# 2016-2017 College of Education Reorganization

# Final Committee Report & Proposal

March 3, 2017

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# Executive Summary

### Context of 2016-2017 Reorganization

In Winter 2016, in direct response to concerns voiced by faculty, staff, and students about the current CoE structure, College leadership decided to re-open the reorganization process begun in 2012. UW Organizational Excellence facilitated the reorganization work along with a committee representing diverse viewpoints, roles, and ranks within the CoE. A charter (reviewed by Faculty Council) guided the reorganization process.

### Part I: Analysis & Options

The committee reviewed the report of the College Decennial Review, conversations from faculty retreats, and experiences within the College. The committee focused on four key questions:

1. How can the College organize its academic programs, administrative functions, and governance structure to maximize efficiency, collaboration, and communication?
2. Where do collaborative synergies occur that can maximize use of existing faculty resources?
3. How can undergraduate and professional program interests/needs be integrated into the academic program units that, for the most part, focus on graduate education?
4. Given discussions on establishing mid-sized groups: What groupings are recommended? What do we stop doing in current groups and what do we start doing in new groupings? What are roles & responsibilities?

### Work of Mid-level Groups

A consensus emerged that the missing structure in the College was mid-level groups, that is, entities that brought together similar programs or pathways into larger groupings. With input from faculty, staff, and students, the committee identified the following four roles of the mid-level groups:

- Supporting the College: Provide a scholarly identity, voice for smaller programs, platform for CoE business
- Facilitating cross-program collaboration: Enacting CoE policy, designing curriculum, "birds-eye view" of issues like P&T
- Supporting faculty: Mentoring, identity, collaboration
- Supporting students: Belonging in broader community, interdisciplinary collaboration

In addition, the committee identified the following assumptions about the mid-level groups:
- Undergraduate teaching would be expected across all mid-level groups.
- College-level fiscal considerations allow no more than four mid-level groups
- Groups should have roughly equal size, but group size should not drive the decision-making process. Rather, we should ask, "Do groups of a certain size help solve the problems identified through this process?"
- Groups should have representation across ranks (i.e., all mid-level groups should have individuals eligible for leadership roles)
- Leadership of mid-level groups would be compensated, but the nature of that compensation is yet to be determined

## Structure of Mid-level Groups

In summer 2016, following a multi-stage group process, the committee identified three promising options for the CoE reorganization. Each option considered intellectual affiliation and/or external audience, as well as program size. Options were shared with faculty and staff in August and September 2016 and with students during Fall term 2016. Committee leaders arranged meetings with CoE fiscal, HR, TEP Directors, Undergraduate program faculty, College Leadership Committee, staff, and students for additional feedback.

The Fall 2016 Faculty Retreat (September 2016) focused on the options and provided space for extensive discussion about the reorganization and the merits of each option.  A consensus emerged from the retreat to develop an implementation plan for one of the options, referred to colloquially as "Fern."

## Part II: Implementation and Details

Following the faculty retreat, the committee was partially reconstituted - some members ended their service, and other committee members closer to the implementation work were brought on board.  The committee then began the work of discussing the details of implementation, including (but not limited to) [a] roles of the mid-level groups and the leadership (chairs) of those groups, [b] how intellectual cohesion would get enacted in the new structure, and [c] budget and human resources responsibility, and [d] staffing implications for the new structure. Those issues are described in detail in the following pages of this report.

**Transitional and Full Implementation**

The committee is recommending a transitional implementation during Spring quarter 2017, where the new Areas will meet and begin conducting business under the leadership of the Chairs, but with support from Associate Deans.  During this period the Chairs will not yet have instructional budget or staffing responsibilities.  This transition period will give all involved an opportunity to experience the new groupings and identify matters that need further discussion and resolution going forward.  We realize that all the intimate issues of the reorganization will not have been decided, but we recognize that our College community is eager to move forward.  We will learn and adapt as a we move into the new structure.

