

MEMORANDUM

Date: January 19, 2017
TO: All Faculty Senate Members
FROM: Keith Koons
Chair, Faculty Senate
SUBJECT: Faculty Senate Meeting on January 26, 2017

Meeting Date: Thursday, January 26, 2017
Meeting Time: 4:00 - 6:00 p.m.
Meeting Location: Student Union Key West, Room 218

A G E N D A

1. **Call to Order**
2. **Roll Call**
3. **Approval of Minutes of *November 17, 2016***
4. **Announcements and Recognition of Guests**
5. **Report of the Provost**
6. **Old Business**
None.
7. **New Business**
 - Resolution 2016-2017-12 Availability of Lactation Rooms for UCF Women
 - Resolution 2016-2017-13 Fair and equal enactment of the UCF Employment of Relatives Policy
 - Resolution 2016-2017-14 Guidelines for Academic Structure at the University of Central Florida
 - UCF Faculty Retirement Options – *Maureen Binder, Shelia Daniels, Ashley Longoria, Paul Newman, and CAPTRUST Consultant Shaun Eskamani*
8. **Committee Reports**
 - Budget and Administrative Committee – *Pradeep Bhardwaj*
 - Personnel Committee – *Stephen King*
 - Parking Advisory Committee – *Ahmad Elshennawy*
 - Undergraduate Council – *Kelly Allred*
 - Graduate Council – *Zixia Song*
9. **Other Business**
10. **Adjournment**

Faculty Senate Meeting
Minutes of
November 17, 2016

Keith Koons, chair, called the meeting to order at 4:04 p.m. The roll was circulated for signatures.

MINUTES

Motion to approve the minutes of October 20, 2016 was made and seconded. The minutes were approved as recorded.

RECOGNITION OF GUESTS

Kristy McAllister, Coordinator of Information and Publication Services for Academic Affairs

Christine Dellert, Assistant Vice President for Strategic Communications & Marketing

Ronnie Korosec, Associate Provost and Chief of Staff for Academic Affairs

Cynthia Young, Vice Provost for Faculty Excellence and International Affairs and Global Strategies

Lucretia Cooney, Associate Director of Academic Support Services for Faculty Excellence

Michael Frumkin, Dean for the College of Health and Public Affairs

Thad Seymour, Vice Provost for UCF Downtown

ANNOUNCEMENTS

Dr. Koons informed the senators that Valerie Storey in the College of Education and Human Performance will be serving as a senator for the remainder of 2016-2017 for Debbie Hahs-Vaughn. Dr. Hahs-Vaughn is in an administrative role in Faculty Excellence.

OLD BUSINESS

None.

REPORT OF THE PROVOST

International Education Week

This week is International Education Week, a joint initiative of the U.S. Department of State and the U.S. Department of Education that celebrates the benefits of international education and exchange across campuses in the United States. UCF is proud to participate. The provost thanked those that have been involved and encouraged students to engage in the events. This reinforces our goal of globalizing our campus and celebrating and welcoming the diverse cultures and backgrounds of our students, faculty, and staff. Go to international.ucf.edu for a list of events.

Board of Trustees Meeting

At the meeting today, the Board of Trustees approved 5,481 degrees to be awarded at commencement on December 16 and 17, 2016. This brings UCF's cumulative total of degrees awarded to 302,769.

National Academy of Inventors

Earlier this month, UCF inducted 29 faculty members into a newly formed UCF Chapter of the National Academy of Inventors (NAI), including nine new chapter members that are NAI Fellows. The Fellows at the national level are measured by U.S. patents. The NAI is part of the Department of Commerce. To be inducted into the UCF Chapter, you must have eight or more patents. Collectively, the 29 inductees have 541 U.S. patents; created 20 start-up companies; and executed 64 licenses. The main purpose of the UCF Chapter is to recognize and encourage investigators to translate their research to patents and licenses to benefit society.

UCF-UFF Collective Bargaining Update

Last week the UCF Board of Trustees team and UFF reached a tentative agreement on the remaining open articles. The agreement increases TIP, RIA, and SoTL awards from 70 to 120. UCF is the only State of Florida University to continue the incentive program. The program is important for retention and allows a merit style increase to be continued. The agreement also included faculty tuition waivers for up to six credit hours that can be transferred to dependent children and spouses. Also agreed upon was a 1% across the board in-unit salary increase and a 1.5% merit increase in addition to a one-time payment of \$970.00 due to time delays in the agreement. The Board of Trustees ratified the agreement today, contingent on the UFF ratification on November 22.

Gallup-Purdue Index

Instead of measuring UCF's graduated students' level of satisfaction with the quality of education and services by looking at starting salary and first employment data, UCF surveyed 100,000 student alumni as part of the Gallup-Purdue Index. Preliminary results from the executive briefing indicates:

- 70% of UCF alumni are employed full-time; higher than the national average of 62%
- 23% are emotionally attached to UCF; higher than the national average of 19%

We can do better in student to faculty engagement in the area of generating excitement to learn, which was lower than the national average. We will make the full report available when received.

Collective Impact – Strategic Plan

The success of the plan depends on the clarity of the vision, values and mission, articulated and trackable metrics, and institutionalizing. We started institutionalizing and providing forward momentum on the metrics by holding a Provost Retreat on October 27, 2016. Yesterday, we held a thematic team meeting with 150 people charged by their unit to represent the different themes of the strategic plan. The themes include:

- Student Access, Success, and Prominence
- Strengthening our Faculty and Staff

- Growing our Research and Graduate Programs
- Creating Community Impact Through Partnerships
- Innovation

In addition to the thematic teams, we are also holding Provost Forums. The first two forums held in October and November were on Research and Graduate Studies and Faculty Excellence and Prominence. Two more forums are planned in the Spring semester on Student Success and Funding and Philanthropy. We will repeat these same forums annually for the next five years and continue to provide updates on the each of the colleges' progress toward its own goals and the university's goals. In addition, the provost's team has been scheduling half day visits to each college. We have completed visits at the College of Arts and Humanities and Rosen College of Hospitality Management. Upcoming college visits include:

- College of Business Administration – November 18, 2016
- College of Sciences – January 13, 2017
- College of Health and Public Affairs – January
- Burnett Honors College – January
- College of Engineering and Computer Science – February
- College of Education and Human Performance – March
- College of Medicine, College of Nursing, and College of Optics and Photonics – April

Association of Public & Land-Grant Universities (APLU)

Earlier this week I attended an APLU meeting in Austin, Texas as a panelist discussing how digital learning is shaping the quality of learning in the future. UCF was the case study chosen to be displayed on the panel. At the same time, Allan Golston, president of the Bill & Melinda Gates U.S. Foundation Program published an article in the Huffington Post that talked about what is uniquely happening at UCF that the foundation considers a model for other universities to increase diversity, maintain costs, maintain access, and increase quality. We will get you the link to the article.

