The University of Georgia

University Council
Athens, Georgia 30602

October 14, 2016

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Ex-Officio - Provost Pamela S. Whitten
Undergraduate Student Representative – Ms. Gabrielle Roth
Graduate Student Representative – Ms. Ashley E. Fallaize

Dear Colleagues:

The attached proposal for the reorganization of the College of Engineering will be an agenda item for the October 21, 2016, Full University Curriculum Committee meeting.

Sincerely,

William K. Vencill

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav

The University of Georgia

College of Engineering

September 23, 2016

University Curriculum Committee
University of Georgia

Dear Committee Members:

As dean of the College of Engineering I fully support the proposal submitted to the University Curriculum Committee to organize the college.

Sincerely,

Donald J. Leo
Dean and UGA Foundation Professor in Engineering

Room 130 Paul D. Coverdell Center • Athens, Georgia 30602 • (706) 542-1653 • FAX (706) 542-8806

The University of Georgia
Graduate School

September 14, 2016

Don Leo, Dean
University of Georgia College of Engineering
Driftmier Engineering Center
597 DW Brooks Drive
Athens, GA 30602

Dear Dean Leo,

The purpose of this letter is to indicate the enthusiastic support of the Graduate School for the Proposal for Creating an Administrative Organizational Structure for the UGA College of Engineering. We view the proposed organization as both appropriate and timely, given that the College is rapidly expanding and needs flexibility to respond to the changing demands of its faculty and students. The focus on interdisciplinarity and collaborative research is especially noteworthy.

We understand that no changes in the graduate programs are planned at present. Please know that we look forward to working with you in future to grow and enhance your graduate programs.

Best,

Suzanne E. Barbour
Dean

Proposal for Creating an Administrative Organizational Structure for the UGA College of Engineering

The College of Engineering at the University of Georgia was formed on July 1, 2012, to create educational opportunities for families in Georgia and beyond and to increase the economic impact of our University. Since that time engineering enrollment at the University has grown from approximately 400 students in fall 2011 to nearly 2,000 students in the fall 2016 semester. The College of Engineering has hired over 20 faculty in the past three years, and additional staff members have been added to meet the advising and academic support needs of our faculty and students.

The rapid growth of our programs has necessitated changes to the structure of the college to ensure efficient and effective administration. This proposal describes the changes to the administrative structure of the college and the faculty-led processes used to derive this structure. The primary change to our administrative structure is to create three Interdisciplinary Schools within the College of Engineering that will be responsible for oversight of our discipline-specific degree programs. The rationale for creating these entities and the organization of each of these Schools is described in the remainder of the proposal. The faculty voted on the creation of these Schools with an overall approval percentage of 82%.

Background

The College of Engineering was created as an interdisciplinary and collaborative environment for both research and education. Interdisciplinary and collaborative activities were promoted by an organizational structure that concentrated all of the administrative matters in the college within the dean's office. The rapid growth of our college has necessitated the development of an organizational structure that maintains the interdisciplinary and collaborative spirit of the college with an organizational structure that ensures integrity of the academic program and the efficiency of academic administration.

On September 8, 2015, the dean of the College of Engineering charged a faculty committee elected by their peers to provide recommendations on the creation of three academic units in the college that were consistent with a set of faculty-approved guiding principles (see Attachment A). This faculty committee led a process of discussion and engagement in the fall 2015 academic semester that resulted in the submission of a set of recommendations on December 17, 2015 (see Attachment B). One of the primary recommendations from the faculty committee was the creation of "three Schools (e.g., A, B, C) according to the instructional overlap between each degree program." The administration of each School would be the responsibility of a "School Chair" whose roles and responsibilities were outlined in the complete set of faculty recommendations.

During the spring 2016 semester, the dean's office acted on the recommendations of

the spring 2015 faculty committee. Early in the semester, faculty groups met with the dean to determine how the discipline-specific degree programs would be apportioned to the three Schools. Faculty then self-selected into one of the three Schools based on their instructional and research interests. The dean then administrated an open process for faculty to nominate and elect three "Inaugural Chairs" who would serve one-year terms and assume the duties associated with School administration. The Inaugural Chairs will begin officially serving in their roles once all necessary approval processes have been completed.

