

Academic Structures Task Force Report

November 15, 2024

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A. Introduction

On April 15, 2024, Provost Middleton charged the [Task Force](#) on College-wide Academic Structures “to provide expertise, insights, and recommendations to the Provost on revising or restructuring college-wide academic structures” to serve the goals outlined in the Comprehensive Academic Plan (CAP).

The Task Force engaged in robust, thoughtful, and wide-ranging discussions, examining the strengths and limitations of current academic structures at Ramapo College ([Appendix 1](#)), particularly in the context of shifts in higher education. The committee collected internal data through faculty surveys and town hall meetings with faculty and staff ([Appendix 2](#)), and considered perspectives shared during the development of the CAP. Additionally, it reviewed both existing and proposed models at other institutions, as well as Chronicle of Higher Education reports on academic organization ([Appendix 3](#)), to assess and reflect on potential models for academic structures.

We identified several Academic Structures that impact the CAP, with synergies between and among them:

- I. the 5-school structure
 - This is the focus of the current report.

- II. student-academic support services (are they optimally integrated with teaching and learning?);
- III. curricular structure and course delivery (i.e., 4 vs. 3 credit courses, credit for lab courses, number of credits in major and to graduate);
- IV. weekly and daily class schedule;
- V. semester structure (i.e., vs. trimesters, quarters);
- VI. organization of programs and faculty into convening groups (i.e., vs. a more traditional “department” structure; what constitutes a convening group?).
 - This aspect is the focus of a concurrent Task Force and we did not explore this in detail.

It is important to consider that the organization of programs into separate and distinct Schools may not be the primary obstruction to interdisciplinary student learning experiences and “siloed” faculty. To enhance programmatic flexibility and promote interdisciplinary collaboration, *several* strategic adjustments are recommended for attaining the CAP’s goals. A holistic, synergistic approach must be taken; changing only one of the structures without consideration of the others may have limited benefit, or even undesirable consequences.

There are 3 categories of Recommendations herein -

- **Minor Recommendations** - short-term changes
 - If the major recommendations are *not* implemented, these smaller changes will be beneficial. If the major recommendations *are* implemented, some of these minor recommendations will be implemented concurrently with the major restructuring.
- **Major Recommendations** - larger changes, medium term;
- **For further consideration** - suggestions that require additional exploration, potentially by other small groups (e.g., impacting items II-VI above)

B. The Five-School Structure

The Task Force centered its work on questioning whether, and how, restructuring schools and dismantling structural silos would promote:

1. Interdisciplinarity and/or multi-disciplinarity in the student learning experience
2. Facilitate faculty collaboration in curricular and co-curricular activities and teaching
3. Facilitate faculty and student collaboration in creative and scholarly activities including research
4. Facilitate efficiencies and collaboration in administrative tasks

Schools are to be structures that organize faculty, students, and programs, in a manner that optimizes management/administration (of faculty, students, and programs), reduces redundancies, and optimizes resource allocation and sharing. The number of enrolled majors varies widely across schools, which in turn is a significant factor in determining the number of full-time faculty (and adjuncts) in each school. However, convening groups/programs also provide courses for school-wide and college-wide programs (for General Education, School Core, and other majors), which can result in a drastically different metric - the number of students *served* by a program/school, and the number of course sections offered. (For instance, HGS programs enroll 4.4% of the undergraduate population, but HGS is also the School home for several General Education Keystone Categories/Courses (e.g. CRWT, AIID 201, most HP courses, etc) -

and provide courses to the entire first-time student population (approx. 80% of the undergraduate population)).

Minor Recommendation (1): For resource allocation (e.g., administrative assistance, personnel), use a metric based on the number of students enrolled in (or served by) courses within a convening group, rather than the number of students enrolled in a major.

An additional benefit is that programs/faculty may think more collegially and less competitively - for instance, as new majors are developed and programs modified, the culture can shift away from being concerned that students are being “poached” from one program to another. It may also encourage more programs to engage more robustly in general education, or for faculty to engage in other college-wide programs.

Faculty: In our current structure, faculty are housed within a primary convening group, which offers one or more *programs* (majors, minors, grad programs, certificates). Convening groups are organized thematically into five schools. These structures, Convening Group, Unit Council, and Dean are involved in Personnel decisions (reappointments etc., hiring adjuncts). The current structure allows faculty to be members of multiple Convening Groups which should (or could) reduce duplication of resources and courses—there should be an assessment of this practice to better understand its value.

No recommendations - status quo is assumed herein. (See also the work of the Convening TF)

Programs: Currently, Schools are organized by disciplinary content areas, with a narrower focus than seen on most campuses (e.g., Arts and Sciences is a common combination). Some programs/convening groups are considered by their assigned faculty and/or other faculty to be misplaced (e.g., several social science disciplines that are found outside of SSHS). Some interdisciplinary programs have content areas spanning multiple schools which, while permissible, are perceived to be more challenging to develop and administer.

Minor Recommendation (2): several programs *could* be moved to different schools (e.g. including, but not limited to, Public Policy, Political Science, Anthropology, and Economics to SSHS; Communications in whole or part to HGS). Additional faculty input will be required.

Aside from faculty feeling misplaced, this also creates confusion for prospective students and challenges in resource allocation. This realignment would also simplify recruitment efforts, enabling clearer communication with students and better integration of shared resources across relevant disciplines.

IMPORTANT NOTE: if Major Recommendation (1) is to be implemented in the near future, Minor Recommendation (2) is moot, although the same principle will apply to the Clustering of programs.

Students: A prospective student’s first encounter will likely be at the school level - for instance, admissions events are organized by the school, and students may have difficulty locating programs of interest (e.g., figuring out where to go for information on teacher ed, nursing, pre-med, pre-law, etc.). Once enrolled, students seem to identify themselves according to major, rather than school; some barely seem aware of what school they belong to - the school is simply a set of curricular requirements (the school core) in their degree audit. Because faculty and professional advisors are affiliated with schools, students looking to add minors may not be made aware of all of the options across campus and

rather entertain minors (or second majors) from a single school—undercutting the opportunity for a truly interdisciplinary or multidisciplinary educational experience.

Major Recommendation (1): Reconfigure the schools. Make it easier for (1) prospective and enrolled students to locate programs; and (2) resources to be shared.

One model (Model A) favored by many of the Task Force Members is included directly below. [Appendix 1](#) includes several other models for consideration. These models reflect a thoughtful exploration of ideas suggested by members of the Task Force and members of the campus community. It is important to note that other models were also developed and can be shared upon request. Please note that larger versions of each image are available [here](#).

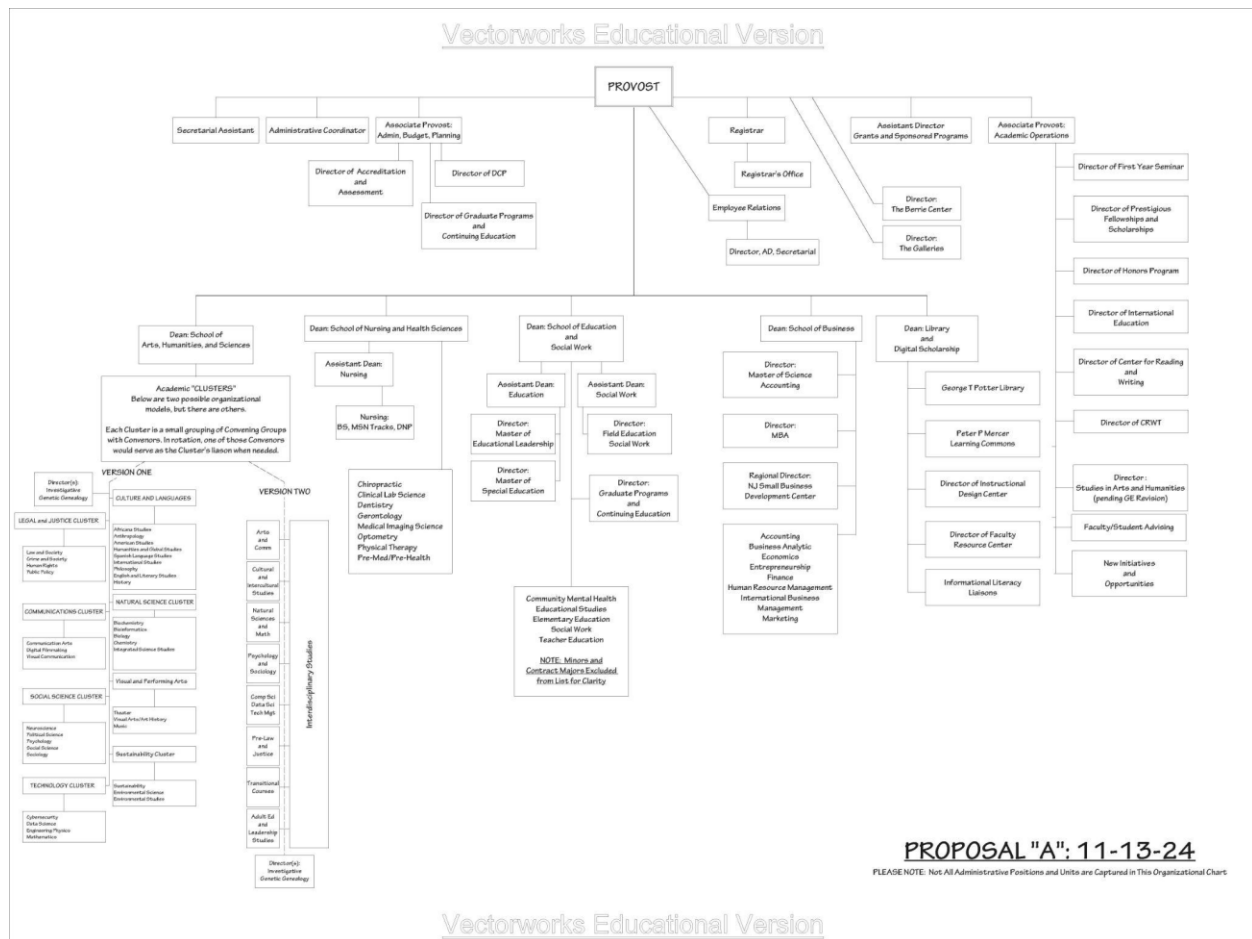
MODEL A: Areas of Change

1. School / Program / Faculty Organization:
 - a. Elevate the accredited programs to “schools” with “Deans” (i.e., School of Nursing, School of Social Work, School of Education, ASB), with a (new) centralized program accreditation office housed within the Provost’s Office.
 - i. Variation (a): Combining SWRK and EDUC into one school is a possibility, as they are both currently in SSHS. Combining them opens up joint social needs in school environments. However, they are not comparable entities: while both are accredited majors and graduate programs, EDUC additionally intersects with virtually all majors (with many students opting for teaching accreditation in combination with a disciplinary major). For visibility, keeping them separate may be valuable.
 - ii. Variation (b): Rather than a school of Nursing, create a school of “Nursing and Health Sciences”, which would include pre-med students, students in articulated health programs, and other health-related majors.
 - b. The remaining programs (majors, minors, grad, certificates) are gathered under the School of Arts, Humanities, and Sciences—AHS. (Note: Even though we are a liberal arts-based college, in the current political climate we think a ‘School of Liberal Studies’ is not advisable.)
 - i. Within the AHS - and still housed within Convening Groups, with Conveners - programs could be clustered by theme/content (e.g., these structures are referred to as Clusters, Divisions, or Departments at some institutions. We use the term **Cluster** for the remainder of this document). This would enable collaboration and communication between related convening groups; without clusters, AHS could be unwieldy to administer and would likely lead to internal silos.
 1. Two possible versions of clusters are shown in the image; other configurations are possible.
 - ii. A cluster will need a faculty member as Cluster Liaison (or possibly even *Department Chair*), who could be selected from among the conveners of the Programs in the Cluster. [See below for additional considerations](#).
 - iii. Job descriptions, and an org-chart for Conveners and Liaison will need to be created.
 - c. A School/Division of Special Programs (*name tbd - shown collected under “Associate Provost Academic Operations”*): including e.g. Gen Ed categories that have their own

directors (e.g. FYS, CRWT, AIID 201); Honors Program; International Education; Center for Reading and Writing, etc.

