

ACADEMIC ORGANIZATIONAL RESTRUCTURING WORKING GROUP
REPORT TO PRESIDENT GARIMELLA AND PROVOST PRELOCK
OCTOBER 7, 2020

I. Background

Throughout the 2019-2020 academic year, President Suresh Garimella, Provost Patricia Prelock, the Council of Deans, and the UVM Faculty Senate Financial and Physical Planning Committee (FPPC) engaged in conversations regarding UVM's academic organization. These conversations, aimed at creating administrative efficiencies and eliminating redundancies, have taken on increased urgency due to the COVID-19 crisis and its impact on higher education. At the forefront of these conversations is a desire to examine restructuring while maintaining our focus on ensuring student success, investing in our distinctive research strengths, fulfilling our land grant mission, and promoting a forward-thinking University. Through those conversations, a consensus has emerged that academic restructuring is timely and necessary. Reorganization merits a thorough and inclusive conversation by the UVM community, but it is clearly time to optimize our academic structure for the 21st century.

In May 2020, Provost Prelock appointed an Academic Organizational Restructuring Working Group (AORWG) to examine our current academic offerings and organizational structure, propose models for reorganization, and outline a plan to gather input before decisions are made on new structures.

The members of the working group are:

- David Jenemann (Chair), Dean—Honors College
- Shari Bergquist, University Budget Director
- Mary Cushman, Professor of Medicine—Larner College of Medicine
- Jennifer Dickinson, Vice Provost for Academic Affairs and Student Success
- Kirk Dombrowski, Vice President for Research
- William Falls, Dean—College of Arts and Sciences
- Nancy Mathews, Dean—Rubenstein School of Environment and Natural Resources
- Ernesto Méndez, Chair, Plant and Soil Sciences—College of Agriculture and Life Sciences
- Linda Schadler, Dean—College of Engineering and Mathematical Sciences
- Jim Vigoreaux, Vice Provost for Faculty Affairs
- Alexander Yin, Executive Director—Office of Institutional Research

II. Charge

The AORWG was charged with delivering recommendations to the President and Provost for academic organizational restructuring that:

- Identify options for organizational changes that better support faculty and students by reducing complexity, redundancy and other barriers to success;
- Increase contemporary and forward-thinking academic alignments, to enhance both student outcomes and research/scholarly productivity;
- Commit to a more inclusive and equitable institution;
- Promote the strategic imperatives identified in the Amplifying our Impact document as well as our Academic Success Goals; and,
- Reduce administrative costs, keeping paramount the overall strength of the institution.

III. Previous restructuring efforts

For over a century, The University of Vermont, has embraced transformative organizational change, adapted to changing institutional priorities, evolved educational trends, and responded to economic and historical contingencies. Between 1911 and 2018, UVM has undertaken at least 36 College-level reorganizations (i.e. the introduction of or reduction to the number of Colleges), to say nothing of the evolution of individual academic programs. In the past decade, however, the University's academic structure has been relatively static, with the consolidation of the College of Extension into the College of Agriculture and Life Sciences and the separation of the role of Dean of the Graduate College from that of the VP for Research as the two most significant changes to UVM's overall organization. It is worth noting that from an administrative perspective, the net effect of these changes was relatively minor as the University still has the same number of Deans and no academic departments were created or closed as a direct result (See Appendix 1).

However, between 2009 and 2020, there have been at least 4 substantial College-level efforts to reorganize our academic structure. The groups tasked with these efforts proposed changes, both radical and modest, including plans to intensively consolidate academic programs within Arts and Sciences; a five-college hybrid model seeking to create research synergies and parity in size and number of departments; a three-College structure incorporating Health Studies, Environmental Studies, and Liberal Arts and Sciences; and a "single UVM College overseen by an executive Dean" (Appendices 2-4). For the most part, despite diligent and thoughtful efforts of our colleagues, these proposals for restructuring did not lead to substantive, durable change for the University.

IV. Why restructure?

In the 2009 report of the UVM Transformational Change Working Group, the authors write that, given the then-current academic landscape of the University, *"our goals are not likely to be achieved within the current academic structure of the university."* Efforts to restructure, they write, *"provide a context in which curricular, scholarly, and administrative efficiencies become much easier to achieve, in which collegiality and interdisciplinary teaching and scholarship across units is increasingly encouraged and*

nourished, where general education programs for all students are more easily designed and promoted, and where students find it much easier and less confusing to access more extensive curricular opportunities” (Appendix 2).

The AORWG believes that the rationale to consider restructuring and the potential benefits of reorganization are even more compelling today than they were more than a decade ago. Although the University’s overall organizational structure has been relatively stable over the past decade, the enrollment patterns have shifted, and IBB has brought the challenges of maintaining small programs to the forefront. IBB created incentives to develop new programs in a decentralized fashion, focusing on the benefit of new programs to units, sometimes over their benefits to the institution overall. This, combined with a longstanding institutional reluctance to close, consolidate, or reimagine programs even where merited by low demand and resource constraints has led to the continuation of a number of low enrollment programs. In addition to programs struggling to sustain enrollment, the university also has examples of competing or redundant programs, and instances where faculty resources are so stretched providing curricula that they cannot support robust research agendas, or enhance the signature areas of strength. A current review of our academic degree offerings reveals that of the 110 undergraduate academic programs on campus, 22 of them enroll fewer than 20 students, and 43 of them enroll fewer than 40 students (calculated over a three-year average). Another indicator of program vitality is the number of degrees awarded per year; 14 undergraduate degree programs award 5 or fewer degrees per year, and 30 programs award 10 or fewer degrees per year (calculated over a three-year average)¹ (see Appendix 5 for data summary). While program size and degrees awarded are not the sole measures of program success, the question of whether UVM is using its resources effectively by maintaining so many small, academic programs must be addressed.