The final step in the process was for faculty to choose names of the three Schools. At the August 8, 2016, retreat the faculty discussed this topic and proposed candidate names. A vote was taken of the faculty and is reported in Exhibit D of this document. All votes passed by greater than a 2/3 majority as required by University policy.

The attached proposal describes in detail how the College of Engineering will implement the organizational changes recommended by the faculty of the college in the December 17, 2015, document. It will discuss the rationale for the proposed changes, the impacts on faculty, staff, students, and resources, and the implementation plan associated with the introduction of a new organizational structure in the college.

Prior to discussing the details of the proposal, it is important to clearly state that these organizational changes will not impact the annual evaluation process in the college nor will they impact the promotion and tenure guidelines in the college. These processes will remain the same after the implementation of the new administrative organizational structure in the college.

a. Originator of the proposal and name of academic unit.

College of Engineering

b. A diagram of the organizational structure before and after the proposed change.

EXHIBIT A – Organizational structure before change
EXHIBIT B – Organizational structure after change

The College of Engineering is currently organized into a single unit that represents all of the faculty and six administrative and academic support offices. All of the faculty of the college at every rank currently report directly to the dean of the college. Five of the six offices are administered by an associate dean or director-level position and the remaining office – the Dean's Office – is administered directly by the dean. In addition to all of the faculty in the college, the dean also directly supervises five staff positions.

As shown in Exhibits A and B, the primary change to the college organizational structure will be the grouping of faculty into three interdisciplinary Schools. The School of Electrical and Computer Engineering will be responsible for administering the BSEE and BSCSE degree programs. The School of Chemical, Materials, and Biomedical

Engineering will be responsible for administering the BSBE, MSBE, BSBChE, and MSBChE degree programs. The School of Environmental, Civil, Agricultural, and Mechanical Engineering will be responsible for administering the BSENVE, BSCE, BSAE, BSME, MSAE, and MSENVE degree programs. The MSENG, PhDBAE, and PhDENG degree programs will be administered collectively across all three Schools in the college.

The faculty chose to propose the creation of "Schools" rather than the more commonly-used term "Departments" for several reasons. The term "School" implies (in the view of our faculty) an open and interdisciplinary environment. It continues the tradition of collaboration and cross-cutting activities that were originally envisioned in the creation of the college. Furthermore, focusing the proposal on the creation of interdisciplinary units implies that our faculty and students will see benefit in the interface between the multiple degrees that are administered by the Schools. In the view of our faculty, creating the "Department of Electrical and Computer Engineering," for example, implies the administration of two separate programs, whereas creating the "School of Electrical and Computer Engineering" implies that there are synergies between the two programs that will result in an interdisciplinary program whose benefit is greater than simply the sum of the two separate degrees. Finally, there are precedents for creating Schools within a college at the University of Georgia—the Hugh Hodgson School of Music and the Lamar Dodd School of Art in the Franklin College or the Tull School of Accounting in the Terry College, for example—and there are precedents at peer and aspirational universities for this type of administrative structure, e.g., Purdue, Cornell, and Virginia Tech.

The faculty recommended calling the leadership position of the School a "School Chair" to give it stature and to highlight the academic responsibilities of the position. We recognize that in other units at UGA this position may be called a "Director," but the faculty felt strongly that the title of this leadership position should be immediately recognized as being academic, whereas the title "Director" is often used at UGA for non-academic leadership positions, e.g., "Director of Development," or "Director of Enrollment Management." The faculty recognize that "Chair" is often used at UGA as an honorary title, but the faculty feel strongly that it will be clear that these positions are not (at the present) endowed Chair positions. As stated earlier in this proposal, three "Inaugural Chairs" have already been elected by the faculty. Once this proposal is approved, the college will initiate a national/international search for the "Founding Chairs" for the three Schools. We expect the "Founding Chairs" to begin their duties during the 2017-2018 academic year.

Curriculum matters will be handled by a College Curriculum Committee. The College Curriculum Committee will consist of one representative of each School. Each School will choose its own curriculum committee to ensure proper governance of its degree programs. The curriculum committee of each School will elect one representative to serve on the College Curriculum Committee.

c. Goals/objectives the change is expected to accomplish.

