

Academic Structure Exploration Team
University of Wisconsin Oshkosh
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Team Members

- Laurence Carlin, Dean of the Honors College (Chair)
- Sara Steffes Hansen, Chair and Associate Professor, Journalism
- Jakob Iversen, Associate Dean, College of Business
- R. Shelly Lancaster, Assistant Dean, College of Nursing
- Alison Shaw, Chair and Professor, Music. Faculty Senate appointee
- Renae Swanson, Associate Professor, Professional Counseling

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Executive Summary

On February 4, 2019, Provost John Koker charged the Academic Structure Exploration Team (ASET) with presenting four to six college structures that have the potential to position the University of Wisconsin Oshkosh to grow and succeed over the next generation. The group was charged with presenting each structure's potential strengths and weaknesses but also was instructed not to make recommendations or to rank the structures. In addition to considering relevant marketing and personnel data, ASET completed research on potential structures and considered other structures at universities around the nation. The group met on a weekly basis in spring semester 2019 (and sometimes more frequently). The results of these deliberations are reported herein.

In the current UW Oshkosh structure, colleges vary greatly in size, presenting challenges for resource distribution, operational efficiency, recruitment with program branding and visibility, and other important factors for future stability and growth. During the last few years, UW Oshkosh has had to adapt to significant budget cuts, new internal systems and enrollment challenges. The goal of a structure evaluation is to ensure that UW Oshkosh is ready for the future.

ASET included all departments and programs in all explored structures. The team based its exploration on UW Oshkosh culture, history and current situation; changes underway in higher education; university structures of peer, larger and innovative universities; and market trend data for this region. It explored ideas, and discussed strengths and weaknesses. The team explored structures starting with natural groupings and new ways of pairing departments, as well as options for expanding or changing colleges, and did not factor in nomenclature or naming order.

The team encourages readers interested in this process to join in by thinking about the placing of departments in different school or college configurations in order to address the university's challenges and to open up collaborative discussion with departments. The presented structures are a starting point for reconfiguration of programs, and the possibilities are endless.

Six structures are provided to start this conversation. The first is UW Oshkosh's current structure, while the second reconfigures departments within the current four-college structure. The next four structures group departments in new ways to build on UW Oshkosh strengths while addressing challenges posed to our institution. Strengths and weaknesses are noted for each structure.

We invite you to join us in this endeavor toward the future of UWO.

Introduction

For decades, UW Oshkosh has operated with a four-college structure: College of Business (COB), College of Education and Human Services (COEHS), College of Letters and Science (COLS), and the College of Nursing (CON). This structure served the University well for many years. However, UW Oshkosh has undergone many changes in recent years including changes that involve the creation of new departments and programs designed to respond to the demands of a dynamic world. While our four-college structure once provided a

logical arrangement for grouping departments and programs, it is no longer clear that this structure best reflects all that UW Oshkosh has to offer.

As the University grew under the four-college structure, some departments and programs were grouped in ways that no longer seem appropriate. To cite a few examples, the Department of History is in the Division of Social Sciences in COLS even though history is widely understood as a subject in the Humanities. The Department of Journalism is in the Division of the Humanities, yet Journalism is rarely understood as a subject in the Humanities. There are departments naturally understood as health related, yet these departments are scattered across colleges rather than grouped and marketed in a way that would reflect the success UW Oshkosh has with educating students for health-related professions. Moreover, many new departments and programs were lumped into COLS over the years, and as a result, COLS is now over twice the size of the other colleges combined. This creates challenges including the following: (1) It requires the administration of a large number of departments and many faculty and staff members; (2) It creates multiple layers of governance that can make it difficult to enact change; (3) It can make collaboration between colleges difficult; (4) It limits the visibility of some departments and programs in COLS due to the overshadowing size of COLS. Finally, UW Oshkosh recently joined with UW Fox Valley and UW Fond du Lac, and this joining impacts the size of the departments and programs in each college. A new college structure at UW Oshkosh might better foster collaboration and allow each department and program to realize its fullest potential.

In what follows, we present six potential college structures for the future of UW Oshkosh including some strengths and weaknesses of each. Note well these considerations about the structures and our work:

- We did not rank these structures, and they are not presented in any particular order.
- The structures are *inclusive*: every department and program at all three campuses is represented in each structure. Should the reader note a department or program missing, we welcome the correction of the omission.
- We gave only anecdotal consideration to budgetary implications as this was not part of our charge, and we did not have access to detailed information about current or future budgets. Thus, we gave no consideration to adding or eliminating programs in light of fiscal challenges or opportunities. We factored in SCH and student data as a secondary step toward understanding potential impact of proposed models at this point in time – the SCH and student data was provided by the Office of Institutional Research as available. When data was considered, it was only done so as a “gut check” at the college level, and it was not considered at the department level.
- We did not have access to the results of the University Resource Alignment (URA) project, and thus did not base any recommendations on that work.
- One of our goals was to aim for a logical grouping of departments and programs that would provide better external branding of who we are as an institution of higher learning, one that allows each department and program to reach its fullest potential. At the same time, our goal was to group departments and programs in ways that foster collaboration, provide more efficient governance, and align with the goals of our curriculum. However, we did not get input from each department as to whether our placement makes sense for every department. We suggest that future work involve seeking feedback from involved departments.
- In some of the structures, there are colleges with divisions and some with “schools.” It seems to our group that this is a somewhat arbitrary distinction. We might, for example, have a School of Humanities instead of a Division of Humanities. This strikes our group as a branding decision.
- We have provided names for every college and some schools/divisions as placeholders. Future work should carefully consider appropriate names for all these organizational units with an eye toward

branding and appropriately descriptive names. We urge the reader to evaluate the structures in this report based primarily on the groupings of departments rather than the names we used.

- We aimed for balance. We discuss the challenges associated with having one college (COLS) much larger than the others. In an effort to meet these challenges, most models below are structured to improve the balance of size between colleges.
- We did not consider relative size differences between departments and only in one instance did we include a split of a department (Radiologic Science from Biology). This was done to illustrate that this might be possible and desirable. But given our limited understanding of the idiosyncrasies of departments, we did not go further down this path. However, we recognize that with a new structure, some departments may find themselves in a college that only partially is a logical fit for them. We suggest that future considerations of structure also include mechanisms for movement of faculty between departments, splitting of departments between colleges, and merging of departments.
- We did not consider how governance structures will have to adapt as a result of these changes. However, we recommend that future governance structures include mechanisms to adjust relative representation between colleges, as it is likely that regardless of which structure is chosen, we will see adjustments to that structure in future years. Our work also has revealed that it is important to consider structure on a regular basis.
- We acknowledge that there may be costs associated with maintaining the current UW Oshkosh structure as well as with changing the structure. Any effort to further develop these structures could take into account additional data for the impact and cost of structural changes.
- Our team was small and productive, which aided fulfilling the charge. However, members of ASET were more familiar with some programs compared to others so references may be made to more familiar programs though all were considered and researched as available. Every attempt was made to offer unbiased insights in exploring options for the structures.

Our team recognizes that there are many other structures possible aside from those presented below. Indeed, many interesting possibilities result from combining elements of some of the six structures presented herein. We encourage the reader to use the six structures presented below as a basis for considering other possibilities. Our primary goal is simply to begin a discussion about how to best position UW Oshkosh to grow and succeed over the next generation.

A few UW Oshkosh entities that were not departments or programs in this exploration of college structures were discussed in various ways in relation to the current four-college structure and other developed structures. These entities are 1) Cooperative Academic Partnership Program (CAPP); 2) Division of Online and Continuing Education (OCE); 3) University Studies Program (USP); 4) Office of Graduate Studies; and 5) Honors College.

