

Interim Report of the Collegiate Restructuring Steering Committee

I. Introduction

The provost charged the Collegiate Restructuring Steering Committee (CRSC) and its subcommittees to

“... work aggressively toward a shared vision of “one university,” one that operates on a common academic calendar; provides leadership in advancing USO goals and objectives for serving and graduating more students; and offers a highly-focused array of affordable, accessible and streamlined degree programs of high quality.”

“This vision will be realized through the conversion from quarters to semesters and its attendant curriculum redesign; through program review; through identification and strengthening of UC’s USO Centers of Excellence; and through a complementary, systemic collegiate re-structuring. “

“One crucial goal of re-structuring is to achieve greater inter-dependence among the campuses and greater integration and collaboration among colleges. A well-managed collegiate re-structuring, in tandem with new financial models created by performance-based budgeting, will result in UC more effectively and efficiently serving more students, offering more baccalaureate degrees on its regional campuses, and, consistent with USO metrics/goals, graduating more students, especially in STEM fields.”

The Provost populated the CRSC with pertinent representatives from the administration; with appointed and elected faculty from the constituencies to be affected; with faculty and administrators from the ACC; and with members of the Faculty Senate. Similarly, the Provost populated the subcommittees with faculty from the pertinent colleges, faculty from other, disinterested, colleges and with members of the CRSC. The Steering Committee, in general, and the subcommittees in particular, were given a list of very specific charges to be considered.

This is the CRSC’s interim report – it covers some of the charges given to the Steering Committee and reports from three of the four subcommittees: Social Work-Allied Health; Applied Science-Engineering; and the CAT. The fourth subcommittee’s report (Raymond Walters College – Clermont College – Uptown) is not due until late August.

II. Charges to the Steering Committee

The Collegiate Restructuring Steering Committee was charged to “oversee, coordinate, and integrate” the four subcommittees and develop a series of recommendations as listed below.

- 1) *Recommendations for an administrative and governance structure for regional campuses.*

Although the committee has had fairly extensive discussions on this topic, we are not yet ready to offer any recommendations, preferring to wait on developments from the regional campuses subcommittee.

- 2) *Recommendations for consolidation and relocation of associate degree programs to regional campuses.*

The Steering Committee recommends that, with the exceptions noted, all associate degree programs be moved from the Uptown campus.

- The Legal Studies and Criminal Justice associate programs in CECH are to be moved to the regional campuses.
- The Physical Therapist Assisting associate program in Allied Health is to be moved to the regional campuses (already in progress, to Clermont).
- The Information Technology, Chemical Technology and Business & Commerce associate programs in Applied Science are to be moved to the regional campuses.
- The Mechanical Engineering Technology, Electrical Engineering Technology and the Construction Science associate programs in CAS are to be phased out. Appropriate “2+2” arrangements are to be formalized with Cincinnati State to pick up these programs.
- The associate programs in CECH and CAS that are distance learning (ECLC and Fire Science) are to remain with their baccalaureate counterparts.
- The TAP program at CAS is to be closed.

UC’s Uptown campus is to be primarily engaged in Baccalaureate, Graduate and Professional education.

- 3) *Recommendations for establishing, under the rubric of “one-university,” single UC-wide academic units, with appropriate governance structures and faculty tracks, for disciplines duplicated on the regional and uptown campuses.*

The committee has had fairly extensive discussions on this topic, but we are not yet ready to offer any recommendations, preferring to wait on developments from the regional campuses subcommittee. We do recommend that units develop RPT documents, where appropriate, that contain two tracks - teaching and research.

- 4) *Recommendations for new academic homes for CAS programs that the CAS/CoE subcommittee and focus groups determine should not be in the new partnership.*

The CAS-CoE subcommittee determined that several current CAS programs do not fit in the new college to be created from CoE and CAS. These programs are Chemical Technology's Horticulture program, the two programs in Business & Commerce (Facilities and Hospitality Management and Sports Administration) and the Humanities, Mathematics, and Physics programs.

Horticulture:

The committee looked at two options for the Horticulture program - A&S's Biology Department and the College of Design, Art, Architecture and Planning. There was little interest on the part of the Biology Department as they felt that the program would not be a good fit. DAAP was enthusiastic about having the program in the college (see attached letter from Dean Probst, Appendix D).

DAAP students currently take courses in the Horticulture program to enhance their understanding of landscape design, ecology and botany. The college feels that this program would be an important resource for their own curricula, and that they have faculty in DAAP qualified to lead the program.

We recommend that the Horticulture program be moved to the College of Design, Art, Architecture and Planning.

Facilities & Hospitality and Sports Administration:

The best home for these programs is in the College of Business, with Sports Administration partnering with the athletics-oriented programs in CECH. However, there appears to be some considerable reluctance on the part of the College of Business to accept the program and the faculty. We are therefore exploring other options, including joint programs

between A&S Organizational Leadership and CECH's Sports Training program, or moving the Department to Raymond Walters, with an affiliation with CECH. Therefore there will be no recommendation until later next quarter.

Humanities, Math, Physics Programs:

The CAS faculty in liberal arts programs and those in mathematics, and physics will have their appointments transferred to the appropriate departments in Arts and Science. As discussed in Section III-C and in the subcommittee in Appendix C, this is to be done in a manner that preserves the unique aspects of liberal arts, mathematics and physics education in CAS.

