

RCAH-CAL Integration Working Committee FINAL REPORT

May 14, 2025

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Background: The Residential College in the Arts and Humanities (RCAH), founded in 2005 and welcoming its first class of students in 2007, is the heir to the legacy of Justin Morrill College (1967-1979) as a residential unit dedicated to the study of interdisciplinary, engaged arts and humanities. The College of Arts and Letters (CAL) was founded in 1962 when the College of Science and Arts was turned into Natural Sciences, Social Sciences, and Arts and Letters. CAL has nine departments and 17 interdisciplinary programs in the arts and humanities.

On January 6, 2025, a committee empaneled by the provost was charged with exploring the potential benefits and challenges of administratively integrating RCAH with CAL. This includes evaluating how such an integration might strengthen and/or challenge the arts and humanities at MSU, support students and faculty, and position MSU to meet the evolving needs of higher education. The committee was asked to keep “top of mind” four principles:

1. The Value of the Humanities [and Arts]
2. Respect for RCAH’s Identity
3. Collaboration and Inclusion
4. Sustainability and Stewardship

This committee was not charged with making any recommendations. Rather, our responsibility was to provide data about the potential benefits and challenges if RCAH were to be administratively integrated within CAL.

To keep our charge somewhat manageable, the committee interpreted “administrative integration” conservatively and considered the benefits and challenges of RCAH moving into CAL *as a unit* (perhaps, as a department or school) rather than conceived of as being dissolved or disbursed within CAL.

RCAH-CAL Integration Working Committee Members

- John Aerni-Flessner – Associate Professor, RCAH
- Ken Desloover – Chief of Staff, CAL
- Sonja Fritzsche – Associate Dean, CAL
- Ally Jodway – Undergraduate Student, CAL
- Candace Keller – Associate Professor, CAL
- Marissa King – Director of Student Success and Advising, RCAH
- Kelly Millenbah – Former Dean CANR, committee chair
- Terese Monberg – Associate Dean, RCAH
- Abigail Rodriguez – Undergraduate Student, RCAH

Overview of Process: Once charged, the committee began meeting weekly to gather data and discuss information. A survey was developed as part of this process. It was shared via email (with at least one reminder) with faculty, staff, students, alumni, and community partners from each college. We received about 250 responses, which helped to inform our process. We attempted to inform our respective communities on the progress of our work through monthly updates (generally handled internally by each college and an appointed representative). A draft report was due to the provost March 31, 2025, and was shared with appropriate governance bodies at MSU, along with CAL and RCAH communities.

Their feedback (via Listening Sessions with RCAH and CAL communities, and letters from MSU academic governance committees), was incorporated into this final report.

The committee obtained information and data for this report through the following:

1. Meetings (and associated data or information) with:
 - a. Interim Deans of RCAH and CAL
 - b. Director of Institutional Research and an Assistant Director, Office of Financial Planning and Budgets
 - c. Data Resource Analyst, Office of Planning and Budgets
 - d. Vice Provost and Associate Vice President for Faculty and Academic Staff Affairs
 - e. Assistant Provost for Faculty and Academic Staff Affairs
 - f. University Curriculum Administrator
 - g. Assistant Director IT Services, Office of the Registrar
 - h. Senior Associate Registrar, Office of the Registrar
 - i. Assistant Registrar, Office of the Registrar
2. Meetings and surveys previously collected by RCAH and CAL within their respective colleges.
3. Qualtrics survey of RCAH and CAL communities (Appendix A).

Report Structure: The report is divided into 12 sections consisting of major considerations, followed by brief overviews, particular considerations, potential benefits and challenges, and items of note associated with each of the following areas, and ending with concluding remarks and appendices.

1. Major Considerations
2. Human Resources (HR)
3. Reappointment, Promotion, and Tenure (RPT)
4. Student Matters
5. Administrative Staff
6. Curriculum
7. Academic Governance
8. Funding (Endowments)
9. Funding (Grants)
10. Finances
11. Concluding Remarks
12. Appendices

Major Considerations

1. All stakeholder groups that have communicated with our committee have requested a clearer rationale from the provost regarding a possible administrative integration of RCAH with CAL.
2. Both RCAH and CAL communities expressed concern regarding why a possible administrative integration was being considered and the expeditious nature of that work. This has caused tensions and trust issues that will require careful and thoughtful attention if an administrative integration is pursued. To date, it is unclear that there is buy-in from any constituency on a possible administrative integration and that could negatively affect the outcome if an administrative integration were to move forward. There has been some enthusiasm in both RCAH and CAL for potential collaborations if an administrative integration were to happen, but that enthusiasm is currently outweighed by more negative feelings of distrust and concern. Moving forward, the importance of open and transparent communication, and allowing members of both communities (e.g., faculty, students, staff) more say in how such processes should be shaped, cannot be overstated.
3. RCAH and CAL communities have not truly spoken with each other about a possible administrative integration other than via this committee's work. Structured opportunities for those conversations will be imperative before any possible administrative integration is pursued.
4. That said, we strongly encourage that a decision on next steps regarding a possible administrative integration be made prior to a leadership change in the provost position.
5. As stated in the committee's charge, there must be respect to RCAH's unique identity regardless of next steps in the process. RCAH's residential model, innovative programs, and contributions to the arts and humanities are integral to RCAH and MSU's future success.
6. If an administrative integration is pursued, a CUC code would be effective no sooner than July 1, 2026.
7. If an administrative integration is pursued, RCAH student recruitment must be given immediate attention so that messaging can be accurate regarding what future students may experience in terms of the structure of the program. It will be important to be upfront with students, faculty, and staff about any new structures that might be in place once students are on campus.
8. If an administrative integration is pursued, in addition to future students, RCAH staffing should be addressed as quickly as possible. Staff are deeply concerned about how their positions may be affected in an administrative integration. We recommend that all staff positions be carried over to CAL intact.
9. If an administrative integration is pursued, it will be critical to have transition teams that deal with this report. Additionally, careful planning and timing will be needed to allow for a successful transition (but see point 12 for further comment on the potential cost of this).
10. An administrative integration will lead to fewer arts and humanities representatives on academic governance bodies at the university level as it decreases the number of arts and humanities units from 3 (RCAH, CAL, Music) to 2 (CAL/RCAH and Music). This will weaken the position of the arts and humanities in university governance.
11. Currently, RCAH has a balanced budget while CAL is operating at a structural deficit. Concerns have been raised that the RCAH community may be negatively financially impacted by an administrative integration due to this budget situation. Any proposal that suggests this administrative integration as one to "strengthen the arts and humanities" must be cognizant of this fact and work to address the underlying structural and budgetary issues.

12. Any administrative integration needs to be cognizant of the fact that MSU needs to financially strengthen the arts and humanities through this transition, both in terms of budgetary support from the central administration and from development efforts, especially given the fund-raising goals for each college in the ongoing MSU Capital Campaign.
13. Any administrative integration will take multiple years to harmonize all the curricular, RPT, financial, and student-support systems. This harmonization will take many staff and faculty hours to do correctly and sensitively. Any plans for implementing an administrative integration should factor in this cost in terms of people hours and in the ways that people tasked to do this work will, often, be doing it at the expense of teaching and/or research/creative activities.
14. Careful consideration will have to be taken in any administrative integration to ensure that the current opportunities open to RCAH students as members of a residential college community can be preserved or made visible in such a way that an administrative integration does not limit their ability to pursue the joint programming currently available.

Human Resources

Overview: RCAH and CAL have faculty, academic specialists, and university staff with significant expertise in their respective areas and positions. Rather than duplication, there are positions that enhance and amplify the work that is being done in both colleges that can significantly strengthen the arts and humanities and the overall value of an MSU education, whether through administrative integration or through closer collaboration, while also respecting and preserving the identities of RCAH and CAL. Numbers provided below for sample CAL departments were chosen simply for context to help create a more textured understanding of the variety of departments across CAL.

