

**Faculty Senate Minutes**  
**Thursday, September 12, 2019, Alumni House, 2:30 PM**

**I. Attendance**

B. Lynch, K. Armbruster, J. Bohus, L. Cuillé, P. Davis, G. Glasgow, S. Jensen, J. Lassetter, D. MacCartney, KK Pease, T. Reilly, L. Risik, D. Smith, D. Stiles.

**II. Approval of Minutes**

Upon motion by D. Smith, seconded by L. Cuillé, the Senate unanimously approved the minutes of the August 22, 2019 Faculty Senate meeting with one abstention.

**III. Old Business**

1. Nominations for Open Senate committee seats:

- a. The Senate unanimously approved a motion, with one abstention, by G. Glasgow, seconded by J. Lassetter, to appoint **Brian Zimmerman** to replace David Werfelmann as the LGCFA representative on the Undergraduate Curriculum Committee with a term ending May 2021.
- b. The Senate unanimously approved a motion, with one abstention, by G. Glasgow, seconded by D. MacCartney, to appoint **Stuart Hill** as replacement for Joshua Yates as an At-Large representative to the Undergraduate Curriculum Committee with a term ending May 2021.
- c. C. Guehring will send the updated list of committee seat openings to the Senators.

2. Update on Fall Faculty Institute by KK Pease:

Facilitators are simply there to get people talking. Note takers are to take notes mainly where there is agreement, but the Senate may have to resolve any sticking points from the conversations.

3. K. Armbruster gave an update on the re-envisioning survey results (**Attachment B**):

The main take away is that everyone who filled out the survey felt that ongoing discussions of re-envisioning Webster University is VERY important. K. Armbruster would like to give a summary of the results to the Assembly at the next meeting.

A Senator expressed interest in what all of the people who did not fill out the survey think about re-envisioning. Another Senator is concerned over who will provide leadership in this venture. The President encouraged Senators to continue discussion with their colleagues about re-envisioning and share these discussions at each Senate meeting.

**IV. New Business**

1. Handbook Policy Resolutions:

- a. The Senate unanimously approved, with one abstention, a motion by KK Pease, seconded by T. Reilly, the substitution of the word “Chair” for “Chairperson” in all instances where the word “Chairperson” appears in the Webster University Policy Handbook.
- b. The Senate unanimously approved, with three abstentions, a motion by D. MacCartney, seconded by D. Smith, to endorse the proposed policy document from the Office of Academic Affairs for the establish and evaluation of Centers and Institutes housed within Webster University Schools, Colleges and/or International Campuses.

- c. The Senate unanimously approved a motion by G. Glasgow, seconded by J. Lassetter, to charge the Undergraduate Curriculum Committee to make a recommendation to the Senate regarding the maximum time allotted before an Incomplete grade (I) converts to a ZF grade.
- d. The Senate unanimously approved a motion by D. MacCartney, seconded by L. Risik, to charge the Undergraduate Curriculum Committee to make a recommendation to the Senate regarding the minimum credits required to award an academic Undergraduate Certificate.
- e. The Senate unanimously approved a motion by G. Glasgow, seconded by J. Bohus, to charge the Undergraduate Curriculum Committee to review the Undergraduate Catalog for amount of credit currently granted for internships/experiential experiences and make a recommendation to the Senate.
- f. The Senate unanimously approved a motion by KK Pease, seconded by J. Lassetter, to charge the Undergraduate Curriculum Committee to make a recommendation to the Senate regarding the minimum credits required to award academic Undergraduate Degrees (B.S., B.A., B.M., B.S.N., B.F.A., B.M.Ed.). The Faculty Senate recognizes that some degrees may require more than the University minimum requirement depending upon design of degree and degree title, and may be reflected in the committee recommendation; however, that should not affect a recommendation regarding University Undergraduate Policy.
- g. The Senate unanimously approved a motion by ALL Senators, seconded by ALL Senators, that they formally recognize the ongoing efforts of Senator Terri Reilly to create opportunities that foster communication and collegiality among the Faculty Assembly.

**Meeting Adjourned: 3:50 P.M.**

OPEN COMMITTEE SEATS

CRF: (1 seat) 1CAS seat ending May 2022

Faculty Senate: (2 seats) 1 SOC seat replacing C. Sagovac ending May 2020, 1 SOE seat ending May 2021,

GCP: (2 seat) 1 SOC seat ending May 2020 to replace C. Sagovac, 1 SOE seat ending May 2022

Honors Board: (2 seats) 2 At-Large seats ending May 2022

Int'l Studies: (2 seats) 1 SOC seat ending May 2021, 1 SOE seat ending May 2022

Muticultural: (3 seats) 2 **appointed** At-Large seats ending May 2022, 1 **appointed** contingent seat ending May 2022

Undergrad Curriculum: (1 seats) 1 SOE seat ending May 2021

Women, Gender: (1 seat) 1 At-Large seat ending May 2022

Accessibility: (1 seat) 1 At-Large ending May 2022 **appointed**

<b>COMMITTEE TO REVIEW FACULTY (Term: 3 years in Handbook)</b>		
<b>SCHOOL/COLLEGE</b>	<b>FACULTY</b>	<b>TERM EXPIRES</b>
College of Arts & Sciences (Elected)	<b>OPEN Remy Cross</b> ( <i>left university, Elected 2019</i> )	<b>May 2022</b>
LG College of Fine Arts (Elected)	<b>Gad Guterman</b> ( <i>Elected 2019</i> )	<b>May 2022</b>
School of Communications (Elected)	Larry Baden ( <i>Elected 2018</i> )	May 2021
School of Education (Elected)	Joe Sencibaugh ( <i>Elected 2017</i> ) <i>Joe said he will be returning to CRF in an email on 9/5/18.</i>	May 2020
Walker School of Business & Technology (Elected)	<b>Julie Palmer</b> ( <i>Elected 2019 for 1-year term to replace X. Suo</i> )	<b>May 2020</b>
At-Large Faculty Members <b>Appointed by the Senate</b>	Ted Green ( <i>Appointed May 17, 2018</i> )	May 2021
	<b>Hemla Singaravelu</b> ( <i>Appointed May 2, 2019</i> )	<b>May 2022</b>

<b>FACULTY SENATE (Terms: 2 years for Senators and 3 years for President)</b>		
<b>SCHOOL/COLLEGE</b>	<b>FACULTY</b>	<b>TERM EXPIRES</b>
College of Arts & Sciences (Elected)	<b>Lionel Cuille</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
	Karla Armbruster ( <i>Elected 2018</i> )	May 2020
LG College of Fine Arts (Elected)	<b>Jacob Lassetter</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
	Gary Glasgow ( <i>Elected 2018</i> )	May 2020
School of Communications (Elected)	<b>Juraj Bohus</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
	<b>OPEN</b> ( <i>CHRIS HAS RESIGNED, SEAT OPEN. Appointed by Senate on May 2, 2019. Nobody ran in 2019 to replace Kathy Corley, who was elected in 2018, but retired and needed to be replaced for one year</i> )	<b>May 2020</b>
School of Education (Elected)	<b>Open</b> ( <i>Nobody ran in 2019 for open seat</i> )	<b>May 2021</b>
	<b>Deborah Stiles</b> ( <i>Appointed 8-22-19 She will finish Basiyr's term after resigning</i> )	<b>May 2020</b>
Walker School of Business & Technology (Elected)	<b>Elizabeth Risik</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
	<b>Dustin Smith</b> ( <i>Appointed 8-27, 2019 He will finish Jeff Haldeman's term</i> )	<b>May 2020</b>
At-Large Faculty Members (Elected)	<b>Julie Palmer</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
	<b>Paul Davis</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
	<b>Scott Jensen</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
	Dani MacCartney ( <i>Elected 2018</i> )	May 2020
	Terri Reilly ( <i>Elected 2018</i> )	May 2020
	Kelly-Kate Pease ( <i>Elected 2018</i> )	May 2020
<b>PRESIDENT</b>	<b>Bill Lynch</b>	<b>May 2022</b>

May 2020: 8 members

May 2021: 8 members

<b>GLOBAL CITIZENSHIP PROGRAM COMMITTEE (Term: 3 years in handbook, staggered so 3 or 4 member elected each year.)</b>		
<b>SCHOOL/COLLEGE</b>	<b>FACULTY</b>	<b>TERM EXPIRES</b>
College of Arts & Sciences (Elected)	<b>OPEN</b> ( <i>Julie Setele resigned 9/2019 elected 2018</i> )	<b>May 2021</b>
LG College of Fine Arts (Elected)	Doug Finlayson ( <i>Elected 2018</i> )	May 2021
School of Communications (Elected)	Scott Jensen ( <i>Elected 2017</i> )	May 2020
School of Education (Elected)	<b>Open</b> ( <i>Nobody ran in 2019 to replace Ted Green who shifted from his elected At-Large seat to replace Basiyr Rodney who quit the SOE elected seat after he was elected in May 2017)(Modified this term to reflect Ted's original term ending May 2019, but May 2022 reflects the correct stagger.)</i> )	<b>May 2022</b>
Walker School of Business & Technology (Elected)	Jiangping Wang ( <i>Appointed 9/21/17 by Senate</i> )	May 2020

