



THE SHAPE OF THE COLLEGE

Report and Recommendations of the Academic
Program Prioritization Implementation Committee

February 17, 2021

Introduction

The following document represents the collective response of the Academic Program Prioritization Implementation Committee (APPIC), appointed and charged by Provost La Jerne Terry Cornish to develop a set of recommendations regarding “the shape of the College,” including the reduction and reallocation of faculty resources, to deliver to the provost and president for final decisions. One of the goals articulated in the College’s recently launched strategic plan *Ithaca Forever* is to “determine and maintain an appropriate and sustainable size for our programs, structures and associated resources at every level of this institution.” That goal sets the stage for the work shared in this document. Further, the need for this work has been accelerated by the pandemic, but fiscal and enrollment challenges existed prior to it.

The draft of this document was shared with our current faculty, staff, students, and, subsequently, members of the alumni association board of directors. In accordance with faculty handbook policies, we solicited responses and have considered them carefully as we developed these final recommendations. The feedback APPIC received indicated that a number of clarifications were required, and that some of the recommendations included in the draft required further, substantive debate. APPIC members acknowledge the time, deep thought, and energy that was invested in responding to the draft, and are grateful to have received that additional perspective.

Before sharing our recommendations in response to the provost’s charge, we want the Ithaca College community to know how difficult it has been to undertake the work, knowing that there are individuals – friends and colleagues, loyal college employees – whose careers will be affected by these recommendations. We have taken this responsibility very seriously. We also feel a significant obligation to Ithaca College and to our students, and our recommendations have been designed to accomplish three equally important goals to contribute to the long-term strength and vitality of the institution:

- To achieve a “shape of the College” – a set of academic programs and policies -- that will help our students to thrive during their IC years and beyond
- To achieve a target faculty FTE count ranging from 417-435 FTE, achieving a student:faculty ratio ranging from 11.5:1 to 12:1
- To increase our relevance and appeal to prospective students and their families, thus ensuring a sizeable and vibrant student body

While the most pressing charge for APPIC was to align faculty size with projected student body size, the committee also sees great hope for the future of Ithaca College. Indeed, as Provost Cornish has articulated frequently, the next phases of this process will allow the campus community to focus on restructuring and reorganization, as well as identifying potential for growth in strategic areas. Each of the recommendations outlined in this document is intended to help us achieve these goals and to align with Ithaca’s broader strategic vision. It is our fervent hope that they will inform the decisions of the provost and president and support Ithaca College’s long-term success.

The Process

The APPIC's work began in late September, when Provost Cornish convened the APPIC and the APPAC (Academic Program Prioritization Advisory Committee) and provided charges for both groups.

The APPIC, co-chaired by Brad Hougham, Associate Provost for Faculty Affairs and Laurie Koehler, Vice President for Marketing and Enrollment Strategy, was comprised of the following additional members: Claire Borch, Director, Analytics and Institutional Research; Jeane Copenhaver-Johnson, Associate Provost for Academic Programs; La Jerne Terry Cornish, Provost and Senior Vice President for Academic Affairs (ex-officio); Marc Israel, Assistant Provost, Finance and Administrative Operations; Linda Petrosino, Dean of the School of Health Sciences and Human Performance; and Melanie Stein, Dean of the School of Humanities and Sciences. The group received substantial support in its work from the Office of Analytics and Institutional Research and in particular from its Director, Claire Borch. The committee was asked to make recommendations about the shape of the College, including both the array of academic offerings and the allocation of faculty resources to support those offerings.

The work of the committee was informed by recommendations provided by a second committee, also convened by the provost: the Academic Program Prioritization Advisory Committee (APPAC). This group was co-chaired by Jack Powers, Interim Dean of the Park School of Communications and Sara Haefeli, Associate Professor of Music Theory, History, and Composition, and Chair of Academic Policies Committee and consisted of the following additional members: Alka Bramhandkar, Interim Dean of the School of Business; Keith Kaiser, Interim Dean of the School of Music; Linda Petrosino, Dean of the School of Health Sciences and Human Performance; and Melanie Stein, Dean of the School of Humanities and Sciences. The APPAC conducted an anonymous faculty survey and solicited ideas and input from department chairs, and then summarized and shared this input, as well as their own thoughts and recommendations, with the APPIC. In addition, each of the deans not sitting with the APPIC was invited to join the group to discuss staffing in their schools and ask and answer questions. (These efforts were designed to be consistent with the process outlined in section 4.9 of the *Ithaca College Policy Manual*.)

Ultimately, APPIC was charged with synthesizing all information provided by APPAC with their own thorough analysis of academic program data and producing a set of recommendations that achieved the goals outlined above. The APPIC's process for achieving this charge developed as the group undertook this important work. The APPIC began with a thorough review of data on programs across the College to explore patterns of student interest (e.g., enrollments, number of majors and minors, credit hours taught within departments, number of applicants, numbers of degrees conferred, etc.). The group also considered the curricular offerings of programs and the faculty staffing associated with each.

