

COLLEGIATE RESTRUCTURING STEERING COMMITTEE
Subcommittee CAHS/SSW

Introduction

The Provost charged this Subcommittee to provide recommendations to the Collegiate Restructuring Steering Committee for successful merger of the School of Social Work and the College of Allied Health Sciences.

In its June 2008 Report to the Provost, the CAHS/SSW exploratory group identified a number of compatibilities between the two groups. In both groups, the emphasis is on education and research for practice, policy, and leadership in helping professions. The programs offered by both groups require service learning and internship experiences in collaboration with community partners. Most programs have specialized accreditation, prepare students for licensure or certification, and offer continuing education to community practitioners. These compatibilities offer opportunities for collaboration in a number of areas, including research and the development of interdisciplinary curriculum highlighted in recent Institute of Medicine publications.

This report provides guidelines and recommendations for the merger of the School of Social Work and the College of Allied Health Sciences. The report will address the following areas:

- Structure and governance
- Faculty
- Name
- Bylaws
- RPT
- Workload
- Program and curriculum
- Resources and Facilities

Guidelines for the Merger

Structure And Governance

The College of Allied Health Science is comprised of four departments and one division, each with multiple programs. The college is administered by Dean Elizabeth King.

The Dean is advised by an Administrative Council comprised of the Dean, department or division heads, the Senior Business Administrator, the Foundation representative, and two faculty members elected at large.

Recommendations:

- The School of Social Work would join the College of Allied Health Sciences and be recognized as a co-equal unit to the current CAHS departments and division.

- The School of Social Work would continue to be known as a School to reflect both the conventions of its discipline and to maintain its reputation and role in the community.
- The Director of the School would function as the department head and be appointed as a member of the Administrative Council. The combined college would include fifteen programs organized into four departments, one division, and one school, with 61 AAUP-represented faculty, 41 non-represented faculty, and an enrollment of approximately 2,260 (headcount Autumn Quarter 2008). Given the size and complexity of the college, there will be the need for a more developed administrative structure, including at a minimum, an Associate Dean for Academic Affairs. Consistent with other Colleges, this individual would be responsible for curriculum management, program accreditation, and faculty affairs.

Name and Mission

In previous meetings of CAHS and SSW, strong sentiment was expressed for a new college name to reflect the idea that this is a new entity with a broader mission rather than simply an addition of one unit to an existing college. Due to the lack of proximity, creating an integrated college culture will be a challenge.

Recommendations:

- We suggest that a joint committee of Allied Health and Social Work faculty be formed to recommend possible new names and to draft a broader mission statement for the merged College that would then be forwarded for faculty vote and submission of recommendation to the Provost's office.
- The merged College should develop a new Strategic Plan that promotes individual units and collaborative activities across the College.

Faculty

Faculty of the School of Social Work and CAHS, including faculty holding qualified and unqualified appointments, would be appointed as members of the newly merged College.

Recommendations:

Bylaws which define appointment, reappointment, promotion, and tenure would need to be completed by representative faculty prior to the inception of this merged College.

Bylaws

The College of Allied Health and the School of Social Work have their own set of faculty approved bylaws.

Recommendations:

- The merged College would need to have revised bylaws to accommodate the School of Social Work and CAHS to include representation from both entities on college committees and to insure that the rules and procedures for both are incorporated.
- The new bylaws should be consistent with specialized accreditation standards.

Reappointment, Promotion and Tenure (RPT)

CAHS departments and SSW have their own RPT documents and committees. The CAHS college RPT committee is composed of representatives from each unit. After review by the Dean for CAHS and the Director for SSW, recommendations are sent to the Provost.

Recommendations:

- The newly merged College RPT procedures will need to be modified to reflect the requirements of the CAHS and SSW.
- Each unit shall have representation on the College RPT committee.

Faculty Workload

Each CAHS department has its own workload policy specific to its program needs. Similarities across departments have precluded the need for a college-wide workload policy.

Accreditation guidelines often suggest faculty-to-student ratios. For example, the Council on Social Work Education (CSWE) accreditation guidelines suggest that the following faculty-to-student ratios are needed to “carry out the ongoing functions of the program:” 1:25 for baccalaureate programs and 1:12 for graduate programs.

Recommendations:

- The SSW and CAHS will continue to manage workload according to specific program and accreditation needs.
- SSW current ratios are significantly above the recommended ratios, so additional resources or a reduction in student numbers is necessary to meet accreditation standards.

Academic Programs, Advising And Curriculum

The SSW and CAHS have established general education and degree requirements, which are driven in part by accreditation requirements. There are some areas of commonality between the curriculums of SSW and CAHS. These include leadership development, serving geriatric populations, and cultural competency. The First Year Experience may provide one point of curriculum sharing. Currently, both CAHS and SSW have FYE

programs which include college success and service components, although these programs are configured quite differently.

Recommendations:

- The faculty of the merged College should explore curricular changes that allow for the designing of courses to provide students with additional common or shared experiences. (e.g. FYE programs)
- Creation of a new space which could be jointly occupied would encourage and support collaboration or inter-professional instruction.

Advising support in CAHS includes three advisors in the College Student Affairs Office. The advisors manage recruitment and admissions tasks, provide mandatory advising for first-year students and advise second-year students. CAHS faculty advise students in their graduate and undergraduate majors. SSW has one admissions coordinator. Currently, SSW faculty advise students at all levels.

Recommendations:

- We recommend that the Student Affairs Office be expanded to 5 advisors consistent with the advising benchmarks identified in the Semester Conversion Taskforce guidelines.
- Student Affairs services should be offered to students at each location.

Business, Alumni and Development Staff Resources

Administrative support in the CAHS Dean's Office includes the Assistant to the Dean, a Program Coordinator, a Senior Business Administrator, and an Accountant II. Each CAHS Department has 1 to 2 FTE support staff to provide financial and administrative support to the faculty, students and the Department Head. The SSW has a 40% FTE Business Manager and a full-time Secretary II.

Other support in CAHS includes a Development Director (20% FTE), and alumni relations staff person (33% FTE). The SSW has no staff for development or alumni functions; one faculty member plays a leadership role with the Alumni steering committee.

Recommendations:

- The SSW's separate physical location requires the retention of its current financial and clerical support at their location in order to provide adequate services to faculty and students.
- The newly merged College will need one FTE Development Director and .5 FTE Alumni Director to manage these functions.

Instructional Technology Support

IT support in CAHS includes three technical staff (2.8 FTE), while SSW has no IT support.

Recommendations:

- Expand IT support and training for all faculty of the merged College. SSW has a pool of ITIE funds that could be used to add additional IT staff who could provide support to faculty, staff and students in SSW. SSW faculty will require release time to develop new skills and new course offerings.
- CAHS has extensive distance learning programs and offerings. SSW has no distance learning program. This is an opportunity for collaboration that would enhance the offerings of the SSW.

Facilities

Currently, no designated campus space exists that will accommodate both CAHS and SSW at a single location. CAHS and SSW already lack adequate classroom and lab space. SSW has no dedicated classroom space. SSW has no dedicated facility for computer-based instruction.

Recommendations:

- AHS and SSW should maintain their current space until after a comprehensive space review has been completed that is inclusive of representatives from both AHS and SSW.
- When possible, the merged College should have dedicated space to meet their instructional and research needs.