- i. DCP and Graduate Programs could belong here also, although they are shown elsewhere on the diagram.
- d. The Library/Learning Commons and Faculty Development Support (IDC, FRC)
2. Graduate programs remain integrated with undergraduate programs, and with their own directors; there would be no separate Graduate School.
 - a. It may be useful to expand and separate academic services between Graduate and Undergraduate students. For instance, specific Graduate Admissions, Graduate Financial Aid, Graduate Scholarships, and Graduate Advising, under a single Graduate Division umbrella. These would create a more cohesive structure and community for Graduate students. It *may* be sensible to have a Dean/Associate Dean of Graduate Studies, who coordinates these elements and is the “go-to person” for graduate students. This is explored in a different model.

- b. Graduate Program Directors will meet regularly (as currently).



Please note: Position titles, and composition of entities under Associate Provost Academic Operations, and Dean Library/Digital Learning, are EXAMPLES only; likewise, the Directors of DCP and Graduate Programs may fit better elsewhere.

Additional rationale:

Housing all curricular programs (except accredited programs) within a single school encourages a unified, interdisciplinary learning environment that mirrors the interconnectedness of real-world issues. When students from diverse disciplines—ranging from the sciences and humanities to arts and social sciences—share resources, faculty, and physical spaces, they are more likely to engage in cross-disciplinary dialogue and collaboration. This approach breaks down structural academic silos, fostering a campus culture where students develop both specialized knowledge and broader, integrative skills. By exposing students to varied ways of thinking and problem-solving, a single-school structure prepares them to work in diverse teams, tackle complex global challenges, and adapt to the demands of a rapidly changing workforce. It ultimately promotes a cohesive educational experience, where all disciplines contribute to a shared mission of intellectual growth, innovation, and social responsibility.

Additionally, new and emerging technologies can be harnessed in innovative ways to further interdisciplinary scholarship, research, and creative activity and further opportunities for students and faculty to collaborate. A part of the restructuring effort can include the creation of common spaces to contemplate, read, research, write, create collaborative art, and conduct research.

The model further proposes consolidating disciplines to encourage interdisciplinary collaboration. Courses could be integrated into interdisciplinary programs, allowing faculty from various departments to co-teach and support diverse fields, including arts, humanities, and social sciences.

Implications for Governance Structures

It is important to note that this level of reorganization would require that a clear internal structure within the Schools be determined to facilitate shared governance roles, and would most likely impact the faculty governance structures as well. Within AHS, it is important to ensure the unit does not become unmanageable, which is why we have introduced Clusters; clear guidelines and definitions of roles including the areas of responsibility and authority for the Conveners, Liaisons and Dean will be needed. In many ways, the Clusters could function like departments, but further faculty-wide discussion and AFT consultation on the advantages and implications of Academic Departments will be required.

Within AHS, a possible structure could be:

- Convening groups/programs continue to function and meet as currently.
- Clusters take over the role of the Unit Personnel committee. (For the college-wide personnel committees, membership from the Schools could be proportional to the number of faculty in each school.) They would enable closely-aligned programs to share resources, develop curriculum, and schedule classes in a manner that more intentionally allows students to double major / minor.
- Clusters meet regularly in the same manner that Unit Council currently does.
- Liaisons meet as a group with the Dean periodically (somewhat analogous to the monthly meetings of the Graduate Council).

C. Additional Considerations

A number of other academic-structural components were discussed within the Task Force, many of which were also raised in the Stakeholder Engagement process ([Appendix 3](#)). We present these issues, but each may need exploration by other groups or Task Forces.

1. Time

Many faculty felt that collaboration, interdisciplinarity, and engaging with colleagues and students, were hindered less by the “school silos”, and more by a lack of available common meeting times to engage in these activities. The current class schedule has common time on Wednesday afternoons only; ostensibly we have a common lunch hour on Mondays/Thursdays, but there are classes scheduled though that lunch hour. The lack of common meeting times restricts inter-program collaboration for research, professional development, and curriculum design, as well as limits co-curricular activities for students. Additionally, many faculty perceive that a lot of our common time (e.g. Wednesday afternoons) is not effectively utilized, for instance with “meetings occurring where an email would suffice”. Clearly, this can be a consideration as the new “bell schedule” is explored.

For Further Consideration: Address issues such as the class meeting time blocks, standing meetings, and campus/student service office schedules.

- Meeting times:
 - Are meetings always the best use of time? Consider utilizing email or Canvas for dissemination of information, when feedback/discussion is not particularly needed.
 - Encourage Faculty attendance at Communication Meetings, consider a virtual option.
 - Provide more options for trainings/presentations to be delivered through Canvas / online asynchronously, rather than synchronously (similar to ITS’ Ninjio trainings, Title IX training). This can include presentations in Unit Councils (e.g. by CSS, Cahill Center). Where in-person discussion/feedback is desired, schedule a couple of town-hall meetings (or set up discussion boards) following the training.
 - Consider the role of faculty presence on campus as it benefits and/or inhibits collaboration.
- Class schedule:
 - explore the potentiality for more robust and useful common hours and/or time dedicated to collaborative incubation and facilitation.
 - Both Psychological and Chronological time can be constraints and it has to be teased out before decisions about rescheduling and calendars are made.
 - Utilize technology as a tool to increase collaboration from a distance, and increase access for campus constituents.
- Campus/student service office schedules
 - By aligning schedules and campus services, students would benefit from a cohesive and well-rounded educational environment even if taking courses before 8:30 am and after 4:30 pm. In particular, adding some evening office hours would be beneficial for graduate, DCP, and nontraditional students, all of which are likely to grow.
 - Considering how the schedule aligns with the options for public transportation to campus for students, faculty, and staff.

2. Curricular Structure: course credits

Almost all of our courses are four credits, with students taking (ideally) 4 courses a semester, for a total of 128 credits. In turn, most full-time faculty teach three courses per semester (faculty teaching lab courses, which are 1-2 credits, have to teach more course sections per semester to reach their 12-credit load). In general, faculty (and student-faculty) scholarship increased when the system switched to all-4-credit courses. However, might the 4-credit courses be a barrier to some of our goals (e.g., students having space to double major or add a minor, or partake in internships/co-ops, or research with faculty)?

1. Having some 3-credit courses - and a 15-18 credit courseload - could enable greater flexibility with 4-year plans. This would be advantageous for students that have to take developmental courses, or have withdrawn from or failed a course; it would be possible for a student to catch up without having to take summer/winter classes or stay an extra semester. In turn, this would improve graduation and retention rates. However, five courses may pose challenges for some students.
2. A three credit model suggests, at 120 credits, that students would take eight more classes over a four year period. Even if 25% of that remained in majors, it would provide space for students to more readily double-major or add a minor/microcredential. Regardless of this, the size (the number of credits) of each major should be examined—many are so large students simply do not have the space to access minors or certificates.
3. In some majors, students transferring in an Associate's degree, who are expecting to graduate in 2 years, may be required to take summer courses or stay an extra semester, if they can't get into the courses they need in their first semester. By having some 3-credit courses, there may be greater flexibility in the 4-year plan, reducing this problem.
4. Transfer students are typically bringing in 3-credit courses, which we accept in place of our 4-credit courses. However, a 3 credit course is presumably a different experience than a 4-credit course, and raises concerns as to whether transfer students are adequately prepared for Ramapo courses with prerequisites?
5. 4-credit winter courses, taught over 3.5 weeks, are *extremely* intense. Might enrollments of winter (and summer) courses increase if only/mainly 3-credit course were available in these sessions?
6. Summer/winter visiting student enrollments might increase if we had 3 credit courses as they are aligned with their courses at other institutions.

While there is likely no model that meets the needs of all students and all programs, exploring a shift toward a 3-credit course model or a combined 3 and 4-credit model, students may find it easier to pursue additional areas of study.

- Many institutions maintain the 120 credit requirement for students pursuing a BA degree in a 3-credit system. However, the shifts in teaching and delivery modes to match market needs have led a few colleges to use 3-credit models and to offer shorter programmatic requirements in the form of a 90-credit model which may be worth looking into. For example, 90-credit bachelor's-degree programs online offered in spring 2024 from BYU-Idaho (<https://www.byui.edu/online/>) and Ensign College (<https://www.byupathway.edu/degree-in-three>)
- And, it is important to note that a few institutions are moving in the opposite direction—from 3 credit models to 4.

(<https://www.google.com/url?q=https://webarchives.apps.uri.edu/accreditation/selfstudy/AppendicesStandard6/Appendix6.22FourCreditSystem.pdf&sa=D&source=docs&ust=1731507054848934&usg=AOvVaw2TG7BfXicisPtDChsdUHJ>)

3. Curricular Structure: semesters, trimesters, quarters

Currently, we offer courses in the Fall and Spring semesters in a traditional 15-week format, and a half-semester format for certain DCP and graduate courses. Would we want to expand the half-semester offerings?

As noted above under Course Credits, the introduction of 3-credit courses and the resulting 5 classes per semester may not be optimal for all students. Alternative semester structures, such as half-semesters or trimesters, could be explored.

Whether 3 or 4 credit courses, increasing the half-semester options would allow students to tailor their studies more closely to their personal and professional goals. Such a model might open doors for both undergraduate and graduate students to deepen their expertise without overloading their schedules.

Full-time faculty coursesloads would also be affected; the standard 3-3 prep could be modified, at the extreme, to 1-2-1-2 (for those faculty teaching *only* half-semester courses). Would faculty prefer this workload distribution? Could half-semesters make team-teaching more practical? Are there some lecture-lab courses that would prefer this model (e.g., the lecture in the first half-semester, the lab in the second half-semester)?

For Further Consideration: Explore non-traditional scheduling such as half-semesters and trimesters (10 Month Model). It should be noted that the adoption of one would preclude the adoption of the other.

- If we adopted a mixed 3-4 credit course system, it might be highly desirable (or even necessary) to expand our half-semester offerings.
- Even in a 4-credit system as currently, is there demand from faculty or students for half-semester course scheduling?

4. Curricular Flexibility

A college of our size can not offer every possible major; how can we attract (and accommodate) students who may want to specialize in an emerging area, or enroll in a major that we don't offer? We currently have contract majors in three schools (CA, HGS, SSHS), which allow a student to design their own major around their interests - albeit focused on courses offered by the respective school. In practice, the majority of students in these majors are DCP students, or students who change into these majors very late, as a last-ditch attempt to graduate. We do not currently market these programs to prospective students.

For Further Consideration: Reimagine the contract majors, and develop and implement (and market) a cross-school multi-disciplinary student-designed curriculum drawing from courses across academic programs to provide curated majors for motivated students.

5. Communication between TLC (programs, faculty) and other cores

Currently, there are challenges in effective communication on campus. This applies to communication between cores, academic programs, prospective students (and families), and prospective community partners. These challenges are both practical and contribute to a disjointed community culture.

