

January 10, 2005

Dear Members,

RE: Clarification on Provost's CCR Memo of 11.30.04

Welcome back, I trust you had a restful break. Attached, you will find President Simon and Provost Hudzik's memo to ECAC on the report of the Committee on College Reorganization (CCR). ECAC has referred the memo to standing committees for a response to ECAC by February 4<sup>th</sup>. Standing committee chairs met Friday for clarification of the specific charges in the 11.30.04 memorandum. The explanations below should be read in conjunction with the CCR Final Report (also attached).

1. On page 3 of 11.30 memo, re: "Request and Initial Commentary - General": commentary here is optional, UCAP may reaffirm, reject, or be silent on view that the place of liberal arts in the intellectual life of the university extends beyond the three core colleges identified in the CCR report.
2. On page 4 of 11.30 memo, re: "Request and Initial Commentary -Governance Specific": Please read closely, pp. 12-16 of the CCR report. For Bullets 1, 2, & 5 on p.4 of memo, how might one order the principles and elements of the CCR report? Can the principles and elements be arranged in hierarchy, by priority? What other questions should further the principles and elements? (Bullet #5, p.4).
3. On Bullet #4, p.4 of memo, what does transparency mean without overloading the system? What kinds of opportunity for openness should be built into decision-making without compromising administrative or management efficiency? (See p.15 of the CCR report).
4. On page 5 of 11.30 memo, re: Bullet#1, what does faculty self-determination mean in the context of likely impact on administrative reorganization? (See p.12 of CCR report). How much input should faculty and others have in process resulting in major realignment

of resources and in administrative reorganization that may have impact beyond local unit needs?

5. On page 5 of 11.30 memo, re: Bullet #2, what further could be added to the principles and elements of the CCR report? What priority to place on things? (See #2 above), how should things be quantified? What should be dropped?

Please bring your initial reactions to this inquiry to the UCAP meeting on Thursday. I suspect we may have to devote additional time to this issue, for a response by deadline. You may also want to share and solicit feedback with colleagues in the colleges you represent, for a more fully informed UCAP response on the matter.

Many thanks,

Folu (UCAP chair)

PS:

**Note From Jon Sticklen (Chair, ECAC), fyi:**

**Folu, Merry, Susan and Mary, and Prasad,**

**ECAC is referring to the standing committee you chair the issue of the CCR. The specific formal charge is below.**

**Please note the necessary deadline that is imposed as part of the charge.**

**Also please note that it is my intent in charging you for this task that an overall assessment of options II and IV (from the CCR report) including, pros, cons, and implications for each option would be expected as part of your general response to ECAC. Please note as well that should you need to examine issues in addition to the specific charge questions below in order to form your general assessment, that such additional exploration is covered under the general charge being made here.**

**I will look forward to the coming meeting with each of you and Provost Designate Hudzik next week (to be scheduled) to help clarify the specific charge questions.**

**---jon---**

=====

=====

Specific Charge to UGC, UCAP, UCFA, UCSA on CCR

The charge to each of these standing committees is (per LKS/JH request, and vote of the Academic Council) ...

- 1) Develop advice and commentary on the "principles" and the "concrete elements" set forth in the final report of the CCR.
  
- 2) Develop especially comments on the inherent tensions amongst the principles and ways in which those tensions might be mitigated. Examples of "tensions" are:
  - a) What balance should MSU strive for between the common good of liberal education and the specific goals of individual colleges? How should the balance between the institutional good and that of any particular individual, program or unit be examined?
  
  - b) How might the principles be ordered and what are the consequences?
  
  - c) What does reciprocity among units mean?
  
  - d) What are the responsibilities of the units, as well as the University, for transparency?
  
  - e) How might the balance between academic and administrative principles and elements be accomplished?
  
  - f) What are the practical expectations upon which faculty "self-determination" rests in a context of multiple constituencies and the future of the entire University?
  
  - g) Clarify the "concrete elements" procedures and processes to be further considered.

**Further the charge to each standing committee is to report back to ECAC by February 4, 2005, 5pm.**

**Committee on College Reorganization  
FINAL REPORT  
November 2004**

**Executive Summary**

On April 2, 2004 Provost Lou Anna K. Simon recommended to Academic Council that a Committee on College Reorganization be charged to lead informed discussions of college reorganization as it bears upon the liberal arts and sciences at MSU, and then in fall 2004 recommend how college reorganization ought to proceed.

The Committee began its work immediately, comparing budget support for the liberal arts and sciences in CNS, CAL, SSC, and CCAS; meeting with faculty, students, and administrators to discuss actual participation in cross-cutting and collaborative teaching and research, and interviewing informants at other institutions. Evaluative criteria based on these meetings and interviews were identified, and a Draft Progress Report with four possible college reorganization options was presented to Academic Council on September 7, 2004.

Extensive meetings with 40 groups of faculty, students, and administrators were held in September and October, to discuss this Draft Progress Report. Through this process, the Committee began to clarify the problems that faculty, students, and administrators believe do exist in the liberal arts and sciences that college reorganization might address. In addition to concerns about the adequacy of General Funds support for the humanities in particular, these **PROBLEMS** include:

- Recent and proposed movements by some units out of CAL,
- Vulnerability of funding for interdisciplinary studies programs,
- Lack of adequate faculty and clarity of focus in the missions of some departments and programs in the four colleges,
- Administrative obstacles to interdisciplinary undergraduate teaching and graduate recruitment and programming,
- Delays in completing interdisciplinary undergraduate and graduate programs because of lack of coordination between units,
- Strains on existing liberal arts programs because of weaknesses in Integrative Studies,
- Concerns about the potential adverse effects on CAL because of the creation of a new residential college for the “creative arts and humanities” outside CAL.

Efforts to correct or avoid some of these problems have begun in some quarters, but the primary concern that faculty and administrators had was that structural college reorganization might not be necessary to ameliorate these problems. A more serious concern was that structural college reorganization might have

unwanted unintended consequences that outweighed any of its benefits. These **UNINTENDED CONSEQUENCES** may include:

- Disruption of existing joint appointments held by CNS faculty with CANR and the medical schools, jeopardizing existing effective interdisciplinary research and teaching programs,
- CCAS's loss of its distinct college identity and resulting decline of national reputation,
- Disruption of SSC's distinct blend of academic and professional programs within a model of liberal education, and disruption of its existing effective budget model, and
- Further dilution and fragmentation of the humanities programs currently in CAL.

**THE COMMITTEE RECOMMENDS** that the Provost and Academic Council adopt the following measures:

- **Principles** that ought to regulate changes in college organizational structures: Faculty self-determination; Reciprocity among units; Commitment to liberal education as a common good; Transparency in budgeting; Coherent college identity; Viability of the humanities; Precaution; and Connectivity in research, teaching, and outreach.
- **Concrete elements** that ought to be part of any changes in college organizational structure: Strong leadership in the liberal arts and sciences; Sound methods for determining and meeting budgetary needs; Appropriate methods for peer review and promotion and tenure review; Minimal barriers to connectivity; Procedures for petitioning for changes in college affiliation; Support for the performing and visual arts; and Support for international programs.
- **Preferred college reorganization options**
  - First Preference (Option II). Improve liberal arts and sciences education by supporting faculty-driven collaborative teaching, research, and outreach without structural reorganization now but with possible changes in the future.
  - Second Preference (Option IV): Create a new Faculty of Arts and Human Sciences with departments, schools, and programs primarily from CAL and SSC, with opportunities for other units to enter or have some affiliation.

**WHAT IS NEEDED FOR IMPLEMENTATION?** These principles, elements, and options do not add up to a recipe or algorithm for reorganization. In fact, the tensions among the principles, the relative merits of the elements, and the two general options will only be resolved in the process of discussing more exactly how they might be implemented. However, in order for this process to go

forward, certain issues need to be addressed. Some are common to both Option II and IV, while others are specific to one or the other option.

There are certain things that ought to be done to implement both Option II and Option IV.

- The faculty must play an active role in assessing the quality and quantity of new investments in the liberal arts and science.
- The Office of the Provost must ensure full participation of all the “core colleges” (CAL, SSC, and CNS) in the development and oversight of liberal education.
- Faculty at the unit level must be actively involved in determining the precise extent of bureaucratic, administrative and programmatic organizational obstacles to improved liberal education.
- There is a need for investments in the fine arts and humanities in CAL or in the new “Faculty for Arts and Human Sciences” such that they can support and benefit from a new residential college – it would be a grave mistake for liberal education in general if this college was established as an independent unit outside of either CAL or a new “Faculty for Arts and the Human Sciences.”

There are needs and concerns related specifically to Option II:

- The need for greater freedom and support for units in CAL to explore more collaborative partnerships outside CAL,
- The need for CAL faculty to agree upon provisional constraints on units wishing to change college affiliation, and
- The concern that even if these needs are met, CAL still will be at a competitive disadvantage because of reductions in programs and budgets.

There are needs and concerns related specifically to Option IV:

- The need to clarify the collegiate status and intellectual mission of the new “Faculty of Arts and Human Sciences,”
- The need for greater clarity about rules governing tenure and promotion, budgeting, and administrative staffing in this new unit, and
- The concern that even if these needs are met, the successful combination of professional and academic programs now found in SSC will be harmed by combining it with other units in this way.

**IN CONCLUSION**, the Committee believes that the University should make liberal education a higher priority than it has been in the last decade. The mission of the University as a whole to educate all MSU students, not just those who major in the liberal arts and sciences, depends upon it. We recognize how difficult this will be in the current budget climate. That is precisely why it must be a University-wide commitment, not just a matter of re-allocating funds within the “core colleges.” That is also why extreme care

must be taken in undertaking new initiatives such as an expansion of the University's residential programs and a revision of general education requirements. These initiatives must be done so that they strengthen the "core colleges." They have direct and immediate implications for college organizational structure and the availability of resources for quality of liberal education in the "core colleges." These and any other new initiatives ought to be vigorously pursued within, not outside, the principles and options for reorganization recommended in this report.

**Committee on College Reorganization**

**FINAL REPORT**

**November 2004**

**Table of Contents**

1. The Historical Background .....	2
2. The Charge .....	4
3. The Process .....	5
4. The Problems .....	6
5. Unintended Negative Consequences of Reorganization.....	10
6. Recommendations.....	12
7. What is Needed for Implementation .....	19
8. General Conclusions .....	23
Appendix 1: Draft Progress Report.10.....	28
Appendix 2: List of Meetings .....	35
Appendix 3: Reorganization Options I-V .....	41
Appendix 4: Comment on Liberal Education .....	68
Appendix 5: Fall 2004 Committee Deliberations .....	71
Appendix 6: Letters from Colleges.....	85

The Final Report from the Committee on College Reorganization is based on the interviewing and research done by the Committee between April and August, 2004, subsequent responses to its initial draft Progress Report [see Appendix 1] published on the Web at <http://realizingthevision.msu.edu/ccr/index.html> and presented to Academic Council on September 7, 2004, and then extensive interviews and meetings with faculty and administrators in September and October, 2004. The Committee concluded its deliberations on November 3, 2004.

1. Historical Background

This is not the first time that MSU has considered major college reorganization. In 1959 President John Hannah convened a special Committee on the Future of Michigan State University. It was on the basis of its recommendations that the existing “core college” structure (separate colleges of Arts and Letters, Natural Science, and Social Science) was created in 1962 out of a single College of Arts and Sciences.

In 1985 in response to Provost Clarence Winder’s efforts to recreate a unified college of liberal arts and sciences, a faculty Consolidation Evaluation Committee recommended the retention of the separate “core colleges” plus a Core Colleges Council to facilitate greater cooperation and coherence within the undergraduate liberal arts and sciences curriculum. The deans of the three “core colleges” concurred with the Consolidation Evaluation Committee’s recommendation not to recreate a single college of arts and sciences; however, they thought that a Core Colleges

Council was unnecessary. Provost Winder believed that without consolidation, the role of a Core Colleges Council would be ambiguous, and so he did not recommend that the Council be created. In his letter of March 11, 1985 to the three deans, he stated, "I continue to believe that the merger of the three colleges could advance substantially the academic future of the departments and schools involved and the excellence of Michigan State University....however, this would depend upon support of the faculty." In his view, the consolidation of the "core colleges" (and the elimination of the residential college programs) would bring MSU closer into line with the traditional model of a research university and might improve its national reputation. The faculty did not support the consolidation at that time; on the contrary, the special Consolidation Evaluation Committee opposed consolidation.

An important reason for the original re-organization of the College of Arts and Sciences into separate "core colleges" was to encourage greater contact between the natural sciences and the agricultural programs. The hope was that this particular reorganization would contribute to the scientific rigor of the latter, and arguably the new structure created in 1962 has worked very well in this regard. So well, in fact, that some believe it would be a mistake to go back to the earlier College of Arts and Sciences model.

A similar story can be told about the relationship between CNS and the Colleges of Human Medicine and Osteopathic Medicine in the mid-1980s. Under budget pressure, Provost David Scott shifted some basic science faculty lines to the medical schools to teach first year medical students. This is the source of some of the so-called "enmeshing" of CNS and the medical schools.

## 2. The Charge

The impetus in April 2004 for the creation of the Committee on College Reorganization was the proposal for college reorganization in Provost Simon's *Realizing the Vision* document of February 17, 2004. In response to faculty comments and resistance to the suggestion that a new College of Communication, Arts, Literature, and the Media be formed by combining the College of Communication Arts and Sciences with major portions of the College of Arts & Letters, Provost Simon recommended to Academic Council on April 2, 2004 that a special Committee on College Reorganization be created:

- **to continue campus-wide conversation** on liberal arts and science education at MSU,
- **to organize discussions** among faculty and students in the colleges of Arts & Letters, Social Science, Communications Arts and Sciences, and Natural Science on the scope, values, and forms of existing and potential interdisciplinary and cross-unit forms of collaborative research, teaching, and service,
- **to solicit, consider, and seek comments** from faculty and students on alternative college reorganization proposals that *both* “nurture activities related to our education, scholarly, and outreach programs” *and* build “new interdisciplinary and cross-unit” connections, with special attention to the blend of college reorganization and program realignment,

- to **recommend** to the Provost by October 1, 2004 how college reorganization should proceed based upon these conversations, discussions, proposals, and comments.

### 3. The Process

Thirty-two people agreed to serve on the Committee. They were invited to serve by its chair because of their experience in academic governance and based on recommendations and nominations from faculty colleagues and administrators. While there was no strict formula, a secondary invitation criterion was that the “core” colleges, international programs, interdisciplinary programs, and the four colleges most directly responsible for liberal education be adequately represented. At its first full meeting on April 30, 2004 the Committee adopted an internal division of labor to correspond to the different parts of its charge. Not all faculty and students who volunteered to be on the Committee have had the time to participate in its work and deliberations. However, a very large majority (28 out of 32) have been actively involved.

The Committee has met with and interviewed administrators, department and college faculty advisory committees, faculty, ASMSU, the University Graduate Council, the Executive Committee of Academic Council, and Academic Council. It has received detailed written responses to its draft Progress Report from department chairs and faculty groups. It has also met six times in full session and many more times in subcommittees (i.e., its Working Groups). [See Appendices 2 and 5.] It has consulted with colleagues from peer institutions, reviewed and organized the responses to Provost Lou Anna K. Simon’s February 17, 2004 document, *Realizing*

*the Vision: The Future of the Liberal Arts and Sciences at MSU*, and compiled data on existing cross-cutting and interdisciplinary programs at MSU. [See documents on the Committee's public web site, <http://realizingthevision.msu.edu/ccr/index.html>.]

#### 4. The Problems

There is unanimous agreement on the Committee that liberal education (undergraduate and graduate education in the arts and sciences) is essential for the mission of MSU as a whole and is also a necessary component for the work of the professional and pre-professional programs at MSU, including those already housed within the "core" liberal arts and sciences colleges. This was affirmed explicitly by many of the departments and colleges that the Committee met with to discuss its draft Progress Report. There is also unanimous agreement on the Committee that the state of liberal education at MSU needs significant improvement. Despite test scores and other measures of entering student proficiencies, faculty on the Committee and those who have been interviewed feel that the writing and quantitative skills of many undergraduates in their courses are not as strong as they should be. Adequate foreign language instruction is not available to all students who need it. General education in the form of Integrative Studies is a source of concern among students who fail to take it seriously or understand its connection to their majors and other interests. Among faculty, especially those who have taught Integrative Studies courses, there is dissatisfaction with student attitudes, budgetary support, and the uneven way in which assignments are distributed between colleges and between departments within the same colleges.

At a meeting with Chairs and Directors on September 8, 2004, Provost Simon addressed the question of what specific problems reorganization could address that might improve the liberal arts and sciences. The problems she listed included:

- new departmental initiatives that might weaken existing college structures (e.g., the School of Music's desire to report directly to the Provost, the Department of History's interest in moving to SSC, and the Department of Writing, Rhetoric, and American Cultures' interest in stronger ties to CCAS),
- dangers posed by budget reductions to programs that cut across disciplinary boundaries (e.g., cultural studies programs),
- concerns about the focus and mission of specific departments (e.g., Religious Studies, Sociology),
- the absence of a critical mass of faculty in classical studies,
- relatively low placement rates for graduates in HEC and CCAS (50% compared to an overall MSU rate of 69%),
- the lack of a cohesive focus in some areas of the arts, and
- an unsatisfactory structure to support the MSU Museum.

The Provost acknowledged that budget problems were part of this picture, but the loss of connectivity across colleges, like that between CCAS and other "core colleges" was making this fragile ("wobbly") situation worse. These specific problems listed by the Provost and others similar to them were identified in many of the interviews which the Committee had done with faculty during summer 2004. [See the Committee's Group 3 report on <http://realizingthevision.msu.edu/ccr/index.html>.]

On the other hand, the Committee received information over the summer and in the fall from chairs, directors, and deans in SSC, CCAS, and CAL describing current and anticipated cross-cutting initiatives with departments and programs in other colleges. Committee members also analyzed data from the Office of Planning and Budgets comparing investments in instructional resources from the General Fund in the “core colleges” and CCAS. These data, however, are inconclusive, in part because they abstract from the different missions and choices which each college has chosen to make over the last ten years.

The University as a whole must be willing to allocate resources to the liberal arts and sciences from all parts of the University. This should include the professional colleges, some of whom have received substantially higher annual increases from the General Fund than the approximately 3% annual increase received by the “core colleges” over the past ten years. A change in priorities is critical to the health of the liberal arts and sciences and to the ability of the University to fulfill its mission of undergraduate education for all undergraduates, not just those who major in the liberal arts and sciences. Furthermore, this investment depends upon greater commitment by the top leadership at the University (the Provost, President, and Board of Trustees), changes in the way in which resources are raised and distributed (the budgeting models at the University and college levels), and changes in the sometimes competing cultures within and between colleges that provide but also depend upon the liberal education of their students. Without changes of this sort, structural college reorganization alone will not be enough.

A few faculty interviewed by the Committee have argued that by trimming positions college reorganization itself may increase the budget for liberal education. However, they acknowledge that it is unlikely that college reorganization, whatever form it takes, will result in significant savings through greater efficiency, reductions in administrative personnel, or changes in financial procedures. The absolute level of annual savings (approximately \$500,000 to \$1,000,000, according to informants interviewed at other institutions who have gone through reorganization) is small relative to the overall budget. In fact, any college reorganization will involve the investment of new resources over an initial period of years, if only to handle additional administrative expenses during the initial phases of reorganization. It is also unclear how much college reorganization will enhance existing revenue streams (e.g., contracts and grants, out-of-state tuition) without major changes in the various cultures of and the resources invested in the liberal arts and sciences.

There are cases that were brought to the Committee's attention in which faculty, graduate students and undergraduate students have encountered administrative obstacles to interdisciplinary collaboration at the college level, especially in teaching. This occurs in all of the "core colleges." It appears that sometimes it is the result of cumbersome curriculum approval processes, but it may also be the result of the way that faculty teaching effort and productivity are measured.

On the research and graduate training side, most faculty interviewed reported that they have not regularly encountered structural obstacles to collaboration with colleagues in other units. In general, the problems traceable in part to organizational structure are less systemic. For example, faculty in CAL, CNS, and SSC noted that

graduate students with specially designed interdisciplinary programs in more than one college have encountered delays because of different college policies regarding financial support and research and teaching obligations. Faculty in CCAS noted administrative obstacles in securing grants for research teams on which faculty from several colleges participate. Faculty and administrators in SSC and CAL noted the difficulty of putting together major grant proposals (e.g., National Science Foundation graduate training proposals) with adequate representation from CAL, SSC, and CNS because of lack of cooperation and coordination between colleges. Faculty in CAL, SSC, and CANR proposing new interdisciplinary graduate specializations face delays because of the need for approval through separate college curriculum committees. CAL departments noted the strong negative effects on their graduate programs of the organization of general education through Integrative Studies. In some departments a substantial number of teaching assistantships have been transferred to Integrative Studies, thereby increasing time towards degree and negatively affecting the departments' ability to recruit.

##### 5. Unintended Negative Consequences of Reorganization

In its meetings with CNS faculty and administrators, Committee members were reminded of the danger that college reorganization posed to the existing relationships between CNS, the medical schools, EGR and CANR. CNS faculty with joint appointments in departments across these college lines feared that increasing their responsibilities as part of a larger college of liberal arts and sciences might jeopardize these joint appointments, weaken basic science instruction in the professional schools,

and also have an unwanted impact on the balance between their own teaching and research.

A primary concern of CCAS faculty and administrators was that if their departments were absorbed into a larger liberal arts and sciences college structure, they would lose their distinctive identity as a college. They felt that this would weaken the stature of their programs and their value to the University as a whole.

Faculty and administrators in SSC expressed concern that the success that SSC has had in developing an effective budgeting model for the college, in identifying a growing set of signature interdisciplinary programs, and in combining professional and academic disciplines might be undermined or eliminated by others in the process of structural college reorganization. In addition, the creation of a new college structure might jeopardize the ability of the professional programs in SSC to meet the accreditation requirements of their professional associations.

CAL faculty and administrators feared that some reorganization plans (for example, the Provost's original plan for a College of Communication, Arts, Literature, and the Media) would depreciate the humanities and reduce their visibility. Alternatively, continued unplanned fragmentation might weaken the humanities, despite the notable recent achievements of several units.

These were the primary concerns raised by deans, chairs, and college advisory committees in their formal communications with the Committee. [See Appendix 6] They were often echoed by faculty in group meetings with CCR representatives, and by some members of the Committee itself. The Committee sought to keep these concerns in mind as it has asked two further questions: Will structural reorganization

function as a catalyst to promote budgetary, cultural, and administrative changes, and will its negative unintended consequences outweigh any gains that might come from these changes?

## 6. Recommendations

As noted above, this is not the first time faculty and administrators have debated the need for structural college reorganization. The Committee's recommendations fall into three categories: principles, elements, and specific reorganization options.

There is unanimous agreement that any reorganization plan should adhere to the general principles identified below and incorporate the concrete structural elements listed below as much as possible.

There are eight **GENERAL PRINCIPLES** that ought to govern any proposed re-organizational plan in the liberal arts and sciences. These principles take for granted the need for administrative and bureaucratic efficiency and effectiveness within any organizational structure, and highlight the additional values that any reorganization should strive for.

- **Faculty self-determination.** College organizational structure ought to permit faculty to explore new lines of interdisciplinary and collaborative research with colleagues, and where faculty find a need to redraw college boundaries, they should be the ones to initiate these changes.
- **Reciprocity among units.** Faculty initiated changes in college organization should serve the interests of those faculty groups that support such changes, but they should not come at the expense of other units, programs, or faculty.

Reciprocity among units should follow a Hobbesian golden rule: *Do not do to others what you would not want them to do to you.*

- **Commitment to liberal education as a common good.** Decisions made by faculty, departments, and colleges regarding reorganization should have as one of their high priorities improving the quality of liberal education. Such a commitment to liberal education should include participation in general education instruction by all qualified faculty regardless of college affiliation; support for the allocation of General Fund dollars for foreign language instruction, international programming, and the teaching of writing and quantitative literacy; and support for the performing and visual arts with a recognition that this requires substantial investments in facilities and programming.
- **Transparency in the budgetary process.** University and college budgetary processes should allow faculty, students, and administrators to trace how funds flow into the University and its major administrative units and how they are allocated. This should make the process of reallocating special seed money or funding for new initiatives more transparent to all who are affected.
- **Coherent identity of college-level units.** Departments, schools, and programs associated with particular colleges or other major administrative units should have a coherent set of intellectual goals and a clearly expressed coherent mission.
- **Viability of the humanities.** College and sub-college structures should be organized in such a way that the departments and programs responsible for

ensuring that the teaching, research, and outreach in the humanities flourish. This means that departments and programs responsible for the humanities have the resources to maintain a critical level of intellectual activity and that the larger college structures in which they operate also maintain a critical mass in terms of numbers of faculty, students, and staff.

