



Northeastern University

Office of the Provost

RESTRUCTURING THE COLLEGES OF ARTS AND SCIENCES AND CRIMINAL JUSTICE: A White Paper

September 7, 2009

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I. Executive Summary

This white paper recommends the restructuring of the College of Arts and Science and the College of Criminal Justice into three colleges as follows:

- a College of Science, comprising:
 - the departments of Biology, Chemistry and Chemical Biology, Earth and Environmental Science, Mathematics, Physics, Psychology; and
 - the interdisciplinary programs in Behavioral Neuroscience, Biochemistry, Environmental Studies.
- a College of Arts, Media and Design, comprising:
 - the schools of Architecture and Journalism;
 - the departments of Art + Design, Music, Theatre; and
 - the interdisciplinary programs in Interactive Media, Cinema Studies.
- a College of Social Sciences and Humanities, comprising:
 - the departments of African American Studies, American Sign Language, Economics, English, History, Languages, Literatures, and Cultures, Philosophy and Religion, Political Science, Sociology and Anthropology;
 - the School of Public Policy and Urban Affairs (currently The School of Social Science, Urban Affairs and Public Policy);
 - the College of Criminal Justice; and
 - the interdisciplinary programs in Human Services; International Affairs; Law, Policy, and Society; Linguistics.

During the coming months several task forces will be formed to work out the myriad details associated with this restructuring. In particular, the best home for the departments of Education and Communication Studies needs to be determined.

It is anticipated that this restructuring will be effective July 1, 2010. Searches for the deans of these units will commence immediately.

II. Background

Northeastern University has evolved dramatically over the past ten years. Once a predominantly commuter campus serving students from Boston and the surrounding region, Northeastern now attracts students and faculty from across the United States and around the world to its distinctive programs of experiential and cooperative education across a comprehensive range of undergraduate and graduate areas of study. The University's research profile and external funding levels have risen in tandem with admissions selectivity. To help sustain the momentum of Northeastern's institutional transformation, the University will be implementing a hybrid management and budgeting system that will vest greater responsibility for academic leadership and entrepreneurship in the colleges.

Northeastern's present college structure emerged well before the transformations of the past decade. The University's senior leadership therefore decided to examine whether the current organization of Northeastern's colleges allows the University to capitalize on its new opportunities. In 2008-2009 the University inaugurated this examination with a focus on the College of Arts and Sciences and the College of Criminal Justice.

A. The Ad Hoc Committee on the Organizational Structure of the College of Arts and Sciences and the College of Criminal Justice

In December 2008 the Provost appointed an ad hoc committee to evaluate the pros and cons of retaining the College of Arts and Sciences as a single college or reorganizing into:

- two independent colleges: a college of science that would include the physical and life sciences and mathematics and a college of social sciences, arts and humanities; or
- into three independent colleges: a college of arts, a college of science, and a college of social sciences and humanities.

In addition, the Ad Hoc Committee was further charged with assessing the advantages and disadvantages of moving the College of Criminal Justice into the College of Arts and Sciences or one of its successor colleges.

From January through mid-May 2009, the Ad Hoc Committee held a series of meetings, including open forums, by invitation meetings and meetings with individuals to gather the views of various constituents about the three possible structures. Participants in these meetings included faculty, students, alumni, and staff from the Colleges of Arts and Sciences and Criminal Justice. The committee also met with the deans of both colleges and consulted with other senior administrators. Internal data compiled and reviewed by the Committee included admissions and enrollment trends over time in both colleges, external and advancement funding, and faculty numbers. External data included comparative information on college structures at peer and aspirant universities and universities with highly ranked programs in criminal justice.

The Committee's report was submitted to the Provost on May 28, 2009 and made available to the Northeastern community through the Committee's web site.

The Committee's report noted that the current structure of the College of Arts and Science seemed to offer students and faculty better opportunities for intra-college study and collaboration across disciplines and programs than might occur if the College was split into smaller units. Since the CAS in its present form includes units with very different cost structures and revenue streams, the uncertain impact of the new hybrid budget model loomed large in discussion of possible alternative college structures. However, the Report noted that smaller, more focused colleges potentially offered more effective, entrepreneurial, and participatory leadership and governance, greater community of intra-college interests, and more visibility for the areas of CAS outside the College and the University.

