

Collegiate Structures Working Group Final Report

June 24, 2021

1. Overview of the Collegiate Structures Working Group (CSWG)

A motion in the Spring 2020 Faculty Assembly resulted in an affirmative vote to create a working group to consider points related to potential restructuring of the College of Design:

MOTION: *To request that the dean form an ad hoc committee to structure the thinking process around the project of reorganizing the college, which would include helping the college community to focus and find consensus on the questions, issues and opportunities related to reorganization. The committee would regularly bring their work to the full faculty for feedback, and their work product would advise the dean on the decision of how to restructure. The committee should include staff as well as faculty, and should broadly represent the range of academic programs.*

As per the motion to create a committee that broadly represent CDES faculty, staff and programs, the following group was formed by the Dean:

Aaron Amosson: Adjunct faculty
Mike Christenson: Architecture, graduate program administration
Sue Chu: Graphic Design, college leadership
Missy Collins: Research Centers, administration
Stephanie Dilworth: Budget/Finance, college leadership/administration
Brad Holschuh: Apparel Design, intercollegiate program administration
Hyunjoo Im: Retail Merchandising, graduate program administration
Barry Kudrowitz (chair): Product Design, Faculty Assembly
Kristine Miller: Landscape Architecture, departmental leadership
Trevor Miller: Strategy & Advancement, college leadership/administration
Mia Riza: Human Resources, college leadership (***joined April 6th, 2021***)
Chris Schlichting: Student Services
Stephanie Zollinger: Interior Design

The Committee met weekly for 1.5-2 hours for one year. The original charge included a completion date of November 2020, which was then extended to May 2021 as the committee was not able to meet during the Summer of 2020. Throughout the year, the CSWG engaged the college to the best of their ability through 4 surveys, regular emails, zoom meetings with individual units, and several forums/presentations. A brief summary of the committee's process and milestones is as follows. A detailed timeline of events is presented in an appendix.

2. Summary of the CSWG Process and Deliverables*

**Note: This is quite long and detailed but it provides a helpful review on how the CSWG arrived at the final options and the agreed upon process used at the beginning and throughout.*

2.1 Research, Review of Prior Work, NOPAs, and Need Statements

The committee began their work by [reviewing documents related to CDES structure that have been drafted over the previous decade including the CAP reports, the Blue Ribbon Report, the Catalyst for Change documents, among others.](#)

The committee searched these 20+ documents to extract previously identified **Needs, Opportunities, Problems, and Aspirations** (NOPAs for short). These [NOPAs were organized into themes and presented to the College.](#)

NOPAs were shared in a survey (**SURVEY 1**) which encouraged all of CDES to review and to identify any new NOPAs that were not represented. This resulted in an additional 78 NOPAs making the total 378 NOPAs for the CSWG to review.

The CSWG combined and edited the NOPAs into *9 primary need statements and an additional 8 secondary need statements*. Although all NOPAs are important and valued, some were outside of the scope of this committee's charge. These statements served as the CSWG's guide for developing ideas related to its CDES structure recommendations. NOPAs also assisted in the future assessment of the models developed.

2.2 Prioritizing Needs, Reviewing Models at Other Universities, Identifying Affinities

The committee presented a second survey (**SURVEY 2**) to all of CDES to identify agreement, importance, and current satisfaction with each of these need statements. The CSWG also collected data on each individual's (all faculty, student-facing/department staff) ranked affinity with other programs in the College.

The need statement feedback was presented at both a College level and to individual units. CSWG also presented graphs showing the self-identified connections (*affinity strength*) between different programs. The strengths were estimated with a (bivariate) correlational analysis between two programs using the affinity rank ratings. This data is found in the [SURVEY 2 Results](#).

A few of the needs statements that had very strong agreement from all survey respondents were.

- Q1 "CDES needs to revise its current structure of three departments with sub-programs into a new format to better reflect the needs of each program"

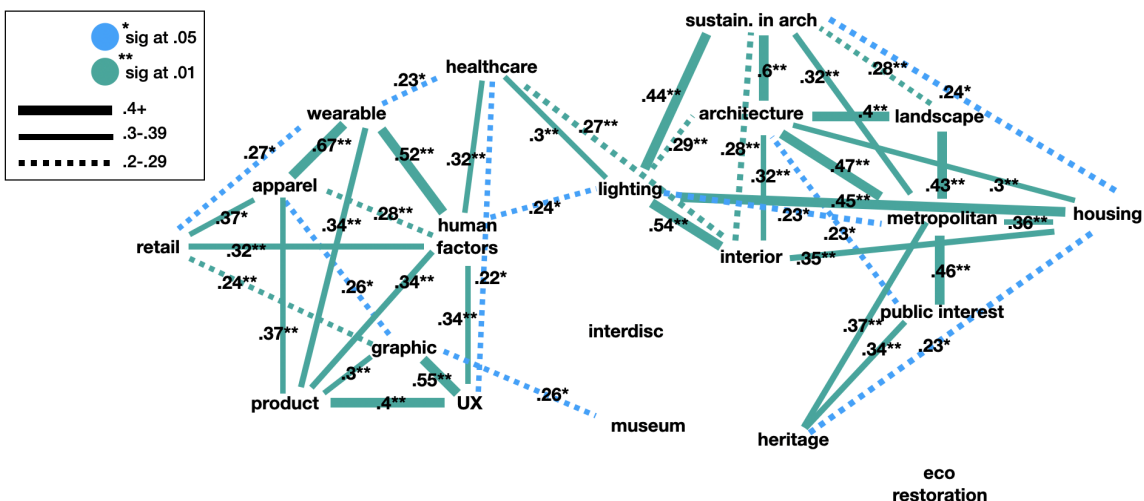
- Q2 “If disciplines are regrouped into new departments, CDES needs a structure of units that is determined by similarity of discipline/industry. (i.e. disciplines should be clustered by those that complement each other and by the nature of what is being designed)”
- Q3 “If disciplines are grouped into new departments, CDES needs a structure of units that is determined by optimization (e.g., balance of student/faculty number and staff support, program location, resources needs)”

#	Field	Not at all	Not really	Neutral	Somewhat	Very much	Total
1	CDES needs to revise its current structure of three departments with sub-programs into a new format to better reflect the needs of each program.	5.66% 6	10.38% 11	13.21% 14	30.19% 32	40.57% 43	106
2	If disciplines are regrouped into new departments, CDES needs a structure of units that is determined by similarity of discipline/industry. (i.e. disciplines should be clustered by those that complement each other and by the nature of what is being designed)	2.73% 3	3.64% 4	8.18% 9	40.91% 45	44.55% 49	110
3	If disciplines are grouped into new departments, CDES needs a structure of units that is determined by optimization (e.g., balance of student/faculty number and staff support, program location, resources needs)	13.59% 14	8.74% 9	9.71% 10	33.01% 34	34.95% 36	103
4	If CDES must remain divided between Minneapolis and St. Paul, it is important that programs in the same department are on the same campus.	6.90% 8	13.79% 16	10.34% 12	26.72% 31	42.24% 49	116

110 Faculty and Staff fully completed the majority of Survey 2 with approximately $\frac{1}{3}$ staff, $\frac{2}{3}$ full time + part time faculty. Again, a large majority of CDES faculty and staff agreed with these statements. As you can see in the image above and in the PDF, 75/106 agreed or strongly agreed with Q1, 94/110 agreed or strongly agreed with Q2, 70/103 agreed or strongly agreed with Q3. The complete set of data is in the [SURVEY 2 Results](#).