Cooperative Academic Partnership Program (CAPP)

ASET worked to categorize all academic units according to the original charge. We considered non-academic units separately. CAPP is one of these units. CAPP is currently housed within COLS. Yet we wondered if this is the best fit. CAPP is a major asset to UW Oshkosh with the potential to grow and bring in significantly more revenue. However, the current revenue sharing model directs most of the profits from CAPP to COLS, decreasing the incentive for colleges outside of COLS to participate. The primary reason for non-COLS colleges to offer CAPP courses would be to attract additional students to become full-time students at UW Oshkosh. However, so far there is no evidence that this is happening to any significant degree. The Strategic Enrollment Committee is evaluating it at this time.

COLS has worked significantly to create and grow the CAPP program, but as most of the structures recommend breaking up COLS to varying degrees, there likely is not going to be a natural single college that could act as a home for CAPP. The only potential exception to this would be to house CAPP in the college that also houses the core Education departments as that would allow UW Oshkosh to build and expand on its already deep connections between Education and K-12 schools. Our goal for each of these recommendations is to not only help to disperse the load carried by COLS administration but also to help grow and distribute the revenue obtained through the CAPP program.

In summary, we see the following options for structuring CAPP:

1. Report directly to Provost.
2. House in an academic college along with Education - with an appropriately aligned revenue-sharing agreement.
3. Keep in COLS but with appropriately aligned revenue-sharing agreement.

In the structures that follow, CAPP is included only in the current structure, as its placement needs to be determined independently of any changes to structure.

Division of Online and Continuing Education (OCE)

The Division of Online and Continuing Education (OCE) reports directly to the Provost. OCE currently offers both degree and non-degree programs and acts as the administrative home for collaborative programs through UW Extension, such as MS Data Science, MS Sustainability, and BS Applied Computing. OCE also organizes a number of online and on-campus professional development opportunities, conferences, workshops, and online certificates. Youth camps (grades 6-12) and adult lifelong learning events also fall under the purview of OCE.

OCE has been very effective in starting and running revenue-generating programs by operating as an independent unit outside of the constraints of the traditional governance and budget structures on campus.

While we did not evaluate OCE in detail, we suggest evaluating opportunities for OCE growth with consideration of the following options for how to structure it:

- **Option 1: Keep the organization unchanged.**
- **Option 2: House OCE in an academic college.** However, it is unclear how we would determine which college should take on this responsibility and how that college would be compensated for the administrative work associated with the responsibility.
- **Option 3: Distribute OCE responsibilities among academic colleges.** It might make sense to move some of the responsibilities to various colleges. However, many of them, such as youth camps and event planning, would not have a logical home in any one college.
- **Option 4: Distribute OCE's academic programs among academic colleges.** This builds on the previous option by only moving those responsibilities that are closely aligned with specific academic units to those units. This would aid academic unit oversight and involvement. A reimagined Continuing Education unit would retain core responsibility for life-long learning activities of youth and older adults.

University Studies Program (USP), Office of Graduate Studies, and the Honors College

Unlike CAPP and OCE, the Honors College, USP, and Graduate Studies are not independent revenue-generating structures. Thus, they do not face the same issues that confront CAPP and OCE. Moreover, currently each of our four colleges provide most of the staffing for courses taught in the Honors College, the USP, and in the various Graduate programs, and in each of the structures presented below, multiple colleges would staff these courses, leaving no natural choice of a single college to house these units. Thus, we suggest that they continue to exist outside all colleges and report directly to the Provost.

Structure #1: Current Four-College Structure

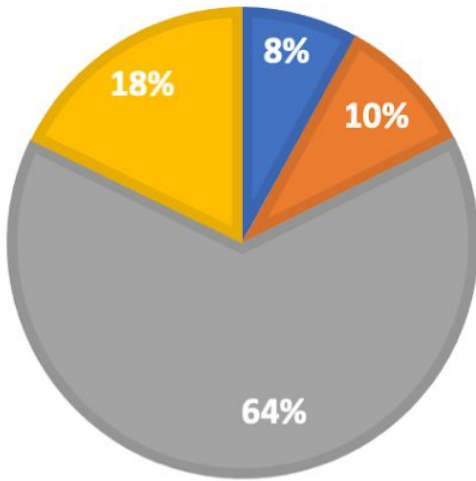
College of Business	College of Education and Human Services	College of Letters and Science	College of Nursing
Accounting Economics Finance and Business Law Information Systems Management and Human Resources Marketing Supply Chain Management COB Graduate COB Pre-Business <u>Interdisciplinary program:</u> Interactive Web Management	Educational Leadership and Policy Human Kinetics and Health Education Human Services Leadership Literacy and Language Teaching and Learning Professional Counseling Special and Early Childhood Education	<u>Fine & Performing Arts</u> Art Music Theatre <u>Humanities</u> Anthropology Communication Studies English Foreign Languages and Literature Journalism Philosophy Radio/TV/Film Religious Studies <u>Math & Natural Science</u> Biology Chemistry Computer Science Engineering Technology Geology Kinesiology Mathematics Medical Technology Physics and Astronomy <u>Social Science</u> Criminal Justice Geography History Military Science Political Science Psychology Public Administration Social Work Sociology <u>Interdisciplinary Programs</u> African-American Studies Environmental Studies	Nursing

		International Studies Social Justice Women's and Gender Studies CAPP	
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Office of the Provost:
USP, Honors College, Graduate Studies, OCE

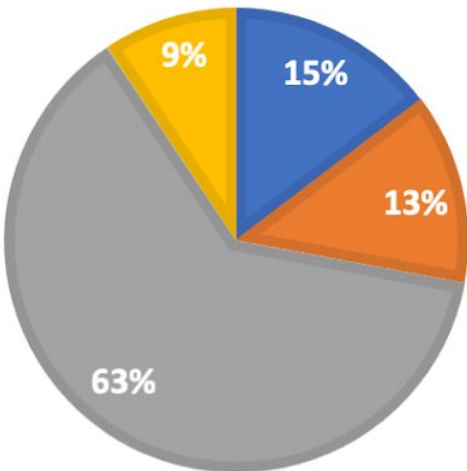
Balance - Structure #1

FACULTY+IAS HEADCOUNT

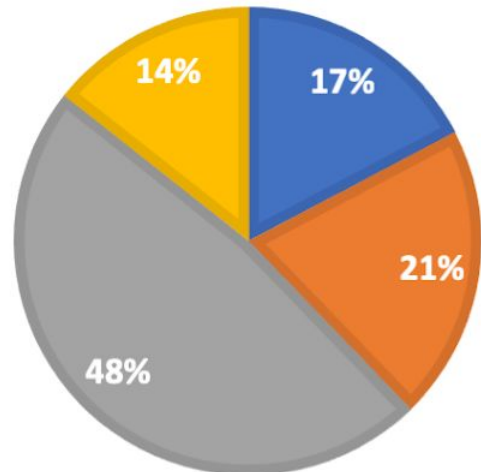


	Headcount	SCH	Num Students
COEHS	43	35319	2025
COB	52	32085	2394
COLS	348	151218	5610
CON	96	22699	1676

SCH



DECLARED MAJORS AND MINORS



■ COEHS ■ COB ■ COLS ■ CON

Strengths of Structure #1

The strengths of the current structure are well known and include the following:

- The current structure has been in place at UW Oshkosh for many years. This structure is similar to those found at many other universities.
- Some college brands (e.g. College of Business, College of Nursing) are clearly aligned with future careers.
- In COLS, there are many opportunities for interdisciplinary study.
- The current structure has a long history of success.
- Staying with the current structure would be less disruptive.