At Large Faculty Members (Elected)	Janice Palmer ( <i>Elected 2018</i> )	May 2021
	Lasanthi Gamage ( <i>Elected 2018</i> )	May 2021
	<b>Nicole Miller-Struttmann</b> ( <i>Elected 2019</i> )	<b>May 2022</b>
	<b>Kristen Anderson</b> ( <i>Elected 2019</i> )	<b>May 2022</b>
	Ravin Kodikara ( <i>Replaced Lasanthi Gamage who was appointed by Senate 12/14/17 to replace Ted Green who was At-Large, but took over Rodney's SOE seat after Rodney quit.</i> )	May 2020
	Carla Colletti ( <i>Elected 2017</i> )	May 2020

<b>HONORS BOARD (Called <u>Academic Honors Board</u> in Handbook) (Term: 3 years in Handbook)</b>		
<b>SCHOOL/COLLEGE</b>	<b>FACULTY</b>	<b>TERM EXPIRES</b>
At-Large Faculty Members (Elected)	Trent Patterson ( <i>Elected 2018</i> )	May 2021
	Herman Krueger ( <i>Elected 2018</i> ) <b>Chair</b>	May 2021
	<b>Open</b> ( <i>Nobody ran in 2019 to replace Tate Foley</i> )	<b>May 2022</b>
	<b>Open</b> ( <i>Nobody ran in 2019 to replace Gary Kannenberg</i> )	<b>May 2022</b>
	Elizabeth Risik ( <i>Elected 2017</i> )	May 2020

May 2020: 1 member

May 2021: 2 members

May 2022: 2 members

<b>INTERNATIONAL STUDIES COMMITTEE (Term: 3 years in Handbook)</b>		
<b>SCHOOL/COLLEGE</b>	<b>FACULTY</b>	<b>TERM EXPIRES</b>
College of Arts & Sciences (Elected)	Hasmik Chakaryan ( <i>Elected 2017</i> )	May 2020
LG College of Fine Arts (Elected)	Jeff Carter ( <i>Appointed to Open seat on 5/11/17</i> )	May 2020
School of Communications (Elected)	<b>Open</b> ( <i>Nobody ran in 2019 to replace Julia Griffey who was appointed for one-year term in 2018, the term ends May 2021 per stagger</i> )	<b>May 2021</b>
School of Education (Elected)	<b>Open</b> ( <i>Nobody ran in 2019 to replace Ted Green</i> )	<b>May 2022</b>
Walker School of Business & Technology (Elected)	<b>Ben Brink</b> ( <i>Elected 2019</i> )	<b>May 2022</b>
At-Large Faculty Members <b>Appointed by Senate from self-nominations</b>	Dorcas McLaughlin ( <i>Appointed by Senate on April 19, 2018</i> )	May 2021
	Paula Hanssen ( <i>Appointed by Senate to this open position after being reelected chair on 9/21/17</i> )	May 2020
	<b>Heather Mitchell</b> ( <i>Appointed on 5/2/19 to replace Ryan Liberati, who had been appointed 5/11/17 but on faculty mobility and sabbatical during AY 2019-20</i> )	<b>May 2022</b>
Chair	Paula Hanssen ( <i>Sent email on Sept. 6, 2017 saying she was reelected chair</i> )	May 2020

Appointed by ISC from elected members or appointed from non-elected faculty members		
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Former chair Hanssen reelected by committee, which appoints the chair. Hanssen is also the at-large representative. But chair can be from outside the committee, which may increase committee size. Numbers uncertain because depends on who is chair and Handbook says chair must serve 3 years. I think we should change committee's language for chair. Every other committee selects its chair from the committee members and committee size is fixed.

May 2020: 3 members (plus chair)

May 2021: 2 members

May 2022: 3 members

<b>MULTICULTURAL STUDIES COMMITTEE (Term: 3 years)</b>		
<b>SCHOOL/COLLEGE</b>	<b>FACULTY</b>	<b>TERM EXPIRES</b>
<b>(NEW) Elected</b> At-Large Faculty Members from Faculty Assembly (4 members)	Pinar Alakoc ( <i>Elected 2017</i> ) ( <i>Status</i> )	May 2020
	Jong Bum Kwon ( <i>Elected 2017</i> ) ( <i>Status</i> )	May 2020
	<b>OPEN (Julie Setele resigned 9/2019)</b>	<b>May 2020</b>
	Dongling Zhang ( <i>Appointed on 8/30/18 to fill open seat.</i> ) ( <i>"Elected position" per GW and T. Reilly.</i> ) ( <i>Status</i> )*	May 2021
<b>(NEW) Appointed</b> At-Large Faculty Members from Faculty Assembly (4 members starting June 1, 2017, down from 5 members before) Recommended by committee to the Senate	June Kyu Park ( <i>Appointed 8/30/18</i> ) ( <i>Status</i> )*	May 2021
	Yin Lam Lee-Johnson ( <i>Appointed 9/2018</i> ) ( <i>"Appointed position" per GW and T. Reilly.</i> ) ( <i>Status</i> )	May 2021
	<b>OPEN Replace Chris Aaron (Chair 18-19)</b> This was an " <i>elected position</i> " per GW and T. Reilly, but on 5/11/17 committee shifted to " <i>appointed</i> " to conform with Handbook.) ( <i>Status</i> )*	<b>May 2022</b>
	<b>OPEN Replace Emmanuel Balogun</b> ( <i>Appointed 11/29/18</i> )	<b>May 2022</b>
<b>(New) Appointed from Contingent Faculty</b> starting June 1, 2017. Recommended by the committee to Senate. Must be contingent faculty, but doesn't have to be in Faculty Assembly.	<b>OPEN Replace Terri Reilly (Chair 17-18)</b> ( <i>Adjunct who was "elected" per GW and T. Reilly. However, on 5/11/17 T. Reilly agreed to change to an appointed contingent faculty seat to conform the committee to new Handbook.</i> )*	<b>May 2022</b>

<b>UNDERGRADUATE CURRICULUM COMMITTEE (Term: 2 years as of AY 2017-18, formerly 3-year term) (NEW: 13 members, 2 from each school or college plus 3 at-large members as of AY 2017-18.)</b>		
<b>SCHOOL/COLLEGE</b>	<b>FACULTY</b>	<b>TERM EXPIRES</b>
College of Arts & Sciences (Elected)	Stephanie Schroeder ( <i>Elected 2018</i> ) <b>Co-chair</b>	May 2020
	<b>Joe Stimpfl</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
	Matthew Pickart ( <i>Appointed 10/11/18</i> )	May 2020

LG College of Fine Arts (Elected)	<b>Brian Zimmerman</b> ( <i>Appt. 9-12-19 no one ran in 2019 to replace David Werfelmann</i> )	<b>May 2021</b>
School of Communications (Elected)	Bill Barrett ( <i>Elected 2018</i> )	May 2020
	<b>Michael Breault</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
School of Education (Elected)	Carol Williams ( <i>Appointed by Senate on April 19, 2018</i> )	May 2020
	<b>Open</b> ( <i>No one ran in 2019 to replace Virginia Altrogge</i> )	<b>May 2021</b>
Walker School of Business & Technology (Elected)	Brad Scott ( <i>Elected 2018</i> )	May 2020
	<b>Ece Tuncel</b> ( <i>Elected 2019</i> )	<b>May 2021</b>
At-Large Faculty Members (Elected)	Herman Krueger ( <i>Elected 2018</i> )	May 2020
	<b>David Werfelmann</b> ( <i>Elected 2019</i> ) <b>Co-chair</b>	<b>May 2021</b>
	<b>Stuart Hill</b> ( <i>Appt 9-12-19 to replace Joshua Yates Elected 2019</i> )	<b>May 2021</b>

May 2020: 6 members

May 2021: 7 members

<b>WOMEN, GENDER, AND SEXUALITY STUDIES (Term: 3 years in Handbook)</b>		
<b>SCHOOL/COLLEGE</b>	<b>FACULTY</b>	<b>TERM EXPIRES</b>
<b>Elected</b> At-Large Faculty Members (5 members )	Julie Setele ( <i>Elected 2018</i> )	May 2021
	Susan McFarlan ( <i>Elected 2018</i> )	May 2021
	<b>Open</b> ( <i>No one ran in 2019 to replace Elsa Fan</i> )	<b>May 2022</b>
	<b>Burcu Alakoc</b> ( <i>Elected 2019</i> )	<b>May 2022</b>
	Hasmik Chakaryan ( <i>Elected 2017 for standard 3-year term</i> )	May 2020
<b>Appointed by Senate</b> (4 members) ( <i>Based on committee recommendations</i> )	Robin Assner-Alvey ( <i>Appointed May 17, 2018</i> )	May 2021
	<b>Joanna Battles</b>	<b>May 2022</b>
	Stuart Chapman Hill ( <i>Appointed 9/7/17</i> )	May 2020
	Beckah Reed ( <i>Appointed 9/21/17 by Senate</i> ) ( <i>Replaced Liz Risik who was also appointed.</i> )	May 2020