- 5) *Recommendations for the location and expansion of dual-enrollment programs as well as for an appropriate funding model.*

After the Steering Committee was formed and charged, a separate group was formed and charged with looking into the several Dual Enrollment programs at UC. Therefore this committee will not examine this issue until that group makes its report.

III. Subcommittee reports

A. Social Work – College of Allied Health Sciences Subcommittee

The report of the subcommittee is attached, Appendix A.

The subcommittee charge was to make recommendations for integrating the School of Social Work (SSW) into the College of Allied Health Sciences (CAHS), using the June 2008 SSW/CAHS report as a framework.

In its June 2008 Report to the Provost, the CAHS/SSW exploratory group identified several parallels and “compatibilities” between the School of Social Work and the College of Allied Health Sciences. These offer opportunities for collaboration in a number of areas, including research, and the development of interdisciplinary curriculum.

The subcommittee report provides guidelines and recommendations for the merger of the two units, and addresses a variety of issues. The highlights of the more important recommendations are:

- The current CAHS bylaws must be amended to allow SSW to join the CAHS as a unit equal to a current CAHS department or division and is to continue to be known as a “School.” The Director of the School will function as a department head in CAHS.
- Jointly, the Allied Health and Social Work faculty will recommend a new name for the college, draft a new mission statement, develop a strategic plan and rewrite the college bylaws, including modifying the RPT procedures as needed.
- SSW and CAHS will continue to manage workload according to specific program and accreditation needs.
- As the SSW student to faculty ratios are significantly above recommended ratios, additional resources or a reduction in student numbers is necessary to meet accreditation standards.
- While the creation of a new space to be jointly occupied would encourage and support collaboration or inter-professional instruction, SSW’s current location requires it to have separate financial, clerical and advising support to provide adequate service to its constituents.

Additional details on these recommendations and other recommendations are found in the subcommittee report.

Although the committee believes this is a merger that can work, there was concern expressed that other options were not considered that might have generated other ideas for merger. Moreover, a significant concern of the members of the subcommittee and of the Steering Committee is the precarious financial condition of the two colleges. It needs to be recognized that CAHS and SSW have severe budgetary issues and constraints. These will not be solved by this merger. It is important that neither group's problems be exacerbated by the merger, and that a plan to resolve the financial problems over the next several years is put into place.

B. CAT Subcommittee

The report of the subcommittee is attached as Appendix B.

The Task force was charged to develop recommendations, in the context of the USO Strategic Plan, Senate Bill 311 (on the delivery of developmental education), and UC's Collegiate Structures Initiative II, regarding

- a physical and administrative home for the CAT;
- ensuring UC's commitment to student access, success and diversity;
- providing developmental resources for baccalaureate and associate degree students; and
- looking into partnership possibilities with Cincinnati State and the regional campuses.

The first USO priority is for students to be better prepared in high school. Absent that, the USO plan assigns developmental education to Community Colleges and Regional Campuses. SB 311 requires that by 2014, all graduates of Ohio high schools must meet the Ohio Core requirements. If they do not, they may not begin college in a state-supported 4-year college or university. These increased high school graduation requirements should result in fewer students in CAT courses. Based on this bill, UC can anticipate elimination of the subsidy for developmental courses on the Uptown campus.

Within these issues, the subcommittee report emphasizes UC's desires to

- maintain its commitment to student access and success;
- maintain a diverse academic community;
- adopt a one-university model with disciplinary affinity across campuses and programs; and
- adopt greater cost efficiencies.

Further, the subcommittee expresses considerable concern for the welfare of the CAT faculty and staff, and asks that the university make sure the reappointment, promotion and tenure standards under which they were hired will be appropriately honored.

Currently there are three categories of students taking CAT courses:

- students admitted to baccalaureate programs who need developmental courses;
- students holistically admitted to baccalaureate programs in need of developmental courses; and
- students denied admission to baccalaureate courses but who qualified for admission to the CAT.

The number of students in the first group is likely to decline as a result of increased admissions standards and better high school preparation.

The subcommittee recommends that the number of students in the second group, holistic admits, be increased to 100-150 in number. This group will mostly include some student-athletes, some CCM and DAAP students, and students who just miss baccalaureate requirements but who demonstrate other strong measures of success. It can be expanded to include students now in the third group if we can find predictors of success.

The subcommittee notes that transporting either of these two groups of students to other campuses to take developmental courses is costly, creates scheduling issues and removes them for periods of time from their normal academic and social environments. They recommend that the University continue to meet the need with courses offered on the Uptown campus. The Subcommittee also recommends that for the holistically admitted students the University continue to assess needs and provide appropriate support services on the Uptown campus.

Most of the students in the third group are not directly admissible to the main campus but may have the capacity and motivation to pursue a baccalaureate degree. The Subcommittee recommends that we enhance existing partnerships, and create seamless referrals and transfers, to and from Raymond Walters and Clermont Colleges and the nearby community colleges (most likely Cincinnati State), and that we create clear pathways to baccalaureate programs.

We are currently discussing implementation of a one-university one-department model that would connect the entire faculty in a particular discipline in a single department, regardless of the campus on which they are located. But until such a model is implemented (or if it never is), the subcommittee recommends that CAT faculty be administratively located at Raymond Walters College (some CAT faculty may be more appropriately assigned to A&S or CECH) and physically located on the campus where they teach the majority of their courses. When and if the One-University model is implemented, the subcommittee recommends that CAT faculty be administratively located with their Uptown campus disciplinary counterparts and be physically located on the campus where they teach the majority of their courses.