With respect to the College of Criminal Justice, the Committee's report juxtaposed the very high value set by CJ students, faculty, and alumni on the College's independent identity with the clear downward trend in the College's admissions and enrollments. The Report presented evidence that highly ranked Criminal Justice programs are housed nationally in a wide variety of structural models, ranging from degree programs housed in other disciplinary departments, to departments, to schools within larger colleges, to fully autonomous colleges.

B. University-level Retreat on College Structure

On June 15, 2009 the Provost convened a University-level retreat to discuss the Ad Hoc Committee's report and to consider next steps. Invitees were chosen in consultation with the deans of CAS and CJ and the Senate Agenda Committee. Participants included CAS and CCJ department chairs and faculty, the Faculty Senate Agenda Committee, graduate and undergraduate students, as well as staff (see Appendix A for a complete list of attendees).

The retreat agenda (Appendix B) featured morning and afternoon breakout sessions followed by group discussion. Morning sessions were organized around broad University goals and themes—management and governance; educational programs; research; the Academic Plan—and considered how various possible college structures would support these themes. The afternoon sessions focused on identifying the most compelling arguments for and against particular college structures. All retreat participants were encouraged to step outside of their current personal views and argue both sides of the issues.

The retreat resulted in a general consensus that there were compelling reasons to restructure CAS. Specifically, it was the prevailing view of the management and governance working group that one large college does not serve any group particularly well. All three of the working

groups that discussed possible models for CAS came to consensus that smaller and more focused colleges are more likely to:

- promote efficiency through clearer communication about resource allocation and incentive structures;
- provide units with more direct access to the dean;
- provide units with a clearer identity and mission;
- permit multiple voices to be heard on campus;
- increase the representation of schools in senior management;
- foster the development of new initiatives leading to greater participation on the part of *all* faculty, in terms of governance; and
- lead to better representation of the faculty perspective in key debates.

It also became apparent by the end of the retreat that a three-college model was more desirable than the two college model for CAS. Specifically, there was general consensus that a two-college model would not bring sufficient focus to the disciplines outside the physical sciences. As one working group expressed it – a two college model would result in “a College of Science and a College of everybody else.” They viewed the two-college model as probably less effective than the three-college model at providing effective internal advocacy for the various disciplines and enhancing the external visibility of the colleges’ areas.

With respect to the College of Criminal Justice, there was consensus that the College of Criminal Justice has been effective in maintaining a high external profile for Northeastern’s programs in criminal justice and criminology. It was also noted that CCJ was facing difficult undergraduate enrollment prospects in view of Northeastern’s institutional transformation. Citing the experience of other units formed out of successful mergers, such as the School of Nursing within Bouvé College of Health Sciences, retreat participants both inside and outside the College of Criminal Justice observed that the actual process of any potential merger will greatly influence the willingness of faculty to embrace and own the change.

A number of themes sounded at the retreat transcended discussion of the individual colleges. Retreat participants across the board voiced their belief that execution will be critical in the process of change, especially for ensuring that any restructuring does not introduce barriers to interdisciplinary education and research. Other issues identified at the retreat as needing further investigation were:

- how best to handle undeclared students and internal transfers;
- the status of “schools” within Northeastern’s college structure;
- financial models for colleges under the University’s new budget and management system;
- the range of possibilities for locating units potentially at the boundaries of new colleges.

C. Activities since the June Retreat

Following the June retreat, the Provost's Office developed financial models for the various structures, met with academic leaders in Arts and Sciences and Criminal Justice, and conducted further institutional research on the issues raised at the retreat and in the report of the Ad Hoc Committee. Discussions following the retreat with academic leaders continued to suggest that considerations of intellectual affinity and external visibility favor a three-college over a two-college or one-college model for CAS, provided no new college becomes so small, so narrowly focused, or so unbalanced in terms of instructional and research expenses versus revenue as to be at risk under Northeastern's new hybrid budget system. Financial modeling as well as discussions with academic leaders explored various possible placements for several disciplines and programs, especially those in media and the humanities, in order to understand as fully as possible the academic, administrative, and budgetary implications of different configurations.