We sought to consider the contributions and resources of each department and program as thoroughly and holistically as possible. As a result, we considered not only current and

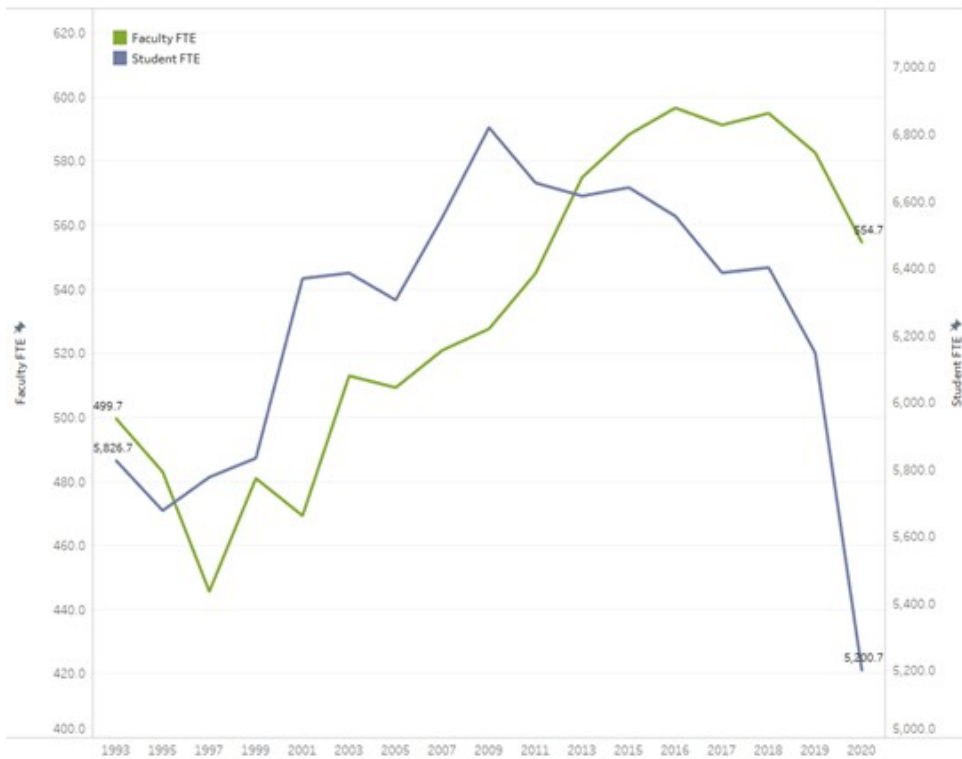
historical enrollments and applications, but many other factors as well, including: the particular way a program serves the broader institution or community; how a program's courses might serve multiple other programs; how a department or program might already have taken action toward greater fiscal responsibility and student success; and/or how a program had already been affected by recent faculty reductions due to retirements and attrition. We also acknowledged that in some fields, numbers of degrees conferred in majors are more meaningful than application or admit numbers for specific majors, especially given the number of students who discover their major after matriculating.

We want to note that the members of APPIC did not possess firsthand knowledge of every program, but we did possess firsthand knowledge of many, and we sought additional detail and context from those with the appropriate expertise. We recognized the necessity of thinking institutionally, rather than from our own particular vantage points within the college; this imperative was referenced openly and often during our deliberations, so as colleagues we could feel free to consider recommendations that might affect any of us personally.

The key part of the charge was to align the size of the faculty with the size of the student body, based on a projected student population of 5000 (4500 undergraduate and 500 graduate students) and a student:faculty ratio of 11.5:1 to 12:1. Public conversations have focused on the original target estimate of reducing 131 faculty FTE; this resulted from the September 2020 faculty estimate of 547 FTE. This student enrollment projection and student:faculty ratio range result in a sustainable faculty FTE range of 416-435 FTE. Thus, the committee's target for reductions relative to the December 2020 faculty count of 542 FTE was 107-126 FTE. In the end, the committee recommended 69 FTE of reduction in faculty positions, which, when combined with already planned and scheduled departures and future attrition, is projected to yield a reduction of 116 FTEs over the next three years, relative to the December, 2020 faculty count. Some of the above referenced 69 FTE is comprised of overload.

