**EAST TENNESSEE STATE**
**UNIVERSITY**

# Report of the Academic Structure Task Force

Submitted January 11, 2024

# Table of Contents

# Executive Summary

Since 1911, East Tennessee State University's overarching mission has been to improve the quality of life of the people of the region and beyond. The landscape of higher education has undoubtedly changed significantly during this timeframe, and it will continue to do so. To best meet its mission, it is necessary and good for ETSU to critically evaluate its academic structure. The last time university-wide structure was evaluated was 2002, and the last time changes were implemented was 1978. In February 2023, President Brian Noland and Provost Kimberly D. McCorkle established and charged the Academic Structure Task Force (ASTF), a 27-member committee comprised of faculty, staff, and students, to examine the academic structure of ETSU's colleges and ensure we continue to create clear and seamless pathways toward degree completion, provide holistic support for our students, and align with the goals in the university's strategic plan.

From March through December 2023, the ASTF conducted an analysis of current academic structure through listening sessions, meetings, town halls, data dashboards, surveys, email communication, and analysis of academic structure at other universities. Over 70 meetings were held and approximately 1,300 participants engaged in the process. This report – the ASTF's deliverable endorsed by 96% of Task Force members – describes identified opportunities and reasonable options for university leadership to consider related to ETSU's academic structure.

Opportunities were identified that, if implemented, could improve clarity from a student perspective, promote cross-disciplinary collaboration, align academic units for which there is justification for doing so, foster avoidance of duplication and overlap in ETSU's course/program offerings, bolster development of innovative programs, and leverage the university's areas of excellence and distinction. The report describes reasonable changes for university leadership to consider specific to

ETSU's Academic Health Sciences Center colleges and infrastructure; Centers and Institutes; the College of Arts and Sciences; the College of Clinical and Rehabilitative Health Sciences; the College of Graduate and Continuing Studies; the Department of Computing; the Departments of Counseling and Human Services, Psychology, and Social Work; the Departments of Digital Media and Media and Communication; the Department of Engineering, Engineering Technology, Interior Architecture, and Surveying; the Department of Sport, Exercise, Recreation, and Kinesiology; placement of the Executive Director for Academic Advisement, Center for Academic Achievement, TRIO Programs, University Advisement Center, University Career Services, and University Testing Services within university infrastructure; and the Honors College. While some reasonable options are uncoupled from other potential structure changes, many are coupled to other decisions.

The Task Force acknowledges that, as is the case with any visioning activity, there is no guarantee that the reasonable options for consideration will produce desired results if implemented. Visioning inherently involves risk, and operationalizing a vision is uncomfortable.  The Task Force acknowledges that maintaining the status quo is also risky given the higher education landscape. The Task Force invites continued input and conversation as university leadership considers reasonable options and moves toward implementation.

# Introduction

## Why and Why Now?

Academic structure plays a critical role in the success of any higher education institution, but at universities like East Tennessee State University, its impact is often observed subtly in the background. Evaluating the academic structure at an institution is essential to ensure the effectiveness, quality, and overall success of

ETSU. Doing so is visionary and models what the institution values and teaches. Both the 2016-2026 Strategic Plan and work conducted by the Committee for 125 Chapter 2 (125.2) underscore the critical importance of evaluating academic structure. From a public health perspective, evaluating our academic structure is primary prevention. From a primary care perspective, evaluating our academic structure is analogous to ETSU getting its annual physical. This moment presents an opportune time to scrutinize the university's academic structure, considering the absence of a formal examination for decades.

The Strategic Plan: Approved by the Board of Trustees in 2017, the plan introduced operational recommendations, advocating for the alignment of the academic and organizational structure with the overarching strategic goals. The strategic framework specifically calls for the development of academic staffing plans, workload policies, and monitoring protocols. These are designed to not only support education, research, and scholarship but also to enhance service delivery.

125.2 Academic Task Force Visioning: This visionary document emphasized the need to "develop and continually refine an academic infrastructure for nimble responsiveness to emerging disciplines and changing workforce needs, and flexible access for students." This reflects a commitment to adaptability and foresight in addressing evolving academic demands.

In essence, the confluence of the Strategic Plan and Academic Task Force Visioning for 125.2 underscores the urgency and relevance of ETSU's current examination of the academic structure. This initiative is rooted not only in the limited attention it received in the past 20 to 40 years but also in a dedication to aligning with strategic goals and ensuring adaptability to the changing landscape of higher education and the individuals it serves.

# The Charge

The Academic Structure Task Force (ASTF) was charged with developing a proposal to examine the academic structure of our colleges and ensure we continue to create clear and seamless pathways toward degree completion, provide holistic support for our students, and align with the goals in our strategic plan.

**The following key questions, provided by university leadership, guided the Task Force:**

- What college organizational structure would best serve our students to ensure they have a clear path from admission to graduation?

- How do we build on our existing strengths in teaching, research, and service by aligning academic units and expanding capacity?

- How do we avoid duplication or overlap in our offerings and reduce confusion for our students?

- How do we continue to build on our reputation as a premier health sciences institution in Tennessee and develop additional signature programs or areas of study?

- How will the organizational structure lead to greater flexibility and innovation as we continue to build on the institution's core strengths and respond to the changing landscape across higher education?

- How will a reorganized structure ensure the university uses its resources strategically to meet its goals?

- How will the structure support the university's vision and mission and facilitate achieving the goals in the current strategic plan?

# Task Force Members

- David Atkins, Dean of University Libraries

- Brian Bennett, Associate Professor and Chair, Department of Computing

- Ginni Blackhart, Professor and Chair, Department of Psychology, Faculty Senate Representative

- Daryl Carter, Professor and Associate Dean for Community Relations and Outreach, College of Arts and Sciences

- Brian Cross, Assistant Vice Provost for Interprofessional Education

- Nancy Dishner, President and CEO, Niswonger Foundation

- Steve Ellis, Assistant Dean for Student Affairs, Bill Gatton College of Pharmacy

- Virginia Foley, Professor, Department of Educational Leadership and Policy Analysis (Co-chair)

- Joy Fulkerson, Director of Leadership and Civic Engagement, Staff Senate Representative

- Ronnie Gross, Executive Director, TRIO Programs

- Lisa Haddad, Associate Professor and Associate Dean for Graduate Programs, College of Nursing (departed the university in fall 2023)

- Nick Hagemeier, Professor and Vice Provost for Research (Co-chair)

- Dana Harrison, Associate Professor and Chair, Department of Management, Marketing, and Supply Chain Management

- Ester Verhovsek Hughes, Professor and Chair, Department of Allied Health Sciences

- TJ Jones, Professor, Department of Biological Sciences

- Chris Keller, Dean, Honors College

- Amal Khoury, Professor and Chair, Department of Health Services Management and Policy

- Jill LeRoy-Frazier, Professor and Chair, Division of Cross-Disciplinary Studies

- David Linville, Senior Associate Dean and Chief of Staff, Quillen College of Medicine

- Stephen Marshall, Professor, Department of Media and Communication

- Mason Mosier/Trent White, SGA President

- Arpita Nandi, Professor and Chair, Department of Geosciences

- Ron Roach, Professor and Chair, Department of Appalachian Studies

- Megan Roberts, Executive Director of Academic Advisement

- Dawn Rowe, James H. Quillen Chair of Excellence in Teaching and Learning and Professor of Educational Foundations and Special Education

- Jeff Snodgrass, Professor and Interim Associate Dean for Academic and Clinical Affairs, College of Clinical and Rehabilitative Health Sciences

- Alan Stevens, Associate Professor and Chair, Department of Music

## Process

In February 2023, the Co-chairs engaged in two meetings with the President and Provost, focusing on delineating the task's parameters. Per the President and Provost, the only structure changes that were "off the table" were those that would negatively impact accreditation. The President and Provost also assisted the Co-chairs in identifying Task Force members, taking into consideration representatives

suggested by college and unit leadership. The ASTF then began meeting in March 2023 and met approximately every two weeks through mid-December 2023.

Inspired by a recent campus visit of Pantsuit Politics' Sarah Stewart Holland and Beth Silvers, the Task Force members endorsed the following statements:

- Hard conversations are inevitable. We have to have them.

- Take off your jersey. Engage in turfless visioning.

- Put politics in its place. We can't make people projects.

- Give grace.

- Get curious. You don't have to agree with someone.  You just have to have an interest in how they got there.

- Exit the echo chamber.

- Challenge the status quo, but be willing to accept it when it's perceived to be optimal.

- Structure first, details thereafter.

- We should not let the current budget model hinder academic structure visioning.

Throughout its tenure, the Task Force convened 17 times, and the Co-chairs conducted 71 listening sessions, including four campus-wide Town Halls. Over 1,300 participants interacted with the ASTF and the Co-chairs. The Co-chairs held listening sessions with college leadership teams, chair and faculty groups, administrative units, shared governance groups, student groups, and individual faculty and staff members. Targeted questions, derived from guiding questions provided to the Task Force, guided the semi-structured interview process for all meetings initiated by the Co-chairs. Questions were tailored to the interviewees.  An example question set is

provided in Appendix A. While some meetings were scheduled by the Co-chairs based on feedback received through previous listening sessions, Co-chairs also met with every individual and group that requested a meeting. Except for approximately five meetings, both Co-Chairs were present together at all other meetings. Co-chairs took detailed notes at every meeting. These meetings were complemented by numerous spontaneous conversations and phone calls. In parallel to these efforts, the data resulting from these interactions were synthesized, organized within the TEAMS site, and shared with Task Force members at fortnightly meetings.

The Task Force spent several meetings discussing the charge and communicating feedback received about current and future academic structure. A slide deck from ETSU's 2002 reorganization evaluation was also provided to the Task Force. To help the team understand the current academic structure, Task Force members explored ETSU's portfolio of colleges and departments and created their own ideal structure. Over 95% of individual university structures created were different from the university's current structure.

The Task Force also developed a rubric that could be used to guide proposed changes to academic structure (see Appendix B). While the rubric was difficult to operationalize given limited data and ability to predict outcomes of structure changes, the process of developing it was insightful and unifying in terms of desired outcomes of academic structure changes. Moreover, the Task Force does believe the criteria are still valuable and should be used to evaluate proposed changes as they are considered by the administration.

Co-chairs summarized data from listening sessions at the beginning of each Task Force meeting to inform the Task Force's next steps. Significant time was spent processing and understanding identified problems and opportunities. Of particular importance was the extent to which any change in academic structure would have a

positive impact on addressing a problem or opportunity. "Who is being underserved by the current structure?" was a question the Task Force kept at the forefront of structure conversations and deliberations. In August 2023, the Task Force underwent a structural division into five subgroups, each tasked with generating one to three models to operationalize issues and opportunities revealed in the accumulated data.

The five subgroups produced seven unique models. Subsequently, the Co-chairs took the lead, amalgamating three models from the seven created by the Task Force. These models, visualizations of themes elicited from the seven subgroup models, were presented to the campus community as working models during the October 2023 Town Hall. To encourage widespread input, the campus community was provided access to a PowerPoint presentation (Appendix C) outlining the identified problems, opportunities, and working models. Feedback was actively sought through a Qualtrics survey (Appendix D), which remained open for two weeks.

## External Institutions Subgroup

As part of the data gathering process, Dean David Atkins spearheaded a subgroup that reached out to institutions that had undergone restructuring in recent years. The universities included Arizona State University, Berea College, Clemson University, Southern Illinois University – Carbondale, SUNY-Fredonia, University of Missouri – Columbia, University of North Carolina – Wilmington, and University of Tennessee – Knoxville.

The institutions contacted unanimously cited three primary motives for their restructuring endeavors:

1. **Financial Crisis/Exigency:** Responding to financial challenges and exigencies was a common catalyst for restructuring efforts.

2. **Replace Outdated College/Department Structures:** Many institutions embarked on restructuring to modernize outdated structures within colleges and departments.