	Tenure System	Academic Specialists	FT-Faculty	University Staff
RCAH	13	7	0	8
CAL Total	179	74	147	55
CAL-Religious Studies	13	1	2	College level
CAL-Theatre	10	13	5	College level
CAL-WRAC	15	5	57	College level

Considerations

1. *Appointment types:* RCAH and CAL have parallel appointment types with some differences. These include appointments as assistant, associate, and full professor; academic specialists in the fixed-term and continuing system, some with continuing status or senior academic specialist; fixed-term assistant, associate, and full professor; and university staff at various levels and appointment types. The teaching fixed-term faculty and academic specialists are in the Union of Non-Tenure Track Faculty (UNTF) unless they are excluded as defined by the contract. The university staff are in the same respective staff unions.
2. *Workloads:* CAL tenure system workloads are typically 40% research/40% teaching/20% service with a 2-2 teaching load (2 classes in each of spring and fall semesters). RCAH tenure system workloads are typically 30% research/50% teaching/20% service with a 2-2 teaching load. In CAL, fixed-term faculty workloads are typically 100% teaching or 90% teaching/10% service/outreach with some exceptions. In both RCAH and CAL, academic specialist workloads vary according to position and are governed by individual MOUs and/or an academic specialist job description form.
3. *Unit structure:* If an administrative integration is desired, the entire unit (i.e., RCAH) intact would be moved into a distinct department or school within CAL with its own U1 code. This is necessary to maintain the high-quality student success goals of RCAH, which upper administration states is an essential recruitment measure for the broader MSU campus.
4. *Administrative structure:* Departments in CAL typically have a chairperson as head with respective associate chair positions as needed. CAL associate deans, assistant deans, and chairs typically serve a 5-year, annual year (AN, 12 month) contract with a 75% administrative workload and administrative increment (AI) and course releases respective of each position type. Chairs typically receive 2-3 course releases while assistant and associate deans typically receive 4. Associate chair positions in CAL are typically 1+years, academic year (AY, 9-month) depending on unit and an AI and course release (varies by department depending on size and complexity).

5. *College level connections:* The CAL Office of Undergraduate Studies (UGS) has regularly scheduled team meetings that include staff from Academic Operations and has joint activities that include department undergraduate associate chairs and program directors. The Director of the Arts Living Learning Community (ALLC) has attended this meeting in the past.
6. *Memoranda of Understanding:* A memorandum of understanding (MOU) would be written by representatives from RCAH, CAL, and the Office of Faculty and Academic Staff Affairs (FASA) regarding the details of their transition into CAL. An MOU would be most important for academic specialists regarding recognition of continuing system appointments and review. CAL is committed to recognizing the academic specialists continuing system process and status granted by other colleges.
7. *RCAH Annual review:* Annual review guidelines, policies, and procedures are in the [RCAH bylaws](#) and the structure includes a college-level peer review committee. There are no separate guidelines for academic specialists and RCAH is considering adding those to their bylaws. Support staff annual review is defined by the university and is the same across campus.
8. *CAL Annual Review:* CAL does not have robust annual review guidelines at the college level except for the policies in [CAL Bylaws Appendix 2](#) for tenure-system faculty on joint appointments. There are specific pre-tenure review practices and procedures outlined in support of the jointly appointed faculty that chairs/directors/supervisors follow. Each department/center in CAL has its own annual review policies, guidelines, and procedures regarding annual review both for tenure system and non-tenure system faculty and academic specialists that is followed at the unit level. These vary according to unit.
9. *CAL academic HR policies:* CAL has multiple policies and guidelines concerning fixed-term faculty and academic specialists, including multi-year contract policies as well as promotion policies that are [available on its academic HR website](#) and as part of its bylaws. These practices follow the [Charting Pathways of Intellectual Leadership \(CPIL\) initiative outlined in the CPIL Toolbox](#). Information on tenure system RPT can be found in that section of this report. Departments/centers (or a school) in CAL also may have their own specific policies regarding NTT promotion and RCAH would be free to have these as well.
10. *Faculty Search Procedures:* Both RCAH and CAL follow the standard university search procedures. The associate dean in CAL and the Faculty Excellence Advocate (FEA) in RCAH conduct implicit bias training. The FEA serves as an ombudsperson in both colleges for search committees. RCAH is working on creating search policies and practices and is using CAL policies as a resource, including diversity statements. CAL has search handbooks for TS and FT/AS searches. RCAH and CAL use the MSU Faculty Search Toolkit.
11. *FEA:* Both RCAH and CAL have a FEA, although their duties are defined differently. In any administrative integration, all duties of each FEA would need to be reviewed, and respective funding considered regarding both the college's contribution and the Provost's Office's contributions (50% CAL and 20% RCAH).
12. *Raise Process:* Both Colleges follow standard MSU raise practices with regards to academic and staff raises. Including utilizing the dean's withhold for academic raises, where both colleges address inequities for salaries that are out of alignment. The most notable difference is that RCAH merit raises are based on a two-year window of accomplishments, to recognize multi-year creative works and publication accomplishments coming to completion. By comparison CAL departments are using a single year to evaluate performance.
13. *Start up for new faculty:* Differences in start-up funding packages for new hires will need to be discussed in any administrative integration proposal.

Benefits and Challenges:

1. Overall, given the sensitive and confidential nature of HR practices, all actions must be handled with the greatest degree of discretion and, at the same time, with transparency and openness. There must be open discussions regarding policies, practices, and procedures to ensure that trust is created, concerns are heard and worked through, and that both RCAH and CAL faculty, academic specialists and staff are treated with integrity, care, kindness such that unit values are enacted. This is particularly the case with annual review, the yearly raise process, and promotion.
2. If an administrative integration of RCAH and CAL is desired, the current practices of RPT or promotion of tenure system and academic specialist faculty should be able to be accommodated in a new department or school structure within the broader CAL. There are a few annual review and promotion practices that currently differ between the two colleges. These would need to be reconciled in any administrative integration. Specific details on these differences are in the RPT section of this report.
3. There is little duplication across positions between colleges and the desire on the part of upper administration to keep the benefits of the residential college intact for recruitment and high-quality purposes as well as RCAH's excellent community engagement activities supports the need to keep the academic specialists in the new unit funded to the current level. The high level of services that RCAH currently provides its students is a model that could be emulated and expanded to a larger student population in CAL. This would require the continued funding of the support staff and academic specialists who make these services happen. CAL does not have these resources available.
4. There are different cultures in the two colleges, and any administrative integration process would require care and diligence to ensure a harmonious outcome.

Reappointment, Promotion, Tenure (RPT)

Overview Currently, both colleges have separate and distinct Reappointment, Promotion, and Tenure (RPT) policies. This section will look at how each works and will note where there are discrepancies in the procedures. The section will look at RPT issues for tenure-system faculty. It will also detail the roles and challenges faced by academic specialists. As RCAH currently has no faculty covered under the UNTF contract, this section will detail those considerations only to the extent that they may impact tenure-system faculty and academic specialists.

Considerations

1. Standard tenure-system faculty contracts in CAL are 40/40/20 (Teaching/Research/Service) while in RCAH the standard contract is 50/30/20 (Teaching/Research/Service). This will need to be considered for RPT assessments and merit raises. Any evaluation of standard contracts should keep in mind the unique needs of a residential program that focuses on undergraduate teaching.
2. While tenure-system faculty RPT guidelines are similar, there are some key differences:
 - a. The RCAH sends RPT recommendations for tenure and promotion to a vote of all faculty at an eligible rank before sending a recommendation to the dean.
 - b. In CAL, individual RPT committees within departments sometimes call for a vote of all faculty, or all faculty at an eligible rank, before sending a recommendation to the departmental chair. In other cases, it is a smaller RPT committee which passes along the recommendation directly to the department chair (who then writes a recommendation to the college RPT and the dean).
 - c. In RCAH, there is no committee between the RPT/faculty vote and the dean. In CAL there is an elected college-wide RPT committee that further reviews cases after the departmental RPT and chair's recommendation, which is advisory to the dean and the vote is recorded on Form on Progress and Excellence.
 - d. RCAH bylaws require the RPT committee to provide their letter, with names of reviewers redacted, on the promotion or tenure case to the candidate prior to passing the file and their recommendation to the dean. The candidate has the option to respond to the redacted RPT letter and place this response in their file prior to the dean's evaluation of their candidacy. This letter, if written, then is included in the file that is sent to the provost as well. There is no similar provision where a letter is required from RPT in the CAL bylaws. Any future administrative integration committee will need to consult with FASA and, possibly, the Faculty Grievance Officer, to help harmonize processes in a spirit of equity.
3. CAL's college level RPT committee requires representation from both "Arts" and "Letters" departments. It is unclear where an interdisciplinary unit like RCAH would fit in such a categorization. The RPT Committee in RCAH currently also does the annual review for all tenure-system faculty and academic specialists but there is a separate Full Professor Review Committee formed if there are not enough faculty at the full professor rank to evaluate candidacy of candidates. Note: there are some similar practices in CAL.
4. Academic staff in RCAH are currently evaluated for annual review and merit salary raises through the RCAH RPT. This is true in some CAL departments, but there is no standard method for evaluations. This practice will need to be reevaluated for equity and compliance with the university-wide Academic Staff Handbook in any administrative integration.
5. RCAH currently has no written procedure for how academic staff are to be evaluated. This will need to be written whether any administrative integration was to occur.