While reorganization as a concept is widely accepted, changes to an individual’s unit are often greeted with reservations and trepidation. Conversations on broad-scale restructuring inevitably lead to existential and philosophical concerns, and strong arguments that support preserving:

1. Distinctive departmental and programmatic cultures;
2. Successful programs that Deans need to support their colleges;
3. Perceived areas of research strength;
4. Accreditation requirements;
5. The working relationships and livelihoods of our colleagues.

As such, reorganization necessitates difficult conversations about our assumptions regarding each of these topics, and for much of the last decade, the collective will of the University has tended toward the status quo. Nevertheless, the AORWG committee members feel that a comprehensive reorganization process is necessary for the long-term health of the University, and to: reduce redundancies, amplify areas of research and

¹ This includes some programs that are relatively new and may not have reached their full potential or had full cohorts of students graduate.

pedagogical strength, minimize impediments to collaboration and student access, and improve the efficiency and effectiveness of every academic unit on campus.

V. Four approaches to reorganization

Informed by the history of academic reorganization efforts, examples from other universities, program data, and our collective understanding of UVM culture, the AORWG developed four approaches to academic reorganization for further consideration by senior administration and the campus community. These are:

1. Do Nothing. Allow programmatic change and academic structure to evolve slowly as it has for the last 10 years.
2. Keep the current administrative structure but encourage Deans to make needed changes within units.
3. Develop a restructured university by consolidating colleges and moving departments to addresses discrepancies in size and kind, capitalize on research and pedagogical synergies, and improve efficiency.
4. A radical reorganization of UVM with a minimal number of Colleges emphasizing shared responsibility for student success and research productivity keyed to the themes of the President Garimella's "Amplifying our Impact: Strategic Vision for UVM" and Provost Prelock's "Academic Success Goals" (Appendices 6&7).

VI. Assumptions and criteria guiding our approach

In each of the four prospective models developed by the AORWG, we have striven to make changes aimed at creating administrative efficiencies and reducing departmental and programmatic overlap while preserving faculty and staff positions. Hence, while some of our models see the reduction in the number of Deans, Department Chairs, and administrative positions, our models assume the same number of faculty in each scenario. It should noted, however, that some of these models may result in the closure of some academic programs, and that the budget models presented are the minimum cost savings that could be achieved.

In addition, the scope of the AORWG charge limits our analysis to UVM's academic organization. The Provost and CFO are undertaking an analysis of support center budgets and infrastructure effectiveness. Thus, further costs savings might be achieved as a result of synergy between the support centers and the new academic organization. For a complete list of budgetary assumptions we used, see Appendix 8.

Following the analysis of UVM's distinctive research strengths conducted by the Vice President for Research and the "Plan for Research Growth" presented at the August Provost's retreat, to evaluate the research impact of the proposed alignments, three criteria were used:

1. The first element of a general framework for considering the research impacts of a particular academic organization/structure is the budget model that guides the everyday decision making of the units. Resource/Responsibility Centered Management Systems (in our case, the IBB system) can serve as a boon to research and scholarship where graduate students are employed as instructors and teaching assistants in large lecture sections. In this case—where robust graduate programs exist—doctoral students are employed in a mix of teaching and research support roles that increase the research outputs of faculty while at the same time lowering the credit hour cost of providing classroom instruction by teaching sections of classes or allowing for larger sections. Where doctoral students are unavailable for undergraduate instruction or to provide research support, faculty research effort comes at the expense of undergraduate instruction. Here budget pressure has a direct, negative impact on research productivity. Where graduate programs exist, they can buffer those pressures. For these reasons, the research impact of one versus another academic organization is largely a question where robust graduate programs exist. Where sufficient undergraduate demand exists and departments with graduate programs can be grouped in a single unit, that unit is better “protected” from overall budget vagaries and positioned for research growth. Where departments with graduate programs are interspersed with non-doctoral granting departments, the doctoral department’s gains are frequently used to offset losses in other areas.
2. The second research consideration is the concentration of fields dependent on similar sources of external support. When “sympathetic departments” are concentrated, the research culture of the external support institution(s) necessarily shapes the college/school culture, aligning institutional priorities with funding priorities. Such a situation also allows for the concentration of expertise and support of that expertise with specialized forms of assistance (grant writers, for example, whose understanding of a particular funding source can serve to retain and advance institutional knowledge of that source). Where fields dependent on a common source are dispersed, the concentration of expertise is lacking and support for research is necessarily dispersed. Where large departments exist, there may be sufficient “mass” to create such a culture. In smaller departments, this is less common. In both cases, however, department culture must conform to unit (college or school) culture. Where these are not aligned, research cultures struggle.
3. Indirect cost returns vary considerably across different forms of external support. STEM/health fields tend to return high levels of indirect support, agricultural sources are somewhat less, and education and humanities sources are lowest. The demands on these resources depend in large part on the organizational structure. In general, where units contain both high and low indirect return systems, indirect returns are often used to “equalize” support and reduce disparities. This largely ignores the principle of indirect support—the idea that it is high in those areas that

require greater infrastructure to do research and low in those areas where infrastructure is less expensive or less critical. Further, where redistributive efforts are minimized, disparity in resources often become a point of contention, which harms research culture. Where redistribution is robust (and culture clashes are minimized), reinvestment of indirect funds into the research infrastructure lags and capacity diminishes.

VII. The Four Models

Following these approaches, the working group developed four models for discussion and input. Under each model is a brief summary of the changes, pros and cons, and financial and research impacts.

Model 1—Status Quo

Description:

Model 1 is a rough model of UVMs current structure and is shown in Figure 1. The Honors College, Grad College, CDE, Library and OVPR are listed in one block as they are aligned in some way to all the academic units, but the figure does not imply that they are all under the same leadership.