<b>ACCESSIBILITY COMMITTEE (Term: 3 years in Handbook, no more than 2 consecutive terms)</b>		
<b>SCHOOL/COLLEGE</b>	<b>FACULTY</b>	<b>TERM EXPIRES</b>
At-Large Faculty Members <b>Appointed by Senate,</b> <b>Handbook is silent on whether self-nominations</b>	Gloria Grenwald ( <i>Appointed 8/30/18; term limits ended so can be appointed again</i> )	May 2021
	<b>OPEN</b> <b>Replace Tori Meyer</b> ( <i>Nobody self-nominated in Spring 2019</i> )	<b>May 2022</b>
	Muthoni Musangali ( <i>Appointed 5/11/2017</i> )	May 2020

**ACADEMIC PROGRAM REVIEW COMMITTEE (Term: 2 years except for Vice Provost which is a permanent position.)** (Note: University Handbook is silent on whether to have self-nominations, but Renz's intent was for the Senate to appoint 5 faculty members at its discretion representing the schools and colleges. No stagger set up initially when all faculty were appointed in Fall 2018 at one time. Senate decided on April 18, 2019 not to begin the stagger until AY 2020 for following years. Stagger of administrative faculty appointees should be discussed with the Provost. Provost makes his own stagger of Deans and Directors.)

SCHOOL/COLLEGE	FACULTY	TERM EXPIRES
College of Arts & Sciences <b>Appointed by Senate</b>	Martina Steed ( <b>Faculty Chairperson</b> ) (Senate appointed on 11/8/18)	May 2020 or May 2021
LG College of Fine Arts <b>Appointed by Senate</b>	Jeff Awada (Senate appointed on 11/8/18)	May 2020 or May 2021
School of Communications <b>Appointed by Senate</b>	<b>Terry Sullivan ADJUNCT</b> (Appointed May 2, 2019) (Replaced Chris Sagovac who resigned and had been appointed by Senate on 11/8/18)	May 2020 or May 2021
School of Education <b>Appointed by Senate</b>	Basiyr Rodney (Senate appointed on 11/8/18)	May 2020 or May 2021
Walker School of Business & Technology <b>Appointed by Senate</b>	Julie Palmer (Senate appointed on 11/8/18)	May 2020 or May 2021
At-Large <b>Faculty</b> Members (Three faculty members appointed by the Provost upon recommendation of the Senate)	<b>Aaron Aubuchon</b> , ADMIN SOC, Faculty (Appointed in Fall 2018)	May 2020 or May 2021
	Remy Cross, CAS, Faculty (Appointed in Fall 2018)	May 2020 or May 2021
	Mary Preuss, CAS, Faculty (Appointed in Fall 2018)	May 2020 or May 2021
Deans and Director appointed by Provost <u>without</u> Senate recommendations.	Simone Cummings, SB&T, Dean	Provost appoints
	Nancy Hellerud, OAA, ( <b>Administrative Chairperson</b> ) Vice Provost	<b>Permanent</b>
	Eric Rothenbuhler, SOC, Dean	Provost appoints
	Jean Paul van Marissing, Leiden, Director	Provost appoints

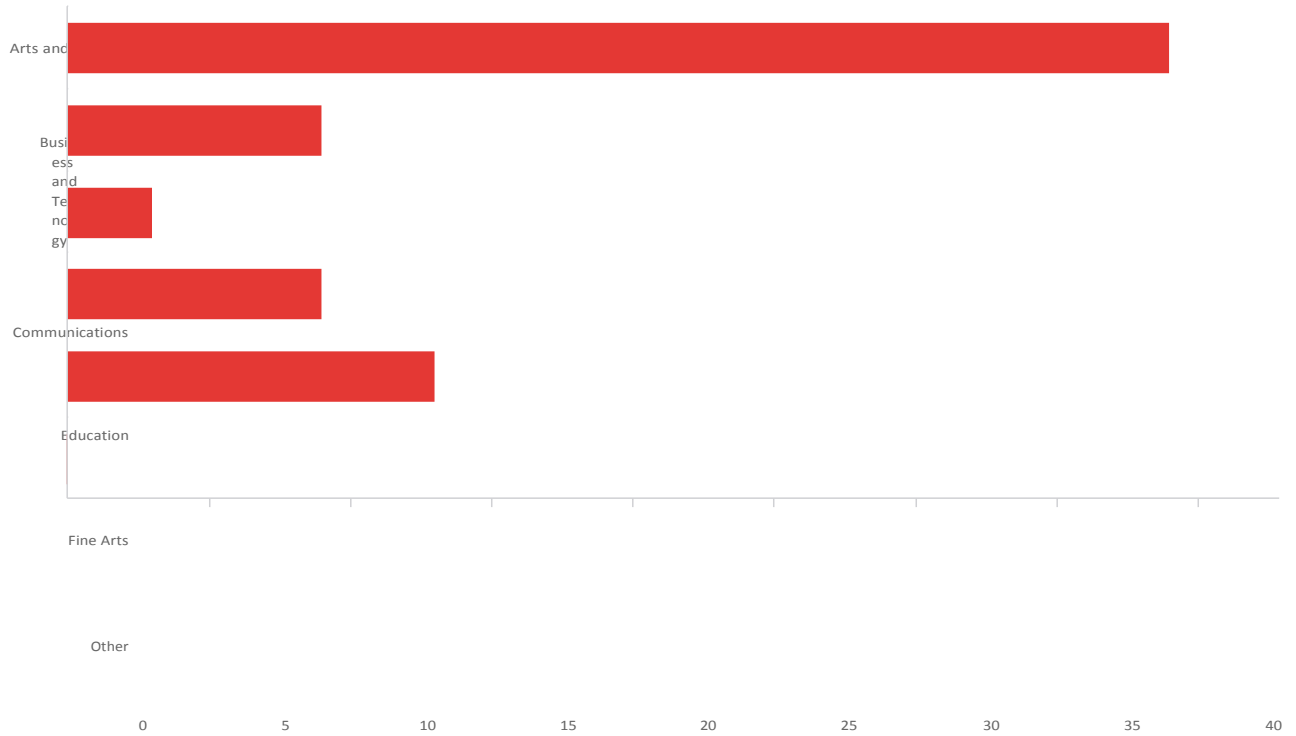


# Default Report

Faculty Role in Re-Envisioning the University

September 9, 2019 9:43 AM CDT

## Q1 - Please indicate your school or college



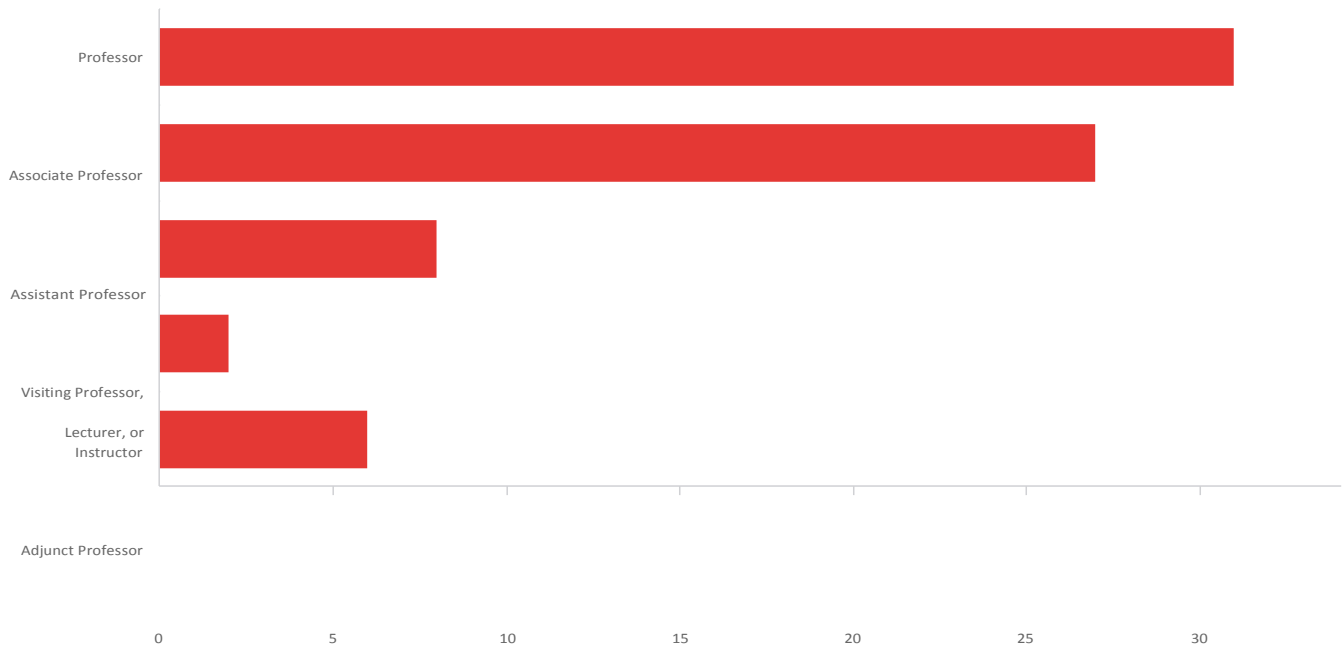
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate your school or college - Selected Choice	1.00	5.00	2.29	1.61	2.59	73