We anticipate a full implementation of the new structure in Autumn quarter 2017, with Chairs having increased responsibilities and the new Areas empowered to conduct College business.

# Introduction & Purpose: The Re-Org Story

## Phase I: Analysis & Options

Context of 2012 Reorganization Efforts

In 2012, the CoE engaged in a reorganization process that lead to the dissolution of the former "areas" and introduction of three Divisions - Professional Studies, Graduate Studies, and Undergraduate Studies.  For many faculty, staff, and students, however, the 2012 re-org had unintended consequences. Several key concerns have been raised since the 2012 re-org and were identified in the 2015-2016 Decennial Review:
- Lack of a "home" or identity for faculty and students
- Lack of communication mechanisms for A.D.s and College leadership for issues that affect more than one program but do not affect the entire faculty
- Lack of mentoring and socialization of junior faculty
- Lack of clear communication mechanisms related to teaching loads, course releases, and teaching needs (graders, etc.)
- Few opportunities for course planning within and across programs
- Difficulties communicating our structure to external audiences
- Confusion over roles and functions of divisions
- Few mechanisms for proposing new positions, hiring, etc.

A committee was formed to represent diverse viewpoints, roles, and ranks within the CoE:
- Mary Clevenger-Bright, Lynn Dietrich, Katie Headrick-Taylor, Martin Howell, Tammy Jez, Kathleen J. Kuhl, Kathleen Artman Meeker, Jessica Rigby, Elizabeth A. Sanders, Manka Varghese, Joy Williamson-Lott, Kenneth Zeichner

Phase I: Analysis & Options

The Reorganization Committee met twice per month throughout Winter and Spring quarters of 2016 and convened for a series of four 4-hour meetings during summer 2016. With the
- Lack of support for small programs

With new College leadership, new programs, and an influx of new faculty, the CoE had an ideal opportunity to finish the re-org that was started in 2012 and to address the lessons that were learned since 2012.

Current 2016-2017 Reorganization

In direct response to concerns voiced by faculty, staff, and students about the current CoE structure, three senior members of the College volunteered to re-open the reorganization process:

- Manka Varghese, Faculty Council President 2015-2016
- Joy Williamson-Lott, Associate Dean of Graduate Studies
- Martin Howell, Assistant Dean for Academic and Student Affairs

UW Organizational Excellence was called upon to facilitate the current re-org work.  A facilitation of Organizational Excellence, the committee engaged in the following steps:

**Identifying problems to solve:** The committee reviewed the report of the College self-study, conversations from faculty retreats, and experiences within the College. Key problems to solve were identified and the Committee focused on four key questions:

1. How can the College organize its academic programs, administrative functions, and governance structure to maximize efficiency, collaboration, and communication?
2. Where do collaborative synergies occur that can maximize use of existing faculty resources?
3. How can undergraduate and professional program interests/needs be integrated into the academic program units that, for the most part, focus on graduate education?
4. Given discussions on establishing mid-sized groups: What groupings are recommended? What do we stop doing in current groups and what do we start doing in new groupings? What are roles & responsibilities?

**Developing group charter:** A _____

    d.   Supporting students: Belonging in broader community, interdisciplinary collaboration

The job description was drafted and shared with CoE stakeholders. Faculty Council and ASCE both reviewed and provided feedback. The job description was also shared at the May CoE faculty meeting and at a meeting for staff from across the CoE.

**Determining essential criteria for decisions about mid-level group structure:** The committee identified criteria that may influence the formation of mid-level groups. Possible criteria included:

    a.   Number of students
    b.   Number of faculty
    c.   Amount/type of research
    d.   Shared course responsibilities
    e.   Intellectual affiliation
    f.   External audience
    g.   Purpose of the program (degree granted, certificate, etc.)
    h.   Partnerships/relationships (school districts, university)
    i.   Research centers
    j.   Topical affiliation

These criteria were presented to groups of CoE stakeholders (faculty, staff, ASCE). Groups were asked to rank their top 3 criteria. Across groups, consensus emerged around (a) intellectual affiliation, (b) purpose of the program, and (c) external audience. The reorganization committee considered all stakeholder input, ranked the criteria, and prioritized intellectual affiliation and external audience.