- **Precaution.** The reorganization of colleges ought not to occur, if there is a danger of serious harm to the units. This applies whether it is harm to units that are being relocated within a new college structure or units that are being left behind in an existing college structure.
- **Connectivity among faculty in research, teaching, and outreach.** College reorganization should increase opportunities for greater connectivity among faculty in research, teaching, and outreach across department and college lines. These include, but are not limited to team-teaching in general education courses, collaboration in interdisciplinary graduate specializations, especially those involving international components, and pursuing new research and training grant opportunities through collaborative interdisciplinary teams.

Furthermore, any organizational structure for the liberal arts and sciences that is governed by these principles also should institutionalize six **CONCRETE ELEMENTS**.

- **Strong leadership in the liberal arts and sciences.** Improvements in liberal education in the arts and sciences depend upon strong, committed leadership in conjunction with faculty and student cooperation. The best way to ensure strong leadership is for faculty and students, through academic governance, to

be involved on a regular basis in advising administrators on the opportunities for improving liberal education and alerting them to signs of emerging problems.

- **Sound methods for determining and meeting budgetary needs.**

Departments, schools, and colleges must have an appropriate method for determining their budgetary needs and meeting these needs on a regular basis. These methods should be tailored to particular disciplinary environments and cultures.

- **Appropriate methods for peer review and promotion and tenure review.**

Departments, schools and colleges must have an appropriate system of annual peer review for salary increase, promotion, and tenure. Review procedures and criteria should be sensitive to individual disciplinary standards of excellence but also permit college-wide evaluation.

- **Minimal barriers to connectivity.**

Organizational structures should have minimal barriers to faculty-led efforts for greater connectivity in research, teaching, and outreach. This requires adequate administrative support staff, competent technical support, and ongoing maintenance of effective working relations with stakeholders.

- **Procedures for petitioning for a change in college affiliation.**

Departments, schools, or programs that seek to relocate within a new organizational structure must have clearly defined procedures for petitioning the appropriate administrators and academic governance bodies. These procedures must be

fair to the parties concerned and approved by the institution as a whole, including academic governance.

- **Support for the performing and visual arts.** These programs have special facilities and programming needs that must be supported by the University community as a whole. They are irreplaceable programs whose full benefits to the community are measured in a particular form of cultural capital that cannot be reduced to some other common denominators. The performing and visual arts must be a center of excellence at the university in order for liberal education in all corners of the university to flourish.
- **Support for international programs.** It is no longer possible to conceive of liberal education without attending directly to what was once called international affairs but now falls under the general heading of globalization. SSC and CAL faculty have been the primary contributors to the University's International Studies and Programs. Attention to global issues and problems – from climate change to health care and food security to issues of war and peace – must be a central element.

Five different **REORGANIZATION OPTIONS** were considered in detail over the last month. They ranged from the creation of a single college of liberal arts and sciences (Option I) to no immediate structural college reorganization beyond those changes already consummated or nearly consummated (Options II and III), with a range of intermediate changes involving primarily CAL and SSC (Options IV and V). [See Appendix 3 for a complete narrative of this process, and Appendix 6 for letters from the chairs, deans, and advisory councils of CAL, CCAS, CNS, and SSC.]

At the end of this process two options have surfaced as the most favored ways to institutionalize these principles and elements at MSU. While Option II addresses the existing organizational structures of the “core colleges” generally, it has the most significance for CAL, which is presently experiencing the largest number of problems of the “core colleges.” Option IV focuses on new arrangements for units currently in CAL and SSC, with the proviso that other secondary connections to units outside this orbit, with the exception of CNS, could be fashioned.

Twenty-eight members of the Committee have participated in discussions of these five options, and of that number 24 participated in the final vote on them at the November 3, 2004 meeting. (Note: All 28 members have signed this FINAL REPORT.)

15 of the 24 members present voted to support **Option II**.

9 of the 24 members present voted to support **Option IV**, and 4 others voted that Option IV was unacceptable.

All 24 members voted to support the principles and elements listed above.

The Committee’s recommendation is that these two options ought to be taken up for consideration and possible implementation by the Provost and the appropriate bodies of academic governance. Then, additional information and discussion among the faculty in the colleges that are most directly affected by these options will be necessary before any decisions about implementation can be reached. More details about what questions ought to guide these further deliberations and what would be needed for either of these options to be implemented are provided below after the descriptions of the two options.

- **Option II: Improve liberal arts and sciences education at MSU without significant college reorganization now.** Option II does not require any structural college reorganization at this moment but looks forward to the possibility for gradual reorganization in the future (for example, the creation of independent units such as a School of Music or other units that might be semi-autonomous). Towards this end, it calls for significant investment in the liberal arts and sciences that would encourage innovative, cross-disciplinary teaching and research. Its primary guiding principle is faculty self-determination, moderated by reciprocity, the importance of coherent college identity, and the need for a viable or critical mass of faculty and students. The goal of Option II is a flexible set of department, school, and program connections across permeable college boundaries, coordinated by a faculty oversight committee (reminiscent of Core Colleges Council proposed but not passed in 1985), and encouraged by new incentives for faculty inside and outside the “core colleges.”
- **Option IV: Faculty of Arts and Human Sciences.** Option IV also stresses faculty self-determination and connectivity, but invites greater innovation and flexibility at the level of college structures. It envisions a new entity, a Faculty of Arts and Human Sciences, which unites liberal arts undergraduate and graduate education and research in one institutional home without compromising the diversity of sub-college missions, resources, or autonomy. This autonomy will allow for diversity in budgeting as well as faculty tenure and promotion reviews. It will encourage partial membership by units that

wish to have separate reporting arrangements directly to the Provost or special joint reporting arrangements.

7. What is Needed for Implementation

These principles, elements, and options do not add up to a recipe or algorithm for reorganization. In fact, the tensions among the principles, the relative merits of the elements, and the two general options will only be resolved in the process of discussing more exactly how they might be implemented. However, in order for this process to go forward, certain issues need to be addressed. Some are common to both Option II and IV, while others are specific to one or the other option.

Both options require that faculty must define goals and assessment criteria specific to their disciplines and units, and then take an active role in determining the quality and quantity of the new investments that will be needed to strengthen liberal education. These new investments may come in the form of General Fund dollars from outside CAL and SSC, the two colleges most directly affected by these options, but they may also be other contributions such as the participation of qualified faculty outside the “core colleges” in general education, whether it is Integrative Studies, writing, or quantitative literacy. Both options also presuppose that faculty will assess the costs of evolving organizational changes in terms of time and effort that these changes will require and the severity of unintended negative consequences as they materialize.

Another important common characteristic of Options II and IV is the role that the Office of the Provost must play in ensuring appropriate support for participation in liberal education by faculty in CNS. Even though these two

options only affect CAL and SSC directly, it is important that the Office of the Provost oversee the role that CNS plays in liberal education and, where appropriate, the roles of other colleges such as CCAS and CANR.

A third common need that both options have before actual implementation can proceed is for greater clarity and more detailed articulation of the administrative, bureaucratic, and programmatic problems that new college organizational structures can address. While faculty and administrators have provided examples of these problems, a more systematic study to see whether patterns exist in teaching, research, or outreach that new organizational structures might ameliorate can and should be done at the local level by faculty, students, and administrators with more firsthand information than the Committee has been able to gather in six months.

Fourth, both options require as part of the investment in the liberal arts and sciences that any new residential program focusing on the study of the “creative arts and humanities” as an introduction to the wider social and natural world be located within the “core colleges.” It would be a grave mistake to create an autonomous residential college at this time. It would only further weaken the humanities and make it even more difficult for a new residential college to succeed. The new residential college can be an enormous asset to the University as a whole and CAL specifically. However, placed outside CAL or a new “Faculty for Arts and the Human Sciences”, it will only compete with them for scarce resources, and both sides will suffer.

In addition to these common needs, the two options have different specific needs.

- Option II will require new investments in CAL to support new partnerships and collaborative programs inside and outside the college. Some of the successful collaborative programs between and inside SSC and CNS could be models for cooperation among semi-autonomous and/or sub-college units.
- At the same time, Option II also requires that faculty agree upon certain provisional constraints on how departments and programs within CAL can change their affiliations and reporting arrangements to units outside CAL. This is in addition to the procedure for petitioning for changes in college affiliation. The agreement would stipulate that there be attention paid to continuing relationships and programs that are necessary to the health of humanities research and teaching at MSU.
- Even if these needs could be met, however, some Committee members regularly have expressed concern that Option II will leave CAL in a relatively weaker position vis-à-vis other colleges. They have argued that with the ‘loss’ of the Department of History, the likely departure of the School of Music, and the interest in Department of Writing, Rhetoric, and American Cultures to form closer ties to programs outside CAL, it will be even more difficult for CAL to hold its own during periods of budget reductions. The

process of attrition may be delayed by Option II, but under present circumstances, that is unlikely.

- Option IV requires that its status as a college-level unit be clarified. Autonomous units within a Faculty of Arts and Human Sciences must function in a world of college-level units at MSU, with their own clear lines of budget authority, tenure and promotions procedures, and administrative resources. This internal structure has yet to be adequately described.
- Option IV requires that participating faculty also draw the boundaries between this new entity and outside units more clearly. While certain programs may successfully petition for semi-autonomous privileges and joint-reporting arrangements with other colleges, these arrangements must be carefully monitored so that managing human resources and delivering academic services do not become virtually impossible.
- Even if these needs could be met, however, four of the 24 members of the Committee voting on these options still found Option IV unacceptable. They were not convinced that the problems facing liberal education had been adequately articulated to warrant this kind of reorganization. They felt the structure envisioned by Option IV would be administratively unworkable, possibly even chaotic. And they felt that the time and energy of faculty necessary to implement

Option IV would be much too great to warrant embarking on this experiment. Finally, they believe that there is no more reason to bring CAL and SSC under one roof than to bring CAL and CCAS together; since the Committee rejected the latter reorganization on the grounds of a lack of a single coherent mission, then the same argument should apply to Option IV.

8. General Conclusions

As necessary as it is to think locally about the challenges and opportunities we face at MSU, it is also necessary to keep track of the larger context within which we are considering major changes in the liberal arts and sciences. The demographic and enrollment trends in higher education point towards a more diverse and less well-prepared study body. There also will be more non-school demands on the time of more non-traditional students. All of these students face an intellectual climate in which it is becoming increasingly difficult to distinguish between information and knowledge, a job market in which stable, full-time employment will become more difficult to secure, and a political landscape in which greater demands for accountability in education clash with the increasing privatization of the university. As state funding for public colleges and universities decreases, the intellectual and cultural challenges to higher education increase. The situation is especially serious in the humanities where faculty salaries continue to fall and the need to respond to the pressures of globalization and an increasingly differentiated market in higher education stretch resources even further. In short, the problems facing liberal education, and the College of Arts & Letters at MSU in particular, are not peculiar to

this institution. They are of a piece with wider patterns and trends, and they are substantial.

Under these circumstances it behooves us to consider the role reorganization may be able to play as a catalyst for improvement. It also behooves us to consider the serious unintended and unwanted consequences structural re-organization may have. Balancing these two uncertainties is a major challenge that faculty, students, and administrators will face and the Committee believes ought to face together.

Some faculty and administrators are fearful that given these uncertainties more structural college reorganization than already has occurred or is currently in the works would exhaust the faculty and distract them from their primary duties. This is a real concern. We know from recent past experience on smaller scales (for example, in EGR and CANR), that structural reorganization is difficult work. However, the faculty has made it clear at its Academic Senate meeting on April 22, 2004 that it believes that faculty should take greater responsibility for the major issues facing the University. These include the improvement of general education (especially Integrative Studies), the proposed expansion of the residential college programs, the possible relocation of the medical schools, and the revitalization of the liberal arts and sciences (especially the departments and programs in the College of Arts & Letters).

These problems are integrally connected to each other. For example, our sister committees struggling with Integrative Studies and the creation of a new residential college have found that problems they face lead to questions about structural college reorganization, not just budgets and leadership. The very creation of a new residential college is a significant form of college reorganization with profound implications for

the well-being of other colleges. The revisions needed in Integrative Studies and the possible expansion of the University's writing and quantitative literacy requirements have equally serious resource implications and may have important ramifications for how the "core colleges" and other colleges such as CANR and CCAS participate in general education and relate to one another. In short, we are in the middle of several major decisions that all have implications for our college structures.

To repeat, there is unanimous agreement on the Committee that liberal education is essential for the mission of MSU as a whole [see Appendix 4]. On the one hand, the Committee does not believe that structural college reorganization is a panacea for all that ails liberal education at MSU. On the other hand, waiting for a bigger budget to appear on the University's doorstep or a new Provost to resolve these issues for us is dangerous wishful thinking. The faculty has an opportunity to play an active and constructive role in clarifying and addressing these connected problems. It would be a grave error to let others decide these matters for us. Therefore, even under these complex conditions of uncertainty, the Committee believes that there are principles and elements that ought to guide further discussions of college re-organization among faculty, students, and administrators. The Committee also believes that two options for structural college reorganization ought to be considered carefully by faculty, students, and administrators as MSU moves forward. These two reorganization options ought to be considered as alternative frameworks within which discussions about improving liberal education at MSU occur – including major changes in Integrative Studies, residential programs, and the writing and quantitative literacy requirements.

(See page 27 for Committee members' names and signatures.)

Charles L. Ballard\_\_\_\_\_

Thomas G. Berding\_\_\_\_\_

Anna H. Celenza\_\_\_\_\_

Fred C. Dyer \_\_\_\_\_

Stephen L. Esquith, Chair\_\_\_\_\_

Lynne G. Goldstein\_\_\_\_\_

Claudia B. Holzman\_\_\_\_\_

Nancy F. Marino\_\_\_\_\_

Merry Ann Morash\_\_\_\_\_

Robert T. Pennock\_\_\_\_\_

Nora Rifon\_\_\_\_\_

Charles Steinfield\_\_\_\_\_

Ralph E. Taggart\_\_\_\_\_

Steven Weiland\_\_\_\_\_

Wolfgang W. Bauer\_\_\_\_\_

Howard Bossen\_\_\_\_\_

William Donohue\_\_\_\_\_

Diane Ebert-May\_\_\_\_\_

Marilyn Frye\_\_\_\_\_

Jeffrey T. Grabill\_\_\_\_\_

Bradford R. Love\_\_\_\_\_

Ellen L. McCallum\_\_\_\_\_

Lynn W. Paine\_\_\_\_\_

David K. Prestel\_\_\_\_\_

Neal Schmitt\_\_\_\_\_

Judith Stoddart\_\_\_\_\_

Daniel J. Weber\_\_\_\_\_

Pamela S. Whitten\_\_\_\_\_

**November 8, 2004**

## **Appendix 1: Draft Progress Report.10**

### **Committee on College Reorganization**

#### **Draft Progress Report**

**August 26, 2004**

**Discussed at Academic Council on September 7, 2004**

This draft Progress Report of the Committee on College Reorganization has three main objectives: (1) to clarify the most important questions regarding college reorganization at MSU, (2) to present appropriate criteria for evaluating reorganization options, and (3) to list some of the alternative reorganization options that the CCR has encountered in our conversations with colleagues at MSU and at peer institutions.

Accompanying this draft Progress Report is a much longer report describing the charge and make-up of the CCR, the process we have followed and will follow, and the detailed results of our research and interviews. The draft Progress Report and this accompanying material will be the basis for our continued meetings with Faculty and Academic Councils, Departments, and Colleges throughout August and September 2004. A final Progress Report will be completed by October 1, 2004. The draft Progress Report and the other supporting material and documents are available on the Committee's public web site <http://realizingthevision.msu.edu/ccr/index.html>.

#### **1. Questions regarding college reorganization**

The first purpose of this draft Progress Report is to help the University community discuss the following questions.

- What criteria should we use to evaluate alternative college reorganization options?
- Using these criteria, what are the advantages and disadvantages of alternative college reorganizations?

Rather than try to come up with criteria and options based solely on the views of the members of the CCR and our reading of a sometimes turgid academic literature, we have chosen to ask our colleagues at MSU and some of its peer institutions what criteria they would use and how they would assess the advantages and disadvantages of reorganization options they thought made the most sense.

In addition to these two general questions, we also believe three other questions regarding college reorganization should be addressed.

- How can collaborative decisions best be made regarding college reorganization and the location of departments and other units within colleges?
- Should departments, schools, or programs report directly to the Provost in some cases rather than the dean of a college?
- How can the professional programs located within the existing liberal arts and sciences colleges continue to participate in liberal education under alternative organizational structures?

As members of the CCR meet with departments, programs, and college faculty over the next month, we will be asking them these five questions.

## 2. Criteria for evaluating college reorganization

To guide the University community's discussion of these five questions, we offer five criteria for evaluating alternative organizational structures. These are criteria that have emerged in our discussions with colleagues at MSU and peer institutions over the past three months regarding the relationship between structural reorganization and the vitality of the liberal arts and sciences. They describe what many believe college reorganization ought to accomplish.

- *Encourage and sustain teaching, research and outreach connections.* Connectivity across departments and disciplines can help the university respond more quickly to grant proposals, contract opportunities, emerging fields of study, and developing global issues.
- *Strengthen the liberal arts and sciences.* Strong, flexible and integrated programs in the liberal arts and sciences will enhance the undergraduate experience and will better prepare all students, including those in professional programs, for a dynamic economy and society. Better integration both of the liberal arts and sciences into professional curricula and of professional skills into liberal arts and sciences curricula is crucial for improving undergraduate education. This integration depends on attracting and retaining liberal arts and sciences faculty committed both to undergraduate education and to research across a wide range of missions.
- *Build the national stature of Michigan State University.* Any organizational structure should enhance the ability to recruit and retain students, faculty, and staff while also building the reputation of the programs to external

stakeholders (e.g., legislators, constituent groups in the state and elsewhere, and potential donors).

- *Build collaborative decision making.* Organizational structures work best when built on collaborative relationships at multiple levels: across departments and colleges, among administrators, faculty and students, and between the university and external constituencies.
- *Facilitate accounting, financing, and administration.* Organizational structures should enable deans to shift resources quickly to take advantage of funding and development opportunities. Increased administrative efficiencies – through standardizing accounting practices, consolidating some administrative functions, and decreasing bureaucratic procedures – can yield resources for better support of research, teaching and outreach.

Each of these criteria needs elaboration, and we believe that this will occur in our discussions across campus. Terms like connectivity, integration, collaboration, and interdisciplinarity are not self-explanatory, and in the supporting material accompanying this draft Progress Report we offer some help in interpreting them.

### **3. Options for reorganization**

In our conversations with colleagues at MSU and at peer institutions over the past three months, several general options for college reorganization emerged.

- 1) The creation of a large liberal arts and sciences college,
- 2) The consolidation of social sciences, humanities and communications into one college,

- 3) The creation of a new college comprised of some parts of CAL and CCAS, with other parts of CAL moving to SSC; or, some other combination of parts of at least two of the colleges, or
- 4) The retention of the current college structure, acknowledging that some changes have already occurred.

We are certainly open to other options. Most of the peer institutions we examined have organizational structures like 1) and 2). The tentative conclusion we have reached is that nearly everyone who supported some form of reorganization emphasized that altering structures, if well handled, could achieve some of these goals; badly handled, it might exacerbate problems rather than solve them. Some interviewees thought that the costs of reorganization—in morale, in time spent on working out implementation—outweighed any benefits. No one proposal was seen to achieve all of the goals equally well. Structure, we heard on a number of occasions, can solve some problems; but it is not a guaranteed solution to any of them.

It is our belief that re-organization is not a panacea. However, it may make a real difference in the quality and level of collaboration among faculty doing research and teaching in the liberal arts and sciences. It also may raise the caliber of the leadership a university can recruit in hard times such as these. In some cases it even may be a catalyst for deeper cultural change. As we proceed, we believe that we should be open to these possibilities at the same time that we take careful notice of the recent changes that have already occurred and the new initiatives that are being considered in several quarters.

#### **4. Advantages, Disadvantages, and Ideals**

We have compiled the evaluative comments of our colleagues to highlight the advantages and disadvantages that our interviewees identified in the first four reorganization options listed above. The results of this analysis are contained in the supporting material and documents accompanying this draft Progress Report. This material is posted on the CCR's public web site under Group 3 Draft Report <<http://realizingthevision.msu.edu/ccr/report.html>>.

Our qualitative analysis of the advantages and disadvantages of alternative reorganization models does not yield anything like a clear winner. It can help us identify possible long term intended and unintended consequences as well as short-term advantages and disadvantages. In this way, it can organize our thinking and enable us to make better choices.

However, choices will still have to be made. Even if we could apply our evaluative criteria over a complete set of alternative options, this kind of cost-benefit analysis would not be the end of the story. Underlying the criteria that we have suggested for evaluating alternative reorganization options is the ideal of liberal education (or, for our purposes, the liberal arts and sciences). In one sense, the conversation which we hope to prompt from "the middle out" and not from the top-down or the bottom-up, will unavoidably lead to a discussion of this contested term. All the complex terms noted above (connectivity, collaboration, interdisciplinarity, and integration) point back to this general ideal.

It is worth pausing for a moment to register just how critical an issue this subject of liberal education is for our discussion of college reorganization and, furthermore,

its relationship to the other new initiatives being considered at MSU (i.e., the creation of a new residential college, the reform of Integrative Studies, and the revision of writing and quantitative reasoning requirements). Any effort to reorganize college structures that claims to measure its success in terms of its contribution to liberal education must recognize that “liberal education” cannot be defined neutrally. As we discuss the advantages and disadvantages of college reorganization at MSU, we should be prepared to revisit this larger issue.

#### **5. Request to Faculty Council and Academic Council**

By providing this draft Progress Report and access to a large amount of supporting material in a timely manner to Faculty Council and Academic Council well in advance of their September 7, 2004 meeting, the CCR believes that a more informed discussion of college reorganization is now possible inside and outside academic governance.

We ask the members of Faculty and Academic Council to review and provide comments on the Questions, Criteria, and Options listed above that we suggest should frame this discussion. We also urge members to consult the CCR reports on the web for supporting material on which this draft Progress Report is based.

