

Academic Alignment Planning at Bloustein.

BACKGROUND

In fall 2022, Dean Shapiro commissioned the Edward J. Bloustein School of Planning and Public Policy (EJBSPP) AY23 Academic Planning faculty committee. The committee's charge was a) review the strategic planning efforts undertaken over the previous three years; b) review the University Academic Master Plan; and c) prepare a set of recommendations that would set school priorities and strengthen and/or reconfigure EJBSPP's existing institutional structure and operations to assure alignment with these efforts. These recommendations were to be consistent with optimizing delivery of academic curriculum, generation and publication of meaningful research, and conduct of service consistent with EJBSPP's mission and the Academic Master Plan. The committee was led by the Associate Dean of Academic Programs and consisted of the Health Administration, Public Informatics, and Public Policy and Urban Planning program directors, the PhD program director, the Public Health program leader, the Associate Dean of Faculty, and five additional faculty members.

In fulfilling its mission, the committee reviewed three recent institutional planning documents – the 2019 Education Priorities Faculty Committee report (EPF), the Melior Group's 2020 Perception and Reputation Research report, and the 2020 Strategic Marketing and Communications Faculty Committee report (SMC); interviewed the Deans of the Rutgers School of Social Work (SSW) and School of Management and Labor Relations (SMLR), and the Associate Dean for Administration of the School of Communications and Information (SCI); and analyzed EJBSPP's existing institutional structure and operations.

After sharing a draft version of this report with faculty, staff, and the Bloustein School Advisory Board, we asked these groups for comments on the plan. We received seven comments with six coming from faculty members and one from an Advisory Board member. Most of the comments recommended minor changes and we have incorporated many of these suggestions into the final document. The most significant change not incorporated was a dissent from the conclusion on not moving the Bloustein School to a departmental structure. This objection was also raised during the formulation of the plan and while we are sympathetic to the concerns voiced, we do not feel it is in the overall interest of the school to move to departments at this time.

Strategic Analysis

From 2019 to 2021, the Bloustein School undertook several efforts to examine the long-term direction of the school. There were two internal committees, the Educational Priorities Committee (EPC) and the Strategic Marketing Committee (SMC). The committees were made up of Bloustein faculty and staff and their reports are summarized in Appendices 2-3. In addition, the school hired an external consultant that produced a report on how the school was perceived and identified opportunities for growth (Melior). The Melior report is summarized in Appendix 1.

With the Covid-19 pandemic and a decadal transition, these reports have not been incorporated into a schoolwide plan. Some of the recommendations in the reports have been implemented and others have become less relevant with the passage of time. There are, however, several recommendations in these reports that can guide strategic action at the School in the years ahead. They are discussed below in the recommendation section.

The Melior report, in particular, focused on long term strategy and positioning of the Bloustein School. Among its key recommendations:

- Bloustein is well positioned to shine. Our emphasis on “the public” (policy, planning, community, health, etc.) makes the School attractive to students who want to positively change the world. The national ranking of the urban planning program is perhaps the most important asset in the school.
- There is significant support for a strong, intentional marketing effort for the Bloustein school, focusing both inwardly (to inform all stakeholders within the School) and outwardly (towards those who do and could benefit from all the School is doing). This should be a priority. Faculty research and its implications, student success stories, the impact the School is making on the State and elsewhere are critical contributors to enhancing reputation, as is assuring that all audiences (internal and external) are aware of the School’s impact.
- The ability to connect planning, informatics and policy to health is one of the most unique aspects of the Bloustein School and future initiatives should leverage this ability. Another unique aspect emphasized by a commenter was the central role we can play in shaping policy, planning and health in New Jersey.
- In terms of faculty and staff (and certainly students), the School should reflect its outward mission of inclusivity and diversity. Constituencies support encouraging a level of diversity that “looks like New Jersey,” and reflects all that encompasses. Constituencies also encourage emphasizing diversity to leverage the School on the national stage.

