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MEMORANDUM

TO: President Sidney A. McPhee

FROM: Interim Provost L. Diane Miller

DATE: April 1, 2010

RE: *Proposal for Restructuring Colleges*

Per your request, attached is the *Proposal for Restructuring Colleges*. The proposed restructuring sharpens our focus on the Academic Master Plan and positions the University to take advantage of the opportunities that the future will bring.

I thank everyone who participated in this process and contributed to the many discussions, email communications, and proposals received. This has been a learning experience for the campus, stimulating all of us to engage in discussions; we have questioned, we have answered, we have listened, and we have learned.

I look forward to receiving your feedback.



Proposal for Restructuring Colleges
to
President Sidney A. McPhee

April 1, 2010

L. Diane Miller
Interim Executive Vice President and Provost

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Overview

MTSU is a comprehensive university that offers educational programs at the undergraduate and graduate levels to meet the needs of the region. It provides broad public access to higher education, demonstrates a commitment to teaching as a high priority, and offers master's degrees and selective Ph.D. programs of high quality. As MTSU approaches the celebration of its first 100 years, it is also timely that the University revisits its core academic structure to ready itself for the launch of its second centennial.

The current college structure has served the University well for many years. However, the challenges and opportunities the University currently faces necessitate a proactive approach to best position it for continuing successes in accomplishing its mission. The restructuring of the College of Education coalescing with the Positioning for the Future initiative presents a unique opportunity to consider how we might better structure the University to meet financial challenges and take advantage of the opportunities to move the University forward in program and student growth. The central question is: What is the college structure that best **supports our mission** and **sharpens our focus on the Academic Master Plan** to insure that the University is **ready to take advantage of the opportunities that the future will bring?**

The underlying thoughts and assumptions behind this proposal were outlined in the Interim Provost's introduction to her initial proposed college structure in response to the President's charge in the May 21, 2009 final report, *MTSU President's Response to Oversight Steering Committee's (OSC) Report for Positioning the University for the Future*. She provided the guiding principles that led her to the initial proposed college structure in an email (10/05/09) to the campus community. These principles have continued to guide the discussions and deliberations:

1. The University and the Tennessee Board of Regents have approved a name change for the College of Education and Behavioral Science to the College of Education.
2. The future college structure must position MTSU for the changing dynamics in the nation's economy and in higher education.
3. The University must continue to meet the changing expectations of its graduates and employers.
4. The proposed colleges must reflect clear purpose and focus.
5. The proposed college structure must have potential for synergy among the academic units within each college.
6. The creation of a University College to focus on the needs of first year students (freshmen and transfers) and those whose path through higher education is nontraditional is essential to increased student success.
7. The current campus community does not want one mega-college that over-shadows the needs and productivity of other colleges.
8. The proposed restructuring may result in cost savings or investments to stimulate program growth and development in selected areas.

9. If possible, the number of colleges should be kept constant.

Additionally, the effect of restructuring on accreditation emerged as a continuing consideration as discussions ensued.

10. In no instance should restructuring negatively impact accreditation of college and/or department programs.

Expected outcomes related to college restructuring are that they

- Provide a clear focus for academic units aligned with the goals of the Academic Master Plan: Quality, Student-centered learning and student success, and Partnerships;
- Prepare MTSU to anticipate and strategically respond to changing education, demographic, and economic needs of the region;
- Enhance MTSU's reputation as an outstanding comprehensive University;
- Increase interdisciplinary collaboration in teaching, research, and service; and
- Provide a structure to focus on needs of first year, transfer, and nontraditional students.

Measurable outcomes include

- Increased processing and operating efficiencies without compromising quality;
- Increased access to MTSU for diverse students within and outside the region;
- Increased retention rate for first-year, transfer, and nontraditional students;
- Increased graduation rate for first-year, transfer, and nontraditional students;
- Increased research productivity;
- Increased extramural funding;
- Increased partnerships that support the University's programs and concurrently meet the changing educational, demographic, and economic needs within the region (e.g., Mind to Marketplace initiative);
- Enhanced instructional practices and alternative methods of delivery; and
- Enhanced programs strategically selected to become nationally and internationally reputed models (e.g., STEM education, teacher preparation).

Vision

MTSU will continue to be the educational and economic engine of the region. It will lead through knowledge generation, learning, and innovation as it pursues the goals of quality, student-centered learning and success, and partnerships.

This restructuring of the colleges is designed to help MTSU position itself for the future by sharpening the focus of the colleges in alignment with the Academic Master Plan. The following college reorganization model

- Aligns university program strengths with area and regional strengths for competitive advantage;
- Produces clear focus of identities for each of the colleges, internally **and** externally and
 - Aligns programs with significant natural affinities to create and take advantage of interdisciplinary opportunities,
 - Establishes credible identity to external constituencies, and
 - Provides designated leadership (dean) and infrastructure to leverage the focused identity, including enhanced reputation and resource development; and
- Identifies clearly aligned program strengths, increased synergies, and enhanced identity to external constituencies.

College restructuring helps to position the University for the future by **strategically** taking advantage of sectors of our geographic community where our internal strengths converge with external strengths/opportunities.

Process

According to the *MTSU President's Response to Oversight Steering Committee's (OSC) Report for Positioning the University for the Future* dated March 19, 2009, and the final report dated May 21, 2009,

- President McPhee appointed an Ad Hoc Study Group comprised primarily of faculty in December 2008 for the purpose of examining the possibility of a realignment of the College of Education and Behavioral Science (COEBS). This group presented its final report to the President in March 2009. They recommended that the COEBS be realigned to better achieve the President's goal of "a College of Education (COE) attaining a position of state, regional, and national leadership." Consequently, they recommended that COEBS be restructured into a COE with the location of the non-COE departments to be determined later. The President accepted the recommendation of the Ad Hoc Study Group; and subsequently, the COEBS became the COE under the leadership of Dr. Lana Seivers.
- Concurrent with this COE initiative, the President charged an "Oversight Steering Committee (OSC) and four strategic work groups with the task of exploring how we could not only address our current budget challenges but also strategically and aggressively strengthen our institution to better meet the current and future needs of our students. As part of that process, the Academic and Instructional Review Workgroup

suggested the consolidation of the University's six colleges into three." The OSC did not support this recommendation but suggested that a review of the existing college structure be undertaken. The March 19, 2009, preliminary report for *Positioning the University for the Future* recommended a review of the academic college structure, and the *MTSU President's Response to Oversight Steering Committee's (OSC) Report for Positioning the University for the Future Report*, reflected extensive exploration of the college structure of more than 15 universities that were similar in scope and mission to MTSU. An examination of these universities resulted in a call for a discussion about restructuring MTSU's colleges.

- In the May 21, 2009, final report, *MTSU President's Response to Oversight Steering Committee's (OSC) Report for Positioning the University for the Future*, the President charged the Interim Provost with the task to "work with the appropriate academic personnel, including deans, department chairs and Faculty Senate representatives, to review the overall college structure at MTSU" to meet future needs.

Following the May 21, 2009 final report, *MTSU President's Response to Oversight Steering Committee's (OSC) Report for Positioning the University for the Future*, the Interim Provost sought and received structured and unstructured feedback through multiple large group discussion meetings with Deans, Associate Deans, the Faculty Senate President, and the Chair of the Chairs' Council.

On June 24, 2009, a Deans' Retreat was held with the purpose to "Develop ideas about aligning a new structure of colleges to sharpen our focus on the Academic Master Plan." At a continuation of this meeting on July 29, participants reviewed the retreat report and further defined the nature of the possible list of proposed colleges. Participants then independently developed their own structure of colleges with the programs/departments/schools associated within each college. At a July 31 meeting of these participants, the Interim Provost sought input about each of their proposed structures of colleges and the programs/departments/schools they associated within each so that the group could develop a clear and shared understanding of what was meant by each of their proposals. Based on this structured input and continuing unstructured feedback received from across campus, the Interim Provost developed an initial proposed restructuring of colleges which was sent to the University community for discussion on October 5, 2009. Faculty members were encouraged to discuss this proposed model with their department chairs, school directors, their college deans, and/or the Interim Provost.

The Interim Provost also met with department chairs and school directors, the Faculty Senate Liaison Committee, and members of the Faculty Senate to discuss the proposed model. Subsequently, the Interim Provost received on-going input through meetings with various groups from the academic community (e.g., small groups of faculty, entire departments, department chairs, and deans) designed to discuss the proposed restructuring of colleges. Input from these discussions contributed to the continuing evolution of the proposed restructuring of colleges.

On November 5, 2009, the Interim Provost provided the University community a second version of the proposed restructuring. Some of the changes reflected in the document were based upon proposals submitted and discussions that were on-going. On November 9, the Interim Provost again met with the Faculty Senate to discuss the latest proposed restructuring and to answer questions. In the discussion she indicated that the intent of the evolving document was to continue to promote discussions related to restructuring among the faculty with their colleagues, their department chairs and/or school directors, deans, and the Interim Provost.

The “Proposed Restructuring of Colleges – Discussion Document” was presented to the campus via email on December 16, 2009. This iteration of the proposed structure created another opportunity for the University’s academic community to discuss and offer feedback regarding the proposal. Discussions with the Interim Provost occurred via email and in small and large group meetings of faculty, department chairs and school directors, and deans. These discussions provided the Interim Provost additional opportunities to learn about the concerns and ideas regarding the proposed structure. Using this information, the Interim Provost has continued the evolution of the proposed restructuring of colleges which has culminated into the form noted in the Proposed Restructuring of Colleges Chart below.

