

Memorandum

To: Elizabeth Hoffman. Executive Vice-President and Provost

From: Luis Rico-Gutierrez. Dean, College of Design

Re: College of Design Reorganization

Date: Monday, January 9, 2012

This memorandum addresses the questions and issues anticipated by the Office of the Provost as part of their review process of the reorganization plan for the College of Design. All comments relate in general to the following five points:

1. *The mission stated in the plan seems to be vague.*

The origins of the reorganization of the college of design are rooted in a strategic planning process that started in 2009. At that time, it was decided that the final reformulation of the mission and vision statements could only be finalized after the new structure gained support in the college.

After the college vote in November, the College of Design is in the process of finalizing the strategic planning process and anticipates that the new Mission and Vision statements will be in place by the end of this summer.

2. *Additional clarification is needed in regards to the administration and governance of the new interdisciplinary programs.*

The governance of the new interdisciplinary programs will be addressed as part of the actualization of the College of Design governance document. The plan supported by the faculty requires every new interdisciplinary program to have a director with administrative discretion over resources assigned by the Dean's office in order to support the delivery of its curriculum and the scholarship of faculty actively engaged in the program. A board assists the Director in academic and administrative matters, approving the curriculum and advising on the general operation of the program. In the proposed structure, the new interdisciplinary programs are structurally included in our existing interdisciplinary Design Studies program and overseen by the Associate Dean for Academic programs.

3. *The proposed organizational chart includes two new titles: Director of Operations and Director of Administration.*

These new titles are intended to better describe the activities of our current IT and Fiscal Officers. In addition to the computational systems in the College, our

IT officer is also responsible for the performance of all mechanical systems, the proper condition of classrooms and all other spaces, including its maintenance and managing new construction. Our fiscal officer also administers our human resources activities and provides leadership for our centralized administrative support unit.

The new titles will only be enacted after receiving the necessary approval by the university.

4. *Provide information in regards to the anticipated impact of the new structure in terms of space needs.*

The proposed structure for the College of Design responds to a strong desire to develop and strengthen the interaction between all the disciplines in the college. It responds to what we understand is the future of art and design practices. As designers, we understand that our facilities need to support the proposed structure and have retained the services of the Cannon Design, an international firm, to perform an analysis of our needs and outline conceptual proposals for our facilities in the short, medium and long term. Expect to get the results of their work by the summer of 2012.

5. *Clarification is needed in regards to the financial sustainability of the new structure given the change from 4 to 7 departments.*

Our current interim structure is in fact, very similar to the structure proposed in the plan and therefore the cost of the new structure is in many ways already embedded in our budget. We should therefore use FY09-10 and FY10-11 as benchmarks to understand the impact of the proposed changes.

It is also important to remember that the process of reorganization took place at the same time we suffered dramatic reductions in our budget, therefore the cost of the changes were carefully considered. There are four areas where savings were found:

- a. We centralized the administrative support for all programs. Instead of having three independent offices with their respective staff, we now have one central office. By maximizing the use of existing expertise and sharing it with all member of the college, we were able to eliminate three staff positions. The savings are around \$176,615 (benefits included)
- b. Based on the same principle, we reorganized academic advising and were able to eliminate 1 and 2/3 positions for a total of \$113,817 (including benefits)
- c. It is important to point out that the some of the director positions in the previous structure were in place to satisfy accreditation standards; the

program level leadership is always necessary. The new structure eliminates therefore one administrative layer. We have now seven program directors with B-based appointments. In addition to their base salary they get a 10th month stipend. Before we had 3 A-based department chairs. Calculating the savings can be confusing, so we decided to focus on differentials: In FY10-11 the college gave support to the program directors in the amount of \$93,024 on top of their B-based salary. Before, The expenses associated to the 3 department chair positions could be quantified as the difference between the current B-base appointment and their previous A-base appointment (\$154,696) plus the cost associated to directors (for Interior Design, for example) and associate chairs (\$48,603):

Department Chairs from A Base to B Base:	\$154,696
Savings from eliminating 10th month for Associate Chairs:	\$ 48,603
Program Directors tenth month:	(\$ 93,024)
Total Savings:	<u>\$110,275</u>

As it was mentioned before, some of these actions responded to a severe reduction in our budget. We understand that some of the proposed changes will have to be reviewed to ensure the long-term viability of the new structure, but always keeping in mind that a portion of the administration of the programs is “scale-dependent.” In other words, we don’t anticipate that all the department chairs will have “A-base” appointments. Smaller departments will continue with a formula that includes a “B-base” appointment plus summer salary as needed. In a similar fashion, the number of classes that each chair is expected to teach will depend on the scale of the program. We believe that we have “room” to grow based on the savings made at the time.

- d. At the same time, at the end of FY09-10 we outlined a plan to regain financial health based on a process of “right-sizing” our existing programs. This process included 4 strategies:
- Curricular innovation in terms of making curriculum delivery more efficient. In particular, fostering collaboration between related programs to avoid redundancies.
 - Taking advantage of existing expertise to develop new interdisciplinary graduate and undergraduate programs. The new Bachelor of Design, and the new masters in Urban Design and Sustainable environments that are in process of approval are examples of actions in this regard.
 - Identifying and taking advantage of external sources of funding for scholarship and creative inquiry.

We also understand that these new program increase de administrative burden on the staff of the college of design, but we expect that the revenue associated with the new programs will allow us to incrementally grow our central services as needed. For example, this year we added two new positions that will strengthen advising, graduate support and recruitment, and help grow the college articulation agreements with community colleges.

Plan for the Reorganization of Academic Units In the College of Design Iowa State University Fall 2011

1. Summary

This plan is the proposal for the reorganization of academic units within the College of Design. This document also identifies the methods and resources required for implementing this reorganization plan. The plan is the culmination of 12 months of discussion, planning, and review as required by the Iowa State University Policy for Academic Reorganizations (see ISU Faculty Handbook section 2.7). On October 18, 2011, the Liaison Council, acting as the Reorganization Planning Committee, reached consensus on this proposal and agreed that it was ready for distribution and review to the College of Design community and stakeholders, consisting of faculty, staff, students, and alumni. This report and its appendices, as well as all other information concerning the reorganization process, are also available on the web site at:
<http://home.design.iastate.edu/FacultyStaff/codreorganization.php>.

