

President's Draft Advisory Report regarding the "Questioned Situation" of whether Columbia College Chicago faces an "Adverse Circumstance"

Submitted by President Kwang-Wu Kim, February 28, 2024

On February 8, 2024, in accordance with Section XXI of the Columbia College Chicago Statement of Policy on Academic Freedom, Faculty Status, Tenure, and Due Process, the Columbia College Chicago Board of Trustees passed a resolution asking the President to prepare an Advisory Report assessing whether the college's financial situation constitutes a 'Questioned Situation' that may be sufficiently serious to constitute an 'Adverse Circumstance', as defined in the college's Statement of Policy:

- a. The College as a whole or a specific Area of Academic Focus faces imminent, serious financial difficulty;
- b. A specific Area of Academic Focus no longer materially contributes to the mission or purposes of the College; or
- c. A reallocation of resources is necessary or prudent for the continued educational or financial vitality of the College as a whole or a specific Area of Academic Focus

The Board of Trustees directed that the President's Advisory Report:

- a. Assess the nature, seriousness, and reasonably anticipated adverse effects of the College's immediate and near-term financial situation;
- b. Describe the steps that have been taken to address the situation; and
- c. Recommend the further steps that should be taken to address the situation, *which may include*:
 - i. The elimination of academic programs and streamlining of degree requirements and course offerings, with all such actions to adhere to the policies of the College's institutional and specialized accreditors;
 - ii. The elimination or reorganization of administrative units and academic departments;
 - iii. The elimination of faculty and staff positions, including those of faculty members holding tenured appointments.

Today, I am submitting my draft of the Advisory Report for review by the Faculty Senate, which will have 30 business days to provide feedback as prescribed by the Statement of Policy. I also am releasing this draft report to the entire campus community; in which college leadership will hold consultations with representatives of stakeholder groups, including the executive committee of the Senate, USofCC, CFAC, and the Student Government Association. On March 19, I will also convene a special meeting of the President's Budget Advisory Board, which comprises faculty, staff, and student representatives. After the review period, I will develop a final Advisory Report that will be submitted to the Board of Trustees on May 2.

Below is my report as called for by the Board of Trustees; my finding is that, based on the information contained below, the financial situation of Columbia College Chicago does constitute an Adverse Circumstance.

This Adverse Circumstance could become an existential threat if the college does not take immediate and decisive action to address it. I, therefore, recommend that the Adverse Circumstance remain in effect until the operating deficit has been eliminated.

It is my belief that the steps outlined in this document will help ensure Columbia's continued strength and ability to deliver the educational experience that our current students seek, as well as providing educational opportunities for generations of students to come.

While implementing these changes will be difficult and disruptive, it represents an opportunity for this institution to evolve to better meet the needs of students, the expectations of families, and the requirements of the industries that will employ our students.

A. Assess the nature, seriousness, and reasonably anticipated adverse effects of the college's immediate and near-term financial situation

In June 2018, with Columbia's enrollment having declined by 33 percent and net tuition and fee revenue having declined by 21.4 percent over the previous five years, the Board of Trustees authorized the administration to incur \$25 million in planned operating deficits over five years, through FY23, to invest in new faculty positions, strengthen student recruitment and institutional marketing, and boost student financial aid, all with a view to slowing and then reversing these twin trendlines by the final year of the plan.

In fall 2019, Columbia experienced its first total enrollment growth in over a decade, due to a combination of the largest freshman class in five years and a high-water mark of freshman-to-sophomore retention of the 2018 freshmen class (71.5 percent). However, net tuition and fee revenue declined by \$10.2 million from FY19 to FY20, in large measure because of the sharp increase in financial aid needed to assemble the new class. Since then, FTE enrollment has gone back into reverse by a cumulative 5.0 percent between fall 2019 and fall 2023. While net tuition and fee revenue grew in FY23 for the first time since the Great Recession, it is now projected to fall again in FY24 (see below). So while the deficit spending plan eventually stanching the sharper, steeper enrollment and net revenue declines of the 2008-2018 period, it did not reverse them.

The COVID-19 pandemic, which worsened the college's financial situation, should be understood as an added stressor and accelerant of existing trends and challenges, rather than a causal factor in its own right. The first phase of the pandemic in 2020 hit Columbia especially hard, given the college's academic focus on creative disciplines that were ill-suited to the online instruction that was adopted in that period. Mitigation measures put in place by the college allowed for the resumption of in-person instruction beginning in 2021, although safety

restrictions were not fully lifted until the spring 2023 semester. Student recruitment suffered, as did student persistence, which was already a problematic indicator for the college.

Enrollment trends since 2013 underline our need to rethink both how we are structured and how we serve and educate our students. Overall enrollment is down 36 percent from its Fall 2013 level; graduate enrollment has dropped 71 percent, while undergraduate enrollment has declined 34 percent. We enrolled 2,161 freshmen in Fall 2013, but only 1,608 in Fall 2023. Retention for the 2013 freshman cohort was 71 percent; it was 64 percent for the Fall 2022 freshman cohort.

In addition, tuition was frozen for FY21 and FY22 in recognition of the pandemic's impact on students' and families' finances, further depressing tuition revenues. By FY22, net tuition revenue had dropped to \$108 million (almost \$40 million less than in FY18). Adding in unanticipated COVID mitigation costs not fully covered by the federal government's COVID relief aid, the college's deficit in the first two years of the pandemic was more than twice the amount initially authorized by the trustees for the five-year period 2018-2023.

More recently, the disrupted Fall 2023 semester, the accompanying reputational damage to the college, and the unanticipated costs of tuition rebates paid to students and their families make it doubtful that retention or recruitment will see a significant improvement, and may in fact suffer. Freshman applications for fall 2024 are down 10 percent, and new student deposits are down more than 40 percent. The annual operating deficit for the current fiscal year, which in September 2023 was projected to decline slightly to \$19 million, is now projected to balloon to \$38 million.

For many years, the college relied on cash balances accumulated from years of pre-FY18 budgetary surpluses to fund the post-FY18 operating deficits; indeed, the deficit spending plan was built around this strategy. Those reserves stood at 94.7 million at the end of calendar year 2019. By the end of December 2023, they had fallen to \$20.4 million. Without a planned exceptional draw from the endowment, the college would be unable to maintain, for the remainder of FY24, the minimum of \$10 million in operating cash reserves that it seeks to hold at all times. Although the endowment stood at \$208 million in December 2023, the college will need to draw \$44 million from it in FY24, with another expected draw of similar size in FY25 unless corrective action is taken. This means that, not accounting for possible changes in its value attributable to the stock market, Columbia's endowment – the college's only tangible financial asset besides real estate – is on course to be reduced to about \$120 million within 18 months unless timely action is taken to reverse the trendline.