## Appendix 2: List of Meetings

Date	Event	Description
April 04	Invitations	Sent via e-mail by Steve Esquith – No formal invitations were sent
4/26/04	Mtg.	CCR Group Leaders
4/30/04	Mtg.	Full CCR, 7-9 a.m., Kellogg Center, Red Cedar B
May 04	Website	ANGEL: Created website for CCR
5/6/04	Mtg.	Committee Group Chairs, 7:30 a.m.
5/12/04	Mtg.	w/ECAC 10-12 noon, Union/Gold A
5/13/04	Mtg.	w/CAC Chairs from AL, ANR, CAS, NS, and SS--Union, Gold A
5/13/04	Mtg.	w/Deans of AL, ANR, CAS, NS, SS--11-12 noon, 443B Administration Building
5/13/04	Mtg.	w/CCR Group Leaders
5/13/04	Public Website	<a href="http://ccrlas.web.ur.msu.edu/groups.html">http://ccrlas.web.ur.msu.edu/groups.html</a> <b>(prepared by Clark Rasmussen)</b>
5/18/04	Mtg.	CCR -- Group I
5/19/04	Mtg.	CCR -- Group III
5/20/04	Mtg.	CCR Core Group
5/26/04	Mtg.	RETREAT, 9-4 p.m., 105 Kellogg Ctr.
6/7/04	Mtg.	CCR -- Group II, Lunch mtg. (Steve Weiland)
6/15/04	Mtg.	w/CAC of AL, Grover Hudson, 9-11 a.m., 321 Linton Hall

6/15/04	Mtg.	w/CAC of SS, Merry Morash, 3-5 p.m., 309 Berkey Hall
6/21/04	Mtg.	w/CAC of NS, Ralph Taggart, 10-12 noon, 105 Natural Science Bldg.
6/22/04	Mtg.	w/CAC of ANR, Chuck Nelson, 10-12 noon, 1310 Anthony Hall
6/22/04	Mtg.	w/CAC of CAS, Steve Wildman, 191 CAS Bldg., 2-4 p.m.
6/30/04	Mtg.	CCR Group Leader Mtg., 1-3 p.m., 503 S. Kedzie
7/30/04	Mtg.	Special ECAC Mtg., 10-12 noon, Board Rm., Admin. Bldg. (Lynne Goldstein, CCR member, attended)
8/18/04	Mtg.	Steve Esquith and Lynne Goldstein met most of the day re. CCR.....
8/18/04	Mtg.	Steve Esquith met w/Mike Polzin, 3-4 p.m., 503 S. Kedzie Hall, to review Mike's responsibilities as facilitator at Aug. 19 CCR Mtg.
8/19/04	Mtg.	Full CCR Group Mtg., Union/Ohio State Rm., 1-5 p.m.
8/20/04	Mtg.	Steve Esquith & Neal Schmitt met w/Dept. of Audiology & Speech Sciences, 1-2 p.m., 213 Oyer/ASB Bldg.
8/23/04	Deadline	MSU News Bulletin article DUE re. CCR's Progress Report.....
8/24/04	Mtg.	Group Leaders met w/Provost Simon, 438 Admin. Bldg., 4-5 p.m.
8/26/04	Web Posting	Draft Progress Report delivered to Faculty Council, Provost, and posted on CCR Public Web Forum
8/26/04	Mtg.	Steve Esquith and Neal Schmitt met w/School of Journalism, 9:30-10:30 a.m., 148 Comm. Arts & Sciences Bldg.
8/26/04	Mtg.	Steve Esquith and Anna Celenza met w/School of Music, 1-3 p.m., Hart Recital Hall, Music Building to discuss Draft Prog. Rept.

8/26/04	Mtg.	Brad Love & Ellen McCallum met w/Dept. of Advertising, 2-3 p.m., 182 Comm. Arts Bldg. to discuss Draft Progress Rept.
8/30/04	Mtg.	Wolfgang Bauer & Judith Stoddart met w/Dept. of Fisheries & Wildlife to discuss Draft Progress Rept., 10-11:30 a.m., 338 Natural Resources Bldg.
8/30/04	Mtg.	Steve Esquith, Chip Steinfield, & Pam Whitten met w/CAC from the College of Business, 1-2 p.m., 520H N. Business Complex (Dean will also attend)
8/30/04	Mtg.	Lynne Goldstein, CCR member, met w/Dept. of Anthropology, 3-4 p.m., 321 Baker Hall, to discuss Draft Prog. Rept.
8/30/04	Mtg.	Neal Schmitt & Pam Whitten met w/Dept. of Chemistry discussed draft Progress Report, 4-5 p.m., 322 Chemistry Bldg.
8/31/04	Deadline	Draft Progress Report given to Academic Council
8/31/04	Mtg.	June Youatt, RFB, KK, and Chairs of Vision Task Force Committees (5) attended Academic Deans' Mtg., 7:30-9 a.m., Lincoln Rm., Kellogg Ctr. to summarize their Draft Progress Rept.
8/31/04	Mtg.	Steve Esquith, Lynne Goldstein, & Steve Weiland met w/Dept. of History to discuss draft Progress Report, 9-10 a.m., 301 Morrill Hall
9/1/04	Mtg.	Steve Esquith, David Prestel, & Nancy Marino met w/chairs & directors of AL to discuss CCR's Draft Progress Rept., 10-12 noon, Kellogg Ctr.
9/1/04	Mtg.	S. Esquith, L. Goldstein, & J. Stoddart met w/Directors of ISP to discuss Draft Progress Report, 3:30-5 p.m., 305 International Ctr.
9/2/04	Mtg.	N. Schmitt, C. Steinfield, & J. Stoddart met w/ANR (faculty and administrators of all Depts. And Schools), 1-2 p.m., 1240 Anthony Hall, to discuss Draft Progress Rept.

9/2/04	Mtg.	S. Esquith & E. McCallum met w/Dept. of Art & Art History, 7-8 p.m., 108 Kresge Art Center
9/3/04	Mtg.	L. Goldstein, B. Love, & P. Whitten met w/Dept. of Sociology, 2-3 p.m., 466 Berkey Hall, to discuss Draft Prog. Rept.
9/7/04	Mtg.	S. Esquith, S. Weiland, & P. Whitten met w/Faculty Advisory Council of College of Education, 1:30-3 p.m., 507 Erickson Hall to discuss Draft Progress Rept.
9/7/04	Mtg.	Steve Esquith met w/Academic Council, 3:15 p.m., 115 International Ctr. -- Draft Progress Rept. given to Acad. Council on August 31. (This mtg. was 1st scheduled for August 31.)
9/7/04	Mtg.	E. McCallum & Neal Schmitt met w/faculty of Dept. of Physics/Astronomy, 4-5 p.m., 1400 Biomed Physical Science Bldg.
9/8/04	Mtg.	Steve Weiland met w/New Residential College Task Force to discuss CCR Draft Progress Rept., 9-12 noon, 102 Kellogg Ctr.
9/8/04	Mtg.	Lynne Goldstein & Neal Schmitt met w/Chairs & Directors of SS, 1:30-3:30 p.m., 230 Psychology Bldg. to discuss Draft Progress Rept.
9/8/04	Mtg.	Neal Schmitt discussed Draft Progress Rept. w/Dept. of Psychology, 3:30 p.m., 230 Psychology Bldg.
9/8/04	Mtg.	Diane Ebert-May met w/Dept. of Geological Sciences, 4 p.m., 207 Natural Science Bldg. to discuss Draft Progress Rept.
9/8/04	Mtg.	S. Esquith, W. Bauer, & E. McCallum met w/Dept. of English, 4-5 p.m., 213 Morrill Hall to discuss Draft Prog. Rept.
9/9/04	Mtg.	Steve Esquith and Lynne Goldstein met w/Dept. of Math to discuss CCR Draft Progress Rept., 2-3:30 p.m., A304 Wells Hall

9/10/04	Mtg.	W. Bauer, B. Love, & S. Weiland met w/Dept. of Communication, 11-12 noon, 474 Comm. Arts & Sciences Bldg. to discuss Draft Progress Rept.
9/10/04	Mtg.	W. Bauer, B. Love, & S. Weiland met w/Dept. of Telecomm., Info Studies, & Media, 12-1 p.m., 409 Comm. Arts & Sciences Bldg. to discuss Draft Progress Rept.
9/10/04	Mtg.	David Prestel & Steve Weiland met w/Dept. of L&L, to discuss Draft Progress Rept., 3-5 p.m., A607 Wells Hall
9/10/04	Mtg.	Darren Davis & Ellen McCallum met w/Dept. of Political Science, 3 p.m., 104 S. Kedzie Hall to discuss CCR's Draft Progress Rept.
9/10/04	Mtg.	E. McCallum & Neal Schmitt met w/faculty of Dept. of Physics/Astronomy, 4-5 p.m., 1400 Biomed Physical Science Bldg.
9/10/04	Mtg.	Neal Schmitt, CCR member, met w/CAC of Engineering to discuss CCR's Draft Progress Rept., 4-5 p.m., 3405 Engineering Bldg. (Contact person Pam: 5-5114)
9/13/04	Mtg.	L. Goldstein & B. Love met w/Dept. of French, Classics & Italian, 3-4 p.m., 255 Old Horticulture Bldg. to discuss Draft Prog. Rept.
9/14/04	Mtg.	Fred Dyer, CCR member, met w/Dept. of Zoology to discuss Draft Progress Rept., 3-5 p.m., 203C Natural Science Bldg.
9/15/04	Mtg.	June Youatt, KK, Estelle McGroarty, M. Baba, P. McConeghy, C. Salmon, S. Esquith, L. Goldstein, M. Morash, N. Schmitt, A. Celenza, S. Weiland, 7 a.m. Breakfast in Private Dining Rm. at State Rm. in Kellogg Ctr.
9/16/04	Mtg.	Steve Esquith and Wolfgang Bauer met w/Plant Biology, 3:30 p.m., 168 Plant Biology Bldg.

9/17/04	Mtg.	Rob Pennock met w/LBS to discuss CCR's Draft Progress Rept., 11:30-12:30 p.m., C1A Holmes Hall
9/20/04	Mtg.	S. Esquith & J. Stoddart met w/CHM's CAC to Discuss Draft Progress Report, 2-3 p.m., A116 E. Fee Hall
9/21/04	Mtg.	Steve Esquith & Chuck Ballard discussed CCR's Draft Progress Rept. w/Dept. of Microbiology, 2 p.m., 1425 BTS Bldg. (the new Science Bldg.)
9/21/04	Mtg.	Steve Esquith met w/Academic Assembly of ASMSU, 6:30 p.m., 328 A&B Student Services Bldg.
9/22/04	Mtg.	Full CCR Mtg., 7-10 p.m., Heritage Rm., Kellogg Ctr. Mike Polzin served as facilitator.
9/23/04	Mtg.	Ellen McCallum met w/Religious Studies, Sept. 23, 4:30 p.m., 116 Morrill Hall, to discuss Draft Progress Rept.
9/24/04	Mtg.	Steve Esquith met w/Medical Technology Program Faculty, 2-3 p.m., 322 N. Kedzie to discuss Draft Progress Rept.
10/11/04	Mtg.	Full CCR Mtg., 6:30-10 p.m., Conf. Rm. 62, Kellogg Ctr.
10/14/04	Mtg.	w/task force chairs, 12-3 p.m., 3rd floor International Ctr.
10/21/04	Mtg.	w/ EGR CAC, 11:45 a.m., 3405 Eng. Building
11/3/04	Mtg.	Full CCR, 6-10 pm, 104AB Kellogg Ctr.
11/9/04	Deadline	Final Report Due to Provost and ECAC
11/16/04	Mtg.	Discussion of Final Report at Faculty Council, 3:15 pm, International Center; including discussion with Faculty Voice Committee regarding faculty participation in the process.

### **Appendix 3: Reorganization Options**

#### **Option I: Uniting the colleges of Natural Science, Social Science and Arts &**

##### **Letters.**

The virtues of this (*re*: strengthen humanities and liberal arts & sciences, support interdisciplinary undergraduate programs and curricula, preserve/strengthen departments and programs presently in CAL)

- Advocacy and support of liberal arts in liberal education is not abandoned to a single, distinct, segregated unit.
- Common interests across core-college disciplines will be more visible.
- The variety of our missions and methods become a “sea of difference” in which no particular variance stands out as “anomalous” (as the scholarship and funding patterns of departments in CAL seem to some observers).
- Improved housing for interdisciplinary/cross-disciplinary programs (e.g., Cognitive Science; Women’s Studies; African and African-American Studies; American Indian Studies; Chicano Latino Studies; Asian-American Studies; Bioethics, Humanities and Society). Ease of faculty engagement in interdisciplinary teaching and curricula.
- Appropriate housing and integration of residential colleges; integration of faculty in these endeavors; avoid all investment in the arts and humanities going to new residential college.
- Freer evolution of intellectual and programmatic, curricular alliances-collaborations-connections; more faculty autonomy, self-determination; re-

alignments not blocked by college walls or requiring ever more “college reorganization.”

- Enable the expansion and integration of more diverse curricular offerings in study abroad programming and international education.
- Change the meaning of college membership. It would become less significant; other (more flexible and mutable) kinds of “identities” and affiliations would evolve. Such identities and affiliations could become less tied to budget and accounting. More scope for individual or unit initiative and self-determination.
- Provide integration and coordination in general education across all disciplines engaged in liberal education
- Provide a home for students who have not declared a major.

#### A principle

- To the extent that formation of a large college is *nothing but a consolidation* that subsumes all the existing units and sub-college structures, cultures, practices, funding models, it will not significantly address any of the problems, will entail huge costs, and will be experienced by most faculty just as being subsumed.
- To the extent that the formation of a large college *begins a full transformation* of sub-college structures, kinds of affiliation, modes of migration and continuous flexible re-formation... to that extent it can make a positive difference with respect to problems about interdisciplinary undergrad

curricula, vitality of liberal arts, and delivery of liberal education, and it can provide increased scope of self-determination to faculty members and units.

- Implementation *so as to support a full transformation of sub-college structures, kinds of affiliation, modes of migration and continuous flexible reformation.*
- Not assume the big college has 3 divisions / 3 associate deans mirroring the present 3 colleges.
- Not assume mere transportation of all the extant sub-college structure. It may begin at that point, but should be loosening all that up, redefining identities and affiliations, changing/adapting budget & accounting to accommodate more flexible and varied sub-college structures and mobility of faculty within them.
- Appoint a dean who has a proven record of passion and vision for liberal education as well as respect for disciplines and professional programs.
- Grandfather in all joint appointments of faculty. e.g., if Prof. X now is 25% in CNS, Prof. X has the same arrangement with the new college; the unit in the new college that had the services of Prof. X still has them.
- Work out some compromise that enables Schools (of Music, of Fine & Performing Arts, of Information Arts & Sciences, of Health Sciences, etc., even perhaps a Coll. of Comm. Arts & Sciences [see nomenclature note in next bullet]) to be affiliated with the large college *and* to have sufficient kinds and degree of autonomy within university structures and in their public presence to do what they need to do, and enables individual faculty members

to be “members” of those Schools without having to disaffiliate from the new college or units within it, whatever their configuration. (That is, as many people and units as possible are, in one way or another, “in” the primary entity that provides MSU students with a liberal education.)

- Nomenclature: The new college might not be conceptualized as a “college” (under our current understanding of that notion), but as something like an “Academy of Arts and Sciences” or some other concept. Perhaps use a proper name: Hannah Division of Arts and Sciences. Revision of nomenclature might liberate the imagination regarding the possibilities of sub-Division structures and relations of semi-autonomous Schools/Colleges/Institutes to the “Division.”

**Option II: Improve liberal arts and sciences education at MSU without significant college reorganization.**

This option focuses on finding alternative mechanisms besides college reorganization to improve liberal arts and sciences at MSU. It emphasizes three types of mechanisms: the need for improvements to the budgeting process, the need to ensure strong and effective leadership for liberal arts and sciences, and the need to provide incentives for faculty to participate in innovative, cross-cutting programs that link liberal arts and sciences faculty with each other and with faculty in professional and non-core colleges. Moreover, it is responsive to the overwhelming input during the many unit meetings when people questioned the need for college reorganization at this time.

**The virtues of this option** are the following:

- It places attention on the actual mechanisms for improvement of liberal arts and sciences, rather than hoping for the more indirect improvements that might be gained through reorganization.
- It promotes faculty-driven initiatives for innovative liberal arts and sciences programs. Such programs are more likely to succeed because there is faculty buy-in right from the start.
- It promotes collaborations without necessitating complex structural changes.
- It provides flexibility, in that it is far easier to create new programs and end older ones if they are not associated with structural changes.

- It promotes linkages to the professional colleges as well as linkages within the set of core colleges, ensuring the infusion of liberal arts and sciences education affects students in professional colleges.
- It avoids the numerous pitfalls that may follow from reorganization. These include but are not limited to :
  - higher costs due to the reorganization process, such as faculty time, printing costs, moving costs, web site revisions, and other new administrative costs
  - damage to the reputation of units when a college is viewed as “disbanded” by those inside and outside MSU. This is more the case for units like CCAS which have a coherent set of units and a strong college identity.
  - damage to external fundraising efforts, such as when alumni give to a specific college
  - reduction in faculty morale and the potential loss of good faculty to other institutions if they perceive a reorganization as devaluing their unit.
- It is likely to be viewed as supporting the expressed will of the majority of faculty, given the fairly widespread opposition to college reorganization voiced in the many unit meetings attended by CCR committee members. An analysis of the notes of these meetings clearly demonstrates that reorganization is not supported by units outside of CAL.

**Implementation of the option** will require the following:

- Revisiting the curriculum requirements in the university to ensure that all students receive adequate exposure to liberal arts and sciences in their education.

- Developing a new, more transparent budget model to enable better planning by colleges and units. Such a budget model must balance a number of objectives, including: 1) a more direct relationship between the funds appropriated to a unit and the number of students that unit serves – whether they are majors or not, 2) recognition and adequate support of the appropriate teaching models for liberal arts and sciences courses, 3) enough transparency to enable colleges and departments/schools to be better able to predict their resources and match those with priorities and to know when and how they are supporting or subsidizing other colleges. In some cases there is budget transparency. For example, the Deans in some colleges work with unit chairs and directors to formulate an APP&R document together, and this document is shared. However, in other colleges, unit chairs and directors have little or no input into the APP&R document. This problem may be particularly acute for cross college or multi-unit programs, such as Women’s Studies or Cultural Studies. It is essential that people involved in budgeting and planning at the high levels ensure that there is involvement through all levels and that it includes interdisciplinary and/or cross college initiatives.
- Ensuring strong leadership advocating for liberal arts and sciences education. This may require a new position in the provost’s office, or the allocation of new responsibilities to existing associate provosts. It should also include the responsibility to allocate funds to support improvements to liberal arts and sciences teaching. There may also be a role for allocation of research in support of

liberal arts and sciences areas, perhaps managed by the Vice Provost for Research and Graduate Studies.

- Organization of the deans of colleges participating in liberal arts and sciences education into a coordinating committee that meets separately from other deans meetings in order to ensure planning directed specifically toward liberal arts and sciences programs that ensure excellence and innovation in both teaching and research.
- Creation of a faculty oversight committee for the liberal arts and sciences, comprised primarily of representatives from the participating colleges that would advise administration on all issues related to the health of MSU's liberal arts and sciences programs. In recognition of their interest in a strong liberal arts and sciences curriculum, representatives from professional colleges would be included on this committee.
- Creation of incentives that reward units and faculty that develop cross-cutting programs that include liberal arts and sciences courses. Such programs may include linkages within a core college, across core colleges, or between core colleges and professional colleges. Incentives include funds to launch such programs as well as recognition (e.g through merit raises) for faculty that develop and contribute to such programs should they become successful.
- Development of metrics to periodically evaluate the health of liberal arts and sciences education at MSU.
- Funding for liberal arts and sciences education should be a shared university responsibility, including core and professional colleges. This recognizes that all

benefit from better educated students who major in any of MSU's programs. This shared funding must be handled in a transparent way.

#### Operation of the Various Coordinating Groups

The LA&S Deans Coordinating Committee and the appropriate Provost Level administrator, with input from the LA&S Faculty Committee, with necessary staff support, should regularly carry out analysis of the quality of undergraduate LA&S education. The LA&S Faculty Committee would be included in faculty governance, much like the University Graduate Council, to consider changes like the movement of units between colleges, curricular changes, and so on. They would meet periodically with the appropriate Provost Level administrator to take action on their own but also to provide advice to the LA&S Deans and others who are focused on undergraduate education. One of their contributions would be to ensure that when new departmental initiatives are planned (e.g., a unit's desire to report directly to the Provost), there is adequate attention to how the change can be made without compromising LA&S education, outreach, and research. Another type of activity for the LA&S Faculty Committee would be to consider, analyze, and advise on statistics about undergraduate placement rates. The group also could consider problems such as the absence of critical mass of faculty in classical studies and the lack of cohesive focus in the creative arts, and could provide analysis and recommendations to other parts of faculty governance, the Provost office, and the LA&S Deans Coordinating Committee.

## **Coordination with Writing, Quantitative Literacy, Integrative Studies, and Residential College Initiatives**

Some thought should be given to using the same mechanisms for overseeing and promoting general LA&S undergraduate education and overseeing and promoting quantitative literacy, integrative studies, writing, and excellence in the residential colleges.

### **Option III: The Associate Provost Model for Reorganization**

The key feature of this reorganization model is that the Provost's office would include the role of a Provost-level position (e.g., Associate Provost,) of the core Arts and Sciences colleges to include:

- College of Arts and Letters
- College of Natural Sciences
- College of Communication Arts and Sciences
- College of Social Science

The role would involve being an advocate for Core College research, instruction, and outreach programs. The Deans in those colleges would still report directly to the Provost. The Associate Provost would have the task of recommending and implementing programs to:

- Strengthen and sustain Liberal Arts and Sciences at MSU.
- Enhance Interdisciplinary connectivity.
- Commit increased university resources toward these efforts.

The Associate Provost would have the responsibility of assuring the strength of liberal arts and sciences to fulfill our undergraduate mission and our graduate mission in those areas that are the focus of the NRC rankings (except Engineering) This person would likely exercise control over the resources to accomplish the following goals:

- Create a revitalized vision for the Liberal Arts at MSU
- Facilitate interdisciplinary collaboration across units within the Core Colleges as well as the other colleges
- Promote the external visibility and centrality of Arts and Sciences at MSU

- Increase university investment and commitment to the Core Colleges and their respective units to develop and expand revenue streams
- Attract high quality and more diverse undergraduate and graduate students to study in the Core Colleges
- Attract high quality and diverse faculty across the Core Colleges
- Encourage program innovation including initiatives for creating new or re-formed departments, schools or specializations

The process of evaluating the performance of the Associate Provost would include using metrics capable of documenting progress toward these goals.

Units originally in the four Core Colleges that become free-standing schools (e.g., Music) would report to the Associate Provost.

#### **Option IV: A Faculty of Arts and Human Sciences (FAHS)**

FAHS as a whole would be the institutional base of liberal arts undergraduate and graduate education and research, and of undergraduate liberal education.

The term *human sciences* foregrounds the confluences and connections between social sciences' study of human behaviors, cultural practices, and social conditions, and the humanities' study of artistic, philosophical, and historical understandings of the human experience. Because the term is widely used in European, Canadian, and African academic contexts, its adoption highlights MSU's commitment to an international arena. The Faculty aims to promote an intellectually integrated approach to liberal education, from undergraduate and graduate education to advanced research, extending across the conventionally defined humanities, performing arts, and social science disciplines that make up the core of liberal arts education, and emphasizing problem-based learning.

The Faculty of Arts and Human Sciences [FAHS] would be a new kind of entity, one that is neither a college nor a combination, merger, or consolidation of two colleges. This new entity will enable a full transformation of sub-college kinds of affiliation to increase the vitality and visibility of liberal arts and liberal education at all levels of teaching and research and enhance faculty engagement in curricular, research, and organizational collaborations. It will also offer the possibility of hybrid modes of membership for semi-autonomous units.

There would be a variety of modes of inclusion in FAHS. Different kinds of units would have different kinds of membership in FAHS, and different kinds and degrees of interdependence and autonomy. Some would be like the present inclusion of departments

in colleges, but FAHS would also include other kinds of units that are semi-autonomous such as schools, colleges, and professional and pre-professional programs. It is envisaged as including in various ways the new residential college, and new entities such as: a School of Art and a School of Music (or a School of Fine and Performing Arts); a College of Information Sciences. It could be beneficial for the College of Communications Arts and Sciences and James Madison College to affiliate in ways that both involve them in the central liberal education commitments and investments of FAHS and make FAHS a stakeholder in those colleges. The relationships of these units to FAHS can preserve the units' ability to independently fund-raise and determine the uses of such funds, and to maintain the autonomy of their public face or "brand."

[Assumption: the present College of Natural Sciences has no structural affiliation with the new entity, The Faculty of Arts and Human Sciences, except for grandfathering in to FAHS any joint appointments or shared housing of programs that presently link CNS with CSS or CAL.]

The sub-Faculty level organization would be constructed so as to flexibly enable the formation and dissolution of projects, affiliations, interdisciplinary undergraduate programs, research initiatives as developments in various academic fields occur and opportunities for funding and so forth arise, while minimizing disruption to or negative impact on cohort members. Budgetary, accounting and accountability models and incentive/reward structures will not be uniform (not one size fits all) but diverse, tailored to the various kinds of unit missions, degrees of unit autonomy, and differential revenue sources. The positions of faculty members in FAHS will be funded in such a way that faculty members' teaching assignments and research engagement are flexible so

undergraduate programs as well as graduate programs and research can easily cross disciplines and theory/practice lines. The variety of sub-college level units being brought in to FAHS may form various sorts of affiliations with each other, some of which might become entities (like a college in FAHS) with an administrative head and a degree of autonomy in matters of budget models and promotion and tenure. It would be important that the internal organization be characterized by balance in the sizes and modes of membership of sub-Faculty entities, so the Faculty is not divided up in to one or two “centers” with all other operations relegated to their margins.

