

AOD Task Force Survey Results

Survey Sections

- Evaluation of the four models using the seven principles from the original charge
- Ranking of the four models (1 - Most Favored, 4 - Least Favored)
- Summary or Additional Comments

Survey Responses

- 84 Respondents
 - 69 Full-time Faculty Members
 - 1 Emeritus Faculty Member
 - 2 Staff Members
 - 1 Visiting Faculty Member
 - 1 Part-time Faculty Member
 - 10 Unknown



Reorganization Model 1 (Revised)

- All units report to Academic Affairs
- Parenthesis indicates cases where unit names will need to be negotiated
- The units listed within each bubble are listed by their current names. However, the internal structure of each is yet to be determined.

College of Professional Studies Dean

Leighton School of Business and Economics

Assistant/Associate Dean(s)
<Leighton School Centers>

- Accounting, Finance, and International Business
- Decision Sciences and Economics
- Marketing, Management, and Business Law

School of Education

Assistant/Associate Dean(s)

- Counseling and Human Services
- Professional Educational Services
- Secondary Education and Foundation Education
- Teacher Education and Special Education

(Dwyer School of Health Sciences)

Assistant/Associate Dean(s)
<Dwyer School Clinics/Centers>

- Clinical Lab Science
- Dental Education
- Health Sciences
- Radiography and Medical Imaging
- Nursing
- Rehabilitation Science

College of Arts and Sciences Dean

<CAS Centers>

Raclin School of the Arts Assistant/Associate Dean(s)

- Communication Studies
- Fine Arts
- Music
- Theatre and Dance

School of Humanities and Social Sciences Assistant/Associate Dean(s)

- Criminal Justice
- English
- History
- Philosophy
- Political Science and Public Affairs
- Psychology
- Sociology and Anthropology
- Sustainability Studies
- Women's and Gender Studies
- World Language Studies

Division of Interdisciplinary Studies Executive Director

- Liberal Studies
- General Studies

School of Natural Sciences Assistant/Associate Dean(s)

- Biological Sciences
- Chemistry and Biochemistry
- Computer and Information Sciences
- Mathematical Sciences
- Physics and Astronomy

Reorganization Model 2 (Revised)

- All units report to Academic Affairs
- Parenthesis indicates cases where unit names will need to be negotiated
- The units listed within each bubble are listed by their current names. However, the internal structure of each is yet to be determined.

College of Education and Arts Dean

School of Education Assistant/Associate Dean(s)

- Counseling and Human Services
- Professional Educational Services
- Secondary Education and Foundation Education
- Teacher Education and Special Education

Raclin School of the Arts Assistant/Associate Dean(s)

- Communication Studies
- Fine Arts
- Music
- Theatre and Dance

(Leighton College of Business and Economics)

Dean
Assistant/Associate Dean(s)
<Leighton College Centers>

- Accounting, Finance, and International Business
- Decision Sciences and Economics
- Marketing, management, and Business Law

College of Liberal Arts and Sciences

Dean
Assistant/Associate Dean(s)
<CLAS Centers>

- Biological Sciences
- Chemistry and Biochemistry
- Computer and Information Sciences
- Criminal Justice
- English
- General Studies
- History
- Liberal Studies
- Mathematical Sciences
- Philosophy
- Physics and Astronomy
- Political Science
- Psychology
- Sociology and Anthropology
- Sustainability Studies
- Women's and Gender Studies
- World Language Studies

