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How can educational institutions overcome the pitfalls of business models to manage academic goals through effective restructuring?

¿Cómo pueden las instituciones educativas superar las limitaciones de los modelos empresariales para gestionar los objetivos académicos mediante una reestructuración eficaz?

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ABSTRACT

Restructuring educational institutions took on an executive approach based on the principles of business administration to counter budget deficits. Historic evidence shows various factors led to such restructuring options. However, despite immediate cost savings, the detrimental effects of using business models to manage colleges and universities were aplenty. In current times, the institutions most impacted by funding cuts and changing market and technological trends are the liberal arts colleges and universities. An analysis of liberal arts institutions' choices to restructure, their drivers, and outcomes seemed to follow the same historic pattern as seen in the literature. We thus extracted best practices from the list of Liberal Arts Institutions, other publicly available reports on restructuring and from the literature on organizational structure, culture, and change models. Based on the findings we put forth a series of recommendations to help educational leaders overcome the pitfalls of adopting business models and managing their institutions effectively and sustainably through value-driven restructuring practices. The findings show that over-reliance on a commercialized view of colleges, which sees students as customers and education as an industry, has destroyed the ethos, logos, and pathos of academia, creating more harm than benefit to both students and faculty and eventually to administrators, staff, and society. There doesn't seem to be a perfect model that fits every institution. But the institutions that remained successful were those that retained their essence, had specializations, and a unique character, like small class sizes, limits on enrolment, or special research investments and dedicated faculty. The paper's key contributions include the following: a historical analysis of restructuring and its comparison to present-day liberal arts universities and colleges; best practices that can be easily adopted; a collection of sample models from publicly available restructuring reports; and the process of adopting business models effectively and efficiently. It provides several practical self-check lists that will help educational institutions monitor and manage their operations.

Keywords. Education management, higher education restructuring, value-based business administration, educational leadership.

RESUMEN

La reestructuración de las instituciones educativas adoptó un enfoque ejecutivo basado en los principios de la administración empresarial para contrarrestar los déficits presupuestarios. La evidencia histórica muestra que diversos factores condujeron a estas opciones de reestructuración. Sin embargo, a pesar del ahorro inmediato de costes, los efectos perjudiciales de utilizar modelos empresariales para gestionar colegios y universidades fueron abundantes. En la actualidad, las instituciones más afectadas por los recortes de financiación y los cambios en las tendencias del mercado y la tecnología son las universidades y los colegios de artes liberales. Un análisis de las decisiones de reestructuración de estas instituciones, sus impulsores y sus resultados parece seguir el mismo patrón histórico observado en la literatura. Así, a partir de la extracción de buenas prácticas entre estos y otros informes públicos sobre reestructuración, así como de modelos de estructura organizativa, cultura y gestión del cambio, proponemos una serie de recomendaciones para ayudar a los líderes educativos a superar las limitaciones de la adopción de modelos empresariales y a gestionar sus instituciones de forma eficaz y sostenible mediante prácticas de reestructuración guiadas por valores. Los hallazgos muestran que una dependencia excesiva de una visión comercializada de las universidades —que considera a los estudiantes como clientes y a la educación como una industria— ha destruido el ethos, logos y pathos de la academia, generando más perjuicios que beneficios tanto para estudiantes como para profesorado, y finalmente también para administradores, personal y la sociedad. No parece existir un modelo perfecto que se adapte a todas las instituciones. Sin embargo, las instituciones que permanecieron exitosas fueron aquellas que conservaron su esencia, contaban con especializaciones y un carácter único, como clases con pocos estudiantes, límites de matrícula, *inversiones específicas en investigación y profesorado dedicado. Las principales contribuciones del artículo incluyen un análisis histórico de la reestructuración y su comparación con las universidades y colegios de artes liberales actuales, buenas prácticas fácilmente adoptables, junto con una recopilación de modelos de ejemplo procedentes de informes públicos de reestructuración, y el proceso de adopción de modelos empresariales de forma eficaz y eficiente. También proporciona varias listas prácticas de autoevaluación que ayudarán a las instituciones educativas a supervisar y gestionar sus operaciones.*

Palabras clave. *Gestión educativa, reestructuración de la educación superior, administración empresarial basada en valores, liderazgo educativo.*

INTRODUCTION

Current trends seen in the form of economic, technological, job market, and governmental pressures on educational institutions are not very different than what the higher ed industry has experienced in the last few decades (Zajac and Kraatz, 1993; Davies and Thomas, 2002; Wood and Meek, 2002; Stillwell, 2003; Sav, 2010; Fabricant, 2013; 2014; Lewis and Kearns, 2014; Palghat et al, 2017). Past choices by educational leaders show a deliberate adoption of business models while restructuring their universities to meet market needs and efficiency. But that approach has not always been able to sustain higher ed's value in society or stop government funding cuts to education. Colleges and universities, as we witness in the news every day, continue to struggle (Marcus, 2024; Alexander, 2025). To understand why this is the case, in this paper, we explore whether restructuring and adopting management principles have been effective or ineffective in the most vulnerable institutions, namely the Liberal Arts Colleges and Universities. Next, we review publicly and freely available restructuring reports and articles to identify the structural choices made by colleges and universities to sustain their operations.

In the literature review section, we begin with the history of restructuring in higher education and examine the reasons and outcomes of restructuring. We follow this with a discussion on the emergence of management and business models in higher education, their benefits and pitfalls. We then present the methodology that led to the collection of secondary data and the qualitative analysis of publicly available reports on North American Liberal Arts Colleges and Universities that have had major restructuring initiatives in the last few decades. Finally, the most effective themes suggested in higher ed restructuring literature and the key management models in organizational structure, culture, change, and evolutionary models described by Fayol, Quin and Cameron, Kotter, Lewin, and Laloux are presented in a checklist format for leaders to adopt while strategizing their restructuring plans. The recommended models aim to help higher ed leaders offer education to all learners in a sustainable manner despite government funding cuts, job market changes, and technological advancements. Finally, we conclude with the study's contributions, implications, limitations, and future studies.

LITERATURE REVIEW

History of restructuring: Factors that led to restructuring in Higher Educational Institutions

Public colleges and universities depend on government support to sustain their operations. Such a dependence is natural, as taxpayers' money goes back to educating the future workforce and allows a healthy economic cycle to continue. Yet, over the years, colleges began to face reduced government support, funding cuts, and large budget deficits (Zajac and Kraatz, 1993; Margison, 2000; Alexander, 2025). Government regulations that impacted funding, along with technological, economic, and market changes and several internal organizational factors led to restructuring in higher education (Zajac and Kraatz, 1993). The 90s and 2000s saw pressure on the middle-class, and the poor and minoritized or disadvantaged communities bear the subsidization of higher education costs. As a result, students started choosing to work while studying part-time to afford college education, which further extended graduation times (Fabricant, 2014).

The main drivers for many of the changes were a) students' interest in fields with greater economic gain, and away from humanistic fields, b) specializations in the labour market, and c) dramatic decline in the traditional age of college students (Zajac and Kraatz, 1993). Sometimes restructuring was also necessary after increases in enrolments. For example, an explosive growth of students in the 60s and 70s was followed by cuts in public spending, that led to restructuring higher ed in the Netherlands in 1986 (Eggenhuizen, 1990). By 2014, it had been two decades since universities had seen a decline in government support leading to increased dependence on tuition to replace public funding (Fabricant, 2014).

Restructuring saw many universities trying to control or increase tuition costs, reduce internal costs, and produce more graduate programs due to changing demographics (Fabricant, 2014). As early as 1991, following the 80s push by policy makers, the Higher Education Quality Council (HEQC) was established to oversee quality standards and systems in universities (Davies and Thomas, 2002). But a decade after the great recession, state funding was well below historic levels (Mitchel, Leachman, and Masterson, 2017). State funding continued to lag even in 2022 in the United States (Flannery, 2022). Today, the scenario is not very different (The Chronicle, 2024; Alexander, 2025).

Increasing tuition every time there is declining student performance on standardized and professional licensing exams, increasing competition in the marketplace, or a predominance of graduates who do not measure up to employers' expectations was not a sustainable practice. The first three decades since restructuring began, saw parents measuring the quality of higher education in terms of the jobs that students will get upon graduation while the students themselves expected better service, lower costs, higher quality, and a mix of products that satisfied their own sense of what a good education ought to provide (Burkhalter, 1996). Spiralling tuition fees and decaying infrastructures, thus, required accountability and responsibility when colleges engaged in restructuring processes (Burkhalter, 1996).

What was restructured?

In response to dynamic job markets, demographics, and economic environments, higher ed institutions, incorporated the following changes: a) added business programs that were founded on Liberal Arts and Sciences, b) changed single gender to co-education, and c) expanded from traditional high school graduate learners to non-traditional, adult, returning, (Zajac and Kraatz, 1993) and more recently neurodiverse learners (Dwyer et al, 2022; Friedman and Nash-Luckenbach, 2023). Those colleges that failed to restructure in time, like Bloomfield College, suffered (Zajac and Kraatz, 1993; Carlson, 2023). The restructuring efforts entailed provision of internal autonomy in curriculum planning, organizational structure, financial management, internationalization, and making higher education accessible to various learners including female students with a main goal of ensuring self-fulfilment for young people (Eggenhuizen, 1990). The focus was thus on the conditions like content and instructional methods as well as student facilities, grants, loans, housing, sports, etc. in which students studied (Eggenhuizen, 1990).

According to Eggenhuizen (1990) internally more democratic trends led to inclusion of student representatives on university governing boards, along with professors. Simultaneously, however, universities adopted business models that entailed a focus on efficiency through close monitoring of cost cutting, budgeting, return on investment, outputs, effectivity, and products. Higher Ed restructuring in the Netherlands saw scaling, delegation of tasks, establishment of concentrations and enabling autonomy to ensure quality products thus becoming more commercial in its operations. The return on investment model began seeing education as an expense rather than an investment. Administration also began to see shifts in its operations towards a more business-like approach (Zajac and Kraatz, 1993; Davies and Thomas, 2002; Sav, 2010). In Europe, for example, in the Netherlands, the government had a duty to provide higher education and therefore encouraged restructuring in higher education to supply science and industry with the manpower they needed, and to generate new knowledge and technology that can benefit the economy (Eggenhuizen, 1990). Restructuring efforts also entailed revamped missions and operations, changes in policies and resource allocations and a shift from purely liberal arts to vocational courses. (Zajac and Kraatz, 1993). In early, 2000s, other aspects that were considered were three-year instead of four-year bachelor's degrees (Sav, 2010). Interdisciplinary programs dedicated to solving common problems was another addition (Palghat et al, 2017).

Current trends in Higher Education through a business lens

Leaders in higher education are realizing that education which for many is seen as a calling, is now a mature industry (Dennis Jones, president emeritus at the National Center for Higher Education Management, in Higher Education 2035, pg. 5) No doubt many colleges are closing. But colleges that survive will not see increased tuition revenues because campuses are expected to get a diverse but smaller group of students from all strata of society, who may not have the ability to pay high tuition costs (Grawe, 2024). Additionally, there has been a chronic dependence on international students, who often pay double to triple the tuition fees of domestic students, and that pipeline is drying up due to geopolitics, with countries wishing to retain their talented students, among other factors.

With returning students and adult learners on the rise, condensed-term learning will become a bigger part of higher education (Horn, 2024). As state funds diminish and high tuition-rates become impossible for diverse populations, (Mintz, 2024), the inequity in access and closure of colleges will result in very few to no institutions offering education to students from the most underrepresented populations (The Chronicle, 2024). Enrolment pressures can manifest unhealthy versions of institutional diversification. Colleges facing budgetary shortfalls, for example, will eliminate programs in the humanities, arts, and literature and invoke financial exigency to reduce tenured and tenure-track positions, while other institutions will not even offer classes in these fields because they do not align with their students' needs or the needs of the workforce (Grawe, 2024). While some students may prefer short-term courses, educational leaders need to understand that a sustainable society can only come from minds that are trained in the liberal arts to understand the expansive and inclusive nature of the universe (Higher Education in 2035, Chronicles of Higher Education).

Since news reports and articles indicate that college bankruptcies and closures across US and Canada are due to lack of enrolment, it is understandable that colleges need to stay agile in terms of what programs they offer. However, a deep dive into the underlying reasons reveals a range of issues related to financial mismanagement, inaccurate marketing strategies, lack of adaptability in course offerings, ineffective teaching methods, and quality of education, among other operational, motivational, and leadership issues. Educational institutions, hence, needed to adopt effective business models, not to commercialize education but to better manage their resources. However, how the business management models emerged resulted in more harm than benefit.