6. RCAH does not have non-tenure-system bylaws (because they do not have non-tenure system faculty); CAL does.
7. RCAH faculty (tenure-system faculty and academic staff) receive \$1,500 a year in professional development/research funds from the college. The amount that faculty receive in CAL is allocated differently from department to department. An administrative integration would need to ensure that professional development funds are available at similar amounts and via an equitable formula.

Benefits and Challenges:

RCAH

Benefits:

1. Any administrative integration will provide the opportunity to better write the bylaws to reflect how academic specialists should be evaluated in RCAH.
2. The college-level RPT review committee in CAL largely focuses on whether departmental RPT review processes were appropriately followed and in alignment with CAL and university policies and the Faculty Handbook. Therefore, the interdisciplinary nature of RCAH RPT processes should be easily integrated under CAL RPT processes.
3. The wide variance in CAL RPT procedures and bylaws offers the flexibility to accommodate RCAH's interdisciplinary RPT processes and bylaws.
4. RCAH faculty would have access to grant application and management support in CAL. Beyond this, CAL offers several resources for faculty and students that we have decided not to list here, since many of them are available to MSU communities beyond CAL and some, such as DH@MSU and the Institute for Ubuntu Thought & Practice, already partner with RCAH faculty. (Note: A comprehensive list of both CAL and RCAH centers and other resources [labs, studios, special facilities] has been initiated in the "Parking Lot" of this document and should be further developed to inform any RCAH-CAL administrative integration processes.)

Challenges:

1. An administrative integration of RCAH and CAL might add a new layer of RPT review to RCAH candidate files, as a CAL-wide RPT committee has no equivalent in RCAH.
2. Faculty hired under the current RCAH administrative structure should be allowed to go up for tenure and promotion under that same structure and be evaluated according to current effort distributions (50/30/20) and broad definitions of "research."
3. RCAH's unique requirement of a redacted letter from the RCAH RPT Committee to candidates for tenure and promotion, with the ability of the candidate to respond, is not found in CAL and is part of the "unique culture" of the college that should be considered for preservation, or adoption throughout CAL.

CAL

Benefits:

1. The wide variance in CAL RPT procedures and bylaws offers the flexibility to accommodate RCAH's interdisciplinary RPT processes and bylaws.
2. The RPT timeline/schedule in the two colleges operate on the same academic calendar.
3. CAL faculty who are engaged in social justice and community engagement work would benefit from colleagues and programs in RCAH that have a good deal of experience and success in these arenas.

Challenges:

1. Different standard contracts will make a need to reevaluate if the RPT and merit salary raise processes that are currently in use will still be equitable if the colleges are merged.
2. Different provisions within the two college's RPT procedures, especially RCAH's requirement for a redacted letter from the RPT committee with the ability of the candidate to write a responses letter, will have to be considered.

Items of Special Note

1. After consultation with Academic Governance, the concern was raised about the fairness of forcing RCAH tenure-system faculty who came in under the current system of evaluation to have to switch to another evaluation system for tenure and promotion. With the expectation that their tenure and promotion materials would go through the RCAH RPT and then to a dean, the University Committee on Faculty Tenure asked any administrative integration to consider keeping in place a system whereby those currently in the RCAH would not have to go through a college-wide committee evaluation for promotion and tenure since that was not the expectation under which they were hired. Academic staff in RCAH have sent a memo to RCAH's current RPT chair advocating for annual review guidelines to follow the Academic Staff Handbook rather than being subsumed under RCAH tenure-system faculty RPT processes.

Student Matters

Overview: RCAH houses undergraduate students, averaging around 150 total students across primary majors, minors, and additional majors/second degrees over the last several years. CAL houses approximately 1,500 primary majors across nine departments as well as approximately 1,600 minors who have primary majors in other colleges. CAL also has approximately 296 graduate students in 15 MA and 9 PhD programs. RCAH provides graduate fellowships to an average of 8-10 graduate students from across the university to develop their capacities to work in a liberal arts college setting. The Arts Living-Learning Community (ALLC) refers to a partnership between CAL and RCAH. Any first- and second-year students who major in arts-related majors in CAL or RCAH can join the ALLC, which offers an opportunity for students to create socially engaged art through creative collaborations and community building. RCAH also functions as a separate living-learning community (LLC) that is only open to students in RCAH. The RCAH LLC is directly tied to the RCAH major requirements as well as co-curricular activities such as an early move-in bridge program for historically marginalized students, a peer mentorship program embedded in a required first-semester course and required academic and career advising.

Considerations

1. RCAH currently functions both as an academic unit as well as a living-learning community (LLC). Will the LLC continue to be directly tied to the academic unit of RCAH or would it be opened more broadly to all/more CAL undergraduate students, or is there another option?
2. RCAH fosters a close-knit community among students, faculty, and staff through a centralized location in Snyder-Phillips, seminar-style and workshop-based classes and required academic advising and career development throughout all four years. These features should be maintained.
3. In the event of any administrative integration, discussions of potential duplication in programs or curricular offerings would need to involve Student Affairs personnel from both colleges to ensure the best student experience.
4. Attention should be paid to how any administrative integration will impact the ability of students currently in these programs to graduate with the name of the college in which they started on their degree.
5. Some programs and awards on campus are reserved only for students from residential colleges. An administrative integration that forces the RCAH to give up its college status jeopardizes these opportunities for current and future students.

Benefits and Challenges:

RCAH

Benefits:

1. Increased visibility of the RCAH program on campus and for recruitment.
2. Access to study abroad programs run by/through CAL.
3. Access to CAL scholarship opportunities.
4. Access to CAL resources (DH@MSU, digital labs, art and print-making labs, 3D-printing labs, computer and printing labs, galleries, theatres/auditorium, etc.)

Challenges:

1. Loss of direct representation at ASMSU.

2. Potential loss of personalized student experience (e.g., low student-to-advisor ratio, integration of living-learning community with academic requirements).
3. Lack of clarity surrounding how RCAH's academic requirements will be impacted by an integration with CAL.
4. Increased access to RCAH spaces by CAL students could strain RCAH's capacities to staff and maintain these spaces (see Curriculum section).
5. Potential loss of opportunities to students for programs reserved for the three residential colleges (like the Rise Up program) and awards (such as the Advancing Inclusion through Research awards).
6. There are worries among RCAH students about losing access to funding for student organizations that are currently funded through the RCAH Dean's Office. Under an administrative integration, it is unclear if/how these funds might continue.
7. There are worries about future employment opportunities in student spaces that are currently either reserved for RCAH students or where they have priority (spaces like the Language and Media Center, the LookOut Gallery, and the Center for Poetry).

CAL

Benefits:

1. Potential increased access to RCAH courses to fulfill integrative studies requirements (RCAH 111 as Tier I Writing requirement, RCAH 202/203 as IAH).
2. Increased access to RCAH's creative spaces (e.g., Language and Media Center, Art Studio, Theater)

Challenges:

1. Increased student population could impact CAL students access to current CAL-specific resources.
2. Lack of clarity surrounding how CAL academic requirements will be impacted by RCAH's joining (e.g., CAL's First Year Writing program; CAL's language requirement). (See also the Curriculum section of this document for additional information.)
3. CAL has many established undergraduate co-curricular programs through the Office of Undergraduate Studies that involve social justice and community engaged work. These programs can co-exist easily and provide multiple options for students.