The affinity diagram below (also presented in [SURVEY 2 Results](#)) indicates the strength of the link between units. Units that had no or negative affinity are not presented on the diagram. One can see some clear affinities or clusters between programs forming in the diagram. Specifically there are two large (and relatively equal-sized) clusters of strongly interconnected affinities.

What academic discipline(s) do you most relate to?



In parallel with this survey collection, the committee also [reviewed comparable colleges and programs at similar institutions in order to see how different disciplines might be organized.](#)

2.3 Comparing Different High-Level Structure Models

Based on the need statements and review of existing models, the CSWG defined a set of 8 *high-level structures* (or models), most of which are based on other existing “College of Design” structures at other Universities. These models were not final and were presented as a starting point for discussion and feedback.

A third survey (**SURVEY 3**) was created to invite thoughts (strengths/weaknesses/concerns/questions) about any of these 8 models. The CSWG invited anyone to share additional high-level structures that were *NOT* captured by these 8 models. The CSWG also requested additional metrics to use to compare and evaluate these models. These 8 high-level structures are as follows

1.1 All academic programs/disciplines are individual Departments/Schools. Every core unit (e.g. Graphic Design, Architecture, etc.) is its own department - with the understanding that the definition of department will need to change because of budgets.

(See Iowa State University College of Design and Georgia Tech College of Design)

1.2 There are no schools or departments and simply faculty in different programs all in the same College. This is like the “faculty of the whole” model in the Humphrey School.

(See ASU, Kent State, and Drexel in which there are only programs and no “Departments or Schools”)

2.1 Two Departments/Schools: Dept/School of “Designed/Built Environments” and a Dept of “TBD”. In this model, programs would be grouped according to the survey data presented in the distinct clusters of the affinity diagrams. In short [Arch, LA, Interior, ++] would be one grouping and [PDES, ADES, GDES, RM ++] would be a second grouping.

(See University of Washington and RIT)

2.2 Two Departments/Schools: Dept at Rapson/Minneapolis and Dept at McNeal/St. Paul. Staff support broken up by campus (St Paul and East Bank) instead of by departments. This model could work as a behind the scenes “department” for staff/resources/administration while any of the other options can be a forward facing structure.

3.1 Three Departments/Schools: the Current Structure (Arch, LA, XXX). Keep the current structure (LA, Arch, DHA) but change the name of DHA. There could be a variation of this in which PDES and LA are grouped as they are now for administrative purposes.

(See UMN, University of Illinois UC College of Fine/Applied Arts, University of Cincinnati (DAAP))

3.2 Three Departments/Schools: Dept/School of “Designed/Built Environments” (Arch+LA+Interior++), Dept/School of Graphic+Product+UX, Dept/School of Apparel+Retail. This model is also supported by the affinity map data.

(See Auburn, North Carolina State University, and Also Iowa State, North Dakota State and Kent State for grouping of Apparel and RM)

3.3 Three Departments/Schools: Dept/School of “Designed/Built Environments” (Arch+LA+Interior++), Dept/School of Graphic+Product+Apparel+HUMF, Dept/School of Retail. Retail is sometimes part of other Colleges and is not studio-based. This is somewhat supported by the affinity mapping.

(See Iowa State, Ohio State and University of Cincinnati (DAAP))

3.4 Three Departments/Schools: Dept X, Dept Y, Interdisciplinary Programs. Interdisciplinary Design is a stand-alone department and includes Human Factors, Heritage Studies, MST, Design Graduate Program, etc.

Throughout this process the CSWG held open forums for discussion and attended program and department meetings. Based on the feedback from surveys and virtual forums, the CSWG chose to move forward by exploring two general structure options:

- A "flat structure" also referred to as an "autonomous model" in which all major programs are schools/departments (*Model 1.1. above*)
- A 2-cluster structure of programs grouped by the affinity presented in the data - specifically a grouping of ARCH+LA+IDES and a second grouping of ADES+GDES+PDES+RM (*Model 2.1 above*).

According to the feedback, the CSWG found naming to be very important to colleagues in CDES. Specifically, regardless of higher-structure, Architecture would prefer to be called a "School of Architecture". Other programs also had similar attitudes towards name preferences. In the 2-cluster model, concerns were noted by most groups about what the specific clusters or "departments" would be titled.

Many groups as well as several responses in the Survey 3 data indicated that Location-Based Model 2.2 could be used as a "behind-the-scenes" staffing model for *any* of the structures moving forward in that there is a McNeal staff and a Rapson staff that support any programs, schools, or departments that are based on that campus.

2.4 Expanding and Iterating on Two Model Options

The CSWG outlined the benefits, concerns, and variations of each of these two models and consolidated thoughts on both models: The Flat (or Autonomous Model) and the 2-Cluster Affinity Model. The CSWG also met with each program and unit to discuss the options. Members of the CSWG also met virtually with *other* Colleges of Design that switched to a flat model.

Note: The issue of creating "silos" was not identified by these other schools and, on the contrary, they indicated that going "flat" encouraged more interdisciplinary work. They also felt that it was difficult at first, but they are happier with the change.

The CSWG shared a final survey (***SURVEY 4***) to gather insights into these two models. The [Survey 4 results](#) were shared with the college.

A few outcomes of Survey 4 and related in-person meetings were:

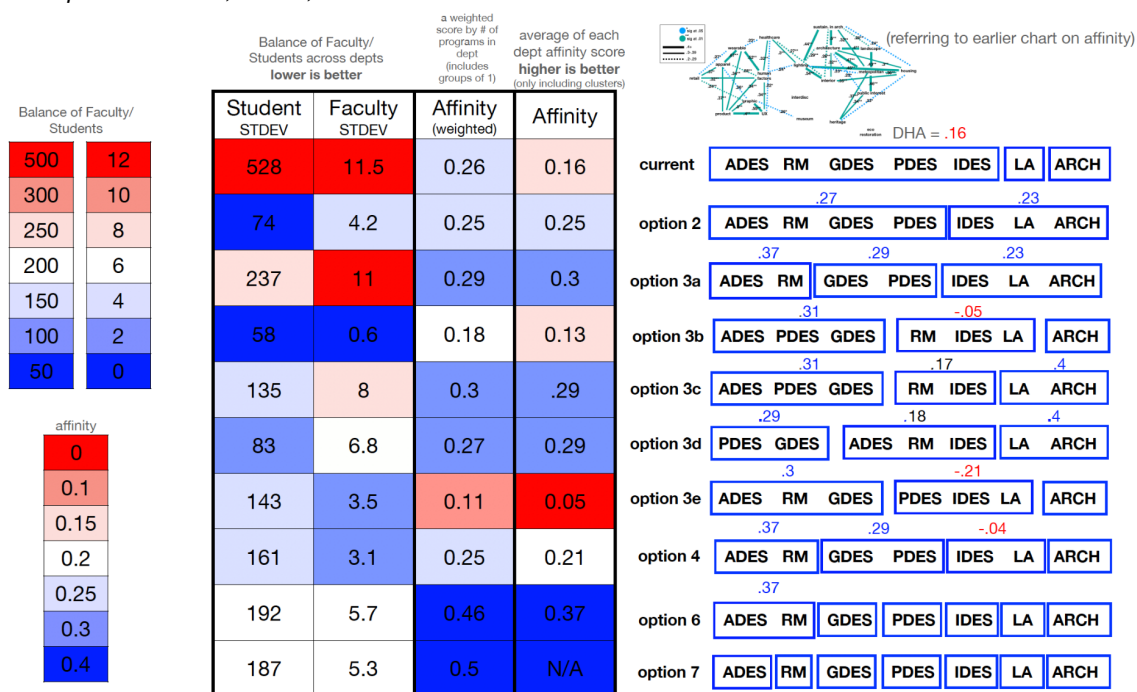
- There was general support to further explore *both* the flat and 2-cluster affinity model.
- There was interest in further exploring *hybrid* models between "flat" and "2-affinity clusters"

- Further details of the organizational structure were needed before some individuals/units could formulate complete preferences/opinions about an option
- The CSWG should present options taking into consideration the initial needs of equity/balance of units as well as affinity of groupings

Taking these items into consideration, the CSWG analyzed a variety of hybrid groupings and assessed them on affinity strength as well as balance of both students and faculty across clusters.

This is shown in the table below and presented in the final presentation. The CSWG identified 7 potential “hybrid” models that fall between a 2-Cluster Affinity model and a 7 school/department “Flat” model. These options are labeled as 2, 3, 4, 6, 7 indicating the number of clusters/departments. Five options were presented that involved a three department model (3a, 3b, 3c, 3d, 3e). One can see in this data how the *current* model of three departments (DHA, LA, ARCH) is *both* low on affinity as well as poorly balanced in faculty and students.

Note: Model 3.3 [(ARCH+LA+IDES), (GDES+PDES+ADES), (Retail Merchandising)] from the prior survey was not included here as Retail Merchandising was not interested in being a single unit if others are to be grouped. However, this option would also have a moderately high affinity score and would be an acceptable option for PDES, GDES, and ADES.



The CSWG presented hypothetical organizational structure details for some of these hybrids as well as the “Flat” model (option 7) and the 2-Cluster Affinity model (option 2). The CSWG presented details on how the 7.12s and the Constitution/Bylaws may need to change with these different options. The CSWG presented a visualization on how the pros and cons of the “Flat” model (option 7) and the 2-Cluster Affinity model (option 2) meet the original need statements.

Note: A Flat Model tends to address more of the original needs. This is illustrated later in table form.

A presentation was made to all of CDES ([Presentation Slides](#) & [Presentation Video](#)).

Individual units/groups were given the opportunity to meet to discuss and [report back on suggestions and opinions](#). A summary of these reports is also included at the end of this document. The committee met to review these documents and produce this final report making a recommendation to the Dean.

3. Recommendations

Based on the reports, there was not one clearly preferred model by all of CDES. As with prior surveys and forums conducted by this group, there still appears to be strong voices both in favor and opposed to the 2-Cluster Affinity model as well as the “Flat” model. Both of these models seem to be viable and have unique benefits.

The committee was able to *eliminate* several hybrid options (3b, 3c, 3d, 3e, 4, 6) based on individual units unanimously opposing one specific proposed cluster in each of these options. In a surprise revelation, no groups were opposed to option 3a and it was a strong preference by two units. Coincidentally, 3a happens to be the same as Model 3.2 presented in the first round of ideation and, at the time, Model 3.2 also had the fewest number of criticisms compared to the other options.

The CSWG is framing this recommendation in the way a search committee may structure a faculty search recommendation to a Head/Chair. Instead of presenting a preference or a ranking, ***we will present three options each with strengths and weaknesses***. We will also present general considerations that need to be addressed with any of the models including staffing, management of interdisciplinary programs, administrative changes, tenure and promotion, and constitution/bylaws edits. Also, to help in the decision making process, we are including a summary of individual units reports/preferences.

These three models (presented in the order of number of departments/schools, but not indicating any preference) are as follows: 2-Clusters Affinity Model (Option 2), 3-Clusters Affinity Model (Option 3a) and the “Flat” Model (Option 7). Details on each of these three models are presented below

4. Two Affinity Clusters: (LA + ARCH + IDES, GDES+PDES+ADES+RM)

4.1 General Description

This model emerged directly from the affinity data in which individuals ranked the disciplines that they felt to have the strongest connections in research, teaching, and the profession. From this data, two clear clusters emerged. This affinity would include one

cluster of Architecture, Landscape Architecture, Interior Design, with several smaller programs (such as Lighting Design and Heritage Studies), and a second cluster of Apparel Design, Retail Merchandising, Graphic Design, Product Design, with several smaller programs (such as UX Design and Human Factors).

Within each department or cluster, the individual programs can still be called whatever they choose (e.g. School of Graphic Design within a larger to-be-named Department), and still have public-facing autonomy as they do today. Given that PDES and IDES are not on the same campus as the other programs in the proposed Departments, they would still require a shared staffing model that is location-based.

This model is currently strongly favored by ADES, IDES, and RM and opposed by GDES and PDES. *LA and ARCH are open to further discussion.*

4.2 Strengths

The 2-Affinity model organizes CDES in a way that aligns with what students and professions demand/desire. Many CDES disciplines overlap and work together in the real world; with this 2-Affinity structure, the College can better model this approach and create a better foundation to enable opportunities for enhanced collaboration.

This 2-Affinity structure is clear and straightforward; aligned disciplines in practice, become aligned within CDes. Individual programs can still be called whatever they choose, and still have public-facing autonomy as they do today. However, a 2-Affinity model necessitates closer ties across similar disciplines, fostering deep rigor and relevance between expertise areas and creating more fertile ground for student polymaths to take root and thrive in the future.

Data collected show strong correlations across a variety of expertise areas, strong balance as far as students and faculty ratios are concerned, and this 2-Affinity model would help to further cement those relationships. In addition, building “community” has consistently been an expressed desire over the last 15 years of CDES and stronger student ties, closer collaboration around research and teaching, among other outcomes, would be an expected effect of this structure. Further, committee representation would be less taxing and more equitable, and tenure review would be slightly more related because each discipline within an affinity unit can better understand one another's work.