2. Background and Context

2.1 History and Description of College. In 1978 four longstanding departments—Architecture, Art and Design, Landscape Architecture, and Community and Regional Planning—were combined to create a new College of Design. The new College—in league with a number of comprehensive design schools in the nation—offered outstanding opportunities for both disciplinary and interdisciplinary design education.

The College of Design seeks and creates knowledge that enhances our understanding of how disciplines in design and art can be utilized to improve the human condition and address the environmental and social challenges that we face locally, regionally, nationally, and internationally. The College does this by providing excellent professional education, nurturing research agendas, and fostering creative inquiry while applying the knowledge gained in the process for the benefit of communities in Iowa and around the world. Today the College of Design offers the following undergraduate, graduate, and minor programs:

UNDERGRADUATE MAJORS	GRADUATE MAJORS
Architecture	Architecture
Art and Design	Community and Regional Planning
Community and Regional Planning	Graphic Design
Design	Industrial Design
Graphic Design	Integrated Visual Arts
Industrial Design	Interior Design
Interior Design	Landscape Architecture
Integrated Studio Arts	Transportation
Landscape Architecture	
SECONDARY MAJORS	MINOR
Environmental Studies	Gerontology
International Studies	
UNDERGRADUATE MINORS	DOUBLE DEGREE PROGRAMS
Critical Studies in Design	Architecture/Business
Design Studies	Architecture/Community and Regional Planning
Digital Media	Community and Regional Planning/Landscape Architecture
Entrepreneurial Studies	Community and Regional Planning/Public Administration
Environmental Studies	Community and Regional Planning/Sustainable Agriculture
Gerontology	Community and Regional Planning/Business
International Studies	

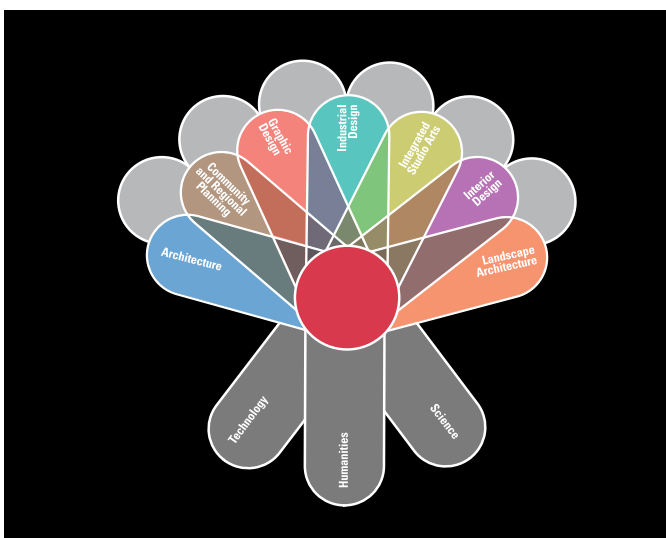
Note: The College of Design partners with the College of Liberal Arts and Sciences (LAS) to offer the Biology/Pre-Medical Illustration program. The degree is granted through the LAS College.

The College's activities have evolved and expanded as opportunities emerged and circumstances changed. The prominent role of design as a problem-solving activity, capable of important contributions to answering some of the most critical issues that society faces today, calls for innovative approaches to teaching and learning. The College of Design believes that the knowledge required to improve quality of life can only be constructed through a deliberate balance between poetic and pragmatic forms of inquiry. The work of our faculty, students, and staff reflects current issues and challenges societal restrictions while questioning the trends in contemporary life, addressing government decisions, or posing philosophical questions, for example. We study the past and question the context to imagine the future, and are able to synthesize constantly changing technology, viewpoints, and culture through our creative inquiry.

As the focus of higher education shifted from teaching content to that of student-centered learning and outcomes assessment, the role of design within society and academia likewise transformed from the pursuit of exquisite aesthetics to design as part of everyday life, as innovation, and as a means to solve problems. There is also growing recognition of the benefits associated with collaboration among the professions and the need to facilitate the development of design professionals who can communicate and work effectively together.

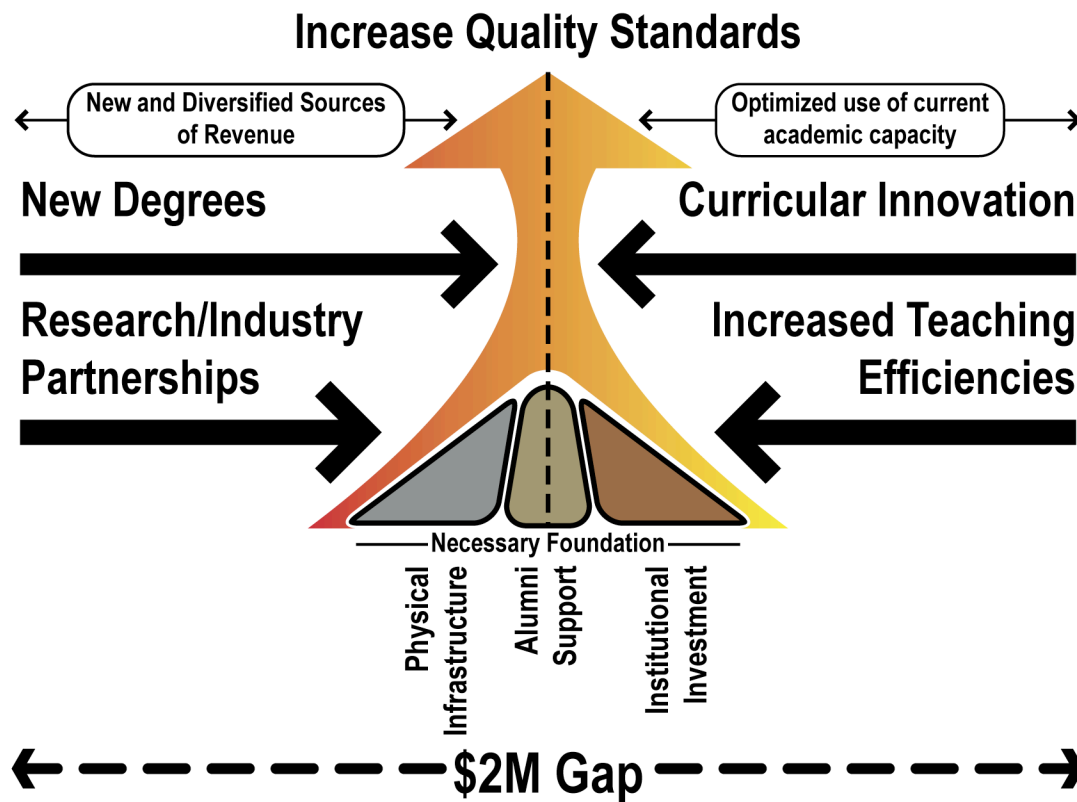
Thus this reorganization plan is an outcome of a series of events that occurred within the college as a result of the administration, faculty, and staff's commitment to developing an innovative educational experience for our students. The college is committed to achieving national distinction as a strongly identifiable, unified entity derived from the collaborations and individual strengths of a breadth of professional design and art disciplines. In 2003 the college established a common first-year program of beginning design education for all students. Since that time the college has continued to work toward the creation of an academic environment in which all degrees are equally meaningful and rigorous and where collaboration is possible and outright encouraged. We have also seen a growing interest in design among students and society in general and wish to capture and benefit from this growth.