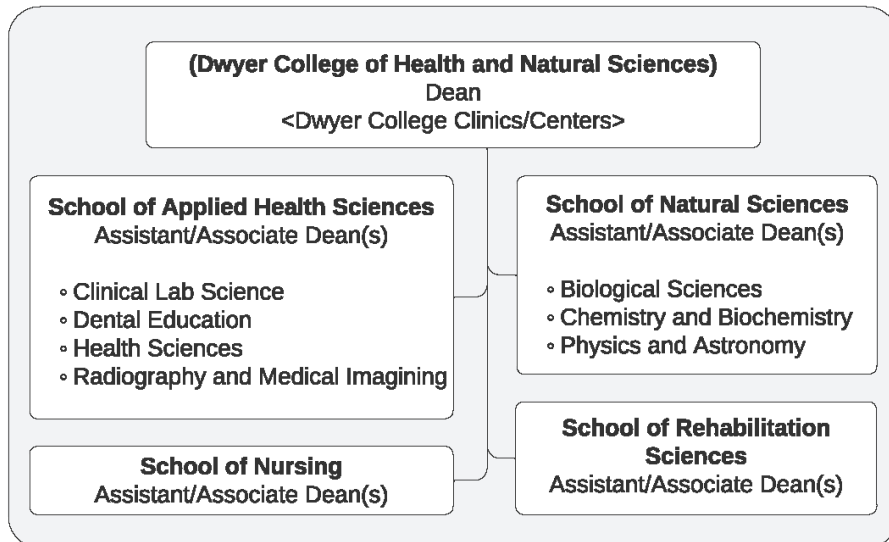
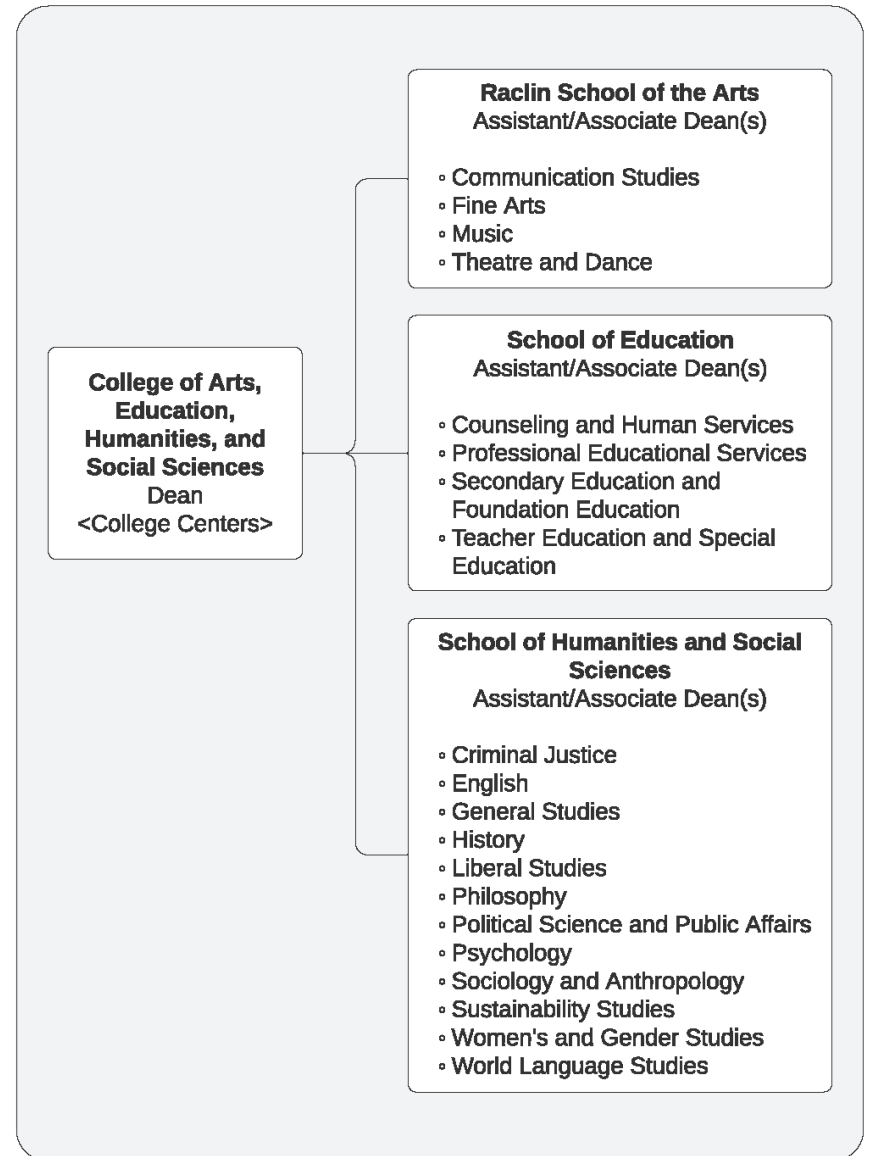
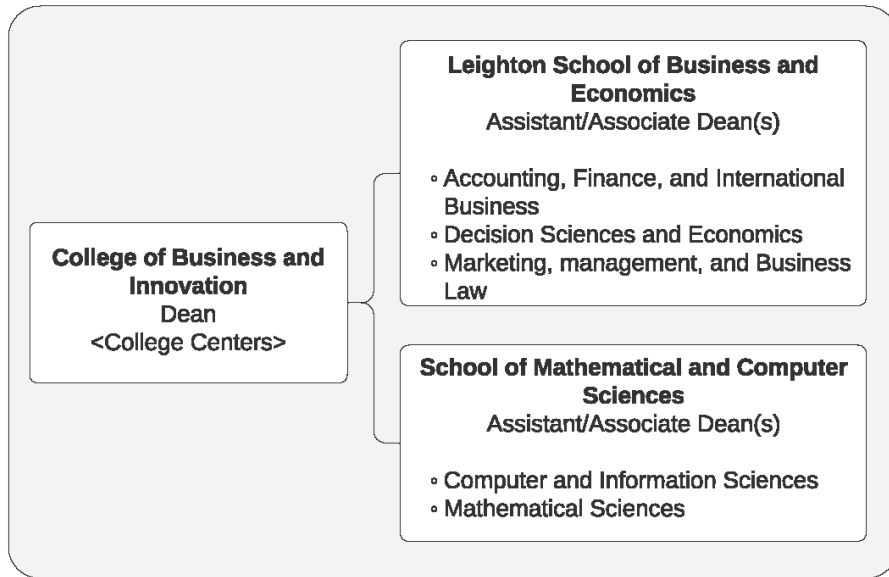
Dwyer College of Health Sciences Dean