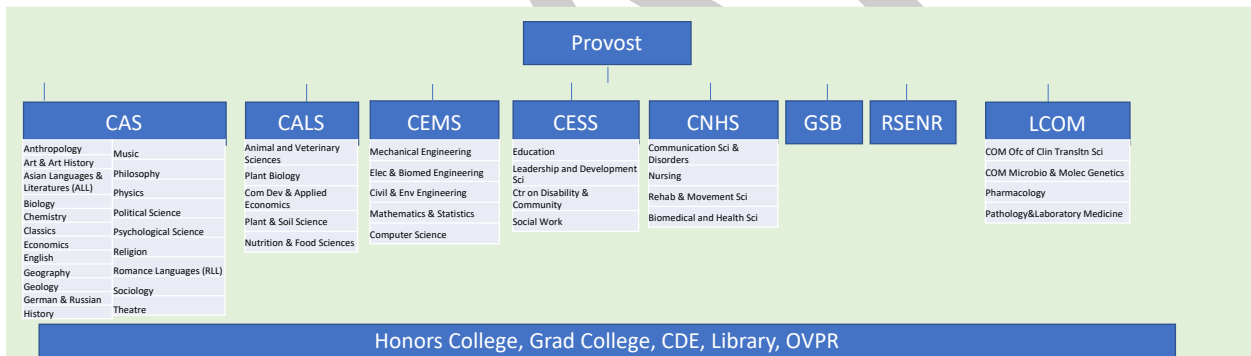


Figure 1. Model 1 – the current academic structure at UVM.

Pros and Cons:

The pros of model 1 are that it is familiar and we have been relatively successful with this model, with growing retention and graduation rates and increased research funding overall. Maintaining this structure allows the current leadership to continue their strategic plans and provides continuity during this time of overall transition and upheaval in our society, an issue identified as important by some members of the faculty in meetings with the Senate. The cons are that it is not cost-effective. Its traditional framework has led to small departments that are inefficient and create silos, and it is difficult to gain external recognition for them and leverage research support for their faculty. These academic silos reduce creativity and de-incentivize interdisciplinary programs that could encourage further growth of the University. While undergraduate teaching is effective, intra-College, barriers to cross-college curricular initiatives reduce the frequency and success of

collaborative programs. Thus, model 1 is not innovative and does not reflect the changing needs of society.

Financial Implications:

In our current model, the inefficiencies mentioned contribute to some of the Universities ongoing financial challenges. If we are to remain financially sound, re-organization needs to be looked at as one mechanism for fiscal stability. **Approximate Cost Savings: \$0**

Research Implications:

Concentration of Doctoral Programs: There is inconsistency in the distribution of our doctoral program offerings: There is a concentration of doctoral programs in LCOM, CEMS, CALS, RSENR, mixed doctoral and non-doctoral departments in CAS and low/no in CNHS, CESS, and GSB. GSB and RSENR are outliers, to an extent, as they are more like large departments than any of the colleges so the IBB impacts noted above are lessened.

Focus on External Support: This is somewhat present in LCOM, CEMS, CALS, CESS and RSENR, less so in CNHS. It is largely absent in CAS except in the science departments.

Indirect Funding Cycle: This is well represented in LCOM, CEMS, CALS and RSENR. CNHS and CESS have struggled to create a virtuous cycle because of the mix of sources and overall low level of external support. CAS faces issues common to all colleges of arts and sciences. Overall, this structure is currently providing research funding growth, despite these challenges. The growth in awards over the last 3 years stands in contrast to nearly 10 years of plateaued funding, and is not evenly distributed over the campus. As above, those colleges/departments with research cultures focused on external funding and robust graduate programs have grown, while those lacking size, focus, and research focused graduate programs have not.

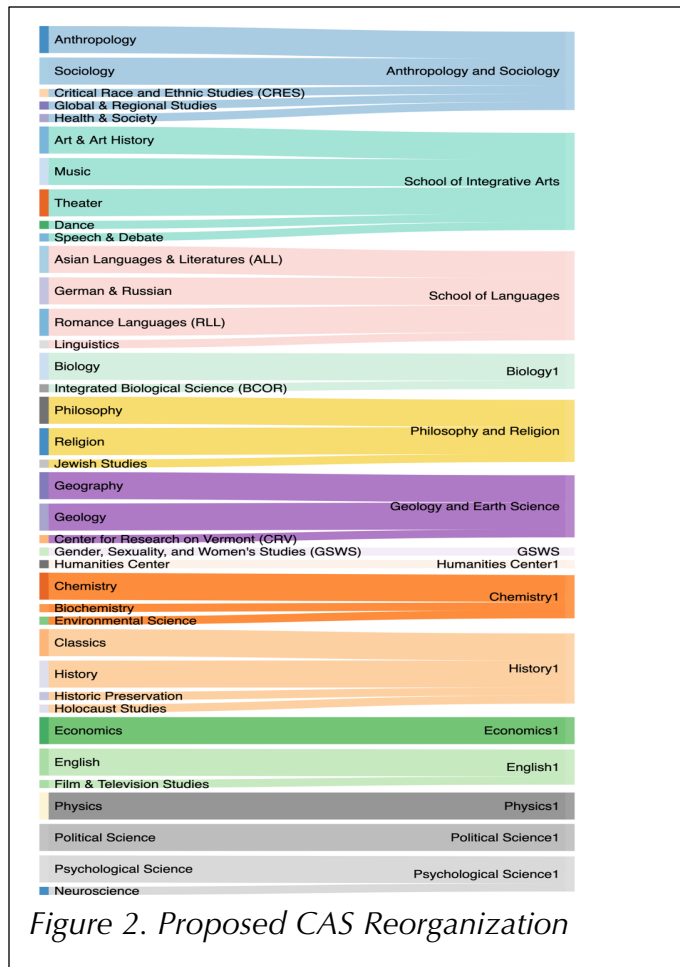


Figure 2. Proposed CAS Reorganization

Model 2—Internal Reorganization

Description:

Model 2 promotes internal re-organization of the current college structure.

