RE-ENGINEERING ACADEMIC TASKFORCE: PHASE 1 REPORT

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Prepared by

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BACKGROUND

On Friday, October 17, 2014, FHSU President, Mirta M. Martin, convened a meeting of two newly formed re-engineering taskforces to “examine and rethink every aspect of our organization and operations, in order to afford us the resources and opportunities needed to serve our students in a continued tradition of excellence and innovation.” This report reflects bottom-up processes for top-down decision-making and are the initial findings, or Phase 1, from the Academic Re-Engineering Taskforce.

METHODOLOGY

The Academic Taskforce administered two surveys to gather faculty input; the first survey was qualitative in nature, while the second survey was quantitative in nature. From November 3-16, 2014, approximately 150 participants completed the initial survey online, in person, or via email responses to members of the Academic Taskforce. The survey had three different versions to gather relevant information from the colleges, the Graduate School, and Forsyth Library. The initial survey yielded recurring themes, which formed the basis of the second survey and asked participants to prioritize the recurring themes. From December 1-5, 2014, over 240 participants completed the 40-question survey. Members of the Academic Taskforce then met to categorize the recurring themes. Findings indicated re-engineering ideas as well as issues. The surveys can be found in the Appendices.

FINDINGS

The information in this section of the report is based on survey data compiled by the Re-Engineering Academic Taskforce. Recurring themes including “reorganization recommendations” are included for the colleges, the Graduate School, and the university. Academic Charts are provided and reflect the reorganization recommendations. Next, secondary themes which emerged from the surveys’ results are listed. Finally, issues are stated; they did not rise to the definition of restructuring, but members of the committee believe addressing the issues will facilitate the re-engineering process.

Reorganization Recommendations by College and Area

College of Arts and Sciences
Reorganization Recommendations
- Consider combining smaller departments into larger departments for efficiency of chairs, to foster interdisciplinary opportunities, and to meet current and future student needs.
- IF CAOS remains its current size, hire an assistant dean to facilitate administrative processes.
• Some departments may align better with other colleges and could be moved.
• Consider ways to coordinate/integrate Print Media (in the Communication Studies Department) and Broadcast/Online Media (in the Media Studies Program in the Informatics Department). This would better reflect the convergence of print, broadcast, and online journalism and give students entering this profession experiences across the board. (cross listed with the COBE recommendations)

**College of Business and Entrepreneurship**

Reorganization Recommendations

• Restructure the Management and Marketing Department. (It’s too large.)
• Move Tourism & Hospitality Management, Business Education, and Human Resource Management into a new department.
• Consider ways to coordinate/integrate Broadcast/Online Media (in the Media Studies Program in the Informatics Department) and Print Media (in the Communication Studies Department). This would better reflect the convergence of print, broadcast, and online journalism and give students entering this profession experience across the board. (cross listed with CAOS recommendations)

**College of Education and Technology**

Reorganization Recommendations

• The Institute of Applied Technology may be better suited in another college due to its technical function.
• Re-examine the internal logistics of the university’s centers.

**College of Health and Life Sciences**

Reorganization Recommendations

• Consider adding comparable departments to broaden the mission of the college.
• This proposal incorporates departments which provide technical skills as a part of professional development, as well as significant student activities outside of traditional classroom settings.
• Individual departments is necessitated by unique licensure and accreditation requirements.
• Multiple departments require foundational courses provided by at least one other department in this proposed structure; this synergy is integral to student success.
• Overall proposed structure reflects several peer and aspirational organizational charts.
Forsyth Library
Reorganization Recommendations
- The library should remain in Academic Affairs.
- The library is a student-focused and student-first organization. Students are taught in the context of classroom instruction and through independent research consultations, how to find, and use, the best research and resources to meet their learning needs. Staff work directly with students to augment classroom instruction by developing their ability to be literate consumers and producers of information.
- The library serves the academic mission of the University by partnering with faculty and students to help showcase scholarship and creativity, working with university researchers and scholars to explore new forms of scholarship and creativity as embodied in both the new media and the maker cultures, and partnering with other libraries, museums, and organizations to distill our unique and distinct regional cultural heritage into resources that are preserved for future scholars and accessible today around the world. The library teaches students what it means to discover and apply information.

