

# CAL STATE EAST BAY

Fifth College Feasibility Task Force Report

**June 20th, 2022**

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## Executive Summary

During her Convocation address for the 2021-2022 Academic Year, President Sandeen announced exploration of the creation of a fifth college<sup>1</sup> with an emphasis on health and related disciplines. Soon thereafter, she convened a Task Force whose charge was broadly to assess the feasibility of such an endeavor and to characterize important considerations for potential implementation. President Sandeen emphasized that no final decisions were yet made, and a key aim of the Task Force was to solicit perspectives and opinions from the broader campus community about this potential reorganization of academic units. Chosen by the President, members of the Task Force included five Department Chairs (representing those which would presumably be included in a new college, including Kinesiology, Nursing, Public Health, Social Work, and Speech, Language, and Hearing Sciences), the immediate Past Chair of the Academic Senate, an elected representative from the Academic Senate, the Associate Vice President of Facilities Development and Operations, the Associate Provost for Academic Planning & Resources, and the Interim Provost and Vice President of Academic Affairs. In addition to the explicit charge, the Task Force also deliberated the manner in which a potential fifth college might advance University priorities, especially those articulated as pressing in other fora of communication, and whether the information provided or available during this past year was adequate to ensure clear and transparent understandings of the full implications of such an effort within Cal State East Bay's articulated framework of shared governance. Of particular value to the Task Force was an overall evaluation process that was transparent, inclusive, and iterative.

The Task Force met bi-weekly from early February to mid-June 2022. The group discussed the elements of our charge, including strengths and weaknesses of the current colleges' configuration, opportunities and threats presented by the possible addition of a fifth college focused on health, as well as fiscal, space, and faculty governance implications. The committee also gathered feedback from Cal State East Bay colleagues, as well as those in other CSUs through several means, including: 1) an anonymous online survey distributed to faculty, staff, and students in the five academic departments involved in the Task Force; 2) two virtual campus forums that were open to the entire campus community; 3) an online feedback form made available to those who attended the campus forums; 4) informal department conversations; and 5) solicitation of input from department chairs at other CSUs regarding their experiences working in a health-focused college.

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<sup>1</sup> Feedback from faculty and staff in the Library indicate a sentiment of exclusion with the term "fifth" given that the Library functions administratively as a college despite not having "college" in its title.

Across all of these sources, some key themes emerged:

- There is enthusiasm among many for a health related college. Key potential opportunities include building new or strengthening existing relationships with funders and employers, interdisciplinary collaboration in teaching and research, and potential for enhanced or streamlined experiences for students interested in health careers. Other potential opportunities noted primarily by department chairs of accredited programs within and outside of the task force included the potential for more support with admissions, accreditation, and assessment.
- Many also shared serious concerns related to the formation of a new college. Potential threats identified include fiscal considerations, disruption to existing college structures, administration, and collaborations, and potential impacts on student experience. In particular, concerns were raised regarding drawing resources and attention away from essential existing student support services and/or academic advising and coursework.
- There were questions about whether a fifth college is needed, and if another entity, such as a center or institute, could perform some of the functions of a health-related college. Some raised questions about the selection process for identifying the five departments being considered for a move to a health-related college and involved in the task force. Depending on the unifying themes and mission of a health related college, different and/or additional departments may need to be included.

Overall, the task force believes that while a fifth college is feasible, and presents many opportunities, further engagement with the broader campus community is needed. Feedback should be solicited to inform the development of the proposed new college's structure, timeline, financing, and other key considerations for a proposed new college, as well as to gather input on the ultimate framework that is developed. Any initiative to create a new college should be subject to principles and practices of authentic shared governance, with careful and transparent consideration through established Academic Senate and University Faculty approval processes, and input from the administrative staff who support the academic community.

## **Introduction**

The Fifth College Feasibility Task Force (hereafter, “the Task Force”) was created in November 2021 in response to a request by President Cathy Sandeen. The purpose of the Task Force was to study the feasibility of creating a new fifth college at Cal State East Bay focused on health by centralizing five, and possibly more, existing health-related departments from different colleges within one administrative unit. President Sandeen’s request followed years of informal discussions on campus, as she learned in the early days of her administration, regarding a similar topic related to a separate college organizationally focused around health.

## **Task Force Charge**

The Task Force’s charge was to study the feasibility of creating a fifth college at Cal State East Bay, focused on health, through a reorganization and combination of the five existing departments of Nursing (NURS), Public Health (PH), Kinesiology (KIN), Social Work (SW), and Speech, Language, and Hearing Sciences (SLHS).

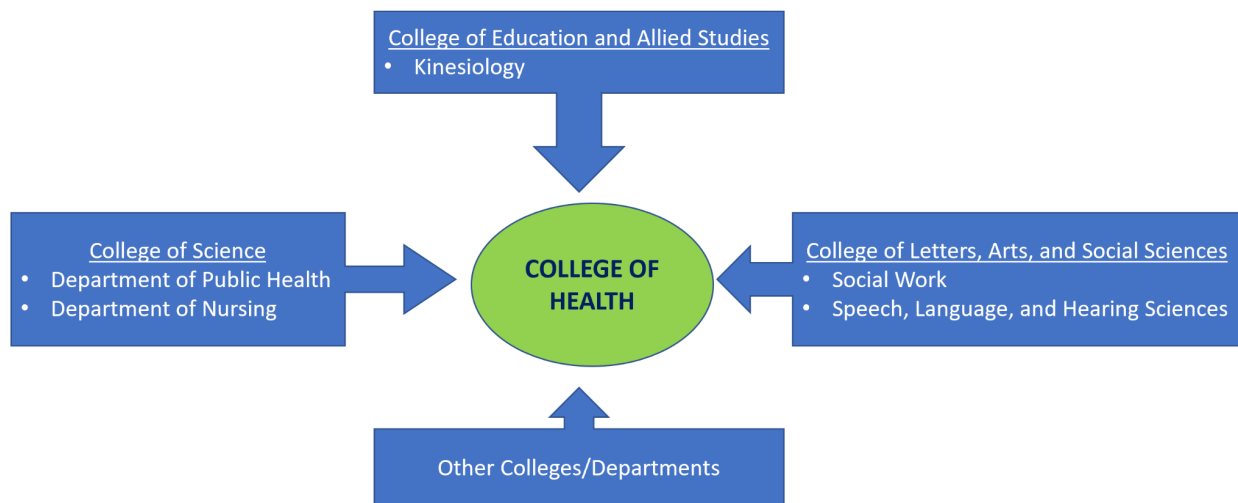
To accomplish this, the Task Force was asked to prepare a report and recommendations to the president which would include:

- Policies governing creation of a new college on a CSU campus;
- Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis of creating a new college;
- Potentially combining environment/sustainability into the college to create a college of human and environmental health;
- Inventory and description of at least six CSU and other similar universities that have a College of Health;
- Faculty, staff and student FTEs that would potentially be moved into the new entity;
- Additional positions and funding that would be needed (e.g, new dean's office administration);
- Space implications and supporting physical infrastructure;
- Rough timeline, including necessary consultations;
- Recommendations on unifying themes of the new college (e.g., social justice, sustainability, etc.);
- Recommendations on potential names for the college;

At the time the Task Force was assembled, no decisions had been made regarding the development of a fifth college. The Task Force was intended to provide an objective analysis of feasibility culminating in data-informed recommendations that would inform the future direction towards implementation. The Task Force was asked to operate under the following two assumptions: 1) the four colleges from which departments may be transferred should not be unduly harmed by this transition; and 2) with the exception of the new dean's office administration, and marketing of the college if created, this reorganization should be cost neutral.

The proposed formation of the fifth college is by reorganizing existing departments from their existing colleges into the new fifth college, displayed in the figure below. This is an example, but different health-related programs may be included in future discussions.

**Figure 1: Proposed Creation of the Fifth College of Health from Existing Departments**



**Task Force Members**

There were 11 Task Force members. Ten of the members were selected and invited by the president and one member was elected through a university-wide call for nominations of faculty (lecturer, tenure-track, and tenured), followed by an election by the Executive Committee of the Senate. The Task Force membership consisted of three representatives from university administration, seven representatives from faculty, and one representative from the student body. The Task Force members were as follows:

- Kim Greer (Interim Provost & Vice President, Academic Affairs) (Task Force Co-Chair)
- Arnab Mukherjea (Chair, Department of Public Health) (Task Force Co-Chair)
- Sarah Taylor (Chair, Department of Social Work) (Task Force Co-Chair)
- Talya Beasley (Student Representative)
- Paul Carpenter (Chair, Department of Kinesiology)
- Monika Eckfield (Chair, Department of Nursing)
- Rafael Hernandez (Associate Provost, Academic Resources and Planning)
- Shubha Kashinath (Chair, Department of Speech, Language and Hearing Sciences)
- Winnie Kwofie (Associate Vice President, Facilities Development & Operations)
- Juleen Lam (Assistant Professor, Department of Public Health)
- Michael Lee (Chair, Department of Anthropology, Geography and Environmental Studies and Immediate Past Senate Chair)

## **Policies Governing Creation of a New College on a CSU Campus**

### **Role of shared governance**

The University [Constitution & Bylaws](#) codifies that the final authority and responsibility for the conduct of the affairs of the University are vested in the President of the University and that the effective conduct of these affairs requires the joint effort of the President and the University Faculty. The President has the responsibility to consult, formally and informally, with the faculty and the faculty has the responsibility to make formal and informal recommendations to the President. When official recommendations are made, within the various levels of organization of the faculty and of the University, the group making the recommendation has the right to a full hearing; a prompt response; and the privilege of further consideration should the recommendation not be accepted. The University Faculty has the primary responsibility for recommendations concerning the coordination and evaluation of the work of its Colleges; the development and coordination of inter-College programs and programs not within the assigned functions of its departments and Colleges; policies affecting instruction and research; student affairs; the professional standards, ethics, and welfare of the academic members of the University staff; and the nomination and review of its administrative officers. The Constitution & Bylaws also indicate that the University faculty are to be consulted on the planning and development of the campus and buildings of the University; and the allocation of funds, staff, equipment, and facilities among the programs of the University.