Proposed Restructuring of Colleges Chart

Arts and Sciences	Communication, Fine Arts, and Entertainment Industries	Applied, Behavioral, and Health Sciences
Biology Chemistry Computer Science English Foreign Languages and Literatures Geosciences History Mathematical Sciences Philosophy Physics and Astronomy Political Science Sociology and Anthropology	Art Communication + Communication Studies + Organizational Communication Electronic Media School of Journalism School of Music, Theatre and Dance Recording Industry	Aerospace School of Agribusiness and Agriscience Criminal Justice Administration Engineering Technology Health and Human Performance + Communication Disorders Human Sciences Military Science School of Nursing Psychology Social Work
Education	Business	University College
Elementary and Special Education + Early Childhood Education Womack Family Educational Leadership + Professional Counseling <ul style="list-style-type: none"> • Mental Health Counseling • Center for Counseling and Psychological Services • School Counseling 	Accounting BCEN Computer Information Systems Economics and Finance Management and Marketing	Academic Outreach and Distance Learning Academic Programs and Services <ul style="list-style-type: none"> – Academic Enrichment – EXL – Transfer Student Services – University Studies Degree Summer School Student Programs and Services <ul style="list-style-type: none"> – Academic Support Center <ul style="list-style-type: none"> ▪ Academic Advising ▪ Raider Learning Communities ▪ Summer Reading Program

+ Relocated Academic Programs

Proposed Structure of Each College

A general description for each proposed college follows and includes a listing of academic units within the college, an organizational chart, data related to number of graduates per degree program, and a faculty profile. The colleges are

College of Arts and Sciences

College of Communication, Fine Arts, and Entertainment Industries

College of Applied, Behavioral, and Health Sciences

College of Education

Jennings A. Jones College of Business

University College

No restructuring is proposed for the University Honors College and the College of Graduate Studies.

Discussions have begun about expanding the scope of the James E. Walker Library to include libraries and learning resources across the University.

College of Arts and Sciences

The College of Arts and Sciences aligns programs that impart knowledge and develop intellectual capacities in the general education core and that generate knowledge to enhance master's level and Ph.D. programs. At the undergraduate level, students will acquire an intellectual foundation based on a well-rounded and comprehensive education. At the graduate level, students will master a specialized body of knowledge and pursue original research under the guidance of outstanding faculty members.

The College of Arts and Sciences will be a federation primarily of departments in the traditional academic disciplines but will also include interdisciplinary programs allied to the core disciplines. It will be the largest and most diverse academic unit within the University. This alignment supports the sharpening of focus for other colleges toward a specific professional and/or service base that complements the needs of the region.

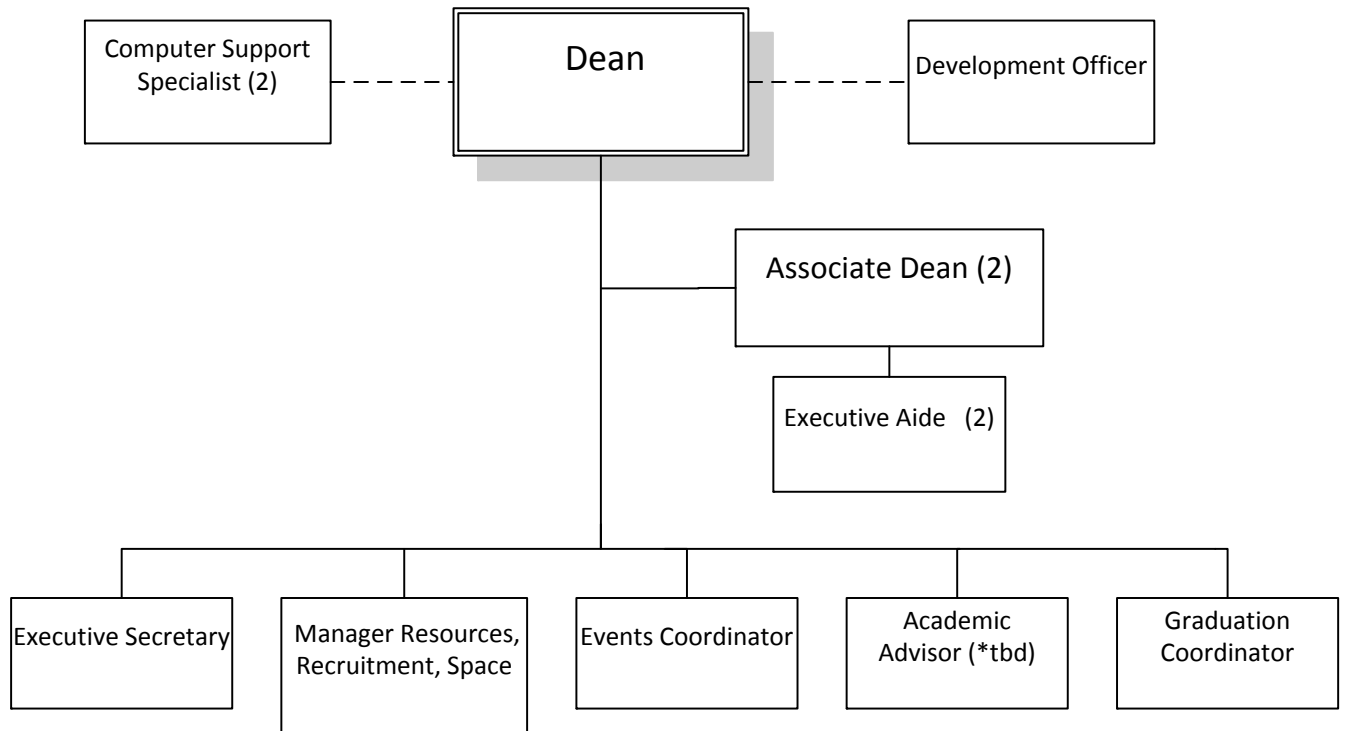
Proposed Restructuring of Colleges
List of Academic Units

Arts and Sciences
Biology Chemistry Computer Science English Foreign Languages and Literatures Geosciences History Mathematical Sciences Philosophy Physics and Astronomy Political Science Sociology and Anthropology
<ul style="list-style-type: none"> * Ph.D. Computational Science * Ph.D. Mathematics and Science Education * Ph.D. Molecular Biosciences * Ph.D. English * Ph.D. Public History * Master of Science in Professional Science * Center for Cedar Glade Studies * Center for Environmental Education * Center of Excellence for Historic Preservation * Forensic Institute for Research and Education * MTSU Interdisciplinary Microscopy and Imaging Center * Tennessee Mathematics, Science, and Technology Education Center (TMSTEC) * Women and Science, Technology, Engineering, and Math Center * Margaret H. Ordoubadian University Writing Center * Albert Gore Research Center

*Ph.D. programs, Chairs of Excellence, Endowed Chairs, Centers of Excellence, or Centers

Proposed Organizational Chart for College of Arts and Sciences

(Positions and final reporting lines will be determined by the Dean.)



*tbd – to be determined

Degrees Conferred - Academic Years 2004-05 through 2008-09
by Department and Major/Degree
Middle Tennessee State University

College	Dept.	Major Code	Major/Degree	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	5 Year Average
Arts and Sciences									
	Biology								
		BIOL	Biology (B.S.)	97	86	93	82	86	88.8
		BIOL	Biology (M.S.)	8	14	16	11	11	12.0
		BIOL	Biology (M.S.T.) <i>ended 12/2006</i>	1	0	0	0	0	0.2
	Biology Total			106	100	109	93	97	101.0
	Chemistry								
		BIOC	Biochemistry (B.S.)	-	-	-	-	8	8.0
		CHEM	Chemistry (B.S.)	12	10	32	43	39	27.2
		CHEM	Chemistry (M.S.)	3	1	4	5	4	3.4
		CHEM	Chemistry (D.A.) <i>phase out ends 12/2012</i>	1	1	1	1	1	1.0
		SCI	Science (B.S.)	18	24	29	32	42	29.0
	Chemistry Total			34	36	66	81	94	62.2
	Computer Science								
		COSC	Computer Science (B.S.)	27	22	35	17	34	27.0
		COSC	Computer Science (M.S.)	12	9	10	10	6	9.4
	Computer Science Total			39	31	45	27	40	36.4
	Geosciences								
		GEOS	Geoscience (B.S.)	17	15	14	12	17	15.0
		GEOS	Geoscience (C4) <i>ends 8/2010</i>	4	3	1	1	1	2.0
	Geosciences Total			21	18	15	13	18	17.0
	Mathematical Sciences								
		MATH	Mathematics (B.S.)	31	29	28	21	23	26.4
		MATH	Mathematics (M.S.)	3	4	2	5	4	3.6
		MATE	Mathematics (M.S.T.)	6	4	8	3	8	5.8
	Mathematical Sciences Total			40	37	38	29	35	35.8
	Physics and Astronomy								
		PHYS	Physics (B.S.)	3	3	5	4	6	4.2
	Physics and Astronomy Total			3	3	5	4	6	4.2
	Economics		<i>Other econ degrees are in Coll of Business.</i>						
		ECON	Economics (B.S.)	9	10	5	6	7	7.4
	Economics Total			9	10	5	6	7	7.4
	English								
		ENGL	English (B.A.)	70	95	89	82	77	82.6
		ENGL	English (M.A.)	22	13	13	17	7	14.4
		ENGL	English (Ph.D.)	3	4	5	5	5	4.4
	English Total			95	112	107	104	89	101.4
	Foreign Languages and Literatures								
		FOLA	Foreign Language (B.A.)	22	29	24	31	33	27.8
		FOLA	Foreign Language (B.S.)	5	6	3	12	12	7.6
		FLAN	Foreign Language (M.A.T.)	5	14	9	6	6	8.0
	Foreign Languages and Literatures Total			32	49	36	49	51	43.4
	History								
		HIST	History (B.A.)	36	33	40	73	51	46.6
		HIST	History (M.A.)	7	16	11	8	7	9.8
		HIST	History (D.A.) <i>ended 6/2008</i>	1	2	0	1	0	0.8
		PUHI	Public History (Ph.D.)	0	0	0	1	1	0.4
	History Total			44	51	51	83	59	57.6

**Degrees Conferred - Academic Years 2004-05 through 2008-09
by Department and Major/Degree
Middle Tennessee State University**