Assistant/Associate Dean(s)
<Dwyer College Clinics/Centers>

- Clinical Lab Science
- Dental Education
- Health Sciences
- Radiography and Medical Imaging
- Nursing
- Rehabilitation Science

Reorganization Model 5 (Revised)

- All units report to Academic Affairs
- Parenthesis indicates cases where unit names will need to be negotiated
- The units listed within each bubble are listed by their current names. However, the internal structure of each is yet to be determined.



Reorganization Model 6 (Revised)

- All units report to Academic Affairs
- Parenthesis indicates cases where unit names will need to be negotiated
- The units listed within each bubble are listed by their current names. However, the internal structure of each is yet to be determined.

(Dwyer College of Education and Health Sciences)

Dean

(School of Health Sciences)

Assistant/Associate Dean(s)

<School Clinics/Centers>

- Clinical Lab Science
- Dental Education
- Health Sciences
- Radiography and Medical Imaging
- Nursing
- Rehabilitation Science

School of Education

Assistant/Associate Dean(s)

- Counseling and Human Services
- Professional Educational Services
- Secondary Education and Foundation Education
- Teacher Education and Special Education

(Leighton School of Business, Computing, and Economics)

Dean

Assistant/Associate Dean(s)

<Leighton School Centers>

- Accounting, Finance, and International Business
- Computer and Information Sciences
- Decision Sciences and Economics
- Marketing, Management, and Business Law

School of Social and Natural Sciences

Dean

Assistant/Associate Dean(s)

<School Centers>

- Biological Sciences
- Chemistry and Biochemistry
- Communication Studies
- Criminal Justice
- Mathematical Sciences
- Physics and Astronomy
- Political Science
- Psychology
- Sociology and Anthropology
- Sustainability Studies
- Women's and Gender Studies

(Raclin School of Arts and Humanities)

Dean

Assistant/Associate Dean(s)

<Raclin School Centers>

- English
- Fine Arts
- General Studies
- History
- Liberal Studies
- Music
- Philosophy
- Theatre and Dance
- World Language Studies