#	Field	Choice Count
1	Arts and Sciences	53.42% 39
2	Business and Technology	12.33% 9
3	Communications	4.11% 3
4	Education	12.33% 9
5	Fine Arts	17.81% 13
6	Other	0.00% 0

Q1\_6\_TEXT - Other



## Q2 - Please indicate your rank:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate your rank:	1.00	5.00	1.99	1.17	1.36	74

#	Field	Choice Count
1	Professor	41.89% 31
2	Associate Professor	36.49% 27
3	Assistant Professor	10.81% 8
4	Visiting Professor, Lecturer, or Instructor	2.70% 2
5	Adjunct Professor	8.11% 6
		74

Showing rows 1 - 6 of 6

### Q3 - What value do you believe there could be in restructuring the academic programs and units of Webster University, if any?

What value do you believe there could be in restructuring the academic prog...

Perhaps to find efficiencies especially in regard to addressing diverse learning styles.

The value depends upon the relationship to the mission, goals, and outcomes desired.

It could be beneficial if it makes sense to the programs involved. I would be worried that a restructuring might be a way to eliminate programs or faculty.

Two things, for two ways of understanding the question. 1. The school/college system isn't new here anymore. It may have been the right way to organize then. But we should study to see if this is the best or even a good way to organize now or whether there are good alternatives. 2. Restructuring how we as faculty and we as an institution approach, interact with, and conceptualize students could have big benefits. Perhaps there are ways of teaching and organizing learning that could be adopted across the university or across broad units. Using them at school could make them more effective, and it could be a factor that distinguishes Webster in the marketplace. (And if there are parts of Webster that don't want to those things, perhaps they could segregate themselves and keep out of the way for those that do.)

I think restructuring would demoralize students and faculty members. Course offerings would be negatively impacted and the process would bypass faculty governance of curriculum affairs.

I'm not sure how much value restructuring would have. In some cases there might be inefficiencies that could be eliminated or new synergies created, but too often, restructuring is just moving things around to no meaningful effect.

Restructuring in order to provide students with a more comprehensive, holistic education seems valuable to me. Restructuring strictly or predominantly for the sake of minimizing expenses seems less valuable to me.

Get rid of isolated programs and halo programs, create more unity and collaboration, allow for academic units that logically and academically belong together to be housed in one school/division to have a stronger voice in important matters, have people who can actually represent their concerns at higher level.

Great value. Higher education is changing and our academic organizational structure may need to be revised to meet the academic needs of the future. It may mean creating new schools and programs. University leadership and faculty must work together by first developing strategic academic goals for our university.

We have too many programs here and I would argue that many of them are not particularly viable or competitive. I also think that if we could make more explicit connections ACROSS academic programs/units, this would certainly benefit our students. As an example, there are classes in Math/Comp Sci that would certainly make students studying biology or the behavioral sciences more competitive.

Academic programs should be restructured on a regular basis! Especially with the day-to-day growth and expansion of social media for better or worse. The way in which academic programs are structured and marketed, in other words, the way in which students are attracted to a particular academic program wants to be on the cutting edge and should be more forward-thinking.

It's unclear if there is any. It seems as though restructuring is being suggested and then we are searching for a problem that it could solve, but it should be the other way around. Problems should be identified first. Then if restructuring is the best solution we should move forward with it.

Admittedly, I was unable to attend the last town hall where this might have been discussed, and where value in restructuring might have been made more apparent. I see value in developing shared vision as discussed below, though I'm not clear on why that leads to restructuring. I am having a hard time seeing value in restructuring beyond cost savings, and with that as a goal it does not seem like the type of restructuring we want to have (though it could be a useful side effect). Restructuring to me sounds like efficiencies, shrinkage, and so on. I'm not opposed, but it's not clear to me why this is the jumping off point of the discussion. Perhaps a value will be made more clear as conversations continue.

What value do you believe there could be in restructuring the academic prog...

Remains to be seen, but we appear to be all over the place at the moment.

Cost savings are on everyone's mind, but I think that we perhaps have an opportunity to freshen our alliances and look at education in a renewed manner, in this soon-to-be-third decade of the 21st century.

Absolutely essential but without considering the intellectual future of knowledge and teaching. there is no point in restructuring.

I suppose there could be value in marketing and recruitment for sensibly restructured departments/schools. I don't have much confidence that this would be taken advantage of. If the goal isn't to increase enrollments, and no significant savings will be realized, I don't see the point.

We have been built on a traditional silo system, as a result, crossing disciplines and collaborating is always an "add on" system , meeting, institute. That always means extra effort whether it is actual distance, difference in class codes, departmental teaching loads, etc. Collaboration between faculty and staff is even more difficult when where it is not built in (starfish, bit team)

no comment

I think we would become more responsive to the needs of contemporary students.

Consistent updated academic and professional standard.

To strengthen the programs and make sure we use resources efficiently.

It would enable us to stay up with the changing culture of integrated learning. The future world is one of blended social sciences with hard sciences. As an example, finance majors with minors in computer science, data analytics, or cybersecurity is what companies in the finance business want. We are moving away from pure 'swim lane' disciplines to more interdisciplinary careers.

There may be none, particularly if it takes lots of faculty and staff time, causes disruptions to students/curriculum, and increases unpaid faculty labor. It's possible there could be some cost/administrative efficiencies: e.g., putting some programs that need outside accreditation together, since their work/needs can be substantially different from other programs.

unsure about benefits of restructuring

The existing structure of the institution is fine for what it is, but there is great potential for re-energizing the faculty and the institution as a whole as we reconsider what it is that we do.

To restructure the university gives us an opportunity to rethink how we provide education in a context of a shifting student demographic that has affected how students (and their parents) think about higher education. It also allows us to be more forward thinking in terms of not just the kind of institution we want to be 5 or 10 years from now, but how we want to leave our mark on students. It makes sense to rethink our Colleges and the programs under them to align more academically, but also to have a more cohesive vision of the university writ large (not just our university, but of universities).

Restructuring could allow for greater efficiencies at the University, leading to cost-savings, more equitable workloads, and better customer service and options for students. We need to restructure our academic programs to give us a competitive edge and make Webster a place more students want to come to--and stay!

Not value, Necessity. The academic world and the intellectual universe is shifting beneath our feet. We must keep up with it.

We need to explore all options to saving our university. Reducing waste, inefficiency and streamlining resources could help us survive this period of low enrollment and uncertainty.

I think there would be great value, however, to do this well, it will require a great deal of work and needs to be done fairly quickly. I heard the term "transdisciplinary" a bunch in the meeting. Having worked in transdisciplinary teaming for a long time, I can say that when done well, it is powerful and transformative. BUT, it takes work, communication and it gets administratively messy. I'm not sure we are ready to handle that as an overall "network."

What value do you believe there could be in restructuring the academic prog...

I think any exploratory look at what the future may hold for higher education is worthwhile.

Limit duplication and encourage cross over.

I think it is valuable to have a structure that can support change beyond the individual school or college.

I'm not sure, but I think that it could differentiate us from other universities and enable us to find an attractive purpose that we could sell to potential students.

Restructuring could allow related disciplines would communicate more, to offer new interdisciplinary curricula, or enhance current curriculum with related material with fresh perspectives. Small programs could become more connected, hopefully exposing more students to those fields of study, and integrating those disciplines into more curricula as a valuable component.

Disciplinary connections can be made - new ones, or logical ones that have been separated due to historical reasons. We can assess equity across the university regarding workload and resources. Possibly also standardize practices across the university.

Depending on the outcome of restructuring, we can potentially distinguish our undergraduate programs from other universities and better align ourselves with 21st century expectation for higher learning.

Restructuring may assist in the economic and academic success of Webster.

The potential for more multidisciplinary work, re-evaluation of priorities, and more current programs for students.

Significant value

To equally spread the work/ coverage of the Deans and the voices of faculty representation. Currently, some colleges/ schools have many students, departments and or faculty and others have much fewer. Each is represented to the administration by a Dean.

I am not as interested in restructuring as I am in seeing us develop a clear vision for ourselves as a university--then envisioning ways in which our structures could support this shared vision.

For the future of Webster.

New collaborations (break out of old habits and silos); in the CAS, more transparency and accountability for each administrative unit; equitable distribution of labor; the process itself forces rethinking, which is necessary.