Some examples of these apparent disconnects (as voiced by both faculty and staff) are:

- Advising: Students receive academic advising from professional advisors in the CSS (OEC), faculty members in the programs, and also EOF (OEC). Sometimes, students are given conflicting guidance based on the adviser's expertise and perspective. Particularly in the highly sequential academic programs, the advice from non-faculty advisors impacts a student's ability to follow the prescribed path; meanwhile, sometimes faculty are providing suggestions without full understanding of the implications on Financial Aid, EOF Funding, etc. The CSS school-advisor visits unit councils each semester, to disseminate information, but beyond the programs submitting their 4-year plans, there is little collaboration unless a individual reaches out with a question, or communicated proactively. Similarly, there is limited collaboration between many academic programs and EOF.
- Tutoring: Some academic tutoring is not housed within TLC (e.g. STEM Center), yet it is the location for tutoring for TAS courses.
- Marketing/Admissions: It has been made clear that the current expectations of Admissions and Faculty Members is not always being met by the other—there is a perception that some programs are not promoted by Admissions, and a sense that Faculty could be more involved in recruitment activities—since the goals for the two groups are aligned, clearer communication and the establishment of expectations would be valuable. Additionally, Admissions staff are interfacing with prospective students and know what they are looking for, but that information doesn't always trickle down to programs/faculty to be incorporated into initiatives and/or curricula. Similarly, the Marketing Office does not have the resources to keep the website updated; however, faculty—who are often given this responsibility—do not always have the skills, training, or marketing qualifications to do this effectively.

Minor Recommendation: strengthen administrative support for visibility and marketing, rather than relying on faculty to manage these functions.

This would ensure that information is communicated effectively to all campus and community constituencies leading to opportunities for public-private initiatives, community engagement, and enrollments all in service to the goal of attaining national distinction.

- Embedding roles of units like Marketing and Public Relations within schools could improve coordination across the college, and increase program visibility on campus and

with prospective students. Perhaps this could take the form of staff liaisons (similar to CSS and Cahill Center, for instance), or student aides.

For Further Consideration: Enhancing communication *and collaboration* between the various non-TLC stakeholders and faculty/programs/schools.

D. Restructuring Guidance

Decisions about academic structures should not be solely driven by financial metrics; decision-makers need to consider the value of structures and programs to the student learning experiences, the contributions of the curricula/courses across student constituencies, and the contributions to the liberal arts mission of the College. Of course, while developing a restructuring plan and after implementation, it is essential to monitor the institution's sustainability.

The Task Force has gathered research from academic restructuring efforts in other colleges and universities, suggesting important steps for successful restructuring, regardless of which model may be adopted moving forward.

1. In addressing financial sustainability, the college must establish an internal team - including faculty, staff, and students - that serves as conduits to various constituencies across campus and is dedicated to transparency, creating clear, consistent, and sustained communication with the campus community.
2. Additionally, there must be a team that assesses the financial health of the institution and shares insights through accessible communication channels and budget documents. By ensuring that all stakeholders are informed, the institution builds a foundation of trust, which is essential for the success of any restructuring plan. Involving faculty experts in this process fosters an inclusive decision-making environment. While sharing data, the in-house experts can also offer educational workshops to help the community understand and interpret the data and solicit ideas to support organizational growth. The College has in-house experts on hand - in the past, the College has utilized external firms/consultants for a variety of tasks, even though we have in-house expertise that is familiar with Ramapo.
3. Curriculum updates that implement high-impact learning practices, grounded in innovative pedagogy, that include interdisciplinary opportunities, experiential learning, global and intercultural understanding, and community-based learning programs, provide students with relevant knowledge and skills. The curriculum must be flexible and responsive to changing needs.
4. Partnerships with industries create valuable career pathways, offering students real-world connections and opportunities. As we continue to serve first-generation students and attain recognition as a Hispanic Serving Institution and Minority Serving Institution, the College can further its commitment to simultaneously delivering a high-quality liberal arts education and preparing students to enter the workforce.

Restructuring actions, as deemed necessary, should be bold and decisive, avoiding gradual adjustments that could prolong uncertainty and hinder the institution's ability to adapt. Research has shown that institutions that prioritize these strategies stand a better chance of adapting to and thriving within the evolving educational landscape. Proactive restructuring, coupled with a commitment to liberal arts

values and collaborative frameworks, positions institutions to meet the complex needs of future students and society at large. Any restructuring should serve as an opportunity to consider how the institution is to serve students in underserved communities, such as urban and rural areas and incarcerated populations, across New Jersey.

It is also important to call attention to factors impacting institutions nationally. It is essential to understand issues related to lack of participation, feelings of demotivation or fluctuating motivations, the impact of disruptive technologies, external influences on funding, and regulatory changes has on students, faculty, staff, and administrators. Restructuring can attempt to offer more fluid operations through shared resources, and remove reporting, managerial, operational, and approvals-related obstacles to innovative methods of teaching. There are opportunities to invest in educational experiences for adult and returning students (i.e., andragogical or heutagogical methods), collaborative research, and streamlined student support. Financial resources will play an important role in ensuring smooth transitions and sustained constructive activities. While the restructuring promises enhanced collaboration and curriculum flexibility, it emphasizes that ongoing support in staffing, funding, and technological resources will be crucial for sustained success.

It is understood that to implement any of the changes, the processes of the Ramapo College policies and procedures and the Office of the Secretary of Higher Education in NJ must be followed and all actions would be in compliance with union contractual obligations. The plan should be outlined in advance of implementation, and a “dashboard” should be established to show the community's progress as it is made.

E. Implementation Strategies

1. Provide all faculty, staff, and administrators with a summary of the findings (market trends, institutional trends, financials, and future needs) and the vision for Ramapo College students. Work with each group to address the concerns and take their suggestions.
2. Accredited programs will determine how their processes could be consolidated, to create a single Accreditation Office within the TLC.
3. Alleviate fears related to losing jobs by ensuring that all attempts will be made to redeploy employees if needed. For this, create a database of all employees' KSAs (Knowledge, Skills, and Abilities) experience, and interests. Then, assess the clusters' needs and redeploy as needed after intense coaching, reskilling, upskilling, and retooling. This requires empathy and compassion as we ask members to let go of habitual orientations of personal and cultural identities and ownerships associated with their schools, and departments and align themselves with the entire school as one group.
4. Once the redeployment takes place, course design and development as well as pathways need to be carried out to overhaul and revamp the programs. Workshops on teaching to returning or adult populations (andragogical) must be offered to all faculty, to reflect the variety of demographics among our students. The faculty will need to be given time to adopt the new credit, quarterly, and andragogical-based systems if implemented.
 - a. If new credit structures are adopted, ARC will need to be augmented with additional personnel or a subcommittee, to manage the large number of course and program modification requests. Coordination with the Deans and Provost's Office will be necessary to ensure a smooth process.

- b. Ensure HIP are being included in each programmatic curriculum.
- 5. Partnerships with local, regional, national, and international organizations must be established for every practice-oriented course.
- 6. ITS and the Learning Commons should be resourced to support technological innovation connected to educational experiences.
- 7. Continuing students need to be supported in the completion of their degree. If course credits change, there will need to be training for faculty or support staff to process degree audit modifications.
- 8. Work with the Fiscal Health Core to address cash flow and repurposing, reusing, and reinvesting to not just survive but to grow as a college.
- 9. Work with cluster liaisons or task forces to carry out continuous assessments and improvements.

F. Assessment

Once the selection of the structure to be adopted is announced, either this task force or a new one, can design the assessment plan.

Some of the areas of this assessment may be:

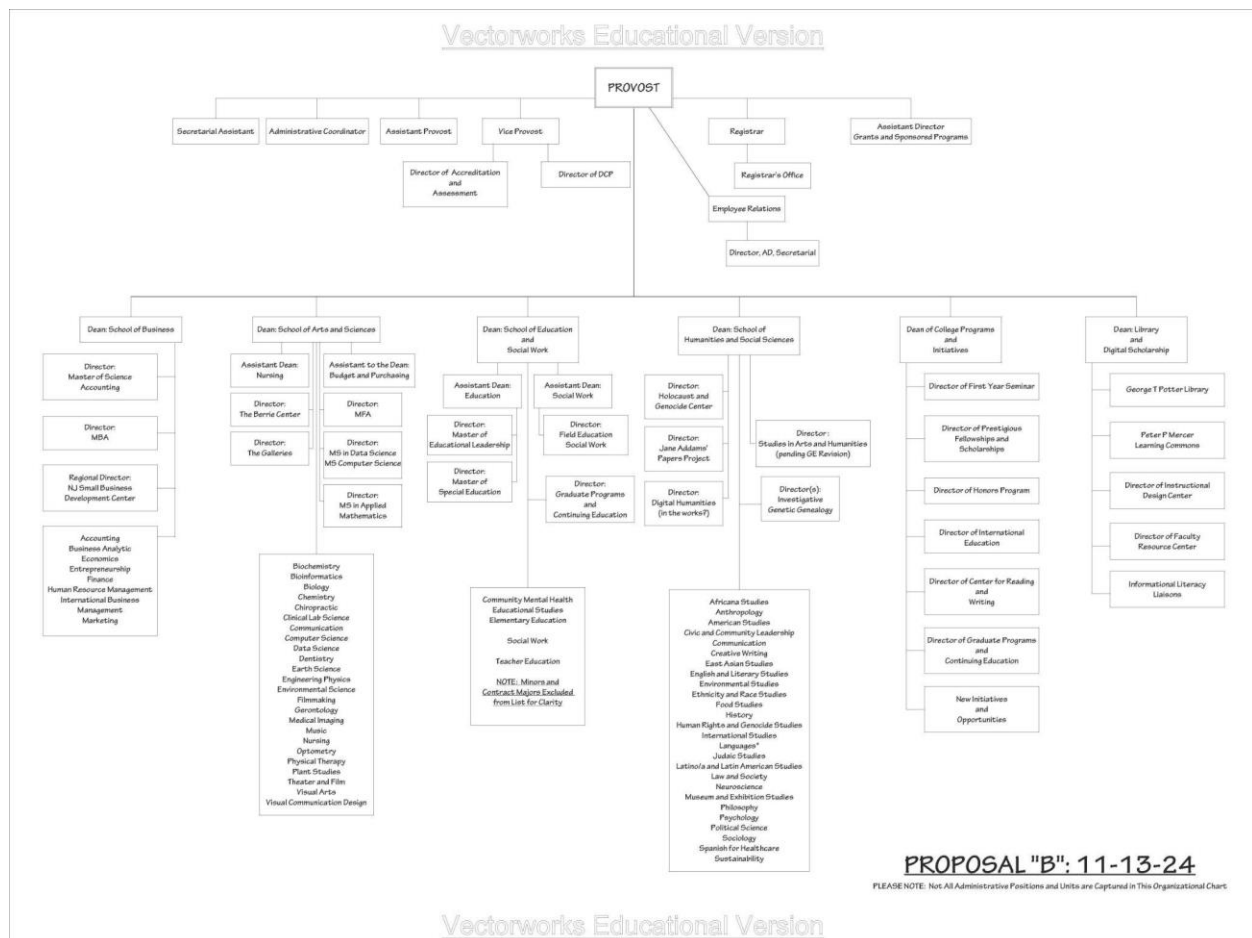
- 1. Has collaboration between faculty and students increased?
- 2. Are more students completing an interdisciplinary educational experience?
- 3. Has communication become effective?
- 4. Are program-level initiatives being implemented more effectively?
- 5. Have enrollments increased in the new programs/cluster areas?
- 6. Are students and parents finding it easier to identify and register for programs/classes?
- 7. Is there alignment/consistency in the shared knowledge about programs and courses among Marketing, Faculty, and Outreach programs?

The Appendices

Appendix 1: Additional Structural Models for Consideration

The Task Force has provided additional models for consideration that reflect simple, incremental, and significant changes to existing Academic Structures. These models reflect the deep consideration of the Task Force as well as campus contributions and suggestions.