The enrollment projection of 5000 for the foreseeable future is both realistic and aspirational, and reflects numerous factors including but not limited to the recognition of a decreasing college-going population nationwide, our anticipated attrition based on our historic patterns, and a gradual loss of market share over the past decade. Further, given rising income disparities within the U.S., declining population levels are likely to be felt particularly acutely at institutions, like Ithaca College, that have a high proportion of students with demonstrated financial need and that have a cost structure that precludes them from meeting the full need of their students. The national pattern for schools comparable to Ithaca of increasing discount rates, declining yield, limited growth or declining application volume, and flattened net tuition revenue is seen in the ten-year trend of declining student enrollment at IC. Moreover, the faculty FTE grew for much of this period, and the current size of the faculty is far greater relative to the number of students than in the past, as shown in the graph below and in the changing student:faculty ratio:

IPEDS FTEs



Correspondingly, the target size of the faculty (416-435 FTE) also reflects a return to a student:faculty ratio that described the IC campus just seven years ago, as seen below:

All College IPEDS Student:Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Student FTE	6,654.7	6,645.7	6,615.7	6,476.3	6,641.0	6,555.3	6,386.7	6,402.3	6,147.3	5,200.7
Faculty FTE	545.0	565.3	575.0	579.3	588.3	596.7	591.3	595.0	582.7	554.7
Student:faculty ratio	12.2 : 1	11.8 : 1	11.5 : 1	11.2 : 1	11.3 : 1	11.0 : 1	10.8 : 1	10.8 : 1	10.6 : 1	9.4 : 1

Note that these IPEDS-based faculty FTEs differ from the faculty FTEs included in the table of proposed faculty FTE reductions with regard to timing, reporting criteria, and how FTE is calculated. IPEDS FTEs are calculated full-time + (part-time/3). The FTEs reflected in the tables of proposed faculty FTE reductions are based on the percent full-time spelled out in faculty contracts.

While the reduction in the number of faculty positions required to achieve this metric is significant, this ratio is, in fact, consistent with our own recent past. Thus, we believe that this goal will contribute significantly to our long-term financial sustainability, and also that it is pedagogically defensible and consistent with our educational aspirations for our students.

Vision, Mission, and Values

The APPIC understood from the beginning of its work that, in making recommendations for faculty reductions, the resulting academic offerings and faculty staffing must be coherent, compelling, and consistent with our vision and mission. Thus, the group was not inclined to recommend wholesale elimination of sizeable programs or schools. At the same time, it is clear that as the student body decreased and the faculty increased in recent years, the curriculum proliferated without consistent focus on future resource availability and was not guided by a particular College-wide vision. Therefore, the APPIC sought to recommend changes that would “right size” the academic program and align with our identity and values.

We are proud that Ithaca College has become an excellent comprehensive college with both a commitment to the liberal arts and renowned professional schools. A question that we asked ourselves in this work, time and again, was: “Can we make this reduction and still deliver on that promise?” We believe the following recommendations allow us to do just that, even while the process of implementing these reductions will be painful. Thus, the vision, mission, and values articulated in *Ithaca Forever* were front and center in all of our conversations and we want to foreground them here:

Vision: A global destination for bold thinkers seeking to build thriving communities

Mission: To educate, engage, and empower through theory, practice, and performance

Values: Academic Excellence. Respect and Accountability. Innovation. Sustainability. Equity.

Principles and Decision-Making

As our work commenced, and regularly thereafter, the APPIC was informed by the Guiding Principles embedded in the final report (submitted in spring 2020) of the Academic Program Prioritization Action Group. The charge of that group, executed with input from faculty, staff, and student representatives of our IC community, was to “develop a broad set of principles by which all academic programs would be evaluated, looking for opportunities for growth, consolidation, or elimination” (2020, p. 1). These principles were intended to inform the provost’s leadership of this year’s phase of the academic program prioritization process and to align it with the *Ithaca Forever* strategic plan. They are as follows:

- Maintain a full-time faculty in right proportion to the student population.
- Distribute faculty workload equitably.
- Preserve IC’s long-term capacity to recruit and retain a quality, diverse faculty.
- Preserve IC’s long-term capacity to recruit and retain a quality, diverse student body.
- Optimize the value of academic programs.
- Optimize the resiliency of academic programs.
- Graduate enrollments should contribute to the college’s margin.
- Manage supplemental teaching expenses.
- Optimize the use of space.
- Optimize academic administrative support.
- Ensure that study abroad is run as resiliently as possible.

Provost Cornish advised APPIC that the work conducted *must* be attentive to the principles established by the action group. Their influence on APPIC's considerations was iterative and consequential, albeit not always straightforward. Recommending an action based on one principle sometimes meant needing to reconcile that action with another principle.

There were additional principles that emerged from the group's deliberations. Provost Cornish has expressed a strong commitment to tenured and tenure-eligible faculty in this work; we shared this priority, and it is reflected in our recommendations. In addition, IC has made significant progress in recent years attracting faculty of color to tenure-eligible positions at the College; prioritizing tenured and tenure-eligible positions helps to preserve those recent and important gains towards our diversity goals. We also were mindful of the need to reach the FTE target range in a way that positions Ithaca College for a vibrant future. Thus, we prioritized those programs that resonate with our historical strengths, and areas where we envisioned potential opportunities for future growth.