Graduate School
Reorganization Recommendations
- Implement an online Graduate School application platform.
- Increase number of Graduate Teaching Assistantships to match increased SCH.
- Increase compensation of GTAs.
- Recognize the supervision of Graduate Student scholarship.
- Propose MLS and MPS students be counted in home department SCH, faculty workload, graduation rates, etc., in contrast to the current format. Management of the program would be housed in the Graduate School, which is consistent with other programs on campus.
- Centralize/integrate international functions, including but not limited to the Graduate School, Student Affairs, Strategic Partnerships, ESL, Study Abroad, Degree Programs et al. (cross listed with University Restructuring)
- Maintain the location of undergraduate research in the Graduate School, as the current structure is very successful.
- Increase institutional support for undergraduate research opportunities.
ACADEMIC CHARTS

The academic recommendations are based on approximately 400 faculty survey responses, a review of Fall 2014 20th day enrollment numbers (including international student numbers), a review of the number of degrees conferred by department over a multi-year interval, and an examination of the organizational structures for BOR peer institutions and aspirational peer institutions. The peer institutions included Colorado Mesa University, Northwest Missouri State University, Northeastern State University (OK), Southeast Missouri State University, and Tarleton State University. The aspirational peer institutions included Eastern Washington University, Morehead State University, Troy University, University of Central Missouri, and the University of Nebraska – Kearney.

The charts reflect proposals regarding moving, combining, and adding departments based on the above information; they also reflect the potential for renaming opportunities. The text in black font represents a proposed change from the current FHSU structure, and the oval shapes represent two possible locations for media convergence.

Academic Affairs
Note: The numbers stated on the college charts in parentheses are approximate. MLS and MPS are NOT included in these numbers.

**College of Arts, Humanities, and Social Sciences**

- Art and Design (277)
- Communication Studies (80 + 31)
- English (80 majors, 1,086 English Composition students in China)
- History (77), Philosophy (22), Modern Languages (14) = 113. Consider combining these departments for more efficiency and to create student opportunities.
- Justice Studies (414)
- Leadership Studies (1,660)
- Sociology and Social Work (302)
- Psychology (481)
- Political Science (157)
- Music and Theatre (93)

**TOTAL = 3,688/4,774**
College of Education

Advanced Education Programs (879)
Teacher Education (964)

Tiger Tots
Transition to Teaching

TOTAL = 1,843
Consider adding comparable departments to broaden the mission of the college: e.g., Chemistry (94), Math (45), Geosciences (104), Physics (62), and Computing Sciences [pulling numbers from Math/Computing (58), Information Systems Engineering (4)].

TOTAL = 2,802
UNIVERSITY RESTRUCTURING

Institutional Research
Reorganization Recommendations

- Reinstate this office and place with AQIP function; also consider moving the Docking Institute to this group as well. This will centralize data collection across the university.

Internationalization
Reorganization Recommendations

- Centralize/integrate international functions including but not limited to the Graduate School, Student Affairs, Strategic Partnerships, ESL, Study Abroad, Degree Programs et al. (cross listed with Graduate School Restructuring)

Advising
Reorganization Recommendations

- Examine academic advising to reduce advising workloads of faculty.
- Recognize workload when determining release time, merit, scheduling, etc.
- Some departments may benefit from professional or centralized advising.

SECONDARY THEMES

The areas listed below are considered secondary priority themes. Please note reorganization recommendations are not included with the secondary recurring themes.

Evaluate Duplication, Applicability, and Core Requirements for BGS Degree.

Writing Across the Curriculum/Writing in the Disciplines
English Composition I and II provide a foundation to be built upon by further writing in one’s major and within the general education program.

General Education Curriculum
Suggestions include reducing the number of required hours, ensuring the general education curriculum is distributed throughout each college, and reconsidering available general education courses.

CTELT
Restructuring CTEL to ensure quality course delivery for Virtual College courses is essential. Also, consider integrating CTEL and Virtual College and ensure that CTEL and Virtual College maintain a supportive rather than a directive role related to course design and delivery.
Academic-Related Activities
Academic activities should be driven by Academic Affairs, for example, possibly Freshman Seminar. Academic Affairs should then work cooperatively with other divisions to ensure that student needs are met.