I want Webster to be a viable source for higher education for several years to come. Webster has conducted education very well for the last 100 years. I think to remain a relevant and effective educational provider requires thinking beyond the Webster Way or the "way we've always done things."

There probably would be a financial value to the university. Also, there could be an academic value by rethinking things.

Improved student outcomes and better preparation for life after the University. Enhanced curiosity/inquiry among the faculty. More venues for student/faculty research. Enhanced niche as somewhere really special to go.

I am not sure that simply restructuring would be valuable. I would have to learn more about the strategic reason for restructuring. I would add to this the idea that maybe certain schools or departments need to do this. I don't want to stop them from doing what might be workable for them.

It would depend on what was restructured and how. There are lots of ways the university might restructure that would harm our students, particularly those who want to go on into future professional programs or graduate school.

What value do you believe there could be in restructuring the academic prog...

Some of the smaller departments need more people to hopefully develop more cohesion There seems to be a distinct theme that junior faculty do not feel a part of Just a general shake up to bring some more life into the college

Bringing academic programs up to date with new topics, developments in its area; be able to add more courses that better prepare students for the workplaces of today. Academic units could relook at which programs continue to form an integral part of their identity, and align with their vision for the future. A relook at job descriptions for associated personnel could help collapse duties as are more relevant (instead of each person focusing on one narrow area; an idea that works well in good financial times but perhaps in the times we find ourselves in that needs to be readjusted).

I think we've gone to far in building disciplinary silos. Real life isn't so neat as the academy. I believe we'd do our students a favor by facilitating their integration of knowledge from across disciplines. Recombining departments so that different faculty are forced to seek consensus therefore seems useful

Smaller programs could have stable environments of practice; divisions could make better sense and CAS would not be the "left overs" college; cross disciplinary collaboration would be easier, though could happen regardless of restructuring

We are in a financial crisis--it behooves us all to take control of the process before the university is in worse straits.

If the restructuring was in response to demands for programs and would make sense, then I believe it would be important. If it is just a gimmick to appear to be innovative, then there might be problems.

Create new and innovative interdisciplinary programs that could attract and stimulate new students.

This could lead to more transparency and equity for the compensation and work that we are doing in our respective roles. I also do not believe that Webster does a good job of articulating who we are, what sets us apart, and why students ought to come here. We talk about being a "worldwide institution," but I'm not sure what this means, how it affects our day-to-day work, or how it affects our students' learning. The overseas campuses seem to be run as separate institutions, sharing only the Webster brand/logo but not much else, and I do not know that all that many students take advantage of the opportunity to study at these campuses. Personally I would not be against something fairly drastic, like the ideas that Karla shared last spring. I realize that she wasn't necessarily proposing any of those alternative models, but I think it would serve us well to consider a radical shift on our conceptualization of what higher education is. While I absolutely believe that training for careers need not be the ultimate end goal of higher education, the careers that our students will eventually have will be in highly dynamic fields as opposed to the more structured career paths associated with more traditional careers (that may very well be extinct someday). I think the structure of our university ought to reflect that, though I'm not exactly sure how. Still, while the ideas Karla presented last spring would require significant, potentially painful or confusing changes, I think they were excellent examples of how Webster could become a leader in a very unique way of delivering higher education.

Extremely small depts need to consolidate and do more dept work to grow their programs. Extremely large depts need to be able to divide into more manageable sizes to concentrate on their own programs, to ensure quality not just quantity of students.

Creating new connections between departments may support some new synergy. I'd like to see more courses that help globalize our programs, no matter what discipline

Cost savings, which could save the university. (I'm still not really sure how dire the current situation is--hopefully I'm being dramatic here.) It would be better to have the faculty lead this movement proactively if it's going to happen anyway. It sounds like a lot of people feel that restructuring could help ameliorate some equity issues. However, I haven't personally experienced inequity here.

I'd love to see more interdisciplinary collaboration

Become more responsive to the student market needs

If done thoughtfully, a restructuring could better align administrative, financial and intellectual units with trends in academia, student interests, and market needs



What value do you believe there could be in restructuring the academic prog...

Great value, if the vision and strategy for the whole university as an international entity has been set using a participative process. With collaboration and vision, we know what we value and where we are headed to actualize those values and the strategic goals that follow. Structure is more than hierarchy or a command chart. It's really about designing or redesigning an organization . There are design factors such as the work itself, the norms and culture of the institution, the systems and structures of the institution, and the leadership climate and style. These have to be configured properly, with full participation from all stakeholder groups. These stakeholder groups are ultimately the ones who have to implement the new design and satisfy all stakeholder expectations. It takes a village to make and sustain change! NOTE THAT CONFIGURING STRUCTURE IS ONLY ONE ELEMENT OF THE NEW DESIGN. Sometimes you have to focus where the sponsors want to start (restructuring), but it is important to shift the conversation to a complex, whole organization system perspective. It is the people who will vision, design, and implement change. Otherwise, with too little representation from outside the administrative leader group, you risk failure, no matter how much the PR folks try to make it appear otherwise.

Create new interdisciplinary programs. Foster synergies.

## Q4 - If a restructuring process were to occur, what do you think its goals should be?

If a restructuring process were to occur, what do you think its goals should be?

Focus on more of a liberal arts education and less on the kind of vocational training we seem to be moving towards.

There should be a focus on tying ALL degree programs to concrete career opportunities.

better education for students.

Enhancing student experience, improving learning, developing a Webster identity/brand

None.

I think the main goal should be trying to attract more students--i.e. coming up with new programs that would be attractive to them, or new ways to configure our existing offerings that would improve them or make them more innovative.

To provide a more holistic, empowering experience for our students.

Faculty shared tasks, resources, better representation, academic unity and positive work environment.

I think goal development would be the first step in a restructuring process.

(1) Take down existing barriers that silo off programs and faculty. (2) Provide structural systems that facilitate "new" ways of thinking and reduced reliance on the status quo. (3) Work to dismantle existing power structures that impede progressive thinking. (4) Save money/generate revenue.

1) To confront, uphold, and define the ever-expanding similarities and differences in our cultural, political, and religious backgrounds. 2) To challenge critical thinking in a new way. 3) To expand awarenesses of our world. 4) To serve our local community in a more progressive way.

Better coordination, less duplication where it might occur.

1. Review administrative overlap. 2. Consolidate departments if that makes sense. 3. Faculty lead review of what we ARE doing, what we COULD be doing, and what needs to be kept but done BETTER.

Planning for the next 50 years intellectually.

1. To better or more creatively prepare students to be participants in both domestic and global economies and professions 2. To increase enrollments 3. To maximize resources 4. To distinguish Webster among regional universities

streamline and reward cross discipline collaboration and cooperation. Enhance professional communication. Model cross-disciplinary collaboration for students. Better achieve strategic plan goals where this is expected/required for success.

Restructuring is okay with me as long as we preserve the values and distinctiveness of Webster University. Many years ago I was hired as an Assistant Professor in the Child Study Program of Webster College. When I started, Webster College was already committed to serving people who might not otherwise have access to quality higher education. When I began, Webster College already had international sites and a culturally diverse student body. From the beginning of my job as a professor, my students were my teachers (especially the students from Kuwait). From the beginning, Webster saw me as an individual with a passion for research and scholarship; Webster let me share my passions with my students. Webster opened doors for me and provided me with extraordinary international learning opportunities and possibilities for using my creativity and love of learning. Webster gave me opportunities to share all of this with my students.

Creating structures that value the voices of faculty and students and create humane communities.

If a restructuring process were to occur, what do you think its goals should...

Higher academic and professional standard. Improving potentials.

To create an identity for Webster in the local and global market.

More social sciences, art, and business backgrounds for technical students, and more technical backgrounds for accounting, health, finance, etc., students.

--Preserving close faculty/student interactions. --Allowing faculty more time to concentrate on teaching/professional development/governance, less time on paperwork. --Lower barriers to interactions between programs that currently need/want to cooperate. --Save money IF it can be done without sacrificing faculty focus on students or cutting needed resources.

I am unsure about the benefits of "restructuring" at this time and therefore unsure about goals. Revisiting the Goals and mission of the university seems like it would need to come first.

The goal of restructuring should be to discover and enact a shared mission and vision of the institution. We have an unsatisfactory and not universally adhered to mission statement. We need a better one.

The goals should first and foremost always be guided by a broader vision of the university. What kind of institution do we want to be, what do we want to achieve, and then restructuring should follow that. That said, we should strive to think creatively and innovatively about how to reorganize programs and Colleges in a way that makes academic and administrative sense; this does not mean doing away with traditional disciplines, but rather how to align them in a way that is more complementary and promotes collaboration. But also, administrative concerns are important as well; if professional programs all deal with similar challenges and constraints, and unifying them all into one College helps to distribute resources more equitably that will only strengthen their academic discipline and the quality of education they provide to students, that should be considered. In short, we need to get out of the thinking that "well, this has worked so far so let's leave it" since, as the closure of many universities (and history) has shown, things that worked yesterday may not always work tomorrow. It's best not to wait until we get so far down the rabbit hole that our only options are to close down or start firing faculty and staff to actually do anything.