3. **Implement New Strategic Initiatives:** Institutions sought to implement strategic initiatives aimed at:

   a. Enhancing research and collaboration,

   b. Improving student outcomes, and

   c. Introducing a new budget model

Key takeaways gleaned from other institutions included:

1. **Use the University Strategic Plan as the Yardstick:** The university strategic plan emerged as a consistent benchmark, guiding the restructuring process.

2. **Don't Expect Cost Savings:** Contrary to common assumptions, most institutions reported that restructuring did not result in substantial cost savings.

3. **Decisive Action is Crucial:** Institutions emphasized the importance of developing a clear plan and executing it decisively and quickly.

4. **Communicate Transparently:** The imperative of honest and frequent communication was underscored, emphasizing the need to keep all stakeholders informed throughout the restructuring process.

# Overarching Findings

While issues and opportunities are mentioned below specific to decision points and reasonable structure shifts, a few themes were noted by the Co-chairs and warrant mention. First, personality conflicts, or avoidance thereof, have influenced much of ETSU's current academic structure. Rather than resolving conflict in a department, departments split. Likewise, rather than removing an ineffective leader from a

position, the unit the person is leading is moved to another unit. Second, ETSU's academic structure is largely internally focused versus externally focused (i.e., used as a recruitment tool). Identity of colleges, for example, is not top of mind for students other than Honors College students. There is thus opportunity to meet internal needs but feature university strengths in unit names. Third, several programs with significant potential for growth are not adequately resourced in their current locations. Fourth and finally, the budget model was a frequent conversation point in meetings with the Task Force and with constituents. Implementing a workable budget model is paramount to realizing any potential benefits of academic structure changes.

Before discussing academic structure decision points, three issues and opportunities the Task Force considered beyond the scope of the charge warrant mention.

## American Sign Language Minor

The Task Force received feedback that the American Sign Language minor currently housed in the Department of Audiology and Speech Language Pathology may fit better in the Department of Literature and Language. It currently does not count as a foreign language requirement. The Task Force considers this beyond the purview of academic structure. However, the Task Force encourages conversations between department chairs and faculty, and that conversations consider a solution that is in the best interest of ETSU students.

## Language and Culture Resource Center (LCRC)

The LCRC is currently housed in the Department of Literature and Language in the College of Arts and Sciences. Prior to the work of the Task Force, conversations occurred regarding the mission and vision of the LCRC and the optimal location for the unit to realize its service-oriented and student-focused vision. The LCRC has

significant opportunity for growth and impact. The Task Force perceives moving the LCRC to the Office of Equity and Inclusion to be a reasonable suggestion given the mission and activities of both the Office and the Center.

## Office of Financial Aid and Scholarships

Student feedback received by the Task Force revealed several concerns about the Office of Financial Aid and Scholarships including lack of clarity from the student perspective that impacts time to graduation and student retention. While financial aid is beyond the scope of academic structure, the Task Force encourages the Office of Financial Aid and Scholarships to elicit feedback from students and advisors that can be used to inform changes that promote student success, retention, and degree completion.

# Definitions

The following definitions were adapted from reorganization reports at other academic institutions. As explained later in the report, universities employ the terms college, school, department, and division with distinct and sometimes different meanings. The Task Force encourages ETSU to develop and adopt definitions to guide future academic structure conversations and implementation. Some of the definitions included hereafter do not apply to the university presently. They were used to operationalize reasonable options included in this report.

- **College:** Organizational entity for collection of academic units. College budgets are generally large, and the academic head of a college is generally a dean. Colleges can house Divisions, Schools, Departments, and Programs as well as, potentially, Centers and Institutes, all designed towards a common academic mission within a defined scope of discipline and area foci.

- **School:** Overarching unit of academic program organization, typically within a College but at times as a standalone entity among Colleges. Each School is comprised of Departments and/or related Programs that work together for the delivery of curriculum, promotion of student retention, and support of faculty research, teaching, and service. Schools are led by faculty members in the administrative role (Head) who report to the Dean and are responsible for the academic, operational, and budgetary work of the School.

- **Division:** Administrative support unit for grouping of related Departments and/or Programs. Divisions are led by Directors who report to the Dean. Divisions do not house degrees; they provide support for degrees.

- **Department:** Disciplinary units within Schools or Colleges that often contain multiple degree Programs. Departments are led by faculty members in the administrative role who serve as Chairs. Chairs report to the Head of the School if school infrastructure exists or Dean of the College in the absence of School infrastructure.

- **Academic Structure:** Primarily concerns the organization and management of academic programs, departments, and faculties within the university.

- **Administrative Structure:** Involves the organization and management of the non-academic functions that support the overall operations of the university.

- **Academic Unit:** Offers academic courses, conducts research, and has regular faculty.

- **Administrative Unit:** Role is administration of other units, e.g., dean's or provost's offices.

- **Academic Support Unit:** Provides support of academic programs, e.g., libraries, museums.

- **Primary Functional Areas (PFAs):** Organizational subgroups within the Office of the Provost that align units with similar foci and responsibilities to create opportunities for increased effectiveness and transparency, leveraging of resources, and mutual learning for continuous improvement.

PFAs divide the administrative responsibility assigned to the Provost into groups that develop and enact policies, processes, and programs that advance the academic mission through the support of the Colleges.

# Academic Structure Decision Points

*Listed in alphabetical order*

Some upcoming sections of this report note reasonable options that involve movement of faculty from one college or department to another. The Task Force strongly recommends and assumes that tenure and promotion criteria under which a faculty member was hired at ETSU would follow them in cases where they change departments and/or colleges. The Task Force also appreciates the complexity of and value in faculty collectives being located in the same space. Some reasonable options would ideally necessitate space changes at the university. To the extent possible, the Task Force urges university leadership to co-locate faculty in departments and colleges.

## Academic Health Science Center Colleges

ETSU is a member of the Alliance of Academic Health Centers (AAHC) and is considered an Academic Health Science Center (AHSC) or Academic Health Center (AHC). ETSU has a portfolio of health professions degree offerings and clinical infrastructure that are unique for a regional public university. This portfolio contributes to having more colleges than regional non-AHSC public university peers. As a TBR institution, ETSU had an identity as TBR's "health" university. As a locally governed institution, health professions education, health research, and clinical care continue to be strengths and are mentioned specifically in the strategic plan and

125.2. ETSU Health, a brand created in 2019, is used to market and identify ETSU clinics, ETSU's practice plan, Medical Education Assistance Corporation (MEAC), and the five colleges that comprise the AHSC (College of Clinical and Rehabilitative Health Sciences, College of Nursing, College of Public Health, Bill Gatton College of Pharmacy, and Quillen College of Medicine). ETSU Health's meaning is context dependent; it can refer to one or more of the above. From an academic perspective, the ETSU Health identity is at the college level. The brand was created in response to a 2018 report resulting from ETSU's participation in the Aligned Institutional Mission (AIM) Program, an AAHC initiative. The AIM Report, as it is known, provided a comprehensive, critical analysis of ETSU AHSC's strengths and opportunities. Identified strengths included a deep commitment to mission, strong leadership, productive working relationships among college leaders, interprofessional education, strong relationships with the community ETSU serves, and college-specific assets. The greatest perceived opportunities were integration of college strategic plans, or joint planning across colleges, increased collaboration and integration across colleges, stronger commitment to interprofessional education in practice, development of core strengths in research, better relationships with external partners, and strengthening of the Quillen College of Medicine faculty practice plan (i.e., MEAC).

As noted in the AIM report, within the AHSC colleges, there "…appears to be a confederated model of leadership rather than an integrated model, and there is a lack of effective cross-disciplinary strategic planning to support the mission of the academic health center. Absent that kind of collaboration in practice and cross-pollination of ideas, rich opportunities for realizing the full potential of an academic health center are lost."

The AIM report highlighted the need for the AHSC to have an overarching strategic plan that articulates a strong vision, delineates expectations and channels for close

collaboration among the colleges, and has performance metrics linked to the leadership of the academic units. Documents provided to the Task Force indicate an AIM action plan was developed and progress made, including creation of the ETSU Health brand. While conducting a review of the academic enterprise was proposed, progress was halted given changes in leadership and COVID-19-related transitions and priorities. Progress appears to remain halted.

The Task Force learned that ETSU Health is perceived as confusing by many members of the campus community, both within and external to the five current AHSC colleges. Given the multiple purposes to which the brand is put, this is not surprising. The flexibility of the brand could, however, be perceived as an asset. The Task Force also learned that the number of health colleges – five – is perceived as a key marketing point by some college and university leaders. Across Task Force meetings with current AHSC college leadership teams, it was consistently noted that infrastructure is lacking on the academic side of ETSU Health. Whereas the ETSU Health deans used to report to a Vice President for Health Affairs, as of 2019 they report to the Provost. Reporting to the Provost is perceived by college leadership to be a positive thing. There was some health-specific infrastructure in the Office of the Provost (e.g., Executive Vice Provost for Academics and Health, Projects Director for Health Affairs); however, that infrastructure is no longer in place, at least in title. There is interprofessional education infrastructure in place in the Office of the Provost that could serve as a model for developing additional ETSU Health academic infrastructure.

Absent infrastructure to promote collaboration across AHSC colleges and absent an AHSC strategic plan, the impact of combining one or more current AHSC colleges was considered.  The Task Force reviewed multiple structures at other AHSC institutions. As previously mentioned, ETSU is unique in its composition. Many AHSCs are standalone entities, separate (and often miles away) from other parts of

the overarching institution or system. An example of this is UT Health Sciences Center (UTHSC) and UT – Knoxville. Across AHSCs, medicine, nursing, and pharmacy tend to be standalone colleges. Most institutions have a "catch-all" college as well that houses all programs not named specifically in other colleges. This is something the Task Force would like to avoid at ETSU. Public health placement varies depending on if the university has an accredited school/college of public health as ETSU does or an accredited public health program. If a program, public health is typically placed in a college of medicine (e.g., University of Wisconsin School of Medicine and Public Health) or a college of health and human sciences (e.g., University of Tennessee College of Education, Health, and Human Sciences). If accredited as a school/college, public health is a standalone college or school in structure and name, and may include related departments and programs. While the Task Force is not necessarily interested in modeling after the status quo, it is important to know how colleges are identified and programs placed, assuming students searching for health professions education at ETSU may be considering other institutions that offer the same or similar programs.

Despite there being some justification that five colleges is the optimal number at ETSU given current program offerings, there are some decision points that could be considered that decrease the number of colleges. Given enrollment declines in the Bill Gatton College of Pharmacy (BGCOP), and across schools/colleges of pharmacy nationally, it could be merged with one of the other health colleges, such as the College of Nursing. However, doing so is not a norm at other institutions with similar portfolios to ETSU and could do harm to the positive reputation the BGCOP has earned since its establishment, as well as the reputation of the College of Nursing. Such a move could also impact ETSU's initiatives to obtain state funding for the BGCOP. The College of Public Health (CPH) could be merged with the College of Clinical and Rehabilitative Health Sciences; a combination that used to exist at ETSU. Potential advantages of combining colleges include increased interdisciplinary

education and research collaboration and decreased administrative costs associated with college structure. Disadvantages include negatively impacting the reputation of one or more colleges, decreasing research output if the strong CPH research culture is diminished through merging, and potentially negatively impacting accreditation of a program or college. Another potential challenge is the merging of clinical and non-clinical disciplines with disparate goals, curricula, and cultures.

There is limited precedent (5 out of 67 CEPH-accredited colleges/schools of public health) for the CCRHS-CPH combination (e.g., University of Florida College of Public Health and Health Professions, UMass Amherst School of Public Health and Health Sciences). Oregon State University recently renamed and reorganized its College of Public Health and Human Sciences to the College of Health. The College of Health is comprised of a school of public health and nutrition, school of human development and family sciences, and a school of exercise and sport science. Schools are led by heads. There are no departments within the schools. The only health college external to the College of Health at Oregon State University is the College of Pharmacy; therefore, their health professions education portfolio is more limited than ETSU's. The clinical nature of CCRHS programs is certainly distinct from the non-clinical nature of all CPH degree offerings. The College of Public Health has flourished at ETSU in terms of its national reputation.  A concern of the Task Force is doing harm to a hard-earned reputation through the merging of one or more colleges.