The flower diagram below illustrates the overall philosophy of the College and helps to demonstrate what we have been working to achieve over the last several decades. While the College consists of a number of different programs, we desire to be engaged with each other and to provide an enriched, collaborative environment for our students and the faculty. The creation of the first-year program of beginning design education (known as CORE) serves as a common foundation on which all programs build. While faculty and students can chose to focus their activities within their selected program, they also have the ability to partner and work with others. This diagram also helps to illustrate that although the programs within the college form a comprehensive design school, we are also part of the university. Thus the lower part of the diagram shows that we are connected to and enriched by other programs and activities that exist throughout the university.



2.2 Background. Periodically, the College of Design evaluates its programs and offerings, particularly in light of changing local, national, and global influences as well as pressures and opportunities. That was the goal of four open forums held in fall 2009 and spring 2010 for faculty, staff, and students. Participants provided input into the College’s strategic planning process for 2010-2015, identifying opportunities and challenges as well as influences by external factors such as economic climate, societal needs, and professional trends. As part of these efforts faculty and staff focused on the future and explored ways in which the College might position itself as a leader within the design academy, Iowa State University, and among national and international peer institutions.

At the same time as the College discussed strategic planning, it also faced addressing immediate challenges, specifically those posed by reductions to the college’s budget. A \$2 million gap occurred in the College’s budget over the previous two years’ appropriation cycles, which required immediate action. Instead of shrinking the aspirations of all departments, and possibly eliminating programs, it was proposed that stakeholders explore alternatives that expand our access to new resources based on efficiencies that emerge from collaboration, and further nurture the most valuable asset of the college: the faculty and their knowledge. The diagram below helps to illustrate this.



Based upon this framework and these themes, the Liaison Council and the Dean proposed that the College explore several possibilities, such as curricular innovations to enhance efficiencies in delivering curriculum across programs and degrees; expanding new degree offerings; and creating and supporting a new culture of research and innovative partnerships with industry. By taking these actions we would expand our sources of revenue and be able to support all our desired activities in the future. This would build a platform for the College to establish balance in all activities and ultimately expand and grow the College's operations and resources.

2.3 Initial Findings. In May 2010, to respond to current budget concerns and to be both bold and creative with the future, the faculty and staff decided to explore restructuring the College. A new structure would enable the College of Design to address the existing challenges discussed and capitalize on opportunities. The restructuring would:

- Expand a multidisciplinary focus throughout all programs
- Enhance teaching efficiencies and innovations
- Encourage research opportunities throughout the College and university
- Create equitable opportunities for all programs to find resources for goals
- Provide opportunities for new degree options
- Make the College a better place to teach and learn and further advance the careers of all members.

2.4 Interim Structure. To facilitate the transition, the Liaison Council recommended and the faculty and staff voted and approved in May 2010 an interim structure for 2010-2011 for the College in which each professional degree program operated as a separate administrative unit. This included the following programs: Architecture, Community and Regional Planning, Graphic Design, Industrial Design, Integrated Studio Arts, Interior Design, and Landscape Architecture. (A diagram of the previous and interim structure can be found in Appendix 6.1.) This interim structure provided individual programs an opportunity to experience and understand both the privileges and responsibilities of functioning as independent units. Faculty in the programs were also asked to examine contributions by their area to the College and university, and to identify academic groups or clusters of complementary interests and expertise which may or may not match the previous departmental structure or current program structure.

2.5 Planning Process. On September 20, 2010, the Dean met with the College's Liaison Council and charged them with the task of serving as a Planning Committee for the college's reorganization. One of the first actions of the Planning Committee was to expand the membership of the Liaison Council for broad faculty representation. (A list of the members of the Liaison Council Planning Committee can be found in Appendix 6.2.)

During 2010-2011 the college discussed and explored possible options. It also searched for an appropriate administrative structure to support the goals listed in the initial findings and developed a resource allocation model with clear decision-making criteria.

The Planning Committee conducted 20 meetings over 12 months, from October 2010 to October 2011. During that time the Planning Committee developed and issued a faculty survey, conducted five college-wide forums and retreats, held five discussion sessions for college faculty and staff, and directed numerous focus group meetings with program faculty, program directors, staff, students, and the college's Advancement Council.

The Planning Committee also consulted with other councils, boards, and stakeholder groups within the college to solicit opinions about particular aspects under discussion concerning the structure and operations of the College. This included the Design Caucus; members of the Core Board, including the Core Director; the Academic Affairs Committee; the Associate Dean for Outreach; and the Associate Dean for Research. In addition the Planning Committee examined the structures and operations of other colleges and universities throughout the country to serve as possible models.