Emergence of the business management models in colleges and universities

The 80s saw cutbacks and monitored spending in educational institutions through strategic and financial planning using an executive approach. This perspective drove the need for key performance indicators to account for costs such as decentralized budgets. (Davies and Thomas, 2002). With the emergence and adoption of business models in educational institutions, restructuring became a default option to counter threats and increase performance. And like business executive boards, early studies found that the predominant reason for restructuring in non-profits that include higher education is the pressure that arises from stakeholders due to financial distress (Zajac and Kraatz, 1993).

Advantages of the business model approach in education

As public higher education restructuring evolved, the most likely impact was in cost savings through reorganization or creation of specialized institutions (Sav, 2010). And like any business operation, supply-chain, accounting, budgeting, human resource management, marketing, IT, facilities management were all helpful in the efficient running of colleges or one would assume but unfortunately history tells us a different story as seen below.

Disadvantages of the business model approach in education

Shifts in higher ed policies that focus and then defocus on globalization, that commit and then rescind government funding, that instil and then contradict value-based education by adopting professionalized management over collegial ideals and governance systems and confounding requirements for professionalism in academia have led to major changes in the structure of educational institutions (Margison, 2000). Policy changes in higher education inherently tend to promote competition for financial rewards to get the work done (Stillwell, 2003).

The inappropriateness of this kind of managerialism is due to the emergence of power in the form of executive leadership in universities as strategic change agents who believe they must reinvent universities, by restructuring and revamping internal cultures that adopt formulaic management models based on incentives, targets, and academic plans (Margison, 2000). Centred on University Vice Chancellors and Pro-Vice Chancellors and even Deans when needed the insistence of managerial prerogative to be efficient over academic freedom is a result of institutions being overwhelmed by their identities as business enterprises (Stillwell, 2003). Ultimately, excessive reviews of funded projects to ensure accountability have only resulted in average work (Wood and Meek, 2002).

Another key problem in this equation is the viewing of students as customers and therefore providing them with customer care. This has led to misalignment between research focused faculty versus those catering to the demands of the student (Davis and Thomas, 2002). Further, there is a definitive expectation from students that faculty will be available at any given time to them in the form of customer care. This is more so because students' demands are based on the belief that their degrees are enroute to getting a job. The late 90s have even seen court cases due to dissatisfaction experienced by students with the quality of education they were getting (Davies and Thomas, 2002).

Even in Europe, the New Public Management model in higher education in the United Kingdom was found to have negative implications, which include lower quality teaching and support, and loss of academic freedom to provide content for the public good (Davies and Thomas, 2002). A decline in faculty assemblies and other traditional college structures that are replaced by corporate boards, as well as more flexible advisory boards, is unfortunately becoming a reality. Varying structural changes under the guise of better management have only eroded the very identity of academia. For example, instead of departments, having research centres, performance assessment centres, or systems, are diminishing the role of peer relations in decisions about research and giving priority to the quantity instead of quality and value of publications (Margison, 2000).

Academic communities engage in collective behaviors that benefit students, colleagues and society because they see themselves belonging to a collegial process which is beyond the market that can help the community achieve collective good (Stillwell, 2003). But competitive incentives can easily corrupt or discourage well-meaning faculty, staff, and administrators. Professionalism, defined as a combination of one's expertise and values that include integrity, respect for the truth and respect for others' opinions, can appear misplaced in universities that have contracts that are characteristic of the capitalist economy (Stillwell, 2003). During the process of restructuring over the years academics have lost earnings, tenure, faced fewer promotion opportunities, and received offers of only increased short term temporary contracts leading to decreased morale. The primary reason for business models having this type of effect on academics is due to the increase in competitiveness, aggressiveness, long hours and self-sacrifice being seen as a mark of a good employee (Davies and Thomas, 2002).

Each time restructuring changes the teaching, research or service loads and associated funds, the costs can result in a loss to students, faculty, consumers, taxpayers and the society if the changes are not well-thought through (Sav, 2010). To cut costs, universities and colleges may choose to reduce their research funds and make it a teaching only college or introduce administrative service as performance criteria even for promotion. Universities and colleges can demand that faculty do more teaching or threaten to replace full-time equivalent (FTE) faculty members, particularly those on limited term appointments and those that are pre-tenure, by part time (adjunct or sessional) teaching faculty, who cost less as they are only paid per course. The problem with this approach would be a growing body of unsubstantiated, secondary, and oftentimes publisher-driven teaching, resulting in poor quality content and instruction. Often the cost cutting choices may result in more mechanized or uniform curriculum, reductions in full-time faculty, and reduction of faculty autonomy which can be masked and legitimized through performance management systems (Fabricant, 2014). This is where the role of the university president plays a crucial role in deciding the accommodations to a particular set of circumstances (Fabricant, 2014). The wrong or misguided leader can easily compromise the quality of education by grossly limiting academic freedom, while the right leader can help every member of the university flourish as they provide high quality education.

When university administrators only focus on cost-based restructuring, their choices will be oriented around instructional wages and how they can minimize it. For instance, instructional wages can be lower at doctoral and master level universities because of more graduate teaching assistants, or at two-year colleges due to non-Ph.D. faculty and in all colleges due to part-time faculty (Sav, 2010). As a result, without concern for the teaching and research value it offers students colleges are capable of adopting the least expensive option. In fact, with diminishing funds for human capital, public institutions are being expected to "shoulder more for less pay and still hope to make a difference" (Fabricant, 2013). In the 70s part time faculty filled positions that needed specialized teachings or experts in their respective fields to bring the experiential side to the class, and that has continued. However, lacking academic credentials, many of them are not eligible for more permanent positions (Fabricant, 2013). So, choosing more part-time faculty may not be beneficial to the faculty or the students. Yet three-year lecturer terms which are non-tenure track positions have become popular for a lower salary. The increase in instruction-oriented labour without benefits seems to fit right in with cost cutting strategies of public higher education as an immediate response while increasing tuition costs for minoritized students in different socio-economic groups (Fabricant, 2013). This cheapened labour may give rise to cheapened classroom instructions (Fabricant, 2013), leaving most students starving for wholesome learning experiences. The myopia around cost cutting approaches often blinds administrators to the long-term value of FTE faculty members, whose current research allows them to bring enormous value to the classroom teaching and learning experiences of students.

With respect to research management through the business lens, we find that competitiveness can crush freedom of thought, and collaboration in research. Davies and Thomas (2002) found that the assessment seems centred around the monies and publications research streams can generate rather than establish a tradition that values research and its contribution to teaching. The ambitiousness emphasized by university cultures to publish or perish has led to "self-protecting, self-serving, less collegiate and more "divide and rule" atmospheres that are managed and measured” resulting in the creation of a new research-oriented academic, versus the teacher or administrator” who is seen as a second-class citizen. This cultural rift marginalized women academics the most due to their often-burdened schedules wherein they were seen to be picking up the pieces dropped by the research focused male colleagues (Davies and Thomas, 2002).

Davies and Thomas (2002) observed that many academics felt that colleges can sometimes house large egos, which must be addressed. But with the adoption of business models, academia seemed most focused on the generation of money and had in fact, completely lost collaborative practices, spaces for innovative and creative work, and communities of practice that supported learning as a public good. With the advent of AI and Robotics, it may get worse in the current era, with less space for human thoughts and originality. These outcomes expose the limitations of the accounting models used in educational institutions because of how they suppress academic freedom to design and deliver courses (Davies and Thomas, 2002).

When business models are adopted to ensure more efficiency in universities or colleges, they ignore the softer side of professional service for promotion and tenure, which is often carried out by women academics like student contact hour, student support work, time for critical reflection and contemplation and innovative teaching (Davies and Thomas, 2002). Further, with profit generating online courses increasing in colleges and universities, a “corresponding expansion of non-unionized, less regulated, quasi-public arms of the university to maximize revenue gain” is also on the rise (Fabricant, 2013).

Unfortunately, management-based demands for accountability and maximization of academic outputs have led to heightened struggles among academics to self-regulate their work due to its stark contradiction with traditional ways of working collegially (Davies and Thomas, 2002). Researchers observed that commercialization of universities leads to inter-university competition that focuses on attractions offered by cities, future job prospects in tightly networked innovation economies and educational credentials and facilities. Commercialization focused criteria for restructuring higher ed is not new but much like business firms, assuming an association between efficiency in educational institutions and competitive market processes is detrimental and therefore not appropriate for higher ed (Stillwell, 2003).

The question is, is it possible for educational institutions to overcome the pitfalls of business models to manage academic goals through effective restructuring?

To understand if it is possible, in the next section, we analyse the restructuring choices by liberal arts colleges and universities and study their outcomes to determine best practices from those institutions, other publicly reported restructured models, and from the research literature.

METHODOLOGY

Sample

Like Zajac and Kraatz’s (1993) model we focus our study on liberal arts colleges, specifically the Council of Public Liberal Arts Colleges and Universities (COPLAC) which have limited funding and are highly dependent on government regulations that impact financial assistance to students. It is specifically relevant to the current environment, wherein threats to financial assistance have led many such small colleges to go bankrupt or merge with others. Despite the institutional and habitual pressure to remain the same external market forces have been piling up in the last few decades (Bhatia and Bhatia, 2008; Carlson, 2023). Bhatia and Bhatia’s (2008) research showed that organizations do undergo restructuring in response to environmental changes but most likely it is the ones facing financial distress, to ensure they can regain improved performance and gain critical resources.

We collected secondary data from all thirty educational institutions listed as members of the COPLAC. These institutions belong to North America (USA and Canada).

Analysis

Among the thirty members, only twenty had engaged in restructuring. The data collected includes the date of restructuring, the reasons for restructuring, the restructured models, and the outcomes in the form of enrolments and whether they achieved their intended objectives. The restructuring choices were coded as *reactive or proactive* based on the reasons provided in the secondary news reports on the university's webpages or news magazines (all sources are listed in the references section, *refer to appendix 7*). The restructuring outcomes were coded as very successful if all the mentioned objectives were met, successful if they were in the process of being met, partially successful if only some aspects were met, and not successful or still waiting for efforts, respectively. The structural models were noted as raw data from the original sources for all thirty COPLACS to help us indentify structures that led to successful and sustainable outcomes.

Additionally, we also reviewed publicly available reports through a direct web search and found detailed reports for the following four universities in North America that had undergone restructuring in the last decade. University of Southern Mississipi, University of Alberta, Montgomery College, and University of Arkansas at Little Rock. We also found a report that tabulated restructuring efforts in the prior decade which included five more universities- Arizona State University, Northeastern University, Ohio State University, University of Northern Iowa and some more information on University of Arkansa at Little Rock, and a report by Chronicle of Higher Education on Restructuring Henderson University (Carlson, 2024). Based on historic patterns, we searched for the following key words or phrases: reasons for restructuring, financial deficits, budgetary issues, enrolment issues, declining or stable, or increasing percentages in enrolments, teaching quality, faculty quality, research expertise, objective behind restructuring or reorganizing, department, schools, college models, and cuts in programs. We also searched for additional points they had made about administrative structures, culture, collaborations, interdisciplinary programs, cross disciplinary programs, self-designed or pre-designed pathways, government funding cuts or support, board pressures, faculty sentiment, involvement, support, and opposition, student satisfaction and dissatisfaction, parent voices, and environmental (job market, demographic, technological, political) trends that were mentioned in the reports, the models, the articles and institutional websites. This is available in table 1, appendix 1 *(refer table 1)* and in a sequential manner in charts 1-5 *(refer charts 1-5)* in appendix 3 as well as a detailed description in the results and discussion section.

RESULTS

Among the thirty COPLACS, twenty had undergone at least one form of radical restructuring that led to cuts and modifications to programs, delivery modes, faculty, staff, and administrative lines as shown in table 1 *(refer table 1, appendix 1).*

Except three colleges (two in the 80s/90s and one in 2013) the remaining seventeen underwent restructuring in the last five years. Thirteen of the twenty chose to restructure as a reaction to financial difficulties, and/or declining enrolments (three) and a few due to students' need for career-oriented programs which led to the establishment of the school of business. Four institutions chose to restructure proactively and three chose to be reactive in certain departments as well as proactive to plan for their future. Five institutions had three school models, two had five school models, one had a four-school model, and the remaining had departmental structures.

Among all the institutions that underwent restructuring efforts, six were very successful by achieving all their objectives that led to the need to restructure. Another six were successful in terms of increased enrolments and meeting most of the financial needs. Three were partially successful because they were able to cut costs and see some improvements but continued to see only slight growth or were struggling due to new funding cuts. Two were unsuccessful. Of the sixteen who had a reactive response, one of the universities was warned to stop the misuse of funds under the previous administration, while the remaining had unplanned expenses, lack of good fiscal management, government cuts, and declining enrolments that led to restructure.