Finally, we want to note the role that the prescribed student:faculty ratio range of 11.5:1 to 12:1 had on our deliberations. This metric determined the target overall FTE range for the faculty going forward, which led us to review the student:faculty ratio within particular departments and programs as well. We recognized that there may be cases where a lower-than-average student:faculty ratio may be pedagogically necessary. Thus, our goal was to offer recommendations that, as a whole, achieved the targeted College-wide ratio range, while preserving the capacity of faculty within various disciplines to deliver their curricula and meet the needs of our students.

Program and Faculty FTE Recommendations

Our program-related recommendations generally fall into three categories:

Staffing Reductions in Departments: The committee concluded that most of Ithaca's current departments and programs are critical to maintain outstanding liberal arts and professional schools. In the absence of significant programmatic cuts, however, the necessary FTE reductions must then be shared more broadly across the College. In implementing this approach, APPIC recognized the need to maintain sufficient strength in departments to deliver their curricula and hold open the opportunities to support growth. Even so, we concluded that many of these departments would need to sustain a reduction in staffing. Of course, the committee recognizes that most departments will need to simplify curricula, review course caps, and explore synchronicities with other departments in response to these reductions.

The chart below shows the faculty FTE levels to be achieved in each school and across the college during the following two to three years. These recommendations are described in terms of reductions of FTEs. FTE (full time equivalent) represents the percentage of a standard 24 credit workload reflected in a faculty member's contract. For example, an individual who is contracted for 6 credit hours of work is equivalent to .25 FTE. **Please note: The recommended**

FTE reductions in the chart below represent reductions relative to the Dec 2020 FTE counts, and are a mix of overloads, part-time faculty, and full-time faculty. They include retirements and phased retirements which had been approved prior to Dec 16, 2020 and fixed term appointments previously scheduled to end, as well as recommendations for additional reductions. Numbers in some cases are rounded; thus, totals may not appear to sum properly.

School/Area	FY19-20 Faculty FTE	FY20-21 Estimated Faculty FTE as of 12.16.20	APPIC Recommended Faculty FTE By Fall 2023	Resulting FTE Reductions
Business	40	34	27	7
Humanities and Sciences	297	264	222	41
Health Sciences and Human Performance	102	98	87	11
Music	87	73	66	7
Park School of Communications	80	71	53	17
Non-school specific	7	3	0	3
Reassigned time (all schools contribute)	-	-	(6)	6
Attrition (all schools contribute)	-	-	(24)	24
Grand total	612	542	426	116

The following chart illustrates how the 116 FTE in the chart above breaks down by position type. It also reflects whether the reductions were already planned and scheduled or represent additional recommendations by APPIC.

Position Type	FY 20-21 Faculty Est Total FTE as of 12.16.20	Total Reductions in <i>Shape of the College</i>	Retirements and Other Departures Already Planned and Scheduled	Additional Reductions Recommended by APPIC	Estimated FTE after implementation of all reductions
Tenured and Tenure-Eligible	346	10	10	0	336
NTEN	108	29	6	23	79
Full Time Term (one-year positions)	28	9	1	8	19
Part Time and Overload	60	38	0	38	22
Attrition/ Reassigned Time	0	30	0	30	(30)
Total	542	116	17	99	426

The vast majority of these reductions – all but the attrition FTEs – will be achieved in the next two years. Each school will be expected to reduce by at least the numbers proposed for their school. Note that some anticipated voluntary retirements and reassigned time reductions are already contained in the APPIC-recommended faculty reductions for particular schools. In addition, further reductions are recommended in the “non-school specific” category; these FTE figures contain overload and part-time FTE related to ICIC, ICSM, Honors, and NYC (FY 19-20 only). The reassigned time reductions will be implemented in the next two years and be spread across all schools. The attrition FTE reduction of an additional 24 FTE at the bottom of the chart represents incremental reductions that will be needed to reach the target FTE numbers. Because these result from voluntary attrition, it is possible that these reductions will take up to three years to implement.

After extensive discussion, APPIC decided to protect tenure as an overarching approach to determine how faculty reductions would be made, and to honor the related guiding principle developed by the APP action group. The result of this decision was that, if a department happened to have no part-time or NTEN faculty, it suffered no recommended reductions, irrespective of enrollment or curricular need, and this could well appear to be opportunistic. But *because* a department had part-time or NTEN faculty members in it, it did not follow that it would necessarily sustain a reduction. Rather, both before and again after settling on the overarching strategic approach, APPIC looked closely at each department where reductions conceivably could be made, analyzing the granular data supplied by departments themselves and by the data dashboard. Each department in the College was discussed in turn, with an eye to such matters as size, student:faculty ratio, curricular need, and current staffing.