The college also has outstanding debt of \$75 million, some of it incurred as far back as 1992. Long-term debt management has historically not been a challenge for the college, but the reduction of the endowment, the college's most liquid asset base, by over forty percent could prompt the debt issuers to call in the loans, sharply accelerating the cycle of asset depletion. Again, such a scenario may only come into play if action steps in this report are not taken.

While the college does own significant real estate assets, few can be sold because they are used to deliver instruction and house administrative operations. Although there may be opportunities to sell buildings, the downtown Chicago commercial real estate market is currently depressed and buildings are selling at very low prices if they sell at all; the college, therefore, has limited prospects for a large infusion of cash from this source.

In short, Columbia's current financial course is not sustainable and requires action for the sake of our students, their families, and those who work here.

B. Describe the steps that have been taken to address the situation

Confronted with the trends outlined above, Columbia in recent years had taken significant measures to reduce operating expenses. From FY14 to FY21, the annual operating budget decreased from \$220.1 million to \$181.9 million. During that time span, Columbia implemented several reductions-in-force and two Voluntary Separation Incentive Programs, eliminating a total of 163 full-time and 231 part-time positions. From Fall 2014 to Fall 2023, the number of full-time tenure-line and teaching-track faculty shrank from 381 to 246.

Progress on cost constraint has proven more difficult to sustain in recent years, with the FY23 operating budget increasing to \$187.8 million. In Fall 2023 (i.e., FY24), the college reduced class sections to adjust course offerings to enrollment and increased some class sizes modestly where pedagogically advisable, although much of the anticipated benefit of those measures was negated by a job action by the part-time faculty union.

With the end of the COVID tuition freeze, as of FY25 Columbia will have raised tuition and fees by a total of 20 percent over three fiscal years.

In February 2024, I announced a complete hiring freeze, and we are working to identify non-personnel savings to be achieved between now and the end of this fiscal year on August 31.

While all these measures have helped to slow the decline in the college's financial position, they have not addressed the structural deficit, which is the task before us now.

C. Recommend the further steps that should be taken to address the situation, which may include:

In response to the mounting deficit, the Trustees and college leadership jointly have agreed the college will cut \$18.8 million from the budget (that is, the FY25 budget that begins on September 1, 2024). Reductions and efficiencies will be realized in departments across the college through all advisable means at our disposal.

Of that amount, \$15 million will come from administrative efficiencies and reorganization, and \$3.8 million will come from the instructional budget. Regarding the latter, the Provost has

already asked the deans to reduce the schedule across the Fall 2024 and Spring 2025 semesters by 304 class sections as compared to FY24.

Administrative efficiencies and reorganization

All members of the President's cabinet have been asked to prepare reduced FY25 budgets. Here are the general areas from which the \$15 million in administrative efficiencies are expected to come:

- Restructuring of some administrative units
- Renegotiations of vendor contracts
- Reduction in administrative support personnel
 - Business Affairs
 - Enrollment Management
 - Office of the President
 - Provost Office
 - Student Affairs
 - Development and Alumni relations
 - General Counsel
- Adjustments to employee benefits
- Sale of real estate (e.g. President's residence, 624 Michigan)
- Reduction in funds for travel and professional development

This work is in progress; recommendations for specific cuts will be presented to the President's Budget Advisory Board, which includes representation from the full- and part-time faculty, union and non-union staff, department chairs, and student body, on March 19 for comment and input.

Based on this process and other consultations, administrative efficiencies and reorganization will be confirmed and reflected in the final report that I will submit to the Board on May 2.

Curricular restructuring and program revitalization

Fulfilling our mission requires us to provide well-balanced, culturally relevant, and rigorous educational experiences in the form of major and minor programs of study, robust creative practice opportunities, and experiences that help our students develop professionally. Throughout its history, Columbia has continuously examined its offerings to ensure that it continues to meet these goals. In the context of planned organizational changes, we will further advance student success through the following four initiatives:

1. Reduce the required credits in the Columbia Core Curriculum, creating more space for students to pursue minors, complete non-degree certificate programs, or take electives to

deepen their knowledge of major disciplines or explore other creative pathways or Core interests.

2. At the same time, renew the college's commitment to a liberal arts curriculum through a new articulation of Core Curriculum principles that integrates critical skills with a 21st-century creatives' perspective.
3. Revise credit distribution requirements and establish rubrics for measuring program effectiveness.
4. Review all major pathways and relevant academic policies to remove unnecessary obstacles to students' fulfillment of their degree requirements.

Reducing the Columbia Core credit requirement

At present, Columbia undergraduates must earn between 120 and 128 credits to graduate, depending on whether their degree program is a BA, BS, BFA, or BMus. Forty-two of these credits must be earned in courses in the college's Core Curriculum – Columbia's designation for its general education requirement – and between 36 and 81 credits in courses in the major program of study. The remainder, which can be as many as 42 or as few as 5 credits, are earned in elective courses.

For students in programs with relatively high major program requirements, particularly those in BS, BFA and BMus programs, the current credit distribution can severely limit their opportunities to take elective classes outside of their majors. It also makes it more complicated for students to build course schedules with courses – major or Core – chosen based on academic or creative interests rather than schedule availability.

Our initial revision for Fall 2024 entails **reducing** the total Core requirements from 42 to 30 credits and revising the credit distribution in degree programs, while leaving other structures in place (a proposal already under review in the Core Curriculum Committee). This will allow students to take more classes in their major, complete a minor, enroll in classes that strengthen their business skills, and broaden their creative abilities by taking additional courses in other disciplines. Students who wish to take additional liberal arts courses above and beyond the new requirements will be able to do so.

- ***Core requirements distribution, effective fall 2024***

Aesthetics and Creative Expression (1 course, 3 credits); Quantitative Reasoning (1 course, 3 credits); Communication (1 Writing course + 1 additional course, 6 credits); Historical and Cultural Understanding (CCCX +1 additional course, 6 credits); Scientific Discovery (1 course, 3 credits); additional Core-designated classes (3 courses, 9 credits); Total 30 credits.

This change, which will be reflected in the 2024-25 Catalog, will apply to all incoming Fall 2024 freshmen. Rising sophomore, juniors, and seniors also will have the option of taking advantage of this change starting in Fall 2024. A student who has met the 30 credit-hour requirement may cease taking Core classes, provided they have met the revised Core requirements distribution. Students with 30 completed Core hours who have not yet met the revised Core distribution requirements can stop short of taking 42 Core credit hours once they do meet them.

Revision of degree program credit distribution

While the 30-credit Core will go into effect in Fall 2024, additional changes in credit distribution will be reflected in the 2025-26 Catalog:

120 credits required for graduation in all undergraduate degree programs:

1. 30 required credits in the Columbia Core Curriculum
2. Between 42 to 78 credits to be earned in the major program of study, based on the following ranges:
 - a. Bachelor of Arts degrees: 42 to 48 major credits
 - b. Bachelor of Science degrees: 54 to 72 major credits (12 credits required in science or mathematics courses)
 - c. Bachelor of Fine Arts degrees: 72 to 78 major credits
 - d. Bachelor of Music degrees: 72 to 78 major credits
3. The remaining credits (12 to 48 credits, depending on a student's major program) to be dedicated to electives and/or the completion of a minor.