Weaknesses of Structure #1

The primary weaknesses of the current structure stem from a lack of overall balance of size (faculty, students, university staff, etc.) between the four colleges as well as the misplacement of certain programs. The weaknesses include:

- As the pie charts reveal, COLS is significantly larger (by most relevant measures) than COB, COEHS, and CON combined. This creates several challenges:
 - 1) COLS has greater governance representation on university committees;
 - 2) Due to its size, multiple layers in COLS operations (multiple committee approval levels for example) can limit efficiencies and increase time and challenges when dealing with programs, budgets, classes, and cross-college collaborations.
 - 3) Smaller departments and programs in COLS are not as visible as they could be due to the overshadowing of larger departments;
 - 4) Since COLS is so big, there are often problems to address (i.e. “fires” to extinguish), which reduces time for new forward-looking initiatives.
 - 5) Some programs are split between divisions requiring chairs to attend two sets of division meetings. For example, the chair of Geography attends both natural science and social science division meetings.
 - 6) There is significant task overlap in administrative responsibilities where such overlap is unneeded. This is particularly true for chairs and academic department associates whose administrative tasks may be redundant with other units.
- Some departments and programs seem misplaced in this structure. It is far from obvious, for example, that History should be in the Social Sciences and Journalism in the Humanities. It also is not obvious that Professional Counseling belongs in COEHS.
- Some programs are clearly connected yet not grouped in a way that makes them as visible as they could be. For example, there are health-related programs in at least three colleges. Radiologic Science, Medical Technology, and Kinesiology are in COLS. Human Kinetics and Health Education are in COEHS, and of course, Nursing is in CON. Similar concerns apply to various programs emphasizing public leadership (e.g. Public Administration in COLS; Educational Leadership and Policy in COEHS) and potentially other programs.

- From a marketing perspective, it is reasonable to believe that few people — in particular, high school students and their families — know what “Letters” means in “College of Letters and Science.” Moreover, “Letters and Science” does not seem to adequately capture the rich diversity of our teaching, learning, and research in COLS. Something similar might be claimed about “Human Services,” as perhaps many do not know to what those words refer. If that is correct, perhaps we are not branding our colleges in a way that best reflects what happens in our colleges.
- Many strong programs within COLS, such as music, STEM, and media programs, are not easily branded and are oftentimes hidden in the large groupings in the college.
- We also recognized that UW Oshkosh loses many highly qualified students who do not gain admission to the Nursing program. It is conceivable that having a stronger concentration of health-related programs could help UW Oshkosh provide alternative paths in the field in order to retain those students not admitted to Nursing.

Structure #2: Current Four-College Structure with Realignment of Departments and Programs

In this structure, we attempt to alleviate some of the most obvious problems in our current structure while maintaining as many elements of that structure as possible. We achieve this by realigning some departments within COLS and moving several health-related departments to the College of Nursing. Items in blue have been moved from the current structure.

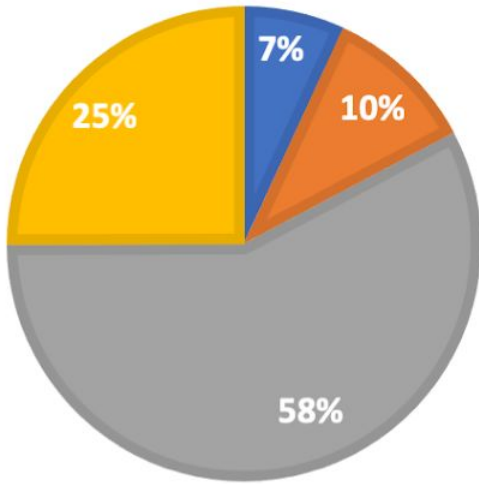
College of Business	College of Education and Human Services	College of Letters and Science	College of Nursing
<p>Accounting Economics Finance and Business Law Information Systems Management and Human Resources Marketing Supply Chain Management COB Graduate COB Pre-Business</p> <p><i>Public Administration</i></p> <p><u>Interdisciplinary program:</u> Interactive Web Management</p>	<p>Educational Leadership and Policy Human Kinetics and Health Education Human Services Leadership Literacy and Language Teaching and Learning Special and Early Childhood Education</p>	<p><u>Arts and Media</u> Art Music Theatre <i>Journalism</i> <i>Radio/TV/Film</i></p> <p><u>Humanities</u> Anthropology Communication Studies English Foreign Languages and Literature Philosophy Religious Studies <i>History</i></p> <p><u>STEM</u> Biology Chemistry Computer Science Engineering Technology Geology Mathematics Physics and Astronomy</p> <p><u>Social Science</u> Criminal Justice Geography Military Science Political Science Sociology</p> <p><u>Interdisciplinary Programs</u> African-American Studies</p>	<p>Nursing</p> <p><i>Medical Technology</i> <i>Kinesiology</i> <i>Psychology</i> <i>Social Work</i> <i>Professional Counseling</i></p>

		Environmental Studies International Studies Social Justice Women's and Gender Studies	
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Office of the Provost:
USP, Honors College, Graduate Studies

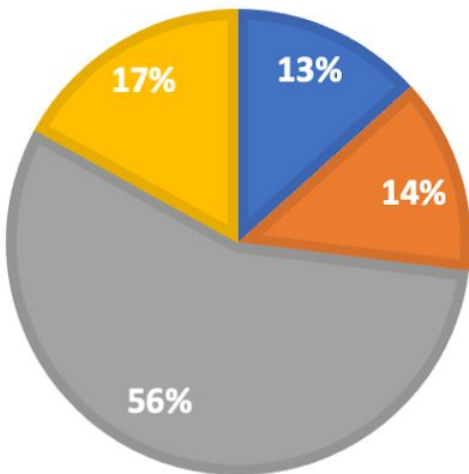
Balance - Structure #2

FACULTY+IAS HEADCOUNT

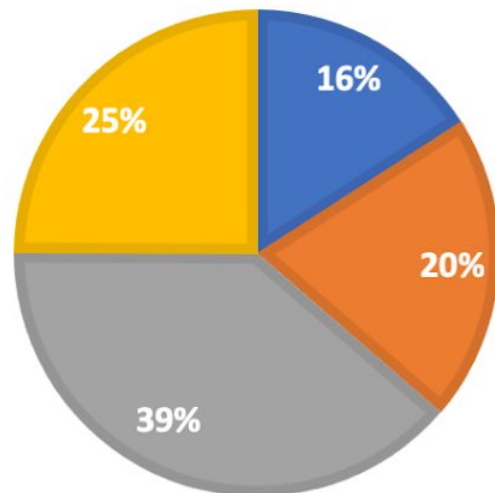


	Headcount	SCH	Num Students
COEHS	37	33365	1934
COB	56	34029	2482
COLS	311	140122	4710
CON	135	42473	3031

SCH



NUMBER OF DECLARED MAJORS AND MINORS



■ COEHS ■ COB ■ COLS ■ CON

Strengths of Structure #2

Structure #2 keeps our four-college structure but realigns departments and programs in an effort to provide a more logical grouping in colleges and divisions. Note well that other groupings are possible. The strengths of this structure include the following:

- Certain departments and programs seem to have a more logical placement. For example, History is in the Humanities in this structure, and RTF and Journalism have been grouped with other media-related programs.
- The divisions in COLS better represent the teaching and research that takes place at UW Oshkosh. For example, an Arts and Media division (or “School,” as it is in other structures) seems to better underscore the success of UW Oshkosh’s work in those fields than does lumping them in our traditional divisions. Similarly, grouping our STEM programs might showcase our work in that area. This is of heightened importance during a time when there is increasing demand for STEM-prepared students.
- In this structure, other health-related fields are in the College of Nursing. This *might* have the benefit of leading to higher retention of pre-Nursing students who are highly qualified but do not gain admission to the Nursing program. The idea would be to direct these students to other health-related fields within the CON, creating a stronger and more broad-based health-related brand.
- Compared to the structures that follow, making these changes would cause relatively little disruption.
- This model achieves a little more balance, primarily by decreasing the size of COLS and increasing the size of CON. However, COLS is still at around half the faculty headcount and SCH production.

Weaknesses of Structure #2

The weaknesses of this structure are similar to the current four-college structure (Structure #1). As the pie charts indicate, COLS still remains much larger than the other colleges (even after relocating several COLS departments to other colleges), and thus, all the challenges associated with having such an imbalance would remain. And as noted above in connection with Structure #1, it is doubtful that Structure #2 best reveals the richness of our academic offerings. (See “Weaknesses of Structure #1 above.”)