Budgeting authority, faculty lines, and promotion and tenure. Units in FAHS that function roughly as departments presently do in a college would have FAHS-level governance and budgeting structures and procedures similar to those current in CSS and CAL. All parties can take advantage of the transition to revise these where they are currently inadequate or inappropriate. Units with different, hybrid, semi-autonomous membership in FAHS will negotiate procedures, budget relationships and governance and personnel cooperation that enables funds and accountability to flow between FAHS and the unit according to the involvement of the unit in the liberal education projects of FAHS and in the graduate and research programs housed in FAHS units or clusters.

#### Virtues and Contributions

The virtues of this, in terms of strengthening humanities and liberal arts and sciences, support of undergraduate curriculum and interdisciplinary studies at the graduate and undergraduate level, sustaining viable departments and programs in the core colleges, include:

- an explicit and coherent focus on liberal education establishes a distinctive emphasis within the larger mission of the university
- advocacy of the liberal arts and liberal education is not divided among competing colleges, but would have a strong voice at the upper levels of the university (in the person of the Dean or Head of the Faculty)
- material support of liberal arts from the general fund is secured and managed through FAHS, i.e., through a large and diverse entity. Such a structure does not support marginalizing liberal arts and their funding. Daily interaction of faculty, students, and programs make the intellectual and educational connections between liberal arts and other missions clear and tangible;
- interdisciplinary programs (area studies, women's studies, cognitive science, bioethics, ISP, etc.) currently stranded between two colleges have stronger, more direct support; and faculty engagement in interdisciplinary teaching and curricula is facilitated
- enhances integration and coordination in general education across all disciplines engaged in general education
- provides a home for undergraduate students not yet affiliated with a major or college.
- new configuration is in line with peers nationally (e.g., Minnesota, Penn State, U Texas Austin, Texas A&M, Carnegie Mellon), in terms of uniting key Liberal Arts and Sciences disciplines while allowing Natural Sciences' autonomy; and yet moving beyond College structure makes MSU distinctive, gives FAHS the flexibility to evolve to meet the demands of 21<sup>st</sup> century education

If handled appropriately, the implementation of FAHS could result in (or contribute to):

- liberal arts and human sciences core gains the advantages of flexible reporting lines, joint relationships and varieties of disciplinary affiliations not common in the current college structure
- appropriate integration of residential colleges both offers new possibilities for connection with existing residential college faculty and avoids competition for investment between CAL and new Residential College
- freer evolution of intellectual and programmatic, curricular, alliances and collaborations strengthens faculty and sub-college unit autonomy; minimizes "walls" or obstacles to cross-college collaboration, but also minimizes the need for smaller units to realign across colleges as presently configured (so, questions like whether History should be in CAL or SSC becomes moot); realignments have less impact on units and initiatives that are losing partners or affiliations; significant alterations of alliance and collaboration called for by evolving intellectual engagements can be accomplished without further college reorganization and with much less negative impact on units and initiative that are losing some partners or affiliates
- the size and flexibility of FAHS makes alignments with colleges outside the FAHS easier to negotiate and maintain, because FAHS units and faculty members are operating from both strength and flexibility
- import of College membership changes, becoming less determining, while other more flexible and mutable kinds of "identities," networks, and affiliations can

evolve. This allows both for more scope for self-determination of units and for greater visibility for non-Core-College units that prize their "brand" or identity. For instance, a School or similarly uniquely identifiable unit can project itself publicly in a way that is independent of this Faculty, and it can fund-raise and have autonomy in its use of the funds it raises, but also be connected by some budget and by common purposes with the rest of the Faculty of Arts and Human Sciences, in linked research, interdisciplinary undergraduate and graduate programs, and the design and delivery of liberal education.

- catalyzing the changes in culture, curriculum, and budgeting that the CCR discerns as necessary to address current and projected challenges for MSU such as:
  - FAHS can link to evolving initiatives in writing and interdisciplinary studies, and to new formations under discussion such as centers in language learning and computing
  - facilitate co-ordination or unification of the integrative studies units presently in CAL and CSS, and construction of appropriate relationships of integrative studies with disciplinary units and other interdisciplinary projects.

### Implementation

- FAHS administrative organization.

There would be a head administrator of FAHS (the Head of the Faculty), reporting to the Provost and advocating for liberal arts, disciplinary pursuits and liberal education. This person would necessarily have a sophisticated appreciation of the liberal arts and liberal education, and a strong background both in

scholarship and in administration. This position would be on par with a dean of CNS, deans of the professional schools, and dean of the Graduate School. Just as the Graduate School dean successfully advocates for graduate education across a range of departments and programs, so too could this dean advocate for liberal education and research across a range of departments and programs.

Units that are (or are more or less like) departments and programs will have administrative heads (Chair/Director).

There may be, if it is supportive of their missions, some clustering of such units (including linking them with the semi-autonomous units) in which a core faculty group or a chairperson has an administrative role; that person might report to the Dean of FAHS, or, depending on the sort of cluster it is and its purposes, to a head of a department or program, or to the head of a member College or School.

Member Colleges or Schools (semi-autonomous entities) would have their own head administrators (Director/Head/Dean) who would report in some matters to the Provost, while the entity's commitments in FAHS involve accountability to the head of FAHS and/or FAHS academic or personnel governance.

- The components of FAHS would initially be departments, programs, centers, and schools in what is currently the College of Arts and Letters and the College of Social Science. However, FAHS is a new kind of entity (not a college) that includes units which are semi-autonomous Schools, Colleges, and professional and pre-professional programs. Upon the establishment of FAHS, such units would begin negotiations that involve faculty members, administrators and governance, to form contracts that define appropriately structured relationships

between the units and FAHS. Some units presently in colleges, such as the present School of Music, would presumably choose to negotiate a relationship more autonomous than their present college membership. Some entities that are presently programs (such as Women's Studies, area and ethnic studies programs, African and African American Studies, and perhaps some of the entities currently constituted as specializations) would also want to negotiate new modes of housing and relationship.

#### Further desiderata

- negotiations both within FAHS and from FAHS to other units would adhere to some guidelines designed by governance and would include consultation with governance and thus be both principled and open, rather than *ad hoc* back room deals
- transparency of budgeting, accounting (what counts as contributing to the larger university mission: tuition dollars, research grants, donor funds), would need to be a part of the implementation
- essential that departments' commitments to interdisciplinary programs are sustained and even enhanced; departments need to remain viable and disciplines need to be supported and sustained in order for them to contribute simultaneously to meeting their own responsibilities and contributing to programs across FAHS or between FAHS and other units.

## Relevant Comparisons

### **University of Minnesota, College of Liberal Arts**

**Departments:** African American and African Studies; American Indian Studies; American Studies; Anthropology; Art; Art History; Asian Languages and Literatures; Chicano Studies; Classical and Near Eastern Studies; Cultural Studies and Comparative Literature, Economics; English; French and Italian; Geography; German, Scandinavian, and Dutch; History; Philosophy; Political Science; Psychology; Sociology; Spanish and Portuguese; Speech-Language-Hearing Sciences; Theatre Arts and Dance; Women's Studies

**Schools:** Journalism and Mass Communication; Music; Statistics

**Interdisciplinary Programs:** Archeological Studies; Classical Civilization; Greek Studies; MacArthur Interdisciplinary Program on Global Change, Sustainability and Justice; Martin Luther King Program; Religious Studies; Urban Studies

**Centers and Institutes:** Regis Center for Art; Austrian Studies; Cognitive Sciences; Early Modern History; Humanities; Institute of Linguistics, English as a Second Language, and Slavic Languages and Literatures; English Center; Feminist Studies; Gay, Lesbian, Bisexual, Transgender Studies; German and European Studies; Global Studies; Holocaust and Genocide Studies; Humanities Institute; Immigration History Research Center; Jewish Studies; Journalism Center; Center for Advanced Research on Language Acquisition; Life Course Center; Medieval Studies; Minnesota Population Center; Philosophy of Science;

Political Psychology; Scandinavian Studies; Siha Center for the Study of Media Ethics and Law; Interdisciplinary Writing

**Penn State, College of the Liberal Arts**

**Departments:** African and African American Studies; American Studies; Anthropology; Classics and Ancient Mediterranean Studies; Communication Arts and Sciences; Comparative Literature; Crime, Law, and Justice; East Asian Studies; Economics; English; French; Germanic and Slavic Languages and Literatures; History; Jewish Studies; Labor Studies and Industrial Relations; Languages and Literatures; Latin American Studies; Linguistics and Applied Language Studies; Philosophy; Political Science; Psychology; Religious Studies; Russian; Sociology; Spanish, Italian, and Portuguese; Women's Studies

**Centers and Institutes:** Africana Research Center; Center for Advanced Language Proficiency Education and Research; Center for Health Care and Policy Research; Center for Language Acquisition; Center for Work and Family Research; Child Study Center; Committee on Early Modern Studies; George and Ann Richards Civil War Era Center; Institute for the Arts and Humanities; Max Kade German-American Research Institute; Network for Policy Research; Population Research Institute; Rock Ethics Institute; Science, Medicine and Technology in Culture; Social Science Research Institute; Social Thought Program; Survey Research Center

**Consortia:** Children, Youth and Families Consortium; Environmental Consortium; Life Sciences Consortium

**Clinics and Museums:** Matson Museum; Clinical Psychology

**University of Texas, Austin, College of Liberal Arts**

**Departments:** American Studies; Anthropology; Asian Studies; Classics; Comparative Literature; Economics; English; French and Italian; Geography and the Environment; Germanic Studies; Government; History; Humanities; Linguistics; Middle Eastern Studies; Philosophy; Psychology; Religious Studies; Rhetoric and Composition; Slavic and Eurasian Studies; Sociology; Spanish and Portuguese

**Centers and Institutes:** African and African American Studies; Asian American Studies; Edward A. Clark Center for Australian and New Zealand Studies; East Asian Studies; Americo Paredes Center for Cultural Studies; Latin American Studies; Linguistics Research; Mexican American Studies; Middle Eastern Studies; Russian, East European, and Eurasian Studies; South Asia Institute; Women's Studies

**Texas A&M, College of Liberal Arts**

**Departments:** Anthropology; Communication; economics; English; History; Modern and Classical Languages; Performance Studies; Philosophy and Humanities; Political Science; Psychology; Sociology

**Centers and Institutes:** Melbern G. Glasscock Center for Humanities Research; Public Policy Research Institute; Women's Studies

**North Carolina State, College of Humanities and Social Sciences**

**Departments:** Communication; English; Foreign Languages and Literatures; History; Philosophy and Religion; Political Science and Public Administration; Psychology; Sociology and Anthropology; Social Work

**Programs:** African Studies; Arts Studies; Environmental Science; Film Studies; Health, Medicine and Human Values; International Studies; Science, Technology and Society; Women's and Gender Studies; Liberal Studies

**Purdue, College of Liberal Arts**

**Departments:** Audiology and Speech Sciences; Communication; Economics (jointly with business school); English; Foreign Languages and Literatures; Health and Kinesiology; History; Philosophy; Political Science; Psychological Sciences; Sociology; Anthropology; Visual and Performing Arts

**Programs:** African-American Studies; American Studies; Asian Studies; Classical Studies; Comparative Literature; Film Studies; Italian Studies; Jewish Studies; Linguistics; Medieval Studies; Philosophy and Literature; Religious Studies; Women's Studies

**Option V: Uniting the colleges of Social Science and Arts & Letters to form the**

**College of Letters, Arts, and Social Science (CLASS)**

Strengths (*re:* strengthen humanities and liberal arts & sciences, support interdisciplinary undergraduate programs and curricula, preserve/strengthen schools, departments and programs presently in CAL and CSS)

- Advocacy and support of liberal arts in liberal education is not abandoned to a single, distinct, segregated unit.
- Common interests across core-college disciplines will be more visible.
- The variety of our missions and methods become a “sea of difference” in which no particular variance stands out as “anomalous.”
- Improved housing for interdisciplinary/cross-disciplinary programs (e.g., Cognitive Science; Women’s Studies; African and African-American Studies; American Indian Studies; Chicano Latino Studies; Asian-American Studies; Bioethics, Humanities and Society). Ease of faculty engagement in interdisciplinary teaching and curricula.
- Appropriate housing and integration of residential colleges; integration of faculty in these endeavors; avoid all investment in the arts and humanities going to new residential college. In particular, one could envision the present James Madison College and the newly envisioned residential college to be part of CLASS as schools, in the same way that the Lyman Briggs “residential college” is a school within CNS.

- Freer evolution of intellectual and programmatic, curricular alliances-collaborations-connections; more faculty autonomy, self-determination; re-alignments not blocked by college walls or requiring ever more “college reorganization.”
- Enable the expansion and integration of more diverse curricular offerings in study abroad programming and international education.
- More scope for individual or unit initiative and self-determination.
- Provide a home for students who have not declared a major.

Implementation *so as to support a full transformation of sub-college structures, kinds of affiliation, modes of migration and continuous flexible reformation.*

- Provide sufficient initial investment in CLASS to facilitate new “residential college”/school and allow CLASS to start with a clean financial slate (i.e. forgive “debt” that seems to hang over present CAL). It is imperative that this merger is not seen as a financial bail-out of CAL, but as a new beginning for a more open, wider, and integrated vision of liberal arts education for all MSU students.
- Not assume the new college has separate divisions with associate deans mirroring the present colleges that will comprise CLASS.
- Not assume mere transportation of all the extant sub-college structure. It may begin at that point, but should be loosening all that up, redefining identities and affiliations, changing/adapting budget & accounting to accommodate more flexible and varied sub-college structures and mobility of faculty within them. In particular, joint appointments of faculty members between the traditional

disciplines and the now integrated “residential colleges” should not only be enabled, but should be encouraged.

- Appoint a dean who has a proven record of passion and vision for liberal education as well as respect for disciplines and professional programs.
- Work out some compromise that enables Schools to be affiliated with the large college *and* to have sufficient kinds and degree of autonomy within university structures and in their public presence to do what they need to do, and enables individual faculty members to be “members” of those Schools without having to disaffiliate from the new college or units within it, whatever their configuration.

#### **Appendix 4: Liberal Education**

One way to understand the contested meaning of liberal education is to contrast the 2002 statement of the American Association of Colleges & Universities from its report *Greater Expectations: A New Vision of Learning as Nation Goes to College* with the 2003 “Resolution on Liberal Learning” from the American Association of University Professors.

(1) American Association of Colleges & Universities

The new educational vision this report advocates rests on the strength of liberal education. However, it brings a new shape to liberal education by assigning to it the capacity to develop mental agility, as well as intellectual power; a deep understanding of the world's variety, as well as a knowledge of Western culture; ethical action in the service of the individual and society, as well as critical judgment. As they participate in a knowledge-based economy and an increasingly interdependent world, all students will need to be nimble thinkers and creative problem solvers. To think outside the box, they will depend on intellectual flexibility, at least as much as on factual information. An ethical grounding and empathy for others will keep them centered in turbulent times.

...The philosophy of liberal education depends less on particular subject matter than on an approach to teaching and learning. A student can prepare for a profession in a "liberal," mind-expanding manner, or study the humanities or social sciences (traditional "liberal arts" disciplines) narrowly and shallowly.

## (2) American Association of University Professors

Liberal learning provides an education in the humanities, the fine and performing arts, the social sciences, and the sciences. It serves to educate the whole person, fostering personal fulfillment and providing the broad base of knowledge, understanding, and skills fundamental to exercising leadership roles and permitting the professional flexibility required by modern life. A liberal education prepares responsible citizens who inform themselves about local, national, and global issues and participate actively in civic life. The critical thinking and habits of careful inquiry developed through a liberal education are vital to these tasks. The linguistic skills and social perspectives provided by a liberal education enhance our understanding of the complex, multi-cultural world in which we live.

Liberal learning enables students to learn about the past, to weigh evidence, and to make informed judgments about the present and the future. Exposure to methods of scientific inquiry and patterns of scientific reasoning lays a foundation for understanding and making sound judgments about our physical world and for coping with the technological complexities that surround us. The cultural awareness and receptivity to the arts provided by a liberal education promote and enrich the enjoyment and understanding of life. The skills of clear writing and proficiency in public speaking and performance acquired through a liberal education enhance the ability to interact with others.

The Eighty-ninth Annual Meeting believes that liberal learning is vitally important for an educated citizenry, that learning to learn remains one of the highest

aspirations of intellectual life, and that such learning should be an integral and indispensable part of undergraduate education.

The AAC&U's "nimble thinkers and creative problem solvers" who are ready to "think outside the box" seem very different from the AAUP's students for whom "learning to learn remains one of the highest aspirations of intellectual life." It would be comforting to chalk this up to merely a difference in style. Certainly administrators and faculty alike believe that a liberal education should give our lives intellectual meaning at the same time that it provides us with tools to flourish materially. For both, liberal education must enable students to "cop[e] with the technological complexities that surround us."

However, there is a deeper disagreement here that is relevant to our task of assessing alternative organizational structures in terms of their contribution to liberal education. Exactly what "coping" should include is a contentious issue. Will "coping" simply take the changing nature of the workplace, the new regulatory environment, and the heightened concern over national ("homeland") security as givens? Or, should "coping" mean recognizing the possibly unacceptable impact these changes have on our "ability to interact with others?" There seems to be an emphasis on critical citizenship in the AAUP formulation that is different from the emphasis on professional skill acquisition the AAC&U statement underlines.

**Appendix 5: History of the full Committee's Fall 2004 Deliberations (appendices referred to in this document are not included)**

On September 7, 2004, the draft Progress Report and supporting material was presented to Academic Council for discussion. [See Appendix 1: Draft Progress Report.] The Committee was encouraged by Academic Council to continue its deliberations and reach out further to faculty and students for reactions and suggestions. It was also encouraged to clarify the potential problems to which reorganization might be a partial solution. In fact, the process of further consultation and a more searching inquiry into potential problems and possible unintended consequences were already underway, prompted in part by concerns on the Committee itself and questions raised at the Council of Deans meeting on August 31, 2004. Between August 20 and September 24, 2004, members of the Committee met with departments, college and university committees, deans, and other faculty and student groups to discuss the draft Progress Report. Notes from these 40 meetings, plus several additional formal responses from individuals and groups were posted on the special ANGEL web site for the entire Committee to review. Overall, there was a very strong sense of skepticism among the faculty and administrators the Committee met with that structural college reorganization alone will help to improve liberal education at MSU. This was most often expressed clearly by CNS and CCAS faculty and administrators, but it also came up in discussions with other colleges, including CAL. [See Appendix 2: List of Meetings]

On September 22, 2004, twenty-three of the thirty-two members of the full Committee met to review the results of these meetings across campus during the past three weeks and to revise its draft Progress Report. The discussion centered on the

limitations of college reorganization as a solution to the problems facing liberal education at MSU, the inter-connectedness of the financial problems and methods of budgeting on the one hand and any efforts to improve the quality of liberal education, the near-unanimous agreement (including the professional programs that requested meetings with the Committee) that liberal education needs to be improved at MSU, and strong opposition within several colleges to particular options presented in the draft Progress Report. For example, CNS faculty strongly opposed the creation of a single large liberal arts and sciences college; CCAS faculty strongly opposed the formal merging of CCAS with any other colleges, believing that mergers will not remedy underlying structural problems and instead preferring other approaches to promoting the liberal arts and sciences; and SSC and CAL opposed merging with each other. While not unanimous, there was a strong sentiment in CAL for exploring the possibility of a new single college of arts and sciences.

At this meeting on September 22, 2004, members of the Committee also agreed that several more specific options were not viable. These unacceptable options included the consolidation of CAL, SSC, and CCAS into one college; the retention of the current college structure without any changes that have not already been consummated; and the creation of a new college similar to the College of Communication, Arts, Languages, and Media proposed in Provost Simon's *Realizing the Vision* statement.

The Committee did believe that several reorganization options still merited further discussion. Three pairs of CCR members volunteered to write up one-page summaries of the three options then on the table. [See Appendix 3: Re-organization Options.] They included:

- Option I: Uniting the Colleges of Natural Science, Social Science, and Arts & Letters;
- Option II: Encouraging Departments and Programs in the “Core” Colleges to Explore New Collaborative Arrangements without Major College Reorganization; and
- Option III: The Associate Provost Model.

An e-mail straw poll among CCR members was taken on Options I-III, and comments on the strengths and weaknesses of the three options also were posted on the CCR ANGEL web site. Members were asked to rank the three options.

- Option I received 11 first choice votes, 2 second choice votes, 7 third choice votes, and 6 unacceptable or blank votes.
- Option II received 12 first choice votes, 6 second choice votes, 3 third choice votes, and 5 unacceptable or blank votes.
- Option III received 3 first choice votes, 13 second choice votes, 3 third choice votes, and 7 unacceptable or blank votes.
- 4 Committee members did not respond to the e-mail ballot, and 2 responded that they did not wish to vote for any of these Options at this time.

The comments on ANGEL reflected a wide range of views: some voiced strong support for Option I, others were equally strongly opposed; some expressed strong concern about the dangers in Option II (further drift and unplanned changes that might affect negatively CAL in particular), others strongly believed that this Option II would provide units such as Music, Art and Art History, and departments in CCAS the

opportunity to benefit from greater freedom and incentives to form new collaborative programs within the existing college structures. Three vehement formal responses from chairs and faculty in CNS reinforced the view of the CNS members of the Committee that Option I was unfeasible and posed serious threats to existing collaborative relationships that CNS faculty already had with faculty in other colleges, especially the medical schools, the College of Engineering, and the College of Agriculture and Natural Resources.

On October 11, 2004, twenty-eight members of the thirty-two member Committee met to discuss the results of a straw poll on three reorganization options the Committee had settled on at its last full meeting on September 22, 2004. There already had been comments on the Committee's ANGEL site on the three options posted and the most recent formal responses from CNS faculty and chairs to the draft Progress Report that had been presented to Academic Council on September 7, 2004. The Committee seemed to be split roughly along the same lines that the faculty they had been interviewing and meeting with for seven months fell out along.

After a brief discussion of the importance of the relationship between the work of the Committee and the other four Initiative committees, the Committee spent the majority of its time on four topics: (1) problems facing liberal arts and sciences education at MSU, (2) the underlying principles of the re-organizational options then on the table, (3) the elements that might make up one or more of the re-organizational options then on the table, and (4) the principles for re-organization that contain these elements and embody these principles that the Committee wished to recommend. As the conversation progressed, a fourth option, Option IV, was fleshed out and became part of the discussion

of the principles underlying, the elements constituting, and the recommendations that the Committee might make regarding college re-organization. However, by the end of the meeting there was still considerable uncertainty about the meaning of Option IV and whether it ought to be recommended.

The Committee had already discussed in earlier meetings and in its 39 meetings with departments, units, and groups on the draft Progress Report many of the problems facing liberal education at MSU. This was an opportunity to review some of these and bring others more clearly into focus.

- Individual members stressed the need to broaden our understanding of general education, especially the place of disciplinary teaching and learning in the Integrative Studies programs.
- They re-affirmed their belief that liberal education should include the sciences, not just the arts and humanities.
- They argued that new investments in residential programs should be made in such a way as to strengthen CAL or the units in CAL, however they might be organized.

From there, the conversation gravitated towards the issue of funding for the liberal arts and sciences, and in particular the history of that funding in CAL. Some felt that we still did not have a clear understanding of how CAL's budget problems arose and exactly how severe and unevenly distributed they are. Several members argued that making good cross-college comparisons using available Office of Planning and Budgets data is very difficult. Others felt that while the data may not be complete, it does indicate that the record of investments, especially in CAL, is mixed. [See Appendix 5] An alternative

way of conceptualizing the difference, one member argued, was in terms of how different kinds of knowledge require different forms of teaching and exposure (“subject specific pedagogy”). Another member observed that whatever the appropriate investment in CAL or liberal education more generally ought to be, if it increases, then it must come from somewhere else in the general fund budget, and that has yet to be discussed. Another observed that given the diversity of funding models across the University, it is the purpose of the general fund to make more money available to some rather than others based upon what is good for the University as a whole, not just what revenues individual units can generate. Hence, it makes no sense to speak about a ‘debt’ that CAL has to the general fund. Along these lines, it was noted that the professional colleges and programs ought to be part of this calculus.