**Operationalizing the prioritized criteria:** The reorganization committee used the mid-level group job description to operationalize two of the prioritized criteria (intellectual affiliation and external audience). We also asked faculty to operationalize the criteria by telling us what intellectual affiliation looked like. Throughout this process, the committee wrestled with narrowing the definition of mid-level groups. During this stage, the concept of Special Interest Groups (SIGs) was introduced. We used the criteria to begin visioning potential mid-level groups that met those criteria.

**Identifying value tensions and discussion points:**

    a.   Should mid-level groups prioritize close topical alignment or interdisciplinary coordination?
    b.   How important is equity in terms of group size/ number of faculty?

c. Should we prioritize internal operations or external audiences? How do we make sure our organization makes sense to potential students, faculty, and staff? How does web representation help us?

d. What can be learned from peer institutions? How much should we focus on what currently exists vs. what could or should exist? How do we organize in a forward-leaning way?

e. What about *individuals* who were hired because of their interdisciplinary work and those that straddle multiple programs?

f. What about *programs* that cross multiple potential mid-level groups?

g. What is the role of the leader?

h. How fast should this transition happen? How do we weigh the benefits of getting this information out quickly to prospective students and faculty hires vs. the need to take time creating the structures?

**Identifying operating assumptions:**
a. Undergraduate teaching would be expected across all mid-level groups

b. College-level fiscal considerations allow no more than four mid-level groups

c. Groups should have *roughly* equal size, but group size should not drive the decision-making process. Rather, we should ask, "Do groups of a certain size help solve the problems identified through this process?"

d. Groups should have representation across ranks (i.e., all mid-level groups should have individuals eligible for leadership roles)

e. Leadership of mid-level groups would be compensated, but the nature of that compensation is yet to be determined

**Proposing mid-level groups:** During summer 2016, the committee engaged in a series of exercises to identify potential mid-level groupings. We followed a multi-stage process:
a. Reviewed the structure of 10 peer institutions (Columbia, UCLA, UC Berkley, Stanford, Univ of Colorado, University of Illinois, University of Michigan, University of Pennsylvania, University of Wisconsin, Vanderbilt)

b. Open-ended sorting: In small groups, committee members attempted to sort programs into mid-level groups. The goal of this exercise was to identify the tensions and issues in sorting.

c. Sorting by intellectual affiliation: In small groups, the committee attempted to sort programs by intellectual affiliation. This process lead to one key realization: it was difficult to create groups of roughly equal size when considering intellectual affiliation alone. We also identified some philosophical tensions between intellectual affiliation and shared work (i.e., how should faculty who contribute to the three TEP programs be connected in the structure?)

d. Sorting by external audience: The committee felt most energized when sorting by external audience. This process seemed to make the mission of the mid-level groups more clear.

e. Sorting into three groups: The committee organized the College's academic programs into three groups as a way to force us to move from the familiar four groups we've had in the past and to look for greater intellectual alignment across the College.

f. Refining with careful attention to faculty count: The committee considered each previous sorting iteration and took into account number of individual faculty within programs

**Sharing proposals with faculty, staff, and students:** The committee identified three promising options for the CoE reorganization and shared those via a Qualtrics survey asking faculty and staff to provide input during August 2016. Options were shared with students during Fall 2016. Each option had pros and cons, but the options were carefully crafted to meet the varying criteria identified by faculty, staff, and students. The committee leadership arranged meetings with CoE fiscal, HR, TEP Directors, Undergraduate program faculty, College Leadership Committee, staff, and students.

