

CULMA Review Committee Report

January 19, 2005

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Executive Summary

The College of Urban, Labor, and Metropolitan Affairs (CULMA) was reviewed by a 9-member committee beginning June, 2004. The CULMA Review Committee was composed of four members elected by CULMA faculty, four appointed by Provost Nancy Barrett, and a student representative. The last review of CULMA was completed in 1999.

CULMA was created in 1985 and approved by the Board of Governors, effective Fall 1987. It was conceived to promote, stimulate and engage in pure and applied urban-oriented research and scholarship; to provide instructional programs (credit and noncredit curricula) in urban and labor affairs; and to develop and conduct programs of service to public and private institutions and to individuals, consistent with the overall mission of the University. The review committee was instructed to identify strategic directions and objectives for the College, determine ideal connections among units within the college and beyond the University to the community at large, and suggest benchmarks to evaluate and develop units. Particular issues to consider included how to advance the urban and labor studies programs to be among the best in the country, and to address whether the College is best configured to achieve this and other goals.

To address these issues, information was collected from eight groups using surveys, focus groups, individual interviews, and an open forum. Groups included in this process were CULMA faculty; faculty outside of CULMA; CULMA administrators; administrators outside of CULMA; CULMA students; CULMA alumni; CULMA Board of Visitors members, and other community partners; and CULMA staff. Additional information was culled from previous college, program, and center reviews; self-studies; admissions, enrollment, degree, faculty productivity, budget, teaching load, and research funding data; a community partnership inventory; and strategic plans.

From the information collected we concluded that the College is perceived to have a number of strengths. Many people interviewed and the reports examined praised CULMA as innovative, non-traditional, interdisciplinary and an important part of the urban mission. CULMA has developed strong relationships with the community outside of the University and has been successful as a significant resource for the city and state beyond the University's "ivory towers." To the extent that Wayne State University is seen as an engaged and committed university, part of this perception is because of CULMA's activities. CULMA attracts research funding and, although most of its instructional programs are small, some have demonstrated gains in enrollment and degrees awarded in recent years.

At the same time there are a number of challenges that the College faces. The College is fragmented, diffuse, or lacks focus. Units within it are not as connected as is ideal and this lack of coherence may contribute to less recognition of its activities by the rest of the University and the outside community than warranted.

There appear to be different views across the University concerning what the urban mission is and what CULMA's role in achieving it is. As a result, the College's mission is unclear, and its diffuseness does not help clarify it. Does the College lead, coordinate, or simply contribute to the urban mission? Does CULMA need to adopt a new role in achieving the urban mission? Is achievement of the urban mission related to offering urban-themed instructional programs, teaching nontraditional undergraduates, providing service to the community, or researching urban topics? Although the original mission

statement encompasses all of these, there appear to be conflicts within the University and the College that produce barriers to achieving all of them as well as is possible. In addition, evaluation criteria for the College appear to shift because there isn't alignment within the University concerning the urban mission generally and the College's mission in particular. Is CULMA a service unit or an academic unit or both? Where do Interdisciplinary Studies and the Center for Chicano-Boricua Studies best fit within the University? University leadership needs to collaborate with campus and college leaders to clarify and focus the urban mission and to determine the commitment to nontraditional undergraduate students, along with the best way to serve them.

Another challenge is that some programs in the College are small. The scale of instructional programs is attractive because small classes provide more individual attention, but small program size increases instructional costs, and can contribute to fragmentation. In general, the College's instructional programs need to be strengthened and focused. There is agreement that an urban studies program must be developed, but a decision needs to be made concerning its placement within the University.

Another issue requiring clarification concerns interdisciplinary programs, not only within the College, but also across the University. How can interdisciplinary programs be strengthened across campus and what role should CULMA play in the process?

Finally, despite the research focus of the College, research productivity of some units within the College needs to be enhanced.

Given that many of these challenges were related to diffuseness of the College, and because we were specifically charged to examine College structure, we identified several possible models for the organization of CULMA. These models lie on a continuum from no change to internal restructuring to complete dispersal. Internal restructuring is viewed as an intermediate option because in all restructuring models some of the present organization of CULMA would be retained and, in some of the models, individual programs would be relocated to other colleges. Each model offers opportunities, as well as risks, and these are articulated for each option in the report. Before adopting any particular option a complete impact assessment would need to be conducted.

Although support for particular restructuring models varied, there was a great deal of consensus within the College that reorganization would benefit CULMA. Two options outlined involved a College of Urban and Labor Studies and the other, a departmentalization of the existing units within the College.

For the first option, two schools or divisions would be created within the College: Urban Studies and Labor Studies. Urban programs/centers would include the Center for Urban Studies, Geography and Urban Planning, and the State Policy Center. Relevant programs in the social sciences from other colleges might also be added. New degrees might include a BA and MA in Urban Studies. Labor programs/centers would include the Master of Arts in Industrial Relations, the Fraser Center, Labor Studies, and the Reuther Archives. The Professors of Urban and Labor Studies (PULS) would be attached to either the urban or labor division. In an expanded version of this model the Skillman Center for Children (urban), Center for Peace and Conflict Studies (urban, labor, or both), and the Master of Arts in Dispute Resolution (urban, labor, or both) would be

included in the College. In a more restricted version there could be a College of Urban Studies, and the labor programs would be reassigned to other units in the University.

All other programs/centers not directly related to the urban/labor mission (in terms of content, rather than populations served) would be relocated to another unit.

For the second option, units in CULMA would remain substantially the same but the college would be reorganized into four divisions or departments: Urban Studies (GUP); Interdisciplinary Studies (IS; CBS); Conflict and Dispute Resolution (CPCS; MADR); and Labor (Labor Studies; MAIR). Centers and PULS faculty would be integrated with a department. Each department might develop new degree programs.

In addition to potential reorganization, a number of other initiatives were suggested. These included: (1) clarifying the urban mission and CULMA's role in the urban mission; (2) reconsidering how to inventory the University's urban mission activities; (3) clarifying potential conflicts between the goals of pursuing a highly visible national interdisciplinary research agenda and serving nontraditional undergraduate students; (4) determining the nature of the University's commitment to students with low skills or who are adult undergraduate students with special needs; (5) initiating a campus-wide dialogue on interdisciplinary research and teaching; (6) renaming the College; (7) exploring space issues within the College; (8) identifying and implementing evaluation criteria, once the mission of the College is clarified, that are consistently maintained over time; (9) creating a plan to increase research productivity and promote curriculum development within the College; and (10) emphasizing the hiring of minority faculty within the College.

Introduction

Committee Composition and Charge

The College of Urban, Labor, and Metropolitan Affairs (CULMA) was reviewed by a 9-member committee beginning June, 2004. This report is the result of the review, completed in January 2005. Our signatures on the cover page affirm our acceptance of the report. This effort was organized to meet the requirements of the AAUP contract that schools and colleges are to be reviewed approximately every 5 years. The last review of CULMA was begun in 1998 and completed in 1999. The review of the College did not include a review of the Dean because Dean Alma Harrington Young passed away March 14, 2004.

The CULMA Review Committee was composed of four members elected by CULMA faculty and four appointed by Provost Nancy Barrett. Elected members included Associate Dean Robin Boyle (CULMA Dean's Office; Geography and Urban Planning), Loreleigh Keashly (Professor of Urban and Labor Studies), Richard Raspa (Interdisciplinary Studies), and Marsha Richmond (Interdisciplinary Studies). Appointed members included Philip Abbott (Political Science), Donald Haase (Chair, German and Slavic Studies), Hilary Ratner (Associate Provost and Dean of the Graduate School), and Rita Richey (Instructional Technology). Theron Fischer served as the student representative. Hilary Ratner chaired the committee

On June 28, 2004, Provost Barrett met with committee members to give us our charge. The committee was instructed to identify strategic directions and objectives for CULMA, determine ideal connections among units within the college and beyond the University to the community at large, and suggest benchmarks to evaluate and develop units. Particular issues to consider included how to advance the urban and labor studies programs to be among the best in the country, and to address whether the College is best configured to achieve this and other goals.

Committee Activities

Organization. Provost Barrett indicated that the Committee could use questionnaires, focus groups, or individual interviews to collect information on the views of students, faculty, and other stakeholders, such as alumni and the CULMA Board of Visitors, to inform its work. The Committee was also encouraged to review self-studies, evaluator reports from previous College and unit reviews, budget reports, strategic planning documents, and current data related to the research, instructional, and service programs of the College. A list of the documents examined for this review is included in Appendix 1. A schedule of previous reviews of the College and units within it is included in Appendix 2.

The Committee spent July and August 2004, reading documents that were identified and organized for the review. The Committee reconvened on August 26, and began planning for data collection, which began in October and was completed by the end of November. Information was analyzed and organized during December and the report was compiled and finalized January 2005.

Data collection. Information was collected from 8 groups: (1) CULMA faculty, (2) faculty outside of CULMA, (3) CULMA administrators, (4) administrators outside of

CULMA , (5) CULMA students, (6) CULMA alumni, (7) CULMA Board of Visitors members, and other community partners, and (8) CULMA staff. Groups outside of CULMA were included in this review because of CULMA's interdepartmental, interdisciplinary, and community missions. (See Section 2 for more information.)

Core questions were developed for all groups, along with additional questions specific to each group. Core questions focused on the respondents' involvement with CULMA; perception of CULMA's effectiveness in meeting its urban, labor, metropolitan, interdisciplinary, and interdepartmental missions; and views on its organization. Specific questions reflected the interests of the groups identified. The core questions asked of all groups are provided in Appendix 3. Group-specific questions are included in Appendix 4.

Separate web-based surveys were developed for CULMA faculty and academic staff and non-CULMA faculty. CULMA faculty included the Professors of Urban and Labor Studies (PULS), University Professors, research associates, archivists, and faculty within Geography and Urban Planning and Interdisciplinary Studies. The web-based survey was distributed to 92 CULMA faculty and research and academic staff and was composed of five parts:

- Section 1: Respondent characteristics
- Section 2: CULMA Mission
- Section 3: CULMA Organization
- Section 4: CULMA & the respondent's professional role
- Section 5: Additional comments

The complete survey is included in Appendix 5. Thirty-five surveys were returned. These surveys represented 38% of the CULMA faculty and academic staff. The respondents represented a variety of units throughout the College, but the largest group, approximately a third of the respondents, was from Interdisciplinary Studies. As such, the respondents as a whole had a relatively short tenure in the College. Respondent characteristics are shown in Appendix 6.

A web-based survey was also made available to all non-CULMA faculty throughout the University. This survey had four parts:

- Section 1: Respondent characteristics
- Section 2: CULMA mission
- Section 3: CULMA & the respondent's department
- Section 4: Additional comments

Only 18 surveys were returned. The complete survey for non-CULMA faculty is provided in Appendix 7. The respondents represented a variety of units throughout the University, but the largest group (11), nearly two-thirds of the respondents were from the College of Liberal Arts and Sciences. Their involvement with CULMA related to both personal and departmental activities. Both personal and departmental interactions varied widely, but the most common activities for both involved collaboration in research efforts and working with CULMA faculty on a variety of committees and projects. Respondent characteristics are provided in Appendix 8.

In addition to the surveys, two focus groups were organized to interview the center and program directors. Four additional focus groups were held to gather information from the CULMA staff, the CULMA Board of Visitors, CULMA alumni, and current CULMA students. Nine individual interviews were conducted with CULMA and non-CULMA deans. Individual interviews were also carried out with a center director, a center associate director, a community partner, and a former dean. An open forum was held on October 27, 2004 to which anyone within or outside of CULMA could participate. Finally, all groups were informed within the focus groups, the open forum, on the surveys, and in general emails to members of the College that they could contact the chair of the committee to provide additional information.

Although the Committee believed that it solicited input widely and provided information to CULMA members concerning the review process, several participants in the open forum, two people who communicated to the chair, and one who commented on the survey indicated that they felt that the committee process was flawed. Specifically, the review process was described as “secretive” and not “transparent;” that the faculty survey was “biased;” that the review process created morale problems in the College and fueled rumors; and that the CULMA faculty should have reviewed the report before it was delivered to Provost Barrett. The complete set of open-ended comments provided in the CULMA and non-CULMA faculty surveys are contained within Appendices 9 and 10, respectively.

Structure of the Report

This report is organized into five sections. In the first section, a brief history of the College, its historical mission, and the issues identified in the last College review are summarized, along with some characteristics of the College presently, to provide a context for the current review. In Section 2 findings from the surveys, focus groups, and interviews are presented within five subsections: effectiveness of the College in meeting its overall mission, meeting its urban and metropolitan missions, meeting its labor mission, meeting its interdisciplinary and interdepartmental missions, and in its structure. Section 3 contains information relevant to the effectiveness of the College's research and teaching activities. In Section 4, a summary of the overall perceptions of the College is provided, and in Section 5, options for future directions are outlined.

Section 1: Historical Context and Overview of the College

The College of Urban, Labor, and Metropolitan Affairs (CULMA) was created in 1985 and approved by the Board of Governors, effective Fall 1987. According to the College's 1998 Self Study, the College was founded to fulfill "the University's urban mission, not by being one more college among the 14, but by enhancing the urban mission across the University." The WSU urban mission was conceived initially in the 1960s, but was promoted in 1985 to make the University distinctive and differentiate it from the other public research universities in the state. CULMA was conceptualized to lead the other colleges within the University in achieving this urban mission.