The most significant changes are in CAS with some changes in CEMS. In CAS, the number of departments are reduced from 21 to 13 as shown in Figure 2. Smaller departments in the Arts and modern languages would be grouped into “schools” with a single Director/Chair, while other departments and programs. In the model, both departments and academic programs that would be brought under one administrative umbrella are shown. For example, Jewish Studies, Philosophy, and Religion would be joined in a single department.

In CEMS, the re-organization is smaller, and requires further discussion, but would bring Computer, Data, and Statistical Science together, and pull Mathematical Sciences out as a separate department. The new interdisciplinary department would provide greater visibility for those fields by creating a larger department, and would provide a home for the Data Science program which is currently supported by both Statistics and Computer Science. It reflects the growing research strengths we have in privacy and security as well as complex systems across a range of applications, and the critical component of Statistics and new statistical methods in those fields. There is some merit to considering consolidation of some of the engineering departments, but this was not successful recently and is not recommended. No other changes were proposed in the other colleges.

Pros and Cons:

The pros of model 2 are that it leaves most structures and leadership in place and thus creates the least disruption. Bringing similar departments together can create better external visibility and encourage interdisciplinary programs and courses. Given the current budget challenges in CAS, this would be a reorganization that recognizes the changing enrollment patterns of our students and focus resources appropriately. It could also be the first step in a broader re-organization because it could be implemented

quickly, while more significant re-organization may take longer to optimize and implement.

The cons of this model are primarily that it does not take the opportunity to reimagine the University for the 21st century, has limited cost savings, and as the first step in a larger process could lead to continuous change which is disruptive. Furthermore, change is distributed unevenly throughout the University, with the disruptions of reorganization visited unevenly on CAS and to a lesser extent CEMS.

Financial Implications:

The cost savings would be small in terms of administration, but as programs worked together to create instructional efficiencies, the savings could increase. **Approximate cost savings: \$800K**

Research Implications:

Concentration of Doctoral Programs: This reorganization obviously does little to address the question of distribution of doctoral programs, though it does achieve some factors of scale that could help produce future doctoral programs. As such, such a restructuring creates potential downstream research impacts, but these are highly contingent on downstream efforts.

Focus of External Support: At the college/school level, concentrations of external support (and their lack in some places) of the baseline model are retained here. At the department level, some concentrations are created and these provide better opportunities for support from the Office of Research, and potentially some cultural impacts.

Indirect Funding Cycle: Indirect funding issues are not impacted by this reorganization per se and the challenges remain the same as in Model 1. Overall, this reorganization creates only minimal improvements over Model 1 in the pursuit of external research support. As such, the structure of Model 2 is not expected to produce significantly more research growth than one would find in Model 1 (baseline)

Model 3 (a & b)—Overall Restructuring

Description:

Model 3 has two versions. In one the Rubenstein School for the Environment and Natural Resources is merged with the College of Agriculture and Life Science, and in the other it remains a separate College (Figure 3). The internal re-organizations of model 2 are also implemented in model 3. In addition, departments are further moved and combined. In some cases, whole departments are moved to a new college, and in others, a department is split so that faculty may choose the department that best aligns with their teaching or research interests. The following is a list of the recommended changes:

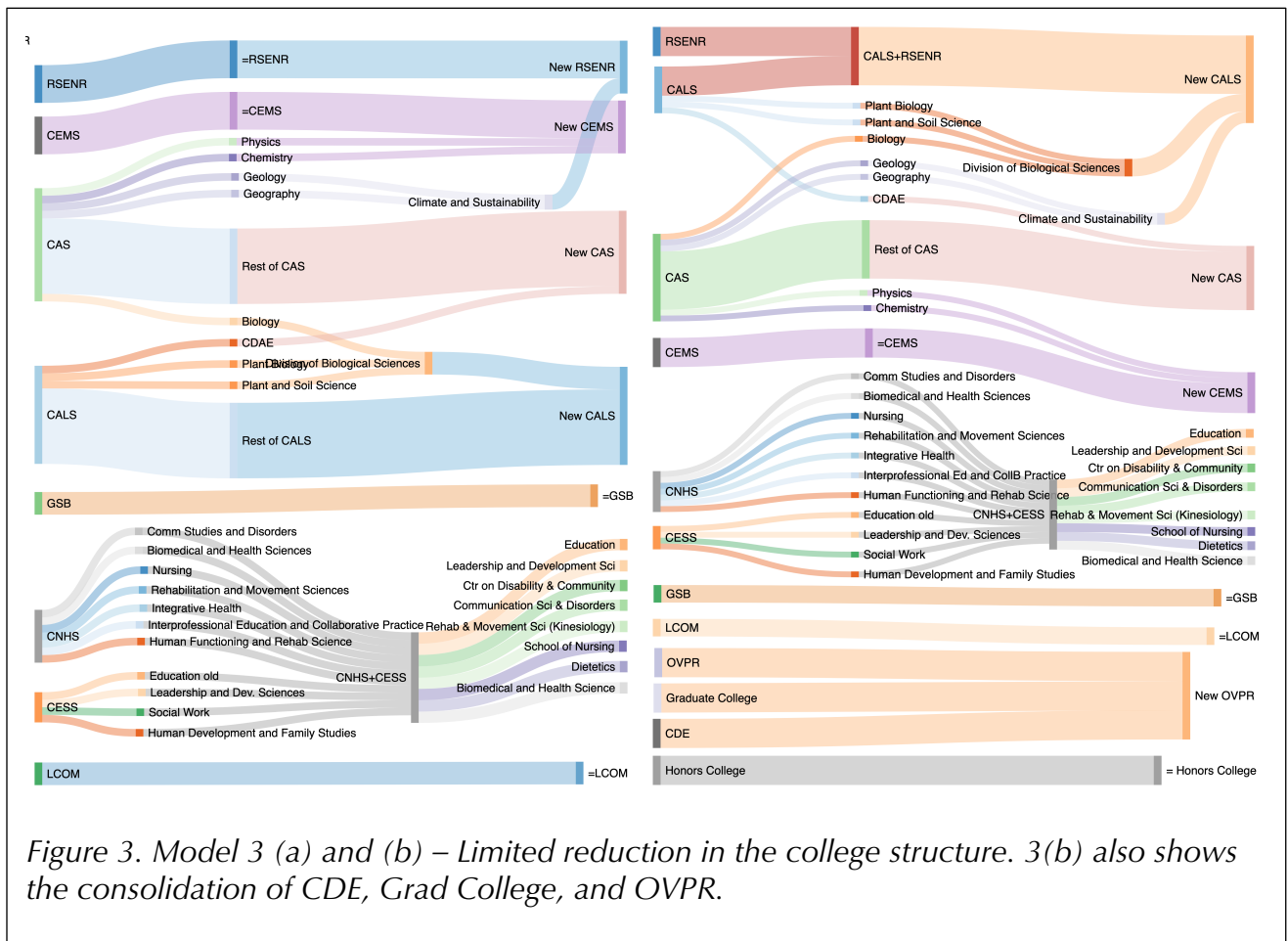
1. CDE and OVPR would operate as one unit. Graduate program and Non-Degree development would predominantly take place in this office. The Dean of the