In comparison to the other two options, in this model, Human Factors has a clear home in one cluster (with ADES, PDES, GDES) and the director can report to that one dept head.

4.3 Weaknesses

- Current CDes definitions and roles would need to change.

- Where do interdisciplinary/multidisciplinary programs fit (such as the Interdisciplinary Design Minor and the Design Graduate Program)?
- Affinity department heads might be more likely to come from larger programs (although, this has not been the case in DHA historically).
- Voices of smaller programs within a larger department might be muted or unheard.
- There could be less individual program identity; primarily “behind the curtain” when it comes to higher-level decision making.
- Naming has been a point of distress in data collected to date. It is not clear what the name would be for *either* cluster which could indicate a deeper identity issue.
- Current cultures in affinity-aligned programs are different and would take time and effort to adjust. For example, there are professional imbalances among Architecture, Landscape Architecture, and Interior Design.
- There is a concern that one affinity department could become the place where all/most new programs are placed (continuing some of the issues that CDES has currently).
- As this model is similar to our current structure with programs being regrouped into different bins, it may not feel to be the major sea change that some staff and faculty are hoping for in a restructuring.
- There is still a low affinity score between GDES+RM and PDES+RM and so there is still some resemblance of the current DHA in which some programs are grouped together with lower self-identified affinity.
- PDES is not on the same campus as the other programs in the department and currently IDES is not on the same campus as the other programs in the department.

4.4 Administrative Considerations

The administrative considerations of the 2 unit affinity model relate to heads and program directors:

- What are the responsibilities and powers of each of the 2 heads? Hiring of TT faculty? Adjunct faculty? Annual reviews? Budgeting?
- How are heads selected? In the case of LA+ARCH+IDES where there are already two heads in place, how is the new head chosen? Are there head term limits?
- How are heads compensated? What is their augmentation, summer salary, staff support?
- What are the responsibilities and powers of program directors? Hiring of adjunct faculty? Annual reviews of adjunct faculty? Do program directors have a budget?
- How are program directors selected? Are there program director term limits?
- How are program directors compensated? What is their augmentation, summer salary, staff support?

4.5 Staff Support Considerations

A 2-Affinity model may reflect some of the ways staff in DHA and LA/PDES currently function within our existing structure to support those programs. More alignment and multi program support will likely shift to combine and align with the new established affinity grouping. The context of reduction in staff in recent years is important to take into account as we imagine a structure that addresses a shared effort to achieve a balanced and equitable work environment throughout the college.

There was discussion that the different demands of the individual departments and units, based on different scales, numbers of students, and the unique nature of the academic programs, etc. may require specific administrative supports that will require us to be nimble as we pursue a new structure.

As PDES would be primarily in Rapson (apart from the other programs in their department) and IDES would be primarily in McNeal (apart from the other programs in their department), there will need to be a sharing of staff based on program location, similar to the current manner in which LA and PDES are sharing administrative support.

4.6 Interdisciplinary Considerations

A 2-Affinity model presents similar challenges for Interdisciplinary programs as the current status quo. If the interdisciplinary program happens to align with one of the Affinity groups (e.g., Human Factors and Ergonomics would clearly align with the GDES/PDES/ADES/RM cluster) then there is a clear and obvious path forward to include that program under the oversight/administration of that cluster. If there is misalignment or cross-cutting alignment with either/both affinity groups (e.g., interdisciplinary minor, the design graduate program), however, then the problem of unclear oversight/administration responsibilities will continue to persist. This means that current (and future) interdisciplinary programs will have to be handled on a case-by-case basis with respect to their assignment to an affinity group, particularly if they lack a true or obvious affinity with either. In addition to the disciplinary affinity, operation of these programs poses challenges. Even the Design Graduate Program, which is relatively well aligned with DHA at the moment, often requires college-level administration when it comes to the operation because the funding from the Graduate School is directly managed by the college rather than the department, and the Graduate School expects college-level policies.

4.7 Promotion/Tenure/7.12 Considerations

7.12: Current faculty stay with their existing 7.12 statements or have the option to opt in to the new statement. New 7.12 option 1-Each unit creates new 7.12 or option 2- One CDES-wide 7.12 with sessions divided by discipline.

P&T: Faculty who are currently affiliated with the same 7.12 version will participate in departmental level P&T meetings, regardless of the new structure. For instance, all current DHA tenured faculty who use the same 7.12 will attend the same P&T meetings. For the new hires under the new structure-each unit conducts its own departmental P&T; and no changes in language at the college level P&T review committee (based on the Bylaws).

4.8 Constitution/Bylaw Considerations

Changes to the number of heads represented in the SLG from 3 to 2. Limited changes to roles and responsibilities, but workload is expected to be increased. New departmental/collegiate policies will need to be revised/developed, such as grade dispute, class cancellation, new departmental committees, etc. No changes to college level committees with number of reps. A similar policy can be implemented that additional rep(s) can be elected with more than Y number of faculty at a unit.

5. Hybrid Model “3A” of 3 Affinity Clusters: **(LA + ARCH + IDES, GDES+PDES, ADES+RM)**

5.1 General Description

This hybrid model also emerged from the affinity data and is a slight variation of the 2-Clusters Affinity Model. In this model, ARCH, LA and IDES remain in the same cluster, but the second cluster divides into two Departments: one of GDES + PDES and the other of ADES + RM. This model has the highest overall affinity score when averaged across the groupings. However, it is also relatively unbalanced with only a slight improvement from the current balance of three departments.

Similar to the 2-Cluster Affinity Model, the individual programs can still be called whatever they choose (e.g. School of Retail Merchandising within a larger to-be-named Department), and still have public-facing autonomy as they do today. Again, given that PDES and IDES are not on the same campus as the other programs in the proposed departments, they would still require a shared staffing model that is location-based.

This model is strongly supported by IDES, and moderately supported (*i.e.* a 2nd or 3rd choice) by ADES, PDES, GDES, and RM. *LA and ARCH are open to further discussion.*

5.2 Strengths

Similar to the 2-Affinity model, the 3-Affinity model also organizes ourselves in a way that aligns with what CDES students and professions demand. Many CDES disciplines overlap and work together in the real world; with this 3-Affinity structure, the College can better model this approach and create a better foundation to enable opportunities for enhanced collaboration.

In addition, the 3-Affinity model takes into account some of the historic and emerging ties between programs, primarily ADes & RM (historic) and GDes & PDes (emerging). Again, individual programs can still be called whatever they choose, and still have public-facing autonomy as they do today. However, a 3-Affinity model necessitates closer ties across similar disciplines, fostering deep rigor and relevance between expertise areas and creating more fertile ground for student polymaths to take root and thrive in the future.

Data collected show that the 3-Affinity model has the strongest correlations across a variety of expertise areas. Also, with 3 main units, the structure or scaffolding supporting these units would remain the most similar to how we operate today - understanding that we would still need to refine to be able to best equitably support this operation.

