

# Mānoa College of Arts and Sciences Reorganization

## Report of the Transition Team

### **Executive Summary**

A committee representing the constituencies in the Mānoa Colleges of Arts and Sciences (A&S) and the School of Pacific and Asian Studies (SPAS) has considered the reorganization of A&S and SPAS into a single College of Arts and Sciences led by an Executive Dean. The committee examined the administrative structure in Mānoa's Peer and Benchmark institutions that have a single College of A&S. These fell into three general models which were designated the Academic, the Functional and the Hybrid Models.

In the Academic Model, academic divisions similar to the present Mānoa A&S colleges are headed by Deans who report to the office of an Executive Dean. Functions such as academic oversight, budgeting, fiscal affairs, personnel matters, research support, and relations with the public and alumni are each carried out in the individual division offices. This arrangement is the most similar to the present Mānoa structure. The Functional Model has no divisions; Department Chairs report directly to the (Executive) Dean of Arts and Sciences. The required functional activities are carried out by offices headed by (Associate) Deans or Directors who report directly to the Dean of Arts and Sciences. In the Hybrid Model there are both Deans of Academic Divisions and Deans or Directors of functional offices serving all divisions and reporting to the Executive Dean of Arts and Sciences.

The committee thoroughly discussed the three models and a developing majority came to believe that the best choice for Mānoa was the Hybrid Model. Telephone interviews with the Deans of Divisions in three peer or benchmark institutions found general satisfaction with the operation of Colleges of Arts and Sciences organized along the lines of the Hybrid Model. Important advantages of the Hybrid Model are the availability and uniformity of services to each division combined with the academic and research focus provided by the Divisional Deans. Depending upon the number of Divisions created, the Hybrid Model has an added advantage of having fewer EM-level administrators than found in the present A&S Colleges and SPAS. A vote of the committee found 1 for the Academic Model, 0 for the Functional Model and 11 for the Hybrid Model. The committee also considered the question of the academic alignments of Departments into Divisions under the Hybrid Model. It was concluded that this was a matter that required the involvement of the entire affected faculty in A&S and SPAS. The Faculty as a whole should have an opportunity to consider the proposed structure and then recommend academic alignments.

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## Report of the Transition Team

In Spring 2008, a 20-member committee began weekly meetings to recommend to the Chancellor and the Faculty an administrative structure for a proposed reorganization of the Colleges of Arts and Sciences (A&S) and the School of Pacific and Asian Studies (SPAS) into a single College. This committee was designed to represent all the stakeholders affected by this reorganization and included undergraduate and graduate students, staff, faculty, department chairs, the four deans of the present colleges of A&S, and the dean of SPAS. Subsequently, this committee became known as the Arts and Sciences Transition Team (TT) to distinguish it from another 9-member committee formed by the Chancellor and known as the Chancellor's Working Group (WG). Six of the nine members of the WG also served on the TT. This overlap in membership was intentional. It was designed to foster close communication between the two committees and was complemented by frequent meetings between the committee conveners. (A complete listing of the names of individuals serving on these committees can be found in Appendix A.)

The TT committee met from March 20 through August 14, 2008, and minutes from the meetings were posted on a website (<http://manoa.hawaii.edu/as-transition/>) to facilitate communication and provide complete transparency in the deliberations to the campus and public. Originally, the committee addressed the following three tasks:

1. Recommend to the Chancellor and the Faculty an administrative structure and function of a single (combined) College of Arts and Sciences that preserves our unique and outstanding programs while at the same time elevating the stature of the Colleges of Arts and Sciences on campus and in the community.
2. Recommend to the Chancellor and the Faculty a governance statement.
3. Recommend to the Chancellor and the Faculty potential academic re-alignments.

The majority of the committee's deliberations centered on the first task, defining an administrative structure for a single College. A brief governance statement was drafted to serve as the framework for a discussion of the operations of faculty governance in the new Arts and Sciences structure. After considerable and thoughtful discussion the committee concluded that Task 3 should not be carried out by the committee and should instead be addressed directly by the affected groups within the faculty.

