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University of Southern Maine

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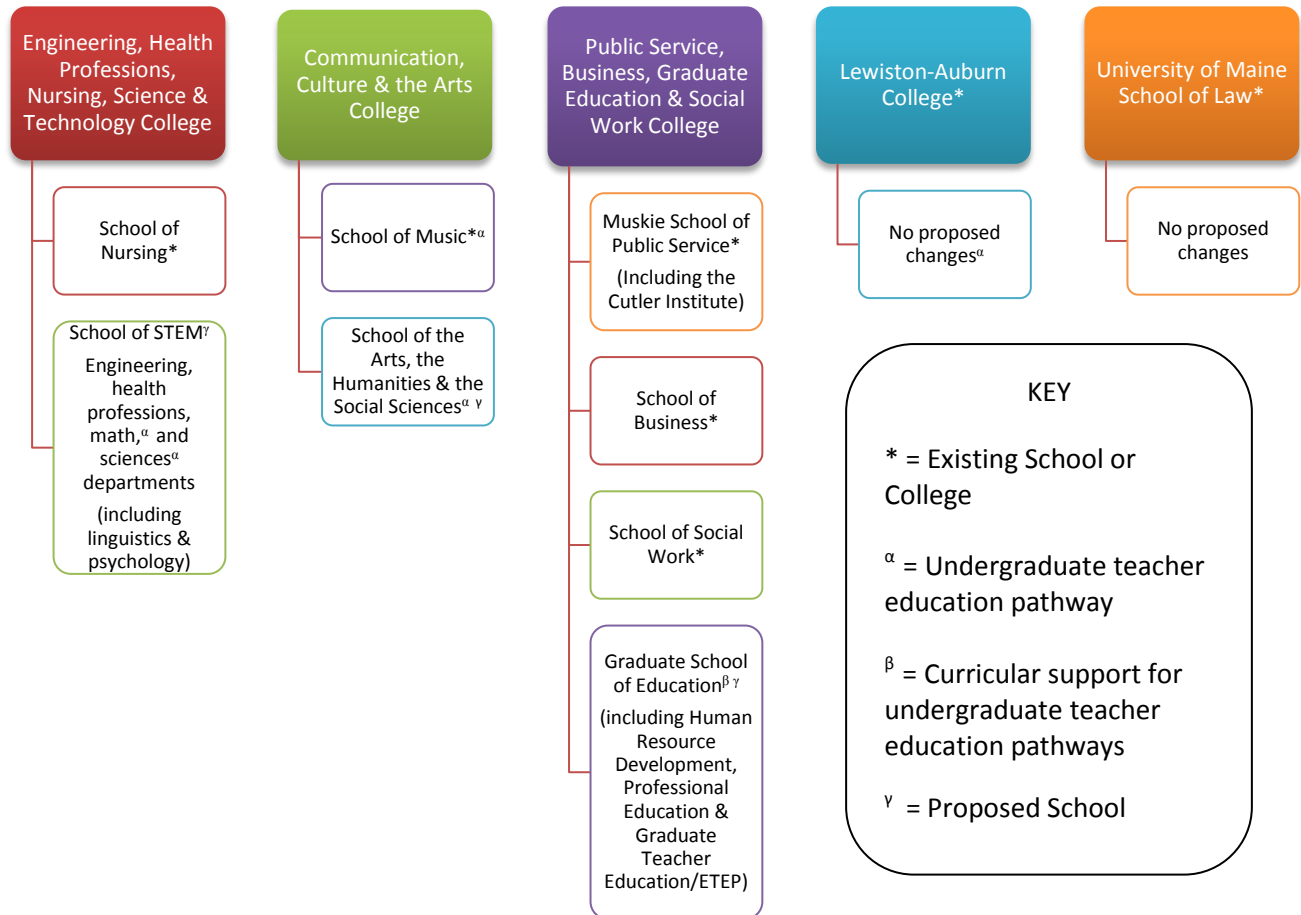
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Proposal to the USM Faculty Senate for University Reorganization

The University of Southern Maine respectfully proposes to the University of Maine Board of Trustees a plan to reorganize its academic superstructure into five colleges. Reorganizing the university into five colleges will bring together its faculty in groupings that are both academically rich and synergistic (see Appendix A for distribution of existing departments across the proposed new colleges).¹ Centers and institutes will move with their associated departments or faculties. The University of Maine School of Law and Lewiston-Auburn College retain their deans, but the proposed model will be implemented to foster greater collaboration across all five colleges.