As mentioned below in other sections, there are other decision points that are potentially coupled to AHSC structure decisions, including confusion with the current CCRHS menu of programs offered and the extent to which departments and programs (e.g., Counseling and Human Services (C&HS); Psychology; Sport, Exercise, Recreation, and Kinesiology (SERK)) not currently in the AHSC could and should be incorporated into health college infrastructure. Both C&HS and SERK are currently departments in the Clemmer College of Education and Human Development

(CCEHD). The University of Tennessee – Knoxville academic structure combines disciplines ETSU places in CCEHD and CCRHS in a College of Education, Health, and Human Sciences.  Combining CCEHD and CCRHS could be considered here. While there could be advantages to moving C&HS and SERK into health in this model, a major potential disadvantage of CCEHD and CCRHS merging would be the loss of ETSU's normal school identity found in CCEHD.

One model (Model C) presented at the October 2023 Town Hall visualized the ETSU AHSC as a single college with five health schools and also added some of the previously mentioned other departments. In addition to attempting to address the lack of AHSC academic infrastructure, this model captured an identified concern that combining one or more non-QCOM colleges while keeping the QCOM separate was reinforcing the hierarchical nature of healthcare. Given there are accreditation criteria that must be considered for health college leadership reporting, this model is not feasible unless the school leaders are deans, and those deans report to the provost like deans in other non-health colleges. And if deans (as opposed to heads or directors) lead schools in health colleges, deans should also lead schools in non-health colleges. In other words, Model C, other than calling colleges schools, resembles the former AHSC structure with the "college" being the Vice President for Health Affairs infrastructure.

Creating or bolstering AHSC infrastructure while keeping five health colleges is a reasonable alternative and option. As previously mentioned, all of the health colleges should have targeted identities: the Task Force seeks to avoid a "college of other things not mentioned elsewhere."  Potential pros of creating ETSU Health academic infrastructure include support for AHSC-level strategic planning, initiatives, and accountability; coordination and optimization of services across colleges; promotion of interdisciplinary teaching and research; and generally taking advantage of opportunities identified in the AIM Report. Potential cons include increased

administrative costs and slowing of individual college progress as the greater good is considered.

## Centers and Institutes

ETSU is home to approximately 20 centers and institutes with varying funding models, missions, levels of interdisciplinarity, and reporting structures. Some centers and institutes are generally contained within one college (e.g., Center for Rural Health Research) whereas others engage more so in interdisciplinary efforts (e.g., Strong BRAIN Institute). Feedback received during the ASTF process noted a need to bolster infrastructure for centers and institutes that span college boundaries.

Interdisciplinary centers and institutes that conduct research and/or obtain external funding as part of their mission typically report to the office of research at peer and aspirational institutions. One ETSU center, the Center for Community Outreach, currently reports to the Office of the Vice Provost for Research (OVPR). ETSU does not have a policy or guidelines for development of centers and institutes. While the ASTF endorses developing such documents, a current decision point for ETSU is determining the centers/institutes that could be served through reporting centrally versus reporting to a college. Two interdisciplinary institutes currently report to the College of Graduate and Continuing Studies (CGCS) and are coupled to the decision point regarding that college. One option would be transitioning reporting of these institutes to the OVPR since both conduct research and/or obtain external funding.

The Task Force perceives only advantages to developing policies and guidelines specific to centers and institutes. Likewise, the Task Force encourages center/institute infrastructure be used to intentionally create interdisciplinary areas of strength. A disadvantage to moving the two institutes from CGCS to the OVPR is the inconvenience of modifying reporting in HR, research administration, and other

units. Another potential disadvantage is the limited support personnel in the OVPR to serve the institutes.

## College of Arts and Sciences

The College of Arts and Sciences (CAS) is ETSU's largest college in terms of faculty headcount and student headcount.  Some of the feedback received by the ASTF noted that CAS is "too big" and "too diverse." However, this was not a perception shared by students. The size and diversity of CAS is perceived by some to be a strength, both in terms of offerings and being able to support programs or units that may not otherwise be able to do so in the current budget model. Feedback was received from several faculty that splitting arts or arts and humanities from the sciences makes the arts and humanities disciplines more vulnerable from a funding perspective.

However, it could also be argued that individual identities of arts, humanities, social sciences, and the natural sciences could be strengthened by splitting. Some feedback indicated the perceived protection of being with the sciences outweighs arts and humanities' potential strengthening as a standalone college. Succinctly, models of arts and sciences in one college and two or more colleges are found at ETSU's peer and aspirational institutions. Both could arguably be successful at ETSU. Of interest to the Task Force was how best to highlight and leverage ETSU's areas of excellence and distinction in CAS, while also keeping in mind the interdependence of some structure shifts being considered.

Considering CAS structure absent any other proposed structure shifts, perceived pros of keeping arts and sciences in the current college structure include minimizing disruption to current collaborations across arts and sciences departments, maintaining administrative infrastructure that supports all arts and sciences

departments, financial flexibility in supporting programs that otherwise may be cost centers on their own in the current budget model, and maintaining a comprehensive liberal arts identity through a diverse CAS.

Perceived disadvantages include decreased ability to create strength-based identities for signature programs in CAS and administrative challenges associated with oversight of 18 departments and additional units. Perceived potential advantages to splitting the arts and humanities and sciences into two colleges include increased focus on like disciplines, increased faculty collaboration, increased autonomy for arts and humanities and sciences disciplines, and increased recognition and identity across arts and humanities and sciences strength areas. This could also facilitate the Departments of Computing and Engineering, Engineering Technology, Interior Architecture, and Surveying moving to a college with a science and engineering identity as described in subsequent sections of the report. Perceived disadvantages include increasing the vulnerability of arts and humanities programs without the support of the sciences, creation of hurdles for students seeking to transition between the two colleges, and creation of an additional college silo that could stifle collaboration.

School or division structure could be employed to create identities across strength areas or similar disciplines while still maintaining the CAS structure. As previously mentioned, ETSU does not have standard definitions for schools and divisions. The Task Force advocates for consistent use of "school" and "division" in terms of academic structure at ETSU and has provided example definitions on pages 9-10. Schools serve various functions at other academic institutions, sometimes inconsistently within the same institution. For example, at East Carolina University, an ETSU peer institution, the Brody School of Medicine is led by a dean and functions as a college whereas the School of Art and Design is led by a director and functions as a

department. Schools at other institutions can administratively be part of reporting structure (e.g., department chair reports to school head who reports to college dean).

Alternatively, schools can function as an administrative mechanism for supporting and staffing multiple units (e.g., shared administrative assistant, office coordinator, research services manager) with department chairs reporting directly to deans. The Task Force is defining such a model as a division. School language can also be used to create an identity and/or for philanthropic reasons. The Mary B. Martin School of the Arts is an example of the latter as it was established as an endowment with the intent of "providing a focal point and recognition for the arts at ETSU." While the Mary B. Martin School sets some precedent in how ETSU defines a "school," there is potential to add academic infrastructure to the School, including departments. Likewise, all CAS departments could be placed into schools or divisions, or alternatively, a selection of departments could be placed in a school or division while others remain as department units in the college.

Reporting differences (i.e., some chairs report to head while others report to dean) complicate integrating school infrastructure to part of but not all the departments within a college. School infrastructure, while potentially a mechanism to keep CAS intact as a college, adds a layer of administrative oversight. Some feedback received from faculty notes resistance to any model that increases such oversight. However, division infrastructure as defined by the Task Force could be implemented in part or all of a college with no impact on reporting structure. If CAS remains a single college, the Task Force encourages college and university leadership to consider use of divisions and/or schools to create identities, efficiencies, and collaborations across related units in the college.

The primary, coupled shift that could impact CAS structure decisions is the move of the Department of Engineering, Engineering Technology, Interior Architecture, and

Surveying and/or the Department of Computing from the College of Business and Technology (CBAT) to another college. CAS is one reasonable college home option for both departments, particularly if CAS splits and a College of Science and Engineering or similarly named college is established. Specific to engineering, the ASTF did not identify a peer or aspirational institution that placed a department of engineering in a College of Arts and Sciences. Just as the department has no identity in the name of its current college, a move to CAS with no other changes would result in the same. Previously described school infrastructure could be beneficial, but a college name change would also probably be necessary. Additional context is provided in the Department of Engineering, Engineering Technology, Interior Architecture, and Surveying section of the report.

## College of Clinical and Rehabilitative Health Sciences

The College of Clinical and Rehabilitative Health Sciences (CCRHS) is a multifaceted college that contains multiple undergraduate, graduate, and clinical doctoral programs. CCRHS has 15 programs, 12 of which have specialized external accreditation. Feedback gathered by the Task Force noted the college is confusing, forgotten, and difficult to describe to students. It functions as ETSU's "health college of everything else." As compared to the other colleges identified as part of the AHSC, CCRHS is the home to programs that are not named directly in the title of the college. Decision points specific to CCRHS involve appropriate placement of programs within ETSU's portfolio of health degree offerings to give the current CCRHS a defined identity. One option is to leave the current college as is. Given feedback received, if this option is selected, a change to the name of the college should be considered.

Another option is to move departments and/or programs from CCRHS to another college to the benefit of both the college and the department. Nutrition and Dietetics,

for example, is currently in the Department of Rehabilitative Sciences. One option is to move the program to the College of Public Health, thus messaging nutrition less as rehabilitative heath and more as preventive health.

To increase the emphasis of CCRHS on rehabilitative health, the Department of Allied Health Sciences, currently in CCRHS, could warrant moving. Options include, but are not limited to, placing it in the Colleges of Nursing, Public Health, Medicine, or Pharmacy. Given the clinical undergraduate emphasis of the department, alignment with the College of Nursing is a reasonable option. Placing the Department of Allied Health Sciences in the College of Nursing would embed a department model in the College of Nursing that has not existed to date. Feedback has been received during structure conversations that a department model be considered in this college. The Department of Allied Health Sciences could potentially also fit well in the Quillen College of Medicine. Such a move would give QCOM a presence on main campus as well as provide an opportunity for the college to engage in undergraduate education.

While some additional details are provided below specific to the Department of Sport, Exercise, Recreation, and Kinesiology, one option for CCRHS would be to rebrand the college to emphasize movement science, rehabilitation, and performance. This option could potentially bring increased attention to not only the rehabilitative programs, but also the significant assets related to sport science and exercise science. There is already perceived overlap in the exercise science and rehabilitative health science degree offerings. And, sport science is a discipline for which ETSU is internationally known. Such a move would create a logical home for an athletic training program as well. The Department of Audiology and Speech Language Pathology does not align squarely with a movement science emphasis, but it also ought to be placed with other programs that focus on rehabilitation. Therefore, rehabilitation may need to be included in the title of the college if movement science and human performance does not adequately capture all rehabilitative health

programs. Regarding rehabilitation, it was mentioned during Task Force meetings that rehabilitation may not be perceived as it is intended given ETSU's addiction science strengths. School infrastructure could be used to give identities to disciplinary collectives in the college.

A CCRHS-related topic that came to the attention of the ASTF is the lack of department designations for some clinical doctoral programs such as physical therapy and occupational therapy in CCRHS. While there is some precedent for this at other institutions, a majority of clinical doctoral degree programs at ETSU (e.g., AuD, MD, PharmD) are represented in department or college names. The current Department of Rehabilitative Health Sciences may be a temporary solution while occupational therapy and orthotics and prosthetics programs are grown. To the extent possible, the Task Force encourages parity in department and college designations across equivalent professional degrees and programs.

## College of Graduate and Continuing Studies

The College of Graduate and Continuing Studies (CGCS) is home to the Graduate School, the Office of Professional Development, the Division of Cross-Disciplinary Studies, the Office of Transfer and Adult Student Outreach, one Ed.D. program, and two institutes. Aspects of the CGCS are perceived as "murky," misplaced, and/or underemphasized as a university asset. Decision points pertaining to CGCS include placing Professional Development elsewhere, placing Cross-Disciplinary Studies elsewhere, placing other programs and centers/institutes elsewhere, and potentially transitioning the remaining Graduate School to a unit in the Office of the Provost.

