

Attachment B

College Organization Committee

Final Report

December 17, 2015

Background and Committee Charge

Dean Leo informed the college at the Summer 2015 Retreat that College Organization was to be a focus for the 2015-2016 Academic year. The Dean began that process by arranging an election of representatives from the following groupings of faculty:

Non-tenure track
Assistant Professors
Associate Professors
Full Professors

Representatives of these segments were charged to develop a recommendation pertaining to College Organization, with the Associate Dean for Academic Affairs to chair the committee.

Committee members

Dr. Ramana Pidaparti (Chair), Dr. Thomas Lawrence (Non tenure track faculty), Dr. Mable Fok (Assistant Professors), Dr. Zhengwei Pan (Associate Professors), Dr. Ernest Tollner (Full Professors)

This committee was charged on September 8 with the following Charge Statement:

Provide a recommendation to the Dean of the College of Engineering on a structure that organizes the college into three academic units, is consistent with the guiding principles listed below, and has sufficient support among the faculty to allow a college vote early in the Spring 2016 semester. The recommendation should be provided by December 11, 2015.

Additionally, Dean Leo suggested the following guidelines:

Guiding Principles

- Promote collaborative education, research, and service within our college and with partners outside the college of Engineering, such as other academic units at UGA and industry, government, and academic partners external to UGA.
- Each academic unit will have a critical mass of faculty and will ensure the effective and efficient use of resources while minimizing administrative burden.
- Ensure the efficient implementation of the continuous improvement processes in the college and ensure the accreditation of our academic programs.

- Create an organizational structure that is recognized by the university and approved at all appropriate levels within the university and, if necessary, the Board of Regents.
- Directly relate budgetary authority to the organizational structure of the college, and give budgetary authority to the academic unit leadership.
- Choose an organizational structure that minimizes the modifications to our promotion and tenure guidelines.
- Have a structure that will attract best talent – faculty, staff, and students.
- Create the structure so it can be adapted as needed based on future growth and needs

The committee began its work by developing a survey for purposes of gaining input from faculty. The committee met with each rank of faculty to receive additional input. The committee met several times to address input received from the faculty, to discuss the options and prepare a series of recommendations. Three faculty meetings were held to discuss concerns and comments on the survey, as detailed in the timeline presented below:

Timeline

September 23, 2015	Survey sent out to each rank of faculty for input
October 7, 2015	Committee met as a group to discuss survey
October 9, 2015	Each rank of faculty met as a group to discuss survey and add additional input to the discussion of each item
November 2, 2015	Committee met to discuss additional findings
November 13, 2015	Presented a summary to the Faculty as a whole and received further input
November 30, 2015	Committee met to synthesize a draft plan
December 4, 2015	Draft plan presented to the faculty as a whole, received further input to the plan, significant concerns raised.
December 14, 2015	Committee met to revise the draft plan based on comments received on December 4. The committee invited Dr. Hornak to join the meeting to clarify the role of clusters in the College Organization Structure.
December 15, 2015	Faculty meeting – Second draft plan with details presented to the faculty as a whole, received further input to the plan
December 17, 2015	Submitted plan to the Dean

Note: At the November 13th faculty meeting, we discussed the four scenarios shown in Appendix A. Faculty were separated into groups of five randomly, and the groups were asked to rate each scenario in accordance with the guiding principles. The resulting suggestions were inconclusive. In retrospect, the request to rate in accordance with the guiding principles may have been seen as a not-so-subtle forcing function to get to a conclusion some did not want to reach.

High level Faculty issues arising from the discussions as proposal was developed

Matrix management vs schools

A body of faculty stressed a complete matrix management scenario with separate Academic and Research managers. Others stressed a strong grouping of both Research and Academic functions. Russ Mumper indicated in the Professors meeting that he had been in both organizational types, and that the strong grouping worked much better. Others had arguments for the matrix management along the lines of maintaining the most personal freedom to do what one wants to do.

High enrollment management

Some faculty advocated a separation of the core course/high enrollment function as a school level function (e.g., parallel with school heads) while it seemed that most thought this function could be managed among the other school heads. We felt the guiding principles outlined above led to management of this function cooperatively by the schools

Integration of Research and Academics

Some faculty groups felt that Academics and Research were totally separate, some were adamant that they could not be separated if quality people for the chair positions were to be recruited. Most faculty groupings, except for non tenure track, were leaning toward an integrated structure, based on survey responses. Professors and others with "big-ticket" wet labs would like to see any structure that would facilitate replacement/repair of broken equipment. Professors are particularly interested because they have been around long enough to have equipment pressed beyond design life. The committee did not discuss the requirements expected of a school chair in specifics, beyond the notion of a well rounded scholar who had experience in coordinating functions that would provide a basis of experience. The thought was that there would be a teaching and research appointment included, but left details to be determined case-by-case. The person should be developed to the point of one day being an associate dean or dean should that be of interest.