The goal of this organizational change is to improve the efficiency and effectiveness of the college administration while maintaining a collaborative environment of interdisciplinary research and education.

Specifically, these changes will:

1. Enhance faculty administration by providing clear lines of authority for many faculty-related matters, such as instructional assignments, small resource requests, and maintenance of instructional laboratories.

2. Improve the student experience by streamlining the advising process, procedures for transfer students, and the implementation of the high-demand major process in the college.

3. Improve the national/international stature of the college by creating an identity that promotes interdisciplinary, collaborative research and education that crosses traditional engineering disciplines.

4. Ensure the efficient implementation of the continuous improvement processes in the college and ensure the continued accreditation of our academic programs.

5. 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 the University of Georgia.

6. Directly relate budgetary authority to the organizational structure of the college, and give budgetary authority to the School leadership.

d. Rationale for change.

As discussed above, this change is necessitated by the rapid growth of our college, the need to improve faculty governance, and the desire to provide faculty with the opportunity to select their leadership. Prior to the proposed changes, our college was being administered using an ambiguous organizational structure that did not have a clear governance process. The proposal to create Schools within our college will not only give faculty opportunities to select their leadership, it will also bring visibility and awareness to our programs within the University of Georgia and to the broader engineering community.

The introduction of interdisciplinary Schools into the College of Engineering will also advance the educational, research, and service missions of our college and support the central themes of the University strategic plan, *Building on Excellence: UGA 2020*. The Hallmarks of the 2020 Strategic Plan include recruiting “world-class research faculty,

particularly in strategic growth areas such as public health, human medicine, and engineering." The creation of interdisciplinary Schools will enhance our recruiting efforts by creating a well-defined organization that faculty can identify with upon joining our college. Maintaining an interdisciplinary "spirit" to the college will help significantly in recruiting faculty who value collaboration and cross-cutting research and education. The increase in reputation that accompanies the creation of interdisciplinary Schools will also help "expand graduate enrollments" since these Schools will work closely with our research centers and institutes on the creation of novel interdisciplinary graduate programs in support of the Graduate Program Strategic Plan submitted to the provost in December 2015.

The UGA 2020 strategic plan places a strong emphasis on the value of undergraduate education at the University. The plan states that UGA must continue "to improve the quality and scope of undergraduate programs, which position the University to compete for the best and brightest students in Georgia and across the country." The proposed organization plan for the College of Engineering will improve the quality and scope of our undergraduate programs by enhancing the interdisciplinary activities in the college and providing a clear framework for the discipline-specific degree programs at both the undergraduate and graduate levels.

Probably the most significant alignment between the proposed organization of the college and the UGA 2020 strategic plan is the focus on interdisciplinary activities. The UGA 2020 plan specially states:

> "The 2020 Plan also reflects the consensus view that UGA must increase the level of interdisciplinary research, teaching, and service across campus. The Plan emphasizes the need to provide and promote interdisciplinary and joint degree experiences for graduate students, as well as the need to encourage strategic, interdisciplinary research across college boundaries. This need spans multiple Strategic Directions and is one of its hallmarks."

As stated above, one of the primary goals of this organization change is to improve the administration of the college while maintaining interdisciplinary and collaborative activities.

e. Impact on faculty, staff, students, and programs.

<u>Impact on Faculty:</u>

1. Faculty have self-selected into one of three Schools based on their research and instructional interests.
2. Faculty will work more closely with School Chair on administrative and governance functions such as curriculum matters, instructional needs, instructional space needs, etc.
3. Curriculum matters will be governed by faculty elected to service positions within

the college.
4. The high-demand major process will be handled by faculty within the three Schools.

Impact on Staff:

1. Three staff positions will have a dotted line to the three School Chairs as shared services support of their administrative and business functions. This connection is shown as a dotted line in Exhibit B.

Impact on Students:

1. Evaluation of the high-demand major criteria will be performed by faculty within the Schools. The faculty-approved process for high-demand majors will still be implemented by degree program.