At the highest level of organization, the President or University Faculty can recommend a change to the University Constitution & Bylaws, the document from which and through which all University policy and procedures flow and to which they must conform. A change to the Constitution & Bylaws occurs through a University-wide ballot of the University Regular Faculty and can be triggered by the President, by the Academic Senate, or by a petition of a minimum of 5% of the University Regular Faculty. If changes are nominal and mechanical in nature, they can be submitted to an approval by a two-thirds majority vote by the Academic Senators present at a meeting with a quorum unless they are subject to a petition by a minimum of 5% of the University Regular faculty asking that they be put to a University-wide vote. All substantive changes to the Constitution & Bylaws must be subject to a University-Wide vote if proposed by the President, petitioned by a minimum of 5% of the University Regular Faculty, or approved by two-thirds majority vote of the Academic Senators present at a meeting with a quorum.

Most policies and procedures that govern University practices in areas for which the University Faculty have primary responsibility are generated through the processes of shared governance promulgated in the Academic Senate, predominantly originating through its standing committees. These policies and procedures, the authority for which stem from and are consistent with the University Constitution & Bylaws, have developed over time to create a broad set of operational principles and practices that represent the University Faculty's academic values and preferred processes in the execution of the University's academic mission in service of its students and the broader community. As those academic values and as the University's mission changes over time, these policies and procedures are amended through the shared governance process; if this also requires changes to the Constitution & Bylaws, those changes are effected through a vote by the University Faculty as previously explained. Until amended through shared governance and, as applicable, those amendments are approved by the President, the extant policies and procedures form the rules, in their respective areas of authority, by which the University functions<sup>2</sup>.

### **Relevant Policies**

The current university policy relevant to the creation of a new college is [13-14 CAPR 13 Amended](#). The language of this policy was clearly written to reflect the most common action with respect to academic units which is a change of name or status rather than creation of a wholly new unit, which has been a relatively rare occurrence.

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<sup>2</sup> For further explanation of the shared governance processes, see the most recent version of [CSUEB Shared Governance](#) maintained by the Senate Office.

Nevertheless, it does have specific language related to the creation of new units, including colleges, and thus would seem to be the extant policy applicable at this time.

The policy 13-14 CAPR 13 Amended was created following an ExCom referral to revise the prior document 05-06 CAPR 8 Revised. This referral took place at the April 17, 2014 CAPR meeting.

- [Referral](#)
- [05-06 CAPR 8 Revised](#)
- [Meeting agenda](#)
- [Meeting minutes](#)

13-14 CAPR 13 Amended indicates that criteria for the designation of a unit as a college should be specified in any proposal. Proposals for formation of a new college shall be submitted on the form “REQUEST FOR APPROVAL OF FORMATION, DISSOLUTION, NAME CHANGE OR MERGER OF ACADEMIC UNITS” which requires, among other information, the following:

- The proposed effective catalog date for the creation of the new college.
- The mission of the new college.
- The curricular implications of the new college.
- The effect of the new college on the university.
- The names used for comparable academic units in other Universities in the CSU System and nationwide.

With respect to the curricular implications of the new college, the form asks for explanations concerning whether the new college reflects plans for future curriculum changes, if planned changes impinge on other academic units, if those units have been consulted (with dated signatures to that effect), and if plans have been made to avoid unnecessary duplication.

With respect to the effects on the university, the form asks for information that includes the resource/cost implications of the new unit, the effect on retention, promotion, and tenure policies, and how the unit head will be determined.

The form shall be accompanied by the signatures of Department Chairs, College Curriculum Committee/Councils, Deans, the Dean of Academic Programs & Services (listed by their old title of AVP of APGS), and the Provost (VP of Academic Affairs).

The existence of this document suggests that a new college cannot currently be created without the approval of the Senate through a consultative process unless the extant policy is rescinded or modified by the Academic Senate, and approved by the President, prior to the instigation of a formal process to propose a Fifth College. While 13-14 CAPR 13 Amended, as currently written, does cover the formation of a new college unit, it does not articulate a college-specific mechanism for instigating such a formal proposal. It is clear in this policy that any new college proposal would need to pass through multiple committee structures. A reasonable interpretation of the consultation and approval process laid out in this policy is that however the proposal for a new College is originated (e.g. from a feasibility task force such as this via the President), it would need to pass through the following review steps before arriving at the President's desk in the form of a recommendation for their approval:

- A review by all affected university Department Chairs, Program Directors, Associate Deans, Deans, and the Articulation Officer.
- A review and approval by the Dean of Academic Programs and Services
- A review and approval by the Provost.
- Review by CAPR, CIC, and/or FAC
- Review by Academic Senate ExCom
- Review and approval by the Academic Senate
- Review and approval by the University President

If a Fifth College is created, large parts of our university constitution and bylaws (C&BL) would require modification to reflect the changed administrative structure of the university and this would require a vote by the regular faculty - the C&BL language changes could be proposed by the President, Academic Senate (2/3 majority) or through a petition by 5% of the regular faculty. All other policy documents that refer to the colleges by name would need to be updated including the Appointment and Review of Administrative Officers. Limited discussions with Derek Aitken, University Chief of Staff, raised the question as to whether 13-14 CAPR 13 appropriately captures the process by which a new College should be created and the role the President might play in any such change to the academic structure of the University. The administration and Senate will thus need to explore the added guidance to the basic tenets of the Constitution & Bylaws provided by 13-14 CAPR 13. As part of the work of this Task Force, no specific discussions have occurred between the Academic Senate and University Administration for formal review of the Senate Constitution and relevant policies. If there are future committees/task forces charged with considering further implementation of a Fifth College, thoughtful discussion of the shared interpretation of creation of a new college would need to be intentionally and meaningfully discussed by faculty governance and university administration.

A preliminary scan of the [Chancellor's Office \(CO\) website](#) and of Cal State East Bay's [Curricular Procedures Manual](#) does not yield any other document pertaining to the setting up of a new college. There are no additional constraints imposed by the CSU Chancellor's Office related to the creation of a new campus college. The Task Force does not have access to WASC documents, such as the WASC Substantive Change Manual, and does not know whether it speaks to such changes. If there are future discussions/planning for a Fifth College, Cal State East Bay's WASC Academic Liaison Officer (ALO) will need to be consulted.

### **Change to Senate Representation**

Assuming that the number of College senators is kept at 25 and the minimum number of senators per college can be less than 4 (the current lowest number), based on the following departments joining the new College of Health (SW, SLHS, KIN, NURS, PH) and the Spring 2022 number of regular faculty, including FERP in those departments plus an additional regular faculty for the College in the form of an externally hired Dean, then the impact of the new college on College Senate representation would be as follows:

	CLASS	CBE	CEAS	CSCI	LIB	HEALTH	TOTAL
<b>Current Faculty</b>	126	62	56	124	12	0	
<b>New Faculty</b>	114	62	41	103	12	49	
<b>Change</b>	-12	0	-15	-21	0	+49	
<b>Proportion</b>	0.299	0.163	0.108	0.270	0.031	0.129	
<b>Senators New</b>	7	4	3	7	1	3	25
<b>Senators Current</b>	8	4	4	8	1	0	25
<b>Change</b>	-1	0	-1	-1	0	+3	0

The Standing Committees have their membership prescribed by the Constitution and Bylaws with the membership of three committees (FDEC, CS and COBRA) allocated by number and four others by proportion of regular faculty members in that college. Assuming that FDEC and CS would add one more member each for the new college

and COBRA would add 2 new members, and that CAPR, CIC, FAC and CR would add 1 member and still use the proportionality rule, then the membership of the committees would change from the upper table to the lower table as shown. This would need to be reflected in changes to the ByLaws.

**Faculty FTE Movement Involved in Creation of a 5th College**

		CLASS	CBE	CEAS	CSCI	LIB	HEALTH
	FACULTY	126	62	56	124	12	0
TOTAL	380						
EXISTING							
CIC	9	3	1	1	3	1	0
CAPR	9	3	1	1	3	1	0
FAC	9	3	1	1	3	1	0
CR	9	3	1	1	3	1	0
FDEC	5	1	1	1	1	1	0
CS	5	1	1	1	1	1	0
COBRA	9	2	2	2	2	1	0
		CLASS	CBE	CEAS	CSCI	LIB	HEALTH
	FACULTY	114	62	41	103	12	49
TOTAL	381						
WITH NEW COLLEGE							
CIC	10	3	1	1	3	1	1
CAPR	10	3	1	1	3	1	1
FAC	10	3	1	1	3	1	1
CR	10	3	1	1	3	1	1
FDEC	6	1	1	1	1	1	1

CS	6	1	1	1	1	1	1
COBRA	11	2	2	2	2	1	2

## Analysis of Strengths, Weaknesses, Opportunities, and Threats

The task force was charged with exploring Strengths, Weaknesses, Opportunities, and Threats (SWOT) as related to the formation of a fifth college. We interpreted this to mean that we should examine **strengths and weaknesses of the current college configuration** and **opportunities and threats posed by the creation of a new college**.

Our SWOT analysis (see Table 1 below) is based on data gathered from four main sources:

- **Department conversations:** Informal conversations with department colleagues led by the department chair for the five academic departments involved in the task force (KIN, NURS, PH, SLHS, and SW).
- **Qualtrics survey to department members:** An anonymous, online survey was created with input from task force members, who completed it themselves and distributed it to faculty, staff, and students in the five academic departments involved in the task force. A total of 55 responses were received. Most questions were open-ended and focused on strengths and weaknesses of the current college configuration, potential opportunities and threats related to the fifth college, suggested names, possible unifying themes, and impacts on teaching, learning, workload, and professional development. The survey used skip logic so that, for example, students saw questions about learning while faculty saw questions about teaching. **See appendix for a copy of the blank survey.**
- **Open Forum meetings and post-open forum feedback form:** Two open forums were held on April 7 and 12, 2022 during University Hour. These sessions were open to the entire campus community and announced in the Academic Affairs Newsletter, at Academic Senate, and campus messages. Approximately 100 people attended one of Open Forum meetings. The sessions began with a brief introduction to the Fifth college feasibility task force charge and progress given by Interim Provost Greer, and then participants were invited to participate in 20-minute small group feedback sessions with about 3-5 people per session. Breakout sessions were facilitated by a member of the task force. Questions focused on potential opportunities, threats, and unifying themes of a Fifth college.

Each small group took their own notes and shared the notes with the task force. In addition to these notes, Open Forum participants were invited to complete a brief anonymous feedback form. Thirteen individuals completed the feedback form. The notes from the sessions and feedback form responses were analyzed for common themes. **See appendix for a copy of the blank feedback form.**

- **Department Chair conversations with counterparts at CSUs or other Universities:** Department Chairs serving on the task force contacted one or more Department Chair colleagues from other CSUs and other universities to ask about their experiences working in a health-related college, including advantages, disadvantages, opportunities and/or challenges related to interdisciplinary collaboration, and the process by which their department was placed in a health-related college. Notes from these discussions were shared with task force members and analyzed for common themes.
- Student outreach through Associated Students, Inc (verbal report from ASI representative to the TF).