We have recommended reductions – in some cases, 1 or fewer FTEs – in the following departments and programs: Accounting and Business Law; Anthropology; Art History; Biology; Chemistry; Communication Studies; Computer Science; Economics; Education; English; Environmental Studies and Sciences; Exercise Science and Athletic Training; Finance/International Business; Gerontology; Health Promotion and Physical Education; Journalism; Management; Marketing; Mathematics; Media Arts, Sciences and Studies; Modern Languages and Literatures; Music Theory, History, and Composition; Music Performance; Philosophy and Religion; Politics; Psychology; Recreation and Leisure Studies; Sociology; Strategic Communication; Theatre Arts; Women’s and Gender Studies; Writing.

Discontinuance of Undergraduate Programs, Departments, and Majors: We have recommended discontinuance of 3 out of the more than 50 departments at the college, as well as 17 undergraduate degree programs which have collectively graduated an average of 38 students per year, 2.7% of all undergraduate degrees granted, over the past three years. Where appropriate, we followed the lead of the department itself in recognizing the feasibility of reductions or consolidations. As noted above, we recommend that any tenured or tenure-eligible faculty in these departments be relocated to other areas of the College where they can meaningfully contribute and evaluate any changes to associated minors that may be required. We also recommend that faculty contracts be managed to support students currently enrolled

in these programs through their graduation. If these recommendations are accepted, deans will work with the small number of affected tenure-eligible and tenured faculty to find new tenure homes for each faculty member, as well as to establish plans for any remaining programs.

The list below represents the undergraduate programs, departments, and majors that APPIC recommends be discontinued.

- Ithaca College Integrated Curriculum (ICIC) Program (not the Integrative Core Curriculum, aka ICC)
- Recreation and Leisure Studies (Dept)
 - Major in Therapeutic Recreation
 - Major in Outdoor Adventure Leadership
- Communication Studies (Dept)
 - Major in Communication Studies to be eliminated
 - Interdisciplinary Culture and Communications Major to be retained
- Gerontology (Dept)
 - Major in Aging Studies to be eliminated.
 - Gerontology Institute to be continued and restructured. The Ithaca College/Longview partnership, Aging Studies Minor, and other related Gerontology Institute activities to be retained.
- Selected undergraduate teacher certification programs
 - Majors to be eliminated: The ten undergraduate teacher education majors housed in the School of Humanities and Sciences (certification programs in K-12 Art, 7-12 Physics, 7-12 Biology, 7-12 Chemistry, 7-12 German, 7-12 French, 7-12 Spanish, 7-12 English, 7-12 Social Studies, 7-12 Mathematics); the three undergraduate teacher education majors in the School of Health Sciences and Human Performance (Health Education, Health and Physical Education, and Physical Education). (Note: 7-12 French and 7-12 German certification programs had already been proposed for elimination before this Committee began its work.)
 - Undergraduate Music Education teacher certification major in the School of Music to be retained.
 - All graduate teacher certification programs, in all schools, to be retained.
 - Teacher certification for students seeking K-12 teaching careers in areas other than music to be offered as a 4+1 program, in which students focus on content through their undergraduate major, minor in education studies, and in the final year earn a masters degree and are prepared for certification.

Note: The Committee learned that the Anthropology Department, which had recently experienced staff reductions prior to this process, had revised its major and was in the process of re-envisioning itself as an interdisciplinary program, in order to deliver anthropology to IC students with the resources currently available.

Additional Context for Teacher Education Certification Programs: We recognize the value of our history of teacher preparation at the College. The teacher education programs we are proposing to discontinue in the School of Humanities and Sciences are each affiliated with a full content major (e.g., B.A. in English, B.A. in Mathematics, etc.), an additional set of core Education coursework totaling 41-42 additional credits, plus one to two years of additional language study (0-12 credits). These majors affiliated with the single core, therefore, are incredibly credit intensive and difficult to sequence with prerequisites (due to the number of different content areas associated with the programs). However, for each of the teacher certification areas, (except K-12 Art Education and German 7-12) an equivalent professional credentialing opportunity exists within the M.A.T. graduate programs offered by the Department of Education. Our recommendation to transition these certification areas fully to graduate study could allow for the greater flexibility of candidates' undergraduate studies (with the opportunity to complete minors or engage in other curricular explorations) before entering a program where their professional experience can progress in a preplanned sequence with a cohort group. Health Promotion and Physical Education and Art may opt to explore an M.A.T. graduate-level initial certification pathway, as well, in collaboration with the Department of Education.