Graduate College would move into OVPR to leverage marketing and other resources with CDE.

2. A centralized Honors College would coordinate undergraduate thesis research across units (see figure 4).
3. There would be a focus on a common first year experience for all undergraduates emphasizing college success and cultural competence. This fits well with the new Gen Ed curriculum.
4. Chemistry and Physics are moved to CEMS
5. CDAE is moved to CAS
6. CNHS and CESS are combined to focus on Professional Development in Education, Nursing, and Social and Health Sciences and to leverage each program's respective strengths in undergraduate education.
7. There is one Division of Biological Sciences in CALS that includes plant biology and plant and soil sciences
8. There is a new program in RSENR "Climate and Sustainability" that includes some faculty from geology and others from geography. The faculty focused on human geography would be in the Anthropology and Sociology Department. If RSENR and CALS are combined, this program would exist in the combined college.

Pros and Cons:

This re-organization creates some synergies that could lead to innovative research and education. For example, sustainable agriculture and environmental science/policy would be in one unit, and two of the fundamental science programs would be housed with mathematics, statistics, computer science, and the more applied engineering programs. Bringing OVPR, CDE, and the development of graduate programs together in one office should improve marketing, communication, and coordination of our graduate and continuing education students and programs. On the other hand, this is a bigger change, one that requires more adjustment for faculty and staff. This may lead to a clash of department or college cultures. The very large biology department may appear overwhelming and present advising challenges. This model will require strong leadership and clear vision.



Financial Implications:

This savings captured by these models will vary depending on which variation is pursued. Over time as programs find synergies in teaching, the savings could increase.

Approximate cost savings: \$1.3m - \$1.5m

Research Implications:

Concentration of Doctoral Programs: The concentration of doctoral programs is partly affected by model 3 (moving sciences to CEMS and CALS), but some re-mingling (for lack of a better term) is created by moving CDAE in Arts, Humanities and Social Sciences, and leaving Psychology.

Focus of External Support: The model promotes greater concentrations of fields that are focused on a single source of research funding (NSF in CEMS; Ag and related funding in CALS/RSENR) but still leaves some stragglers (CESS/Nursing). Where the latter have access to a broad array of foundation funding, and foundation funding is its own world, this is mitigated somewhat. Overall, models 3a&b represent a marked improvement over models 1 and 2 in the potential to garner external support.

Indirect Funding Cycle: Through the lens of indirect recapture, this model would allow CEMS and CALS to better support the sciences than the previous two models, which is a significant plus. It would concentrate the low indirect return in two colleges (CESS/Nursing and CAHSS). In this way, non-F&A support could be more specifically redirected to these locations, and the marginal gains of this investment would likely go further.

