

Professional College Task Force Report

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The Professional College Task Force was comprised of faculty and staff from the three colleges under consideration for combination: College of Law, Oxley College of Health Sciences, and Collins College of Business. The group focused on the questions that were received from the Provost's office. This report explains the findings of the work of the task force. In addition, the group began its work by reviewing other institutions that included an official 'Professional College' or combined programs from similar areas – health, business and law (see [Appendix A](#) & [Appendix B](#)). In general, we concluded that a full combination of the three colleges into one entity should not occur at the university. The primary drivers behind this conclusion are the leadership structure needed for separate accreditation standards and the desire for each college to have a direct public presence with prospective students, donors, and employers. During the time this task force was doing its work, the Oxley College Health Sciences decided to consolidate three positions into two and the College of Law elected not to fill two positions that were vacated. This reduction in staff will save the university approximately \$126,000 annually.

Although the general conclusion of the task forces is not to recommend a full consolidation into one professional college, the report contains several recommendations for better sharing of resources and opportunities to drive growth:

- Formation of an inter-college committee to continue the work of the task force
- Centralization of IT
- Return Graduate Business Programs operations to the Graduate School
- Business Career Services moves under the umbrella of the Center for Career Development and Professional Engagement

Questions for the Professional College Task Force

Overarching question - is the consolidation of the professional colleges an exercise in administrative streamlining/economies of scale or does it have an academic component as well?

The task force members have reviewed all aspects of operations of the three colleges with professional programs and considered their positions in the university as well.

While some administrative streamlining is possible, consolidation of many aspects of the colleges does not seem possible without negatively affecting the academic programs and services provided to students. Accreditation standards require that business and law have a tenured faculty member at the head of that academic unit. Combining into one college would likely have negative ramifications relating to recruiting, professional and public reputation, and program outcomes.

Further, the College of Law currently operates discreetly from the other four academic colleges. The College of Law sets its own tuition rates, handles its own discount rate and admissions, and manages a curriculum exclusively for law in that students take 90-100% of courses in the law school. The task force recommends that the College of Law be evaluated for ways to increase efficiency across these operations. The other two colleges under consideration, business and health sciences, should also be evaluated for efficiencies. The task force recognizes that any changes should likely apply to all four colleges that support both undergraduate and graduate programs.

The task force gathered information relating to content that might be common between programs in the three colleges. As all programs are accredited and have specific content that must be delivered to meet accreditation standards, there was not as much overlap as one might assume. Except for a couple of courses that could be taken as electives, there does not seem to be opportunities for joint classes that could be taken by all students. Opportunities were identified for faculty to work across colleges to teach in their area of expertise to students in other colleges.

During our discussions, we frequently asked the question – what would be the value added by having one professional college? We struggled to find any real ways in which could see that our students and programs would benefit by being housed in one college because the programs are so different and have such different requirements.

1. What are the regulatory/accreditation constraints that circumscribe the range of flexibility?

All accrediting bodies state that faculty and program administrators must have authority and responsibility relating to administering the program; this includes curriculum, budget, and all other aspects of operating the academic unit and programs. Each academic unit and program would be required to notify the appropriate accrediting agency with details of the proposed change and evidence that the program could still meet accreditation standards within the new organizational structure. For Law and Business there are additional stipulations about the leader of the academic unit.

The ABA states in Standard 203 that “Except in extraordinary circumstances, a dean shall also hold appointment as a member of the faculty with tenure.” An explanation regarding ‘extraordinary circumstances’ was not provided.

AACSB requires that the business academic unit “has a sufficient level of independence in four areas: (1) branding; (2) external market perception; (3) financial relationship; and (4) autonomy as it relates to the single business unit and the institution.” The standards also require that the leader of the business college must be a tenured faculty within the college.

Programs within the Oxley College of Health Sciences are accredited by 7 different discipline specific accreditors. Requirements of each accreditor is that the ‘program director’ has the appropriate academic credentials and is a certified/licensed practitioner within the discipline and meets agency requirements.

From the information gathered regarding accreditation, it appears that an additional administrative layer would need to be added. This person would serve as a ‘super dean’ which would allow the College of Law and Collins College of Business to maintain a ‘dean’ position that would meet its respective accreditation standards.

2. What resources can be shared across college boundaries?

The task force identified two areas in which resources could be shared.

Information Technology (IT)

One area in which we found there could be efficiencies seen through the sharing of resources is in the area of Information Technology (IT). The task force members met with Paige Francis, Vice President for IT and CIO and discussed a plan to more centralize the IT support for the three colleges. Each college will retain the staff within their building, but the staff will work together to better support areas of the university where assistance is needed, i.e. College of Arts and Sciences. IT staff members will have a university first approach and assist across campus as needs arise to employ more resources in an area for a short time to respond to specific needs, i.e. setting up a computer lab. Staff members will also focus on supporting the university within their area of expertise, i.e. classroom technology, training, or customer support. Paige views this as a pilot study which will set the foundation for IT support across campus in the future. She has already started moving in this direction with current IT staff.

This centralized approach will also allow the colleges to discuss software and other IT related needs. This would allow colleges to collaborate as purchasing decisions are made and potentially share expenses or see greater discounts for purchasing in larger quantities.

Career Services

Personnel within the Center for Career Development and Professional Engagement, the Professional Development Office at the College of Law, and Business Career Services have met to discuss opportunities for collaboration. Ideas that emerged from the meetings include:

- sharing our events with each other and allowing open invitations to all students
- sharing our online resources (for example, split the cost of Handshake each year which is our career services management database)
- sharing subscriptions (such as our National Association of Colleges and Employers membership)
- sharing jobs with each other that overlap (landman jobs can go to energy management or law students)
- combining graduate surveys into one master survey so we aren’t asking students (such as those with dual degrees) to complete multiple surveys

- revive the Career Development Alliance that included career services related stakeholders who met monthly to collaborate.

There appears to be overlap between the services provided through the Center for Career Development and Professional Engagement and Business Career Services. It would make sense to bring the Business Career Services under the direction of the central office, while still allowing the physical office to be located within Helmerich Hall. The Professional Development Office within the College of Law is different enough from the other two career services departments that the benefits of bringing it within the oversight of the central office is not as obvious and would need further discussions.

Staff Needs

In many cases, the colleges operate with relatively few staff with respect to the number of students served. The task force recommends that staffing be considered across all colleges and not just the three professionally-oriented colleges. To determine appropriate staffing levels a more in-depth study across the university should be undertaken that specifically examines staff-to-student ratio. Specifically, staffing for the law school should be compared to the staffing for other graduate programs to determine whether the ratio of students-to-support staff is fairly consistent across the university. Staffing in the business and health sciences colleges might be more appropriately compared to the other colleges that support both undergraduate and graduate programs.

In considering the staffing needs, the task force developed a document that lists all of staff positions in each college (see [Appendix C](#)). There are definite differences between the number of staff positions across the three colleges. Many staff members have already assumed responsibilities that were once completed by other staff members before positions were eliminated. It is likely true that some redundancies occur across the university and processes could be streamlined to free up time. But within each position, there are responsibilities that are specific to that college.

One position that has been mentioned for sharing across colleges is the Director of Fiscal Affairs. The current position description for each director can be found in [Appendix D](#). As the task force reviewed the job description for the director in each college, it was realized that responsibilities relating to budgets is only a part of the director's responsibilities in the Oxley College of Health Sciences and the Collins College of Business. Even within the director's responsibilities, it is more than 'just managing the 10-money'. Each director is managing funds in many different accounts and types of accounts, including gift and student organization accounts. Each Director of Fiscal Affairs has specific and additional responsibilities, which include:

Oxley College of Health Sciences

- Oversees budgets for Alexander Health Center and Hurricane Health Clinic
- Oversees budget for Institute of Health Care Delivery Sciences and Schweitzer Fellowship
- Building Coordinator for OHSF with CBRE, St. John's/Ascension, and main campus
- Liaison between clinics and medical billing, medical laboratory, and insurance contacts
- University HIPAA Officer – works with legal counsel on privacy related matters

Collins College of Business

- Oversees budgets of student organizations
- AACSB accreditation responsibilities
- Oversees building projects and safety plan
- Leads staff meetings

College of Law

- Oversees budget of student organizations
- Oversees student scholarships
- Oversees budgets of online programs
- Assists with providing information needed for ABA reports and US News & World Report

Each associate dean has leadership responsibilities within his/her college in addition to teaching. The task force considered the work of the associate deans and does not see a way in which this is a position that could be shared between colleges as each person has a full workload within each college. See the general position description approved in Deans Council on August 9, 2018:

The associate dean provides leadership for the college in areas relating to curriculum, student success, and implementation of college policies and procedures. The associate dean preserves a collaborative and transparent environment for students, faculty, administrators, staff and alumni.

The associate dean is expected to accomplish the following key leadership objectives for the continuous improvement and ongoing success of the College:

- Ownership of academic operations
- Leadership and oversight of all activities relating to student advising and student success
- Collaboration within the College and across the University
- Oversight and implementation of all college and university academic policies and procedures
- Implementation of practices of continuous improvement

3. What administrative savings can we identify by working across siloes?

In some case the amount of savings possible is not known at this time as the move toward centralization is just now occurring, but Health Sciences and Law have reduced staff positions in their colleges after a review of staff responsibilities.

Centralization

Since Paige Francis came on board in the summer, she has been conducting a thorough investigation of IT Services at TU. It is likely too early to know exactly where administrative savings are possible. Moving towards a more centralized approach for IT within our three colleges, will allow her to better assess where redundancies are found and where savings are possible. Currently, the College of Arts & Sciences does not have dedicated IT support staff. Moving toward this centralized model will allow her to better use the resources within Business and Law (because they are on campus) to provide support to A&S buildings. This will provide better services to faculty, staff, and classrooms within A&S without having to hire additional personnel, **which could save the university approximately \$70,000**. This model will allow for better collaboration between staff to make decisions regarding classroom technology, purchases, etc. that will likely save money.