We recognize that a shift from undergraduate to graduate teacher education in these undergraduate program areas will require a commitment to carefully shift how we market them to prospective undergraduate students, as pathways to teaching careers. Enrollment will benefit from a collaboration between the program areas and our Marketing and Enrollment Strategy team. These partnerships should increase the visibility of these programs to our IC undergraduates and to career changers who are likely to find them attractive as anticipated demand increases. The establishment of a centralized graduate studies structure, as identified later in this document, would also offer support.

Discontinuance of Graduate Programs: Here we were primarily guided by the principle that graduate enrollments should contribute to the College's margin, and thus we have recommended discontinuance of some programs which have consistently not generated net income. To ensure that remaining graduate programs align with this principle, we offer an additional recommendation regarding the creation of a structure to centrally manage graduate studies function later in this report. This will foster the opportunity for future growth in the remaining graduate programs. As in the case of undergraduate programs recommended for discontinuance, we recommend that faculty contracts be managed to support current students through their graduation.

The list below represents the graduate programs that APPIC recommends be discontinued:

- M.M. in Performance
- M.M. in Conducting
- M.M. in Composition
- M.M. in Suzuki Pedagogy and String Performance
- M.F.A. in Image Text

Additional Recommendations

Provost Cornish has said many times that the process of Academic Program Prioritization will happen in three phases. The *Shape of the College* recommendations, should they be accepted, represent the largest part of Phase I: “Re-alignment”. Phase II: “Restructure and Reorganize” and Phase III: “Growth” will begin immediately thereafter and overlap, at times running concurrently, the benefits of which will be more fully realized over the next three years. There is much work to do in the next two phases, and it will present many challenges, as well as many opportunities. APPIC provides additional recommendations in this section that help respond to reduced staffing resources, and move us forward, effectively bridging the gap between this phase and the next.

Create a streamlined undergraduate application process: At present, students interested in applying to Ithaca College are expected to select a specific major and degree program (e.g., Psychology, Applied, BS; Psychology, BA; Cinema and Photography, BS; Film, Photography, and Visual Arts, BFA). However, it is important to remember that students are exposed to a limited number of academic disciplines while in high school and may not feel prepared to make such a consequential choice or understand the array of specific major and degree options being presented to them. In fact, many institutions do not ask applicants to make such a concrete choice upon application. In addition, we learned that at Ithaca College, forty percent of enrolled students change majors or even schools after their first semester. Despite this pattern, many prospective students do not realize that fluidity is possible after they matriculate.

To be clear, APPIC is not proposing students apply broadly to Ithaca College. Indeed, the current admissions approach works quite well (and may also be necessary given accreditation requirements and program limitations) for students applying to highly-structured curricula that begin from day one with clearly-defined sequences and/or many hours of coursework to graduate (e.g. BFA programs in the Department of Theatre Arts, BM programs in the School of Music, Physical Therapy, Occupational Therapy, etc.). Instead, we are suggesting that collaboratively, the deans and their designees and the Marketing and Enrollment Strategy team including the Admission team find the balance of necessary direct admission to certain majors and a broader approach to admission, likely by school, to meet the needs of a wide array of prospective students. We also recommend that students have the ability to highlight more than one specific academic area of interest on their application in a way that is not binding but rather ensures insight to assist with advising and academic guidance. In addition, we recognize that any such changes would require a rethinking of academic advising for incoming students.

At the heart of this change is not the application process itself. Instead, most important is the acknowledgement that many students benefit from at least one year, perhaps even two, to explore the varied disciplines available to them as college students and to engage in self-discovery as learners and scholars with the guidance and mentorship of faculty and staff. There is clearly demand for this approach; in fact, the two programs with the greatest application

growth in this year's applicant pool are pre-health professions within HSHP (up 62%) and exploratory within H&S (up 25%).

While the School of Humanities and Sciences is an obvious place for this to occur, this approach can also effectively attract and serve students well in our professional schools. Within IC, HSHP is an excellent example of success with a version of this paradigm. Further, faculty feedback through the APP process included a suggestion aligned with more flexibility and nuance in the application process by creating a "Park Pathways" experience, whereby students would be accepted into Park but not into a major, would have a structured academic experience in their first year to provide exposure to different departments within Park, and would then declare a major before the start of the third semester. An approach like this does not preclude opportunities for students to gain hands-on experience beginning first semester of first year; it is these experiences, the real hallmark of an IC education, that can help a student determine the academic path or paths best aligned with their interests.

The committee believes that these changes would increase our attractiveness to future students – those with a clear focus as well as those interested in a broader entry to college - and will help us to better support those students in their development as learners and scholars.