Items of Special Note

1. Many RCAH students choose RCAH because they are attracted to the small, liberal arts environment situated within a large research university. There is a worry that students may not get the same type of support in a larger, decentralized college.
2. The overall benefits/challenges regarding student matters cannot be fully addressed until it is decided how the living-learning community component of the RCAH program will function. There is support among the RCAH Student Affairs Team (e.g., recruitment coordinators, academic advisors, career advisors) to broaden the LLC to include more/all CAL majors. The RCAH Student Affairs Team proposes growing into a larger, more robust Student Success and Engagement Team (modeled after the Residential Business Community) to implement large-scale student success and development work for a larger community of students. The CAL Office of Undergraduate Studies recently completed a Strategic Implementation Plan and is eager to work together with the RCAH Student Affairs Team but has the challenge that they are working at full capacity. This would be an opportunity for fundraising and grant writing.

3. A decision regarding how the LLC component of RCAH will function in the proposed administrative integration should be determined before the Fall 2026 admission cycle begins in August 2025 to ensure the Office of Admissions, CAL Director of Recruitment, and RCAH Recruitment Coordinators accurately and honestly recruit incoming students. RCAH would need to identify any capacity for housing additional students to ensure that the funding is there to support them in the way that RCAH would like to support them.

Administrative Staff

Overview: Unionized Staff – unionized positions in the Clerical Technical Union (CTU), Administrative Professional Association (APA) and Administrative Professional Supervisory Association (APSA).

Considerations

1. RCAH and CAL staff have transferable skills; they may also feel vulnerable in this situation. It's important to communicate the next steps as transparently and promptly as possible, while also allowing space for feedback from relevant groups before the final decision is made.
2. RCAH has all staff positions reporting directly to the dean, except for the Assistant Director of Arts and Media Learning and the Assistant Director for the Center for Poetry, who report to faculty members, and the Director for Career Development who reports to the associate dean.
3. Distributive Service Model – The CAL staff are organized into function specific teams, such as academic operations, office services, HR, finance, and marketing and communications. Staff members from each functional team are assigned to units or departments. In this model, support staff are aligned with individual departments or units but still work in coordination with the CAL functional team to maintain consistency and standards. CAL staff have a partial distributed service model with most reporting (directly and indirectly) to the chief of staff, who reports to the dean. Most staff outside this model are funded through grants and hired in end-dated positions.
4. CAL shared services teams include Academic Operations, Development, Finance, Human Resources, Marketing and Communications, and Office Services.
5. No other residential unit on campus has a shared staffing model. A workflow analysis would provide more insight into how a distributed service model would impact RCAH's needs as a residential unit (e.g., advising, recruitment, course scheduling, and student programming). There may be some operations better served with a distributed service model and others better served with a more diversified structure.

Benefits and Challenges:

RCAH

Benefits:

1. Staff members may have increased opportunities for professional development beyond RCAH's specific needs.
2. If a key staff member takes an extended leave or resigns, a distributed service model makes RCAH less vulnerable, allowing it to have a consistent baseline of support.

Challenges:

1. RCAH requests may go through a ticketing system or central processing, leading to potential delays and impacts on how RCAH functions as a residential unit that works closely with community partners and visiting artists.
2. As one unit within CAL, RCAH may have less autonomy in determining how services are prioritized or delivered.
3. A distributed service model may increase bureaucracy and approval layers potentially delaying responses; RCAH would be less nimble and responsive in serving faculty, staff, students, and community partners.
4. Distributed staff may not have deep expertise of RCAH's needs, culture, and faculty.

5. A distributed service model could impact the strong sense of belonging that RCAH staff feel, which has not only increased engagement and accountability but also exemplifies RCAH's commitment to lifelong learning and radical reciprocity.
6. Integrating RCAH into CAL's current distributed services model can be disruptive and staff, faculty, and students will face a learning curve as they adjust their workflows.

CAL

Benefits:

1. Centralizing functions like HR, finance, information technology (IT), and administrative support reduces duplication, streamlines operations, and requires less funding.
2. Standardized processes help ensure all faculty, students and staff receive a baseline level of support.
3. Easier to scale services across multiple units without hiring additional staff in each unit.
4. Cross-trained staff can cover for absences, reducing disruption when someone resigns or is on leave.

Challenges:

1. All CAL staff may not have the same deep understanding of RCAH's specific needs and culture. It may be a challenge to tailor services to the unique requirements of a residential unit within a large college.
2. Integrating RCAH into CAL's current shared services model can be disruptive, requiring significant change management efforts.
3. If RCAH requires a less centralized model of staffing, a hybrid model could require CAL to develop new managerial processes.

Curriculum

Overview: Because RCAH and CAL both offer arts and humanities curricula, bringing RCAH into CAL should be done with the intention of developing affinities, helping both colleges understand the difference between a traditional department and a residential unit, and to distinguish RCAH from other arts and humanities offerings in CAL. At a minimum and most urgently, RCAH's major in "arts and humanities" will need to be renamed to create more distinction between CAL and RCAH, and to make RCAH more legible. RCAH's major (perhaps more visible in practice than on paper, like several interdisciplinary departments and programs in CAL) does not align with a specific discipline and, moreover, draws from disciplines that reside outside of CAL (e.g., history, education, ethnic studies). Any administrative integration should strive to preserve and amplify RCAH's interdisciplinarity, strategic mission/vision, and residential component as part of a larger strategy for strengthening the arts and humanities at MSU.

Because RCAH is a residential college, considering curriculum separately from co-curricular spaces and opportunities for undergraduate students and graduate fellows is not possible. Hence, in this section, we look at how an administrative integration would impact RCAH's holistic, integrated model of undergraduate education.

Considerations

1. **Model of Integration:** Determining the model of integration will impact how RCAH's curricular components and residential components are related. As outlined in the "Student Matters" section, RCAH functions as an integrated academic unit and LLC. An understanding of how to best align these two components as the two colleges are integrated should consider how any changes to this model would impact current RCAH students, the growth of the RCAH major, and the potential of a merged CAL and RCAH to strengthen the footprint of the arts and humanities on campus.
2. **RCAH's Major** in "Arts and Humanities" would need, at minimum, to change its name to more specifically distinguish it from CAL. Renaming the major would require one year's lead time but this is also an opportunity to implement additional curricular changes to situate RCAH, as a distinct new unit in CAL that is more legible to prospective students/families, donors, and community partners.
3. **RCAH's Co-Curricular Spaces:** While both colleges have spaces to support student learning outside of the classroom, as a residential college, RCAH's curriculum is intricately tied to co-curricular and student-centered spaces located in Snyder Hall, including the LookOut Gallery, Language and Media Center (LMC), Art Studio, Theater, Music Practice Room, Center for Poetry, the Student Center, and The Gallery's cafeteria and seminar rooms. These spaces have long been used for co-curricular collaboration across MSU units, community engagement, student apprenticeships, and informal learning. These spaces, and the opportunities they afford, are essential to a residential living learning model where faculty, students, staff, and community partners come together regularly outside of but connected to classroom learning. These spaces are also essential to how RCAH's curriculum and pedagogy are theorized and practiced. RCAH's curriculum includes co-curricular programming that is tied to courses, is student-centered, and is often co-generated and co-led by students and community partners; this is an essential component to RCAH's residential living learning curriculum.
4. **RCAH's Capacity to serve both colleges in co-curricular spaces and impacts on RCAH students:** While RCAH's co-curricular spaces have always been open to all MSU students, merging RCAH

with CAL could facilitate wider use of these spaces. This has the potential to create more generative faculty and student collaborations, but scaling up to serve a wider usership needs to be done with care. Current limitations of space, staff, resources (physical and financial) mean that RCAH is equipped to serve dozens of daily users, not hundreds. Moreover, as key components of the residential model and the RCAH major, serving RCAH students and remaining accessible to RCAH faculty, staff, students, and, occasionally community partners, should remain a priority.