Impact on Programs:

1. Changes are being proposed to the course prefixes for the college. Two new prefixes are being proposed—BIOE and AENG—for the courses in biological engineering and agricultural engineering, respectively, so that these two programs can be clearly identified in the curriculum structure of the college.

No other changes to degree programs are being requested based on the proposed organizational changes in the college.

f. Resource implications (faculty lines, staff positions, space, equipment, moving expenses, remodeling expenses, etc.).

No additional resources will be requested to implement the proposed organizational changes. All resources required to transition to the proposed structure are already incorporated into the five-year budget projection for the college.

g. List of faculty within the units

See Exhibit C

h. Designation of related faculty and units that shall be informed of the proposal and given an opportunity for response.

Unit	Representative	Title	Rationale
Department of Chemistry	Jon Amster	Department Head	Joint faculty
Department of Physics	Bill Dennis	Department Head	Joint faculty
Department of Epidemiology and Biostatistics	José Cordero	Department Head	Joint faculty

Department of Textiles, Merchandising, and Interiors	Gajanan Bhat	Department Head	Joint faculty
Department of Animal and Dairy Sciences	Keith Bertrand	Department Head	Joint faculty

i. Timeline for approval and implementation of the change. This timeline shall include the vote of the faculty in the unit and allow time for input from related departments allowing ample time for their consideration while, at the same time, ensuring the progress of the proposal.

September 8, 2015	Dean convenes faculty-elected College Organization Committee to provide recommendations on organizational structure of the college.
December 17, 2015	College Organizational Committee submits final report to Dean.
Spring 2016 Semester	College faculty approve the groupings of discipline-specific programs into Schools.
	Faculty complete signed affiliation forms in the college.
	Inaugural Chairs are elected to one-year terms (July 1, 2016 to June 30, 2017)
August 19, 2016	Faculty approve School names (Exhibits E and F)
September 7, 2016	Proposal submitted to Graduate School for approval
September 14, 2016	Assuming approval by the Graduate School, proposal submitted to Provost for approval
September 22, 2016	Provost response received
September 23, 2016	Assuming proposal is approved by Provost, proposal is submitted to University Curriculum Committee
October 21, 2016	Proposal considered by University Curriculum Committee
November 2, 2016	Assuming approval by UCC, proposal considered by UCC Executive Committee
November 16, 2016	Assuming approval by UCC Executive Committee, proposal is submitted to University Council
After November 16, 2016	Proposal is submitted to President for approval
January 2, 2017	Organizational changes take effect

j. Implementation plan.

Assuming approval by the President's office by early December, we plan to begin operating under this model at the beginning of the spring 2017 academic semester. The creation of the Schools will be publicly announced, and the three Chairs will be publicly acknowledged and will formally assume their duties.