The Subcommittee notes the importance of FYE seminars in promoting student persistence and development, and recommends that these instructors be physically and administratively located to maximize the synergies that can be gained from the links between these seminars and other first year courses.

The Subcommittee recommends that the CAT advisors be assigned to the Arts and Science/Center for Exploratory Studies Advising Group and that a subgroup of the implementation team be assigned to consider efficiencies and the merger of the CAT learning support staff into existing support units.

In making all these assignments, the University should recognize the successful synergies that currently exist within the CAT and make sure that new faculty and staff alignments either maintain or enhance these synergies or create new synergies that help the University serve this population as effectively and appropriately as the CAT has done.

Raymond Walters and Clermont Colleges currently are access portals to the University. The recommendations of the subcommittee are consistent with their current mission and the mission envisioned through the USO. Clear pathways exist that support students beginning their college careers on the regional campuses and concluding them on the Uptown campus. In addition, the recommendations allow for the establishment of an Uptown campus out-post of a regional campus. However, some students currently admitted to the CAT will find Cincinnati State (CSTCC) as a better option in the future. Cost, location and availability of academic programs are all factors. UC and Cincinnati State need to strengthen existing partnerships, work together to enhance course alignment at the developmental and baccalaureate level, and strengthen links between UC advisors and CSTCC advisors. Facilities and resources available at UC are likely to be extended to CSTCC students under the omnibus agreement currently being drafted.

Finally, the subcommittee recommends the creation of an implementation team to assure a successful transition for students, faculty and staff. The Steering Committee concurs.

C. CAS-CoE subcommittee

The report of this subcommittee is attached as Appendix C.

The subcommittee was to limit its consideration to the creation of a new college, with a STEM focus on engineering and applied science, combining parts of the current Colleges of Engineering and Applied Science and ultimately developing

- one or more recommendations for a new name for the college;
- recommendations for an appropriately streamlined administrative structure under one dean;
- recommendations for operational and budgetary procedures and systems; and
- recommendations for the creation of long-term collaboration committees that will address programs, academic departments, curricula, laboratories and facilities, accreditation, RPT documents, and by-laws.

The subcommittee recommends that a new college, the College of Engineering and Applied Science (CEAS), be formed, consisting of these departments:

Aerospace Engineering & Engineering Mechanics (CoE)
Biomedical Engineering (CoE)
Chemical & Materials Engineering (CoE)
Chemical Technology (CAS)
Civil & Environmental Engineering (CoE)
Computer Science (CoE)
Construction Science (CAS)
Electrical & Computer Engineering (CoE)
Electrical & Computer Engineering Technology (CAS)
Engineering Education Department (CoE)
Information Technology (CAS)
Mechanical Engineering (CoE)
Mechanical Engineering Technology (CAS)
Open Learning Fire Science (CAS)

Programs that will not move to the new college include Horticulture (in Chemical Technology), the programs in Business and Commerce, and the liberal arts programs

The report notes that employers of CAS students state emphatically that the merger of CAS and COE should not diminish the CAS “brand.” One of the main reasons for the success of CAS students has been the way their math and physics courses are taught; the format features smaller class sizes, course content strongly

integrated with the technology programs, and individual attention. It is imperative that the current CAS pedagogical format be preserved and even expanded to ensure the continued success of the new CEAS students. In addition, CAS has implemented a number of collaborative initiatives, such as the integration of technical writing into lab and senior design projects, which should be continued.

The subcommittee recommends, for the coming year, a transitional structure for CEAS:

- “Colleges of Engineering and Applied Science” should initially be an umbrella unit consisting of two colleges (COE and CAS) administered by one dean.
- The umbrella organization will exist until 30 June 2010. During FY 2010, all current programs, policies, and governing structures will remain intact in the two colleges, with the possible exception of CAT.
- FY 2010 is to be dedicated to the transitioning of the umbrella organization to the new college, creating new RPT processes, by-laws, a reallocated budget, making staff reassignments, facilities changes, etcetera. Detailed time lines for each change are also suggested,

The subcommittee suggests that the current ad-hoc COE/CAS faculty restructuring task-forces remain in place as an advisory body to the new dean.

IV. Financial

The Steering Committee is greatly concerned about by the long-term financial implications of the (and yet to be proposed) recommendations. To date we have not had a substantive discussion about these implications and have not generated business plans that predict the short-term or long-term financial implications for this restructure.