Members of the task force conducted an exploratory content analysis of the narrative responses to identify themes that emerged from all the above data sources. **A more detailed summary of the data, including example comments illustrating the bullet points in Table 1, is available in the Appendix.**

**Table 1: Summary of Strengths, Weaknesses, Opportunities, and Threats**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>● Familiarity and established relationships within the current college structure.</li> <li>● Perceived fit for some departments with mission and activities of their current college.</li> <li>● Established formula for funding for departments within the current college structure.</li> <li>● Supportive leadership in current college configuration</li> <li>● Existing structure supporting</li> </ul>	<ul style="list-style-type: none"> <li>● Barriers to collaboration for departments across colleges</li> <li>● Lack of fit for certain departments with current college configuration.</li> <li>● Lack of leadership at a college/system level focused on health related programs.</li> <li>● Lack of funding and underutilization of resources.</li> <li>● Limited opportunities for growth and expansion centered around health, climate change, and sustainability</li> </ul>

interdisciplinary and interprofessional collaboration opportunities for faculty and students	
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<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>● External community relations, outreach, and branding</li> <li>● Potential improvements to students' academic and advising experiences</li> <li>● Expand opportunities for student internships and future employment</li> <li>● Opportunities for more connection, collaboration, and interdisciplinary education</li> <li>● Potential for a new college to attract funding through donations, grants, and/or industry partnerships</li> <li>● Potential benefits of a Dean focused on health programs, shared administrative staff for common issues such as admissions, internship placements and facility contracts, accreditation</li> </ul>	<ul style="list-style-type: none"> <li>● Concerns about funding and resources for the new college; diverting resources from other University priorities, especially in context of current precarious fiscal and political climate</li> <li>● Concerns about how the new college might negatively impact the existing colleges, departments, or programs.</li> <li>● Difficulties in defining health and deciding which departments might be included</li> <li>● Other structures like Centers could provide similar collaborative and funding opportunities- is a "College" needed?</li> <li>● Potential barriers to student experiences and advising,</li> <li>● A lack of interest and willingness for some departments to move to the new college</li> <li>● Concerns about physical space, challenges of reorganizing location of departments (if needed) and availability of space for new shared simulation learning labs.</li> <li>● General sense of unease about the disruption created by this potential reorganization.</li> <li>● Recognition that bringing departments together in a college alone does not guarantee increased collaboration, but that much depends on the leadership of the college and the interprofessional</li> </ul>



	<p>culture that develops.</p> <ul style="list-style-type: none"><li>• Lack of confidence in deliberate time and effort needed to execute effort among included departments.</li></ul>
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## **Inventory and Description of at Least Six CSU and Other Similar Universities that Have a College of Health**

Twelve California State University campuses have a college focused on health:

1. Cal State Dominguez Hills
2. Cal State Fresno
3. Cal State Fullerton
4. Cal State Los Angeles
5. Cal State Long Beach
6. Cal State Monterey Bay
7. Cal State Northridge
8. Cal State San Marcos
9. Sacramento State University
10. San Diego State University
11. San Francisco State University
12. San Jose State University

Most of these colleges at a minimum include the same departments being considered for a move to a Fifth College at Cal State East Bay. There is wide variation in the composition of these colleges; many of them include other departments as well, such as Counseling, Human Development, Occupational Therapy, Physical Therapy, Recreation and Leisure Studies, Criminology, and more. A full list of CSU campuses with a health related college is available [at this link](#).

Ten CSUs do not have a College of Health, including the three Cal Poly campuses and Cal Maritime as well as Cal State Bakersfield and Cal Maritime, which do not have colleges as a part of their organizational structure. On some of these campuses, departments that are in different colleges are in the same college at Cal State East Bay, even if it is not a college of health. For example, at CSU Stanislaus, Social Work and Kinesiology are in the College of Education, Kinesiology, and Social Work, while at Chico State, Public Health and Social Work are in the College of Behavioral and Social Sciences.

Cal State campuses without a health related college are:

1. Cal Maritime
2. Cal Poly Humboldt
3. Cal Poly Pomona
4. Cal Poly San Luis Obispo
5. Cal State Bakersfield
6. Cal State Channel Islands
7. Cal State San Bernardino
8. Cal State Stanislaus

- 9. Chico State University
- 10. Sonoma State University

**Budget and Resource Implications**

This section provides high-level budget and resource data for the five departments that were involved as part of the task force and their associated colleges. The data includes student headcount, college annualized FTES, number of regular faculty and instructors (FTE) and staffing (see Tables 2 through Y). An assumption underpinning the task force’s remit was any new college would have to be resource neutral. If a department moved it would do so based on its current resource allocation. It was recognized that forming a new college would incur an additional administrative cost and this is itemized in Table 8.

**Table 2. Student headcounts for Fall 2021 and Spring 2021. The document cited current enrollments; however, Fall headcounts are generally higher than Spring ones.**

	Fall 2021	Spring 2022
<b>Nursing</b>	<b>332</b>	<b>303</b>
<b>Public Health</b>	<b>783</b>	<b>746</b>
<b>Speech, Language, and Hearing Sciences</b>	<b>209</b>	<b>192</b>
<b>Social Work</b>	<b>129</b>	<b>129</b>
<b>Kinesiology</b>	<b>560</b>	<b>487</b>

The data below represents the current and future state of academic colleges should a fifth college with the departments mentioned be created. *College office costs are not included.*

**Table 3. FY 2020 Expenses, All-in (EB001 and EB003)**

Future	CBE	CEAS	CLASS	CSCI	Future Total
CBE	11,463,886				11,463,886
CEAS		8,671,614			8,671,614
CLASS			24,753,493		24,753,493
CSCI				19,926,415	19,926,415
CHEALTH		3,605,087	2,421,120	6,226,022	12,252,229

Current Total	11,463,886	12,276,702	27,174,614	26,152,437	77,067,638
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**Table 4. CY 2021 Annualized FTES**

College	CBE	CEAS	CLASS	CSCI	Future Total
CBE	1,604				1,604
CEAS		1,107			1,107
CLASS			4,041		4,041
CSCI				2,892	2,892
CHEALTH		537	317	690	1,543
Current Total	1,604	1,644	4,358	3,581	11,187

**Table 5. Fall 2021 Regular Faculty FTE (Job codes 2360, 2361, 2481, and 2482; October 1 snapshot)**

College	CBE	CEAS	CLASS	CSCI	Future Total
CBE	58.0				58.0
CEAS		37.4			37.4
CLASS			101.5		101.5
CSCI				96.3	96.3
CHEALTH		14.5	13.0	22.7	50.2
Current Total	58.0	51.9	114.5	119.0	343.4

**Table 6. Fall 2021 Lecturer FTE (Job codes 2358 and 2359; October 1 snapshot)**

College	CBE	CEAS	CLASS	CSCI	Future Total
CBE	8.2				8.2
CEAS		38.9			38.9
CLASS			103.4		103.4
CSCI				51.5	51.5
CHEALTH		12.9	8.2	22.5	43.6
Current Total	8.2	51.7	111.6	74.0	245.5

**Table 7. FY 2021 Staffing (Unit 04, Unit 07, and Unit 09, EMPL\_CLASS = 'G'; October 1 snapshot)**

College	CBE	CEAS	CLASS	CSCI	Future Total
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CBE	3.00				3.00
CEAS		5.30			5.30
CLASS			21.59		21.59
CSCI				23.25	23.25
CHEALTH		3.80	4.25	6.75	14.80
Current Total	3.00	9.10	25.84	30.00	67.94

### College Administration Costs

Table 8. New costs for the administration of an additional college would be approximately \$1M, all-in. This roughly breaks down to the following:

Item	Cost
College Dean	\$200,000
Associate Dean	\$150,000
Assistant to the Dean	\$55,000
Analyst: Contracts and HR	\$65,000
Analyst: Budget	\$65,000
Additional FTE	\$50,000 to \$75,000
Salaries & Wages Subtotal	\$585,000 to \$610,000
Benefits @ 1.56	\$912,000 to \$951,000
Operating Expenses	\$50,000 to \$88,000
Total	~\$1,000,000

If the FifthCollege moves to implementation the task force identified a number of budget and resource considerations that would need to be calculated in future discussions. This is not intended to be an exhaustive list but a starting point for developing a comprehensive budget and resource plan.

These possible additional expenses included, for example:

- Re-purposing of teaching, research, administrative spaces
- Facility maintenance
- Administrative staff support (department level)
- Technical support for laboratories
- Advising support
- New tenure-track faculty and lecturer positions
- Branding and promotion of the new college
- Operating costs related to office supplies and equipment
- Updating the university, college, and department websites and social media

### **Opportunities for Revenue Generation**

While a Fifth College would require substantial resources to create and sustain, it also presents some opportunities for revenue generation, including:

- Grants, including federal, state, and foundation grants for workforce education and training as well as research
- Certificates (Self-support)
- Clinics - fees for services
- Philanthropic donations
- However, resources would be needed to support faculty and staff time to actualize these potential sources of revenue.

### **Space Implications**

- If a future Fifth College Implementation Task Force is established, their charge must include a space assessment to determine the space needs and requirements for a Fifth college. This space assessment will provide information to guide the University's decision on space allocation:
  - How much new spaces or facilities are needed and/or
  - If existing spaces can be reallocated to the new college or shared with other programs. The following information will be needed to complete the assessment: enrollment projections, existing space inventory, programmatic needs of the Fifth college, lecture/lab space utilization and space entitlement reports generated by the CSU Chancellor's Office.
  - New or existing spaces needed to support the Fifth college may require medium to long term planning to upgrade the spaces identified. A feasibility study will need to be conducted to determine the best course of action. Planning will also entail site evaluation, infrastructure assessment,

and facilities condition assessment. The estimated cost of the space improvement required will be part of the assessment

- Based on other discussions in the Concord Re-imagining Committee, a future Fifth College Implementation Task Force might want to consider whether a health hub, rather than a college, at the Concord Campus would be feasible. Given the success of the Nursing program at Concord, the extreme demand for healthcare careers in our region, and the excellent classroom and lab space available at this location, this might be a promising area to explore.

