference, the current OTM for Wright State may be found here:

https://www.ohiohighered.org/sites/default/files/uploads/transfer/documents/OTM/OTM%20Wright%20State%20Grid%20%2805.07.19%29_0.pdf

and the current General Education program—the Wright State CORE—including the six elements, learning outcomes, and approved courses may be found here: <http://www.wright.edu/academic-affairs/wright-state-core>

Summary: The [Wright State CORE](#) is a university-wide program. HLC accreditation requirements will demand that the Wright State CORE continue existing departmental/college-level assessment as well as university-level oversight and support. Impending changes to the OTM might also require changes to the Wright State CORE that are unknown at this time. In sum, while the responsibility for some individual general education courses may change once the reorganization is completed, it is far too early to make any clear prediction of the overall impact of the reorganization on general education at Wright State.

Does the draft reorganization consolidate at least some offerings within core elements?

Currently, all of the undergraduate colleges are involved in the Wright State CORE, but both COLA and COSM offer the greatest number of overall courses and enrollment in those courses. While COLA courses dominate Elements 1, 3, and 4, COSM courses dominate Elements 2 and 6. Multiple colleges are represented in Element 5, with particularly strong course enrollment numbers from COLA, COSM, and the RSCOB. RSCOB also has courses in multiple elements, including Elements 2, 3, and 5, with the greatest enrollments in Element 5. Both CECS (Elements 1, 2, and 3) and CEHS (Elements 2, 5, and 6) have courses in several elements, but neither college dominates any single element. (see attached Excel file for data on three-year enrollment trends in Wright State CORE courses).

We recommend that when reorganizing the academic departments in the College of Liberal Arts, care must be taken not to create overly large departments because of the Wright State CORE oversight responsibilities related to HLC accreditation requirement.

We recommend that each department continue to oversee their general education courses. If a course experiences a decrease in enrollment (see attached IR data for three-year enrollment trends), the department should consider deactivating it. Also, courses that have low enrollment or that have not been offered in the last few years should also be regularly reviewed and possibly deactivated. If a Wright State Core Course is listed in the Ohio Transfer Module, however, the department should consider offering the course more frequently in the future.

Will the reorganization provide greater opportunities for coordination of core element course offerings, assessment of those courses, and improvement of the quality and efficiency of the General Education program?

No, the assessment of all core element courses is a University requirement and is an HLC accreditation requirement.

Departments already oversee the evaluation of the Core courses with oversight and guidance from the Core Oversight Committee (a Faculty Senate Committee). This system should continue and be strengthened.

How might those opportunities be seized without reintroduction of centralized operation of General Education?

Centralized oversight of the Wright State CORE is needed in order to maintain our HLC accreditation and must be a part of the reorganization plan. There must be an individual at the university level responsible for understanding and maintaining the Ohio Transfer Module and HLC Accreditation Requirements.

Can primary responsibility for core elements be assigned within the reorganized academic structure?

Decentralization of General Education is not recommended as this will put an undue burden on just a few colleges, specifically the College of Liberal Arts and College of Science and Mathematics (STEM college).

Given the staff limitations we have at the present time, additional responsibilities for an already beleaguered staff are not recommended. As we consider reorganization and the impact on General Education, we also need to consider the resulting impact on staff.

Overall, the subcommittee makes the following recommendations:

- **Continue and strengthen centralized oversight of the Wright State Core (General Education) requirements with continued departmental oversight of Core Courses.**
- **During reorganization of departments, especially in the College of Liberal Arts, ensure that the size of each department is relative to the number of core courses within each individual department.**
- **During and after department realignment, ensure that courses listed in the Ohio Transfer Module are not lost or eliminated.**

SUMMARY OF THE CURRENT WRIGHT STATE CORE/OTM COURSES

(from Carl Brun, Assistant Vice Provost for Undergraduate Curriculum & Instruction)

126 unique Core courses:

64 OTM courses;

62 Core courses that are not OTM (in green); some courses appear in Core 3 and a second Core area

Element 1: Communication

Foundational skills students need in academic discourse, research, and documentation in an electronic environment

First-Year Writing Course

Three Credit Hours Minimum

- ENG 1100-3: Academic Writing and Reading (T)
- ENG 1110-3: Academic Writing and Reading—Repeat (T)
- **ENG 1130-3: Academic Writing and Reading (T)**
- ENG 1140-4: Intensive Academic Writing and Reading (T)