Moving career services to a more centralized approach might also create administrative savings, but it is too early to know how much that would be. The reorganization that will follow moving Graduate Business Programs to the Graduate School might also allow for savings as those staff members could

take on responsibilities that were previously completed by Graduate School staff members who have transitioned to other positions on campus.

Staff Reductions

The colleges have evaluated their staff positions and have found ways in which positions could be consolidated. **Not filling these positions will save the university approximately \$126,000 in salaries and benefits each year.**

In the spring knowing of the potential restructuring, the Oxley College of Health Sciences elected not to fill a staff position when a vacancy occurred. Three positions were consolidated into two positions. It has improved the efficiency of administrative support within the college as the staff members understand their role and more effectively carryout those responsibilities.

The College of Law decided not to fill a vacant administrative position that served the Master of Jurisprudence program since that program is being sunset. In addition, the College of Law decided not to fill an administrative assistant position in the Admissions Office that becomes vacant when the current assistant retires in January 2020. Based on suggestions from an admissions consultant who worked with the College last summer, the College reorganized responsibilities and worked with IT to automate workflow more effectively.

4. How can we leverage relationships between the professional colleges to drive growth? How can we take advantage of economies of scale?

Inter-College Committee

Task force members realize the great benefits of having been a part of this group as we have met colleagues and learned about programs and opportunities of which we were previously unaware. We have learned a lot from our colleagues and realize areas of continued collaboration. There is a sincere interest that this task force be continued to form an inter-college committee. This committee would include faculty and staff members from the three colleges so that discussions can continue about ways to collaborate and work together on initiatives that would benefit students in all of the programs. This committee would consider such topics as resources, faculty needs, recruiting, sharing of resources, joint programs, and revenue generating options through professional development offerings.

There are opportunities to develop programming or other activities that would be of interest to student organizations across the colleges. The task force envisions some shared programming or advertising of college specific programs across all colleges. For example, the accelerated programs with the Business College and the College of Law would be of interest to undergraduate students. Likewise, students in all three colleges may be interested in programs, courses, lectures or activities at the other colleges, particularly as the three colleges enhance interdisciplinary opportunities. A negotiation workshop was one idea that was mentioned. Other potential areas for interdisciplinary opportunities include Friends of Finance, OCHS Grand Rounds, and recruiting programs.

Recruitment

Task force members met with Kelsey Hubble-Dowdell, transfer admission counselor, to discuss recruiting opportunities for transfer students which would focus on not only completing a bachelor's degree at TU, but staying for a professional or graduate level program as well. There are opportunities for faculty in graduate programs to be more involved with recruiting undergraduate students through a

presence at TCC college fairs, creating new recruiting materials that highlight graduate programs along with undergraduate programs, and sending email messages to prospective undergraduate students. More work in this area will happen during the spring semester.

The College of Law worked with a consultant last summer to assist with recruiting. Lessons learned from the consultant were shared with task force members and can be considered for recruiting within their programs.

Shared Academic Content

Business and Law are topics that crosses all colleges, but not in a way that allows for a lot of collaboration. Graduate programs in health sciences and law all require some content on business related topics, but there does not appear to be a way in which a course could be created that would meet the needs of all students. The same holds true for law content; there does not appear to be a way that a course could be created to meet the needs of all students in all programs. The Entrepreneurship course in the Collins College of Business was discussed as a possible elective for students in all graduate programs. Mimi Marton leads the Solo Practice Clinic in the College of Law, which is designed for students who wish to open their own law practice. This is a focus in which business content is critical for the students. Mimi is going to work with Ralph Jackson to develop a course or content that could be taught by business faculty for students in this clinic.

The College of Law has just hired a faculty member who has an expertise in Indian Health Law. It is likely that there will be opportunities for this person to collaborate with health sciences programs. Health Care Delivery Sciences is another program in which there are opportunities to collaborate with Law in addition to the partnership with Business.

Other areas for sharing of knowledge were discussed and will be continue to be considered as needs arise. A list of all faculty (see [Appendix E](#)) and their area of expertise was developed to assist in sharing of knowledge across colleges. Faculty will use this information as they think about needs within their specific courses or programs and need content experts to teach a class or give a lecture.

5. Is there a way to streamline policies and procedures so that they are the same across college boundaries?

Faculty Reviews

OCHS uses Digital Measures – Workflow for all faculty reviews. This has worked well. It does require time and effort by staff to set-up the schedules in Digital Measures, but this will be less in the future as the ‘workflows’ have been developed. **Money has been saved on the cost of paper as portfolios are no longer produced; the portfolios are entirely electronic. Letters produced throughout the evaluation process are not printed but uploaded into the platform.** This is a possible area to streamline processes and procedures.

There is already a lot of similarity between OCHS and CCB processes as OCHS adopted many of the CCB processes when the college was formed. The task force does not believe it would be good to have reviews done outside of the current academic units, departments, or college. For example, if a “Professional College Promotion & Tenure Committee” were established, it would create a larger workload for those committee members than a committee within a currently established college. The members of the committee would be from each academic unit, but when the committee is reviewing

any portfolio it is likely that the majority of members considering the review would be from outside that academic unit or college and not be familiar with the content or typical expectations of research in that area, therefore the review would likely not be as thorough. This was experienced by Business and Health Sciences faculty when these programs were together in the same college. Each has expressed that they felt unqualified to make an in-depth assessment of the research as it was completely outside of their area of expertise.

Advising

The undergraduate associate deans and advisors are developing processes to streamline and standardize processes for all aspects of advising, enrolling, retention, and progression toward degree completion of undergraduate students. The advisors report to their respective associate dean. While the processes are being standardized across colleges, advisors need to be physically located within each college building and have specialty in majors within the college to ensure that students' questions can be answered by someone familiar with the degree plans and career needs. Collins College of Business currently has one assistant dean and two undergraduate advisors who advise students; the Oxley College of Health Sciences has one professional advisor. Each has a full load to meet with freshmen students (currently business advisors also meet with sophomore students as well), assist with advising and degree progression needs of other students, and work with students who have been identified through retention efforts. Additionally, a subcommittee of the Gardner Transfer Project is working to standardize the transfer credit evaluation process. While this work is not finished, it will involve more than just business and health sciences undergraduate students and will improve the experiences of students throughout the university.

6. What does leadership look like post consolidation? One leader? Two leaders? Three leaders? What are the job descriptions of these leaders?

To meet accreditation requirements and provide representation of all programs, three leaders would still be needed. If there was to only be one leader, it would have to be added on top of the current administrative structure so that Business and Law could still have a tenured faculty member within the academic discipline to serve as the dean to oversee those programs as required for accreditation. This requirement doesn't affect health sciences in the same way as each program must have a qualified leader. But health sciences programs would be at a disadvantage if they didn't have a leader at the same level as the leader for law and business. This was the reality for health sciences programs when they were within the Collins College of Business and the College of Arts and Sciences (for speech pathology).

While the experience of being in the Collins College of Business provided the nursing, athletic training, and exercise & sports sciences with many resources that were beneficial to the academic programs, i.e. classroom space and technology, the programs were never able to reach their full potential as there was no way to adequately advocate for health programs and the structure favored business programs, faculty, and students. The speech pathology programs struggled in Arts & Sciences for recognition as a scholarly academic discipline and for an understanding of the program's accreditation requirements. Since the formation of the Oxley College of Health Sciences, there has been significant growth in enrollment, new programs, and recognition within the Tulsa community.

To be a dean of any of the existing colleges requires a strong leader who is knowledgeable in that field and can manage all of the aspects of each of the programs within that academic unit. Each college

needs to be represented on the university level by someone who understands the needs of that college, can articulate those needs, and represent the college. The deans on the task force do not believe that could be accomplished by one 'super dean'.

Each dean's job description would continue to include those points that were agreed upon in Deans' Council on August 9, 2018, which are:

- Advance academic excellence and articulate a vision for the future
- Ensure the College's long-term success, operational excellence and financial sustainability
- Provide leadership and vision for fostering a culture of continuous improvement
- Direct and oversee college compliance with respect to specialized accreditation and university accreditation
- Enhance relationships across the College and across the University
- Promote and expand the College's reputation and visibility
- Champion transparency, diversity and inclusion
- Lead the efforts on assessment and evaluation of faculty, department chairs and associate deans

7. How will the professional college interact with the graduate school?

The Graduate School Task Force will recommend that Graduate Business Programs go back under the umbrella of the Graduate School; our task force supports the recommendation, which makes sense considering the size of the graduate business programs in relationship to the size of graduate programs across campus. The College of Law desires that their admission process stays within the college. But more work should be done to look at their staff-to-student ratio, their admission process, and any areas for collaboration that would benefit the university.

This task force understands that in the future the services provided by the Graduate School will be like what the College of Health Sciences experiences now. Without knowing how the Graduate School will be staffed in the future, our biggest concern relates to the ability of the Graduate School to quickly respond to student needs during the recruiting and admissions process as well as during the time the student is completing a degree. It is imperative that graduate school staff are able to reply quickly to prospective students' inquiries and mostly importantly be able to communicate in a timely manner with students who have been admitted to our respective programs. It is critical that students receive an admission letter as soon as they have been admitted with other relevant information, i.e enrollment, orientation, communicated at appropriate times. The Graduate School lost a staff member in the summer and the position has not been filled. A thorough investigation of staffing needs should be completed to ensure that the new organization of the Graduate School is staffed appropriately to provide needed services.

The Graduate School provides invaluable assistance to graduate students and faculty, including assistance with student progression, appeals and dismissals, graduation requirements, and DNP project finishing. Faculty in health sciences rely extensively on the Graduate School for assistance as students move through the programs.

One concern relates to recruiting for graduate programs in health sciences. The professional programs in health sciences are different than other programs on campus. The standard recruiting measures of going to graduate school fairs are not effective. There is no dedicated staff to augment the recruiting that health sciences faculty are doing as there is for graduate business programs and the law school. As

the organizational structure of the graduate school is developed, it is hoped that the recruiting needs of health sciences programs are taken into consideration.