Promotion and Tenure

The Assistant Professors were particularly concerned that any structure adopted would preserve a supportive P&T process. Associate Professors had similar sentiments regarding promotion.

Faculty Development

There was a general consensus that administrative positions and service positions identified should allow for development of individuals to aspire for higher level service and opportunities in the future.

CENGR – Proposed Organizational Structure

The proposed organizational structure for the college is presented in the Appendix B diagram. See comments on the organizational structure discussed below.

The academic program is categorized into three Schools (e.g. A, B, C) according to the instructional overlap between each degree program. We may or may not have a School D in the future based on the growth of the College and future organizational needs. Pre-engineering courses will be coordinated between each School and with the Associate Dean for Academic Programs. The Associate Deans (both academic programs and research), as well as all the School Chairs report directly to the Dean.

Each School will have one elected UG Program Curriculum Lead for each degree program, and one elected Graduate Program Lead. Each School will have one Industrial Advisory Board covering multiple programs. The School Chairs as well as the Associate Dean of Academic Programs will collaboratively govern the academic programs within the College. Other student related service professionals such as the Academic Advisors and the Director for Experiential Learning will work under the Associate Dean for Academic Programs. The details on the roles and responsibilities of School Chairs, UG Program Curriculum Lead, and Graduate Program Leads within this new CENGR structure will be discussed in the next section.

The Innovation and Discovery Clusters remain the same. Each cluster has one facilitator (elected/nominated) for coordinating and identifying synergy for projects and funding. The Cluster Facilitators coordinate their activities with the Associate Dean of Research.

Each faculty member is associated with one School and one Cluster, based on their teaching and research, respectively. They will be assigned to the School based on their primary teaching duties but will elect which Cluster they wish to identify with on their own. Faculty will work with the School Chair, and the School Chair will provide guidance and mentoring. The School Chair will also provide feedback to the Dean on faculty teaching and service activities for annual evaluations. The Dean is responsible for annual evaluations and will consider the faculty's research and input from the School Chair.

We propose to have two committees for the decision making related to our degree program: (1) College Level Curriculum Committee and (2) Graduate Education and Research Committee.

The College Level Curriculum Committee consists of all the UG Program Leads, the Associate Dean for Academic Programs, and the School Chairs (Guests) who have related to the issue under discussion.

The Graduate Education and Research Committee consists of all the Graduate Program Leads, the Associate Deans (both Academic and Research), and one faculty elected from each of the clusters.

Roles and Responsibilities

❖ School Chair

- Serve as the primary administrator for managing the undergraduate degree programs within that School (such as ABET, Industrial Advisory Board, and liaison with industry, high demand major and recruiting)
- Work with the research cluster facilitators to help nurture the cluster activities
- Provide input into the faculty evaluation process, particularly regarding teaching and service activities
- Memo 1 position
- Manage budget within the School
- Decide questions of compensation for Program Leads within the School in concert with other Schools
- Serve on the Dean's Academic Council
- Arrange appropriate staff support within the School

❖ UG Program Curriculum Lead

- Role is to act as a lead for the program curriculum by working with the faculty within the School
- Role may or may not include issues such as the following:
 - Compensation depending on duties
 - Answer questions from students and advisors related to curriculum issues
 - Work with the School Chair on issues related to course development and cross listing with majors within and outside the School
 - Non-administrative position, this is a service position

❖ Grad Program Lead

- Non-administrative position
- Purpose is to bolster the college's research programs and student learning within the programs of the school.
- Coordinate course development
- Coordinate new degree proposals where applicable
- Interface with the college graduate committee
- Be the school contact for the graduate school
- Work with the program assistant to ensure that deadlines and details pertaining to graduation are met in a timely manner
- Work with major professors to ensure timely progress
- Serve as focal point for graduate recruiting within the school, working in concert with other schools
- Non-administrative position, this is a service position

❖ Faculty

Program faculty within the School has responsibilities for teaching and participating in one of the research clusters.

The details regarding responsibility, compensation, and accountability are hard to decide at this stage and will require more in depth discussion after there is agreement on the organizational structure.

Questions and Inputs from the Faculty

1. The Assistant professor group would like to make sure their annual performance as well as P&T is fairly evaluated in terms of both teaching and research.

Committee feedback:

The faculty will receive mentoring and guidance from the School Chair, and the School Chair will provide input on teaching and service activities for annual evaluations to the Dean. The Dean is responsible for annual evaluations and will review the faculty's research and consider input from the School Chair. We can refine the P&T guidelines to ensure that the P&T committee consists of at least one member from the same cluster as the candidate and one member from the School that the candidate belongs to.