Second-Year Writing Course

Three Credit Hours Minimum

- **EGR 3350-3: Technical Communications for Engineers and Scientists**
- ENG 2100-3: Research, Writing, and Argumentation (T)
- ENG 2110-3: Research, Writing, and Argumentation: Education (T)
- ENG 2120-3: Research, Writing, and Argumentation: Health Sciences (T)
- ENG 2130-3: Research, Writing, and Argumentation: Sciences (T)
- **ENG 2140-3: Research, Technical Writing, and Presentation for Scientists and Engineering (T)**

Additional Communication Courses

- COM 1010-3: Essentials of Public Address (T)

Element 2: Mathematics

Foundational skills required to use and interpret mathematics and statistics

One Course

Three Credit Hours Minimum

- EC 1050-4: Elementary Mathematical Economic and Business Models and Methods
- EGR 1010-4: Introductory Mathematics for Engineering Applications (IW)
- MTH 1440-4: Mathematics and the Modern World with Algebra Review
- MTH 1450-3: Mathematics and the Modern World
- MTH 2240-4: Applied Calculus
- MTH 2280-4: Business Calculus (T)
- MTH 2300-4: Calculus I (T)
- MTH 2310-4: Calculus II (T)
- MTH 2430-3: Mathematics Concepts for Teachers II
- STT 1600-4: Statistical Concepts
- STT 2640-4: Elementary Statistics (T)

Element 3: Global Traditions

Historical analysis and global perspectives necessary to understand our diverse world

One Interdisciplinary global studies course

Three Credit Hours Minimum

- AFS 2000-3: What is the African and African American Experience? (IW, MC, T)
- ART 2430-3: Nonwestern Art (IW, MC, T)
- ATH 2150-3: Comparative Nonwestern Cultures(IW, MC, T)
- ATH 2500-3: Introduction to Cultural Anthropology for Health Care Professionals (MC)
- CS 1000-3: Technology and Society (IW, MC)
- EC 2100-3: The Economics of State and Society
- EC 2500-3: Economic Systems of the Global South (IW, MC)
- EC 2900-3: Global Economic, Business and Social Issues (IW, MC)
- ED 2100-3: Education in a Democracy (MC)
- ED 2600-3: Introduction to Education (IW, MC)
- ED 2800-3: Cultural Humility for Working with Youth (IW, MC)
- EDS 2900-3: Individuals with Exceptionalities (IW, MC)
- EES 2600: Environmental Science and Society: A Cross-Cultural Perspective (MC)
- ENG 2310-3: Comparative Literature: Non-Western Literature (IW, MC, T)
- ENG 2320-3: American Academic Culture (MC) (Restricted to International Students)
- FAS 1050-3: Amish Society (MC)
- GEO 2210-3: Non-Western Human Environments (IW, MC, T)
- ML 2010: French Culture (MC)
- ML 2020: Chinese Culture Through Film (MC)
- ML 2030-3: Spanish Culture
- ML 2040: The Hispanic World: Cultures in Motion (MC)
- ML 2050: Russian Culture (MC)
- MUS 2420-3: Comparative Nonwestern Cultures: Music (IW, MC, T)
- PPH 2000-3: Global Health (IW,MC)
- PPH 2100: Climate Change and Health (IW, MC)
- PLS 2510-3: Comparative Nonwestern Social Systems (IW, MC, T)
- REL 1010: Introduction to World Religions (MC)
- REL 2320-3: Nonwestern Religions (IW, MC, T)
- RST 2610-3: Regional Studies: Japan (IW, MC, T)
- RST 2620-3: Regional Studies: China (IW, MC, T)
- RST 2710-3: Regional Studies: Africa (IW, MC, T)
- RST 2810-3: Regional Studies: Latin America (IW, MC, T)

- RST 2910-3: Regional Studies: Middle East (IW, MC, T)
- RST 2920-3: Regional Studies: India (IW, MC, T)
- URS 2000-3: Growth and Change in Urban Society (IW, MC, T)

One History Course

Three Credit Hours Minimum

- CLS 1500-3: Introduction to Greek and Roman Culture (T)
- HST 1100-3: Western Civilizations to 1500 (T)
- HST 1200-3: The West and the World since 1500 (T)

Element 4: Arts/Humanities

Tools for analysis and appreciation of the arts, philosophy, and religious thought