Structure #3: Five Colleges with STEM

In this structure, we add a new college focused on STEM programs, move several media-related programs to the College of Business, expand the College of Education with programs focused on careers in the public sector, and as in the previous model, we expand the College of Nursing with health-related departments.

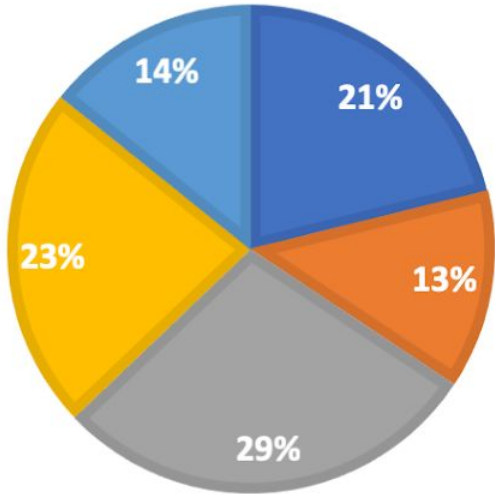
STEM	Business and Media Innovation	Arts and Humanities	Nursing and Health Sciences	Education and Public Leadership
Biology Chemistry Computer Science Mathematics Physics and Astronomy Engineering Technology Geology Geography Environmental Studies	Accounting Economics Finance and Business Law Information Systems Management and Human Resources Marketing Supply Chain Management COB Graduate COB Pre-Business <u>School of Media Innovation</u> Journalism Radio/TV/Film Interactive Web Management	<u>Fine & Performing Arts</u> Art Music Theatre <u>Humanities</u> Anthropology Communication Studies English Foreign Languages and Literatures History Philosophy Religious Studies African-American Studies International Studies Women's and Gender Studies	College of Nursing Kinesiology Professional Counseling Social Work Medical Technology Radiologic Science (split from Biology)	Educational Leadership and Policy Human Kinetics and Health Education Literacy and Language Teaching and Learning Human Services Leadership Special and Early Childhood Education <u>Social Science</u> Criminal Justice Sociology Public Administration Military Science Political Science Psychology Social Justice

Office of the Provost:

CAPP, USP, Honors College, Graduate Studies

Balance - Structure #3

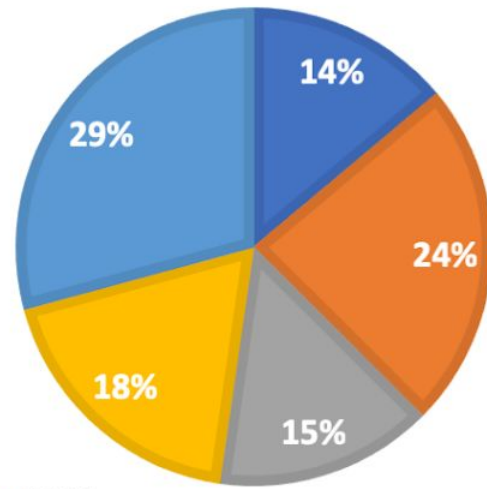
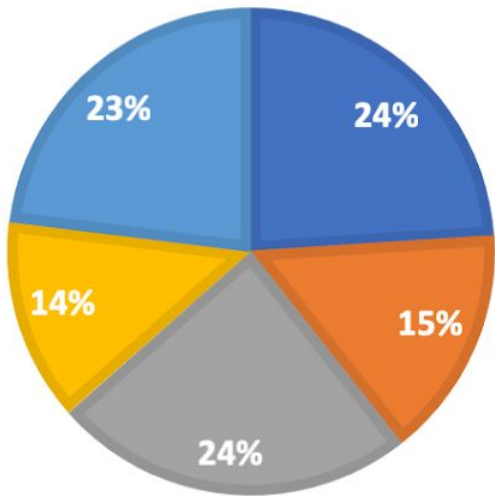
FACULTY+IAS HEADCOUNT



	Headcount	SCH	Num Students
STEM	114	59993	1690
Business and Media Innovation	71	38449	2863
Arts and Humanities	154	60260	1804
Nursing and Health Sciences	123	33675	2251
Education and Public Leadership	77	57612	3549

NUMBER OF DECLARED MAJORS AND MINORS

SCH



- STEM
- Business and Media Innovation
- Arts and Humanities
- Nursing and Health Sciences
- Education and Public Leadership

Strengths of Structure #3: Five Colleges with STEM

This structure has a number of strengths:

- It has a STEM College, and this could serve the institution well by attracting students interested in STEM fields to UW Oshkosh. It also underscores our commitment to STEM research and preparing students for STEM-related careers. This could be particularly beneficial in the near future since STEM majors are in demand.
- This structure adds Journalism and RTF to the COB. Since Journalism already collaborates with Business on the Interactive Web Management major, this forms a natural partnership under what might be an effective brand, *School of Media Innovation*. If this brand is understood broadly, it is a natural fit for Radio/TV/Film as well. Similarly, it is conceivable that Communication Studies could be housed there, though that is not included in the structure as presented.
- This structure merges our Education departments with a number of departments and programs traditionally located in the Social Sciences division of COLS. The College of Education and Public Service might provide an effective way of highlighting our commitment to community engagement as well as to preparing our students to be effective teachers.
- The CON in this scenario is joined by other health-related programs and departments to form a natural grouping. One potential strength, as previously described is that this may foster a path for students who are not admitted to the Nursing program, for they could be encouraged to remain in the College of Nursing and Health Sciences as opposed to transferring to a different Nursing program at a different institution.
- Note that the College of Arts and Humanities is a brand that reflects precisely what takes place in that college. In general, a significant strength of this arrangement is that its groupings seem more logical.
- Finally, as the pie charts reveal, this five-college structure provides a better balance of people and SCH between the colleges with headcount ranging between 13% and 28%. Similarly, there may be better efficiency (at least, for those departments once housed in COLS) and it may allow each department and program better visibility.

Weaknesses of Structure #3: Five Colleges with STEM

A potential weakness of this structure rests with the concern that adding a fifth college will cause administrative and fiscal bloating. Such a structure raises questions: (1) How would administrative positions be arranged? (2) Would this structure require a fifth dean? (3) How many associate deans would be required? (4) Would every department have a chair? (5) How would this affect college governance? The answers to these concerns are clearly linked to resource distribution as well as governance, and the answers could conceivably have negative implications. While we remain reasonably confident that this structure provides a logical grouping that would improve the position of many departments and programs, the budgetary and administrative implications are uncertain.

It is also worth noting that moving to this structure would be more difficult and disruptive compared to the previous two structures.

Structure #4: Five Colleges with Stand-Alone FAPA

This structure features a stand-alone college of Fine and Performing Arts to allow those departments to develop a strong external brand. Here we also illustrate a College of Business expanded with both media and technology departments as well as a College of Nursing expanded with both health-related and science-related departments.

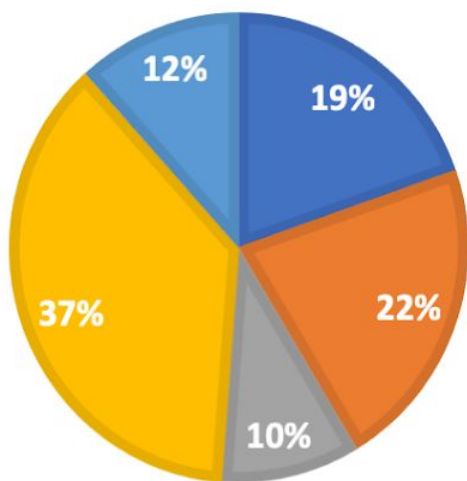
Fine and Performing Arts	Humanities and Interdisciplinary Studies	Business, Technology, and Media Innovation	Nursing and Science	Education and Public Leadership
Art Music Theatre	Anthropology Communication Studies English Foreign Languages and Literatures History Philosophy Religious Studies African-American Studies International Studies Environmental Studies Women's and Gender Studies Social Justice	Accounting Economics Finance and Business Law Information Systems Management and Human Resources Marketing Supply Chain Management COB Graduate COB Pre-Business <u>School of Media Innovation</u> Journalism Radio/TV/Film Interactive Web Management <u>School of Technology</u> Mathematics Computer Science Engineering Technology	<u>School of Nursing and Health Science</u> College of Nursing Professional Counseling Social Work Medical Technology Radiology (split from Biology) Psychology Kinesiology <u>School of the Natural Sciences</u> Biology Chemistry Geology Geography Physics and Astronomy	<u>Education</u> Educational Leadership and Policy Human Kinetics and Health Education Literacy and Language Teaching and Learning Human Services Leadership Special and Early Childhood Education <u>Social Sciences</u> Criminal Justice Sociology Public Administration Military Science Political Science