2. Several faculty have concerns about compensation for UG Program Curriculum Lead and Graduate Program Lead.

Committee feedback:

The School Chair in consultation with the Dean will make decisions related to compensation for Program Leads within the School in concert with other Schools. For example, compensation can be granted during ABET cycles.

3. How do we decide the number of schools?

Committee feedback:

Based on both the discussion with the faculty as a whole during the retreat and the faculty meeting on November 13, 2015, we have concluded that the number of schools may change as the College grows. For now, pre-engineering will be carved out from the Schools, and there will be three Schools for our academic program. The configuration would be determined based on (i) similarity of BS curricula, (ii) similarity of work environment at BS graduation, or (iii) some hybrid of both.

4. How do we address accountability?

Committee feedback:

The Dean will evaluate the performance of the School Chair. The School Chair will provide input into the evaluation of the performance of both the UG Program Curriculum Lead and the Graduate Program Lead. For now, the Dean will provide the Evaluation for all faculty.

5. How long does the School Chair position last?

Committee feedback:

Tentatively it will be 5-7 years.

6. What is the requirement for being a School Chair?

Committee feedback:

Besides excellence in the roles and responsibilities listed in the previous section, the School Chair needs to have a diverse background in various academic fields. The actual percentage in terms of administrative, teaching, and research responsibilities has to be negotiated with the Dean.

7. There are unknowns in the responsibilities of each position.

Committee feedback:

Yes, the details regarding responsibility, compensation, and accountability are hard to decide at this stage and will require more in depth discussion after there is agreement on the structure.

We include in the statement of responsibilities of the chair that they would “Work with the research cluster facilitators to help nurture the cluster activities.” This somewhat ambiguous statement needs further clarification regarding funds flow.

8. Are we actually the same as other Universities in terms of organizational structure?

Committee feedback:

No, we are combining a number of degree programs as a School, and we also have Clusters that are innovative compared to other universities, where lots of collaboration happens within the Clusters. The proposed organization is a quasi-matrix structure (in contrast to a matrix organization shown in Appendix C) that is rather unique in the academic environment. The separation of all research program development and management functions from being located within individual school or into Clusters allows for a much more cross-disciplinary culture and mindset.

9. Do we need to refine governing guidelines?

Committee feedback:

Yes, we will have to refine the governing guidelines according to the College structure.

10. How will we balance the size of each School?

Committee feedback:

With input from the faculty, each unit should have expertise that is most complementary, and have synergy for the purpose of developing effective job announcements for recruiting leadership, faculty applicants and graduate students.

- Also provide appropriate context for communicating to UG students' parents a clear idea of what types of educational training/background their sons and daughters may expect to receive.
- After defining the units, balance admin support based on undergrad enrollment and faculty numbers, graduate student level and research institute-related activities, and service related activities.
- School Chairs will work with the Academic and Research offices as appropriate to achieve a workable balance on a case by case basis.

In summary, the committee feels that the proposed structure in Appendix B is a near optimal solution consistent with the guidelines and, to the extent that we can help faculty realize personal benefit, an approach that can be adopted.

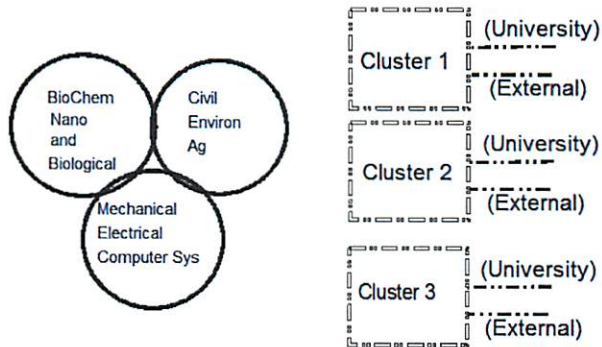
The proposed College organization structure assumes that the administration supports the following:

1. Having a generally predictable teaching schedule
2. Undergrad program leads will not have to manage assessments, manage industrial advisory boards, handle day-to-day questions, but would serve as prime resource persons for school chairs regarding curriculum issues. School chairs would provide developmental opportunities for curriculum leads as the leader might desire to assume over time.
3. Reliable TA and Grader Support
4. Similar or increased indirect cost return to faculty
5. Graduate student recruiting assistance offering minimal complications to our day-to-day work.
6. Support for equipment maintenance where applicable
7. Assistance for first level P&T chairs (e.g., letter writing)
8. Faculty mentoring that advises new faculty from a view consistent with their appointment
9. Annual evaluation process will not be any more complicated than it is now

Faculty in service and administrative positions in the structure will receive grooming for future opportunities as they desire.