III. Proposed new College Structure

In light of this assessment, it is recommended that the College of Arts and Science be restructured into:

- a College of Science
- a College of Social Sciences and Humanities that includes in it the current College of Criminal Justice
- a College of Arts, Media and Design.

An outline of the schools, departments, programs, and centers proposed to constitute the new colleges follows these recommendations.

It is anticipated that this restructuring will go into effect July 1, 2010. During the coming months several task forces will be formed to work out the myriad details associated with this restructuring.

Searches for the deans of these units will commence immediately.

A. College of Science

Rationale: The natural and life sciences and mathematics form the basis of a distinct college for a number of compelling reasons. On the grounds of intellectual affinity, interdisciplinary inquiry and education across scientific fields is growing apace, as evidenced by the 2002 transformation of Northeastern's Chemistry department into the department of Chemistry and Chemical Biology; the increasing role of biophysics in Northeastern's Physics Department; the important presence of Northeastern's Psychology Department in the University's cross-college initiatives

in imaging technologies; and the growth in significant interdisciplinary undergraduate majors in neuroscience and biochemistry.

Practical interests common to these disciplines include the availability and salience of external funding for research productivity; shared concerns for acquiring and maintaining research laboratory space, highly capitalized core facilities, animal facilities, and technical support staff; shared laboratory-based instructional models; and comparable tenure expectations. Although these needs and expectations are not simply uniform across the science disciplines—theoretical mathematics and medicinal chemistry, for example, make very disparate demands on research infrastructure—they nevertheless call upon shared forms of administrative expertise and demand focused, knowledgeable academic leadership for success. As we expand Northeastern’s sponsored research enterprise, close collaboration among the physical and life sciences and mathematics will be critically important in order to make the most of our faculty, space and equipment resources. Discussions among the chairs of science departments and the Office of the Provost following the June 15 retreat affirmed that establishing a cohesive College of Science will better position Northeastern to foster collaboration internally, identify research and instructional priorities effectively, and enhance the visibility of our science disciplines externally.

B. College of Social Sciences and Humanities

Rationale: As many faculty members and academic leaders in these disciplines expressed during the past year’s discussions of college structures, the social sciences and humanities share a fundamental aim of understanding and interpreting human lives in human societies. These fields comprehend a spectrum of methodologies—quantitative and qualitative; empirical, interpretive, and theoretical; speculative and policy-oriented—that together explore the meaning of human differences, the accomplishments of human cultures and the threats to them, and how human beings can better shape the social structures in which we live. Many CAS faculty members set a high value on the full spectrum of methods and research aims represented across the social sciences and humanities and point to the importance of departments that sit on the boundary between these broad fields, such as African American Studies and History. The ties among these disciplines are expressed in a number of existing interdisciplinary programs centered on course offerings in the social sciences and humanities, including International Affairs; Women’s Studies; Asian Studies; Latino, Latin American, and Caribbean Studies; Law, Policy, and Society; Jewish Studies; and Urban Studies. As this range of programs indicates, the humanities and social science disciplines collectively are central to Northeastern’s increasing international aspirations as well as to our role in the local and regional community.

Although research methods across the humanities and social sciences are diverse, research support needs and funding opportunities across these fields tend to be similar, emphasizing

information resources and human resources. Instructional models and support needs also tend to be similar in the absence of lab- and studio-based instruction. Northeastern's institutional size can best support a combined college of social sciences and humanities that features strong programs and centers dedicated to public policy and applied knowledge, including the School of Public Policy and Urban Affairs and, potentially, a School of Criminal Justice. A College of Social Sciences and Humanities will give these areas the opportunity to develop further internal focus and collaboration and will help raise their profile in the University's identity.

Some academic units currently grouped with the social sciences in CAS—notably the departments of Education and Communication Studies—might also be candidates for placement in other colleges. Communication Studies overlaps considerably with media studies and production, and has been deeply involved in the Creative Industries initiative centered on the arts disciplines; Northeastern's Department of Education has distinction in STEM education. The placement of these units will be addressed by one of the task forces charged with implementing the college restructuring.