Throughout the process, a broad range of concerns were addressed. The faculty and staff of the college evaluated and commented on this proposal and ultimately voted on a set of principles that constitute the core of this proposal and will be implemented through the reorganization process. The Faculty vote on these principles took place on September 30, 2011, via Access Plus, with 43 votes in favor and 6 against.

2.6 Reorganization Plan and vote. As a result of the vote on the principles that form the basis of the reorganization plan, the Liaison Council began to finalize the reorganization plan for the College. Drafts of this document were circulated among the members of the Liaison Council as well as college faculty and staff for an opportunity to evaluate and comment. Modifications were made to the document based upon the comments and suggestions received. The reorganization plan was presented to faculty and staff at a College of Design meeting held on October 31. From November 7 to November 14 members of the College evaluated and commented on the proposal. The vote on the reorganization plan was taken by Access Plus between November 14 and November 21. A total of 95 votes were cast of 153 eligible votes. Of the 95 votes cast, 72 votes were in favor of the reorganization plan, 17 were against and 6 abstained.

3. Strategic Advantages

Assumptions and Principles of the Reorganization. The goal of the reorganization process is to identify and/or create a more appropriate structure for the college to support the mission, values, and aspirations of the college. As the process and discussions proceeded, certain points of consensus were heard and from that a series of guiding principles were developed. They include:

- To contribute to solving some of the most important problems facing society by leveraging the experience and knowledge in all of our disciplines working together.
- To develop a culture of research and creative inquiry.
- To expand our reach nationally and internationally.

- To be “discovered” so that other colleges actively seek partnerships with our faculty and students. Iowa State University should be defined in part by the activities in the College of Design.
- To diversify our sources of revenue and minimize the impact of decreasing state appropriations.
- To increase the impact we have in communities.
- To continue to focus on excellence in terms of degree programs, teaching, research, and scholarship.
- To continue to graduate professionally successful students.
- To be bold, to take more risks, and to reward bold thinking and initiatives, accepting that there will be unsuccessful attempts.

The new structure must build strong programs, and to do so the structure must play to our strengths. We are all scholars but we vary in terms of our engagement in research, outreach, and pedagogy. Thus, the new structure must provide flexibility and must support who we are and what we do, not only now but also for the foreseeable future. An incentive-based environment for both teaching and research will maintain the culture and grow the operations of each program unit, and the faculty affiliated therein. Strong degree programs bring in tuition dollars and thereby become self-sustaining. Strong, self-organized research teams bring in research dollars that can be used to support graduate assistantships, and indirects from grants can also aid in providing additional resources to the college to support a variety of activities. Partnering with private companies and communities can help to support innovative teaching activities and creative scholarship for both students and faculty while enhancing the college’s outreach mission.

The College of Design believes that it must chart a new direction to develop and maintain strong disciplinary degree programs, while simultaneously developing strong interdisciplinary degrees and activities. The College also needs to recruit, develop, and tenure high-quality faculty, which can only be done with those functions completed at the department level. Programs also need to have curricular and fiscal autonomy and authority in program admission and graduation requirements, curriculum, and grading procedures. This means:

- Decision-making authority, responsibility, and access to resources must be aligned, transparent, and based upon a rationale.
- Interdisciplinary opportunities/activities should be voluntary (based upon incentives) rather than mandated.
- Committee obligations of the faculty should be minimized.
- The administrative structure should encourage collaboration among units.
- An interdisciplinary degree program should have independent decision-making authority over aspects of curriculum and budget.
- Departments and programs should have the ability to manage fiscal resources so that they can make decisions regarding strategic investments.

With these principles in mind, we propose the following organization for the College of Design.

4. Mission and Name

4.1 Mission. As part of its strategic planning and proposed reorganization, a new mission statement for the College may need to be crafted. While the actual mission will need to be discussed and finalized, the current mission statement should be used as a starting point: *The College of Design cares about the conditions in which humans live, regardless of economic, social, and cultural backgrounds, and strives to improve the quality of life for everyone.*

The current mission statement is attached as Appendix 6.3

4.2 Core Values. Core values in support of that mission include:

- A commitment to the land-grant mission of Iowa State University and to the people of the State of Iowa.
- A sense of academic and professional community that manifests itself every time there is an opportunity.
- Collaboration within and outside the college.
- Appreciation of multiple cultures and diversity.
- Interdisciplinary teaching, research, and outreach.
- Pride in the professional competency of our students and their abilities.

5. Administrative Organization and Implementation

5.1 Description of the College. The reorganization of the College of Design will enhance both its component disciplines and the College as a whole in order to reinforce shared values and aspirations as well as goals for the future. Since the department is the basic administrative unit within the university, this plan reorganizes the College into seven departments:

- Architecture
- Community and Regional Planning
- Graphic Design
- Industrial Design
- Integrated Studio Arts
- Interior Design
- Landscape Architecture

The seven departments will make the College of Design a center of creativity that values collaboration and is engaged with multiple constituencies. It will enhance the capacity and talent of the faculty and focus on core expertise in design, as well as increase recognition by other units across the university that design is critical for their activities. It will enable the College to intensify its focus on research and graduate education and promote itself as a holistic unit. In addition, the departments' collaboration will be encouraged by existing infrastructure, including the King Pavilion, an environment that fosters cross-disciplinary cooperation, as well as resources in the main building.

5.2 Dean's Office

(A diagram of the proposed organizational structure can be found in Appendix 6.4.)

5.3 *Departments.* The College will consist of seven departments:

- Architecture
- Community and Regional Planning
- Graphic Design
- Industrial Design
- Integrated Studio Arts (includes the areas of Integrated Studio Arts, Art History, Biological and Premedical Illustration, and Art Education)
- Interior Design
- Landscape Architecture

The term department is a widely recognized term within the university and beyond and departments are “the basic administrative unit within the university. It includes all staff members engaged in teaching, research, and extension activities related to that particular academic discipline. All members of the faculty are affiliated with at least one academic department. All tenured faculty hold tenure in a department (ISU Faculty Handbook Section 2.5). Thus all members of the faculty in the College of Design will be affiliated with an academic department and the seven departments will be the tenure home(s) for College of Design faculty.