College	Dept.	Major Code	Major/Degree	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	5 Year Average
	Philosophy								
		PHIL	Philosophy (B.A.)	9	12	16	10	9	11.2
	Philosophy Total			9	12	16	10	9	11.2
	Political Science								
		INRE	International Relations (B.S.)	19	19	15	23	20	19.2
		POSC	Political Science (B.A.)	16	23	17	20	20	19.2
		POSC	Political Science (B.S.)	70	73	70	59	80	70.4
	Political Science Total			105	115	102	102	120	108.8
	Sociology and Anthropology								
		ANTH	Anthropology (B.S.)	21	25	21	22	17	21.2
		SOCI	Sociology (B.A.)	3	4	7	6	4	4.8
		SOCI	Sociology (B.S.)	20	22	20	17	14	18.6
		SOCI	Sociology (M.A.)	5	7	8	8	4	6.4
	Sociology and Anthropology Total			49	58	56	53	39	51.0
	Global Studies		<i>concentrations end 5/2013</i>						
		GLST	Global Studies (B.A.)	-	-	3	7	11	7.0
	Global Studies Total			0	0	3	7	11	4.2
		GERO	Gerontology (C4)	2	2	3	3	2	2.4
Arts and Sciences Total				588	634	657	664	677	644

**Proposed College of Arts and Sciences
Faculty Profile**

Full-Time Faculty and Adjunct by College, Department, Tenure Status, AY 2009-2010

Proposed New College	Tenure Status			Total T & TT	Total Faculty	Total FTE Adjunct
	Tenured	TT	Temp			
Arts and Sciences						
Biology	31	5	5		41	1.24
Chemistry	24	1	3		28	2.36
Computer Science	12	1	2		15	1
English	47	8	34		89	12.39
Foreign Languages and Literatures	15	5	4		24	5.2
Geosciences	8	2	3		13	1.37
History	27	7	10	*	44	9.2
Mathematical Sciences	31	4	9		44	5.8
Philosophy	6	1	0		7	0.8
Physics and Astronomy	9	1	3	*	13	0.3
Political Science	12	2	1		15	2.33
Sociology and Anthropology	12	7	3	*	22	2
Total	234	44	77	278	355	43.99

*Includes clinical track, coordinator track, and research track.

Data provided by the Office of the Executive Vice President and Provost

College of Communication, Fine Arts, and Entertainment Industries

The College of Communication, Fine Arts, and Entertainment Industries provides program alliances to take advantage of the unique and collaborative opportunities to lead the creative arts and industry sectors in the region, across the nation, and around the world.

A consensus to include Art, Music, Theatre, and Dance as forms of communication into the college was reached during a Deans Retreat (Summer 2009) focusing on proposed restructuring of colleges.

As stated in responses to Frequently Asked Questions about restructuring (December 2009), the entertainment industry has a significant economic impact on the Middle Tennessee region. MTSU's strong programs in recording industry, electronic media, and the visual and performing arts are already producing graduates that are leaders in both the creative and business aspects of the industry. Including the School of Music, the Department of Art, and the academic programs in Theatre and Dance under the same administrative structure with communication and the entertainment industries creates the potential for strong alliances for future growth and development.

This recommendation eliminates the Department of Speech and Theatre. It is logical to place the faculty members who are responsible for programs in Communication Studies and Organizational Communication in a department within an administrative structure whose unifying theme is communication. If approved, the undergraduate degrees in Speech and Theatre will need to be realigned and renamed to reflect the proposed restructuring. For example, one possibility is to rename the current B.S. degree in Organizational Communication to a B.S. degree in Communication with two concentrations, Organizational Communication and Communication Studies. This suggestion has been presented to faculty members. This suggestion is offered for consideration as a way to accomplish restructuring without adding a new degree program to MTSU's inventory. It has not been fully vetted by faculty members.

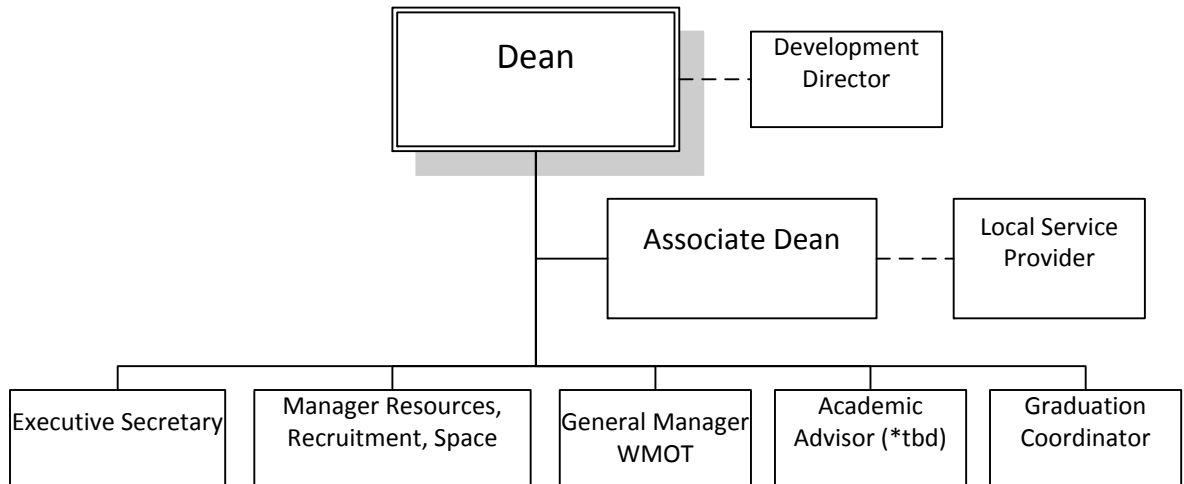
Throughout these discussions, faculty members have expressed a desire that the college name reflect, as much as possible, their discipline's identity, in broad terms. The name of this college has engendered much discussion among the academic units represented in this proposed college. The proposed title of this college reflects a compromise and is not the proposed title of any one group.

Proposed Restructuring of Colleges
List of Academic Units

Communication, Fine Arts, and Entertainment Industries
Art
Communication
+ Communication Studies
+ Organizational Communication
Electronic Media
School of Journalism
School of Music, Theatre and Dance
Recording Industry
* John Seigenthaler Chair in First Amendment Studies
* Center of Excellence for Popular Music
* Tennessee Governor's School for the Arts

*Ph.D. programs, Chairs of Excellence, Endowed Chairs, Centers of Excellence, or Centers

Proposed Organizational Chart for
Communication, Fine Arts, and Entertainment Industries
(Positions and final reporting lines will be determined by the Dean.)



*tbd – to be determined

**Degrees Conferred - Academic Years 2004-05 through 2008-09
by Department and Major/Degree
Middle Tennessee State University**

College	Dept.	Major Code	Major/Degree	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	5 Year Average
Communication, Fine Arts, and Entertainment Industries									
			Communication						
		COST	Communication Studies (B.A.)	0	0	1	0	3	0.8
		COST	Communication Studies (B.S.)	11	11	4	9	6	8.2
		ORCO	Organizational Communication (B.S.)	29	18	40	25	35	29.4
			Communication Total	40	29	45	34	44	38.4
			Mass Communication						
		MC	Mass Communication (B.S.)	0	0	0	2	1	0.6
		MC	Mass Communication (M.S.)	6	13	13	15	18	13.0
			Mass Communication Total	6	13	13	17	19	13.6
			Electronic Media Communication						
		MC	Mass Communication (B.S.)	189	151	154	157	142	158.6
			Electronic Media Communication Total	189	151	154	157	142	158.6
			Journalism						
		MC	Mass Communication (B.S.)	180	174	172	133	153	162.4
			Journalism Total	180	174	172	133	153	162.4
			Art						
		ART	Art (B.F.A.)	29	33	28	42	46	35.6
		ARED	Art Education (B.S.)	16	10	15	11	15	13.4
		ARHI	Art History (B.A.) <i>began in 2004; conc ends 5/13</i>	1	1	3	6	4	3.0
			Art Total	46	44	46	59	65	52.0
			Music						
		MUSI	Music (B.M.)	32	21	25	37	35	30.0
		MUSI	Music (M.A.)	11	11	9	12	9	10.4
			Music Total	43	32	34	49	44	40.4
			Theater and Dance						
			Theater (B.A./B.S.; concentration in Sp/Th.)	21	19	20	18	24	20.4
			Theater and Dance Total	21	19	20	18	24	20.4
			Recording Industry						
		REAT	Recording Arts & Technologies (M.F.A.) <i>approved 1/05</i>	-	-	-	9	7	8.0
		REIN	Recording Industry (B.S.)	316	272	262	266	237	270.6
			Recording Industry Total	316	272	262	275	244	273.8
Communication, Fine Arts, and Entertainment Industries Total				841	734	746	742	735	759.6

**Proposed College of Communication, Fine Arts, and Entertainment Industries
Faculty Profile**

Full-Time Faculty and Adjunct by College, Department, Tenure Status, AY 2009-2010						
Proposed New College	Tenure Status			Total T & TT	Total Faculty	Total FTE Adjunct
	Tenured	TT	Temp			
Communication, Fine Arts, and Entertainment Industries						
Art	12	5	8		25	5.39
Electronic Media Communication	16	1	1		18	0.9
Journalism	12	9	1		22	2.4
Music	23	6	4		33	19.01
Recording Industry	17	9	1		27	2.63
Communication	7	0	10		17	5.42
Theatre and Dance	9	2	5		16	3.27
Total	96	32	30	128	158	39.02

Data provided by the Office of the Executive Vice President and Provost

College of Applied, Behavioral, and Health Sciences

The College of Applied, Behavioral, and Health Sciences focuses on improving the lives of individuals and families, as well as providing focus to programs linked to the technology-industry-economic development enterprise in the region.

A decade ago, an MTSU Task Force discussed the strengths of the University's applied sciences and the need to provide a structure for unification and support to promote the development of community partnerships. MTSU is currently located in the center of an emerging regional technology and applied sciences corridor. Concurrently, the region is experiencing a coalescing of industry commitment to innovations in such sectors as alternative energy sources, food production and safety, and aviation.