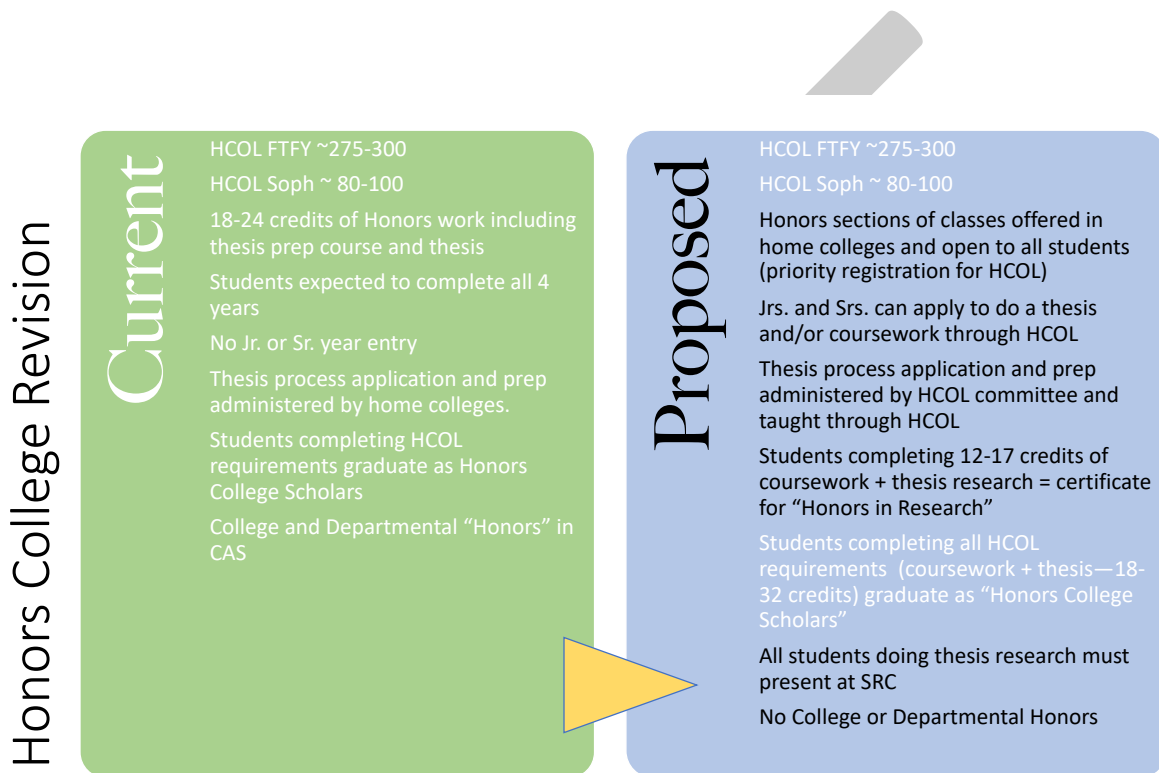


Figure 4. Revised Honors College Structure

Model 4—Amplifying Our Impact

Description:

Model 4 creates five colleges aligned with President Garimella’s “Amplifying our Impact: Strategic Vision for UVM” and Provost Prelock’s “Academic Success Goals” A radical reorganization of UVM with a minimal number of Colleges emphasizing shared responsibility for student success and research productivity keyed to the themes of the. The College of Letters and Social Innovation, The College of the Environment and Sustainable Agriculture, The College of Sustainable Engineering and Technology, The Larner College of Medical and Health Sciences, and the Grossman School of Business. CDE, the Graduate College, and OVPR are still combined, and HCOL remains separate, but it takes on a central role coordinating and promoting undergraduate research and thesis work. Likewise there is the same focus on the first year experience mentioned in model 3. It is worth noting that in our discussions, we considered a four College model

where GSB would be part of a College of Sustainable Engineering and Entrepreneurship, but felt that given GSB's current success and visibility, and because Engineering and Business had once been conjoined with good reasons to separate them, it made little sense to recombine them.

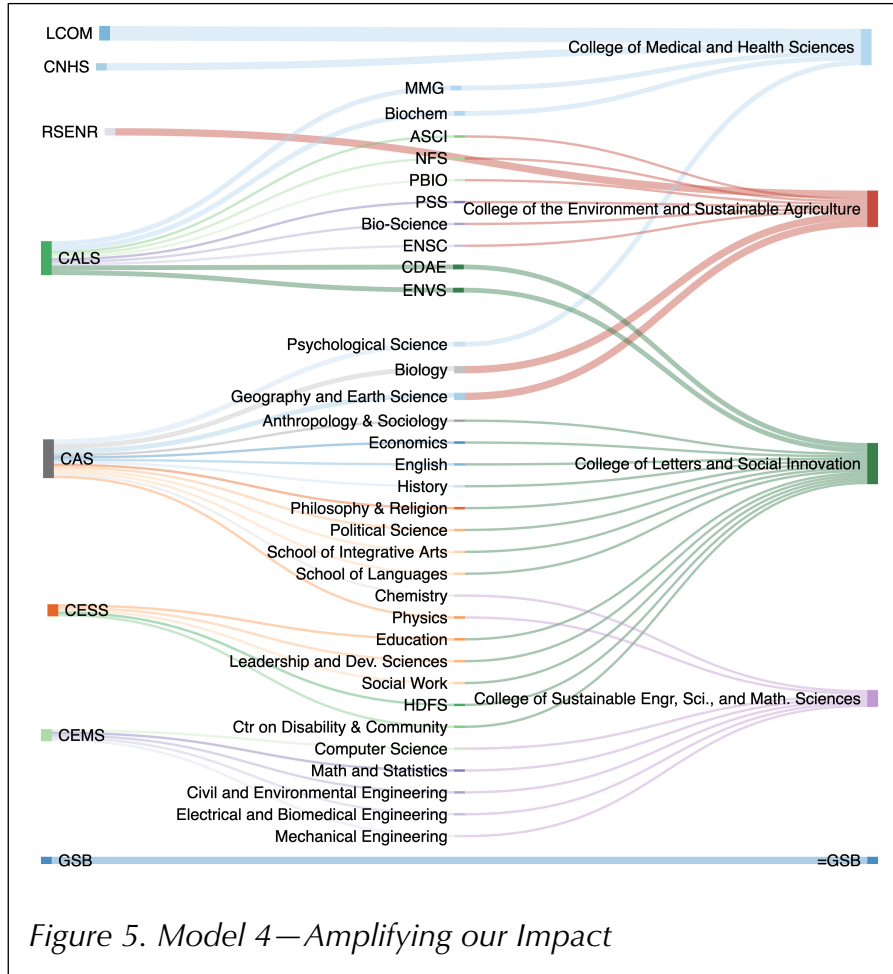


Figure 5. Model 4—Amplifying our Impact

Pros and Cons:

In Model 4 there are 4 colleges of relatively equal size and a smaller school of business and each reflect the strengths, values, and external image UVM is known for and trying to leverage: Sustainability, Societal Health, Liberal Education, and a commitment to the Land Grant Mission. However, by creating the synergies this model proposes, UVM would look significantly different from other Land Grant Universities and would have the opportunity to create unique graduate programs to further promote our distinctiveness.