Faculty Senate Resolution Update

I have approved Resolutions 2016-2017-1 through 2016-2017-8, and 2016-2017-11. I am holding Resolution 2016-2017-9 Governance in Academic Units for further discussion since some team members are concerned that instructors and lecturers might be excluded from voting. Would like to talk with Keith more about this resolution to get a sense of the Senate. Approved Resolution 2016-2017-10 on the appeals process of Resolutions with an addendum to make the final appeal to be to the president, eliminating the appeal to the Board of Trustees. The rationale of the addendum is due to the Senate chair being a member of the Board of Trustees giving the Senate the ability to discuss business.

NEW BUSINESS

UCF Downtown update

Dr. Koons introduced Thad Seymour and Michael Frumkin for a UCF Downtown update. To recap, the idea of UCF Downtown was raised about two years ago. Last spring, the Board of Governors and the Governor supported the project and ultimately funding was

approved by the legislature. The funding, a total of \$60 million is made up of \$20 million in state funding, \$20 million from the university, and \$20 million from private philanthropy. The state funding was contingent upon UCF securing \$20 million in private philanthropy. In the last few months, UCF exceeded the \$20 million private philanthropy threshold thanks to a major gift from the Dr. Phillips Foundation. In parallel with the funding, we have been working on planning the campus and building. We selected architects and hired a general contractor. We have also been working on program planning, enhancements to the Center for Emerging Media building, and adjacent student housing project that will house student services across the street. We are on schedule to open in the Fall 2019. We will break ground next summer with about two years of construction.

The PowerPoint presentation included the value of a college degree as reported by Georgetown University, Center on Education and the Workforce; why UCF wants to build a campus downtown (access, innovation, and impact); what other significant Orlando locations are within a 15 minute walk of, in proximity to, the downtown campus; the academic programs to be offered downtown in Fall 2019; the industries in proximity to the main campus versus the downtown area; and the implementation framework.

It was discussed how the downtown area becomes part of the campus; we are not limited to the physical location of UCF Downtown. We have been communicating with Florida A&M University (FAMU) Law School located downtown to see how UCF and FAMU can work together. FAMU receives student health services at the UCF main campus. Over a third of FAMU law students come from UCF.

Orange County Public Schools is building a new Preschool through K-8 in the downtown area. It's the first neighborhood school in the area since the 1950's and it will serve 1,100 students that are currently bused to different schools. Through the UCF Downtown Community team, leaders throughout the area are involved in designing the model. Harris Rosen is sponsoring 240 slots in the preschool. Orange County Public Schools has asked the UCF Center for Community Schools and Child Welfare Innovation to work with the school to make the new Preschool through K-8 a community school, much like Evans High School. A Health and Wellness Center will be built at the school, funded by Orange County Public Schools and run by a federally qualified health center, Orange Blossom Health. To reduce the negative impact of urban renewal, last summer we started meeting with groups that have an interest in affordable housing. We started with twenty organizations, public and private, at the community foundation in Orlando. We have support in developing a plan to protect land in Paramore in order to control development and hopefully lead to creating a community land trust.

Question: What is a community land trust?

Answer: It's a 501(c)(3) nonprofit organization to form a legal corporation for use of land donated to the land trust. This will guarantee affordable housing.

Question: What kind of issues is Orange County Public Schools facing by creating a segregated school?

Answer: It's a neighborhood based school serving the families and children in the neighborhood. Over time, it will become diverse.

Question: Are there any plans for a high school?

Answer: The graduates of the Preschool through K-8 school will go to Jones High School that is nearby.

Question: We hear a lot about community engagement and student experience, but we don't hear about our research profile. How can we increase and promote research?

Answer: Our goal is to work across the university to develop new ways of thinking about community based and interdisciplinary research on real life issues. We have already started doing that by the Cluster initiative. We need to take what we learn and apply it to the community. We will have some dedicated research space in phase I. Over time we will expand the space.

Question: What is the backup plan for a federally funded health care facility with an incoming administration that may have different funding priorities?

Answer: Federally qualified health centers (FQHC) are a major effort of the federal government to provide health care to low income families. They are funded through Medicare and Medicaid receiving an enhanced Medicaid reimbursement rate and are all over the country. We don't expect any changes; we will have to wait and see.

The UCF Downtown team has a small office in the Center for Emerging Media. If anyone would like to experience downtown; they are more than welcome to hold meetings or retreats there, just email Thad.Seymour@ucf.edu.

COMMITTEE REPORTS

Budget and Administrative Committee – Pradeep Bhardwaj

Committee met on November 2. A presentation was made from the Center for Distributed Learning (CDL) on the resources to help faculty develop online courses. Course IDL6543 has 100 seats; 40 in the Fall, 40 in the Spring, and 20 in the Summer semester. CDL works with the colleges to help prioritize enrollment. Shared data on adaptive learning.

Personnel Committee – Stephen King

Committee sent two resolutions to the Steering Committee regarding Availability of Lactation Rooms and Employment of Relatives Policy. Discussed issues regarding committee service over the summer and the salary study. We couldn't address many issues while collective bargaining was in session. Now that bargaining is complete, we will take another look. Currently looking at models on how to do an internal gender-based salary study since the current study does not have the ability to provide gender-based data. The University Emeritus Policy is in a 14-day comment period before the policy committee approves revisions. The committee found several potential problems with the policy revisions. We are also reviewing the evaluation of Endowed Chairs. Thanked Lucretia Cooney for tracking down all Endowed Chairs. A comment made by Dr. Koons that the Emeritus revisions does reflect the changes approved in Senate Resolution 2011-2012-6.