The Middle Tennessee region is also recognized nationally and internationally as a health care industry leader and helps shape the national and international health care landscapes. MTSU's 47,500 graduates currently living and working in Nashville and the surrounding area already provide this industry significant professional and service leadership and expertise (e.g., nursing, social work, gerontology, health care administration), and in related support areas (e.g., community and public health, wellness and exercise science, psychological services, and interior design).

The Communication Disorders program has been moved to this college based on mutual discussion between the faculty in the Communication Disorders program and the faculty in the Department of Health and Human Performance. Both faculties support the relocation of this program.

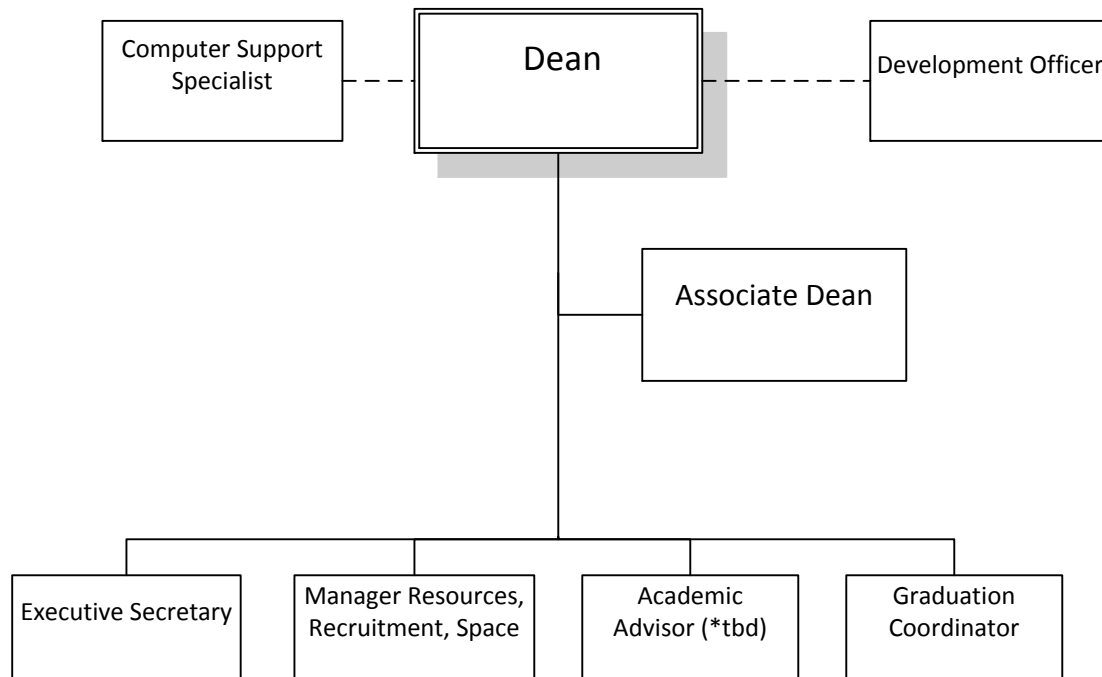
As an added note, the recent "Complete College Tennessee Act of 2010" asks for a "statewide master plan for future development of public universities, community colleges and technology centers with input from the board of regents and the University of Tennessee board of trustees." This plan should include "institutional mission differentiation." The intersection of our program strengths with these growing sectors provides MTSU an opportunity to identify its strengths and be recognized in the applied, behavioral, and health sciences.

Proposed Restructuring of Colleges
List of Academic Units

Applied, Behavioral, and Health Sciences	
Aerospace	
School of Agribusiness and Agriscience	
Criminal Justice Administration	
Engineering Technology	
Health and Human Performance	
+ Communication Disorders	
Human Sciences	
Military Science	
School of Nursing	
Psychology	
Social Work	
* Ph.D. Human Performance	
* National Healthcare Chair in Nursing	
* Mary E. Miller Chair in Equine Health	
* John C. Miller Chair in Equine Reproductive Physiology	
* Robert and Georgianna West Russell Chair in Manufacturing Excellence	
* Adams Chair in Health Care Services and Center for Health and Human Services	
* Center for Energy Efficiency	
* Center for Green Energy Management	
* Center for Organizational and Human Resource Effectiveness	
* Center for Physical Activity and Health in Youth	
* Center for Sport Policy and Research	
* Clara Todd Pre-Professional Health Science Advising Center	
* Flight Center	
* Horse Science Center	
* Horticulture Center	
* Tennessee Center for Child Welfare	
* Tennessee Transit Training Center	

*Ph.D. programs, Chairs of Excellence, Endowed Chairs, Centers of Excellence, or Centers

Proposed Organizational Chart for
College of Applied, Behavioral, and Health Sciences
(Positions and final reporting lines will be determined by the Dean.)



*tbd – to be determined

**Degrees Conferred - Academic Years 2004-05 through 2008-09
by Department and Major/Degree
Middle Tennessee State University**

College	Dept.	Major Code	Major/Degree	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	5 Year Average
Applied, Behavioral, and Health Sciences									
	Criminal Justice								
		CRJU	Criminal Justice Admin (B.S.)	103	96	112	92	93	99.2
		CRJU	Criminal Justice Admin (M.C.J.)	3	1	2	4	3	2.6
		LAEN	Law Enforcement (A.A.S.) <i>ended 12/05</i>	2	3	0	0	0	1.0
	Criminal Justice Total			108	100	114	96	96	102.8
	Health and Human Performance								
		ATTR	Athletic Training (B.S.)	13	13	11	11	12	12.0
		EXSC	Exercise Science & Health Promo (M.S.)	10	12	13	11	6	10.4
		HEED	Health Education (B.S.)	17	20	26	24	38	25.0
		HPER	Health, Physical Ed & Rec (M.S.)	31	27	40	19	36	30.6
		HUPE	Human Performance (Ph.D.)	3	7	8	5	11	6.8
		PHED	Physical Education (B.S.)	75	92	98	93	87	89.0
		PHED	Physical Education (D.A.) <i>ended 2004</i>	2	0	0	0	0	0.4
		RELE	Recreation & Leisure Services (B.S.)	25	30	24	27	31	27.4
		CODI	Communication Disorders (B.A.) <i>moved from</i>	0	0	1	0	3	0.8
		CODI	Communication Disorders (B.S.) <i>Speech/Thea</i>	19	13	20	19	23	18.8
	Health and Human Performance Total			195	214	241	209	247	221.2
	Nursing								
		NURS	Nursing (B.S.N.)	119	150	145	127	172	142.6
	Nursing Total			119	150	145	127	172	142.6
	Psychology								
		CUIP	Curriculum & Inst/Psychology (Ed.S.) <i>(School Psych)</i>	13	9	14	11	7	10.8
		INPS	Industrial & Org Psychology (B.S.)	16	20	19	19	15	17.8
		PSY	Psychology (B.S.)	135	135	128	148	165	142.2
		PSY	Psychology (M.A.)	49	32	34	30	40	37.0
	Psychology Total			213	196	195	208	227	207.8
	Social Work								
			Social Work (M.S.W.) <i>approved 7/2008</i>	-	-	-	-	0	0.0
		SOWO	Social Work (B.S.W.)	58	54	52	76	50	58.0
	Social Work Total			58	54	52	76	50	58.0
	Aerospace								
		AERO	Aerospace (B.S.)	99	149	156	125	143	134.4
		AEED	Aerospace Education (M.Ed.) <i>converting to concentration in M.S. in Aviation Admin</i>	5	5	5	8	4	5.4
		AVAD	Aviation Administration (M.S.)	5	1	3	2	2	2.6
	Aerospace Total			109	155	164	135	149	142.4
	Agribusiness and Agriscience								
		AGBS	Agribusiness (B.S.)	31	25	19	26	31	26.4
		ANSC	Animal Science (B.S.)	25	41	43	38	29	35.2
		PLSO	Plant & Soil Science (B.S.)	18	23	13	15	18	17.4
	Agribusiness and Agriscience Total			74	89	75	79	78	79.0
	Engineering Technology								
		CIM	Concrete Industry Management (B.S.)	48	68	55	73	74	63.6
		CM	Construction Management (B.S.)	-	10	14	13	34	17.8
		ENGT	Engineering Technology (B.S.)	19	39	32	25	28	28.6
		ETIS	Engr Tech (M.S.)	14	8	8	9	6	9.0
		ENVI	Environmental Science Tech (B.S.)	6	8	7	5	4	6.0
		INED	Industrial Education (B.S.) <i>phased out 12/2005</i>	2	0	0	0	0	0.4
		INTE	Industrial Technology (B.S.) <i>phase out 12/2010</i>	15	12	7	4	8	9.2
	Engineering Technology Total			104	145	123	129	154	131.0

Data provided by Office of
Institutional Effectiveness, Planning and Research

**Degrees Conferred - Academic Years 2004-05 through 2008-09
by Department and Major/Degree
Middle Tennessee State University**

College	Dept.	Major Code	Major/Degree	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	5 Year Average
			Human Sciences						
		FACO	Family & Consumer Studies (B.S.)	44	48	32	37	44	41.0
		HUSC	Human Sciences (M.S.)	5	2	2	6	3	3.6
		INDE	Interior Design (B.S.)	13	31	39	20	24	25.4
		NUFO	Nutrition & Food Science (B.S.)	17	10	28	14	26	19.0
		TEME	Textiles Merchandising Design (B.S.)	35	45	45	45	46	43.2
			Human Sciences Total	114	136	146	122	143	132.2
			Professional Science						
		PRSC	Professional Science (M.S.)	0	1	4	19	21	9.0
			Professional Science Total	0	1	4	19	21	9.0
		HEMA	Health Care Management (C4)	2	0	5	0	1	1.6
		VOTE	Vocational Technical Education (M.V.T.E.)	3	0	0	0	0	0.6
			<i>ended 12/2005</i>						
Applied, Behavioral, and Health Sciences Total				1,099	1,240	1,264	1,200	1,338	1,228

**Proposed College of Applied, Behavioral, and Health Sciences
Faculty Profile**

Full-Time Faculty and Adjunct by College, Department, Tenure Status, AY 2009-2010							
Proposed New College	Tenure Status				Total T & TT	Total Faculty	Total FTE Adjunct
	Tenured	TT	Temp				
Applied, Behavioral, and Health Sciences							
Aerospace	10	5	1			16	0.2
Agribusiness and Agriscience	7	2	3	*		12	1.24
Criminal Justice Administration	5	1	2			8	2.6
Engineering Technology	14	4	3	*		21	2.01
Health and Human Performance	19	7	8	*		34	11.97
Human Sciences	9	3	4			16	6.86
Nursing	10	7	11	*		28	3.93
Psychology	32	2	6			40	6.48
Social Work	7	3	1			11	1.6
Total	113	34	39		147	186	36.89

*Includes clinical track, coordinator track, and research track.