Northeastern's faculty and programs in Criminal Justice would make a strong contribution to a College of Social Sciences and Humanities, and would benefit in many ways from becoming part of a larger, more diverse unit. Research and instructional affinities between Criminal Justice and the social sciences are strong, as evidenced by numbers of undergraduates pursuing double majors between Criminal Justice and CAS's programs in Human Services, Sociology, and Political Science, by joint faculty appointments between CAS and CCJ, and by the extensive collaboration between CAS departments and CCJ in, for example, the Institute on Race and Justice. Restructuring can build on these connections, especially as faculty in Criminal Justice pursue their current interest in broadening their program's identity and becoming better known for criminology and policy studies. Raising Northeastern's external profile in urban affairs and public policy will continue to be a very high priority for a new college of social sciences and humanities. An ambitious School of Criminal Justice or School of Criminology, should its faculty propose renaming the School, will clearly be central to these efforts, and its identity should therefore be enhanced rather than submerged in the new college structure.

C. College of Media, Arts and Design

Rationale: As the Ad Hoc Committee's report documents, colleges of fine and applied arts and schools of architecture are almost always separate from colleges of liberal arts and sciences (however those disciplines are configured) at peer and aspirant institutions. In many institutions, journalism and communication programs also reside outside the domain of the liberal arts and sciences. Aspects of architecture, arts, and media disciplines that tend to distinguish them from the social sciences and humanities include the space and personnel demands of studio-based instruction; the importance of performance and exhibition spaces, digital media capacities, and

production facilities beyond the traditional classroom; the centrality of practice-based professional and performing faculty in addition to academically qualified faculty in the curriculum; and the salience of creative and professional work in evaluating faculty performance. Students in all these disciplines increasingly need to master similar digital tools, production techniques, and design skills in order to become successful practitioners in their fields.

Many CAS faculty members and academic leaders have registered strong support for constituting a college encompassing the departments of Art + Design, Music, and Theatre, the School of Architecture, and the interdisciplinary programs in Interactive Media and Games Design. A number of faculty members in these units are already collaborating in the Creative Industries initiative launched by CAS, and a new college would give this initiative a highly visible administrative home. In discussions among academic leaders and the Provost's office following the June 15 retreat, the School of Journalism also expressed interest in joining a media-oriented college. Other faculty and academic leaders observed that the department of Communication Studies could be a strong contributor to a college broadly oriented to media forms in arts and communication. A College of Arts, Media and Design comprising some range of these units and programs will provide Northeastern's arts and media disciplines with a significant advance in external visibility and internal coherence and will allow the University to recruit a dean well qualified to advance the college.

IV. Next Steps

In view of the many administrative steps required to realize the academic vision of the new colleges, several task forces will be constituted in the very near future by the Provost's Office to address:

- The placement of the departments of Communication Studies and Education within the new college structure;
- The placement and organization of the School of General Studies and undeclared majors within the University;
- The space, administrative staffing, and operational needs of the new college structures;
- The articulation of the new colleges and their curricula with University systems, including those of the Registrar's Office, Human Resources, and financial affairs;
- The integration of the new colleges into student recruiting and admissions, advancement and communications efforts, and alumni relations.

The task forces will be made up of, as appropriate, faculty members and administrative staff of the current colleges of Arts and Sciences and Criminal Justice, faculty and academic leaders from elsewhere in the University, and representatives of the many functional areas of the University needed to support institutional change on this scale.

Search committees for the deans of the three new colleges, and for the permanent dean of the new School of Criminal Justice, will also be formed as quickly as practicable. Recruiting outstanding academic leaders for these units will be both a challenge and an opportunity: the enhanced visibility expected from the formation of the new colleges will begin immediately with the launch of our ambitious and successful efforts to recruit their founding deans.