5.3 Weaknesses

- Current CDes definitions and roles would need to change.
- Where do interdisciplinary/multidisciplinary programs fit?
- Affinity department heads might be more likely to come from larger programs (although that has not been the case in DHA historically).
- Voices of smaller programs within a larger department might be muted or unheard.
- There could be less individual program identity; primarily “behind the curtain” when it comes to higher-level decision making.
- Naming has been a point of distress in data collected to date. It is not clear what the name would be for *any* of the three clusters.
- Current cultures in affinity-aligned programs are different and would take time and effort to adjust. For example, there are professional imbalances among architecture, landscape architecture, and interior design.
- There is a concern that one affinity department could become the place where all/most new programs are placed (continuing some of the issues that CDes has currently).
- As this model is similar to our current structure with programs being regrouped into different bins, it may not feel to be the major sea change that some staff and faculty are hoping for in a restructuring.
- PDES is not on the same campus as GDES, and IDES is not on the same campus as ARCH and LA.
- Unbalanced from a student/faculty numbers standpoint, however, based on the feedback, it seems units still value logical affinity over balance.
- Product and apparel are not together in this model and they have the strongest connection at a graduate level as far as type of scholarship and topics of scholarship. They also have strong ties to the Human Factors program and the Wearable Products certificate program. If any two programs from DHA make sense together for tenure review it would be ADES and PDES.

5.4 Administrative Considerations

The administrative considerations of the 3 unit affinity model are the same as the 2 unit model and relate to heads and program directors:

- What are the responsibilities and powers of each of the heads? Hiring of TT faculty? Adjunct faculty? Annual reviews? Budgeting?
- How are heads selected? In the case of LA+ARCH+IDES where there are already two heads in place, how is the new head chosen? Are there head term limits?
- How are heads compensated? What is their augmentation, summer salary, staff support?
- What are the responsibilities and powers of program directors? Hiring of adjunct faculty? Annual reviews of adjunct faculty? Do program directors have a budget?
- How are program directors selected? Are there program director term limits?
- How are program directors compensated? What is their augmentation, summer salary, staff support?

5.5 Staff Support Considerations

A 3-Affinity model, like the 2-Affinity model, may reflect some of the ways staff in DHA and LA/PDES currently function within our existing structure to support the departments. Like the 2-Affinity model, units will need to shift to combine and align with the new established affinity groupings.

As PDES would be primarily in Rapson (apart from the other programs in their department) and IDES would be primarily in McNeal (apart from the other programs in their department), there will need to be a sharing of staff based on program location, similar to the current manner in which LA and PDES are sharing administrative support.

5.6 Interdisciplinary Considerations

An affinity model with 3 clusters, rather than 2 clusters, would represent a similar set of benefits/concerns for Interdisciplinary Programs, but with an increased likelihood of poor affinity between the cluster and the Interdisciplinary Program (as the breadth of faculty/interests in each cluster would be smaller in the 3 cluster model compared to the 2-cluster model). As such, the ability to place an Interdisciplinary Program within a cluster in a way that preserves mutual affinity is reduced (thereby increasing the probability of either a poor affinity match, or increasing the need for College-level oversight/administration).

5.7 Promotion/Tenure/7.12 Considerations

7.12: Current faculty stay with their existing 7.12 statements or have the option to opt in to the new statement. New 7.12 option 1-Each unit creates new 7.12 or option 2- One CDES 7.12 with sessions divided by discipline.

P&T: Faculty who are currently affiliated with the same 7.12 version will participate in departmental level P&T meetings, regardless of the new structure. For instance, all current DHA tenured faculty who use the same 7.12 will attend the same P&T meetings. For the new hires under the new structure-each unit conducts its own departmental P&T; and no changes in language at the college level P&T review committee (based on the Bylaws).

5.8 Constitution/Bylaw Considerations

No changes to the number of heads represented in the SLG . Roles and responsibilities are similar between units for the heads. New departmental policies will need to be revised/developed, such as grade dispute, class cancellation, new departmental committees, etc. No changes to college level committees with number of reps. A similar policy can be implemented that additional rep(s) can be elected with more than Y number of faculty at a unit.

6. “Flat” Model

6.1 General Description

In the proposed Flat model, each program/department/school would become its own entity - named whatever they choose - with its own department head/chair and ways of operating. This model would require rethinking some staffing and, similar to the other two options, staffing may need to be more location based. Current duties and responsibilities of heads/chairs and program directors will need to change (see below).

This model is strongly supported by GDES, PDES and RM, moderately supported (i.e. a 2nd choice) by IDES, and opposed by ARCH and ADES. *LA is open to further discussion.*

6.2 Strengths

The Flat model gives more programs an equitable say in the direction of both their individual programs, as well as the entire college. Each unit within CDes is already inextricably linked to one another in a variety of ways, however, over the last 15 years what has become clear is that not all programs have comparable agency; not all CDES programs are able to chart their own course for the future - and in a shared governance model, it is critical to do better.

A Flat structure is clear and straightforward; each current program/department/school would become its own entity - named whatever they choose - with its own department head/chair and ways of operating. Further, a Flat structure helps foster rigor, depth, and

relevance, so each field can keep doing its best work while maintaining standards that are expected nationally and internationally.

Data collected to date has shown time and again that autonomy remains a top consideration when it comes to any future structure. For example, under such a structure, gone are the ways of the past where a department head from one program is making critical decisions for another program. A Flat structure would give all programs representation and a “seat at the table” when critical decisions are made. In addition, such a model could force better decisions at all levels because the concerns of all would be front and center. For new/future programs, no longer would one department or another be saddled with responsibilities of representation of yet another interest, rather, new/future programs would be welcomed into a model that fits everyone regardless of current size.

6.3 Weaknesses

- Current CDes definitions and roles would need to change.
 - For example, the current “department head” role definition cannot be increased from 3 to 7 (or more), equally; the current budget allocations would not allow for that. Further, numbers of staff, budgets, etc. cannot be expanded/multiplied because of budgets.
 - What is the definition of a program? Are interdisciplinary/multidisciplinary programs part of a larger program? Separate? Something different? Current examples include: interdisciplinary design minor, the design graduate program, human factors.
- A Flat model could force an unusual service burden on smaller programs. Bigger programs can spread service around, smaller ones cannot.
- Smaller programs could have a larger say on certain decision-making if votes were necessitated. Example: Senate model - North Dakota and California are equal. (however one could also view this as a strength)
- Economies of scale can disappear when it comes to various program budget decisions when the potential “pie” is split into so many pieces from the beginning.
- There is potential for programs to become more siloed in their programmatic decision-making, and less cooperative (*However colleges at other universities that were interviewed indicated that this did not occur when they transitioned to a flat model*).