Since the issuance of these three reports by the Bloustein School, Rutgers University-New Brunswick has undertaken an Academic Master Plan. The AMP has four pillars of excellence, Scholarly Leadership, Innovative Research, Student Success, and Community Engagement. It is incumbent upon any long-term planning at the Bloustein School to incorporate these pillars of the AMP. The strategic part of this plan is an attempt to align activities at Bloustein with the AMP.

Structural Analysis

The overarching structural questions that the committee considered was whether EJBSPPP should continue as one faculty with cross-cutting graduate and undergraduate academic programs or adopt a structure of separate departments that

operate independently of each other and are managed by faculty chairs. Additional questions considered were how staff should be allocated and how much responsibility for revenue generation and expense management should be delegated to the department chairs, if Bloustein adopted a chair model. The committee also considered whether all undergraduate programs should continue to be managed by a single program director or should be the responsibility of the relevant graduate program directors.

To answer the structural questions, the committee assessed the advantages and disadvantages of the current Bloustein organizational structure, interviewed deans of three other Rutgers professional schools (SSW, SMLR and SC&I), and reviewed documents that those deans provided regarding their school's structures and operations. Exhibit 1 (in Appendix 4) summarizes relevant information about the three schools. A concern with integrating graduate and undergraduate programs as proposed is the increase in program directors' and program leader's workload. This is particularly of concern because of the small number of senior faculty at the Bloustein school. All three of the comparison schools also have dedicated staff to assist the program directors with the management of lecturers. At Bloustein, this was previously done by program directors. In January 2023, Dean Shapiro created the position of Director of Adjunct Faculty, to assist program directors with the administrative aspects of lecturer management.

Bloustein is the only school among the four we examined that has primarily tenure track faculty overseeing program administration -- the Health Administration, Public Policy, Urban Planning, and PhD programs are all led by tenured faculty members. At both SMLR and SC&I, masters and undergraduate programs are led by non-tenure track faculty who report to departmental chairs or an Associate Dean. The undergraduate program at the SSW is also led by a non-tenure track faculty member. The SSW master's program is led by a tenure track faculty member. However, SSW has only one master's program area and a larger faculty than Bloustein from which to recruit program directors.

An important factor in why tenure track faculty lead the Health Administration, Public Policy, and Urban Planning programs at Bloustein is that those programs are all accredited, as is the Public Health undergraduate program. Bloustein has significantly more accredited programs than any of the comparison schools. Accreditation bodies look favorably upon tenure track faculty leading programs because they are perceived as having more autonomy to ensure a focus on program quality. For example, the 2022 Accreditation Standards and Criteria of the Planning Accreditation Board, which accredits the Master of City and Regional Planning, state that the administrator of the degree program typically "will be a tenured faculty member with an academic rank of associate professor or higher."¹

¹ See <https://www.planningaccreditationboard.org/wp-content/uploads/2022/10/2022Stds.pdf> pp 11-12.

RECOMMENDATIONS

Strategic

The following recommendations flow particularly from the Melior report and the subsequent development of the University's Academic Master Plan but also from the internal Bloustein committees and the comments received in response to the draft report. These recommendations are grouped by pillars of the Rutgers-New Brunswick Academic Master Plan.

Scholarly Leadership (Pillar 1) and Innovative Research (Pillar 2)

1. Nurture a collaborative mindset in research. The socially cognizant robotics (SOCRATES) program is an example as are Bloustein participation in the Rutgers Climate and Energy Initiative (RCEI) and recent collaborations with the School of Public Health. The research centers in particular have great potential for advancing research that both enhances the public good and is collaborative with other parts of Bloustein and RU. The AMP emphasizes that research collaborations are likely to produce high-impact research.
2. Integrate research in the school and operate with one voice, emphasizing the common good. Encourage research that integrates health with planning, policy, and informatics. As the SMC report notes, recent work on "healthy communities" and "health in all policies" are examples of this integration.