¹ All names of colleges and their sub-units are descriptive placeholders. Faculty will develop appropriate subunits within the new colleges through self-design and participatory management during the implementation process.

ORGANIZATIONAL RATIONALE

The University of Southern Maine has an opportunity to rethink its academic enterprise in ways that ensure its fiscal sustainability, multiply opportunities for collaboration between as well as among its colleges, and enhance the quality of its academic programs. As Maine's only public regional comprehensive university, the University of Southern Maine "provides a transformative educational experience for its students; makes significant contributions to knowledge through scholarship, research, and creative endeavor; and plays a pivotal role in helping central and southern Maine fulfill their economic, social, and cultural aspirations" (Preparing USM for the Future, June 11, 2009:4). With the goal of building a forward-looking, agile, and dynamic 21st-century university, the University of Southern Maine proposes a five-college model that integrates academic units within the university's various colleges and provides opportunities for collaboration across and within them.

CONNECTIONS ACROSS AND WITHIN THE FOUR COLLEGES

Commitment to Student Success

The Core Curriculum

Theory & Practice

Liberal Education

The Professions

Research, Scholarship & Creative Work

Preparation of Maine's Teachers & Civic Leaders

Maintenance of Accredited Professional Programs

Undergraduate and Graduate Studies

This proposal for the university's reorganization is intended to support disciplinary excellence and to break down silos separating disciplines and colleges. It will facilitate faculty efforts to draw on the university's collective intellectual capital in order to develop successful programmatic responses to emerging intellectual challenges and workforce needs. Certainly, the proposed five-college model delivers significant structural budgetary savings through strategic centralization of academic service functions and cost-effective administrative structures that allow for economies of scale throughout the university. More importantly, however, it provides new levels of institutional flexibility that are essential if the university is to emerge from this reorganization process better positioned for growth, expansion of its faculty ranks after years of decline, and development of exciting new programs that respond to the needs of students and the demands of our region, state, and nation.

The University of Southern Maine proposes a plan for its academic reorganization that draws upon the principles of shared governance, organizational self-design, and participatory management.² The internal structure of each newly proposed college will arise from facilitated conversations with faculty in that college, in keeping with administrative, academic, and contractual principles. The results of this proposed reorganization plan are premised on a culture of responsibility, accountability, collegiality, and transparency. Both faculty and administration are partners in the development and promotion of a 21st-century university that helps our students realize their aspirations, that provides the educated workforce that our state's economy requires, and that empowers our faculty in their pursuit of knowledge and professional distinction. The proposed five-college structure can serve this university well into the future.

THE ACADEMIC RATIONALE

A compelling thematic focus underlying the organizational structure of each proposed new college will play an important role in its evolving mission and encourage the development of compelling new programs. The engineering, health professions, nursing, science and technology college weds nursing and the health professions with the sciences, in part, because of the close relationship between strong science preparation and student success in the

² Participatory management is predicated on the involvement of faculty in university decision making. Under the principles of participatory management, faculty participate in the decision-making process, but final decisions rest with the president and provost.