Data provided by the Office of the Executive Vice President and Provost

College of Education

The College of Education focuses on leading teacher preparation innovation. The creation of this college was approved by the Tennessee Board of Regents when the name change was proposed from a College of Education and Behavioral Science to a College of Education.

Dean Lana Seivers has talked with faculty members in Early Childhood Education and has recommended that they and the Early Childhood Education program move to the College of Education. The rationale includes the potential for engaging in collaborative efforts with schools and the Tennessee Department of Education and the coordinators of all programs related to early childhood education (i.e., Project H.E.L.P. and the Child Development Center). Additionally, the inclusion of these faculty members and the program is aligned with the mission of preparing early childhood education teachers. The faculty has begun working with the Department of Elementary and Special Education, and plans are underway to host the state Pre-K Summer Institute in June, 2010.

Faculty members in Professional Counseling (including Mental Health Counseling, Center for Counseling and Psychological Services, and School Counseling) have also declared a desire to relocate to the Womack Family Department of Educational Leadership. These faculty members, Chairs Huffman and Papini, and Dean Seivers recommend this transfer beginning in fall 2010, regardless of the outcome of this proposal or the timeline of the proposed restructuring. Professional Counseling faculty members have already begun to work with faculty members in Educational Leadership to create new courses that will be offered through Educational Leadership. As demonstrated by these efforts, the proposed restructuring for this college is being received with enthusiasm and productive efforts.

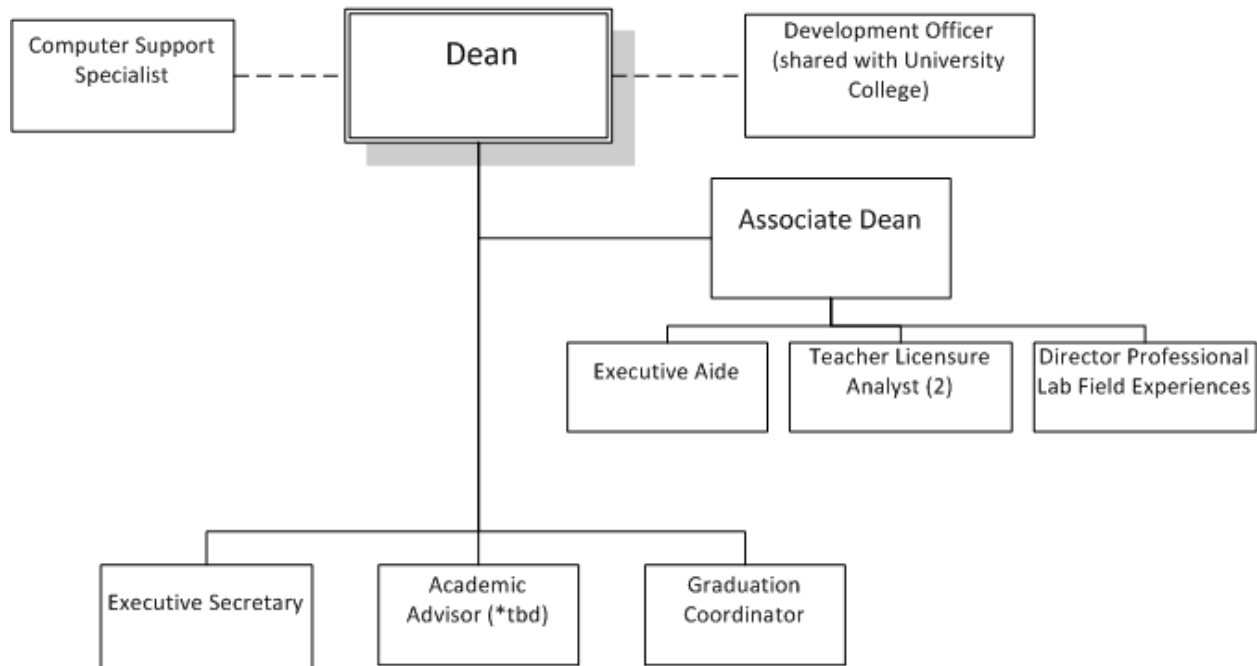
Proposed Restructuring of Colleges
List of Academic Units

Education
Elementary and Special Education + Early Childhood Education
Womack Family Educational Leadership + Professional Counseling <ul style="list-style-type: none">• Mental Health Counseling• Center for Counseling and Psychological Services• School Counseling
* Ph.D. Literacy Studies
* Katherine Davis Murfree Chair in Dyslexic Studies
* Child Development Center
* Instructional Technology Support Center
* Project H.E.L.P.
* Center for the Study and Treatment of Dyslexia
* Tennessee Early Childhood Training Alliance

*Ph.D. programs, Chairs of Excellence, Endowed Chairs, Centers of Excellence, or Centers

Proposed Organizational Chart for College of Education

(Positions and final reporting lines will be determined by Dean.)



*tbd – to be determined

**Degrees Conferred - Academic Years 2004-05 through 2008-09
by Department and Major/Degree
Middle Tennessee State University**

College	Dept.	Major Code	Major/Degree	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	5 Year Average
Education									
			Curriculum & Instruction (formerly Elementary and Special Education)						
		CUIL	Curriculum & Inst/Elem Edu (M.Ed.)	25	15	23	40	39	28.4
		CUIL	Curriculum & Inst/Elem Edu (Ed.S.)	2	1	0	0	0	0.6
		INTR	Interdisciplinary Studies (B.S.)	154	202	211	183	176	185.2
		READ	Reading (M.Ed.)	10	10	8	10	8	9.2
		SPED	Special Education (B.S.)	20	17	15	19	17	17.6
		SPED	Special Education (M.Ed.)	20	23	15	21	17	19.2
		DYST	Dyslexic Studies (C4)	2	1	1	0	4	1.6
		EACH	Early Childhood Education (B.S.)	41	43	41	43	46	42.8
			Curriculum & Instruction Total	274	312	314	316	307	304.6
			Educational Leadership, Policy, & Research						
		ADSU	Administration & Supervision (M.Ed.)	76	65	58	77	98	74.8
		ADSU	Administration & Supervision (Ed.S.)	15	30	35	44	48	34.4
		CUID	Curriculum & Inst/Ed Leadrshp (M.Ed.)	41	51	53	36	69	50.0
		CUID	Curriculum & Inst/Ed Leadrshp (Ed.S.)	26	49	10	27	40	30.4
		PRCO	Professional Counseling (M.Ed.)	0	1	1	9	20	6.2
		SCCO	School Counseling (M.Ed.)	15	5	9	0	0	5.8
			<i>now a concentration in Prof Counseling</i>						
			Educational Leadership Total	173	201	166	193	275	201.6
Education Total				447	513	480	509	582	506.2

**Proposed College of Education
Faculty Profile**

Full-Time Faculty and Adjunct by College, Department, Tenure Status, AY 2009-2010						
Proposed New College	Tenure Status			Total T & TT	Total Faculty	Total FTE Adjunct
	Tenured	TT	Temp			
Education						
Curriculum and Instruction	12	7	4		23	8.44
Early Childhood Education	1	3	4		8	3.0
Educational Leadership, Policy and Research	15	4	4		23	15.5
Professional Counseling	3	3			6	
Total	31	17	12	48	60	26.94

Data provided by the Office of the Executive Vice President and Provost

Jennings A. Jones College of Business

The Jennings A. Jones College of Business links entrepreneurship, business, and finance in the public and private sectors to promote economic development within the region.

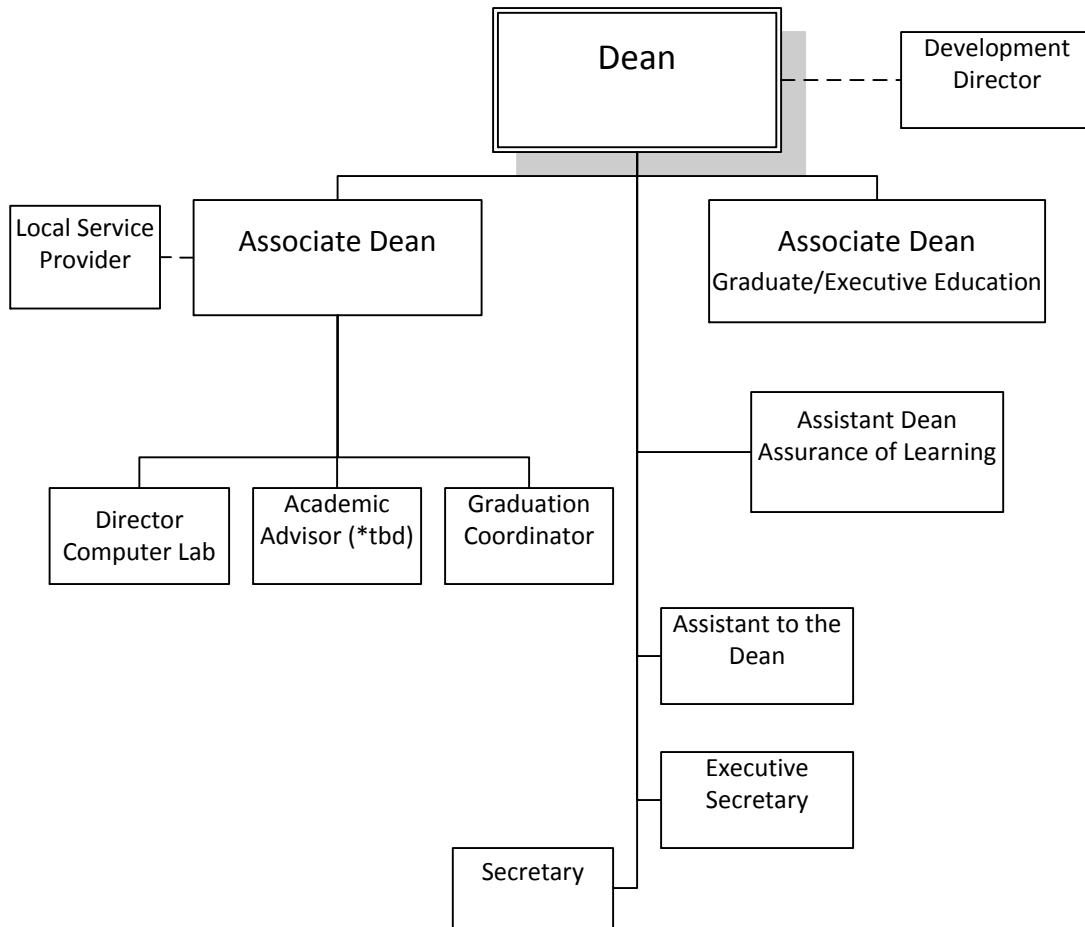
Proposed Restructuring of Colleges List of Academic Units