The Columbia Core after Fall 2024: a cross-disciplinary general education that looks to the future of creative practice

With this basic framework in place, the college will move to articulate a new philosophy, framework, goals for knowledge and concept dissemination, and learning outcomes for the Core Curriculum. This work will be overseen by an expanded Core Curriculum Committee, which will issue its recommendations as to the further restructuring of the Core at the conclusion of the 2024-25 academic year for implementation beginning in Fall 2025. The revised Core will exemplify the College's continuing commitment to the principles of a liberal arts education that is infused with our values of diversity, equity, and inclusion. It will adhere to the criteria for accreditation set down by the Higher Learning Commission, the college's accrediting body, and to state-specific guidelines relating to institutions that, like Columbia, wish to be identified under the Illinois Articulation Initiative as transfer-receiving institutions.

Proposed philosophy

Columbia College Chicago recommits to the value of liberal arts education as a foundational element for preparing students to be informed citizens and leaders. The Columbia Core will continue to emphasize liberal arts values as well as demonstrate our conviction that education must also be grounded in the principles of diversity, equity, and inclusion – both in content and delivery – and exposure to histories of oppression and inequality. The Core will be integrative in design, with the goal of achieving a Core Education that is reflective of these values, rigorous, and highly relevant to the creative fields we teach and connected to the cultural and social vibrancy of the city in which we live, work and study.

Proposed areas of common knowledge and intellectual concepts

Our students shall demonstrate basic knowledge and skills in the following areas:

1. **Aesthetics and Creative Expression:** Students will study basic principles of the creation of art and learn about the opportunities and responsibilities of creative expression in today's culture. (Foundational courses in art, creation, performance, mindfulness, and wellness related to the creative fields of Columbia).
2. **Quantitative Reasoning:** Students will learn how to use mathematics and information to solve problems. (Courses in math, quantitative analysis, coding, logic, accounting, statistics).
3. **Communication:** Students will develop and employ multimodal communication skills that are effective, appropriate, and inclusive for understanding and conveying creative content in work and life. (Courses in written, oral, aural, and gestural communication and language courses across all disciplines).
4. **Historical and Cultural Understanding:** Students will analyze and contextualize events, ideas, and movements—across and through various texts and mediums—to think critically and ethically about what it means to author the culture of their times. (Historical survey courses keyed to CCC creative practices, cultural studies and critical cultural theory classes, and classes exploring the perspectives of marginalized communities, CCCX sequence).
5. **Scientific Discovery:** Students will explore topics in science and technology that illuminate the links between science and the creative world.

The college's overall educational efficiency model requires the achievement of significant efficiencies in the delivery of our general education program to protect those creative endeavors that are necessarily resource intensive because of pedagogical or technological factors. While the delivery of Core courses is already relatively efficient, we will continue to explore new pathways for delivering additional efficiencies on top of the new Core credit requirements. This exploration is also motivated by the realization that an earlier Core revision launched in 2017 to better reflect our students' creative interests and creative disciplines, and to establish a curriculum that will provide all students with basic business skills, remains incomplete, despite the development of many new and innovative classes.

Beyond Fall 2024, therefore, we will examine the feasibility of:

- Embedding some of the 30 general education credits into major coursework;
- Further embedding the development of business skills into major courses of study, or even making **business** a required general education course;
- Fully **embedding** general educational requirements into courses delivered in major pathways and within creative disciplinary offerings, essentially replacing the current structures with a new approach; or
- Adopting a more **integrated** model, where primary responsibility for delivery of the Core would remain within the disciplines represented in English and Creative Writing, Humanities, History, and Social Sciences, and Science and Mathematics, but with all faculty playing a more intentional role in the design and delivery of the Core.

Rebalancing the delivery of the Core Curriculum to include more departments will require setting specific targets for departments to deliver Core courses, as well as intentional targets for student seats for the completion of college-wide electives, hopefully while encouraging students to pursue minors, certificates, internships, and other opportunities.

Objectives

1. Maintain the branding of Columbia Core, with a new set of principles.
2. Shift from a largely distributive model to a more integrated model, working over the summer to develop specific guidance for models apportioning Core delivery across the new academic structure adopted by the college.
3. Transition all students to the new requirements as soon as possible.
4. Develop and launch new or revised Core courses within creative disciplines.
5. Continue to improve the efficiency of the delivery of all general education classes.
6. Study and address the impact of these changes on our transfer agreements and relationships with transfer partners.

Impact on faculty

Our Core Curriculum is primarily delivered by faculty associated in three departments within the School of Liberal Arts: English and Creative Writing (ECW); Humanities, History, and Social Sciences (HHSS); and Science and Mathematics (SCMT). Additional humanities courses that are Core-eligible are provided by other departments, such as Art and Design, Music, and Cinema and Television Arts.

The proposal anticipates an adjustment in the number of full-time faculty required to teach the revised Columbia Core.

As we phase in a new Core, we expect the number of Core classes to decrease slightly (the exact number has yet to be modelled) and the percentage of Core courses being taught by faculty in the disciplines currently housed in ECW, HHSS, and SCMT to decline to 70 percent of the total classes needed.¹

The ECW, HHSS, and SCMT full-time faculty currently number 73, and we would expect that major requirements and new Core requirements could be delivered with 60 to 62 faculty, depending on expertise.

Some faculty (full-time and part-time) will no longer be able to teach Core courses, based on the new philosophy and criteria, and they will be impacted by this change. While several tenured faculty in these departments are currently on phased retirements, additional action may be needed to adapt full-time faculty staffing levels to the revised Core requirements, resulting in the departure of full-time faculty – both tenured and non-tenured – beyond phased retirements

¹It should be noted that ECW is the home to two majors and one graduate program, and HHSS and SCMT are each home to recently relaunched programs that are showing some signs of growth.

to arrive at the aforementioned 60-62 figure. This may be achieved through either a VSIP (Voluntary Separation Incentive Program), terminations, or a combination of both.

Comprehensive program assessment and planning

As a part of a study begun last summer, a comprehensive review of all major programs of study was undertaken in February 2024. Based on the results of the review and the college’s current financial circumstances, all programs are being placed in an intensive and iterative **three-year assessment and planning process** to ensure sustained focus and progress toward goals. While programs are ordinarily assessed on a rolling basis, in this instance, this process will occur simultaneously across all programs in order to achieve the coordination and coherence required and to facilitate the implementation of concerted college-wide recommendations.

In March 2024, the Provost will confer with all academic departments about measures to be taken to strengthen **all programs** and improve outcomes, especially those related to student retention and graduation. Those may include adjustments to program requirements, changes in pedagogy, curricular or extra-curricular support, strengthened connections to industry, or other actions.