As such, the College was conceived to promote, stimulate and engage in pure and applied urban-oriented research and scholarship; to provide instructional programs (credit and noncredit curricula) in urban and labor affairs; and to develop and conduct programs of service to public and private institutions and to individuals, consistent with the overall mission of the University. The major context of the College's work is the

urban setting of metropolitan Detroit. Founded on an interdisciplinary interdepartmental approach, the College approaches issues from a problem-based perspective and interacts with numerous units across the University for its programs of study, research and public service. (This mission statement appeared on the CULMA web site until December 2004.) In Fall 2002, the Interdisciplinary Studies Program joined CULMA from the former College of Lifelong Learning, leading to a 50% increase in faculty, students, staff, and budget. Presently the College is composed of 34 tenure-track faculty; 8 non-tenure track faculty; 4 University Professors; 13 directors; 27 archivists, academic service officers, and counselors; 35 research associates and assistants; and 33 administrators and secretarial staff. A personnel roster and the organizational chart are included in Appendix 11.

Within the last decade the College has been reviewed twice, once in 1994-1995 and again in 1998-1999. In both reviews, the external evaluators noted that a critical issue was the College's lack of integration across units. In 1994, the reviewers wrote that they were "struck by the apparent limited interaction between the various centers and programs" and suggested that the College needed to "become more integrated and create greater synergy by increasing communication." In 1998, the external reviewers indicated that "CULMA's apparent fragmentation arises out of the administrative decision made in 1985 to build this new school out of combination of already existing units" and that the self study identified a "lack of identifiable focus" as a pressing issue. In both reviews, the evaluators made recommendations designed to increase integration and focus of the College.

In 1998, the reviewers also noted a lack of institutional clarity concerning the urban mission. They stated that "many of the deans recently appointed have no clear understanding of CULMA's mandate." They noted that this may have been due to the presence of new deans, but they also proposed that the lack of understanding may reflect a broader lack of clarity and commitment within the institution. Is CULMA charged with articulating and leading the urban mission for the entire University? Should CULMA coordinate an urban mission that is defined by all the deans, the President, and the Provost? Should CULMA pursue only those aspects of the University's urban mission that require interdisciplinary collaborations, encompassing the University's outreach activities and educational programs? Is CULMA one college among all the schools and colleges sharing in the responsibility for carrying out the urban mission? Dean Young, in responding to these questions, suggested establishing a process through which the university's urban agenda would be defined, regularly reviewed, reported on and kept up to date; and a special leadership or coordinating role for CULMA in this process.

Partly in response to these concerns, the College implemented a strategic planning process three years ago and a plan was approved in late November 2004. Five strategic goals were identified from this planning process: (1) enhance the national reputation of CULMA, (2) develop and adopt a shared intellectual agenda for CULMA, (3), align CULMA's resources and organizational mechanisms with the College's shared agenda, (4) strengthen alliances within the University, and (5) strengthen the effectiveness and benefits of CULMA efforts to partner with the Detroit-area community. The complete Strategic Plan is included in Appendix 12.

Section 2: Findings

Effectiveness of the College in Meeting its Overall Mission

Perceptions of CULMA faculty and staff. Nearly 90% of the respondents to the CULMA faculty survey strongly agreed or agreed that their understanding of the CULMA mission was consistent with the mission statement provided in the survey. Nonetheless, there were mission statement concerns. A number of respondents felt that the College's mission statement did not appropriately reflect all units. There were special concerns here pertaining to Interdisciplinary Studies and "the labor side of the house". Other mission concerns were not so much with the statement itself, but with a need to clarify the mission and the focus of the College. This is a more complex issue and will be discussed further in several forthcoming sections in the report.

In general, respondents felt that the CULMA mission, the general mission as well as more specific missions, were being fulfilled. Seventy-four percent of the respondents felt CULMA was effective with respect to its general mission. This same general level of support also was shown for the College's missions pertaining to labor, metropolitan affairs, interdisciplinary and collaborative activities, and teaching. Unfortunately, questions concerning the urban mission were inadvertently omitted from the survey. Table 1 shows the mean responses relating to CULMA mission fulfillment.

Table 1
An Overview of Perceptions
of CULMA Mission Fulfillment
(N=35; Range 1-5, 5=Strongly Agree)

Type of Mission	N	X	SD
General	34	3.88	.844
Labor	27	3.96	.854
Metropolitan	34	3.91	.900
Interdisciplinary/Interdepartmental Collaboration	35	4.09	.887
Teaching	31	4.00	.730

Perceptions of Non-CULMA faculty. Seventy-two percent of these respondents strongly agreed or agreed that their understanding of the CULMA mission was consistent with the statement in the survey. Not surprisingly, this was lower than the 90% agreement among CULMA survey respondents.

The respondents tended to feel that the general CULMA mission and the urban mission were being fulfilled. Sixty-one percent of the respondents felt CULMA was effective with respect to each of these missions. There was more ambivalence with respect to the College's other missions, especially the missions relating to labor and teaching activities. However, it should be noted that nearly half of the non-CULMA respondents did not rate these latter two mission areas. Each rating of the various College missions by non-CULMA faculty were lower than those assigned by the responding CULMA faculty and research staff. The mean responses relating to CULMA mission fulfillment are provided in Table 2.

Table 2
An Overview of Perceptions
of CULMA Mission Fulfillment by Faculty Outside of CULMA
(N=18; Range 1-5, 5=Strongly Agree)

Type of Mission	N	X	SD
General	16	3.50	1.033
Urban	17	3.71	.920
Labor	10	3.00	1.333
Metropolitan	13	3.23	.927
Interdisciplinary/Interdepartmental Collaboration	16	3.31	1.014
Teaching	10	3.00	.816

Effectiveness of the College in Meeting its Urban and Metropolitan Missions

Components involved in meeting the urban and metropolitan missions.

Research, instruction, and outreach in the field of urban issues are organized through an interconnected network of faculty, centers and programs located within CULMA. The component parts of this network are listed below, with a brief summary of each activity.

- **Professors of Urban and Labor Studies (PULS).** Among the senior scholars in the College there are five tenured faculty identified with urban programs: Tim Bates, Peter Eisinger (Director, State Policy Center), David Fasenfest, George Galster (Clarence Hilberry Professor of Urban Affairs), and Lyke Thompson (Director, Center for Urban Studies). The Coleman A. Young endowed professorship was held by the late Alma Young and is currently vacant. These faculty were attracted to CULMA with a specific charge to provide scholarly leadership in urban issues.

- **Geography and Urban Planning.** GUP offers two degree programs: the Masters of Urban Planning (nationally accredited program by the Planning Accreditation Board) and the undergraduate co-major in Urban Studies. In addition the department provides courses in geography that comprise the Bachelor of Arts with a major in geography that is officially offered by the College of Liberal Arts and Science. The MA in Geography is currently in moratorium. Gary Sands is chair.

- **Master of Arts in Dispute Resolution.** The MADR program is an interdisciplinary program that leads to an M.A. degree or a Graduate Certificate in DR. MADR faculty include professors from CULMA and a variety of Wayne State academic departments. The program utilizes WSU's urban setting by including 1) leading dispute resolution practitioners in Michigan and Ontario as instructors in the program, and 2) student practica sites in local community mediation centers, Detroit Public Schools, and local non-profit grassroots organizations. Loreleigh Keashly is the director.

- **Interdisciplinary Studies.** The mission of IS is to provide effective interdisciplinary undergraduate (Bachelor of Interdisciplinary Studies) and graduate (Master of Interdisciplinary Studies) degrees and post-graduate certificate programs (e.g., non-profit sector studies, gerontology, mortuary science, and the medical and health professions) to non-traditional students based on the

model of interdisciplinary general education and liberal studies. IS also provides courses for the Division of Continuing Education. Stuart Henry is chair.

- **Center for Chicano-Boricua Studies.** The mission of the Center is to provide equitable access to university education for Latino/a students in the Detroit metropolitan area and to enhance the environment of diversity on campus. The Center utilizes a two-year learning community model to facilitate students' engagement and success. Jorge China is the director.

- **Center for Urban Studies.** The mission of the Center is to improve understanding of and provide innovative responses to urban challenges and opportunities. The Center pursues its mission by conducting and disseminating research, developing policies and programs, and providing training, capacity-building, and technical assistance to a wide variety of organizations, agencies, and university units. Lyke Thompson is the director.

- **State Policy Center.** The Center serves as a nonpartisan academic resource for state government on policies of concern to the people of Michigan. This is accomplished through a process of policy analysis and development, sharing of academic resources with the legislature and the state government, providing policy and personal skills training for state public officials and professional staff and networking among faculty, legislators and community. Peter Eisinger is the director.

- **Center for Peace and Conflict Studies.** The mission of the Center is to develop and implement projects, programs, activities, and publications in the areas of scholarship related to domestic and international issues of peace, war, social justice, multicultural awareness and constructive conflict resolution. In addition to scholarly work in peace and conflict studies (e.g., the Mediating Theory and Democratic Systems program), the Center administers a peace and conflict co-major and minor and also participates in the MADR program. The Center is involved in outreach through a variety of service programs to the local urban community. Fred Pearson is the director.

- **Skillman Center for Children.** This endowed Center's mission is to enhance the economic and social well being of urban children and their families. This mission is accomplished through informing, influencing and strengthening policies and best practices in these areas. This is accomplished through knowledge creation and research, educating policy makers, community leaders, faculty and staff, and providing opportunities for collaboration and discussion of critical policy issues. Kristine Miranne is the director.

Defining and achieving the urban mission. One challenge in evaluating CULMA's effectiveness in meeting its urban mission is that the urban mission has many faces: urban-oriented research, community service, and serving urban populations through educational access and other activities. As a result, the perception of effectiveness depends on how the urban mission is defined, especially by those outside the College. Regardless of definition, those within CULMA believe the College is effective and leads the urban mission for the entire university in all areas defined. They also think that CULMA should continue and expand this role.

"The college is valuable as an outward facing operation of the University, a window on the community in terms of both research and service, as well as a key point of entrance for non-traditional urban students. Wayne State has few enough

'specialty colleges' to be able to attract new and additional students". (CULMA administrator)

"There is a huge volunteerism movement across campuses as part of the curriculum, community service, service requirements etc. This last year CULMA through the Detroit Orientation Institute created the Alternative Spring Break; it was a phenomenal success. We decided they would stay here and work in the community. We provided them an incredible experience. I see CULMA taking the lead in volunteerism and community. There isn't one place on campus where that is being done." (CULMA administrator)

"As a college in an urban university, CULMA's mission is to contribute to the education of the urban populace within and outside the university and to help understand the urban and metropolitan setting in all its dimensions—as a workplace, as a political setting, as a social and economic system in the metropolitan as well as the global community, and as a spatial entity." (1998 Self-Study pg. 1)

"CULMA is even beyond it[i.e., achieving the mission]. It is a living college that adapts to the needs of our community." (CULMA student)

"My wish is that the assessment of CULMA now underway will recognize and applaud its reputation as a nucleus of important teaching, research and service, as a gateway to the University for the community-at-large, and as the epitome of Wayne State's urban mission." (CULMA Board of Visitors member)

"(CULMA) takes the lead in the urban mission." (CULMA alumnus)

There is evidence to support the perception that CULMA is effective in creating connections to the urban community and is seen as a resource. From 2002 to 2004 alone, CULMA had over 300 partnerships with community groups that included city, county, state, and federal agencies; city, state, and national non-profits; unions; health organizations; and educational institutions. A complete report of these partnerships is provided in Appendix 13. According to data provided by WSU's Public Relations Office, CULMA had 30 media stories placed in the last 12 months. Tom Reynolds, an information officer in Public Relations, indicated that CULMA leads all other Schools and Colleges at WSU in total, overall media placement. Indeed, a very small sample of 57 media stories selected from the first week in December 2004, revealed that CULMA faculty accounted for 10.5% of them. The Law School had 8.8% and the Medical School, 12.3%.

At the same time, those outside the College, but within the University, don't always know of these activities.

"I am uncertain about fulfilling its mission. It's hard to judge because I don't have first-hand knowledge of all the centers and what they have accomplished."
(outside CULMA administrator)

When asked whether the College was meeting its urban mission, students as well responded that they had no basis on which to respond.

"No idea."

"Me either."

"I heard about a social justice conference, an annual labor history conference."

"I think CULMA played a role...not sure."

"MADR has a lecture series...with focus areas. The research was in southeast Asia...not really CULMA. So, MADR does, but the focus is on MADR people...not CULMA. I attended, but only for the program." (CULMA students)

Others outside CULMA are also mixed in their perceptions concerning CULMA's leadership role in the urban mission. One person indicated that s/he thinks that CULMA should be the lead in the university's mission whereas others either don't see CULMA leading the urban mission or don't think CULMA needs to lead anymore because "everyone has bought into the mission."

"Urban is an important aspect of the University and of each college. ..."(w)hat scholarship takes place there that would not take place if the faculty were placed elsewhere?" (outside CULMA administrator)

"First of all, I question whether we need a college that leads the urban mission because now every college is involved in the urban mission." (outside CULMA administrator)

Interestingly, an external voice supporting CULMA as a lead unit came from a college that also identifies itself as active in the urban mission, defining urban in terms of research and practice in Detroit. This administrator indicated that because of WSU's urban mission and urban location there should be a "stunning program of urban studies" and that CULMA would be best positioned to house and coordinate such programming.

Research and the urban mission. The Center for Urban Studies, the PULS faculty, and the GUP program were most often mentioned as the key contributors to the research on urban issues.