Parking Advisory Committee – Ahmad Elshennawy

Committee met on October 24. The number one complaint from a COACHE subcommittee was parking fees. The committee reviewed UCF fees as compared to other State of Florida Universities. It was noted that Florida State University (FSU) has a flat rate of \$250.00 per year with the new license plate system; UCF faculty pay almost \$100.00 more. Discussed the rationale for the cost of parking decals. It was also noted that the current UCF cost is consistent with USF and UF. UCF has had no decal fee increases since Fall 2011; no increase in transportation fees since Fall 2012; and had a recent reduction in the difference between hang-tag and sticker decal costs. Discussed concern regarding transportation and safety regarding skateboards, bikes, and golf carts, and why the campus is not bike friendly. We are inviting administrators to the next meeting on November 28 to discuss parking, fees, bikes, and skateboards.

Undergraduate Council – Kelly Allred

Committee met November 8 and completed routine business.

Graduate Council – Zixia Song

All four committees met on a regular basis. The Graduate Appeals Committee reviewed twenty appeal cases. The Graduate Curriculum Committee approved the addition of three new tracks in the Burnett School of Biomedical Sciences in addition to the addition, revision, and deletion of many courses. The Graduate Program Review and Awards Committee has reviewed the faculty nominations and re-nominations for Biology, Chemistry, Mathematics, Physics, Statistics, and Public Affairs. The Committee also approved a new PhD program proposal in Integrative Anthropological Sciences for approval by the Board of Trustees. The Graduate Policy Committee discussed several policies.

OTHER BUSINESS

None.

ADJOURNMENT

The meeting adjourned at 5:10 p.m.

SUBJECT: Employment of Relatives	Effective Date: 2-24-2015	Policy Number: 3-008.2	
	Supersedes: 3-008.1	Page 1	Of 4
	Responsible Authority: President or President's designee (for faculty members, undergraduate students, and graduate students) Associate Vice President and Chief Human Resources Officer (for all others)		

DATE OF INITIAL ADOPTION AND EFFECTIVE DATE 05-11-2005

APPLICABILITY/ACCOUNTABILITY

This policy is applicable to all members of the university community.

POLICY STATEMENT

The overall employment policy of the university supports equal opportunity and affirmative action and UCF is committed to maintaining a fair and professional work environment free of conflicts of interest. In accordance with UCF's employment policies, the basic criteria for employee selection or promotion shall be appropriate qualifications in terms of education, experience, training, and performance, consistent with UCF's needs. Relationships that meet the definition of relative, as set forth by this policy, shall constitute neither an advantage nor a disadvantage to the selection, promotion, salary level, or other conditions of employment.

Because the employment of any relative creates a potential or real conflict of interest, no relatives shall be employed by, transferred to, or promoted within a single unit, department, or college where a direct or indirect supervisory relationship or conflict of interest exists, or any situation which places relatives in a foreseeable conflict between the interests of the university and the interests of the relatives. UCF does not permit the appointment, transfer, or promotion of relatives within the same chain of command.

DEFINITIONS

Conflict of Interest. A divergence between an individual's private interests and his or her employment obligations to the university such that an independent observer may reasonably question whether the individual's actions or decisions are partially or wholly influenced or determined by considerations other than the best interest of the university. Examples include, but are not limited to, participation by a relative in making recommendations or decisions specifically affecting the appointment, retention, performance review, tenure, promotion, demotion, or salary of the related person.

Employment. For purposes of this policy, includes appointments to a position in any pay plan, temporary or casual employment, or paid student positions such as OPS student assistants, graduate assistants, research assistants, or OPS non-student employees.

Relative. Anyone related to an employee in the following ways, and includes those within these categories who are referred to as adopted, step-, foster, grand-, half-, in-law, spouse of, or great- :

- parent
- child
- sibling
- uncle or aunt
- first cousin
- nephew or niece
- spouse, domestic partner, significant other

Persons who intend to marry or with whom the employee intends to form a domestic partnership or other intimate relationship are also included in this definition of *relative*.

Supervisory Relationship. Exists when a relative is directly or indirectly through span of control responsible for supervising, directing, evaluating, or influencing the work activities, or job performance of another relative, or is in the same chain of command of the relative.

PROCEDURES

- A. Any relatives of current UCF employees seeking appointment at the university must self-disclose on the application the name and relationship to any current UCF employee. Failure to properly disclose relative relationships constitutes failure to follow this policy and may be grounds for non-selection and discipline, up to and including termination.
- B. For relatives seeking appointment, or considered for promotion or transfer into a position in the same unit, department, or college of the UCF employee to whom they are related, the following actions must occur prior to hiring or employment action:
 - a. The prospective supervisor of the relative seeking a new or transfer appointment at UCF must complete and sign an Employment of Relatives Form (request form) and obtain the signature of the current UCF employee's supervisor.