8. If we have a unified professional college, how does this college interact with outside constituents?

The task force does not believe a 'super dean' would be able to adequately represent each college as he/she would not have the connections or discipline specific knowledge to interact with professionals and leaders in the community. Therefore, each college would still need a dean to represent it in the community, within the profession, and academic areas (i.e. accreditation, professional organizations).

Anecdotal evidence gathered from leaders in business and law indicate that outside constituents are concerned about the loss of the current level of visibility of those programs. While business programs are housed within a professional or other college at some institutions, that is not true of TU's peer and aspirant institutions. There are no law colleges within another college. The colleges have benefitted of the 'branding' of their college names.

Donors, including alumni, have expressed concern with the idea of a Professional College and how this would affect the reputation of each college and programs within the college. There would still be a need for each college to have a Director of Development. The work that these individuals do for each college as well as other assignments within Institutional Advancement is significant. The Deans on the task force do not feel these positions could be combined as fundraising would likely be affected. The Oxley College of Health Sciences saw a significant decrease in fundraising for the college when its previous Director of Development also served as the Director of Corporate and Foundation Relations.

What would be the value added by having one professional college?

While the task force members understand that saving money is very important to the university at this time, we have struggled to balance the need for saving money with any value added for programs or students by combining into one college. Given our research, we are unable to provide evidence to show that the proposed merging of colleges would improve our institutional and program outcomes.

Programs in the Oxley College of Health Sciences were previously housed within the Collins College of Business and Kendall College of Arts and Sciences. The health sciences programs within these college were the outliers and struggled to find visibility that would have allowed them to grow. Since the Oxley College of Health Sciences was formed in 2015, the programs have experienced significant growth.

Enrollment in Health Sciences Programs since 2012

College of Business/ College of Arts & Sciences				College of Health Sciences				
DIVISIONAL ENROLLMENT								
	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20
UG	299	306	315	280	315	340	344	388
GR	41	39	38	37	83	70	94	106

MAJOR ENROLLENT									
	2012-13	2013-14	2014-15		2015-16	2016-17	2017-18	2018-19	2019-20
Undergraduate Programs									
HS No major							10	7	7
HS Non-degree							1	1	
Athletic Training*	32	32	34		27	20	8	4	
Exer & Sports Sci	136	138	129		111	126	125	131	148
Speech Pathology	30	25	37		39	45	46	45	48
Nursing	101	111	115		103	124	150	156	185
Graduate Programs									
GR:No Major HS						40**		1	
M/Speech Pathology	41	39	38		37	40	37	35	41
M/Athl Training***					3	5	12	10	
DNP/Adult Gero Acute Care						13	13	17	
DNP/Family NP						13	28	35	
MSN-DNP Completion						2	5	3	

* degree was phased out; Athletic Training moved to a graduate program (MAT)

** "Executive Education" class taught as precursor to HCDS certificate

*** Some students are in the accelerated EXSS/MAT degree and counted in EXSS enrollment

The University of Tulsa is now gaining a reputation in Tulsa, Northeast Oklahoma and the entire state as a leader in health-related programs. There is enormous growth predicted for careers in health-related fields, specifically in nursing, speech-language pathology, and nurse practitioners. With a College of Health Sciences, we are now positioned so that these programs can grow and help to meet the needs in these industries; we will be able to start additional new programs in the future that will meet other needs in the health care community. Loss of identity as a stand-alone college will hamper continued growth opportunities.

The concern of task force members is the potential harm that merging the three colleges would have without any obvious benefit to students. As there are no law schools in a professional college and none of our peer and aspirant universities have a college of business that is a part of another academic unit, there is concern about the professional identity and reputation of these programs. It is likely to have a significant effect on law school admissions as it would be the only program in the country that was not in a stand-alone college. There is the concern of how potential new faculty would react to the business and law academic units being a part of a professional college as this would be different than our peer and aspirant institutions. Maintaining the professional and public reputations that each of the colleges has worked hard to obtain is important and must not be overlooked.

There are ways in which the university could operate more efficiently, but this would affect all areas of campus not just these three colleges; hopefully, the Huron report and further exploration of staff-to-student ratios in each college will identify some of these areas. Apart from areas of consolidation and centralization that were mentioned previously, task force members did not find any additional areas where consolidations would be possible without decreasing the services provided to students and adversely affecting operations and outcomes of the colleges.

Appendix A

Ranking	Name of Institution	State	Name of the	Programs/Academic Units in Prof. College	Leadership Structure of Prof. College	Other colleges/divisions at the
Regional West - 43	CA Baptist University	CA	Division of Online & Professional Studies	on-line options bachelor, masters & PHD that are taught in live program	Associate VP for Academics who reports to either Provost or President of the University	10 more separate colleges (each with a dean) for Architecture, Arts & Sciences; Behavioral & Social Sciences: Engineering, Health Sciences, Nursing (this is a separate college from Health Sciences); Business; Ministries; Education; and Music.
Regional West - 20	CA State University - Long Beach	CA	College of Professional International Education	The College of Professional International Educations is a self-supported, interdisciplinary college that works closely with its university, business, community, and international partners to serve California's workforce and economy. CPIE provides expanded access to CSULB's exceptional academic programs and educational resources. We offer a diverse range of degrees, professional development certificates, and international education programs in many disciplines. We create opportunities for our students to study abroad, and bring students from around the globe to CSULB.	College Dean (no org chart reflecting reporting structure)	7 more colleges: Arts; Business; Education; Engineering; Health & Human Services; Liberal Arts; and Natural Sciences & Mathematics. All with separate dean.
Regional West - 58	CA State University - San Marcos	CA	College of Education, Health & Human Services	I included this university because the College of Education, Health & Human Services includes the School of Education, the School of Nursing, and the School of Health Sciences and Human Services, which arguably appears to group different professional schools together.	There is a Dean of the College of Education, Health & Human Services. There is a director, two associate directors and 13 program coordinators for the School of Education; there is a director, one associate director and three program coordinators for the School of Nursing; and there are four department chairs for the four departments of the School of Health and Human Services, but no director.	3 more separate colleges (each with dean) in College of Humanities, Arts, Behavioral & Social Sciences; Business Administration; and College of Science & Mathematics.

National - 39	Univ. of CA - Davis	CA	The web page for UC Davis lists its “professional” schools: School of Nursing; School of Management; School of Education; School of Law; School of Medicine; and School of Veterinary Medicine. Each of these schools is separate with its own dean and administrative staff. There does not appear to be a separate “professional” college. Except for the medical and nursing schools, all deans from all professional, undergraduate and graduate schools report to the Provost & Executive Vice Chancellor who then reports to the Chancellor. The deans of the schools of medicine and nursing report to Vice Chancellor – Human Services & CEO of UC Davis Health who reports to the Chancellor.	not a professional college; web site just lists professional schools each with a separate dean	Each of schools listed as "professional" is separate with its own dean and administrative staff. There does not appear to be a separate “professional” college. Except for the medical and nursing schools, all deans from all professional, undergraduate and graduate schools report to the Provost & Executive Vice Chancellor who then reports to the Chancellor. The deans of the schools of medicine and nursing report to Vice Chancellor – Human Services & CEO of UC Davis Health who reports to the Chancellor.	the University has separate colleges or schools (they seem to use the terms interchangeably) with deans in a number of areas. It lists the following schools/colleges (all with their own deans): College of Agriculture and Environmental Sciences; College of Biological Sciences; College of Engineering; Graduate School of Management; College of Letters and Science; Division of Professional & Continuing Education; Graduate Studies; School of Nursing; School of Education; School of Law; School of Medicine; and School of Veterinary Medicine
	nothing in colorado	CO				
	Eastern Connecticut State	CT	Eastern Connecticut has a School of Letters and a School of Education and Professional Studies with five departments: Business Administration; Communications; Economics; Education; and Kinesiology & Physical Education.	School of Education and Professional Studies has a dean who reports to the provost. Each department has a chair who reports to the School's dean.	The School of Education and Professional Studies has a dean who reports to the provost. Each department has a chair who reports to the School's dean.	Also has School of Arts & Sciences and a Graduate Division

	Southern Connecticut State	CT	School of Graduate and Professional Studies	It is not completely clear what the School of Graduate and Professional Studies includes since the graduate programs, such as the MBA, fall under the School of Business.	dean who reports to the Provost & Vice-President for Academic Affairs who reports to the University President.	Four other schools: School of Arts & Sciences; School of Business; School of Education; and School of Health and Human Services. Each school has a dean
National - 293+	University of Bridgeport	CT	College of Engineering, Business and Education	The College of Engineering, Business & Education seems to house separate professional programs in one division. Within this college there are three schools: engineering, business and education. There is one dean for the College of Engineering, Business & Education.	one dean	2 more colleges: College of Arts & Sciences; and College of Health Sciences
	Hawaii Pacific University	HI	College of Professional Studies	Incorporates the Department of Public Service and the School of Education plus a new Online Master's degree in Educational Leadership		
	North Park University	IL	School of Professional Studies	Business and Nursing	One collegiate dean, one associate dean	A&S, School of Business and Nonprofit Management, School of Education, School of Nursing and Health Sciences, School of Music, Art and Theatre, Seminary
	Rockford University	IL	College of Social Sciences, Commerce, and Education	Accounting, Business Administration, Finance, Management, Marketing, Economics, Political Science, Education, Physical Education, Sociology	One college dean with department chairs	College of Arts and Humanities, College of Science, Math and Nursing
	Clark University	MA	School of Professional Studies	B.S. - Communication, CS, Criminal Justice, HR Development, Public Admin, Social Services Graduate - Educ. Leadership, Health Informatics, Communication, Data Analytics, MPA	Dean	Arts and Sciences, Graduate School of Management, Department of International Development, Community, & Environment
National - 40	Northeastern University	MA	The College of Professional Studies	English Language Center, School of Education, Lowell Institute School, School Health Institute, World Languages Center	Dean with department chairs	College of Arts, Media and Design, School of Business, College of Computer Science, College of Engineering, College of Health Sciences, College of Science, College of Social Science and Humanities, School of Law
	Bowie State University	MD	College of Professional Studies	Behavioral Sciences and Human Services, Nursing, Psychology, Social Work	Dean with department chairs	College of Arts and Sciences, College of Business, College of Education
Regional Midwest - 76	Northern Michigan University	MI	College of Health Sciences and Professional Studies	School of Clinical Sciences, School of Education, Leadership and Public Service, School of Health and Human Performance, School of Nursing	Dean (political scientist) with department chairs	College of Arts and Sciences, School of Art and Design, College of Business, College of Graduate Studies, College of Technology and Occupational Sciences
	Siena Heights University	MI	College for Professional Studies and Graduate College	Accounting, Business, Communication, Marketing, Nursing (RN to BSN Completion), Leadership, Mental Health Counseling	Dean with department chairs	College of Arts and Sciences

