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UNIVERSITY OF CONNECTICUT

Office of the Provost
Anne D'Alleva, Ph.D.
Provost and Executive Vice President
for Academic Affairs

September 27, 2023

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D.
Provost and Executive Vice President for Academic Affairs

RE: Proposal for the College of Engineering, School of Computing, and the School of Mechanical, Aerospace and Manufacturing Engieering

RECOMMENDATION:

That the Board of Trustees approve the renaming of the School of Engineering to the College of Engineering, the Department of Computer Science and Engineering to the School of Computing, and the Department of Mechanical Engineering to the School of Mechanical, Aerospace and Manufacturing Engineering.

BACKGROUND:

The School of Engineering was established at UConn in 1940 and has grown significantly in enrollment, program offerings and research impact. At present, seven departments comprise the School of Engineering, including Biomedical Engineering; Chemical and Biomolecular Engineering; Civil and Environmental Engineering; Electrical and Computer Engineering; Computer Science and Engineering; Mechanical Engineering; and Materials Science and Engineering. The School is also home to over twenty-five centers and institutes.

As of the 2022-2023 academic year, the School of Engineering has 3,622 undergraduate students, 900 graduate students, 600+ professional education enrollments, $68 million in total research expenditures, 147 tenured and tenure-track faculty and 35 teaching faculty, 61 deanery and academic staff, and 29 research support staff.

The proposed change is a result of the School of Engineering's rapid growth and it's impact on developing Connecticut's workforce. In Connecticut, UConn Engineering graduates constitute 65% of the current engineering workforce. The demand for engineers in Connecticut continues to grow. Elevating the School of Engineering to the College of Engineering will enhance UConn Engineering's external profile, steamline operations internally, and allow for future growth. Many peer institutions follow a similar model, and UConn's Engineering programs are in line with other colleges at the University including the College of Agricutlure, Health, and Natural Resources as well as the College of Liberal Arts and Sciences.

This renaming will not require any additional resources. The School of Computing and School of Mechanical, Aerospace and Manufacturing Engineering will be overseen by Directors, who will report to the Dean of the College of Engineering. The Schools will function in a manner equivalent to a department within the College, and the School Directors will be hired and evaluated the same way that department heads are hired and evaluated.

<h1 align="center">UConn College of Engineering Proposal</h1>

The University of Connecticut School of Engineering proposes to transition the UConn School of Engineering into the ***UConn College of Engineering***. In so doing, we also propose to:

1. Transition the Computer Science and Engineering department to the <u>School of Computing</u>
2. Transition the Mechanical Engineering Department to the <u>School of Mechanical, Aerospace and Manufacturing Engineering</u>

The transition to the College of Engineering and the corresponding changes above do not require additional resources from the university. This proposal is a request for approval, goodwill support and advocacy, without added expenses to the university or the school.

Improving Economic Development and Technology Workforce in Connecticut: The Role of UConn Engineering

Connecticut is renowned for its thriving industries, including aerospace, advanced manufacturing, insurance, and financial services. These sectors are home to innovative, globally leading companies. Additionally, the state ranks among the top 10 in research with commercial potential, particularly in the fields of bioscience and clean energy. To further enhance our economic growth and attract a larger talent pool, we must focus on expanding education and training pathways, providing industry-aligned training and internships, and encouraging the retention of college graduates within the state.

One promising approach is to expand and align community college pathways, offering students more opportunities to pursue their desired career paths. By developing apprenticeship programs, we can bridge the gap between theoretical knowledge and practical skills, allowing students to gain valuable industry experience. Encouraging a greater number of students to focus on computer science and manufacturing will also contribute to the growth of these industries.

Upskilling efforts are crucial in enabling entry-level workers to acquire more advanced skills while they are employed. By providing opportunities for continuous learning and development, we can empower workers to contribute to the state's economy in more significant ways.

Engineering education serves as a catalyst for social mobility and plays a vital role in Connecticut's economy. Over 52% of the state's engineers are graduates of UConn, demonstrating the institution's impact. The current demand for engineers exceeds 1,000 annually, emphasizing the need for further investment in engineering education.

In the 21st century, climate and sustainability are the defining issues that will shape the future of humanity and the planet. Connecticut has a rich tradition in manufacturing and clean energy, with the state being the birthplace of the first electric car in 1902. Given the significant presence of clean energy and manufacturing industries, engineering students must possess new knowledge and skills to address emerging challenges.

UConn Engineering is committed to fostering joint solutions for grand clean energy challenges with utility companies. By facilitating the exchange of ideas and expanding research capabilities, the university aims to drive scientific breakthroughs in the field. The United States has set a goal to deploy 30 gigawatts (GW) of offshore wind by 2030, powering 10 million homes and reducing 78 million metric tons of carbon emissions. In Southern New England, offshore wind is projected to exceed 17 GW by 2030, accounting for over 50% of the federal goal. However, the U.S. wind industry faces a shortage of

university graduates equipped with high-quality technical skills and experience in the offshore wind sector.

To address this shortfall, we must invest in the education and training of future engineers, equipping them with the necessary expertise to meet the growing demand in the offshore wind industry. By providing specialized programs and hands-on experience, we can cultivate a skilled workforce that will contribute to the success of this crucial sector.

Connecticut's thriving industries and research potential make it an attractive location for innovative companies. To ensure continued economic growth, we must expand education and training pathways, provide industry-aligned programs and internships, and retain college graduates within the state. By investing in engineering education and addressing the demand for technical skills in emerging fields like clean energy, we can drive sustainable development and position Connecticut as a leader in the 21st-century economy.