- b. After the prospective supervisor of the relative and the current UCF employee's supervisor signs the request form, the prospective supervisor must submit the form for review and approval by the prospective academic, research, or administrative unit head and the provost or appropriate vice president.
 - c. A formal organizational chart depicting the separation of the related employees within the unit, department, or college must be attached to the request form.
 - d. Once the request form has been signed by the prospective supervisor, current UCF employee's supervisor, and the academic, research, or administrative unit head and the provost or appropriate vice president, it must be forwarded for final action as follows:
 - i. Faculty appointments (including adjunct faculty members) along with teaching and research undergraduate or graduate student assistantships on contract are forwarded for final action to the Office of Faculty Relations. Requests will be processed within two business days.
 - ii. A&P, USPS, and OPS (including student employee) appointments are forwarded to Human Resources for final action. Requests will be processed within two business days.
 - e. All approvals must be received prior to extending an offer of employment, promotion or transfer of any relative.
 - f. A completed and signed request form will be completed for each relationship, and a new request form must be completed if there is a change in reporting structure or employee relationship.
 - g. There are additional steps required for instances when a UCF employee is considered for a position for which he or she is uniquely qualified to fill, but upon transfer or promotion, would create a direct or indirect supervisory relationship with his or her relative. Those steps include an additional review, including an establishment and enforcement of a plan to mitigate and monitor the conflict of interest and approval by the appropriate vice president or provost.
 - h. In those instances when a research project requires unique skills or attributes of an individual that is not available in another candidate besides that of the employee's relative, a plan to mitigate and monitor the conflict of interest must be submitted to the Research Conflict of Interest Committee for review and approval. Under no circumstances will a principal investigator be permitted to directly or indirectly supervise his or her relative.
 - i. Copies of the signed and executed request form, mitigation plan, and monitoring plan shall be provided to both supervisors of the UCF employee and relative, and maintained in each employees' personnel file.
 - j. Upon approval, the supervisor will notify all employees working in the single unit, department, or college of the appointment of the relative. Transparency in relative appointments provides employees the assurance that UCF is committed to an environment free of conflicts of interests.
- C. Employees or applicants failing to follow this policy are subject to corrective action including non-selection and discipline up to and including termination.

FORM

Employment of Relatives

<http://hr.ucf.edu/files/EmploymentofRelativesForm.pdf>

INITIATING AUTHORITY

Vice President for Administration and Finance and Chief Financial Officer


POLICY APPROVAL (For use by the Office of the President)	
Policy Number: <u>3-008.2</u>	
Initiating Authority: <u>Will J. Menhert</u>	Date: <u>2-23-15</u>
University Policies and Procedures Committee Chair: <u>Shonda L Bishop</u>	Date: <u>2/20/2015</u>
President or Designee: <u>John C. Hill</u>	Date: <u>2/24/15</u>

History 3-008

March 17, 2005

MEMORANDUM

TO: Dr. Arlen F. Chase
Chair, Faculty Senate

FROM: Terry L. Hickey 

SUBJECT: **Faculty Senate Resolution 2004-2005-5 – Creation of Colleges,
Schools, and Other Academic Units**



Arlen, I am returning Faculty Senate Resolution 2004-2005-5 [Creation of Colleges, School, and Other Academic Units] forwarded to me on January 31, 2005. I support the intent of this resolution; i.e., that the administration “consult with the Faculty Senate when a determination is being considered to alter the university educational environment through the creation and administration of colleges, schools, and other degree granting units.” However, concern remains regarding the statement that “whenever possible affected faculty, with consultation, be given the choice of which unit to be affiliated with when such institutional change takes place.” I anticipate that instructional assignments alone would make it difficult, if not impossible, for faculty to choose their academic affiliation independent of departmental, college, and university needs.

Therefore, I propose replacing the third paragraph of the resolution with the following:

Be it resolved that the university administration shall consult with the Faculty Senate when a determination is being considered to alter the university educational environment through the creation and administration of colleges, schools, and other degree granting units. Even though instructional responsibilities and other related factors may make it impractical or impossible for affected faculty members to choose their academic affiliation when such changes take place, the university administration agrees to consult with the affected faculty members. In those instances where a faculty member’s instructional and scholarly expertise makes it possible and appropriate to change academic units, and when the directly involved administrative officials agree to the proposed change in academic affiliation, the university administration will consider allowing a faculty member to choose his or her academic unit-of-affiliation.

c: President John C. Hitt

Academic Affairs

P.O. Box 160065 • Orlando, FL 32816-0065 • (407) 823-2302 • FAX (407) 823-5407

MEMORANDUM

TO: Dr. Terry Hickey
Provost

FROM: Dr. Arlen F. Chase
Chair, Faculty Senate

DATE: January 28, 2005

SUBJECT: **Faculty Senate Resolution 2004-2005 – 5 Creation of Colleges, Schools,
and Other Academic Units**

On behalf of the Faculty Senate, I am pleased to submit for your approval the following resolution brought forth from the Personnel Committee to the Faculty Senate. The Faculty Senate passed this resolution on **January 27, 2004**.

**RESOLUTION 2004-2005-5
Creation of Colleges, Schools, and Other Academic Units**

Whereas, the administration is responsible for establishing and supporting structural growth, creating and enforcing university operational policies, and acting as the final authority responsible for efficient and effective use of resources,

And

Whereas, the faculty senate is the basic legislative body of the University and plays a critical advisory role to the president and Board of Trustees regarding university growth and prosperity that effects academic and general educational policies,

Be it resolved that the university administration shall consult with the Faculty Senate when a determination is being considered to alter the university educational environment through the creation and administration of colleges, schools, and other degree granting units; and that whenever possible affected faculty, with consultation, be given the choice of which unit to be affiliated with when such institutional change takes place.

AR/lr

cc: John Schell

Organizational Structures to Promote Multidisciplinary Research Some Preliminary Thoughts from EAB's University Research Forum (June 2016)

Research Question

What are the best ways for universities to support research activities that require collaboration across existing academic units?

The Rise of Multidisciplinary Collaborative Research

Research that involves collaboration across disciplines is a top priority at research universities, driven by multiple factors:

- The emergence of exciting new fields of study that involve approaches or techniques from multiple disciplines (e.g. biomedical engineering, environmental sustainability, brain science)
- The growth of team science, bringing together groups of investigators from different disciplines into larger scale collaborations
- Donor and funding agency interest in addressing “grand challenges” that require the combination of approaches from multiple disciplines to solve pressing social issues

While not new, the level of interest of interest in multidisciplinary collaboration has increased dramatically in recent years, as evidenced by:

- Co-authored publications
- Multiple PIs on grants
- Interdisciplinary journals
- Interdisciplinary grant programs at funding agencies
- Large scale internal seed funds
- Proliferation of centers and institutes
- Growth of interdisciplinary graduate programs
- Creation of interdisciplinary departments

The Challenge of Balancing Disciplinary and Multidisciplinary Research

This rapid growth has created tensions with the traditional disciplinary structure which still controls most of the levers of resource allocation:

Resource Allocation	Tensions for Multidisciplinary Research
Faculty hiring decisions	Departments hire to cover teaching needs and to fill gaps in disciplinary coverage. They tend to prioritize covering existing territory rather than exploring new areas at the margins of disciplinary interest
Criteria for promotion & tenure	Because standards differ by discipline, a faculty member doing work in multiple disciplines may not meet traditional standards in each one separately, e.g. in terms of publications in top disciplinary journals
Research space allocation	Research space is typically allocated to people. It can be hard to find space for new collaborative projects
A portion of indirect cost recovery on grants	At many institutions some F&A recovery goes back to the department. If PI's are also in centers there may be concerns about F&A being "diverted" away from the department

Interdisciplinary activities typically sit outside normal planning, budgeting, and resource allocation processes. The organizational challenge, therefore, is to simultaneously preserve the strengths of the traditional departmental structure while allowing for the growth of new structures.