"The Center for Urban Studies (CUS) is CULMA's flagship and has continued to do the applied research that the university and the Board of Governors hoped that CULMA would do. The urban mission through CUS I would give outstanding marks." (CULMA administrator)

"I think we do a good job overall. I think we do outstanding research in a wide variety of topics that are on the national and international cutting edge. Our master's program in urban planning is a solid one and respectable, though not outstanding. Our outreach to a variety of neighborhoods, local public officials, community organizations is excellent in terms of contracts, applied research as well as pro bono activities." (CULMA administrator)

Additional information is provided on the research activities of the Center for Urban Studies in Section 3.

Again, CULMA students were less knowledgeable about the research activities of the College or believed they were not organized so that the students could fully participate.

"What are the centers? Just for research?"

“The programs/research don’t get us involved...it’s a shame.”
 “Or they’ll put it in the day...like we don’t work.”
 “If we could, people would get involved.”

When they did comment more specifically, they seemed to be concerned that interaction with other units on campus did not occur.

“Yes...reach out to community, include humanities and the environment. Specifically, work with the people in science. I don’t see research with other colleges like engineering or science.”

Instruction and the urban mission. Despite positive evaluations within the College and mixed reviews from outside the College, there seems to be some agreement even within CULMA that the teaching/training around urban issues needs to be improved.

” In the teaching mission I think we have considerable room for improvement still. Geography and Urban Planning (GUP) needs strengthening in terms of the student body we attract, the undergrad/master’s labor and industrial relations program needs curricular refinements and strengthening of faculty support. We don’t have enough faculty teaching in the college.” (CULMA administrator)

“Instructional programs are a small, small piece... they have very much underachieved in what they have to offer.” (outside CULMA administrator)

More specifically, academic programming in Urban Studies needs to be developed further. In addition to the recommendation noted above that there should be a strong urban studies program housed in CULMA, this comment was provided on one of the surveys:

“The absence of an urban studies major at Wayne is a gaping hole in the curriculum of an institution with a prominent urban mission” (CULMA faculty/academic staff).

At the same time, there was recognition of the important role that CULMA plays in serving non-traditional students in CBS and IS.

“Units in CULMA rise daily to new challenges of students working within urban programs”. (CULMA administrator)

“IS has good people, close group. (To) get rid of it would be wrong. That’s why I’m here today.” (CULMA student)

The notion of serving urban groups extends beyond nontraditional students. People also talked about the work of various CULMA units in providing opportunity and voice to under-served populations.

“The Skillman Center provides a wide variety of programming for under-served populations. Several of our faculty are engaged in research and practice that is about providing access to resources in various forms. One of the premises of the

non-departmentalized programs (DR and IR) is about developing skills and voices in populations so they can more fully participate.” (CULMA faculty/academic staff).

Still, there were views that educational access needed to be enhanced, further strengthening the recruitment and retention of nontraditional and minority students in CBS and IS.

“Special program with special students, and if it’s a value to bring in urban disadvantaged students, university needs to think about this. Needs special advising, small classes, and special ways to bring these students along, with 60% of students being minorities. If we function as a university of opportunity, then we need to put in services to support this.” (CULMA administrator)

“I would like to see CULMA more out there and perhaps more recognized for providing access to under-served student populations. We see this in the work of IS and the Center for Chicano-Boricua Studies. MADR has as one of its goals to enhance minority representation in the peace and conflict field” (CULMA faculty/academic staff)

Such recruitment and retention would be facilitated by greater presence of minority faculty. At this time, CULMA has no African American faculty.

“Closing the gap between the disparity of the programs’ students and the faculty should be a major goal of CULMA at this time.” (CULMA faculty/academic staff)

These views might be interpreted as inconsistent with the results of the CULMA faculty survey showing agreement that the teaching mission is being fulfilled. The difference may be that in the interviews and focus groups urban teaching seemed often interpreted as urban content (although certainly not exclusively, as the above comments demonstrate). A third of the respondents to the survey, however, were faculty from Interdisciplinary Studies, and they may view the teaching mission of the College as serving urban and nontraditional students. This difference in interpreting what the urban teaching mission is creates potential conflict within the College and the University. Even in 1998, before IS was added to CULMA, the external reviewers noted that there was an “amazing divergence of opinion about CULMA’s instructional mission.” They noted at that point that some CULMA faculty felt under pressure to find additional degree programs to offer, whereas a key administrator at the time questioned whether CULMA should offer any instruction at all. It appears that there are still conflicts with respect to teaching and how it relates to the urban mission. These conflicts need to be addressed and resolved.

Specific issues and recurrent themes. In reflecting on these varied opinions, we became aware of a number of underlying themes or assumptions that seemed to fuel these perspectives.

- **Potential** – concerns were expressed that CULMA can and should do more in terms of facilitating the urban mission.

“CULMA has not lived up to its potential....there is much more that CULMA can and should do” (CULMA administrator)

“Metro Detroit was a living laboratory for CULMA and has no competition from other schools in Michigan, as there are no other schools like it.” This respondent also felt that the timing was “right re Detroit’s development.” (outside CULMA administrator)

- **Visibility & awareness (profile)** – there was acknowledgment internally that more has been done than others see. Externally, questions were raised about what activities, projects, etc. CULMA had engaged in along urban lines. So the issue of what CULMA has done needs to be more clearly and specifically articulated and shared outside the College so that others can assess its achievements in the urban sphere. This is especially troubling given the data presented earlier that indicate that CULMA does have high visibility outside the University, as evidenced by faculty and staff presence in the media and on various community boards.

“but it might be good if CULMA worked with other units to help the university fulfill the urban mission. Maybe they do, but I don’t feel they have done anything to help us understand this.” (outside CULMA administrator)

“when Sue Smock was Dean I was aware of ‘lots of’ contracts, activities, and internships with the City of Detroit. I don’t know now because I haven’t been hearing anything about these activities.” (outside CULMA administrator)

CULMA lacks a clear profile and has apparent difficulty in presenting the core mission of the college to an external audience. (CULMA Board of Visitor member)

- **Resource** – Historically, CULMA was to be a resource to the university and the community in achieving the urban mission. Externally, people had difficulties articulating how CULMA had functioned in this manner.

“...what CULMA needs to do is to become known as a resource for the university and the community”. (CULMA administrator)

“WSU is conspicuously absent from the frontline struggles of Detroit.”

“The Academy has no credibility if it is not in the community.” (community partner)

CULMA may not be seen as a resource because there are mixed views concerning whether it does or should lead the urban mission.

“CULMA needs to reaffirm its role as the flagship of urban engagement. This can best be done in partnership with scholars and teachers from across the campus” (CULMA faculty/academic staff)

“I believe that the clear focus on the ‘urban mission’ would be diluted without CULMA” (CULMA faculty/academic staff).

In order for CULMA to be viewed as such a resource, it needs to be identified as representing Wayne State University, not just one of its colleges. An examination of the various service and research projects conducted in the community reveals a great deal of urban related activity in the community outside of the University; however, perception does not appear to reflect reality.

- **Focus** – Concerns were raised both internally and externally that CULMA was trying to do too many things, as suggested by its diverse range of units. Suggestions to pull together units in various combinations to strengthen the work done to advance the urban mission, however defined, seemed to reflect the view that the College is segmented in ways that prevent it from functioning as effectively as it could. "Lack of identifiable focus" was also noted in the College's 1998 self-study.

"It's tried to be all things to too many people and it just can't be".

"I don't think the university has a community affairs dept but I think CULMA would be the gateway to and from the community. There should be a service-learning center in CULMA". (CULMA staff)

"I think the College should be re-structured so as to focus more thoroughly on a mix of urban-oriented academic and service activities. For example, we should be offering a Master's degree in Urban Studies at the very least." (CULMA administrator)

"The units in the College don't really make sense." (CULMA Board of Visitors member)

People within CULMA also talked about the need to integrate units to more effectively address these various urban aspects. For example, the need for a formal and active connection between CUS and GUP was mentioned by several constituents.

"Similarly I would like to see one or more centers organized with departments. Centers—Peace and Conflict with DR; CUS with urban; Fraser with labor. CBS maybe with IS" (CULMA faculty/academic staff)

"I'd create departments and organize programs that shared topics or areas of study." (CULMA faculty/academic staff)

"If these parts are meant to come together, then there needs to be real linkage." (CULMA Board of Visitors member)

Another suggestion was that Public Administration should be brought into the college because its mission or focus is consistent with the urban mission articulated by CULMA.

- **Leadership** – of the PULS faculty and by extension CULMA. Views were articulated that the PULS were well-known scholars in relevant urban fields but that they hadn't necessarily demonstrated leadership on the campus in their areas.

“They have that cohort of 12 research faculty—most are excellent, but I haven’t seen their leadership on campus. They are internationally renowned but not well known on campus because they haven’t exerted their leadership.” (outside CULMA administrator)

An example of such leadership that was provided, however, involved Robin Boyle and the Empowerment Zone project (noted by both internal and external people).

Conflicts. A more fundamental issue embedded within these comments is that people differed in their view of the work of a university as **decontextualized** (not tied to the urban, Detroit context) vs **contextualized** activities (that research, teaching and service need to dynamically interact with the urban context). For example, one CULMA administrator indicated that the College was a:

“laboratory of the city: PCS deals with nonviolence curriculum in 17 schools in Detroit. Successful strategy by which to implement learning and application. MADR involved in applied research experience”.

Many of the internal voices reflect an assumption of contextualized knowledge and activities and that CULMA does that work. The external voices appear to reflect an assumption that Detroit is a laboratory for activities that can be applicable elsewhere. They do not reflect the idea that being in Detroit should affect what and how issues are addressed. Thus, in some sense, CULMA is the embodiment of a conflict between these two perspectives on the value of context. To the extent that this is an accurate assessment, such tension needs to be addressed directly because any reorganization of CULMA's mission or units is likely to fail without it. This issue will simply surface elsewhere with other units that are grounded in the notion of contextualized knowledge.

Another fundamental conflict was how the University should address the urban mission. This is a version of the same tension noted by the external evaluators in 1998. Some people (both internal and external) articulated a **centralized** approach with CULMA as the lead or coordinating unit or “organizing device”:

“I think the marketing campaign is important. The fact that we are an urban institution is included in the ads so it [i.e., the University] should include attention to urban issues. Given that there is an urban focus we should have a centralized unit that deals with urban issues although it might be organized slightly better.” (CULMA staff member)

“the essence of Wayne State's urban mission remains unique: where one college takes the lead but where all are expected to invest in urban research, teaching and service.” (Self-study, 1998; pg V.)

Other comments (external) reflected a **decentralized** approach by arguing that every university unit is operationalizing the urban mission, and thus, it is not possible, or desirable, to concentrate all that activity in one unit.

“First of all I question whether we need a college that leads the urban mission because now every college is involved in the urban mission....We have all of our

own contacts with the city. We don't go to CULMA for any of that because it wasn't consistently there." (outside CULMA administrator)

Lack of clarity concerning what the urban mission is and how units within the University do and do not contribute to it also give rise to the tensions concerning teaching noted earlier.

Given that the urban mission has many faces, the type of approach may need to vary depending on which face is being addressed. For example, it may make sense to centralize access to education for non-traditional and under-served student populations and also "urban studies" academic programs, whereas the face of "urban research" or "urban service" are broad and therefore no one single unit can address them. Or in the areas of urban research or service CULMA may play a coordinating or marketing role without sole responsibility for implementing this work. For example, CULMA might operate a web-based registry of urban research or service projects and that web site might be directly linked to the University's main page (or the Office of the Vice President for Research and/or Government Affairs). The challenge with a decentralized approach is the need for some "accounting" of how much is being done and how well. Such documentation needs to be coordinated, and a unit could function as that coordination point, much like the present Children's Bridge. As noted in CULMA's history, one of its original roles involved coordination. The question is how well that has been addressed or achieved.

The broader issue of how "success" is defined and evaluated also ran through many of the comments. For example, one director commented how the standards being used to evaluate the college are a "moving goal post". Another director wondered "what evidence would be adequate for the audience?"

The lack of clarity concerning what the urban mission is, who is responsible for achieving it, and whether the University values it creates this sense of shifting criteria for evaluation.

"the University's criteria doesn't accept the urban mission, then doesn't value those components that serve this". (CULMA administrator)

If CULMA is a traditional college, then it needs to be evaluated as a traditional college in terms of research and teaching productivity. But CULMA was not conceived to be a traditional college, even though it has some traditional components. The application of credit hour production per FTE or degrees produced may make sense for colleges that are structured to provide a variety of academic curricula. Yet many of the urban activities noted as College achievements do not center around such programming.

If its original conception is to be embraced, additional criteria are needed to more comprehensively assess CULMA's achievement of its mission. For example, conducting research that has been contracted by groups in the Detroit community may be an important criterion. This type of research was viewed historically as part of the mission of CULMA and the various projects of CUS alone indicate a high degree of involvement in that arena. Ultimately, either the original mission of the College must be reaffirmed and clarified by the leadership of the University or a new mission identified in consultation with the College must be created. Only when that clarity is provided can suitable benchmarks be identified.

Metropolitan mission. In contrast to the question regarding the urban mission, people (both within and outside the college) generally had very little to say about the metropolitan aspect of the College's functions. Either people indicated they didn't know what it means, think it's meaningless, or have few examples.

"Well, what's metropolitan? Don't know what should be involved...is it political, economic, social?" (CULMA student)

In looking at the responses given in the interviews and focus groups, along with comments on the surveys, it appears that the definition of "metropolitan" is any involvement beyond the city, i.e., work done outside of Detroit. For example, some people referred to the Oakland Center and activities there. Others gave examples of research and action projects involving agencies in surrounding suburbs or Macomb and Oakland counties.