B. The Schools of Business, Arts and Sciences, Education and Social Work, Humanities and Social Sciences



Areas of Change:

- Establishment of a Director of Accreditation and Assessment in the Provost Office
- Creation of a Dean of College Initiatives and Programs to oversee many of the college-wide curricular programs and be the lead in support of developing new opportunities with the Provost's Office

- c. Adjustment of current SSHS to School of Social Work and Education based, in part, on the size of the programs and the administrative scope required to deliver quality programs. Other SSHS Programs move to increase programmatic alignment and collaborative opportunities.
- d. Establishment of the School of Humanities and Social Sciences. Programs from SSHS join HGS to further curricular, student, and faculty alignment and collaboration.
- e. Establishment of the School of Arts and Sciences.

Additional rationale:

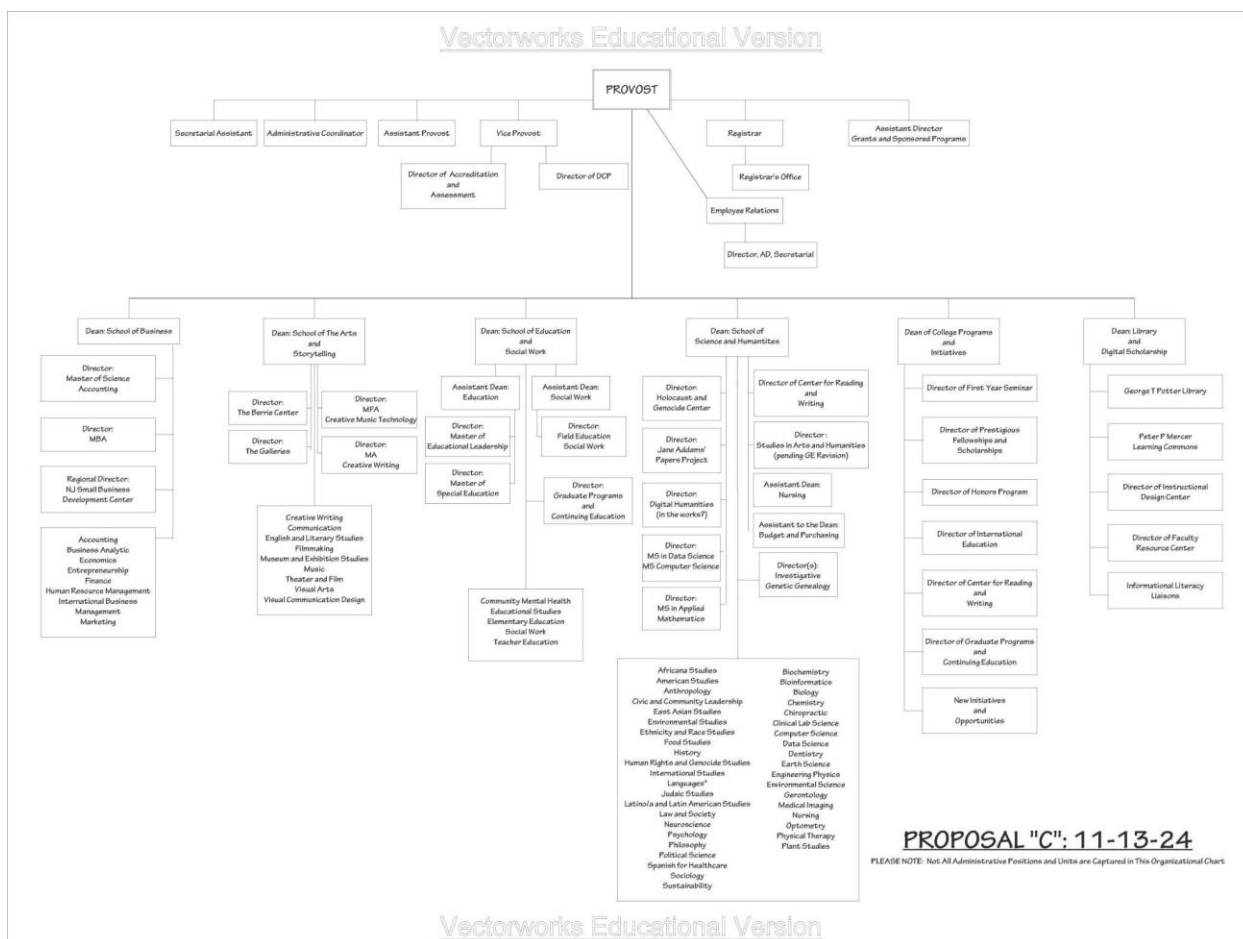
By combining TAS and CA there are opportunities for curricular innovation and the development of administrative efficiencies connected to pedagogical technology, equipment, and facilities.

Arts and Sciences share foundational goals of creativity, inquiry, and innovation, with each discipline benefiting from the perspectives and methodologies of the other. For example, scientific research can inspire new forms of artistic expression, while the arts can help communicate complex scientific ideas to broader audiences. Bringing these areas together encourages students to approach problems holistically, fostering critical thinking and adaptability which facilitates a culture of innovation.

Combining Humanities and Social Sciences in one school strengthens both areas by creating a cohesive environment for exploring the human experience, culture, and society including, but not limited to, understanding human values, ethical questions, and expression, and the analysis of human behavior and societal structures. Together, these fields offer complementary perspectives that deepen students' understanding of individual and collective experiences. By housing them within the same school, students and faculty benefit from shared resources and interdisciplinary coursework that fosters critical thinking, empathy, and an appreciation of diverse viewpoints. This integration allows students to connect theory with practical applications, enhancing their analytical abilities and preparing them for meaningful engagement in a complex, interconnected world.

Additionally, new and emerging technologies can be harnessed in innovative ways to further interdisciplinary scholarship, research, and creative activity and further opportunities for students and faculty to collaborate.

C. The School of Business, Arts and Storytelling, Education and Social Work, Science and Humanities



Areas of Change:

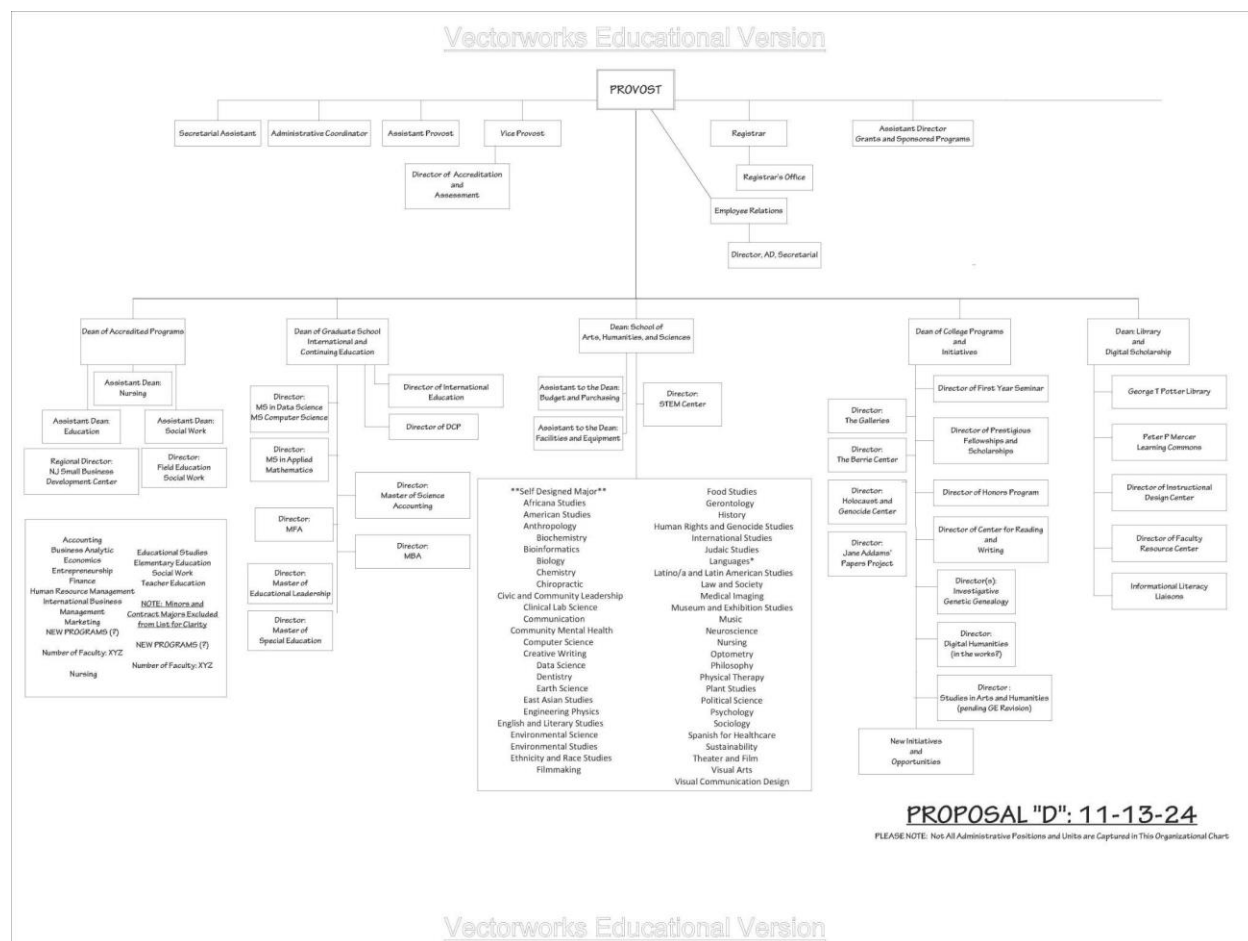
- a. Establishment of a Director of Accreditation and Assessment in the Provost Office
- b. Creation of a Dean of College Initiatives and Programs to oversee many of the college-wide curricular programs and be the lead in support of developing new opportunities with the Provost's Office
- c. Adjustment of current SSHS to School of Social Work and Education based, in part, on the size of the programs and the administrative scope required to deliver quality programs. Other SSHS Programs move to increase programmatic alignment and collaborative opportunities.
 - i. However, SWRK (Social Work) is a degree-content area, and TE (Teacher Education) is a certification regardless of major, so the two are dissimilar; TE has tentacles into potentially all programs
- d. Establishment of the School of Science and Humanities. Programs from SSHS join HGS to further curricular, student, and faculty alignment and collaboration. The TAS Programs join to facilitate further integration of disciplines and provide robust interdisciplinary collaboration.
- e. Establishment of the School of Arts and Storytelling. This is essentially CA and a few programs from HGS to better connect the traditions of these disciplines with the experiential nature reflective of the innovation seen in these areas.

Additional Rationale:

This structure fosters collaboration across disciplines that might traditionally be siloed, enabling students to approach complex issues from multiple perspectives. For instance, scientific advancements can be informed by ethical considerations from the humanities, while social sciences offer insights into human behavior that shape the application and communication of scientific research. Integrating these fields promotes critical thinking and problem-solving skills that transcend single disciplines, allowing students to connect empirical, theoretical, and ethical frameworks. This comprehensive approach prepares graduates to address today's global challenges, such as climate change, public health, and social justice, with a balance of technical expertise, cultural awareness, and ethical integrity.

Additionally, new and emerging technologies can be harnessed in innovative ways to further interdisciplinary scholarship, research, and creative activity and further opportunities for students and faculty to collaborate.