## Background

In the fall of 2007, the Chancellor began a discussion with the Mānoa faculty on what type of organizational structure would best support the goal of academic excellence for the programs in A&S and SPAS. After convening two campus-wide meetings soliciting input on this topic, on February 1, 2008, the Chancellor sent a memorandum to the four Deans of the Colleges of Arts and Sciences and the Dean of the School of Asian and Pacific Studies announcing her decision to have a single Dean of the College of Arts and Sciences. In that memorandum, she also asked that the deans consult with the “appropriate governance groups” to help pave a transition to this administrative structure. This inspired the deans to appoint a 20-member committee, comprised of representative stakeholders, in March 2008. Although many of the individual committee members were opposed to reorganization, the committee as a whole agreed to accept the task of making recommendations to the Chancellor and Faculty based on several overarching principles. The first principle was to insure that the reorganization was focused upon improving liberal arts education at UHM. This would include facilitating more interdisciplinary/transdisciplinary scholarship, raising the centrality of liberal arts education, having a single, consistent vision/focus for Arts and Sciences and having a greater visibility, voice, stature and shared vision of the Arts and Sciences. The second principle was to preserve the positive features presently found in the Arts and Sciences, such as faculty access to decision-makers thereby keeping budgetary and hiring/tenure decisions close to the faculty, to preserve outstanding programs and unique attributes which give us a competitive advantage, and to preserve the “branding” which has been accomplished over many years of the name College of Arts and Sciences.

To ensure the success of such a reorganization, which is pivotal to moving toward a re-focused and improved liberal arts education at UHM, there must be a commitment of additional resources. During her visit to the Transition Team meeting on July 17, 2008, the Chancellor announced her commitment of \$1,000,000 in additional funds to the permanent budget of a reorganized College of Arts and Sciences to help strengthen the Arts and Sciences and to provide resources to encourage more interdisciplinary scholarship.

Additionally, resources which were recently reallocated from the Arts and Sciences need to be returned.

In discussions concerning the proposed Office of Academic Affairs and Student Academic Services, it was noted that until recently the present UHM Colleges of Arts and Sciences had an Associate Dean for Academic Affairs with a functional staff. It is important at this point to include some historical perspective regarding this position/office. When the present Colleges of Arts & Sciences were established approximately 25 years ago, most functions devolved to the four separate Colleges. Recognizing, however, the centrality of the Arts & Sciences to undergraduate education, a unified administrative approach was implemented through the office of an A&S Associate Dean of Academic Affairs. Administrative functions of this office included, but were not limited to, curriculum review and coordination, program review, undergraduate advising, student orientation, and a variety of special programs and initiatives (e.g., learning communities) aimed at improving the undergraduate experience across campus. The Arts & Sciences were typically responsible for 8,000 to 10,000 undergraduates including A&S majors

and pre-majors, pre-professional majors, and UHM undeclared (unclassified) students, together representing approximately 60% of the undergraduate student body.

Under a BOR approved reorganization, this office and all associated budget, staff, personnel and administrative infrastructure, with the exception of A&S Student Academic Services, were relocated to the Office of the Vice Chancellor for Academic Affairs (OVCAA) in the newly established office of an Assistant Vice-Chancellor for Undergraduate Education effective 2005-2006. Under this new office the Mānoa Advising Center assumed responsibility for non-A&S pre-majors and UHM undeclared (unclassified) students leaving A&S Student Academic Services responsible for approximately 5,500 undergraduates. Largely stripped of resources, A&S predictably became dysfunctional with regard to the normal administration of the undergraduate programs. The A&S faculty-led Program and Curriculum Committee (PCC) has no staff or office to which to report and 25 years of curriculum files have been placed in storage. The Associate Dean of the College of Arts and Humanities is presently coordinating faculty submissions of new course proposals and all course additions, changes and deletions under UHM Forms 1 and 2.

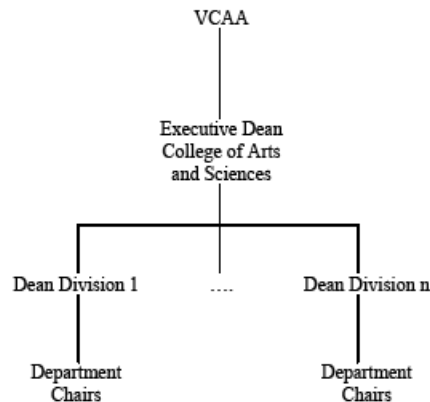
### **Administrative Structure**

For perspective and to provide some context for the discussion for Task 1, the committee examined the administrative structures of the Arts and Sciences Colleges within our Peer and Benchmark group institutions. These were separated into those with a single College of Arts and Sciences and those with multiple Arts and Sciences Colleges. (A complete list of these Peer and Benchmark comparisons is found in Appendix B.) Committee members were assigned one of those institutions organized into a single College of Arts and Sciences and asked to present the details of the administrative structure to the rest of the committee. Although there was considerable variation among universities with a single College of Arts and Sciences due to their unique situations and needs, the committee found that three basic administrative structures emerged. We called them 1) the Academic, 2) the Functional, and 3) the Hybrid Models. In each of these models a single Dean or Executive Dean heads the College of Arts and Sciences, with Deans, Associate Deans or Directors in the secondary line of report, followed by programs or departments.