From the 1998 self-study document, the following examples were given:

"Metropolitan Service Activity:

- The Archives houses the Leonard N. Simons Jewish Community Archive funded and endowed in May of 1998. The Archives has long been the repository for the history of the Jewish community in metropolitan Detroit, and earlier this year the collection was named for its founder. The collection is a significant component of the urban collections housed within the archives.
- The Center for Chicano-Boricua Studies has an outreach program dedicated to improving the quality of public school education, improving community leadership and service activity, and serves as the focal point for creating stronger ties between the university and the Latino community across the metropolitan community. It has a staff of four engaged in the student recruitment, support and retention functions as well as the community outreach functions.
- The Center for Urban Studies through its Multicultural Experience in Leadership Development (MELD) program (now housed in the Center for Peace and Conflict Studies) offers an advanced training program designed to create a cadre of leaders across the Detroit metropolitan area able to work across cultures and across institutions. During their year in the program, these leaders also provide training and facilitation services to other groups. The program is open to metropolitan area residents who are committed to continuously assessing their own biases, strengths and limitations; have the time to commit to a 12-month program; and have the support of their employer. (pg. 31-32)"

Thus, "metropolitan" appears more as a list of activities than as an organized and defined concept. To the extent this is true, it is difficult for the College to have an organized and coherent "metropolitan" mission. This lack of definition of "metropolitan" may be a reflection of how it was incorporated in the title of CULMA when the College was being developed. It appears from a variety of perspectives that "metropolitan" was included to meet a political need, i.e., that the College could not focus solely on the City of Detroit; that the importance of the surrounding suburbs needed to be acknowledged. One perspective was that the political agenda was actually about race. Regardless of the motivation, the result was that "metropolitan" activities were marginalized from the beginning, perhaps never embraced as a genuine aspect of the mission, and, as a

result, concentrated and concerted effort may not have been directed toward “fleshing out” metropolitan activities. So has CULMA effectively addressed its metropolitan mission? The results from the focus groups and interviews suggest that it hasn't; even though the ratings provided on the surveys indicate that respondents believed that it had.

Despite inconsistencies in perceptions, there were suggestions from a variety of sources on how to develop the metropolitan focus of the College. These included facilitating work on issues of regional importance such as water, waste management, and transportation that are critical issues in the interaction between Detroit, the suburbs, and other cities.

Effectiveness of the College in Meeting its Labor Mission

Components involved in meeting the labor mission. Research, instruction, and outreach in the field of labor (and industrial relations) are organized through an interconnected network of faculty, centers and programs located within CULMA. The component parts of this network are listed below, with a brief summary of each activity.

- **Professors of Urban and Labor Studies (PULS).** Among the senior scholars in the College there are seven tenured faculty identified with labor and its programs: Elizabeth Bates, Michael Belzer, William Cooke (Director of the Fraser Center for Workplace Issues), Michael Goldfield, Heidi Gottfried (Director of the MAIR Program), Loreleigh Keashly (Director of the MADR program) and Philip Mason (50% Department of History). These faculty were attracted to CULMA with a specific charge to provide scholarly leadership in labor and associated fields of study.
- **University Professors.** As of Fall 2004, there are four University Professors, all contributing to activities concerned with labor (and Industrial Relations): David Bonior, Douglas Fraser, Jordan Rossen and Ernie Savoie. These University Professors bring a unique perspective to CULMA's programs and centers, drawing upon many years of senior leadership (at a national level) in politics, organized labor and business.
- **Archives of Labor and Urban Affairs (Walter Reuther Library).** This archive collects, preserves and provides access to the heritage of the American labor movement in the 20th century, the development of southeastern Michigan, and the history of Wayne State University. The archives also disseminate this heritage through an outreach program utilizing print and electronic methods media, exhibitions and discussion. The Archives administers the Graduate Program in Archival Administration. Michael Smith directs the Archives.
- **Fraser Center for Workplace Issues.** The mission of this center is to provide the best in research and learning for creating the best workplaces of tomorrow. The Center's primary objective of helping organizations and policy makers create the best workplaces of tomorrow demands both research and education. Toward fulfilling its mission, the Center is dedicated to an ambitious program that offers cutting-edge, practice-oriented research and innovative education and training forums. The center serves as a central place for American

workers, scholars, and employers to come together for discussion, training, research and other activities concerning workplace issues. Such activities are undertaken with the knowledge that the formulation and implementation of policies and practical programs relating to the workplace affect the total society, both national and international. William Cooke is the director.

- **Labor Studies Center.** This center strengthens the capacity of organized labor to represent the needs and interests of workers in the workplace and the larger society while strengthening the university's interdisciplinary research and teaching on labor and labor relations issues. The Bachelor Degree in Labor Studies is administered through the Center. The Center also runs the Labor School, a two-year non-credit program taught almost exclusively in plant-centered locations. Hal Stack directs the Center.

- **Bachelor of Arts in Labor Studies.** This is an interdepartmental labor studies undergraduate degree program available to those who want to work for the labor movement or pursue careers in labor relations, and coordinated through the Labor Studies Center. The curriculum includes courses in labor law, collective bargaining and arbitration, labor economics, industrial and organizational psychology, labor history and industrial psychology. Hal Stack is the director of the program.

- **Master of Arts in Industrial Relations.** The Master of Arts in Industrial Relations (MAIR) program is an interdisciplinary program primarily comprised of coordinated courses from the departments of economics, psychology, and management and organization sciences. MAIR faculty include professors from CULMA and a variety of Wayne State academic departments. The program also takes advantage of WSU's urban setting by utilizing leading industrial relations practitioners in Michigan and Ontario, Canada to teach in the MAIR program. Heidi Gottfried is the director.

Overall evaluation. From the faculty surveys, there was mixed opinion concerning the effectiveness of the College in meeting its labor mission, again depending on whether the evaluator was within or outside of the College. First, CULMA faculty ratings indicated that they agreed that the labor mission was being met effectively. Their mean rating of 3.96 placed their agreement just under a score of 4, indicating that they agreed with the statement that the labor mission was being met. Second, CULMA faculty agreed more strongly that the labor mission was being met than the overall mission of the College, but slightly less strongly than the teaching and interdisciplinary missions. Faculty outside of CULMA neither agreed nor disagreed that the labor mission was being met (mean rating= 3.00), but perhaps more interestingly they rated the effective meeting of the labor mission lower than the urban mission and lowest of all the ratings (tied with the teaching mission).

Specific issues and recurrent themes. Consistent with these findings were the mixed evaluations of the labor mission expressed in the focus groups and interviews. The labor stakeholders in CULMA presented a wide variety of issues and suggestions for review by the Committee in the interviews and focus groups. Collectively, their understanding and appreciation of the successes and challenges associated with CULMA breaks down along the following general themes:

- **Small program size.** Several groups and individuals commented on the size of the various units and programs and the need to focus more efforts and resources on recruitment.

“Labor programs they have are small but good.” (outside CULMA administrator)

“Number one problem for the program is recruitment and focus on job placement. Research and the collegial network exist, but recruitment is not effective.” (CULMA administrator)

“To strengthen labor programs we need leadership. There are too many small centers/bits. MAIR is small, Fraser is small, the Reuther Library is good, but it doesn’t create knowledge.” (CULMA administrator)

At the same time, small program size can provide benefits.

“Small classes – hands on.” (Alumni)

- **Instruction and training.** Many interviewees recognized the need for curriculum development and more collaboration within the University

“...curriculum in labor at both the grad and undergrad levels needs considerable improvement, and those programs strengthened in a variety of ways.” (CULMA administrator)

“We don’t have enough faculty teaching in the college. There are no MAIR faculty; there are adjuncts – except senior research faculty who volunteer faculty from time to time.” (CULMA administrator)

“With the MAIR program, I don’t see any interaction with others. There is some collaboration with other universities, but not inter-departmental.” (CULMA students)

“...haven’t developed programs for city government personnel like we have in the public schools. Why haven’t they developed programs for urban leaders?” (outside CULMA administrator)

- **Reuther Archives.** A common theme throughout the interviews was the value and positive perception generated by the Reuther labor archives.

“There is much linkage between the Reuther Archives and the Centers and programs of CULMA.” (CULMA staff)

“The Reuther Archives on labor have established very good community ties both locally and nationally, and has provided an attractive place for researchers across the country and around the world.” (CULMA administrator)

“Politically it’s our entry to organized labor. I can see why we have it. Politically it makes a ton of sense.” (outside CULMA administrator)

"UAW has unique relationship with CULMA because of Reuther. "Unions see Reuther as the voice of labor." (CULMA administrator)

Part of the discussion, however, centered around the division of the University in which the Reuther Archives best fits. There was difference of opinion.

"The Reuther Archives should be part of University library system. The Archive would benefit from certified archivists, economies of scale." (outside CULMA administrator)

"It would be disastrous if it become one of 7 or 8 libraries competing for resources within WSU." (CULMA administrator)

"My reading of the history of the formation of the Reuther Archives indicates that the major funders saw a critical need for the archives to be a self-standing unit permitting a total focus on specialized collections rather than general holdings." (CULMA administrator)

- **Outreach.** Many stakeholders were proud of the labor outreach and collaborative efforts from CULMA and listed some of the stronger examples.

"There is outreach with the Labor Studies Center because they are contacted by unions—especially before the presidential election. The UAW, for one, had some talks with some of the top union officials." (CULMA staff)

"There is a strong benefit to union labor people who have gone through Center for Labor Studies Labor School." (source??)

"The strengths are clearly where we see a coherent target, a clear view. The college can come together and work in that direction. The Doug Fraser Center was pulled together. The fact that we had external monies from the auto companies, 2 million from the Big Three, and organized labor monies and all sorts of other sources." (CULMA administrator)

"In the labor program, the research faculty does international work – exchanges with a German university... We have the resources here in CULMA – the Reuther Archive, Fraser, Labor Studies, and MAIR to become an international center for the study of labor. We have not packaged it yet, nor have we exploited our potential." (CULMA administrator)

"The labor school, however, continues to do an excellent job in providing training to a wide variety of union practitioners and offers outreach to a variety of union constituents that greatly aids the university in its development efforts, especially regarding donations of papers to the Reuther Archives." (CULMA administrator)

"[Bill Cook] gave life to research side of the labor mission. Has constructed a research agenda that involves unions and management." (CULMA administrator)

"Labor Studies program is a good example of engagement. Fundamental relationships with unions. Clean and it works and no complaint. Why would you

challenge a college where these things are working and effective?" (CULMA administrator)

"Stack and Babson do a good job with limited resources. They have wonderful outreach to the labor movement." (CULMA faculty/academic staff)

- **Integrating units.** There were specific suggestions regarding program structure, included specific suggestions around an underlying theme of reconfiguring resources and operations to streamline and use most effectively.

"The labor school and MAIR should be under the same department. They should have the same umbrella — not merge them, but have them together to work together." (CULMA staff)

"You can share support staff and faculty. You can have fewer programs without eliminating staff, faculty resources, or programs. For example, you could put DR and labor together." (CULMA staff)

"Program needs better coordination of faculty between labor and urban to promote collaboration and visibility." (source??)

"Are resources allocated in the most effective way to meet labor's needs?" (source??)

"Recommendation to implement the Galster model: tie Centers to a reconfiguration of CULMA into four departments. Labor and Work would be the largest unit of a departmentalized college with a shift in priorities. University Professors would probably go into labor Studies." (CULMA administrator)

"The Fraser Center is a success. What hasn't worked is pulling things together. There's a connection conceptually, but they're ships on their own." (Source??)

"CULMA probably needs a creation of a labor division." (Source??)

"Many parts, not well connected. Moving it to a resource model would help pull things together." (Source??)

"The Director of MAIR is from a different college and is housed in the Graduate School. Authority for making curricula decisions should be transferred to CULMA. We are in a position to make the connections with Labor Studies, Dispute Resolution, and so on." (CULMA administrator)

"Create a department of labor and workplace studies which would administer undergrad and masters' labor programs..." (CULMA administrator)

"In MAIR it's a good program, but no structure. Concepts don't flow from one class to the next, so you can say what is in the capstone." (CULMA students)

- **Visibility.** As with the urban mission, there was a belief that the work of those within the labor area is sometimes overlooked, despite an important connection that CULMA makes between labor and the University.

"CULMA does not get the credit and publicity it is entitled to. The labor program is almost a secret with limited acknowledgment from the University. Within the labor movement, the value is very much appreciated. People in the community should step forward and acknowledge CULMA's role." (CULMA faculty)

Themes Across Meeting the Urban, Metropolitan, and Labor Missions

There are at least four points of consistency across the evaluations given of CULMA's effectiveness in meeting its urban and labor missions. All of these issues are identified within the College's strategic plan.

Clarifying the mission of CULMA. There is ambiguity concerning CULMA's role within the University. Is the College an academic and research unit, as with other schools, or is it unique in emphasizing links to the community and organizing its research activity in urban and labor issues to support these partnerships? What CULMA is expected to be is not clear.

Integrating units. In both, units with common interests and goals appear to be working independently of one another, creating a sense of fragmentation. There were suggestions to bring together these elements in a new organization that would improve quality and productivity within the College and promote stronger partnerships beyond it.

Teaching. Although the issues varied, there was consensus that if instructional programs are to reside in CULMA they need to be strengthened and their fit within CULMA clarified. For the urban programs, clarification of the urban mission was central. If CULMA is going to lead the urban mission, then an urban studies program should reside within the College. For the labor programs, integration was seen more as an issue of size. Small programs cut off from one other cannot be fully effective.