Jennings A. Jones College of Business
Accounting Business Communication and Entrepreneurship Computer Information Systems Economics and Finance Management and Marketing + Leadership Studies
* Ph.D. Economics * Jennings A. Jones Chair in Free Enterprise * Jennings and Rebecca Jones Chair in Urban and Regional Planning * Weatherford Chair of Finance * Martin Chair of Insurance * Wright Chair of Entrepreneurship * Institute for Leadership Excellence * Tennessee Center for Labor-Management Relations * Tennessee Small Business Development Lead Center * Business and Economic Research Center * Center for Economic Education

*Ph.D. programs, Chairs of Excellence, Endowed Chairs, Centers of Excellence, or Centers

Proposed Organizational Chart for
Jennings A. Jones College of Business

(Positions and final reporting lines will be determined by the Dean.)



*tbd – to be determined

**Degrees Conferred - Academic Years 2004-05 through 2008-09
by Department and Major/Degree
Middle Tennessee State University**

College	Dept.	Major Code	Major/Degree	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	5 Year Average
Business									
	Accounting								
		ACTG	Accounting (B.B.A.)	92	96	93	105	138	104.8
		ACIN	Accounting & Info Systems (M.S.)	16	11	19	28	25	19.8
	Accounting Total			108	107	112	133	163	124.6
	Business Communication and Entrepreneurship								
		BUED	Business Education (B.S.)	20	20	22	21	15	19.6
		BUED	Business Education (M.B.E.)	18	17	18	10	17	16.0
		ENTR	Entrepreneurship (B.B.A.)	22	38	41	36	43	36.0
		MKED	Marketing Education (B.S.) ended 12/2005	2	1	0	0	0	0.6
		OFMA	Office Management (B.B.A.)	15	6	11	9	6	9.4
	Business Communication and Entrepreneurship Total			77	82	92	76	81	81.6
	Computer Information Systems								
		INFS	Information Systems (B.B.A.)	76	58	72	60	55	64.2
		ACIN	Accounting & Info Systems (M.S.)	32	18	19	11	15	19.0
	Computer Information Systems Total			108	76	91	71	70	83.2
	Economics and Finance								
		ECBU	Economics (B.B.A.)	13	9	8	8	15	10.6
		ECON	Economics (M.A.)	9	17	10	7	12	11.0
		ECON	Economics (D.A.) ended 2004	2	0	0	0	0	0.4
		ECON	Economics (Ph.D.)	2	4	3	2	6	3.4
		FIN	Finance (B.B.A.)	106	105	102	90	115	103.6
	Economics and Finance Total			132	135	123	107	148	129.0
	Management and Marketing								
		BUAD	Business Administration (B.B.A.)	110	92	118	96	122	107.6
		BUAD	Business Administration (M.B.A.)	130	113	92	117	121	114.6
		MGMT	Management (B.B.A.)	98	91	105	89	80	92.6
		MKT	Marketing (B.B.A.)	185	160	177	168	162	170.4
	Management and Marketing Total			523	456	492	470	485	485.2
		ADBU	Administrative Business (C3) ended 12/2004	2	0	0	0	0	0.4
Business Total				950	856	910	857	947	904.0

**Proposed Jennings A. Jones College of Business
Faculty Profile**

Full-Time Faculty and Adjunct by College, Department, Tenure Status, AY 2009-2010						
Proposed New College	Tenure Status			Total T & TT	Total Faculty	Total FTE Adjunct
	Tenured	TT	Temp			
Business						
Accounting	18	3	4 *		25	1.4
BCEN	9	4	2		15	0
Computer Information Systems	16	3	3 *		22	1.4
Economics and Finance	19	6	4		29	1
Management and Marketing	24	11	5 *		40	2.8
Total	86	27	18	113	131	6.6

*Includes clinical track, coordinator track, and research track.

Data provided by the Office of the Executive Vice President and Provost

University College

The recommendation is to rename the College of Continuing Education and Distance Learning to University College. In addition to the Academic Outreach and Distance Learning programs and services it currently offers, the proposed University College will align academic and student programs and services to address first year, transfer, and nontraditional student learning needs to aid with their transition into the University and achieve student success. The University College will advance academic excellence, broad access, and the impact of a university education through a dedicated focus on individual students. It will support the University's Academic Master Plan by offering superior learning experiences in first-year and transitional student programs, civic engagement experiences, and an interdisciplinary degree program.

The University College will provide a valuable service to MTSU during a time when discussions at Tennessee Higher Education Commission are directed to changing the funding formula to focus more on the retention and graduation of students. Additionally, the University College will continue to promote MTSU's Summer School, administer the guidelines governing Summer School, process the paperwork for Summer School salaries, and collect data that are used to make future decisions about Summer School scheduling and course offerings.

The recommendation for creating a University College has received broad base support across campus including support from Vice President Debra Sells and personnel in Student Affairs.

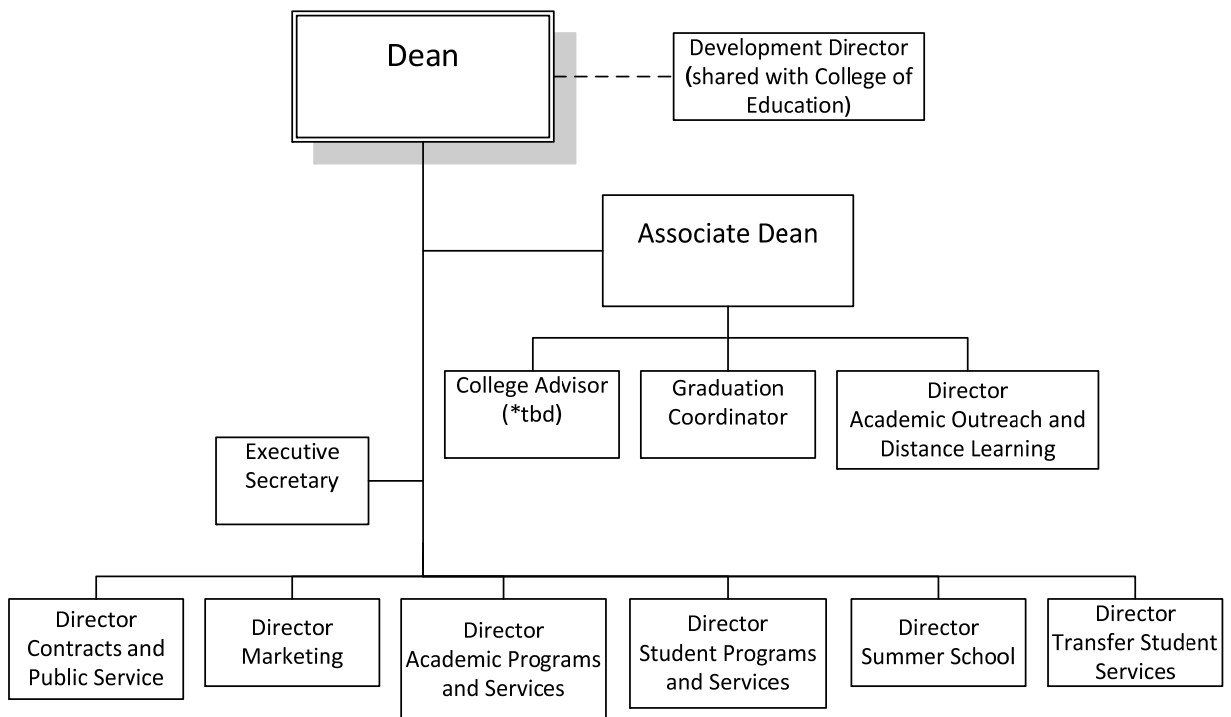
Proposed Restructuring of Colleges
List of Academic Units

University College
Academic Outreach and Distance Learning
Academic Programs and Services
– Academic Enrichment
– EXL
– Transfer Student Services
– University Studies Degree
Summer School
Student Programs and Services
– Academic Support Center
• Academic Advising
• Raider Learning Communities
• Summer Reading Program
* Military Center

*Ph.D. programs, Chairs of Excellence, Endowed Chairs, Centers of Excellence, or Centers

Proposed Organizational Chart for University College

(Positions and final reporting lines will be determined by Dean.)