See above! \* Improve competitive edge to bring more students to Webster \* Improve customer service and experiences for students \* Improve efficiency \* Save money \* Balance workloads

Base it on the first step: an intellectual reenvisioning of the university as a whole.

Reducing waste, inefficiency and streamlining resources could help us survive And stay afloat as a university.

We need to right size ourselves in terms of our "spread" across national and international campuses We need to think about how to give students integrated, interdisciplinary academic experiences If we insist on staying as this global network, we need to redesign this so that we are truly a network and not a series of fiefdoms that essentially operate independently from one another.

I think projecting forward 10-25 years and imagining what needs might be would be a way to move forward. This should be visionary. Stakeholders need to wide ranging.

To provide a nurturing environment to ideas to occur, in a way that they can be effective, not just aired.

To decide who and what we are, to develop a cohesive vision of the university.

Goals should be driven by the curricula, to produce 'self-sustaining' graduates. What fields of study must closely collaborate in order to teach students to think critically about and integrate lessons from the past, but be focused on the future, with skills to make the future better? What will make our students ready for careers built upon a robust undergraduate degree, yet provide a comprehensive foundation such that the more ambitious students are competitive for higher ed in academia (grad, professional schools). Undergraduate degrees that absolutely compel subsequent graduate education to be useful must be re-thought in order to be most valuable. Morally, we cannot knowingly, primarily funnel debt-ridden students into more years of tuition and debt. The university is not large enough to be everything to all people. Considering the hard limits on hiring new faculty ... for every new program/curriculum proposed, one program should be closed or merged, and this should be driven by faculty who are student-centered, team players, and appreciate enrollment numbers.

If a restructuring process were to occur, what do you think its goals should...

see above

Restructuring should allow us to meet the major economic changes in the near future, including technological disruption and automation. Perhaps we should make it easier for non-traditional student to earn degrees and other credentials.

What programs/departments have shared visions, philosophies, work ethics...?

Our main goal should be the sustainability of the university. A shared vision is extremely important but faculty have to be willing to let go of the status quo.

To increase efficiency. To bring similar programs/majors together To decrease the professional silos

Please see previous answer.

Not sure at this point.

Curricular synergies; transparency of administrative units; quality and reputation. I take restructuring to be more than moving programs around. Restructuring should entail credit system, course load, scheduling of classes; pay structure; promotion, etc.

1) highlight and market Webster's areas of success 2) reconsider some aspects of our curricula that may be causing unforeseen damage (i.e, the GCP) 3) intentionally attend to University moral and provide opportunities in an effort to strengthen that moral

First, the academic value would need to outweigh the financial reasons for doing it. Second, it needs to make sense. We have some duplication of areas in a few colleges.

Create collaborative relationships across disciplines, perhaps even doing away with conventional departments and creating more interdisciplinary classes/faculty teams as part of U. requirements. Reframe the GCP so students take coherent blocks of courses rather than the random opportunities that exist now (for example, have three course threads that students choose three of rather than 9 random courses). Create fair compensation to encourage team-teaching where both faculty are in the classroom for (almost) every class (vs. co-teaching). Perhaps build one team-taught course into a regular load for those who want to take advantage of it. Separate Grad. professional programs from the Undergrad colleges/programs. They have a different goal in teaching students, and teach only "their own" students, unlike the undergrad faculty, which has more investment in the breadth of the undergrad experience. I think the blessing of restructuring is that it should force a rethinking of the curriculum, and this will be the biggest problem, too. It will force faculty out of their comfort zones, and while I think this is brilliant, I've been teaching outside my comfort zone for most of my career.

Innovation - how would a new structure do to make us more responsive, relevant and affordable for students.

Creating programs that enhance our students education and future goals.

Decrease spending Increase inter professional collaboration Develop healthier culture

Better utilizing resources we have; considering reduction of size or closing out of units/programs that are no longer efficient.

Sustainability of the institution foremost. Academic integration a close second.

First and foremost, the administration and faculty must work together. It is a waste of time to make a lot of plans, and spend time and effort in meetings if the administration has something else in mind. I realize we as faculty have to be accountable for all things curriculum, but there are so many ways the administration could derail such a process.

Efficiencies, but with new processes that are streamlined but well thought out. Also, the process should take into account and promote collaboration.

To be discovered and evolved...

If a restructuring process were to occur, what do you think its goals should...

Create new and innovative interdisciplinary programs that could attract and stimulate new students.

Ensure that Webster's "brand" or "message" is coherent - and not just on the surface level like a new logo - but I would like us to better demonstrate that we know who we are and what we offer to students; and we ought to actually live it. I like the idea of potentially disrupting higher education in a drastic, radical way. What really sets us apart from Lindenwood, Maryville, and other schools? The answer to that question should not be "our global campuses," because that is such a small portion of what we are and what we do, and very few students and faculty have much to do with the global campuses on a regular basis.

At this point, Webster does not have the luxury of ignoring number problems. The two goals should be: 1. get more students and higher quality students, which is the only thing that will raise our national profile. 2. do not let vocational programs get wedged into plans during the shuffle. We can't afford to lose our status as a university.

- to increase efficiency and streamline operations; to enable our institution to emerge from a period of fiscal challenge academically stronger, not weaker; and, if possible, to realize a financial savings that could be applied to budget cuts for higher education.

KEEP ALL JOBS, cost savings, improved equity and moral, don't increase teaching loads, increase interdisciplinary collaboration on research, advising, and teaching.

I think the goals should be to provide innovative programs to students that cater to and enhance our strengths--particularly our international scope and mission.

break down barriers for students to explore numerous career pathways without adding to graduation requirements

Bringing together faculty and disciplines that share common interests, projects and visions for a future curriculum Equity of resources and administrative efficiency should also be considerations

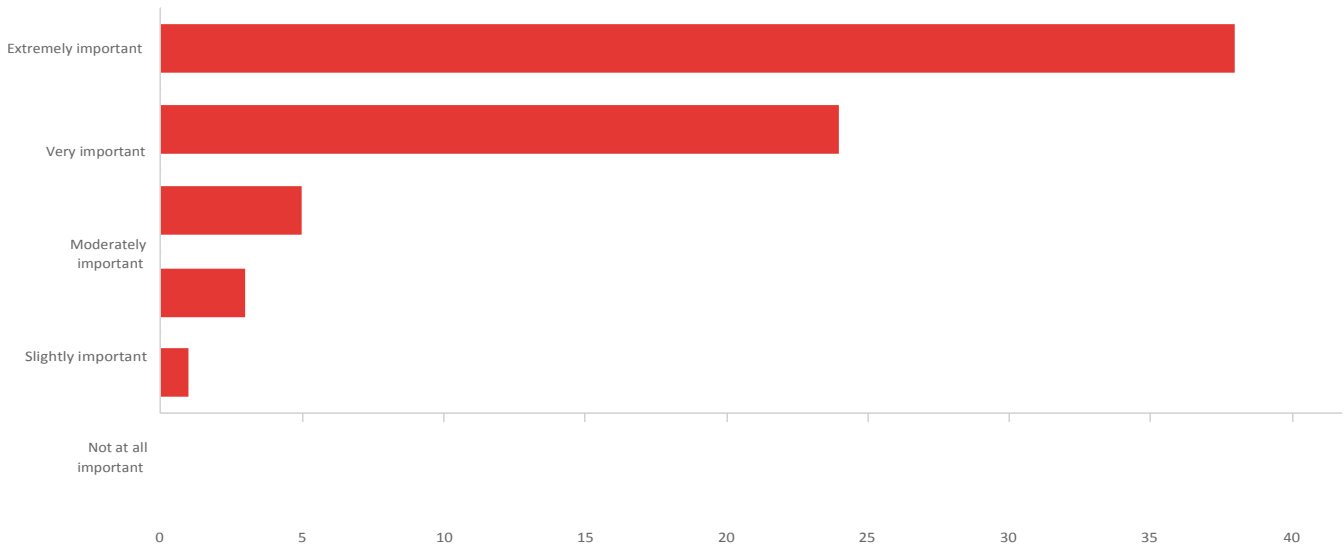
The goal of our restructuring should be to back-up to create the global vision and strategic objectives first. Then come back and think about the institutional design. To call it "restructuring" is begging the question. You ultimately need to change more than the structure if you want it to "stick". The goal is to have an organizational design that has been properly configured to support strategy and vision. The goal of the process should be full participation of all stakeholders, no matter how unrealistic that might seem. A second goal is to plan for a strategic change weekend where a large group of stakeholders get together to focus on a common task such as creating the vision. It might take a series of these that end-up being coupled by technology. The whole system, all of Webster, gets in the room at the same time and same place, to do strategic thinking that ends in a system-wide vision. This could also be designed to lead into a follow-up series of meetings where the elements of institutional design

Create new interdisciplinary programs. Foster synergies.