D. The School of Accredited Programs (1), Graduate, International and Continuing Education (2), Arts, Humanities and Sciences (3)



Areas of Change:

- a. Establishment of a Director of Accreditation and Assessment in the Provost Office
- b. Creation of a Dean of College Initiatives and Programs to oversee many of the college-wide curricular programs and be the lead in support of developing new opportunities with the Provost's Office
- c. Create The School of Accredited Programs to more effectively organize the significant infrastructure required to deliver and sustain these programs.
- d. Create The School of Graduate, International, and Continuing Programs to more effectively develop and maintain innovative programs designed to serve specific constituencies and student populations while addressing the emerging workforce trends and demands.

Additional Rationale:

This structure supports innovation across the Unit while aligning programs for collaboration and resource sharing. Specifically, having a dedicated accreditation office or grouping accreditation needs for various programs could support faculty and students effectively in the following manner:

1. Addressing the workforce trends and demands
2. Setting up more robust and immersive practice-based programming dedicated to job-related degrees
3. Establishing practitioner networks
4. Supporting placement-related efforts

Having Arts, Humanities, and Sciences in one school alongside interdisciplinary programming options will open up very strong foundational course combinations that will help students develop deep complex, creative, and analytical methods of application to generate sustainable solutions to various problems or needs in their world. This combination will ensure greater flexibility and ease of access to shared human, technological, and financial resources.

Additionally, new and emerging technologies can be harnessed in innovative ways to further interdisciplinary scholarship, research, and creative activity and further opportunities for students and faculty to collaborate.

Appendix 2: Institutional Reviews

Review of 21 Public and Private College

The Task Force undertook an examination of 21 institutions, focusing on public colleges in New Jersey and members of the Council of Public Liberal Arts Colleges (COPLAC). The reviewed institutions include nine New Jersey public institutions (such as Ramapo, William Paterson, and Rutgers), seven public institutions outside New Jersey (including SUNY Geneseo, UNC Asheville, and Evergreen State College), and five private institutions (such as Brown and Bentley). The review analyzed the number and types of

schools at each institution, the presence of graduate and professional programs, and overall institutional classification to identify models that might be applicable at Ramapo College.

This analysis revealed variability in institutional structures. The number of divisions or schools ranged from 1 to 12, with most institutions having between 4 and 8. Some institutions are organized by department or field of study rather than by traditional schools. Common divisions include Arts/Humanities, Science, Social Sciences, Education, Health Sciences/Nursing, and Business. Graduate and professional programs showed structural diversity: some institutions, like Rutgers and William & Mary, have separate professional or graduate schools, while others, like Stockton and Kean, use integrated models.

Appendix 3: Stakeholders - results of survey and town hall/focus groups

A Summary of focus group discussion with staff members:

Highlights of the focus group discussions include the importance of keeping certain schools separate from branding and prestige perspectives, for example, the School of Nursing and Health Sciences. Labeling programs or disciplines in alignment with external market needs, and similar to programs offered in other colleges, for example, criminal justice and graphic design, pre-dental, pre-med, and pre-optometry. Marketing, PR, Admissions, and ARC can work with faculty when considering new or revisions of program names so that they are relevant and meaningful to students and employers such as CS, IT, and Bioinformatics. This will be helpful for Cahill in getting employers for campus fairs and recruitments. A request for common standards for policies and procedures, and set nomenclatures, across all schools that are not ambiguous and ad hoc.

Need for clarity on the use of the term “convener” and associated discretionary powers and responsibilities. Parents keep searching for department chairs and want to know whom to speak to. Staff are unsure who to reach out to for web page updates as there seems to be no accountability to keep information updated and relevant. Lack of access to informed persons about programs and courses over the Summer for transfer students—as often provided by a Summer Chair. There may be a need to ensure support staff are added to programs and resources are provided when restructuring programs.

Staff members also mentioned the importance of providing exclusive graduate student support, especially during evening hours. It was suggested that professional studies, certificate programs & Adult Degree Completion should be under the graduate studies umbrella and a stronger marketing strategy is needed to market our graduate programs. Regarding career advisement, one of the suggestions was to keep it separate from schools while another was to have a knowledgeable liaison (who knows everything about the programs, and related jobs), to provide more time to support graduate students, adult learners, and alumni and to include experiential learning to ensure greater employability. More resources are needed to support career development. Transportation has been a barrier for our students when looking for coops and internships. Transferability to and from us appears to be affected by the 4-credit model and it has also been harder to complete minors with the 4-credit model. Common

hour for students was also mentioned. With more resources, we may not need to run after new ideas but make existing systems and programs work effectively.

A summary of Focus groups with Faculty: Town hall meeting findings

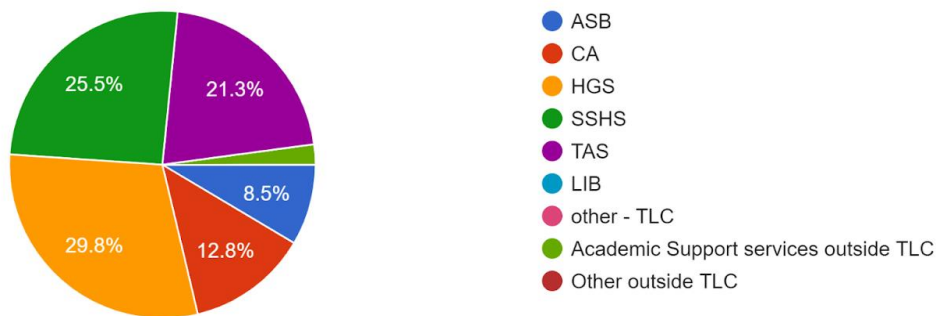
Overall faculty felt that instead of major restructuring efforts, addressing issues related to software that fails to cross-list, issues related to lack of faculty support, lack of student support (older or returning students. OSS students), and a lack of common time for faculty collaboration. Suggestions for inclusion were: creating interdisciplinary task forces for faculty and students to collaborate; and having a collaborative structure to include Lenape tribe members, to recognize them, maybe through Anthropology, and Environmental Science courses. It may help to consider adding Philosophy, History, and Economics courses in each school to foster interdisciplinarity. Give control of programmatic decisions to convening groups as they have the expertise. There is a perception of a lack of administrative (office) support for faculty: faculty have to do everything themselves (e.g., update program websites, ensure catalog/degree audits are correct, class schedules entered correctly, etc.).

Results of Survey

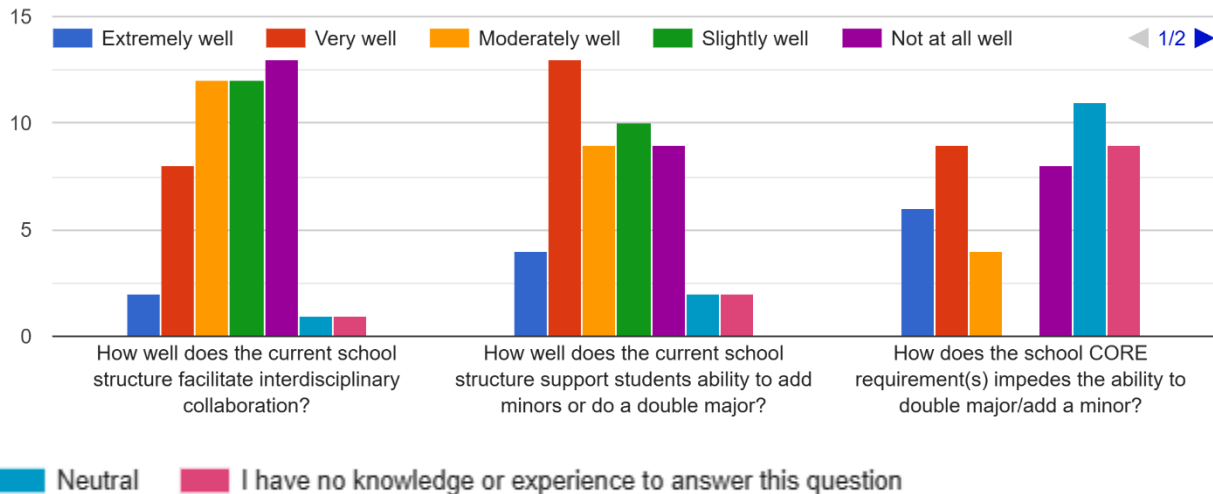
Structures Task Force - Survey Summary/highlights

Demographics

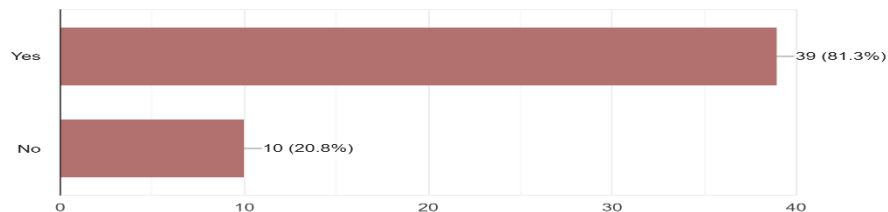
47 responses



1. Based on your knowledge and experience in the following areas, please rate the following school structure related questions:



3. Do you think your current school is the best place for your program?
48 responses



Brief highlights: The summary of the survey responses also echoed the importance of transparent, relevant, consistent, and accurate grouping, nomenclature, and policies to align shared understanding of what is being offered among all stakeholders (Students, faculty, marketing, outreach, parents, staff, and administrators). Key areas mentioned include grouping of complementary programs, integration of study abroad, schedules, 4 credit versus 3 credit systems, smaller versus larger structures, course duplications, contract majors, common hours, accreditation needs, expertise, reskilling, retooling Deans and faculty as needed, funding, and resources, to support academics, and aligning all support systems such as tutoring, Cahill career services, advising, OSS and student wellness with academic needs. Procedural, informational, interpersonal, and distributive justice, fairness, and equity in the allocation of resources, penalties, and rewards. Suggestions include realignments of programs, not assessing based on majors but on courses offered by different departments, upskilling, integration of support systems, and creative pathways instead of majors.

Appendix 4: National Context

The Task Force findings underscore the need for higher education institutions to adapt organizational structures and curricula to align with shifting student demographics, economic realities, and emerging societal challenges.

The landscape of higher education in the United States is undergoing significant shifts, driven by declining enrollment and changing student preferences. Undergraduate enrollment has dropped from a high of 18.1 million in 2010-2011 to 15 million in 2024, with forecasts predicting further reductions, notably a 10% decrease in high school graduates by 2035. This trend is compounded by a growing number of students and the public questioning the value of a four-year degree, often opting for larger institutions that offer perceived stability and a wider range of resources. As a result, smaller colleges face a precarious future; projections suggest that by 2035, over 200 institutions may experience a 50% drop in first-year enrollments, placing them at risk of closure or extensive restructuring. Smaller, resource-limited colleges, including many that serve low-income and minority populations, are particularly vulnerable to these challenges. As always, Public Colleges will be impacted by State and Federal funding models, and the availability of Federal Financial Aid and Grants,

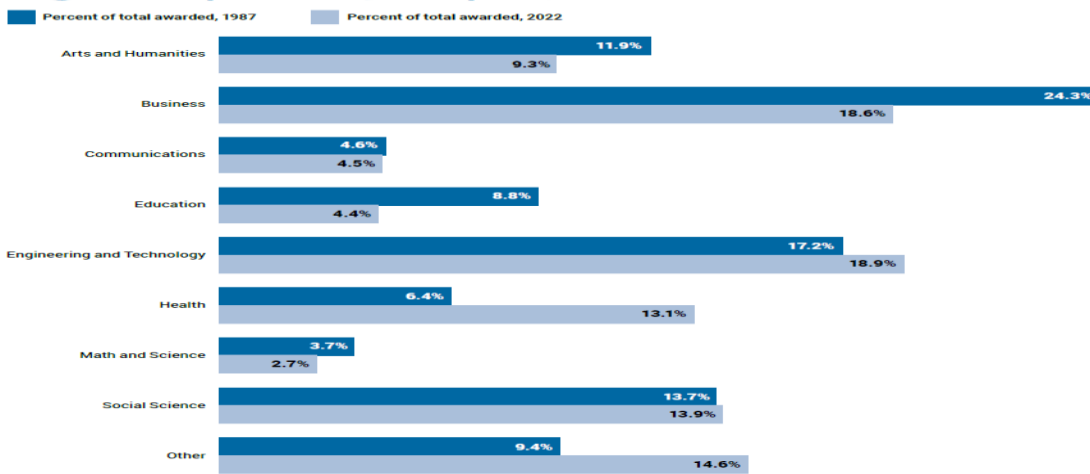
Amid these enrollment pressures, shifts in curricular focus and teaching models are also reshaping higher education. Students increasingly consider vocational and workforce-oriented programs, specifically in health sciences, engineering, and natural sciences, and often steer away from traditional humanities disciplines. This trend has led to concerns over the preservation of liberal arts education, a cornerstone of a well-rounded academic experience. While some institutions are exploring flexible learning formats, like hybrid and online programs, many institutions have found that exclusively online models are difficult to sustain financially. Colleges are also targeting adult learners, specifically the 40 million Americans who have some college education but no degree, though designing effective, engaging curricula for this demographic presents additional challenges.