The Continuing Studies component of CGCS is perceived to be misplaced and perhaps misnamed. The unit is termed Professional Development on the CGCS webpage and encompasses conferences, camps, online, non-credit courses, and

workforce development, among other things. Professional Development programs have the potential to connect the community to campus and positively impact university enrollment if resourced and structured appropriately.  One option is to place Professional Development in a unit with missional alignment. Clemmer College of Education and Human Development is a reasonable option to consider.

The Division of Cross-Disciplinary Studies (CDS), a unit that does not neatly meet any of the definitions included in the report, is an ETSU unit that perhaps has the greatest potential to increase ETSU's offerings of credentials, minors, and offerings that allow students to create degrees in alignment with their interests. Other universities are ahead of ETSU in this regard. Historically, CDS has focused on non-traditional students. CDS needs to be placed in a unit that can help it expand interdisciplinary offerings to ETSU undergraduate and graduate students and serve as an incubator of interdisciplinary offerings, while expanding the outreach for adult degree completion. Incubation would involve convening stakeholders for purposes of combining current courses, minors, etc. to offer cross-disciplinary programs, creating new programs that remain in CDS, and providing support for fledgling cross-disciplinary offerings until movement to another college is in the best interest of the university. It will be important to consider CDS in budget conversations given the unique role of the unit.

Expansions and incubation could perhaps be accomplished in CGCS, but the emphasis of CGCS on graduate education seems misaligned. A reasonable option would be to place CDS in the now Honors College described below if the scope of the Honors College is expanded. The name of the Honors College would certainly need to change. The University of Tennessee – Knoxville recently established a College of Emerging and Collaborative Studies to reflect their commitment to fostering multidisciplinary course, program, and degree options. CDS could be an office within the Honors College, or to give it more emphasis, could be identified and grown as a school. Again, consistency in the use of department, school, division, etc. is

encouraged. ETSU, in the opinion of the Task Force, needs to approach interdisciplinary offerings with the same or more urgency than our in-state competitor. Again, the Task Force does not perceive CGCS to be the optimal location for this type of initiative.

Regarding the current menu of programs in CGCS, the Global Sports Leadership EdD program could be justifiably moved to a couple colleges, including Clemmer (home to other EdD offerings), College of Business and Technology (CBAT) (leadership and marketing emphasis) or a previously mentioned, rebranded college of movement science or human performance. A reasonable option, given the current curriculum, is placing the program with Sports Management and Parks and Recreation Management in CBAT.

Per its most recent strategic plan, the mission of the ETSU Graduate School is to foster post-baccalaureate programs of scholarship that are recognized for their excellence and contributions to society. The charge of the Graduate School is to oversee all aspects of graduate education at ETSU including but not limited to program marketing, recruitment, application, admission, matriculation, graduation, professional development (graduate students and faculty), appeals, retention, student services, curriculum development, reporting and assessment, graduate assistantships/fellowships/scholarships, and assuring compliance with ETSU policies related to graduate education.

The Task Force received mixed feedback about the role of and effectiveness of the Graduate School. It is perceived as both a key component of operationalizing graduate education at ETSU and also a sometimes unnecessary barrier or hurdle that must be overcome. Some faculty and leadership perceive the roles the Graduate School plays should be decentralized to the colleges. Others perceive the Graduate School would function more effectively and efficiently as an administrative unit in the

Office of the Provost. The Graduate School certainly does, to a degree, play an administrative role given the previously mentioned charges, but it also offers graduate level courses similar to other academic colleges. It is the opinion of the Task Force that decentralization is not in the university's best interest at this time given the extent to which doing so would require additional resources in the colleges. A reasonable option is to rebrand the CGCS as the Graduate School, with a singular, administrative focus on partnering with colleges offering graduate degrees to optimize graduate education at ETSU. The Graduate School should be evaluated after a period of time to determine if moving it to the Office of the Provost as an administrative unit is warranted.

# Department of Computing

The Department of Computing offers four concentrations - Computer Science, Information Systems, Information Technology, and Cybersecurity - where at least one (Information Systems) of which benefits from close collaboration with business-focused programs. It is not uncommon to find Information Systems as a program or degree in a college or school of business at academic institutions. Conversely, it is less common to find a computer science program in a college of business. Computer science is typically in a science and/or engineering focused college, depending on the portfolio of the institution. A decision point for ETSU is how best to position the concentrations within the current Department of Computing to meet the university's vision and do so without negatively impacting program accreditation. Data provided by CBAT leadership indicates the Department of Computing has decreased in number of faculty by 15% and increased in enrollment by 59% since 2014. The number of terminal degree faculty members in the department has decreased from 15 to eight since 2014. Thus, the potential for research productivity through grant funding is not where it needs to be.

One option is to split the department into a department of information systems that would remain in CBAT and a department of computer science that could be moved to a science-focused college. A recent accreditation visit noted that, for Information Systems, faculty sufficiency was a concern. Thus, splitting the Department would require resources to hire additional faculty in both Information Systems and Computer Science. A second option is to move the entire department to a science-focused college as described in the College of Arts and Sciences section.

Alternatively, and as described in more detail in the Department of Engineering section, a School of Computing or Computer Science and Engineering could be established and resourced in CBAT with the intent of launching the School as a College in subsequent years. Leaving as is limits the university's ability to capitalize on the growth in AI and implications for ETSU strength areas such as the social sciences and health care. Pros of leaving the Department of Computing in CBAT include minimizing disruption to CAS if the department were moved there and minimizing disruption to current collaborations within CBAT (e.g., Blue Sky). Pros of establishing school infrastructure for Computing within CBAT include increasing its status and identity, particularly if the college name is changed to explicitly identify assets in the college. Cons of leaving as is include maintenance of the status quo in terms of collaborations and limited contribution to the research and scholarship mission of the institution.

Moving the department to CAS could facilitate new interdisciplinary teaching and research collaborations and increased exposure to liberal arts coursework. Cons include potentially creating misalignment with industry expectations and disrupting current collaborations. Considering all other academic structure variables, a reasonable option is to establish a School of Computing or Computer Science and Engineering in CBAT with an explicit plan to invest in growth and launch the unit as a College of Computer Science and Engineering. Ultimately, if ETSU desires to be a

destination institution for synthetic biology and other STEM-based interdisciplinary programs, a College of Computer Science and Engineering, or similarly named college, will be a key ingredient. Moving one or both departments to CAS will still require the explicit plan for investment and appropriate resourcing, but the move would only be temporary if ETSU's vision is the previously mentioned standalone college. University leadership must set an appropriate vision and provide additional resources to ensure effective change.

## Departments of Counseling and Human Services, Psychology, and Social Work

A noted theme in feedback gathered regarding department alignment was that the Departments of Counseling and Human Services, Psychology, and Social Work are in three colleges and the alignment of one or more departments within a college could be beneficial. The Task Force did not receive feedback indicating the departments were confusing to students, nor was consolidating or merging departments mentioned in feedback received. Feedback was primarily focused on the perceived untapped collaborative potential across the departments that could potentially be realized if college silos were eliminated as a potential barrier.

The departments share students at the undergraduate and graduate levels, and there are identified duplications of foci and services that could be addressed with structure changes. A dual degree in psychology and social work is already in place at ETSU. All three departments lean into health: clinical infrastructure exists in each department, and research tends to focus on health-related aspects of the disciplines. Department leadership mentioned the potential benefits and synergies that could be realized if clinical department infrastructure was co-located on campus. But the departments also have non-clinical and non-health related emphasis areas in addition to the aforementioned clinical emphases. Interestingly, while social work is perceived to be

part of ETSU Health given its placement in CCRHS, Psychology and Counseling and Human Services are not perceived by department leadership as part of ETSU Health given their locations in non-ETSU Health colleges.

The critical decision point is the optimal college location if one or more departments are placed in the same college. While their current placement in three distinct colleges is justifiable, and precedent can be found at other institutions, given ETSU's health identity and the extent to which the departments engage in health-focused clinical, teaching, and scholarly activities, it could be beneficial to place at least two of the departments, if not all of them, in one or more ETSU Health colleges. Potential advantages of placing departments in the same college include decreased duplication of course offerings, increased research and clinical collaboration, development of additional interdisciplinary curricular offerings, and improved ETSU reputation and recognition in mental and behavioral health.

Potential cons include disruptions to collaborations in their current colleges, loss of or shifts in discipline-specific identity, and potential decreased research productivity if the Department of Psychology, for example, is moved to a college that does not have a strong research culture. Also, attention would need to be given to non-health parts of certain programs (e.g., elementary and secondary school counseling) that the university desires to maintain and/or grow. To this point, the Task Force's vision is that cross-college degree options be supported and the norm at ETSU.

Moving all of the departments to the College of Public Health is a reasonable option. The College of Public Health has a strong research culture, and there are some potential synergies in the social, behavioral, and community health sciences. There is also some precedent for departments or schools of public health and social work being co-located. Moving the Department of Social Work from CCRHS would also facilitate the movement science emphasis among most remaining programs. A noted

strength area at ETSU, establishing a collective of social, mental, and behavioral health disciplines in the College of Public Health could potentially be a short-term initiative with a long-term vision of a School of Social and Behavioral Health Sciences. Alternatively, if the long-term vision is something to which the university desires to commit, investing in the programs in place toward that end is also a reasonable option, as is using school infrastructure and a non-catch all college name to place all within what is now CCRHS. The social and behavioral sciences are certainly a strength at ETSU, and structure should facilitate their collaborations to the benefit of the region ETSU serves.

Despite pros mentioned heretofore, cons include potentially disrupting collaborations in current colleges, disruption involved in moving one or more departments to a new college, separation of Psychology from other sciences and social sciences that would remain in the College of Arts and Sciences, the lack of current clinical infrastructure in the College of Public Health, and limited research infrastructure and emphasis in the current College of Clinical and Rehabilitative Health Sciences.

## Departments of Digital Media and Media and Communication

The Departments of Digital Media and Media and Communication are currently in two different colleges. This is a point of confusion for students and also a point of opportunity based on potential synergies that could be realized by having both departments in one college. The Task Force recommends the "communication" portion of the name of the Department of Media and Communication be changed to more clearly reflect offered programming and differentiate itself from the Department of Communication Studies and Storytelling. A decision point is the optimal placement of the departments within a college. A move to CBAT would not only co-locate the

departments but also move advertising and public relations to the same college as marketing.

The journalism component of Media and Communication may be perceived to be better placed in an arts and humanities college, but the journalism program does emphasize digital storytelling and technology-based skills. The journalism component could also remain in CAS.

A move of Digital Media to CAS could harm existing collaborations between the department and other departments currently residing in CBAT, including Management, Marketing, and Supply Chain Management and Computing. However, such a move could strengthen collaborations with the Department of Art and Design, a department in which the BFA in Graphic Design is the program with the highest enrollment and degrees conferred. Moving Media and Communication to CBAT would also co-locate the Brand and Media Strategy and the Digital Marketing graduate degrees, both of which are university strengths.

Regardless of the college home, department structure and alignment (e.g., combining departments, moving faculty to different departments) would need to be addressed by college leadership, taking into consideration related programs such as film studies currently housed in the Department of Literature and Language. If CBAT and CAS generally retain their current structure and the Department of Media and Communication is moved to the college, a CBAT name change should be considered to feature media (and computing and engineering) assets. Overall, the Task Force perceives moving the Department of Media and Communication to CBAT to be a reasonable option.