Student Success (Pillar 3)

3. The Bloustein school should pursue more joint and articulated degrees with other Rutgers schools. The recently created Disability Studies Minor is an excellent model and there are many other opportunities for cooperation across Rutgers. This would help expand high impact learning opportunities, which is listed as a priority in the AMP. Climate resilience may be an opportunity for a collaborative degree or articulated program.
4. Produce a final DEI strategic plan and ensure that it includes metrics that will hold us accountable for advancing DEI. Coordinate with university efforts in this regard. Pursue both long and shorter-term strategies, such as lecturer hires and senior fellows, to diversify those who teach our classes and provide diverse mentors to our students.
5. Do not start any additional internal degree programs. The EPC process recommended the DHA and the undergraduate cancer certificate, which we are implementing. Once this is implemented, creating a joint BA-MHA for health administration that mirrors similar degrees for policy and planning should be evaluated. The other short-medium term recommendations are focused on additional graduate and undergraduate certificates, which we will explore. Consider ways to better integrate our teaching programs.

6. Prioritize increasing undergraduate enrollments, particularly in the wake of larger RU-New Brunswick freshman classes. Pursue additional growth in undergraduate enrollments by working with community colleges and even high schools, as noted in the SMC report.
7. Increase undergraduate course sizes and offer courses consistent with leading policy, planning, and health goals that are likely to attract students. Offering undergraduate courses in the Civic Square building may enhance enrollments and class sizes.

Community Engagement (Pillar 4)

8. Consciously re-emphasize Bloustein's mission of public service. President Holloway has emphasized the common good and our public orientation clearly positions the school as advancing the common good. As noted in the SMC report, there is a particular need for the Dean to play this role.
9. Reassert our role as the "go-to" voice for economic questions and other areas of policy in NJ. The New Jersey State Policy Lab can play a leading role here. As noted in the SMC report, it should be feasible to do so without sacrificing needed growth in the national and international arenas.
10. Ensure that marketing efforts are consistent with the goals above. Regularly emphasize Bloustein's public service mission and central role in serving New Jersey (especially the work of our research centers).

Departmental Structure

1. The committee recommends maintaining Bloustein's current program structure. Potential negatives identified of the department model were that it would lead to less cohesion and more divisions among the faculty, and place greater demands on the department chairs for faculty mentoring, hiring and promotion. The latter could make it more difficult to fill the position of chair, particularly given the relatively few senior faculty members at Bloustein. One potential positive of the departmental model was the possibly greater opportunity for pay differentiation between departments, as demonstrated in the SMLR example, which could be advantageous for attracting Health Administration faculty and for dealing with other differences between the HA program and the other programs². However, the equity concerns of such pay differentiation would not be entirely resolved by adopting a departmental structure. It is also not clear that a departmental

² HA faculty members noted that the three HA programs are all being run (doctoral, masters and undergraduate) by one Program Director and the inability of HA to use current students as graders.

structure would make management of any of the other differences between programs any easier.

2. The committee supports keeping staff centralized as the most efficient use of limited resources. The committee also does not support shifting revenue generation and expense management responsibility to the program directors. Notably, even the two schools with departmental structures concentrate financial responsibility at the dean level.
3. The committee supports giving responsibility for curricular, scheduling, and instructional decisions for the health administration, urban planning and design, and public policy and public administration undergraduate programs to the relevant graduate program directors rather than centralizing them under the oversight of a single undergraduate program director. The committee believes that combining oversight of these undergraduate and graduate programs under the relevant program directors will encourage more graduate faculty engagement with the undergraduate programs, lead to higher quality undergraduate programs, and facilitate growth in undergraduate enrollments.
4. The committee recommends that the Public Health program leader function similarly to graduate program directors for curricular, scheduling, and instructional selection purposes. The program directors and program leader would continue to coordinate with the Assistant Dean of Undergraduate Education, who is responsible for all undergraduate student recruitment, admission, and advising. Exhibit 2 demonstrates the proposed organization of the undergraduate programs with program directors for the Health Administration, Public Policy, and Urban Planning programs and the Program Leader for Public Health assuming responsibility for the relevant undergraduate program areas. As the DHA program matures, a program coordinator may be necessary for this program as well (reporting to or congruent with the Health Administration Program Director).
5. To help offset the additional workload of managing the undergraduate programs, the committee recommends formalizing the position of course lead for courses with three or more sections taught by different instructors and providing a financial incentive for faculty to assume that role. In addition to ensuring course quality and consistency, the course leads could be tasked with identifying ways to increase course enrollments, where appropriate.