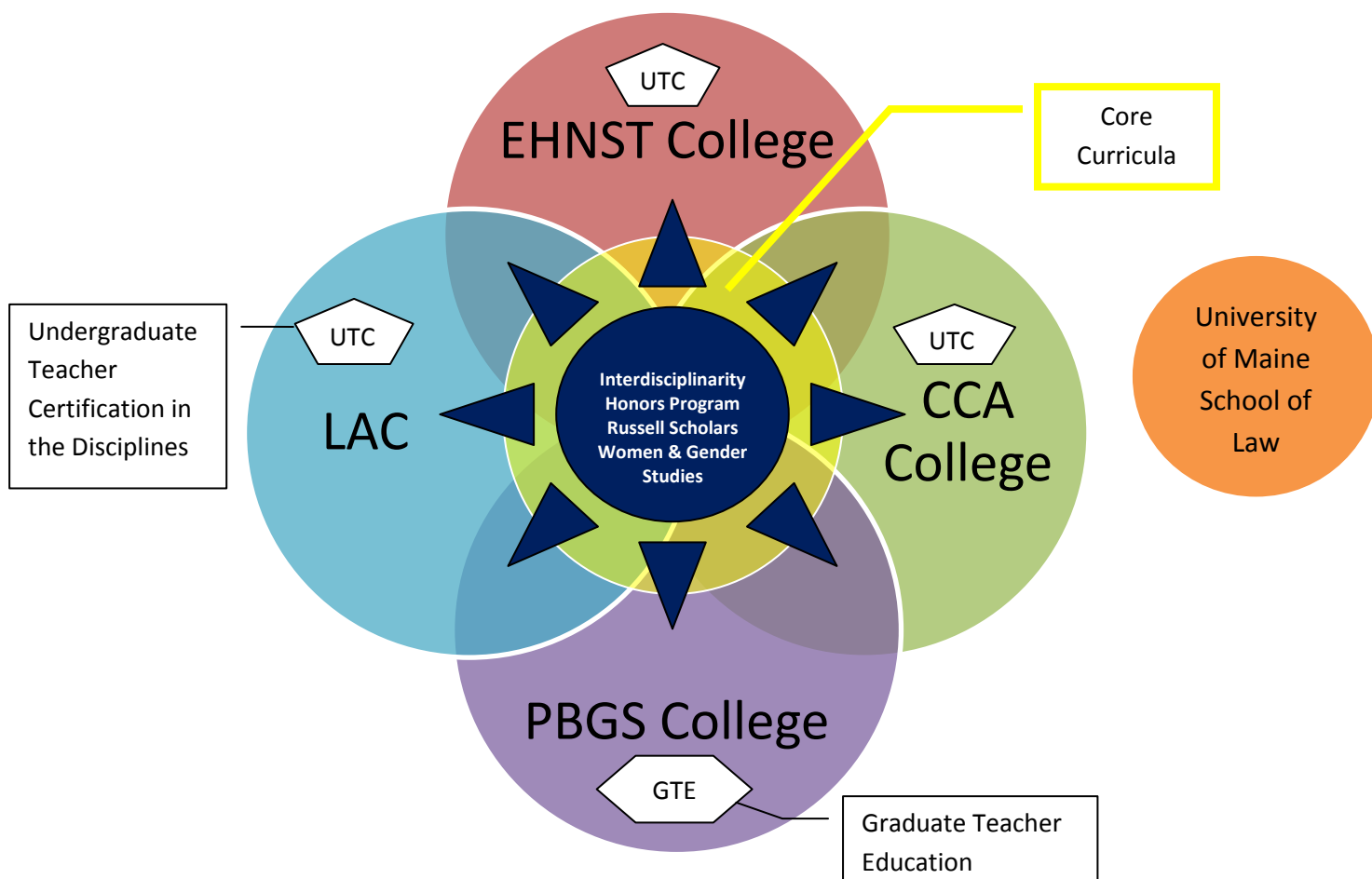
health and nursing fields. Strength in environmental science, as well as engineering and technology, and a commitment to community and public health issues provide substantial areas for future collaboration within this proposed college. Organized around nursing, health, and the sciences—now including both linguistics and psychology—a college composed of departments involved in both theory and its application would enhance student success for nursing and health professions students while also proving attractive to external funders seeking to support either pure or applied research across these disciplinary areas. The same relationship is reflected in engineering; it builds the connections between mathematics and the physical sciences.

The proposed communication, culture, and the arts college demonstrates the university's sustained commitment to liberal education and excellence in teaching, scholarship, and creative work within the liberal arts. It preserves the strong interdisciplinary links between programs and faculty in the humanities and the social sciences while further highlighting the visual and performing arts. This college would also be a logical location for exciting new interdisciplinary programs designed to provide students a rigorous grounding in the liberal arts.

Finally, the proposed public service, business, graduate education, and social work college would have a distinctive focus on preparation for a range of professional areas on both the undergraduate and graduate levels. This college culture will be highly attuned and sensitive to connecting its programs in the public mind with excellence in business, graduate education, and public administration studies. New multidisciplinary undergraduate programs, such as one suggested by the Muskie School of Public Service in public policy, could provide a liberal arts-based educational experience for students aspiring to careers in public service or further graduate studies.