V. OUTLINE OF THE PROPOSED NEW COLLEGES

College of Science	College of Arts, Media and Design	College of Social Sciences and Humanities
<p><i>Academic Units:</i> Biology Chemistry and Chemical Biology Earth and Environmental Science Mathematics Psychology Physics</p> <p><i>Interdisciplinary Programs (>25):</i> Behavioral Neuroscience Biochemistry Environmental Studies</p> <p><i>Centers:</i> Antimicrobial Discovery Center Center for Complex Network Research Center for Interdisciplinary Research on Complex Systems Center for Translational NeuroImaging Electronic Materials Research Institute Marine Science Center NU Center for Renewable Energy Technology</p>	<p><i>Academic Units:</i> Art + Design Journalism Music Theatre Architecture</p> <p><i>Interdisciplinary Programs (>25):</i> Cinema Studies Multimedia Studies</p> <p><i>Centers:</i> Center for the Arts New England First Amendment Center at Northeastern</p>	<p><i>Academic Units:</i> African American Studies American Sign Language Economics English History Languages, Lit & Cultures Philosophy and Religion Political Science Sociology and Anthropology Criminal Justice Public Policy and Urban Affairs</p> <p><i>Interdisciplinary Programs (>25)</i> Human Services International Affairs Law, Policy, and Society Linguistics</p> <p><i>Centers:</i> Brudnick Center for the Study of Violence and Conflict Center for Criminal Justice Policy Research Center for Labor Market Studies Center for STEM Education Dukakis Center for Urban and Regional Policy Humanities Center Institute on Race and Justice</p>
<p>T/TT faculty (f08): 128 Full-time NTT faculty (f08): 27 Student headcount (f08): 2,440 Credit hours (0809): 114,115 Ext. funding (FY09): \$15,395,909</p>	<p>T/TT faculty (f08): 45 Full-time NTT faculty (f08): 19 Student headcount (f08): 1,637 Credit hours (0809): 41,184 Ext. funding (FY09): \$380,378</p>	<p>T/TT faculty (f08): 127 Full-time NTT faculty (f08): 31 Student headcount (f08): 3,188 Credit hours (0809): 128,134 Ext. funding (FY09): \$3,789,546</p>
<i>Location to be determined</i>		
<p>Communication Studies Education General Studies Program</p>		

VI. APPENDICES

A. June 15, 2009 Retreat Attendees

Restructuring Retreat, June 15, 2009			
Attendees			
Name	Title	College/Area	Department
Chet Britt	Interim Dean	CCJ	
Jack McDevitt	Assoc Dean	CCJ	
Nikos Passas	Prof	CCJ	
Jean Egan	Sr Coop Coord	CCJ	
Donna Bishop	Prof	CCJ	
Phil He	Assoc Prof	CCJ	
Ineke Marshall	Prof	CCJ/CAS	
Liam Duffy	PhD student	CCJ	
Kevin Cwirka	2009 alum, MS CSC ugrad	CCJ	
Nicole Jackson	member	CCJ/CAS	
Bruce Ronkin	Interim Dean	CAS	
Craig Bettinson	Director of Coop	CAS	Dean's office
Christopher Bosso	Assoc Dean Fac	CAS	Dean's office
Patricia Flint	Assoc Dean Dev	CAS	Dean's office
Gayle Mackay	Dir Personnel	CAS	Dean's office
	Assoc Dean		
James Sarazen	Admin	CAS	Dean's office
Barry Bluestone	Professor	CAS	Soc/School of Soc Sci
Janet Bobcean	Assoc Prof	CAS	Theatre
Steve Burgard	Assoc Prof	CAS	Journalism
Holly Carter	Assoc Prof	CAS	Education
Paul Champion	Professor	CAS	Physics
			Languages, Lit, and
Dennis Cokely	Professor	CAS	Cult
Elizabeth Cromley	Professor	CAS	Architecture
Jim Dana	Professor	CAS	Economics
Anthony DeRitis	Professor	CAS	Music
Max Diem	Professor	CAS	Chemistry
Rhea Eskew	Professor	CAS	Psychology
Laura Green	Assoc Prof	CAS	English
Malcolm Hill	Assoc Prof	CAS	Earth & enviro sci
Leon Janikian	Assoc Prof	CAS	Music
Del Lewis	Professor and	CAS	Theatre, Cent for Arts