# Department of Engineering, Engineering Technology, Interior Architecture, and Surveying

The Department of Engineering, Engineering Technology, Interior Architecture, and Surveying is currently in the College of Business and Technology (CBAT). A noted theme throughout structure conversations was the perception that the department is not optimally placed. The ASTF could not identify another peer or aspirational institution that places engineering in a college similar to CBAT. While growth of engineering program offerings and enrollment is not mentioned specifically in ETSU's current strategic plan or 125.2, there are indirect indicators that growth is needed. For example, 125.2 mentions developing "training in synthetic biology to enhance STEM education at K-16." The field of synthetic biology relies heavily on engineering. The Committee for 125 Chapter 2 document also mentions desired growth in ETSU's research and innovation metrics. Again, departments of engineering are typically essential to such growth at other institutions. At ETSU, the research output in the department is currently limited. Engineering program growth at ETSU could also contribute to regional economic growth.

Moving the Department of Engineering, Engineering Technology, Interior Architecture, and Surveying to another college is a complex decision point; one that is coupled to other decision points. Moving the department and holding all other variables constant (e.g., resources, facilities, department-level identity, research expectations) is not likely to effect change that aligns with the university's vision. At other institutions, engineering is typically identified in the name of a college or school. It could be moved to CAS. It could be moved to a college of science and engineering if CAS is split. It could be established as its own college or a school within CBAT.  Both the Department of Engineering, Engineering Technology, Interior Architecture, and Surveying and the Department of Computing could be moved from CBAT and established as a college or established as a school within CBAT. Some programs

within the current department (e.g., interior architecture, surveying) could perhaps be placed in other departments with which there is some alignment. However, the Task Force perceives their current location to be optimal given precedent at other institutions and ETSU's current academic portfolio.

As mentioned in the Department of Computing section, a School of Computing or Computer Science and Engineering could be established and resourced in CBAT with the intent of launching the School as a College in subsequent years. If the departments remain in their current location, whether as a school or two departments, a significant infusion of resources and a culture shift will be necessary to maximally contribute to the education, research and scholarship vision of the university. If the university is indeed committed to growing engineering and desires to advance its already solid reputation in computing fields, establishing a College of Computer Science and Engineering now is also a reasonable option. Both of these options minimize impact on CAS for what, if resourced and led well, would be a short-term home for engineering and/or computing.

# Department of Sport, Exercise, Recreation, and Kinesiology

The Department of Sport, Exercise, Recreation, and Kinesiology (SERK) was commonly and consistently mentioned as a department that is not optimally placed or highlighted as a university strength. While the physical education aspect of kinesiology historically justified placing SERK in Clemmer College of Education and Human Development (CCEHD), the department is much more complex and diverse than its physical education origins. The location of faculty offices in the Mini-Dome is perceived to be detrimental to the identity of the department. The department shares and/or competes with ETSU Athletics, bands, and University School athletics for space. The SERK offices and research spaces are in need of investment.

The sport science graduate program and exercise science undergraduate programs are distinct but interconnected by shared faculty. Exercise science has two dedicated undergraduate faculty and an instructor for over 300 students. The sport science graduate program, an internationally reputed program, has seven faculty for approximately 40 students. Four sport science faculty teach in the exercise science program. Collaborative research is not fostered. The Task Force perceives there to be opportunities to bolster collaboration across ETSU's sport science and exercise science strengths to the benefit of students and faculty alike. Therefore, the Task Force recommends co-location of the exercise science and sport science faculty within a college.

The sport management and parks and recreation management component of SERK is distinct from other components of the department. The Task Force consistently heard that given the extent to which sport and recreation management emphasizes management, the programs and faculty may align better with the Department of Management, Marketing, and Supply Chain Management. There are also potential collaborations and synergies that could be realized between sport management and parks and recreation management and the new hospitality and tourism concentration in the Department of Management, Marketing, and Supply Chain Management. Such a move could raise the profile of all involved programs. Potential cons include disruptions inherent in splitting a department and moving colleges. The Task Force perceives it a reasonable option to move sport and recreation management faculty to CBAT as a standalone department. After a defined period of time (e.g., 2 years), the Task Force suggests college leadership evaluate and optimize department structure given other college department structure.

The exercise science BS degree and the rehabilitative health science BS arguably compete for students. Placing both in the same college could promote synergies and decrease course duplication. Both programs emphasize health and human

movement. Given the strengths of sport science, exercise science, and undergraduate and graduate programs in the current Department of Rehabilitative Health Sciences, and given the health infrastructure at the university and the Task Force's desire that ETSU not be home to a health college that has an identity of "everything not included elsewhere," a reasonable option is to move all sport science and coach education, sport physiology and performance, and kinesiology degrees and faculty to a College of Movement Science, College of Human Movement and Performance, College of Rehabilitation and Human Performance, or similarly named unit. This would give the college a defined identity, be a logical home for an athletic training program if such a program was developed, and foster collaboration across similar disciplines.

Potential cons to this move include disruption to department cultures and collaborations given perceived overlap and duplication in course offerings and students being recruited. Another potential con is that the lack of a collaborative culture across sport science and exercise science would deter or decrease collaborations between other units in the college. If moved, the Task Force again perceives it a reasonable option to move current SERK faculty associated with these programs as a standalone department with evaluation and optimization after a defined period of time.

There has been concern raised about the viability of the Clemmer College of Education and Human Development if departments like SERK and Counseling and Human Services are moved elsewhere. The Task Force is approaching this concern with assurance that colleges can, and do, operate as cost centers at ETSU and other universities if that would be the case for Clemmer College. Some colleges exist and are supported because they're missional or foundational. Such would likely be the case for Clemmer. The Task Force perceives a Clemmer College of Education that has transformational education as a singular focus as an asset ripe with possibilities.

ETSU's lab school – University School – could be a true laboratory for testing educational interventions, and the university could be a leader nationally for bringing the evidence to bear on P20 initiatives. Clemmer's recent name change to capture human development could perhaps be a convening college for human serving disciplines at an institution that lacks significant health infrastructure. However, the health infrastructure at ETSU, coupled with the overlap between human development and human health makes it difficult for Clemmer to serve as a hub for any discipline, department, or program that has a health component. Again, the Task Force perceives Clemmer's new transformational education identity as an asset, and one that should be promoted as a differentiator among ETSU's peer institutions.

## Executive Director for Academic Advisement, Center for Academic Achievement, TRIO Programs, University Advisement Center, University Career Services, and University Testing Services

Several units that currently reside in the Division of Student Life and Enrollment (SLE) used to report through Academic Affairs. The offices were transitioned to SLE in 2019 with admissions and enrollment. While the units serve unique roles, all intersect with student academic success.  The Task Force is aware that these units may be perceived as beyond the scope of academic structure. However, consistent feedback was received that academic-facing student success units be placed in and report through Academic Affairs. All of the units could report through an Associate Provost for Student Success position, or something similar. Given the focus of University Libraries on student success, and the current location of the Center for Academic Achievement (CFAA) and University Testing Services (UTS) in Sherrod Library, University Libraries could also serve as an Academic Affairs home for these units.

Feedback received from colleges and decentralized advisors indicated the decentralized advising system is "working well." However, feedback received from students and some faculty revealed gaps in the current advising approach. Students mentioned advisors not knowing how to help them navigate programs that cross colleges.

Students also mentioned issues when advisors leave and are replaced. Unfortunately, feedback was received from students that their time to degree had been delayed by these gaps. The Task Force was also made aware of college-based advisors attempting to keep students in the college for which they are advising even if students had a desire to change to a major in another college. In the current organizational model, college-based advisors are hired and funded by colleges. The Executive Director of Academic Advisement does not participate in decentralized advisor hiring processes, nor do the advisors report to the Executive Director of Academic Advisement. While decentralized advising is perceived favorably in the colleges and is supported by the Task Force, as is the need for department and/or program level expertise among advisors, central coordination of decentralized advising could be beneficial and is a norm at other institutions. Decentralization to the extent to which ETSU has done so, in an environment where 70% of students change majors at least once, may benefit from centralized coordination and reporting.

The primary decision point is the optimal placement of the Office of the Executive Director of Academic Advisement and the University Advisement Center. It could remain in SLE and try to address noted opportunities. The advantage of leaving the office in SLE is minimizing disruption in an office that only recently transitioned to its current location in the university's structure. Another advantage is minimizing disruption for the SLE AVP hired to lead these units. That person is supposed to start

at ETSU in February 2024. A disadvantage of leaving the office in SLE is the inability to formally connect central and decentralized advising structures.

Alternatively, the central advising infrastructure could be moved back to the Office of the Provost. Moving it back would place all academic advising infrastructure in Academic Affairs. If this option is selected, establishing an Associate Provost for Student Success position, or something similar, might be warranted. Potential advantages of moving to Academic Affairs include improved collaboration between advisors and faculty members, enhanced accountability, and reduced time to degree. Disadvantages include decreased college autonomy in the hiring of advisors and decreased collaborative potential with University Career Services (UCS) if that unit is not also moved to Academic Affairs. If moved to Academic Affairs, a change in the funding approach for advisors (e.g., funded by Office of the Provost and deployed to one or more colleges or units using evidence-based metrics) could be considered. A student-focused staff member in the Office of the Provost could also champion University Career Services and other academically focused units (e.g., first-year experience course, Center for Academic Achievement, TRIO) that currently reside in SLE.

Medical Professions Advisement (MPA) was also mentioned as a unit that should be moved in the restructure process. MPA is presently housed in the College of Arts and Sciences. Feedback also indicated MPA is not a "one-stop shop" for students who desire to go to a health-related professional program. For example, pre-physical and occupational therapy tracks are not included in MPA. While pre-health tracks typically involve courses in CAS, pre-health courses are not exclusive to CAS. Despite anticipated changes in the current budget model, colleges will likely continue to be incentivized to some extent based on student credit hour (SCH) production. MPA placement in CAS could be perceived as a conflict of interest in an SCH-incentivized model. Other than the pro of avoiding some disruption in MPA and the funding of

such, the Task Force perceives advantages to outweigh disadvantages specific to MPA movement. Options for movement are coupled with other decision points in this report. Placing MPA with the Office of the Executive Director of Academic Advisement and the University Advisement Center is a reasonable option. If ETSU Health academic infrastructure is developed, MPA could also reside in this infrastructure but should report centrally.

During meetings with university constituents, the Task Force was advised to speak with University Career Services (UCS) leadership. In doing so, the Task Force learned about potential synergies that could be realized through tighter partnerships with advisors and faculty. While the Executive Director for Academic Advisement, the University Advisement Center, and UCS all report through the same AVP in SLE, current collaboration is perceived as limited. UCS has about half of the personnel that it should have given the size of ETSU's student body. Graduate assistants are used to replace what should be professional staff positions. While resourcing is warranted regardless of placement, a decision point is whether to move UCS from SLE to Academic Affairs.

UCS is not as intricately linked to academics as is advising. However, if students can best be served by increased collaboration between the units, and advising is moved to the Office of the Provost, moving UCS should be considered as well. UCS could also be moved to a rebranded Honors College, but tangential connection to courses and academics perhaps makes this a less reasonable option than reporting through the Office of the Provost. Succinctly, UCS should be placed where advising is placed.

The Task Force spoke with some constituents who perceived students in CBAT to be at an advantage, as compared to students in other colleges, in terms of career services provided. While CBAT is to be commended for creating a perceivably strong career services infrastructure, the Task Force desires for all ETSU students to have

similar, quality access. The Task Force also perceived there to be potential collaborative opportunities between UCS and the Office of Professional Development currently housed in the College of Graduate and Continuing Studies. While UCS focuses on equipping current students for employment, the Office of Professional Development offers educational and career outreach to community members at large, many of whom have connections to ETSU and/or are ETSU alumni. Some institutions promote career services for their alumni. Developing synergies between UCS and the Office of Professional Development to do this should be considered.

## Honors College

The renaming of the Honors College to University College was making its way through ETSU's shared governance process when the work of the Task Force began. The renaming was paused and incorporated into the comprehensive academic structure conversation. University Colleges are commonly found at academic institutions, and the academic composition and mission of University Colleges varies. University Colleges are not novel. Some serve as the intersection of curricular and co-curricular experiences such as study abroad, undergraduate research, and other high impact learning experiences. Others serve as the college for non-traditional students as they re-enter college and/or complete a bachelor's degree. Still others have an identity forged in the concept of an interdisciplinary or create-your-own degree; a degree formed from multiple minors, certificates or other offerings from sometimes multiple colleges.