5. **Curriculum and Co-Curriculum in a Residential Model:** Because RCAH's co-curriculum is an integral part to its curriculum, any curricular changes in an administrative integration should be mindful of this integrated relationship.
6. **Differences in undergraduate graduation requirements** between the two colleges will need to be carefully evaluated to develop shared understandings of the pedagogical reasons behind these differences and to determine the best path forward for students undertaking courses of study (Appendix B). In the short term it will need to be determined which CAL requirements RCAH students will be subject to fulfilling and which CAL requirements can be exempted for RCAH students. In the long term, and as MSU reevaluates its general education requirements, and as student retention in the arts and humanities continues to be a challenge, both colleges should be open to re-envisioning graduation requirements.
7. **RCAH's Graduate Fellowship Program:** RCAH has a long-standing graduate fellowship program. These fellowships were initiated by and are funded by the Graduate School to help MSU's graduate students gain a deeper understanding of what it means to research and teach in small, interdisciplinary, liberal arts settings and/or teaching-intensive colleges/universities. Working closely with faculty mentors, faculty partners, their peers, and RCAH undergraduate students in a liberal arts setting has been essential to their success and has often been cited as an advantage when on the job market.

Benefits:

1. **Amplifying MSU's Reputation for Community Engagement in the Arts and Humanities:** RCAH was founded on the idea of and has long been recognized as a leader in [community engagement](#) on campus, in Greater Lansing, and in Costa Rica. RCAH brings a scaffolded curriculum in community engagement and long-standing community partnerships/projects to CAL.
2. **Curricular Innovation:** There is a history of RCAH collaborating with CAL and this administrative integration brings an opportunity for greater curricular collaboration and innovation. As RCAH merges with CAL, particularly in the initial phase, care should be taken to allow RCAH to revise its curriculum and distinguish itself as an academic and residential unit within CAL, thereby ensuring its long-term sustainability.
3. **General Education Classes:** With RCAH teaching Tier I and IAH courses in house as part of the major, an administrative integration could allow some CAL students to take these courses in a different environment (Tier I Writing) and in smaller sections (IAH courses). This would have to be done carefully to ensure the integrity of all affected programs.

Challenges:

1. **Potential Duplication** of curricular offerings could impact student enrollments in RCAH and CAL majors, minors, and programs. It will require additional work and dialogue to align faculty, advisors, administrators, and recruitment/admissions to counteract any potential duplication.
2. **Retaining RCAH's Identity and Recruiting Students to RCAH.** Educating CAL administrators, faculty, and student affairs on RCAH, its major(s), and the role it can play as an LLC residential

college within CAL will be essential but also a challenge. In collecting data and surveying CAL and RCAH faculty, students, staff, alumni, and community partners, it is evident that a residential college model is not always understood or respected as a strong and needed approach to undergraduate education in the arts and humanities.

3. **Reconciling Different Approaches to Student Language Requirements.** CAL's current language requirement can be satisfied by "second year competency in the foreign language" or placement in a 300-level language class based on an MSU placement test. RCAH's current language and culture requirement is aligned with its pathway in "Language and Culture" and can be satisfied through several combinations of language courses, cultural courses, and study abroad experiences. Careful discussion will be needed to resolve this difference.
4. **Faculty-Student Ratios:** As a residential college, maximum class sizes in RCAH are lower than those in CAL. This model is consistent with a liberal arts model and a residential college model. Small, seminar-style courses and working closely with faculty in apprenticeship-like capacities in our co-curricular spaces have proven to be essential to the skills students gain in RCAH.
5. **General Education Requirements:** RCAH students take courses that satisfy MSU's Tier I and Tier II writing requirements, and both required IAH classes as part of the curriculum for the major. As these courses are also taught within CAL, any administrative integration will need to reach an understanding as to how these courses will continue to function if RCAH and CAL merge.
6. **Impact on IAH and Tier I Writing Programs:** Currently faculty within CAL manage and teach most classes that fall under these two programs. Departments within CAL are often responsible for staffing these courses. Any administrative integration will have to carefully consider if and how RCAH faculty should be made responsible for helping staff these programs going forward.
7. **Bridging Current and Revised Curricula for Students:** For students who have been recruited to RCAH, MSU has an obligation to graduate these students from the BA program to which they were recruited, including the college printed on their diploma.
8. **The Cognate Requirement:** Both colleges require upper-level course credits for majors to be taken outside the major department/college. There is a difference in the number of credits required which will need to be reconciled or dealt within any administrative integration.
9. **Course Scheduling Priority in Snyder Hall:** RCAH currently has priority scheduling of courses in Snyder Hall. This priority is consistent with a residential college model, allowing students to take RCAH courses in the same building where they live, engage in co-curricular programming, and apprenticeships. This priority also allows faculty in a residential unit to have access to co-curricular spaces that are often used within and alongside formal classroom instruction. This model should be preserved under any administrative integration.

Academic Governance

Overview: Currently RCAH and CAL staff all university-wide committees, including seats on Faculty Senate/University Council. Under any scheme that combined the two colleges into one entity, representation would change only according to rules governing Academic Governance that allocate seats based on the total number of faculty in the college(s). Total committee service load for faculty and academic specialists (hereafter “faculty” in this section) on college and university-wide committees is also examined in this section.

Considerations:

1. Service load on faculty would change under an RCAH-CAL administrative integration (Appendix C).
2. Total representation for the arts and humanities on university-wide governance committees would fall under any administrative integration plan, thus diluting the voice of arts and humanities faculty on campus.
3. Currently CAL by-laws specify that “the Department [is] the basic administrative unit of the College.” If an alternative structure is proposed in an administrative integration, then the by-laws would need to reflect this.
4. Curricular changes will have to take place within the Academic Governance structure, and these changes (as detailed by Joy Davis, University Curriculum Administrator) would need to be all ready by around 1 September of any given year for them to take effect in the following academic year. Thus, any effort to combine the colleges would likely not be able to take full effect until the 2027-28 academic year as any proposed changes would need to go through each college’s internal processes and, thus, would not be ready for the university curricular process until September 2026 at the earliest.
5. It is unclear where RCAH would fall under CAL’s current distinction between departments in Arts (Art, Art History, and Design and Theater) and Letters (all other departments) for certain of CAL’s internal committees, as RCAH’s interdisciplinary identity and the interdisciplinary nature of some RCAH faculty do not fit neatly into this binary.
6. Both RCAH and CAL will need to spent time writing bylaws under any administrative integration proposal to reflect both the changes take place for the units and to be compliant with all college and university policies. Significant faculty/staff time will have to be given over to harmonize processes and procedures.

Benefits and Challenges:

RCAH

Benefits:

1. Fewer seats, on yearly average, for university/college-wide service.

Challenges:

1. Still need to staff the same number of internal-to-unit committees.
2. Not guaranteed to have less college/university-wide service (and some years might need to staff more seats on college/university-wide committees).
3. Putting curricular changes through university level processes to fully integrate two colleges will take lots of faculty/staff time.

4. Lack of clarity how an interdisciplinary unit with interdisciplinary faculty might fit within CAL's structure of dividing arts and humanities units for representation purposes on certain college-wide committees.
5. Loss of direct voice within the unit on university-wide committees.
6. Need to rewrite by-laws under any administrative integration process.

CAL

Benefits:

1. Gains access to a larger pool of faculty/academic specialists to take on service load.
2. College grows total number of faculty on its roster, which could lead (eventually) to an increase in representation on university-wide committees like Faculty Senate.

Challenges:

1. Losing representation for the arts and humanities at the university level with the elimination of RCAH seats on academic governance
2. Need to re-write by-laws under any administrative integration process.
3. Curricular processes at the university level to fully integrate two colleges will take lots of faculty/staff time.
4. Need to navigate by-laws distinction between arts and letters units within CAL with the addition of an interdisciplinary unit.

University Level

Benefits:

1. Fewer colleges to contact for university-wide committee assignments.

Challenges:

1. University-wide by-laws and Academic Governance procedures will need to be revised.
2. Diminishment of total representation from the arts and humanities disciplines on academic governance bodies.
3. Diminishment of total representation from units that focus on undergraduate education on academic governance bodies.

Items of Special Note:

1. It is hard to state definitively how much, if any, the total service load for RCAH faculty will diminish in an administrative integration because of the variable ways in which people are selected for college-wide and university-wide committee service under CAL by-laws.

Funding (Endowments)

Overview: Endowments that have been set up specifically for the Dean's Offices in each respective college to oversee and allocate within their respective colleges.