#### **1) The Academic Model**

In a College of Arts and Sciences organized according to the Academic Model, Department Chairs report to Deans of academic divisions roughly similar to the present Mānoa Colleges of Arts and Sciences and SPAS. The Deans of the academic divisions report to the Executive Dean of the College of Arts and Sciences; indeed they are the only administrators who report to the Executive Dean. In such an organization, most of the functions that are necessary to run the College of Arts and Sciences are performed at the level of the Deans of the academic divisions. This system is similar to the present organization of the Colleges of Arts and Sciences at UHM. It is also the structure used at the University of Oregon.

## Academic Model



Among the functions necessary to operate a College of Arts and Sciences are academic affairs, student academic services, administrative services, alumni and community relations, and research support. Under the Academic Model as presently implemented in the existing UHM Colleges of Arts and Sciences, some functions are conducted at the individual academic division level (fiscal services, personnel services, assignment of departmental budgets and others). Some functions are split between the individual academic divisions and the general Arts and Sciences (curriculum oversight, for example) and others are divided between the departments and the College of Arts and Sciences (student advising). It is some of these split functions that are frequently seen at Mānoa as poorly organized and non-responsive to student and faculty needs. In a purely Academic Model system each of these split functions would be entirely conducted at the level of the individual academic divisions.

### Academic Model: Pros

- This model would be close to our present arrangement, with a possible realignment of specific departments into new academic divisions. The transition would be relatively easy and the model would most likely be acceptable to the faculty due to its similarity to the present UHM Arts and Sciences organizational structure.
- This model would allow more flexibility in organizing academic disciplines. For example, smaller academic divisions, when compared with the Functional Model below, would allow academic disciplines to be brought together in ways that better match our needs in Hawai‘i and in ways that would allow more effective fundraising and other college activities.
- Each academic division would generate a strong sense of identity for faculty, students and the community.
- The presence of academic divisions would allow greater faculty access to decision-making at the level of the dean and greater faculty participation in governance.
- The presence of academic divisions would bring budgetary autonomy closer to the departments.
- Since universities are about intellectual work, this model emphasizes the academic nature of the university.

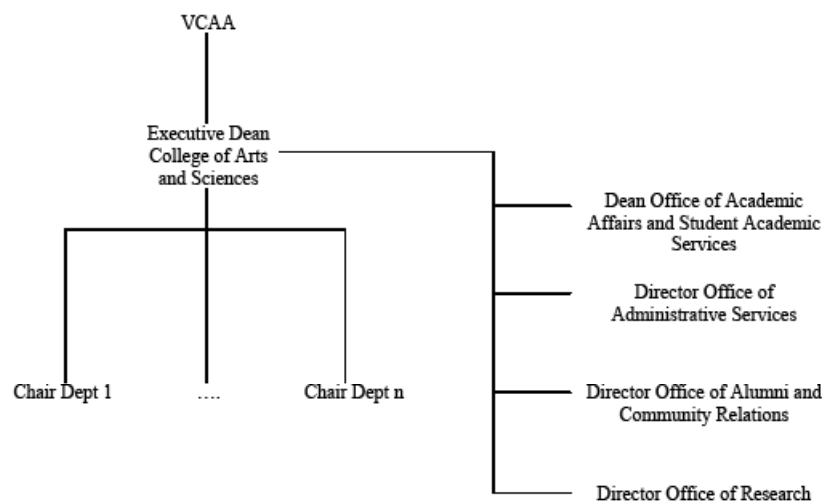
### Academic Model: Cons

- The duplication of functions within academic divisions is not the most cost efficient way to organize university administration.
- It is difficult to coordinate functional activities across academic divisions in this model.
- A greater number of academic divisions than we currently have might also mean fragmentation of Arts and Sciences as a unit.
- A greater number of academic divisions might reduce opportunities for interaction among faculty in different colleges—leading to less interdisciplinary cooperation.
- Retaining this more traditional structure might cause the university to miss the opportunity to introduce innovative modes of organizing administration to meet our goals, including a better student experience