Of the four institutions who made changes proactively, three were very successful and one was successful but awaiting more long-term results as it was only in 2024. The school models themselves had no relevance with respect to success or failure of the restructuring efforts. Among the ten COPLACs who did not have significant restructuring, *(refer to Table 2, Appendix 2),* a range of two, three and five school models and even departments under a one college model were seen.

A similar pattern *(refer to appendix 3)* was seen among the models in the five publicly available restructuring reports. Reasons for restructuring were a combination of budget cuts, declining enrolments, changing demands, wanting to become more research focused and enhance interdisciplinary collaboration. Several of the colleges and universities also made recommendations about chair positions, shared leadership, and steps to enhance communication and coordination.

Although University of Alberta's administration saw their restructuring process as a successful effort, the faculty felt the administration not only undermined collegial governance, but the model itself was disastrous and spelt the corporatization of the academy (Sale, 2024).

DISCUSSION & CONCLUSION

Restructuring decisions by Liberal Arts colleges and universities in the study were mostly motivated by a need to fix financial needs and declining enrolments. While only one was due to internal misuse of funds, the others were struggling due to patterns of unplanned expansion during high market demands for their programs which resulted in high operational costs during low enrolment periods and a lack of agility in response to market changes. These patterns are the same as the historical data seen in the literature. Moreover the adoption of managerialism seems to have demoralized the staff for the following reasons: a) It has put people who know less in charge of people who know more; b) people are overworked and underpaid; c) people who know little, make a lot and tell other people how to do the job that they are paid to know how to do; d) invisible ceiling is trapping administrators in their roles with no hope of promotion; e) there is loss of knowledge with each cut; and f) there is no real reward for work (Teeling and Williams, 2023).

However, one need not be quick to rush to discredit management or business models completely. As we review the various suggestions made in the literature, reports, and evolving organizational models outlined by Laloux (2014), we find educational leaders can find effective ways to avoid the pitfalls of business models and successfully proactively manage their restructuring processes to achieve their objectives.

From the colleges that were most successful some key takeaways include, understanding what your unique character or essence is, be it small classes, a small college with limited but good quality infrastructure and learning to be contented in offering good work rather than becoming too greedy and trying to grow beyond one's capabilities. This was what the Massachusetts College of Liberal Arts did and found itself being able to increase its enrolments but also keeping a watchful eye to not over enrol. The other is to replicate successful models that are already existent in one's college. We saw this in Fort Lewis College. They had a successful STEM program, and proactively focused efforts to merge two schools into the School of Arts and Sciences to improve support and resources for the arts, humanities, and social sciences, mirroring the success seen in STEM disciplines. This resulted in receiving a special award - 2025 Carnegie Classification as "Special Focus: Arts and Sciences" that places the college among 6% nationwide. Based on the findings, as well as the literature and reports, (Flanagan, 2023; Cherry, and Graves, 2023; Decesare, 2018, *refer to appendix 8*), we further extract best practices to answer the central question.

Can educational institutions overcome the pitfalls of business models to manage academic goals through effective restructuring?

The short answer is, **yes.** We now look at how this can manifest. The concern for the quality of higher education has been on the public agenda over decades, questioning how educational leaders can achieve quality within the demands of new economies (Burkhalter, 1996). Institutional leaders either proactively or reactively began restructuring *"while still protecting academic freedom in teaching, outreach and research"* with the intent of preparing learners for their chosen careers or roles within the emerging new economy (Burkhalter, 1996). This approach remains the norm even today. Back in the 90s and today as the government reduces its involvement in funding teaching, research and administration, it is up to the institutions to develop systems to maintain standards and strategic planning (Eggenhuizen, 1990; Alexander, 2025). It is important to note that the value of educational institution arises from concentrated efforts to provide substantiated scientific research while Higher Professional Education has purely practical, and experiential learning but only marginal research (Eggenhuizen, 1990). To do this, educational leaders must know the pulse of the students, parents, and market needs. This can only be achieved through monitored spending.

Monitoring key performance indicators

The selection of the right key performance indicators to monitor is central to the success of strategic restructuring.

Selecting output measures

If restructuring must be fruitful, higher ed leaders must have a strong understanding of cost structures across their institution's various offerings such as teaching, research, and service (Sav, 2010). Colleges, however, do not just have one output. Even the early research clearly admitted that student enrolments were education inputs, not outputs (Sav, 2010).

The impact of restructuring is usually seen in the mix of teaching, research, and service requirements but due to the complex nature of the interdependence of the three, empirical measurement of the direct impact of restructuring can be a challenge (Sav, 2010). The outputs in higher ed should therefore include graduate education, undergraduate education and research (Sav, 2010). It is recommended that educational institutions use student credit hours as a measure instead of enrolments especially since government funding is based on credit hours production (Sav, 2010). This aspect gives rise to the following restructuring options- either three-four-or-five credit hour courses. This in turn will no doubt have an impact on teaching loads, and consequently on time for research. Thus, an important output is the teaching quality (Sav, 2010). Often this is measured using student opinion surveys, peer or supervisor observations but this can be confounded based on the content and nature of the course, grading systems and leniency (Sav, 2010). Time to graduate with finer differentiations between various learners and inherent ability-based differences could be another output measure in addition to measures created by *U.S. News and World Reports* or the *Times Higher Education* (Sav, 2010).

With respect to research, one of the measures is an aggregate of all scholarly research outputs but due to the differences in the quality, content, and choice-based departmental and discipline rankings, the aggregation can often fail to capture the true worth (Sav, 2010). On the other hand, perceived superior scholarly work cannot also guarantee better teaching quality.

The second measure of research has been the acquisition of external research grant monies awarded, which would be best accounted along with the grant-based research outputs in the form of discoveries, inventions, journal papers, etc. (Sav, 2010). Despite the direct impact of teaching on students, within academia, teaching is not given the same status as research (Davis and Thomas, 2002). It is seen to be intellectually inferior to quality research and therefore less impactful as a performance indicator compared to research outputs. Both research and teaching are equally important in providing high-quality education.

The results from the present and past samples and the report on Henderson University (Carlson, 2023) indicate the incredible importance of understanding college finances and continuously monitoring them. Colleges that were forced to restructure were facing multi-million-dollar deficits over several years. The ones that were successful comparatively had no long-term debts and were well within their spending limits due to careful planning. As a first and most important step, it is imperative that educational leaders do a thorough check of all the items in table 4 *(refer table 4, appendix 4)* to ensure their fiscal health. The table walks the leaders through the rate at which monies are flowing in and out of the college, and how much debt they have, as well as how much they are spending on the most important areas within the university, as opposed to unnecessary superficial needs. This is one of the immediate first steps that educational leaders can engage in. The checklist entails five areas: financial data, leadership team questions, enrolments, endowments, and program management and growth. Following this step, educational leaders must carry out a strategic organizational analysis.

Strategic organizational analysis

A review of higher ed management practices has found that university leaders were often fixated on simplistic rules and blind faith of management models, often forgetting what it is a university does, and what makes them different from other institutions. This allowed universities to lose their distinctive character (Margison, 2000). Using a cookie cutter model, there appears to be a rush to imitate, excel and adopt best practices based on benchmarking of excellence (Margison, 2000). But with underfunded or dwindling resources such models are less than perfect and unable to sustain intellectual coherence leading to divisive perspectives between corporate versus academic practice (Margison, 2000). Fabricant (2014) highlights the need to understand how the interplay between context and evolving university practices influences performance management tools, and the implementation of assessment tools to reform higher ed culture, goals and practices.

Although there was only one case of misuse of funds, and another of unplanned expansions, and the lack of shared governance and transparent communication in a third, overall, the inability to foresee and plan for changing market trends leading to declining enrolments can be an indication of insufficient internal and external organizational level analyses. Table 5 *(refer to table 5, appendix 5)* showcases the various elements of an organization that must be analysed before any strategic step is taken. The primary reason for organizational analysis is to identify obstacles. These obstacles can be internal to the leader (their attitude and behaviour), internal to the organization (the employees, structure, systems, culture, and bureaucracy), and external to the firm, (like competition, political, economic, social, technological, legal, and environmental factors) (Bolman and Deal, 2017; Colquitt et al, 2025).

Leaders must self-reflect, carry out environmental and structural analysis followed by a cultural analysis and only then choose to adopt a top-down versus a bottom-up change model (Colquitt et al, 2025). With limited resources, university leaders must constantly weigh options and prioritize which areas require new assessment and decision-making tools (Eggenhuizen, 1990). For instance, leaders must have the courage to step down or remove administrative positions first and think several times before they add administrative positions. This is because, administrative bloat in universities has long been cited by AAUP (American Association of University Professors) as a contributing factor to financial problems and negative impact on academic life[1].

Possible options in the way institutions restructure curricula can be to: a) design a flexible model wherein students are free to determine how they want to work and pace themselves through a study program as well as choose subjects (this could be a self-designed pathway or a pre-determined pathway); b) combine theoretical education of high academic standards with mandatory practical work outside the institute; c) although the curriculum is geared to needs for manpower,

[1] https://www.aaup.org/academe/issues/99-4/president-why-us-higher-education-decline

ensure final decisions in matters of curriculum are made solely by the institutes themselves; d) however, also allow the influence of industry and business to offer practical courses valuable in the job market; e) in a four-year curriculum, the first year can be general subjects, and after that the remaining can be specializations, with practical training outside the institute in the third year along with supervision by academic staff returning periodically to attend classes and evaluate their experiences, and finally culminating in a fourth year thesis focused on a theoretical solution of a problem from the professional practice. (Eggenhuizen, 1990). This model promotes an all-round comprehensive training capturing the development of all methods of beliefs or verification needed to build a robust construction of knowledge, skills, and abilities, which will in turn increase confidence in students. Unfortunately, if higher educational institutions are already under financial distress, it can limit their ability to restructure, causing a downward spiral (Zajac and Kraatz, 1993).

Understanding Educational Leadership Needs

As we review best practices- the historical patterns show us that the environment has been and will continue to be ever dynamic, but the debates remain the same. Whether to go vocational or stay focused on knowledge and learning or combine the two. And if so, do we operate like a business or an educational institution? **The reality is, it is not what you adopt, it is who adopts and implements it.**

There is, thus, a call for discerning educational leaders who will engage in thoughtful and deliberate implementation of their college's mission (Horn, 2024). Leaders who care will understand that a world that is becoming increasingly interdependent and complex needs graduates who can engage thoughtfully in science, art, and history (The Chronicle, 2024), and not just vocational or business courses alone. Suppose an education focused only on vocational skills does not offer one the space and time to explore with a Liberal Arts and Sciences perspective. In that case, instead of being a complete citizen who can think for themselves, critique tradition, and understand the significance of another person's suffering and achievements, one will only become a functional machine (Bertram, 2015). But how can students who are demanding to be satisfied be taught to understand the value of human thinking and being when the very teachers who need to teach this are sidelined by their institutions? Hence, educational leaders must be the change they want to see in their students and the world and be inspiring role models for their institution's faculty and students.

Educators and leaders need to acknowledge that when an underlying economic pillar that sees students as customers and higher ed as an industry shift, there's no avoiding the effects (The Chronicle, 2024). Leaders must comprehend that restructuring requires a positive attitude and commitment to the idea of quality if they want their university or college to meet the needs of the market, parents, and students as well as retain academic freedom and autonomy (Burkhalter, 1996). Burkhalter (1996) believed that cultural changes within a university require a positive attitude and a clear understanding among employees about whom it is they serve, and personal accountability for their own individual jobs with a willingness to improve and be proud of their university's team. Such an attitude and commitment from university employees requires a value-based, ethical educational leader

The vision of education has been either to lead to jobs, or to develop the individual and create critical thinking (rep-Dembrow on fixing education in Portland, Ohio). Instead of debating the two, it would be most beneficial for parents and students to have a well-designed combination of both visions. Education should aim for personal development, enhancement of metacognitive skills, and transformation of people through engagement with values as well as facts via social processes (Stillwell, 2003). Restructuring models have suggested that colleges should expand their course and program offerings to not only meet the traditional students' needs but also attract new students (Zajac and Kraatz, 1993). However, in an effort to provide the best services and freedom to students, educational institutions inherently suffer from excess freedom and self-expression and can become victims of their own chaos and intellectual superiority. We saw in two of the COPLAC schools, students' demand for career-oriented courses and students' frustration with a lack of pre-determined pathways.