Appendix 1: Summary of the Melior Report by Larry Burrows and Nike Bach (Advisory Board members)

Melior Major Findings

1. Strengths

- a. School "provides a bridge between health, community, employment, transportation, and the environment." Trans-disciplinary is strength.
This includes "training students to work in mega-city environments." Intense urban challenges is "our sweet spot".
- b. Faculty and research centers drive school's reputation for "applied" not "theoretical" research and programs
- c. The inclusion of "Health" into school is unique
- d. School's Mission and Vision are both resonant and credible to stakeholders
- e. Faculty, staff, alumni, and students were most closely aligned about the IMPORTANCE of two school characteristics: (1) Successfully placing students and graduates in fields of choice and (2) is selective/hard to get into. This same group was also closely aligned on these three characteristics: (1) Is responsive and develops programs that are relevant to current events and issues, (2) Has a culture that values diversity and inclusion, and (3) Focuses education on improving urban living, public health and opportunities
- f. Despite the small-size of the alumni sample, the biggest disconnect between the value of the characteristic and its ACHIEVEMENT/PERFORMANCE was found in the first characteristic, above: Successfully placing students and graduates in fields of choice. The second largest inconsistency between perceived value and achievement was with the second most important characteristic: is responsive and develops programs that are relevant to current events and issues.

2. Opportunities

- a. Paradoxically, Covid-19 presents an opportunity for grads and faculty to "re-imagine and re-build for the future"

- b. Dean to be more visible and tell the School's going-forward story
- c. 30th anniversary provides a way for the school to build its reputation
- d. Public health is insufficiently integrated into school. Unable to distinguish it from RU's School of Public Health
- e. Individual programs in the school are known. School, as a whole, is much less known
- f. Balance the "push-pull" between national/international aspirations versus satisfying local/state needs

Melior Recommended Actions

1. Initiate a "strong, intentional, outward-facing marketing effort
2. Fit all the school's "buckets" together, especially health. "Health in all policies"

Appendix 2 Summary of Strategic Marketing and Communications Committee Report

Between 75% and 90% of respondents supported the proposed mission, “The mission of the Bloustein School is to create just, socially inclusive, environmentally sustainable and healthy local, national and global communities.” ----- Some would like to add “by (or through) outstanding interdisciplinary teaching, research, and service”.

Five near term goals:

- **Build social and environmental justice**
- **Attract and retain high quality faculty and students,**
- **Continue to become a global leader**
- **Build a stronger alumni presence**
- **Become more financially self-sustaining**

Recommendations on the branding, communications, and marketing strategies of the school’s offerings and accomplishments:

The name should remain: “The Edward J. Bloustein School of Planning, Policy and Health” but a possible task would be to implement a new Mission and Vision for the school that would reflect future aspirations.

A Strategic Marketing Plan needs to be flexible enough to respond to opportunities associated with funds, changes in society’s preferences, new faculty and staff ideas, and continuous scanning of the environment. The Strategic Marketing Plan should not lock the school into commitments that prevent the Dean from taking advantage of new opportunities. SMACC worked with Melior to develop survey and branding (including Vision and Mission statements). Melior prepared Website development and social media – Key finding- **tweeted papers were four times as likely to be cited.** Input was collected from faculty, staff, students, and alumni of the school.