Although the seven departments will collaborate and enrich each other, each department will remain in charge of their curriculum, promotion and tenure, and hiring. The seven departments will also be represented on Academic Affairs, Faculty Development, and Liaison Councils. In addition, according to Article II, Section 5 of the *Faculty Senate Constitution*: “Each department is entitled to one senator elected by the faculty of the department.” To that end each department will need to develop a Governance Document that includes information specific to their mission and governance domains, as well as policies and procedures of operation; it should parallel the type of information contained within the College’s Governance Document.

While some of the other councils and boards may be eliminated, combined, or restructured, College of Design faculty and students may be best served by partnerships between departments with common interests or “at-large” membership on some decision-making bodies, rather than requiring every department to be represented on all committees as had been the case previously.

Toward that end, the Liaison Council will initiate a Committee-on-Committees to review all college committees and make a recommendation by Spring 2012 to the faculty and staff concerning college committees.

5.4 *Department Chairs.* Each of the seven departments will be directed by a Chair. The Chair will be the chief academic officer of the department and will report to the Dean. The Chair is responsible for leading the overall work of the department in the areas of teaching, research, and service; preparing and administering the departmental budget; and

recommending personnel actions and merit salary recommendations. The Chair will also be responsible for the overall academic supervision of the department's students, as well as recruiting quality faculty and students, facilitating faculty development, developing and implementing quality academic programs, and advancing departmental resources and program quality.

5.5 Faculty. All faculty will hold their academic appointments in departments ("home department"). All matters of tenure and promotion will be decided according to the rules and procedures of the home department. Faculty members also may be identified with an interdisciplinary program. In such cases, the terms of the interdisciplinary appointment and its effect on the faculty member's responsibilities in the home department will be clearly outlined in the faculty member's PRS. The PRS, and any subsequent revisions to it, will be agreed upon by the faculty member, the department chair of their home department, and, when appropriate given the nature of the appointment, the director of the interdisciplinary program with which the faculty member is identified. Any change to the faculty member's responsibilities in their home department or interdisciplinary program will be reflected in a revised PRS. A department chair will be responsible for annual reviews and the promotion and tenure process. However, when the appointment includes participation in an interdisciplinary program, the interdisciplinary program director will be expected to contribute their assessment of faculty performance related to that program to the home department chair.

5.6 Promotion and Tenure Guidelines. In addition, the Liaison Council will request the Faculty Development Council to examine and propose a promotion and tenure process for faculty involved with interdisciplinary programs by Spring 2012. These policies and processes should be similar to and consistent with those processes already established in the departments, the College, and the university. In the meantime current Promotion and Tenure (P&T) policies will remain in place through spring 2018 for faculty already affiliated with the College of Design. Those faculty will have the option to utilize either the former or the newly established criteria during the transition period. Full transition to the new P&T Guidelines will be fully accomplished by Spring 2018. Any new faculty hired by the college after the approval of the reorganization plan will follow the new P&T Guidelines.

5.7 Interdisciplinary Program Directors. There are precedents to inform the organization of multidisciplinary programs at ISU. Most intercollegiate, multidisciplinary programs are administered directly by the Graduate College, have an identified faculty group that is responsible for establishing the curriculum, and have faculty that hold their academic appointments in "home" departments. In the case of these graduate intercollegiate programs, governance is typically by a defined faculty and a faculty chair or director, who typically reports to the Graduate College. The Graduate College's Graduate Council serves in an advisory capacity to the Dean of the Graduate College, approves new graduate programs, and establishes educational policies that govern graduate education throughout the College.

However, it should be noted that the College of Design has a long history of engaging in interdisciplinary programs. Part of our efforts with this reorganization focus on formalizing some of our existing programs (such as the common undergraduate first-year CORE program) and some new degree programs that have previously been administered under the umbrella of Design Studies. Under this organizational arrangement these programs were without standing with regard to hiring, curriculum development, or representation in shared governance. Within this reorganization process efforts have been made to formalize their standing with regard to curriculum development, resource allocation, and shared governance while enhancing their visibility within the College.

Borrowing somewhat from the model used by the university in the graduate college and based upon the College's history and intensions, it is proposed that each interdisciplinary program and degree in the College of Design will have a Director who is responsible for leading the overall work of the program in the areas of teaching, research and service; preparing and administering the program's budget; providing input on faculty hires and student and faculty recruitment; and leading faculty development including faculty reviews. The Director will be the main point of contact for students in the program and those seeking information about the program. Directors will have authority to initiate all transactions necessary to compensate and incentivize departments for their participation in the delivery of the curriculum, and will administer the budget associated with these transactions.

5.8 Interdisciplinary Program and Degrees and Affiliated Faculty. All interdisciplinary programs and degrees will have an identified faculty group that is responsible for establishing, advancing, and implementing the curriculum. The Director, in collaboration with this faculty group, will manage the resources allocated to that program for scholarship and faculty incentives.

5.9 Curriculum Development. The Liaison Council will request that the Academic Affairs Council examine and propose a curriculum review and approval process for interdisciplinary programs by Spring 2012. These policies and processes should be similar to, and consistent with, those already established in the college.

5.10 Policies and Procedures for Interdisciplinary Faculty and Students. The Liaison Council has requested the Design Caucus and the Student Affairs Council review policies and procedures and suggest any additions or modifications that may be necessary to accommodate and protect faculty and students affiliated with interdisciplinary programs by Spring 2012.

5.11 Scholarship, Research, Outreach & Creative Activities. Created in 1993, the Institute for Design Research and Outreach (IDRO) encompasses the research, extension, distance education, and outreach functions of the College of Design, working with outside organizations to address real-world problems and develop initiatives.

The College, with its new administrative structure, will be in a position to enhance its national leadership in all areas of scholarship, research, outreach, and creative activity. IDRO, as well as the efforts of faculty, staff, and students, both individually and in collaboration, will enable the College to continue to focus on scholarship that integrates design with problem solving as well as creative artistic expressions.