As Gumport (2002) explains, as knowledge evolves so much organizational structures. Structure matters because it supports certain kinds of knowledge creation and inhibits others. University structure also communicates institutional identity to outside stakeholders—demonstrating to students, funders, and potential faculty where the institution excels and what the institution prioritizes.

Gumport identifies five different processes for changing academic structure:

- Differentiation—departments and programs split into multiple, more specialized entities
- Promotion—departments become divisions, schools, or colleges
- Evolution—departments change name or focus
- Consolidation—departments merge into larger departments
- Stability—departments do not change structure

Here analysis of the evolving structure at San Jose State University provides what might be called an "organic" history of the evolution of disciplines and departments. This is a slow process that happens over many decades.

Many today would argue that this organic process of disciplinary change is too slow to respond to rapid changes in scientific opportunities and market demand. The proliferation of centers and institutes and other extra-departmental structures represents an attempt to maintain the traditional structure while superimposing a new, more flexible structure.

Jacobs (2013) perceives this trend as a danger to scholarship and provides a comprehensive defense of the ability of academic disciplines to support innovation and collaboration. A stable departmental structure, he argues, is essential to protect the kinds of long-term investments required to support ground-breaking research and thriving PhD programs.

“This programmatic stability, accompanied by intellectual dynamism, is valuable. It allows for greater certainty, longer time horizons, and greater faculty investments in long-term research ventures. In short, disciplines create a zone of academic freedom that is essential for the vitality of critical inquiry, research, and scholarship.” Jacobs (2013), p. 212.

He also claims that such organizations are critical to defending faculty autonomy, fearing that a “portfolio approach” to academic programs privileges central administration decisions at the expense of faculty independence.

“The main concern is that disciplines and programs will become elements in a portfolio rather than academic disciplines that need careful and long-term nurturing. The risk is that deans will pursue short-term strategic opportunities over the long-term cultivation of particular departments...” Jacobs (2013), p. 213.

For Jacobs, disciplinary departments are the bulwark of academic freedom and the foundation for long-term, transformative research.

Few would argue for the abandonment of the academic disciplines or traditional academic departments, but there is a growing recognition that these structures can inhibit the growth of new types of collaboration that may represent institutional priorities even though they may not align perfectly with departmental priorities. The debate about multidisciplinary and academic structure highlights a series of priorities and values that are tension:

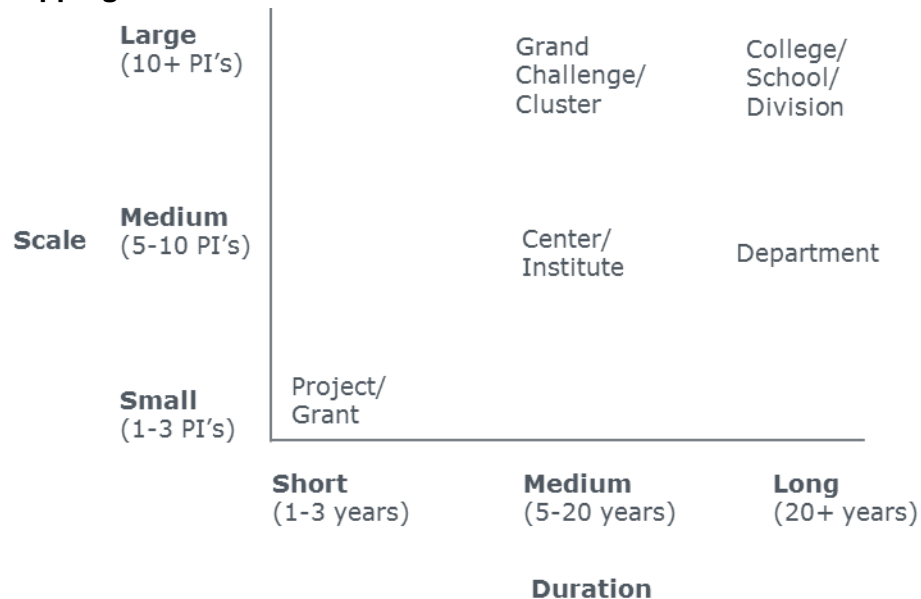
Breadth	Focus
Stability	Agility
Department priorities	University priorities
Faculty autonomy	Administrative coordination
Independence	Responsiveness

Both sides of these dualities have value to the universities mission and any single approach involves tradeoffs between competing goods.

It is useful to visual the range of academic structures on campus to determine if there is sufficient variety to accommodate the range of research opportunities and goals. When Harvard

University did such an analysis in 2006, the discovered strong departments and schools and very strong individual scholars but a deficit of medium sized collaborations of medium length.

Mapping the Scale vs. Duration for Academic Collaborations



Because scientific collaborations evolve very quickly, while formal organizational structures evolve very slowly, they will always be in tension. Tensions are generated because different individuals and groups have different goals and different incentives. No organizational model can perfectly resolve them, but a series of “fixes” have evolved over the past two decades.

