

Report of the CoLA Reorganization Committee

Fall Semester 2021

1. Introduction

During Fall Semester 2021, CoLA Dean Linda Caron convened a committee of faculty and staff members to recommend reconfiguration of the College in order to respond to significant reductions in faculty and staff and the demographic decline that we are facing. After an initial meeting with Dean Caron on September 3rd, the committee met weekly through October 29th. This report outlines the committee's efforts to address these challenges.

2. Charge

“Respond to the draft reorganization and recommend reconfiguration of the College of Liberal Arts to result in fewer academic units. Take into account decreases in CoLA faculty and program changes that will need to be made. The goal is to develop a plan that results in units of approximately equal size and supports the creation of new in-demand programs that will help grow enrollment. Suggest names for the new units.”

3. Rationale:

a. Diminished Capacity

The loss of 50% of CoLA faculty (between 2015-2022) as well as the loss of critical staff leaves existing departments and programs unable to successfully deliver the College's curricula.

- Total faculty in CoLA in 2015: 206
- Total faculty in CoLA in 2022: 103
(50% decline, projected after retrenchment and retirement)

This situation requires extensive curricular reform in many of our departments and programs if we hope to safeguard the integrity of the Liberal Arts at WSU.

b. Curricular Reform

Successful reorganization will promote curricular reform so as to maximize enrollment in our courses (as part of a 2-5 year time frame).

- By articulating new curricula within and across schools and programs, faculty can decrease competition for students.
- By coordinating scheduling, accepting each other's courses within majors, and conducting outreach across colleges, CoLA faculty can clarify their distinctive contributions to existing and new majors. This will help to reassert their individual and collective relevance to meaningful educational opportunities for students at WSU.
- Curricular innovation will include new interdisciplinary and on-line programs with the goal of maximizing enrollment in a post-Covid world and in the face of demographic downturns.

- Curricular changes will come from within the new schools and will need to be approved by currently existing curricular committees (department, college, university).
- A reorganization can also foster greater collaboration among faculty in terms of scholarship as faculty learn more about each other’s work.

c. **Administrative Consolidation**

The existence of fewer departments will enable more effective ongoing collaboration across the units to identify areas of curricular competition and redundancy. Again, the goal is not to detract from faculty control over programming but to maximize faculty contributions to majors and the Core by ensuring that a given course is not directly competing with other offerings as has routinely happened in the past.

d. **Proactive Self-Determination**

The College is facing significant leadership changes, both in the Dean’s office and at the Provost level. Deferring reorganization until such time as new leadership has been installed may amount to a lost opportunity for CoLA faculty to play an active role in shaping their destiny.

For all of their potential excellence, external hires always face a steep learning curve. A delayed reorganization of our College could end up unfolding in ways far less attentive to our institutional history, current expertise, or educational and research mission than one which we undertake now.

4. **Proposed Reorganization into 3 Schools**

The committee is proposing that CoLA reorganizes to have all programs contained within three schools. Recommendations for exact names are being gathered by polling faculty within the departments that will comprise the three Schools. For this report, we will call them School of the Arts, School of the Humanities, School of the Social Sciences, remembering that these random names will shift.

Each of the schools has fairly equal projected faculty numbers for 2022/23:

- “School of the Arts”: 32
Proposed name: School of Fine and Performing Arts
- “School of the Humanities”: 35
Proposed names: School of the Humanities or
School of Humanities and Cultural Studies
- “School of the Social Sciences”: 36
Proposed names: School of Social Sciences and International Studies or
School of Social Sciences, International Studies, and Professional
Communication.

Below is the proposed composition of the three schools:

School of the Arts

Acting
Art
Dance
Design Tech
Motion Pictures
Music
Theatre Studies

School of the Humanities

Art History
Classics
English
History
Liberal Studies*
Master of Humanities
Philosophy
Religion
Social Science Education*

School of the Social Sciences

African and African American Studies*
Anthropology
Applied Behavioral Science (M.A.)
Communication Studies
Crime and Justice Studies
French
Geography
International and Comparative Politics (M.A.)
International Studies
Media Studies
Political Science
Sociology
Spanish
Women, Gender and Sexuality Studies*

* Some of the interdisciplinary programs have the potential to move schools depending on the recommendation of the leadership of the program.

The CoLA Reorganization committee's minutes are available through any committee member to aid in understanding how the committee arrived at consensus on the above model.