Regardless, program design will be assessed to ensure that programs are coherent and directed, and that they avoid narrow specializations and undue reliance on major electives. In addition to the annual program health and sustainability process, the following elements will be regularly reviewed as a measure of Core Curriculum and major program vitality: total enrollment; new enrollment trends; retention rates; DFW rates, i.e., the percentage of students in a program’s course who receive grades of ‘D’ or ‘F’ in, or withdraw [‘W’] from, the course; average class size; student satisfaction; and cost per credit.

For major programs, the reviews will also encompass graduation rates; program complexity, as measured by the number of credits required, the number of awarded exceptions, and the proportion of major credits filled by major electives; program integrity, as reflected by alignment between design, implementation, and outcomes; and the level of creative industry engagement with the program. Where available, data on prospective student demand, the competitive landscape in which current programs operate, and forecasted job-market data will also be considered.

The review process has already identified several **programs of concern** that are deserving of a special planning focus. The range of options to be considered for these programs, in addition to the general program strengthening measures mentioned above, will include program elimination, program combination, or substantial revision.

Department	Programs	Leading reasons for “program of concern” designation
American Sign Language	ASL Interpretation (BA)	Enrollment trends, graduation rates

Audio Arts and Acoustics	Music Technology	Enrollment trends, retention and graduation rates
Art Design	Fine Arts (BA, BFA)	Enrollment trends, retention and graduation rates
Business & Entrepreneurship	Arts Management (BA), Design Management (BA)	Enrollment trends, retention and graduation rates
Cinema and Television Arts	Documentary (BA), Television Writing and Business (BFA)	Enrollment trends
	Film and Television (BA, BFA)	Program complexity, enrollment trends
Communication	Advertising (BA), Communication (BA), Photojournalism (BA), Public Relations (BA)	Enrollment trends, graduation rates
Dance	Dance (BA, BFA)	Enrollment trends, retention and graduation rates
English and Creative Writing	English (BA)	Enrollment trends
Fashion Studies	Fashion Design (BFA)	Enrollment trends
Interactive Arts and Media	Computer Animation (BFA), Immersive Media (BA), Programming (BA, BS), Traditional Animation (BFA), UX/Design (BA)	Enrollment trends
Music	Music (BA), Contemp. Music (BMus), Music Composition (BMus)	Program complexity, enrollment, retention and graduation rates
Photography	Photography (BA, BFA)	Enrollment trends, retention and graduation rates
Theatre	Musical Theatre (BA), Musical Theatre Performance (BFA), Theatre (BA), Theatre Design and Technology (BA)	Enrollment trends, program complexity, graduation rates

Timing and Implementation

The assessment of programs of concern will begin in spring 2024, with a deadline of Fall 2024 for determinations so that changes can be incorporated into the Fall 2025 schedule and Catalog. The recommended timing for completing phase one, the proposed three-year iterative assessment and planning process, is November 2024, with a status report to be presented to the campus for comment and to the Board for its consideration in January 2025.

Given that some departments are already assessing departmental program arrays for possible revision or termination, the Provost will work separately on any voluntary action to ensure that

the college complies with best practices to manage the potential impact, including teach-out requirements and faculty and staff workloads and work assignments, on affected students, faculty, and staff.

Impact on faculty

As the program review process continues, the impact on faculty staffing will become clearer. It is recommended that any eliminations be the subject of a second status report to be presented to the campus and the Board in March 2025, together with more concrete proposals for mandated program terminations and associated full-time faculty terminations.

Restructuring the Academic Enterprise

The complex structure of today's Columbia College Chicago is a legacy of several factors: the larger enrollments of an earlier era, the centralization of systems to provide consistency and meet regulatory standards, increased student expectations for better support services, and the adoption of structures common to peer liberal arts institutions but perhaps less suited to the college's creative environment. The steps below will better match resources to needs; reflect the current size of our faculty, staff, and student populations; and allow us to be nimbler in curriculum planning and execution. They will also enable the reimagined Columbia Core to thrive more fully, allow for programs to collaborate more closely, make it easier for students to navigate and participate in creative activities, and promote faculty engagement in meaningful cross-disciplinary practices.

1. **Reimagined School Structure.** Currently, Columbia is divided into four schools: the School of Graduate Studies and three "academic schools:" the School of Liberal Arts and Sciences, School of Media Arts, and School of Fine and Performing Arts. In addition to each dean's administrative staff, fifteen academic departments are allocated among the three academic schools, each with complements of full- and part-time faculty and academic staff.

Through this plan, we will:

- a. **Eliminate the School of Graduate Studies**, transferring necessary functions to other academic offices. The position of graduate dean will be eliminated.
 - i. Except for robust programs (current examples are Music Composition for the Screen, Cinema and Television Directing/Producing, and Creative Writing), graduate programs will be run on an auxiliary model, generally with faculty teaching on an overload basis or with qualified adjunct staffing, and graduate programs attracting four or fewer students will ordinarily be suspended.
 - ii. Management of graduate programs will be the responsibility of the heads of the academic discipline in which the program resides, with additional oversight provided by the Graduate Council.
 - iii. Graduate program design and delivery will be consistent with the college's strategic goals for graduate education.

- b. **Eliminate the Schools of Liberal Arts and Sciences, Media Arts, and Fine and Performing Arts.** These will be replaced by eight creative entities, still known as “schools” but characterized by different elements and a different leadership structure than those of the existing Schools. Each school will be headed by an academic “director” who will have responsibilities similar to those of current department chairs: managing the curricular process and the delivery of the curriculum; managing and deploying faculty and supporting faculty development; managing and supporting staff; supporting student development and retention; and creating community. The positions of dean for the Schools of Liberal Arts and Sciences, Media Arts, and Fine and Performing Arts will be eliminated; deans’ staff roles will be transferred to other academic offices created under this plan, as needed.
- c. Create two new positions reporting to the provost, Dean of Academic Programming and Dean of Faculty Affairs, who will have joint oversight of the new schools. The Dean of Academic Programming will collaboratively manage the development of the academic schedules and ensure delivery of the general education program. The Dean of Faculty Affairs will support and manage the tenure, promotion, evaluation, and development of faculty, as well as other processes. Administrative responsibilities should represent no more than 75 percent of a dean’s workload, and faculty serving in these roles will be expected to continue to teach and advance the work of their home departments. The number and responsibilities of Associate Deans in this model is yet to be determined.
- d. The school directors will report to the Provost on all matters, but will report to the Deans of Faculty Affairs and Academic Programming on matters relevant to their areas of authority. The deans, any associate deans, and school directors will all sit on the Provost’s Council.

Organizational charts outlining the new schools structure can be found at the end of this report.

Impact: this will reduce by approximately 50 percent the current number of academic administrators with the title of Dean, Associate Dean, and Department Chair. Those currently in those roles will return to faculty status, and savings will be generated from eliminated stipends and dedicated professional development funds. As departments combine, there will also be savings in staffing that remains to be fully defined and quantified.