On the other hand, this model is a fundamental transformation of the current administrative and academic structure of the University, and UVM would need to enlist external consultants to conduct market testing to ensure we would reach our intended audience and guarantee effective implementation of the proposed changes. Needless to say, Model 4 requires strong leadership, careful planning, and significant faculty buy-in.

Financial Implications:

Model 4 significantly increases cost savings of Model 3 and, coordinated with other budgeting initiatives on campus aimed at shared administrative services, could potentially amortize other cost savings. **Approximate cost savings: \$2.2 Million**

Research Implications:

Concentration of Doctoral Programs: Like Models 3a&b, Model 4 concentrates departments with doctoral programs in three Colleges (CSESMS, CESA, and CMHS) and leaves two colleges focused on undergraduate and masters level teaching (CLSI and GSB). As above, by aggregating doctoral programs into clusters, the opportunity to develop new doctoral programs in these units is amplified, while the prospect of developing new doctoral programs outside of the three research focused colleges is lessened (or even eliminated). Colleges with high numbers of doctoral level graduate students that house broadly related fields are better positioned to provide professional development opportunities to those students.

Focus of External Support: The clustering of the colleges aligns entire colleges with funding sources, allowing different research support cultures to take hold.

- CSESMS is largely STEM focused and would be most closely aligned with the STEM-oriented divisions of the National Science Foundation
- CESA is largely Ag and Natural Resources focuses, and would align most close with National Institute for Agriculture and environment-focused divisions of NSF
- CMHS is medical/health focused and would align most closely with the funding focus of the National Institutes of Health.
- CLSI is oriented toward the humanities, education, child development and social sciences, all of which find significant funding opportunities in private foundations.

None of the foci are entire or complete, and some crossover interest in funding sources would still be likely. However, by concentrating fields in units who derive large proportion of their external support from a single (though multistrand) source, informal knowledge of that source and professional relationships with funders can be shared more easily.

Indirect Funding Cycle: Indirect funding in several of these units is likely to be significant. CSESMS and CMHS in particular are all likely to be focused on funding sources that produce high levels of indirect cost recovery. This allows units to “reinvest” research funds into areas and capacities that can support future funding growth. CESA will also produce considerable F&A returns, though perhaps not as high (in effective rate terms) as the prior 2. CLSI and GSB will produce less F&A, but contain departments that have smaller equipment and infrastructure needs. In addition, concentrating these departments in a single unit allows for concentrated support and subvention.

The structural enhancement of research growth is likely to be highest in Model 4 of all the models considered here.

VIII. Other Considerations

Although the AORWG was limited in its scope to considering the Academic structure of the University, given how intertwined Academic offering are with University support services, we feel compelled to note some of the many ways these models might impact University operations. Ignoring the following considerations will most likely spell doom to a successful reorganization.

Technology Considerations

- When merging any units, whether CNHS and CESS, or RSEN and CALS, other than LCOM, server ramifications pose technical barriers that will take intensive effort to rectify
- Email systems need to be adjusted especially for those moving from the medical server to UVM's main server (@uvm.edu versus @med.uvm.edu)
- Efforts to pursue a shared services model for IT support should be coordinated with any reorganization efforts.

Data Considerations

- Creating, updating, and adjusting department codes
- If merging departments together, do we want separate department codes for faculty so we can do benchmarking via disciplines (e.g., Engineering versus the sub-disciplines of engineering in Delaware Instructional Costs Benchmarking Studies)?
- Adjusting Catamount Data to align with the new academic structure

Human Resource Considerations

- Defining new or revised programs, departments, divisions
- Determining leadership structures needed in each unit impacted by the transition
- Obtaining faculty agreement on new leadership structures
- Determining position classifications and compensation levels at all levels to ensure equity
- Updating organizational charts (leading to updates in PeopleSoft with regards to supervisor designation and information)
- Updating all position descriptions (PDs), especially since many of our PDs are task-oriented as opposed to skill-based, in PeopleAdmin
- Examining the Reappointment, Promotion, and Tenure (RPT) guidelines, if moving faculty between Colleges/Schools

Space and Movable Equipment Considerations

- Examining whether space and location are appropriate for reorganized unit/department
- Evaluate laboratory sharing and equipment leveraging

Governance Considerations

- As part of the reorganization, we need to define governance structure and leadership infrastructure in the new units
- Roles and responsibilities of assistant deans, associate deans, program directors, department chairs and their assistants will need to be reevaluated for consistency relative to workload
- Compensation of leadership positions will need to be standardized within and among units as appropriate

Administrative Considerations

- Any reorganization that impacts Roles and responsibilities of assistant deans, associate deans, program directors, department chairs and their assistants will need to be reevaluated for consistency relative to workload
- Compensation of leadership positions will need to be standardized within and among units as appropriate

Development Considerations

- Models 3 and 4 have significant implications for units with naming gifts (Larner, Rubenstein) and may present unforeseen consequences and opportunities in our effort to promote philanthropy for UVM. Careful planning and messaging with our colleagues in the Foundation is essential to the success of any reorganization efforts.