The Fall 2016 Faculty Retreat (September 2016) focused on the options and provided space for extensive discussion about the reorganization and the merits of each option.  A consensus emerged from the retreat to develop an implementation plan for one of the options (referred to colloquially as "Fern") with the understanding that four significant issues would be addressed:

1. Creating a structure to foster cross group scholarly collaboration
2. Sustainably structuring the intellectual and pragmatic work of teacher education across the college
3. Integrating and sustaining undergraduate programs and responsibilities in the groups
4. Defining how power and responsibility will be enacted in and across groups

## Phase II: Implementation & Details

A new committee was constituted to work on implementation issues. That included issues regarding budget, HR, course planning, integrating professional and undergraduate programs into the work of the mid level groups, and governance. The committee identified short term and long term questions that needed to be addressed before moving into the new groups.

The committee is recommending a transitional implementation during Spring quarter 2017, where the new Areas will meet and begin conducting business under the leadership of the Chairs, but with support from Associate Deans.  During this period the Chairs will not yet have instructional budget or staffing responsibilities.  This transition period will give all involved an opportunity to experience the new groupings and identify matters that need further discussion and resolution going forward.  We realize that all the intimate issues of the reorganization will not have been decided, but we recognize that our College community is eager to move forward.  We will learn and adapt as a we move into the new structure.
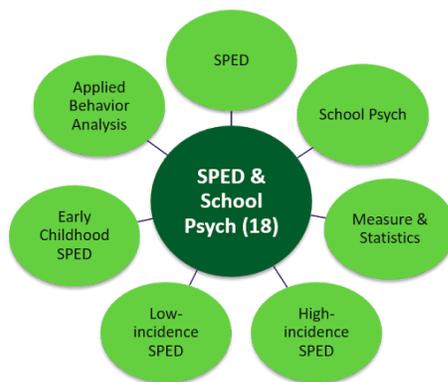
We anticipate a full implementation of the new structure in Autumn quarter 2017, with Chairs having increased responsibilities and the new Areas empowered to conduct College business.

Faculty, staff, and students will be asked to evaluate the new organizational structure (how it is working, how it can be improved) during the 2017-2018 academic year.
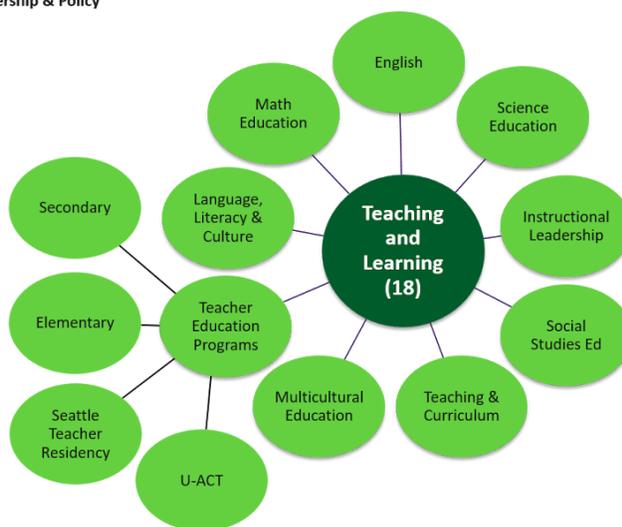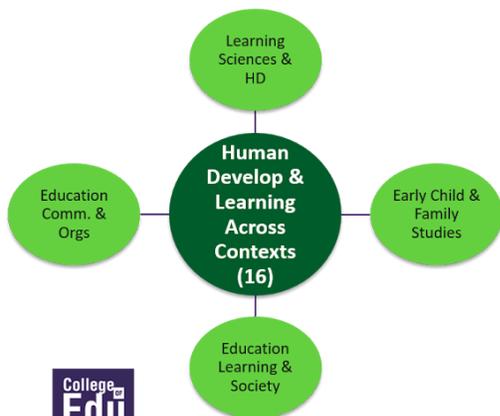
## Proposed Model

The proposed model, known colloquially as "Fern," consists of four large new Areas comprised of faculty from related programs.