Options to consider entail merging of programs such as undergraduate and graduate under one school or merging of schools or departments within a college, like Arts and Sciences, (Sav, 2010) or merging across colleges and bringing them all under one roof. But such models as we have seen in the findings have no bearing on the successful management of either the restructuring process or in meeting objectives. This was the very reason that colleges and universities began adopting business models, and along with those models came compensation and incentivization practices. But a general model for pursuing academic efforts using economic incentives can be a problem because it depends on whether the faculty are income-maximisers or driven by the sheer joy of teaching, pure research, and public service (Stillwell, 2003). Either way there seems to be no systematic evidence to assess the net effects of incentivizing academic efforts (Stillwell, 2003). In this mix, the presence of free riders can be even more frustrating, thus giving rise to a barrage of administrators trying to 'cajole, encourage or force changes' (Stillwell, 2003).

In the end, this type of managerialism within higher ed can stifle productivity by alienating academics from those with power to reward or punish (Stillwell, 2003). Should we then disown business models completely while restructuring? The fact is we need both because corporate and the academic do not have to be mutually exclusive. It is possible to be both university and corporation. Once can redesign the university to enhance its particular academic character in a knowledge economy (Margison, 2000).

Recommended Strategies

Building your institution as a source of knowledge and innovative capabilities aids the local techno-capitalist's growth. This type of growth leads to clustering of knowledge economy-based activities around the associated research and teaching expertise inherent to the initiatives for regional economic development (Lewis and Kearns, 2014). For example, among the many educational visions, in Auckland, the Auckland Tertiary Education Network envisioned an Education-led city, which was an urban development, leading to economic development (Lewis and Kearns, 2014). Leaders must remember that higher technical education needs to be redefined to be innovatively relevant with new ideas and methodologies in every era due to each era's contextual dynamism (Bhatia and Bhatia, 2008).

Having interdisciplinary programs: While many funding organizations like National Institute for Health (NIH), National Health and Medical Research Council (NHMRC), and Australian Research Council (ARC), support interdisciplinary research (Palghat et al, 2017) even without their support as colleges and universities face funding cuts (Alexandar, 2025), the interdisciplinary element seems critical to the success of an academic structure for students to develop critical thinking and practical application. Interdisciplinary programs will offer practice oriented projects for students to engage in, and in turn be prepared to apply them in their environments when they graduate.

Continuous reskilling and upskilling: Recent technological advancements require the use of new instructional and delivery technologies, by professional staff who are not academically trained (Margison, 2000). It is thus, essential to upskill both faculty and students to stay updated with current technological requirements in their fields.

Adopting best practices from evolutionary management practices and retaining the essence of an educational institution - one size does not fit all

As we saw in the results section, neither the departmentalization of schools or colleges into one, two, three, four, or even five schools, nor having pre-determined pathways or self-designed paths, were of particularly of value in countering market or financial threats. This also shows that there is no perfect, one size fits all structure for educational organizations. An uncomfortable combination of feudal, collegial and democratic ideologies and practices remained pervasive until the 80s when it was displaced by a managerial model in educational institutions (Stillwell, 2003). Unfortunately, managerial or business models that should have been a helpful adoption to enable universities and colleges to plan and strategize proactively turned into power that was centralized in the hands of university heads, vice-chancellors or presidents and their immediate second-tier C-suite leaders they delegated any authority to (Stillwell, 2003). As a result, "the perceived to be ordinary academic teaching and research staff began to be viewed as subordinates within the structure of decisions and incentives determined by the former group giving rise to concerns regarding workloads, increased exploitation and job insecurity (Stillwell, 2003).

As Sav (2010) pointed out, nearly fifteen years ago, "successful reform requires a balancing of cost reform with funding reform and a formulation of a societal optimal mix of governmentally tax-based support and market-driven performance criteria." For instance, raising tuition costs cannot be the answer or response to funding cuts (Guskin, 1994). Another example would be to understand that to overcome the tension between full-time and part-time faculty hires as a cost-cutting measure, it is necessary to create alliances between them, which need to be built over an extended period based on shared interest (Fabricant, 2013). When administrators, staff, and faculty understand all are part of the same ecosystem, despite challenging times, mindless adding and cutting of faculty and adjunct lines will not be their first line of action. Similarly, unnecessary administrative positions that lead to bureaucracies in the institution can be avoided.

There are many organizational models that educational leaders can choose from. For example, they can adopt Bolman and Deal's (2017) four-frame model, wherein you can choose to view the situation from four different lenses. 1) The Human Resources lens: When there is a need dealing with employee management, you can choose to resolve it with the attitude of viewing employees like your family and therefore showing a lot of care and love to resolve the issues. 2) The Political Lens: When there is a need dealing with resource allocation or distribution of rewards and punishments, you can choose to resolve it with the political lens ensuring fairness and justice in procedures and distribution in a transparent and honest manner. 3) The Structural Lens: When there is a need dealing with structural issues (reporting processes, rules and regulations, span of control, design of the departments, roles, tasks and responsibilities and control leading to inefficiencies), you can choose to resolve it with the structural lens wherein all aspects of the organization are viewed as parts of the whole aiming for operational efficiency and excellence and therefore place the superordinate goal above all else and run the firm like a well-oiled machine in a systematic manner. 4) The Cultural Lens: When there is a need related to loss of motivation, faith and a sense of purpose leading to chaos, you can choose to use the cultural lens, and rekindle the faith in your employees by inspiring them with your newly envisioned future for them and the organization through a bottom up approach, seeking inputs from them as you rebuild the organization's ideals, purpose, vision, mission and strategic objectives.

Another model that encourages creative courage in leaders (Altidor, 2017; Bolman and Deal, 2017) is the adoption of creativity and innovation through the four lenses as shown below (refer to Figure 1).

Figure 1. Creative Approaches to frame and view situations from different lenses

To increase commitment: 1. Set up Mastery goals instead of performance goals. Help employees develop a growth mindset, showing them that their abilities can be changed and developed with practice. Then give them goals, and as part of the report, they must speak about what they learned and how their abilities grew and the different ways in which they can improve the project and make it successful during the process, and now how it helps the project. These are **mastery goals** compared to do or fail performance goals. 2. **Organize short design sprints** (making it fun, without pressure, and with a straightforward process to generate new solutions).

When there are conflicts: Leaders should not give every group what they want but create arenas where all groups can negotiate and resolve conflicts without fear. Train them in brainstorming without criticism and accepting every idea that comes up to be noted down. Reward the teams and the groups, not just individuals, for novel ideas. Failure is viewed as a learning moment and is never looked down upon. Failures can be encouraged without judgment.

When there is a tug of war between flexibility and Rigidity, it is essential to highlight the relationship between creativity and conformity. Train them to think originally, but still inside the box. The box refers to meaningfulness, usefulness, and value to the company, and generating novel solutions within these constraints is the hallmark of creative thought and action. Explain to employees that creativity is not merely about imagining new alternatives- those alternatives must be put into action and tested against real-world constraints. Be intentional and transparent about the integration of technology.

When there is dullness in the culture: Transform the goal into a game, help them play not work and create emotional electricity and connection. It should not be an environment of fear and insecurity. If it is a place of play, all will come to play.

But beyond the above two models to avoid the trap of commercializing education and running an organization like a dictator, educational leaders can review the various organizational models that have evolved over the last century and choose a combination that works best for their colleges or universities as shown in table 5 *(refer to table 5, appendix 5).* The four management models often adopted by organizations or communities are color-coded to describe their sensibilities (Laloux, 2014). While the first four are what we see commonly adopted in universities depending on which industry or discipline the university leader hails from, Laloux (2014) proposes a fifth model that is a better fit for educational institutions and may help educational leaders overcome the pitfalls of standard business models. The Red organization operates on loyalty and fear, the Amber organization operates on guilt and shame for not conforming to the community, the Orange is focused on automating without a soul and sees humans as a resource, and the Green, views all as equals but struggles to be efficient when scaling or encountering free riders. The fifth Teal model helps retain the essence of academic freedom, free thinking, and exploration of the arts, philosophy, religion, and sciences, and still ensures efficiency, transparency, and accountability through principles of self-management, welcoming and accepting wholeness, and collaboratively exploring and working with each employee's evolutionary purpose. Adopting a Teal model will lead to sustainable achievement of education-oriented goals rather than market-oriented goals alone. Let educational leaders therefore dismiss the old perspective wherein in the name of cost-cutting, continuous improvement, economies of scale, time was seen as money, employees were required to adhere to time-bound requirements and were accordingly punished and rewarded. Let educational leaders instead adopt the new Teal organization, which sees the firm as a living system and like Maslow and Alderfer's theories of motivation, work is a place for people to come, learn, grow and realize their full potential.

At the end of the day no matter what management model you adopt in higher ed, unless every member of that institution, be it a tenured faculty, a university leader, part-time instructors, professional staff or any administrator in higher ed, *is earnest, ethical, honest and true to the purpose of education*, the model cannot be a success. It appears to be a tall order, but that is the true purpose of education, i.e., sharing knowledge substantiated by lived experiences of struggles and challenges to be successful without compromising our values and principles. What higher education institutions need to understand is that through any subject, major or minor, they need to provide students with a platform to creatively and ethically build their knowledge constructively rather than randomly. Such students will be prepared and unafraid to pursue their dreams and create and lead societies that benefit everyone.

Implications

We present practical recommendations in the form of key performance indicators that leaders must watch, monitor, and communicate with all the stakeholders in their institution. The paper's main contributions include a historical analysis of restructuring and its comparison to present day universities and colleges; extracted best practices that can be easily adopted along with a collection of sample models from publicly available restructuring reports; and the process of adopting business models in an effective and efficient manner. The models and best practices will be equitably available to every educational organization worldwide that wants to change to support students from all backgrounds. The contribution to the field entails a resolution of the debate about the effectiveness of the adoption of business models in academic institutions. It helps people see that we do not have to discredit business models or adopt them mindlessly. The right way to adopt business models to manage restructuring efforts successfully in organizations is to customize it after a thorough analysis of one's own leadership style and attitude, the environmental threats and opportunities, the culture and structure of the organization and then decide if change should be top-down or bottom-up, using Kotter's and Lewis', or the complex adaptive system and appreciative inquiry models (Colquitt et al, 2025), respectively, to communicate and implement the changes.

Limitations

The study used secondary data and therefore only publicly available information and reports. We have used enrolments and financial success or failure, but several other research, teaching and student satisfaction and success data must be analysed before more significant best practices can be determined. There may be several other economic, sociological, and psychological factors that contribute to the success and failure of restructuring efforts and the adoption of business models. Such factors can only be collected through surveys, interviews and longitudinal field observations. The impact of the restructuring efforts may also take time to be reflected fully for those universities that carried them out in the last five years. We only assessed Public Liberal Arts Colleges. It is necessary to get data on private colleges, larger institutions, and more international institutions for a comprehensive understanding of the patterns. Finally, the changing landscape and funding cuts may have had a further negative impact on several colleges in the midst of restructuring decisions taken prior to current market conditions.

Future studies

Future research must collect primary data from educational leaders and their institutions over a long period of time to be able to see the direct and indirect effects of the type of business model adopted by the institution, as well as the outcomes of restructuring efforts. Research efforts that can trace decision points and map it to leader style, attitude, culture, structure, and change models, as well as compensation systems in different institutions, would be valuable.