ISSUES

Modify faculty work-load model
- Increase number of full-time faculty
- Reduce reliance on adjuncts
- Increase compensation for adjuncts
- Provide adjustments/considerations for out-of-class activities

Ensure that class sizes are appropriate for the nature of courses
- Consider specialized teaching environments
- Clinicals/labs/specialized training/workshops/practicums
- Maintain low student-teacher ratio
- Graduate education

Utilize technologies that share information (instead of multiple systems)
- Centralized technology/operations system/IFAS/CICS/TigerTracks/TigerCentral

Evaluate service expectations
- Consider audit of standing committees
- Reduce duplication and consolidate activities

Recognize outside-of-class teaching activities (cross listed)
- Supervision of undergraduate student research
- Interdisciplinary collaboration
- Support of students’ professional activities, e.g., traveling with students to meetings, supervising scholarly efforts, advising discipline-specific organizations, etc.

Reconsider teaching evaluation process
- Study the effectiveness of current student course-evaluation model, while maintaining student input to improve the quality and flexibility of the programs

Consider other models to simplify promotion and tenure

Enhance Graduate Education opportunities
- Maintain current location of undergraduate research, and consider enhanced support for student activities.
Reconsider the efficacy of Student Recognition Programs

Evaluate admission standards for undergraduate students
- Positively affect Freshman retention & success
- Review minimum SAT/ACT scores

Reconsider use of student credit hours (SCH) as the measuring stick for budget decisions
- Facilitate inter-disciplinary collaborations
- Increase flexibility/capacity to respond to opportunities

IMPLEMENTATION of RECOMMENDATIONS

As per the initial charge, this report concludes Phase 1 of the work of the Re-Engineering Academic Taskforce. These recommendations will be forwarded to President Martin for consideration by her executive team. Upon review, additional clarification or development may be requested. The Academic Taskforce utilized the Phase 1 themes, Fall 2014 20th day enrollment numbers, peer institutions, and aspirational peer institutions as the basis to create the recommendations. Continued work would include, but not be limited to, implementation of the college and departments restructuring recommendations through a more detailed examination of college and department data such as enrollments, graduation rates, faculty numbers, programs, accreditation, etc. This information will help create an implementation path for the colleges and departments, suggested timelines, and responsible parties. Concurrently, each step of the Academic Taskforce process will be communicated to and involve FHSU stakeholders.
APPENDICES
Appendix 1: Academic Taskforce Survey #1 (Forms A, B, C)

Form A - All Colleges

Your input is needed and greatly valued. As you respond to the questions below, please consider the following charge: Evaluate current FHSU organizational structures and processes to determine opportunities that will best serve students today and in the future. You may also provide input by contacting your college liaison or any member of the Academic Taskforce. The college/unit liaisons are Jennifer Bonds-Raacke, Graduate School; Cheryl Duffy, COAS; Greg Farley, CHLS; Wally Guyot, COBE; Rachel Newbury, Forsyth Library; Duane Renfrow, COET; and Lorie Cook-Benjamin, chair. THANK YOU for taking the time to share information with the Re-Engineering Academic Taskforce.

1. What potential areas of overlap and/or duplication do you see, if any, in these areas...
   university?
   college?
   department/unit?

Please explain in fewer than 250 words.

2. Do you feel your department/unit is where it should be within the university’s organizational structure?
   Yes
   No
   Not Sure

Please explain in fewer than 250 words.

3. What gaps/issues do you see in terms of service, support, programs, student opportunities, workloads, efficiencies, class sizes, advising, etc.?
Please explain in fewer than 250 words.

4. Your College/Department/Unit is...
   College of Arts and Sciences
   College of Business and Entrepreneurship
   College of Education and Technology
   College of Health and Life Sciences
   Forsyth Library

5. Optional – Your name is...

6. Additional Comments. Please share in fewer than 250 words.
Your input is needed and greatly valued. As you respond to the questions below, please consider the following charge: Evaluate current FHSU organizational structures and processes to determine opportunities that will best serve students today and in the future. You may also provide input by contacting your college liaison or any member of the Academic Taskforce. The college/unit liaisons are Jennifer Bonds-Raacke, Graduate School; Cheryl Duffy, COAS; Greg Farley, CHLS; Wally Guyot, COBE; Rachel Newbury, Forsyth Library; Duane Renfrow, COET; and Lorie Cook-Benjamin, chair. THANK YOU for taking the time to share information with the Re-Engineering Academic Taskforce.

1. What potential areas of overlap and/or duplication do you see, if any, in these areas...
   - university?
   - college?
   - department/unit?

   Please explain in fewer than 250 words.