One Course

Three Credit Hours Minimum

- ART 2140-3: Themes in Visual Culture (T)
- CLS 1600-3: Introduction to Classical Mythology
- CLS 2040-3: Great Books – Classics (IW, T)
- DAN 2330: Inside Dance as Art and Entertainment
- ENG 2310-3: Comparative Literature: Non-Western Literatures (IW, MC, T)
- ENG 2040-3: Great Books: Literature (IW, T)
- ENG 2050-3: African-American Literature (IW, MC)
- FMS 1310-3: Introduction to Film Studies
- ML 2020: Chinese Culture Through Film (MC)
- ML 2040: The Hispanic World: Cultures in Motion (MC)
- ML 2050: Russian Culture (MC)
- MP 1310-3: The Moving Image (T)
- MUS 1210-3: Music Listening
- MUS 2140-3: Music in Western Culture (T)
- MUS 2420-3: Comparative Nonwestern Cultures: Music (IW, MC, T)
- MUS 2900-3: African-American Music: America and Beyond (IW, MC, T)
- PHL 2040-3: Great Books: Philosophy (IW, T)
- PHL 2050-3: Philosophy: The Big Questions (IW)
- PHL 2100-3: Philosophy of State and Society
- PHL 2500: Professional Ethics
- REL 1010: Introduction to World Religions (MC)
- REL 2040-3: Bible, Qur'an, and Western Culture (IW, MC, T)
- TH 2140-3: Theatre in Western Culture (T)
- UH 2010-3: Studies in Humanities (IW)

Element 5: Social Science

Perspectives on human behavior and culture informed by the disciplines of the social sciences

Two Courses from Different Disciplines

Six Credit Hours Minimum

- ATH 2200-3: Introduction to Archaeology (T)
- EC 2000-3: Economic Life (IW, T)
- EC 2100-3: The Economics of State and Society
- EC 2040-3: Principles of Microeconomics (T)
- EC 2050-3: Principles of Macroeconomics (T)
- EC 2500-3: Economic Systems of the Global South (IW, MC)
- EC 2900-3: Global Economic, Business and Social Issues (IW, MC)

- ED 2600-3: Introduction to Education (IW,MC)
- ED 2700-3: Introduction to Educational Psychology (IW)
- EDS 2900-3: Individuals with Exceptionalities (IW, MC)
- FIN 2050-3: Personal Financial Decision Making
- MKT 1500: Personal Marketing for Career Services
- PLS 2000-3: Power and Politics (IW, T, MC)
- PLS 2120: American National Government (MC)
- PSY 1010-4: Introduction to Psychology (IW, T)
- SOC 2000-3: Introduction to Sociology (IW, MC, T)
- SW 2720-3: Multicultural Competence in a Diverse World (IW, MC)
- UH 2020-3: Studies in Social Sciences (IW)
- WGS 1000: Introduction to Sexual Health & Diversity (MC)
- WGS 2000-3: Approaches to Women's Studies (IW, MC, T)

Element 6: Natural Science

Introductions to the scientific understanding of physical and biological phenomena

Two Lecture/Lab Science Courses

Eight Credit Hours Minimum

- ASM 1717: Humans and Machines at Extremes (IW)
- ATH 2100-4: Introduction to Biological Anthropology (T)
- BIO 1050-4: Biology of Food (T)
- BIO 1060-4: Global Ecology and Diversity (T)
- BIO 1070-4: Health and Disease (T)
- BIO 1120-4: Cells and Genes(T)
- BIO 1150-4: Organisms and Ecosystems (T)
- BIO 3450-3.5: Concepts in Biology I for Early and Middle Childhood Education
- CHM 1020-4: Elementary Organic Chemistry with Applications (T)
- CHM 1050-4: Chemistry of Our World: Living Things (T)
- CHM 1060-4: Chemistry of Our World: Materials (T)
- CHM 1070-4: Chemistry of Our World: Energy and the Environment (IW, T)
- CHM 1210-3: General Chemistry I
- CHM 1210L-2: General Chemistry I Lab
- CHM 1220-3: General Chemistry II
- CHM 1220L-2: General Chemistry II Lab
- CHM 2450-3.5: Concepts in Chemistry I for Early and Middle Childhood Education
- CS 1150-4: Introduction to Computer Science
- CS 1300: Data Science for Everyone
- EES 1030-4: The Paleobiology of Dinosaurs
- EES 1050-4: Dynamic Earth (T)
- EES 1070-4: Sustainable Earth (T)
- EES 2150: Global Change (T)
- EES 2510-4: Earth Systems
- EES 2550-4: Earth History
- EES 3450-3.5: Concepts in Earth Science for Educators
- KNH 2500-4: Basic Anatomy and Physiology for KNH Majors
- PHY 1050-3: Physics of How Things Work (T)
- PHY 1050L-1: Physics of How Things Work Lab (T)
- PHY 1060-3: Astronomy (T)
- PHY 1060L-1: Astronomy Lab (T)
- PHY 2400-4: General Physics I
- PHY 2400L-1: General Physics I Lab