The Liaison Council will request the formation of a Review committee that in partnership with IDRO will assess its structure and operations and make recommendations concerning how those might be improved to support the College's research, outreach, and extension activities. The Review committee will also work with IDRO to create a plan for developing the necessary resources and personnel to support research within the College of Design by Fall 2012.

5.12 Governance. The Liaison Council will request the establishment of an ad hoc Governance Committee to examine and draft a new Governance Document for the College by Fall 2012. The governance document describes the college's mission, governance domains, governance structure, and other policies and procedures.

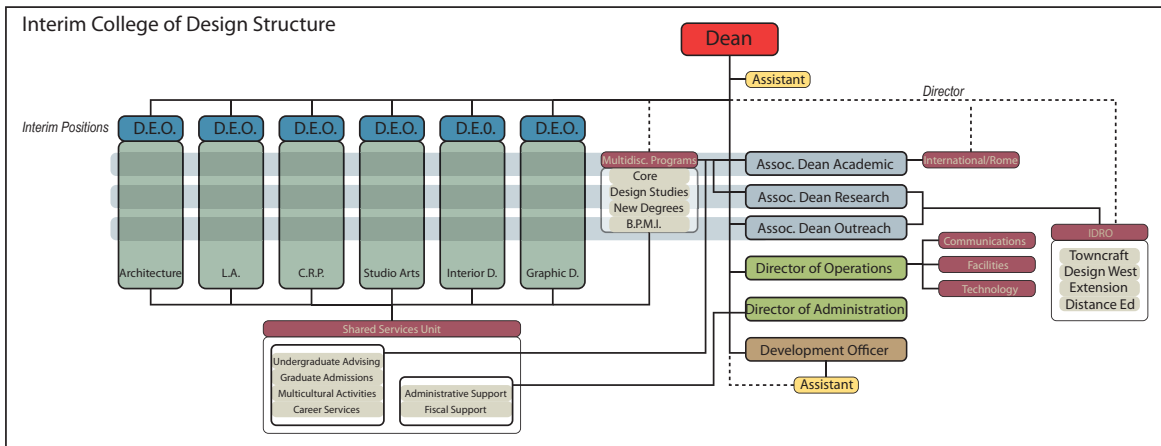
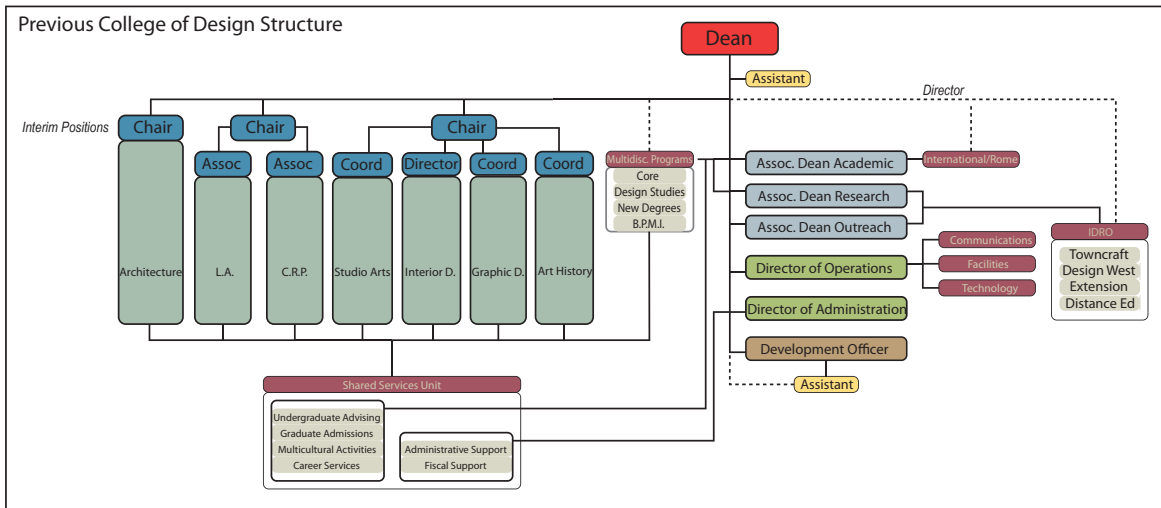
As noted in the discussion above, the issues regarding the implementation of this plan will be addressed by councils and committees established within the College of Design and recommendations shall be brought back to the faculty and staff for a vote. A timeline that denotes these activities can be found in Appendix 6.5.

Lastly, two years after this plan has been implemented in full, it is the intent of the Liaison Council to revisit the results of this reorganization to identify what aspects are working well and to recommend changes in order to improve the structure and administration of the College of Design.

6. Appendices

Appendix 6.1	Interim Organizational Structure Diagram
Appendix 6.2	Liaison Council Planning Committee Membership
Appendix 6.3	College of Design's Current Mission Statement
Appendix 6.4	Proposed Organizational Structure Diagram
Appendix 6.5	Implementation Timeline Chart
Appendix 6.6	List of Degrees offered by the College of Design

Appendix 6.1



Appendix 6.2

Liaison Council Planning Committee Membership

Name	Affiliation
Paul Anderson	Landscape Architecture
*Lori Brunner	Interior Design (2011-2012)
Susan Bradbury	Community & Regional Planning, Liaison Council Chair
John Cunnally	Art History
*Susan Erickson	Extension/IDRO
Lisa Fontaine	Graphic Design
Jamie Horwitz	Architecture
April Katz	Design Caucus Chair (2010-11)
Fred Malven	Interior Design (2010-2011)
Chris Martin	Integrate Studio Arts
Michael Miller	P&S Council Chair
Luis Rico-Gutierrez	Dean
David Ringholz	Industrial Design
*Gary Taylor	Design Caucus Chair (2011-2012)
Denise Vrchota	Faculty Senate Representative

*Indicates members added in May 2011.

