

Reorganization Task Force:
Preliminary Report to the
Chancellor

March 6, 2009

Recommendations

1. NRE/NSM and HFA/SBS “mergers” must be analyzed separately
2. Recommend integration of life sciences
3. Recommend a College of Arts & Sciences
4. Recommend as a “strong alternative” a “Seven College Model” which allows for consideration of CAS in the future
5. Recommend against merger of HFA and SBS

Preliminary Report

- Brief timeline - Feb 6 to March 6
- Much data gathering, analysis and deliberation remains to be done
- Much deliberation taking place throughout the campus
- RTF considered four colleges only: NSM, NRE, SBS and HFA

Our Charge

Message of February 6: The Chancellor has charged the Task Force “to provide advice about a proposal on college reorganization and to explore as well the possibility of a College of Arts and Sciences, or any other alternative organizational structure that it finds appropriate for the campus.”

[http://www.umass.edu/chancellor/budget/
budget_taskforcemembers_020609.html](http://www.umass.edu/chancellor/budget/budget_taskforcemembers_020609.html)

Task Force Members

- Douglas Anderton, Sociology
- Andrew Barto, Computer Science
- Joseph Bartolomeo, English
- Joseph Berger, Education (at large)
- Samuel Black, Veterinary and Animal Sciences
- Jeff Cox, Music and Dance
- Eric Decker, Food Science
- Robert Faulkner, Sociology (at large)
- Paul Fiset, Natural Resources Conservation
- Jane Fountain, Political Science, chair
- Julie Hayes, Languages, Literatures and Cultures
- John Hird, Political Science
- Shaw Ling Hsu, Polymer Science and Engineering
- Jane Miller, Management (at large)
- Melinda Novak, Psychology
- Danny Schnell, Biochemistry and Molecular Biology

Our Process

- Gather input and deliberate with our colleges
- Gather input widely through the blog, meetings and consultations
- Careful deliberation guided in part by broad criteria

External Data Sources

- UMA Peers (10)
- Carnegie Research Universities “very high NMedVet” (XX)
- American Association of Universities public universities (34)

Alternatives

- College of Natural Sciences (or future name)
- College of Humanities, Arts and Social Sciences (CHASS)
- College of Arts and Sciences (including NRE)
- Seven College Model (HFA and SBS autonomous; NRE and NSM merge)
- No change

Partial Criteria, unranked

- Efficiencies and coherence in administration
- Demonstrate responsiveness to crisis
- Strategic opportunities - positioning for the future
- New research and engagement opportunities
- New education and outreach opportunities
- Other strengths and weaknesses

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Report Contents to Note

- Life Sciences and the Environment - statement from dept and program heads
- Life Sciences and the Physical and Computational Sciences and Mathematics -- statement from dept and program heads
- Deliberation concerning departments and reorganization: Criteria for participatory deliberation and analysis

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CAS: Collaborative and Integrative Potential

- Build internal coherence
- Administrative coherence to reduce coordination costs
- Coherence in education, particularly General Education
- Coherence across the disciplines, scholarly research and closely related fields
- Opportunities for collaboration from arts to sciences

- Colleges of Arts and Sciences are considered
 - **“the heart of the teaching and research mission”**
 - **“the intellectual core of the campus”**
- Dominant model nationally
 - All peer schools but one
 - 75% of AAU public universities

Fluid Boundaries

- An impetus for innovative, collaborative research
- A catalyst for program collaboration
- Basis for energizing undergraduate education and curriculum
 - Better serve our students
 - Tool for recruitment of excellent student
 - Raise visibility of the undergraduate curriculum