Outreach. CULMA is very active in making connections within the community, both within the urban and labor spheres. Visibility and recognition of their activities have not always followed.

Effectiveness of the College in Meeting its Interdepartmental and Interdisciplinary Missions

Perceptions of CULMA and non-CULMA members. Within CULMA, faculty ratings from the survey were highest of the College's effectiveness in meeting its interdepartmental and interdisciplinary missions. These results may reflect two characteristics of the respondents: (1) over one-third were from Interdisciplinary Studies, and (2) many had affiliations with other WSU units. For instance, of the 35 people who completed the survey nearly two-thirds of them reflected affiliations and collaborative work with 22 other units throughout the University. These interactions varied widely, with the most common involving collaboration in research efforts and teaching in other programs. The affiliations of the faculty and the nature of their interactions are listed in Table 3.

Table 3
A Summary of the Affiliations and Collaborative Activities
of CULMA Faculty
(N=35)

Aspect of Collaboration	N	%
Related Unit		
Education	6	17.1
History	6	17.1
Political Science	6	17.1
School of Business	5	14.2
Honors College	3	8.6
Psychology	3	8.6
School of Medicine	3	8.6
University Libraries	3	8.6
Africana Studies	2	5.7
Computing & Information Technology	2	5.7
Economics	2	5.7
College of Nursing	2	5.7
Sociology	2	5.7
Anthropology	1	2.9
College of Engineering	1	2.9
English	1	2.9
Fine, Performing & Communication Arts	1	2.9
German & Slavic Studies	1	2.9
Journalism	1	2.9
Law School	1	2.9
School of Social Work	1	2.9
Tech Town	1	2.9
Type of Interaction		
Research Collaboration	14	40.0
Teaching	9	25.7
Student Committees	6	17.1
Other	5	14.3
Tenure Retreat Rights	3	8.6

For faculty outside of CULMA, collaborative work, especially involving research, also appears valued and respondents appear interested in even more collaboration.

"Unfortunately, I don't work with CULMA, although I think there are points of intersection between the research interests in that college and mine (and my college's)."

"Encourage faculty from other units to teach and do research in SPCS via giving appropriate academic credit and rewards."

"It would not be a change, but to expand the working relationship that my unit has with CULMA ..."

How faculty outside of the College interacted with those inside the College is characterized more precisely in the responses provided on the survey. These data are provided in Table 4.

Table 4
A Summary of the Affiliations and Collaborative Activities
of Faculty Outside CULMA
(N=18)

	N	%
Nature of Personal CULMA Involvement		
Collaborated on committees	10	56
Received CUMA support	8	44
Participated in CULMA Projects	7	39
Other	5	12
CULMA faculty in my department	4	22
Used CULMA services	1	6
Taught in CULMA programs	1	6
Major Foci of Departmental CULMA Interactions		
Research	9	50
Community Outreach	5	29
Training	5	29
Creating University Partnerships	4	24
Serving Diverse Urban Populations	4	24
Policy Analysis	2	12
Preserving Urban/Labor History	1	6
Nature of Departmental CULMA Involvement		
Participated in CULMA Projects	11	61
CULMA faculty on our committees	7	39
Received CUMA support	6	35
Used CULMA research & evaluation services	4	22
Faculty taught courses in CULMA programs	3	18
Our faculty on CULMA committees	3	18
Other	2	12
Taught in CULMA programs	1	6

Those participating in interviews, focus groups, and the open forum spoke for the most part positively about the interdisciplinary component of CULMA's mission, consistent with the responses to the faculty survey. Generally there was strong support for the interdisciplinary mission and compelling, concrete evidence of CULMA's success in achieving it, especially from respondents within the College. Respondents cited in particular the Fraser Center, the Center for Urban Studies, and the MADR program for the work they do in facilitating the work of faculty across units and across colleges.

"The model is the Fraser Center. The Center for Urban Studies also works with colleges, divisions, and faculty from many parts of the university." (CULMA administrator)

"Bringing together teams from different perspectives and disciplines to address urban, labor, and metropolitan problems is what it means in the College, as we have successfully in MADR." (CULMA administrator)

They also pointed to Interdisciplinary Studies, the wide variety of cross-listed courses offered by the college, interdisciplinary conferences sponsored in collaboration with other units, and faculty research published in interdisciplinary journals as evidence of CULMA's success in facilitating and generating important interdisciplinary work that benefits municipalities, the state, and community organizations.

"I think that the College does that extremely well because of the nature of its curriculum and the nature of centers, which are topically focused not disciplinary focused, and the nature of the faculty recruited, including the IS faculty. There are virtually no courses that I can think of in the CULMA course listing that would not be considered interdisciplinary courses in that they draw on theoretical frameworks, literature and methods from various disciplines. By their very nature all of our undergrad and grad programs are interdisciplinary. ...Another piece of evidence is the publication record of CULMA which is highly represented in interdisciplinary journals." (CULMA administrator)

"The interdisciplinary/interdepartmental mission--I'd give it an above average grade. Sponsoring research through the State Policy Center, collaborating with other units to provide conferences, collaborative faculty research involving CULMA and other faculty in other colleges and offering a wide variety of courses cross-listed widely beyond CULMA are all part of fulfilling that mission." (CULMA administrator)

"How the College facilitates interdisciplinary work? CUS reaches out to various colleges and departments to conduct research related to municipalities, states, community non-profit organizations. CUS presently engages over 70 faculty and staff in projects in various colleges and departments. In the last 3 years, for example, there have been projects with the College of Education, Social Work, the Med School, and Engineering." (CULMA staff)

At the same time, the assessments of the interdisciplinary mission were not entirely uniform. A minority of respondents from inside the college was more moderate in their attitude toward CULMA's interdisciplinary mission. One administrator suggested that CULMA should not organize all its programs on an interdisciplinary (i.e., cross-college) basis, and another favored having the college focus solely on the urban mission. CULMA faculty comments on the survey also reflected a concern with identifying a focus.

"CULMA should focus upon urban and labor affairs. Its current eclectic nature does not allow for a coherent mission."

"Narrow the focus to urban and labor; strive to be absolutely first rank in the nation in these areas."

At least one faculty member, however, does not see "focus" and "interdisciplinarity" as mutually exclusive:

"CULMA must determine how to best serve the urban and labor 'sides of the house.' There is not enough integration or interdisciplinary support."

Some administrators from outside the college cited specific programs in CULMA that have encouraged cross-college interdisciplinary research, but they also expressed certain caveats. One stated that it was unclear how CULMA's interdisciplinary role was articulated across the university, and another wondered whether some interdisciplinary initiatives (such as joint and coordinate faculty positions) were still a priority of the College.

Another administrator from outside the college expressed uncertainty about the definition of *interdisciplinary* and claimed to be still looking for key examples that illustrated the interdisciplinary and interdepartmental collaboration identified in CULMA's mission statement.

"What does interdepartmental encompass? How is that played out?"

Perceptions of CULMA's success in facilitating collaboration among the various parts of the University, however, were relatively low, at least from non-CULMA faculty who responded to the survey.

"The diverse units of CULMA primarily pursue their own goals, with little relation to the academic mission of the departments, colleges and schools of the University. The Urban Center is primarily a contract shop which it pursues new contracts with agencies and has almost nothing to do with the urban research efforts in the rest of the University. The sizable budget that it has involves a substantial subsidy of those agencies that contract with the unit. The Labor efforts are, again, not much involved with the development of research in this area in the rest of the University. The crown jewel of the Labor units is the Archives, and it serves as a primary center [of] labor research in the University and for scholars across the world."

Students' assessments of CULMA's effectiveness in enabling interdisciplinary collaboration varied. Whereas some expressed satisfaction and perceived improvement, especially in the number of courses involving students from diverse programs, others expressed a desire for more interdisciplinary and interdepartmental collaboration and more organized efforts. In responding to the question of whether CULMA had been effective in meeting its interdepartmental and interdisciplinary mission, the students responded:

"Yes...it's getting better. I have more and more classes with other students."

"Yes...most of my classes were all IS. It's better now. Not just CULMA professors...but also classes with other profs."

"I had a couple classes with students from the business school. I see the difference in the way we think...which makes us all better. I have classes with business, MADR, and MAIR students...its really interesting."

"The faculty seek out their own collaboration, but nothing that's organized. CULMA doesn't promote it...it's up to the prof."

"With the MAIR program, I don't see any interaction with others. There is some collaboration with other universities, but not inter-departmental."

"At least in classes...no interaction with other CULMA students. I think we could learn a lot from them, we need more collaboration and just talking together...establishing networks. Start within CULMA and expand it beyond."

There were also differing and sometimes nuanced views expressed by those who spoke directly to the relation between CULMA's organizational structure and its ability to facilitate interdisciplinary work. Two arguments were advanced for the effectiveness of the current structure: (1) CULMA's non-traditional structure enables interdisciplinary collaboration because of its flexibility; and (2) CULMA's current, non-departmentalized organization supports interdisciplinary work without the battles that have to be fought by traditional disciplinary departments. These affirmative views were complemented by the concern—repeated by both internal and external respondents—that this same flexibility might allow units to act too independently.

"The diverse nature of the college through the various centers and departments is a strength as well as a liability. " (CULMA faculty/academic staff)

Respondents from within the college offered conflicting scenarios of the impact that alternative structures—especially departmentalization—would have on CULMA's ability to promote interdisciplinary work. While there was strong concern that departmentalization of the college would lead to "turf wars" damaging the interdisciplinary mission, there was also the expectation that departmentalization would generate synergy and interdisciplinary integration.

"This is my big fear in terms of departmentalization: It creates 'turf' that has to be protected in terms of credit hours. ...I think that CULMA takes a thematic approach--urban, labor, and, metro--and...organize[s] multidisciplinary faculty around a common topic." (CULMA administrator)

"We are fragmented because of the point about the centers. Despite good intentions and hard work we haven't found the best mechanisms for pulling together these parts. And I don't have any easy answer. There isn't a silver bullet." (CULMA administrator)

In addressing the structure of CULMA, respondents sometimes spoke specifically about the Department of Interdisciplinary Studies and its place within the college. Opinions varied. One administrator from CULMA pointed out that the department itself had deliberately chosen to be placed in CULMA not only because of the poor fit with the College of Education and the history of antagonism with the College of Liberal Arts and Sciences, which was described as having a "commitment to disciplinary ideology"; but also because of CULMA's focus on interdisciplinarity and because the department's

adult undergraduate population complemented CULMA's graduate and research programs.

Similarly, an administrator from outside the college noted that it was "natural" for Interdisciplinary Studies to come into the college because of CULMA's "hospitality" to urban, labor and working class people. On the other hand, one internal administrator who favored a strict refocusing on urban issues suggested that units such as Interdisciplinary Studies should be removed from CULMA. An administrator from outside CULMA acknowledged the department's unique student population but stated that Interdisciplinary Studies should either be housed in the College of Liberal Arts and Sciences or be placed under the Provost in the Division of Community Education. The question of proper placement aside, another non-CULMA administrator struggled even with the idea of an interdisciplinary department.

In the discussion of CULMA's interdisciplinary mission, the term *interdisciplinary* itself contributes to the diverse points of view expressed. Representatives of CULMA and its Department of Interdisciplinary Studies express frustration and anger that the terms *interdisciplinary* and *interdisciplinarity* seem to be misunderstood across the university. CULMA respondents speak of "fighting the battle against the misunderstanding of Interdisciplinary Studies" and of the hostility of other units toward the interdisciplinary focus of the college. This emotion can be observed in the following survey response:

"Stop the academic harassment that is directed to marginal and fringe interdisciplinary programs that comes from ideologically invested disciplinary fields. Given that 26,000 students nationwide in 650 programs are obtaining degrees in IS and that it is the 13th ranked field out of 35 recognized bachelor's fields, it behooves WSU to recognize that it has a leading IS program for adult students." (CULMA faculty survey respondent)

The Department of Interdisciplinary Studies advocates definitions of interdisciplinary, multidisciplinary, and transdisciplinary that are either not well understood or not universally accepted by others across the university.¹

- ***Interdisciplinary***: involves collaborations between individuals of different disciplines. The disciplinary perspectives (including approaches, data, methods and tools, concepts and theories) are integrated in order to create a more holistic view. The focus is not a particular discipline, but an interdisciplinary task that generally centers on answering a question, solving a problem, or understanding a theme or issue that is too complex to be addressed from only one perspective. The interdisciplinary result is greater than the simple sum of the disciplinary parts.
- ***Multidisciplinary***: involves collaborations between individuals of different disciplines. The disciplinary perspectives are maintained, with the methodologies

¹ "For discussions of the definition of these terms in the academic literature, see Julie Thompson Klein, "A Conceptual Vocabulary of Interdisciplinary Science," pp. 3-24; and Peter Weingart, "Interdisciplinarity: The Paradoxical Discourse," pp. 25-41, in *Practising Interdisciplinarity*, ed. Peter Weingart and Nico Stehr (Toronto: University of Toronto Press, 2000)."

- of the individual disciplines continuing to be autonomous and there is no attempt to provide an integration.
- **Transdisciplinary:** involves a comprehensive framework that transcends the narrow scope of disciplinary worldviews through an overarching synthesis. In each case, the new framework transcends existing disciplines and fields. Represents a broader and more inclusive form of collaborative problem- and solution-oriented research that crosses not only disciplinary boundaries but sectors of society.