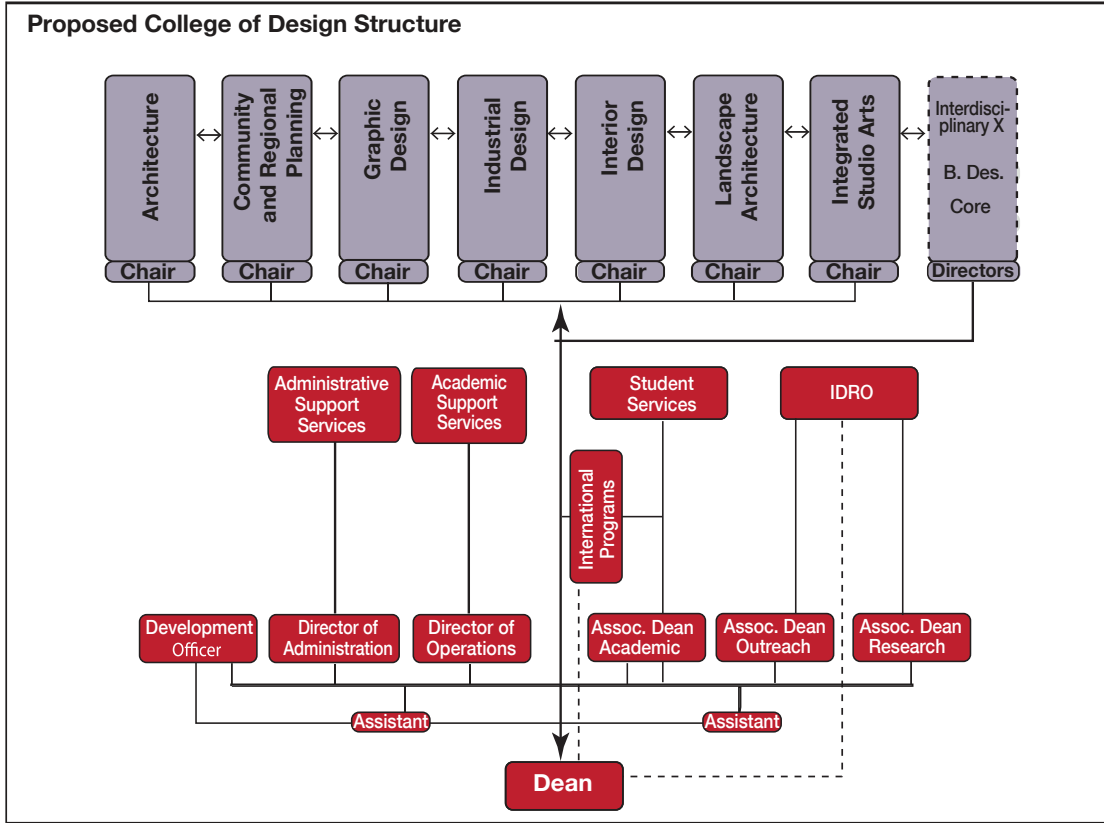
Appendix 6.3

College of Design Current Mission Statement

The College of Design derived its mission from the historical evolution of the design disciplines and the visual arts at Iowa State University. The mission, approved in 1977 when the Board of Regents established the College, is applicable today:

- To provide an organization for direct interaction among students, faculty and professionals involved in all aspects of the visual arts, design and the planning of structures, communities and environments;
- To improve educational opportunities for the increasing number of young people entering programs in the design professions;
- To provide opportunities for all students in the university to undertake studies in art, design and the built environment;
- To foster creative thought, scholarship and research on an interdisciplinary basis as well as on an individual basis;
- To serve as a design resource for the university, the community and the state.

Appendix 6.4



Appendix 6.5

COLLEGE OF DESIGN IMPLEMENTATION TIMELINE

ID	ITEM / TASK	Spring 2012	Fall 2012	Spring 2013
1	New mission statement may need to be crafted.			
2	Each department of the COD (new and existing) will need to develop a Governance Document			X
3	Each department is entitled to one senator elected by the faculty of the department			
4	Committee-on-Committees to review all college committees and make recommendations to faculty and staff	X		
5	Faculty Development Council to examine and propose a promotion and tenure process for faculty involved in interdisciplinary programs	X		
6	Current P&T policies will remain in place through to 2018 for existing faculty currently affiliated with COD to provide a transition time period between the new and old policies			
7	Academic Affairs Council to examine and propose <i>curriculum review</i> and approval process for interdisciplinary programs.	X		
8	Design Caucus and Student Affairs Council to review policies, procedures and suggest additions or modifications to accommodate and protect faculty and students affiliated with interdisciplinary programs	X		
9	Formation of a Research committee to make recommendations on structure and operations of IDRO, as well as develop a research plan for the College		X	
10	Establishment of ad hoc Governance Committee to examine and draft new Governance Document for the College		X	

Appendix 6.6

College of Design Degree Offerings

College of Design Undergraduate Degree Offering

Bachelor of Architecture

Bachelor of Arts in Art and Design - Art and Culture

Bachelor of Arts in Art and Design - Art and Design History

Bachelor of Design

Bachelor of Fine Arts in Graphic Design

Bachelor of Fine Arts in Integrated Studio Arts

Bachelor of Fine Arts in Interior Design

Bachelor of Industrial Design

Bachelor of Landscape Architecture

Bachelor of Science in Community & Regional Planning

Bachelor of Arts in Biological and Pre-Medical Illustration*

College of Design Undergraduate Secondary Majors

Environmental Studies*

International Studies*

College of Design Undergraduate Minors

Critical Studies in Design

Design Studies

Digital Media

Entrepreneurial Studies*

Environmental Studies*

Gerontology*

International Studies*

Technology and Social Change*

Sustainability*

* Indicates that the College of Design participates in these interdepartmental majors and minors.

College of Design Graduate Degree Offering

Master in Architecture
Master of Arts in Art & Design - Interior Design
Master of Art & Design - Graphic Design
Master of Art & Design - Environmental Graphic Design
Master of Community & Regional Planning
Master of Fine Arts in Interior Design
Master of Fine Arts in Graphic Design
Master of Fine Arts in Integrated Visual Arts
Master of Industrial Design
Master of Landscape Architecture
Master of Science in Architecture
Master of Science in Landscape Architecture
Master of Science in Transportation*

College of Design Graduate Double Degree Offerings

Master in Architecture/Master of Community & Regional Planning
Master of Architecture/Master of Business Administration
Master of Community & Regional Planning/Master of Business Administration
Master of Community & Regional Planning/Master of Landscape Architecture
Master of Community & Regional Planning/Master of Public Administration
Master of Community & Regional Planning/Master of Science in Sustainable Agriculture

College of Design Graduate Minors

Gerontology*

* Indicates that the College of Design participates in these interdepartmental graduate programs.