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Appendix 1

Table 1. Council of public liberal arts colleges that underwent restructuring

NAME	UNDERWENT RESTRUCTURING OR NOT- REASONS	DEPARTMENTALIZED STRUCTURES	DID IT WORK?
COMMONWEALTH UNIVERSITY OF PA	2022 when Bloomsburg University, Lock Haven University, and Mansfield University were integrated as a single, comprehensive university with multiple campuses to expand high-quality, affordable academic opportunities to support the needs of all learners. In response to financial difficulties and declining enrolment, and each institution would represent a campus of a single university. (Reactive)	Three School model- College of Arts, Humanities, Education, and Social Sciences College of Health, Science, and Technology Zeigler College of Business	Not really, The Clearfield teaching location will cease operations following the completion of the 2026-27 academic year (May 2027). Fall 2025 will be the final semester for students to begin at Clearfield. citing declining enrolment and financial challenges, Officials pointed to an average annual operating deficit of more than $1.6 million over the last five years with enrolment falling from 395 students in fiscal year 2019–20 to 177 in the fall semester. The decision was based on a comprehensive review and analysis of the operations in Clearfield, including evaluation of enrolment, academic array, physical plant, financial health, and future sustainability. While Clearfield has struggled with enrolment, officials noted in the announcement that head count is up 13 percent across the university since the three institutions became one. However, In 2022-23, Bloomsburg University showed enrollment of 6,804 undergraduate and 636 graduate students. In 2019–2020, the university employed approximately 521 faculty. The student-to-faculty ratio was roughly 17:1 with 96% of its faculty holding terminal degrees in their field. (Partially successful)
FORT LEWIS COLLEGE	2013- The merger of two schools into the School of Arts and Sciences was driven by a desire to improve support and resources for the arts, humanities, and social sciences, mirroring the success seen in STEM disciplines. (Proactive)	One College three schools- arts and sciences, business, education	FLC earns 2025 Carnegie Classification as "Special Focus: Arts and Sciences" This classification places FLC among a select group of only 6% of colleges and universities nationwide. **(Very Successful)**

KEENE STATE COLLEGE	2020- specifically within the Humanities, Arts, and Social Sciences (HASS) department by eliminating the endowed chair position in the HASS department and converting it to an endowed faculty position with reduced administrative responsibilities, Ongoing reorganization. of 28 academic departments on campus with hopes to reduce this number by 50%. Eliminated a total of 15 faculty positions and added seven new ones as part of a multi-year process to balance its budget and adjust to a smaller student body. Six administrative positions eliminated. One was eliminated by combining two administrative positions — vice president for student affairs and chief enrolment officer Citing the decrease in enrollment and KSC's budget challenges, to deal with the effects of the enrolment drop as well as reducing "administrative burden" and costs. Although Chairs are doing extraordinary work, Leaders said they need to be more focused and cut down on bureaucracy and 'busy work' and have excellent faculty teaching and producing research and creative work. (Reactive and partally proactive)	Two School Model- The college will continue with a School of Arts, Education and Humanities and a School of Science, Sustainability and Health.	Reduced the number of departments, especially those that are small and not really tenable going forward and return more full-time faculty to the classroom. The staff cuts are projected to save the college about $5.7 million, making a significant dent in Keene State's target to cut $8 million by 2023 in order to balance its budget. (successful)
KENTUCKY STATE UNIVERSITY	2022 Not specifically but some cuts changes are in the works. Based on documentation in the University budget office, expenditures exceeded the approved budget in each of the last three years. Unpaid invoices were pushed into subsequent years, resulting in a projected $10-$15 million shortfall for FY 2022. (Reactive)	Three Schools- College of Arts and Sciences College of Agriculture, Health, and Natural Resources College of Business, Engineering, and Technology	A warning was issued to KSU about the misuse of funds by previous administration and an improvement plan was proposed. Trust is still being built and they have asked foe $5 million in 2025 for health sciences building.
MASSACHUSETTS COLLEGE OF LIBERAL ARTS	In 2021- minor in the form of cuts to Philosophy and religion. In 1997, with eyes focused on the horizon of a new century, the College assumed a unique mission (within the state university system) as Massachusetts College of Liberal Arts, the public liberal arts college for the Commonwealth. Declining enrolments and costs led to a reduced course schedule, loss of part-time faculty and the closing of a residence hall and sparked an ambitious plan from school leadership to turn the problem around. Orientation changed from a long weekend and quick intro to college life to a weeklong production bringing students in, getting them connected with other students and with faculty. The college has changed its advising model to be more comprehensive. Every student will have a "success coach" in addition to academic advisers, College is an intimate, residential, liberal arts institution. If they start getting up to 2,500-3,000 students, the President felt they would lose some of that character." (Reactive and also very Proactive)	Multiple Department Structure- 25 departments. One of them being interdisciplinary	Improvements were seen and then reestablished philosophy and religion joint program along with new programs in nursing, music and production management. Yes, and also reversed. Success credited to high-quality faculty, new men's and women's hockey teams, a new nursing program and other academic offerings, and a new approach to both orientation and guiding students through their time at MCLA. Other similar colleges that closed have a lot of long-term debt, which they didn't. The fact that the college didn't lay off any full-time employees during the pandemic, despite pressure to do so, is a career highlight for the President. (Very Successful)
MISSISSIPPI UNIVERSITY FOR WOMEN	1982- Originally a women's institution, it became a co-educational university in 1982 because of a landmark Supreme Court case (Reactive- forced change)	Four School Model- College of Arts & Sciences; College of Business & Professional Studies; Vandergriff College of Nursing & Health Sciences; School of Education	It tool a while- but with the establishment of the mens athletics, In fall 2022, 22% of the university's total enrollment of 2,339 students were male, according to the Mississippi University for Women. This means there were approximately 514 male students. (successful)

RAMAPO COLLEGE OF NEW JERSEY	1980s-90s-Ramapo College underwent significant restructuring, including the merging of the School of American Studies and the School of Intercultural Studies into the School of American and International Studies, and the reorganization of the School of Human Environment. Student demands for career-oriented programs increased, demands were made for a business school, state funding was cut, and demographic changes resulted in decreasing levels of college-aged students entering institutions of higher education. Financial difficulties, the formation of a business school, and dropping enrolment, the faculty and the Dean of Schools, Teo Halpern, lead a major reorganization of the College's composite schools. One of the three schools that grew out of the School of Human Environment, Metropolitan and Community Studies, reorganized as the School of Social Science and Human Services. The remaining two derivative schools of Human Environment—Social Relations and Environmental Studies—dissolved, their faculties and programs largely transferred to the School of Social Science and Human Services and the School of Theoretical and Applied Science, respectively. A number of faculty also transferred into the new School of Administration and Business, created by mandate of the board of trustees in the wake of sustained controversy and resistance on the part of much of the non-business faculty. State funding cuts. 2024- Revitalize, Renew and Retool Initiative underway (Reactive in the past, proactive and reactive now with plans to restructure).	5 schools' model (communication arts, theoretical applied sciences, social sciences and human services, business, humanities, with a new nursing program) and library	Enrolment at Ramapo increased between fall 2022 and fall 2023. And applications for fall 2024 are the highest in Ramapo's history, 20% more than we had as of April 1, 2023. Over the next decade, the College is focused on modest growth at the undergraduate level through small increases to the incoming first year and transfer classes and growth in our graduate programs. As per their plan- Renegotiating contracts, securing lower cost solutions, partnering within sector and with industry, changing way in which they deliver certain services to meet the operational needs of the College. Continue to seek alternative revenue streams as well. (very successful in the past and waiting to see long-term effects)
SONOMA STATE UNIVERSITY	Yes, 2025- The university is cutting over 20-degree programs, six academic departments (art history, economics, geology, philosophy, theatre/dance, and women and gender studies), and all 11 of its NCAA Division II athletic teams, Involves eliminating faculty and staff positions, including tenured professors, lecturers, department chairs, and advisors. 2024 - creation of three colleges: College of Humanities, Social Sciences, and the Arts; College of Science, Technology, and Business; and College of Education, Counselling and Ethnic Studies. Sonoma State is grappling with a $24 million budget deficit, largely attributed to a decline in enrolment and state funding. (Reactive)	Three Colleges and within them Schools and departments- College of Education, Counselling, and Ethnic Studies; College of Humanities, Social Sciences, and the Arts; College of Science, Technology, and Business	Sonoma State is also implementing a plan to increase enrolment by 20% within five to seven years, launch new programs, and carry out other actions. Despite the cuts, Sonoma State received a $45 million funding infusion, potentially saving the athletic department and providing some financial relief. More Than 13,000 Sign Petition to Save Sonoma State. (Waiting to see long-term effects).
THE EVERGREEN STATE COLLEGE	Post 2019- Revamped its student advisory process for new students, implementing personal appointments to discuss future goals. actively developing new graduate programs to attract a wider range of students. curriculum more transparent and recognizable to prospective students, addressing concerns about the self-directed, self-designed model. To address declining enrollment, which has been a challenge for the college for over a decade according to the National Education Association and a lawsuit as well as student complaints requesting more formal paths (Reactive)	45 different fields of study and is organized into 11 different Paths to help guide you in your educational journey. Students can select their own path or a pre-built path. Certificates, immersive experiences, experiential learning Breaks down academic barriers so you can layer your interests and earn a degree that reflects your passions.	22% increase in enrolment over two years. Spring enrolment increased by 13 % (Successful) but a Bill is being passed to abolish Evergreen State College and make it a health sciences campus for the University of Washington. (external factors may make efforts unsuccessful)

TRUMAN STATE UNIVERSITY	Effective 2024- realigning, reorganizing departments and programs and chairs and deans and associate deans. Focused on reducing the barriers to student, faculty and staff success and to creating a balanced and sustainable academic program portfolio that aligns with the needs and interests of our students and the world beyond their wall realizing new synergies within new school and department structures. to align with our current enrolment and staffing, but also to create new disciplinary bridges across our existing majors and program. (Proactive)	3 school model - School of Arts and Humanities; School of Science and Mathematics; School of Business and Professional Studies	Ongoing efforts but the realignment allow all programs and students to draw from the knowledge and skills of faculty members. (Successful)
UNIVERSITY OF ALBERTA, AUGUSTANA CAMPUS	In 2020- significant restructuring initiative was launched, and involved creating new colleges, restructuring administrative functions, and shifting academic leadership. To create a more financially sustainable model in light of unprecedented budget cuts from the provincial government. (Reactive)	Establishment of three new colleges: the College of Social Sciences and Humanities, the College of Natural and Applied Science, and the College of Health Sciences, bringing together 13 faculties organized around shared disciplinary concerns. Each college will be led by a collegial council of deans and implemented by a seconded college dean. Faculties within the colleges will remain, preserving their unique identity and history, with faculty deans having authority over all academic decisions and budget. Campus Saint-Jean, Augustana, and Faculty of Native Studies remain as stand-alone faculties to preserve and enhance their connections to key communities and partners.	Collegial undermining has led to low morale and loss of trust. On the surface, the university seems to be thriving. Classes are back in person, the U of A has been performing better in global rankings, and there are more students on campus now than ever before. But underneath all those successes, university is crumbling from the inside. resulted in a reduction of 1,050 staff positions, an anticipated drop in international rankings, and an overall feeling of uncertainty at the university. added more bureaucracy containing the highest number of senior leadership positions of all the proposals the loss of immediately accessible services. Previously quick and efficient processes were now taking much longer to complete, which could potentially derail students' degrees. in place of a team of dedicated administrators, faculty have been redirected to a staff service portal that operates on a ticket system. (Not viewed as successful by faculty and students; Viewed as successful by administration).
UNIVERSITY OF ILLINOIS AT SPRINGFIELD	2022-Not specifically in a major way but a few shifts and initiatives were established- UIS progressed from Academic Reorganization to Academic Revitalization, funds were made available to implement initiatives to increase enrolment at UIS.. Focused more on acquiring funds for projects, research, innovation. (Proactive)	Multiple departments majors, minors. The College of Liberal Arts and Social Sciences (CLASS), emerged from reorganization at the University of Illinois Springfield (UIS) in 2022-2023.	Saw a 6.21% increase in enrolment for the Spring 2024 semester. Fifth consecutive semester of rising enrolment for the university. Proposals for the $2.5 million funding pool were considered in several rounds (Very Successful)
UNIVERSITY OF MAINE AT FARMINGTON	2022- Faculty Retrenchment-Nine faculty members were laid off as the school dealt with budget and enrolment challenges. There's no longer a world languages department nor a philosophy and religion department. The university's women's and gender studies program also is gone. Three additional positions were eliminated in the geography, psychology and history departments. Due to enrolment and Budget issues. (Reactive)	Departments model. Arts, Business, Counselling & Health Education, Academic Programs across a range of areas: Humanities, Sciences, Social Sciences or Self-Designed	Still struggling. With changes in federal funding priorities and the Legislature advancing a state budget that flat-funds the University of Maine System for the next two years, the flagship is temporarily pausing new financial offers, including assistantships to graduate students, as it assesses what resources it will have to support these mission-critical positions (Not Successful)