Ranking of Models

Measurement	Model 1	Model 2	Model 5	Model 6	Sum
Average ranking	2.1	2.0	2.8	3.1	NA
Median	2	2	3	3	NA
Frequency of ranking of 1:	17	23	12	4	56
Frequency of ranking of 2:	22	17	9	8	56
Frequency of ranking of 3:	10	7	16	23	56
Frequency of ranking of 4:	7	9	19	21	56



Rating of Models

Measurement	Model 1	Model 2	Model 5	Model 6	Sum
Average rating	2.2	2.0	3.0	3.3	NA
Median	2.0	2.0	3.0	3.0	NA
Frequency of rating of 1:	29	33	14	5	81
Frequency of rating of 2:	26	27	12	8	73
Frequency of rating of 3:	13	13	18	31	75
Frequency of rating of 4:	16	11	39	39	105



Guiding Principles Evaluation

- 1. Remains true to the mission, vision, and values of IU South Bend, including our student-centric and inclusive focus as a teaching institution serving our region*
- 2. Reflects faculty, student, and other stakeholder input and recommendations?*

Models	Yes GP1	No GP1	Yes GP2	No GP2
Model 1	22	22	16	17
Model 2	28	7	30	5
Model 5	14	23	9	38
Model 6	9	20	9	28

Guiding Principles Evaluation

- 3. Improves student recruitment, persistence, belonging, and completion.*
- 4. Enhances opportunities for interdisciplinary collaboration.*

Models	Yes GP3	No GP3	Yes GP4	No GP4
Model 1	15	13	23	21
Model 2	12	11	19	26
Model 5	14	26	18	24
Model 6	5	23	7	25

Guiding Principles Evaluation

- Creates efficiencies that free up faculty and staff to focus on teaching, research, student support, and outreach.*
- Creates structures that are simpler and more nimble so we can adapt as our region's needs change.*

Models	Yes GP5	No GP5	Yes GP6	No GP6
Model 1	13	26	17	23
Model 2	9	28	17	24
Model 5	11	27	16	27
Model 6	4	25	6	31

Guiding Principles Evaluation

Results in administrative and operational budget savings?

Models	Yes	No
Model 1	32	19
Model 2	21	9
Model 5	19	9
Model 6	11	9

Major Themes – Model 1

- Model has the greatest potential for operational and administrative budget savings of the four models
- Creates distinct divide between the professional and liberal arts, potentially leading to “us versus them” mentality, “professional studies and everyone else”, not representative of a “comprehensive university”
- Not too disruptive to implement; preserves all current colleges as schools
- Not student centric due to two large colleges (students better served by smaller colleges)

Major Themes – Model 2

- Least disruptive of the four models
- Model best sustains and executes the mission, vision, and values that have been developed by the schools/colleges and IU South Bend
- Combining Education and Arts is the simplest approach, will garner broad support since it represents little change, but may not be the best for Arts and Education.
- Model maintains status quo - doesn't have significant impact on improving student recruitment, persistence, belonging, and completion, enhancing opportunities for interdisciplinary collaboration, creating efficiencies, and creating structures that are simpler and more nimble
- Model would likely afford the least amount of administrative and operational budget savings

Major Themes – Model 5

- A very disruptive model for departments and faculty
- STEM faculty are strongly opposed the splitting of Computer Science and MATH from the natural sciences (loss of STEM cohesiveness, identity, breadth of application)
- It isn't beneficial to divide up CLAS
- Modest savings depending on the number of Associate Deans, but up-front cost could be significant
- The model supports the Mission by placing key units together

Major Themes – Model 6

- CLAS is segmented into various colleges disrupting existing collaborations and interdisciplinary programs
- The College Health Sciences and the School of Education aren't a natural pairing and would lack coherence
- The model would be very disruptive to the academic community given the significant dislocation of departments
- There wouldn't be significant savings given that there would be four deans and significant costs to implement the model
- Computer Science belongs with the STEM departments

Major Themes – Summary Question

- Models 1 and 2 are favored
- The benefits of the reorganization remain unclear, there wasn't sufficient information to make informed decisions, and the process has been rushed
- Too many campus initiatives, faculty morale is low
- Unless there are significant savings, changing the structure is not worth the upheaval when there are other means for budget savings
- The hard work of the committee is appreciated
- Merge Arts with CLAS and leave the professional schools as they are