Final choice - Working Mission Statement: **The mission of the Bloustein School is to create just, socially inclusive, environmentally sustainable, and healthy local, national and global communities**

Vision statement (This needs to show the school’s future direction) **The Bloustein School seeks to expand innovating teaching, research, and service for public good to local, national and global contexts.**

Bottom-line issues -

- **BUILDING SOCIAL AND ENVIRONMENTAL JUSTICE AS A SCHOOL-WIDE THREAD**
- **ATTRACTING AND RETAINING HIGH QUALITY FACULTY AND STUDENTS**
- **An economic disadvantage in retaining faculty**
- **The need to generate resources to recruit and help fund top students**

- **Successfully placing students and graduates** is the most important objective followed by the school's need to be responsive to and develop new programs that are responsive to events, focus on improving urban living public health, and building a culture that values diversity and inclusion.
- **BECOME A GLOBAL LEADER** - But being a global leader does not imply giving up our connections to our state and regional megalopolis. We have to be both a global school and a state and local school because increasing our presence in global issues raises the standard and prestige of the entire school and opens up opportunities for scholarship, service and teaching. There should be more opportunities to leverage the reputation within New Jersey into one that is more nationally (and maybe internationally) focused
- **BUILD A STRONGER ALUMNI PRESENCE FOR THE SCHOOL** - More support for students who need internships, leads for jobs, advice on skills needed in the marketplace, on-the-ground ambassadors, and in some cases financial support.
- **BECOME MORE FINANCIALLY SELF-SUSTAINING** - The Bloustein School eventually will be entirely self-supporting, with no state funding allocation. We need to continue to work hard to support our work with grants and other types of foundation support including major gifts.
- **Strengthen online capacity** - Bloustein is significantly behind on delivery of on-line course offering however, many of our current faculty have little or no experience with on-line teaching. In the survey, the faculty indicated a need for more support for training faculty for remote teaching,

Recommended for 30th year anniversary -

- The Edward J. Bloustein School of Planning, Policy, and Health was recommended as the School name for the 30th anniversary.
- Recommended an individual or individuals involved in social and environmental justice who are comfortable with planning, policy and health
- Academic year-long set of activities highlighting the school's accomplishments
- Social media engagement is more than just the Bloustein School sending out messages via institutional accounts social media, podcasts, advertising
- Top Social Media Channels Used by Respondent Groups

Strengths

- Although several other schools offer elements of urban planning, public policy and health, the Bloustein School is the only school in the U.S. that offers this specific portfolio of major academic disciplines. Part of our message to the outside world is, when you interact with the Bloustein School, you are working in an environment that is challenged by the need to find creative policy solutions that must be able to adjust to scrutiny by a diverse set of interest groups
- Adjusting the name of the school would reflect growth of current enrollments, the fact that the programs cooperate in teaching, service and research, and the idea

that a densely packed urban state within the Northeast megalopolis needs access to such programs in school with a multi-disciplinary capability.

- Intense urban challenges are “our sweet spot.”
- Faculty and research centers drive school’s reputation for “applied” not “theoretical” research and programs
- Institutional culture that values diversity and inclusion
- The inclusion of “health” into school is unique in our portfolio but several other schools do offer policy, planning and health
- School’s Mission and Vision are both resonant and credible to stakeholders

Challenges

- Bloustein should be responsive and develops programs that are relevant to current events and issues
- Survey respondents report that Bloustein needs to improve on successfully placing students and graduates in their fields of choice. The second largest area for improvement seen by respondents was the need to be responsive to, and develop programs that are relevant to, current events and issues.
- Public health is insufficiently integrated into school.
- The School needs to balance the “push-pull” between national/international aspirations versus satisfying local/state needs and do it without undermining the strengths of our researchers and centers

