



Tips for Considering and Proposing Departmental Restructuring

Draft

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The Conversation: Should We Restructure?

Sample discussion questions to help you consider restructuring

- Has your discipline evolved so that new boundaries or combinations or names could enhance potential?
- Do you have critical mass for achieving strength?
 - ✓ Recruiting and retaining excellent faculty, staff and students: Do they see a vibrant department where they can do their best research and teaching/learning and collaborate with peers?
 - ✓ Attracting research funding, taking on complex research issues, engaging in interdisciplinary collaborations.
 - ✓ Providing depth and excellence in undergraduate and graduate education opportunities that will attract the best students.
- Do you have critical mass to fill leadership roles and functions:
Chair, Graduate Studies, Undergraduate Studies, Budget, Curriculum, Communications, Events, Planning, Self-studies, Merit/Promotion/Personnel, Planning, Fundraising...
- What other benefits or opportunities are possible?
- What information/data do you need to help assess your current state and compare with others?
Who can help provide that data?
- Who will provide the leadership needed?

Want Help?

For assistance in facilitating conversations to consider and plan restructuring efforts:

Contact: OQI - Maury Cotter, mcotter@wisc.edu

Some Restructuring Options to Consider

1. Merging of small departments and/or programs.

- Comparative Literature and Folklore Program – L&S
- Forest and Wildlife Ecology – CALS

2. Reconfiguring of existing departments

- Three departments: Anatomy, Physiology and Pharmacology restructured to form:
 - Two departments: Cellular and Regenerative Biology, Neuroscience - SMPH
- Orthopedic Surgery pulled out of Surgery and merged with Rehabilitative Medicine – SMPH

3. Dissolving an existing department

- Engineering Mechanics – faculty selected other departments to move into

4. Converting a program into a department

- Biomedical Engineering

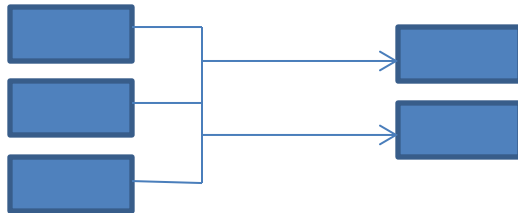
Campus Examples of Restructuring

Example A:

In the School of Medicine and Public Health

Three departments: Anatomy, Physiology and Pharmacology restructured to form:

Two departments: Cellular and Regenerative Biology, Neuroscience



“The new structure features research priorities as opposed to traditional teaching disciplines. The new departments formed reflect the strengths of the departments dissolved. It made the focuses stronger.”

Rick Moss, Associate Dean, School of Medicine and Public Health

Interview: <http://www.youtube.com/watch?v=aGyri6DfxRE&feature=youtube>

“Optimal size and strength go hand in hand. We are seeking optimal size.”

Optimal Size Allows:

- Goal of collaborative, programmatic research
- Need critical mass to develop focused research areas
- Recruit and retain – people want to be part of a program of research by its mass, achievements, synergy, collaboration
- Administrative functions strengthened; Better positions and career ladder for staff

Approved Proposals:

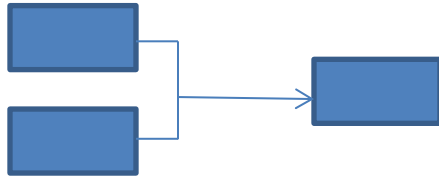
http://apir.wisc.edu/uapc/2010-11/UAPC_2010.12.16.03_Neuroscience_.pdf

http://apir.wisc.edu/uapc/2010-11/UAPC_2010.12.16.04Cell_and_Regen_Bio.pdf

Example B:

In the College of Letters and Science -

The Department of Comparative Literature and the Folklore Program merged to form
The Department of Comparative Literature and Folklore Studies.



*"Intellectual reasons have to be primary -
improving the ability to achieve the academic mission of the unit: improving a department's
ability to successfully engage in teaching and research, serve its students, and make significant
contribution to the field. "*

Mary Layoun

Department Chair, Comparative Literature

Challenges of being too small - difficult to:

- Provide the breadth of intellectual needs
- Compete on a national scale; reputation; grants
- Recruit, hire and retain the best faculty and graduate students
- Fill leadership roles and functions:
 - Chair, Graduate Studies, Undergraduate Studies, Budget, Curriculum, Communications, Events, Planning, Merit/Promotion/Personnel, Planning, Fundraising...
- Take sabbaticals
- Provide breadth of services to students

Approved proposal:

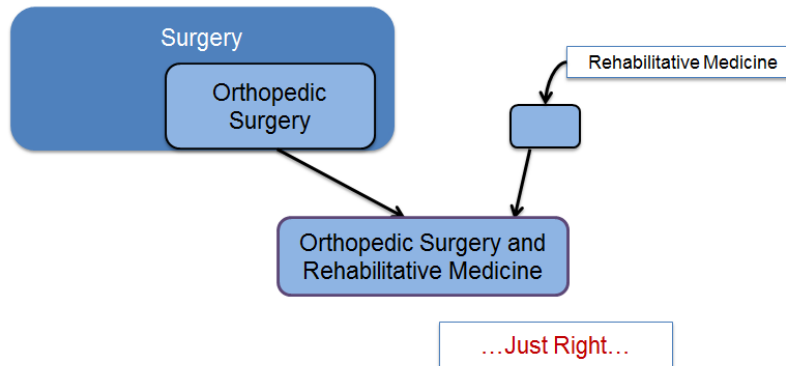
<http://apir.wisc.edu/uapc/2012-13UAPCdocuments/UAPC2012122017CompLitFolkIStu.pdf>

Example C:

In the School of Medicine and Public Health –

Seeking Optimal Size:

Too Big and Too Small to...



More Examples and “Why”:

College of Engineering

Dissolved a Department: Engineering Mechanics

- Not a strongly funded research program

A Program converted to a Department: BioMedical Engineering

- High interest in BME Masters Program
- Funding and collaboration opportunities

College of Agricultural and Life Science

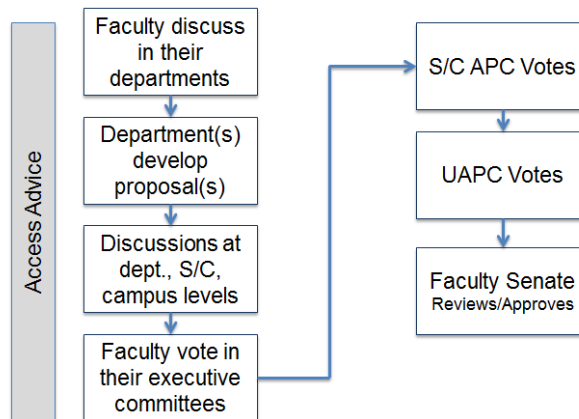
Merged to form Forest and Wildlife Ecology

For assistance, contact **APIR - Jocelyn Milner**, jmilner@wisc.edu



Proposals for New Departments and Department Restructuring

How to Do It: The Approval Process



Consult Maury Cotter (mcotter@wisc.edu), Office of Quality Improvement, for assistance with pre-plan developmental and strategic planning discussions.

Consult Jocelyn Milner (jocelyn.milner@wisc.edu), Academic Planning and Institutional Research when plans are taking shape and it's time to prepare proposals and enter the approval process.

Proposals, Approvals, and Endorsements

- Proposals for department restructuring usually impact faculty, staff and enrolled students; consequently careful planning is required with a fairly long lead time.
- Proposals are usually developed by the department faculty and the school/college dean's office. Proposals should include:
 - A proposal document that provides a rationale and plan for change (see below).
 - Documentation of formal votes at the faculty executive committee(s)
 - Clear documentation that faculty whose tenure home is impacted have been consulted
 - Letters of endorsement from other departments and schools/colleges who will be impacted (determined case-by-case)
- The proposal is conveyed from the school/college dean to provost (and dean of the Graduate School when relevant) with a cover letter confirming s/c support and appropriate governance review.

Planning usually takes considerable discussion and evaluation of alternatives; preparation of the proposal and supporting documents provides a framework for these discussions.

What to Include in a Proposal for Department Change/Restructuring

- Outline of rationale and driving force for change or restricting
- Academic and intellectual basis for the proposal
- Mission and purpose of the new unit
- Vision for research, teaching and service
- Scope and nature of departmental research
- Scope and nature of instructional programs, including at the undergraduate, graduate, professional and post-professional levels as appropriate
- Timeline for the proposed changes
- Physical facility resources – summarize how the proposed changes impact space needs
- Financial resources – summarize reallocation plans associated with the proposed change
- Departmental committee structure & duties, typically including an Executive Committee, curriculum committee, academic planning committee, and other committees that may needed to serve departmental needs (in keeping with FPP Ch 5)
- Redistribution of participating faculty and staff and impact of change on these individuals
 - Faculty rank and percentage & location of FTE lines
 - Teaching commitments and assignments
 - Faculty transfer of tenure documentation must conform to FPP Ch 5.14
- Allocation of faculty attention to key aspects of departmental life
 - Instruction and research missions
 - Governance in keeping with FPP
 - Budget and finances
 - Merit, promotion, and personnel decisions
 - Committees attending to internal and external communication

Anticipated Curriculum and Academic Program Changes

- Provide an explicit plan for the Subject listing (listing of courses) and what courses will be included for the new Subject listing, if requested
- Describe plans and provisions for undergraduate programs, graduate programs and professional or post-professional educational programs

Review FPP Ch5; Establish Policies to Allow for Effective Departmental Governance

- Establish procedures for selection of the department chair; this may be different from the first chair and then for subsequent chairs. Policy and process must be consistent with FPP Ch 5.30 and including any departmental specific considerations
- Departmental policy and procedures associated with the selection of the executive committee, consistent with FPP Ch 5.21 and including any departmental specific considerations