	Trine University	MI	College of Graduate and Professional Studies	Accounting, Applied Management, Information Systems, Criminal Justice, Human Resources Management, Management, Manufacturing Technology, Organizational Leadership, Psychology, Business Administration (MBA), Criminal Justice (MSCJ), Engineering Management (MSEM), Information Studies (MSIS), Leadership (MSL)		College of Engineering and Business, Franks School of Education, Jannen School of Arts and Science, Rinker-Ross School of Health , School of Computing
National - 70	University of Minnesota	MN	School of Continuing & Professional Studies	Health, Biosciences, IT, Horticulture, Operations/Business Management (Bachelors and Masters)	Dean, Dir. External Relations, Finance Dir, Assoc. Dean undergrad, Assoc. Dean Grad. HR, Marketing, IT, Dir. of Prof. Devel.	School of Management, College of Education & Development, Liberal Arts, Food & Ag, Design, Science & Eng, Graduate School, School of Public Health, College of Vet Med, Dentistry, Medical, Pharm, Law, Public Affairs
Regional Midwest - 95	Northwest Missouri State University	MO	Professional School	Agriculture, Business, Communication, IT, Education, Health Science	Each school has a Dean or Director and Assistant Dean or Director, and 1-2 staff	College of Arts and Sciences
Regional Midwest - 78	University of Central Missouri	MO	Harmon College of Business and Professional Studies	Aviation, Business, Human Services, Public Services, and centers: Marriage and Family Therapy Clinic, MO Safety Center and Welch-Schmidt Center of Communication Disorders	Dean, Associate Dean, one staff, 2 IT	College of Art, Humanities, and Social Sciences; College of Ed; College of Health Science, and Tech
	Montana Tech	MT	College of Letters, Sciences and Professional Studies (CLSPS)	Bio Sciences, Business IT, Chem, Data Science, Elementary and Secondary Ed, General Science, Geochem, Health Care Informatics, Interdisciplinary Arts & Sciences, Math, Network Tech, Nursing, Pre-Professional Health, Prof. and Tech Commun, Stats, Writing	One Dean	Dept of Mines and Engineering, Graduate School, Vocational school
	William Peace Univ.	NC	School of Prof. Studies	Accelerated bachelors degrees in Marketing, Business Admin, Criminal Justice, Elementary Education, Leadership & Non-Profit Admin, Liberal Studies, Nursing to BSN, Psychology, Strategic Communication	Professional Studies Programs for Adults Hybrid online classroom Adult Education	Traditional Undergraduate
	Chadron State College	NE	School of Business, Math., and Science	Health professions, math & natural sciences, business, high plains herbarium	One Dean, also dean of all grad programs	A&S, Applied Science, Education, LA, undergraduate law program,
	Chadron State College	NE	School of Prof. Studies & Applied Sciences	Prof. Studies: ed, counseling, psych, social work; applied sciences: health, phys ed, recreation, family & consumer sciences, range management; Military Science Leadership, Child Development Center	One Dean	A&S, Applied Science, Education, LA, undergraduate law program,
	Peru State College	NE	School of Professional Studies	Business Admin, Crim Justice, Psychology	One (Acting) Dean	A&S, Ed, Organizational Management
	New Jersey City University	NJ	College of Professional Studies	Criminal justice, Fire science, Fitness exercise and sports science, Health sciences, Nursing, Professional security studies	Dean and program chairs	College of Education, School of Business, College of Arts & Sciences

	Saint Peter's University	NJ	School of Professional & Continuing Studies	Accounting, Business management, Criminal justice, Cyber security, Digital marketing, Education, General studies, Healthcare Management, Humanities, Organizational leadership, Social sciences	Dean	School of Education, College of Arts & Sciences, School of Business, School of Nursing
Regional North - 129+	College of Saint Elizabeth	NJ	School of Professional Studies	Applied behavior analysis, Business administration, Criminal justice, Education, Foods and nutrition, Health administration, Nursing, Psychology, Public health, Sport management and marketing	Dean and program chairs	School of Arts and Sciences
	Berkeley	NJ, NY	School of Professional Studies	Graphic design, Interior design, Criminal justice, Legal studies	Chair and associate chair for the school	
	Western New Mexico University	NM	College of Professional Studies	School of Nursing and Allied Health, Behavioral Sciences, School of Business, Early Childhood Education, School of Education, Social Work	Dean, associate deans for schools, chairs for others	College of Arts and Science
	New York City College of Technology	NY	School of Professional Studies	Business and technology, Career and technical teacher education, Health services administration, Hospitality management, Human services, Law and paralegal studies, Nursing, Radiological Science, Technology teacher educations	Dean, department chairs	School of Technology & Design, School of Arts & Sciences
	Elmira College	NY	Professional Programs	Communication sciences and disorders, Nurse education, Education	Division head	Business & Economics, Creative Arts, Humanities, Mathematics & Natural Sciences, Social & Behavioral Sciences
	Manhattanville College	NY	School of Professional Studies	Business, Education, Behavioral studies	Associate dean, department chairs	School of Arts & Sciences, School of Education
	SUNY Potsdam	NY	School of Education & Professional Studies	Business, Public health and human performance, Teacher education,	Dean, associate deans for schools, chairs for others	School of Arts & Sciences, School of Music
Regional North - 10	Marist College	NY	School of Professional Programs	Specializes in degree completion, Programs are Professional studies major, management studies major, and certificates	Dean and admin staff	School of Communication and the Arts, School of Computer Science and Mathematics, School of Liberal Arts, School of Management, School of Science, School of Social and Behavioral Sciences, School of Medicine
National - 179	St. John's University	NY	College of Professional Studies	Many programs across the curriculum	Dean and associate deans	College of Liberal Arts and Sciences, School of Education, School of Law, College of Business, College of Pharmacy and Health Sciences
Regional North - 32	Wagner College	NY	Professional Programs	Business, Education, Nursing, Physical Assistant	Business and Nursing had individual deans, Education and PA had department chairs	Department of Humanities, Department of Performing and Visual Arts, Department of Interdisciplinary Programs, Department of Sciences, Department of Social Sciences
	Otterbein Univ.	OH	School of Prof. Studies	Business, Accounting, Economics Education, Equine Science, Health & Sport Science, Nursing	dean with depts.	School of Arts & Sciences, Graduate School

	Northwestern OK State Univ.	OK	School of Prof. Studies	Business, Nursing	Divisions of Business & Nursing w/Chairs	School of Arts & Sciences, School of Education
	Rogers State Univ.	OK	School of Prof. Studies	Depts. of Business Health Sciences, Technology & Justice Studies	Dean for School, and Chairs for Departments	School of Arts & Sciences
	Southern Nazerene Univ.	OK	College of Prof. & Graduate Studies	Undergrad Programs in Business Adminstration, Criminal Justice, Family Studies & Gerontology, General Studies, Network Managemenet, Organizatinal Leadership, General Education Courses, Graduate Programs in Business, Counseling, Education, Kinesiology		Colleges of Humanities & Educaon, Teaching & Learning, Natural, Social and Health Sciences
	University of Central Oklahoma	OK	College of Education & Professional Studies	Dept of Education (Curric & Instruc., Teacher Education; Ed. Leadership, Kines & Health Studies); Dept. of Professional Studies (Adult Ed & Safety Sciences; Human Environmental Sciences; Kines & Health Studies; Psychology)	Dean & Dept. Chairs	Business; Fine Arts & Design; Graduate Studies; Liberal Arts; Mathematics & Science; Forensic Science Institute
	Robert Morris University	PA				School of Business; School of Engineering, Mathematics and Science; School of Informatics, Humanities and Social Sciences; School of Nursing, Education and Human Studies
	Black Hills State University	SD	College of Business and Natural Sciences	Business, Biology, Chemistry, Applied Health Sciences, Military Science	One dean, two separate chairs for the School of Business and the School of Natural Sciences	Two other colleges: A&S, Education and Behavioral Sciences
Regional South - 28	University of Tennessee-Martin	TN	College of Business and Global Affairs	Business, Economics, Political Science	One dean, two separate chairs for the Department of Accounting, Finance, Economics, and Political Science and for the Department of Management, Marketing, and Information Systems	Four other colleges: Agriculture and Applied Sciences, Engineering and Natural Sciences, Education, Health, and Behavioral Sciences, Humanities and Fine Arts
Regional West - - 75	Texas A&M University-Texarkana	TX	College of Business, Engineering, and Technology	Business, Mathematics, Computer Science, Electrical Engineering	One dean, one associate dean, one assistant dean	College of Arts, Sciences, and Education
	Sul Ross State University	TX	College of Education and Professional Studies	Business, Education, Law Enforcement, Homeland Security and Criminal Justice, Kinesiology, Industrial Technology	Beyond the dean, the leadership structure is unclear. Each program appears to have at least one chair and/or coordinator.	A&S, Agriculture & Natural Sciences
	Dallas Baptist University	TX	College of Professional Studies	Re-packaging of on-campus majors in an online format; a "virtual" college	N/A	Six other colleges: A&S, Business, Education, Fine Arts, Christian Faith, Natural Sciences & Mathematics
	Bridgewater College	VA	Division of Professional Studies	Dept of Econ. & Business Administration, Dept. of Health & Human Sciences (AT, Family & Consumer Sciences, Health & Exericse Science, Health & PE, Nutritional Science, Pre-Professional), Teacher Education Program (Elem. Ed, Secondary Ed., PreK-12)	Division Head	Division of Communication Studies, Fine Arts and Literature, Division of Humanities and Social Sciences, Division of Natural Sciences