Another theme that emerged was one of leadership, with members questioning what degree of responsibility the Provost and the deans, especially the dean of CAL, should bear for situations like the one in the Department of English which has lost approximately 1/3 of its tenure system faculty in ten years. An alternative formulation of this problem was offered: instead of thinking about who is to blame for this declining support for liberal education, shouldn’t the faculty view this as an opportunity to strengthen governance and make funding and budgeting decisions more transparent and accountable to the faculty? Clearly, this was a critical moment in the deliberations of the Committee. What had led up to it and what was to be done?

The Committee had reviewed arguments pro and con for recommending any form of college reorganization to improve liberal education at MSU. It had discussed some of the particular problems that departments and programs in CAL had been facing and had

heard directly from those departments in its meetings in September and early October. Given the split straw vote on Options I-III, was there any common ground the Committee members shared that might allow them to make concrete recommendations?

At the September 22 meeting when Option II was discussed, several members had noted that it was clear that underlying this option was a principle of faculty self-determination. This was described as one strength of the Option, and the Committee had agreed that making the principles underlying any proposed reorganization option explicit was important. With this in mind on October 11, as the hour was getting late, the chair asked members to suggest what they thought the underlying principles were for any or all of the Options I-III.

It was in the context of this discussion that Option IV was informally presented. [See Appendix 3]. At one level Option IV can be construed as hybrid of Option I and Option III, with some of the underlying principles underscored in Option II. It aspires to bring units of (some of) the existing colleges under one roof, yet underscores the value of local control and diverse connections within and beyond this structure. In another sense, because Option IV begins with the most likely transformation, a re-assembling of units in CAL and SSC, it also resembles earlier options to combine CAL and SSC, with the possibility of including CCAS, that had been set aside when the straw poll ballot was constructed. Option IV also stresses **flexibility** and **connectivity** (two principles it shares with Option II). The main idea behind Option IV: A Faculty of Arts and Human Sciences is that the familiar hierarchical college structure should be replaced with a more porous structure that encourages cross-disciplinary collaboration and establishes appropriately diverse methods of budgeting, evaluation and reward. The emphasis is on creating an

adaptable sub-college infrastructure for nurturing faculty research and undergraduate teaching within and across traditional disciplinary lines.

There was still strong support for a principle of **faculty self-determination** moderated by principles of **citizenship, reciprocity, and respect for the common good**. Another principle that ought to guide reorganization, it was argued, should be to **increase visibility** of the liberal arts and sciences to improve university stature or reputation, and related to this was the idea that reorganization should not be limited just to the liberal arts and sciences but should reach the broader university as a whole. Along this line, it was argued that the University has a **collective responsibility for adequate funding and transparency in the budgeting process** for the liberal arts and sciences. Correlatively, the bodies of faculty governance must have **adequate power** to play a meaningful role in assuring that this responsibility for adequate funding is met.

A principle of **coherent identity** was offered: college structures should not be conglomerations of disparate units but should hang together in intellectually sound ways. Where they already do, some argued, there should be a general principle of “**do no harm.**” There was a concern that while some forms of reorganization might result in improvements in the liberal arts and sciences, they could simultaneously undermine existing strengths. Like all of the other principles discussed, this appropriation of the Hippocratic Oath has to be viewed as part of a larger set of principles that unavoidably complement *and* conflict with one another in different ways.

Parenthetically, it is important to note that these preferred regulative principles that the Committee members identified overlap considerably with the list of five evaluative criteria that the Committee’s Working Group 3 identified in its interviews with

informants over the summer. Those criteria were (i) encourage and sustain teaching, research and outreach connections, (ii) strengthen the liberal arts and sciences, (iii) build the national stature of Michigan State University, and (iv) facilitate accounting, financing, and administration.

Recognizing that this list of regulative principles would have to be modified and ordered, the Committee moved on to a less abstract level of analysis: what should be the constitutive elements in any college (re-)organizational structure governed by (some subset of) these regulative principles?

The first element that was mentioned was a **strong leader responsible for undergraduate education, scholarship, and research in the liberal arts and sciences**. Related to the paired principles of faculty self-determination and reciprocity, several members argued that any collegiate organizational structure must specify a unit's **options to petition for a change in the structure**. This was of particular concern to the School of Music. Consistent with this petition option, there should be **minimal barriers** to interdisciplinary teaching and incentives to participate in it.. There should be recognition of the particular **resource needs of the performing and creative arts**, both in teaching and research, and a **method for determining selective majors**. With regard to budgeting, in conjunction with the **principle of budgetary transparency**, it was argued that a set of **procedures for determining budgetary needs** should be agreed upon for the University as a whole.

Clearly, there is no bright line separating regulative principles for and the constitutive elements of any organizational structure. The principles are more general than the elements listed, and their justification is not as contingent on local circumstances and

customary patterns. For example, any organizational structure ought to be guided by a procedure for determining the budgetary needs of different units, and that procedure and the budget it enjoins ought to be transparent to faculty, students, and stakeholders, as well as administrators. Similarly, which barriers between units ought to be raised or lowered will depend in part on the balance between principles of faculty self-determination, citizenship, and reciprocity. Together the principles and the key elements of an organizational structure can provide some guidance in sorting out the practical feasibility of the alternative reorganization options on the table at this stage. However, even the best principles do not obviate the need for good judgment and open discussion, and the Committee clearly favored that this should occur through the normal channels of academic governance.

While there was not extensive discussion at the Committee's October 11 meeting of the relationship between the work of the Committee and the parallel work of the other committees charged by the Provost to improve undergraduate liberal education, this topic has come up regularly in all of the full Committee meetings. On October 11 the Committee reaffirmed its belief that these initiatives must be coordinated carefully. For example, the creation of **a new residential college**, especially one that is not part of one of the existing "core colleges" would amount to a major reorganization itself, and for budgetary as well as programmatic reasons, should not go forward to academic governance without a careful assessment of its implications for the quality of teaching and research in the "core colleges." Similarly, the problems that liberal education face at MSU are inseparable from the widespread concerns faculty have expressed in meetings with the Provost's staff prior to *Realizing the Vision*. There is a strong need to address the

problems of **Integrative Studies**, and any substantive improvements in this key facet of liberal education also will have serious budgetary and programmatic implications for the “core colleges.” If new resources will be needed to raise the undergraduate Tier I writing requirement from one to two courses, as the **Writing Task Force** has suggested, then this too will have budgetary and programmatic implications for the “core colleges” and ought to be part of a coordinated plan for improving liberal education. The Committee recommends that these initiatives be considered together, not separately, by the Provost and by the appropriate bodies of academic governance.

With regard to the four reorganization options still on the table, the Committee then asked: Which of these provides the best chance of putting into practice the principles and utilizing the constitutive elements of a sound collegiate organizational structure? With the understanding that the new Option IV still needed further refinement, the members divided roughly into two groups.

Half (13) indicated in a straw poll that they favored no college reorganization at the level of structure, but rather the implementation of some of the principles and elements endorsed by the Committee as a whole. In particular, there should be a commitment to invest in and improve the liberal arts and sciences, especially but not exclusively, undergraduate education in these areas, to provide incentives for individual faculty and groups of faculty to collaborate across disciplinary lines, and to pursue these faculty-driven initiatives in ways that did not harm other units and existing connections. To facilitate these changes, a new position of Associate Provost should be created with adequate budgetary responsibility and resources. In terms of the options listed in Appendix 3, this would be some combination of Options II and III.

Another half (13) indicated in a straw poll that they favored a form of structural college reorganization. The preferences of this group were not entirely clear – they were asked if they could support “either Option I or Option IV.” Some favored bringing CAL, CNS, and SSC together under one dean. Others favored creating a new Faculty of the Arts and Human Sciences, beginning with CAL and SSC but structured in a less hierarchical manner than existing colleges and open to non-traditional affiliations with a wide range of units, including residential programs, a more autonomous School of Music, and a separate College of Communication Arts and Sciences. However, it may be that those who favored IV would not favor I, and vice versa.

Out of the original 28 Committee members present at the meeting, 26 voted and 2 abstained. It was decided that a further revised version of the Progress Report was needed to clarify Option IV.

That version, Revised Progress Report.9, was circulated to the Committee along with a straw poll on October 22, 2004. At the request of one of the CNS members of the Committee, the poll included an additional Option V, modeled on Option I but excluding CNS. Results from the straw poll were tabulated and sent out to all members of the Committee on October 28, 2004, in preparation for a final meeting on November 3, 2004, to discuss the Final Report and recommendations.

At the November 3, 2004 a draft Final Report.2 was introduced for discussion based upon suggestions and contributions from the Core Group and the leaders of Groups 1, 2, and 3. In addition, members received hardcopies of the letters sent to the Committee from deans, chairs, and college advisory committees of CAL, CCAS, CNS, and SSC. The letter from SSC had just been received and was written in response to all five options.

At the meeting members cast several preliminary straw polls for Options I, II, IV, and V. On the first round Options II and IV received 8 “first choice” votes, while Options I and V received 5 and 3 “first choice votes, respectively. Option II received only 4 “unacceptable” votes, whereas Options, I, IV, and V received 8, 8, and 9 “unacceptable” votes, respectively.

There was a vigorous discussion about which of these four Options should be on the final ballot. It was noted that the 5 votes for Option I were consistent with views expressed in the letters from the CAL and SSC chairs, who favored Option I as their “first choice,” and that apparently among the letters from chairs and deans, only the CNS chairs found Option I unacceptable. In response to this, it was argued that if Option I was placed on the final ballot, then Option V also should be placed on the ballot. The argument given was that only SSC chairs found Option V unacceptable, and it was not different in substance from Option IV. Both IV and V called for combining CAL and SSC, and leaving CNS and CCAS out of the mix.

For the sake of reaching closure and with the hope that a simpler set of recommended options would be more likely to have a practical effect on further deliberations within academic governance and any decisions made by the Provost, the field was reduced to Options II and IV.

The discussion then focused on the relative strengths and weaknesses of these two options, the kinds of things needed to strengthen them or the kinds of things that ought to be done if they are to be implemented by faculty. The 24 members present agreed that only those 28, not the original membership of 32, would vote on the Final Report. The body of the report and its presentation of principles for and elements of reorganization

were separated from the Options II and IV. The 24 members present voted unanimously to support the body of the report, as amended based on the discussion this evening. Binding votes were then cast on Options II and IV, as reported above in the body of the Final Report. It was then decided that the amended Final Report would be circulated by email within the next two or three days, comments would be returned and the revised Final Report would be available for signatures by the 28 active members of the Committee on Monday, November 8.

It was also decided that on Tuesday November 9, 2004 the revised Final Report would be delivered to President-Designate Simon and to the Executive Committee of Academic Council. It was also decided that ECAC would be asked to place the Final Report on the agenda of Faculty Council on November 16, 2004 so that the Council's Faculty Voice Committee could inquire into the role of faculty in the preparation of the report and also any substantive matters in the Final Report could be discussed before the Council.

# **APPENDIX 6**

## **LETTERS FROM COLLEGES**

# **College of Arts and Letters**

MICHIGAN STATE  
UNIVERSITY

September 19, 2004

Stephen L. Esquith, Chairperson  
Committee on College Reorganization  
503 S. Kedzie Hall

Dear Steve:

As you know, the chairpersons and directors of the departments and programs within the College of Arts & Letters have engaged in multiple discussions of the CCR Draft Progress Report and, in particular, the report of Working Group 3 (university reorganization of the liberal arts and sciences). I have prepared this response to the report of Working Group 3 in light of these multiple discussions and with the assistance of Pat Paulsell, associate dean, and Peter Asquith, assistant to the dean.

Working Group 3 has identified five important measures of the success of any college structure:

- Encouraging and sustaining teaching, research and outreach connections;
- Strengthening the liberal arts and sciences;
- Building the national stature of Michigan State University;
- Facilitating accounting, financing, and administration;
- Building collaborative decision making.



**COLLEGE OF  
ARTS &  
LETTERS**

**Office of the Dean**

Michigan State  
University  
317A Linton Hall  
East Lansing, MI  
48824-1044  
517/355-4597  
FAX: 517/355-0159  
pmc@cal.msu.edu

It then sets out four possible options for reorganization: 1) the creation of a large liberal arts and sciences college; 2) the consolidation of social sciences, humanities, and communications; 3) the creation of a new college comprised of some parts of A&L and CAS, with other parts of A&L moving to SSC; and 4) retention of the current college structure with some changes made to better achieve the five measures listed above.

It is the opinion of the A&L leadership that Option 1 (the creation of a large liberal arts and sciences college), beyond providing for advances in the five measures of success, offers the best potential for the growth and development of the liberal arts and sciences, and particularly the arts and humanities, at Michigan State University.

If the creation of a college of liberal arts and sciences proves impossible, then we find Option 4 (retaining the current college structure with some changes made to better achieve the five goals) the only remaining option under which the goals implied by the five measures of success could be effectively achieved.

In our opinion, Options 2 and 3 are compromise and tenuous solutions that will not result in sufficient advances in the five measures of success to warrant the significant expenditures of time and energy that faculty, staff, and students would have to invest in the structural and identity changes the options require.

This letter focuses on how Option 1 in particular and Option 4 as an acceptable but less desirable alternative could strengthen and reinvigorate the liberal arts and sciences at MSU. Before we set out what we see as the benefits of each of these options, we would like to make some general observations about core MSU values we feel must be preserved during the reorganization process.

#### General Comments on University Reorganization and the Arts and Humanities

Regardless of the form that it ultimately takes, reorganization must result in a strengthening of the liberal arts and sciences at MSU. From the perspective of the arts and humanities, it must seek to reach, among others, the following goals:

- An organizational structure that results in strong advocacy for arts and humanities teaching, learning, scholarship, and outreach in competition for scarce resources within the university;
- A structure and infrastructure with fewer impediments for faculty and students as they attempt to work within and across administrative boundaries, in an environment conducive to risk-taking, collaboration, and innovation;
- Leadership that encourages the study of the arts and humanities for their intrinsic value and in their connectedness with other disciplines and the community at large;
- An organizational structure wherein the value of arts and humanities scholarship is recognized and exploited to seek external grants and contracts that encourage or require cross-disciplinary partnerships and outcomes;
- An organizational structure that provides even greater opportunities than already exist for collaboration within arts and humanities areas, as well as between the arts and humanities and other liberal arts disciplines, the professional schools, and off-campus communities;
- Budget decisions that aggressively support and expand both new and already successful arts and humanities programs;
- Governance structures that continue to recognize and reward high quality faculty accomplishments in the arts and humanities.

These goals will provide an environment that allows the arts and humanities to fulfill their mission in higher education at MSU. Central to this mission are the preservation, transmission, and creation of knowledge about the human condition as it was and as it is expressed through the artifacts of diverse cultures, including languages, art, and texts of all kinds. A university strong in the arts and humanities promotes social and intellectual change, conserves human knowledge and artistic achievement, and adds to the quality of life of its faculty, staff, students, and the broader community it serves. A university strong in the arts and humanities is a locus of intellectually engaged activity, enriches and sustains lifelong learning, and cultivates the capacity for empathetic and relational thinking among its students. A

university strong in the arts and humanities enhances the intellectual and emotional growth of its students by emphasizing the core educational values of critical thinking, creativity and innovation, communication, and a knowledge of the ideas, literature, languages, and arts that are the hallmarks of human civilization.

#### Evaluation of Reorganization Option 1

#### **Option 1: The creation of a large liberal arts and sciences college, comprised of the current colleges of Arts & Letters, Natural Science, and Social Science.**

We agree with the Working Group's assessment of the advantages of Option 1 with the following additional observations. While this model may also have some disadvantages, we believe they could be satisfactorily resolved and should not deter a university decision to move in this direction.

#### Goal 1: Encouraging and sustaining teaching, research and outreach connections

- Greater likelihood of coordinated and integrative efforts and objectives in general education across the spectrum of disciplines devoted to liberal education;
- Greater likelihood of productive integration with the new residential college program being considered for the liberal arts and sciences in both faculty and curriculum, regardless of which model is adopted for the residential college program;
- Greater likelihood for expansion and integration of more diverse curricular offerings in study abroad programming and in international education;
- Housing of ethnic studies areas, including African and African American Studies, American Indian Studies, Chicano Latino Studies, Asian American Studies, and perhaps Arab American Studies, in one college that may better promote the commonalities and connections among these study areas and advance teaching and research in new directions.

#### Goal 2: Strengthening the liberal arts and sciences

- Advocacy for liberal education and the values of liberal education at Michigan State University will be most effective in a consolidated college rather than dividing that responsibility and that unified voice into three distinct units as is currently the case;
- Faculty and students of liberal arts and sciences disciplines will see their common interests in that enterprise reflected in a unified college rather than being distracted from that commonality by the current divided college structure.

#### Goal 3: Building the national stature of Michigan State University

- MSU will mirror other major universities by adopting a college structure where the value of a liberal education is reflected in a single liberal arts and sciences college. It will no longer be seen as unique and a special case.

Goal 4: Facilitating accounting, financing, and administration

(As listed in Working Group report)

Goal 5: Building collaborative decision making

(As listed in Working Group report)

### **Observations and open questions regarding Option 1 that need to be addressed**

- Nature of internal structures; divisions; executive dean, associate dean responsibilities; office staffing, etc.
- Advocacy for the arts and humanities within the combined college.
- Relationship to Integrative Studies.
- Relationship to new Residential Program for liberal and creative arts and sciences.
- Management or modification of the different expectations of faculty in the current core colleges and possible differentiation of rpt and annual merit salary guidelines and processes within the new combined college.
- Management of development activities where some donors and alumni are associated with current colleges.
- Integration of different budgeting systems, especially as pertains to the centralized model in Arts & Letters dependent primarily on the General Fund and the decentralized models in CSS and CNS with higher expectations that costs can be covered by non-GF sources. Note about budget issues: If a university reorganization intended to strengthen the liberal arts is to be successful, a fresh consideration of the university's disparate college funding models will be necessary.
- Especially regarding the last point, the need for an increase in funding in the arts and humanities to restore highly productive programs with high student demand to sustainable levels and to strengthen and support vital public goods provided to the university by these programs.
- Possible departmental restructuring and faculty movement for purposes of identity, compatibility, viability, and collaboration.
- Re-consideration of the function of UUD within the University structure. Most large Arts and Sciences colleges are also the holding units for all undergraduate students who have not been accepted into a major. It would be essential for a College of Arts and Sciences at MSU to function similarly to

its peer institutions in terms of admittance to majors and housing students with undeclared majors.

- Re-evaluation of MSU's governance structure to accommodate the emergence of a college unit responsible for liberal education at the university.

#### Evaluation of Reorganization Option 4

*Option 4: Retaining the current college structure with some changes made to better achieve the five goals.*

Retaining the current college structure with changes could strengthen the teaching, research, and practice of the liberal arts at MSU as the university pursues the five goals set forth by Working Group 3.

While we believe that Option 1 poses the best solution for strengthening the liberal arts and sciences at MSU, we advocate Option 4 as a back-up option and concur with the majority of the Working Group's assessment of its advantages and disadvantages with the following additional observations:

Goal 1: Encouraging and sustaining teaching, research and outreach connections

##### Advantages

- Well-established cross-college, collaborative initiatives have prospered under the current structure and we expect they will continue to do so. The following list of examples of such initiatives is illustrative but not exhaustive:
  - Teacher training in the arts and humanities in collaboration with the College of Education and as freestanding graduate programs;
  - Ethnic studies areas (African and African American Studies, American Indian Studies, Chicano/Latino Studies, Asian American Studies), whose teaching and research emphases range from analysis of social status and change to the literary and artistic expressions of these communities;
  - The interdisciplinary areas of women's studies, religious studies, American studies, Jewish Studies, museum studies, language studies, and film studies;
  - Cognitive science, including faculty from CSS, CHM, COM, EGR, and CAS;
  - Bioethics, in partnership with the Center for Ethics and Humanities in the Life Sciences;
  - Writing Across the Curriculum efforts as led by the Writing Center;
  - Research collaborations with the ISP area studies centers;

- Writing course development and staffing for the MSU College of Law
- Peace and Justice Studies, including faculty from CSS, COE, and CANR, among others.
- New collaborative initiatives have begun under the current college structure that connect faculty and students across the university in the following areas:
  - Second language studies, including speech science faculty in CAS;
  - A developing program in global literary and cultural studies with potential connections to faculty in CSS and COE;
  - Technical and digital writing, including faculty in COE, CAS, CSS;
  - Design, potentially including faculty from CAS, CANR, EGR, and CSS;
  - The new Residential College Program, in which Arts & Letters faculty would play a significant role both in staffing courses and in helping it fulfill its academic objectives, regardless of which model is adopted for the program;
  - Practical ethics (including a major new initiative in the areas of agriculture, natural resources, and development ethics).

#### Disadvantages

- The current structure still requires too many signatures, too many disparate groups with whom one must consult to move forward. Processes must be streamlined.

#### Goal 2: Strengthening the liberal arts and sciences

##### Advantages

- The College of Arts & Letters would continue to serve as a primary advocate for the following academic areas and values:
  - Teaching, research, community engagement, creativity, and the preservation and interpretation of artifacts in the humanities and the arts, including writing;
  - Teacher training in the arts and humanities in collaboration with the College of Education and as freestanding graduate programs;
  - Two ethnic studies areas (African and African American Studies; American Indian Studies);

- The interdisciplinary areas of women's studies, religious studies, American studies, Jewish Studies, museum studies, second language studies, and film studies;
- Study abroad programming, including an emphasis on the importance of second language study;
- Liberal education, especially but not exclusively as found in general education; the humanistic and artistic aspects of a credible general education program regardless of how integrated, centralized, or dispersed the model;
- Quality undergraduate degrees and graduate degrees with exceptionally high placement in niche markets.

#### Disadvantages

- Faculty do not necessarily think of themselves as part of a system that aims to provide students with a broad liberal education; many see themselves only as part of a specific discipline or area;

#### Goal 3: Building the national stature of Michigan State University

##### Advantages

- In the recruitment of students and faculty, the existence of three core colleges adds credibility to the claim that a smaller, more intimate college experience can be had on a large university campus like MSU.

#### Goal 4: Facilitating accounting, financing, and administration

##### Disadvantages

- Arts and humanities funding at the current level as well as the existence of several small units in the College of Arts & Letters requires centralization of many budgeting decisions and categories to address student demand, provide many support services, and generate the 1% efficiency factor that is returned annually to the university. While budgetarily efficient, there are downsides to dissociating major budgetary decisions and responsibilities from those who must maintain programming, fulfill their responsibilities to their mission and create a climate that remains optimistic and forward-looking. Adoption of a model where Arts & Letters units can make more of these funding, staffing, and planning decisions locally would bring A&L units more in line with most other units across the university and likely improve morale and promote greater creativity in problem-solving. However, an increase in base funding for the college (and a reassessment of the effectiveness of small units) would be necessary to move in this direction.

#### Goal 5: Building collaborative decision making

(As listed in Working Group report)

Steve, we wish to thank you and the CCR again for your hard work and the presentation of the discussion in a format to which we can readily respond. Based on our conversations and collective experiences, we reiterate our preference for Option 1, knowing that many issues surrounding its implementation remain outstanding and undecided. Option 4 is a backup option that is viable only with significant changes, some of which have already begun to take place, others that may need to be revisited, and a university-level commitment to the arts and humanities that recognizes the centrality of the arts and humanities to the mission of a major institution of higher learning and the importance of developing ways to fund them adequately.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patrick M. McConeghy'. The signature is fluid and cursive, with a long, sweeping tail that curves downwards and to the right.

Patrick M. McConeghy  
Acting Dean

cc. Chairs, Directors, and Dean's Office Executive Staff, College of Arts and Letters

**College of  
Communication  
Arts and Sciences**

**From: College of Communication Arts & Sciences**

August 16, 2004

Stephen Esquith  
Chairperson, Committee on College Reorganization  
503 S. Kedzie Hall  
CAMPUS

Dear Stephen:

Following the release of the original proposal for reorganization, our college embarked on a process of self reflection in which we identified missed opportunities and areas in which we had become insular. We discussed our multifaceted orientation to the humanities and sciences, an orientation complicated by a traditional commitment to professional education combined with a futuristic vision of digital communication as a fertile site for 21<sup>st</sup> century education in liberal arts and sciences. These ruminations and conversations led to a further series of dialogues with a variety of units across campus, and ultimately to several ideas for new programs that we believe will enhance education in the liberal arts and sciences and better position the university as an attractive destination for innovative faculty and students alike.