Examples of Proposals:

http://apir.wisc.edu/uapc/2013-14/UAPC_2013102405_EmergMed.pdf

http://apir.wisc.edu/uapc/2013-14/UAPC2013112103_DCSDeptMerger.pdf

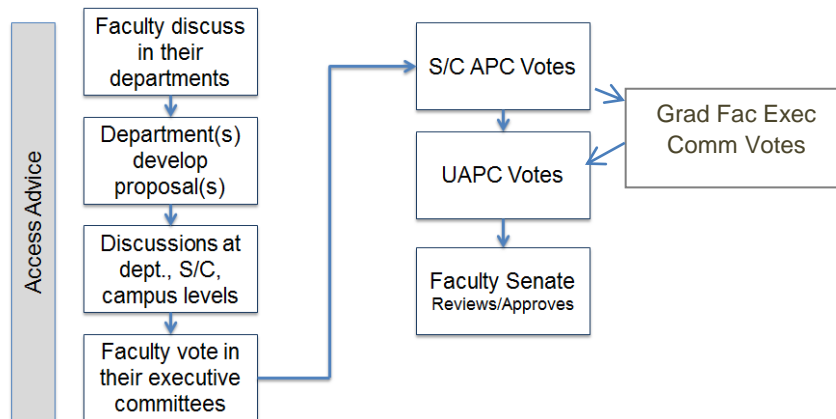
<http://apir.wisc.edu/uapc/2012-13UAPCdocuments/UAPC2012122017CompLitFolkStu.pdf>

For assistance, contact **APIR - Jocelyn Milner**, jocelyn.milner@wisc.edu



Proposals for Academic Program Restructuring

How to Do It: The Approval Process



Restructuring = Renaming, Merging, Suspending Admissions, Discontinuation

Academic Programs = Degrees, Majors, Certificates

Proposals, Approvals, and Endorsements

- Proposals for restructuring usually impact enrolled students; consequently careful planning is required with a fairly long lead time.
- Proposals are developed by the program faculty (ie faculty and staff “in charge” of the program), either from recognition of a need for change, in response to a scheduled or required review process, or in response to dean’s request to consider action
- Proposals need to include letters of endorsement from schools/colleges that will be impacted
- Proposals should have formal votes on documentation from faculty executive committee(s) giving approval, and then by the school/college APC or equivalent, GFEC when graduate programs are involved, and UAPC.
- The proposal is conveyed from the school/college dean to provost (and dean of the Graduate School when relevant) with a cover letter confirming s/c support and appropriate governance review.

What to Include in a Proposal

- Identification of the program(s), department, and lead contacts for more information
- A description of the rationale for the proposed restructuring, evidence (ideally from a scheduled or ad hoc review or evaluation process) supporting the proposal to change
- A timeline for implementation
- For suspending admissions or discontinuation, a teach-out plan (a description of how students in the pipeline will be supported until they complete the program) that addresses needs of enrolled students, prospective students, and stopped out students
- For programs that involved renaming, evidence that all students in the program accept the new name, or a plan to develop acceptance of the new name in advance of making the change
- For programs with a long history, or with many currently enrolled students, or many alumni, consideration of any kinds of objections from these constituencies or other stakeholders and a plan to be responsive; the proposal should summarize any planning with stakeholders
- If the rationale for suspending or discontinuing a program is budgetary, questions to address include impact on currently enrolled students, how the niche for the program is otherwise filled at UW-Madison or in WI especially for programs with workforce implications, what other options have been considered?
- Programs that no longer have the interest of students and faculty require much less documentation for discontinuation than programs with student and faculty involvement.

Where to Find More Detailed Information

- Suspending admissions (temporary) or discontinuing (permanently) academic programs
<http://apir.wisc.edu/uapc/SuspendingDiscontinuingPrograms.V.May.17.2012.pdf>
- Renaming academic programs
http://apir.wisc.edu/uapc/NameChange_Whattothinkabout_May2011.pdf
- Merging academic programs involves renaming and discontinuing programs; consequently the policies for those activities apply.

A Note about Courses and Curricular Restructuring

- Courses that are no longer being taught can be discontinued at any time through the regular course proposal process (<http://apir.wisc.edu/courses.htm>)
- Comprehensive departmental course renumbering or reorganization for streamlining can be a great idea; it also requires substantial advance planning because of ripple effects.

Recent Examples

Renaming

MS-Environmental Conservation: <http://apir.wisc.edu/UAPC201314April.htm>

MS/PhD Freshwater and Marine Sciences <http://apir.wisc.edu/uapc201213march.htm>

Suspended Admissions:

Global Cultures Certificate http://apir.wisc.edu/uapc/2013-14/UAPC2014050806_CrtGlobalCult.pdf

Discontinuation

Grad Certificate in Technical Communications <http://apir.wisc.edu/UAPC201314November.htm>