*tbd – to be determined

**Degrees Conferred - Academic Years 2004-05 through 2008-09
by Department and Major/Degree
Middle Tennessee State University**

College	Dept.	Major Code	Major/Degree	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	5 Year Average
University College									
Academic & Distance Learning									
	Regents Online Degree Program								
		ASTL	Adv Stud in Teaching Learning (M.Ed.)	2	4	6	12	11	7.0
		FNP	Family Nurse Practitioner (C4)	-	-	-	-	1	1.0
		LIST	Liberal Studies (B.S.)	111	98	91	182	251	146.6
		NURS	Nursing (M.S.N)	0	2	11	10	14	7.4
		PRST	Professional Studies (B.S.)	34	30	31	33	23	30.2
		PRST	Professional Studies (M.P.S.)	-	-	-	1	4	2.5
	Regents Online Degree Program Total			147	134	139	238	304	192.4
		UNST	University Studies (B.U.S.)	96	115	87	48	19	73.0
Univesity College Total				243	249	226	286	323	265.4

**Proposed University College
Faculty Profile**

Full-Time Faculty and Adjunct by College, Department, Tenure Status, AY 2009-2010						
Proposed New College	Tenure Status			Total T & TT	Total Faculty	Total FTE Adjunct
	Tenured	TT	Temp			
University College						
Academic Enrichment	9	0	8		17	1.4
Total	9	0	8	9	17	1.4

Data provided by the Office of the Executive Vice President and Provost

University Honors College

The University Honors College provides undergraduate education of exceptional quality to a small but diverse student population with a deep commitment to scholarship and to the ideals and virtues of character, creativity, commitment, curiosity, discipline, faith, honor and integrity. No restructuring of this college is proposed at this time.

College of Graduate Studies

The College of Graduate Studies serves as the central collegiate component for uniting MTSU's graduate academic community. The College provides academic, financial, and other support services for graduate students, while upholding academic standards; and, in consultation with the graduate faculty, it establishes policies and procedures to promote excellence in graduate education. No restructuring of this college is proposed at this time.

James E. Walker Library

The James E. Walker Library is an active partner in the scholarly communication process and provides information, resources, and instructional services to meet the diverse needs of students, faculty, staff, and researchers. Conversations about broadening the scope of the James E. Walker Library to include libraries and learning resources across campus have begun and will continue over the next few months.

Implementation

The proposed restructuring requires the movement of some positions into new structures, but no employee has been eliminated, and no new position lines have been created. While cost savings are negligible, the restructuring allows the University to more strategically focus its academic resources, to make investments in selected areas to stimulate program growth and development, and to create new and productive synergies within our academic programs.

On February 22, 2010, the Interim Provost convened an ad hoc committee to generate ideas regarding the issues and concerns that must be addressed as the University moves from the existing college/department structure to a proposed restructuring of colleges. Using the December 16, 2009 document as a possible new structure, the committee, chaired by Dr. John Vile and comprised of faculty, staff, and administrators from all current colleges, the Faculty Senate President, and Chair of the Chairs Council, was requested to generate their own ideas

and also to gather input from their constituent groups. In a February 24th meeting, committee members generated an inclusive list of all of the issues and concerns that would or could affect implementation. The composite list was submitted to the Interim Provost (See Appendix A). The following recommendations are based on the input from this ad hoc committee and others across campus.

Recommendations

- The restructuring of colleges will begin July 1, 2010, and will be phased in to be completed by June 30, 2012. Many implementation issues can best be managed through routine operating processes while others require longer deliberative and inclusive discussions and planning.
- Upon approval of the proposal by the President, academic leadership of the colleges will be determined, and, where appropriate, searches will be initiated (beginning fall 2010). The college dean, working with the chairs, faculty, administrative and clerical staffs in his or her college, will adapt mission, structure, and process to reflect the purpose of the college and to meet the challenges and opportunities unique to each college.
- The Provost will provide leadership to insure effective coordination of operating procedures and processes across colleges as well as enhancement of the effective use of the human resources within the division (i.e., all colleges will engage in strategic planning to revise or establish a mission statement and organizational structure).
- Departments will review their programs and make curricular revisions, deletions, and/or developments to be better positioned for the future (Academic Year 2010-2011).
- Colleges and departments will review and adapt their tenure and promotion guidelines to reflect changes in college and academic unit structures (Academic Year 2010-2011).
- Other processes and/or procedures (e.g., scheduling, library resource allocation, computer replacement) will be continued as is, until processes/procedures are adapted to reflect new structures.
- Any physical relocation of faculties and administrative offices will occur as new buildings come online and space becomes available for rearrangements.
- Adaptations to University information systems (Banner, Web, D2L) as a result of any restructuring of colleges will be completed by August 15, 2011 (end of summer school).

Interim Provost's Commentary

In addition to the information provided in this report, and as Interim Provost, I want to share with the campus community some of my thinking about the process and the recommendations being made. First and foremost, I think this process has sparked intellectual discussions among faculties across campus in meaningful and productive ways. These discussions have reflected, at all times, the open and thoughtful inquiry that underscores what the Academy does best.

In May 2009 when President McPhee appointed me Interim Provost, I was given the responsibility to examine our existing college structure and consider another structure that will better position MTSU for the future. I think that this is a strong, inclusive proposal for reorganizing MTSU's colleges to position the University for the future without increasing costs or eliminating jobs for people. From the beginning, President McPhee announced that college reorganization was not about "budget cutting." Concurrently, he announced that he wanted to protect people as much as possible while meeting our obligated state budget cuts. I have supported his position by protecting people in the proposed college restructuring plan and by not focusing the process or the outcome on budget cutting.

The process for examining our current college structure and discussing a proposed college restructuring has been long, deliberative, and successful on many levels. We all have been challenged to consider what we are doing in our programs, departments, and colleges. We have affirmed our academic purpose, and in some cases, we have begun to question course duplications across campus and potential for program consolidations, eliminations, and creations. Discussions have fostered new collaborations (e.g., faculty members in the Department of Psychology and the School of Nursing have scheduled a meeting to discuss developing a joint research grant proposal investigating healthcare issues).

In my meetings with individuals, small groups, and large groups, everyone has extended professional courtesies to each other. It has been an educational experience in which people have offered information, philosophies, proposals for changes, pleas for being "left alone," and suggestions for restructuring; sometimes agreeing, sometimes disagreeing, but always within the context of an academic, professional discussion. I have received much positive feedback about college restructuring. At the same time, I have received feedback that reflects opposition to change. Understandably, people want to continue to conduct business as usual, but the reality of the current economic and educational environment will not permit us to do so.

If approved, in part or full, this proposal begins another journey for Academic Affairs, one in which further details must be thoroughly vetted. For example, allocation of TAF funds must be reviewed and probably revised; some departments and colleges will need to review and revise

tenure and promotion policies, and some clerical staff and support personnel will make decisions about relocating from one college office to another.

The final proposal represents the culmination of a process that has evolved over the past ten months. It represents a collective and collaborative effort to think and rethink how best to restructure the University for the future. My mantra has always been to “Listen, Learn, Lead.” This has guided me in this process. I have listened, and I have learned a lot. Thank you for allowing me to lead this process.

L. Diane Miller

Restructuring Ad Hoc Committee

Implementation of issues they may need to address:

People Practices

- Promotion and Tenure guidelines align in new colleges (continuity)
- Staff losses/advising/development
- Fears of faculty/mergers/faculty hires/lines
- Workloads/valid data
- Morale
- Faculty numbers/buyout/temporary faculty
- Allocation of staff/grant/advisors
- Baseline established that reflects past personnel cuts in departments/schools/etc.
- Uncertainty/need for closure/don't act precipitously
- Bachelor of Arts vs. Bachelor of Science (retraining of advisors)
- Issues with shared staff/faculty seniority
- Man hours required for relearning disciplines for Tenure and Promotion
- Advisors/Graduation Coordinators/career placement officers/development officers/technology specialists retraining
- Workloads are not accurate reflections of faculty responsibilities; therefore the data for staffing is invalid.
- CJA faculty members feel that they can work within any college structure (as long as the department stays intact). We think problems develop when departments are merged – problems due to accreditation requirements, differing departmental tenure and promotion policies, and conflicting discipline “cultures”.
- Increased workloads? If so, must address titles/levels (i.e., Secretary 2, Secretary 3, etc.)
- Staff cuts? If not, will they remain with same unit or be split?
- Tours – who is in charge of training, scheduling and funding tour guides if tours are to include new entities?
- How will faculty who are in their “mid-tenure” career be evaluated when moved to a new college?
- Promotion and tenure policies in the new college are structured to respect the professional standards of each constituent discipline.
- Tenure and Promotion - Normal concerns about how any restructuring is going to affect T and P. Related to this are concerns over possible furloughs/RIFs.
- As departments are merged will staff and administrators be reduced for the new unit? If the staff/administration were busy enough within their own department why would they be less busy after mergers occur? Especially if physically moving the departments into close proximity is not possible.

- What physical and staffing provisions are being made for a location and personnel for the administrative unit to lead the “new” college.
- With athletics staff receiving raises, how will this affect the budget that remains to employ the rest of us?
- Is there the possibility (likely hood) that additional teaching load will be expected above 12 credit hours per semester we are at now?
- How will the faculty member’s performance in a discipline be judged in promotion/tenure decisions in new areas?
- How will seniority in a department be decided. If a faculty with 20 years is moved into a new department, would that person have more seniority in the new department than someone there for 15 years in that same area?
- How will restructuring impact academic qualifications for faculty in terms of SACS, AACSB, NCATE, and other accreditations?
- Development of method for distribution of college / division level advisors
- Development of method for distribution of college / division level development officers and event coordinators
- Development of method for distribution of clerical / support staff amongst programs / departments / divisions / colleges
- Tenure and Promotion processes in new college / division structure

Strategy

- International Education
- General Education requirements (Liberal Arts)
- Loss of synergy between previous collaborations
- Opportunity for renaming of university
- Loss of identity - Departmental/College
- Vision of Outreach programs after change/public service/funding
- Is this the best time for restructuring considering the current economic climate? Savings vs. Cost
- Revision of Mission statements and goals college/departments/programs
- Schools or Divisions within Colleges (decision needs to be made)
- Transition period
- Timeline for reorganization
- Communication to alumni regarding reorganization
- Rationale of benefits of reorganization when it’s presented
- CJA faculty feel that they can work within any college structure (as long as the department stays intact). We think problems develop when departments are merged – problems due to accreditation requirements, differing departmental tenure and promotion policies, and conflicting discipline “cultures”.
- Need Collaborative discussions about the “mission” of the new college, it’s “vision” and once those are clarified, the best organizational structure to achieve TQI requirements and major initiatives.