| Area w/Proposed Name | Programs |
|---|---|
| Human Development & Learning Across Contexts | ● Learning Sciences and Human Development<br>● Early Childhood and Family Studies<br>● Education, Communities, & Organizations<br>● Education, Learning, & Society |
| Social Foundations, Leadership, & Policy | ● Social and Cultural Foundations<br>● Higher Education<br>● Organizational & Policy Studies<br>● Education Policy<br>● Intercollegiate Athletics Leadership<br>● Leadership for Learning<br>● Danforth Principal Preparation Program |
| Special Education & School Psychology | ● General Special Education<br>● School Psychology<br>● Measurement & Statistics<br>● Applied Behavior Analysis<br>● High-Incidence Special Education<br>● Low-Incidence Special Education<br>● Early Childhood Special Education |
| Teaching & Learning | ● Multicultural Education<br>● Social Studies Education<br>● Science Education<br>● Mathematics Education<br>● English Education<br>● Instructional Leadership<br>● Language, Literacy, & Culture<br>● Teaching & Curriculum<br>● Elementary Teacher Education<br>● Secondary Teacher Education<br>● Seattle Teacher Residency<br>● UW Accelerated Certification for Teachers |

## SFLP* (18)

- Intercollegiate Athletics Leadership
- MEP
- Leadership for Learning
- Education Policy
- Danforth
- Org & Policy Studies
- Social & Cultural Foundations
- Higher Education

*Social Foundations, Leadership & Policy

## SPED & School Psych (18)

- SPED
- Applied Behavior Analysis
- School Psych
- Early Childhood SPED
- Measure & Statistics
- Low-incidence SPED
- High-incidence SPED

## Human Develop & Learning Across Contexts (16)

- Learning Sciences & HD
- Education Comm. & Orgs
- Early Child & Family Studies
- Education Learning & Society

College of Education

## Teaching and Learning (18)

- English
- Math Education
- Science Education
- Secondary
- Language, Literacy & Culture
- Instructional Leadership
- Elementary
- Teacher Education Programs
- Social Studies Ed
- Seattle Teacher Residency
- Multicultural Education
- Teaching & Curriculum
- U-ACT

# Role(s) of the Area and the Chair(s)

The Reorganization Committee elaborated on and operationalized the goals of the new Areas and the role of the Chairs that were developed early on in the process.

What is below describes the function of these new areas and the scope of work these groups will engage in together. It also describes how the Chairs of new areas will support this work. The new Areas are places where norms and routines for intellectual and collegial work are reinforced, student needs are addressed, and programmatic work is coordinated. Chairs facilitate these activities and, in addition, help align the work of their areas with the larger concerns of the College.

The functions of the new areas and Chairs are broken down into four categories: Supporting the College, Facilitating instructional programming, collaboration, and coordination, Supporting faculty, and Supporting students.

| Area Purpose | Details | Role of Chair |
|---|---|---|
| **Support the College** | *Attend to the college mission, vision and strategic plan* | ● Meet regularly with other chairs to discuss common issues related to the College's mission<br>● Meet with college leadership (including dean, associate deans, assistant deans and directors)<br>● Communicate changes in university policy/context as they relate to the work of the Areas, gather input from Areas as necessary to provide feedback to College leadership |
| | *Participate in instructional resource allocation planning and management within and across MLGs* | ● Assist ADs with planning and managing instructional budgets (in time chairs will assume most responsibility for resource allocation)<br>● Assist college leadership in |