UNIVERSITY OF MARY WASHINGTON	Since 2023, a committee has been working to reorganize academic departments across UMW. Aims to consolidate programs for financial and practical benefits. Several departments have already changed their classifications. The College of Business now includes the computer science, economics and mathematics departments. The departments of health and physical education, athletics and nursing are being moved to the College of Education. Sociology and anthropology were previously a combined department, which has now been redistributed. Sociology has been added to the Department of History and American Studies, and anthropology has been moved into a department with art history, classics, philosophy and religious studies, known collectively as AACPR. Art history formerly shared a department with studio art, which is currently its own department. (Reactive and Proactive)	Three College model—the College of Education, the College of Business and the College of Arts and Sciences—	Enrolments remained relatively stable in recent years, with a slight increase in fall 2023. have announced an increase in tuition by 2.5%. Reduced the number of academic departments and eliminated two dean and several department chair positions thus reducing costs. (Partially successful)
UNIVERSITY OF MONTEVALLO	2025- Administrators have cancelled underperforming majors, laid off staff and increased tuition for the first time in seven years. Addressing an $8 million deficit, which has led to measures like tuition increases and staff cuts result of an expensive capital campaign and some unforeseen market changes. (Reactive)	Several Areas of Study offered through departments	Waiting to see long-term effects
UNIVERSITY OF NORTH CAROLINA ASHEVILLE	2024 - UNC Asheville eliminated four academic programs - philosophy, religious studies, and ancient Mediterranean studies as well as French and German language concentrations. Financial deficit, partly due to a 25% enrollment decline. (Reactive)	Majors minors concentrations certificates departments	4.4 percent increase in enrolments- waiting to see long-term effects (successful)
UNIVERSITY OF WISCONSIN-SUPERIOR	In 2017 suspended 25 programs, including 9 majors, 15 minors and one graduate program with 15 placed on warning. The total suspended 40 programs since 2014. In 2017 to 2018, the University of Wisconsin (UW) System undertook a major consolidation, removing its two-year college campuses from a standalone sub-system known as the UW Colleges and merging them with nearby four-year UW institutions. The system-level motivation for doing so, in a state undergoing a demographic shift with an aging population, was ultimately budgetary, even if specific savings were not promised. Citing low enrolment and a budget shortfall. (Reactive)	12 academic departments 100 percent online program options	Fall 2024, the University of Wisconsin-Superior reached the largest number of total enrolled students in 13 years. University moves forward with major overhaul despite rising satisfaction with administrative services, sparking pushback from labour groups. Some prospective UW graduate students have already had their financial offers changed due to the uncertainty over federal funding for the university, according to Wisconsin Public Radio. Even students who were previously accepted to programs are losing their spots or losing funding opportunities due to this instability. Freed up those resources to put them where they're needed most. Campus enrolment is up 3 percent this year, and no plans to lay off any faculty with the changes. (Original restructuring successful, new external factors leading to more struggles)

VERMONT STATE UNIVERSITY - JOHNSON	2023- created in July 2023 by unifying former state colleges in Lyndon, Johnson, Randolph and Castleton. VTSU and Community College of Vermont make up the Vermont State Colleges System. Randolph campus, known before the merger as Vermont Technical College, includes a satellite for health careers training in Williston. Focused on online and hybrid learning programs and system's popular early college programs for high school learners. Rising tuition costs and student loan debt, along with a regional drop in the number of graduating high school students, working hard to reconfigure their offerings and revenue models to stay afloat. VTSU's campuses are roughly 30% overbuilt. The university's data, however, indicates that less than half of the university's available beds were in use in fall 2023. Administrators/leaders- "We can't be all things to all people," "As long as we're positioned to be flexible and responsive, I think we'll be in good shape." (Reactive)	You can take classes in a way that fits your needs and goals – whether that's in-person, online, or through mixing the two in a hybrid learning format.5 school model. School of Business and professional studies, School of Science, Technology, Engineering and Math, School of Education, Psychology and Social Science, School of Arts and Communication, and School of Nursing and Health Sciences	Administrators found savings by reducing employee numbers through attrition and buyouts, consolidating campus services from campus to one, adding seats in popular career-oriented programs such as nursing, and devoting more money to academic advising in an effort to help students stay enrolled. Increasing the schools' online offerings has been central to VTSU's strategy. Ouimet said 15 percent of VTSU's overall enrolment is online, a significant boost. Many of those students are pursuing degrees in early childhood education, nursing and psychology. The newly created Vermont State University is reporting a 14 percent increase in enrolment this fall, a sharp turnaround after years of declines and a chaotic reorganization. The new university has started to do — out of necessity — what the state mandated three years ago: cut $5 million a year from its budget for five years and keep all five main campuses open. VTSU is not alone in its predicament. "The traditional model of education … is in trouble," in a world which is largely not government-financed."72% of its students are in-state, meaning the university likely served around 3,780 Vermont students in fall 2023. facilities might be repurposed in ways that … meet some of the needs of the communities and regions that they're situated in. everybody in every department is doing two or three jobs. (Successful but still struggling due to external factors)
WESTERN OREGON UNIVERSITY	2020, university announced elimination of several majors and programs due to low or declining enrolment. These included anthropology, philosophy, geography, and master's programs in information systems and music. A new academic unit structure and leadership model WOU also adopted a new grading system that will no longer include D's and F's. Create a home unit for new health-related programs. Transform and make transparent how academic program leaders are equitably compensated in terms of release time and stipends. Improve workload equity in advising and committee service by creating academic units that are more comparable in size and complexity Organize academic programs in a way that supports innovation and interdisciplinary collaboration, and program sustainability. Cuts were driven by a more than 25% decrease in enrolment between 2011 and 2020, according to Oregon Public Broadcasting. (Reactive)	Departments- majors and minors 7 program areas Business & Leadership; Communication & Language; Creative & Performing Arts Education, Health Professions, Science, Tech, & Math, Social and Behavioural Sciences	A momentous boost in overall enrolment, marking the first substantial increase in over a decade. For the fall of 2023, the university experienced a remarkable five percent rise in overall headcount compared to the same period in 2022, resulting in a total enrolment of 3,951. Undergraduate enrolment for this fall term reached 3,343, while graduate student enrolment saw a sharp rise of nearly 41 percent in comparison to the previous fall term, totalling 608. (Very successful)

YORK UNIVERSITY, GLENDON CAMPUS	2024- as part of a broader effort to ensure its financial sustainability and enhance its academic offerings. This restructuring involved a reorganization of academic departments and a focus on interdisciplinary research and student support. Financial sustainability and ensure its long-term viability. (Proactive)	Reorganized into four new departments: Economics, Business and Mathematics; Global and Social Science; Global Communications and Cultures; and Science. With seven sectors and immersive multilingual environments	Fall 2024, with 173 new students joining the campus, making it the largest incoming class in over a decade. New structure encourages interdisciplinary research and collaboration across departments. Supports the kind of academic renewal that is needed among today's universities, where new and innovative ideas are born at the intersection of disciplines. (Very successful- waiting to see long-term effects)

Appendix 2

Table 2. Council of public liberal arts colleges who did not undergo restructuring and are doing well

NAME	STRUCTURE
EASTERN CONNECTICUT STATE UNIVERSITY	Two School Model- School of Arts and Sciences and School of Education and Professional Studies
ST. MARY'S COLLEGE OF MARYLAND	18 departments plus 6 cross disciplinary programs
SUNY GENESEO	Three school model- school of arts and sciences, school of business, school of education and 18 departments
GEORGIA COLLEGE	Multiple Schools- College of Arts & Sciences; College of Business & Technology; College of Education; College of Health Sciences School of Continuing & Professional Studies; Leadership Programs
UNIVERSITY OF SOUTH CAROLINA AIKEN	5 school model- College of Arts, Humanities & Social Sciences College of Sciences & Engineering; School of Business Administration; School of Education; School of Nursing
THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	Departments - Business & Economics; Center for Teaching Excellence; Communication Studies; Education; History & Philosophy; Interdisciplinary Studies; Language & Literature; Mathematics & Computer Science; Natural Sciences; Nursing Social Sciences; Visual & Performing Arts
UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA	Departments- majors and minors. Each student entering the university chooses the discipline in which he or she wishes to major; but all students, regardless of major, will take part in a common core of courses called Interdisciplinary Studies, or IDS. It is a core which has evolved after much study of the nation's finest colleges and of the present and future trends in higher education in this nation. With IDS at its heart, the total USAO program is truly an exciting and stimulating experience.
INDIANA UNIVERSITY KOKOMO	5 schools- school of business, school of nursing and allied professional health, school of sciences, school of education, and school of humanities and social services
NORTHERN STATE UNIVERSITY	Four School Model - College of Arts and Sciences, School of Business, School of Education and School of Fine Arts- Something innovative- A new Business and Health Innovation Center is under construction, which will house the School of Business, the nursing program, and an innovation center
UNIVERSITY OF MINNESOTA MORRIS	Departments and themes and an option to design your own program. It has a small number 1,020 students. A student-centered public liberal arts college that offers a world-class education in a close-knit community

Appendix 3

Charts 1-5: Restructuring models from publicly available restructuring reports through a web and google scholar search

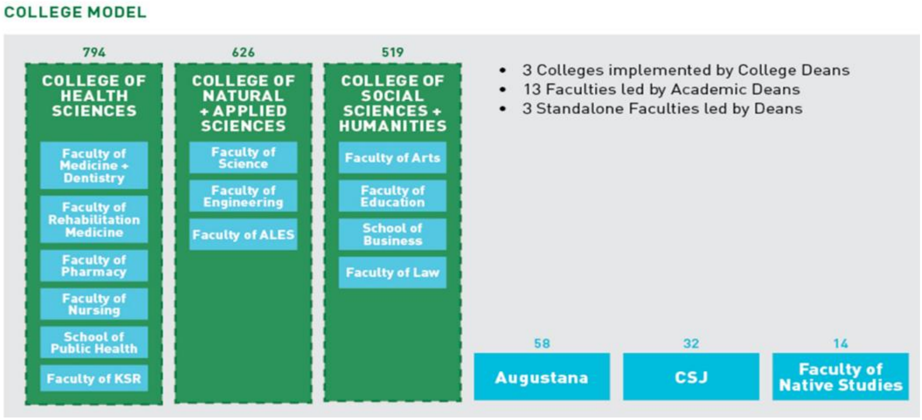
The University of Southern Mississippi- Recommendations

- Four Colleges with multiple Schools under each.
  - College of Arts and Sciences
  - College of Business and Economic Development
  - College of Education and Human Sciences
  - College of Nursing and Health Professions

The school becomes the primary organizing unit within the colleges, rather than the department. Each college is comprised of multiple schools, often large and containing diverse programs and/or departments. As noted above in the definitions of units and roles, Directors will lead these schools, working closely with the faculty chairs in various departments and their program coordinators. Particular programs are not itemized, and non-degree-granting Centers/Institutes are excluded from this plan.

1.

University of Alberta- Restructuring

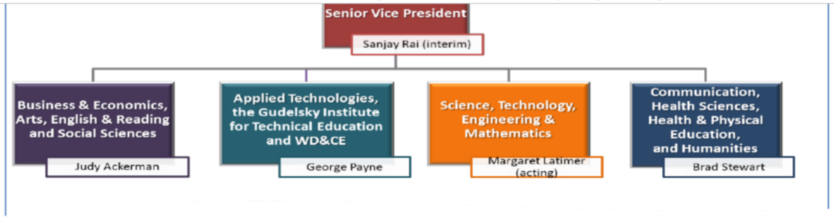


2.

MONTGOMERY COLLEGE- 2014

- **RECOMMENDATION I: Structure academic disciplines under four units, led by vice president/provosts, as follows:**

3.



RECOMMENDATION II: Comprise all collegewide disciplines under the four academic units as shown in Figures 2-5 below.

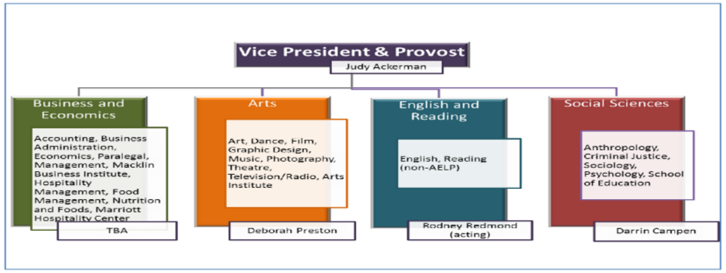


Figure 2 - BAESS Leadership

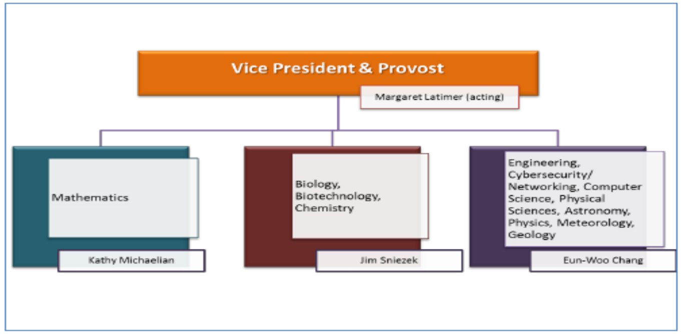


Figure 3 - STEM Leadership

RECOMMENDATION III: Transition chairs to 12-month, non-bargaining positions that include supervisory responsibilities. This recommendation includes:

RECOMMENDATION IV: Create strong shared leadership and renewed focus on integrative learning by forming an integrative learning council to coordinate and enhance programs, and to study the work group's recommendations and the feasibility of implementation.