Office of the Provost:

CAPP, USP, Honors College, Graduate Studies

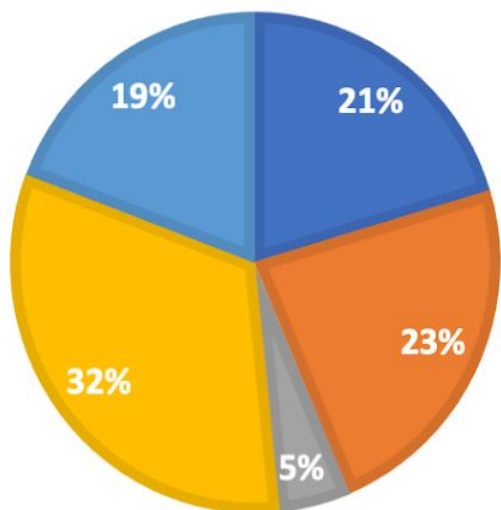
Balance - Structure #4

FACULTY+IAS HEADCOUNT

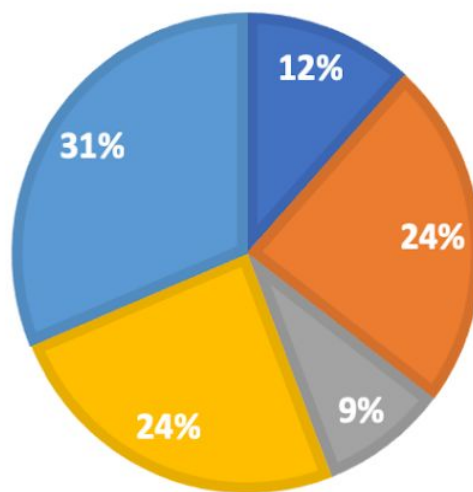


	Headcount	SCH	Num Students
Humanities and Interdisciplinary Studies	106	50938	1598
Business, Technology, and Media Innovation	117	58212	3341
Fine and Performing Arts	53	11820	381
Nursing and Science	200	80850	4133
Education and Public Leadership	63	48169	2704

SCH



NUMBER OF DECLARED MAJORS AND MINORS



- Global Studies and Humanities
- Business and Technology
- Performing Arts and Media Innovation
- Nursing and Science
- Education and Public Leadership

Strengths of Structure #4: Five Colleges with Stand-Alone FAPA

This structure differs significantly from those presented above, but it has a number of strengths:

- The primary strength of this structure is that it has a stand-alone College of Fine and Performing Arts. This would give the arts better visibility on campus instead of tucking them in a large COLS. This would allow for creating a strongly branded Fine and Performing Arts program, perhaps leading to a named college. It would also distinguish UW Oshkosh, since this is not a widely used model.
- This structure keeps a *School of Media Innovation* (discussed in connection with Structure #3 above) in the Business College and adds a *School of Technology* to house Math, Computer Science, and Engineering Technology in that same college. This could better highlight our commitment to technology-driven research and STEM-career preparation as well as allow for innovative collaborative programs.
- This structure again merges our Education departments with a number of departments and programs traditionally located in the Social Sciences division of COLS. A College of Education and Public Service might provide an effective way of highlighting our commitment to community engagement as well as to preparing our students to be effective teachers and public leaders.
- The Nursing College in this scenario is again joined with other health-related programs and departments to form a natural grouping (discussed in connection with Structure #3 above), the *School of Nursing and Health Science*. But in this structure there is also a *School of Natural Sciences*. This move adds some balance to the overall five-college structure while highlighting our commitment to scientific research and teaching in all major scientific fields.
- Our commitment to the Humanities is visible in this structure as is our commitment to interdisciplinary inquiry. Thus, the structure better reveals what takes place in our colleges than does the current four-college model.

Weaknesses of Structure #4: Five Colleges with Stand-Alone FAPA

In addition to the concerns noted above regarding the administrative and financial implications of a five-college model, there is also a concern about FAPA existing on its own. The new budget model suggests that resources will flow according to SCH production. If so, a College of Fine and Performing Arts would need extra budgetary consideration since instruction in the arts requires more one-on-one pedagogical measures than is usually required in other disciplines, and this results in comparatively low SCH production. On the other hand, by keeping those programs separate, budgetary decisions will be transparent. This avoids a situation where other departments end up having to subsidize the FAPA programs.

Although this structure creates another imbalance, note that it is of a different kind. The current four-college model is imbalanced because one college (COLS) is so large, and the challenges with this sort of imbalance are noted above. In this structure, the imbalance results because the College of Fine and Performing Arts is so small. Whether this sort of imbalance creates challenges is unclear.

Structure #5: Five Colleges with Global Studies

Here, we feature a concentration of global programs in one college along with a College of Performing Arts expanded with related media programs. This structure keeps all the departments in the current College of Education and Human Services together in a single college but adds several social science departments.

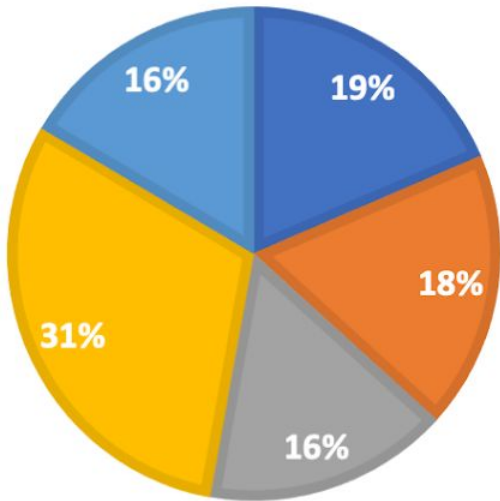
Global Studies and Humanities	Business and Technology	Performing Arts and Media Innovation	Nursing and Science	Education and Public Leadership
Anthropology English Foreign Languages and Literatures History Philosophy Religious Studies African-American Studies International Studies Environmental Studies Women's and Gender Studies Social Justice Geography	Accounting Economics Finance and Business Law Information Systems Management and Human Resources Marketing Supply Chain Management COB Graduate COB Pre-Business Mathematics Computer Science Engineering Technology Interactive Web Management	Art Music Theatre Journalism Radio/TV/Film Communication Studies	College of Nursing Kinesiology Medical Technology Radiology (split from Biology) Biology Chemistry Geology Physics and Astronomy	Educational Leadership and Policy Human Kinetics and Health Education Professional Counseling Literacy and Language Teaching and Learning Human Services Leadership Special and Early Childhood Education <u>Social Science</u> Criminal Justice Sociology Public Administration Military Science Political Science Psychology Social Work

Office of the Provost:

CAPP, USP, Honors College, Graduate Studies

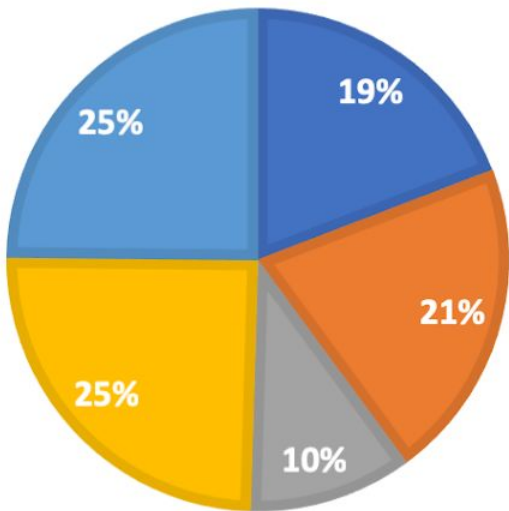
Balance - Structure #5

FACULTY+IAS HEADCOUNT

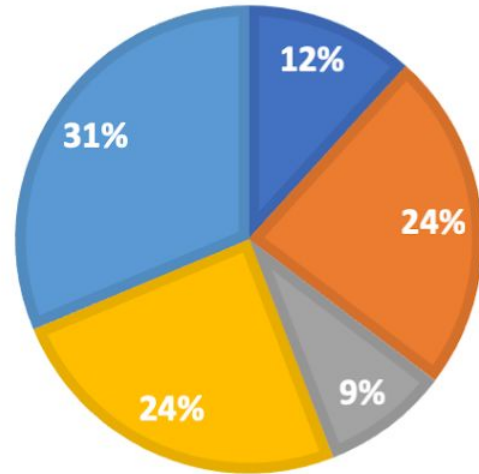


	Headcount	SCH	Num Students
Global Studies and Humanities	100	47925	1425
Business and Technology	98	51848	2872
Performing Arts and Media Innovation	87	26387	1067
Nursing and Science	165	61743	2987
Education and Public Leadership	89	62086	3806

SCH



NUMBER OF DECLARED MAJORS AND MINORS



- Global Studies and Humanities
- Business and Technology
- Performing Arts and Media Innovation
- Nursing and Science
- Education and Public Leadership

Strengths of Structure #5: Five Colleges with Global Studies

This structure incorporates some of the strengths of the structures presented above but adds other elements:

- This structure features a College of Global Studies and Humanities. Given our recent emphasis on global learning through our global citizenship (GC) requirement, it seems appropriate that we would have a college that highlights our commitment to providing education focused on global studies. Adding the Humanities to that college not only provides balance to the five-college structure but a number of the departments and programs that focus on global learning are also traditional humanistic disciplines (for example, Foreign Languages, History, and others).
- A potential strength of this structure is that it has an expanded stand-alone College of Performing Arts and Media Innovation. This would give the arts better visibility on campus instead of tucking them within a college. And when conjoined with the departments and programs involved with media innovation, this could lead to interesting new collaborations, and it would distinguish UW Oshkosh, since this is not a widely used model.
- The College of Business and Technology houses Math, Computer Science, and Engineering Technology. This could better highlight our commitment to technology-driven research and STEM-career preparation and add more balance to the college structure.
- This structure again merges our COEHS departments with a number of departments and programs traditionally located in the Social Sciences division of COLS. A College of Education and Public Service might provide an effective way of highlighting our commitment to community engagement as well as to preparing our students to be effective teachers and public leaders.
- The Nursing college in this scenario is again joined by other health-related programs and departments to form a natural grouping (discussed in connection with Structure #3 above), and it also contains departments from the natural sciences. Again, this move adds some balance to the overall five-college structure while highlighting our commitment to scientific research and teaching in all major scientific fields.

Weaknesses of Structure #5: Five Colleges with Global Studies

The potential weakness of this structure is similar to that discussed above, and it rests with the concern that adding a fifth college will have administrative and budgetary implications. Concerns include: (a) How would administrative positions be arranged? (b) Will the structure require a fifth dean? (c) How many associate deans would be required? (d) Would every department have a chair? (e) How would this affect college governance? The answers to these questions affect resource distribution as well as governance, and the answers could conceivably have negative implications. Again, the budgetary and administrative implications are uncertain without deeper analysis.

With a few departments added to a the FAPA departments, it becomes critical that decisions about allocation of budget based on SCH are made transparently for the FAPA departments to avoid unduly harming the media/communication departments.

Structure #6: Four Colleges with STEAM, and Health and Education

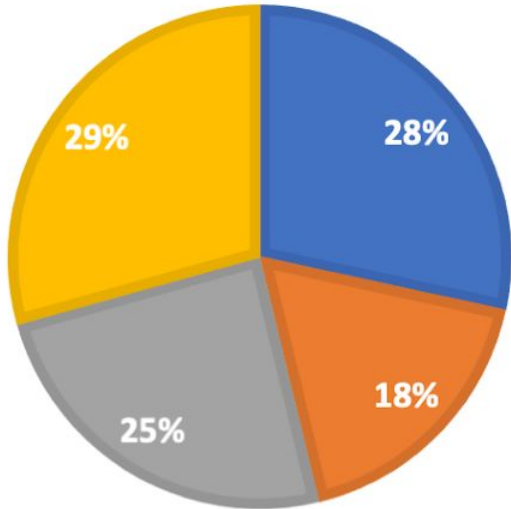
This structure adds several novel groupings. While the STEM term has been well-known for several decades, recently this has been expanded to incorporate the arts, leading to a new acronym: STEAM – Science, Technology, Arts, and Math. In this structure, we show how a STEAM college might look. In addition, we recognize that there are many potential overlaps and touchpoints between the Colleges of Nursing and Education, so we combine them into a single College of Health and Education. This structure also illustrates a balanced size of each college in a four-college structure.

Science, Technology, Engineering, Arts, and Math (STEAM)	Health and Education	Business and Media	Liberal Arts and Society
<p><u><i>School of Fine and Performing Arts</i></u> Art Music Theatre</p> <p><u><i>School of Science and Engineering Technology</i></u> Biology Chemistry Geology Mathematics Physics and Astronomy Computer Science Engineering Technology Environmental Studies</p>	<p><u><i>School of Nursing</i></u> College of Nursing</p> <p><u><i>Division of Allied Health</i></u> Human Kinetics and Health Education Professional Counseling Kinesiology Medical Technology Psychology Radiology</p> <p><u><i>School of Education</i></u> Literacy and Language Teaching and Learning Special and Early Childhood Education</p>	<p><u><i>School of Business and Leadership</i></u> Accounting Economics Finance and Business Law Information Systems Management and Human Resources Marketing Supply Chain Management Public Administration Educational Leadership and Policy COB Graduate COB Pre-Business</p> <p><u><i>School of Media and Communication</i></u> Journalism Radio/TV/Film Communication Studies Interactive Web Management</p>	<p><u><i>Division of Humanities</i></u> Anthropology English Foreign Languages and Literatures Philosophy Religious Studies History Social Justice Women's and Gender Studies African-American Studies</p> <p><u><i>Division of Social Studies</i></u> Geography Military Science Political Science Criminal Justice Social Work Human Services Leadership Sociology International Studies</p>

Office of the Provost:
CAPP, USP, Honors College, Graduate Studies

Balance - Structure #6

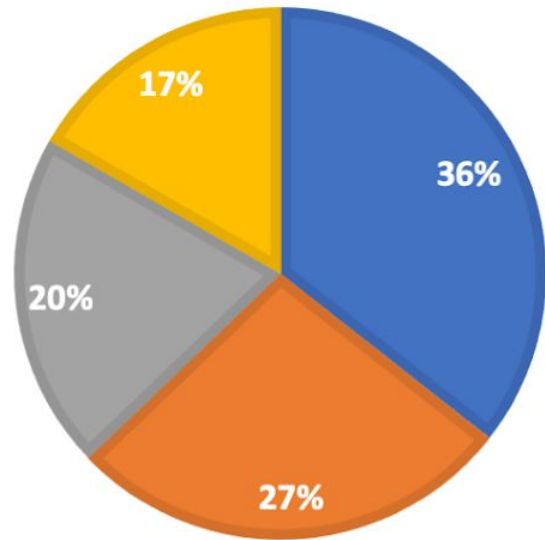
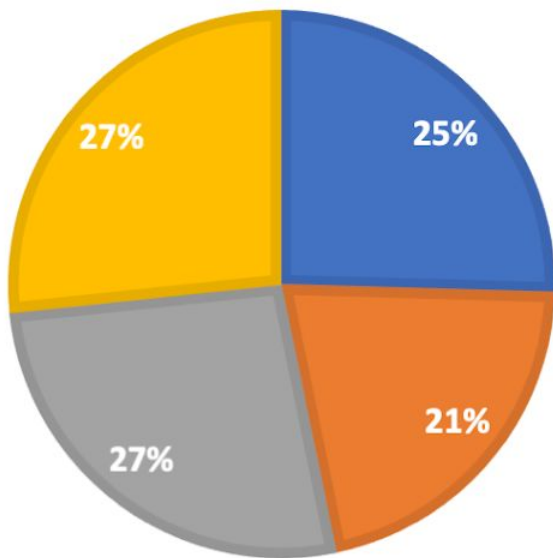
FACULTY+IAS HEADCOUNT