We enthusiastically embrace the need for change, both in our university and in our college, in response to and anticipation of startling and rapid changes in technology, social demographics, global economics, and educational options. Under such conditions of flux, the status quo cannot be an option for any unit that strives for excellence.

At this point in the process, the question is no longer *whether* reorganization should occur; indeed, it has already begun. For example, Human Ecology's program in Merchandising Management is about to merge with our Department of Advertising, a union that will produce an exciting and singular program in advertising and retailing—literally the only one of its kind in the United States. With other changes occurring in such areas as History, Social Science and Human Ecology as well, the operative question now is *how* reorganization should best occur.

We believe that change is best accomplished through a process of self-determination, which we consider a core value of the academic enterprise. Mandated change, imposed from outside of a unit to promote such administrative goals as efficiency or financial exigencies, may create new and unexpected synergies, but it may also engender feelings of resentment, lack of efficacy, and loss of community. In contrast, change rooted in self-determination both implies and fosters empowerment, participation, and strong faculty governance. As is the case with the merger described in the preceding paragraph, this type of change is capable of producing the desired outcomes of efficiency and financial advantage, but does so in a way that capitalizes on natural intellectual compatibilities rather than mandated administrative structures.

The prevailing sentiment of the faculty is for CAS to remain a free-standing college, albeit one that is much more connected with the rest of the university through an elaborate series of jointly administered programs, jointly appointed faculty positions, and numerous informal linkages.

Through this approach, we believe that we can make a greater contribution to innovative liberal arts education without losing our core identity. We endorse reorganization that emphasizes innovative academic programs rather than administrative structures, reorganization that is rooted in the principle of self-determination.

In a separate attachment are three diagrams that depict current linkages between CAS and other major administrative units on campus, organized in terms of courses and programs, grants and research, and courtesy and joint appointments. A fourth diagram illustrates some prospective linkages based upon discussions that we have been having with faculty members and administrators throughout the university this summer. As can be seen in these diagrams, natural linkages historically have formed with other professionally oriented colleges, such as Human Medicine, Law, Business and Engineering, as well as with more traditional liberal arts and sciences colleges of Arts and Letters, Social Sciences and Natural Science. These linkages reflect our college's dual orientation to both professional training as well as liberal arts education. They also indicate the degree to which our discipline has natural linkages too many academic disciplines and not to just one or two allied colleges.

What follows is an update on several ideas that we believe have substantial merit, and multiple conversations that seem germane to the ongoing process of reorganization. Some of these ideas would likely be more enthusiastically endorsed by the faculty in the participating units than others, so the following presentation does not imply formal approval by participating units. Thus, this document is not intended as a formal proposal or blueprint for change, but rather as a description of several "intersections of interests" that we believe hold great promise for the university. The examples are illustrative of the types of change that could occur through self-determination, and describe different ways in which this college could enhance its role in liberal arts and sciences education. These include:

- (1) a new School of Computing and Information;
- (2) a program in the area of "Design";
- (3) enhanced linkages between WRAC and CAS in the areas of writing and digital rhetoric;
- (4) increasing the number of jointly appointed faculty, thereby enhancing linkages between communication, broadly defined, and programs in Epidemiology, Family Child Ecology, Food Safety and Toxicology, and Cognitive Science.

### 1. Computing and Information

Over the course of the past three months, a number of conversations have been held among faculty members in Computer Science and Engineering, CAS, the College of Natural Sciences, and several other units across campus. These conversations have generated a brief outline of a proposal to create an integrated area of emphasis in Computing and Information, an interdisciplinary site at the intersection of technology, information and media. [A draft of this proposal has been submitted under separate cover by Johannes Bauer, Wayne Dyksen, George Stockman, and Steven Wildman, and endorsed by Mark Kornbluh, Linda Jackson, Thomas Schmidt, Mark Sullivan, and Phillip Duxbury, among others.]

This concept seems particularly germane to any effort to revitalize the liberal arts and sciences. The convergence of computing technology, communication, art, and science is already occurring and indeed revolutionizing most social institutions. Drawing on this natural tendency, the digital environment would seem to be the ideal crucible in which to create a 21<sup>st</sup> century analog of the traditional liberal arts and sciences.

This proposed School would not replicate other Schools of Information narrowly rooted in former programs of Library Science, but would instead break new ground by assembling colleagues from such diverse disciplines as Computer Science and Engineering, Telecommunication, Information Studies and Media, Mathematics, Microbiology and Molecular Genetics, Physics, History, Music, and Psychology. As such, the School could span multiple colleges, be home to faculty with joint appointments in their home college and this new School, and redefine the liberal arts and sciences in more contemporary terms.

A number of faculty members across several colleges feel strongly that this is an idea with enormous potential, exactly the type of interdisciplinary program that should emerge from this reorganization process. I wholeheartedly agree. To me, the specific structure is less important than the institution's acknowledgement that the digital revolution is indeed transforming lives and industries, and that this revolution is providing appropriate environmental conditions for the integrated study of the liberal arts and sciences.

## 2. An Interdisciplinary Program in Design

Representatives of CAS and the College of Arts and Letters have met to explore how design, broadly defined, could be given more comprehensively at MSU. While design affects almost every human endeavor and while it is a subject widely taught at MSU, it is not an area of study that is organized as a coherent whole. Design courses currently are taught in a wide variety of departments including Art and History of Art, Theater, Journalism, Telecommunication, Advertising, Packaging, Landscape Architecture, Textile and Apparel Design, WRAC, Engineering, and in other academic units as well.

Several faculty members and administrators are working together to draw on considerable campus expertise in this area and discuss the possibility of an integrated program that could be marketed as a signature program across several colleges. Some believe that this initiative could be combined with the first, resulting in a potential "School of Computing, Information and Design." This initiative clearly is still in the embryonic stage; in the coming weeks, however, representatives from the units that offer design courses will be convening to explore support for a more unified design program and to discuss alternative degree programs and structures.

From our own observations in CAS, we've heard a number of incoming freshmen express disappointment that such a program does not exist. In a preliminary meeting a couple of weeks ago, the point was made that such a specialization could be made the focal point of recruiting efforts, augmented by additional information about appropriate majors for students seeking to qualify for the specialization. It would be an interesting marketing approach, one that might draw attention to this niche program.

## 3. Better Integrating Programs in Writing and Digital Rhetoric

*[The following section reflects the work of several faculty in CAS and WRAC, including Jim Porter, Jeff Grabill, and Lucinda Davenport].* Members of CAS and WRAC have held meetings on various interdisciplinary collaborations. Our meetings suggest that CAS and WRAC share some commonalities but also differences that would complement and strengthen both of our mission areas of teaching, research and outreach. This translates to students who would be better-trained and more critical thinkers. Participants of these productive meetings agree that one possible outcome could be a structural movement of some sort. Our purpose in informing the

Reorganization Committee of this development is simply to indicate this as a promising development with possible implications for reorganization.

Our dialogues center on four possibilities: 1) curricular collaborations, 2) shared research projects and lab space, 3) new ideas for programs and 4) structural integration.

Curricular collaborations: New linkages and desired development would address and create greater student demand and flexibility in undergraduate and graduate programs. Indeed, simultaneous to expanding programs and research, both areas also would become more efficient. Joining our faculties to share similar courses allows faculty members to teach different courses in newly created specializations that meet the changing needs of students and writing professions. Some of our courses that overlap in objectives include video design, visual rhetoric and web development. Students also would benefit from our joined study abroad programs.

Shared research projects and lab space: The different research centers and labs of WIDE, ComTech and MIND focus on digital environments. We would like to encourage more interdisciplinary faculty and student research, educational design and corporate liaisons. Instead of working in parallel planes, clearly, these centers would benefit from shared faculty and integrated equipment resources and closer proximity.

New ideas for programs: Our fruitful discussions center on new, fertile programs such as Digital Rhetoric, Creative Non-Fiction Writing and Production, Human-Computer Interaction and Games and Learning. Additional collaborations could be in the areas of Public Relations, Visual Design and Computing and Information.

Structural integration: With faculty, resources, courses, programs and labs directed toward common ideal goals, certainly a closer proximity in physical workspace or logical college realignment may be to mutual benefit.

To the above overview, I would like to add the following commentary. Much of what is described above seemingly pertains more to a potential relationship between CAS and “WR” than CAS and “AC.” But it is important to emphasize that the cultural studies perspective is of vital importance to the study of media and communication in a myriad of forms, especially advertising, entertainment, and news. Thus I believe in the long-term intellectual benefits of linkages between American Culture and several programs in our college.

#### 4. Linkages Through Joint Appointments

In a further attempt to increase our interdisciplinary activities, we have decided to reallocate some of our vacant and prospective faculty lines to positions that would, in the future, be jointly appointed. For example, to help forge stronger connections with the Department of Epidemiology, with which we share a master’s degree program in health communication, we intend to split a faculty appointment across the two units. To help build excellence at the intersection of youth, diversity and media, we have had several conversations with faculty and administrators in Family Child Ecology and discussed as many as five term-limited, jointly appointed positions between our respective units. Similarly, we have decided to hire a faculty member jointly appointed in Food Safety and Toxicology, another in the interdisciplinary area of Human-Computer Interaction, and one more with a yet-to-be-determined partner in the area of Educational Gaming. We also are extending courtesy appointments to: three faculty members in Law who have expertise in First Amendment issues; a faculty member in Accounting who specializes in Business Communication; and a faculty member in Neurology who is expert in interactive video. Thus, through as many as nine jointly appointed positions and an assortment of courtesy appointments, we believe we can build strong, interdisciplinary research partnerships and contribute to the goals of reorganization simultaneously.

In closing, what is perhaps most gratifying to me is that this exercise has demonstrated that MSU faculty members are open to innovation and eager to create exciting new programs, but also that they want to have an active role in shaping their future and that of their working environment. Also interesting to me is how conversations with one group of faculty can quickly intersect with others; what may appear above as separate initiatives may, in the end, become part of a larger initiative in digitalization, a recurring theme in most of our conversations to date.

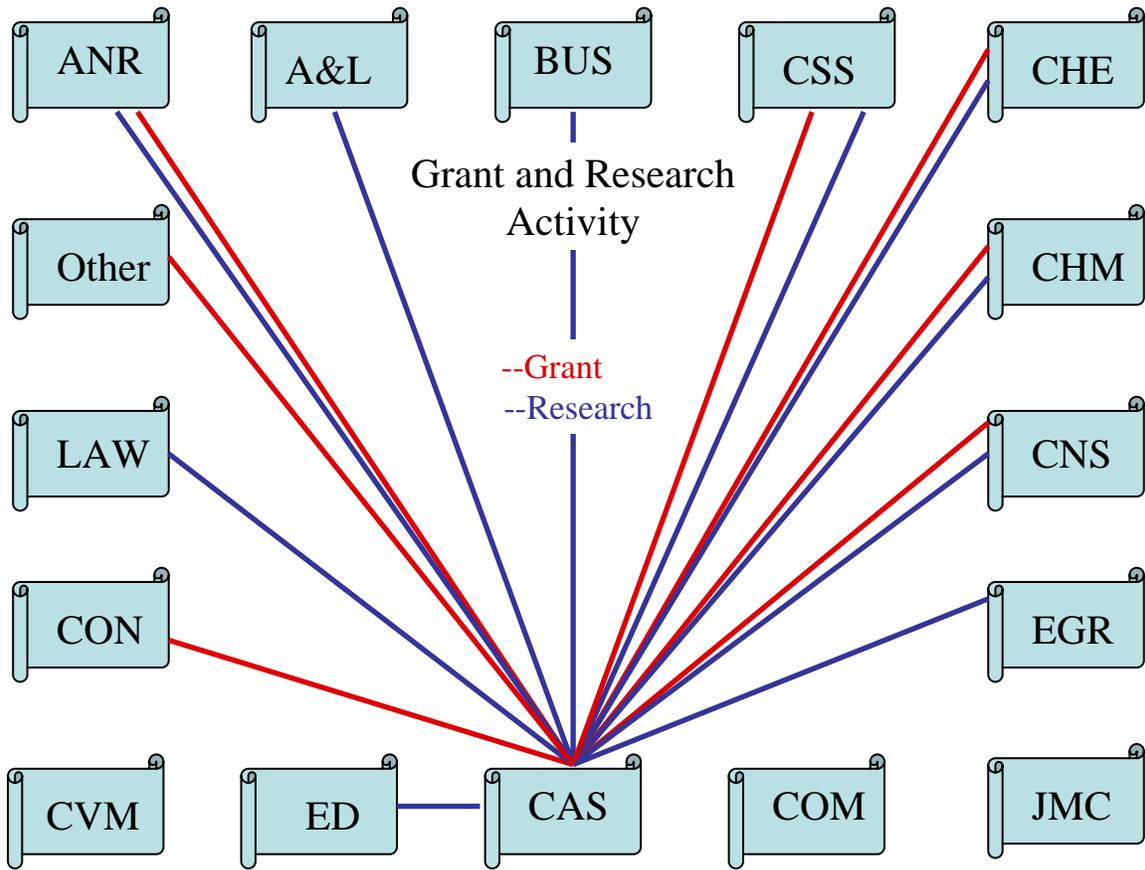
Based upon our conversations and experiences, we believe that constructive change can best be implemented through self-determined reorganization, nurtured through a system of incentives and rewards for academic units actively seeking and promoting innovation and excellence. We wholeheartedly endorse the need for change, and for the need for colleges and universities to develop specialized programs that will thrive in the increasingly competitive academic marketplace of the future. To that end, we have offered one possible approach to reorganization, and identified several ideas that we believe could meet emerging needs of new generations of students, promote interdisciplinary scholarship, and position the university as an innovator in the liberal arts and sciences.

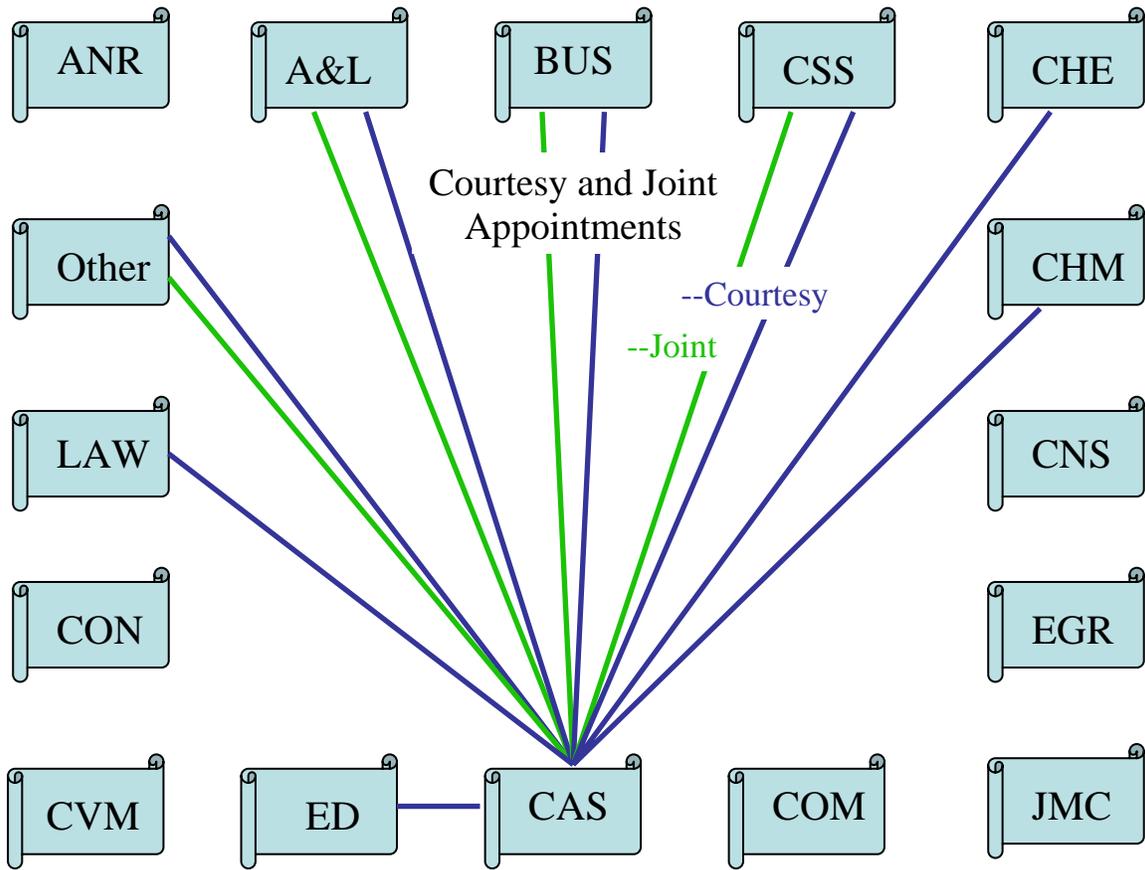
Sincerely,

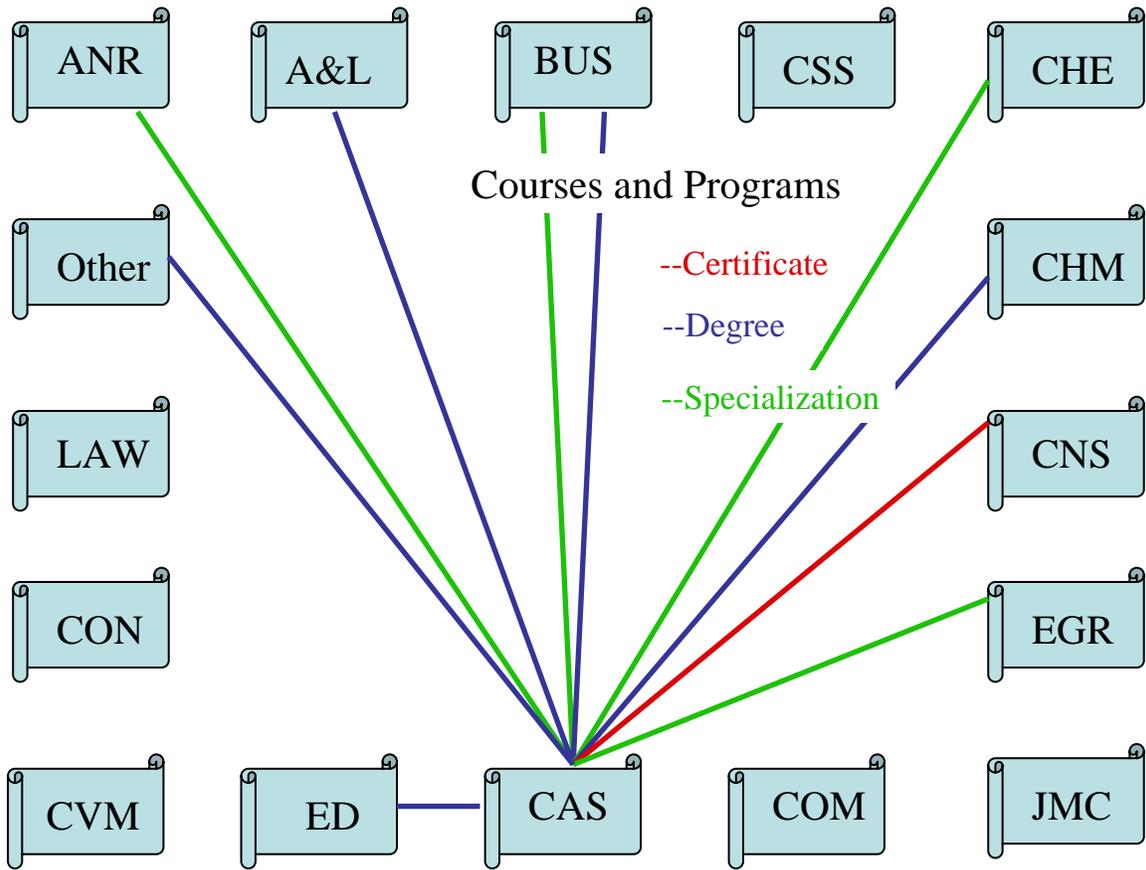
Charles T. Salmon  
Acting Dean

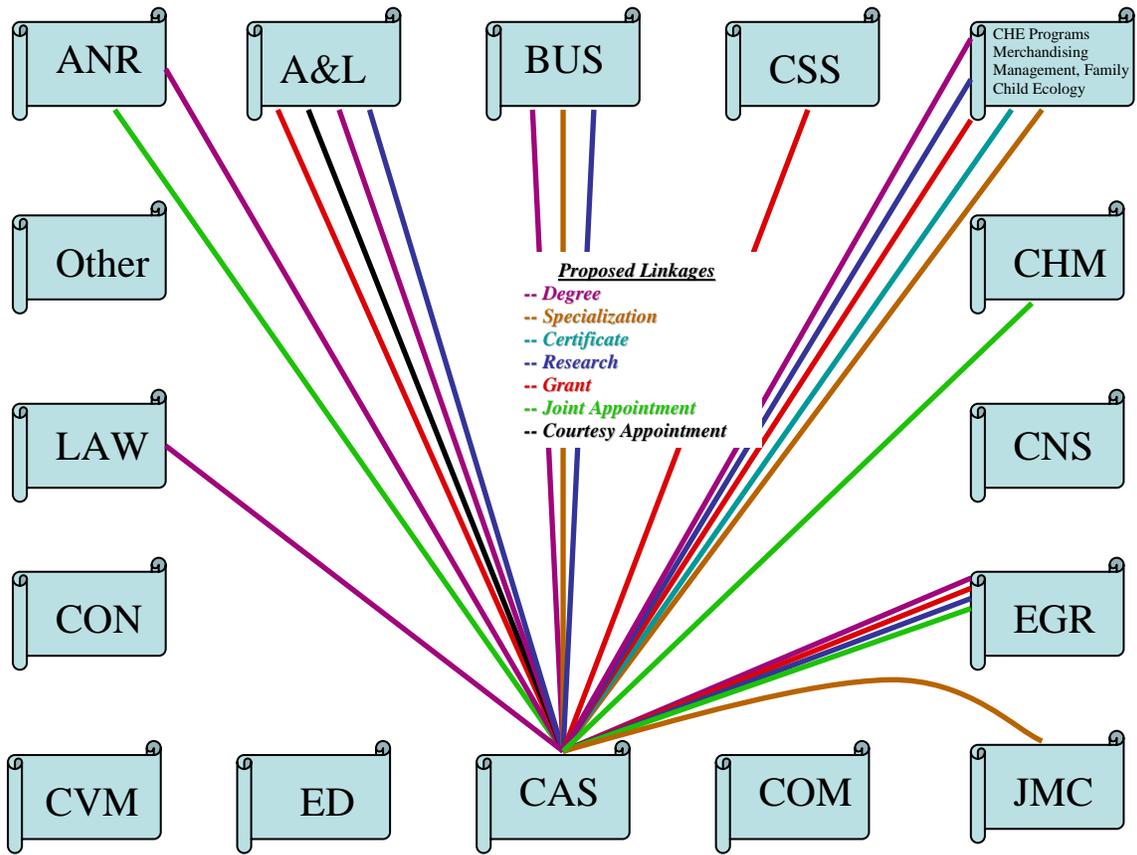
CTS/lp

c: Neil Schmitt  
Merry Morash  
Steve Weiland  
Judith Stoddart









September 16, 2004

To: Steve Esquith, Chair and Members of the Committee on College Reorganization

From: Sandi Smith, Chair College Advisory Council  
College of Communication Arts and Sciences (CAS)

Your draft report of August 25, 2004 has been influential in generating considerable discussion among the faculty, students, and staff of our college. The Department of Advertising (that will soon include Merchandising Management), the Department of Communication, the School of Journalism, the Department of Telecommunication, Information Studies, and Media, and the Office of Student Affairs all agree that the College of Communication Arts and Sciences is embarking in a process that encourages innovative change while preserving the proud tradition of our college. We believe that we can best serve the university and meet the goals laid out in your report if we remain a free-standing college.

1. *Encourage and Sustain Connections*

As our Acting Dean, Chuck Salmon, noted in his letter to you of August 16<sup>th</sup>, 2004, our college acknowledges fully the need to be connected with the rest of the university. He attached diagrams that demonstrate extensive linkages between CAS and other administrative units on campus, and identify prospective linkages being pursued. We will continue to expand those connections. For example, a meeting between Vet Med and researchers in CAS is scheduled for next week to explore possible programs and funding opportunities.