RECOMMENDATION V: Enhance the Office of Academic Affairs to include leadership to curriculum and collegewide co-curricular programs, to learning advancement and academic planning, and to enhance communications and coordination.

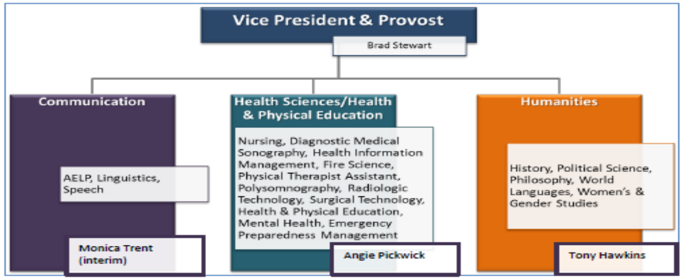


Figure 4 – COMM/HS/H&PE/HUM Leadership

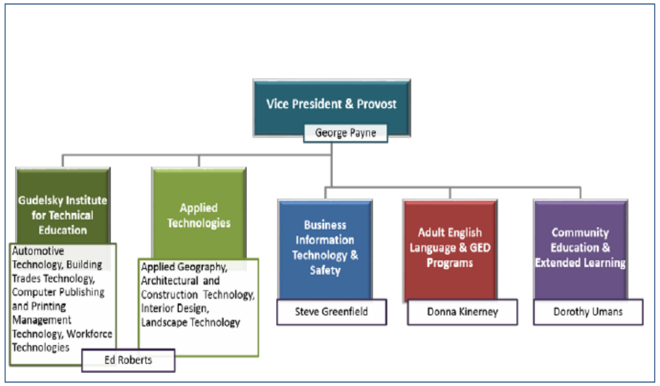


Figure 5 – Applied TECH & WD&CE Leadership

University of Arkansas at Little Rock- Charge was to: Enhance interdisciplinary collaboration to facilitate UALR's timely response to the changing needs of the city, state and nation in terms of curricula, community engagement, and research. Implement an efficient academic structure that will result in cost savings allowing UALR to match available resources to strategic priorities.

Option C
Academic Restructuring Task Force Model

William H. Bowen School of Law

College of Business
- Department of Accounting
- Department of Economics and Finance
- Department of Management
- Department of Marketing and Advertising

College of Education, Health, and Professional Studies
- Department of Audiology and Speech Pathology
- Department of Health, Human Performance, and Sport Management
- Department of Nursing
- Department of Counseling, Adult and Rehabilitation Education
- School of Social Work
- Department of Speech Communication
- School of Mass Communication
- Department of Educational Leadership
- Department of Teacher Education
- Department of Criminal Justice
- Institute of Government
- KLRE/KUAR

College of Arts, Humanities, and Social Sciences
- Department of Art
- Department of Music
- Department of Theater Arts and Dance
- Department of English
- Department of History
- Department of International and Second Language Studies
- Department of Philosophy
- Department of Rhetoric and Writing
- Department of Psychology
- Department of Political Science
- Department of Sociology and Anthropology

College of Engineering, Information Technology, and Science
- Department of Computer Science
- Department of Construction Management and Civil and Construction Engineering
- Department of Engineering Technology
- Department of Information Science
- Department of Systems Engineering

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College of Science
- Department of Applied Science
- Department of Biology
- Department of Chemistry
- Department of Physics and Astronomy
- Department of Mathematics and Statistics
- Department of Earth Sciences

Option A
Revision of Model from Faculty Task Force

William H. Bowen School of Law

College of Business
- Department of Accounting
- Department of Economics and Finance
- Department of Management
- Department of Marketing and Advertising

College of Education and Health Professions
- Department of Audiology and Speech Pathology
- Department of Health, Human Performance, and Sport Management
- Department of Nursing
- Department of Counseling, Adult and Rehabilitation Education
- Department of Educational Leadership
- Department of Teacher Education

College of Arts, Humanities, Social Sciences
- Department of Art
- Department of Music
- Department of Theater Arts and Dance
- Department of Psychology
- Department of English
- Department of International and Second Language Studies
- Department of Sociology and Anthropology
- Department of Philosophy
- Department of Political Science
- Department of History

College of Science, Technology, Engineering, and Math
- Department of Computer Science
- Department of Construction Management and Civil and Construction Engineering
- Department of Engineering Technology
- Department of Information Science
- Department of Systems Engineering
- Department of Applied Science
- Department of Biology
- Department of Chemistry
- Department of Physics and Astronomy
- Department of Mathematics and Statistics
- Department of Earth Sciences

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College of Professional Studies
- Department of Criminal Justice
- Institute of Government
- Department of Rhetoric and Writing
- Department of Speech Communications
- School of Mass Communications
- School of Social Work
- KLRE/KUAR

Option B
Revision of Model from Chairs Task Force

William H. Bowen School of Law

College of Business
- Department of Accounting
- Department of Economics and Finance
- Department of Management
- Department of Marketing and Advertising

College of Health, Education, and Social Sciences

- Division of Health
  - Department of Audiology and Speech Pathology
  - Department of Health, Human Performance, and Sport Management
  - Department of Nursing
  - Department of Counseling, Adult and Rehabilitation Education
- Division of Education
  - Department of Educational Leadership
  - Department of Teacher Education
- Division of Social Sciences
  - Department of Criminal Justice
  - School of Social Work
  - Department of Psychology
  - Department of Sociology and Anthropology
  - Institute of Government
  - Department of Political Science
  - School of Mass Communication
  - Department of Speech Communication
  - KLRE/KUAR

College of Fine Arts and Humanities

- Division of Arts
  - Department of Art
  - Department of Music
  - Department of Theater Arts and Dance
- Division of Humanities
  - Department of English
  - Department of History
  - Department of International and Second Language Studies
  - Department of Philosophy
  - Department of Rhetoric and Writing

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College of Science, Technology, Engineering, and Math

- Division of Engineering and Information Technology
  - Department of Computer Science
  - Department of Construction Management and Civil and Construction Engineering
  - Department of Engineering Technology
  - Department of Information Science
  - Department of Systems Engineering
- Division of Science
  - Department of Applied Science
  - Department of Biology
  - Department of Chemistry
  - Department of Physics and Astronomy
  - Department of Mathematics and Statistics
  - Department of Earth Sciences

4. Prior Research Related to Restructuring Models- Source for below table is provided at the end:

CONTEMPORARY CASES OF RESTRUCTURING AND THEIR RATIONALES

University	Type/Demographics	Stated rationales/discourses	Structural changes	Select quotes & connection to the field/external forces
Arizona State University	• comprehensive public research university • admissions=moderately difficult • undergraduate enrollment=59,000 (Tempe campus)	1) Budget cuts 2) Increased efficiency/effectiveness 3) Increase interdisciplinary focus 4) Enhance research to attract new funding 5) Branding and competition 6) Economic development (for the state) 7) Growth of university =changing mission	Proposed a number of college mergers to reduce administrative overhead. They did not propose cutting any tenure track faculty but they did cut staff.	"All these things would improve the quality of academic programs and better prepare students to enter the workforce and pursue fruitful careers." (Arizona State University, 2008, p. 2)
Northeastern University	• selective private research university • admissions=very difficult • 2012 acceptance rate was 31% • undergraduate enrollment= >16,000 students	1) Competition/ Selectivity 2) New structure supports new hybrid management and budgeting system 3) Enhance research focus to attract research funding 4) Expanding its market (globalization) 5) Increase interdisciplinary focus	The College of Arts and Sciences (CAS) was divided into three smaller colleges	"As Northeastern elevates its overall research profile, the University has both a challenge and an opportunity to establish stronger external identities for research programs... Bringing into closer alignment programs that have natural affinities in the research arena—from infrastructure needs to the potential for interdisciplinary collaboration—will heighten the visibility of these programs and their colleges to key research audiences, including graduate applicants, potential faculty hires, and research funding agencies" (Northeastern University, 2009, p. 1)

University	Type/Demographics	Stated rationales/discourses	Structural changes	Select quotes & connection to the field/external forces
Ohio State University	• public research university • first university established in Ohio and ninth oldest public university in the U.S. • admissions= moderately difficult • 2012 acceptance rate 77% • undergraduate enrollment= >22,500 students	1) Enhance research focus to attract research funding 2) Economic development (for the state) 3) Increase interdisciplinary focus 4) Competition and striving for prominence 5) Economic development (for the state)	Several parts: Refocused the College of Health Sciences and Professions, moved some departments into the Patton College of Education, and established a multidisciplinary Academic Health Center.	"The expansion of the college also will permit it to become even more entrepreneurial in its approach to serving the state of Ohio and meeting the needs of local communities." AND "Each of these programs [within the newly reorganized college] will contribute significantly to the new college's potential for national prominence." (p. 2)
University of Arkansas Little Rock	• public research university • focus on online education • 2012 acceptance rate 96% • admissions=minimally difficult admissions • undergraduate enrollment=10,300	1) Economic development (for the state) 2) strategically increasing enrollment by reaching out to underserved populations 3) increased expectations of public accountability 4) Competition 5) Take advantage of retirements in several leadership positions	Proposed restructure • merging student affairs into academic affairs • VP for Research position changed to Vice Provost for Research, Innovation, and Economic Development • New position Associate Vice Chancellor for Academic Programs and Institutional Effectiveness	"The university faces changing student demographics, declining state support, changing accreditation standards, a call to double the number of graduates by 2025, performance funding, frequent legislative mandates, more competition from both public and private universities, increasing technology demands, and persistent political turbulence in Washington, D.C." (Anderson, 2013, p. 4) AND "There are many external forces and threats affecting UALR. The institution is facing competition from both in-state and out-of-state universities including public, private and for-profit institutions." (Toro, 2013, p. 3)

University	Type/Demographics	Stated rationales/ discourses	Structural changes	Select quotes & connection to the field/external forces
University of Northern Iowa	• public university and former normal school • 2012 acceptance rate was 77% • admissions=moderately difficult • undergraduate enrollment=10,655	1. Competition/ Selectivity 2. Economic development (for the state) 3. Increase interdisciplinary focus	1. They combined the College of Natural Sciences with the College of Humanities and Humanities and Fine Arts, 2. They also cut out one administrative division (Marketing and Advancement), and 3. The merged the English department into the Dept. of Modern Languages	**From their strategic plan:** **Goal 1.** Be a leading undergraduate public university that provides a strong liberal arts foundation **Goal 2.** Provide rigorous and relevant graduate education that meets the needs of graduate students, the university, and the community **Goal 3.** Lead the state and nation in pre K-12 education **Goal 4.** Create and maintain an inclusive educational environment that prepares students to thrive in a diverse global environment **Goal 5.** Enhance the economic, social, cultural, and sustainable development of the state **Goal 6**. Ensure accountability, affordability, and access

Sources: Academic Restructuring Task Force, 2013; Anderson, 2013;Arizona State University, 2013; Arizona State University, 2008; Arizona State University Senate, 2010; Benoit, 2009; Carnegie Foundation for the Advancement of Teaching, 2013; Northeastern University, 2009; Northeastern University News Office, 2009; Northeastern University, 2013; Northern Iowa Student Government, 2010; Ohio University, 2010; Ohio University, 2013; Peterson's, 2013; Toro, 2013; University of Northern Iowa, 2013; University of Northern Iowa, 2010; Watson, 2008

Appendix 4

Table 4. Check list for educational leaders must assess, continuously monitor, and report to all Faculty, Staff and Administrators on a regular basis (adapted and expanded from Carlson, 2024 and appendix 6 references)

NUMBER	QUESTIONS AND AREAS TO EXAMINE
	Financial Data
1	Net Tuition to Operating Expenses for the last 10 years per unit
2	What is the average college scholarship and grant aid as a percentage of tuition and fees
3	What are the trends to note in operating performance?
a	Check what those increases in expenses are doing with that revenue
b	Check if we are running operational deficits without revenues in those areas
4	Calculate the Composite Financial Index by adding up all four items below: (lowest is -4 to highest is 10), a score of 3 minimum viability- check for trend lines going up or down. The first two account for 2/3rds of the score, and the last two 1/3rd of the score.