	Headcount	SCH	Num Students
Health and Education	153	63600	4329
Business and Media	96	53306	3307
Liberal Arts and Society	132	66460	2494
STEAM	158	66623	2027

NUMBER OF DECLARED MAJORS AND MINORS

SCH



- Health and Education
- Business and Media
- Liberal Arts and Society
- STEAM

Strengths of Structure #6: Four Colleges with STEAM, and Health and Education

This structure is substantially different than the previous three and, as a result, has unique strengths:

- By having a College of Health and Education, the structure groups together departments having a clinical placement requirement. It is conceivable that this would promote efficiency, since clinical placement work could be consolidated as opposed to distributed across colleges.
- Since the structure has only four colleges it might be more administratively lean, leading to more efficiencies of scale by allowing for centralizing core functions in the college office. This depends on how many associate deans, directors, and department chairs would be required to staff the structure.
- Only having four colleges could also make governance simpler as there would be fewer committees, and it might promote interdisciplinary programs within colleges.
- It has a STEAM College, and this could serve the institution well by drawing students interested in STEM fields and their connection to the arts. It also underscores our commitment to STEM research, the arts, and our commitment to preparing students for STEAM-related careers. It would distinguish UW Oshkosh, since this is not a widely used structure.
- The structure exhibits a balance in overall size, and as noted above, this might address existing challenges with our current four-college structure.

Weaknesses of Structure #6: Four Colleges with STEAM, and Health and Education

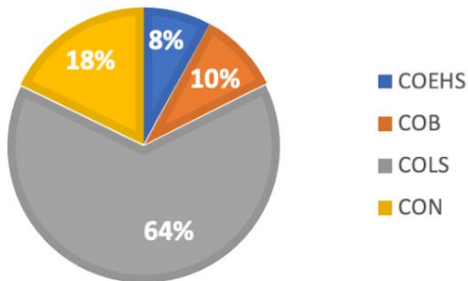
- A significant weakness of this structure might be the merging of Nursing and Education into a College of Health and Education. Even though they both have licensure requirements, they are not obviously a logical pairing. Moreover, the College of Education and College of Nursing both attract many students and are strong brands, so eliminating them as colleges could have a negative impact on UW Oshkosh. In addition, it would take some cost and effort to rebrand from Colleges to Schools.
- Although there is balance between colleges in this structure, because there are only four colleges, they are fairly large compared to the sizes of those in the five-college structures. This could prove inefficient, and in any event, it might not provide optimal visibility for a number of department and programs.

Comparison of Models by Data

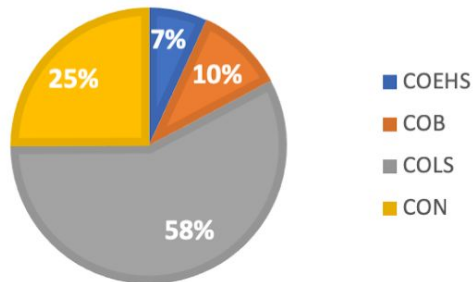
This section shows the data for all the proposed structures by the data type to show at a glance the balance between the colleges in each structure.

Faculty+IAS Headcount

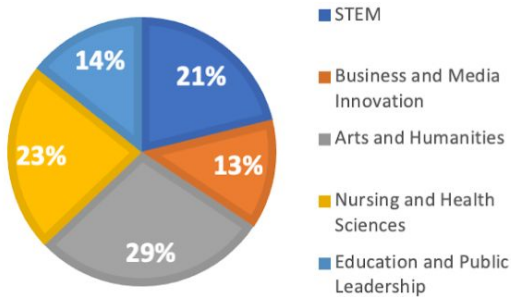
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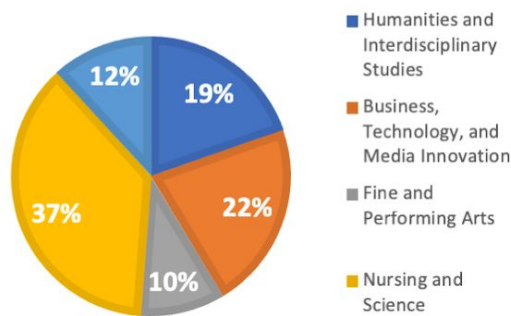
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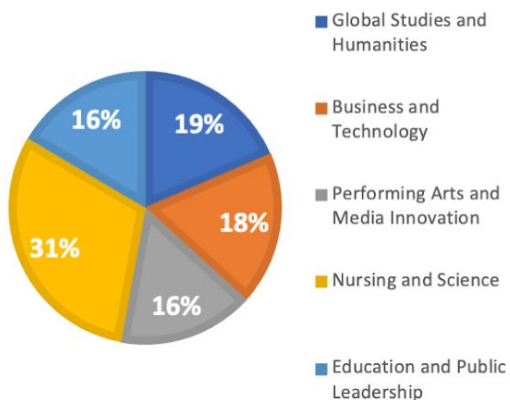
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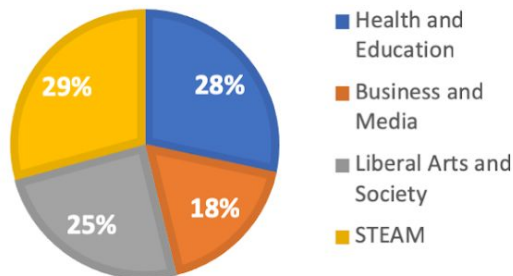
STRUCTURE #4