6.4 Administrative Considerations

The administrative considerations for flat model are the same as those for both affinity models and relate to heads and program directors:

- What are the responsibilities and powers of each of the heads? Hiring of TT faculty? Adjunct faculty? Annual reviews? Budgeting?

- How are heads selected? In the case of LA+ARCH+IDES where there are already two heads in place, how is the new head chosen? Are there head term limits?
- How are heads compensated? What is their augmentation, summer salary, staff support?
- What are the responsibilities and powers of program directors? Hiring of adjunct faculty? Annual reviews of adjunct faculty? Do program directors have a budget?
- How are program directors selected? Are there program director term limits?
- How are program directors compensated? What is their augmentation, summer salary, staff support?

6.5 Staff Support Considerations

A Flat model will require changes to how staff are currently functioning and distributed within our existing structure. There is a recognition that staff have experienced a great deal of recent change, including retirements and departures, and budget cuts that have resulted in the loss of a significant number of FTE. (Most staff FTE loss has happened at the college level over the last 15 years. In the last two, staff have also been lost in DHA and Arch.) This context is important to take into account as we imagine a structure that addresses a shared effort to achieve a more balanced and equitable work environment throughout the college.

In conversations with other comparable colleges that use a Flat model, there were a variety of ways staff worked in concert across the different departments. In some ways this could facilitate more opportunities for collaboration and shared processes that serve to provide more consistency across the different departments and units. There was discussion that the different demands of the individual departments and units, based on different scales, numbers of students, and the unique nature of the academic programs, etc. may require specific administrative supports that will require us to be nimble as we pursue a new structure.

6.6. Interdisciplinary Considerations

A flat model solves the most obvious problem currently facing Interdisciplinary Programs: being forced to operate without a clear support or administrative/oversight home, and having to reinvent or duplicate processes and procedures. In other words, in a flat model Interdisciplinary Programs could persist at the same horizontal level as all programs, and could follow whatever procedures and reporting methods that are uniformly established. This also makes very clear how future Interdisciplinary Programs will be placed/handled -- there will be no need to shoehorn it into an affinity group that may or may not make sense, and it can phase into existence without disrupting other units.

However, most (if not all) Interdisciplinary Programs lack primary faculty (i.e., faculty participate in interdisciplinary programs voluntarily while being primarily appointed to a

traditional program), with only a single program point of contact in the form of a DGS or similar. It may prove challenging for a small Interdisciplinary Program without a dedicated faculty to operate equally to a large disciplinary program with a large dedicated faculty -- in terms of revenue, service responsibilities, etc. It may force a DGS into an awkward role of quasi-department head, which significantly changes the duties of the job relative to other DUS/DGSs.

Related to this point is another concern for Interdisciplinary Programs regarding how the program will be operated and managed when the budget, human resources (especially faculty), and all supports are presumably focused to increase self-reliance and autonomy. Graduate assistantship decisions are tied to the undergraduate course offerings and faculty research funding within different units. Will the College administration oversee the funding decisions to streamline the process and communication? If the focus is on individual units and the faculty prioritizes the programs they are primarily affiliated with, will interdisciplinary programs, especially the graduate programs which cannot operate with adjunct or part-time instructors, be disadvantaged and suffer? How will an individual's contribution to the interdisciplinary programs be captured and properly rewarded? While this concern remains relevant regardless of the model option, the flat model potentially amplifies the concern most, if each unit operates to maximize its efficiency.

6.7 Promotion/Tenure/7.12 Concerns

7.12: Current faculty stay with their existing 7.12 statements or have the option to opt in to the new statement. New 7.12 option 1-Each unit creates new 7.12 or option 2- One CDES 7.12 with sessions divided by discipline.

P&T: Units with more than *5 tenured faculty conduct their own departmental P&T. Units with less than *5 tenured faculty-*University P&T procedure-It may be appropriate for small units that have few tenured faculty members to include, in annual review of probationary faculty and in the discussion and vote on tenure, a tenured faculty member or members from another unit or units in the college, campus, or University.* The Associate Dean for Research will facilitate and oversee the P&T process for units that have less than 5 tenured faculty.

No changes to the current Bylaws language but size of the CDes P&T committee will be at least 7 members.

6.8 Constitution/Bylaw Considerations

Changes to the number of heads represented in the SLG from 3 to 7 . Roles and responsibilities of heads will need to be revised and redefined. Head's responsibilities may vary, depending on the size of the program, number of faculty of each unit, etc. New departmental policies will need to be revised/developed, such as grade dispute, class

cancellation, new departmental committees, etc. No changes to the language of college level committees, except the P&T committee. A similar policy can be implemented that additional rep(s) can be elected with more than Y number of faculty at a unit. Size of the majority of committees will increase to 7 reps, one rep from each unit.

7. Mapping Options to Original 9 Primary Need Statements.

Below we compare these three options using the original 9 primary need statements that were identified in this process to be important to the majority of CDES. The following table lists these 9 need statements and a short description of how each model may or may not address them. A color coding is used: green - likely to address the need, yellow - somewhat addresses the need, and red - does not likely address the need.

Primary Need Statements	2 Affinity Clusters	Hybrid 3a	Flat
CDES needs to revise its current structure of three departments with subprograms into a new format to better reflect the needs of each program.	departments with sub programs, DHA is still somewhat the same minus IDES	departments with sub programs	a new structure with no sub-programs
If disciplines are regrouped into new departments, CDES needs a structure of units that is determined by similarity of discipline/industry. (i.e. disciplines should be clustered by those that complement each other and by the nature of what is being designed)	better affinity than DHA, yet RM has low affinity with PDES and GDES	generally better affinity than current model and the 2 affinity clusters	all Programs become Departments. Clusters become moot. Programs can work with who they choose and relationships can change as needed
If disciplines are grouped into new departments, CDES needs a structure of units that is determined by optimization (e.g., balance of student/faculty number and staff support, program location, resources needs)	well balanced in both faculty and students across 2 groups	this is poorly balanced across 3 groups	this is not well balanced, however there is a full range of sizes as opposed to one large one and two small depts like Hybrid 3a or the current model
If CDES must remain divided between Minneapolis and St. Paul, it is important that programs in the same department are on the same campus.	pdes is on opposite campus, ides is on opposite campus	pdes is on opposite campus, ides is on opposite campus	no split programs
CDES needs a structure that allows all disciplinary units to operate and present themselves as distinct entities.	yes programs can call themselves whatever they want but they are still part of a larger department (like DHA)	yes programs can call themselves whatever they want but they are still part of a larger department (like DHA)	all programs are actually distinct entities
CDES needs a dedicated unit (or consistent means) to administer interdisciplinary programs, minors, and new/future cross-disciplinary programs that are not intended to fit into one existing unit (e.g., Human Factors / Ergonomics, MSRP, Interdisciplinary Design).	No solution for Design Grad Program and Interdisciplinary Design Minor (other than reporting to associate dean)	No solution for Design Grad Program, Interdisciplinary Design Minor, and also Human Factors	No clear solution for any interdisciplinary programs (other than reporting to associate dean)
Disciplinary unit leaders should have full transparency and the ability to provide input to their own disciplinary budget.	3-4 programs will be grouped into a department	2-3 programs will be grouped into a department	full transparency