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| | | exploring possible areas of growth (instructional and otherwise)<br>● Foster innovation and new approaches that help the college stay current and forward thinking |
| **Facilitate instructional programming collaboration and coordination** | *Enact College Policy* (teaching, research, students), for example with regard to:<br>● Defining core classes<br>● Expectations for student<br>● Course releases | ● Create a space within area meetings for discussion and deliberation, particularly as they relate to cross program offerings |
| | *Guide Curriculum Planning*<br>● Curricular coordination between closely allied programs within or across Areass<br>● Consider undergraduate, professional, and graduate program needs and issues in the work of Areas<br>● Consider multiple program impacts as decisions are made<br>● Cross-listed courses (development, timing) | ● Motivate and hold accountable individual faculty for being responsible for 420/4-5 courses and for the whole (workload committee is completing a document that should be helpful; it will take into account senior lecturer loads)<br>● Balance innovative programming/courses with fiscal realities; help faculty create forward-leaning programs and course offerings<br>● Provide accountability for meeting deadlines (re: course planning)<br>● Consult with the Area regarding adjunct teaching needs and coordinate final decisions and hiring with the ADs<br>● Ensure that Areas and programs are considering undergraduate, professional, and graduate offerings |

| | | |
|---|---|---|
| | | ● Field questions from support staff re: course planner and time schedule (EXCEPT for undergraduate and professional program planning)<br>● Initiate 'blue form' (hiring forms) for adjuncts in conjunction with ADs (EXCEPT for undergraduate and professional programs); ADs continue to have signature authority<br>● Act as a first go-to person for adjuncts teaching courses in their Areas (EXCEPT for undergrad and certificate programs) |
| **Support faculty** | *Create community in which faculty feel supported and heard* | ● Create space in Area meetings to share creative work, learn from each other, and seed possible collaborations |
| | *Hold general mentoring conversations around P&T and for those at the assistant and associate ranks as well as general mentoring conversations for senior lecturers* | ● Select a member of promotion committees<br>● Contribute to merit process through file review<br>● Provide feedback, as requested, for those interested in mentoring toward promotion |
| | *Guide interdisciplinary collaboration for research and teaching* | ● Provide opportunities for faculty to seed collaboration |

| | | |
|---|---|---|
| | *Conduit of information to/from Faculty Council* | ● Assisting and facilitating work assigned by Faculty Council |
| | *Provide a scholarly/intellectual home in which to build a shared identity for faculty, students, public* | |
| | *Provide support/voice for smaller programmatic groups* | ● See curriculum planning above |
| **Support students** | *Foster sense of community between programs with shared interests, values, concerns* | ● Create opportunities for discussion about advising norms, expectations for student milestones, students of concern, etc.<br>● Ensure timely decision-making regarding admissions; identify faculty in each program to be admissions lead<br>● Keep the public face of the Area current on the College website and accessible to students, families |

# Implementation / Transition:  Timeline and Process

**Timeline and Key Dates**

- March 3: Present final report/proposal at Faculty Meeting
- March 6: Information session with ASCE
- Week of March 6: Information sessions with staff and faculty
- Week of March 13: Faculty vote (advisory to the Dean) on proposed reorganization structure
- Week of March 20: Dean review and approval
- Spring Quarter: (assuming positive faculty vote and Dean's approval) Transitional implementation of new organizational structure.  Two scheduled meetings of new Areas, on Fridays, one in April and one in May
- Autumn Quarter: (assuming positive faculty vote and Dean's approval) Full implementation of new organizational structure.  Assessment activities to identify inefficiencies and recommend adjustments.

**Suggested new Area Meeting Agenda Topics for Spring 2017**

- Name for the new Area
- Discussing how the new Area will interface with Faculty Council
- Future hiring—including cross-program hiring
- Short description of each person's current research and/or courses
- Learn about the different commitments of the new Area with respect to graduate, undergraduate, and professional programs, as a way to insure all divisions are represented
- Begin thinking about course planning for 2018-2019 and possible coordination and opportunities across programs
- Discuss meeting dates for 2017-2018 (two per quarter)
- Area specific topics, as determined by the Area members and chair

# Thinking through Intellectual Cohesion

**Where we are:**
Currently, intellectual cohesion is bound by participation in programs and units (former Areas). Intellectual cohesion is built on the possibility or chance that faculty will create or develop collaborations (possibly multidisciplinary work) but there is limited and/or no structured time to sustain or develop such work. It would be fruitful to learn more about the types of networks that exist within the college to learn where such collaborations exist and how they came to be. Perhaps collaborative work is more dependent on specific scholars and not necessarily units of organization. Some understanding of this dynamic would be helpful to better understand how we can potentially catalyze collaboration given our unique forms of organization.