Presently, the Honors College at ETSU sends mixed messages. While logically home to the Honors program and its students, it also houses prestigious awards and undergraduate research; programs that are available to non-honors students and honors students alike. While the Center for Global Engagement doesn't really reside in the Honors College, the distinction is unclear given reporting through Dr. Chris

Keller who serves as the Honors College Dean and ETSU's Senior International Officer. The Center for Global Engagement is both an academic unit and a service unit in that it oversees all campus internationalization efforts (e.g., Global Year program, academic partnerships with international institutions, ETSU policies related to student and faculty travel abroad, study abroad course designations, faculty exchanges and collaborations, student mobility, etc.)

The Task Force received feedback from current Honors College students expressing reluctance to lose the identity as an Honors student if the name is changed to University College. Students also mentioned potential confusion with ETSU being home to a University School and a University College. While University College is a popular name and brand for such a college at other institutions, the presence of University School at ETSU needs to be considered. Also, if the name of the college is changed, the Task Force encourages developing a brand, with student input, to keep the identity of the Honors program at ETSU. ETSU Honors has been mentioned as an option.

Decision points include renaming the Honors College, moving some units currently based in other units to this college, or leaving the Honors College as is. Simply put, the Task Force has struggled with how to preserve the Honors College identity for ETSU's Honors students while operationalizing some other needs at the university. The Task Force has also struggled with differentiating college functions from administrative functions. Study abroad, for example, is located in academic and non-academic units across academic institutions. Given the credit hours earned through studying abroad, it could be argued that study abroad belongs in a college or school. However, having an office for global education/engagement could also be justified as a reporting unit to the Associate Provost for Student Success or similar position.

As previously mentioned, the Task Force feels strongly that ETSU needs to increase its focus on offering interdisciplinary degrees. Cross-Disciplinary Studies could be moved from the CGCS to whatever the Honors College becomes. Doing so would place it in a unit that can help it expand interdisciplinary offerings to ETSU undergraduate and graduate students and serve as an incubator of interdisciplinary offerings, while expanding the outreach for adult degree completion. The Task Force feels strongly that ETSU is late to the game in prioritizing interdisciplinary degrees, but that the university can catch up with peers and competitors with intentional investments and leadership. The first-year experience course could also be moved to this college.

Just as the Task Force desires to avoid the "college of everything else" in the Academic Health Science Center, it also desires for the Honors College to be a college with a targeted mission, vision, and role in student success. Given the first-year experience course currently resides in the Division of Student Life and Enrollment and has student credit hours awarded for completion, there is precedent for a unit in the Office of the Provost to house similar credit-bearing programs that currently reside in the Honors College. If an Associate Provost for Student Success, or similar position is created, study abroad, undergraduate research, and other non-Honors programs could be championed through this unit. This would allow the Honors College to maintain a focus on students enrolled in the college. There could potentially be a way to develop synergies between the Roan Scholars Leadership Program and the Honors College given overlap in the students served by both units.

In summary, the Task Force perceives there to be an urgent need to locate and incubate cross-disciplinary or interdisciplinary studies in a neutral college, and that this college could potentially be the Honors College if the scope of the college was expanded and renamed to reflect the expanded scope. However, interdisciplinary

offerings and honors student development are distinct enough that separate units may be warranted.

# Proposed Timeline

With recognition of and appreciation for the shared governance process, the Task Force encourages university leadership to consider an aggressive timeline for implementation.  Feedback from other universities that have engaged in restructure initiatives, regardless of the underlying reason for doing so, indicates there is value in moving decisively and expediently. The Task Force appreciates the complexities involved in some of the suggested decision points and reasonable options to consider. The Task Force also appreciates that many structure changes would ideally occur at the transition from one fiscal year to the next. To the extent possible, the Task Force encourages changes be implemented as the university transitions from FY24 into FY25. Those changes that cannot be implemented that quickly should be implemented by the start of FY26.

# Key Indicators

The Task Force spent significant time, particularly during development of the rubric, discussing outcomes that should be expected from academic structure changes. The Task Force appreciates that, given the multiple variables that influence outcomes of interest, causality will likely not be able to be inferred. However, in addition to tracking current university key performance indicators, the Task Force encourages tracking of some metrics that will help determine the impact of this restructure initiative and inform the next analysis. It is the Task Force's hope that the next academic structure Task Force will have more data to analyze as a result of the outcomes suggested in this report. The Task Force also encourages future Task Forces to share data and

outcomes via scholarly presentations and publications. Annual metrics of interest are included hereafter by ASTF rubric domain (Appendix B).

## University Metrics

| Metric | Unit of Measurement | ASTF Rubric Item Number(s) |
|---|---|---|
| Existence of and progress made toward AHSC strategic plan | Y/N | 1-10, 12-17 |
| Extent to which structure changes support explicitly identified university initiatives in next strategic plan | Qualitative | 3, 4, 7, 8 |
| Rankings of ETSU's programs nationally and as compared to peers | Rank | 2, 3, 4, 8 |
| Number of and characteristics of ETSU colleges, schools, divisions, departments, centers, and institutes | Number; Qualitative | 3-7, 12-17 |
| Existence of policies and procedures for creating schools, divisions, departments, centers, and institutes | Y/N | 3, 6-10, 12-17 |
| Clinical service co-location across disciplines | Qualitative | 3-5, 8-10, 12-17 |
| Number of and enrollment in cross-disciplinary degree offerings | Number | 3-8, 11-17 |

| | | |
|---|---|---|
| Number of enrollees in Office of Professional Development offerings by offering | Number | 1-3, 9-11 |
| Number of and type of degree programs that align with regional workforce trends | Number; Qualitative | 1-4, 7, 9-11, 13 |
| Number of and type of teaching, research, and service community partnerships | Number; Qualitative | 1-4, 7-17 |

## Faculty and Staff Metrics

| Metric | Unit of Measurement | ASTF Rubric Item Number(s) |
|---|---|---|
| Staffing characteristics across ETSU colleges, schools, divisions, departments, centers, and institutes | Qualitative | 4, 5, 7, 14, 16, 17 |
| Number of annual invention disclosures submitted | Number | 1-4, 8, 14, 16, 17 |
| Number of annual patents filed | Number | 1-4, 8, 14, 16, 17 |
| Number of cross-departmental courses, programs, majors, and minors offered | Number | 4-7, 12-17 |

| | | |
|---|---|---|
| Number of cross-college courses, programs, majors, and minors offered | Number | 2-7, 12-17 |
| Number of courses eliminated by department and college | Number | 4-7, 12-17 |
| Scholarly contributions and creative activities with two or more ETSU departments represented | Number | 1-8, 14, 16 |
| Number of peer-reviewed publications with two or more ETSU departments represented, by publication quartile | Number | 1-8, 14, 16 |
| Number of external sponsored program awards with two or more ETSU departments represented, by funding source | Number | 1-8, 14, 16 |
| Number of peer-reviewed publications with two or more ETSU colleges represented, by publication quartile | Number | 1-8, 14, 16 |
| Number of external sponsored program awards with two or more ETSU colleges represented, by funding source | Number | 1-8, 14, 16 |
| NSF HERD Ranking | Rank | 2, 3, 8, 12, 16 |

| Metric | Unit of Measurement | ASTF Rubric Item Number(s) |
|---|---|---|
| Percent effort allocated to individual faculty teaching, research, and service by department | Percent | 4-10, 12-17 |
| Percent terminal degree faculty by department and college | Percent | 1, 2, 14, 16, 17 |
| Faculty perceptions of and satisfaction with academic advising, administrative support, graduate school support, research support by college and department | Likert scale, Likert-type scale, Qualitative | 12-17 |

## Student Metrics

| Metric | Unit of Measurement | ASTF Rubric Item Number(s) |
|---|---|---|
| Percent of first-time freshman students changing major within a department | Percent | 5, 12, 13 |
| Percent of first-time freshman students changing major to another major in same college | Percent | 5, 12, 13 |
| Percent of first-time freshman students changing major to major in different college (and identity of college) | Percent | 5, 12, 13 |

| | | |
|---|---|---|
| Percent of first-time freshman students accessing student academic services (e.g., Advising, CFAA, Disability Services, Research Support, Library) | Percent | 5, 12, 13 |
| Number and type of academic services accessed by all students | Number, Qualitative | 1, 5, 12, 13 |
| Student perceptions of and satisfaction with academic advising, university career services, financial aid, instruction, research support | Likert scale, Likert-type scale, Qualitative | 1, 5, 12, 13 |

# Summary and Conclusion

The preceding pages of this report describe multiple decision points, a few of which can be considered uncoupled to other decision points and several that are intricately coupled to other decision points. There are no 100% correct or incorrect decisions in this process. A decision to make a change in ETSU's academic structure will invariably upset some and please others, regardless of the extent to which the change is justifiable. Similarly, a decision to maintain the status quo will be pleasing to some and is certainly the most comfortable decision. But, maintaining the status quo will also be perceived as disappointing to some given the opportunities noted in this report.

The Task Force offers reasonable options for university leadership to consider knowing that leadership, entrenched mindsets, factors external to the university, and

other variables can and will influence optimal academic structure. While the decision points and reasonable options to consider are informed by academic structures at other institutions, it is important to note that ETSU has created its own context over the past 112 years. Reasonable options proposed by the Task Force are done so specific to our current context, with an eye to the future. The Task Force urges university leadership to consider making a critical evaluation of academic structure a routine exercise. At a minimum, academic structure should be considered when implementing every new strategic plan. Given the extent to which the higher education landscape shifts, evaluating academic structure every five years may be warranted.

The Task Force also suggests the university explicitly name its strategic foci in the next strategic plan. In both the 2016-2026 strategic plan and the 125.2 documents, it could be interpreted that ETSU has a desire to be excellent at everything. In a resource constrained environment, this likely is not possible. While there are nuggets of emphasis throughout both documents, naming areas of emphasis for a defined period of time would bring increased clarity to academic structure analyses as well as give academic units a north star.

Finally, the work of the Task Force has affirmed that East Tennessee State University is a highly complex yet tremendous institution. We can be and should seek to be our best. ETSU must have the confidence to be itself, and the best version of ETSU it can be. Many positive collaborations across colleges and departments exist within our current structure—people want to work together, and our hope is that any changes to the structure will only strengthen this. Our students who attend ETSU, our faculty and staff who work here, and our region we have the pleasure of serving deserve our best. Optimizing our academic structure – and overall structure for that matter – is a must to give our constituents our best. We are grateful for the opportunity to serve.

# Appendices

# Appendix A. Example Semi-Structured Interview Questions

- If you could change one thing at the institution, what would it be?

- What are the strengths and weaknesses of the current academic structure as you see them?

- How could a change in academic structure positively or negatively impact your college/department/unit?

- What are the accreditation implications if there was a change in academic structure?

- The overarching charge of the ASTF is to examine structure to ensure we create clear and seamless pathways toward degree completion and provide holistic support for our students. From a [college/department/unit] perspective, what structural changes need to occur to create clear and seamless pathways toward degree completion and provide holistic support for our students?

- One of the questions the ASTF is charged with considering is how to build on our reputation as a premier health sciences institution in Tennessee and develop additional signature programs or areas of study. What academic structure will position the university to accomplish this?

- What are you excited and/or anxious about regarding academic structure conversations?

- What else should the task force consider in drafting a proposal?

- What programs and/or departments in your college have alignment potential with other programs/departments either within your college or in another college?

- Who else should the task force meet with?