### **Rough Timeline, Including Necessary Consultations:**

- The Fifth College Feasibility Task Force will complete this initial phase of work and submit a report to President Sandeen by June 20, 2022.
- If it is determined that a Fifth College of Health is feasible, a future task force focused on potential implementation could move forward in fall 2022, predicated on the articulation of a clear and detailed plan which addresses key concerns raised during phase of information gathering and employment of an inclusive and iterative approach to execution
- Consultation with the Academic Senate regarding relevant policies and constitution articles.

### **Recommendations on Unifying Themes of the New College (e.g. Social Justice, Sustainability)**

During Open Forums, participants were asked about possible unifying themes for a Fifth College with a health focus. A few examples of those responses follow:

- Stronger tie between environmental health and human health
- Community health - the social aspect of health
- Social justice, health equity, holistic health
- Intersection between health equity and climate crisis
- Holistic Health

### **Recommendations on Potential Names for the New College**

- Holistic Health Hub (H3)
- College of Sustainable, Equitable Health

- College of Health and Human Services

## Summary and Recommendations

### Discussion of Strengths and Weaknesses

Data were collected from the university community on the perceived *strengths* and *weaknesses* of the **current** college configuration (i.e., with the existing four Colleges plus the University Library). The Task Force considered all comments qualitatively with no attempt at weighting. A number of participants indicated comfort with the current college configuration, reflecting the broad notion “if it isn’t broken, don’t fix it”. There were a range of comments about the fit that various departments/respondents felt with their current college, and the established working relationships -- including fiscal arrangements and representation on decision making committees -- that were perceived to be aligned with faculty and departmental priorities.

Participants also commented on the effectiveness of the leadership of current college administrators (Deans) in meeting departmental needs. There is a lot of institutional knowledge held by the leaders of the colleges and the faculty chairs within them, with Deans/Dean's Offices being supportive and providing great leadership within a college configuration that seemed to the respondents to be fiscally stable. However some colleges may be perceived to be more fiscally stable than others.

Currently, departments within colleges collaborate and get to know each other - it's fairly easy to discuss service courses and prerequisites with other departments within the colleges. It was observed that pedagogical innovation and scholarship are valued (and supported through provision of assigned time with substantiation and accountability). It was remarked that the current colleges create a community with common educational and student aspirations and they provide a very open space for conceptual learning and understanding.

Finally, there were comments about the merits of the organization of particular colleges indicating that the configuration of the departments within certain colleges “worked” with a common focus on evidence-based practice. Thus it was suggested by some to not separate those departments that focused on health so as to not interfere with the collaborations and pedagogical synergies that currently exist amongst departments in the colleges.



In analyzing the weaknesses of the current college configuration, some participants reflected on the flaws of the current college configuration remarking that departments currently being considered for the move to a Fifth College do not logically belong in their current colleges, and this results in inefficiencies and missed opportunities for collaboration, funding, and interprofessional training/education. Several departments and programs - Psychology in the College of Science, Health Care Administration in Public Administration, SLHS and SW in CLASS, Environmental Science (ENSC) and Environmental Studies (ENVT) being split into two different colleges - were pointed out as ill-aligned at present, limiting innovation and interdisciplinary collaboration.

In some instances, participants singled out the current configuration of the university as having structural issues. It was stated that certain colleges (such as CLASS) may be too big and diffuse with too many small departments which may be unrepresentative of higher education today. Some of the decisions about which departments were placed in certain colleges appear to be historical. Comments also indicated that college leadership may not have the time to understand the specific needs of professional programs given the size and complexity of certain colleges.

A weakness of the current college configuration is with respect to funding and resource allocation-which seems to some to be inconsistent for health related programs across colleges. Professional programs are considered by some to be under-resourced and a lower priority for faculty lines/resources. It was suggested that the use of high-revenue and low-cost departments to offset costs for others in colleges does so in an inequitable manner, often precluding transparent and fair decision making.

Finally, in looking at the current configuration of colleges it was suggested that with the various health-related majors currently in different colleges, there is little or inconsistent leadership in the health-related domains at the college level or at the system level which is a significant disservice to many of these programs.

In summary, participants reflected on the many strengths of the current college configuration while expressing openness to the possibility of a Fifth College unifying those departments focused on health that are currently scattered across colleges in order to create synergies in interprofessional training, education, funding, and in maximize educational opportunities and resources to the benefit of all stakeholders.

## Discussion of Opportunities and Threats

The Task Force defined opportunities and threats to be external factors (e.g. outside the control of the institution) that may facilitate or impede success in advancing priorities of the College and its constituent Departments, along with the mission of the University. It is clear that most participants felt that the creation of a health-focused college would create substantial opportunities for relationships with external institutions, communities, and other stakeholder groups. Advancing this purpose would require a deliberate and intentional dialogue about which academic departments should be constituted to develop a unified mission and strategic plan. For such a college to achieve success, there needs to be a clear and transparent process in which all academic departments are able to articulate their interests (or lack thereof) in being considered for inclusion in a fifth college. Currently, there remain concerns that departments not represented on the Task Force, but whose work relates to health, were not consulted in a transparent manner, which should be remedied in further explorations of any final creation and implementation of an additional college. Notwithstanding these pivotal conversations, it can reasonably be expected that a considerable amount of the University's public relations and marketing resources would need to be focused on this new effort.

The data, collected from various sources, suggests a great deal of enthusiasm for the collaborative opportunities provided for by a Fifth College. These include departments partnering in endeavors related to domains of instruction, research, practice, and service. With respect to teaching, a potential benefit would be innovative, interdisciplinary and interprofessional education through the provision of courses cross-listed or co-taught across Departments. Currently, the manner in which teaching assignments are made (e.g., WTUs assigned by the Department to meet workload requirements) do not facilitate such collaborative instructional opportunities; thus, a framework would need to be developed which fosters such partnerships. If expanding training opportunities (e.g. interdisciplinary courses, additional degrees, or certifications) is a priority, then commensurate reassigned time should be considered to develop high-quality and sustainable programs.

A related opportunity would be the sharing of physical resources, particularly laboratory and specialized training spaces, across specific Departments found in a Fifth College. Accordingly, a space audit would have to be conducted to determine the amount and type of space available (currently or in the future for use by the Fifth College) and a manner in which those physical resources could be distributed fairly.

Some participants indicated that there were opportunities for streamlined or enhanced health-related academic and professional advising in a Fifth College. However, a new

advising infrastructure would have to be developed such that both academic counseling and career preparation activities distinct to this new entity would augment instructional efficiency.

Another potential benefit of a Fifth College is expanded and enhanced health research and practice collaborations. To maximize this potential, resources would need to be dedicated toward identifying and supporting pursuit of external support (e.g., grant application and administration of funded projects) by faculty, including appropriate and balanced use of indirect costs inside and outside the College.

The data generated suggest that evaluative mechanisms in a health-related entity (e.g. RTP and range elevations) would be more appropriate when done in context of a common disciplinary understanding. Any differences in Department-specific criteria for advancement need to be understood and reconciled with the context of a common framework for evaluation of personnel.

Another opportunity that was not expressed by many participants, but was shared by some Department Chairs, was the potential for more college-level support with administrative functions of health-related disciplines, such as admissions and accreditation. In order for this potential opportunity to be realized, the Fifth college office would need to be adequately staffed with qualified personnel who can assist with these functions.

Finally, as community engagement is seen as an integral aspect of a proposed Fifth College, an infrastructure which supports and sustains external partnerships, particularly around student internships and practice-based placements, will be needed for this opportunity to be realized.

In general, the tremendous optimism about the potential of a Fifth College to advance curricular and professional development priorities surrounding health will be realized if there is a commitment of sustained resources to support instructional, scholarly, and service-oriented goals, including those associated with external validation of associated programs (e.g., accreditation).

The data also highlighted a number of threats to the success of this proposed endeavor by various respondents. Many of these concerns are related to the current context of higher education and their manifestations at Cal State East Bay. The University's enrollment (current numbers and future projections) indicate a precarious near future which has budgetary implications for adequate and high-quality delivery of existing services. Accordingly, it is unclear to many respondents how the creation of a fifth

college, and the associated costs of transition and another administrative body, address key concerns of enrollment, retention/graduation, advising support, and redress of equity gaps. Many questioned whether the potential access to resources required of this endeavor could be better used to address the issues raised in other fora, or perhaps to reconfigure the current college system to be more logical and efficient.

In parallel, some participants suggested that perhaps the purported benefits of such an entity may be better realized through less resource-intensive means, such as a Center or Institute. The perceived impacts don't seem to be only for the Departments included in a potential College, but the consequences to those who may have a void left in the absence of those which may contribute to headcount and, by extension, revenue.

On a related note, Departments for which the current configuration advances their mission and goals are anxious about the impacts of the shift on their current workload and other available resources, especially if it is unclear how those would change under a new administrative framework. Therefore, it is imperative that a clear conceptual logic model be articulated that draws evidence-based links between the creation of a fifth college and University priorities related to graduation, equity gaps among students, and pressing staff/faculty concerns articulated in the recent climate survey. To adequately address the University community (particularly those who fear their pedagogical, scholarly, and service priorities to be adversely affected), it also seems advisable that a revenue model be presented which articulates base funding at the College level and a framework for transparent and equitable allocation related to compensation, workload distribution, and access to resources that advances enhanced instructional and research activities; these are considered to be key opportunities in this endeavor. Of particular importance is an acknowledgement of the relatively high current attrition rates of staff and faculty, particularly staff and faculty of color and those from other marginalized groups, to ensure that any workload increases related to a transition is supported by a commensurate response of additional financial and personnel resources. In summary, a more specific plan detailing the financial and administrative implications of the creation of a fifth college, coupled with authentic efforts to actively solicit and address feedback from stakeholders in multiple venues, would be a necessary step to ensuring the collective support needed to optimize success and satisfaction with such an endeavor.

### **Suggestions for Future Conversation**

The Task Force solicited input on a Fifth College from the university community through surveys, open-forums, department conversations and by reaching out to colleagues. In addition, through the ASI representative on the Task Force, some student input was

obtained. Based on some of the input as well as unsolicited feedback from the university community, the Task Force recognizes that a wider conversation is needed to ensure a greater diversity of input. This feedback questioned the degree to which a number of faculty, staff, students and advisors felt they hadn't had an opportunity to voice their questions and concerns. The Task Force also realized that its focus was on the feasibility of a Fifth College, and it may have been difficult for campus members to react simply to an unformulated idea at this point in time. If the campus begins to have specific conversations about what a Fifth College would include and how its mission would be defined, they will be better able to react and respond to that level of planning. This statement is especially true where Cal State East Bay students are concerned. As the University becomes better able to describe what a Fifth College would include and can examine the opportunities and challenges of such a reorganized college, all members of the campus community can more specifically provide their perspectives. The Task Force recommends that as the conversation about a Fifth College moves forward, consideration be given to providing the university community with more detail around any potential implementation and opportunities for wider input and consultation.