To navigate these complexities, institutions are exploring strategies to enhance their offerings including, but not limited to, certifications, micro-credentials, and accelerated programs. These structures can make graduates more attractive to employers across economic sectors; however, many employers have stressed the need for students to develop skills in critical thinking, communication, collaboration, and problem-solving—all characteristics of a student learning experience grounded in the Liberal Arts. Emphasizing interdisciplinary, career-focused pathways can make curricula more relevant and appealing to today's students, especially those maintaining essential liberal arts elements that foster critical thinking. Real-world learning and performance-based assessments can bridge the gap between academic study and practical skills, enhancing employability. Collaborative academic structures, which encourage cross-disciplinary interaction and innovative teaching, can enrich the student experience and better prepare graduates for modern workforce demands.

After considering significant Ramapo College data ([Program data](https://drive.google.com/drive/folders/1Df4CBPizLRmXt6emAEMfDXBc8dLwQPZI?usp=drive_link), [Enrollment data](https://drive.google.com/drive/folders/1Df4CBPizLRmXt6emAEMfDXBc8dLwQPZI?usp=drive_link), [Class schedule data](https://drive.google.com/drive/folders/1Df4CBPizLRmXt6emAEMfDXBc8dLwQPZI?usp=drive_link), [https://drive.google.com/drive/folders/1Df4CBPizLRmXt6emAEMfDXBc8dLwQPZI?usp=drive link](https://drive.google.com/drive/folders/1Df4CBPizLRmXt6emAEMfDXBc8dLwQPZI?usp=drive_link)), exploring numerous other institutions, and providing opportunities for faculty and staff input, we produced several School models for consideration. The structures suggest how Ramapo College can (re)align its academic schools and programs to create a more cohesive, collaborative, interdisciplinary structure

Summary of Research Findings

Degree Completions by Discipline, 1987-2022



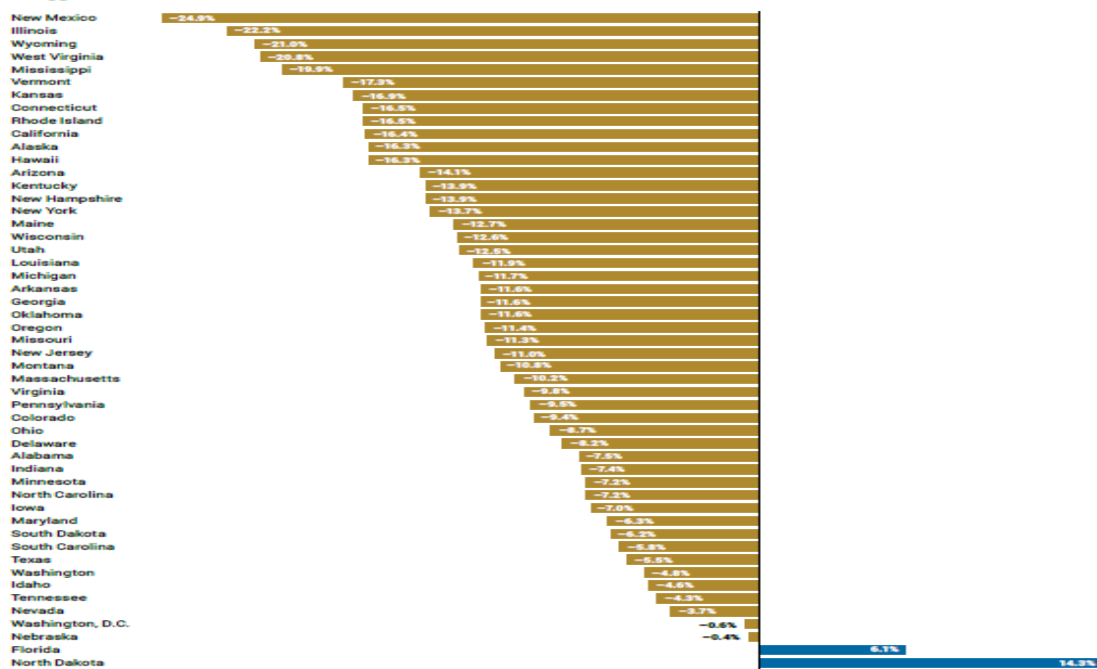
HIGHER EDUCATION IN 2035

8

THE CHRONICLE OF HIGHER EDUCATION

Projected Percent Change in High-School Graduates by State, 2025-37

In addition to differences in birth rates, state economies often affect migration patterns that contribute to observed differences. For example, North Dakota has boomed on discovery of oil in the Bakken Formation, while New Mexico has struggled to shake off the Great Recession.



Source: Author's calculations based on WICHE

THE CHRONICLE OF HIGHER EDUCATION

17

HIGHER EDUCATION IN 2035

Findings from the 11 articles in the Chronicles of Higher Education

Even industries that consider themselves a calling, like higher ed, which is now a mature industry, need to acknowledge that when an underlying economic pillar shifts, there's no avoiding the effects. (This

may, however, only be due to our perception of education as an industry alone. For instance, in Higher Ed, tuition revenue from enrollments seems to be the focus and therefore changing trends are a concern.) Possible Outcomes: First, the richest areas of higher education will remain stable. Second, less well-resourced traditional institutions will struggle — if they are unable to pivot. Third, online learning will continue to grow to power novel and affordable models. Finally, the students of 2035 may be less concerned with where the education is occurring than whether it is helping them progress in their careers.

By 2035, the overall high-school-to-college pipeline will be 10% smaller. The effects will be uneven. The reason is that some states are projected to see their high-school graduates numbers increase; many institutions will have strategies and wherewithal to manage their way through and some with a lot of resources may not feel it at all. Ramapo College needs to be vigilant about its operational models and the flexibility and agility in its course offerings' relevance to traditional and non-traditions as there are over 40 million Americans who have attended college but never earned a degree who are looking for courses and programs that will enhance their growth opportunities. Many colleges are horrible at serving adults. Colleges still use pedagogical methods of teaching instead of andragogy or heutagogy. Although online creates opportunities for colleges to attract students, who do not live nearby, the reality is, except for the few mega-universities.

Many colleges are reducing or altering their program offerings- often at the expense of fields like the humanities and the arts. Undergraduates' interest in the humanities has been falling, while health sciences, engineering, and natural sciences are growing. However, as the article points out, "it changes the nature of the institution," with the growing demand for workforce-oriented courses which is causing a culture shift. A world that is becoming more and more interdependent and complex needs graduates who can engage thoughtfully in science, art, and history. Yet many colleges are now finding themselves increasingly nudged toward a more vocationalized future. Students are seeking flexibility and more than half of the students who graduated in 2022 did so online.

Enrollment pressures can manifest unhealthy versions of institutional diversification. An alarming number of colleges, facing budgetary shortfalls, have eliminated programs in the humanities, arts, and literature and invoked financial exigency to reduce tenured and tenure-track positions. Many institutions currently offer no classes in these fields because they don't align with their students' needs. But when colleges walk away from carefully built curricula in the shadow of enrollment pressure, it is difficult to read the result as anything but an unfortunate loss leading to unhelpful divisions in the quality of education.

A review of Ramapo College's enrollment data also indicates similar patterns that are skewed towards more immediate trend-based career-facing courses. As the articles highlight, administrators and faculty need to make very deliberate decisions about how to house and present the core courses in Humanities, Arts, and Sciences that are truly the essence of every other advanced or career-facing course, and without these, advancement will hit a wall resulting in increases in unemployment and through a snowball effect, physical and mental health declines that will lead to unsustainable economies and communities. (see appendix 5)

Some of the key highlights in the newer models are the face-to-face plus model which enables some students to meet in person with the instructor while others participate remotely. Growth of Hybrid and online courses even though none will necessarily generate more revenues. The masters-degree market "is kind of played out" for new entrants and even for online, there are only so many undergrads to go around.

2019 and 2022 show a slight decline in the number of degrees and credentials that postsecondary institutions offer. By contrast, credentials conferred by organizations outside the academy more than doubled in just three years. Newer trends include new 90-credit bachelor's-degree programs online, micro credentials, and certifications but how long they will last is not clear. Ramapo must understand that the growing share of high-school graduates with historically lower income will pressure colleges to keep tuition rises to a minimum and colleges that do manage to attract older and nontraditional students aren't going to be rewarded with a financial windfall. Further, nontraditional students are likely to take courses part-time, sporadically. So, we must be careful to plan for both lower tuition and a lack of consistent tuition. Historically campus housing or meal plans have made no significant long-term contributions to auxiliary- revenue streams that have long bolstered colleges' bottom lines. Many campuses have not spent money to maintain their buildings and the cost of deferred maintenance will not disappear. Additional unknowns and risks include Climate Change impact, AI evolutions, revolutions, Political Attacks, and Fragile Public Trust in the value of higher education.

Findings from the restructuring of a university report: Using the example of why a university may need to restructure, the findings identified a lack of proper records of accounting for revenues and expenditures and an unwillingness to address programmatic needs promptly.

Findings from articles and reports on academic restructuring: The idea behind the restructuring processes was to ensure greater operational efficiency and sustainability by combining various departments and schools to increase creative course offerings that are relevant and valuable for future workforces as well as for the overall development of the student. Administrative positions were reconsidered, and several were removed or reassigned. Smaller colleges do not need to have the organizational structure and the same number of administrative positions as larger colleges or universities. Faculty were also reassigned and provided opportunities for upskilling to enable them to teach more interdisciplinary and applied courses. A detailed list of the various models are available in the appendix section. Spending by colleges rose from \$155 billion in 1970-71 to \$662 billion in 2020-21 (in 2020-21 dollars). Intransigent faculty members who want to spend more time on research and less on teaching. On the other side, most faculty lack the relevant expertise to prepare graduate students for jobs outside of the academy.

Possible consequences of reactive instead of deliberate choices: The below findings from the articles describe the consequences that we may face. 1. A distinctly two-tiered system wherein a select few benefit from the high-touch instruction and deep social networks of an upscale college education while the rest are offered a low-cost, impersonal alternative. If current trends continue, higher ed will become more stratified, relegating less-privileged students to an inferior education. 2. Privileged students will get a well-rounded education in a residential campus, complete with a wealth of co-curricular and extracurricular activities; their less advantaged counterparts will get a prevocational education, delivered mainly online. 3. The college education available to the masses will be watered down by falling state funding, diminishing tuition revenue, and resulting cost-saving measures. 4. Profoundly flawed and failed MOOC-like model with online course delivery will become the norm. 5. As a result for all too many students, instruction will be offered not by scholars (tenured or otherwise) but by instructors, facilitators, or coaches without deep content knowledge or advanced training, supplemented by AI-powered robot-tutors and automated grading. These students will not receive the substantive feedback they need to grow cognitively and academically. 6. There is a danger students will attend just for three years (already possible at Purdue U and U of Iowa)- Seeing a push for 90-credit-hour diplomas. 7. Colleges may also award more credit for prior learning and life experience, further diminishing time on campus. Without organized and effective resistance, market forces, cost and other incentives (including

student preferences for an education in which classes aren't very demanding and grading isn't strict) will dilute the quality of a college education.