5. Recommendations

The committee acknowledges that this process, the most significant reorganization of the College of Liberal Arts since its inception, is being conducted in a climate of layered crises, with disagreement about the need for major reform, and low levels of trust. Successful implementation requires intentionality on the part of all, especially in building support for, and ultimately the success of, these multifaceted changes.

1. In advance of the February 2022 meeting of the WSU Board of Trustees, the CoLA Dean should **host forums to receive feedback related to reorganization from all impacted members of the community**, including faculty, staff, and student representatives. The committee recommends that a facilitator help with this process.
2. Currently-existing departments and programs within CoLA ought to begin a **thorough review of their curricular offerings, including the Core, ideally during early Spring Semester (2022)**. This review should take into account student enrollment, projected faculty levels in light of faculty retirements and retrenchment, and any other program-specific factors.
3. **Upon Board of Trustees' approval, each proposed new school within the College should begin meeting**. Members should be attentive to the reality that we don't know each other all that well. This committee recommends the following:
 - A discussion of curricular changes within the school, in light of faculty expertise and student interest in potential new programming.
 - The creation of a list that identifies faculty areas of expertise and areas of programmatic excellence that can provide a roadmap to faculty sharing ideas of curricular collaboration.

Ideally, collaborative decisions will help reduce barriers between disciplines so that faculty may continue to contribute to vibrant programs.

4. **Promoting genuine interdisciplinarity requires an investment in personnel and finances for directing and developing interdisciplinary programs within CoLA** as well as cross-college programs. This committee recommends investment, including stipends (and/or course release), for developing, promoting and expanding these critical programs.
 - Interdisciplinary programs may be managed by a particular school but, by their nature, likely cross more than one school and even college.
5. **Chairs and associate chairs of the new schools and directors of programs within and across schools should have adequate compensation commensurate with the increase in workload that accompanies major reorganization and consolidation of departments.**
6. **An effective and efficient reorganization requires close consultation with all CoLA staff members as the reorganization moves to the next stages so that they have the opportunity to provide input on the best ways to utilize their skills and accommodate the college's new positioning.**

- Throughout the work of this committee, we have highlighted the unique skills and expertise that staff have developed in their many years of exemplary service with the currently existing departments.
 - Much of the success of the reorganization is going to depend upon staffing considerations within the new schools.
7. **Fundamental to the success of the reorganization will be the articulation of new mechanisms for collecting valid data on dual and double majors, minors, certificates, and other aspects of the student experience in CoLA. These mechanisms need to be both quantitative and qualitative and they need to be tailored to CoLA's new configuration while also being supported and understood by the rest of the university.**
- If CoLA programs are going to collaborate productively in the reorganization, faculty in those programs need assurance that credit hours are not a zero-sum game, with 'points' in cross-listed courses going exclusively to one program and not another. The same is true for dual and double majors; current counting mechanisms count only the number of students and ignore the fact that one student may be intensively studying 2 or 3 subjects and would not be at Wright State if all those fields were not being offered. Assessing the merit of programming cannot be primarily about numbers, especially one set of numbers; it must involve multiple number sets as well as qualitative analyses. Composite measures that foreground student learning outcomes specific to our liberal arts programming would underscore the value of faculty expertise in CoLA and help insure disciplinary standards and academic integrity at WSU far better than purely quantitative analyses. Collaborative activity and change of this degree require substantial data gathering, research, and joint efforts. Administrative backing for this work is critical to the success of the reorganization.
 - A new system for 'keeping score'--one that involves multiple forms of counting that track different features of the student experience and, thus, of faculty contributions to that experience--probably needs to be formulated for the entirety of WSU. In terms of CoLA's reorganization, such layered, nuanced systems are absolutely essential to its success because they will incentivize much needed collaboration among CoLA programs and break a recent and very unfortunate history in which programs are encouraged by flawed counting mechanisms to compete for students.
8. **It is recommended that a committee of faculty, staff and students work closely with the Dean to implement the reorganization and recommendations.**
9. **The CoLA Reorganization Committee asserts that the faculty and staff of CoLA need to be provided sufficient time, autonomy and resources to be able to successfully implement the plans outlined in this report.**
- We appreciate the urgency of the challenges we face and we embrace the changes before us. As we commit to do our part to ensure the success of these ventures, we seek the backing of the administration to its success as well.