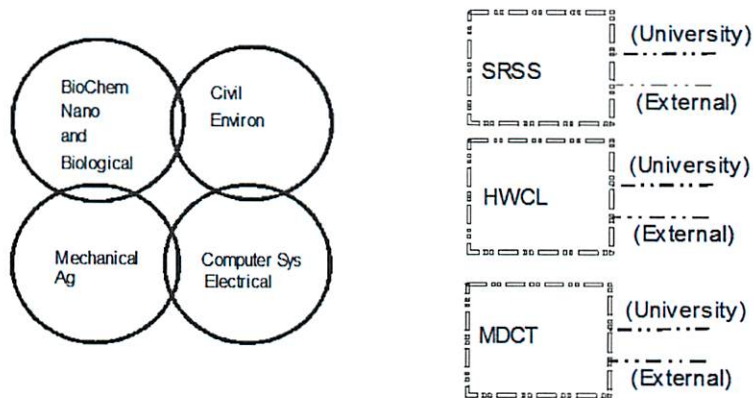
Appendix A. Scenarios of organization

Concept A



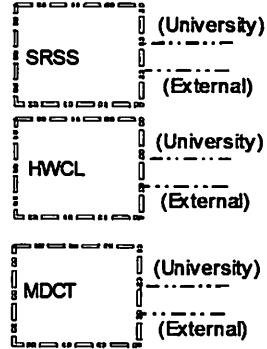
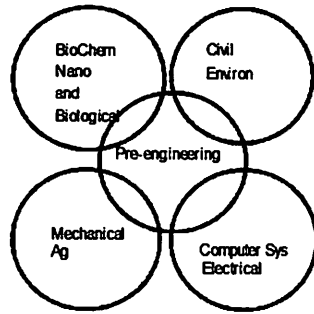
Note: Each institute connected to each division - not shown

Concept B



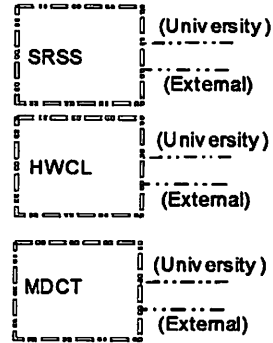
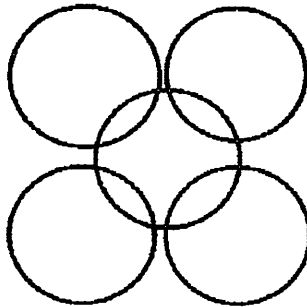
Note: Each institute connected to each division - not show n

Concept C



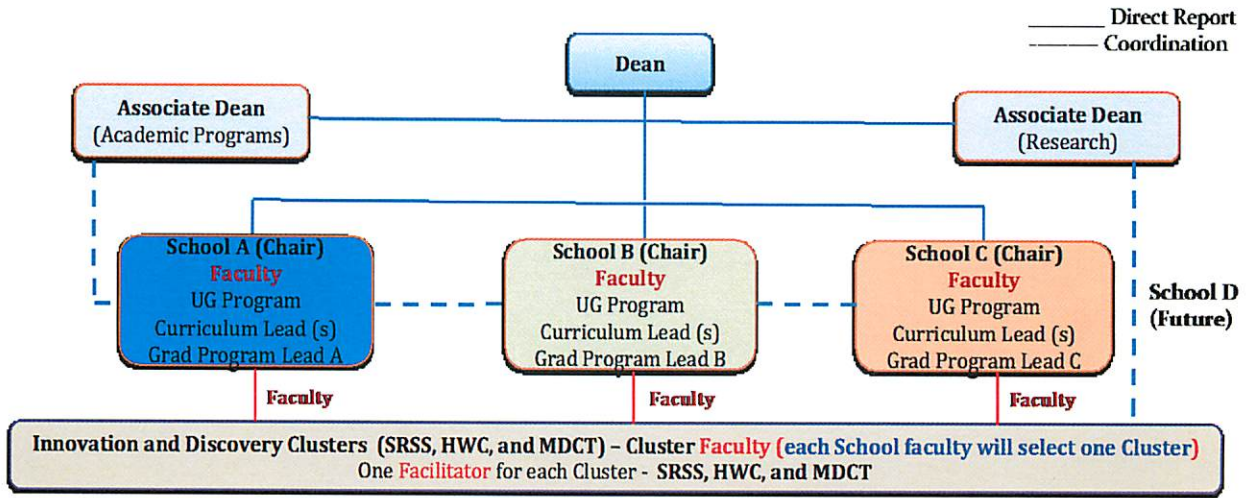
Concept D ... You pick

BioChem
Nano
Biological
Mechanical
Ag
Civil
Environ
Computer Sys
Electrical
Pre-engineering



Note: Each institute connected to each division - not shown

Appendix B: Proposed Organization Structure



Solid lines represent direct reporting, while dashed line mean it is coordination.

Appendix C – Matrix Organization Structure proposed by a faculty