By 2035, the result will be gen-ed courses relegated to high school and a face-to-face education replaced by substantial amounts of asynchronous coursework as colleges scramble for efficiency gains to control costs. The downsides of this educational bifurcation will land more heavily on some student groups than others. High costs could very well drive families to seek alternative options for their education needs, including YouTube, Udemy, Pluralsight, LinkedIn Learning, and apprenticeships.

A grim future where higher education is mostly a transactional experience looms as a very real possibility. Cost considerations are likely to lead undergraduates to focus their attention on college as a resume credential. We face a choice between a less expensive, speedier, and more efficient college experience and an education that contributes to college-goers' personal, social, and intellectual development. Ramapo College must decide what its stand on education really is while employing practical and feasible operational models.

Value of higher education: At its best, higher education provides a safe space for intellectual growth and exploration, social development, identity formation, network building, ethical and civic growth, and the transition to adulthood independence, as well as career preparation and professional development. It is an environment where young adults develop the skills, knowledge, and character needed to navigate the complexities of adult life. While some students do need a cheaper, faster educational model that emphasizes convenience and flexibility we mustn't confuse that with the kind of liberal education that transforms lives and expands minds. As a result, higher education's democratic promise — that all students, regardless of their background or family's income, should be able to receive a high-quality liberal education — will wither, supplanted, for many students, by cheaper, faster routes into the job market: apprenticeships, skills academies, stackable certificates, and certification programs. A liberal education should involve something more than accumulating credit hours that check various boxes. The current crisis is an opportunity to ask how a college education equips graduates to live freely as human beings and citizens. We have not thought enough about how history, philosophy, and literature should function in computer science, business, engineering, or journalism.

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Academic Restructure Frequently Asked Questions (FAQ)

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<https://acua.org/College-and-University-Auditor-Journal/Winter-2020/Restructuring-Perspectives-for-Higher-Learning>

Appendix 5: Enrollment & Faculty Data

	Fall 23 Enroll	%	FT Faculty HC	%	Fall 23 Courses	%	Teach CH	%	Stud CH	%	St CH/Fac	FY23 Degrees	%
UNDERGRADUATE													
TAS	1,393	30.8%	53	28.5%	263	29.2%	826	24.9%	19,255	28.5%	363.3	289	25.0%
ASB	1,224	27.1%	35	18.8%	127	14.1%	500	15.1%	13,158	19.5%	375.9	314	27.1%
SSHs	1,136	25.1%	38	20.4%	210	23.3%	854	25.8%	16,500	24.4%	434.2	328	28.3%
CA	543	12.0%	27	14.5%	139	15.4%	498	15.0%	6,437	9.5%	238.4	158	13.7%
HGS	221	4.9%	33	17.7%	162	18.0%	636	19.2%	12,138	18.0%	367.8	68	5.9%
Total	4,517		186		901		3,314		67,488		362.8	1,157	
GRADUATE													
M.S.W. (Master of Social Work)	160	31.7%	3.6673	26.8%	31	36.5%	130	43.3%	1,894	40.3%	516.5	88	28.9%
M.A. in Special Education	82	16.2%	0.8335	6.1%	23	27.1%	81	27.0%	942	20.1%	1,130.2	51	16.8%
M.B.A. (Master of Business Administration)	60	11.9%	2.0004	14.6%	13	15.3%	34	11.3%	435	9.3%	217.5	38	12.5%
M.S.N. (Master of Science in Nursing)	60	11.9%	2.3337	17.1%	10	11.8%	31	10.3%	301	6.4%	129.0	36	11.8%
M.S. in Accounting	40	7.9%	1.8337	13.4%	8	9.4%	24	8.0%	375	8.0%	204.5	40	13.2%
M.S. in Contemporary Instructional Design	37	7.3%	0.0000	0.0%	6	7.1%	22	7.3%	210	4.5%		23	7.6%
M.S. in Data Science (includes Appl Math & CS)	25	5.0%	2.0004	14.6%	11	12.9%	33	11.0%	228	4.9%	114.0	8	2.6%
M.A. in Educational Leadership	19	3.8%	0.0000	0.0%	6	7.1%	19	6.3%	139	3.0%		14	4.6%
D.N.P (Doctor of Nursing Practice)	15	3.0%	0.6668	4.9%	5	5.9%	15	5.0%	75	1.6%	112.5	5	1.6%
M.C.M.T(Masters in Creative Music Technology)	7	1.4%	0.3334	2.4%	4	4.7%	16	5.3%	96	2.0%	287.9	1	0.3%
Total	505		13.6692		85		300		4,695		343.5	304	
Non degree	3												
Fall 2023 enrollment data & FY23 degree data from 2023 Factbook													
FT Faculty as of 9/1/2024													

Appendix 6: Additional Considerations for a 3-credit Structure

- If there is a interest in offering some 3-credit courses:
- Which courses would those be?
 - Perhaps at a first pass, courses that are commonly transferred should be 3 credits: e.g., most of our Keystone General Education courses, and foundational courses in majors.
- Would this water down the curriculum?
 - Just as when we switched from a mixed 3-4 credit system to 4 credit courses, majors underwent revision. Essentially the total number of credits in a major, or minor, can remain the same; the content being divided up differently.
- Would this change the credit requirement for graduation?
 - Given that a 3-credit model with 15 credits per semester results in 120 credits, vs. the current 128, a *mixed* model would open the door to the possibility of fewer than 128 credits as the minimum to graduate. Most students would likely be graduating with somewhere between 120-128 credits if they remain on a full courseload each semester. That is, 120 credits could be the *minimum*, but not necessarily the *expectation*. [Transfer credit policies would need to be adjusted.]
- How would this impact class meeting timeblocks?
 -
 - With careful planning, determining how many sections of 3 vs 4 credit courses are typically needed, we could ascertain how many timeblocks of each length would be needed.
 - A side-effect *could* be that more common meeting time materializes.
- What about faculty teaching loads?

Faculty consider the 3-3 teaching load to be sacrosanct. Additionally, the AFT contract states that (1) faculty should wherever possible not have more than 3 *different* class preps per semester, and (2) faculty can not be *required* to teach overload. We note that some faculty who teach lab courses *do* have to teach overload, as otherwise they would be under load. Any implications of the transition would have to follow AFT Contractual Requirements and meet Obligations.

Appendix 7: Task Force Membership

Co-Chair: Emma Rainforth, Professor, Environmental Science/Geology – TAS

Co-Chair: Ken Goldstein, Dean, School of Contemporary Arts

Lisa Cassidy, Professor of Philosophy – HGS (Spring/Summer 2024)

Katie Cohen, Interlibrary Loan, Reference and Instruction Librarian – LLC

David Colman, Associate Professor of African American History – HGS (Fall 2024)

Anthony Dovi, Director of Admissions – Admissions and Enrollment

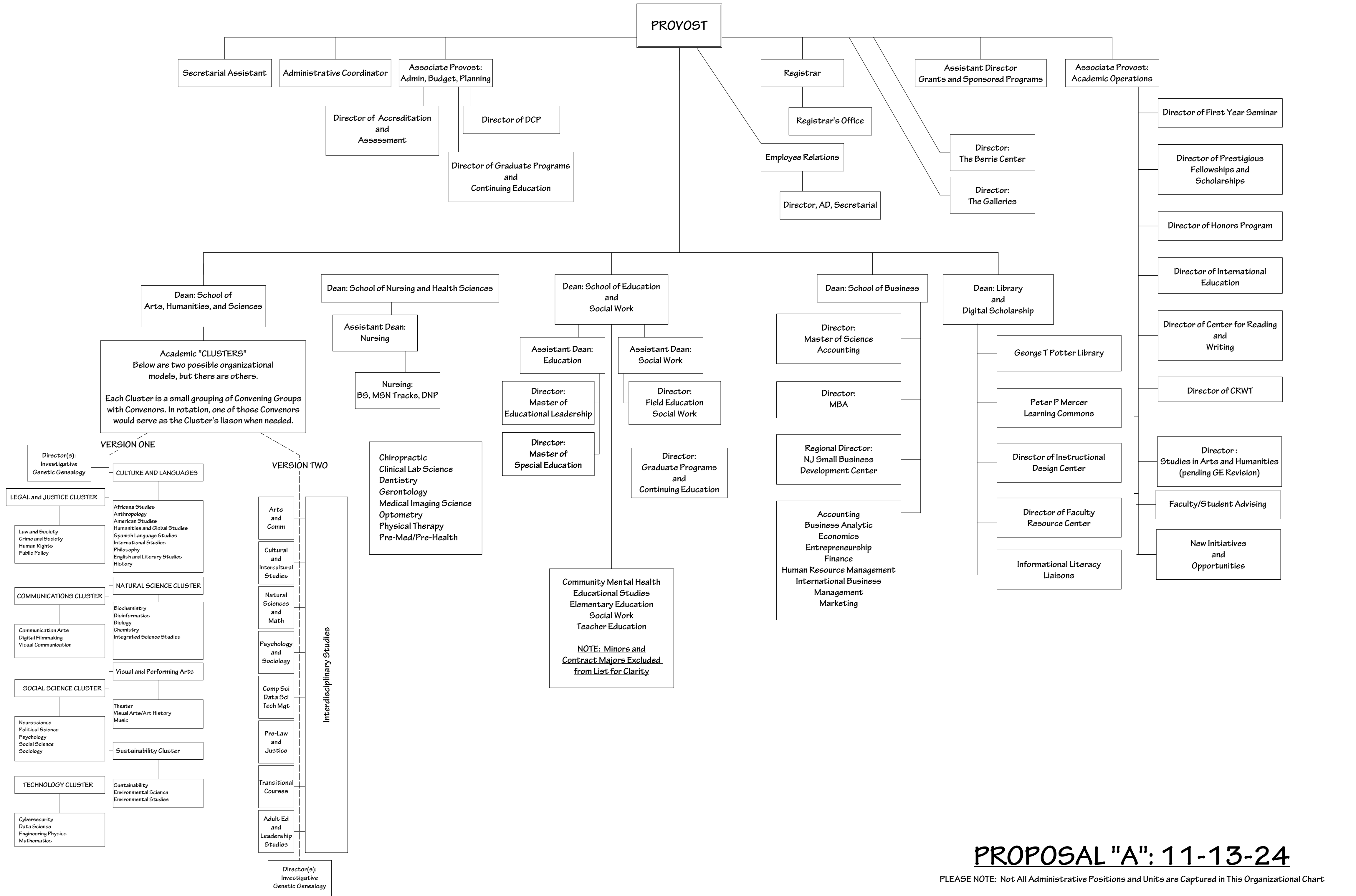
Sangha Padhy, Assoc. Professor of Law and Society – SSHS

Kathleen Ray, Director of MSW and Associate Professor of Social Work – Graduate Programs