2. **The Office of the Provost**

- a. **Special Appointments:** The number of faculty members serving in associate provost roles will be strictly limited to those necessary to advance the work of the college. For faculty members serving as associate provosts below the rank of Senior Associate Provost, associate provost responsibilities will continue to represent no more than 60 percent of a faculty member’s workload, and faculty serving in these roles will be expected to continue to teach and advance the work of their home departments.
- b. **Financial Management:** Develop a centralized model for budget planning and management appropriate to the new “school” structure.
- c. **Advising:** Build a new embedded model for professional academic advising, where advisors are managed centrally but work in the schools in close connection with

academic managers, faculty mentors, and career counselors to provide informed frontline services for students.

- d. By the end of April 2024, the college will consider other opportunities to streamline Provost's Office operations and reduce overhead.

Reimagine academic collaborative adjacencies

Our programs are housed in departments organized into schools in ways that imagines creative practice as narrow disciplines: Art. Photography. Music. Theatre. Dance. We know from the experiences of our alumni and the interests of our students that today's creatives think expansively about their practice, creating art across disciplines and modalities. The structure that is set out below will allow us to build on current strengths and will provide an accessible framework for prospective students. The proposed combinations of programs and departments are intended to facilitate faculty and student collaboration across disciplinary boundaries.

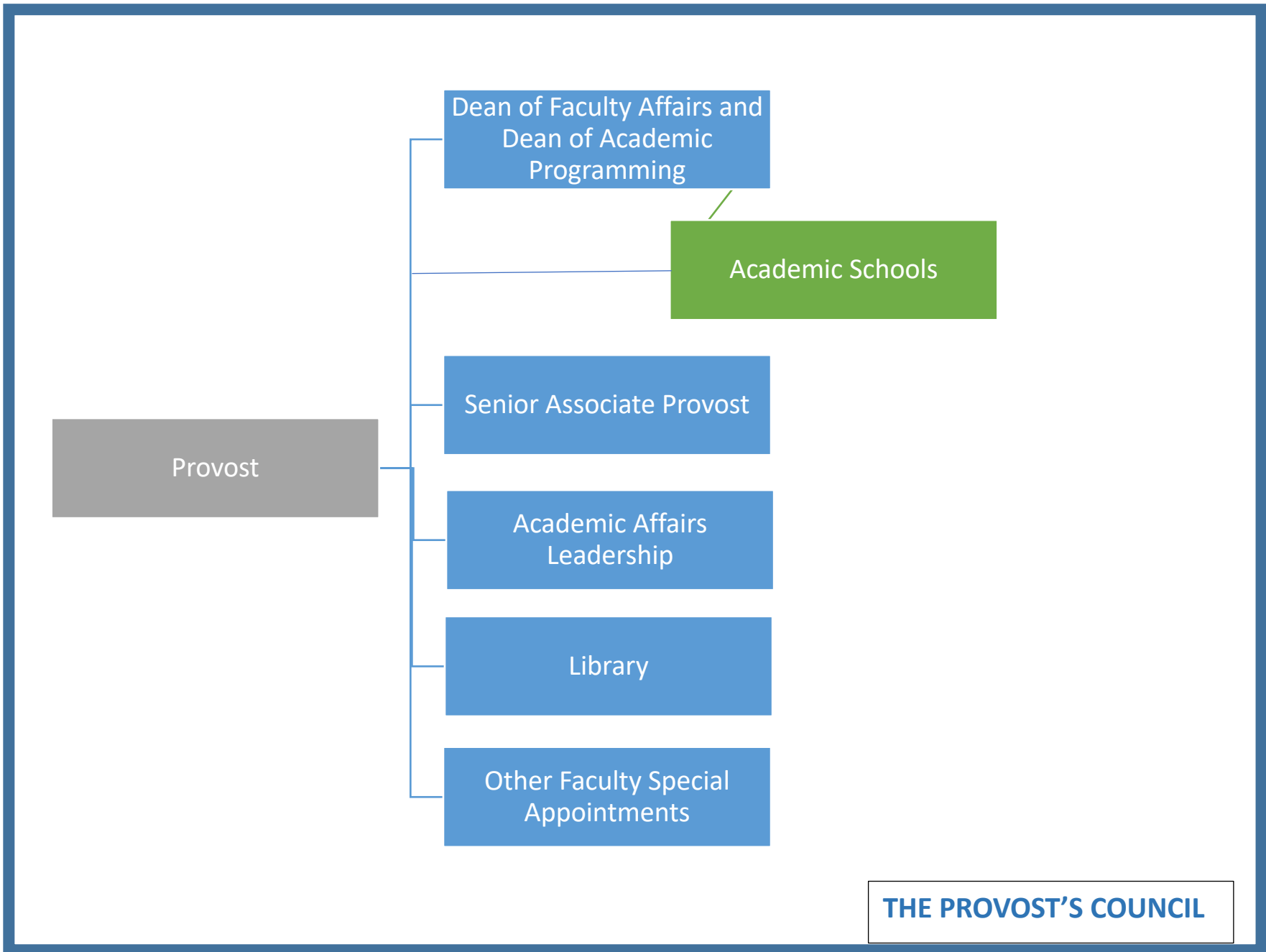
The new model will allow for the industry feedback that is crucial for student development and programmatic renewal. It also incorporates structural realignment and the development of specific targets for external and internal engagement and collaboration, to include benchmarks such as shared curriculum and faculty and student engagement, to forestall the gradual reestablishment of barriers to collaboration.