From the discussions that have taken place, it appears that:

- While initially the SSW-CAHS merger appears to be revenue neutral, there are long-term financial implications that must be addressed in this merger. First, each of these units has structural deficits that could be compounded by the merger. They need to be addressed. Second, there is no existing space for them to physical join so resources must be targeted for a new space. Finally, if the School of Social Work is to reduce the size of student body to meet accreditation requirements, there will definitely be revenue implications that will have to be examined carefully.
- Resources must be targeted to accommodate the development of space and to support the physical move of CAS to the Uptown campus. There is a need now for enhanced shuttle services to support students in the new blended college. In addition, the move of Associate programs in CAS to the branch campuses will result in a loss of revenue, at least initially. In the long term, the merger of CAS and CoE may be revenue positive, if savings can be realized by economies from combining staffing and services and enrollments can be maintained or enhanced.
- Whether the CAT changes are revenue negative or positive depends on the ultimate placement of the CAT, how much it will cost to continue to deliver developmental courses on the Uptown campus, and how we serve the access mission (RWC vs. Cincinnati State, for example)..
- It is, as yet, unclear how changes to the regional campuses will affect revenue as that subcommittee has not yet examined the financial implications of its decisions. However, it is clear that the substantial salary differences between faculty at the branch campuses and the uptown campus that will have to be addressed as we move to the one university model.
- Moving the Associate programs off the Uptown campus is likely to be revenue negative, initially, because of tuition differences and because it is unclear if students will follow the programs to the branch campuses. However, these losses may be offset and even surpassed if we succeed in having more baccalaureate students from the Metro area in the next 2-4 years.

Without question, there will be initial costs and losses of revenue in this reorganization.

These losses may be offset or exceeded with revenue from growth but since we have not developed an overall business plan, the long-term financial implications of these changes are unclear. Before implementing the proposed changes, we need to make sure what we do ultimately results in stronger university, one which serves our students better, within the resources of the university.

V. Critical Steps and Time Lines

The Steering Committee notes that there are structural issues that must be addressed for the long term stability of the suggested changes and mergers.

- Space must be found or created to bring the School of Social Work and the College of Allied Health together. This will be primarily office and classroom space.
- Similarly, space needs to be found or created to house the College of Applied Science on the Clifton Campus, in proximity to the College of Engineering. This will likely involve the construction of offices, laboratories and classrooms. Until such space is found, the University should provide a shuttle service between the Victory Parkway Campus and the Clifton Campus adequate for efficient scheduling of classes for students and for efficient use of faculty time.
- Until such time as decisions are made on the CAT, the space the CAT occupies and uses in French Hall should not be reallocated.
- As mentioned earlier, both SSW and CAHS have structural financial issues that need to be addressed and a plan put into place in the coming year.
- We need to create business plans that include estimates of the projected costs of the restructuring plus the short-term and long-term financial implications of each.

Time lines:

SSW-CAHS

The two units should begin the process of consolidation as soon as this report and the more detailed report of the SSW-CAHS subcommittee are accepted by Provost. During the coming Academic Year the two units will form appropriate committees to establish new college bylaws, RPT documents, alter administrative procedures as necessary, etc. The merger of the two units should be complete no later than June 30, 2010.

CoE & CAS

As of July 1, 2009, both colleges will report to one dean; this structure will exist until June 30, 2010. During the coming Academic Year current programs, policies and governing structures will remain in place (with the possible exception of the CAT). CAS and CoE have already begun a consolidation of financial and HR services. This should continue, and committees should be created to create bylaws for the new college, revise

RPT documents, etc., on the timetable detailed in the subcommittee report. While the faculty in HMCS and Mathematics & Physics, begin meeting with their counterparts in A&S, they will continue to remain distinct departments until joining faculty in their cognate disciplines in Arts and Science.

CAT

After this report and the subcommittee report are accepted by the Provost, he needs to determine the administrative home for the CAT for the coming year. It could be left where it is (reporting now to the dean of the College of Engineering and Applied Science), it can report (temporarily) to the Provost's Office or to a regional campus dean. Note that there are RPT issues involved in the decision. Next year the number of new admits to the CAT will again be decreased as the admission of baccalaureate ineligible students to programs on the main campus is phased out. During the coming year administrative and physical homes for the CAT faculty (or the CAT itself if it is determined that it is to remain as a distinct center) should be found. A study group needs to examine the best way provide access to baccalaureate education for those students denied admission to the Uptown campus - either through seamless partnerships with Cincinnati State or Raymond Walters College. A way to deliver needed developmental education to the baccalaureate-eligible group of students also needs to be found. After the recommendations are accepted, an implementation team should be formed to assure a successful transition. The transition should be in place by June 30, 2010.

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APPENDIX A: Report of the SSW-CAHS Subcommittee

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.

APPENDIX B: Report of the CAT Subcommittee

Report of the CRSC CAT Subcommittee¹ May 15, 2009

BACKGROUND

The Charge

The Task force was charged by Provost Perzigian on April 2, 2009. A summary of the charge follows.

Within the context of the USO Strategic Plan, Senate Bill 311 on the delivery of developmental education, and UC's Collegiate Structures Initiative II, make recommendations regarding:

- *The physical and administrative home of the CAT while ensuring UC's commitment to student access, success and diversity;*
- *Provision of developmental resources for both baccalaureate and associate degree students;*
- *Partnership possibilities with Cincinnati State and/or the regional campuses.*

In elaborating on this charge, the Subcommittee felt it important to discuss the following:

- Appropriate delivery of developmental and extended delivery courses and support services to students who are determined by UC placement processes to need the academic courses currently delivered by the CAT, including
 - Uptown campus baccalaureate students;
 - Students currently admitted through the CAT portal but who, in the new university structure, can be holistically admitted to an Uptown campus baccalaureate program;
- Appropriate entry portals, pathways and support for those students not eligible for holistic baccalaureate admission who are currently admitted through the CAT portal;
- Appropriate position placement opportunities for CAT faculty and staff currently teaching and supporting the students identified above.