# Appendix B. Academic Structure Rubric

| As compared to the current academic structure, the proposed academic structure… | Disagree | Neutral | Agree | Unable to Determine |
|---|---|---|---|---|
| **University Emphasis** | | | | |
| 1 Advances the University's mission, vision, and values | | | | |
| 2 Aligns with 125.2 and current strategic plan | | | | |
| 3 Highlights and leverages the University's areas of excellence and distinction | | | | |
| 4 Facilitates and enhances institutional innovation and nimbleness | | | | |
| 5 Aligns academic units for which there is justification for doing so | | | | |
| 6 Fosters avoidance of duplication and overlap in ETSU's course/program offerings | | | | |
| 7 Promotes wise and strategic use of personnel and financial resources (e.g., advising, staffing, state funds, tuition, student fees) | | | | |
| **Regional/National/International Emphasis** | | | | |
| 8 Enhances ETSU's national and international reach and competitiveness | | | | |
| 9 Enhances regional stewardship | | | | |
| 10 Advances community-engaged learning and service | | | | |
| 11 Maximizes input from and responsiveness to top employers of ETSU graduates | | | | |
| **Student Emphasis** | | | | |
| 12 Maximizes students' opportunities to explore careers and find the best path for success in a fast-changing world | | | | |
| 13 Positively influences student retention and graduation rate | | | | |
| **Faculty, Staff, And Student Emphasis** | | | | |
| 14 Encourages thriving of faculty, staff, and students | | | | |
| 15 Promotes interdisciplinary and interprofessional education and degree options | | | | |
| 16 Positions University for increased research/scholarship/creative activity collaborations | | | | |
| 17 Fosters instructional effectiveness | | | | |
| 18 Overall, provides a clear benefit relative to cost/disruption | | | | |

# Academic Structure Task Force Town Hall

October 26, 2023

# The Task Force

- David Atkins
- Brian Bennett
- Ginni Blackhart
- Daryl Carter
- Brian Cross
- Nancy Dishner
- Steve Ellis
- Joy Fulkerson
- Ronnie Gross
- Lisa Haddad
- Dana Harrison
- TJ Jones
- Jill LeRoy-Frazier
- David Linville
- Amal Khoury
- Stephen Marshall
- Arpita Nandi
- Ron Roach
- Megan Roberts
- Dawn Rowe
- Jeff Snodgrass
- Alan Stevens
- Ester Verhovsek
- Trent White

# Agenda

- The Charge & Questions
- Work To Date
- Problems & Opportunities
- Themes
- Draft Models
- Clarifying Questions
- Next Steps

# Charge

- Examine the academic structure of our colleges and ensure we continue to create clear and seamless pathways toward degree completion, provide holistic support for our students, and align with the goals in our strategic plan

# Key Questions (Part 1)

- What college organizational structure would best serve our students to ensure they have a clear path from admission to graduation?

- How do we build on our existing strengths in teaching, research, and service by aligning academic units and expanding capacity?

- How do we avoid duplication or overlap in our offerings and reduce confusion for our students?

- How do we continue to build on our reputation as a premier health sciences institution in Tennessee and develop additional signature programs or areas of study?

# Key Questions (Part 2)

- How will the organizational structure lead to greater flexibility and innovation as we continue to build on the institution's core strengths and respond to the changing landscape across higher education?

- How will a reorganized structure ensure the university uses its resources strategically to meet its goals?

- How will the structure support the university's vision and mission and facilitate achieving the goals in the current strategic plan?

# Strategic Plan Overview

**Access and Success**

Supporting a strategic growth agenda that maximizes the student experience

Learn more

**Teaching Excellence**

Ensuring excellence in the student-to-faculty environment and celebrating great teachers

Learn more

**Empowered Employees**

Empowering employees to pursue excellence and innovation and helping them build fulfilling careers at ETSU

Learn more

**Fiscal Sustainability and Operational Excellence**

Harnessing the power of people, processes and technology to achieve operational excellence

Learn more

**Research and Innovation**

Enhancing research administration and supports and bridging the humanities and sciences

Learn more

**Equity and Inclusion**

Creating parity across demographic groups and cultivating a sense of belonging

Learn more

**Community Stewardship**

Providing educational opportunities within the community that benefit both students and the region

Learn more

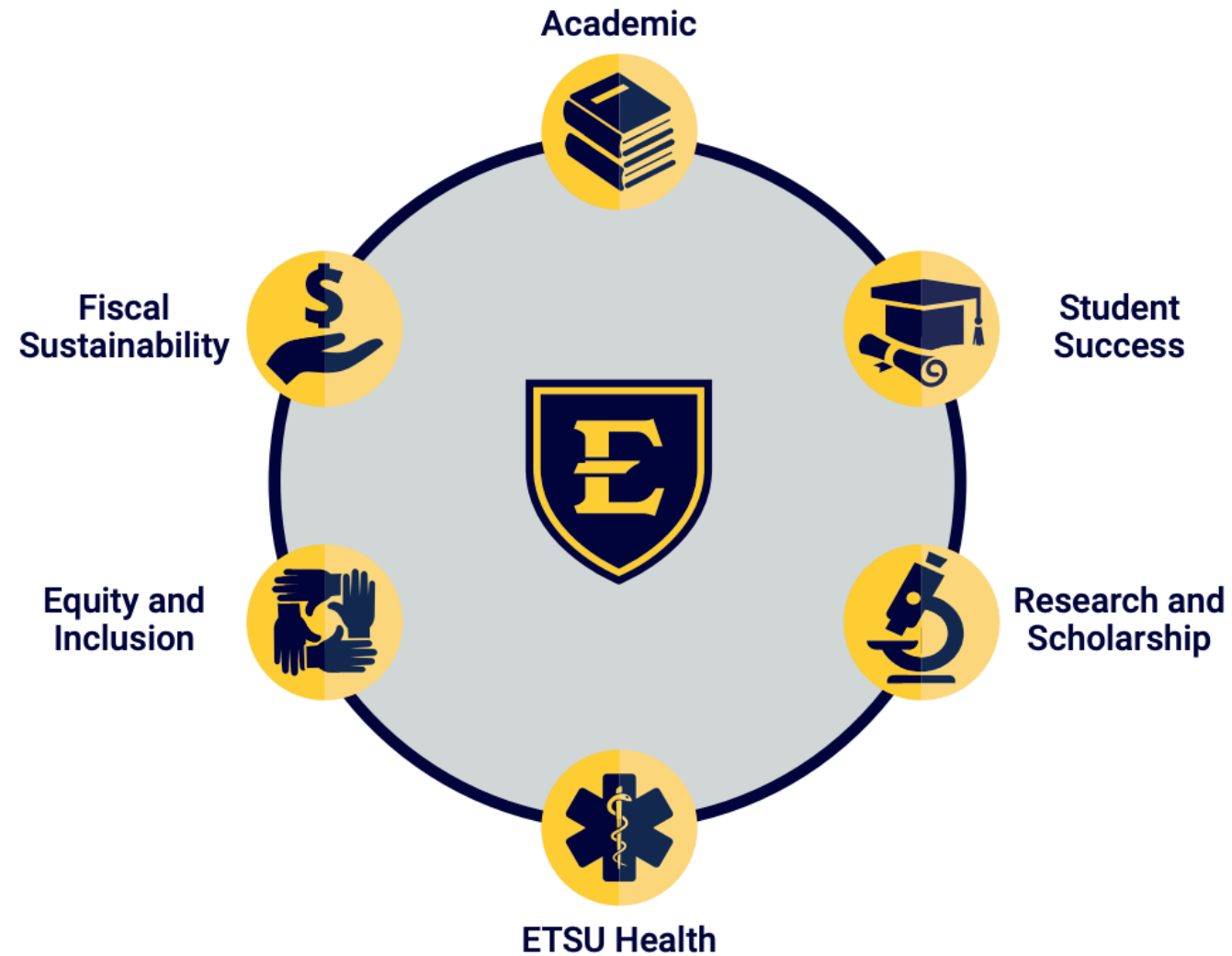# 125.2 Overview

# To Date…

- Fortnightly ASTF meetings
  - Five teams produced seven proposed models
- 41 Co-Chair meetings…and counting
  - 840 attendees
- Ten comments received via website/email

# Problems & Opportunities

# Problems/Opportunities

- Collaboration with other departments is forbidden by some chairs
- Engineering – needs to be connected to sciences to grow
- ETSU Health Science Center – infrastructure needs to exist or all colleges need to be schools in a college
- Arts & Sciences – split to give both an identity or keep together?
- Media & Communication and Digital Media need aligned
- Colleges create siloes.  Siloes create barriers.  Minimize siloes/colleges to the extent possible.
- Decentralized advising has a single point of failure

# Problems/Opportunities

- Kinesiology in Clemmer is confusing to students
- Medical professions advising isn't all encompassing in terms of pre-health
- Some colleges have been impactful to a point that changing from college to school could do reputational harm – have to consider the optics and politics
- Identity – colleges don't seem to matter to students
- Majoring in education (e.g., math education) is confusing - secondary ed minors

# Problems/Opportunities

- Computing – need to wrestle with information systems (Business) and computer science (Science) dissonance
- Clemmer leaning heavily into identity of SERK and C&HS for growth
- SERK – conglomeration of multiple distinct programs that are arguably best placed in more than one college
- Psychology, Social Work, and Counseling & Human Services – many synergistic opportunities but in three different colleges
- Centers/Institutes – inconsistent reporting structure and accountability; limited collaboration across centers and institutes
- Colleges and departments (quantity and unclarity) muddy clear pathways

# Problems/Opportunities

- We don't highlight signature programs to the extent we could
- Medical professions advising is perceived to be misplaced
- Transitioning from pre-health (e.g., med) to non-pre-health – we lose students
- Health professions deadlines – multiple applications, scholarships
- Linkage between admissions and decentralized advising is missing
- Need one umbrella for student admissions into health/pre-health programs - especially for undergrads

# Problems/Opportunities

- CCRHS is "forgotten"
- We're not good at launching students (e.g., career services)
- Quillen thinks it is Quillen – it does not think it is part of ETSU – we reinforce hierarchical nature of health care
- Student retention takes a backseat to recruitment; disjointed service and support after student arrival
- Minors are "all over the place"
- Undergrad and grad advising gaps – accelerated bachelors to masters mentioned

# Problems/Opportunities

- Colleges compete for help/services
- Research is underemphasized as a differentiator
- ETSU is perceived to be decentralized to a fault
- University School is an underutilized lab school
- Isolated infrastructure for career exploration
- Technology (CBAT) is a generic term with identity issues
- Grad School – there are perceived barriers, but some unit needs to do the work

# Themes

- College of Arts & Sciences – keep as is or separate?
  - 4 of 7 models propose splitting
- Health colleges – keep as is or combine two or more?
  - Integrate Counseling & Human Services and/or Psychology into a health college?
  - 6 of 7 models propose combining two or more colleges
- College of Business & Technology – keep as is or align technology more so with STEM programs?
  - 4 of 7 models propose moving Eng, Eng Tech, Int Arch, Surv and/or Computing

# Themes

- Clemmer College of Education & Human Development
  - Leaner if SERK and C&HS aligned with other departments/colleges
  - 7 of 7 models propose moving one or more departments to another college
- Depts of Media & Communication and Digital Media
  - Align in one college
  - 6 of 7 models propose alignment
- University College and College of Graduate and Continuing Studies
  - College or administrative unit?
  - 7 of 7 models propose changes

# NOTE!

- The ASTF has not reached consensus on the draft models to be presented
- The overarching goal is to collect input that will inform refinement of draft models
- Draft models are presented in no particular order
- None of the draft models address the Graduate School
- The status quo is on the table
- We're not done collecting information

# Draft Model A

# Draft Model A

## Clemmer College of Education

- Curriculum and Instruction
- Early Childhood Education
- Educational Foundations and Special
- Education
- Educational Leadership and Policy Analysis
- University School

## College of Arts and Sciences

**Mary B. Martin School of the Arts**

- Art and Design
- Music
- Theatre and Dance

**School of Science and Engineering**

- Biological Sciences
- Chemistry (Brewing and Distillation Studies)
- Engineering, Eng Tech, Int Arch and
- Surveying
- Geosciences
- Math and Statistics
- Physics and Astronomy