Ruma Sen, Professor of Communication – CA

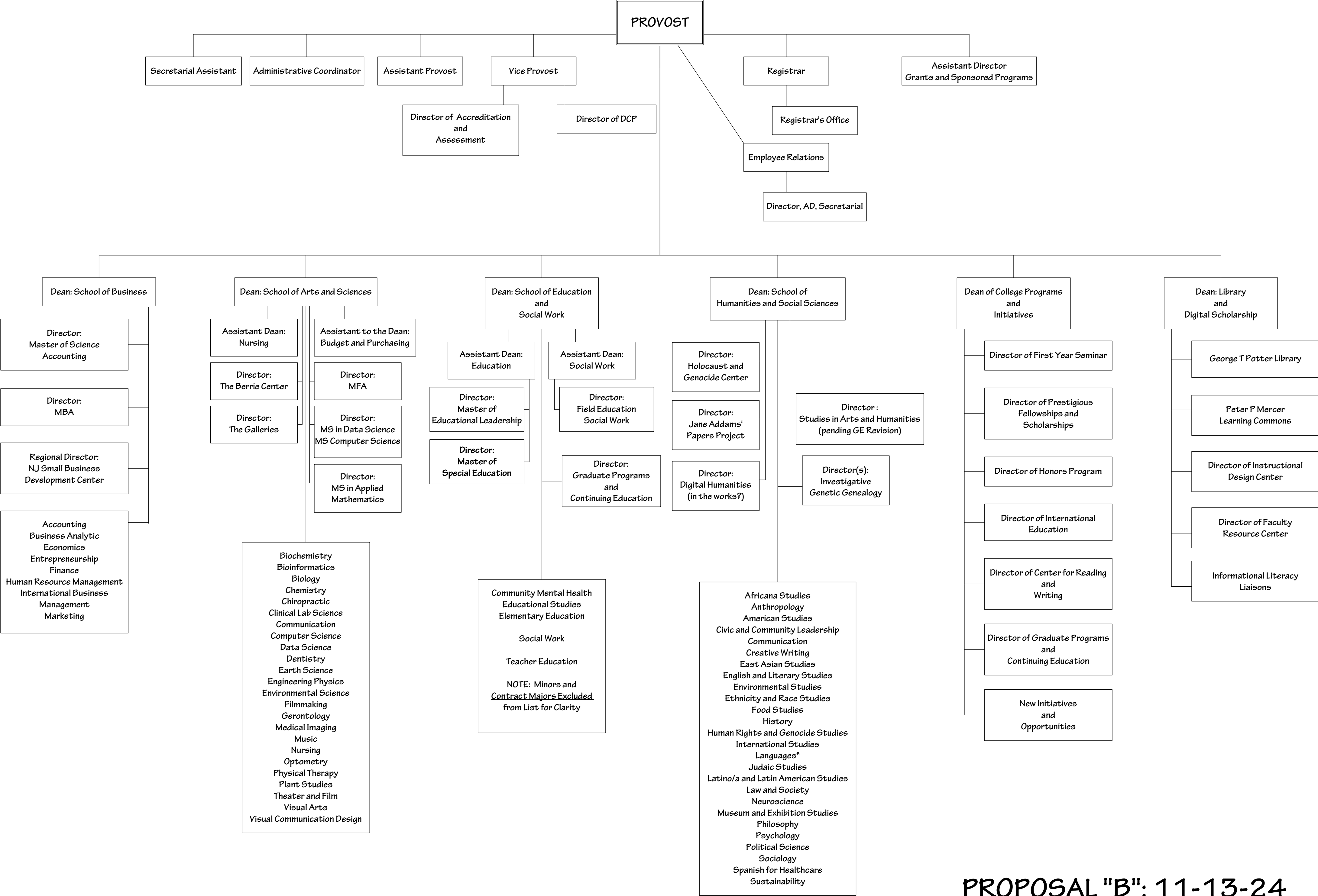
Kathy Stathis, Interim Director – Budget & Fiscal Planning

Malavika Sundararajan, Assoc. Professor of Management – ASB



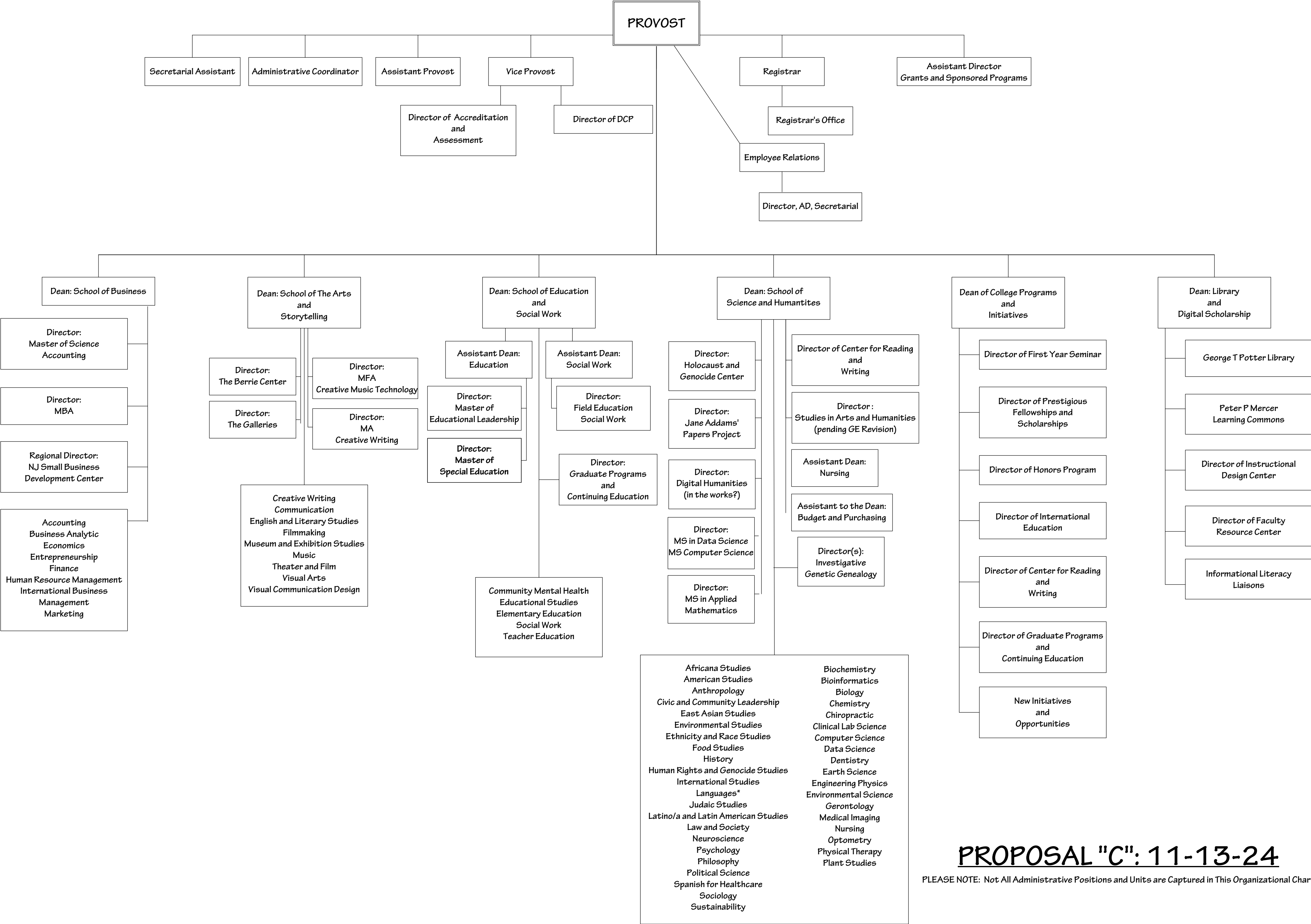
PROPOSAL "A": 11-13-24

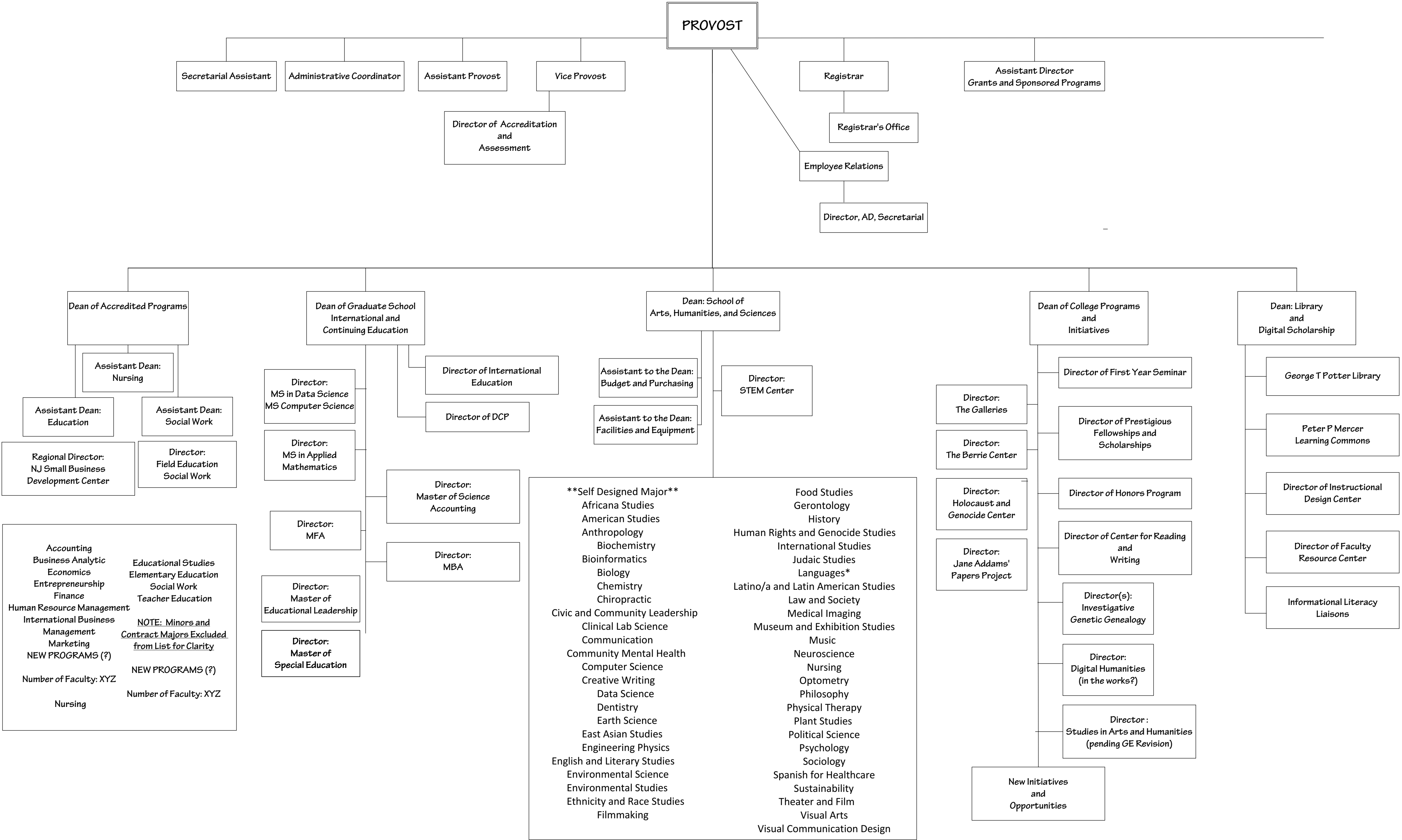
PLEASE NOTE: Not All Administrative Positions and Units are Captured in This Organizational Chart



PROPOSAL "B": 11-13-24

PLEASE NOTE: Not All Administrative Positions and Units are Captured in This Organizational Chart





PROPOSAL "D": 11-13-24

PLEASE NOTE: Not All Administrative Positions and Units are Captured in This Organizational Chart