External Context

USO Priorities – In the USO strategic plan the first priority is for students to be better prepared while in high school. Absent that success, the USO strategic plan assigns the role of developmental education to the Community Colleges and Regional Campuses

SB 311 – By 2014, graduates of Ohio high schools must meet the Ohio Core requirements. If they do not, they may not begin their college education in a state-supported 4-year college or university. (Many students currently admitted through the CAT portal do not meet the Ohio Core. Biggest deficits are in Algebra II and Science.) Beyond the increased HS graduation requirements, UC will begin to see a reduction in subsidy for the teaching of developmental courses on Uptown campus, with total elimination slated at 2019. (The Governor has already eliminated Access Challenge subsidy that allowed for lower tuition levels for CAT students effective Autumn 2009.)

¹ Caroline Miller (chair), Fritz Russ (vice-chair), John Bryan, Frank Davis, Adrian Hall, Billi Johnson, Dann Marketos, Greg Metz, Don O'Meara, Tim Schraffenberger, David Shepherd, Ana Vamadeva, Nelson Vincent, plus Sandra Buschmann and Tony Cruz from Cincinnati State.

National Trends - UC and campuses across the county are operating in very challenging economic times that are causing many changes and enhanced efficiencies associated with how we teach and provide other services.

The growth segment in higher education is anticipated to be at community colleges and regional campuses. Few traditionally educated academics are prepared to teach these students. Faculty in CECH are exploring the possibility of establishing a certificate program to prepare faculty for such roles.

Internal Context

After the discontinuation of University College, the Center for Access and Transition was established in 2004 to maintain the university’s mission of providing access for underserved populations. According to the steering committee’s final report, the CAT would serve as an open enrollment gateway to baccalaureate education at the University of Cincinnati and would admit any student earning a high school diploma or a GED. The CAT Assessment Report completed in 2008 speaks eloquently to the accomplishments of CAT faculty and staff in support of the student populations referenced above and also notes in several instances that the program is in some ways both experimental and evolving.

The CAT delivers both developmental courses and extended delivery baccalaureate level courses and an integrated set of support services (intrusive advising, supplemental instruction, additional tutoring, etc.) consistent with best practices in the field. The support services have been delivered in a generally consistent manner since 2004. Services and staffing ratios have changed little. It is probably accurate to assume that the faculty teaching methodologies have deepened and matured with the opportunity to focus on the attributes of these particular students. It is also accurate to report that the profile of those admitted to the CAT has changed since 2004. It is no longer purely open access; test score and GPA minima are now in place based on the opportunity to assess student success.

As the data below indicate, the most recent CAT class has a profile considerably better than the first CAT class in 2004.

First-Time Full-Time Degree Seeking

<u>Undergraduates</u>	2004	2005	2006	2007	2008
Headcount	628	752	621	519	587
Avg ACT	17.3	16.6	16.6	17.4	18.6
Avg SAT	869	839	821	835	884
Avg HSGPA	2.300	2.373	2.543	2.550	2.644
% in top 10% of HS Class	0.7%	0.9%	3.8%	1.8%	2.3%
% in top 20% of HS Class	1.2%	3.1%	8.9%	6.2%	7.2%

Retention as a success measure has improved as well and the students who entered in Autumn 2008 are expected to be retained at approximately 70% after their first year.

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
First Year Retention Rate	53.3%	51.5%	56.8%	63.4%	
Second Year Retention Rate	36.5%	32.4%	39.1%		

Third Year Retention Rate **33.9%** **27.4%**

Since 2004,

- 3856 students have been confirmed as freshmen to the Uptown campus through the CAT portal and 3595 of these chose to enroll and register for classes;
- 1737 students have been approved to transition to baccalaureate programs or Uptown campus pre-baccalaureate or pre-professional programs;
- ~1460 students who began in the CAT are now enrolled in spring quarter classes;
- 188 enrolled students hold Senior Status with at least a 2.0 GPA;
- 48 students have graduated with baccalaureate degrees; 7 graduated with associate's degrees; and
- 5632 additional students admitted to the Uptown campus have enrolled in at least one course taught by the CAT.

Because of the pressure to complete developmental coursework as quickly as possible so that students may progress toward their degrees, CAT teaching loads and associated credit hours generated in Autumn Quarter are quite heavy and then drop off significantly as students transition or attrit and as baccalaureate students complete requirements. This factor as well as small class sizes and low advising loads has resulted in a difficult budget model.

As admissions criteria for regularly admitted baccalaureate students have increased, service pressure on the CAT has decreased – especially in English. Math supports remain at significant levels.

Plan Perspectives

The USO strategic plan emphasizes mission differentiation, which implies that a research campus should not be an access campus in the traditional sense of admitting all high school graduates who apply. Nonetheless, UC's tradition of access remains an important value. On the uptown campus it began with the University College and Evening College and has continued with the CAT. Access has also been an important mission on UC's regional campuses: Raymond Walters College and Clermont College. More recently, the access mission is reflected in initiatives, like Strive, that promote preparedness and academic success among urban youth. It is also reflected in the recently refined pathways that help students from Cincinnati State, Sinclair, and the regional campuses move to the Uptown campus. Under the USO plan and UC's restructuring, access will continue but will take the form of these latter pathways. UC is committed to promoting the access of qualified students who wish to continue their baccalaureate education after beginning in access institutions.