# Draft Model A

## College of Arts and Sciences (cont.)

**School of Communication, Culture and Society**

- Appalachian Studies
- Black American Studies
- Communication Studies and Storytelling
- Criminology and Criminal Justice
- History
- Literature and Language
- Philosophy and Humanities
- Political Science, Int Aff and Pub Adm
- Sociology and Anthropology
- Women's, Gender and Sexuality Studies

## College of Business and Computing

- Accountancy
- Computing
- Digital Media
- Economics and Finance
- Global Sport Leadership
- Management, Marketing, and Supply Chain
- Media and Communication
- Sport and Recreation Management

# Draft Model A

## College of Health and Human Sciences

**Gatton College of Pharmacy**

**School of Nursing**

**School of Health and Human Sciences**

- Allied Health
- Audiology and Speech-Language Pathology
- Counseling and Human Services
- Kinesiology
- Psychology
- Rehabilitative Sciences

- Social Work
- Sport Performance
- Sport Physiology
- Sport Science

## College of Public Health

As is

## Quillen College of Medicine

As is

# Draft Model A

## University College

- Career Services
- Community-Engaged Learning
- Continuing Studies
- Cross-Disciplinary Studies
- ETSU Online
- Honors Programs
- Military Science
- Prestigious Awards
- Study Abroad and Global Engagement
- Undergraduate Research
- Office of the Exec. Dir. Academic Advisement
- University Advisement Center

# Draft Model B

# Draft Model B

## Clemmer College of Education and Human Services

- Counseling and Human Services
- Curriculum and Instruction
- Early Childhood Education
- Educational Foundations and Special Education
- Educational Leadership and Policy Analysis
- Social Work
- University School

## College of Arts, Culture, and Society

**Mary B. Martin School of the Arts**

- Art and Design
- Music
- Theatre and Dance

# Draft Model B

## College of Arts, Culture, and Society (cont.)

**School of Communication, Culture and Society**

- Appalachian Studies
- Black American Studies
- Communication Studies and Storytelling
- Criminology and Criminal Justice
- Cross-Disciplinary Studies
- Digital Media
- History
- Literature and Language
- Media and Communication
- Military Science

- Philosophy and Humanities
- Political Science, Int Aff and Pub Adm
- Psychology
- Sociology and Anthropology
- Women's, Gender and Sexuality Studies

# Draft Model B

## College of Business

- Accountancy
- Economics and Finance
- Global Sport Leadership
- Management, Marketing, and Supply Chain
- Sport and Recreation Management

## College of Health Professions and Sciences

**School of Nursing**

**School of Public Health**

**School of Clinical and Sport Sciences**

- Allied Health
- Audiology and Speech-Language Pathology
- Kinesiology
- Rehabilitative Sciences
- Sport Performance
- Sport Physiology
- Sport Science

# Draft Model B

## College of Science and Engineering

- Biological Sciences
- Chemistry (Brewing and Distillation Studies)
- Computing
- Engineering, Eng Tech, Int. Arch and Surveying
- Geosciences
- Math and Statistics
- Physics and Astronomy

## Gatton College of Pharmacy

- As is

## Quillen College of Medicine

- As is

## University College

- Career Services
- Community-Engaged Learning
- Continuing Studies
- Honors Programs
- Prestigious Awards
- Study Abroad and Global Engagement
- Undergraduate Research
- Office of the Exec. Dir. Academic Advisement
- University Advisement Center

# Draft Model C

# Draft Model C

## Clemmer College of Education

- Curriculum and Instruction
- Early Childhood Education
- Educational Foundations and Special Education
- Educational Leadership and Policy Analysis
- University School

## College of Arts and Sciences

**Mary B. Martin School of the Arts**

- Art and Design
- Music
- Theatre and Dance

## School of Science and Engineering

- Biological Sciences
- Chemistry (Brewing and Distillation Studies)
- Engineering, Eng Tech, Int Arch and Surveying
- Geosciences
- Math and Statistics
- Physics and Astronomy

# Draft Model C

## College of Arts and Sciences (cont.)

### School of Communication, Culture and Society

- Appalachian Studies
- Black American Studies
- Communication Studies and Storytelling
- Criminology and Criminal Justice
- History
- Literature and Language
- Philosophy and Humanities
- Political Science, Int Aff and Pub Adm
- Sociology and Anthropology
- Women's, Gender and Sexuality Studies

## College of Business and Technology

- Accountancy
- Computing
- Digital Media
- Economics and Finance
- Global Sport Leadership
- Management, Marketing, and Supply Chain
- Media and Communication
- Sport and Recreation Management

# Draft Model C

## College of ETSU Academic Health Sciences

**Gatton School of Pharmacy**

**Quillen School of Medicine**

**School of Health and Human Sciences**

- Allied Health
- Audiology and Speech-Language Pathology
- Counseling and Human Services
- Kinesiology
- Psychology
- Rehabilitative Sciences
- Social Work
- Sport Performance

- Sport Physiology
- Sport Science

**School of Nursing**

**School of Public Health**

# Draft Model C

## University College

- Career Services
- Community-Engaged Learning
- Continuing Studies
- Cross-Disciplinary Studies
- ETSU Online
- Honors Programs
- Military Science
- Prestigious Awards
- Study Abroad and Global Engagement
- Undergraduate Research
- Office of the Exec. Dir. Academic Advisement
- University Advisement Center

# Clarifying Questions

Provide feedback via the QR code

# Next Steps

- ASTF will continue to meet – next meeting tomorrow
- ASTF will continue to meet with constituents
- If you'd like to chat, please reach out
  - foleyv@etsu.edu
  - hagemeier@etsu.edu
- Goal is report to the Provost and President by end of calendar year
- Next Town Hall in late November
- Thanks for coming!

# ASTF Model Feedback

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What is your name?

_____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Make a selection that best describes you

○ Faculty

○ Staff

○ Student

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

## Draft Model A

| Clemmer College of Education | College of Arts & Sciences | College of Business & Computing | College of Health and Human Sciences | College of Public Health | Quillen College of Medicine | University College |
|---|---|---|---|---|---|---|
| Curriculum & Instruction | **Mary B Martin School of the Arts** | Accountancy | **Gatton School of Pharmacy** | As is | As is | Career Services |
| Early Childhood Education | Art & Design | Computing | **School of Nursing** | | | Community-Engaged Learning |
| Educational Foundations & Special Education | Music | Digital Media | **School of Health & Human Sciences** | | | Continuing Studies |
| Educational Leadership & Policy Analysis | Theater & Dance | Economics & Finance | Allied Health | | | Cross-Disciplinary Studies |
| University School | | Global Sport Leadership | Audiology & Speech Language Pathology | | | ETSU Online |
| | **School of Science and Engineering** | Management, Marketing, and Supply Chain | Counseling & Human Services | | | Honors Programs |
| | Biological Sciences | Media & Communication | Kinesiology | | | Military Science |
| | Chemistry (Brewing & Distillation Studies) | Sport & Recreation Management | Psychology | | | Prestigious Awards |
| | Engineering, Eng Tech, Int Arch & Surveying | | Rehabilitative Sciences | | | Study Abroad and Global Engagement |
| | Geosciences | | Social Work | | | Undergraduate Research |
| | Math & Statistics | | Sport Performance | | | Office of the Exec Dir. Academic Advisement |
| | Physics & Astronomy | | Sport Physiology | | | University Advisement Center |
| | | | Sport Science | | | |
| | **School of Communication, Culture & Society** | | | | | |
| | Appalachian Studies | | | | | |
| | Black American Studies | | | | | |
| | Communication Studies & Storytelling | | | | | |
| | Criminology & Criminal Justice | | | | | |
| | History | | | | | |
| | Literature & Language | | | | | |
| | Philosophy & Humanities | | | | | |
| | Political Science, Int Aff & Pub Adm | | | | | |
| | Sociology & Anthropology | | | | | |
| | Women's, Gender & Sexuality Studies | | | | | |

From your perspective, what are the pros and cons of Model A?

_____

Draft Model B

| Draft Model B | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Clemmer College of Education & Human Services** | **College of Arts, Culture & Society** | **College of Business** | **College of Health Professions & Sciences** | **College of Science & Engineering** | **Gatton College of Pharmacy** | **Quillen College of Medicine** | **University College** |
| Counseling & Human Services | **Mary B Martin School of the Arts** | Accountancy | **School of Nursing** | Biological Sciences | As is | As is | Career Services |
| Curriculum & Instruction | Art & Design | Economics & Finance | **School of Public Health** | Chemistry (Brewing & Distillation Studies) | | | Community-Engaged Learning |
| Early Childhood Education | Music | Global Sport Leadership | **School of Clinical and Sport Sciences** | Computing | | | Continuing Studies |
| Educational Foundations & Special Education | Theater & Dance | Management, Marketing, and Supply Chain | Allied Health | Engineering, Eng Tech, Int Arch & Surveying | | | Honors Programs |
| Educational Leadership & Policy Analysis | | Sport & Recreation Management | Audiology & Speech Language Pathology | Geosciences | | | Prestigious Awards |
| Social Work | **School of Communication, Culture & Society** | | Kinesiology | Math & Statistics | | | Study Abroad and Global Engagement |
| University School | Appalachian Studies | | Rehabilitative Sciences | Physics & Astronomy | | | Undergraduate Research |
| | Black American Studies | | Sport Performance | | | | Office of the Exec Dir. Academic Advisement |
| | Communication Studies & Storytelling | | Sport Physiology | | | | University Advisement Center |
| | Criminology & Criminal Justice | | Sport Science | | | | |
| | Cross-Disciplinary Studies | | | | | | |
| | Digital Media | | | | | | |
| | History | | | | | | |
| | Literature & Language | | | | | | |
| | Media & Communication | | | | | | |
| | Military Science | | | | | | |
| | Philosophy & Humanities | | | | | | |
| | Political Science, Int Aff & Pub Adm | | | | | | |
| | Psychology | | | | | | |
| | Sociology & Anthropology | | | | | | |
| | Women's, Gender & Sexuality Studies | | | | | | |

From your perspective, what are the pros and cons of Model B?

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Draft Model C

**Draft Model C**

| Clemmer College of Education | College of Arts & Sciences | College of Business & Technology | College of ETSU Academic Health Sciences | University College |
|---|---|---|---|---|
| Curriculum & Instruction | **Mary B Martin School of the Arts** | Accountancy | **Gatton School of Pharmacy** | Career Services |
| Early Childhood Education | Art & Design | Computing | **Quillen School of Medicine** | Community-Engaged Learning |
| Educational Foundations & Special Education | Music | Digital Media | **School of Health & Human Sciences** | Continuing Studies |
| Educational Leadership & Policy Analysis | Theater & Dance | Economics & Finance | Allied Health | Cross-Disciplinary Studies |
| University School | | Global Sport Leadership | Audiology & Speech Language Pathology | ETSU Online |
| | **School of Science and Engineering** | Management, Marketing, and Supply Chain | Counseling & Human Services | Honors Programs |
| | Biological Sciences | Media & Communication | Kinesiology | Military Science |
| | Chemistry (Brewing & Distillation Studies) | Sport and Recreation Management | Psychology | Prestigious Awards |
| | Engineering, Eng Tech, Int Arch & Surveying | | Rehabilitative Sciences | Study Abroad and Global Engagement |
| | Geosciences | | Social Work | Undergraduate Research |
| | Math & Statistics | | Sport Performance | Office of the Exec Dir. Academic Advisement |
| | Physics & Astronomy | | Sport Physiology | University Advisement Center |
| | | | Sport Science | |
| | **School of Communication, Culture & Society** | | **School of Nursing** | |
| | Appalachian Studies | | **School of Public Health** | |
| | Black American Studies | | | |
| | Communication Studies & Storytelling | | | |
| | Criminology & Criminal Justice | | | |
| | History | | | |
| | Literature & Language | | | |
| | Philosophy & Humanities | | | |
| | Political Science, Int Aff & Pub Adm | | | |
| | Sociology & Anthropology | | | |
| | Women's, Gender & Sexuality Studies | | | |

From your perspective, what are the pros and cons of Model C?

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From your perspective, what are the pros and cons of leaving the current structure as is?

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What additional thoughts should the task force consider?

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