## 2) The Functional Model

In the Functional Model there are no academic Deans and no organization of the departments into larger academic units. Instead, all Department Chairs report directly to the Executive Dean of the College of Arts and Sciences. Although there are no *academic* Deans in this model, there are several Deans, Associate Deans or Directors who report to the Executive Dean of the College of Arts and Sciences. These Deans, Associate Deans and Directors oversee offices that provide the functions necessary to operate the College. This model is similar to the organizational structure of the College of Arts and Sciences (or equivalent) at Iowa State, the University of Kentucky, the University of Tennessee, Indiana University, SUNY (Buffalo), the University of Florida, the University of Iowa, and the University of Missouri.

Functional Model



Since the Functional Model places the personnel who carry out the required services and activities in offices reporting to the Executive Dean of the College of Arts and Sciences, most of the functions that are split between levels in the Academic Model are carried out at a single level,

the appropriate College-wide office. A possible exception could be student academic advising, which might still be carried out both in the department and in the College of Arts and Sciences.

#### Functional Model: Pros

- Due to the centralized functional infrastructure and support at the College level, all administrative policies and procedures would be applied uniformly to all units within the College of Arts and Sciences.
- Through centralization, it may be possible to achieve economy of scale for providing necessary functional infrastructure and support.
- Every unit would have access to the same functional infrastructure and support, thus eliminating disparities across different units (e.g. research infrastructure, administrative support for undergraduate and graduate education, etc.).
- Coordination of various administrative initiatives could be done more efficiently (e.g. creation and analysis of various databases, management information systems, etc.).
- The lack of fixed academic divisions could be conducive to the development of fluid interdisciplinary education, scholarship, research and programs.
- The budget for the College of Arts and Sciences would be large enough to permit new initiatives and strategic programs.
- Undergraduate education for the College of Arts and Sciences could be more streamlined and coordinated, thus improving the student experience.
- This would be a simple structure, wherein department chairs would report directly to the Executive Dean of the College of Arts and Sciences. Functional offices would be headed by Deans, Associate Deans or Directors.

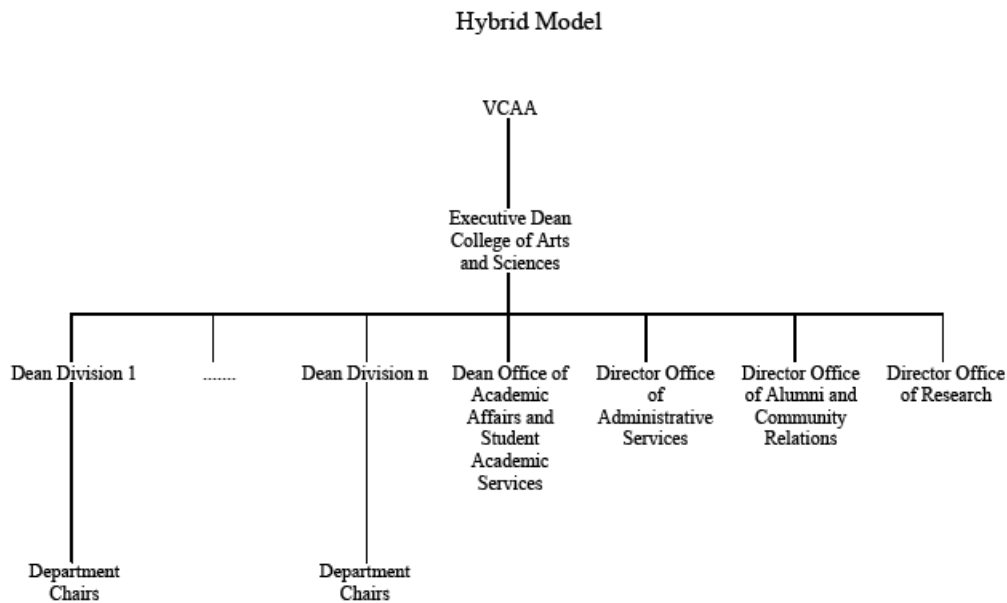
#### Functional Model: Cons

- The large number of departments reporting to a single dean could make access more difficult.
- Small departments might have diminished access or voice in a large College of Arts and Sciences compared with that in a system with academic divisions.
- The centralized functional infrastructure and support might reduce flexibility to account for unique circumstances in departments.
- Simplification of the structure would take away the additional layer of voices of the academic deans, thus giving too much discretionary power to the Executive Dean to make changes, both budgetary and organizational.
- There might be a loss of traditional academic-discipline-based identities. This could negatively affect our ability to raise funds from discipline-based target constituencies.