	Averett University	VA	Graduate and Professional Studies Programs	Master's - MAcc, MBA, Curric. & Instruction, Admin. & Supervision, Special Education MS Data Analytics, Criminal Justice; Bachelor's - Applied Science - Leadership, BBA, Soc. & Criminal Justice		Traditional programs in Business, Nursing, Med. Tech., Psychology, PE, Criminal Justice, English, and many more.
	Ferrum College	VA	School of Social Sciences and Professional Studies	Accounting, Bus. Admin. Computer Tech. & Info. Systems, Criminal Justice, Health & Human Performance, International Studies, Liberal Arts, Polical Science, Psychology, Recreation Leadership, Social Work, Sociology		School of Arts and Humanities, School of Natural Sciences and Mathematics
	Virginia Wesleyan University	VA	School of Professional Studies	Business, Education, Recreation and Leisure Studies, and Social Work	No info	Honors; University; Social Science; Mathematics & Natural Sciences; Arts & Humanities
	Norwich University	VT	College of Professional Schools	School of Architecture & Art; School of Business & Management; School of Engineering; School of Nursing	Dean; some programs within the college appear to have directors	College of Liberal Arts; College of Science & Mathematics; College of National Services (military programs); College of Graduate and Continuing Studies
National - 79	Gonzaga University	WA	School of Leadership Studies	Looks to be a stand-alone leadership college	New dean (June 17, 2019 start)	A&S, Business Admin, Edu, Engineering & Applied Science, Law, Nursing & Human Physiology
	Western Washington University	WA	Fairhaven College of Interdisciplinary Studies	Law, Cultural Studies, liberal arts & a five acre student-run farm	One collegiate dean	Science & Engineering, Humanities & Social Sciences, Business & Econ, Fine & Performing Arts
National - 62	University of Washington	WA	Information School (iSchool)	Library Science, Informatics, Information Mgmt, IT	One collegiate dean, three associate deans	15 other colleges, iSchool is No. 16
	Central Washington University	WA	College of Education and Professional Studies	ROTC, Aviation, Education, Health Sciences, Family and Consumer Sciences, etc.	One collegiate dean, two associate deans	Arts & Humanities, Business, Sciences, Honors
Regional Midwest - 53	University of Wisconsin-Stevens Point	WI	College of Professional Studies	Business, health-related fields and Education	One collegiate dean	Fine Arts & Communication, Letters & Science, Natural Resources
National - 46	University of Wisconsin-Madison	WI	The Information School (iSchool)	Librarianship, Info Mgmt & Analytics, IT & User Design	Directors (seems to function more like a center or institute than a college or school?)	23 other colleges/schools
Regional Midwest - 61	University of Wisconsin-Whitewater	WI	College of Education & Professional Studies	Almost all based in Education plus Communication Sciences & Disorders and Leadership and Military Science	One collegiate dean, one associate dean, one assistant dean	
Regional Midwest - 72	University of Wisconsin-Stout	WI	College of Science, Technology, Engineering, Mathematics and Management	Robert F. Cervenka School of Engineering + School of Management	One collegiate dean, two associate deans	Arts, Communication, Humanities & Social Sciences; Education, Hospitality, Health & Human Services; Graduate School
National - 293+	Marshall University	WV	College of Education and Professional Development	All are based in Education	One collegiate dean, one associate dean	Arts & Media, Business, IT & Engineering, Health Professions, Pharmacy, Medicine
	N/A	WY				

	College of Law library staff did national search on law schools that may be a part of a "professional college." No law school is part of a "professional college." All are separate colleges or schools with a dean	XXXX				
	Eastern Oregon University	OR	College of STM and Health Sciences	Biology, Chemistry and Biochemistry, Computer Science, Health and Human Performance, Mathmatics, Psychology, Outdoor Leadership Program, Pre-Professional Health	Not available online	Bachelor of Applied Science, Associate of Arts
	Lewis and Clark College	OR	College of Arts and Sciences	Art, Art History, Biochemistry and Molecular Biology, Biology, Chemistry, Chinese, Classics, Computer Science, Dance, East Asian Studies, Economics, English, Environmental Studies, Ethnic Studies, Foreign Languages, French Studies, Gender Studies, German Studies, Hispanic Studies, History, International Affairs, Japanese, Latin American Studies, Mathematics, Music, Neuroscience, Philosophy, Physics, Political Economy, Political Science, Psychology, Religious Studies, Rhetoric and Media Studies, Russian, Sociology and Anthropology, and Theatre	Dean Structure	Law School and Graduate School of Education and Couseling
	Northwest Christian University	OR	School of Professional Studies	Accounting, Business Administration, Criminal Justice, and Teacher Education as well as graduate programs in Business Administration, Clinical Mental Health Counseling, School Counseling, and Teacher Education	Only a VPAA	School of Liberal Arts and Bible

National - 293+	Indiana State University	IN	College of Graduate and Professional Studies	Master's Degrees: Biology, Career and Tech Ed, Criminology, Educational Technology, Electronics and Computer Technology, Health Sciences: Public Health, History, Human Resource Development, Mathematics, Nursing (MSN), Occupational Safety Management, Public Administration, School Administration and Supervision, Special Education, Sport Management, Student Affairs and Higher Education, Teaching and Learning, Technology Management/ Doctoral: DNP, Athletic Training, Educational Administration, Health Sciences, School Administration, Technology Management/ Various Certificates	Dean and Assistant Dean	College of Education, College of Arts and Sciences, College of Health and Human Services, College of Technology, College of Business
	Indiana Wesleyan University	IN	College of Adult and Professional Studies	Business, Education, Liberal Arts, School of Service and Leadership	Vice President of Academic Affairs	College of Arts and Sciences, School of Nursing, School of Health Sciences, Graduate School, Seminary
	Purdue Fort Wayne	IN	College of Professional Studies	Education, Hospitality & Tourism Management, Human Services, Public Policy	Dean and Assistant Dean	College of Arts and Sciences, College of Engineering, Technology, and Computer Science, College of Visual and Performing Arts, School of Business, Division of Continuing Studies
	Trine University	IN	College of Graduate and Professional Studies	Undergrad degrees in Business, A&S, and Engineering (Accounting, Applied Management, Information Systems, Criminal Justice, Human Resource Management, Manufacturing Technology, Organizational Leadership, Psychology)/ Also offer Grad degrees in similar fields	There is nothing on their website to indicate a separate Dean or leadership for the professional college. Only deans for the academic divisions that house the non-online programs are listed on the Academic Leadership site. https://www.trine.edu/about/leadership/academic-leadership.aspx	College of Engineering and Business, School of Education, Arts and Sciences, Health Sciences
Regional North - 10	Providence College	RI	College of Professional Studies	Education and special education, social work, and health policy	Not available online	School of Arts and Sciences, School of Business, School of Continuing Education
National - 166	University of Rhode Island	RI	College of Education and Professional Studies	Bachelors Degrees in Biotechnology, Business Institutions, Elementary Education, Health Services Administration, Secondary Education. Masters and doctorate degrees in Education	Dean Structure	College of Arts and Sciences, College of Business, College of Engineering, College of Environment and Life Sciences, College of Health Sciences, College of Nursing, College of Pharmacy, College of Oceanography, College for Academic Success
	Limestone College	SC	Division of Professional Studies	This was all I could find on the website with no additional information....		

	Upper Iowa University	IA	School of Business and Professional Studies	Accounting, Agricultural Business, Business Administration, Financial Management, Graphic Design, Health Services Administration, Human Resource Management, Information Systems, Information Technology, Management, Marketing, RN to BSN, Software Engineering	Dean Structure	Education, Arts and Sciences
	XXXXXXXX	ID	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
	Keystone College	PA	School of Professional Studies	Business, Managment, Technology, Education	Not available online	School of Arts and Sciences
National - 97	Drexel University	PA	Graduate School of Biomedical Sciences and Professional Studies	Master of Science and Doctor of Philosophy degree programs in fields like biochemistry, biotechnology, clinical research, and forensic science		College of Arts and Sciences, Media and Arts Design, Business, Economics, Engineering, Engineering Curriculum, Computing and Informatics, Medicine, Nursing and Health Professions.
Regional North - 38	La Salle	PA	College of Professional and Continuing Studies	Arts & Sciences, Business Administration, and Nursing & Health Sciences	VPAA	No other colleges
National - 6	University of Pennsylvania	PA	The school of arts and sciences contains the college of liberal and professional studies but that was all I could find			

Appendix B

Summary of 'Professional Colleges' at other Institutions

We found 81 institutions that had a 'Professional College'. A summary of information found includes:

- None included a law school
- There were vast differences between the programs that were included in the 'Professional College.'
- The majority of the institutions were smaller, liberal arts institutions. Some were larger than TU in terms of enrollment, but none would be considered peers or aspirants.
- There were only a few institutions that have a national ranking in the US News & World Report higher than TU. The 'Professional College' at these institutions are the most different in programs and structure than what TU is considering.
- Many 'Professional Colleges' target adult learners and working professionals in non-traditional and online programs.

Several task force members called/emailed a representative of institutions where we had connections or institutions that seemed most similar to TU, either by size, programs in the college, or other means. A summary of the findings include:

- The reasons were varied as to why the 'Professional College' was formed; some were unknown. Several were to group programs together that didn't fit into other existing colleges/academic units.
- Most institutions didn't see a decrease in expenses from combining into a 'professional college'. For some that was not a consideration when forming the college.
- Increased collaboration and streamlining the organizational structure were a common reason for forming a 'professional college'. The results of this were varied but appeared to be successful at several institutions. In one institution there was increased collaboration by paying stipends to faculty who engage in interdisciplinary collaboration.
- One institution had just separated their 'professional college' due to issues with program accreditations.