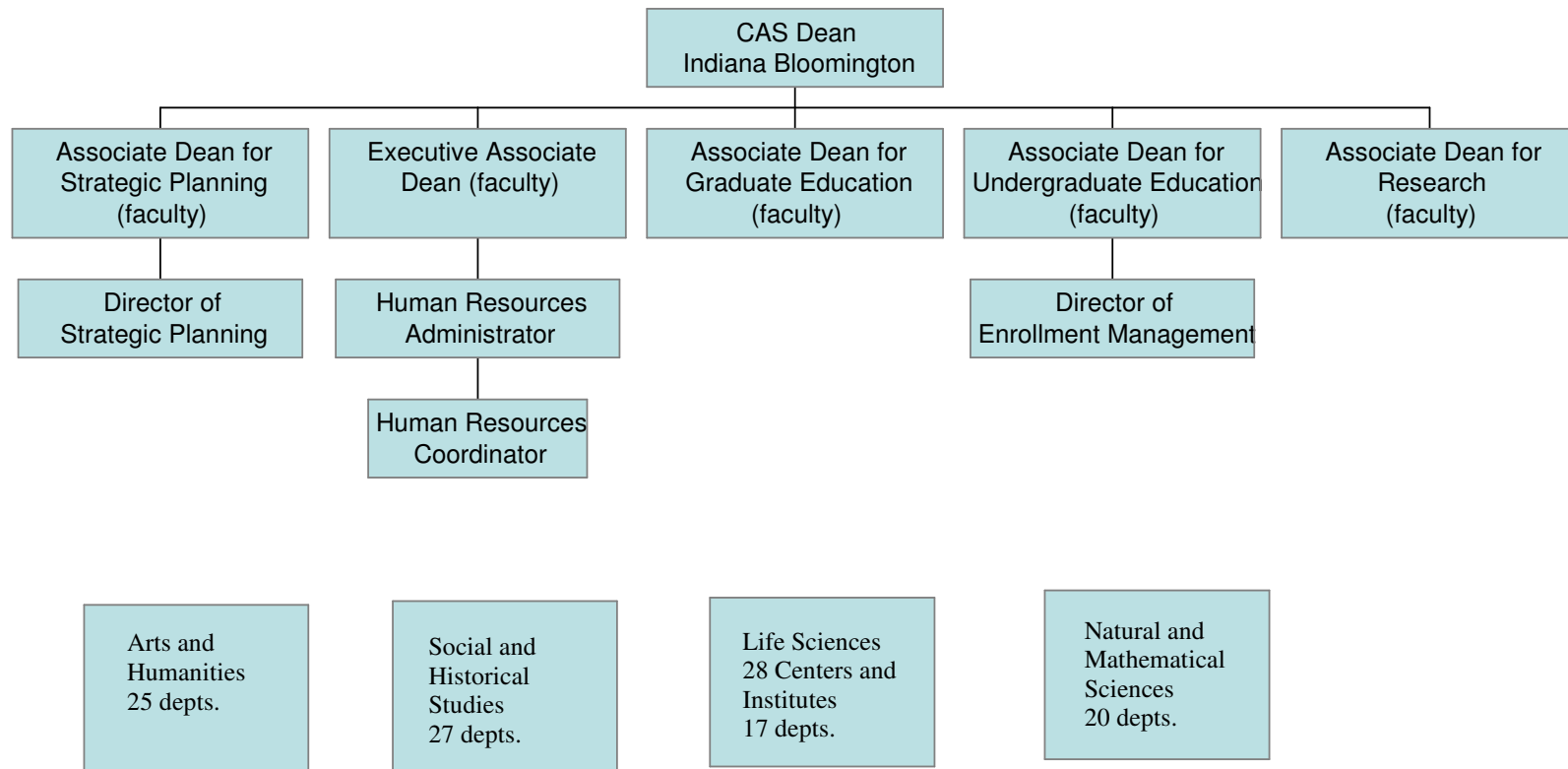
The assumption behind General Education--and behind the idea of liberal education in general--is that our students will be encouraged to integrate the various dimensions of their education...a curriculum that challenges disciplinary divisions, such as those between the “two cultures” of science and non-science...we note that challenging questions in bioethics, cognitive science, evolutionary psychology of art, the poetics of physics... call upon knowledge and skills taught in various distinct departments, schools and colleges.”