### **3) The Hybrid Model**

The Hybrid Model incorporates features of both the Academic and Functional Models. There are both academic Deans and Deans or Associate Deans or Directors of functional offices that provide the necessary services to the academic units. Since these functional offices provide these necessary services to all the departments of the College of Arts and Sciences, there is no need for those functions or the staff to perform them in the individual academic divisions. The academic Dean's offices thus include only a small staff, primarily clerical. Examples of colleges organized along the lines of the Hybrid Model are found at the University of North Carolina, the University

of Colorado, the University of Georgia, the University of Wisconsin, and the University of Michigan.



With the removal of functional services from the offices of the Deans of academic divisions, those administrators will retain the primarily academic responsibilities for the organization of related disciplines, setting research priorities and agendas and representation of those disciplines at the level of the Executive Dean.

#### Hybrid Model: Pros

- Academic and functional units would absorb work tied to operational duties, leaving more time for the Executive Dean to provide broad leadership, to serve as an advocate for the College of Arts and Sciences and a strong liberal arts program, and to seek support for Arts and Sciences within and external to the campus.
- Effective implementation of functional services requires multi-level efforts that are complementary. Functional units within the College would effectively handle business at the department (faculty) and student levels.
- The budgetary support of functional units in the College would signal the determination of the University to bring its vision to its students.
- Functional and academic divisions at the same level within the College of Arts and Sciences would more easily align their perspectives and priorities.
- Separate management of functional and academic activities would be more efficient and lead to improvement in both.
- This structure would bring an Arts and Sciences perspective to all programs and initiatives.
- Policies and procedures would be consistent across Arts and Sciences.
- There would be equal access and services for all programs.

### Hybrid Model: Cons

- The task of coordinating the many academic divisions and functional priorities and initiatives would fall upon the Executive Dean, adding substantially to the workload.
- The priorities of academic and functional units might not always agree.
- The establishment of discrete functional offices might lead to a loss of flexibility for new initiatives and programs that involved multiple functions and disciplines.

### **Consensus: The Hybrid Model**

After considerable discussion over which of these models was most appropriate for Mānoa, the committee came to strongly favor the Hybrid model over the other two. There was some support for the Academic Model but little support within the committee for the Functional Model. The final vote was 11 for the Hybrid Model, 1 for the Academic Model and 0 for the Functional Model.

For the functional aspects of the Hybrid Model, the committee determined that four offices would best serve the faculty and students: Office of Administrative Services, Office of Alumni and Community Relations, Office of Research, Office of Academic Affairs and Student Academic Services. For the academic aspects, even though most of our Peer and Benchmark institutions have two or three academic divisions, after much thoughtful deliberation, it was concluded that the committee should not decide the identity and number of academic divisions within the College of Arts and Sciences. The faculty at large should be included in deliberations about this decision.

We believe there are a number of distinct advantages to adopting the Hybrid Model over our present structure, including economy of scale, consistency, streamlined and standardized decision making, and additional staff coverage. Furthermore, since three of the four functional offices could be supervised by non-academic professionals such as APTs with the title of Director and only the Office of Academic Affairs and Student Academic Services needs to be supervised by a Dean, the number of academic administrators would decrease. Presently the five colleges require 9 Deans/Associate Deans plus several Directors (SSRI, Student Advising, etc.). By comparison, the Hybrid Model would require an Executive Dean, a Dean of Academic Affairs and Student Academic Services, three Directors, and one Dean for each academic division. There would be no need to hire additional staff, since the staff in the four functional offices would be drawn entirely from the present College offices.

It is extremely important that in the implementation of the Hybrid Model great care be taken to ensure that decisions important to individual departments involve close consultation with the affected units. This is one of the most important functions of the Academic Deans in this Model. Decisions on matters regarding budget, personnel and other resources should be the result of consultation involving the Department Chair, the appropriate Academic Dean and the appropriate functional Dean or Director. In interviews with Deans at other institutions organized in accordance with the Hybrid Model, just such joint decision making was described.