Appendix C

Administrative / Staff Positions

Position	Law Name	Title	Amount	Account	Endowed or Outside funding	Business Name	Title	Amount	Account	Endowed or Outside funding	Heath Sciences Name	Title	Amount	Account	Endowed or Outside funding
Dean	Lyn Entzeroth	Dean		50600	No	Linda Nichols	Dean		50600	Partial	Robin Ploeger	Dean		50600	Yes
Assoc. Dean (responsible for...)	Rachel Baker	Associate Dean, Director of Admissions & Financial Aid		50600	No	Ralph Jackson	Associate Dean and Director of Graduate Business Programs		50100	Partial	Ron Walker	Associate Dean		50100	No
	Vicki Limas	Assoc. Dean for Academic Affairs		50100	No						Elmus Beale	Associate Dean for Medical Education		50100	Yes
	Karen Grundy	Assoc. Dean for Student Affairs		50100	No										
Asst. Dean	Lauren Donald	Assistant Dean & Director of Externships		50600	No	Richard V. Arrington	Assistant Dean - Advising		50600	No					
	Tim L. Thompson	Assistant Dean Online Legal Education		50600	No	Leonelle Thompson	Assist. Dean & Director of the Business Career Center		50600	No					
Admin. Support	Barbette Veit	Assist. To the Dean/Manager of		50600	No	Erin McDermott	Assistant to the Dean		50600	No	Veronica Goss	Assistant to the Dean		50600	Yes
	Kyla Currie	Administrative Assistant, Professional		50700	No	Lisa Martin	Assistant to the Assoc. Dean		50600	No					
	Danielle Duke	Department Assistant, Student Affairs		50700	Yes	Christina Smith-William	Director of Student Services		50600	No					
	Debra Ricketts	Assistant to the Dean of Academic		50600	No										
	Lisa Abbott	Department Assistant, Faculty Support		50700	No										
IT / Computer Resources	Shannon Provence	Director of Computing Resources		50600	No	Mario Fisher	System Administrator		50600	No	John Rosencutter	IT Support Services Administrator		50600	Yes
	Kim Childers	Application Support Technician		50600	No	Chris Eilers	Computer Systems Specialist		50600	No					
	Crystal Rutherford	Microcomputer Specialist		50700	No										
Admission /	April Fox	Director of Admissions & Financial Aid		50600	No	Ashley Chapa	Director of Marketing and Student		50600	No					
	Megan Henson	Associate Director of Admissions		50600	No	Morgan Shumar	Graduate Admission Counselor		50600	No					
	Eurore Oboh	Admissions Counselor & Diversity		50600	No										
	Rosemarie Spaulding*	Administrative Assistant		50700	No										
	Janet Johnson	Administrative Coordinator		50600	No										
Career Services / Placement	Rachel Baker	Associate Dean, Director of Admissions & Financial Aid				Leonelle Thompson	Assist. Dean & Director of the Business Career Center								
	Julie Peters	Assoc. Director of Professional Development		50600	No	Tawny Crone	Program Director		50600	No					
Student Advising						Richard V. Arrington	Assistant Dean - Advising				Lindsey Perry	Director of Advising & Retention		50600	Yes
						Tami Barrett	Enrollment Management Coordinator		50600	No					
						Patty Kitchens	Director of Advising and Retention for Undergrad Programs		50600	No					
Budget Director	Dyan Bramell	Director of Fiscal Affairs		50600	No	Carol Alix	Director of Fiscal Affairs and Special Projects		50600	No	Grant Garner	Director of Fiscal Affairs & College Operations; TU HIPAA Officer		50600	Yes
Other College Staff	Kim Wise	Assistant Coordinator for Student & Fiscal Affairs		50600	No						Gosia Bodurka	Scholarship Development Officer		50600	Yes
	Vladimir Merisca	Administrative Coordinator for Online		50600	No										
	Jamie Lewis	Coordinator for Faculty Development		50600	No										Yes
Department Admin. Support						Judy Adair	Fin./Ops. Mgt./IB / Program Coordinator for Friends of Finance		50600	Offset by Sales	Wendy Palmer	Nursing		50600	No
						Jill Bond	Fin./Ops. Mgt./IB		50700	No	Amy Boewe	Communication Sciences & Disorders		50700	No
						Jennie Dugger	Accounting / CIS		50600	No					
						Terry Saunders	Energy Econ., Policy & Com.		50600	No					
						Sherry Dake	Mgt. / Marketing		50700	No					
Total			Law	\$ 1,419,107.00		Total	Business	\$ 1,293,969.00			Total	Health	\$ 797,336.00		

salary is coded to "50100" for instructional salaries instead of "50600" for professional salaries or "50700" for staff salaries

* this position isn't being replaced with the incumbent retirees

ADMINISTRATIVE/PROFESSIONAL

July 22, 2019

**DIRECTOR OF FISCAL AFFAIRS & COLLEGE OPERATIONS
OXLEY COLLEGE OF HEALTH SCIENCES**

POSITION SUMMARY:

The Director of Fiscal Affairs & College Operations reports to the Dean of the Oxley College of Health Sciences and is responsible for coordinating all budget activities, including the development of the budget and presentation to the Dean and Controller's Office as well as operations of the college including all aspects of the building, security, and TU Clinics. Following budget enactment, the Director of Fiscal Affairs is responsible for coordinating all aspects of the implementation of the budget, including determination of whether revenues and expenses are consistent with budget forecasts. The Director of Fiscal Affairs is responsible for the internal reporting and accounting system and collection of data and processing. The Director develops revenue and expense forecasts to assist with strategic planning as well as strategic plan implementation in the context of both the Oxley College of Health Sciences and the broader university. The Director will lead efforts to promote efficiency and predictability in Oxley College of Health Sciences operations. The Director works with Oxley College of Health Sciences cost centers to develop appropriate tools to assist those centers in budgetary updates, planning and cost center presentations to the Dean. The Director will oversee University contracting, billing, collections and compliance for clinical services. The Director will work with personnel on the TU main campus to coordinate security needs, shuttle services, maintenance requests, and other issues as they arise. The Director will coordinate building usage and building needs with CBRE. The Director serves as the HIPAA Compliance Officer. In that capacity, the Director will work with the General Counsel's office to ensure that HIPAA related standards are being met.

CHARACTERISTIC DUTIES:

Fiscal Affairs

- Prepares and manages the annual budget for the Oxley College of Health Sciences
- Coordinates and supervises departmental budgets
- Oversees all aspects of patient care revenues for university clinical services
- Updates and oversees the annual budget based on revenue projections
- Prepares budgetary and fiscal reports for strategic planning and implementation as well as decision making
- Manages and supervises payroll, purchase requisitions, check requests and travel expenses for faculty, staff and students
- Coordinates all financial matters of the Oxley College of Health Science with the university finance departments
- Controls and manages OCHS scholarships, grants, endowments, as well as annual giving restricted accounts, and identify available funds from such sources for use in budgeting process
- Maintains compliance with University rules and regulations
- Maintains personnel records for faculty, staff and administrators
- Serves on university and Oxley College of Health Sciences committees as assigned

College Operations

- Building coordinator and liaison with CBRE (Property Management Company)
 - Communicates with building engineers about any issues that arise regarding the building
 - Communicates with CBRE regarding TU's set schedule and any schedule changes regarding after hours meetings that happen in the building to make sure parties have access
 - Verify monthly rent payment to CBRE and housekeeping rebate from CBRE
- Primary contact for Boulder Building with TU Main Campus
 - Communicates with security regarding the semester class schedule so officers are present
 - Creates the shuttle schedule based on classes and sends that to security
 - Communicates with security to provide access to our building for all new individuals
 - Communicates to security rosters of classes that meet after hours so students can access the building with their ID cards
 - Communicates with Physical Plant regarding issues to resolve that are TU's responsibility
- Primary contact for Boulder Building with St. John's / Ascension
 - Communicates St. John's schedule to CBRE since they sublease from TU
 - Communicates issues that arise on floors 6 & 7 to CBRE engineers
 - Verifies monthly rent payment received from St. John's
- Director of Fiscal Affairs for the Alexander Health Center
 - Prepares and manages the annual budget for AHC
 - Oversees all aspects of patient care revenues for university clinical services

- Updates and oversees the annual budget based on revenue projections
- Prepares budgetary and fiscal reports for strategic planning and implementation as well as decision making
- Manages and supervises payroll, purchase requisitions, check requests and travel expenses for faculty, staff and students
- Coordinates all financial matters of the AHC
- Controls and manages grants, endowments, as well as annual giving restricted accounts, and identify available funds from such sources for use in budgeting process
- Maintains compliance with University rules and regulations
- Communicates with TU insurer to ensure all University employees in the clinics under the Oxley College of Health Sciences are properly covered
- Liaison with Regional Medical Laboratory to ensure seamless operations between the lab and TU Clinics
- Liaison with Oklahoma Medical Billing (outsource billing company) for all clinics under the Oxley College of Health Sciences
 - Maintain contact with OMB employees to ensure proper billing
 - Reconcile billings to Colleague
- Serve as contact person with new outside companies regarding services provided to the TU Clinics
- Performs other duties as assigned/needed

HIPAA Compliance Officer

- Works with relevant stakeholders to develop and implement a HIPAA compliance program
- Routinely monitor state and federal HIPAA regulations; as new regulatory requirements come up, work to proactively modify the university's HIPAA compliance program to accommodate these changes
- Communicates any changes in policies or procedures with other departments within the university
- Serves as a resource for HIPAA compliance concerns raised throughout the university and coordinates with the appropriate departments to design and analyze the impact of any process changes required by HIPAA regulations
- Monitors and documents progress towards the successful and timely implementation of the university's HIPAA compliance program
- Develops and implements training material and courses to help employees understand HIPAA and how it impacts their specific duties.

MINIMUM QUALIFICATIONS:

Bachelor's degree with formal college education in finance or accounting; at least three years of progressively responsible work in areas such as finance or accounting; excellent interpersonal, written and oral communication skills; proficiency utilizing Microsoft Word, Excel, Outlook and standard accounting software systems; self-motivator with the ability to multi-task, meet deadlines, and maintain confidentiality; the ability to work with diverse groups of people. An equivalent combination of education and work experience may be considered in substitution for stated education requirements.