Respectfully submitted,
November 1, 2021

Appendices:

- A. Committee membership
- B. Relevant data from WSU Institutional Research

APPENDIX A: Committee Membership

*Pascale Abadie, Faculty, Modern Languages

Steven Aldridge, Faculty, Music

Shirley Barber, Staff, Public and International Affairs

Ksenia Bonch Reeves, Chair, Modern Languages

Glen Cebulash, Chair, Art and Art History

Marya Cordes, Faculty, Theatre, Dance and Motion Pictures

Arvind Elangovan, Faculty, History

December Green, Chair, Public and International Affairs; Interim Chair, Sociology and Anthropology

Jeannette Horwitz, Faculty, English Language and Literatures

Karen Lahm, Faculty, Sociology and Anthropology

*Maralee Leonard (she/her), Staff, CoLA, Office of the Dean, Fiscal Services

*Laura Luehrmann, Faculty, Public and International Affairs

Ray Marcano, Faculty, Communication

Victoria Oleen, Staff, Theatre, Dance and Motion Pictures

*Valerie Stoker, Faculty, Religion, Philosophy and Classics

Nick Warrington, Staff, CoLA Events and Community Engagement

Becca Webb (she/her), Staff, CoLA, Office of the Dean, Communication and Development

Kelli Zaytoun, Faculty, English Language and Literatures

*Dan Zehringer, Chair, Music

(* indicates member of the Steering Committee)

Appendix B: Relevant data from WSU Institutional Research

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|-----------------------------------|
| UNDERGRAD PROGRAMS: Majors |
|-----------------------------------|

| | <u>Fall</u> 2015 | <u>Fall</u> 2021 | |
|---------------------------------|----------------------------|----------------------------|---|
| Economics BA | 20 | 7 | |
| Social Work | 227 | - | Exited CoLA SU21 |
| Acting | 92 | 109 | |
| Art | 157 | 105 | |
| Dance | 42 | 23 | |
| Design/Technology | 57 | 20 | |
| Motion Pictures | 93 | 89 | |
| Music | 146 | 128 | |
| Theatre | 46 | 48 | Includes Theatre Studies and Theatre Arts |
| Art History | 7 | 9 | |
| Classics | 6 | 12 | Includes Classical Humanities and Classical Lang & Cultures |
| English | 304 | 165 | Includes English and English ILA/LAE - LEAP not included |
| History | 110 | 74 | |
| Liberal Studies | 83 | 26 | |
| Philosophy | 14 | 12 | |
| Religion | 9 | 3 | Includes Religion and Comparative Religion |
| Social Science Education | 59 | 73 | |
| AFS | 4 | 0 | |
| Anthropology | 46 | 33 | |
| CJS | 224 | 158 | |
| Communication Studies | 134 | 92 | |
| DSI Certificate | 0 | 0 | |
| French | 22 | 5 | |
| Geography | 23 | 15 | |
| German | 8 | 1 | |
| GIS Certificate | 1 | 0 | |
| Greek | 0 | 0 | |
| International Studies | 83 | 23 | |
| Latin | 1 | 0 | |
| Media Studies | 118 | 37 | Was Mass Communications in FA 2015 |
| Political Science | 119 | 68 | |
| Sociology | 67 | 26 | |
| Spanish | 42 | 23 | |
| Urban Affairs | 27 | 5 | |
| WGS | 22 | 12 | |
| | 2166 | 1394 | Total minus Social Work and Economics |

Decline of 36%

GRAD PROGRAMS: Majors

| | <u>Fall</u> <u>2015</u> | <u>Fall</u> <u>2021</u> | |
|---|----------------------------|----------------------------|--|
| Social Work MA | 92 | - | Exited CoLA SU21 |
| Music MM | 27 | 7 | |
| Perft. Specialist Instrumental Cert. | 0 | 1 | |
| American Humanics Cert. | 1 | 0 | changed to Nonprofit Leadership Alliance in 2011 |
| Arch. Admin Records Mgmt Cert. | 1 | 0 | Still offered? |
| English MA | 49 | 23 | |
| Grad Tech/Pro Writing Certificate | 1 | 0 | |
| History MA | 40 | 29 | |
| Humanities | 38 | 13 | |
| Teaching College Composition Cert. | 0 | 0 | |
| Teaching College History Cert. | 0 | 0 | |
| TESOL Grad. Certificate | 0 | 1 | |
| Applied Behavioral Science | 38 | 19 | |
| French Studies Cert. | 0 | 0 | |
| Grad DSI Certificate | 0 | 0 | |
| Grad GIS Certificate | 2 | 0 | |
| Grad WGS Certificate | 1 | 1 | |
| International & Comparative Politics | 35 | 13 | |
| Nonprofit Administration Cert. | 1 | 1 | |
| Public Administration MPA | 83 | 26 | |
| | 317 | 134 | Total minus Social Work |

Decline of 58%

The data above represent the total Dayton Campus Undergraduate and Graduate Enrollment numbers in the Fall 2015 and Fall 2021 semesters and percentage of decline from 2015 to 2021.