- PHY 2410-4: General Physics II
- PHY 2410L-1: General Physics II Lab
- PHY 2450-3.5: Concepts in Physics for Early Childhood Education
- PHY 2460-3.5: Concepts in Physics for Middle Childhood Education
- SM 1010-4: Scientific Literacy for the 21st Century (IW)

Additional Core Courses

Six Credit Hours Minimum

Two additional approved Wright State Core courses from any of the Elements (some programs may designate these courses)

Multicultural Competence

Two multicultural competence courses from any of the Wright State Core MC designated courses, study abroad courses, or service-learning courses.

Total Hours Required = 38

Note: A course listed in two or more elements may be used to meet only one element requirement.

Appendix K

University Reorg Committee – Timeline Working Group Subcommittee Recommendations

Attendees: Jonathan Ciero (host), Misty Richmond, Brian Boyd, Connie Bajek, Huma Bashir

General notes:

- We feel like we do not have the expertise to be the final say of these decisions. There should be a review of these ideas and suggestions we put forward for editing and fine tuning.
- Changes at Lake Campus will be happening concurrently with Dayton campus.

List of Tasks:

1. Identifying a new college structure including administrative structure
 - This will require feedback from the WSU community to help revise the plan. In order for the plan to be solidified, it must be confirmed by the Board of Trustees (BoT). We are concerned that a majority of staff, faculty, and students are away during the summer and unable to offer their insight and expertise on the format.
2. Appointments of Interim Leadership and skeleton staffing for new colleges.
 - These appointments will likely be made through the President's or Provost's offices and can likely be determined as #1 above is finalized.
3. Determination of departmental structure within each college
 - This stage requires involvement of college admin and faculty in making these decisions, utilizing as much expertise as possible. Consideration also needs to be given to the issues of accreditation and general education alignment. Includes staffing decisions and administrative structure with hiring plan for permanent positions.
4. Re-organization required due to changes in departmental structure
 - This includes both college and departmental by laws, restructuring of faculty, staff and student representative organizations, and any campus-wide reorganization based on new structure. This has the potential to be a time-consuming step and requires attention to many details.
5. Program Consolidation
 - Faculty committees need to be functional again, post-development of new bylaws, prior to this process. Consideration needs to be given to similarity and differences/overlap of content. Joint faculty appointments also need to be considered at this step.
6. Placement of Units on Campus (physical)
 - This includes officially renaming physical signs and names of offices or buildings around campus to match our new university structure.

Appendix L

Accreditation Working Group for Academic Reorganization Final Report

8/4/2020

- Membership: Jeff Cigrang, Misty Richmond, Cindy Vanzant, Jen Walsh
- Process: The working group surveyed college administrators asking for current support structure and estimates of faculty/staff time commitment required to support accreditation processes.
 - To date, responses received from SOPP, RSCOB, COLA, CONH, BSOM, CECS, CEHS, and Lake.
- Early take-aways from reviewing/discussing responses:
 - Accreditation requires a high level of episodic participation by faculty as subject matter experts; staff can't do it alone even if a recommendation is made to have staff dedicated to accreditation processes as part of the academic reorganization. Dr. Kahrig, CEHS, stated this very well:

The great variations in standards and requirements for programmatic accreditation and the complexities of responsibilities within units makes it difficult to identify ways to consolidate support structures for accreditation. While there are likely ways that assessment functions could be coordinator or supported centrally if resources were allocated, programmatic accreditation relies upon faculty/experts in the discipline to lead and execute accreditation activities.

- Having a cadre of experienced staff involved in accreditation activities as part of their day-to-day responsibilities is invaluable. FTE estimates for staff ranged from 5% or less during low activity periods to 40% or more during high activity periods. Very few units have staff support dedicated to accreditation, but FTE requirements can be well above normal workloads during high activity periods of accreditation cycles. A summary table is below.
- The proposed new health college encapsulates many accreditation, licensing, and clinical placement requirements. A centralized accreditation office has the potential to increase efficiencies.
- Multiple units mentioned concern that there may be some duplication of effort between this accreditation working group and the accreditation group in the new health college. Dr. Kahrig was one who voiced concern in the CEHS response:

The new health college has identified a work group for accreditation that is expected to begin meeting in early fall. Care must be taken to ensure the Accreditation subcommittee and the new health college accreditation group will work collaboratively to avoid duplication of efforts, working at cross purposes, etc.