A revised model for faculty vitality

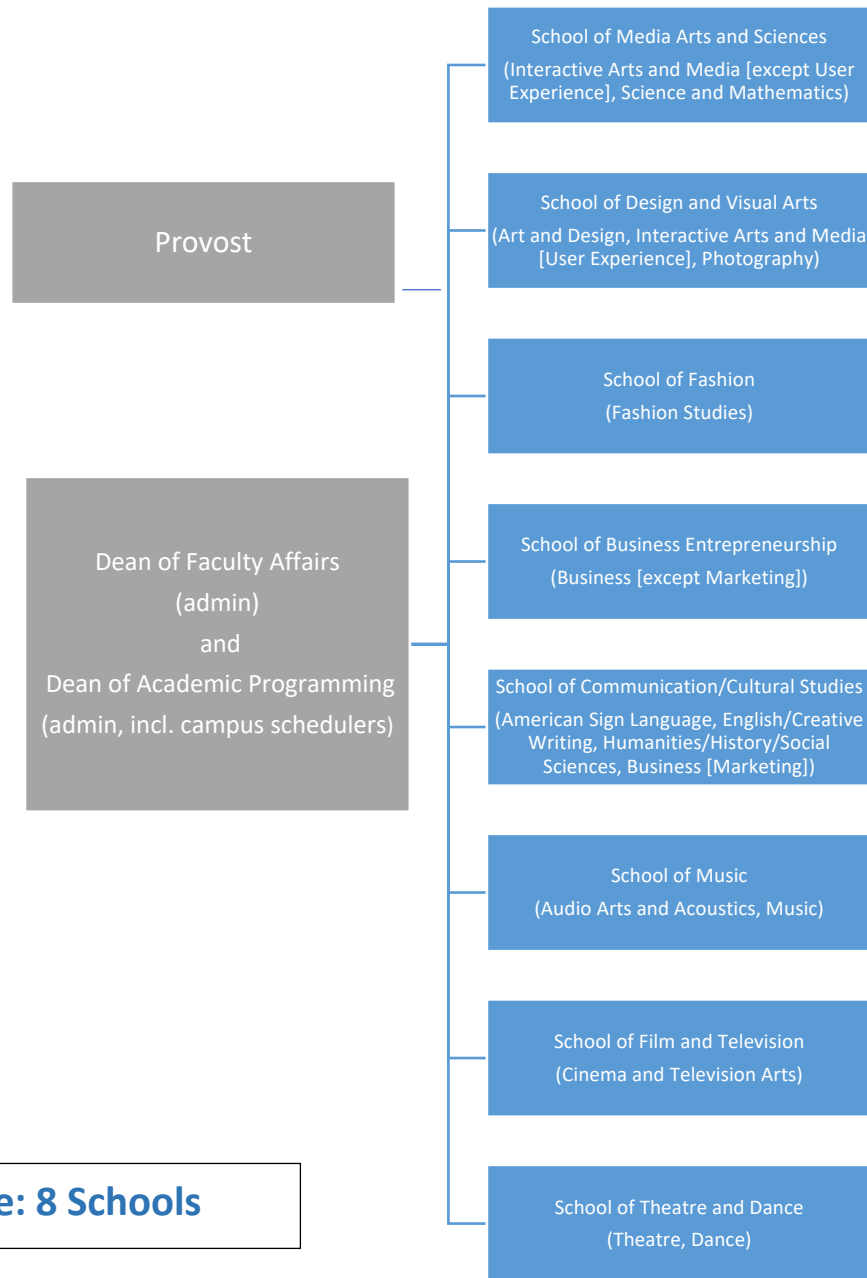
The College remains committed to the foundational principles of tenure, academic freedom, shared governance, and professional development, as stated in the Statement of Policy. The new Dean of Faculty Affairs will be responsible for promoting and fulfilling these commitments as co-lead in the new school structure. Processes for pre-tenure review, tenure, and promotion across all ranks will remain unchanged during any restructuring.

Using the faculty workload process, the Provost will work with chairs and faculty to adjust the balance of teaching, scholarship/creative work, service, and professional development responsibilities of tenured faculty. A proposal to increase, effective in FY25, the tenured faculty teaching expectation from 18 to 21 credits (i.e., from 6 to 7 courses) per academic year, with related adjustments to scholarly/creative, service, and professional development expectations, will be submitted to the Statement of Policy Review Committee for its review. Tenured faculty who agree to increase their annual teaching load from 18 to 21 credits or more in AY2024-25 will have their post-tenure review clock suspended for one year.

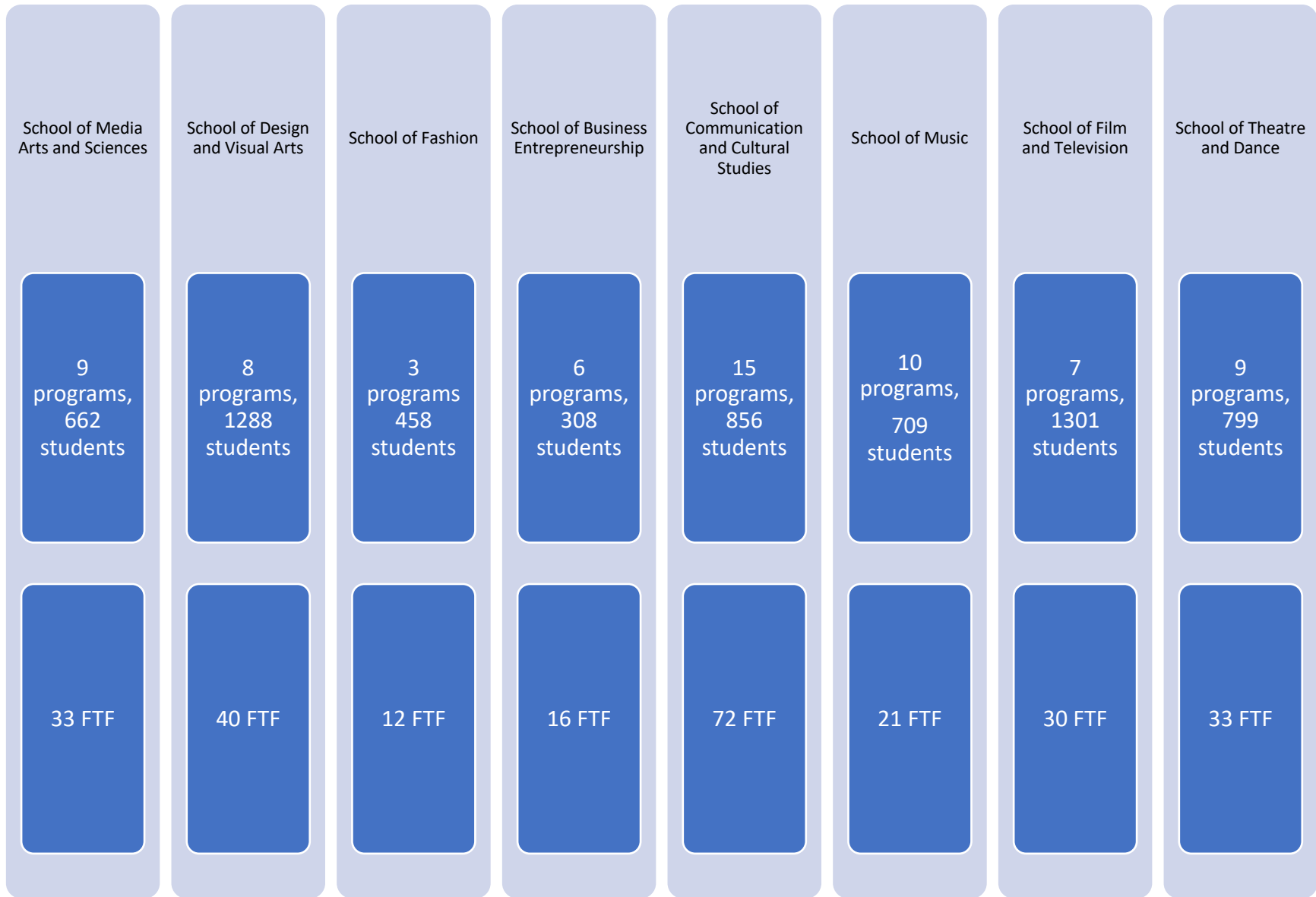
In the new academic structure, the processes related to the evaluation, tenure, and promotion of full-time faculty and the evaluation of part-time faculty will be managed by the Dean of Faculty Affairs. Support for faculty growth and development will continue to be supported by the Associate Provost for Faculty Development and Research and will be reassessed at the conclusion of AY2024-25.