	Dir		
Timothy Love	Assoc Prof	CAS	Architecture
Robert McOwen	Professor & Chair	CAS	Mathematics
Isabel Meirelles	Associate Prof	CAS	Art + Design
Joanne Miller	Professor	CAS	Psychology
Kellianne Murphy	coop coordinator	CAS	Coop Communication Studies
Tom Nakayama	Professor	CAS	
Emmett Price	Assoc Prof & Chair	CAS	African-Amer Studies
Guy Rotella	Professor	CAS	English
Ron Sandler	Assoc Prof	CAS	Phil and Religion
Susan Setta	Assoc Prof & Chair	CAS	Phil and Religion
Dagmar Sternad	Professor	CAS	Biology
George Thrush	Professor	CAS	Architecture
Geoffrey Trussell	Assoc Prof	CAS	Biology
Steve Vallas	Prof and Chair	CAS	Sociology
Fred Davis	Prof and Chair	CAS	Biology
Sri Sridhar	Prof and Chair	CAS	Physics
John Portz	Prof and Chair	CAS	Political Science
Steve Morrison	Prof / Chair	CAS	Economics
Peter Wiederspahn	Assoc Prof	CAS	Architecture
Hiba Tannoury	PhD student	CAS	Biology
Jen Sopchockchai	PhD student	CAS	English/ hum center
Ben Stracco	Student	CAS	Architecture
Lauren Nicoll	PhD student	CAS	Sociology
Mary Mello	Dir. Student Serv.	CAS	
David Luzzi	Dean	COE	
Peter Furth	Prof	COE	Civil and Envir
Steve Zoloth	Dean	Bouvé	
Jack Reynolds	Assoc Dean	Bouvé	School of Pharm
Susan Roberts	Interim Dean	Bouvé	nursing
Larry Finkelstein	Dean	CCIS	
Mitchell Wand	Prof	CCIS	
Emily Spieler	Dean	Law	
Dan Givelber	Professor	Law	

Bill Crittenden	Sr Assoc Dean & Dean of Faculty	CBA	Dean's office
Kate Klepper	Assoc Dean, Grad programs	CBA	Dean's office
Margie Platt	Prof and Coord	CBA	Accounting
Wes Marple	Professor	CBA	
Chris Hopey	VP and Dean	CPS	
Todd Leach	Sr Assoc Dean Ac Affairs	CPS	
Jamie Dendy	Head	Library	Research and Instruction
Philly Mantella	SVP EMSA	EMSA	
Ken Blank	VP Research	Prov Off	
Stephen Director	Provost	Prov Off	
Luis Falcón	VP Grad Ed	Prov Off	
Mary Loeffelholz	VP Academic Aff.	Prov Off	
Robert Lowndes	VP International	Prov Off	
Judith Pitney	VP Budget & Plan	Prov Off	
Sue Powers-Lee	VP Ugrad and coop	Prov Off	

**Senate Agenda
Committee**

Elizabeth Chilvers
Lou Kruger
Steve McKnight

Nancy Ludwig OIR

B. June 15, 2009 Retreat Agenda

- 8:30-9 AM Continental breakfast, Raytheon
- 9-9:15 AM Introduction: Provost Director
- 9:15-9:30 AM: Ground rules for the day and charge for 1st break-out session: James Honan, Facilitator
- 9:30-10:15 AM: Break-out groups A-D (break-out group assignments are color-coded on name badges)
- Implications of reorganizing CAS into 2 or 3 units, with and without merging CJ into one of the successor units, in terms of:
- A. management and governance including
 - allocation of resources
 - faculty governance
 - interactions with other units on campus
 - B. educational programs including
 - co-op and experiential education
 - interdisciplinary and dual degree programs
 - C. research efforts generally, and interdisciplinary and use-inspired research specifically, including
 - external reputation and image
 - D. responding to the academic plan including
 - urban engagement
 - globalization
 - the student experience
 - student recruitment
 - faculty recruitment
 - intellectual life and creative expression for faculty and students
- 10:15-10:30: Coffee break
- 10:30-12:00: Reports from working groups, discussion

- 12-12:30: Box lunch
- 12:30-12:45: Charge for 2nd break-out session: James Honan, Facilitator
- 12:45-1:30: Break-out groups E-F
- E. Best arguments for/against 3-college model for CAS
 - F. Best arguments for/against 2-college model for CAS
 - G. Best arguments for/against 1-college model for CAS
 - H. Best arguments for/against merging CJ with the social sciences in a 2- or 3-college restructuring of CAS
- 1:30-3:15: Reports from working groups, discussion
- 3:15-3:30: Coffee break
- 3:30-4:00 PM: Closing remarks and next steps: Provost Director
- 4:00-5:00 PM: Reception