## **Appendices**

### **Appendix A: Content Analysis of Strengths and Weaknesses from Open Forum Notes, Open Forum Feedback**

#### **What are the strengths of our current college configuration?**

The first main theme in the survey responses with respect to the strengths of our current college configuration reflected the broad notion that “if it isn’t broken, don’t fix it”. It was pointed out that the current college system is well established, settled and stable; a known entity, familiar to faculty, students and staff. It was observed that many departments feel they belong in the colleges where they currently reside, that the current leadership of Deans and Chairs works well and there is ample opportunity for input on College procedures and policies with representation on decision-making committees - departments are allowed (and encouraged) to make decisions on guiding principles and values. It was stated that departments are established and understand the administrative workings of their colleges, budgets, finance, and expectations are already established, and departments have working relationships with one another. It was also pointed out that there is currently a healthy approach to service within GE across the college structure, with colleges keeping each other’s needs in mind in programming classes. Currently, departments within colleges collaborate and get to know each other - it’s fairly easy to discuss service courses and prerequisites with other depts within the colleges. It was observed that pedagogical innovation and scholarship are valued (and supported through provision of assigned time with substantiation and accountability). It was remarked that the current colleges create a community with common educational and student aspirations and they provide a very open space for conceptual learning and understanding. There is a lot of institutional knowledge held with the leaders of the colleges and faculty chairs within them, and the Deans/Dean’s Offices are supportive, providing great leadership within a college configuration that seems fiscally stable. In support of this theme, one respondent, in stating the current 4 colleges (plus the Library) are perfect as they are, suggested that the 5th college proposal is just politics and that we do not need another college since the existing ones serve us very well; it is not as if we have had so many University departments added in the last few years that the current college configuration cannot handle them all. Thus, they questioned the reason for this call.

A second theme was on the benefits of having fewer, rather than more colleges as a University administrative structure. It was suggested that having fewer colleges can make decision making easier, decreases confusion, makes organization less complex, and allows disparate departments to be grouped together with less administrative duplication.

A third theme specifically focused on the merits of the current College of Science configuration and it was suggested that the sciences should continue to be housed together rather than separate out the "health" aspect of them, and, particularly, that being in a school of science helps people understand that Nursing is grounded in science and evidenced based research. Nursing faculty get to interact with their science colleagues and have access to the resources that the college provides such as COS faculty learning programs. It was pointed out that the College of Science, with its many departments, allows for autonomy at the department level while usefully providing centralized services for students.

Several comments in response to the question on strengths could more easily be characterized as comments about weaknesses – for example, it was pointed out that, as currently configured, while some colleges make sense from a disciplinary perspective, others do not – some of our colleges have a large amount of disciplines under their category. It was pointed out in these responses that the current college configurations are historical but times change along with the emphasis for some disciplines, thus, if we were to restructure the entire university to reflect those changes it might look different today. With respect to the health-related disciplines, there isn't one specific place for those interested in health sciences to explore majors, as those disciplines are scattered across the college structure.

### **What are the weaknesses of our current college configuration?**

Several respondents stated that there are no weaknesses of the current college configuration. The weaknesses that were suggested focused on the following main themes.

The first of these themes was that the current college structure is flawed. It was stated that departments currently being considered for the move to a 5th College of Health do not logically belong in their current colleges, and this results in inefficiencies and missed opportunities for collaboration, funding, etc. It was pointed out that many colleges do not seem to be well aligned content-wise. Several colleges have an "odd-person out" department(s), those proposed for a 5th college are among them, and that they may naturally fit more together than in their current colleges - i.e. some colleges may not be

"best fit" for the disciplines within. It was remarked that some departments do not feel they belong in the colleges where they currently reside because of implications for RTP, faculty evaluations, collaborations, etc. and that some disciplinary groupings are a little dissonant - professional programs in CLASS in particular. The current college configuration was considered strange - psychology is in the College of Science, but not Speech, Language, & Hearing Sciences, and Social Work and Kinesiology were also seen as oddly placed. Lack of clear boundaries between the colleges and fields within them lead to confusing overlaps e.g. Health Care Admin in Public Administration, SLHS in CLASS, Environmental Science (ENSC) and Environmental Studies (ENVT) in two different colleges, and forensic science in CRJA being chief among them. It was suggested that there are too many programs in one college making collaboration more challenging and given that a Dean's time is very limited, faculty support is very diluted.

A sub-theme to this was that the flawed make-up of the colleges and their diverse collections of academic disciplines can lead to limited collaboration and commonalities in those colleges. It was suggested that barriers to collaborations across colleges for faculty research, student collaboration, and program development exist; many departments that can work together often are in different colleges and face challenges to do so, thus limiting the innovation that is possible from interdisciplinary collaborations. It was pointed out that there are not easy avenues for collaboration; some of the disciplinary groupings really do not make sense in regards to how similar the programs are, thus there is not as much opportunity for course overlap.

CLASS, in particular, was singled out as having structural issues. It was stated that CLASS is too big and diffuse with too many small departments and is unrepresentative of higher education today. CLASS was considered huge with disparate groups that seem to have been placed in the College randomly over history. CLASS was reported as having very disconnected departments, some with mostly GE courses and others with primarily major courses, some with really high enrollments, others quite small. The emphasis of the College is on undergraduate education and those departments get the focus and the resources, with department chair meetings painful to sit through because of neglect or even hostility towards professional departments at times. The resourcing for professional programs was considered to be pretty awful and it was suggested that some departments/programs in CLASS may be seen as lower priority for allotment of resources/faculty lines. It was suggested that there are health and human services departments that should not be in CLASS. Social Work, with its professional degree program with accreditation, supervision courses, etc. considers itself an odd duck in CLASS. Similarly, SLHS is considered an outlier clinical program in CLASS and as such, the administration seems less familiar with its needs/requirements. CLASS does not have a medical department which can combine with SLHS to provide exposure to



medical child and adult clients. SLHS's natural collaborators were reported as seemingly being primarily in other colleges than CLASS and since exposure to interprofessional practice training is an accreditation requirement for the program, this could more easily occur in a college of departments with like-minded goals. It was suggested that SLHS should not be considered an art and a health college better encapsulates what it does.

Another theme raised relates to the ability of the current college arrangement to understand the costs and professional requirements/accreditation needs of health-related departments. It was pointed out that most, if not all, masters programs in the disciplines slated for a new College of Health are professional degree programs. Nursing, SLHS, and SW programs have specific requirements that include practicum training; the other departments within their schools might not. Thus, costs associated with running these programs might be higher per student than in other departments, creating difficulty for those departments in their colleges when there is a need to hire more personnel to manage these special program requirements. It was suggested that the use of high-revenue and low-cost departments to offset costs for others in colleges does so in an inequitable manner, often precluding transparent and fair decision making in certain contexts such as hiring, retention, tenure/promotion, allocation of resources. In addition, it was pointed out that the current college structure makes it harder to promote collaboration across health related fields and thus build interprofessional relationships and shared spaces that bring together students and faculty. This was coupled to a lack of understanding of the requirements of a clinical focused program and the resources required. It was suggested that with the various health-related majors currently in different colleges, there is no leadership in the health-related domains at CSUEB; the current configuration makes it challenging to leverage the health programs for funding opportunities. Specifically, nursing, as a practice based profession, is different from the other majors in the school of science and its needs may not always align with the overall needs of the college in terms of resources.

## **Appendix B: Summary of Preliminary Content Analysis of Survey Data and Department Specific Input**

Preliminary content analysis from all sources of data (Open Forum Notes/Feedback; Department Specific feedback and surveys) was conducted and the following themes were identified that reflected respondents' views on the perceived strengths and weaknesses of the **current** college configuration. It must be noted that a majority of the conversations in these forums and surveys were focused on the opportunities and threats that a new College of Health offers. Across all data sources, there were slightly

more comments about the weaknesses of the current college configuration (n=41) as compared to strengths (n=34).

Another general observation with regards to the responses was that in many cases the individual seemed to be referencing their own department//college strength/weakness more than the current overall college structure. While this is understandable as people need a frame of reference, it does not necessarily directly address strengths and weaknesses of the current structure.

## **Strengths**

### **A. Familiarity**

Familiarity tended to focus on how the current structure is a known entity-in terms of collegial relationships, stability of administrative and fiscal structures, and curricular collaborations. Some representative comments include:

- Four colleges have been in current configuration for a long enough time to feel settled and stable.
- I think being a school of science helps people understand that nursing is grounded in science and evidenced based research. We also, as faculty, get to interact with our science colleagues and have access to the resources that the school provides
- Settled and familiar. Good working relationships between departments.

### **B. Leadership**

Comments about leadership reflected respondents' opinions on current college leadership and how it benefited various departments. Comments included:

- I am taking part in a faculty learning program lead by Drs. LeDuc and Olkin which has been truly transformational regarding how I think about teaching.
- Great leadership from the deans.
- It seems like most folks feel their Deans/Dean's Offices are supportive.
- Dean & Department Chairs are on the same page, for the most part. There is opportunity for input on College procedures and policies with representation on decision-making committees.

### **C. Funding/Resources**

Funding/resources encompassed the notion that colleges and departments were appropriately funded. Comments included:

- Budgets, finance, and expectations are already established.
- Current college configuration seems fiscally stable.
- \_\_\_\_\_ is the largest program and receives the largest amount of funding through A2E2

### **D. Fit**

Fit focused on how the current structure reflected an appropriate blend of departments. Comments include:

- The current 4 colleges are perfect as they are. I think the 5th college proposal is just politics. We do not need another college since the existing ones serve as very well.
- I feel like the strength of our college set up now is good. I believe that the sciences should all be housed together vs separating out the "health" aspect of them.
- There appears to be general consensus in each of the colleges around mission, goals, and activities. Most departments in each college are collegial and collaborative-and have worked out an identity for themselves.