2. Do you feel your department/unit is where it should be within the university’s organizational structure?
   - Yes
   - No
   - Not Sure

   Please explain in fewer than 250 words.

3. What gaps/issues do you see in terms of service, support, programs, student opportunities, workloads, efficiencies, class sizes, advising, etc.?

   Please explain in fewer than 250 words.

4. Do you feel connected to the academic mission of the University? If you answer “no”, please explain your response.

5. Your College/Department/Unit is...

6. Optional – Your name is...

7. Additional Comments. Please share in fewer than 250 words.
Form C: Graduate School

Your input is needed and greatly valued. As you respond to the questions below, please consider the following charge: Evaluate current FHSU organizational structures and processes to determine opportunities that will best serve students today and in the future. You may also provide input by contacting your college liaison or any member of the Academic Taskforce. The college/unit liaisons are Jennifer Bonds-Raacke, Graduate School; Cheryl Duffy, COAS; Greg Farley, CHLS; Wally Guyot, COBE; Rachel Newbury, Forsyth Library; Duane Renfrow, COET; and Lorie Cook-Benjamin, chair. THANK YOU for taking the time to share information with the Re-Engineering Academic Taskforce.

1. What potential areas of overlap and/or duplication do you see, if any, in these areas...
   university?
   college?
   department/unit?
   Please explain in fewer than 250 words.

2. Do you feel your department/unit is where it should be within the university’s organizational structure?
   Yes
   No
   Not Sure
   Please explain in fewer than 250 words.

3. What gaps/issues do you see in terms of service, support, programs, student opportunities, workloads, efficiencies, class sizes, advising, etc.?
   Please explain in fewer than 250 words.

4. Should we consider an online application for the Graduate School? Please explain your response in fewer than 250 words.

5. Should we consider providing faculty members who teach graduate courses a reduction in their teaching load? Please explain your response in fewer than 250 words.

6. Should internationalization and/or undergraduate research be housed with the Graduate School? Please explain your response in fewer than 250 words.

7. Should assistantships be increased in amount and/or additional assistantships be available? Please explain your response in fewer than 250 words.

8. Your College/Department/Unit is...
   College of Arts and Sciences       College of Health and Life Sciences
   College of Business and Entrepreneurship Forsyth Library
   College of Education and Technology Graduate School

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9. Optional – Your name is...

10. Additional Comments. Please share in fewer than 250 words.
Appendix 2: Academic Taskforce Survey #2 – Recurring Themes Re-Engineering Academic Taskforce Survey

Dear Colleagues,

The Re-engineering Academic Taskforce would like to thank you for providing previous input on what contributes to the success of FHSU and what could lead to more efficiencies and opportunities to best serve our students in the future. As a taskforce, we have reviewed all responses through surveys, emails, and individual communications. Through this process, recurring themes have emerged. These recurring themes—listed below—were aligned from departments and colleges and can be viewed as broader issues facing the academic side of the institution.

At this time, we would like faculty members to see the recurring themes and help prioritize them. You will be asked to identify to what degree the university should pursue each theme. This prioritization will then be included with the original responses in the final report.

Finally, we want to see if any themes are missing from the list. In other words, are there broad academic issues facing FHSU (not specific to any particular program) that are missing from the list?

Please review the following recurring themes and, for each, indicate if you think the theme should be a high priority, a low priority, or you are unsure. There is no limit to the number of themes that you mark as high priority. This survey should take approximately fifteen minutes to complete and will remain open until 11:59 PM (CST) on Friday, December 5, 2014.

Questions about this survey can be directed to your college/unit liaisons or the chair: Jennifer Bonds-Raacke, Graduate School; Cheryl Duffy, COAS; Greg Farley, CHLS; Wally Guyot, COBE; Rachel Newbury, Forsyth Library; Duane Renfrow, COET; and Lorie Cook-Benjamin, chair. THANK YOU, again, for taking the time to share information with the Re-Engineering Academic Taskforce.

1. Increase the number of full-time faculty positions.
   This is a high priority.
   This is a low priority.
   I am unsure.

2. Increase the number of tenure-track positions.
   This is a high priority.
   This is a low priority.
   I am unsure.

3. Decrease reliance on adjuncts.
   This is a high priority.
This is a low priority.
I am unsure.

4. Ensure that class sizes are appropriate for the nature of courses.
This is a high priority.
This is a low priority.
I am unsure.