One understanding of interdisciplinary work and the idea of *interdisciplinarity*, seems to be captured in one CULMA administrator's statement that interdisciplinary work involves more than just working in two disciplines: "Bringing together teams from different perspectives and disciplines to address urban, labor, and metropolitan problems is what it means in the college." At the same time, the term *interdisciplinary* was not used uniformly by the diverse respondents across the college itself, underlining the problematic nature of the topic. One could conclude that the misunderstandings and conflicts around the term *interdisciplinary* itself have become an obstacle to interdisciplinary, interdepartmental, cross-college, and collegial collaboration.

It is useful to note here, that the External Evaluation Report of 1998 observed that while CULMA's interdisciplinary focus was a "valuable asset for th[e] University, . . . this interdisciplinary niche has not bee[n] well articulated, understood and/or communicated to key stake holders on and off campus" (p. 6). A situation that the external evaluators described in 1998 as a problem of communication or public relations is now described by respondents in the current review as a problem created by misunderstanding, hostility, and self-interest on the part of those outside of CULMA. It might have been expected that the addition of Interdisciplinary Studies to CULMA would have foregrounded and clarified CULMA's interdisciplinary mission for the university community.

In the light of these circumstances, specific questions might be asked: Does CULMA have a well-articulated interdisciplinary mission? Is there still a way that Interdisciplinary Studies can help focus and better communicate CULMA's interdisciplinary mission and work? Is its interdisciplinary mission and work unique—that is, essentially different from, the interdisciplinary work carried out elsewhere in the university? Do difficulties understanding *interdisciplinary* complicate the unit's ability to interact with other units? What can be done to facilitate a productive conversation about *interdisciplinarity* and defuse the animosity, mistrust, and lack of understanding that is so evident on both sides of the divide? How do the answers to these questions influence judgments about the organizational questions in CULMA?

Summary. Although some of the specific issues around interdisciplinarity vary from the evaluation of the urban and labor missions, there is overlap. One similarity is focus. Does the addition of IS clarify the College's mission or add to a sense of diffusion? Another is the issue of connecting with other units on campus. There is interest in greater collaboration with the College on interdisciplinary projects and a perception that these connections have not been fully developed. Finally, there is the issue of when the College's programs are unique from those of other schools and colleges. Does interdisciplinary work in the College add to the work of other units or duplicate what is being done elsewhere?

Effectiveness of the College in its Structure

Perceptions of CULMA faculty and staff from the survey. CULMA faculty were asked directly about their reactions to proposals contained within the report of the Academic Affairs Committee on Academic Priorities (AACAP). These proposals involved potential relocations of some units of the College to other parts of the University. The survey responses were consistent; there was little agreement with any of these proposals. Approximately two-thirds of the respondents disagreed with each proposed change. Table 5 summarizes these data.

Table 5
An Overview of Reactions
To Proposed CULMA Reconfiguration
(N=35; Range 1-5, 5=Strongly Agree)

Proposed Change	N	X	SD
Move Programs to Related Departments and Colleges	34	1.76	1.046
Move Centers to Related Departments and Colleges	34	1.91	1.190
Move Reuther Archives to University Libraries	30	1.80	.997

However, the issue is not as clear-cut as it may seem. There is little agreement on whether the current organizational structure actually facilitates the mission of the College. Nearly a third of the respondents (11 persons) felt that the structure did not, while 10 persons felt that the organization and the mission were compatible. Eight were uncertain. Thus, proposals to re-distribute units of the College to other programs in the University were not endorsed at all; however, a view that the College would benefit from reorganization did receive support.

Numerous college organization suggestions were made. These related to structural reconfigurations of the College, a refocusing of the College's purpose and mission, curricular changes, and an assortment of other suggestions.

- **College Reconfiguration.** A variety of changes in the College's internal organization were suggested. These changes seemed to reflect the position that "CULMA will become a stronger more focused college through internal restructuring not dissolution...". The most common of these suggestions related to departmentalization.

"I think it would make sense to departmentalize the teaching programs that currently are very vaguely linked to other colleges and departments."

"Departmentalization. Consistent with the structure of US Colleges and Universities this would enable a concentration of faculty/research into units clearly identifiable by students that would serve their future career/grad school directions."

This theme of departmentalization also has various twists. One person suggested consolidating some centers into departments, and someone else suggested linking the centers to departments. Another person suggested forming departments around interdisciplinary themes.

Somewhat related to departmentalization were suggestions to integrate the academic services and the programs of the College. One respondent suggested disbanding the PULS faculty and redistributing the “resources based upon merit and the mission of the college”.

- **Refocusing the College.** There was, however, a broader approach to CULMA organization suggested in the survey responses. The advocates of this position suggested that there should be a refocusing of the central mission of the College. These perspectives reflect the findings from examining the effectiveness in meeting its urban, labor, and to some extent, interdisciplinary missions.

"Rather than look for new directions the college should reconcile the various directions in which it is currently pulled. Greater focus and meaning will enhance its work not less."

Although the approaches to this refocusing process varied, the most dominant position related to enhancing the urban and labor focus.

"CULMA should focus on urban and labor affairs. Its current eclectic nature does not allow for a coherent mission. CULMA is important and its connections to local communities and to the national and local labor movements is unique and crucial for WSU."

"Narrow the focus to urban and labor; strive to be absolutely first rank in the nation in these areas."

"Shed the hodge-podge of units tacked onto CULMA that are not central to the urban/labor mission."

One respondent suggested that CULMA be turned into “a real college of public affairs with corresponding PhD and academic programs and commensurate resources”.

The calls for a new concentration on the urban and labor mission were supported by calls for more community engagement, greater contributions to Detroit’s economic growth, and more service to minority and under-served populations.

- **College Curriculum.** College organization can be viewed as more than a matter of structure. In these survey responses there were also suggestions for curriculum changes that in many cases were reflective of the structural themes. These included:
 - ◆ Establishing a major and a doctoral program in urban studies;
 - ◆ Changing Geography and Urban Planning into a major regional planning program;

- ◆ Embarking upon a work force education program;
 - ◆ Initiating an urban consciousness General Education course;
 - ◆ Expanding the curriculum to include a course in interdisciplinary theory and methods;
 - ◆ Creating a new mathematics course to fulfill requirements.
- **Other Organizational Issues.** There were also a variety of other disparate issues tangentially related to the organization and management of the College. A number of these related to College administration.

"Find a highly recognized and qualified Dean who would be able to lead the college forward over the next 5 years."

The lack of a permanent dean appears to exacerbate what some consider an ineffective College administrative structure. Others cite the need for central University administrative support.

But there are other issues as well that some feel are hampering the College. These include:

- ◆ The lack of one central building to house the College;
- ◆ A name that is confusing to many others on campus; and
- ◆ A need for minority faculty.

Perceptions of Non-CULMA faculty from the survey. Although faculty from outside of CULMA were not specifically asked about the organization of the college, it was nonetheless an area of concern. The following comments reflected these positions:

"The academic units (Urban Planning, ISP, the Center for Conflict Studies, the Masters in Industrial Relations, and the Center for Chicano-Boricua Studies) and the urban professors should be transferred to academic college and the urban and labor activities reorganized into two units (not colleges) that would focus activities in these areas."

"This is a bullet that should be bitten now. As the University's budget comes under greater pressure in the future, we need to streamline and focus our academic activities. Too many of the CULMA activities are duplicative and could be better served by being integrated into the regular academic activities of the departments, colleges and schools."

"I think the IS program is misplaced in CULMA, distorting its mission and blurring its focus. Indeed, I think all of CULMA's instructional programs should be transferred to Liberal Arts and Sciences."

"I do not understand why CULMA exists as a separate college...let some new manifestation of CULMA function as an institute rather than a college."

Some of the comments related not so much to organizational structure, but to the focus of the college.

"CULMA needs to be refocused on the goals of furthering research and service in the urban and labor areas."

"CULMA should 'farm' the teaching part of their mission back out to the departments and become a Center or Institute to support Urban initiatives and research on urban issues. It should be the engine of our external service to the State and to the City, and it should assist faculty in their research activities, as well as performing research in collaboration with outside actors in the City and the State."

"I get the impression that CULMA is more task driven than professing a unifying discipline or set of common values and concepts. I would like them to bring more to the table that suggests direction rather than responds to the initiatives of others."

"The CULMA centers are highly uneven and more politically than academically driven. They need to develop a vigorous research agenda."

"I have the impression that CULMA is an amalgamation of interest and initiatives that may be more a marriage of convenience or necessity rather than a common vision."

"The effort to make CULMA a teaching college is, I believe, misdirected. Universities, especially public universities, should spend some of the tax payers' money on research that informs public policy debates, social issues, and other 'real' world information creation and dissemination."

Although these comments represent the perspective of a small number of individuals, their views echo some of the themes identified previously. These include a need to focus CULMA's programs, whatever programs might be housed there; to emphasize urban and labor issues; to create stronger connections among related, but fragmented units; and to strengthen the research agenda, which includes dissemination of research findings.

Perceptions of CULMA members from the focus groups and interviews.

Faculty, staff, administrators, students, and community groups also expressed strongly held views on the issue of reconfiguring the College. Consistent with the findings from the survey, those interviewed within CULMA presented quite different assessments of the risks and opportunities of reconfiguration than those outside the college. In general, CULMA respondents mentioned the following as concerns in regard to moving some of all units to other parts of the university:

- The urban and labor missions of the College could not be met as effectively or at all.

Respondents stated that the College is the University's face to the community and the urban mission of the university would be, in the words of one faculty member, "gutted" if major portions of the College were transferred to other units.

- The interdisciplinary focus of the units within CULMA would disintegrate or disappear

Many CULMA faculty regard their interdisciplinary teaching and research focus as the most important aspect of their academic identity. Because "individuals in the College identify themselves not by disciplines but [by] their problem areas" they conclude the "synergies" created by these "non-traditional relationships" could not be maintained in other structures.

- The services provided by CULMA to the community could not be sustained.

CULMA faculty and staff are very proud of the services offered by the college and believe CULMA is an ideal vehicle for identifying and meeting the needs of the community.

"We do service work on a small basis but other colleges could learn from us. I think others are doing these kinds of things, too, but there's no coordination across campus. It just makes sense to have that centralized because we all get calls all the time. Students need to be involved in the community. People talk about U of M because they have funding, but there's no central point of contact. I think that CULMA would be the natural point, not that we have to control it all, but we could connect to resources. We couldn't provide broad and free resources, but we could find out what's available and what would be important for people to have." (CULMA staff)

- Other units of the University would be inhospitable to one or more of the above.

This view was most often stated by those associated with Interdisciplinary Studies. These faculty in particular believe that the departmental organization of CLAS is not conducive to interdisciplinary research and/or that the heightened competition over resources in a larger college would severely and adversely affect their program. CULMA center directors believed that there was an antipathy or indifference to centers in other units of the University.

There was, however, variation in these assessments. One CULMA faculty member believed that the urban mission of the College could be more effectively met if all units not directly connected were transferred to units outside the College. Another expressed the view that the Center for Chicano-Boricua Studies had not received the attention it deserved within the College and that it had more effective links with more units in CLAS than within CULMA. Some interviewees stated that units in CULMA dealing with labor issues might function adequately or even more effectively as an independent unit. One faculty member stated that s/he believed that the Center for Urban Studies could function well either as a free standing unit or housed in a traditional department. Others expressed concerns about how Interdisciplinary Studies could be added to the College's mission. Some respondents also envisioned a larger college that would transfer programs, including the public administration program in political science, to CULMA.

Perceptions of Non-CULMA members from the interviews. Those interviewed outside of CULMA tended to focus upon other concerns in their assessment of reconfiguration. The most frequently mentioned concerns included:

- Some or many of CULMA courses duplicate those in other parts of the University.

Several examples were provided by deans of other colleges, including general education courses, proposed degrees in CULMA and outreach programs. In addition, administrators outside the College identified programs in CULMA that they believed would fit well in their own colleges such as MAIR (School of Business) or the Reuther Archives (University Libraries).

- CULMA places strains on the University budget.

Respondents tended to depict CULMA as a collection of relatively small programs "cobbled together" in a structure "more opportunistic than rational." As a result of this view, and the fact that the re-organization of their units was not threatened, were more willing to explore organizational alternatives in light of budget constraints.

For example, in response to the recommendations in the AACAP report (i.e., CULMA academic departments and programs could be moved to other departments and colleges in the University to which they are most closely related; CULMA centers could be moved to other departments and colleges in the University to which they are most closely related; and the Reuther Archives could become a part of the University Libraries), one administrator outside CULMA replied that "all three are excellent recommendations. Activities would be integrated more broadly across the University if there were greater ties to academic programs outside CULMA." Another administrator outside CULMA responded that "they are all right on target."

- The urban mission could be as effectively or more effectively fulfilled if many of the units continued and expanded their work in this area.

Whereas CULMA faculty frequently cited connections with other units as evidence of fulfillment of their mission, those outside the College often cited these kinds of examples as evidence that the urban mission was being met across the University. As one dean remarked, "I question whether we need a college that leads the urban mission because now every college is involved in the urban mission."

Summary. Again, issues related to fragmentation, clarity of mission, instructional focus, and program overlap were raised with respect to organization. These different priorities and assessments certainly can be traced to the various vantage points from which the respondents view the University. For example, one CULMA faculty member stated that reconfiguration was "not likely to save much money...Wayne State has few enough 'specialty colleges' able to attract new and additional students." Another described the estimated savings of \$300,000 from dismantling the College as a "trifling" amount. One administrator outside of CULMA asked, "What are we getting for the amount of money CULMA is allotted that we do not get elsewhere on campus?"