EXHIBIT A – Organizational Structure before Proposed Changes

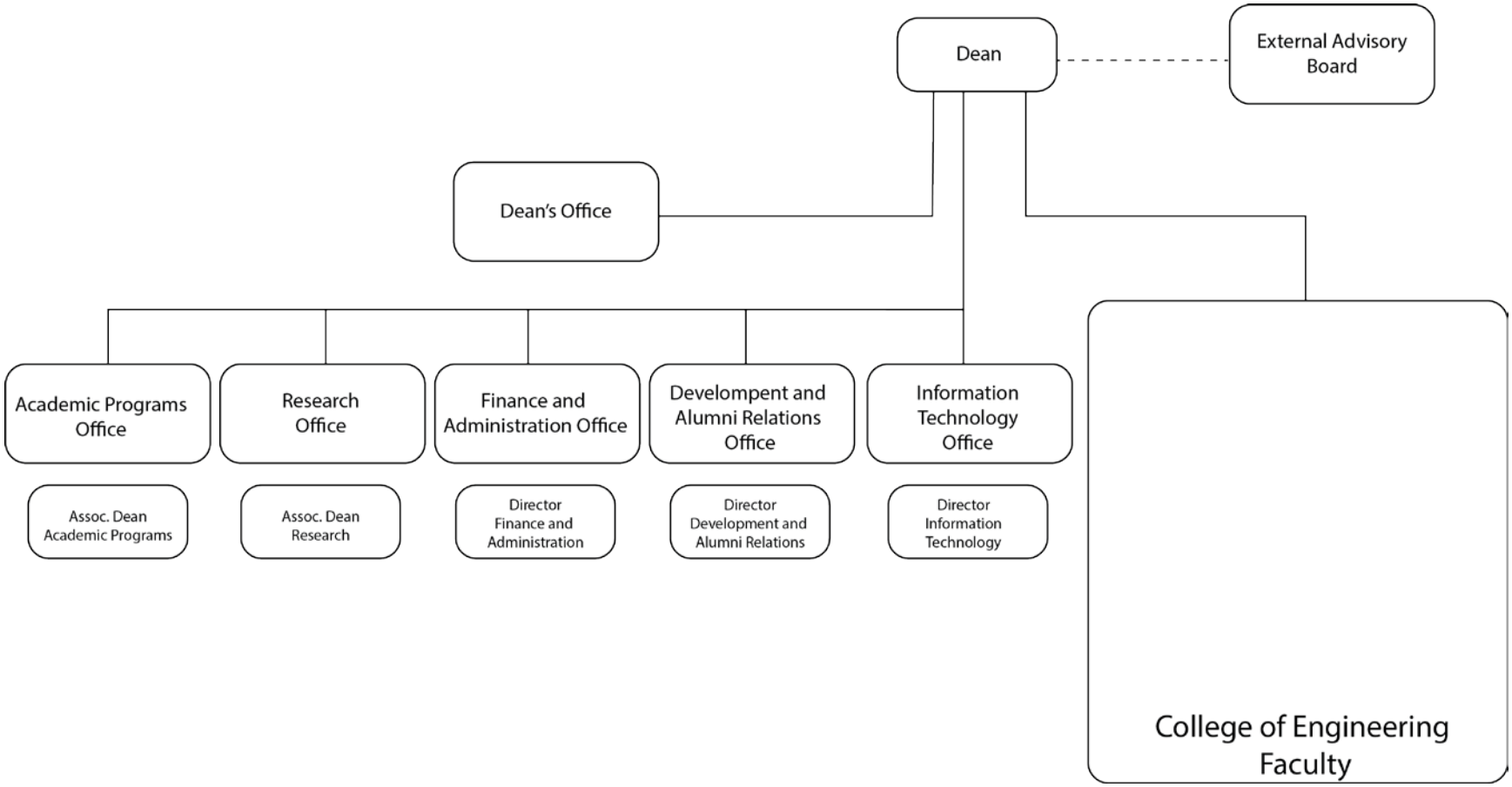


EXHIBIT B – Organizational Structure after Proposed Changes

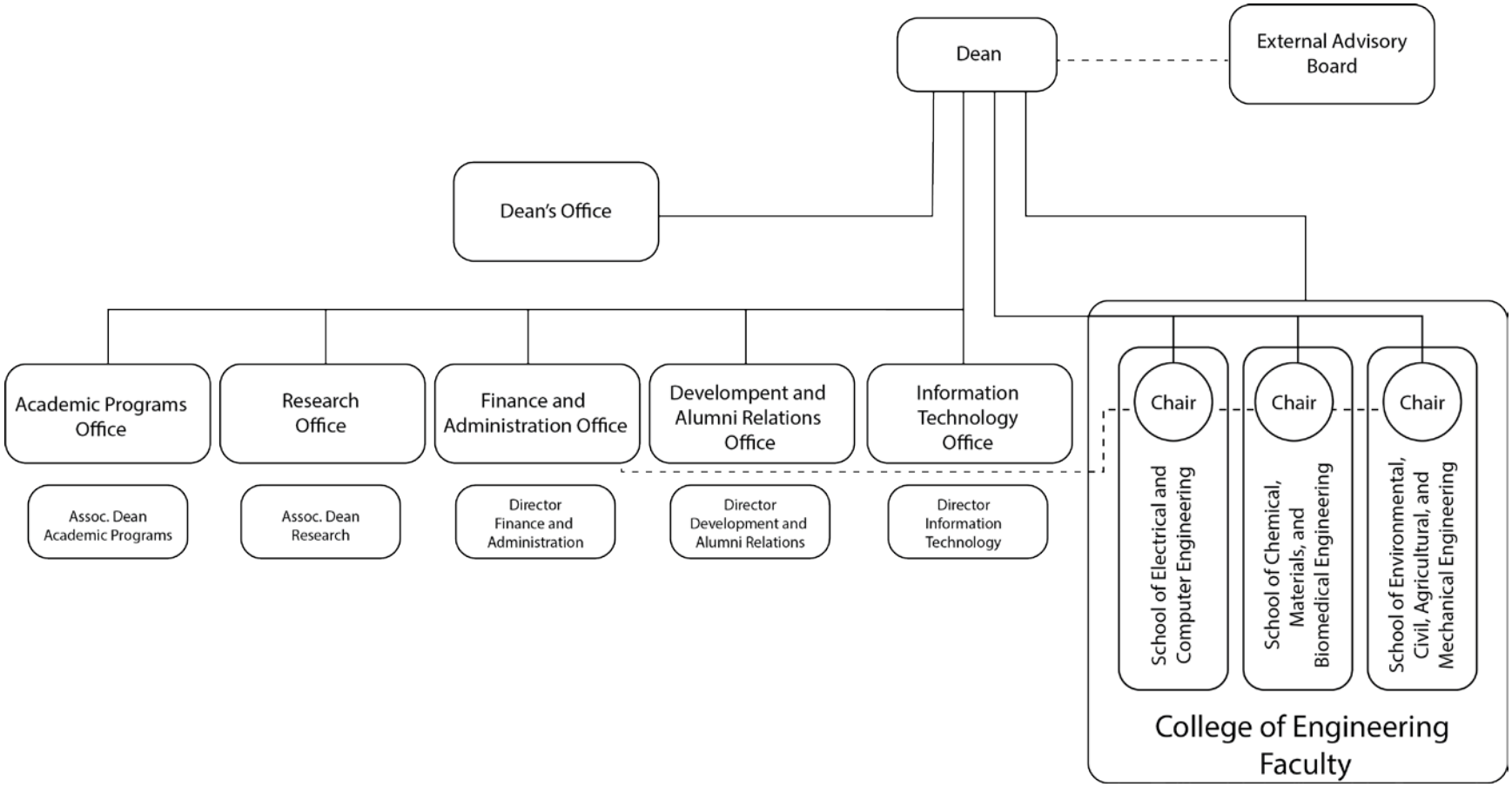


EXHIBIT C – Faculty Affiliations by School

School of Electrical and Computer Engineering		School of Chemical, Materials, and Biomedical Engineering		School of Environmental, Civil, Agricultural, and Mechanical Engineering			
Inaugural Chair: T. Hamrita		Inaugural Chair: R. Ramasamy		Inaugural Chair: S. Thompson			
Curriculum Rep: P. Kner		Curriculum Rep: H. Handa		Curriculum Rep: T. Lawrence			
Mable Fok	Asst Prof	Rodney Averett	Asst Prof	Robert Baffour	Lecturer	Barbara McCord	Lecturer
Mark Haidekker	Prof	Mark Eiteman	Prof	Brian Bledsoe	Prof	Zhengwei Pan	Prof
Takoi Hamrita	Prof	Yeshitila Gebremichael	Res Asst Prof	Peter Carnell	Lecturer	Ramana Pidaparti	Prof
Larry Hornak	Prof	Cheryl Gomillion	Asst Prof	Mi Geum Chorzepa	Asst Prof	Brandon Rotavera	Asst Prof