Considerations

1. Both RCAH and CAL have endowments dedicated to specific programming. Any administrative integration will need to consider the legal agreements with donors around endowments.
2. Merging colleges with separate endowments would entail careful consideration to ensure that a merged entity maintains good relations with past donors and cultivates good relations with those potentially interested in donations.
3. Losing an identity as an independent college could potentially impact the desire of RCAH's donors (and those affiliated with Justin Morrill College) to continue giving.
4. Merging units with good messaging could conceivably allow a well-run development office to leverage the best parts of both units for fundraising purposes.
5. Currently, neither unit has a dedicated development person on staff. Going into a capital campaign without such staff impedes the ability of the units to raise much-needed funds.

Benefits and Challenges:

RCAH

Benefits:

1. **Continued Support for RCAH Initiatives** – RCAH's endowments would move with the program, ensuring continued funding for student scholarships, faculty support, and programming.
2. **Increased Access to CAL Endowments** – RCAH students and faculty could benefit from CAL's broader financial resources (70 total endowments 49 of which are for students), opening new opportunities for scholarships, research funding, and program development.
3. **More Diverse Funding Sources** – Being part of a larger college may increase opportunities for interdisciplinary initiatives that attract donor interest.
4. **Potential for Larger Donor Pool** – The CAL development team may have a larger and more established network of donors, creating potential for increased fundraising opportunities.

Challenges:

1. **Loss of RCAH-Specific Identity in Fundraising** – Some RCAH donors may be hesitant to contribute if they perceive their gifts as benefiting a larger entity rather than a distinct, specialized program.
2. **Shift in Development Priorities** – RCAH's fundraising efforts may become secondary to CAL's broader fundraising initiatives, potentially impacting the growth of RCAH-specific endowments.
3. Donors associated with Justin Morrill College that have previously given to RCAH might find the administrative integration process too like the process that eliminated Justin Morrill College and stop donating.

CAL

Benefits:

1. **Better Utilization of Endowment Funds** – Adding RCAH students, faculty and programming initiatives to the application pool will strengthen the use of the funds.

2. **Greater Fundraising Appeal** – With RCAH as a unit in CAL, the college can potentially leverage its expanded academic portfolio to appeal to a wider range of donors interested in interdisciplinary arts and humanities education.
3. **Stronger Financial Stability** – Merging RCAH and CAL may reduce administrative overhead, allowing for more efficient use of endowment funds and central resources.

Challenges:

1. **Dilution of CAL Dean's Office Endowments** – If CAL endowments become available to RCAH students and faculty, it may reduce available funding for existing CAL students, faculty, and initiatives.
2. **Donor Concerns About Fund Reallocation** – Longtime CAL donors may be concerned about how their past gifts will be used if they now support a broader pool of students and faculty.
3. **Increased Administrative Complexity** – Managing separate legacy endowments with distinct restrictions may require additional oversight, potentially creating administrative burdens.
4. **Potential Resistance from RCAH Donors** – Some donors may question whether RCAH's mission and unique programming will remain intact under CAL, impacting future contributions.

Funding (Grants)

Overview Funding sources available to faculty, researchers, and sometimes students to support research, projects, or initiatives.

Considerations

1. CAL Research Team – CAL has a team dedicated to research within the Dean’s Office that provides support across the college.
2. RCAH currently provides grant support through the college Budget Officer.
3. Faculty Advancement and Institutional Impact – External funding strengthens faculty portfolios by supporting research, innovative pedagogy, and mentorship, enhancing tenure, promotion, and career stability while elevating RCAH’s and CAL’s national visibility.
4. Student and Community Engagement – Grant-funded projects expand experiential learning, undergraduate research, and institutional partnerships, fostering student success, career readiness, and community collaboration.

Benefits and Challenges:

RCAH

Benefits:

1. **Access to an Established Research Infrastructure** – RCAH faculty could benefit from CAL’s pre-award, post-award, and project management support.
2. **Opportunities for Growth in Grant Activity** – The administrative integration could provide RCAH faculty more opportunities for pursuing external funding.
3. **Potential for Collaboration** – An administrative integration could foster new interdisciplinary research opportunities that align with arts and humanities grants.
4. **Foundation Funding Potential** – RCAH’s focus on interdisciplinary and community-engaged arts and humanities aligns with previous CAL funders.
5. **Greater Administrative Support** – RCAH faculty would have access to CAL’s research team in any administrative integration.

Challenges:

1. **Loss of Institutional Identity in Grants & Research** – RCAH’s unique identity and grant-seeking priorities may be overshadowed by CAL’s larger grant focus.
2. **Learning Curve for Increasing Grant Experience**—Some RCAH faculty might need more grant training and support.

CAL

Benefits:

1. **Increased Faculty Pool for Grant Activity** – Bringing RCAH faculty into CAL increases the number of potential grant applicants.
2. **Greater Justification for Research Support** – With an expanded faculty base, CAL may have stronger justification for sustaining or growing its research support team.
3. **New Funding Opportunities** – RCAH’s focus on residential learning, community engagement, and interdisciplinary arts and humanities may open doors for CAL to pursue new grants from foundations or government sources.

4. **Expanded Donor and Foundation Networks** – RCAH may bring relationships with funders or donors who could complement CAL’s existing partnerships.

Challenges:

1. **Additional Administrative Burden** – RCAH faculty may require additional onboarding and training in research administration.
2. **Risk of Diluting Limited Overhead Funds** –The CAL grant support team is at capacity, and adding more faculty to support potentially diminishes their ability to support CAL faculty.
3. **Potential Cultural Shifts** – RCAH’s grant-seeking priorities may not align with CAL’s existing framework, requiring adjustments in how research support is provided.

Finances

Overview: This section outlines financial structures, policies, and practices identified for collaborative review and alignment between RCAH and CAL to ensure equity, clarity, and long-term sustainability as part of any planned administrative integration.

Considerations:

1. In the case of administrative integration of RCAH and CAL, full financial (and curricular) integration is a process that will take years rather than weeks or months. While the details of financial consolidation will, in part, rely on how back-end systems are structured at the university, big issues here include a tricky interim period where the colleges might not be fully merged, but are moving toward that.
2. Areas to focus on during any administrative integration process include budget structures, financial oversight and accountability, reporting practices, and hiring authority/salary savings.
3. During this process, the concerns of student financial aid and support for faculty research should be prioritized as being of immediate concern for the current constituencies of both colleges.
4. During any interim period, how will RCAH's eligibility for pooled salary savings be determined and what will happen to any RCAH salary savings that occur during this transition period?
5. With budgeting processes looking at financial considerations over a range of years, any administrative integration should include unit leadership from both RCAH and CAL as well as financial officers and others with a stake in long-term budgeting.

Benefits and Challenges:

RCAH

Benefits:

1. **Increased Financial Planning Support** - Integration with CAL's larger fiscal team may offer RCAH greater access to resources for long-term budget development and operational decision-making.
2. **Consistency in Reporting Practices** - Standardizing financial reporting practices could improve consistency and clarity across units, while offering RCAH staff access to broader training and tools already in use within CAL.
3. **Preservation of Local Autonomy** - RCAH will retain local budget authority, ensuring continuity in its ability to make context-specific decisions.

Challenges:

1. **Resource Constraints in Hiring** – In the transition period and after, RCAH will lose its ability to autonomously decide on hiring priorities because it would be part of centralized CAL hiring priorities in any administrative integration scenario.
2. **Risk to Cultural and Spatial Identity** - RCAH places strong value on its physical spaces and LLC model, which are integral to its financial and programmatic decisions. Ensuring these priorities are protected within broader college financial planning will be essential to maintaining its identity.
3. **General Budget:** RCAH's budget is balanced but without a large carry forward. Merging with a unit that is running a structural deficit presents a challenge for the future in terms of future hiring and new initiatives. It also plays into the perception that any "administrative efficiencies" to be found in an administrative integration would be taken from staffing or programmatic

budgets that RCAH faculty, staff, and students see as central to their academic program and identity.

4. **Donors:** RCAH alumni feedback suggests that they are not likely to continue to donate were RCAH to administratively integrate with CAL.