This five-college model exhibits an interplay of theory and practice, sustains the liberal education of students preparing for careers, and provides for both undergraduate and graduate-level study. Responsibility for implementation of the general education Core Curriculum becomes a college-level, rather than a departmental, responsibility. This new university-wide commitment to general education should spur curricular development by and involvement of more faculty within four of these five colleges. The distribution of faculty and programs under this proposed restructuring should increase the opportunities for collaborative research and external funding by integrating the disciplinary and programmatic strengths of the university into a coherent, cost-effective

superstructure that will strengthen and focus research, scholarship, and creative work not only within each college but also across the university.



This proposal is also designed to achieve greater equity among the colleges with respect to number of faculty members, distribution of student credit hours, and administrative support.³ While the proposed restructuring does not consider relocation of faculties or facilities, the university will focus on minimizing travel between campuses for students in order to improve retention. Most importantly, however, the streamlining of USM's academic superstructure is designed to support student success through facilitated implementation of the Core, increased opportunities for learning, greater coordination of academic pathways, and reduced institutional obstacles to multidisciplinary and interdisciplinary efforts. The Administration agrees to identify, fund, and implement mechanisms that encourage, foster, and support cross-unit

³ This proposal anticipates reallocation of some current administrative support personnel during the implementation phase of reorganization.

collaboration—for example, across colleges, departments, schools, and campuses—and to identify and eliminate barriers to such collaboration through a USM cross-unit collaboration initiative.

The structure of colleges and their sub-units provides flexibility in creating schools, institutes, centers, or other appropriate units that can be separately branded and/or institutionally distinguished for purposes of naming, fund raising, accreditation, or functional efficiency. For example, the university can still maintain a School of Business, with boundaries suitable for accreditation by the Association to Advance Collegiate Schools of Business, or a School of Music, within the proposed College of Communications, Culture, and the Arts. Likewise, the Muskie School of Public Service can build the boundaries necessary for the accreditation of its graduate programs. The University of Southern Maine is proud of its accredited programs. This proposal reasserts the university's commitment to these accreditation processes and the deployment of institutional resources in support of their maintenance.

The Office of the Provost will continue to oversee programs that lie outside the proposed colleges, such as Women and Gender Studies, Russell Scholars, and the Honors Program, as well as the Core Curriculum.

THE ECONOMIC RATIONALE FOR THE PROPOSED FIVE-COLLEGE STRUCTURE

While there are compelling academic and student success-related advantages to the proposed five-college model, there is also a profound fiscal impetus for reorganization at this time. The University of Maine System projects that the University of Southern Maine will face continued and growing budget gaps through, at least, the 2013-2014 academic year. Basically, the System predicts that the state appropriation will decline over this period while the cost of salaries and, particularly, benefits will grow at a rate that outpaces the expected growth of student credit hours (SCHs) and tuition revenues. In short, USM has a growing long-term economic problem and needs to adopt long-term solutions (see Appendix B).

IMPLEMENTATION OF PROPOSED REORGANIZATION

If the Board of Trustees approves a University of Southern Maine reorganization proposal at its May 23rd-24th meeting, implementation will begin immediately. The president, provost, and chief operating officer will jointly oversee the

process, which will be directed by a steering committee composed of members appointed by the president as well as the Faculty and Student Senates (see Appendix C).⁴ During summer 2010 this steering committee will provide stipends for faculty and students participating on the committee or on other working groups necessary for drafting university governance documents and procedures essential for providing uninterrupted services to students, faculty, and staff as well as for ensuring the orderly continuation of curricular, budgetary, personnel (including reappointment, tenure, and promotion), and administrative support activities. Student-centered services will remain whole during this process. The current deans of schools and colleges will serve on these working groups in order to provide the benefit of their deep institutional knowledge and rich administrative experience during the critical period devoted to drawing up new governance documents, procedures, and agreements that are necessitated by the university's restructuring. Current deans will also serve as invaluable sources of institutional history and nuts-and-bolts operational strategies to new deans appointed during the transition to new college structures. All drafts prepared by the Summer Working Groups will be discussed by the faculty in the fall and will be subject to suitable review by schools, colleges, the Faculty Senate, and the University of Maine System Board of Trustees.