Infrastructure Considerations

- Business Service Centers, including HR, purchasing, research pre-award and post-award support will need to be aligned with the complexity of the research enterprise and volume of extramural funding
- Departmental and programmatic support will need to be re-evaluated to adjust to new program or departmental sizes; FTE's allocated and PD redefined; compensation adjusted for increased work loads

IX. Next Steps

Following the submission of this report, should President Garimella and Provost Prelock feel that academic reorganization along one of the lines we have articulated is warranted, we envision a comprehensive, inclusive process to evaluate the models we have put forward. This process would see the establishment of a committee to solicit input and feedback from the campus community, evaluate each model, make recommendations, and develop an implementation plan in consultation with senior Administration and the Board of Trustees. We recommend a process that includes the following steps and proposed timeline:

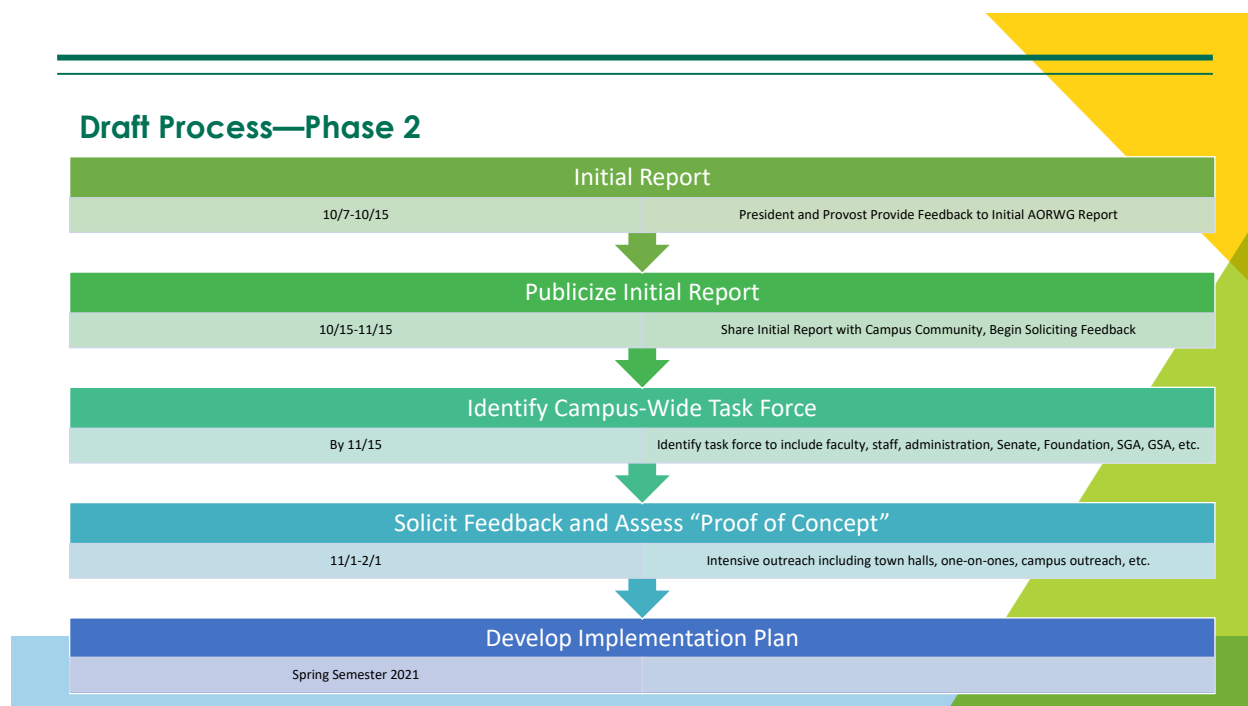


Figure 6. Proposed Timeline for Inclusive Reorganization Process

While we recommend that the campus community undertake a thorough “proof of concept” process to evaluate the different reorganization models, we are sensitive to the fact that the University needs to be able to act nimbly and quickly should opportunities for academic success arise, hence we want to be clear that by recommending a process to solicit feedback and evaluate implementation strategies should by no means hamper current efforts underway to develop or reorganize programs. Indeed, efforts made by academic units to create academic synergies, promote innovative research, and enhance the student experience, should inform the process of comprehensive reorganization rather than wait for that process to unfold.

X. Final Observations

The four prospective models the Working Group presents in this report are versions of possible organizational configurations for UVM. With each model, the AORWG considered variations, different alignments, and alternatives. While we believe that these models present potential paths forward, they are also an invitation to sustained and vigorous conversations about what we want UVM to be as our community envisions the next phase of its history. These conversations and transitions will without doubt be challenging. Shifting programs and moving from one unit to another can be culturally and psychologically trying. Hearing the voices of our community while acknowledging and addressing the potential for cultural disruption caused by reorganization should be paramount going forward. Managing successful cultural change is perhaps the most

difficult challenge an institution can undertake, but the difficulty of the task should not dissuade us from doing the necessary work of strengthening the University for the future.

We strongly recommend that the University engage outside consultants or project managers to assist with the overall reorganization. Without such support, the university lacks the resources to manage whole-sale change at the level proposed. Utilizing internal staff positions to oversee the restructuring process not only presents conflicts of interest, but also takes time away from other essential tasks that are carried out by staff. Even if every UVM staff, faculty, or administrative employee were able to set aside their own unit's interests, the consequence of reliance on internal project managers will necessarily be the neglect of business functions with a high potential for negative impact on University operations during the transition. We can ease these burdens by planning to engage experienced project managers to minimize disruptions.

Additionally, while the AORWG was tasked with reducing administrative costs, in even our most ambitious model of reorganization, the cost savings are relatively minor, reflecting less than 1% of UVM's annual budget. Although members of the working group believe that the time is right to reimagine UVM's academic structure for the 21st century, it is clear that reorganization is only one part of what must be a holistic approach to right-sizing the University.

To conclude, the AORWG believes strongly that, faced with our current budget challenges *and* opportunities to meaningfully transform the reputation and effectiveness of UVM while amplifying our strengths, now is the time for the University of Vermont to collectively work towards reorganization. A substantive reorganization at this juncture will create the conditions of opportunity for UVM to be a premier research and educational leader for the 21st century.