CAL

Benefits:

1. **Enhanced Flexibility Through Centralized Salary Planning** - CAL's centralized salary savings model allows the college to strategically reallocate resources to meet emerging needs and respond to growing/declining student demand pressures.
2. **Strong Foundation in Financial Systems and Consistency** - The functional finance team model has led to increased consistency across departments in financial reporting and planning. This foundation provides a stable platform for integrating new units like RCAH.
3. **Opportunities to Learn from RCAH's Personalized Approach** - RCAH's close-knit, individualized financial support model may offer CAL insights into more tailored approaches to supporting academic leadership.
4. **Improved Student Communication Practices** - RCAH's strong reputation for personalized communication with students around scholarships and funding could inform and enhance CAL's broader student engagement strategies.
5. **Shared Commitment to Continuous Improvement** - CAL's finance team has made significant progress in streamlining processes and is well-positioned to absorb and adapt practices that strengthen financial acumen and equity across units.

Challenges:

1. **Balancing Resource Demands Amid Growth** - With record-breaking student enrollment and growing demand for general education courses, financial and instructional resources are already stretched. Integrating RCAH will require careful planning to avoid exacerbating these pressures into a unit which was created to provide RCAH students with an LLC arts and humanities education experience.
2. **Equity in Departmental Funding Practices** - Existing disparities in research and professional development funding across CAL departments are already under review. Integrating a new unit with its own norms and expectations may add complexity to these ongoing efforts.
3. **Variation in Financial Acumen Across Leadership** - While CAL's finance team is strong, there remains a need to build financial understanding among academic leaders. Supporting RCAH's integration will require additional communication, training, and ongoing guidance to ensure alignment.
4. **Risk of Administrative Burden** - While RCAH's size offers nimbleness, incorporating its financial practices into CAL's broader systems may introduce new administrative demands that must be carefully managed to maintain efficiency.

Items of Special Note:

1. **Integrating RCAH's Financial Autonomy with Long-Term Planning** - University leadership has emphasized the importance of preserving RCAH's unique identity through any administrative integration. If financial structures are aligned, care should be taken to ensure that RCAH's existing budget is integrated in a manner that supports its mission and does not inadvertently disadvantage the unit. Flexibility will be needed as CAL's financial planning evolves, and RCAH's financial contributions should be incorporated through transparent and inclusive processes that recognize its strengths, priorities, and long-term sustainability.

2. **Cross-Disciplinary Opportunities and Challenges** - RCAH's cross-disciplinary model may present unique opportunities for collaboration, especially in areas where CAL has historically faced challenges (e.g., administering interdisciplinary programs). These differences could create synergy in shared staffing, cross-unit programming, and financial administration if approached with intention.
3. **Development Support:** Both RCAH and CAL currently lack a Director of Development.

Appendices

A committee empaneled by the Provost was charged on January 6, 2025, with exploring the potential benefits and challenges of administratively integrating the Residential College in Arts and Humanities (RCAH) with the College of Arts and Letters (CAL). This includes evaluating how such an integration might strengthen the arts and humanities at MSU, support students and faculty, and position MSU to meet the evolving needs of higher education. The Provost also wants to hear about the challenges that may be faced with this integration.

Given the above, we, members of the RCAH-CAL Integration Working Committee are seeking your input on the strengths and challenges of a possible administrative integration of RCAH with CAL. It is important to note that a decision has not been made regarding a possible integration. Rather the Provost is seeking information to help ensure any future decisions are informed by a careful review of the strengths and challenges.

We thank you for your input. Submissions will be accepted until March 17, 2025. If you have any questions or concerns about this survey, please contact Dr. Kelly Millenbah (millenba@msu.edu), committee chair.

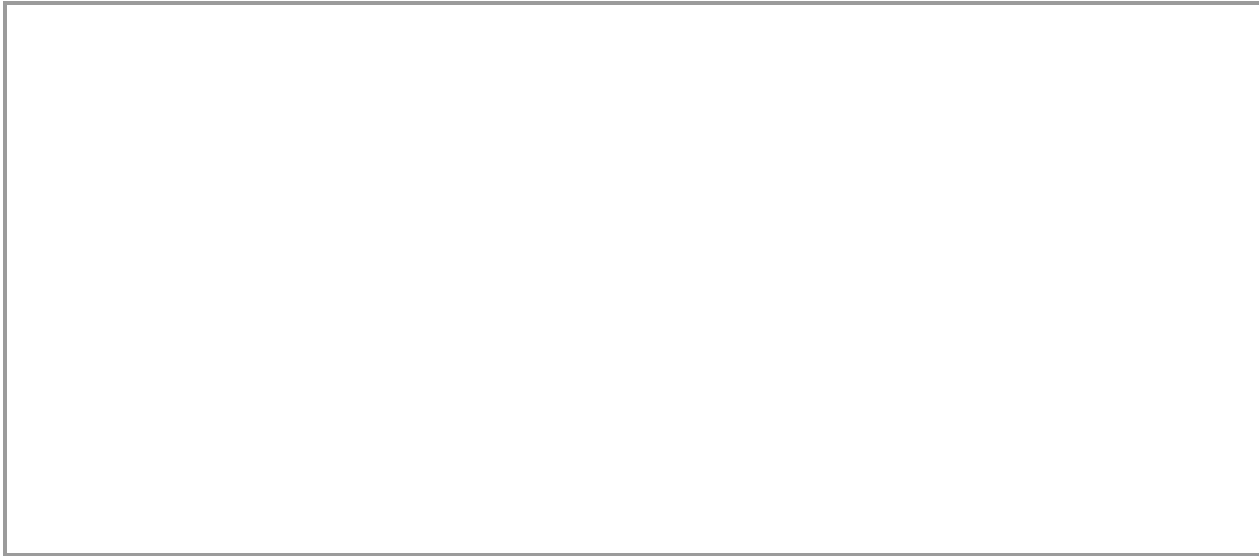
I am a(n) (select all that apply):

- ☐ Undergraduate student in RCAH
- ☐ Undergraduate student in CAL
- ☐ Graduate Fellow in RCAH
- ☐ Graduate student in CAL
- ☐ Administrative staff (e.g., CT, APA) in RCAH
- ☐ Administrative staff (e.g., CT, APA) in CAL
- ☐ Faculty in RCAH (e.g., tenure system, fixed term, academic specialist, instructor)
- ☐ Faculty in CAL (e.g., tenure system, fixed term, academic specialist, instructor)
- ☐ Alum of RCAH
- ☐ Alum of CAL
- ☐ Partner / collaborator of RCAH
- ☐ Partner / collaborator of CAL

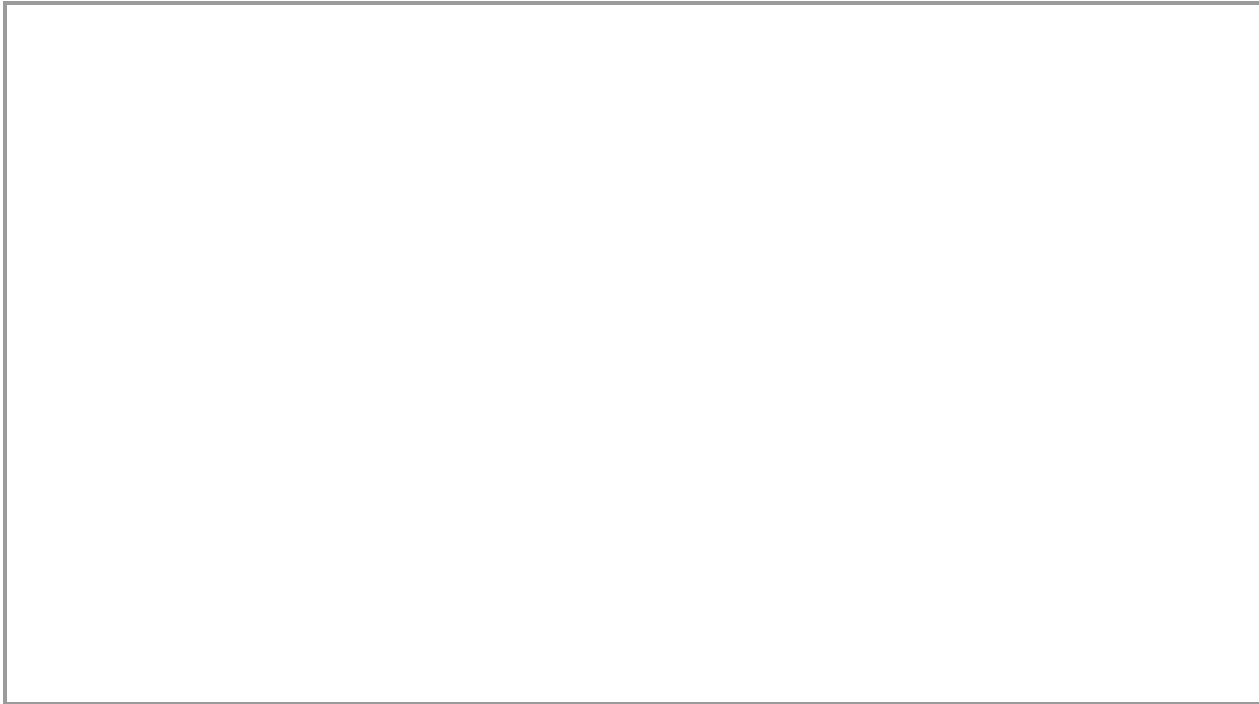
What are possible strengths of an integration of RCAH with CAL?