Q5 - How important is it to develop a stronger, shared vision of what the university should

be and do in the future (i.e., our identity and goals) in order to guide any restructuring

process?

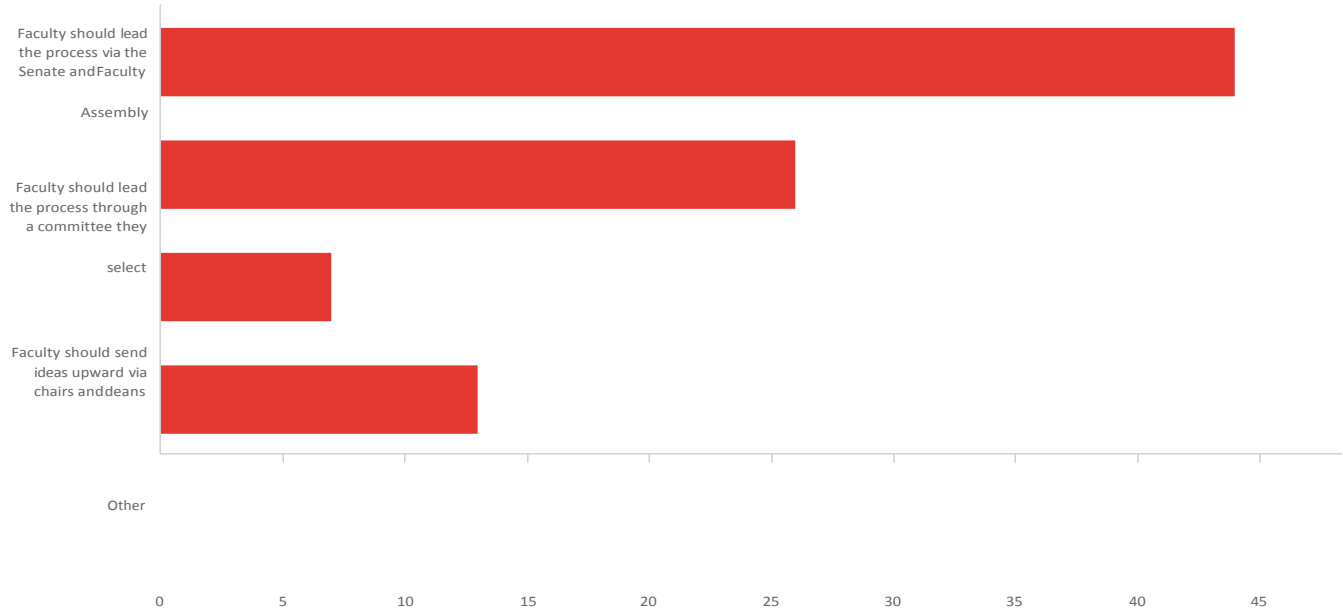


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How important is it to develop a stronger, shared vision of what the university should be and do in the future (i.e., our identity and goals) in order to guide any restructuring process?	1.00	5.00	1.66	0.89	0.79	71

#	Field	Choice Count
1	Extremely important	53.52% 38
2	Very important	33.80% 24
3	Moderately important	7.04% 5
4	Slightly important	4.23% 3
5	Not at all important	1.41% 1
		71

Showing rows 1 - 6 of 6

## Q7 - What role do you believe faculty should play in developing a shared vision of our goals and identity?



#	Field	Choice Count
1	Faculty should lead the process via the Senate and Faculty Assembly	48.89% 44
2	Faculty should lead the process through a committee they select	28.89% 26
3	Faculty should send ideas upward via chairs and deans	7.78% 7
4	Other	14.44% 13

90

Showing rows 1 - 5 of 5

### Q7\_4\_TEXT - Other

Other

...through a committee... if enough people think there's something there. Don't task a committee without enough support for its work.

I don't see these as mutually exclusive. All three strategies are faculty-motivated. That seems most important.

All of these can be done in various phases of the work to reach ultimate success and make sure everyone's voice is heard.

Faculty and university leadership team guide the process together.

Faculty should empower non-stated and "other" voices to be heard.

## Q7 - What role do you believe faculty should play in developing a shared vision of our

I'm not a big fan of the "chain of command." I remember when all faculty members were valued. I remember when students weren't customers, but emerging scholars and professionals.



Other

---

unsure about what would be the best role/process

But also inclusive of staff and administration

Faculty should have a voice and be part of the process, but they should not lead the process.

The process should be shared with faculty, staff and admin, all are a part of Webster.

A faculty committee (including the guidance of the Chairs and Deans) should lead the process. We (faculty and administration) should work together more. We all have something valuable to offer this process.

Faculty should develop a plan for strategic visioning and get buy-in from Board and Administrators as soon feasible. The process needs to be agreed upon and put into the budget. Otherwise, it is likely to use traction because there is too little commitment and too few resources, financial and otherwise, being committed.

## Q8 - If you are willing to be involved in such a process (of faculty developing a vision for the future of the university), to what degree would you help?



#	Field	Choice Count
1	I am willing to fill out surveys that collect ideas and opinions	24.54% 40
2	I am willing to offer ideas to my chair or another university representative	21.47% 35
3	I am willing to participate in one or more short (1-2 hours), structured discussions on specific issues	27.61% 45
4	I am willing to participate in a more extensive process of idea generation that could add up to two or three days' worth of discussion	17.18% 28
5	I am willing to be involved in leading such a process (feel free to leave your name here or contact Karla)	9.20% 15
		163

Showing rows 1 - 6 of 6

Q8\_5\_TEXT - I am willing to be involved in leading such a process (feel free to leave y...

I am willing to be involved in leading such a process (feel free to leave y...



I am willing to be involved in leading such a process (feel free to leave y...

Eric Goedereis

Lara Teeter

will have more time for option 4 in spring

Karla, i want to be involved, but I don't like a "chain of command" structure. Debbie Stiles

Mary Preuss

Keith Welsh

Nisha Ray Chaudhuri

Lionel Cuillé

Joe Roberts

Lionel Cuillé

## Q9 - What concerns, questions, and/or suggestions do you have about such a process (of faculty developing a vision for the future of the university)?

What concerns, questions, and/or suggestions do you have about such a proce...

There needs to be a guarantee that the current administration is receptive to faculty involvement before valuable time is spent on this.

The mission, itself, should be revisited. Whatever the mission, all programs and activities should relate directly to the mission and vision.

I want to make sure this is supported by the majority of the faculty and administration. My fear would be to do all of this work and nothing happen. I would like to know who initially is asking us to rethink Webster?

This restructuring process is merely pretext for a larger goal of dismantling tenure...via a loophole

We are really many types of schools and programs within a larger umbrella. We need to be sensitive to the reality that not all changes affect us equally and, importantly, that what may be productive in one sector of the university might not work at all elsewhere. In short, we need to be remember that one-size-fits-all propositions are tricky at Webster.

Faculty senate inherently consists of individuals who have been at Webster for long periods of time. I am not convinced that majority of these people are invested in processes that upset the status quo with which they have become familiar and comfortable. It is important to be intentionally inclusive in seeking input from 'newer' faculty.

If we do this in isolation of the university leadership, I fear we may not go anywhere. We need to understand university parameters, i.e., finances and participate in the strategic vision... there are parts of this endeavor that university leadership can inform the faculty, and there are academic components that the faculty can inform the leadership university leaders... Shared leadership of faculty and university leaders in this process.

I think that it needs to be clear where this is coming from. What are the pressures driving this? And if there are none, then we will almost certainly not do anything (because inertia is powerful). So, perhaps we need to create some, if the Senate/Karla/whomever cannot or will not articulate this. Second, I certainly have concerns about all voices being represented. Small but vocal faculty members speak often and speak loudly, often at the expense of "new" ideas. Many pre-tenure and even some mid-career faculty have expressed that they do not feel their voices or ideas are valued equally. This is a huge problem when we talk about shared governance and shared visions because it speaks to those in privileged positions continuing to drive the university's direction and allocation of resources (including what we "can" and "cannot" spend time on) to protect those privileged interests at the expense of others (and certainly at the expense of innovation, etc). I am also concerned how these efforts might fit within other ongoing, similar efforts (e.g., CAS conversations about restructuring) . It seems useful to work to integrate the efforts and be strategic and purposeful about any changes. We need to be BOLD and stop settling for doing things the way we've always done them. And that includes continuing to simply talk and talk and talk about this without ever doing anything substantive to move forward. Thanks for taking this on and I hope the process is one that yields real, meaningful change.

I have no concerns or questions. My only suggestion is that this need not begin with a required number of people. Allow this to begin small and grow as it will.

I feel like restructuring and developing a vision of the university are two different things that don't necessarily go together. They might, but the vision should be developed and then the ways to achieve it should be determined.

Though willing to participate as indicated above, I am concerned about time involved, particularly if there is no indication of permanence or actual impact. What charge from or conversation with administration has happened, and if none, what guarantee that something concrete might come from this? I agree that it should be faculty led, but it need stop happen in coordination with other leadership.