General Education Council, memo of March 2

CAS Functional Form

- Indiana Bloomington
- Iowa State
- Stony Brook
- University of Colorado Boulder
- University of Connecticut Storrs
- University of Nebraska Lincoln

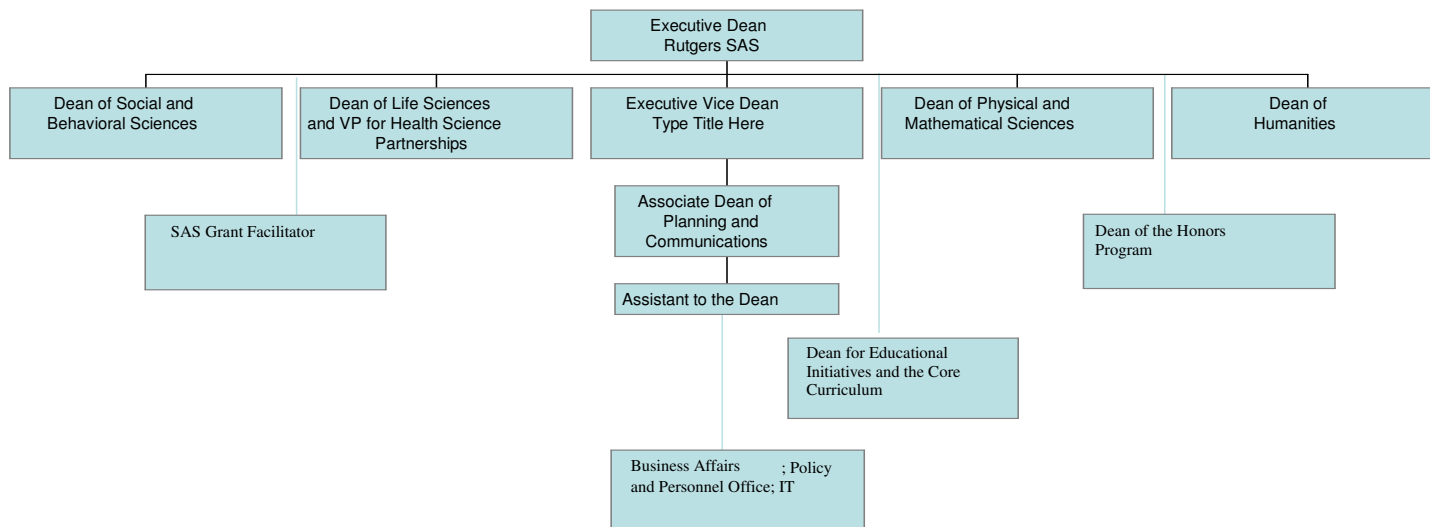
CAS Functional Form



CAS Divisional Form

- Rutgers
- UC Santa Barbara
- University of Delaware
- University of Maryland -- decentralized

CAS Divisional Form



Divisional *associate* deans: appointed from within not through national search; “generic” admin at CAS level

CAS

- Cross-cutting units, committees, advisory councils required to prevent stovepipes
- Structure matters
- Leadership and people also matter
- Much more analysis needed to examine specifics of this alternative
- Limitations of CHASS

A Progressive Transition Model: Guiding Principles 1

- Further analysis should be conducted; data and findings should be shared broadly with deans, chairs and affected faculty
- Allow deans and faculty of the four colleges to “work out the details” within a reasonable period of time
- Planning should include all deans including interim and acting

A Progressive Transition Model: Guiding Principles 2

- A progressive transition model to target multiple budget cuts to various points of reorganization
- Develop a timeline and phases of implementation
- Carefully analyze all functions and services related to the academic enterprise
- Align with the emerging strategic plan
- Examine all structures and functions including provost's office, graduate school, etc

Thank you!

<http://blogs.umass.edu/reorg>

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