These approaches are answers to the critical questions:

- How to manage tenure home
- How to manage hiring
- How to allocate space
- How to make faculty aware of potential collaborators
- How to identify, highlight and build institutional strengths

Models for Stimulating and Supporting Multidisciplinary Research

A number of approaches exist to stimulate and support research and teaching collaborations across departmental or college/ school boundaries:

- Joint Faculty Appointments
- Cluster Hires
- Centers and Institutes
- Cross Disciplinary Departments
- Clusters, Initiatives, Themes, Grand Challenges
- New Divisions/ Schools

These approaches range from relatively minor additions to traditional academic structures to wholesale organizational redesigns.

Joint Appointments

Description	Faculty have tenure in two (or more) departments
Advantages	Joint faculty can serve as a bridge between disciplines increasing awareness and building collaborations. Also can be a form of cost sharing
Challenges	Departments must agree on tenure and promotion criteria. Committee work for two departments can be overwhelming. Jacobs (2013) criticizes the joint appointment approach on pp. 216-18, arguing that it leads to divided loyalties (and time commitments) which will ultimately sabotage the integrity of the departmental structure
Examples	Common at most universities
References	Michigan State University has posted best practices for joint appointments

Cluster Hires

Description	Hiring initiative designed to bring in multiple faculty who will collaborate around a topic of strategic importance to the institution
Advantages	Enables an institution to build a strength in a niche area that cuts across multiple departments. Can be used to attract star researchers (due to the level of funding and visibility of the initiative)
Challenges	Departments may feel that the new hires do not align with departmental needs. Disciplines left out of the cluster hire may question how priorities were set.
Examples	University of Wisconsin, UC Riverside, Florida State University
References	See Severin (2013) and McMurtrie (2016)

Centers and Institutes

Description	An organization of faculty (who typically maintain their tenure home in a department) and staff around shared research interests. Centers can be within a department, across departments within a school, or across schools (“university centers”).
Advantages	Centers sit on top of the departmental structure and depend on it for resources. Creating centers not only facilitates collaboration around a specific topic, it also signals to external stakeholders that the institution has a strength in a certain niche.
Challenges	While in theory it is easier to sunset a center than a department, at most institutions centers (at least the large ones) have become as permanent (and some would argued siloed) as departments.
Examples	Many research universities have 100+ centers or institutes on campus. A few canonical examples are: University of Illinois Beckman Institute Harvard/ MIT Broad Institute Stanford Bio X Purdue Discovery Park (really a shared infrastructure and space that supports multiple centers)
References	See Boardman (2010), Bozeman (2003), EAB (2009)

EAB (2009) describes two different philosophies of center management. At the University of Alabama Birmingham (UAB) university-wide centers are largely “virtual”. The resources are almost entirely borrowed from departments: all faculty have tenure homes in departments, core facilities are run by departments, and funding comes from the deans. The deans vote every three year on the continuance of each center (and the launch of new university-wide centers). Dismantling a center is relatively easy because they have few fixed assets. Duke University has created a number of semi-permanent institutes around topics of enduring interest (Brain Sciences, Global Health, Cancer, etc). These institutes have budget lines and development staff and facilities. Within the institutes, however, centers can be created (and terminated) in response to changing needs.

Cross-Disciplinary Departments

Description	Departments composed of faculty from more than one school or college (often a collaboration across medicine, engineering, and basic sciences)
Advantages	Offers a more permanent investment in and support for a well-defined and popular new emerging discipline while leveraging existing resources in other parts of the university
Challenges	Because it depends on shared resources it may face some of the same challenges as centers and institutes
Examples	Harvard, Developmental and Regenerative Biology
References	

Clusters, Initiatives, Themes, Grand Challenges

Description	A large, loose collection of faculty from across the university who are working towards a single ambitious goal
Advantages	Grand Challenges can connect faculty from disparate parts of the university with problems that have strong resonance for outside stakeholders (including funding bodies, students, state governments). They require relatively little fixed infrastructure (but lots of coordinating work)
Challenges	Grand challenges and cluster initiatives are often defined by the announcement of a large institutional investment. Some faculty may be annoyed by the hype or feel left out of an initiative not broad enough to align with their interests. Prioritizing a few initiatives may make some faculty feel that they aren’t priority. There is little evidence yet whether these large initiatives are successful at generating societal impact or increased external funding.
Examples	UCLA Grand Challenge Dartmouth University Academic Cluster Initiative Indiana University Grand Challenges University of Chicago Arete (a support function to help identify and catalyze large-scale collaborations)
References	Basken (2016), Ledford (2015)

New Divisions/ Schools

Description	Recombining departments into new divisions or schools that align with emerging research interests rather than traditional disciplines
Advantages	A large scale reorganization offers opportunities to differentiate the university, invest significant resources in fast growing areas, and better align teaching and research functions with market demand
Challenges	A significant percentage of current faculty are likely to resist major shifts in academic structure which change performance expectations and priorities
Examples	Arizona State University Berea College
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1 **Resolution 2016-2017-12 Availability of Lactation Rooms for UCF Women**

2
3 **Whereas**, UCF currently has 7 publicly available lactation rooms: one is on the College of
4 Medicine campus at Lake Nona, one is in Research Park at the College of Nursing University
5 Tower building, and five on the main campus. The main campus rooms are located in the
6 Global UCF Building, Physical Science Building, Engineering 1 Building, COHPA, and the
7 Recreation and Wellness Center. On the main campus, these rooms are clustered on the north
8 and east sides of the campus; and

9
10 **Whereas**, UCF Human Resources procedures document entitled, “Break Times and Locations
11 for Nursing Mothers, Effective December 2010”, states that the University of Central Florida will
12 provide a supportive environment to enable breastfeeding employees to express their milk
13 during working hours; and

14
15 **Whereas**, UCF currently does not provide sufficient and equitable access to lactation rooms for
16 large population of UCF women who may need to express their milk post-delivery, including
17 UCF women faculty (782), UCF women staff (2363), and UCF women students (35,508); and

18
19 **Whereas**, this lack of lactation rooms has economic implications for UCF, as reported by the
20 2010 University of Rhode Island report of “College and University Lactation Programs”,
21 including a \$3 cost savings for every \$1 invested in breastfeeding support, parental
22 absenteeism is 3X higher for formula-fed infants compared to breastfed babies, companies with
23 an employee lactation support program experience less turnover and lower losses of
24 employees after childbirth, and companies with lactation rooms are also rewarded with higher
25 satisfaction, loyalty and morale; therefore