If it imposed on the faculty from the administration, it will be a disaster. While I don't share the deep pessimism of some faculty, I realize that morale among some colleagues is not good.

What concerns, questions, and/or suggestions do you have about such a process...

You must NOT allow a premature restructuring or analysis by college and school. Any re-envisioning of the university must be based upon a complete intellectual rethinking and not just college by college restructuring. Our colleges are arbitrary academic holding pens.

It shouldn't be rushed. Changes shouldn't be made based on potential outcomes, but rather on outcomes we have evidence to suggest will be successful and advantageous to Webster and its students.

reinventing the wheel and admin ignoring/overpowering/ having parallel process occur, only their task forces are stacked with more admin, and (tenured) less faculty. Isn't this what committees did before new Admin driven committees and task forces became the norm?

My hopes are listed here: I want people to be seen as individuals and valued for their unique strengths. I want the word "brand" to be banned. I want us to transform students for global citizenship and individual excellence. I offer ALL of my graduate students opportunities for collaborative research and publication. Applied Educational Psychology and School Psychology have given 48 collaborative professional presentations at national and international conferences AND we have FIVE faculty-student international publications in psychology journals. There is no reason for any other faculty members to do what I do. I am grateful for the opportunity to use my unique strengths.

The higher education market is not really predictable. Individual university, like Webster, might or might not get the better chance in development terms. Involving faculty into this process will help Webster to better understand itself, and move forward on a solid ground. It is a difficult time. Together, we have a better chance to win.

I think getting the department chairs and deans involved would be good for the process.

It cannot be 'vapor ware' that sits on a shelf when it is completed. If we are to move into the future with a shared vision based upon an interdisciplinary approach to learning...it has to be a win-win-win (students, faculty, and administration) approach and not a zero sum game of getting more for your own 'tribe.' We need to be willing to take risks for the possibilities that may come from those risks.

We have done these exercises many times over the years at the university, and they never come to much. The fact is that a university with the breadth of Webster CANNOT have a unified, comprehensive vision of the university beyond ambiguous ideas such as "student centeredness," "better understanding the world" etc. Years of interviewing departments and faculty make this clear. (See the Senate report on faculty views from 2016.) Graduate students seeking an applied degree for career advancement do not, and should not, have the same goals as traditional-aged liberal arts undergraduate students. Theatre majors should have different goals from students getting a Master's in Counseling. We NEED different visions to adequately serve our different populations! I do not want to see faculty wasting time, yet again, on a process that is impossible, and does not serve our students.

The biggest concern I have for this process is that it will devolve into an exercise of lip service, where people leading this effort claim to want change, so long as it does not affect them or their program in any way. If the CAS restructuring process has shown anything, it is that many are willing to vocally advocate for change, except when it starts to affect them individually, their programs, or simply is not to their liking, they immediately reverse course and become the most vocal antagonists to change. This has been the biggest obstacle to initiating any change in Webster thus far, as many are too comfortable in their positions and with their benefits to want anything to change for fear of losing their privilege. Or, are simply fearful of losing their power and influence. As long as people continue to put their personal interests first, above and beyond any action that might benefit the university in the long-term, restructuring or any other push to make any changes will languish. I strongly disagree with any committee or structure that goes strictly through the chairs, as history has shown that chairs do not always work in the interests of the department and often pursue decisions that benefit their individual interests. Instead, any committee should ensure representation across a number of factors, including smaller and/or underrepresented programs/staff, junior faculty and newer staff, and individuals who are not in current leadership positions or are getting additional stipends as they may be inclined to maintain the current structure to preserve those interests.

N/A at this time

Faculty, anchored in disciplines, are very resistant to change.

Developing a vision is one thing, taking action steps and creating and implementing a change process is another. Will we have power, authority and willingness to make changes necessary to get this off the ground?

I am not sure we are nimble enough to do a radical shift in how we do things at Webster that is required to be sustainable. It would be amazing and exciting if we could.

What concerns, questions, and/or suggestions do you have about such a proce...

In the meeting on Tuesday some speakers spoke at length in a way that was not inviting. I think discussions need structure and a professional moderator. This has not bearing on Karla's work and organization of the meeting - its just to say that without structure it can become an opportunity to complain about current practices rather than imagining the future.

Great topic for an institute.

We should clearly define the expectations of this conversation: what are the term limits of the analysis and discussion phase? We should plan carefully, mindful of all stakeholders and their feedback, but with a timeline established for certain decisions and actions. Open-ended debate can go on, literally, forever.

I want to make sure any process is not prolonged or delayed. Action should be taken relatively quickly. You probably knows about the efforts already taking place in CAS. It would be nice to combine efforts so as not to replicate or undo anything that is already being worked on.

I worry that any action the faculty takes with regard to restructuring will have little effect without the full support of the President and Provost. It is not too early to bring them into the discussion. I worry this will become another point of friction between faculty and administration. The best way to avoid this, in my opinion, is to bring all parties to the table with an understanding that we all want Webster to grow stronger.

fewer and fewer faculty members are willing to participate in university committees willingly. It's important to keep new faculty members involved

I would want to make sure we are not doing change for change's sake, but leading to a durable model of the modern university.

I cannot participate in an extensive process this semester, but it is a good idea.

As with most such initiatives, the concern is that we settle for the easiest path, which retains power and privilege in certain people's hands, and we use "teaching" and "students" as excuses to not change. And, there is this ideology of inclusion, egalitarianism that is used to not discuss accountability, quality, and excellence.

A united front that includes upper administration, deans, chairs, faculty, and staff needs to be part of this process. In some ways, I feel Webster currently does not have such a cohesive bond.

See above on comfort zones and professional programs. My hunch is that the grad. programs should not engage in restructuring at this time, though their configurations into schools/colleges might change.

I have concerns about how the survey was structured with an eye toward moving the university forward on a "shared vision" initiative. I cannot imagine that all of the various programs, including those that are most successful have the exact same students, which would be impacted the same by a "shared vision." I'm not a fan of the "one-size-fits-all" model of education.

If chairs deliver the message they can choose whether to listen to their faculty or just do what they want

I don't believe we can or should undertake this in isolation. The evolution of the university has largely been shaped by the existence of the extended network - to an extent that the fundamental identity of the institution has changed. Are we a liberal arts college or a multi-campus system? Yes. I'm afraid the multi-campus model may be failing and we won't be prepared to fall back to a more manageable size.

First, we need to understand the "WHY" of restructuring. Do we want to improve quality? Clarify divisions in ways that make better sense? Save money (without stripping support positions and making faculty do even more administrative work)? I think that restructuring for restructuring's sake may or may not be a good idea. We need to know the ultimate goals and parameters within which we must work. For instance, maybe an innovation will come with an initial increase in expenses, but promises to increase revenues...will this be ok or will it be nixed? We need to work collaboratively with the administration or we will be spinning our wheels.

Faculty are far too invested in their own programs and interests and have difficulty seeing the big picture.

What concerns, questions, and/or suggestions do you have about such a proce...

The typical naysayers who are committed to resisting change on principle and fall back on pedantic arguments to shut down new ideas or suggestions that would move us away from whatever Webster was 30 years ago.

I am concerned that a lot of faculty at Webster are starting to feel desperate and this will result in bad compromises which will lead to a vocationalization of the university.

IT would be best if we had someone to lead who has some experience, or has read a lot about the process of restructuring. It can't be only about saving money, though that is a large part of the effort to restructure. We don't want to lose any staff or viable programs just for the sake of saving - our staff are the first contact for new students and their families, and have knowledge to share about programs and contacting coordinators of programs. We also need to consider larger successful programs and try not to cut their budgets so that we have some strong programs

I'm a very solutions-oriented person and am not always patient with brainstorming, although I know it's valuable. I do worry that we'll spend a lot of time and energy talking but actual change will be slow or not happen. It's hard to devote time and energy to these discussions when there are more immediate responsibilities (e.g., classes, students, my own professional development). As a non-status person, I am scared that my future here could be in jeopardy if I voice the wrong opinion around the wrong people. (This isn't a critique of Webster; I think it's the case in all institutions of higher education and many other workplaces as well.) Also, I honestly really like my department and its norms--e.g., relationships with students; flexibility; AUTONOMY; distribution of workload; collegiality; etc. All of these are reasons that I choose to work here. I'm scared that the change that will accompany restructuring or re envisioning will change some of these things for the worse for me.

My biggest concern is that we'll engage in extensive discussions, develop a plan, and then it will not be supported by the administration--in terms of curricular changes, or financial support, or advertising/marketing.

Establish a process that we can all buy into including the student body, administration, alumni friends of Webster and trustees. We need to start looking at other schools and other models that include international education models that we can learn from. What we do now should set the stage for the next 50 to 60 years of what Webster does as an institution of higher learning. The perspective of Webster becoming an incubator or learners, leaders and future educators can be useful. Thank you for doing this Karla.

Time Financial constraints Willingness of administrators to support Acceptable independence of certain campuses, schools and programs

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