**Where we would like to be:**
*Intellectual cohesion (IC):*
Involves purposeful collaboration and possibly knowledge production (e.g. co-authorship, project development). IC involves shared intellectual histories (e.g. shared orientations to learning, teaching, methodologies, research approaches). A byproduct of IC is the ability to have flexibility and fluidity to meet multiple goals/objectives. This means being responsive to familiar and emergent needs. These include addressing/supporting individual faculty professional goals, student advising and mentorship, as well as programmatic goals.

**Faculty**:
Mentorship and socialization into the profession across all levels (with the recognition that the needs vary for faculty pursuing promotion or reappointment). There is a need to provide systematic and consistent opportunities for faculty to develop an intellectual identity and cross-affiliation in the college. These are unanswered questions that we feel would be best determined in and across areas.

- Are annual reviews a place to document and sustain mentorship opportunities? Perhaps faculty (across all ranks) can comment on how they have supported/served or received mentorship throughout the year. Who they met with? Frequency? Nature of support received/provided? Mentorship Cycle (Initial Meeting and Follow-Up meeting(s)?
- Can the new Areas integrate mentorship as a regular agenda item?
- Opportunities for professional development (there is a void in this area but yet individual faculty have specific needs. Also, faculty need focused professional development to learn, develop, and sustain collaborative work). Is it possible to structure "common time" outside of faculty meetings?

**Student Advising and Mentorship**:
Developing protocols (potentially a model) to support students' socialization into the College and beyond (e.g. academia, research, teaching, etc.)

- Redistribution of advising duties and rethinking ways to develop systematic supports across various programs.
- Streamlining the academic experience in the MEd programs (cohort approach?)
- Including undergraduate and graduate students in ongoing research projects.

**Moving forward:**
We recognize that expanding the meaning of intellectual cohesion will require a change in the way we currently organize ourselves (collective vs individual work- teaching, scholarship, advising, etc.) as well as a shift in how we think about a unit. It seems like our current institutional structures place a high value on individuals (e.g. ABB, teaching, etc.). We anticipate that these new areas will account for collective work differently. We also anticipate that our institutional values will change to accommodate our desired goals to achieve greater intellectual cohesion.

## Staff Support Plan for Areas

It is clear that the Areas - and their corresponding chairs - will need some support from the Academic Support Team (AST).  Not clear, however, is exactly what kind of support they will need.  While we can anticipate some support needs - meeting minutes, admission decisions, instructional appointments, and so on - we cannot determine all needs until we have a full understanding of the full range of work undertaken by the new Areas and the Chairs.

For that reason, we will delay the implementation of any new staffing support patterns until after the spring quarter transitional implementation.  During Spring quarter, we will map existing staff support patterns onto the new Areas:

1. The AST member currently supporting Special Education and Curriculum & Instruction will support the *Special Education & School Psychology* and *Teaching & Learning* Areas (minus Teacher Education);
2. The AST member currently supporting Educational Leadership & Policy Studies and Educational Psychology will support the *Social Foundations, Leadership, & Policy* and *Human Development & Learning Across Contexts* Areas (minus the undergraduate majors and minors);
3. The AST member currently supporting Teaching Education will continue to support *Teacher Education*; and
4. The AST member currently supporting Undergraduate Programs will continue to support *Undergraduate Programs*.

This is illustrated on the next page.

We recognize that this reorganization presents an opportunity to reassess support staff patterns and FTE levels that have been place since before 2012.  As we move through Spring and Autumn quarters we will remain mindful of shifts in workload that have occurred in the intervening years.