Kyle Johnsen	Assoc Prof	Melissa Hallow	Asst Prof	Jason Christian	Asst Prof	Siddharth Savadatti	Lecturer
Peter Kner	Assoc Prof	Hitesh Handa	Asst Prof	K.C. Das	Prof	John Schramski	Assoc Prof
Changying Li	Prof	Leonid Ionov	Asst Prof	Ben Davis	Asst Prof	David Stooksbury	Assoc Prof
Leidong Mao	Assoc Prof	Jim Kastner	Assoc Prof	Stephan Durham	Assoc Prof	Hillary Tanner	Lecturer
WenZhan Song	Prof	William Kisaalita	Prof	Tim Foutz	Prof	Ben Thomas	Lecturer
Zion Tse	Asst Prof	Jason Locklin	Assoc Prof	Eric Freeman	Asst Prof	Sid Thompson	Prof
Javad Velni	Asst Prof	Sudhagar Mani	Assoc Prof	David Gattie	Assoc Prof	Bill Tollner	Prof
Zhong-Ru Xie	Asst Prof	Luke Mortensen	Asst Prof	Dan Geller	Pblc Sv Assoc	Ben Wagner	Lecturer
Bingqian Xu	Prof	Russ Mumper	Prof	Jenna Jambeck	Assoc Prof	Jo Walther	Assoc Prof
Kun Yao	Lecturer	Ramaraja Ramasamy	Assoc Prof	Caner Kazanci	Assoc Prof	XQ Wang	Asst Prof
		Yajun Yan	Assoc Prof	Sung-Hee (Sonny) Kim	Assoc Prof	Brock Woodson	Asst Prof
				Tom Lawrence	Snr PSA	Mike Yoder	Lecturer
				Ke Li	Assoc Prof		