Recommended Actions

- Initiate a “strong, intentional, outward-facing marketing effort b. Fit all the school’s “buckets” together, especially health. “Health in all policies”.
- Successfully delivering the mission and vision requires a transdisciplinary approach
- More fully integrate
- Faculty and research staff must be active participants in the use of social media.
- While endowment and research need to grow, the school needs to think of itself as a “business,” and grow another vital source of revenue— enrollment

Traits that are highly attractive to students –

- Top rankings
- More highly qualified applications and acceptances
- Greater diversity
- More financial aid

Highly attractive to professors (tenured, non-tenured and PTL’s)

- Top rankings
- Publication and grant capabilities

- Social media presence/following iv. Strong start-up packages
- Nationally and internationally recognized
- Top rankings from peers
- Number times quoted
- Service on important international, national and state committees
- Testimony before government bodies

Alignment with the Four Pillars of the Rutgers–New Brunswick Academic Master Plan Final Report:

- *Scholarly Leadership* - As the above strengths point out, this plan identifies the distinguished faculty and research centers drive school's reputation for "applied" not "theoretical" research and programs as distinct Bloustein strengths.
- *Innovative Research* - This plan describes Bloustein's unique approach to various aspects of urban planning, public policy and public health by weaving relevant applied elements of public health through all of these factors through the School's analysis of society.
- *Student Success* - The attainment of student success is an underlying objective throughout this plan, especially in the provision of rigorous course material, timely subject matter and full placement of graduates.
- *Community Engagement* - Service on important international, national and state committees. In addition, the chosen mission statement is "to create just, socially inclusive, environmentally sustainable, and healthy local, national and global communities".

Appendix 3: Summary of the Educational Priorities Committee

Following summary of the EPC committee, from fall, 2019 through May 2020. In part due to changes over Covid, the resulting committee recommends “a shift in our thinking away from finding the ‘blockbuster idea’ to identifying opportunities will serve to strengthen the value of our offerings for students, increase enrollment - particularly at the post-graduate level, generate a positive revenue stream, and require limited, if any, start-up investment.”³ The committee recommends following criteria for implementation.

- “Require no additional tenure, tenure-track or non-tenured faculty hires to initiate
- Require no additional PTL-support except in cases justified by an immediate cost benefit to the School and where in-house content expertise does not exist
- Build on courses or course content already offered or ‘on the books’ at the School
- Capitalize on existing strengths in more than one Bloustein program areas
- Attract new learners to Rutgers
- Are limited in risk, by virtue of modest roll-outs that expand on the basis of measurable success only
- Rutgers’ position relative to those universities that have been identified as its peers or aspirational peers, and regional competitors.”⁴

Specific programs include

“SHORT-TERM PROGRAMMING

Post-graduate programs

1. Standalone Certificate in Public Policy (12-credit certificate for non-matriculated post-baccalaureate students and graduate students at Rutgers)
2. Standalone Certificate in Public and Urban Informatics (12-credit certificate for non-matriculated students)

Graduate programs

1. Doctoral degree program in Health Administration (DHA) (72-credit hybrid degree for senior healthcare executives and leaders)

Undergraduate programs

1. Undergraduate Cancer Surveillance Certification (18-credit certificate for EJB undergraduate public health majors and a standalone certificate to prepare to be Certified Tumor Registrars)
2. Undergraduate Certificate in Public Health Analytics (18-credit certificate open to all undergraduate students at Rutgers)
3. Undergraduate Certificate in Global Public Health and Policy (18-credit certificate open to all undergraduate students at Rutgers)

LONGER-TERM PROGRAMMING

³ Bloustein School, *Final Report of the Educational Priorities Committee*, May 1, 2020, p3.

⁴ Ibid.