- Move the existing departments and programs into the new college as they currently exist. Do not do the “curriculum and instruction” reconfiguration, etc. Will require extra work and lead to confusion at the least.
- Early Childhood, Dyslexic Studies, Project HELP, School Counseling, and the Instructional Technology Center should be part of the new college.
- Curriculum
- Media Convergence Center – how will that be affected? Will plans change?
- Issues of college “unity” could arise that will need to be worked on ensure a successful restructuring.
- Will this all happen within the next year, or will implementation be phased over several years.
- Defining the functions of division/schools and hence redefining the functions of colleges. This is not something that can wait until we get there.
- Restructuring needs to be studied to ensure we are not becoming like other state universities (U of M). If we do, we could be unnecessarily duplicating programs and end up losing funding and face further cuts based on the Governor’s and TBR plans and mandates.
- Establishment of process / timeline for new academic degrees necessitated by new structure
 - For example: Speech and Theatre concentrations and joint minor to independent degrees / minors
 - Others?
- Clear articulation of timeline for implementation of reorganization
 - TBR/THEC timeline for approval
 - Timeline for disposition of departments to new colleges

Reward Systems

- Restructuring could result in great salary inequity. If faculty are moved into areas where market salaries are greater or where faculty are paid more than new faculty, inequities may result and present a challenge for the university.

Processes and Lateral Capability

- Consider input from all areas on campus/Bottom up instead of Top down
- Fears of students
 - Transfer agreements/substitution
- Funding/TAF funding/indirect or F&A
- Representation on Faculty Senate/standing committees (Library)
- Cost/stationery/signage/advising forms/branding/brochures
- MT\$ource, Pipeline
- Catalogues
- Decreased communication between departments and colleges

- Sharing classroom/equipment
- Facilities/offices/classroom spaces will need upgrading/expanding
- Grant and contract commitments based on current structure
- Shared server space and implications involved
- Students and mechanics of graduation (banner and paperwork)
- Information about new colleges (web pages/recruitment)
- Travel funds and other faculty support
- Doctoral/graduate programs and faculty are viewed through the same glasses as undergraduates. Should that be addressed as we restructure?
- Will support staff remain the same within departments as colleges are restructured?
- If departments change colleges or are absorbed into other departments, will the courses continue to be taught in the same classrooms/buildings?
- How will budgets be divided between departments that change colleges and when departments are combined with other colleges?
- TAF funding, grants, travel, etc., may be difficult to dispense equitably when the restructuring takes place.
- Minors – affected by combining Liberal Arts programs with Mass Comm programs. Certain minors will not be allowed under re-accreditation rules
- Cross-listed classes and the paperwork involved
- Scheduling – sharing classroom space that is already at a premium
- In terms of sharing classroom space, who will be responsible for maintenance and work orders?
- Forms – routing, revising, reprinting, etc.
- Photocopiers – will current situation continue or will new entities share equipment? If so, responsibility for charges, maintenance, and supplies must be addressed.
- Central information distribution will be necessary to provide info on all the units within the new college, plus location, contacts, etc, to prospective students.
- Funding of the various programs/departments/divisions be allocated?
- Program evaluation
- How will the various accreditation requirements be resolved within disparate Divisions?
- Things you must already be aware of -- FLAG funding, college advisors, TAF funding, GA funding, representation on various committees.
- Will allocation of class rooms be changed?
- Is our procedure of college level approvals going to remain, if not how will it change?
- Will workloads be negotiated within the divisions/schools, or within the college?
- How will curriculum approvals across unrelated disciplines be made?
- Although the divisional concept with division heads is a good idea because division head might be a better advocate for individual departments than Deans, it will be important for a solid communication among the various divisions be established in order to avoid the development of factions within the college.
- How will teaching load disparity between departments/colleges be handled?

- Does the current department bring its entire budget, travel, grants, TAF, staff, GTA's etc. to the new college?
- University TAF funding is restructured alongside the restructuring of colleges, so that the bringing together of units in new configurations does not serve to penalize or bring disadvantage to units.
- How much of the faculty handbook, for instance, has to be rewritten to incorporate not only new colleges, but new institutions like divisions or schools?
- Rather than looking at how much money this will save, we need a much more systematic look at how much this will cost. Experience suggests that restructurings (in business or anywhere) carry many hidden costs and in end costing far more than anticipated (even down to the costs of new letterhead and stuff). This is obviously a follow-up to my question of J. Cothran at our last FS meeting where he said that the restructuring would be costed out and that he would come to present that to us along with D. Miller. I want to make sure that this is going to happen in a transparent and timely manner.
- Will budgets travel with academic units as they are moved around?
- Has the university planned on how the Banner system will be updated to reflect new alignments and degrees? We had a BS in Exercise Science approved in July of 09 and it still is not in the university system as an independent major. How long will this transition take??
- Has a cost analysis been performed to see if realignment is going to cost or save \$\$\$\$?
- What are the plans for tuition increases that will likely come this fall, and more importantly next fall when the stimulus funds are gone?
- Will restructuring cause a mass rearrangement of faculty physically (office spaces) on campus? How will this be decided?
- Curriculum for majors that are restructured will likely need revision and planning. This should be a precursor to any reassignment of faculty. When programs are moved to other areas, courses that once were required for multiple areas may no longer be necessary or able to support offering them. This may impact the overall number of faculty needed even further.
- University committee structure will be impacted based on representation of the different colleges.
- Massive catalog revision will be necessary as well as Web page, signage, business cards, stationery, and subsequent costs.
- A certain problem that will result from the reorganization is the existence of two distinct graphic design entities within one college. Graphic Design in the Art Department and Media Design in Journalism. (This has long been a source of confusion for potential design students and parents (i.e., should they do the Art program or the Journalism design program?). Both claim to teach publication design/editorial design. Each faculty considers their program superior to the other. Art and Mass Comm programs will be forced to merge into one.
- Method for distribution of funding (travel, supplies, student payroll, etc.) for programs being split into separate areas

- Method for designation of classroom and office space for programs being split into separate areas
- Designation of (and responsibilities for / authority over) facility / space within new college structure
- Library funding – insuring an equitable process for each academic program
- Reworking the faculty / staff handbooks (and other University policies) which may be affected by reorganization
- Reorganization of MTSU web site to conform to new structure
- Development of method for distribution of “indirects” amongst academic programs within new college structure
- Development of guidelines for GA assignments and insuring equitable funding of positions between various programs
- TAF process – insuring an equitable process for each academic program across the board and regardless of new “groupings” within departments / schools / divisions / colleges
- Conducting inventory of campus computers

Structure

- If departments end of being merged – accreditation concerns
- Confusion of budget autonomy
- Accreditation/students/curriculum
- Banner/websites
- Degree programs (Speech and Theatre)/timeline (Concentration)
- Parity within the units/workloads/GTAs/Leadership
- Defining colleges/departments/schools/divisions (uniform terminology)
 - Lead in time to make changes
- Articulation of organization/curricular review/decision making/org. chart
- Leadership and support of Ph.D. programs (especially new ones)
- Disparity in decision making regarding teacher education programs
- Graduate and Ph.D. and Undergraduate faculty distinctions
- Cross listed courses – ownership/faculty credentials
- Rework Faculty and Staff handbooks
- Faculty and Student files will need to be transferred to new deans
- College/Departmental Advisory Boards
- Will advising remain central (as it is currently) or be spread out among the joined entities. In other words, will our advisors have to take on advising duties for the other departments and vice-versa?
- Will the Graduation Coordinators retain their same workloads or will they increase? What about the Career Coordinator?
- For departments that have been relocated, how will departmental autonomy be maintained?

- How will a “school” function within a school? For example, the School of Nursing within the School of “Health and Behavioral Sciences”
- What will be the lines of tenure and promotion -- for example, if there are divisions, and if there are associate deans, what will be the lines of reporting and authority? And if no such divisions or associate deans, how will it work? What will be the decision making process and by whom?
- Will departments under the new structure retain budget authority, and if not, how will it be administered?
- Will departments be able to retain their autonomy in regard to curricular decisions?
- It seems that for the divisional concept to be successful, then division directors will need to be appointed and decisions regarding tenure and promotion should take place at the divisional level.
- Division directors/heads will be needed to maintain cohesiveness among departments within the colleges.
- Retaining “schools” within a school will prove problematic under the new structure. Schools within schools should be re-named as departments.
- All units involved retain their present autonomy and budgetary structure.
- A smother transition will take place under the new college structure if we have “divisions” within the colleges, and not “schools”. For example, the “Division of Sciences” within the “College of Humanities and Sciences”, and not the “School of Sciences”
- Will the homeless departments that were part of the College of Education still be served by that administrative structure, all the way up until new college structure is established?? (right??)
- How will administrators be selected in departments? Will faculty be placed without input into selection of a department/program head? If they are, this could place new faculty who are forced into new areas at a remarkable disadvantage.
- Clear articulation of role of divisions / schools, including leadership (when necessary). Are all divisions equal?
- Clarifying lines of communication in new structure (i.e. responsibility for sharing information up/down/laterally)
- Communicating clearly on decision-making processes / reporting / authority as relates to new structure
 - Course scheduling
 - Catalog approvals
 - Curricular review / approval
 - Accreditation and program review / self-studies
 - Hiring / termination / reappointment of temp staff, support staff
 - Designation of reassigned time / workloads
 - Student appeals
 - Advising / routing of forms, etc.

Other

- I have concerns with respect to associating Graduate Studies only with Educational Leadership. This sends unknowing students the message that our department does not offer graduate courses
- Despite restructuring, any change in program offerings (elimination of majors) will require a teach-out period as indicated in TBR policy. A four-year program takes I believe up to four to six years to teach out. Faculty would be required for a period of time.