Clearly, the views from inside and outside the College were most disparate when assessing possibilities for reconfiguration. These differences are related to the

perceptions of advantages and disadvantages of reorganization for the individuals and units involved, and represent varying views of the risks associated with proposed changes.

Section 3: Research and Teaching

Central to the present mission of the College is the faculty's research and teaching. Part of this review committee's charge was to explore how to build the strongest urban and labor programs in the country. In order to meet this goal some assessment of the strength of the current programs needs to be made. Unfortunately, because the College was not charged with developing a self-study as part of the review process, a full assessment is beyond the resources of this committee. The information that was gathered, therefore, is incomplete and our examination limited as a result.

Research

According to data for 2000-2003 presented to the Board of Governors by John Oliver, Vice President for Research, on February 4, 2004, CULMA was awarded a total of \$8,332,136 and an average of \$2,083,034 per year. Sources of funding included the US Department of Education, US Department of Defense, other federal agencies, corporations, educational and health care institutions, foundations and associations, and state and local government. State and local government was the single largest source, providing 45.1% of these funds. Revenues were higher during 2000-2002, averaging \$2,409,549. Even with the addition of the IS faculty in 2002, revenues dropped in 2003 to \$1,103,491. The overall amount of funding brought in during 2000-2003 was roughly comparable to the total for Liberal Arts (\$8,900,772). Liberal Arts, however, has 8 times as many tenured faculty as CULMA before IS joined them (136 vs. 17) and 4 times as many after IS joined the College. From 2000-2002 on a per faculty basis, CULMA with its 17 tenure track faculty was awarded \$425,214, slightly less than Education, and Engineering, but more than Nursing. During this same period, again on a per tenure track faculty basis, Education was awarded \$487,746 (34 faculty) and Engineering, \$445,653 (71 faculty). Nursing (17 faculty) was awarded \$350,063.

Comparisons across colleges are difficult. The number of full-time research personnel available to contribute to grant writing may vary and is challenging to document. The degree to which the level of external funding is related to general fund support deserves further consideration.

Another source of information concerning research activity are the reviews conducted for the rechartering of centers. Two centers whose missions include research, the Center for Urban Studies (CUS) and the Fraser Center, will be focused on here. These were selected because one focuses on urban issues and the other, labor, and because the reviews were recent. CUS was reviewed in 2002 and the Fraser Center, in 2004.

Center for Urban Studies. The mission of CUS is to improve understanding of and provide innovative responses to urban challenges and opportunities. The Center pursues its mission by conducting and disseminating research, developing policies and programs, and providing training, capacity-building, and technical assistance. The center participates in defining and influencing local, regional, state and national urban policy. It engages community, government, institutions, and policymakers in collaboration with university faculty and resources to transform knowledge into action.

The committee that reviewed CUS found that its strengths primarily lay in service to research. Specifically, the Center was found to be well established within both the University and the Detroit Metropolitan area, as evidenced by numerous letters of support and the list of collaborative endeavors undertaken with other units in WSU. It provides important methodological expertise in the areas of data collection, survey and evaluation, and geographic information systems (GIS) that is utilized by faculty and researchers throughout the University as well as external organizations. It disseminates research results to non-academic, local and regional audiences, primarily through public presentations, the distribution of reports, and through a web site. The Center's staff, which has doubled in size with the hiring of the new Director (Lyke Thompson), also was found to have expertise in an array of areas appropriate to urban studies, including demography, public safety, community and economic development, public health, and education

The review committee, however, questioned whether its research activities adequately addressed its stated mission and goals of developing innovative urban policy and affecting positive change, achieving national recognition, and training. Specifically, the review committee believed that the lack of faculty at the Center hampers its training mission. They found no evidence in the rechartering document regarding how the Center was meeting this aspect of its stated mission. The units, organizations, and faculty around campus that utilize data provided by CUS do not regularly acknowledge the Center's contributions; additionally, faculty rarely submit proposals through the Center. The Committee also noted a problem with academic productivity evidenced by the limited number of publications in peer-reviewed outlets. They noted only one peer-reviewed article in 1999 in the materials included in the rechartering proposal. They noted appropriately that peer-reviewed publications are fundamental to building the national reputation of the Center and to its ability to obtain external grants and contracts. They recommended increased faculty involvement at the Center. One way to achieve this is to create stronger links among CUS, the Geography and Urban Planning program, and the PULS. They indicated that there needed to be increased emphasis on peer-reviewed publications at the national and international levels. Since the review doctoral level staff have been hired to address these shortcomings.

To improve visibility, they suggested that CUS require the fair documentation of scholarly services rendered in publications that utilize the Center's data, through co-authorship where appropriate, footnoted acknowledgment, or any other relevant mechanisms. They also thought that the greater use of the Center's resources could be made to organize and host national and international conferences.

Fraser Center. The mission of the Douglas A. Fraser Center for Workplace Issues, which has guided its activities through the first five years of its development, is to provide the best in research and learning for creating the best workplaces of tomorrow.

The committee charged with reviewing this center in May 2004 perceived its strengths to be that the Center: (1) creates and maintains a vibrant intellectual community around workplace issues which would, in all likelihood, not exist without it; (2) brings together faculty from different disciplines such as economics, psychology, anthropology, sociology, political science and engineering, with external members from industry; (3) has a reasonably healthy endowment to complement sponsored research grant funding and university General Fund support, so that continued operation of the Center is insured for the foreseeable future; (4) sponsors well attended workshops, lectures and

seminars that generate increased visibility and publicity for the university; (5) director and key personnel are well published and are nationally and internationally recognized, (6) personnel are actively pursuing large research grants to ensure its future viability (One example is a \$495,000 joint proposal from the Center, the UAW and automotive industry Tier-1 suppliers to the Michigan Economic Development Corporation for a project “Leveraging Partnerships to Grow Tier-1 Automotive Jobs in Michigan”); and (7) proposes to provide small (\$5K) seed grants over the next few years in order to promote the development of multidisciplinary faculty research teams which would seek major funding from organizations such as the Russell Sage Foundation. Through the efforts of a Senior Research Fellow in the Center, the Center’s research agenda is being extended to include the effects of workplace issues on economic development

The committee also identified several areas of concern, some of which could be perceived as weaknesses of the Center, and some of which are beyond the control of Center personnel: (1) Center personnel acknowledge the fact that, although the members of the Center’s external advisory board regularly participate in the workshops, lectures and seminars sponsored by the Center, they do not seem to have a strong interest in either the Center’s research agenda or in participating in the Center’s research programs. Thus, the reality is that the Center has a two-pronged mission of catering to the somewhat differing interests of the external advisory board and the Center’s academic personnel. (2) The Center’s personnel recognize that it is a small operation with limited resources, and they are somewhat uncertain about what the university administration wants it to become. (3) Center personnel feel that the support infrastructure within the University is not sufficiently proactive in promoting information sharing across the university with regard to areas of faculty expertise and interest. Such information is essential in the development of multidisciplinary proposals that are vital to the Center.

Academic programs. We do not have recent, or in some cases any reviews of the research activities, for the MAIR, MADR, or GUP programs. GUP is presently preparing a self-study in preparation for a site visit by the Planning Accreditation Board in Fall 2005.

The most recent data that captures the scholarly activity of the CULMA ‘PULS’ in 2003 is presented on the CULMA website at <http://www.culma.wayne.edu/research.htm>. These data are based on the work of 10 Professors of Urban and Labor Studies (Bates, Belzer, Cooke, Eisinger, Fasenfest, Galster, Goldfield, Gottfried, Keashly, and Thompson). A quantitative summary appears below:

Books Published :	3
Research reports and monographs :	6
Referred journal articles :	22
Chapters in published books :	13
Editorial board memberships :	26

Interdisciplinary Studies is undergoing academic program review in the next few months and has developed a self-study that shows that the 18 faculty and 2 full-time lecturers in the program are active scholars.

Scholarly Productivity of Interdisciplinary Studies Faculty:

2001-2004:	
Authored books	5
Edited books	6
Translated books	1
Journal articles	28
Chapters in books or encyclopedias	30
Book reviews or review articles	8
Television Program/Series	1
Online articles not included above	12
Magazine/Newsletter articles	2
TOTAL PUBLICATIONS (as of 4/15/04)	93

Summary of research findings. In examining all the center reviews available, and considering some additional materials associated with GUP and IS, the four following themes seem to emerge:

- (1) Increase faculty involvement in research
 - (a) For CUS, GUP, and CLS internal faculty involvement was emphasized. These units were seen as needing to engage faculty throughout the college. This suggests that formal connections with different internal units such as departmentalization and some kind of relationship among CUS-GUP-PULS is required.²
 - (b) For CBS, CLS, and CUS increased collaborations across campus to improve interdisciplinary interaction were seen as necessary. CPCS, SPC, The Skillman Center for Children, and the Fraser Center were identified as quite effective in promoting interdisciplinary work.
- (2) Articulate/clarify connections between centers and academic programs

To strengthen both the research activities of the College and the degree programs, units should be formally connected. For example, a more formal link between MADR and CPCS was suggested. Also, CLS maintains a program that might benefit from interaction with other units. CBS was also seen as benefiting from a connected to an academic program

- (3) Increase peer reviewed publications

While currently productive, CUS, CBS, CLS and SPC were noted as needing to provide further evidence of publications resulting from their activities. Unit administrators point out, however, that the major reason for not producing more publications is the lack of faculty lines associated with their programs.

- (4) Seek external or independent funding for some activities

² Please note that Avis Vidal, former chair of GUP, noted in a memo from September 24 that after examining models in other universities she concluded that a connection between GUP and CUS would not be effective.

CBS, CLS, and SPC were encouraged to seek independent funding to support some of their activities. CPCS was noted as being effective at seeking and securing funding, as was CUS and the Fraser Center. At the same time, as noted earlier, the research activities of CUS and the Fraser Center could also benefit from additional funding sources.

Teaching

As noted earlier, from the surveys, focus groups, and interviews there seems to be consensus that the instructional programs of the College need to be strengthened. Nevertheless, some of CULMA's academic units, especially graduate programs, have attracted students and are increasing their enrollment.

As shown in Table 6 below, from 2000 to 2004, majors in the College increased 1.1% (8 students). Graduate enrollment increased 3.1% and undergraduate enrollment was relatively flat with a .3% increase. Particularly noteworthy is the graduate enrollment growth of 5.2% (9 students) between 2003 and 2004. Across the University, there was an overall decline in graduate enrollment of 4.1%. The overall growth in graduate enrollment is due to an increase in the Master's of Urban Planning program, which doubled its enrollment from 2000 to 2004, in contrast to the 3 other largest graduate programs that declined in enrollment. Graduate applications to all CULMA programs in the last year showed a 14% increase from 227 to 259 students. This increase is impressive when compared against the 18% decline in applications across all graduate programs in the University. This suggests that the growth in CULMA's graduate programs may continue.

Table 6
CULMA Majors from 2000-2004

Undergraduate	2000	2001	2002	2003	2004
Geography**	5	10	11	6	13
Interdisciplinary Studies	475	526	504	522	462
Labor Studies	16	25	18	23	19
Non-Profit Sector Studies	6	7	7	5	3
Pre-Labor Studies	2	2	6	9	8
Technical and Interdisciplinary Studies	71	80	72	75	62
Post-Bachelor CULMA	1	0	0	0	0
No Major CULMA	0	4	0	7	11
Total Undergraduate	576	654	618	647	578
Graduate					
Archival Administration*	5	4	6	4	5
Dispute Resolution	47	31	30	26	30
Dispute Resolution/JD	0	0	1	1	0
Economic Development	3	2	1	1	3
Geography	4	2	1	0	0
Industrial Relations	38	33	35	28	34

Interdisciplinary Studies	34	37	29	28	32
Urban Planning	38	49	58	74	76
Post-Master CULMA	3	3	0	0	0
No Major CULMA	0	0	11	11	2
Non-Degree CULMA	4	8	0	0	0
Total Graduate	176	169	172	173	182
Total Enrollments	752	823	790	820	760

*Reported under Graduate School

**Undergraduate reported under Liberal Arts

Source: Official Enrollment Census File, Office of the Registrar

Table 6 also shows that in contrast to the gains observed in the MUP program, enrollment in the MAIR and MADR programs has declined. MAIR's admissions have shown a 37.5% decline, and MADR has been relatively flat. These patterns signal some potential problems for the programs in the future. See Table 7 for information on admits to the graduate programs in CULMA.

Table 7
CULMA Graduate Admissions

Year	MAIR	MADR	MISP	MUP	Total
1998	32	13	18	22	85
1999	24	25	15	22	86
2000	16	13	23	24	76
2001	20	14	18	32	84
2002	14	28	14	34	90
2003	16	6	11	36	69
2004	20	16	25	34	95

The MISP program has been showing relatively flat enrollment; however, after a few years of declining admissions, admits were up 127% this past year, even after raising admission criteria, indicating that enrollment may be on the upswing.

The undergraduate enrollment in IS was growing until this past year. Summing across the programs in Interdisciplinary Studies, Technical and Interdisciplinary Studies, and Non-Profit Sector Studies, enrollment increased 9.1% from 2000 to 2003. Students across all IS programs were taught by 10 tenure track faculty, 4 full time lecturers, and 6 full time academic advisors. Seventy percent of the students are African American,

compared to 25% across all programs at the University, and 63% are women. The average student age is 38, and typically students are working parents from the metropolitan area. The advisor-student ratio is 1:109 (compared with 1:300 ratio in WSU), appropriate for a program with non-traditional students. In 2001-2002, the program graduated 6.7% of the bachelor's degrees awarded to African Americans by the University.