## **WEAKNESSES**

Among the themes that emerged that reflect respondents' views on weaknesses of the current configuration, it was noted that participants commented on the following: a) Lack of collaboration between departments focused on health; b) absence of leadership for health related departments at college and system levels, c) Funding and resources challenges, and d) Challenges of "fit" for certain departments and colleges. Some representative comments for each of these themes is listed below:

### **A. Lack of collaboration**

Broadly defined, this was reflected in comments related to challenges in interdisciplinary collaborations between departments focused on health and health related issues due to challenges in collaborating across colleges and operating structures. Comments included:

- "There are barriers to collaborations across colleges for faculty research, student collaboration, and program development because many departments that can work together often are in different colleges and face challenges in working together, thus limiting the innovation that is possible from interdisciplinary collaborations."
- "SLHS, our natural collaborators seem to primarily be in other colleges. Since exposure to interprofessional practice training is an accreditation requirement for our program, it seems this could more easily occur in a college of departments with like-minded goals".
- "Current structure makes it harder to promote collaboration across health related fields and thus build interprofessional relationships and shared spaces that bring together students and faculty".

### **B. Absence of leadership of health-related departments at college and system levels**

This theme referenced the notion that despite the focus on health and health professions across departments, there is lack of advocacy and support for such

departments at a university and system level as there is no cohesive unit focused on health. Comments included:

- “There is no leadership in our health-related domains at CSUEB. Our colleges are organized by disciplines and some ad hoc programs thrown in. It doesn't make sense. Our current configuration makes it challenging to leverage the health programs for funding opportunities”.
- “Too many departments, not enough upper management understanding of the costs and professional requirements/accreditation needs of our department”
- “Dean’s time is very limited, faculty support is very diluted”.

### **C. Lack of funding/resources**

Respondents indicated challenges with health related departments access to needed funding and resources. Comments included:

- Greater laboratory capabilities could be utilized with better space than sharing with storage.
- Nursing, as a practice based profession, is different from the other majors in the school of science. Our needs may not always align with the overall needs of the college in terms of resources.
- As with all funding for public universities, there is never enough financial support.
- Lack of understanding of the requirements of a clinical focused program and the resources required

### **D. Challenges of “fit” of departments in current structure**

This refers to views regarding the pedagogical fit for certain departments in the current college structure. Comments included:

- Some disciplinary groupings that are a little dissonant - professional programs in CLASS in particular. Lack of clear boundaries between the colleges and fields within that lead to confusing overlaps e.g. Health Care Admin in Public Administration, Speech Pathology in CLASS, Environ Sci (ENSC) and Environ Stud (ENVT) in two different colleges, forensic science in CMGT, etc.
- Departments currently being considered for the move to a College of Health do not logically belong in their current colleges, and this results in inefficiencies and missed opportunities for collaboration, funding, etc.
- CLASS is huge with disparate groups that seem to have been placed randomly over history.

## **Appendix C: Content Analysis of Potential Opportunities and Potential Threats from Open Forum Notes and Open Forum Feedback Form**

Across the open forums on 4/7 and 4/12, based on a content analysis, there were overall more comments made about opportunities (n=149) than threats (102).

### **Potential Opportunities**

- The most frequently mentioned opportunities related to **external community relations, outreach, and branding**:
  - “Impactful for community,”
  - “Meaningful for region”
  - “Helps build relationships with industry.”
  - “Having a Health College would help us with our brand/image and potential opportunities and connection with employers.”
  - “Potential to add value and community distinction through innovative programs and outreach - with a forward thinking, unifying theme.”
- The next most frequently mentioned opportunity area was in **potential improvements to students’ academic and advising experiences**:
  - “Could have a centralized staff/support services center to facilitate requirements for internships, standardized tests etc.”
  - “While not necessarily taking the form of a 5th College -- an integration of health-related studies and pursuits will enhance learning and research opportunities, expand potential for community outreach, and promote student engagement in a variety of health-related professions.”
  - “More interdisciplinary work, more grant funding, better (more coherent) advising and preparation for both professional programs and employment.”
  - “Shifting career/academic advising as well. Will have to pull people from different colleges, but have an opportunity to set up advising from the ground with experienced people to a “right” advising structure (right now all Colleges do advising in a different way).”
- Many comments discussed how a new college could **expand opportunities for student internships and future employment**:
  - “Can open doors for job opportunities.”
  - “Easier path for students to see career opportunities in Health when housed in one college.”
  - “Could facilitate building of pipeline programs.”
  - “Students will benefit as they will be “near” many professions related to health that they can explore.”
- Many discussed **opportunities for more connection, collaboration, and interdisciplinary education**:
  - “There appeared to be lots of exciting opportunities for growth, connections, collaborations, and new development”
  - “Could make it easier to open up interprofessional education between the involved departments.”
  - “Creating more room for interdisciplinary studies, programs, or opportunities for faculty and students to collaborate more rather than

thinking of it like colleges losing students. Really depends on how you do it. There is room for growth and opportunities overall.”

- “Opportunities for interdisciplinary studies, programs, collaboration opportunities, teaching, etc. This can be done already since we all operate under one university, but there might be some benefits administratively to combining departments into one College.”
- Several comments also focused on the **potential for a new college to attract funding through donations, grants, and/or industry partnerships**:
  - “Great idea! I see funding opportunities, industry partnerships, better holistic health focused education for our students.”
  - “Opportunities for fund-raising will increase in a new College of Health – donors should have more clarity and purpose for their donations in the health field.”
  - “Helpful to have a college of health for fundraising and other university advancement work.”
- Other less frequently appearing categories of comments included those describing the benefits of a college and/or a dean with a health focus, generally supportive or enthusiastic comments, potential for shared staffing for departments with related needs, and potential for using space at the Concord campus.

## Potential Threats

- The most frequently mentioned threats related to **concerns about funding and resources for the new college**:
  - “Budget: The cost of hiring more deans, MPPs, staff, etc. – setting up all of that infrastructure.”
  - “The costs, especially when enrollment is down, can be challenging.”
  - “Not enough faculty, resources, funding and support for students are possible threats.”
  - “How can this be cost neutral?”
- The next most frequently mentioned comments related to concerns about **how the new college might negatively impact the existing colleges, departments, or programs**. These comments were most often related to disruption of existing collaborations and/or loss of funding.
  - “May leave current college in trouble if it is a large department that leaves.”
  - “[Loss of] established relationships and collaborations with the current college; loss of PHAP revenue; and to the extent it supports professional development funds; whether my department will essentially be supporting

- other programs that are high cost due to internships, clinical rotations, small class sizes etc.”
- “Administrative bloat; loss of resources upon which departments currently rely (ie CCSI advising services); increased difficulty for collaboration with departments not members of the new college.”
  - “The potential increased costs associated with the new college in terms of faculty and administrator salaries – will there be pressures to hire at more elevated levels and what would that do for equity for existing faculty/administrators and across colleges?”
  - Many comments discussed **difficulties in defining health and deciding which departments might be included**. Related to this were concerns about competition between existing colleges/departments and those that would move to the new college.
    - “Programs feeling left out. How do we make decisions about who gets into the [new] college?”
    - “Additional programs should be considered for the college. Who gets in, who has to stay out?”
    - “A question about unifying themes – if it is health, what should be included – if the health is holistic – physical, mental, public, etc. – then should psychology be in it? How about recreation? Will this put pressure to shift more programs to the College?”
    - “How will it impact different pedagogical tracks within departments? Will a department be broken up if there are tracks that are not specifically “health” focused?”
  - Several comments suggested **a new college is not needed right now**, either because **other structures like centers could provide similar collaborative and funding opportunities**, or because **attention and funds should be focused on strengthening our current colleges, advising systems, and student success efforts**.
    - “Is the college the best way to organize academic programs around health?”
    - “This process of reorganization and/or “reimaging” should occur with existing Colleges to improve service delivery; taking on a new entity without doing so seems superfluous.”
    - “It seems this would be a good opportunity for the university to adapt to changing times by considering how best to serve our students and the community. As we discussed, climate change and health are related and providing opportunities for faculty/staff/students to collaborate by providing a connected community would be ideal. Whether creating another college is necessary for that, I'll leave to the experts.”

- “The other threat is that there is a need to reevaluate the current colleges. Instead of opening up a new college we can spend resources investing on the current students and helping them get through the mess that is already set up. There are very few positive examples of how the school should be running. We should find those and communicate it to the rest of the colleges. Communication needs to be invested in at the school. I have been told that there is difficulty filling positions at the school and difficulty retaining employees. Why would we risk opening up another college to have it be short staffed. That would add more problems.”
- “Is there an opportunity to work on these barriers without a college? Perhaps creating an Institute or Center of Excellence that doesn’t create “bloat in the administration. Have had lots of attempts to break down the barriers—but haven’t been successful over the years. Definitely a problem here, but is a college the right solution?”
- Other less frequently discussed threats included potential barriers to student experiences and advising, a lack of interest and willingness for some departments to move to the new college, questions about who really benefits from a new college (i.e. do students and faculty benefit?), and a general sense of unease about the disruption and messiness of this potential reorganization.

## **Appendix D: Content Analysis of Potential Opportunities and Potential Threats from Surveys and Department-Specific Input**

### **Potential Opportunities**

#### **Opportunities for More Connection, Collaboration, and Interdisciplinary Education/Research**

A general sense of collaboration across multiple dimensions was seen as the key opportunity:

- “Increased interprofessional education and interaction would become more feasible, especially if we are able to share resources that promote collaboration, such as shared physical space.”
- “More focused integration of related fields of study, subject matter and collaboration in research and interdisciplinary studies.”
- “...Science and practice is positively evolving to demand multi-method, multi-perspective approaches. This would be easier and more naturally occurring if these departments shared administration and associated facilities.”
- “There’s a lot of opportunity to develop synergistic research relationships between scholars who have similar foci. There is also an opportunity to pool



resources in some administrative help (coordinating graduate admissions and graduation checks, for example) if most colleges in the department have similar enough focus.”

- \*”Increased interdisciplinary research/collaboration... Improved interprofessional practice - this will benefit students a great deal... More streamlined, coherent, and consistent standards for promotion/tenure in similar fields”
- “Combine clinical programs under one "governing body" with similar needs, facilitate interprofessional collaboration (e.g. patient simulations). Align more closely with structure at other CSUs (e.g. College of Health and Human Services at SDSU). Seems like the funding would be a bonus- re-locating closer together on campus would be great.”
- “Clearer sense of mission and purpose, increased collaboration around teaching, scholarship, and service, increased funding through grants (research as well as training grants focused on health related workforce development), efficiencies in admissions and accreditation processes”
- “My focus in research and teaching is on community mental health and also on direct practice with older adults and families. I would imagine better alignment in a college of health with my teaching and related resources.”
- “This will likely impact university service more so than community service. Having a college of health may result in more service opportunities specifically tailored to public health and related fields that are relevant to the faculty that will reside within this college.”
- “It would enable folks who are more familiar and aligned with my scholarship and teaching areas to evaluate my RTP for promotion and/or tenure. While I respect my colleagues [in the college], it can certainly be outside their scope to be evaluating such disparate fields.”