To enhance the undergraduate experience and elevate the centrality of the Arts & Sciences to the Mānoa educational mission, the committee has worked hard to find an appropriate academic structure, including an Office of Academic Affairs and Student Academic Services. To create the best possible undergraduate experience, the committee feels strongly that the administration of the undergraduate program and undergraduate advising resources must be combined in a single office under a reorganized College of A&S administrative structure.

## **Governance in the College of Arts and Sciences**

### ***The Mission***

*The mission of the College of Arts and Sciences is to promote excellence in scholarship and to enrich the quality of community life by providing students a liberal arts education, by fostering the creation of new knowledge and artistic expression and by addressing important societal issues (Mānoa at the Millennium, 2000).*

The College of Arts and Sciences is the heart of the university, providing a broad and excellent liberal arts education for undergraduates, and offering graduate degrees in more than forty different fields. The foundational principles of the College of Arts and Sciences are grounded in the time-honored values of the liberal arts tradition. These principles include

- Open and free inquiry
- Engaged and integrative teaching and learning
- Shared, transparent, and collegial governance
- Excellence in scholarship, research, and application

These principles liberate the mind. They develop lifelong habits of critical thinking, encourage the integration of knowledge and the assessment of values, and refine aesthetic and communication skills. They serve as signposts that guide students in their journeys toward fulfilling lives, productive careers, and civic responsibility.

### ***The Governance Structure***

The link between values and actual practice is the key to true value-driven governance. In order to achieve its mission, the principles of open inquiry, collegial governance, and excellence in teaching and research are applied consistently and equitably to all governance issues and decisions. Such a system helps to maintain a climate of unity and trust, and where there is trust in college governance, people are inclined to infuse the College's values into their individual and collective endeavors, thereby setting a positive tone for the College. A value-driven governance system would include information sharing, consultation and planning, communication of decisions, follow-up to ensure that decisions are properly and fairly implemented, timely problem solving and the willingness to critically evaluate performance. This is true for the College and each unit within it.

## **Executive Dean**

The Executive Dean will:

- Establish priorities and execute budgets based on aligning academic and financial planning. The Executive Dean must come equipped with strong fiscal and budgetary experience and skills;
- Embrace the idea of the University of Hawai‘i as a Hawaiian place, in addition to being a cultural cross-roads. It is Hawaiian; it is thereby also Pacific-Islander, and these qualities need attention, respect, nourishment in the new College;
- Understand that collegiality, inclusive planning, benchmarking, accountability and observable progress are not clichés;
- Enhance the A&S College’s local, national and international visibility;
- Balance mission and resources;
- Build consensus regarding next steps in the College’s evolution of academic model consistent with the College’s commitment to excellence and special mission with its Hawai‘i location and Asian/Pacific agenda;
- Strengthen shared governance;
- Maintain a commitment to nurturing a diverse community of outstanding individuals. The College remains deeply committed to attracting and retaining faculty, staff and students of all ethnic, racial and socio-economic backgrounds, and working aggressively to build a community that is both stimulating and cohesive;
- Foster a vibrant undergraduate education. Arts & Sciences must provide a vital place where students in Hawai‘i come to learn and grow. The Executive Dean must lead the way in creating and maintaining such an environment;
- Strengthen the College’s financial foundation;
- Embrace the University’s responsibility for public service through dissemination of the results of scholarly and scientific inquiry;
- Possess the ability and understanding to promote the state of Hawai‘i’s economic development, through educational programs, partnerships, collaborations, as well as knowledge and technology transfer;
- Understand and leverage the University’s position as a pivot point between the East and the West.

## **Divisional Deans**

The divisional Deans provide leadership in developing academic and research priorities to the individual academic divisions and work with the Department Chairs and the functional Dean and Directors to carry out a broad range of academic, research and administrative activities, including program and curriculum development, budget, coordination and oversight of multidisciplinary scholarship and personnel matters. They also serve as links between departments and the university administration via the Executive Dean.

## **Functional Dean and Directors**

The Dean and the Directors are responsible for the offices dealing with College-wide functions such as Academic Affairs and Student Academic Services, Administrative Services, Alumni and Community Relations and Research.

## **Council of Arts and Sciences Deans**

The Council of Arts and Sciences Deans is composed of the Executive Dean, the divisional Deans, and the functional Dean and Directors. The Executive Dean presides over the council. The principal purpose of the council is to advise the Executive Dean on policy and activities, and to serve as a sounding board for new ideas and directions.