Increase flexibility of the curriculum: The challenge of navigating IC's particularly complex curriculum is a consistent refrain of students. The number and specificity of majors, minors, and their varied requirements can be confusing and limit students' opportunities to explore the curriculum. We recommend that faculty be charged with a review of school, departmental, and other requirements and that they be asked to examine rigid prerequisites, to consider interdisciplinary collaborations between departments and/or schools, and to identify other opportunities to simplify and reduce barriers while preserving academic rigor and critical requirements. For example, the Provost's Task Force on ICC Revision has presented a curriculum proposal that may result in reducing the overall credit hours and complexity of the ICC, and—if ultimately approved by the faculty—could represent a step in this direction. Reviews should be wide-ranging, and should consider, where appropriate, reductions in the number of credits required for majors and minors, the number of concentrations offered within majors, and the number of different majors offered within a department. Reconsidering these requirements, where appropriate, may allow students to maximize their interests while continuing to deeply engage in their areas of specialty and could create more opportunities for faculty to pursue interdisciplinary teaching.

We recognize that the recommendations in this document—taken together—may also have an impact on the flexibility programs feel they are afforded to deliver critically needed courses for the ICC and other all-College programs. The forthcoming curriculum review process many departments will undertake (or are already undertaking) will require time, collaboration, patience, a recognition of the interdependence of many courses and programs, and an upfront investment in and by the faculty considering curriculum revision at a scale we have not seen in some time. As you will see below, we recommend recognition of that faculty investment of

effort in curricular revision over the next two years. We hope that this investment helps to strengthen the curriculum and preserves our ability to deliver courses that serve all-College programs and other interdisciplinary initiatives.

Equitable faculty workload: Although the workload for all full-time faculty is 24 credits, there is significant variability in teaching loads across the college. Currently, full-time teaching loads for tenured and tenure-eligible faculty range from 18 to 21 credits, while teaching loads for NTEN faculty range from 21 to 24 credits. APPIC recommends that this inequity be reduced by making instructional loads more uniform.

Specifically, APPIC recommends moving all tenured and tenure-eligible faculty to either a 20- or 21-credit teaching load beginning in academic year 2021-2022. In conjunction with this change, APPIC recommends that the instructional loads for all NTEN faculty be set consistently to 24, except for adjustments needed to meet accreditation standards or other justifiable reasons.

One of the ways the committee would envision implementing a 20-credit teaching load is through a shift from an undergraduate curriculum primarily consisting of 3-credit classes to primarily 4-credit classes, as is very common in some disciplines. We recognize that this type of curricular change may not be suitable for all departments or schools, some of which may choose to retain a curriculum based primarily on 3-credit classes with an associated teaching load of 21. Whether a curriculum consists of primarily 3-credit classes or 4-credit classes, the 1-credit and 2-credit classes could still exist.

A shift to a primarily 4-credit curriculum, where appropriate, would also allow faculty to shift to a 20-credit 3/2 teaching load and would provide faculty with more time to focus on students in each course, as well as more flexibility and space for scholarship, service, and improved work-life balance. A shift to 4-credit classes would also facilitate student success by promoting a typical course load for undergraduate students of 4 classes per semester (as opposed to 5 or more), allowing them to delve more deeply into content. We recognize that this type of curricular change will take time and effort to implement, so for departments and/or schools who elect to embark on significant curricular change to implement a new 4-credit curriculum, deans will be able to provide reassigned time credits during the transitional two-year period 21-22 through 22-23 to support the significant faculty effort such a shift will require.

In addition, the APPIC recognizes the challenges posed to NTEN faculty with a 24-credit teaching load in the current promotion process and recommends that faculty governance structures be engaged to consider creating an alternate promotion process for faculty in NTEN positions.

Revision and implementation of the course schedule: At present, the inconsistency of course schedules across schools serves as an additional barrier to student mobility and exploration, as well as creating complexity in the scheduling of academic spaces. Our goal is to prioritize student success and maximize students' abilities to freely move across courses in different

schools, and thus, APPIC recommends that all undergraduate courses adhere to the existing common course schedule. In addition, revisions to the common course schedule may be necessitated to accommodate larger shifts from mostly 3-credit to mostly 4-credit courses as recommended above. These revisions must be designed to distribute courses more evenly throughout the day and week, enhancing student choice. Metrics for space utilization should also be adopted to inform the scheduling of academic spaces. These reforms would also conform to the APP guiding principle encouraging the optimization of the use of space to enhance teaching and learning.

Establish a committee to advise the provost on faculty position allocations: As noted above, our recommendations for FTE reductions rely on a number of attritions, going forward, in order to reach the target range of an 11.5:1 to 12:1 student:faculty ratio. After reaching this equilibrium, the College will need to be vigilant in maintaining it, so that these broad reductions of faculty FTE need not be revisited at this scale. Therefore, it is recommended that a standing institution-level committee be developed to review proposals for faculty positions and make recommendations to the provost. This group might exist separately from, or in conjunction with the functions of the current Academic Policies Committee.