26
27 **Be It Resolved** that the Faculty Senate encourages the administration to follow the guidelines
28 put forth by the U.S. Department of Health and Human Services, US Office of Personnel
29 Management, and National Institute of Health as well as the US Department of Labor for
30 working women which recommends 6 lactation rooms for every 1000 women employees
31 (Attachment 1), and there be lactation room access within a 5-minute walk for the employee.
32 At a minimum, UCF should triple the number of lactation rooms available to women employees
33 on the main campus through designating space in planned constructions and retro-fitting
34 rooms in existing buildings, especially on the west and south sides of campus; and

35
36 **Be It Further Resolved** that the Faculty Senate additionally recommends that the lactation
37 rooms at the College of Medicine and the College of Nursing (Research Park) be maintained, a
38 room be added at Rosen College and at regional campuses where UCF has a presence (if not
39 currently available), and rooms be added to the new downtown campus construction designs
40 based on expected campus enrollment and employment projections.

41 **Attachment 1:**

42

43 **Recommendations from the U.S. Department of Health and Human Services and**
44 **National Institute of Health for working women (womenshealth.gov)**

45

46 **The number of spaces needed depends on many factors.** For example, companies will
47 want to consider how many women are employed, the number and size of buildings,
48 and the work schedule and job settings of employees. A general rule is to provide at
49 least one permanent milk expression space for every 50–100 women employed by the
50 company, and adjust as employee needs increase. The National Institutes of Health
51 (NIH) compiled a formula for identifying the number of spaces needed, and estimate
52 that at least six milk expression stations for every 1000 female employees should be the
53 general rule. This number is based on a pregnancy rate of 5–7 percent among the
54 female population, a breastfeeding initiation rate of 75 percent, and an assumption that
55 most nursing women cluster milk expression periods around a similar period from 10
56 a.m. to 3 p.m. during a standard work day. The chart below is based on their general
57 guide:

58

Milk Expression Spaces	
Number of Female Employees	Number of Stations Needed
Under 100	1
Approximately 250	2
Approximately 500	3
Approximately 750	4
Approximately 1000	6
For every additional 1000 employees	6 additional stations

59

60 **Seek locations that employees can reach within a 5-minute walk.** This means that
61 spaces should be evenly distributed within large buildings, as well as evenly distributed
62 across a large campus in easily accessed locations. Limiting an employee's travel time
63 minimizes the overall amount of break period women need to express milk. Centralized
64 locations also make it possible for the greatest number of employees to access the
65 space. Within a building, spaces can be located near a central bank of elevators, the

66 entrance to a facility, or the employee lounge or eating areas. **Look for space near**
67 **running water for washing hands and breast pump parts.**

68

69 **Women will feel comfortable and safe when the door into the milk expression room**
70 **can be locked.** A keypad lock or electronic key provides privacy, and nursing moms can
71 use a key, key card, or code to enter the room. If a lockable door is not possible, provide
72 a sign outside the door with a well-communicated policy to help prevent others from
73 entering the space. Curtains or partitions by the door might be needed to provide an
74 additional layer of privacy when the door is opened from the outside.

1 **Resolution 2016-2017-13 Fair and equal enactment of the UCF Employment of**
2 **Relatives Policy**
3

4 **Whereas**, UCF has a broad interest in maintaining an open and transparent conflict
5 of interest policy, including disclosing the employment of relatives, to ensure all
6 stakeholder that the actions, policies, and decisions made by UCF faculty, staff, and
7 administrators are in the best interests of the University; and
8

9 **Whereas**, research projects at UCF may require the unique skill sets or attributes of
10 research personnel that may be related to the principal investigator of the project;
11 and
12

13 **Whereas**, UCF has in place a conflict of interest policy that requires all relationships
14 to family members to be reported as part of the annual conflict of interest
15 assessment, and for mitigation plans to be set up and enacted when potential
16 conflicts of interest are identified; therefore
17

18 **Be It Resolved** that the Faculty Senate endorses fair and equal enactment of the
19 policies for identifying and mitigating potential conflicts of interest via the
20 employment of relatives at UCF. In particular, employment of skilled researchers on
21 a research project should not be singled out as the sole instance in which family
22 members cannot utilize the mitigation procedures open to all other cases involving
23 the employment of relatives. Therefore the second sentence of paragraph h in the
24 Employment of Relatives Policy 3-008.2 should be removed from that policy.

Guidelines for Academic Structure at the University of Central Florida
Fall 2016 – Fernando Rivera and William Self
(Provost Faculty Fellows: 2015-2016)

Background

Universities are complex and integrated institutions that at their core are founded upon the faculty that carry out the research and creative activities, engage in the teaching and learning enterprise, and serve both their discipline and the broader university community to build a strong institution. Shared governance relies on strong communication between the faculty and the administration, and therefore the organization of the academic units is key to how well faculty can function and leadership can govern. UCF has grown substantially in the past fifty years and expanded its academic and research units based largely on the strengths of the community and opportunities to expand in key areas such as optics, medicine, modeling and simulation, among others. This document is forward looking and should be viewed as a general set of guidelines for academic unit structure.

Interdisciplinary research has emerged as the driving force in science in recent years (Ledford, 2015). Creating academic structures that can facilitate interdisciplinary research has been the focus of many recent studies (Sa, 2008; Gumpert and Snyderman, 2002; King, 2010). A recent best practice report from the Education Advisory Board (EAB summary) wrestles with the issues of how to support faculty who are truly interdisciplinary through traditional academic structures, silos (departments and schools) within traditional colleges. Harvard University carried out an extensive self-study that led to the recommendation of inter-school departments (at Harvard, Schools are equivalent to colleges at UCF). This analysis, entitled “Enhancing Science and Engineering Education at Harvard” was derived from a shared governance study that informed a change in academic structure (UPCSE report, 2006).