Consistent with the USO strategic plan and SB311, UC desires to support the efforts of parents, counselors, teachers and K-12 administrators to deliver the message that preparation matters – this is a key tenet of the Strive philosophy.

UC desires to maintain its commitments to student success and economic access for students determined to be ready for college (through objective and holistic assessments). UC has a 9 year tradition adopting retention strategies learned through Success Challenge. We have the opportunity to adopt teaching and learning strategies honed through the CAT to further enhance student success.

UC desires to maintain a diverse academic community that reflects our larger community.

UC is adopting a One University model that encourages and requires disciplinary affinity across campus

locations and programs.

UC is adopting greater levels of cost sensitivities and efficiencies across the board – regardless of specific CSI 2 initiatives. Higher education nationally is experiencing a kind of “gut check” – this plan is not immune to those pressures.

UC must treat CAT faculty and staff who are committed to our students and our mission professionally, sensitively and respectfully both during and after the Subcommittee charge is met. As faculties merge, this requires that the university examine equity in workload, opportunity and rewards. It also suggests the need for a two-track tenure path for faculty with different expectations regarding research and teaching. For all CAT faculty, the university should make sure the reappointment, promotion and tenure standards under which they were hired will be appropriately honored.

RECOMMENDATIONS

Meeting the Needs of Our Students

The CAT currently serves two categories of students: students who are admitted to the CAT and students who are admitted (using regular or holistic admissions standards) to baccalaureate programs but need to take developmental courses. As CAT has established and increased admission standards, there is a third category of students who initially applied for Uptown campus admission but are turned away. These students are referred to Raymond Walters/Clermont or our community college partners and take their developmental courses at those campuses.

With the implementation of SB311 there will be no more admissions to the CAT, but we need to recognize that there are three groups of students currently served by the CAT whose needs should be addressed:

- Regular admits needing developmental courses;
- Holistic admits needing developmental courses;
- Students denied initial admission to the Uptown campus.

The number of students that fall into each category will depend on a variety of administrative decisions linked to CSI2 and SB311, as well as what is going on in the marketplace. These numbers will, in turn, affect how resources are allocated to serve them.

Regular Admits Needing Developmental Courses (Group 1) - Over time this category of students will likely decline as a result of increased admissions standards. The number may also be affected by changes in placement testing and by budgetary considerations.

Transporting these students to other campuses to take developmental courses has monetary costs, creates scheduling issues and removes them for periods of time from their normal academic and social environments. Thus the Subcommittee recommends that the University continue to meet the needs of these students for developmental courses with courses offered on the Uptown campus when feasible.

The Subcommittee also recommends that the University re-assess the appropriate levels and intensity of support for these students, understanding that student success requires attention to a range of needs related both to instruction and advising. To the extent feasible, advisor-to-student ratios for such students should meet national norms and permit development of more intensive, ongoing advisor-to-student relationships.

Holistic Admits Needing Developmental Courses (Group 2) – When the university stops admitting

students to the CAT, the Subcommittee believes the University should continue to admit (using holistic assessments) a subset of those students to programs on the Uptown campus. (This group would likely include student-athletes formerly admitted to CAT.) The number of students in this category will rise when admissions to the CAT end. The number may also be affected over time by changes in admission standards and by budgetary considerations.

Although it is beyond the scope of the Subcommittee's charge, we believe the increase in the size of this group offers an opportunity for the university to explore the possibility of admitting students to the university, rather than to specific colleges or programs, a practice that is common nationally. If that option isn't feasible, then we expect many of these students will be admitted to Exploratory Studies or Uptown campus pre-programs.

As with regular admits needing developmental courses, the Subcommittee recommends that the University meet the needs of holistically-admitted students for developmental courses with courses offered on the Uptown campus when feasible. The Subcommittee also recommends that the University provide appropriate support services on the Uptown campus, most likely through an augmented Center for Exploratory Studies. These support services will be available to regular admits taking developmental courses as well.

Denied Students (Group 3) – The number of students in this category will rise dramatically when admission to the CAT ends. Because many of these students have the capacity and motivation to pursue a baccalaureate degree, the Subcommittee recommends that the University enhance existing partnerships to assure

- Seamless referrals to Raymond Walters/Clermont or to community colleges (most likely Cincinnati State), and
- Clear pathways to baccalaureate programs for those who are prepared to pursue them.

The Subcommittee recommends that UC's regional campuses and community college partners offer developmental courses and support services to meet the needs of these students on their campuses. Where possible, feasible and appropriate, UC should encourage collaboration in areas such as best practices and standards in developmental curricula and pedagogy as well as advising.

Further, to build connections with the Uptown campus (thereby increasing the likelihood that these students will ultimately pursue baccalaureate programs at UC), the University should explore an intentional, intensive and collaborative front-end approach to transition that cultivates "pathways" by providing students who intend to transition to UC's Uptown campus with early exposure to Uptown campus expectations, culture, personnel, and resources (perhaps through a bridge-like structure).

As one aspect of this, the Subcommittee also recommends that the University consider expanding its provision of Uptown campus space, services and facilities to these students – at cost and dependent on availability. As examples such students may be eligible to live in UC residence halls, use the library, or participate in intramurals.

The Administrative and Physical Home for CAT Faculty and Staff

UC is currently discussing the implementation of a One University model that would connect all the faculty in a particular discipline in a single department regardless of the campus on which they are located.