- All academic units who responded to the working group's request for information favor an increase in support for accreditation activities, which could take various forms: Additional staff FTE dedicated to accreditation, filling positions vacated by retirements or attrition, or streamlining activities across academic units.
- Conclusions:
 - Continuous accreditation work in all applicable programs instead of episodic work is recommended. Dedicated staff who could work on accreditation year-round would decrease the episodic nature of accreditation cycles.
 - Though an important aspect of many programs on campus accreditation will not be a driver in the reorganization process.
- Next steps: Following review of reorganized academic structure by appropriate campus constituents, each College should evaluate opportunities to have dedicated staff FTE to accreditation needs in order to level the workload throughout accreditation cycles.

Appendix M

Academic Reorganization – Research Workgroup Initial Report, July 27, 2020

Workgroup Members

- Eric Bennett, Professor and Chair of Neuroscience, Cell Biology & Physiology
- Steve Higgins, Professor of Chemistry and Associate Director ESPHD
- Madhavi Kadakia, Chair and Professor, Biochemistry & Molecular Biology; Associate Dean for Research Affairs, BSOM
- Marietta Orlowski, Chair and Associate Professor, Population and Public Health Sciences
- Raghu Srinivasan, Professor and Interim Chair, Mechanical and Materials Engineering
- Dawn Wooley, Professor, Neuroscience Cell Biology & Physiology

Overview

The group met on July 24, 2020 to discuss the revised charge of “identifying potential opportunities for research efficiencies and collaboration through the academic reorganization.” Given the timeline and scope of the charge, the group agreed that the meeting’s purpose would be to identify an agenda for a future ongoing group.

Currently, the Boonshoft School of Medicine, College of Engineering and Computer Science (CECS), and College of Science and Math (COSM) report the highest funded research levels. CECS and COSM are also expected to merge during the reorganization, and therefore the initial focus of the ARC2 workgroup brought together members from those areas. However, future research workgroup efforts should establish a similar agenda with members of the new health college, College of Liberal Arts, and Raj Soin College of Business.

Main Recommendation

Establish a formal research committee within each college, including the new STEM college.

Representatives from the newly formed STEM research committee would join representatives from the BSOM research committee and representatives from Research and Sponsored Programs and the Graduate School to make suggestions for improving efficiencies at the central level. Potential topics include:

Research and Sponsored Programs Award Support

Numerous ideas were discussed regarding differing deadlines and opportunities to cross-train award staff to handle work surges during the different funding cycles.

Central Support and Coordination for Core Equipment

The group would like to discuss models for establishing central financial support for equipment that is shared between researchers.

Graduate Tuition Policy and Impact on Graduate Education

The group discussed the lack of clarity on RSP’s policy for tuition support and concerns about the impact on graduate program enrollment. Asking researchers to fund student tuition, particularly doctorate and post-doctorate students, can be cost prohibitive and may hurt a grant’s competitiveness. The group brainstormed options for lowered required credit hours and tuition cost-sharing models.

Appendix N

Size and Structure working group Final Report 8/4/2020

The working group included Susan Carrafiello, Cindy Vanzant, Jen Walsh, and Dawn Wooley.

The group conducted two meetings via WebEx. We used undergraduate and graduate enrollment reports from Fall 2019, as well as employee FTE reports by academic area from HR to consolidate and analyze information.