## **External Community Relations, Outreach, and Branding**

In general, community relations (and by extension, “public relations”) were focused on community-engaged education and the offering of additional training programs in the form of interdisciplinary majors and certificates. Accreditation was seen as a validating exercise.

- “A new College of Health would be a visible entity to the community, particularly employers in the health sector and would indicate commitment and expertise of CSU East Bay to the Health professions.”
- “...Accreditation is key to each or some of these [Departments]... strong structure... (supporting) the necessary internships would be wonderful.”
- “adding certificate programs”
- “Emphasize and role model collaboration among intraprofessional team

- members to the students and the community”
- “Pooling resources and contacts for community-based health”

### **Potential Improvements to Students’ Academic and Advising Experiences (Including Career Preparation)**

A lot of discussion about co-listed courses and sharing of clinical/laboratory resources:

- “Better career opportunities and specialized classes...”
- “Easier for students to learn about alternate health professions that the ones they know about”
- “It would allow students interested in allied health fields perhaps more easily move between majors if common core could be established...”
- “...focus on holistic health ...expand our programs to include integrative medicine type modalities such as acupuncture, Ayurveda and massage...”
- “...create more interdisciplinary opportunities, exposing our students to the wide array of healthcare providers”
- “Counselors with better knowledge of health related majors, concentration of students studying similar majors using the same resources.”
- “Easier to access information from staff who understand my major. Currently that is not happening. The counseling department continues to pass the buck because of the broad requirements of their students.”

It merits noting that a lot of comments about shared resources revolved around “patient”/“client” considerations, and referenced medical or clinical preparation opportunities (e.g. via “simulation”) as emblematic of “health”. Less frequent comments about opportunities referenced expansion of impacted programs, shared interprofessional communities (with applied practice focus), and more focused time for a Dean’s office, along with generic references to increased funding through various mechanisms.

- Of Departments that had faculty conversations, NURS & SW were generally welcoming of this opportunity. For NURS, a unique opportunity was “(p)otential for centralized administrative support around clinical placements, maintaining contracts with clinical facilities, preparing for accreditation, tracking of student data required for annual and periodic accreditation reports, while for SW, this endeavor provides potential for “a college that can serve as an internal and external champion for health and human services”.
- PH echoed the myriad potential dimensions for collaboration found in the survey and appreciated the opportunity for a dedicated administrative unit focused on

health, especially with the potential for “opportunities to increase department autonomy, such as having course caps and modalities as purview of the departments.” As the Department which would have the largest headcount of the proposed College as constituted (comprising roughly 40% of enrolled majors), there are significant concerns about lack of details particularly surrounding parity related to proportional allocation of financial and human resources (especially pertaining to instructional workload and research priorities), especially in contrast to current situation in current College which provides such provisions..

## **Potential Threats**

### **Concerns about Funding and Resources for the New College**

- “There needs to be new shared physical space, and new educational leadership, which both require substantial costs.”
- “funding? Not really sure of the details but would appreciate a primer of what it entails and models of institutions where such a college has worked well. Hate the word threat but understand it comes from the model you are using to sort through the process.”
- “From the chatter I hear, funding seems to be a big concern. Potentially, appropriate space and/or equipment to support training/research needs. Perceptions that a college is treated as lesser if a department leaves it for the new college.”
- “We need to understand costs of a new college as well as needs for equipment and space. Some colleges and departments might feel wary of the impact to their colleges and/or departments.”
- “The faculty/staff time and effort needed to get this off the ground successfully, time, funding, education around the new College.”
- “Long-term funding, student enrollment, allocation of funds, and lab space restrictions.”
- “Inability to reconcile philosophical differences in pedagogical delivery, Inequity in compensation of Department Chairs and workload distribution for faculty. Incongruent expectations related to RTP. More pressure on high-revenue Departments to offset those which are not. Lack of understanding of or enthusiasm for this endeavor.”
- “Budgetary and administrative changes that may have negative impacts on departments.”
- “Likely negatively, since assigned time/release for scholarship (publication and grants) quite abundant in CSCI.”
- “Need to carefully determine how resources are shared - some dept have huge

accreditation requirements and are VERY expensive. Other departments have large enrollments but are relatively inexpensive. Need to have a clear strategic plan about how the college would operate and a STRONG leader with a broad perspective.”

### **How the New College Might Negatively Impact the Existing Colleges, Departments, or Programs**

- “Departments leaving to join a 5th college will leave a void in their respective colleges. Let me use the example of the Dept. of Public Health which will need to leave the College of SCI. Being an "applied science field" department, the Dept. needs to stay in close proximity to the CSCI. It just makes more sense. Students in that Dept. are taking some of the courses offered at the CSCI and need to remain integrated and identifying themselves in that community of science students. The departments suggested in the 5th college makes the PH Dept. stand out as a pariah - it does not just fit there. In addition, space will be needed, faculty will need to move, more paperwork changes, staff are needed, equipment will be needed, etc. This money can help strengthen the existing 4 colleges. I just do not like the politics of this whole 5th college proposal. It stands in the way is rational decision making!”
- “If strong department leaves a college it could perhaps hurt that college. However I don't think we have emphasis on responsibility based budgets - that might help give resources to programs that are strong.”
- “The University has not been kind to professional programs. They are seen as high cost, even when they bring in millions of dollars of specific grants to the profession. The fear is that by creating a school, an administration that either doesn't understand or doesn't value professional programs could under-resourced these units...”
- “Administrative failures: poor planning, staffing, lack of supportive infrastructure (which could be sizeable in scope and cost)... Push-back from current colleges and faculty at the changes... Difficulties for faculty who may more rightfully belong in original college.
- “Faculty may be reluctant to experience change and dig in their heels. The other issue is that other major programs might experience a dip in enrollment in their colleges if high enrollment programs leave their colleges.”
- “The college may be opposed by the faculty worried about the implications for their college or program and by the effects on GE and their FTES (there are already significant grumblings in CLASS about the perceived efforts by the Dept. of Public Health to propose courses covering subject areas historically taught by existing programs and by the same lecturers).”
- “It will make me feel isolated from colleagues in my current college in terms of

collaboration, shared spaces, etc.”

### **Lack Of Confidence in Deliberate Time and Effort Needed to Execute Effort Among Included Departments**

- “...included departments would need to foster communication, learn to be collaborative with each other and develop a culture of respect. The departments indicated are substantially different from each other but this can be a strength with intentional work.”
- “Right now we benefit from being part of an established school, and with any new endeavor, there are likely to be growing pains as the school develops, especially in leadership.”
- “These are not threats in general but would require some effort initially and would get settled eventually with time.”
- Likely negatively as current standards governing each Department (especially those with specific guidelines for professional achievement or review of lecturers) would have to be harmonized for at least five different entities.”
- “After a period of transition, which might temporarily increase workload, I think workload would decrease with access to some shared resources at the college level to help our department with accreditation, admissions, and community partnerships.”

A number of comments questioned the need for a new College relative to other potential approaches to collaboration and reducing of existing barriers between thematically-related departments, especially given the lack of specificity around administrative and bureaucratic details surrounding the creation of a new College (in particular, details about workload).

### **Appendix E: Feedback from Departments (brief set of summary statements from department conversations/bullet points)**

#### **Kinesiology:**

There are 20 CSUs with a Kinesiology Department. In terms of the college in which these departments reside, there is little consistency. Eleven reside in Colleges that have “Health” in the College name with Health and Human Sciences/Services/Development featuring in all eleven. Five feature Education in the College name (one of the five is also included in the aforementioned eleven). On the remaining five campuses, Science features in the College name of four and one is in a College of Professional Studies. Looking at the departments in these colleges, whether those in a college with health in

the name or education, there is no apparent logic when considering their wide range of programs.

Through the kinesiology department chairs listserv, the department chairs of all 20 CSUs with a kinesiology department were surveyed. Of the 20 departments surveyed, responses were received from 12 departments (East Bay's response is presented in a separate section of this report). One of the departments reported they were engaged in the same conversation about the potential to move kinesiology to a College of Health Sciences.

Summarizing the responses, those departments located in a College with Health in the title generally reported it was a good fit that allowed collaboration, sharing of facilities, and adequate resources and support. Accreditation was highlighted as another plus in how it could be used to leverage for more faculty positions.

There were also a number of concerns highlighted by those departments in a College of Health. One department noted the focus of the college was more on public health policy and how at times this was at odds with the department's focus on physical activity (a similar concern was raised by the East Bay faculty about moving to a college of health). Two departments located in a college of health noted whether the Dean was from kinesiology had a big impact on the degree to which the department was supported. Another department noted being in a College of Health with a number of graduate programs that were externally accredited saw a disproportionate level of resourcing to those programs compared to the undergraduate kinesiology programs.

Departments that weren't located in a College with Health in the name generally reported where they were located was not an ideal fit. Where a Dean was seen as an ally to the department the concerns were muted, but there were still challenges when it came to equitable resource allocation.

While a 'better' fit was a theme especially from those in Colleges of Health, it is worth noting several nuances the department chairs identified. For one of the departments located in a College of Health and Human Services, their teacher education program benefitted from a strong collaborative relationship with the College of Education. Another department noted that some of the kinesiology faculty have been arguing for a move to a College of Science, Technology and Engineering as it would be a better fit for their research interests.

The kinesiology department met several times to discuss the 5<sup>th</sup> college. In addition, the department was surveyed as to the pros and cons of moving to a College of Health.

This is not the first time this has been a topic of conversation within the department – it has been ongoing for many years. This is also a conversation that has been happening in the profession on a regular basis for the last 40+ years.

Kinesiology evolved out of physical education and today many kinesiology departments still have a pedagogy focus – we have the single subject waiver program. Calls to move from education have grown as the focus has moved from a focus on physical education to a much broader examination of sport and physical activity. More recent calls have been around the alignment with public health and the need to integrate kinesiology into a health model that promotes physical activity as a preventive mechanism for a wide range of illnesses.