STRUCTURE #5

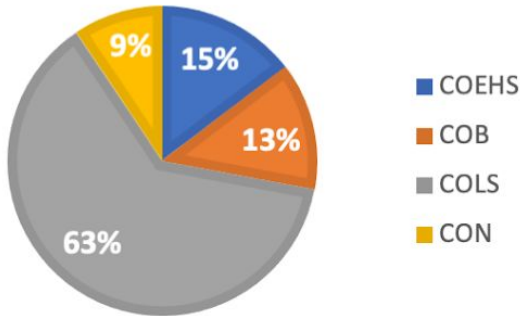


STRUCTURE #6

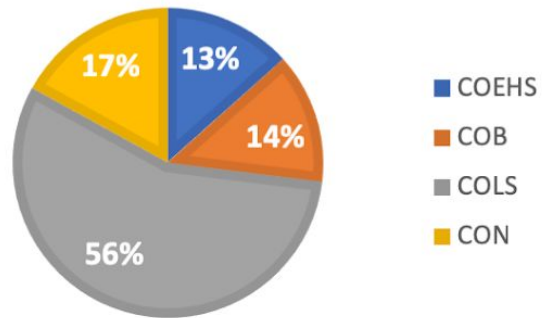


SCH

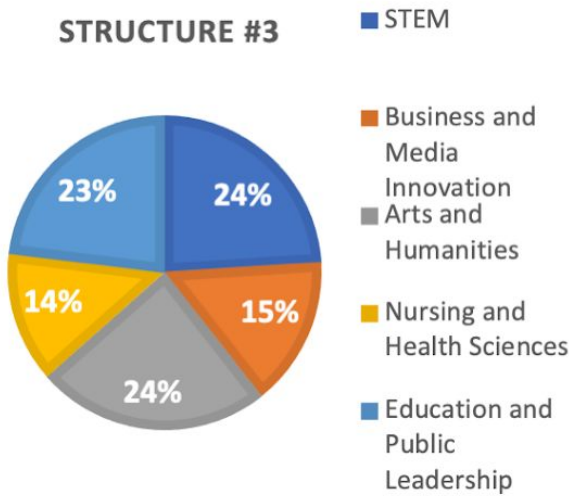
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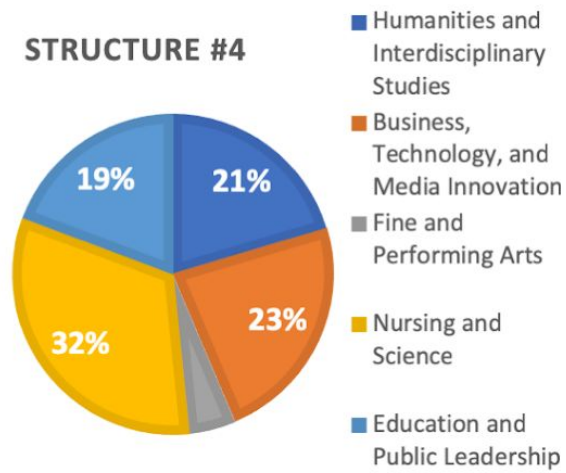
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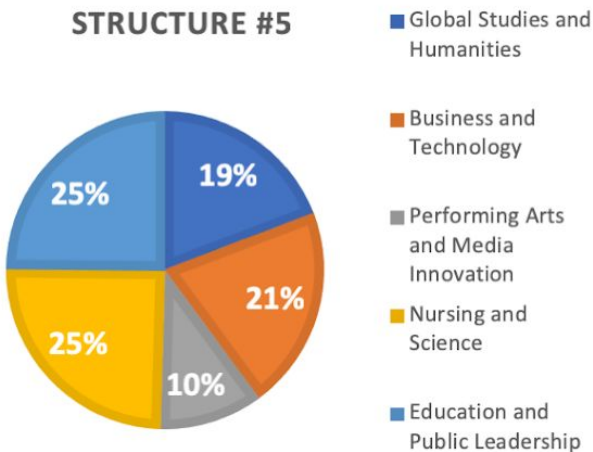
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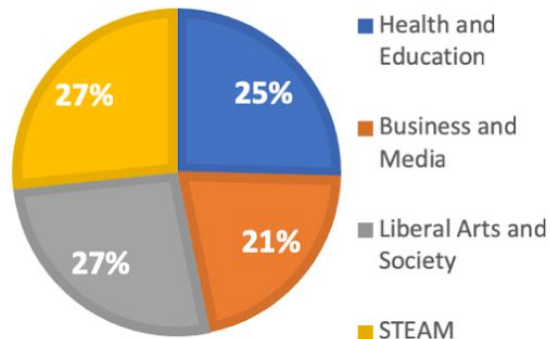
STRUCTURE #4



STRUCTURE #5

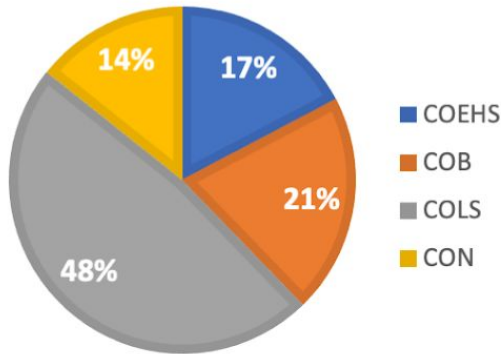


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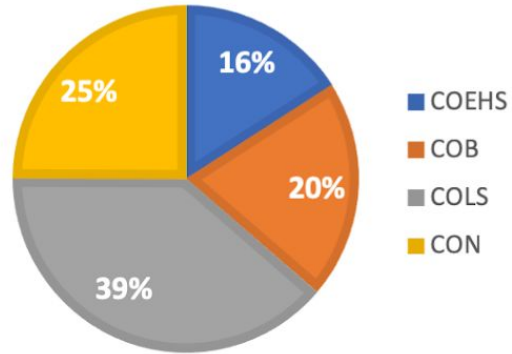


Number of Declared Majors + Minors

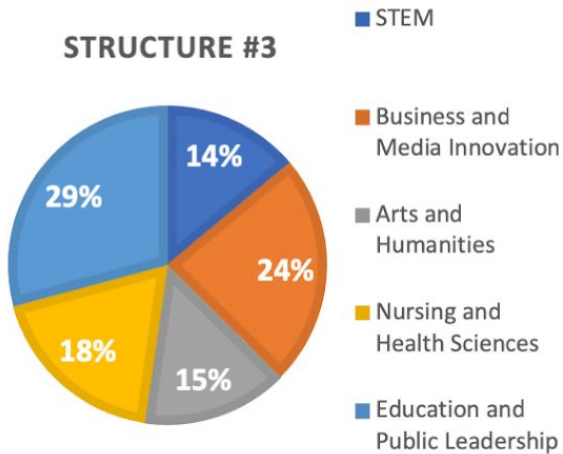
STRUCTURE #1



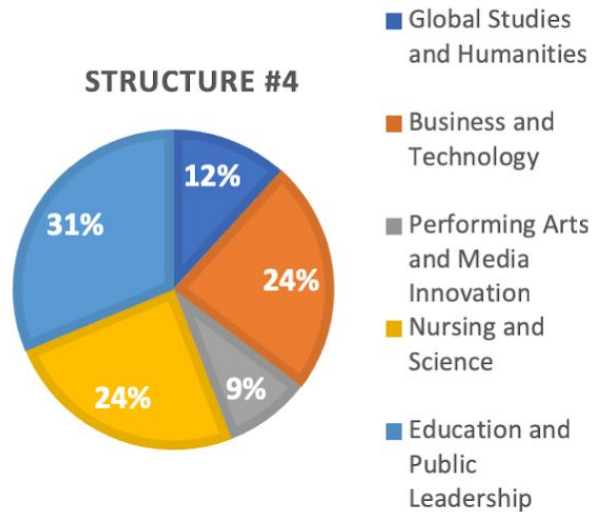
STRUCTURE #2



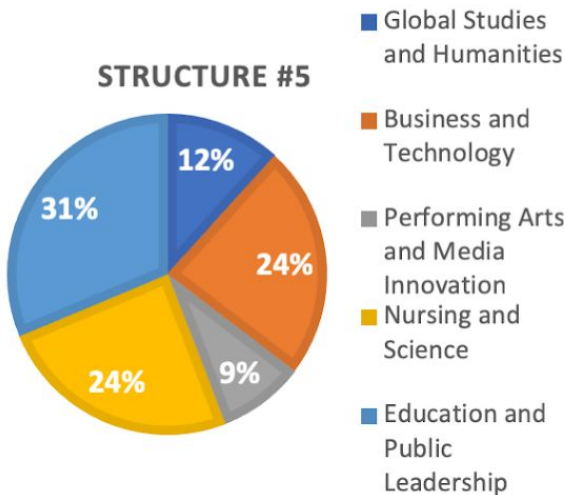
STRUCTURE #3



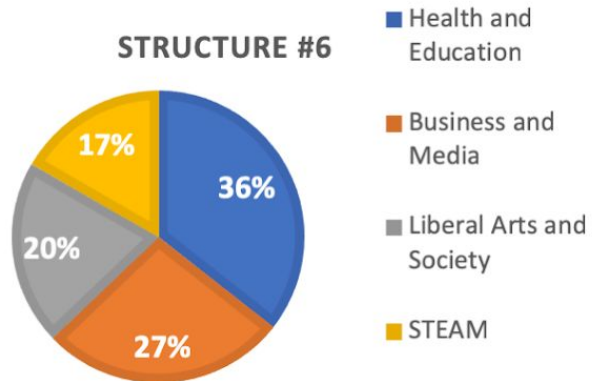
STRUCTURE #4



STRUCTURE #5



STRUCTURE #6



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