a	a. Do we have enough resources to operate for a reasonable period if revenues were completely cut off? (Survivability means you must be able to operate for at least a semester with no revenues coming in. So, four months to get one's act together.)
b	b. Do we have enough reserves to pay all our debt? (We need 125% of what we owe in reserves to be functional as an institution to have minimum survivability)
c	c. Did we end the year financially better off than we began? (Net assets- investments, revenue generation from classrooms, sports arena, gifts, governmental appropriation. We must have 6-7% growth in net assets to be healthy.)
d	d. Did we spend more money than we took on in our operating budget? (The everyday revenue and expenses that make the college run should have a 2% surplus.)
	Leadership Team Questions to Examine
1	Efficacy of Institution's Executive leadership- a comparison of all cores (are the Return on Investment of Cores at optimum levels)
2	How do we prioritize what's most important?
3	Briefly describe the intentional management of the following:
a	Revenue
b	Debt
c	Deferred Maintenance
d	Other pressures on the bottom line
e	Despite strong enrollments, are we continuing to struggle to break even? (Are we actively seeking additional revenue sources?)
f	Are we depending extraordinarily on endowments to make ends meet?
4	What did management do to generate revenues/profits, to break even, or to result in deficits? (check for sudden debts, or investments in new program/initiatives, flagged student enrollments)
5	What is management doing currently to generate revenues/profits, to break even, to not result in deficits?
6	What is management going to do in the future to generate revenues/profits, break even, and not result in deficits?
7	Can the college clearly define its competitive advantage compared to its peers in the resources it can put towards: (to show we are investing in the growth of programs, innovation, etc. that will strengthen our competitive advantage to benefit the future of students)
a	Instruction?
b	Retention?
c	Graduation Rates?
d	Increasing stabilizing enrollment?
8	Qualitatively, you can assess the size, location, and mission with the awareness that if we have the same type of roles like other larger colleges but with a smaller number of students to generate revenues to cover those positions, we would not be able to sustain such a structure

a	Here, we must ask when we are in deficit-
i	Should we really create more administrative positions or can existing administrators complete those tasks with temporary staff?
ii	Is there a way to minimize and consolidate administrative positions?
iii	Are we spending too much on consulting companies, without senior leadership being able to bring more funds to support such consulting projects?
iv	Can we not use internal consultants for the same projects or tap peer institutions for advice?
	Enrollments
1	Are the graduation rates of the low-income students relative to wealthier ones higher or lower? (higher shows commitment to student success and long-term sustainability)- and the answer will determine how we may want to plan the discounts in future, or invest more in remedial or student preparation content in a bridge program to enhance their learning
2	Have enrollments been predicted accurately?
3	Do we have a strong enrollment manager? /Enrollment management team? enrollment management plan?
4	Are enrollments increasing only due to larger discounts? (follow-up would be what level/types of quality improvements are required to ensure this is the first choice with or without discount?)
	Endowments
1	How much of the endowments support the following:
a	Scholarships
b	Research
c	Operations
2	What is the percentage of alumni who donate?
a	Without restrictions on how to spend?
b	With restrictions on how to spend?
	Program Management and Growth
1	How much are we spending on programs and initiatives that are poorly conceived or are losing money?
2	How much are we spending on programs and initiatives that are bringing in profitable revenues?
3	How much money are we spending on faculty retooling, reskilling,and upskilling?
4	How much money are we spending on faculty research?
5	Are there programs and faculty who are not effective in instruction and research that have become a burden on their programs by not contributing to student success? Is there a way to support their work, retrain them, and help them succeed?
6	Are there courses that are redundant across different schools?

Appendix 5

Table 5. Organizational Analysis to be carried out by educational leaders to ensure proper adoption of business strategies

Obstacle Areas	Obstacle Characteristics	Resulting Uncertainties
Obstacles Internal to the Leader		
Leader attitude towards faculty, staff, and students		
Leader Style (directive, coaching, participative, delegative)		
Obstacles Internal to the Firm		
Employee Qualities- Development Levels (with specifics of skills needed)		
Employee Quality- Team Dynamics (honest and transparent team player)		
Employee Qualities-Communication (no response, first response, impulsive response, thoughtful response)		
Employee Quality-Change Management (resistant, compliant, committed)		
Conflicts Description		
Conflict Characteristics (Level, type, sources, resources needed)		
Conflicted employees' level of assertiveness/cooperativeness		
Current Structure chain of command, span of control, number of schools, colleges or departments, silos and bureaucracy, regulations, work specializations		
Current Culture red, amber, orange, green, or teal		
Current Vision; Mission and Strategies (Goals)		
Obstacles External to the Firm		
Current External Environment (with brief specifics of characteristics) in terms of political support, funding, regulations, market demands, student demands, parents' demands, technological and economic changes		

Appendix 6

Table 6. Self-Check to Assess what kind of business model the institution has adopted and selecting the right combination to sustain healthy academic practices to ensure student success

TYPE OF ORGANIZATION	LEADER STYLE AND CULTURE, AND STRUCTURE	COMPENSATION AND INCENTIVES
RED	*loyalty and fear,* the chief inspires to keep the foot soldiers in line. Impulsive, division of labor, top-down authority .Such organizations are unstable and do not scale well, but are very entrepreneurial and reactive in chaotic environments. The archetypes can be likened to the mafia, street gang, or dictatorial enterprises. Examples...small enterprises where founder bosses do whatever it takes to succeed and get involved in everything, heedless of structures or processes that would constrain their ability to get things done. Their contribution to the world of organizations as a breakthrough is the division of labor and top-down authority.	Sharing the Spoils - the boss decides how to share the spoils, choosing to increase or reduce pay; however, he likes. There are no formal processes for negotiating pay, nor any formal incentive processes.
AMBER	Traditional-replicable processes, stable organizational chart. *Guilt and shame* are the glue of society, and people *spend a lot of energy trying to fit in*, wearing the right clothes, doing what is expected, and thinking the right thoughts. People have learned to control Red's impulsiveness. Instead, they have internalized rules and exercise self-discipline in service of a common belief. The archetypes include clear ranks that stack up in a hierarchical pyramid. Everyone knows what is expected in their role. Stable rituals and processes make life predictable for everyone. Replicable and stable processes, same harvests, and critical knowledge that no	Same work, same pay. In Amber organizations, salaries are typically fixed and determined by a person's level in the hierarchy. For other fixed status markets, such as the person's diploma or degree, there are no individual salary negotiations no incentives.

	longer depend on a particular person, as it is embedded in the organization. Any person can be replaced, even top people, and the organization will continue operating seamlessly. Thinking happens at the top and execution at the bottom. People at all levels identify with their role, with their box in the chart. They often operate on the hidden assumption that there is no one right way of doing things, that the world is or should be immutable, and that lifelong employment should be the norm. When the world changes, they find it hard to accept the need to change and adapt. Can help unscalable heights due to efficiency, but lacks Agility and will peak and decline.	
ORANGE	The defining mantra is that *you can be anyone you want to be you can achieve anything you set your mind to.* Achievement-oriented- Innovation Accountability, Meritocracy. Freed us from the oppression of caste systems and religions and replaced feudal governance with the rule of law and democracy. Thinks of organizations as machines with units with inputs and outputs. Efficiency and effectiveness are the key focuses. Metaphors include pulling the lever, moving the needle, information flows, and bottlenecks, requiring reengineering and downsizing. Leaders and consultants design organizations, wherein changes must be planned and mapped out in blueprints and then carefully implemented according to plan. Humans are resources that must be carefully aligned to the chart. If some machinery functions below the expected rhythm time inject some oil to grease the wheel with soft intervention, like a team building exercise. *The metaphor of the machine reveals how much an organization can brim with energy and emotion, but also how lifeless and soulless it can come to feel.* Examples include publicly listed corporations and Wall Street banks. Business leaders think along these lines, as do MBA programs and most corporations like Walmart, Nike, Coca-Cola, and GE, which are known to be highly innovative and efficient machines in pursuit of profits.	Individual incentives- Orange believes strongly in individual targets and incentives. If people reach predetermined targets (that ideally are part of a budget or a cascaded system of targets), they deserve a sizable bonus. Large pay differences are deemed acceptable. If they reflect people's merits and contributions.
GREEN	Pluralist, Empowerment, Values-driven culture, Stakeholder value. They strive to belong and to foster close and harmonious bonds with everyone. insist that all people are fundamentally equally worthy and that every voice be heard. Leaders see all as one and as a family and community. Contribution of green organizations in the form of breakthroughs includes empowerment, values-driven culture, and stakeholder value. They have a natural dislike for hierarchies. Green organizations, therefore, try to downplay hierarchy and to empower employees. To push decisions down to the lowest level. One image often used in green organizations is the inverted pyramid frontline employees are on the top and the senior executives and the CEO at the very bottom are servant leaders in service to the employees. Middle managers are trained to be coaches to their teams to lead from behind and inspire instead of directing from above. Getting the culture right is often the primary focus of CEOs in these organizations. They insist that businesses have a responsibility not only to investors but also to employees, customers, suppliers, local communities, society at large, and the environment,t and that they must balance all these interests. There is an inherent contradiction in the green organizational model. It aspires to be egalitarian and consensus-seeking, but it retains the hierarchical, pyramidal structure of Orange. There is often a disturbing disconnect between espoused values and reality, which causes disappointment and confusion.	Team bonuses- because the green paradigm stresses cooperation over competition, individual incentives make way for team bonuses in green organizations. Leaders aim to reduce excessive wage disparities that would undermine a sense of fairness and community for instance, through a maximum multiple between the CEO's pay and the median pay.
TEAL	Three core principles- Self-management, Wholeness, and Evolutionary Purpose. Self-management removes the assumption that hierarchical pyramids are required to run organizations, and that people will be lost without bosses and leaders. Instead, it presents the model of distributed autonomy where no one is the boss of anyone based on the understanding that a few people cannot determine what would be the best decision for the organization when the complexity of the organization and situation increases. One should, however, not rush to rip out old systems overnight without putting in new structures. That will only result in power vacuums and chaos. It is not enough to take hierarchy out. We must grow a system of distributed authority, which requires upgrading almost all existing management practices and structures. Ask the following questions when you plan to instill self-management practices. 1. What structures should replace the pyramid? 2. Who can make what decisions, and how? 3. Who decides who deserves a pay raise? 4. Do we still need budgets and targets? 5. Who gets to see what information? 2. Wholeness asks people to bring their whole selves to the organization. Individuals can drop their masks and reclaim their inner wholeness and bring all of them into the workplace. Evolutionary purpose asks organizations to understand the importance of	Who decides? You only need a decision-maker if there are incentives. Stop incentivizing. There is a wrong notion that you have to motivate people. Instead, share part of the profits with everyone. Expect everyone to behave as an adult. When it comes to salary raises, create ad hoc Panels, and ask employees to write their reasons for asking for a raise. The panel will provide reasons why the employees are right and if they need more or less, but employees need not be bound to that decision. If there is a conflict, have clear conflict resolution mechanisms in place with the idea to help everyone rather than hurt people. Performance Management- These are usually in place to prevent people from slacking off, but that is once again a wrong notion. <u>People are intrinsically motivated. It is only when people</u>

employees having a life and a sense of direction. Instead of trying to predict and control the future, individuals are invited to listen to and understand what the organization is drawn to be and where it naturally wants to go.

cannot express their talent that something in them dies. Two good triggers that generate intrinsic motivation are peer emulation and market demand. When individuals see their peers do the right things, they are drawn to those behaviors. If there is a productivity board that tracks the work people sign up for, it can easily motivate others. Secondly, when they see the market requires certain behaviors and actions, they can quickly adopt those behaviors. Companies should be transparent about competition outside and the teams' role in it. Any other carrot-stick method based on performance appraisal is only disheartening and insulting. When nothing stands in the way of our intrinsic motivation, we tend to be well motivated. Overall, you must understand that it is not about making everyone equally powerful but rather making each individual fully powerful. Let people cooperate to grow into the biggest and healthiest versions of themselves.

Appendix 7

References for COPLAC Member Data

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Appendix 8

Publicly available Collections and Reports:

1. Academic Restructure Frequently Asked Questions (FAQ)-
    a. https://www.uwosh.edu/academic-affairs/wp-content/uploads/sites/196/2024/02/FAQ-Restructure-Models-1.pdf
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Other Online Sources that help provide institutional data and sample KPIs

1. Helps assess the viability of the college: https://collegeviability.com/
2. Provides Institutional Data:
3. https://nces.ed.gov/collegenavigator/ or https://nces.ed.gov/ipeds/use-the-data
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5. **Published Article by Association of College and University Auditors:** https://www.alvarezandmarsal.com/insights/restructuring-perspectives-higher-learning