Disciplinary unit leaders should take recommendations from faculty search committees within their discipline and forward recommendations to the dean for new faculty appointments.	this would likely still follow the current DHA model (but could potentially change)	this would likely still follow the current DHA model (but could potentially change)	unit leaders make recommendations to dean
CDES needs a staff structure such that all staff serve multiple disciplines/units.	It is possible some change will happen to go in this direction	It is possible some change will happen to go in this direction	This would have to be the case

8. Specific Program Opinions/Preferences - Report Summary

8.1 Apparel Design

The Apparel Design faculty strongly favors an affinity model over a flat model. In particular, ADES acknowledges a strong affinity with the CDES programs in the proposed 2-Affinity model, including PDES, Human Factors, GDES, and RM (listed in *decreasing* order of perceived affinity), and believes a department organized around that cluster would be the most preferred outcome. Preserving a departmental model seems more feasible financially and from a faculty/staff service standpoint, and a common core among these programs would be quite strong (and may be more feasible to develop and implement if that affinity group were to be formally recognized). There is an open question of the divergence in teaching methods/style between RM and the other programs in this affinity group (i.e., studio-centric teaching vs. large lecture-style courses) though there is a clear relation between the disciplines.

The ADES faculty believes that a flat model would not work well for a smaller program like ADES. It is not clear that the small class size / studio structure of the program can stand alone financially, and the service duties of the small faculty may become prohibitively burdensome in a flat model (and probably could not be accomplished with proper compensation, making the increase in admin/service duties an uncompensated burden). It's also not clear that enough faculty have leadership interest/training to sustain this (institutional knowledge is currently held among a small group of individuals) and pipeline/burnout issues are a real concern. A universe with every program standing alone also raises questions of equity -- how will small programs fare against large programs in terms of finances, admin/staff support, and voice in governance?

An open question in any model is how the Design Graduate program will be handled. Where will it be housed/administered? How will faculty who teach graduate classes and advise graduate students be incentivized? How will programs be compensated for the efforts of their faculty related to the graduate program? ADES is a significant contributor to the Design graduate program (teaching, research, and advising), without clear compensation/incentive from the College for doing so. This effort/compensation arrangement should be revisited regardless of which structure is ultimately selected.

8.2 Product Design

The Product Design faculty unanimously favor the flat model. We believe that the flat model will give more autonomy to each program and provide the most potential for PDES to grow. The faculty also do not see the benefit of affinity models as programs may get marginalized as some feel now in DHA. Any affinity model appears to just be shuffling around programs to produce similar issues as current DHA. In a flat model, we would prefer to still share resources and staffing with other programs in Rapson.

If we are not moving in a flat direction, the next (and much less preferable option) is for PDES to be grouped with either *or* both of ADES and GDES. PDES, ADES, and GDES are studio-based programs and we are all in discussion about common courses. ADES has similar research perspectives and expectations to PDES faculty for promotion and tenure. We also share a similar interest in human factors and wearable products. GDES has an overlap in curriculum with PDES at an UG level and we share interest in the UX minor. PDES feels little connection to Retail Merchandising and any option that includes Retail will still feel as if we are part of a “DHA” grouping.

8.3 Graphic Design

The Graphic Design program faculty support a public-facing, flat structure (Department of Graphic Design) with behind-the-scenes affinity groupings to streamline administrative and governance efficiencies. The GDes program faculty strongly encourage the following considerations: Administrative affinity groupings should consist of well-paired similar programs, i.e., ADes/GDes/PDes/HumF OR GDes/PDes, and size should be balanced. Each unit should have equal representation on committees at every level; however, GDes faculty are open to the idea — that within a well-paired affinity grouping — they could be represented by other disciplines. Administrative efficiencies, wherever possible, should result in fewer and shorter college-level meetings. Also, a flat model could make the GDes program more nimble by enabling quicker changes in its curriculum to respond faster to the needs of the program.

If a flat model is not adopted, the GDes program faculty support an affinity model paired with ADes / GDes / PDes / HumF OR GDes / PDes due to the overlapping nature of these disciplines.

8.4 Retail Merchandising

The Retail Merchandising program faculty support both 2-cluster affinity model and the flat model with a slight preference for the 2-cluster affinity model. The RM faculty sees strong benefits for the cluster of ADES/GDES/PDES/RM due to its clear alignment with the retail industry needs and how the industry professionals operate. The faculty also sees benefits for the flat model for the autonomy and development of the program identity.

Among the hybrid models, 3a is the most preferred model because of the RM's traditional affiliation with ADES and the portion of undergraduate students' interests in fashion marketing and merchandising. The other hybrid affinity models do not present obvious benefits due to the lack of affinity within the cluster that RM is in and the faculty is strongly opposed to those models. RM faculty is willing to consider the option to be with ADES (model 6). However, this model is not preferred as the flat model (model 7) because of the potential to limit the scope of the RM program or the publicly communicated identity of the RM program to apparel merchandising.

8.5 Landscape Architecture

Regardless of structure (flat or affinity), the LA department's concerns include the following which need to be addressed before implementation begins:

1. How will discipline specific resources be allocated and who has input on those decisions? The LA dept. felt resource allocation was the most critical area to consider in this process. Under the current model, we have a Head advocating for our needs at the College level. We do not want to be put at a disadvantage relative to other disciplines in any restructure in terms of advocacy for our needs. We recognize that resources and the budget are a give and take process, but we want to ensure we have a voice at the college level in those decisions.
2. Related to the above are decisions about scholarship and foundation funds that are currently made by our Head. We realize this money is in some cases defined the MOU of the fund, but our Head makes decisions on how to utilize these dollars in support of our programs', students', and faculties' goals. If LA joins into a larger department with other disciplines, who will make the decisions on how these funds are spent?
3. What are the specific goals that restructuring must meet? Budget savings? Resource savings? Moving towards another mission-driven goal? Spelling this out will allow faculty and staff to measure decisions against these goals. Some of them were spelled out in the process (naming, identity, shrinking budget, need for shared resources, etc.) but do they carry equal weight? Are any of them mutually exclusive? Have they changed since this process began? Spelling this out is critical to building trust among units.

If a flat model were chosen, LA wants P & T to be only at the collegiate level and not at the department due to limited resources (i.e. not enough faculty and staff with the flat model for many of the units).

8.6 Architecture

A flat structure may create silos and impose a large administrative burden on small units, leading to too much competition for limited resources with no incentives for collaboration or sharing. An affinity structure doesn't appear to acknowledge that affinities change, being fluidly driven by faculty research; research and collaboration can already be done across disciplines rather easily. The SoA is generally opposed to the idea of choosing

between two extremes ('flat' or 'affinity'): the balance of factors is in between. Finding some way to group McNeal units together, and Rapson units together, seems the only thing even possible, through affinity or proximity, until we can change to having all units on one campus.