PREFERRED QUALIFICATIONS:

Experience in academic administration at the university level; experience with contracting, billing, collections, and compliance for clinical services; familiarity with the University's Datatel Information System.

APPLICATION INFORMATION:

Please attach a cover letter, résumé and complete contact information for three references to the online application. Application information can also be emailed to: tujobs@utulsa.edu or faxed to 918-631-3543. To mail information, please send to: The University of Tulsa, Office of Human Resources, and 800 South Tucker Drive, Tulsa, OK 74104. The review of applications will commence immediately and will continue until the position is filled.

The University of Tulsa is an Equal Opportunity Employer F/M/Disabled/Veteran.

The University of Tulsa

September 20, 2019

Director of Operations, Fiscal Affairs & Special Projects Collins College of Business

- The Director of Operations, Fiscal Affairs & Special Projects reports to the Dean and supervises the Information Technology staff (2) and part-time positions (2), while working with the departmental staff for oversight of budgets and daily operations. Responsible annually for all aspects of the three AACSB survey reports. The director maintains close relations with the associate and assistant deans, department directors/chairs, Graduate Business Programs and the Business Career Center staff. The director provides proactive, positive, and effective leadership for the AP and hourly staff. Reviews, analyzes, and addresses the needs for the daily operations of the college and its functions within Helmerich Hall, works with other divisions of the university including outside vendors to maintain operations and functions to provide the best services and facilities for optimal results. Fields questions and concerns from CCB Director of Student Experience, faculty/staff for the operations within the college and of Helmerich Hall. The director also serves in various capacities and responsibilities for the Dean when he/she is not available.

JOB RESPONSIBILITIES:

- **Budget duties:** Budget analysis and planning with the Dean, Provost and Controller's offices. Responsible for all aspects of the budget processes- all Funds, recommends proactive solutions for budgeting issues. Prepares appropriate documents for modified-zero-based budgeting, transfers, endowments funding availability, and initiates new budget accounts, as appropriate. Reviews budget general ledger pages and provides information to all departments within college. Meets with department and administrative areas regarding all Funds of CCB and initiates communication to set new-year restricted account budgets. Guides departmental assistants to reconcile accounts and initiate budget transfers. Communicates changes and corrections, as needed, to the Controller's office, as well as year-end budgeting functions for the CCB's nine academic and administration areas. Determines endowment earnings funds available for endowed professorships, informs Dean, follows through with Dean's appointments and sets funding in place. Determines endowment earnings for graduate scholarships, reviews with Dean, and informs GBP of annual allocation for scholarships by account. Approves budgeted and non-budgeted expenditures college-wide, including Concur reimbursements, moving expenses for new hires, EEOC procedures, and Strategic Hiring forms processes. ProCard approvals-exceeding limits, check requests, reviews and analyzes adjunct payroll requests, and determines splits and submits the summer payroll for research and teaching.
- **AACSB:** Initiates data gathering and responsible for working with College and University individuals to receive the data. Prepares and submits the survey reports for the accrediting body's three annual surveys: Compensation/Salary, Finance Module, and the Business School Questionnaire.
- **College IT duties:** Project oversight and supervision meetings regularly with IT staff (2). Receives recommendations and suggestions from IT, faculty/staff and discusses with IT staff the needs regarding Helmerich Hall and the faculty/staff of the college for the day-to-day activities including the technology needed for teaching, labs, infrastructure, and office functions. Determines the availability of funds for the short and long-term projects. Communicates with other divisions of campus and then provides recommendations and funding options to the Dean for final approval prior to proceeding with projects. Follow-up included.
- **College Endowment duties:** Determines endowment earnings funds available for endowed professorships, informs Dean, follows through with Dean's appointments and sets funding in place. Determines endowment earnings for scholarships by accounts. reviews and analyzes adjunct payroll requests, and determines splits and submits the summer payroll for research and teaching.
- **Helmerich Hall projects:** Works together with physical plant supervisors and architects regarding remodeling to Helmerich Hall throughout entire projects. Liaison with departments when their area is

involved. Coordinates entire department or building move-outs and returns when the projects require vacating the premises. Throughout the year, initiates maintenance and service requests for projects within Helmerich Hall, including when cosmetic upgrades are needed.

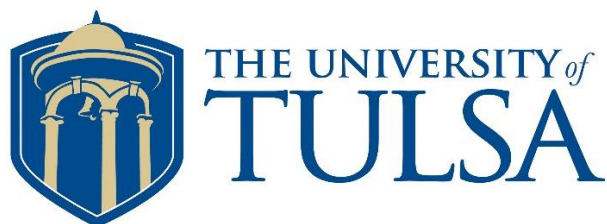
- **Procedural duties:** Provides guidance and policy/procedural answers for a wide variety of activities and requests. Assists all faculty/staff with any/all concerns regarding their building area, their budget and available funds.
- **Other duties:** Plans and conducts CCB staff meetings for dissemination of information and receiving recommendations and requests that are important to the staff. Receives annual evaluations from supervisors for all staff, working with supervisors as needed, submits to Human Resources. Receives requests from Institutional Advancement each semester regarding donor accounts that require reporting, and disseminates that information to the individuals responsible to report. Follow up included. Building Monitor for Helmerich Hall, provides input and distributes the 'building safety plan,' and attends the campus building safety meetings.

Minimum qualifications: A degree in Business Administration or a related field, demonstrated successful budget planning and operations experience, strong organizational and leadership skills, and the ability to communicate effectively with the college and university administration, faculty, staff, current students, alumni and outside vendors. A combination of education and experience may be considered for minimum qualifications.

Preferred qualifications: University experience, Fund Accounting experience, AACSB accredited business school experience; and familiarity with TU and the Tulsa community.

APPLICATION INFORMATION: Please submit a cover letter, resume and the name, address, and phone number for three references to: The University of Tulsa, Office of Human Resources, 800 S. Tucker Drive, Tulsa, OK 74104 or email to tujobs@utulsa.edu or fax to (918) 631-3543. The review of applications will commence immediately and will continue until the position is filled.

The University of Tulsa is an Equal Opportunity/Affirmative Action Employer



Job Description

EMPLOYEE INFORMATION

Name: D. Dyan Bramwell
Job Title: Director of Fiscal Affairs
Supervisor: Lyn Entzeroth

Employee ID: 0958901
Department: Law

POSITION SUMMARY (Please provide a brief summary of your positions' key roles and functions):

CHARACTERISTIC DUTIES (Please identify specific duties and responsibilities and provide a breakdown of the approximate percentage (ideally not greater than 20% or less than 5%) of time spent, on average, on each duty (separate activities as opposed to grouping them):

Job Activities	% of time
<i>Prepare and manage the annual budget for the College of Law</i>	12
<i>Coordinate and supervise all College of Law departmental budgets</i>	18
<i>Update and oversee the annual budget based on revenue projections</i>	10
<i>Prepare budgetary and financial reports for strategic planning and decision-making</i>	10
<i>Manage and supervise payroll, requisitions, check requests, and travel expenses for faculty, staff, students</i>	12
<i>Coordinate all financial matters of College of Law with the university finance departments</i>	15
<i>Control and manage scholarship, grants, endowments, annual giving, restricted accounts and identify funds from such sources for use in the budgeting process</i>	5
<i>Track budget and expenditures for Study Abroad program</i>	5
<i>Supervise and counsel graduate assistants and students on organization budgeting needs</i>	5
<i>Maintain compliance with University rules and regulations</i>	5
<i>Maintain personnel records for faculty, staff and administrators</i>	2
<i>Service on university committees and task forces</i>	1

MINIMUM QUALIFICATIONS (Please list any specific education/degree, training, or certification that is **required** for the successful performance of your job; describe any specialized equipment or technology used in your position, if applicable): A Bachelor's degree in Business Administration, Finance, Accounting, Bookkeeping, or a related field; one to three years of progressively responsible work experience in areas such as finance, bookkeeping, administration or administrative support; excellent interpersonal, written and oral communication skills; proficiency utilizing Microsoft Word and Excel; self-motivator with ability to multi-task, meet deadlines, and maintain confidentiality; ability to work with diverse groups of people. An equivalent combination of education and work experience may be considered in substitution for the stated educational requirements.

PREFERRED QUALIFICATIONS (Please list any **additional** education, training, or certification that is preferred, but not necessarily required, for the successful performance of this job): Experience in academic administration at the university level; familiar with the University's Datatel Information System

D. Dyan Bramwell/
EMPLOYEE PRINT/SIGN NAME

10/23/18
DATE

SUPERVISOR PRINT/SIGN NAME

DATE

Appendix E

Law		
Last, First Name	Title	Speciality; Area of Expertise
Adams, Chuck	Professor of Law	Civil Procedure, Evidence
Amit, Roni	Assistant Clinical Professor for Terry West Legal Clinic	Landlord/Tenant Law
Arnold, Tom	Professor of Law	Corporations, Contracts, Agency Law
Bowman, Warigia	Assistant Professor of Law	Administrative Law, Environmental Law
Bucholtz, Barbara	Professor of Legal Writing	Nonprofit Corporations
Butkin, Robert	Professor of Law	Contracts, Commercial Law
Christopher, Russell	Professor of Law	Criminal Law
Galoob, Stephen	Professor of Law	Philosophy, Criminal Law
Grundy, Karen	Associate Professor of Legal Writing	Medical Malpractice
Hutchison, Evelyn	Professor of Legal Writing	Family Law
Kilovaty, Ido	Frederic Dorwart Endowed Assistant Professor of Law	Cybersecurity Law
Lamkin, Matthew	Associate Professor of Law	Torts, Health Law
Limas, Vicki	Professor of Law	Employment Law
Luttrell, Melissa	Assistant Professor of Law	Environmental Law
Marton, Mimi	Assistant Clinical Professor of Law for TIRN	Solo Practice, Immigration Law
McCormick, Elizabeth	Associate Clinical Professor of Law	Immigration Law
Nerger, Regina	Professor of Legal Writing	Employment Law
Parker, Johnny	Professor of Law	Torts, Civil Rights Law, Insurance Law
Piety, Tamara	Professor of Law	Evidence, Corporations
Ridenour, Jessica	Assistant Professor of Legal Writing	Employment Law
Royster, Judith	Professor of Law	Indian Law, Civil Procedure
Spoos, Robert	Chapman Distinguished Professor of Law	Copyright Law, Constitutiona Law
Yasser, Raymond	Professor of Law	Sports Law, Torts
Entzeroth, Lyn	Dean of the College of Law	Constitutional Law, Capital Punishment
Bell, Daniel	Director of Mabee Legal Information Center	Legal Research