New deans—either interim, pending national searches, or permanent, resulting from duly authorized internal searches—will be appointed by the end of the summer. At the beginning of the 2010-2011 academic year, these new deans will lead the faculties of each new college in facilitated reorganization activities, such as Open Space Technology, designed to provide effective opportunities for faculty self-design of new schools, departments, faculties, or other suitable college subunits and to reflect the university's commitment to participatory management (see note on page 3). The implementation steering committee will develop appropriate guidelines for this work in collaboration with the president, provost, and chief operating officer to ensure that the resulting college organizational structures make academic sense, are cost-effective, and are in compliance with new University of Southern Maine governance documents, University of Maine System requirements, accreditation processes, and contractual agreements between the University of Maine System and AFUM, UMPSA, PAFTA, or COLT faculty and staff. Throughout the implementation period administrative processes (budgetary; managerial; professional development;

⁴ This implementation strategy is predicated on the principle of shared governance and inspired by the successful collaboration of faculty and administrators on the Design Team that developed the proposal under consideration. USM's NEASC accreditation efforts provide another good model for involving students in the implementation process.

catalogue updating; staff supervision; facilities; space; and equipment management; written university policies and procedures; and committee appointments) will also be revised to ensure the effective operation of the university. By the beginning of the 2011-2012, implementation of the proposed reorganization of the university should be largely completed (see Appendix D).

APPENDICES

Appendix A: Distribution of **existing** units across the proposed five-college structure

Engineering, Health Professions, Nursing, Science & Technology College	Communication, Culture & the Arts College	Public Service, Business, Graduate Education & Social Work College	Lewiston-Auburn College (No changes)	University of Maine School of Law (No changes)
<ul style="list-style-type: none"> •Applied Medical Sciences •Biology •Chemistry •Computer Science •Exercise Health & Sport Sciences •Engineering •Environmental Science •Geosciences •Linguistics •Mathematics & Statistics •Nursing •Physics •Psychology •Recreation/Leisure •Technology 	<ul style="list-style-type: none"> •American & New England Studies •Art •Communication & Media Studies •Criminology •Economics •English (including the Stonecoast MFA in Creative Writing) •Geography & Anthropology •History •Modern & Classical Languages & Literatures •Music •Philosophy •Political Science •Sociology •Theatre 	<ul style="list-style-type: none"> •Accounting & Finance •Business Administration •Community Planning & Development •Cutler Institute •Health Policy & Management •Human Resource Development •Professional Education •Public Policy & Management •Social Work •Teacher Education (including all graduate programs such as ETEP) 	<ul style="list-style-type: none"> •Arts and Humanities •Leadership and Organizational Studies •Natural and Applied Sciences •Occupational Therapy •Social and Behavioral Sciences •Undergraduate Teacher Education Pathways 	<ul style="list-style-type: none"> •No changes to faculty or structure as a result of this process.

Note: Existing units within each proposed new college may reorganize themselves, within appropriate guidelines, during the implementation stage that follows Board of Trustees approval. Departmental or faculty groupings will be organized through facilitated conversations involving the faculty and the administration.

Centers and institutes will move into the proposed new colleges with their associated units or faculties.

Appendix B: Economic implications of reorganization

The proposed restructuring plan will generate long-term savings from three general areas:

1. There will be three fewer deans, saving the salary, benefits, and administrative cost of deans' offices. The USM administration estimates savings of approximately \$750,000.
- **FEWER DEANS:** If USM moves from eight deans to five (comprised of those in the University of Maine Law School, Lewiston-Auburn College, and the proposed three new colleges), this will result in the elimination of three dean-level positions and their associated offices. It is true that some of these existing deans have the right to go back to the faculty in teaching positions, but over the long term the incumbents will either fill existing faculty lines, retire, or otherwise leave the payroll. Accordingly, 100% of the salaries and benefits for their current positions will be saved. Assuming that a generic dean's salary is \$140,000, with benefits calculated at the current rate of 50% of base salary, a generic dean costs the university \$210,000 in combined salary and benefits. Add to this the cost of travel, telecommunications, and administrative support, estimated at a minimum of \$40,000 per dean, for a total cost to the university of \$250,000 per dean per year. The elimination of three positions under this proposal would save, conservatively, \$750,000.