Establish centralized management of graduate programs: One component of APPIC's recommendations has been the elimination of a number of graduate programs. Nonetheless, *Ithaca Forever* has identified opportunity for strategic future growth in graduate education. APPIC endorses the principle that graduate programs must be aligned with IC mission, vision, values and programmatic strengths and contribute to the College's margin, generating revenue to support the institution. To ensure that new and existing programs meet this goal, and to support the graduate student experience at the College, APPIC recommends that a centralized structure be developed for graduate education on campus. This structure should both attend to the sustainable financial model of our programs and ensure that we offer our students a robust and cohesive graduate school experience. In addition, this function is necessary to provide consistency in policies, procedures, and degree audits, as well as a more integrated and strategic approach to marketing, financial aid, and program development. We recommend that graduate faculty (most of whom also teach at the undergraduate level) continue to be managed by schools and departments and that graduate faculty continue to lead the admissions processes for their particular programs, with support from the Marketing and Enrollment Strategy unit and the proposed centralized graduate program structure.

Develop equitable reassigned time policies: Reassigned time from teaching for other responsibilities is often appropriate; however, there is currently no consistent policy in the allocation of reassigned time across schools and programs. Moreover, reassigned time can result in the back-filling of released courses with overloads or part-time contracts, resulting in significant additional – and sometimes unnecessary – cost to the institution. Currently, the cumulative reassigned time equates to an average annual FTE of 40 – 42. APPIC recommends recalibrating how we allocate and account for reassigned time. This recommendation will not only establish greater equity among programs and schools, but will also increase the availability of faculty for teaching our students.

Re-evaluate course caps: The APPIC recommends regular attention be paid to course caps across departments and schools, with an eye towards increasing equity and teaching capacity. In determining appropriate course caps, it will be necessary to consider instructional pedagogy, student success, classroom capacity, safety, and accreditation requirements. Even taking into account these variables, the current reduction in FTE may require that pedagogy (temporarily or over time) be adjusted to accommodate some slightly larger classes. In addition to maximum course capacity, minimum enrollments need to be established for courses to be offered. APPIC recognizes that expertise around the appropriate course caps and minimum course enrollment resides in schools, and we are recommending that this evaluation occur locally, not centrally.

Consider organization structures within the context of strategic vision: The academic program prioritization process offers a window into how our administrative structures can play an important role not only in affirming our disciplinary expertise and identities, but also in impeding opportunities for collaboration and programmatic synergies. Some of the feedback solicited from faculty acknowledged this and included an array of suggestions for how structures might be changed to achieve some of our shared goals. Moreover, our strategic plan articulates a goal to “structurally support and value collaboration, interdisciplinarity, curricular flexibility, and shared governance,” a goal shared by this committee. APPIC therefore recommends during the next phase that the college examine and rethink the structures of existing schools and departmental affiliations and associated administrative structures, with an eye toward facilitating collaboration and interdisciplinarity. Revisions to these structures will present opportunities to reduce curricular redundancies, optimize administrative resources, and enhance the clarity and availability of our offerings to all students.

Conclusion

The College has not undertaken this level of review or “correction” in recent decades, and we find ourselves with a faculty out of balance with our student body, not because of a single decision that was made at any point in time, but because of a general culture of allowing new faculty positions, reassigned time policies, and an amount of curricular sprawl to occur without highly critical institution-level stewardship. Part of the purpose of the recommendations included herein are to ensure that we remain at a sustainable size once this painful work is done. The members of the APPIC sincerely hope that faculty reductions on this scale never need to be implemented again.

These recommendations are the result of meticulous consideration of the data available, balanced with the feedback we received from deans and faculty, individually and collectively. Departments and programs affected by these recommendations were discussed multiple times in multiple meetings, and no recommendations were easy, as we recognize the cost of some of these outcomes to individuals will be high. We received much impassioned feedback to the draft recommendations, including many personal stories and tributes to caring and thoughtful professors, mentors, and colleagues. This earnestly

prepared feedback did not reveal a viable alternative for completing our charge and positioning Ithaca College for a financially sustainable future. We understand the pain that results from this work, and we have shared in that pain in serving as the architects of these recommendations.

Those colleagues whose positions have been recommended for discontinuation have given much to this community, and we are grateful for those contributions. The programs recommended to be phased out have brought genuine value to the institution and to students; alumni from these programs have distinguished themselves in their fields as a result of the care, thoughtfulness, and intellectual mentorship offered by their faculty – sometimes over many years. The recommendation that a position can no longer be supported, or that a program or department no longer fits within the overall portfolio of our curriculum reflects only on the balance of individuals and programs we need and can sustain, now and into the future.

It is our hope that, once we have realigned the faculty to the size of the student body, Ithaca College will be able to focus resources on areas of strength and promise, positioning the College to deliver on the bold promise of its mission, vision, and values.