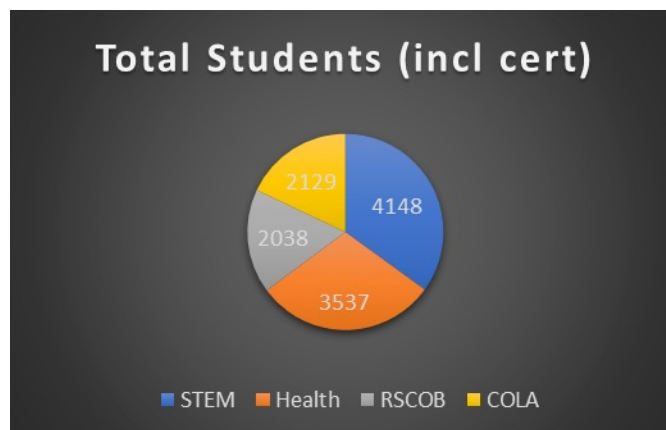
Guiding principles

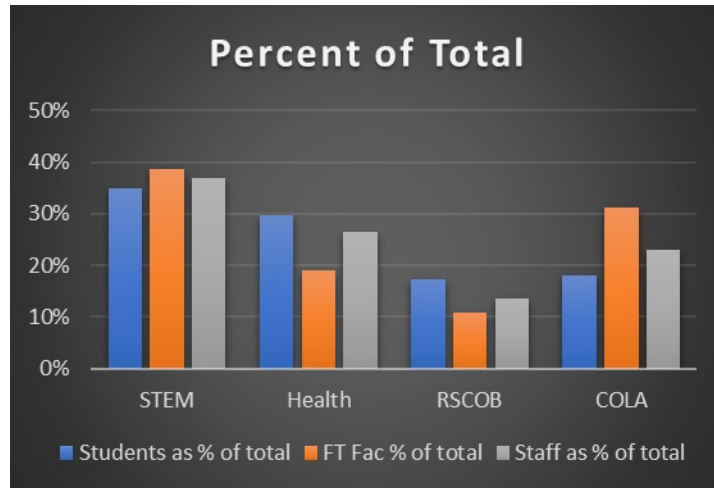
- Stakeholders should be involved, as appropriate, with decisions affecting their units.
- When determining appropriate school/department mergers and “right size” of academic units, consideration should be given for
 - the unit's mission,
 - mentoring needs for junior faculty,
 - support needs for research,
 - support needs for students and faculty,
 - the unit's role in the general education program.

Findings and recommendations

Below is a summary of the reorganized structure:

	Degree Program s	Total # Student s (incl cert)	FT Facult y	Staff	FT Fac/ Staff (depts)	Student / FT Fac	Student / Staff
STEM	58	4148	202	27	12.3	19.1	153.6
Health	32	3537	100	19.4	7.5	33.5	182.3
RSCOB	17	2038	57	10	9	26.6	203.8
COLA	39	2129	163	16.75 5	11.8	11	127.1





- (5) Appropriate size in terms of number of faculty, number of majors, number of FTE students, etc.
 - a. Considerations include:
 - i. teaching coverage for required courses and an adequate number of electives
 - ii. teaching of general education courses
 - iii. efficient use of teaching resources with regard to enrollment in degree and certificate programs
- (6) Appropriate leadership structure
 - a. Department and College bylaws must be considered when determining changes in leadership structure. Faculty governance at WSU lends itself to a flatter organizational structure within academic units.
 - b. Staff should report directly to department or college leadership, as appropriate.
 - c. Associate Deans are appropriate with Colleges of this size. Function of the associate Dean position should be the primary factor, rather than faculty or student numbers.
 - d. Associate Chairs are appropriate when there are multiple disciplines within departments and/or when faculty numbers are large enough to warrant additional management within the department. Associate Chairs would be appropriate in the reorganized structure, based on multidisciplinary departments and numbers of faculty in them.
- (7) Appropriate levels of staff support based on faculty numbers, student numbers, and various support activity needs (e.g., research, accreditation, professional service)
 - a. Strategic distribution of staff resources should be a goal for departments and colleges. For example, additional staff support should be considered for programs that have a higher FTE needs for accreditation, student FTE for core courses, requirements for clinical placements or practical experiences such as student teaching.
 - b. Following a final plan for academic reorganization, staff levels across Colleges should be evaluated to determine how best to most efficiently fulfill the staffing needs in academic units. Skills and abilities of staff should be considered in this process.
- (8) Multidisciplinary programs in the reorganization
 - a. Multidisciplinary programs exist in STEM and COLA in the reorganized structure.
 - b. The COLA interdisciplinary programs are still within COLA (48 graduate and 118 undergraduate students), so if the current management of those programs is working well, this group recommends maintaining that structure.
 - c. Interdisciplinary programs in COSM and CECS are now within STEM (109 graduate and 15 undergraduate). Again, if the current management of those programs is working well, there may be no reason to change that structure. However, the opportunity to evaluate the current

management to find opportunities to improve and streamline operations of multiple graduate interdisciplinary programs (PhD in Engineering and PhD in Biomedical Sciences, for instance) should be taken.