Also, the elimination of deans may result in some additional salary paid to the heads of subunits—administrative heads of schools, for example—under the new deans. At the same time, along with the three deans eliminated under this proposal, some associate dean positions may also disappear completely. Having not yet measured these two effects, we are implicitly assuming that they offset.

- **BENEFITS COSTS:** The benefit package for senior administrators is basically the same as other University of Maine System employees, and the largest component is the health plan. Only the Medicare tax and retirement benefits are proportional to salary and not capped. Thus, using the example above, it is unlikely that the economic cost of a dean's benefit package would be 50% of salary, or \$70,000 annually on average. However, under University of Maine System accounting policy, the universities are charged for benefits at a fixed rate of salary, regardless of

the level of the salary. For Fiscal Year 2010, this fixed rate is 49.3%, and it is expected to rise to over 50% for the period Fiscal Years 2011 through 2014. Consequently, the University of Southern Maine administration is using 50% as an approximate average for this period.

2. The university administration anticipates that the proposed new college structure will facilitate reorganization of existing departments into fewer, larger departments, reducing department-head course releases, stipends, and administrative support costs. The result would be an estimated savings of \$390,000-\$630,000 annually.
 - FEWER, LARGER DEPARTMENTS: The three new deans and their associated faculties will need to reorganize the structures of their colleges and faculty units in consultation with Provost Forhan. For example, Provost Forhan anticipates developing guidelines that link university provision of academic support services within the colleges to the size of subunits. A move to fewer, larger departments would impact costs associated with release time, stipends, and administrative support staff. The economic implications of this are complex (many support staff would be redeployed as the university moves toward equitable provision of academic support functions), but for example, if eight departments were consolidated, the savings would be estimated, conservatively, between \$390,000 and \$630,000 annually, depending on the expenses offset by the faculty capacity released.

It will take at least a year for the various faculties and the new deans to conduct the necessary discussions and planning, so many of these savings would not be effective until after the 2010-2011 academic year. Given more than a year to plan, we hope that most of the staff reductions can be achieved by attrition and re-allocation of existing staff.

3. In order to facilitate the restructuring and realignment of academic infrastructure, starting with Fiscal Year 2012 and continuing for approximately two years, the administration plans to build university budgets from the ground up. This approach to budgeting analyzes the needs and costs of every function within an organization in light of its overall goals. Initial budgets will be fashioned through justification of each