What are possible challenges of an integration of RCAH with CAL?

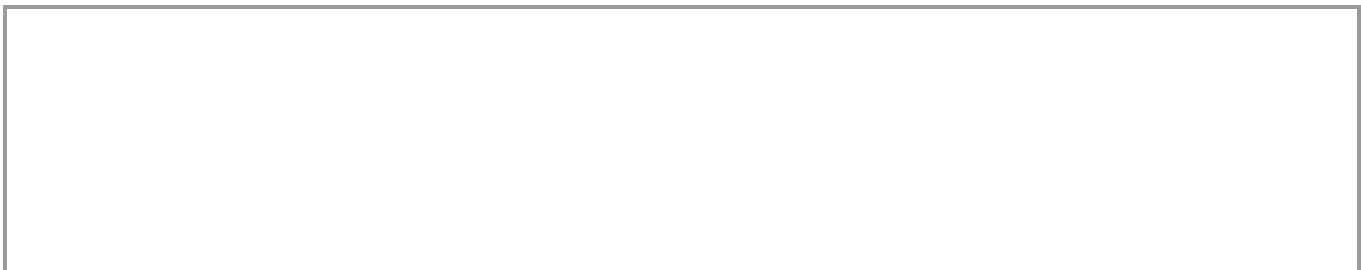
If RCAH and CAL merge, what is important to preserve from either college?

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How might a possible integration of RCAH with CAL potentially impact the arts and humanities at MSU?

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Is there any other information you would like the committee to consider?

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Appendix B

Differences in Undergraduate Graduation Requirements and other Curricular Considerations

When examining the curricula of the Residential College in the Arts and Humanities (RCAH) and the College of Arts and Letters (CAL), the RCAH Education Policy Committee (EPC) identified some places where the curricular requirements of the two colleges differ. These will need to be resolved with a Memorandum of Understanding (MOU) as part of the merger of the two colleges.

Note: The items listed below are not a comprehensive list and any subsequent committees should review all requirements carefully.

- 1) **The language (and culture) requirement.** CAL currently has a language requirement satisfied by “second year competency in the foreign language” or placement in a 300-level language class based on an MSU placement test. The RCAH currently has a language and culture requirement satisfied in a variety of ways including study abroad, additional minors, or a combination of language and culture courses plus RCAH’s course on language and culture (RCAH 235).
- 2) **General education requirements currently taught in-house at the RCAH.** RCAH 111 satisfies the university-wide Tier I Writing requirement and the senior seminar (RCAH 492) satisfies the university-wide Tier II Writing requirement. RCAH 202 and 203 satisfy the university’s requirement for Integrative Studies in the Arts and Humanities (IAH) courses. As these are integral parts of the RCAH curriculum, any merger will need to reach an understanding as to how these courses will continue to function when the RCAH and CAL merge.
- 3) **Grade Point Average for Majors.** CAL currently requires a 2.0 for courses that are required for the major. The RCAH currently requires a 1.0 for courses that are required for the major.
- 4) **Cognate Requirement/Courses Outside the College.** Both colleges require students to take credits outside their major department/college for most majors (there are a few exceptions among CAL majors). The credit requirements and distribution differ. However, the CAL cognate requirement encompasses 15 credits while the RCAH requirement is for 9 credits outside of the RCAH at the 300-level or higher. An MOU will likely be required to allow for curricular difference.

The RCAH Education Policy Committee (EPC) also identified additional areas for consideration in the realm of academics and includes those here for subsequent committees to take under consideration. Again, this is not an exhaustive list and is not meant to be proscriptive on particular issues, but rather contains some of the issues that we foresee needing resolution in the harmonization/merger process.

- 1) **Majors with potential overlap/confusion.** The RCAH degree is in “Arts and Humanities” while CAL has a major in “Interdisciplinary Humanities.” How do these degrees overlap? Will it be confusing for students (and prospective students)? Another major that might merit similar consideration is the “Global Studies in the Arts and Humanities.”
- 2) **Role of co-curricular activities.** Currently co-curricular activities are a core component of an RCAH education. How will we continue to support these activities in a merged CAL-RCAH?

- 3) **Citizen-Scholar Program.** With a focus in the Citizen-Scholar Program similar to the mission and major in the RCAH, how can these programs complement and energize each other when they are housed in the same college?
- 4) **Role of RCAH classes that fulfill university-wide requirements.** Currently some RCAH classes fulfill university-wide requirements (111—Tier 1 writing, 202/203—IAH requirements). These classes represent an opportunity to integrate CAL students/programs with the RCAH in a merger as these classes could have their enrollments increased to a degree and still remain very much smaller than typical university-wide courses. This could also provide an entry point for cross-college collaborations/majors/minors in a new RCAH-CAL merged college.
- 5) **Role of the Arts Living/Learning Community.** Currently this program is a joint venture between the RCAH and CAL. Its role will have to be clarified in a merger.
- 6) **Role of RCAH Graduate Fellows.** While the RCAH does not admit and train graduate students, it has a robust Fellows program (supported, in part, by the Graduate School). Will the Graduate School continue this support in a merged RCAH-CAL college? If so, what role will the Fellows play? These programs are strong and benefit the undergraduates in the RCAH, the Graduate Fellows in their training, as well as the faculty and community in the RCAH. In short, this is a robust co-curricular program that should be maintained in some form moving forward.
- 7) **Requirements for Honors Options for students.** As part of merger talks, the requirements that both the RCAH and CAL have for students to complete an Honors Option should be examined to ensure harmonization and consistency for students and faculty.

Appendix C

Current RCAH External Committee Assignments:

- Faculty Senate/University Council: 2 seats
- Univ Curriculum Committee: 1 seat
- Univ Committee on Faculty Affairs: 1 seat
- Univ Committee on Faculty Tenure: 1 seat
- Univ Committee on the Libraries: 1 seat
- International Studies and Programs Advisory: 1 seat
- Univ Committee on Academic Governance: 1 seat
- Univ Committee on the Honors Program: 1 seat
- Univ Committee on Undergrad Education: 1 seat
- Academic Hearing Pools: 3 nominees

Total seats: 10 university-wide seats and 3 in pool for academic hearings

Committee Assignments RCAH would need to fill if merged into CAL:

- College Advisory Committee: 1 seat
- College Curriculum Committee: 1 seat
- College Inclusive Practice Committee: 1 seat
- College Graduate Council: 1 seat possible, member chosen *ex officio* from all programs with no graduate students
- College Reappointment, Tenure, Promotion: 1 seat possible, 5 members chosen from 9 departments currently every year
- College Non-Tenure Stream Promotion Review Committee: 1 seat possible for academic specialist, 5 members chosen from 9 departments currently every year
- Dean's Arts Advisory Council: Up to 2 seats possible, 7 "practicing artists" from across college with no more than 2 from any one unit
- Nominations for University-wide committees: Every department/unit must nominate someone for university-wide service openings, so variable possibility
- Academic Hearing Pools: 3 nominees

Total seats: 3 college-wide seats at minimum with the possibility of up to 8 seats depending on yearly selection; Additionally, up to 5 nominated faculty for open seats on university-wide committees, and the possibility of service in academic hearing pools