As background, the SoA recognizes the complexity of questions at stake in this effort. As a unit within the College of Design, the SoA appreciates its own position and desires to maintain what is working well. Architecture recognizes that it is already a well-functioning community within the College and has many ongoing collaborations and cross-college collaborations, and that its own structure does not need to be changed to further enable these relationships or to strengthen its internal workings. Yet, Architecture recognizes that under the current structure, the smaller units in the College have real issues, and that there are imbalances and inequities, both real and perceived. For the SoA, an obvious question is: how can we continue to find ways to support and to help smaller units operate better? The process should take time to clearly separate out what is, and what is not currently working, prior to proposing a change to the College structure.

As we proceed, it is essential to acknowledge the centrality of SoA staff to the School's identity. While the School acknowledges that there may be different ways to organize staffing that make it easier for staff from all units to share expertise and best practices, and benefit from potential overlaps, this will take time and require detailed discussions with staff. The process also needs to recognize the strong connections between Centers and departments; centers are not independent units. External stakeholders with industry-related insights could also contribute in important ways to the process. Critically, the student voice needs to be heard. Are there ways to improve the student experience that don't require restructuring? Finally, the process must engage all in the College to find agreement on vision, mission, and content.

8.7 Interior Design

The Interior Design faculty have a preference for an Affinity model that connects architecture, interior design, and landscape architecture (Options 2 or 3a). The faculty believe that these programs have strong alignment due to knowledge content, studio pedagogy, and accreditations. Connecting these three programs would also model professional practice and could advance collaboration opportunities in the built environment. One concern with the Affinity model is that architecture would outnumber interior design in faculty and students. What processes can we put in place to ensure equity for all three programs?

The Interior Design faculty also support the Flat model (Option 6 or 7). The faculty believe that this model gives flexibility for making connections with various programs, provides adaptability (i.e. not locked into a unit structure), enables visibility to the program, and provides direct access to opportunities/support for the program and students. Concerns related to this model include that it doesn't position the college for

leadership because the director would have to participate heavily in both teaching and administration. Another concern is less opportunity for face-to-face collaboration across programs.

Interior design is not in favor of Options 3b, 3c, 3d, and 3e – these options pair interior design with programs that do not share a common base of knowledge or teaching pedagogies, e.g., retail merchandising, product design, and/or apparel design. In addition, Option 4 is not favorable as this option pairs interior design with only landscape architecture which does not reflect professional practice.

8.8 Units that support any of the three options

For the most part, admin/non-program units that submitted feedback (Advancement, Student Services, Fabrication, HR, Finance, DesOps, Centers) are open to any of the structures considered. Many of the admin specific units noted the many operational, work-flow details that would need to be figured out under any scenario. Additional preference brought forward through feedback from these groups include:

- Advancement - slight preference for Flat; mostly because of the dialogue surfaced through conversations and feedback centering around lack of trust between faculty and certain programs.
- Fabrication - slight preference for either Affinity due to concern of silos under a Flat structure.
- DesOps - concerns about specific operational work-flows under any new structure.
- Centers - while also open to any scenario, feel more outside of the process and what changes could mean for those operations.
- Student Services - open to supporting any scenario.

9. Proposal for Next Steps and Process and Timeline

The next step in the process of restructuring the College of Design must include another phase of planning. This planning phase should include an advisory board to the Dean and advisory board sub-groups. The Dean shall appoint the advisory board, and the advisory board would identify members to serve on the various sub-groups. The advisory board and sub-groups will consist of members of faculty and staff from throughout the College. The advisory board will advise on high-level considerations for the restructure, including collegiate policies and procedures, while the sub-groups will consider the details of each element of the restructure. The sub-groups will examine specific areas for consideration. Recommended sub-groups:

- Finance & Budget
- Human Resources
- Communication
- Faculty 7.12 Plans

- College By-laws & Constitution Amendments

Other sub-groups may be identified by the advisory board or the Dean.

As the College moves forward with plans to restructure, we should adhere to the following principles:

- **Respect:** for employees and their expertise
- **Intentionality:** consultation with multiple stakeholder groups
- **Flexibility:** create a structure that can weather a changing academic landscape. For example, inclusion of new design programs, pedagogy, interdisciplinarity.

We recommend that the advisory board be identified mid-summer 2021; task force members should be identified in early fall 2021. Implementation planning is likely to take the full academic year 2021-2022, with implementation beginning July 1, 2023.

Appendix: Timeline of Surveys and Presentations

April 17, 2020

Shared proposed [process and timeline](#) via email

April 26, 2020

Shared [folder of prior studies/reports and reference materials](#)

Shared spreadsheet of [Organized NOPAs from Prior Documents](#)

Shared [Survey 1 to submit additional NOPAs](#)

*Survey 1 was anonymous and we did not collect identifying information. However we did collect an additional 78 NOPAs (Needs, Opportunities, Problems, Aspirations) making the total 378 NOPAs for the CSWG (Collegiate Structures Working Group) to review

June 9, 2020

CSWG goes on hiatus for summer

September 18, 2020

combined and transformed the 378 NOPAs into 9 primary need statements and an additional 8 secondary need statements and shared [Survey 2](#) to determine agreement, importance and satisfaction. This survey also included affinity mapping questions.

October 23, 2020

Shared [Survey 2 Results](#) of agreement with need statements and affinity data.

*110 Faculty and Staff fully completed the *majority* of Survey 2 with approximately 1/3 staff, 2/3 full time + part time faculty.

Shared a review of [comparable colleges and programs at similar institutions](#)

October 29, 2020

Public Forum to discuss Survey 2 Results, answer questions and get feedback

November 3, 2020

Shared [Survey 3](#) to provide feedback on 8 high-level structures

November 29, 2020

Shared Results of Survey 3 as a [spreadsheet summarizing the comments/ideas](#) and a document summarizing comments made for each high-level structure [option](#).

February 3, 2021

Based on feedback and data, CSWG communicates that they will move forward with two general directions as per the original proposed process 1) a "flat structure" in which all major programs are schools/departments, and 2) a structure of programs grouped by affinity.

March 4, 2021

Shares email outlining the benefits, concerns, and variations of each of the two high level options and opens [Survey 4](#) to collect feedback on these two directions.

March 5 - April 12, 2021

CSWG meets with individual units and departments to discuss options and listen to suggestions

April 12, 2021

Shares [Survey 4 results](#) (*113 responses*) and indicates that the CSWG will continue to explore both options, as well as additional hybrid options and will provide more details on organizational structure

April 30, 2021

Presents updates to CDES ([Presentation Slides](#) & [Presentation Video](#)) with additional organizational data and new hybrid options

April 30 - May 12, 2021

Individual units/groups were given the opportunity to [report back on suggestions and opinions](#)