The following guidelines for academic structure attempt to bring together best practice findings from outside of UCF, as well as an internal analysis from within UCF, to guide a foundation of principles for academic unit definitions. These definitions are based upon a core principal that an academic unit is rooted in the three-legged stool of teaching, research and service, and therefore is anchored with tenured and tenure track faculty. These definitions also recognize that supporting faculty including but not limited to: instructors, lecturers, research faculty and clinical faculty are key constituents to the faculty at a very high research institution. These guidelines should be viewed as recommendations when proposing to change existing or to create new academic units. Generally the process would be initiated by the Deans and/or the Provost and would include a proposal describing the rationale for a change in existing unit(s) or establishment of a new academic unit. The Office of the Provost and the Office of the President will have the ultimate authority and responsibility for any academic structuring or restructuring.

Departments

An academic department is the basic administrative unit at the University to carry out the core missions of teaching, research and service. A department should have a general focus within a national or internationally recognized discipline. It is normally expected that a department would have both undergraduate and graduate education programs. A department should be housed within a single College or School, and have a Chair that serves as a leader who is responsible for the organization and function of the department. A department should consist of tenure-track or tenured faculty whose tenure is held within the department. Normally a department would be expected to have a critical mass of faculty in relation to the discipline and the ranks of the faculty should be balanced. With the Chair, the faculty within the department should have a role in governance of academic programs and curricula, departmental resources, and representation to the University community.

Colleges

A college is an academic unit that consists of multiple departments as defined above. Academic departments should be within a focus or foci or be in line with national structures that are historical in nature (e.g. College of Arts and Sciences). Although the number of faculty is naturally defined by the number of departments, it would normally be expected that a college would consist of multiple academic units that each have a critical mass of disciplinary faculty. The college should be headed by a Dean who serves as a leader and is responsible for oversight of the organization to achieve the goals of the college and to spearhead the core missions of teaching, research and service. In the case of the College of Medicine this overall mission is Teaching, Research and Patient care.

Schools - Disciplinary (Intra-college)

A disciplinary school is defined as a school that resides within a single college (intra-college structure). Some colleges by the nature of their diversity of disciplines could conceivably have a school that is interdisciplinary in nature but disciplinary (intra-college) in structure. A disciplinary school is, like a department, a unit at the University to carry out the core missions of teaching, research and service. A disciplinary school should have a focus within a national or internationally recognized discipline or closely related group of disciplines. It is normally expected that a disciplinary school would have both undergraduate and graduate education programs. The school should have a Director that serves as a leader who is responsible for the organization and function of the school. A school should consist of tenure-track or tenured faculty whose tenure is based within the school. Normally a disciplinary school would be expected to have significantly more faculty than an academic department, and the ranks of the faculty should be balanced. A school is different for a department as it carries a broader mission and its designation is not only a result of larger faculty numbers. A disciplinary school could have divisions and these divisions could mature into Departments. Schools may also develop academic research centers or house research centers or institutes. Divisions could be organized around research, teaching or service. A school could

have multiple academic programs at either the undergraduate or graduate level. With the Director, the faculty within the school should have a role in governance of academic programs and curricula, school resources, and representation to the University community.

Interdisciplinary Structures

Interdisciplinary Academic Research Center

An interdisciplinary academic research center is an organization of faculty that are derived from multiple existing academic units with shared research interests that hold tenure in an existing academic unit (department or school). In order to establish an interdisciplinary academic research center, faculty from multiple academic units must be integral to the mission of the center. This type of interdisciplinary center is likely to be formed from smaller interdisciplinary groups or units. Formation of a new interdisciplinary center requires approval through the Office of Academic Program Quality.

Schools – Interdisciplinary (inter-college)

An interdisciplinary school is defined as a school that resides between two or more colleges (inter-college). An interdisciplinary school is, like a department, a unit at the University to carry out the core missions of teaching, research and service. An interdisciplinary school resides at the interface of several unique disciplines. It is normally expected that an interdisciplinary school would have both undergraduate and graduate education programs that have matured through an incubation period in either the College of Graduate studies or the College of Undergraduate studies (see process below). The school should have a Director that serves as a leader who is responsible for the organization and function of the school.

Because of the unique nature of an interdisciplinary school, having faculty who hold appointments and tenure in multiple colleges, the reporting structure for the Director of the School becomes a vital component to shared governance. All Colleges involved in the School will have representation on the Council. Generally, the school Director should report to a Council that consists of: 1) each of the college Deans involved in the school; and 2) an equal number of faculty representatives from the school. The school faculty will elect these faculty representatives in at large election regardless of the structure of the units within the school. Once elected, these faculty representatives on the council shall serve a two year term, and will be limited to two consecutive two year terms. Deans are not elected but are members de facto based on the faculty present within the School. Thus an equal number of faculty and Deans will oversee the leadership of the School.

The Chair of the council, one of the Deans on the council, will be elected by the council to a three-year term. This Chair will also serve as the primary contact between the council and the Director and will facilitate the annual evaluation of the Director. The Director, or a 2/3 majority vote of the faculty of the School can request a meeting of the council for any matter that needs attention of the council.

The school should consist of tenure-track or tenured faculty whose tenure is NOT based within the school but held in a disciplinary department or school. An interdisciplinary school has in general fewer faculty than a disciplinary school, especially early in its development, yet attempts to have some balance in the rank of faculty will again be important for a healthy unit. An interdisciplinary school could have multiple academic programs at either level, and as with a disciplinary school can house divisions, departments or centers with a broader mission than would be present in a typical academic department. With the Director, the faculty within the school should have a role in governance of academic programs and curricula, school resources, and representation to the University community.

Academic program development - Interdisciplinary

The development of an academic program that resides between two or more established disciplines would normally be expected to proceed through a pilot period. This period allows for recruitment, development and expansion of a degree program, graduate or undergraduate, with direct oversight from the College of Graduate studies or the College of Undergraduate studies. For example, an interdisciplinary research center could develop an undergraduate program jointly with the College of Undergraduate studies over a period of time (likely 3-5 years), however the program would reside officially within the College of Undergraduate Studies. To move the program to the center would require the Center to mature into an Interdisciplinary School (above).

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