EXHIBIT D – Results of Faculty Votes

	Results of Vote	% Approval
School of Electrical and Computer Engineering	12 Yes 0 No	100%
School of Chemical, Materials, and Biomedical Engineering	13 Yes 2 No	87%
School of Environmental, Civil, Agricultural, and Mechanical Engineering	20 Yes 8 No 3 Abstentions	71%
	Overall	**82%**

Attachment A

COLLEGE ORGANIZATIONAL COMMITTEE
September 8, 2015

Committee Members
Dr. Mable Fok, Assistant Professor
Dr. Thomas Lawrence, Senior Public Service Associate
Dr. Ramana Pidaparti, Associate Dean for Academic Programs, Chair
Dr. Ernest W. Tollner, Professor
Dr. Zhengwei Pan, Associate Professor

Committee Charge
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.

Guiding Principles

1. 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 the University of Georgia.
2. Each academic unit will have a critical mass of faculty and will ensure the effective and efficient use of resources while minimizing administrative burden.
3. Ensure the efficient implementation of the continuous improvement processes in the college and ensure the accreditation of our academic programs.
4. 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.
5. Directly relate budgetary authority to the organizational structure of the college, and give budgetary authority to the academic unit leadership.
6. Choose an organizational structure that minimizes the modifications to our promotion and tenure guidelines.

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.

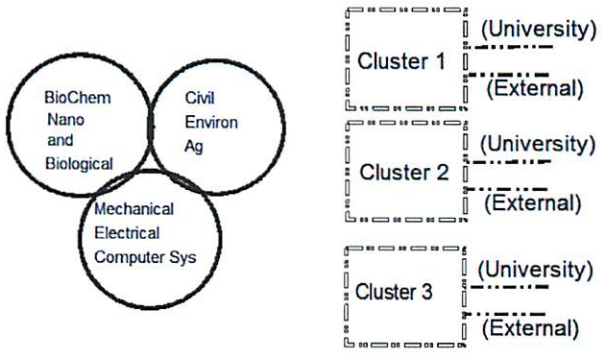
The proposed College organization structure assumes that the administration supports the following:

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.