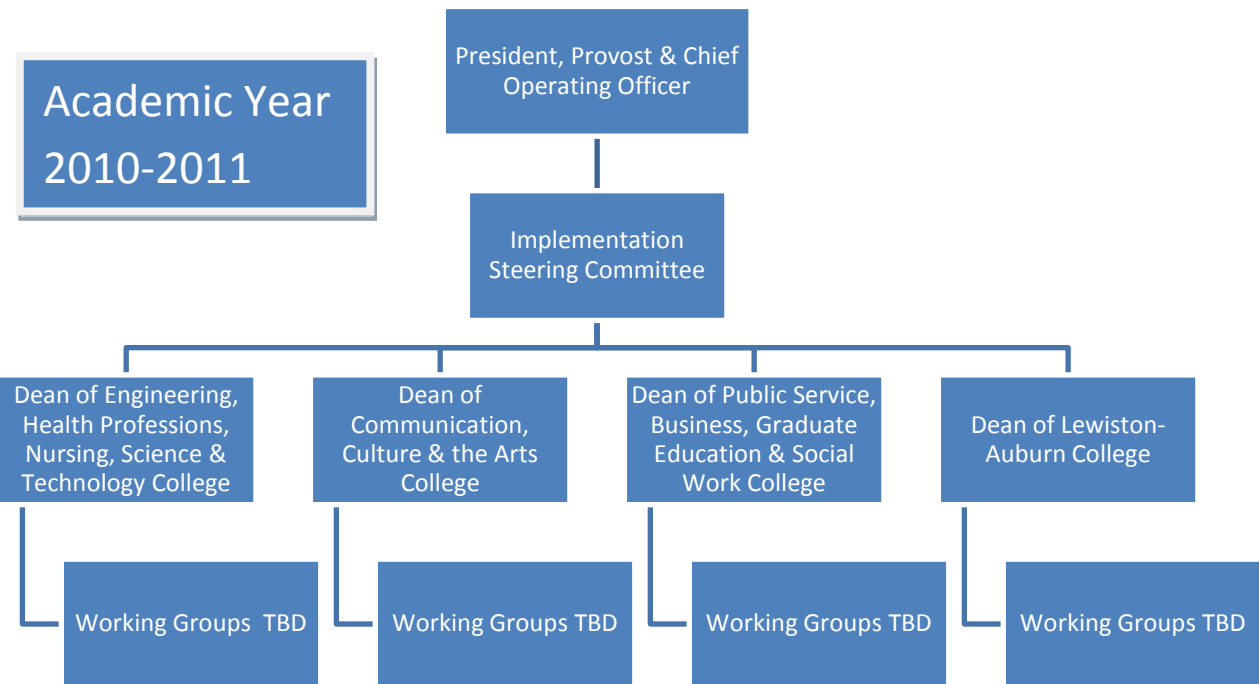
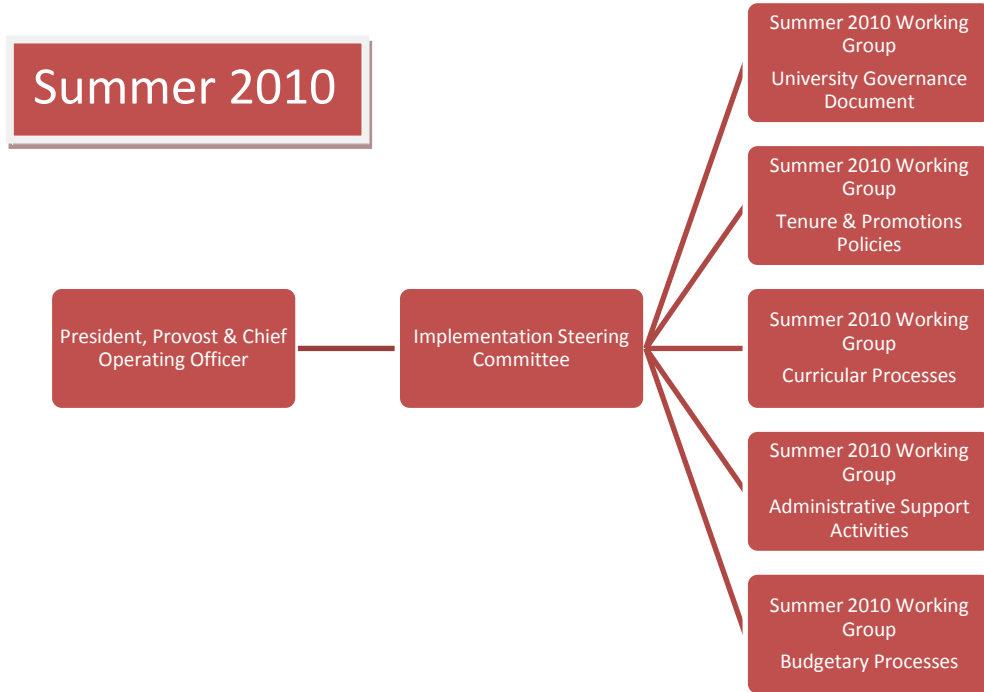
function as if that function did not exist or was about to be discontinued. Building from zero, a unit manager will make a case for funding that efficiently advances the university's goals. One of the university's most important current budgetary goals is to decrease total dollars spent on academic administration in order to free funds for reinvestment in academic programs and student success. Under this model some department budgets may increase or decrease as the university evaluates activities and functions in the light of its broad strategic goals.

In any case, this five-college proposal, with the accompanying sub-college restructuring associated with its implementation, supports the goal of reducing over-all administrative costs. (Additional information about higher education budgeting is available on the national Association of College and University Business Officers website at www.nacubo.org.)

Note: Additional savings from other-than-academic restructuring

Additional savings will derive from other activities unrelated to the restructuring effort. Senior administrators have proposed strategic reductions in non-academic infrastructure in excess of \$1 million dollars in Fiscal Year 2011, with more to come in future fiscal years.

Appendix C: Implementation process



Appendix D: Implementation Timeline