Report of
The Faculty Senate Oversight Committee
on the
Reorganization of the Academic Units of the College of Design

In July 2010, Faculty Senate President Mike Owen appointed Denise Vrchota (chair) (English), Pol Herrmann (Management) and Ann Marie VanDerZanden (Horticulture) to a committee to monitor the proposed reorganization of the academic units in the College of Design (COD).

The appointment of the oversight committee occurred after preliminary changes in the COD structure had already been made in anticipation of the reorganization. In 2009 and early in 2010, external factors that would serve to influence the reorganization process were identified as a result of a series of strategic planning forums. In the spring of 2010, the faculty and staff approved an interim structure that removed the four standing departments and resulted in seven interim programs aligned with the seven professional degree programs offered in the college. The interim restructuring was intended to allow the degree programs to examine their roles and responsibilities within the college in anticipation of the reorganization.

In the fall of 2010, Louis Rico-Gutierrez (Dean, COD) charged the college Liaison Council to serve as the Planning Committee for the reorganization. The Liaison Council membership is individuals elected from the COD departments. However, after being charged with the reorganization planning function, the Council voted to expand its membership for faculty representation that reflected the interim organization of the seven programs. Members of the Liaison Council are listed below with new members who were added May 2011 noted (*):

<u>Name</u>	<u>Affiliation</u>
Paul Anderson	Landscape Architecture
*Lori Brunner	Interior Design
Susan Bradbury (Chair)	Community and Regional Planning
John Cunnally	Art History
*Susan Erickson	Extension/IDRO
Lisa Fontaine	Graphic Design
Jamie Horowitz	Architecture
April Katz	Design Caucus Chair (2010-'11)
Fred Malven	Interior Design
Chris Martin	Integrated Studio Arts
Michael Miller	P & S Council Chair
Luis Rico-Gutierrez	Dean, COD
David Ringholz	Industrial Design
*Gary Taylor	Design Caucus Chair (2011-'12)

The Liaison Council met alternate weeks with reporting of the Council's activities at monthly college meetings. Vrchota attended the Liaison Council meetings from Sept. 2010 – May 2011. (For fall semester 2011, none of the oversight committee members was available to attend Council meetings.) A website accessible to COD constituents only was constructed and provided information about Liaison Council discussions to that audience. During regularly scheduled college meetings, faculty and staff were kept apprised of Liaison Council discussions.

After the initial charge to assume planning for the reorganization, the Liaison Council made these decisions:

- 1) Survey faculty and staff to obtain feedback regarding the proposed reorganization;
- 2) Work through college standing committees to facilitate discussion of structure and identify issues and concerns from those groups;
- 3) Examine structure of design programs at fourteen institutions for insights regarding potential restructuring issues and ideas.

The survey was administered to the faculty and staff in November 2010. 62% (73/118) of the faculty responded. The survey assessed faculty views quantitatively and qualitatively regarding important components of faculty life before and during the reorganization. On the basis of the survey results, the Liaison Council agreed to proceed with plans to develop a shared vision and common goals for the college while proceeding to develop a new structure for the COD.

Concurrently, focus groups were held with specific groups such as faculty in specific interim programs, interim directors, staff, students, and the college Advancement Council. The Liaison Council also consulted with other groups within the college such as the Core Board, the Academic Affairs Committee, and the COD Institute for Design Research and Outreach.

Initial elements of a possible new structure emerged during a Liaison Council meeting on February 16, 2011. As the semester progressed a total of ten proposals had been developed by individual Liaison Council members and faculty. During three forums in April (12, 20, & 27) the proposals were presented and discussed. Additional discussions were sponsored by the COD Caucus and facilitated by senators. Other opportunities were made available to allow individuals to express their views of the proposals; among them, a channel for anonymous e-mails to the college website, comment cards with drop boxes located throughout the COD building, etc.

During the summer, the Liaison Council examined the commonalities of the ten proposals as well as the ways they differed. At a COD retreat held on August 17, 2011, their findings were reported and resulted in consensus regarding these issues:

1. The interim programs would become departments with authority over the curriculum, hiring, and promotion and tenure decisions;

2. The resulting departments would have representation on the college Academic Affairs Committee, the Faculty Development Council and the Liaison Council. Other college standing committees would be examined and modified or eliminated per terms of the reorganization proposal.

On the basis of these and other decisions made at the retreat, a set of nine principles emerged that became the foundation of the reorganization plan. A college vote of the principles on September 30, 2011, at which 40% of the faculty voted, resulted in approval of the principles (43-6). At regularly scheduled college faculty meetings throughout the fall, the faculty continued to discuss and refine the principles and the reorganization plan. An anonymous electronic faculty vote of the plan occurred during the week of November 15 – November 21, 2011. 77 of the 122 eligible faculty, or 63.1%, voted. Of these, 64 faculty (83.1% of voting faculty) approved the plan, 10 faculty voted “no” and 3 abstained. The matrix (below) reports results according to the four original departments. Faculty rank or other demographic information of voters is not reported as this would violate confidentiality in some departments:

Department	“Yes” Vote	“No” Vote	Abstain
Architecture	19	4	2
Art & Design	31	4	0
Community & Regional Planning	8	1	0
Landscape Architecture	6	1	1

According to the *ISU Faculty Handbook*, Section 2.7, Policy for Academic Reorganizations, the oversight committee concludes the process resulting in the proposed reorganization plan followed established policy.

Respectfully submitted,

Faculty Senate Monitoring Committee

Denise Vrchota, Assistant Professor of Communication Studies/ English (Chair)

Pol Herrmann, Associate Professor of Management

Ann Marie VanDerZanden, Professor of Horticulture and President-elect, ISU Faculty Senate