What we now call kinesiology is, based on the American Kinesiology Association (our primary USA based professional organization), a broad-based approach to the study of physical activity. It includes the life sciences (physiology, anatomy, biomechanics), the behavioral sciences (motor learning, motor control, motor development, sport psychology) the humanities (sociology, philosophy, history, gender studies) as well as pedagogy and coaching. Some people in the field also include, to name a few newer areas, Sport Management, Athletic Training, and Sports Nutrition.

Kinesiology has been a term used to ‘coalesce’ the discipline, but it isn’t universally accepted - sport science, sport studies, exercise science are also common. Kinesiology has been the name widely adopted by the CSUs to reflect the broad focus on physical activity and for the Associate Degree for Transfer. Several CSUs have started to rename both the department and the programs with Allied Health starting to feature. There are moves among several CSUs to move to standalone degrees focused around the sub-disciplines (e.g., BS Exercise Physiology).

At East Bay we have adopted a broad-based approach to kinesiology that is balanced across the life sciences, the behavioral sciences, the humanities and pedagogy. While Kinesiology is not a ‘good’ fit for a College of Education, as a kinesiology department with a broad-base, it is not a ‘good’ fit in a College of Health. Accordingly, some faculty see great potential in a move whereas others see little advantage. Very few faculty respond to the various surveys. A total of 10 responses were recorded. For a department with 15 tenure, tenure-track faculty, over 20 instructors and 10 staff, the response rate is poor. However, the number of department personnel involved in the department meetings was far greater and the responses were not significantly different.

The responses ran from those opposed (1) to those in favor (6) to those ambivalent (3). The one person opposed referenced concerns over the degree to which this was being

imposed by the administration. Those who were ambivalent raised questions around whether a focus on health would dilute the discipline's traditional focus on sport and whether the department could retain its multidisciplinary curriculum and the focus on pedagogy (physical education teacher certification). Another theme for those ambivalent was around if this a neutral move (we continue to do the same as we do now), why move? Highlighted by both those opposed and ambivalent were questions regarding the operational specifics of any move (e.g., budget implications). Those in favor of the move highlighted perceived benefits focused on collaboration with respect to curriculum and research. Interestingly, two individuals in favor (both from the Life Sciences) noted that the faculty with a pedagogy and humanities focus would need to reframe and refocus their work. As noted by one of those ambivalent, this was an area of concern – would faculty have to give up their current focus?

Based on the numerous conversations that have taken place in the department and the survey data, whether you see a 5<sup>th</sup> College as a positive or negative, and how you evaluate strengths, weaknesses, threats and opportunities, is largely dependent on your disciplinary focus. Faculty tend to see the outcome as positive the more their work and discipline is aligned with health (exercise physiology and biomechanics). For those aligned to the humanities (sociology, history, philosophy) and pedagogy, the outcome is seen as potentially negative. Straddling these two extremes are those in the behavioral sciences (exercise psychology, motor development, motor learning) where the response is more neutral. Given this, from a department perspective, there isn't a unified position on whether kinesiology should join a college of health or stay in education.

### **Nursing:**

- Very favorable feedback from faculty; staff have questions about how a change would impact their workload
- Regular college meetings would foster development of Interprofessional education (IPE), including interdisciplinary electives, simulation lab learning experiences,
- College infrastructure may better support collaborative research and practice opportunities.
- Potential for centralized administrative support around clinical placements, maintaining contracts with clinical facilities, preparing for accreditation, tracking of student data required for annual and periodic accreditation reports.
- Current successful collaborations in the College of Science have included “Hack the Outbreak” with Engineering, Computer Science, Public Health and Nursing; Bay Area Science Festival– huge number of community members participated in nursing lab activities. These are collaborations Nursing would like to see continue



regardless of college structures. Other CSCI collaborations focus on STEM and Biotech that are not usually good fits for Nursing.

**Public Health:** There was interest from the Department of Public Health faculty in a Fifth College centered around Health. The opportunities for teaching, research, grants, service, collaborations, and expanded curricular programs are apparent and as a department fully centered around broad considerations related to the public's health, there is the potential for many benefits and the role of our faculty would likely be significant in shaping this new College. However, as a large and continually growing department that has been entrenched in its existing College for some time now, some concerns were raised about the implications of restructuring on faculty, staff, students, and the department as a whole:

- Dedicating funding and resources to a Fifth College could reduce that which could instead be dedicated towards improving existing Colleges and staff support for under-resourced Departments and other administrative units
- Funding structures and priorities of a new College could be different from existing Colleges, changing the level of support provided to faculty whose departments move
- Reduced opportunities for pedagogical and scholarly collaboration between departments who used to be in the same Colleges (with administrative alignment)
- Would lose considerable funding from PHAP and other forms of revenue tied to specific Colleges
- New College would not have lab and technological capacity currently found within existing alignments with specific buildings on campus (current and future)
- Compensation and release for current Department Chairs (including regular elections) and assigned time for administrative functions not uniform; perpetuation would lead to a starting point of inequity unless transparently discussed and addressed

Faculty also identified potential opportunities where a new College could be leveraged:

- Formation of a new College opens possibility of restructuring student advising in a more efficient and effective manner
- Formation of a new College may open opportunities to evaluate and restructure faculty and administration salary levels, funding support, teaching obligations, and mechanisms for supporting and rewarding RSCA activities
- Increased opportunities for collaborations between departments who move into the new College
- Expanded opportunities for students, such as the development of new graduate programs
- Opportunities to increase department autonomy, such as having course caps and modalities as purview of the departments (as long as the Fifth College Dean's office adheres to those agreed-upon considerations)

- Opportunities for fairer allocation of A2E2 funds based on proportional size (FTES) of Departments

**Social Work:** Social Work faculty members are enthusiastic about this change and see many opportunities including: interprofessional collaboration across teaching, research, and service; substantial external funding; a college that can serve as an internal and external champion for health and human services; and more college-level support with admissions, accreditation, and field placement. Though we appreciate the support we receive from leadership and colleagues in our current college, and we have some hesitancy about a big change that may initially be disruptive, we ultimately feel the benefits far outweigh the drawbacks.

**Speech, Language and Hearing Sciences (SLHS):** Across the CSU system and nationwide, SLHS is typically housed in the College of Science, Health or Education, with a very small number of departments housed in Colleges of Liberal Arts or Communication. With this perspective, SLHS faculty, staff, and students are overwhelmingly in support of the proposed new College of Health due to the envisioned opportunities that such a college may offer including: pedagogical innovation and expansion through interprofessional collaboration, opportunities for increased collaborative research and service and opportunity for increased extramural funding. SLHS has been supported as a productive member of CLASS, but faculty/staff feel that the department's mission and activities may be better aligned, resourced, and supported in a college focused on health and that includes other professional training programs with similar needs in admission, accreditation, credentialing, and community engagement. SLHS faculty do have queries about the specifics of the development of a new college and the specifics of implementation of policies and procedures related to funding, faculty workload, accreditation support, curricular enhancements etc., but are looking forward to a collaborative and transparent discussion about these issues as this process moves forward.

## **Appendix F: Blank Qualtrics Survey**

Note: This PDF version of the survey does not show the skip logic used that displayed only relevant questions to respondents based on their role. For example, students saw a question about learning while faculty saw a question about their teaching.

## Fifth College Task Force Survey

Thank you for your willingness to complete this brief anonymous survey. The feedback shared here will be used by the Fifth College Task Force in developing their report and recommendations.

For your reference, [CSUEB currently has four colleges](#): 1) College of Business; 2) College of Education and Allied Studies; 3) College of Letters, Arts, and Social Sciences; 4) College of Sciences. The Fifth College Task Force is charged with exploring whether and how CSUEB might create a College of Health (working name; subject to change.)

The Fifth College Task Force includes the Department Chairs of Kinesiology, Nursing, Public Health, Social Work, and Speech, Language, and Hearing Sciences, as these departments are being considered for a potential shift to a new college, if one is formed. Other departments may also be involved as we gather input in this process. The task force includes representatives from ASI, Facilities, and Academic Affairs.

Some additional context that may be helpful is that there is a possibility of getting a substantial one-time state grant to support creation of a new college, and that some key stakeholders, including major health-related employers and funders have expressed interest in such a college. However, the committee is also aware that there are many factors to consider as we explore this issue.

If you have any questions about this survey or the task force, please feel free to contact any one of the task force co-chairs:

- Interim Provost Kim Greer ([kim.greer@csueastbay.edu](mailto:kim.greer@csueastbay.edu))
- Public Health Department Chair Arnab Mukherjea ([arnab.mukherjea@csueastbay.edu](mailto:arnab.mukherjea@csueastbay.edu))
- Social Work Department Chair Sarah Taylor ([sarah.taylor@csueastbay.edu](mailto:sarah.taylor@csueastbay.edu))

For this first set of questions, **please reflect as broadly as you can** about CSUEB's departments, colleges, and students versus personal impact on you (you'll have a chance

to give input on that in the next set of questions). It's okay to say "I don't know," "I'm not sure," or simply skip any questions you don't want to answer.

What are the strengths of our current college configuration?

What are the weaknesses of our current college configuration?

What opportunities may arise with a new College of Health?

What threats may exist to the development of a new College of Health?

If CSUEB creates this new college, what should it be called?

Which of these categories best describes your role at CSUEB?

- Student
- Faculty, staff, or administrator

How would shifting to College of Health impact your learning?

Which of these staff/faculty roles best describes you?

- Staff member or administrator
- Tenured faculty member
- Tenure-track faculty member
- Lecturer

How might a College of Health impact your teaching?

How might a College of Health impact your scholarship?

How might a College of Health impact your University or Community Service?

How might a College of Health impact your retention, tenure, and promotion process (for tenured/tenure-track faculty) or periodic review (for lecturers)?

How might a College of Health impact your workload?

How might a College of Health impact your professional development?

What department do you work in?

Please provide any additional comments you would like to share about the possibility of a College of Health on our campus.

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## Appendix G: Blank Open Forum Feedback Form

### Campus Feedback Form

5th College Open Forum

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\* Required

1. Email \*

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2. Did you attend one of the Open Forums? \*

*Mark only one oval.*

- Yes, on April 7th.
- Yes, on April 12th.
- Yes, on both April 7th and 12th.
- No.

3. Status \*

*Check all that apply.*

- Student
- Faculty
- Staff

4. What opportunities may arise with a new College of Health?

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5. What threats may exist to the development of a new 5th College?

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6. Please briefly share your input about the potential for a 5th College?

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