In a meeting with members of your committee, we discussed the alternative means of solving problems at the university that do not require college reorganization. Although we have not seen a list of the problems that impede the Liberal Arts and Sciences, problems confronting cross-college coordination are usually more administrative than structural. We believe that interdisciplinary collaborations can be effectively advanced through incentives and promotion of opportunities rather than altering structures. As a case in point, the University of Southern California has developed a Center for Interdisciplinary Research despite having a large college of Letters, Arts, and Sciences. An article on this program is attached, and it looks to be built on a model similar to our Lilly Teaching Fellowships. This is an effective and exciting model, it is built on appropriately structured incentives, and it does not require college reorganization.

Our Office of Student Affairs has built and sustained excellent connections with our undergraduate students (as have our departments). The advising staff has written a response which highlights that the strong personal connections they have established will be better sustained if we remain in a structure that helps them “make MSU smaller” for students.

2. *Strengthen the Liberal Arts and Sciences*

Once again, we endorse Dean Salmon’s letter stating how we can make a greater contribution to innovative liberal arts education with new initiatives that enhance our core identity. His letter illustrates how programmatic progress is already underway in the areas of computing and information, design, and writing and digital rhetoric. We believe that as a predominantly professional college, CAS plays an important role in supporting the core colleges. As we have not seen a list of problems that can be solved through reorganization, we are

unconvinced that a structural solution will effectively improve the liberal arts and sciences at MSU.

### 3. *Build the National Stature of Michigan State University*

Our college holds the distinction of being the first College of Communication in the United States. We are highly visible nationally and internationally, we have produced many of the academic and professional leaders in our field, and other top universities have patterned their colleges after ours. In fact, more than two-thirds of the other top programs in our field are located in independent structures such as colleges and schools. Our CAS departments are currently ranked at the top nationally; the National Research Council will begin rating Communication programs next year, and a free-standing CAS is better positioned to attain high prestige. By remaining separate entity, CAS will be able to most effectively augment the national stature of MSU.

### 4. *Build on Collaborative Decision Making*

As noted above, we have broadened our range of partners across colleges, departments, faculty, and students and we plan to continue to do so as we pursue our research and teaching missions. Our free-standing college structure allows us to reach out broadly across the campus, as well as to more fully form linkages with other universities, business and community entities than if we did so within a single larger college structure. The retention of our current structure would protect morale and guard against resistance caused by structural change imposed from above rather than stemming from constructive autonomy.

### 5. *Accounting and Administration*

We acknowledge that bureaucratic procedures might impede the creation of joint programs across colleges, but we believe that problem can be addressed without reorganization. A larger college would create new layers of administration, thus diminishing administrative efficiency. The size of CAS is substantial enough to merit college status with almost 4,000 majors (once Merchandising Management is integrated) and a currently efficient infrastructure. It should also be noted that a freestanding CAS provides a lucrative naming opportunity; other universities in our academic field have attracted major donations honoring communication and media figures such as Annenberg, Medill, Newhouse, Murrow, Cronkite, Downs, Scripps, Grady, White, etc.

In sum, we endorse enthusiastically the re-invigoration of a free-standing College of Communication Arts and Sciences. In the words of one faculty member “Many new research and outreach projects are being proposed. Life is exciting, and new possibilities are on the horizon. Please help us, don’t hinder us.” This statement reflects the fact that we as a college did, and will continue to, respond to the challenge. We believe that we have begun a dynamic process of change that will continue while at the same time preserving our proud tradition and that remaining in a stand-alone college is the best and most efficient way for us to accomplish the goals set forth by your committee and to help the university.

# **College of Natural Science**

September 30, 2004

TO: Members of the Committee on College Reorganization  
FROM: Chairpersons and Directors, College of Natural Science  
RE: Position on Reorganization

Dear Colleagues,

Every large organization needs to engage periodically in a discussion of its own organizational structure. Universities are no exception. The last discussion of this kind at MSU took place two decades ago. So the task that your committee is engaged in seems timely, in particular since it is undertaken on the eve of this institution's 150<sup>th</sup> anniversary. We thank you for all of your efforts that you are investing into completion of this difficult assignment.

As a contribution to the process and discussion on college reorganization, the chairs and directors of the departments and centers that constitute the College of Natural Science wish to enter this current memorandum into the official record. The purpose of it is twofold, first to express our *strong support* for the need for adequate funding for the liberal arts, and second to express our *strong opposition* to the formation of a "super-college", created by merging CNS, CAL, CSS, and CCAS.

All MSU students will benefit from a strong liberal arts education. Better writing skills, language competencies, and critical thinking skills are needed to make our graduates competitive in the job market. Exposing our students to the fundamental principles of a liberal arts education, to different philosophies, and to diverse forms of artistic expression is essential for their growth as human beings and as citizens. We all recognize that an excellent liberal arts education requires resources. Michigan State University must provide these resources to the liberal arts to remain a world-class university and to improve our standing among our peers.

However, it would be counterproductive to try to financially shore up liberal arts programs through a merger of the College of Arts and Letters with our college. As noted below, our resources are already stretched as we work to enhance MSU's scientific reputation. We take the position that it is the duty of the university as a whole to support the liberal arts and sciences. Certainly this includes our departments and units, but it also includes every department from every other college.

There seems to be a perception that there are large untapped resources present in the College of Natural Science, in the form of overhead return from research grants. Thus a few remarks are in order to clear up this misconception. MSU's overhead rate on research grants, excluding large research equipment, is approximately 50%. This rate is re-negotiated with the federal government every few years. It is based exclusively on the real costs that MSU incurs to conduct such externally funded research. Internally, these overhead funds are distributed as follows: 80% to MSU's central administration, 10% to the college, and 10% to the department.

How are these overhead return funds of the department and college used? First, many larger grants now require cost-sharing or matching from the university. The department and college often use a sizeable fraction of the overhead return to meet this requirement. The college's share of the overhead return funds is also used to provide initial setup funds for new faculty. It is not unusual that equipping the laboratory of a new assistant professor in the sciences costs up to one

million dollars. This requires multi-year cost-sharing agreements among the hiring department, the college, the Provost, and the Vice President for Research and Graduate Studies.

Increasingly, the research enterprises of the departments in the College of Natural Science is not a net source of revenue, but instead requires some form of subsidy. Nonetheless, in order to remain competitive on the (inter)national stage, we must continue making these essential investments. Repurposing the research overhead return funds would destroy our competitiveness and condemn many of our excellent and highly ranked programs to mediocrity. Most importantly, it would violate the agreements with the federal government that MSU enters when it negotiates the overhead return rates.

Proponents of a merger argue that it would facilitate interdisciplinary ventures. However, we would argue strongly that a “super-college” would not contribute in an essential way to this laudable goal. All of our departments already have very strong cross-college ties. Several of the life sciences departments are jointly administered between the College of Natural Science and the medical schools. We administer renowned cross-college graduate programs in Genetics, Cell & Molecular Biology, Ecology, Evolutionary Biology & Behavior, and Neuroscience. The Division of Science and Mathematics Education is a unit shared with the College of Education. Our physical sciences have deep ties with the College of Engineering, including several jointly operated research centers. Our plant sciences are integrated with the College of Agriculture and Natural Resources. In the realm of Environmental Science we collaborate with many other MSU colleges, including Social Science, and in the area of Cognitive Science with Arts & Letters as well as Engineering. Kellogg Biological Station, a nationally recognized inland biological field station, is jointly administered by CANR and CNS. And of course there is the National Superconducting Cyclotron Laboratory, with its status as an independent entity, but with practically all of its faculty jointly appointed in our college. All of these interdisciplinary interactions transcend college boundaries. They show that departments do not have to belong to the same college in order for their faculty to engage in this type of activity.

In order to be successful, a college needs to be manageable in size. A dean needs to know about the needs of individual faculty members. There needs to be a common methodology of the academic enterprise among its members. This is not just important for resource allocation, but also essential in the tenure process. When unit directors of a college meet with the Dean, the group size cannot be too large, if meaningful dialogue is to occur. If a college becomes too large, problems with different cultures naturally arise. From our conversations with our colleagues at the University of Michigan we know that this is the case at their College of Literature, Science, and Arts. In fact, some of our colleagues there are seeking to break up their 163 year old structure to form smaller college units.

The College of Natural Science that we have at MSU may not be the ideal organizational arrangement. We eagerly await your final report to see what alternatives you suggest. However, we believe unanimously that the formation of a “super-college” would not be in the University’s interest. It would weaken the voice of the CNS faculty, and it would likely hurt our national competitiveness. In all variations of a “super-college”, essentially another layer of administration would be introduced between the department level and the provost level. Where there is currently one dean providing the bridge between these levels, for all variations of a “super-college” there would be two levels of administration (Dean + Associate Deans for Letters, Science, ...; or Executive Dean + Deans of the federated colleges). This cannot be in the interest of our faculty, nor can it be advantageous to the other colleges involved in such a merger.

We conclude by again stating that adequate funding for a strong liberal arts education needs to be provided at MSU. We owe this to our students, to ourselves, and the citizens of the State of Michigan. However, this can be accomplished through strong leadership from the Dean of the College of Arts and Letters, supported by the remainder of the campus, leading to the decision by the central administration that liberal arts education is sufficiently important to provide the necessary resources. College reorganization is not required to achieve this goal.

Peter Bates, Chairperson, Department of Mathematics  
Wolfgang Bauer, Chairperson, Department of Physics and Astronomy  
Gary Blanchard, Associate Chairperson, Department of Chemistry  
Susan Conrad, Director, Cell and Molecular Biology Program  
Kathy Doig, Chairperson, Medical Technology  
Fred C. Dyer, Chair, Department of Zoology  
Walter J. Esselman, Chair, Department of Microbiology and Molecular Genetics  
Shelagh Ferguson-Miller, Chair, Biochemistry and Molecular Biology  
Stan Flegler, Director, Center for Advanced Microscopy  
Katherine L. Gross, Director, Kellogg Biological Station  
Ray Hammerschmidt, Chairperson, Department of Plant Pathology  
James E. Jackson, Director, Center for Fundamental Materials Research  
Kenneth Keegstra, Director, MSU-DOE Plant Research Laboratory  
Richard Lenski, Director, Ecology, Evolutionary Biology, and Behavior Graduate Program  
John Merrill, Director, Biological Sciences Program  
Richard W. Merritt, Chair, Entomology  
Habib Salehi, Chair, Department of Statistics and Probability  
Barbara B. Sears, Director, Genetics Graduate Program  
Duncan Sibley, Director, Center for Integrative Studies, General Science  
Elizabeth H. Simmons, Director, Lyman Briggs School of Science  
Cheryl L. Sisk, Director, Neuroscience Program  
William Spielman, Chairperson, Department of Physiology  
Richard E. Triemer, Chair, Department of Plant Biology  
Michael A. Velbel, Chairperson, Department of Geological Sciences

# **College of Social Science**

October 29, 2004

Professor Stephen L. Esquith  
Chair, Committee on College Reorganization  
503 South Kedzie  
Campus

Dear Professor Esquith:

This letter is a response to the Committee on College Reorganization's (CCR) five draft options for alternative college structures. We learned about these five options belatedly. This was surprising, in that we were presented with only three options previously, and did not have much time to deliberate on the new options that were added at the last moment. We understand that the current draft is an internal document, but we believe that the CCR should have adequate information if it is to reach an informed decision concerning college mergers or combinations.

After reviewing the five alternatives that are circulating internally, we believe that only options one and two are worthy of further consideration, with the stipulation that any option which is selected must include full funding and support for the humanities disciplines at Michigan State University. We concur that every major research university must include strong humanities disciplines. In its efforts to support the humanities, we urge CCR to explicitly recognize the fact that our College of Arts and Letters is suffering from a significant resource deficiency that reorganization alone cannot cure. Thus, the CCR proposals should include consideration of future financial support for the humanities.

In our view, it is also essential that the CCR have available pertinent and current information regarding developments within the College of Social Science (CSS) that have bearing on your deliberations. This letter is intended to convey a sense of the direction in which CSS is moving and the progress we have made thus far. Plans for reorganization should acknowledge strategic momentum within our college, as well as our existing centers of excellence, and indicate ways in which these would be protected in any plans for structural realignment.

Currently, our college is implementing a five-year strategic vision and agenda, which was constructed through a consensual process of consultation among faculty, students, staff, alumni and other stakeholders. The agenda has seven goals; results to date are as follows:

Identify Signature Programs – These are defined as academic programs that have been externally validated as excellent and are distinctive to Michigan State. College units thus far have proposed over 25 signature programs that coalesce around several themes including: environmental science and policy; health and medicine; security, democracy, governance and risk; international/global; diversity and social inequality; and quantitative and qualitative methodologies.

The signature programs will be the basis for our college's new curricular requirements, and also will be the core of our interdisciplinary research thrusts.

Advance a Culture of Research – In the last five years, we have expanded our externally funded research portfolio. The three year moving average for externally funded research has increased

from \$8.53M in 1998/99 to \$16.1M in 2002/03 (89%). In the latest ranking of disciplines nationally, we are ranked ninth (9<sup>th</sup>) in awards by federal agencies for research in the social sciences (see attached).

We also are developing a comprehensive college plan for strengthening research at the unit and college levels.

Advance a Culture of Teaching and Learning – In Fall 2004, the College of Social Science became Michigan State’s largest college with respect to student enrollment, with 6,438 students.

The importance we place upon teaching and learning is indicated not only in these numbers, but also by our current initiative to redesign, modernize, and improve our college’s curriculum requirements and Integrative Studies content. Students will have more flexibility and choice with the new design, including more courses that involve active learning, and a course structure that reflects our signature program strengths.

Global/Local Engagement – The College of Social Science places a strategic emphasis upon collaboration with International Studies and Programs and MSU’s continuing commitment and success in Study Abroad. Our international research portfolio is expanding (103% over the past five years), and our classes are infused with international content. To further enhance this thrust, we are leading two significant interdisciplinary programs that are both global and local in scope: Environmental Science and Policy and Global Urban Studies. We also will be the lead college for the new International Studies Major.

We have developed a comprehensive plan for strengthening international faculty across the college; this will be submitted as a top priority APP&R this year.

Enhance Resources – We have tripled our private donations over the past three years, and we are on track to deliver our capital campaign goal of \$40 million.

Our decentralized and entrepreneurial economic model has proved resilient in the face of prolonged financial stress, and has enabled us to maintain a strong hiring and retention profile over the past three years.

Build and Sustain Diversity and Inclusiveness – We have created a Diversity Task Force which is auditing our college’s current standing with respect to demographic diversity among faculty, staff and students. This group will make recommendations to the college, and once these are reviewed and accepted, they will be implemented by a standing Diversity Council.

Communicate Our Excellence to Key Audiences -- We have hired a full time Communications Manager who has launched a completely new website for the college, and has developed an innovative communications strategy.

We would like to point out that the accomplishments outlined above have been achieved through the efforts of both our departments and our professional schools, sometimes working independently and sometimes working in collaboration. Together, our ten departments and schools include six units that are ranked among the top tier nationally<sup>1</sup>. We greatly value the

---

<sup>1</sup> Two departments were ranked in the top tier in the last NRC ranking, two more departments were judged to have attained top tier status by external review committees over the past year, and two of our schools are considered to rank among the top ten nationally.

community we have created that includes both disciplines and professions; they have much to offer each other. Our identity as a college includes both types of unit, and we affirm our commitment to this constellation of entities, that has proven integral to our success.

We also value collaboration with disciplines and professions beyond our college. Interdisciplinary linkages with colleagues in a wide variety of departments and schools across campus are foundational to our success, and we welcome expansion of these relationships, whether these come from new structural arrangements, or simply through collegial interactions. We hasten to point out, however, that new structural arrangements are not necessary to foster collaboration; most if not all of our units already collaborate across campus – that is a core aspect of our culture.

The results described in this letter demonstrate that the College of Social Science is on a trajectory of success. The performance achieved thus far should not be taken lightly, as it has come through the dedication and hard work of our faculty and staff, who are proud of, and believe in, what they have accomplished, and do not want to see it undermined or swept aside by others.

We would be happy to discuss this letter or our perspective with the CCR, if you would like. Please let us know if any additional information would be helpful.

Sincerely,

Chairs and Directors of the College of Social Science

---

The Center for Integrative Studies is not ranked, and the School of Planning, Design and Construction is a new unit on campus.

**TABLE B-65. Federally financed R&D expenditures in the social sciences  
at universities and colleges, ranked by fiscal year 2002 federally financed R&D expenditures  
in the social sciences: fiscal years 1999–2002 and by subfield for fiscal year 2002**

[Dollars in thousands]

Institution and ranking	1999	2000	2001	2002	2002, by subfield			
					Economics	Political science	Sociology	Other
<b>Total, all institutions</b>	<b>471,881</b>	<b>489,970</b>	<b>545,973</b>	<b>616,163</b>	<b>101,378</b>	<b>75,761</b>	<b>180,752</b>	<b>258,272</b>
1 U. MI all campuses	37,293	42,739	53,209	62,450	10,826	4,775	7,396	39,453
2 U. MD College Park	35,385	30,484	33,164	32,218	3,948	3,148	2,933	22,189
3 U. NC Chapel Hill	15,750	14,633	18,069	29,399	47	0	19,720	9,632
4 U. WI Madison	12,995	14,113	15,094	17,179	5,164	84	6,488	5,443
5 Duke U.	7,563	10,924	11,045	13,611	992	3,366	6,884	2,369
6 U. PA	5,942	8,585	8,997	11,846	1,304	2,737	3,755	4,050
7 Harvard U.	13,426	14,119	13,050	11,613	2,854	6,737	2	2,020
8 OH State U. all campuses	12,504	7,992	14,489	11,543	1,464	1,509	1,036	7,534
9 MI State U.	9,516	9,070	9,979	10,042	5,549	805	901	2,787
10 U. CO all campuses	4,178	5,432	7,140	9,832	465	144	4,631	4,592
<b>Total, 1st 10 institutions</b>	<b>154,552</b>	<b>158,091</b>	<b>184,236</b>	<b>209,733</b>	<b>32,613</b>	<b>23,305</b>	<b>53,746</b>	<b>100,069</b>
11 PA State U. all campuses	12,362	5,221	6,220	9,289	795	493	7,967	34
12 FL State U.	2,711	5,143	6,645	8,294	212	790	4,833	2,459
13 U. AZ	5,841	5,979	7,509	8,218	1,709	160	5,433	916
14 IA State U.	8,754	9,414	7,415	7,060	774	0	6,068	218
15 Johns Hopkins U., The	5,355	8,019	6,613	6,905	367	0	4,373	2,165
16 IN U. all campuses	4,919	4,821	5,838	6,643	221	1,416	4,365	641
17 Brandeis U.	9,587	5,585	5,942	6,273	58	0	5,575	640
18 Cornell U. all campuses	4,107	3,858	3,894	6,185	1,455	0	413	4,317
19 U. TX Austin	2,273	4,416	6,710	6,103	129	22	3,059	2,893
20 Naval Postgraduate School	4,564	5,000	5,497	6,080	1,882	1,142	2,730	326
<b>Total, 1st 20 institutions</b>	<b>215,025</b>	<b>215,547</b>	<b>246,519</b>	<b>280,783</b>	<b>40,215</b>	<b>27,328</b>	<b>98,562</b>	<b>114,678</b>
21 FL International U.	629	2,264	4,515	6,004	0	0	0	6,004
22 U. Pittsburgh all campuses	4,340	4,800	5,402	5,960	201	390	669	4,700
23 U. CA Santa Barbara	4,121	4,984	5,518	5,752	0	0	4	5,748
24 U. CA Los Angeles	3,119	2,796	4,451	5,679	227	23	1,795	3,634
25 Carnegie-Mellon U.	6,464	6,750	6,779	5,473	930	1,883	557	2,103
26 OK State U. all campuses	2,840	1,965	2,281	5,389	361	825	630	3,573
27 Columbia U. in the City of New York	3,747	3,216	4,312	5,283	134	0	5,149	0

Institution and ranking	1999	2000	2001	2002	2002, by subfield			
					Economics	Political science	Sociology	Other
28 Portland State U.	5,388	6,451	5,759	5,265	83	161	179	4,842
29 U. IL Chicago	1,368	2,503	2,694	5,105	98	0	2,929	2,078
30 NY U.	3,334	2,013	3,610	5,015	1,004	3,241	639	131
Total, 1st 30 institutions	250,375	253,289	291,840	335,708	43,253	33,851	111,113	147,491
31 U. CA Berkeley	5,430	5,613	5,706	4,999	1,814	115	959	2,111
32 Vanderbilt U.	3,165	3,879	4,468	4,900	65	4,803	32	0
33 ND State U. all campuses	2,286	3,105	3,361	4,878	1,172	0	342	3,364
34 George Mason U.	3,763	3,791	4,598	4,486	537	3,068	150	731
35 Washington U. St. Louis	2,232	2,904	3,498	4,484	0	130	4,133	221
36 U. IL Urbana-Champaign	3,688	3,858	4,127	4,344	1,410	135	600	2,199
37 Princeton U.	2,560	3,545	2,738	4,273	542	3,497	209	25
38 Northwestern U.	1,915	2,725	3,402	4,270	300	3,585	307	78
39 SUNY Albany	4,156	4,239	4,254	4,151	78	356	1,864	1,853
40 U. CA Davis	476	529	2,539	4,086	3,246	261	121	458
Total, 1st 40 institutions	280,046	287,477	330,531	380,579	52,417	49,801	119,830	158,531
41 U. MO-Columbia	3,693	4,703	4,324	4,002	2,880	28	775	319
42 U. MN all campuses	2,127	2,891	3,031	3,894	2,015	830	964	85
43 U. CT all campuses	1,193	947	2,092	3,885	613	367	772	2,133
44 U. DE	2,312	2,567	3,494	3,768	75	1	3,640	52
45 U. CA San Diego	4,630	4,327	3,762	3,710	475	615	2,554	66
46 U. MS all campuses	394	824	1,861	3,704	3,462	64	178	0
47 Tulane U.	1,306	1,656	3,345	3,689	0	0	37	3,652
48 U. WI Milwaukee	2,165	2,025	2,676	3,639	82	76	467	3,014
49 U. WA	8,236	1,222	1,593	3,609	37	708	1,587	1,277
50 U. Memphis, The	298	2,524	2,708	3,583	2,588	46	866	83
Total, 1st 50 institutions	306,400	311,163	359,417	418,062	64,644	52,536	131,670	169,212
51 U. OK all campuses	2,175	2,354	2,592	3,554	0	0	411	3,143
52 U. FL	1,978	1,197	1,806	3,460	1,662	1	634	1,163
53 U. SC all campuses	2,359	2,779	4,020	3,410	528	114	437	2,331
54 Purdue U. all campuses	2,730	2,993	3,439	3,403	1,654	38	1,032	679
55 WA State U.	2,981	2,461	2,425	3,362	2,185	97	1,080	0
56 U. Central FL	1,326	1,321	2,701	3,276	149	40	617	2,470
57 U. CA Irvine	2,158	1,746	2,780	3,170	26	1,803	227	1,114
58 Boston C.	959	2,041	2,729	3,128	2,017	31	75	1,005
59 Stanford U.	1,638	1,623	2,493	3,120	702	0	388	2,030
60 U. Southern CA	2,927	3,009	2,996	2,983	192	1,353	689	749
Total, 1st 60 institutions	327,631	332,687	387,398	450,928	73,759	56,013	137,260	183,896

# Where does MSU rank nationally in these categories?

	55	63	41	19	>100	57	91	9	
By agency	Total fields	Life sciences	Psychology	Physical sciences	Environmental sciences	Mathematics and computer sciences	Engineering	Social sciences	Other sciences, n.e.c.
	(Millions of current dollars)								
Total.....	53,377	28,673	955	5,200	3,879	2,866	9,161	1,050	1,593
HHS.....	26,789	24,037	760	433	412	73	225	288	562
DoD.....	6,510	862	81	573	273	1,083	3,257	16	366
NASA.....	5,769	380	28	1,179	1,293	107	2,657	1	125
DOE.....	5,376	346	0	2,049	320	837	1,818	0	6
NSF.....	3,404	513	5	644	587	636	597	134	287
USDA.....	1,816	1,469	0	107	12	16	70	138	3
All other.....	3,713	1,066	81	215	983	114	537	474	245

**KEY:**

DoD = Department of Defense; HHS = Department of Health and Human Services;  
 NASA = National Aeronautics and Space Administration; DOE = Department of Energy; NSF = National Science Foundation;  
 and USDA = Department of Agriculture; and n.e.c. = not elsewhere classified

**SOURCE:** National Science Foundation/Division of Science Resources Statistics, *Federal Funds for Research and Development:*

*Fiscal Years 2001, 2002, and 2003, volume 51, forthcoming*

November 30, 2004

TO: Jon Sticklen, Chairperson  
Executive Committee of Academic Council

FROM: Lou Anna Kimsey Simon  
Provost and Vice President for Academic Affairs

John K. Hudzik  
Acting Provost Designate

SUBJECT: Report of the Committee on College Reorganization

We write to provide initial commentary regarding the Final Report of the Committee on College Reorganization (CCR) and to request continued consultation for improvement of the quality of liberal education at Michigan State University.