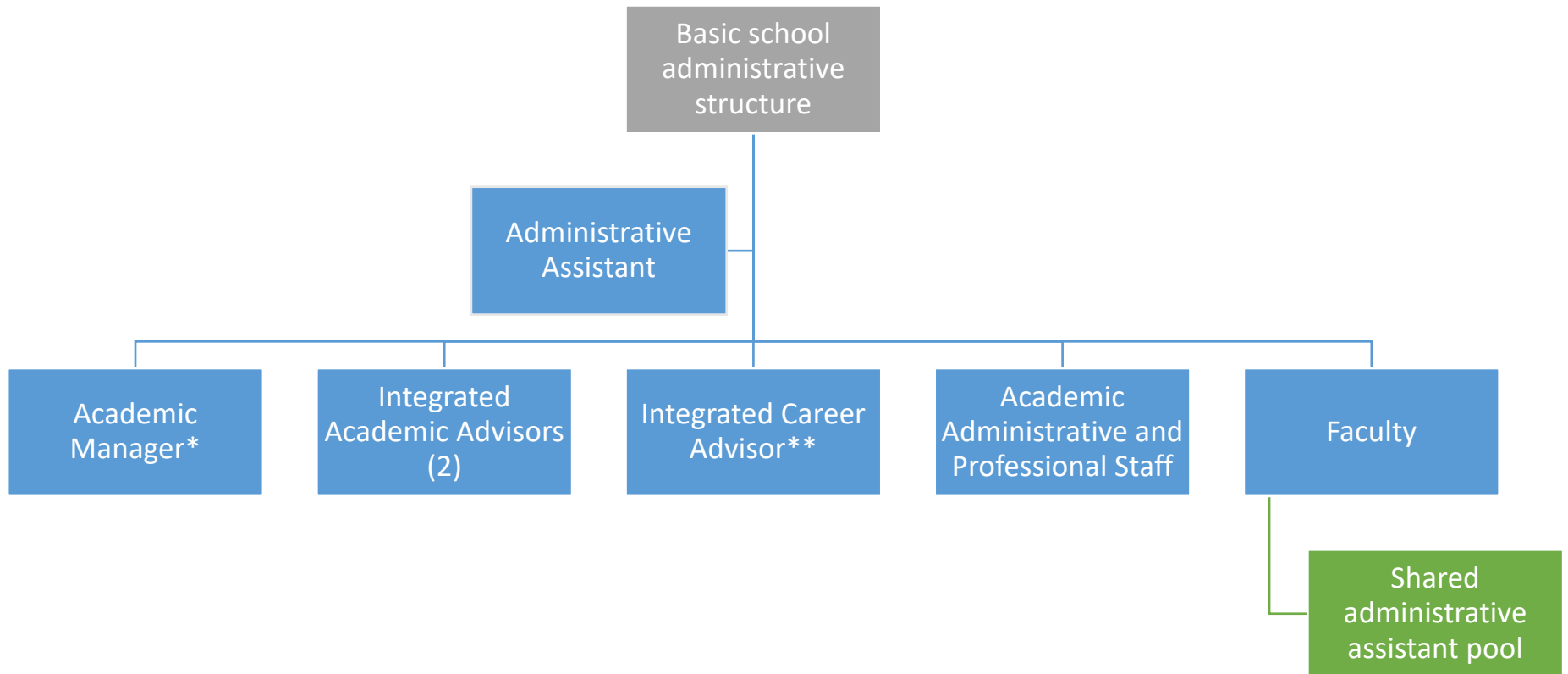
THE PROVOST'S COUNCIL



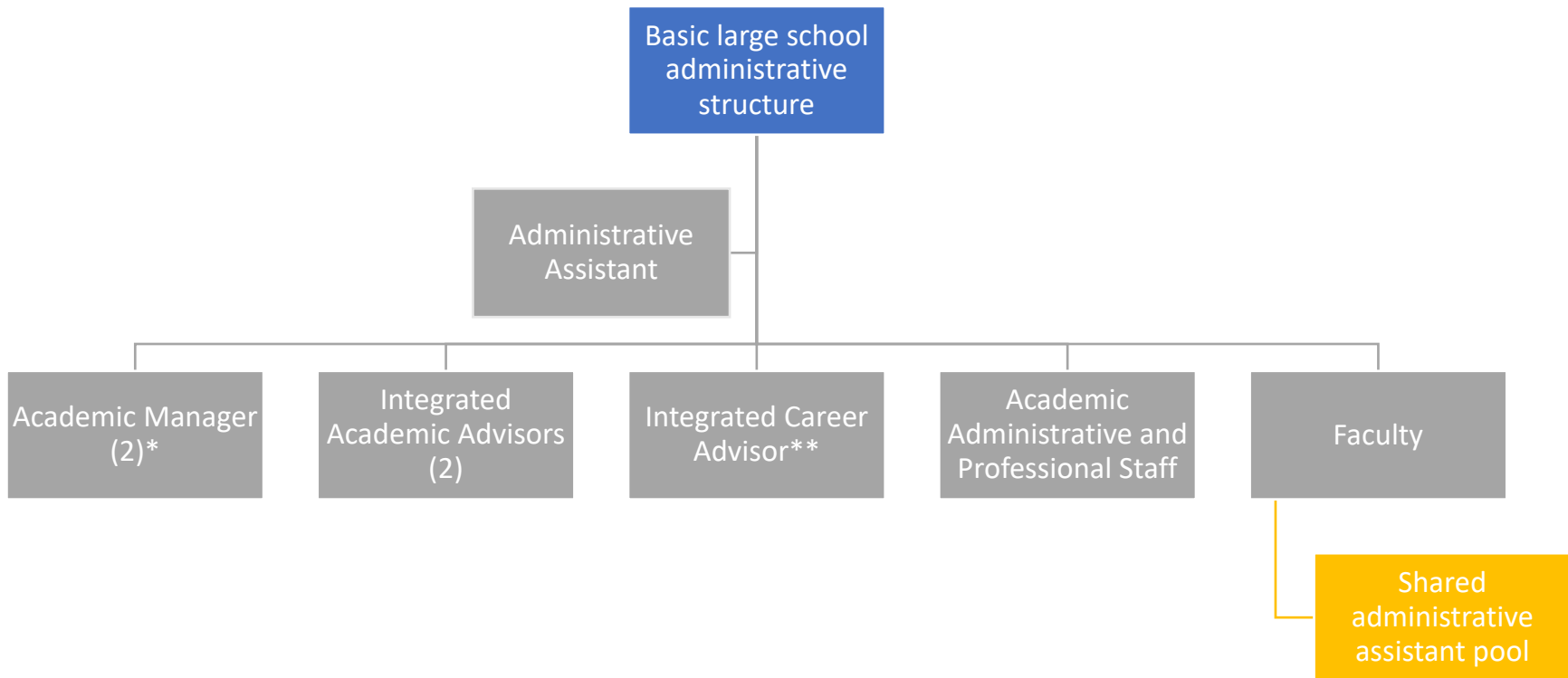
New School Structure: 8 Schools



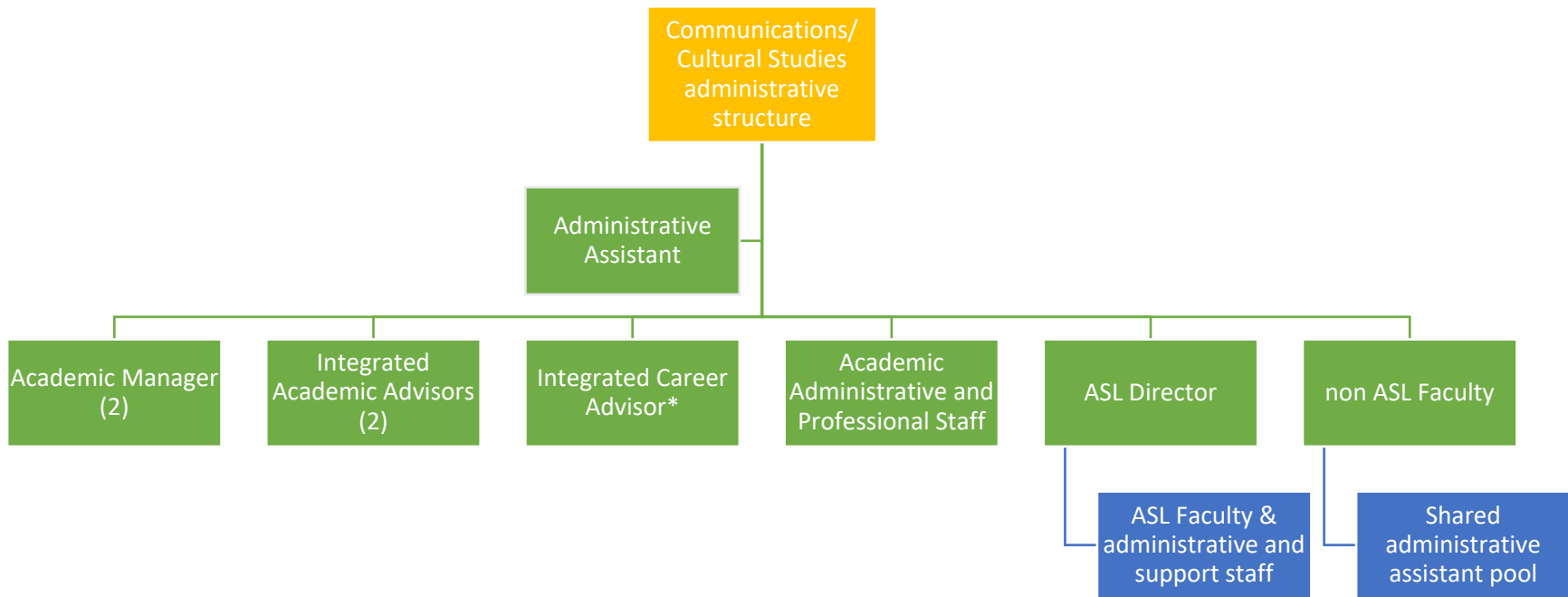
New School Structure: Program, Student, and Faculty Distribution



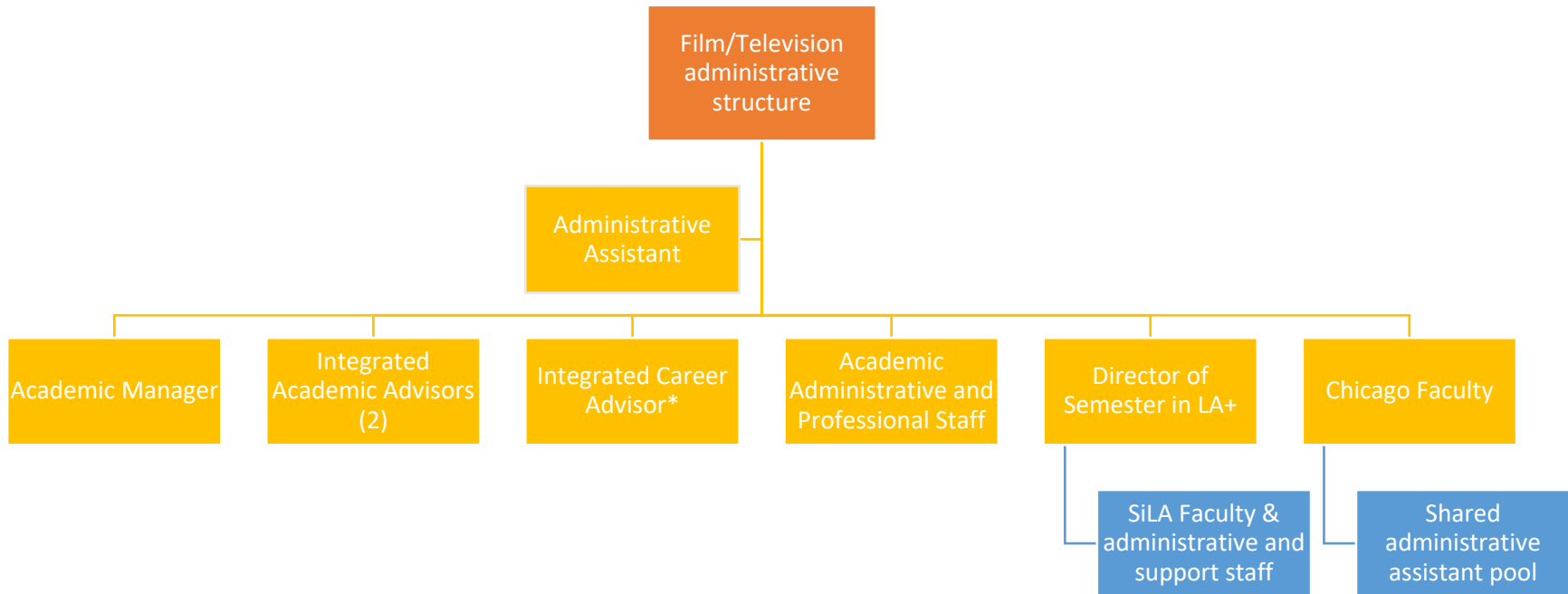
*In this model the Academic Manager role has responsibilities that include support for students and department operations, and together with the integrated (but centrally managed) academic advisors, career advisors (**proposed), and faculty mentors, will provide more easily accessible services for students.



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+ Assumes current “Associate Dean” role will shift with elimination of the School of Media Arts.