5. Ensure quality course delivery for Virtual College courses.
This is a high priority.
This is a low priority.
I am unsure.

6. Reduce faculty workload.
This is a high priority.
This is a low priority.
I am unsure.

7. Reduce service expectations.
This is a high priority.
This is a low priority.
I am unsure.

8. Examine the budget process to ensure timely faculty searches.
This is a high priority.
This is a low priority.
I am unsure.

9. Recognize outside-of-class teaching activities (e.g. student travel, service projects).
This is a high priority.
This is a low priority.
I am unsure.

10. Reconsider the teaching evaluation process (e.g. form, low response rate).
This is a high priority.
This is a low priority.
I am unsure.

11. Recognize the supervision of undergraduate student research.
This is a high priority.
This is a low priority.
I am unsure.

12. Recognize the supervision of graduate research (e.g. thesis).
This is a high priority.
This is a low priority.
I am unsure.

13. Reduce advising loads.
This is a high priority.
This is a low priority.
I am unsure.

14. Recognize advising workload when allowing release time, awarding merit, organizing schedules, etc.
This is a high priority.
This is a low priority.
I am unsure.

15. Implement professional/centralized advising for first-and second-year students.
This is a high priority.
This is a low priority.
I am unsure.

16. Implement professional/centralized advising based on department needs.
This is a high priority.
This is a low priority.
I am unsure.

17. Consider other models to simplify the promotion and tenure process.
This is a high priority.
This is a low priority.
I am unsure.

18. Increases pay for adjuncts.
This is a high priority.
This is a low priority.
I am unsure.

19. Reduce reliance on student workers by hiring support staff.
This is a high priority.
This is a low priority.
I am unsure.

20. Increase the number of Graduate Teaching Assistantships.
This is a high priority.
This is a low priority.
I am unsure.
21. Increase the pay for Graduate Teaching Assistantships.
This is a high priority.
This is a low priority.
I am unsure.

22. Provide insurance for Graduate Teaching Assistantships.
This is a high priority.
This is a low priority.
I am unsure.

23. Unlike technology that shares information (instead of multiple systems like CICS, Tiger Tracks, Tiger Central).
This is a high priority.
This is a low priority.
I am unsure.

24. Automate the process used to analyze degree requirements.
This is a high priority.
This is a low priority.
I am unsure.

25. Implement an on-line Graduate School application.
This is a high priority.
This is a low priority.
I am unsure.

26. Create a centralized office to gather data for accreditation purposes.
This is a high priority.
This is a low priority.
I am unsure.

27. Provide a technology specialist per college.
This is a high priority.
This is a low priority.
I am unsure.

28. Reconsider the efficacy of Student Recognition Programs (SRPS).
This is a high priority.
This is a low priority.
I am unsure.

29. Reconsider admission standards for undergraduate students.
This is a high priority.
This is a low priority.
I am unsure.
30. Reconsider admission standards for graduate students.
   This is a high priority.
   This is a low priority.
   I am unsure.

31. Ensure the general education curriculum is distributed throughout each college.
   This is a high priority.
   This is a low priority.
   I am unsure.

32. Reduce the number of credit hours required for the general education curriculum.
   This is a high priority.
   This is a low priority.
   I am unsure.

33. Examine the possibility of disciplinary accreditation.
   This is a high priority.
   This is a low priority.
   I am unsure.

34. Reconsider the use of student credit hours (SCH) as the measuring stick for budget decisions.
   This is a high priority.
   This is a low priority.
   I am unsure.

35. Reconsider the timing of Fall Break in the academic calendar.
   This is a high priority.
   This is a low priority.
   I am unsure.

36. Reconsider the timing of Spring Break in the academic calendar.
   This is a high priority.
   This is a low priority.
   I am unsure.

37. Address the overlap in internationalization areas (Graduate School, Student Affairs, Strategic Partnerships, ESL Center, study abroad, degree programs).
   This is a high priority.
   This is a low priority.
   I am unsure.

38. Reconsider undergraduate research being housed in the Graduate School.
This is a high priority.
This is a low priority.
I am unsure.

39. Consider re-structuring colleges. (Please note that our initial feedback indicates that majority of departments and units are appropriately located. This question is included to verify this feedback.)
This is a high priority.
This is a low priority.
I am unsure.

40. In fewer than 250 words, please indicate broader themes impacting the academic side of the institution which you found missing in this survey.