*Background.* The Executive Committee of Academic Council (ECAC) will recall that in April 2004, Provost Simon consulted with ECAC about a proposal to form a new Committee on College Reorganization of Liberal Arts and Sciences. At that time, Professor and Chairperson of the Department of Philosophy, Stephen Esquith, agreed to lead a work group to be convened during the summer to study the variety of organizational proposals and commentary that had emerged to date under the umbrella of the *Realizing the Vision* blueprint, as well as to facilitate consideration of new options.

The proposal to guide the work of the Committee rested on the assumption that in order to reinvigorate the liberal arts and sciences in the 21<sup>st</sup> century land-grant university, we needed to be bold about advocating change because the status quo is not acceptable. The reorganization proposal is one way to move the University forward, but it is not necessarily the only way to promote new interdisciplinary and cross-unit dialogues as well as to nurture activities related to our education, scholarly, and outreach programs in the liberal arts and sciences.

Specifically, Professor Esquith and the Committee were charged to begin work:

- to continue campus-wide conversation on liberal arts and science education at MSU,

- to organize discussions among faculty and students in the colleges of Arts & Letters, Social Science, Communications Arts and Sciences, and Natural Science on the scope, values, and forms of existing and potential interdisciplinary and cross-unit forms of collaborative research, teaching, and service,
- to solicit, consider, and seek comments from faculty and students on alternative college reorganization proposals that *both* “nurture activities related to our education, scholarly, and outreach programs” and build “new interdisciplinary and cross-unit” connections, with special attention to the blend of college reorganization and program realignment,
- to recommend to the Provost by October 1, 2004 how college reorganization should proceed based upon these conversations, discussions, proposals, and comments.

In our judgment, proposals to change our college structures, when enhanced by full and open discussion within the University community, have potential to push aggressively ahead on and pursue changes that underscore our passion and responsibility to look at ourselves and increase the academic quality of Michigan State University--even when resources are constrained.

We remain firm in our commitment that Michigan State must sustain the heritage that marks MSU with a capacity for boldness and for dynamic evolution of programs and structures in spite of difficult times. That was the broadest intent of the *Realizing the Vision* blueprint. The Final Report of the CCR affirms that liberal education needs a stronger identity and voice at Michigan State University.

When this initial proposal was shared with ECAC in April 2004, Provost Simon noted that it was understood that as this initiative and others progressed toward implementation, there would be further governance review prior to specific action by the administration and/or Board of Trustees. Any formal actions to restructure colleges require approval by the Board of Trustees. A copy of Dr. Simon’s April 2004 communication to ECAC and Professor Esquith’s commentary of the context for the work of the Committee is appended as ATTACHMENT A.

*Recognizing the Work of the Committee.* Under the leadership of Professor Esquith, a committee of faculty, staff, and students worked diligently for more than seven months to address the task given to them. Updates were provided to Faculty Council (August 26 and November 16, 2004), Academic Council (September 7 and November 23, 2004) and Academic Assembly (September 21, 2004).

On behalf of the University community and the Office of the Provost, we express great appreciation for the many hours invested by members of the CCR, and acknowledge the enormous effort required to meet the ambitious October deadline. We particularly commend the Committee's aggressive activities to keep faculty and students overall (and especially the involved colleges), administrators, Faculty Council, and Academic Council informed of progress as well as to provide opportunities for discussion and dialogue throughout the summer and early fall semester. Their work to delineate problems in our current organization, identify principles and elements to guide changes in structures and to develop options has resulted in a robust platform upon which to continue deliberations necessary before taking action.

The work of the CCR, with Professor Esquith as convener and facilitator of their work, has produced the appended Final Draft, ATTACHMENT B, which addresses the key tasks described in my April 2004 communication to ECAC. The Final Report has been posted to the CCR website:

<http://realizingthevision.msu.edu/ccr/report.html>

The CCR Final Report and the *Realizing the Vision* blueprint address similar issues and aspirations. It is now time to move forward and use the work of the CCR as the relevant platform from which to proceed.

*Request and Initial Commentary--General.* In the spirit of continuing consultation, we now seek advice with regard to the November 11, 2004 Final Report of the Committee on College Reorganization (CCR).

We are in agreement with the position that all colleges play an important role in liberal education at Michigan State University. Further, we support the view that as a land-grant university there are distinctive opportunities for the blending of practical and liberal education in a 21<sup>st</sup> century context. Although the Colleges of Arts and Letters, Social Science, Natural Science, and Communication Arts and Sciences play a critical role in the foundation of liberal education, improving liberal education extends to all colleges beyond any focus on re-organization and college identity.

We believe that consultation and commentary from ECAC, Academic Council and the standing committees will be most useful if it is consistent within a context of academic benchmarks. Further, to facilitate the dialogue, basic information about the colleges key to strengthening the liberal arts and sciences is provided in ATTACHMENT C as a set of illustrative data. Additional data and information are available on the Office of Planning and Budgets website (opb@msu.edu).

*Request and Initial Commentary—Colleges.* We concur with the Final Report's observation that the "principles, elements, and options do not add up

to a recipe or algorithm for reorganization. In fact the tensions among the principles, the relative merits of the elements, and the two general options will be only resolved in the process of discussing more exactly how they might be implemented.”

Thus, although the Colleges of Arts and Letters, Social Science, Communication Arts and Sciences, and Natural Science are the core of our liberal arts and sciences education, we are requesting commentary and reflections from all colleges as an immediate next step in these critical deliberations to strengthen the liberal arts and sciences at MSU.

As a next step, we are requesting that each college dean provide:

- explicit commentary on what specific actions will be taken if key aspects of Option II (“Improve liberal arts and sciences education by supporting faculty-driven collaborative teaching, research, and outreach without structural reorganization now but with possible changes in the future”) and Option IV (“Create a new Faculty of Arts and Human Sciences with departments, schools, and programs primarily from CAL and SSC, with opportunities for other units to enter or have some affiliation”) were to be implemented.
- plans and initiatives on how best to share information across colleges which foster faculty understanding and engage college conversations on their futures in relationship to Option II and Option IV.

The timeline for the above requested commentary, submitted to Acting Provost John Hudzik is Friday, January 28, 2005.

*Request and Initial Commentary—Governance Specific.* We see the “principles” and “concrete elements” as a beginning point, not a scale to be used for assessment of particular organizational configurations. At this time, we seek the advice and commentary specifically, on the “principles” and “concrete elements” set forth in Committee’s Final Report.

In particular, comments on the inherent tensions amongst the principles will be most helpful. For example:

- What balance should MSU strive for between the common good of liberal education and the specific goals of individual colleges? How should the balance between the institutional good and that of any particular individual, program or unit be examined?
- How might the principles be ordered and what are the consequences?
- What does reciprocity among units mean?
- What are the responsibilities of the units, as well as the University, for transparency?
- How might the balance between academic and administrative principles and elements be accomplished?

- What are the practical expectations upon which faculty “self-determination” rests in a context of multiple constituencies and the future of the entire University?
- Clarify the “concrete elements”—procedures and processes to be further considered.

We ask for the advice of ECAC as to whether other University-level academic governance committees should be consulted with regard to the overall principles and concrete elements to guide reorganization, and reasonable expectations regarding college plans and initiatives for implementing key aspects of Options II and IV. In recognition of the close of the fall academic semester and the transitions ahead, we request that Acting Provost Hudzik receive this commentary no later than Friday, January 28, 2005.

We ask that ECAC advance the appended resolution that is reflective of and consistent with the above commentary to Academic Council for action as soon as possible. Refer to ATTACHMENT D.

- c:      Members, Executive Committee of Academic Council  
         Assistant Provost and Assistant Vice President Robert Banks  
         Assistant Provost and Dean June Youatt  
         Assistant Provost and Dean Karen Klomparens  
         Professor and Chair Stephen Esquith  
         Members, Committee on College Reorganization

April 2, 2004

TO: Jon Sticklen, Chairperson  
Executive Committee of Academic Council

FROM: Lou Anna K. Simon  
Provost and Vice President for Academic Affairs

SUBJECT: Request for Consultation, Proposed Committee on College  
Reorganization: Arts & Letters, Social Science and  
Communication Arts and Sciences

On February 17, 2004 I presented to the Michigan State University community my views on how we might improve the quality of liberal arts education “for all our students” at MSU. *Realizing the Vision: Liberal Arts in the 21<sup>st</sup> Century Land Grant University* outlined a series of initiatives as a blueprint to further focus discussion, and it immediately prompted serious discussions among faculty, staff, and students. A time line for receiving comments and proposals was initially established for March 1, 2004. However, in response to commentary in Academic Council, I extended the time line until the end of March for commentary and new proposals related to the initiatives for changing college structures.

It is now time to focus these discussions so that alternative concrete proposals and courses of action can be carefully evaluated and appropriately implemented. One of the four areas identified in *Realizing the Vision* is college reorganization. In order to reinvigorate the liberal arts and sciences in the 21<sup>st</sup> century land grant university, *Realizing the Vision* advocates:

Changing college structures to promote new interdisciplinary and cross-unit dialogues as well as nurture activities related to our education, scholarly, and outreach programs.

Not surprisingly, the specific reorganization proposals affecting colleges and in *Realizing the Vision* generally elicited strong reactions, both pro and con, about substance and process. They also elicited a number of interesting alternative ideas and suggestions, including concerns as well as very constructive suggestions over how the process of reorganization should proceed related to the Colleges of Arts & Letters, Social Science and Communication Arts and Sciences.

In response to these events and in order to move the process of reorganization forward, I propose to form a new Committee on College Reorganization of Liberal Arts and Sciences. The Committee will represent three colleges (Arts & Letters, Communications Arts and Sciences, and Social Science) identified in *Realizing the Vision* most likely to benefit from “new interdisciplinary and cross-unit dialogues.” Additionally, the College of Natural Science will be represented as an important contributor to the overall educational experiences of our students and in recognition of the new connections between the arts and sciences that are increasingly important in the 21<sup>st</sup> century.

The Committee’s primary task will be to guide the process of reorganization so that a wide range of views can be considered carefully, not to pre-empt the faculties of these colleges or circumvent normal governance channels.

Professor and Chairperson of the Department of Philosophy Stephen Esquith has agreed to lead a small work group to begin this summer looking at the variety of organizational proposals and commentary that have emerged to date as well as to facilitate consideration of new options.

In this role, in addition to continuing as chair of the Department of Philosophy, Professor Esquith will carry the title of Special Advisor to the Provost and will report directly to the Provost for this portion of his assignment. The Committee will work together to think about connectivity broadly across the liberal arts and sciences, recognizing that college structures do not necessarily impose a limitation on collaboration. I will encourage Professor Esquith and the Committee to look at college reorganization and new structures that have the potential to enrich the disciplinary mixture of liberal arts and sciences with professional programs across college structures, as well as provide a better organizational framework for programs and resiliency during a time of constrained resources.

The work of the Committee will be the next step in establishing a set of principles to guide organizational changes as related to, for example, connectivity between the liberal arts and professional programs, undergraduate teaching, the care and mentoring of graduate students, and the expectation that faculty are able to teach and make contributions to graduate and undergraduate education beyond their areas of original specialization.

Specifically Professor Esquith and the Committee will begin work

- to continue campus-wide conversation on liberal arts and science education at MSU,
- to organize discussions among faculty and students in the colleges of Arts & Letters, Social Science, Communications Arts and Sciences, and Natural Science on the scope, values, and forms of existing and

potential interdisciplinary and cross-unit forms of collaborative research, teaching, and service,

- to solicit, consider, and seek comments from faculty and students on alternative college reorganization proposals that *both* “nurture activities related to our education, scholarly, and outreach programs” *and* build “new interdisciplinary and cross-unit” connections, with special attention to the blend of college reorganization and program realignment,
- to recommend to the Provost by October 1, 2004 how college reorganization should proceed based upon these conversations, discussions, proposals, and comments.

Following receipt of the report of the Committee, there will be further consideration and appropriate review within the academic governance system. I note that any formal actions to restructure colleges will require approval by the Board of Trustees.

A memorandum from Professor Esquith is appended that provides additional detail for the context and rationale for the work of this Committee. Additionally, Professor Esquith will initiate planning for a major event associated with the time of our sesquicentennial. This event will focus on the liberal arts and sciences for the public good in keeping with our land-grant values and tradition.

I seek the advice of the Executive Committee of Academic Council as to which University-level governance committees, if any, should be consulted regarding this proposal.

c: Dean Baba  
Dean and Assistant Provost Klomparens  
Dean and Assistant Provost Youatt  
Dean Leroi  
Acting Dean Salmon  
Dean Wilkins  
Professor Esquith  
Chairperson of the Arts & Letters College Advisory Council, Grover Hudson  
Chairperson of the Social Science College Advisory Council, Merry Morash  
Chairperson of the Communication Arts & Science College Advisory Council, Steve Wildman

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF PHILOSOPHY  
48824-1032  
503 SOUTH KEDZIE HALL

EAST LANSING, MI  
(517) 355-4490

April 2, 2004

Lou Anna K. Simon  
Provost and Vice-President for Academic Affairs  
Michigan State University

Dear Provost Simon:

I would be pleased to chair the new Committee on College Reorganization of Liberal Arts and Sciences described in your memo to the Executive Committee of Academic Council. Let me take this opportunity to comment briefly on my understanding of the context in which we, the members of the University community, take on this pressing challenge, and also to summarize what I believe is the most important rationale for moving carefully in this direction.

There once was a Golden Age in American higher education lasting from the end of World War II until the early seventies in which many believed our missions were clearly spelled out, funding was relatively plentiful, and confidence in the methods of the social sciences and the humanities was high. Few questioned the relevance of academic work, not because ‘relevance’ was out of order, but because it was a forgone conclusion. It was also a foregone conclusion that the best way to contribute to the public good was through discrete academic specializations. By the mid-seventies, however, the boundaries between academic disciplines within the liberal arts and sciences were being questioned. By the mid-nineties, Thomas Bender and Carl E. Schorske could look back on the preceding two decades and write: “[t]he humanities and social sciences in the United States [were] shaken by debates about both method and mission.”<sup>1</sup>

Also looking back on these decades after the so-called Golden Age, Louis Menand argues that it is generally acknowledged that the “walls between the liberal arts disciplines were too high.” Work in American studies, gender studies, and ethnic studies had demonstrated the value of interdisciplinary collaboration among scholars trained in disciplines within the

---

<sup>1</sup> “Introduction,” *American Academic Culture in Transformation: Fifty Years, Four Disciplines* (Princeton, NJ: Princeton University Press, 1998), originally published as the Winter 1997 Issue of *Daedalus: Journal of the American Academy of Arts and Sciences*, Vol. 126, No.1.

liberal arts. The same, I would argue, has been true in varying degrees in the sciences in such fields as ecology and cognitive science. Now, Menand concludes,

[m]aybe it is also the case that the wall between the liberal arts and the subjects many people now go to colleges and universities to study – subjects such as business, medicine, technology, social service, education, and the law – are also too high. Maybe the liberal arts and these “non-liberal” fields have something to contribute to one another. The world has changed. It’s time to be relevant in a new way.<sup>2</sup>

Important changes indeed have occurred since the Golden Age of 1945-1975 when the Cold War set the agenda for most of American higher education. Now other forces of globalization and localization are pressuring universities and colleges to ask how the liberal arts and sciences can once again be made relevant to the new majority of students who come to universities and colleges in search of something quite different from a traditional liberal education. We need to be mindful of this history and careful as we consider where to build new bridges between the liberal arts and sciences and other fields of research and teaching at MSU. We must be prepared to preserve and improve upon what has made the liberal arts and sciences so valuable during the last half-century, and at the same time we must remain open to better ways to strengthen the ties between the liberal arts and sciences and our general land grant mission.

This call “to be relevant in a new way” is not merely a matter of seeking new employment opportunities for liberal arts majors and research support for their faculty without striking a Faustian bargain with corporate patrons. The pressure to connect the liberal arts and sciences with disciplines and units in sometimes unfamiliar territory comes from a much deeper source: the daunting ecological, social, economic, and political problems that do indeed connect the world’s peoples in unprecedented ways. The challenge, of course, is to maintain the expertise and critical mass needed to sustain the liberal arts and sciences so that they have the right distinctive things to offer others equally committed to solving these problems. We must find ways to build upon and beyond existing areas of specialization without stretching our faculty too thin and leaving our students without an intellectual anchor in this fast-changing environment. The whole we should be searching for must be greater than, not less than, the sum of its parts.

Lest the new collaborations that Menand urges us to consider relegate the liberal arts and sciences to handmaidens to “non-liberal” programs, it is our responsibility to stress throughout this process the place of the liberal arts and sciences, and especially the humanities, at the foundation of the modern

---

<sup>2</sup> “College: The End of the Golden Age,” *The New York Review of Books*, Vol.48, No.16, October 18, 2001.

university. “If all we want is expertise,” Cathy Davidson and David Theo Goldberg have written,

industry is a far better place to learn science and technology than a university. But, in fact, industry, more than anyplace else, wants not only highly trained scientists; it wants scientists who can understand applications, intellectual property, issues of equity, human awareness, perspective, and other forms of critical analysis and logical thinking that are specifically the contribution of humanistic inquiry.<sup>3</sup>

Any structural reorganization of the university must preserve academic freedom and the other rights and privileges that faculty enjoy. To my mind, this is a given. However, it must also address the duties that accompany these rights. In my view it is the duty of faculty in the liberal arts and sciences to be concerned with the problems that cut across but are not confined to their immediate domains, and it is the duty of the university to support the humanities and the basic sciences so that they are able to bring their knowledge and sensibilities to bear in practice on these problems. It is the duty of both to maintain the right amount of productive friction between the university as a whole and society at large. These are the duties that come with the special rights that we enjoy in the academy. Maintaining this friction will require that we proceed through this process of reorganization with an open mind and mutual respect for one another’s contributions to the research, teaching, and service missions of the university.

Some departments and individual faculty members already have begun to explore new organizational arrangements and institutional affiliations in response to Realizing the Vision. I do not believe that the establishment of this new committee precludes these conversations from going forward. On the contrary, as the committee solicits new ideas and proposals for reorganization, these emerging relationships will stimulate discussion and prompt us to consider the widest possible range of alternatives. It is in this context and in this spirit that I look forward to working with my colleagues to carry out the charge that you have given to the new Committee on College Reorganization of Liberal Arts & Sciences.

Sincerely,

Stephen L. Esquith  
Professor and Chair

---

<sup>3</sup> “A Manifesto for the Humanities in a Technological Age,” *The Chronicle of Higher Education*, Vol.50, Issue 23, February 13, 2004.

## **ATTACHMENT B**

The Final Report of the Committee on College Reorganization (CCR) may be accessed electronically via the *Realizing the Vision* CCR website

<http://realizingthevision.msu.edu/ccr/report.html>

Final Report (11-09-04)

Print copies will be available at the December 7, 2004 meeting of the Academic Council.

## CHANGES IN PROPORTION OF UNIVERSITY TOTAL

	<b>CAL</b>	<b>CAS</b>	<b>CNS</b>	<b>CSS</b>
Ranked Faculty GF-FTE 91-92	17.0%	3.2%	15.8%	11.8%
Ranked Faculty GF-FTE 98-99	16.1%	3.2%	16.1%	12.4%
Ranked Faculty GF-FTE 03-04	16.1%	3.4%	15.6%	13.3%
Student Credit Hours 91-92	18.5%	5.5%	19.3%	19.8%
Student Credit Hours 98-99	16.6%	5.0%	21.0%	18.1%
Student Credit Hours 03-04	16.8%	5.4%	20.6%	18.9%
Students 91-92	8.1%	7.9%	11.3%	13.4%
Students 98-99	7.7%	7.2%	13.1%	11.2%
Students 03-04	7.8%	8.1%	13.1%	13.1%
Budget 91-92	5.3%	1.4%	8.0%	5.2%
Budget 98-99	5.0%	1.3%	8.2%	5.2%
Budget 03-04	4.8%	1.4%	8.0%	5.3%

Note: History is in CAL; Economics is in CSS

ATTACHMENT D.

November 30, 2004

TO: Academic Council

FROM: Lou Anna Kimsey Simon  
Provost and Vice President for Academic Affairs

John K. Hudzik  
Acting Provost Designate

SUBJECT: Resolution—Committee on College Reorganization Final  
Report and Next Steps

WHEREAS the work of the Committee on College Reorganization (CCR), under the leadership of Professor and Chairperson Stephen Esquith, has completed its work, submitted the Final Report, posted it to the CCR website (<http://realizingthevision.msu.edu/ccr/report.html>), and

WHEREAS the faculty and students serving on the CCR devoted hours of study and debate in service to Michigan State University to fulfill the charge to lead campus-wide discussions on the relationship between college reorganization and the quality of liberal education in the arts and sciences, and

WHEREAS the CCR has made recommendations on how reorganization should proceed, and

WHEREAS and consistent with Professor Esquith's remarks at the November 23, 2004 meeting of Academic Council, liberal education teaches us how to use our minds to see things in context, to solve complex problems, to understand the values and perspectives of others, to take responsibility for the public resolution of conflicts, and

WHEREAS liberal education in the 21<sup>st</sup> century land-grant university offers special opportunities for a distinctive blending of the liberal and professional, and

WHEREAS liberal education must be a shared commitment and responsibility of the entire University community with critical roles for the Colleges of Arts and Letters, Social Science, Natural Science, and Communication Arts and Sciences, and

WHEREAS, the Final Report of the CCR identifies sets of issues that are in symmetry with the *Realizing the Vision* mandate for the improvement of liberal education at Michigan State University, recognizing that reorganization *per se* is not the only solution for improvement, and

WHEREAS the strength of the academic governance system is to take ideas, where ever proposed, and analyze, improve and strengthen them, and

WHEREAS in addressing even the most significant and fundamental problems, reasonable academic debate will produce a variety of ideas and solutions that must be discussed and considered, and not resolved by administrative fiat, and

WHEREAS in considering any solution, the good of the institution must be considered beyond what is best for any individual, program, or unit and its various constituencies.

THEREFORE, BE IT RESOLVED that the Academic Council

Expresses deep appreciation to members of the Committee on College Reorganization and Professor Esquith, and to the members of the University community across the campus who participated in the dialogue, and

Recognizes that the Final Report is a strong beginning framework for how we might proceed with reorganization as an approach to strengthen liberal education, and that it contains inherent tensions and conflicts that need to be worked through with consultation from Standing Committees of Academic Governance, and

Affirms the context of academic benchmarks from highly regarded peer institutions as a necessary analytical framework for our current status, and

Recognizes that Options II and IV are not mutually exclusive, and

Concurs about the importance for each college to identify key aspects of both Options II and IV that will be pursued for simultaneous implementation as a necessary next step, and

Requests that especially the University Committee of Academic Policy (UCAP) and the University Graduate Council (UGC), and other Standing Committees as the Executive Committee of Academic Council (ECAC) deems appropriate, provide advice to Provost Simon and Acting Provost Designate Hudzik on what they consider to be reasonable expectations from

the colleges for programmatic and structural changes they plan to make to improve liberal education, and

Lifts the moratorium on unit-requested changes in organizational reporting relationships, to keep moving forward on explorations related to pursuing key aspects of Options II and IV.

- c: Assistant Provost and Assistant Vice President Robert Banks
- Assistant Provost and Dean June Youatt
- Assistant Provost and Dean Karen Klomparens
- ECAC Chair Jon Sticklen
- Professor and Chair Stephen Esquith