Until the One University model is implemented (or if it never is), the Subcommittee recommends that:

- CAT faculty should be administratively located at Raymond Walters with their disciplinary counterparts (some CAT faculty may be more appropriately reassigned to A&S or CECH);
- CAT faculty should be physically located on the campus where they teach the majority of their courses.

When the One University model is implemented, the Subcommittee recommends that:

- CAT faculty, like RWC and Clermont faculty, should be administratively located with their Uptown campus disciplinary counterparts;
- CAT faculty should be physically located on the campus where they teach the majority of their courses.

In either case, the Subcommittee recommends that CAT faculty have the opportunity to teach non-developmental courses that meet the needs of students and the administrative unit where they are located. Such an opportunity would help balance faculty loads and provide continuity for students. With continued growth projected for UC undergraduate enrollment, there will be a need for additional sections of general education math classes.

In either case, the Subcommittee also recommends follow up work by faculty teaching developmental courses to make sure these courses and their follow-on baccalaureate courses be appropriately aligned no matter where they are taught.

FYE seminar instructors are not necessarily tied to a particular discipline, but they should not get lost in the shuffle. The Subcommittee notes the importance of these seminars in promoting student persistence and development and recommends that these instructors be physically and administratively located to maximize the synergies that can be gained from the links between these seminars and other first year courses.

The assignments noted above do not preclude, if it is consistent with university strategy, assigning current CAT faculty to CECH to teach/mentor in a developmental education program currently under design. In particular, since better preparation of students at the K-12 level is a vital USO, regional and national priority, the University should recognize and employ the experience and expertise of CAT faculty and staff when partnerships (e.g., Strive) are created to address these priorities.

Finally, the Subcommittee recommends that CAT advising and learning support staff be assigned to the Center for Exploratory Studies or other advising units based on

- An assessment of the needs of Uptown campus students (regular and holistic admits) taking developing courses,
- The intensity of support required by the students served, and
- The need for coordination with other central and college based learning support functions.

In terms of physical location, the Subcommittee recommends that the university continue to provide math and writing center support on the east side of the Clifton campus to assure easy availability to all students on the Uptown campus.

In making all these assignments, the University should recognize the successful synergies that currently exist within the CAT and make sure that new faculty and staff alignments either maintain/enhance these synergies or create new synergies that help the University serve this population as effectively and appropriately as the CAT has done.

Regional Campuses and Cincinnati State

The Subcommittee's recommendations involve the enhancement of partnerships and pathways between UC's Uptown campus and its regional campuses or Cincinnati State. It is particularly important to this process that faculty on all the campuses involved establish appropriate mechanisms for assuring the alignment of developmental course with each other and with the baccalaureate courses for which the developmental courses provide preparation.

The Role of Raymond Walters and Clermont - RWC and Clermont currently serve as access portals to the University of Cincinnati. The recommendations in previous sections are consistent with their current mission and the mission envisioned through the USO. Clear pathways exist that support students beginning their college careers on the regional campuses and concluding them on the Uptown campus. In addition, the recommendations above allow for consideration of the establishment of an Uptown campus out-post of a regional campus

Partnership with Cincinnati State – Consistent with the objectives of Strive, some students currently admitted to the CAT will find Cincinnati State (CSTCC) as a good option in the future. Cost, location and availability of academic programs are all factors. UC has developed effective pathways and articulation agreements with Cincinnati State. The Strive Promise Grant will encourage students from the urban core who do not meet baccalaureate standards to start at Cincinnati State and then transition to UC with financial assistance.

Both UC and Cincinnati State can strengthen these partnerships by working together to enhance course alignment at the developmental and baccalaureate level and by strengthening links between UC advisors and CSTCC advisors. Facilities and resources available at UC are likely to be extended to CSTCC students under the omnibus agreement currently being drafted. The USO encourages creative collaboration across institutional types. UC and Cincinnati State together are a very valuable resource for Southwest Ohio.

Enrollment projections predict a significant increase in demand for developmental education over the next ten to fifteen years. Demographic projections predict that such education needs to be delivered at an “affordable” tuition rate. A UC/CSTCC partnership offers aspects of both to students with developmental needs.

Possible scenarios include one or more of the following:

- Expanding the 2+2 pathways relationship with CSTCC. Some Group 3 students would be referred to CSTCC but would be closely advised regarding their path to UC and a baccalaureate degree through the expanded Advising Center in Exploratory Studies. This would have an impact on student enrollments, faculty, and revenues. We would likely have to cut some faculty lines as a result. Cuts could be minimized by the substantial enrollment increases on the Uptown campus and at RWC and Clermont with reassignment of some faculty.
- Building a 1+3 program with CSTCC. Some Group 3 students would be referred to CSTCC with a contingent admission to UC. UC would lose some revenues and students at first but may actually build enrollments by attracting more CSTCC students to continue at UC. Both UC and CSTCC would have an interest in marketing this collaboration.
- Building a rolling transfer program with CSTCC similar to what CAT has with the baccalaureate colleges now. Some Group 3 students would be referred to CSTCC with contingent admission to UC. Students could transfer when their performance indicates they are ready. As with the second

option, UC would lose some revenues and students at first, but may actually build enrollments over time.

With any or all of these scenarios it is important to communicate to the public and to the high schools in the region how well the partnership serves students.