1. Concentration in Environmental Planning as part of the existing master's degree programs in Planning
2. Master's degree program in Resilient Planning (predicated on the development implementation, and evaluation by planning faculty of a Graduate Certificate in Resilient Planning)⁵

Further recommendations regarding short- term programming include

- short-term programming is feasible in the current fiscal climate, potentially mission-enhancing and revenue generating,
- assume that each program idea will be referred back to the relevant program faculty for approval,
- the EPC committee mentions the need for increased educational technology support as faculty -- please note that we now have in place,
- programs targeting early and mid-career professionals need to be available in formats that allow for course participation to occur after the normal work hours, offered in the evening, on-line, and/or async
- note that detailed information for short-term programming is included in pages 9-29.

Regarding longer-term programming for the master's degree in Resilient Planning the committee recommends "a more tempered approach in the near term be considered by the Dean and the Urban Planning program faculty– the creation of a Graduate Certificate in Resilient Planning."⁶

One immediate opportunity is described as a Planning Healthy Communities Summer Institute to offer short, intensive courses in basic and advanced planning, public health, and policy topics. Professional development classes will be taught at Rutgers by experts and offered in a 2-3 day hands-on learning format to accommodate professionals, students and other interested individuals.⁷

⁵ Ibid. p4.

⁶ Ibid p31-39.

⁷ Ibid p48.

Appendix 4 (Exhibits)

Exhibit 1: Organizational structures of SMLR, SSW and SCI

	School of Management & Labor Relations (SMLR)	School of Social Work (SSW)	School of Communications & Information (SC&I)
Structure	Two departments (labor studies & employment relations; and industrial relations & human resource management) led by TT faculty chairs. Most faculty teach within only one of the two departments.	Organized by BA, MSW, DSW, Ph.D. and continuing education programs of social work. Faculty teach cross programs.	Three departments (communication; library & information science; and journalism & media studies) led by TT faculty chairs. Faculty teach across master's programs.
Degree programs	Each department has own master's and bachelor's programs. PhD program is joint across both departments.	School-wide MSW, BA, Ph.D. and DSW programs.	Each department has own bachelor's program. Three master's programs: first entirely within one department; second shared between two departments; third shared across three departments.
Undergraduate & master programs	Graduate and undergraduate programs are led by NTT faculty with direct reporting relationships to department chairs & dotted line to Associate Dean for Academic Affairs	Programs led by TT and NTT faculty with reporting relationships to Associate Dean of Academic Affairs, a full-time position held by a TT faculty member.	All undergraduate and master's programs are led by NTT faculty. Undergraduate program directors report to the TT department chairs. Master's program directors report to Associate Dean of Programs.
Doctoral programs	School wide Ph.D. program managed by TT faculty member	School wide Ph.D. & DSW programs managed by TT faculty members	School wide Ph.D. program managed by a TT faculty member
Faculty hiring, review & promotions	Responsibility of department chairs	Associate Dean for Faculty Development oversees tenure track and NTT review and	Responsibility of department chairs

		mentoring, chairs all the promotion processes.	
Support staff	Split by programs	Centralized at the school level	Centralized at the school level
Finance & grant management	Centralized at the school level	Centralized at the school level	Centralized at the school level
Course scheduling	Managed by each department	Managed by program directors	Managed by program directors
Budget responsibility & authority	Managed by the dean's office	Managed by the dean's office	Managed by the dean's office
PTL hiring & management	PTLs are hired and managed by program directors.	PTLs are hired, onboarded and overseen by assistant dean for part time lecturer development (NTT who also teaches 2 courses).	PTLs are managed and mentored by the program directors. All new PTLs and FTF undergo training.
Compensation equity	HR faculty are compensated at level comparable to business school. Labor faculty are compensated at higher level than SAS but lower than HR faculty.	Faculty compensation levels are relatively equal across the school. Faculty compensated at levels higher than SAS but substantially below business school and SMLR.	Compensation varies by individuals vs by departments, determined by when hired as past deans had different philosophies re pay equity.

Exhibit 2: Organizational Chart