The same data is delineated by "School," as represented in the model of the CoLA Reorg Committee's recommendations. Majors highlighted in yellow are in the "Arts" school, green the "Humanities" school, and blue the "Social Sciences" school.

* The numbers of students per major do not consider those seeking dual or double majors.

** Minors are not reflected in this data.

*** Certificate programs not in place in Fall 2015 are not included in this data set.

Dayton Enrollment Headcount*

| univ UG FA15 | univ UG FA21 | COLA UG FA15 | COLA UG FA21 | Arts UG FA15 | Arts UG FA21 | Humanities UG FA15 | Humanities UG FA21 | Social Sciences UG FA15 | Social Sciences UG FA21 |
|---------------|---------------|-----------------|-----------------|-----------------|-----------------|-----------------------|-----------------------|----------------------------|----------------------------|
| 12,713 | 7,459 | 2,166 | 1,394 | 633 | 522 | 592 | 374 | 941 | 498 |
| -5,254 | -41.3% | -772 | -35.64% | -111 | -17.54% | -218 | -36.8% | -443 | -47.1% |
| univ GR FA15 | univ GR FA21 | COLA GR FA15 | COLA GR FA21 | Arts GR FA15 | Arts GR FA21 | Humanities GR FA15 | Humanities GR FA21 | Social Sciences GR FA15 | Social Sciences GR FA21 |
| 3,920 | 2,371 | 317 | 134 | 27 | 8 | 130 | 66 | 160 | 60 |
| -1,549 | -39.5% | -183 | -57.7% | -19 | -70.4% | -64 | -49.2% | -100 | -62.5% |
| Uv Total FA15 | UV Total FA21 | COLA Total FA15 | COLA Total FA21 | Arts Total FA15 | Arts Total FA21 | Humanities Total FA15 | Humanities Total FA21 | Social Sciences Total FA15 | Social Sciences Total FA21 |
| 16,633 | 9,830 | 2,483 | 1,528 | 660 | 530 | 722 | 440 | 1,101 | 558 |
| -6,803 | -40.9% | -955 | -38.46% | -130 | -19.7% | -282 | -39.06% | -543 | -49.3% |

Dayton Credit Hours**

| Uv Total FA15 | UV Total FA21 | COLA Total FA15 | COLA Total FA21 |
|---------------|---------------|-----------------|-----------------|
| 202,475 | 106,787 | 56,624 | 28,445 |
| -95,688 | -47.3% | -28,179 | -49.8% |
| | | 27.97% | 26.64% |

CoLA's percentage of WSU credit hour generation

Faculty Headcount***

| Uv Total FA15 | UV Total FA22 | COLA Total FA15 | COLA Total FA22 | Arts Total FA15 | Arts Total FA22 | Humanities Total FA15 | Humanities Total FA22 | Social Sciences Total FA15 | Social Sciences Total FA22 |
|---------------|---------------|-----------------|-----------------|-----------------|-----------------|-----------------------|-----------------------|----------------------------|----------------------------|
| 783 | 581 | 206 | 103 | 58 | 32 | 95 | 35 | 54 | 36 |
| -202 | -25.8% | -103 | -50% | -26 | -44.8% | -60 | -63.2% | -18 | -33.3% |

* Dayton Enrollment Headcount totals represent the total number of students enrolled in the Fall 2015 and Fall 2021 semesters at the WSU Dayton campus - the first set being Undergraduate students, then Graduate students, then the combined total of the two in the last data set. The data below those numbers indicate the total decline in enrollment and the percentage of decline between the two semesters.

The same data are then delineated by "School," as represented in the model of the CoLA Reorg Committee's recommendations.

** Dayton Credit Hours totals represent the total Dayton campus and CoLA credit hour generation numbers in the Fall 2015 and Fall 2021 semesters. The data below those numbers indicate the total decline in credit hour generation and the percentage of decline between those two semesters.

*** Faculty Headcount totals represent the total number of faculty (BUFM and Non-BUFM) employed at the university in the Fall 2015 semester and the number of projected faculty to be employed in the Fall 2022 after retrenchment, separations, and retirements. The data below those numbers indicate the projected total decline in faculty headcount and the projected percentage of decline between the two semesters.

The data do not include adjuncts, nor do they include administrative faculty as described by the university (taken to mean chairs and deans).