Implementation

When the various subcommittee reports are received and integrated into a plan, the Subcommittee recommends the creation of an implementation team to assure a successful transition for students, faculty and staff.

Regarding partnerships between UC and Cincinnati State we encourage the implementation team to build on existing Strive networks and infrastructure.

APPENDIX C: Report of the CAS-CoE Subcommittee

The COE/CAS Restructuring Sub-committee recommends the following:

On 1 July 2010, a new college, the College of Engineering and Applied Science (CEAS), will be formed and will consist of the:

Aerospace Engineering & Engineering Mechanics Department
Biomedical Engineering Department
Chemical & Materials Engineering Department
Chemical Technology Department (less the horticulture program)
Civil & Environmental Engineering Department
Computer Science Department
Construction Science Department
Electrical & Computer Engineering Department
Electrical & Computer Engineering Technology Department
Engineering Education Department
Information Technology Department
Mechanical Engineering Department
Mechanical Engineering Technology Department
Open Learning Fire Science Department.

We note that employers of CAS students have stated emphatically that the merger of CAS and COE should not diminish the CAS “brand.” One of the main reasons for the success of CAS students has been the way their math and physics courses are taught; the format features smaller class sizes, course content strongly integrated with the technology programs, and individual attention. It is imperative that the current CAS pedagogical format be preserved and even expanded to ensure the continued success of the new CEAS students. In addition, CAS has implemented a number of collaborative initiatives, such as the integration of technical writing into lab and senior design projects, which should be continued.

CEAS will have the transitional structure outlined below:

- “Colleges of Engineering and Applied Science” should initially be an umbrella unit consisting of two colleges (COE and CAS) administered by one dean.
- The umbrella organization will exist until 30 June 2010. During FY 2010, all current programs, policies, and governing structures will remain intact in the two colleges, with the possible exception of CAT.
- FY 2010 will be a year dedicated to the successful transitioning of the umbrella organization to the new college, with
 - New departmental and college guidelines and processes for RPT be submitted to the relevant faculty for approval no later than 31 December 2009 and to the relevant dean no later than 28 February 2010.
 - New college by-laws for the CEAS be crafted for general faculty discussion and adoption no later than 31 January 2010.
 - A final plan for budget reallocation and staff reassignment from CAS to CEAS, A&S, the branch campuses, and other relevant units be in place no later than 1 March 2010.
 - A final plan for library resources and other facilities be in place no later than 1 March 2010.
- The current COE/CAS faculty restructuring task-force remain in place as an advisory body with respect to the new collegiate structure to the new dean.

Respectfully submitted,

Valerie Gray Hardcastle, Chair
Ed Latessa, Vice-Chair
Allen Arthur
James Boerio
Vivek Choudhury
Grace Epstein
Gigi Escoe
Frank Gerner
Margaret Hanson
Paul Orkwis
Kathy Ossman
Paul Phillips
Kathy Qualls
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APPENDIX D: Letter from Dean Probst



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May 15, 2009

To: Richard Newrock, Dean
College of Applied Science

Valerie Hardcastle, Dean
College of Arts and Sciences

From: Robert Probst, Dean
College of Design, Architecture, Art, and Planning

A handwritten signature in red ink, appearing to read 'R. Probst', is written over the printed name of Robert Probst.

Re: Horticulture Program

This letter is written in response to a conversation with Dean Newrock regarding the Horticulture Program currently housed at the College of Applied Science. Dean Newrock asked that I put forward a one-page letter of interest.

Faculty of the School of Architecture and Interior Design (SAID) and the School of Planning (SOP) have given preliminary consideration to the proposal to consider the relocation of the Horticulture Program from the College of Applied Science (CAS) to the College of Design, Architecture, Art, and Planning (DAAP). We enthusiastically embrace this proposal, with the understanding that the administrative home of the Program within DAAP and supportive resources are as of yet undetermined.

The Horticulture Program, with three thriving certificate programs and two degree programs, has been an asset to the Cincinnati region and to DAAP for many years. Our students take courses in the program to supplement their art, design, and planning course work and to enhance their understanding of landscape design, ecology, and botany. We consider the horticulture curriculum to be an important resource for our own curricula, and we look forward to developing stronger connections.

Two faculty in DAAP, both registered landscape architects, are well qualified to direct the future of the Horticulture Program. Menelaos Triantafillou, ASLA, Field Service Professor of Planning, has practiced for more than 34 years and has completed many public and private projects in site planning, master planning, and landscape design. In addition he has taught landscape architecture at the University of Cincinnati, University of Kentucky, and the American Farm School - urban tree streetscapes, in Greece. Virginia Russell, FASLA, Associate Professor of Architecture, taught landscape architecture in the prestigious Horticulture Department of Purdue University 1988-1994, and was under consideration for administration of the Horticulture Program when UC's Evening College was restructured. With combined experience of almost 70 years in the practice and teaching of landscape architecture, Professor Triantafillou and Professor Russell have the knowledge, organizational skills, and professional network to sustain and build the UC Horticulture Program. With their leadership, we foresee many opportunities to contemporize the program to include the art, design, and management of the sustainable landscape.

We respectfully ask the UC Collegiate Restructuring Committee to support our proposal to relocate the existing Horticulture Program to the College of DAAP.

c: Jay Chatterjee
David Edelman
Virginia Russell
Menelaos Triantafillou