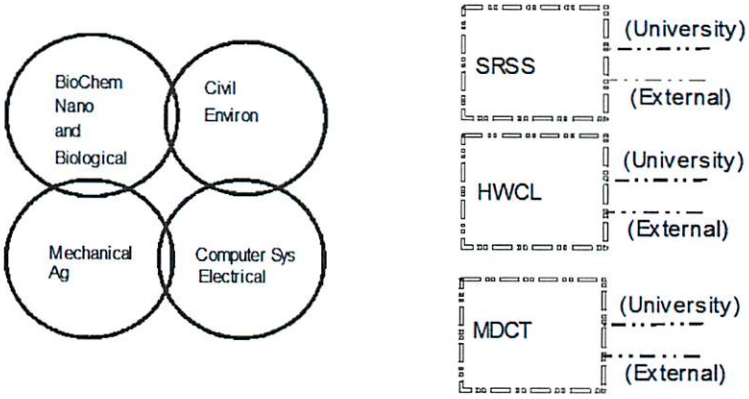
Appendix A. Scenarios of organization

Concept A



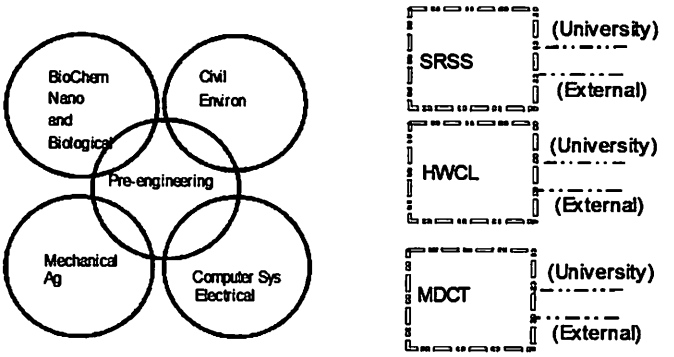
Note: Each institute connected to each division - not shown

Concept B

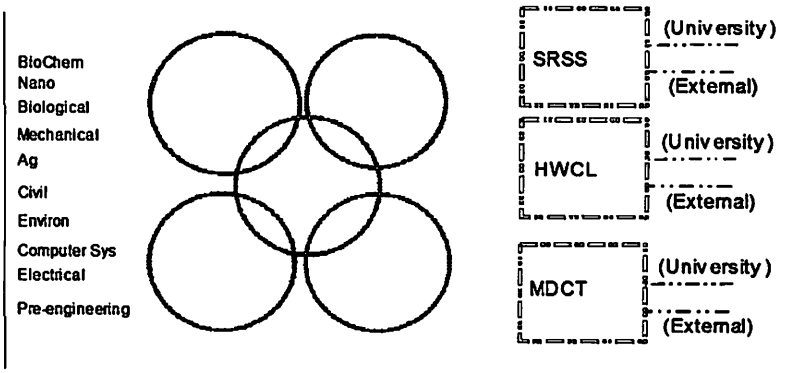


Note: Each institute connected to each division - not show n

Concept C

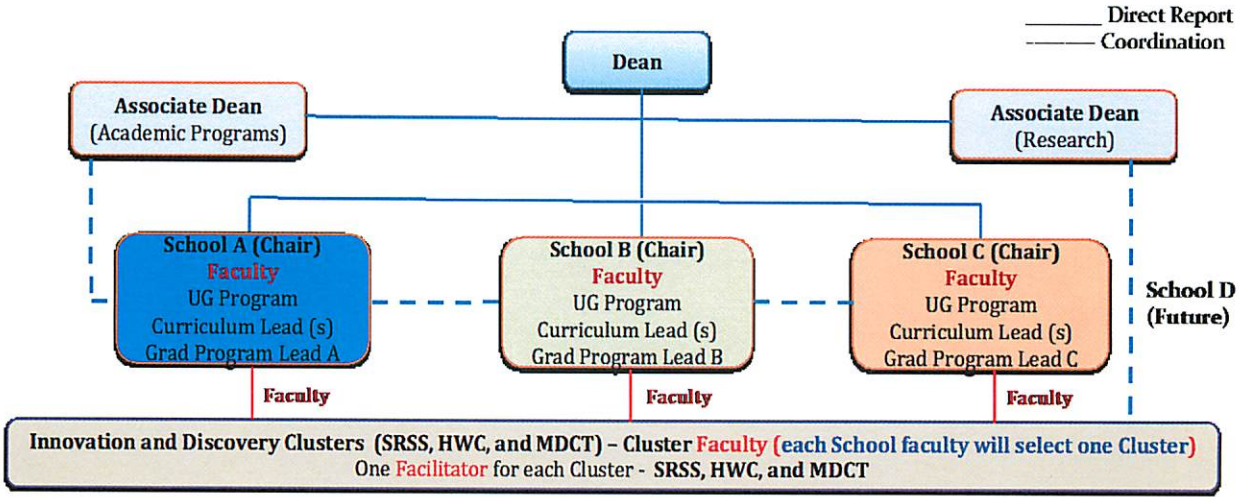


Concept D ... You pick



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