Health Sciences		
Last, First Name	Title	Speciality; Area of Expertise
Nursing		
Ballone-Walton, Tonya	Clinical Assistant Professor of Nursing	Medical/Surgical, Pediatrics, & OB Mother/Baby
Barrow, Cassandra	Visiting Clinical Assistant Professor in Nursing	Medical/Surgical
Courtney, Tedi	Clinical Assistant Professor of Nursing	Leadership, Folk Healing, Simulation
Eng, CaSandra	Clinical Assistant Professor in Nursing	Pediatrics, Legal processes and Ethical considerations, Growth and Development, Community Health and Wellness Education
Hansen, Helen	Clinical Assistant Professor of Nursing	Adult Medical Surgical, Health Assessment and Pharmacology
King, Brandon	Clinical Assistant Professor in Nursing	Truama, health care policy, translational reseach in health care
Kuwitzky, Jennifer	Clinical Assistant Professor in Nursing	Management of adult critical-care patients, advanced life support therapies, pulmonary disorders, sepsis, burn injury, ethical and end-of-life issues.
Martin, Rhonda	Clinical Associate Professor of Nursing	OB/GYN/newborn nursing, breastfeeding, human sexuality, nursing & technology
Martindale, Angela	Clinical Assistant Professor in Nursing	Community Health, Elimination, Adverse Childhood Experiences, Poverty, Poverty and Health
McAuliff, Sarah	Visiting Clinical Assistant Professor in Nursing	Family Practice, Asthma, Diabetes
Mellor, Sandi	Visiting Clinical Assistant Professor in Nursing	Management of complex primary care patients with diabetes, cardiac and thyroid problems, community resources management, and immunization requirements.
Nichols, Lee Anne	Associate Professor of Nursing	Native American Health, Community
Stansifer, Sheryl	Clinical Assistant Professor in Nursing	acute and chronic conditions. transition care
Strunk, Kathleen	Clinical Associate Professor of Nursing	Psychiatric mental health and leadership
Wall, Andrea	Visiting Clinical Assistant Professor in Nursing	Adult Acute Care, Perioperative care
Zumwalt, Nicholas	Clinical Assistant Professor of Nursing	Medical / Surgical
Kines. & Rehab. Sciences		
Beams, Samantha	Clinical Associate Professor of Exercise Sports Science	pedagogy, health

Gardner, Greg	Clinical Professor of Athletic Training	Administration, global issues in athletic training
Hale, Davis	Assistant Professor of Athletic Training / Exercise Science	Heart rate variability and sleep duration in endurance and power athletes, impact of load carriage on substrate and ventilatory responses, energy availability in elite cyclists, ACSM Exercise is Medicine, ExRx, exercise physiology, fire fitness
Hildrebrand, Rachel	Clinical Assistant Professor of Athletic Training	Orthopedic Evaluation, Immediate Care of Orthopedic Injury
Kollock, Roger	Associate Professor of Athletic Training	Biomechanics, injury prevention in military and firefighters
Ploeger, Robin	Clinical Professor of Athletic Training	Organization and Administration, Professional Leadership and Development
Walker, Ron	Clinical Professor of Athletic Training	Concussion, Administration
West, Jason	Clinical Associate Professor of Athletic Training	Strength and Conditioning, Fitness/Performance Testing
Wickel, Eric	Associate Professor of Athletic Training	Fitness, Childhood Obesity, Effects of Sedentary Time
Wilkins, Nicole	Clinical Assistant Professor of Athletic Training	Rehabilitation of Orthopedic Injuries, Psychosocial issues & athletics, Mentoring/leadership development
Comm. Sci. & Disorders		
Cadogan, Paula	Applied Associate Professor of Communication Disorders	
Davis, Lori	Associate Professor of Communication Disorders	Dysphagia, swallowing disorders and normal swallowing; aging; childhood and adult apraxia; stroke; cleft palate and other craniofacial anomalies; cerebral palsy; dementia; head and neck cancer; voice disorders
Foyil, Kris	Clinical Assistant Professor of Speech-Language Pathology	Speech and Language Development, Assessment, & Treatment; Early Literacy Development; Developmental Disorders; Early Intervention-Parent Coaching
Hyland, Julie	Applied Associate Professor of Communication Disorders	Identification, assessment, diagnosis for persons with hearing loss; Treatment and management for persons with hearing loss (hearing aids, cochlear implants, assistive listening technology); Counseling for persons with hearing loss and their families

Launchbaugh, Sarah	Clinical Assistant Professor of Speech-Language Pathology	School age articulation disorders; School age language delays; School based speech-language services: writing IEPs, working on a collaborative, special education team; Adult In-patient rehabilitation services; Fluency disorders
Marfechuk, Ronda	Clinical Assistant Professor of Speech-Language Pathology	Augmentative and alternative communication (AAC); autism; child language
Thompson Stanton, Suzanne	Clinical Assistant Professor of Speech-Language Pathology	Neurogenic Communication Disorders (aphasia, apraxia, dysarthria, cognitive-communicative disorders); AAC; Basic Fluency; Documentation and Billing for SLP's; Professional Ethics
Wilson, Laura	Assistant Professor of Communication Disorders	Traumatic brain injury; concussion; aphasia; stuttering; anatomy and physiology of normal speech-language-hearing systems
Community Medicine		
Aupperle, Robin	Assistant Professor of Community Medicine	LIBR
Feinstein, Justin	Associate Professor of Community Medicine	LIBR
Khalsa, Sahib	Assistant Professor of Community Medicine	LIBR
Paulus, Martin	Professor of Community Medicine	LIBR
Savitz, Jonathan	Associate Professor of Community Medicine	LIBR
Stewart, Jennifer	Assistant Professor of Community Medicine	LIBR
Beale, Elmus	Clinical Professor of Community Medicine	Anatomy
Alderman, Jeff	Associate Professor of Community Medicine	End-of-Life Care, Clinical Communication, Biomedical Ethics, Practice Variation, Health Care Financing, Health Policy, Payer-Provider Relationships
Clark, Jennifer	Visiting Associate Professor of Community Medicine (part-time)	End-of-Life Care, Hospital and Practice Administration, Quality and Safety, Health Care Strategic Planning, Patient and Student Wellness

Business		
Last, First Name	Title	Speciality; Area of Expertise
Energy Econ., Policy & Com.		
Nichols, Linda	Genave King Rogers Dean of Collins College of Business	
Coburn, Timothy	Professor of Energy and Operations Management	
Moore, Robert	Applied Assistant Professor of Energy Business	
Pollett, Buford	Genave King Rogers Assistant Professor of Energy Law	
Seng, Thomas	Applied Assistant Professor of Energy Business	
Fin./Ops. Mgt./IB		
Bick, Patty	Visiting Assistant Professor of Finance	
Chiang, Wen-Chyuan	Doris L Flournoy Professor of Business	
Collier, William	Applied Assistant Professor of Finance	
Humbolt, Allen	Applied Assistant Professor of Operations Management	
Kim, Sukwon	Assistant Professor of Finance	
Madhan, Anila	Assistant Professor of Finance	
McCollum, Meagan	Assistant Professor of Finance	
Olson, Eric	Associate Professor of Finance	
Orlova, Svetlana	Assistant Professor of Finance and International Business	
Polonchek, John	Bill G Blair Professor of Finance	
Russell, Robert	Collins Professor of Operations Management	
Salikhova, Tatiana	Assistant Professor of Finance	
Topuz, Kazim	Assistant Professor Operations Management/Business Analytics	
Troilo, Michael	Associate Professor of International Business	
Urban, Timoty	J. Bradley Oxley Professor of Operations Management	
Mgt./Marketing		
Cornell, Claire	Assist Professor Professional Practice in Entrepreneurship	
Wofford, Larry	Davis D Bovaird Professor of Entrepreneurial Studies	
Jackson, Ralph	Senior Associate Dean of the Collins College of Business	
Anderson, Heather	Assistant Professor of Management	

Baskin, Meagan	Assistant Professor of Management	
Bennett, Jennifer	Visiting Assistant Professor of Professional Practice	
Bouchet, Frank	Warren Clinic Associate Professor of Sports Administration	
Chabowski, Brian	Associate Professor of Marketing	
Golmohammadi, Alireza	Assistant Professor of Marketing	
Hart, Timothy	Assistant Professor of Management	
Samiee, Saeed	Collins Professor of Marketing	
Senese, James	Assistant Professor of Management	
Tanaka, Winona	Professor of Professional Practice in Business Law	
Wood, Charlie	Associate Professor of Marketing	
Suter, Tracy	Associate Professor of Entrepreneurship	
Accounting/CIS		
Aurigemma, Salvatore	Associate Professor of Computer Information Systems	
Bajaj, Akhilesh	Chapman Professor of Computer Information Systems	
Bradley, Wray	Professor of Accounting	
Cravens, Karen	Chapman Professor of Accounting	
Deng, Kailing	Assistant Professor of CIS	
Holman, Benjamin	Assistant Professor of Professional Practice in Accounting	
Horine, Stephanie	Assistant Professor of Professional Practice in CIS	
Leonard, Lori	Collins Professor of Computer Information Systems	
McCrary, James	Applied Associate Professor of Accounting and CIS	
Miranda Lopez, Jose	Assistant Professor of Accounting	
Sun, Li	Associate Professor of Accounting	
Manly, Tracy	Albert Rogers Professor of Accounting	