**Existing Staff Support Patterns Mapped Onto New Areas:**
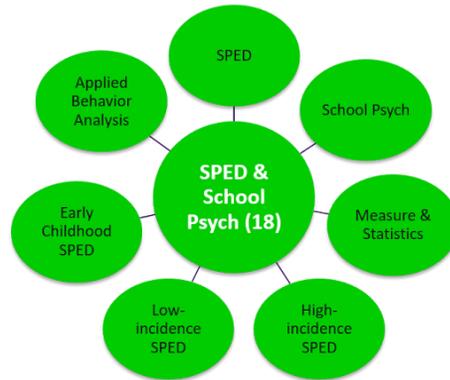


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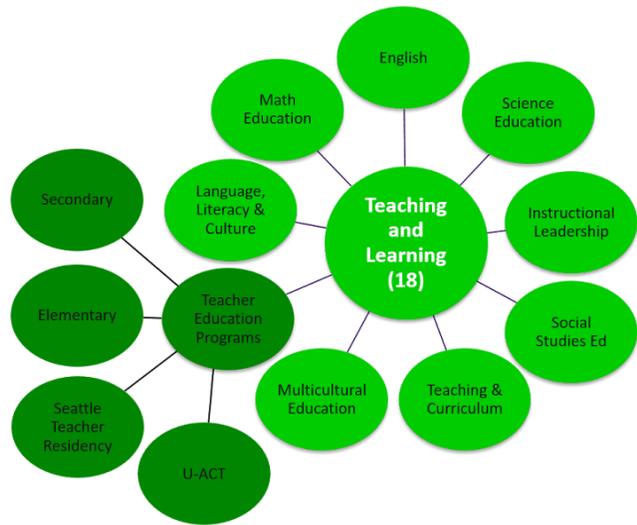
# Following Through: Data Collection for Reflection & Improvement

We view Spring 2017 and indeed most of the 2017-2018 academic year as a transitional period in which the College community will identify aspects of the new organizational structure that can be improved. We expect various College constituents to participate in this reflection and improvement process including Faculty Council, the Deans, faculty, staff, and students.

We propose that Faculty Council assume primary responsibility for this work and designate an ad hoc committee composed of faculty, staff, and students to lead the collective effort.

This committee could, for example, review the roles and purposes identified for the new Areas and ask how well the new Areas are:

- Supporting the College
- Facilitating cross-program collaboration
- Supporting faculty
- Supporting students

Our work consultants from Organizational Excellence leads us to recommend that they be employed to assist with this undertaking.

## Couldn't Have Done it Without You: Credits & Acknowledgements

We are immeasurably grateful for the many individuals who have given their time and energy to this reorganization effort by attending meetings, providing data, leading discussions, and other important functions.  There is no way to list everyone who made a contribution, but we do wish to thank especially the following individuals who served on the reorganization committees:

Phase 1 Committee Members:
- Mary Clevenger-Bright
- Lynn Dietrich
- Katie Headrick Taylor
- Martin Howell
- Tammy Jez
- Kathleen J. Kuhl
- Kathleen Artman Meeker
- Jessica Rigby
- Elizabeth A. Sanders
- Manka Varghese
- Joy Williamson-Lott
- Kenneth Zeichner

Phase 2 Committee Members:
- Filiberto Barajas-López
- Lynn Dietrich
- Bernadette Dwyer
- Katie Headrick Taylor
- Roberta Hilton
- Martin Howell
- Tammy Jez
- Patrick Sexton
- Joy Williamson-Lott
- Mark Windschitl

This effort would not have moved forward, nor would it have ever come to a conclusion, without the invaluable guidance of our consultants from Organizational Excellence:

- Jeff Fillmore
- Jeanne Semura

Finally, a thank you to Dean Mia Tuan and Faculty Presidents Manka Varghese (2015-2016) and Sue Nolen (2016-2017) for their thoughtful contributions and for giving us time for updates and conversations during faculty meetings and leadership meetings.