The number of CULMA degrees and certificates awarded between 2000 and 2004 appears below in Table 8.

Table 8

CULMA Degrees and Certificates Awarded

	2000-01	2001-02	2002-03	2003-04
Undergraduate Degrees				
Geography*	0	3	4	6
Interdisciplinary Studies***	60	55	48	45
Labor Studies	2	2	3	3
Technical & Interdisciplinary Studies***	6	12	15	16
Total Undergraduate Degrees	68	72	70	70
Graduate Degrees				
Dispute Resolution	8	15	8	14
Geography	2	3	1	0
Industrial Relations	20	8	9	11
Interdisciplinary Studies***	6	3	8	4
Urban Planning	5	9	4	4
Total Graduate Degrees	41	38	30	33
Certificates				
Archival Administration**	11	14	14	35
Dispute Resolution	1	4	0	0
Economic Development	0	4	0	2
Non-Profit Sector Studies***	0	1	1	6
Total Certificates	12	23	15	43
Grand Total	121	133	115	146

*Reported under the College of Liberal Arts.

**Reported under the Graduate School.

***Transferred from the College of Lifelong Learning.

Source: Degrees Granted Report, Office of the Registrar

During this period, the number of degrees and certificates awarded increased 20.1%; however, these increases were not observed across all programs. The greatest gain

occurred among certificate programs. From 2000 to 2004, there was a 358% increase in certificates awarded. The gains were observed in Archival Administration and Non-Profit Sector Studies. Undergraduate degrees awarded increased only slightly at 2.9% and graduate degrees awarded actually declined 19.5%. As a point of comparison, the 22 master's degrees in Urban Planning earned during this period were slightly fewer than the 28 degrees awarded in public administration, a related program.

In a recent analysis across all schools and colleges of the University, CULMA programs were found to cost approximately \$287 per student credit hour. This was similar to the lower division cost of credit hours for Pharmacy and Health Sciences, which was \$273, and all credit hours for Social Work at \$225. Liberal Arts at \$148 and Education at \$135 were the two least expensive college credit hours. Nursing was among the most expensive at \$421.

Section 4: Overall Summary of the Perceptions of the College

The College is perceived to have a number of strengths. Many people interviewed and the reports examined praised CULMA as innovative, non-traditional, interdisciplinary and an important part of the urban mission. CULMA has developed strong relationships with the community outside of the University and has been successful as a significant resource for the city and state beyond the University's "ivory towers." To the extent that Wayne State University is seen as an engaged and committed university, part of this perception is because of CULMA's activities. CULMA attracts research funding and, although most of its instructional programs are small, some have demonstrated gains in enrollment and degrees awarded. The archival administration certificate program is robust.

At the same time, there seems to be agreement that CULMA has not fulfilled its potential. Some of the recurring issues include the following:

- The College is fragmented, diffuse, or lacks focus. Its very name is a symbol of its fragmentation. The acronym does not communicate what the College is or what it does. In addition to a lack of integration across its own units, its connections to the rest of the University are not as strong as they could be. The College almost seems better connected to the outside community than to other schools and colleges within the University. A reflection of this fragmentation within the College, or perhaps a cause, is poor communication among members of the College. The absence of contiguous space may also contribute to the fragmentation.

Notably, this need to integrate and focus the College more effectively was identified a decade ago by external evaluators of the College in a 1994 review. The fact that these issues have remained significant may suggest that there are institutional conflicts that have neither been adequately addressed nor resolved, and until they are, CULMA cannot be as effective as it could and should be.

- Indeed, there appear to be different views across the University concerning what the urban mission is and what CULMA's role in achieving it is. Does the College lead, coordinate, or simply contribute to the urban mission? Has the success of the College in leading the urban mission historically undermined its own role?

That is, the fact that units outside the College report that "everyone" contributes to the urban mission may be a result of CULMA's success. Does CULMA need to adopt a new role in achieving the urban mission?

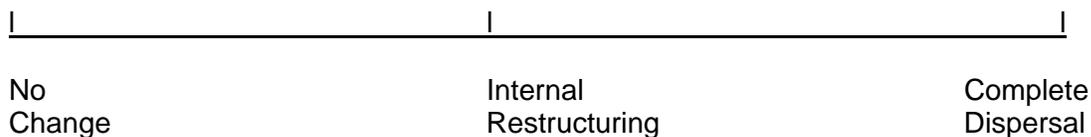
- Evaluation criteria change because there isn't alignment throughout the institution of its mission. Is CULMA a service unit or an academic unit or both?
- Does the addition of IS clarify or further diffuse the College's mission? Does IS duplicate courses offered elsewhere in the institution? (Or duplicate courses more than in other places in the University?) There may be overlap in the content of its courses with those in other units but perhaps not in the students it serves. Where do IS and CBS best fit within the University? University leadership has to determine the commitment to these students and decide the best way to serve them.
- The scale of instructional programs is attractive because small classes provide more individual attention, but small program size increases instructional costs, and fragmentation.
- How can interdisciplinary programs be strengthened across campus and what role should CULMA play in the process?
- Research productivity of some units needs to be enhanced and instructional programs need to be strengthened and focused. There is agreement that an urban studies program must be developed but a decision needs to be made concerning its placement within the University.

Section 5: Options for Future Directions

The charge of this committee was to identify strategic directions and objectives for CULMA, determine ideal connections among units within the college and beyond the university to the community at large, and suggest benchmarks to evaluate and develop units. Particular issues to consider included how to advance the urban and labor studies programs to be among the best in the country, and to address whether the College is best configured to achieve this and other goals.

Reconfiguration

Given the issues related to fragmentation and diffuseness of the College identified in this review, we identified several possible models for the organization of CULMA. These models lie on a continuum from no change to internal restructuring to complete dispersal.



Internal restructuring is viewed as an intermediate option because in all restructuring models some of the present organization of CULMA would be retained and, in some of the models, individual programs would be relocated to other colleges. Each model offers opportunities, as well as risks, in relation to the issues identified in the review, and these are articulated for each option. It is important to note, however, that a complete impact assessment would need to be conducted prior to adopting a particular option.

(a) No Change

The College of Urban, Labor, and Metropolitan Affairs would continue to be organized according to its present non-traditional, innovative structure.

Opportunities

1. After discussion of redistribution of CULMA programs, the University could be perceived as maintaining its commitment to its urban and labor missions.
2. Interdisciplinarity would be formally represented within a college structure.
3. Interdisciplinary Studies would have an opportunity to continue to integrate itself within the College after just moving to CULMA two years ago.
4. Successful units would not be disrupted.

Risks

1. Concerns related to coherence within the College might not be resolved.
2. Concerns related to perceived lack of focus in the College might not be resolved.
3. The University could be perceived as "backing off" its commitment to its urban and labor missions by not clarifying its intentions as part of a restructuring.
4. Issues related to interdisciplinary programs across the University might not be discussed as they would need to be in any restructuring.
5. Units that are not functioning as effectively as possible would continue to struggle.

(b) Internal Restructuring

Option 1

College of Urban and Labor Studies

Two schools or divisions would be created within the College: Urban Studies and Labor Studies. Urban programs/centers would include: Center for Urban Studies; Geography and Urban Planning; and the State Policy Center. Relevant programs in the social sciences from other colleges might be added. New degrees might include a BA and MA in Urban Studies. Labor programs/centers would include: MAIR; the Fraser Center; Labor Studies; Reuther Archives. PULS faculty would be attached to either the urban or labor division.

In an expanded version of this model the Skillman Center for Children (urban), Center for Peace and Conflict Studies (urban, labor, or both), and MADR (urban, labor, or both) would be included in the College. In a more restricted version there could be a College of Urban Studies, and the labor programs would be reassigned to other units in the University.

All other programs/centers not directly related to the urban/labor mission (in terms of content, rather than populations served) would be relocated to another college in the university or report to the Office of the Provost (perhaps with other programs involving non-traditional students, e.g., Division of Community Education). These would include Interdisciplinary Studies and the Center for Chicano-Boricua Studies.

Opportunities:

1. The urban and/or labor mission would be given a precise focus.
2. The University might be perceived as enhancing its commitment to the urban mission.
3. Urban and/or labor research and teaching might be better synchronized.
4. The College could develop a higher level of national visibility.
5. Recruitment of additional professors might be enhanced.
6. There is support in the College for organizing the urban and labor units together. (Please see Appendix 14 for a proposed labor program and Appendix 15 for a departmentalization plan.)
7. Issues related to fragmentation, poor communication, and isolation would be addressed.
8. Programs would be strengthened.
9. Principles identified through strategic planning would be promoted.

Risks:

1. The research and teaching interests of some PULS faculty may not fully correspond with the urban/labor division.
2. Linkages between urban and labor programs might not be sustained (especially if the more restricted model were adopted)
3. Relocating any programs would be challenging.
4. The College would no longer be focused on providing educational access and opportunities for nontraditional students.
5. Without IS, the number of undergraduates is reduced considerably.
6. Time would be required to build new programs.
7. If IS is relocated it would be the second move in 3 years and the 5th change in Dean.

Option 2--CULMA Departmentalized

Units in CULMA would remain substantially the same but the college would be reorganized into four divisions or departments: Urban Studies (GUP); Interdisciplinary Studies (IS; CBS); Conflict and Dispute Resolution (CPCS; MADR); Labor (Labor Studies; MAIR). Centers and PULS faculty would be integrated with a department. Each department might develop new degree programs. Please see Appendices 14 and 15 for proposals to create a Labor program and departmentalize the College, respectively.

Opportunities:

1. Departmentalization rationalizes a complex mix of programs.
2. The interdisciplinary theme of the college might be highlighted.
3. Departmentalization may encourage the development of new degrees.
4. Recruitment of additional professors might be enhanced.
5. Research, teaching, and service would be better integrated.
6. There is support in the College for organizing the urban and labor units together.
7. Issues related to fragmentation, poor communication, focus, and isolation would be addressed.

8. Programs could be strengthened.
9. Risks associated with relocating IS would not occur.
10. Principles identified during strategic planning would be promoted.

Risks:

1. Departmentalization may reduce college budget flexibility.
2. There may be duplication of courses and degrees with other university units.
3. The research and teaching interests of some units may not fully correspond with the proposed departments.
4. The mission of the college might still be diffuse.
5. Some departments might be too small.

(c) Complete Dispersal

Instructional programs (IS; MADR; MAIR; GUP; Labor Studies) would be relocated to CLAS, Business Administration or other related units. Some centers (e.g., Peace and Conflict; CBS, Skillman Center) would be relocated to CLAS or other units. The Reuther Archives would be relocated to the University Libraries. PULS faculty would be transferred to appropriate academic units. Remaining programs (SPC; CUS; Fraser Center) might remain as individual centers or be combined into a single entity and report to the Provost or OVPR.

Opportunities:

1. According to the AACAP Report, initial possible annual savings would equal \$300, 000.
2. Additional savings are possible if PULS vacancies are not filled.
3. Duplication in academic programs across the university may be reduced.
4. The urban mission would focus on applied research and grant procurement.
5. The urban mission may be expanded and/or revitalized across the university.

Risks:

1. Difficulties might arise in locating appropriate structures for relocated units.

2. Dispersion of structures may dilute the performance of the urban and labor missions.
3. Savings may not be large enough to justify the disruption involved in dismantling a college.
4. An urban center might become isolated from faculty research.
5. The University could be perceived as “backing off” its commitment to the urban mission.
6. Interdisciplinary programs and research might be undermined.
7. The needs of adult, non-traditional learners might not be met.
8. The UAW would object to the loss of autonomy for the Reuther Archives.

Other options

Two additional models were presented to the Committee; however, each was only raised by one individual.

College of Applied Public Policy

All units in CULMA whose focus is applied public policy would remain in this reconfiguration: CUS; SPC; MADR; MAIR; PULS; GUP; Center for Peace and Conflict Studies; Fraser Center. IS and CBS would be relocated to other units in the university. New units to be added might include the MPA, currently in Political Science, CLAS, as well as possible programs in Business Administration. New degrees might include: MA in Non-Profit Management.

College of Interdisciplinary Studies

A college of interdisciplinary studies would include all the units under Option 2, as well as some interdisciplinary programs from CLAS (e.g., Africana Studies; Women’s Studies).

Additional Initiatives

To address some of the other issues identified we suggest next steps might include the following:

- Clarify the urban mission and CULMA’s role in the urban mission. The leadership of the University (i.e., President, Provost, deans) needs to set priorities for the urban mission. Then the Provost needs to work in consultation with CULMA to determine its role. This clarification should be accomplished in parallel with the reconfiguration of the College.

- Reconsider how to inventory the University's urban mission activities.
- The rationale for CULMA includes an argument that the College is a location for the pursuit of highly visible national interdisciplinary research agendas, particularly in regard to PULS faculty. The College is also seen as a structure designed to aid nontraditional undergraduate students. These two agendas are not necessarily inconsistent but any reconfiguration should clarify the relationship between these two goals.
- The University should determine the nature of its commitment to students with low skills and adult undergraduate students, especially those with special needs.
- A campus-wide dialogue on interdisciplinary research and teaching should be initiated and supported.
- If the College is reconfigured, rename it.
- Once reconfiguration of the College is determined, space issues should be explored.
- Once the mission of the College is clarified, evaluation criteria reflecting the mission need to be identified, implemented, and consistently maintained across time.
- Create a plan to increase research productivity and promote curriculum development within the College (depending on the reconfiguration model adopted).
- Emphasize the hiring of minority faculty as an initiative within the College.