**The Arts and Sciences Faculty Senate**

The faculty has primary responsibility for such fundamental academic areas as curriculum content and design, methods of instruction and research, student-faculty relations, and other academic policy subjects referred by the Executive Dean. The Senate is composed of elected representatives of all members of the faculty who serve the College at least halftime. Executive and Administrative/Managerial personnel are ineligible for election to or service on the Senate. The Executive Dean will be honorary president of the Senate and will serve ex-officio without a vote. Senators will be elected proportionally from each department with at least one senator from each department. All College personnel are welcome to attend Senate meetings.

**Proposed Timetable for Next Steps**

September	<ul style="list-style-type: none"> <li>• Joint meeting of TT and WG to discuss document and make changes as necessary.</li> <li>• Final version of recommendations sent to Chancellor, A&amp;S Faculty Senate Executive Committee, SPAS faculty, Mānoa Faculty Senate Executive Committee</li> </ul>
October	<ul style="list-style-type: none"> <li>• TT&amp;WG representatives jointly meet with A&amp;S Faculty Senate Executive Committee and SPAS faculty to answer questions/clarify issues arising from the committee report</li> <li>• Circulate report to A&amp;S Faculty via Department Chairs</li> <li>• Recommendations discussed among A&amp;S and SPAS faculty as a whole, assisted by web-based communications.</li> <li>• Continued plenary meetings of A&amp;S and SPAS faculty at large to begin discussion of academic realignments in the reorganized College</li> <li>• Recommendations brought to Mānoa Faculty Senate for discussion</li> </ul>

APPENDIX A  
Committee Membership

		A&S Transition Team <sup>1</sup>	Chancellor's Working Group <sup>2</sup>
Thomas Bingham	Interim Dean, A&H	X	X
Joseph O'Mealy	Interim Dean, LLL	X	
Alan Teramura	Interim Dean, NS	X	
Richard Dubanoski	Dean, SS	X	
Edwad Shultz	Interim Dean, SPAS	X	
Hye-Ryeon Lee	Chair from A&H	X	X
Joel Cohn	Chair from LLL	X	
Martha Crosby	Chair from NS	X	
Jerry Russo	Chair from SS	X	
Subramanian Shankar	Director from SPAS	X	
Takeo Kudo	Faculty from A&H	X	
Laura Lyons	Faculty from LLL	X	X
David Chin	Faculty from NS	X	X
Noel Kent	Faculty from SS	X	
Vilsoni Hereniko	Faculty from SPAS	X	X
Carol Karimoto	APT from NS	X	
Marc Le Pape	Graduate Student <sup>3</sup>	X	
Drew Hovanec	Undergraduate Student <sup>4</sup>	X	
Mike Kirk-Kuwaye	A&S Student Academic Services	X	
Karin Mackenzie	A&S Community & Alumni Relations	X	
Mary Boland	Dean, Nursing		X
Ruth Dawson	Faculty from SS		X
Lynne Higa	A&S Student Academic Services		X
Peter Quigley	Interim VCAA		X

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1 Convenor: Alan Teramura.

2 Convenor: Peter Quigley.

3 Graduate student was unable to attend majority of TT meetings during the early summer and a replacement was not appointed after GSO elections (mid-summer).

4 Undergraduate student was unable to find a replacement to attend TT meetings during the summer.

## APPENDIX B

### Peers

<b>Single College of A&amp;S</b>	<b>Multiple Colleges</b>
Iowa State (Divisions)	Colorado State
U of Georgia (Assoc Deans)	LSU
U of Kentucky	OSU
U of North Carolina (Assoc Deans, Division Chairs)	UC Davis
U of Tennessee	U of Utah
U of Virginia (Assoc Deans)	

### Benchmarks

<b>Single College of A&amp;S</b>	<b>Multiple Colleges</b>
Indiana University	Michigan State
SUNY Buffalo	U of Arizona
U of Colorado (Assoc Deans)	UC Davis
UC Berkeley (Deans)	UC Los Angeles
U of Florida	U of Maryland
U of Illinois (Assoc Deans)	U of Minnesota
U of Iowa	
U of Michigan (Divisions, Assoc Deans)	
U of Missouri	
U of Oregon	
U of Washington (Divisions, Deans)	
U of Wisconsin (Assoc Deans)	