Gov. Ned Lamont and the Office of Workforce Strategy and his Workforce Council created the 2020 Workforce Strategic Plan. In it they detailed a section on career building and educating Connecticut's workforce. Research shows that by 2025, 70% of Connecticut jobs will require some form of postsecondary education or training. "To address this need, we will need to significantly strengthen the standards for partnership among educators, employers, and supporting players," the council writes (p. 17). The council focused on several solutions, milestones and measures that the UConn College of Engineering can address, such as:

- The workforce office and council will support resources for colleges and universities to expand K-12 outreach programs and increase enrollment in college-level data science and computer science programs (p. 22). The School of Computing and the School of Engineering Education, Experiential Learning and Student Success can address needs in K-12 engineering education, especially relevant to data and computer sciences.
- The workforce office and council will work with educators, workforce development boards, and other partners to better align training programs with industry needs through redesigning curricula, incorporating work-based learning, and increasing the number of short-term certificate programs. These high-growth, high-demand industry sectors in Connecticut include advanced manufacturing, information technology, healthcare and life sciences (p. 18). The Center for Engineering Advancement will focus on career advancement, workforce development and other work-based learning strategies.
- Produce more life sciences/STEM graduates with the relevant applied skills and experiential learning needed for the life sciences workforce (p. 45). To meet the demand for graduates with applied skills and experiential learning, UConn's School of Engineering Education, Experiential Learning, and Student Success, in conjunction with the entire College of Engineering, should focus on producing graduates who possess hands-on experience and relevant skills sought after in the life sciences workforce.

Elevating UConn Engineering from a school to a college will enhance our profile externally, streamline operations internally, and allow for future growth. Many of our peer institutions and partners are already organized as Colleges, for example University of Michigan, Carnegie Mellon University, University of Wisconsin-Madison, UMass Amherst, University of Arizona, Georgia Tech, Penn State, Purdue, and numerous others. Externally, meeting our peers on more equal footing as a College will enhance the UConn Engineering brand and elevate the stature of our existing departments and programs. Operationally, centralizing certain functions within the structure of a college will promote specialization and excellence while also facilitating resiliency within the organization. Creation of a platform for future

growth across the full breadth of our educational, research, and engagement missions requires a more elastic and efficient organization that is aligned with a *college* structure.

College vs. School (within the context of a university)

Typically, a college includes a greater variety of subsidiary units that encompass a broader range of disciplines as compared to a school. The constituent units of a College may themselves be quite diverse in their form, size, and function. Colleges are typically larger in size (e.g., number of students, number of faculty and staff, quantity of resources for research, and magnitude of impact). As a result of all of these factors, leadership by a college dean versus a school dean requires greater subtlety and flexibility to effectively lead the more diverse group toward its unified mission.

History and Background

From a modest beginning supporting agriculture, UConn Engineering has evolved into a superb program distinguished by an outstanding faculty, state-of-the-art facilities—with more on the way—and the most academically accomplished students in UConn history. In 1901, the renamed Connecticut Agricultural College established a two-year course in mechanical arts. In 1916, the College expanded its mechanical engineering program to a four-year curriculum taught by two instructors and culminating in a B.S. degree. In 1920, the Division of Mechanical Engineering moved into its own dedicated Mechanic Arts Building, and the College graduated its first engineering student. In 1935, the College expanded its program to include civil, electrical and mechanical engineering offered within the Division of Engineering. The University of Connecticut School of Engineering was established as a separate school with its own faculty and curricula in 1940, one year after UConn was officially named, and the first five engineering students graduated. The school was launched with three departments: Civil, Mechanical, and Electrical Engineering. In the 80+ years since, society's need for qualified, technical, and forever curious engineers has only increased, and our school has continued to grow and adapt to meet those demands. In particular, since 2010, the School of Engineering has been on a steep incline of steady growth. Since the onset of the "Next Generation" state initiative, our enrollment has grown over 83 percent. As of the 2022-2023 academic year we have 3,622 undergraduate students, 900 graduate students, 600+ professional education enrollments, seven departments, 27 centers and institutes, $68 million in total research expenditures, 147 T/TT and 35 teaching faculty, 61 deanery and academic staff, and 29 research support staff (who are mostly supported by soft funds). Many of our centers and institutes collaborate with other schools and colleges. In recent years, we have expanded those partnerships to include shared majors and dual degrees with the College of Liberal Arts and Sciences, the Neag School of Education, The School of Fine Arts, and the Gladstein Family Human Rights Institute, among others.

Within the context of a modern land-grant university, the School of Engineering drives societal benefits including economic growth through innovation and entrepreneurship, workforce development, and outreach and engagement with the broader community. The School of Engineering accomplishes these outcomes by providing a high-quality, high-value engineering education and by conducting cutting-edge basic, applied, and engaged scholarship in partnership with industry, government agencies, and non-profit organizations. The purpose of our educational, research, and engagement work is to apply engineering expertise to address pressing societal challenges. For example, UConn Engineers are working to help stakeholders mitigate and adapt to climate change through innovations in energy, infrastructure, and transportation, among others.

By transitioning from the UConn School of Engineering into the UConn College of Engineering, we seek to convert nearly a century of education, research, and outreach on behalf of the people of Connecticut and beyond into the stable foundation for future growth to meet the challenges of the next century.

Current Size & Scope of UConn Engineering

UConn Engineering is already comparable in size, complexity, and impact to other UConn colleges. As illustrated in Table 1, the School of Engineering's 2022 enrollment and faculty size fall within the range from CAHNR to CLAS. Once reorganized as a college, Engineering will be comprised of six departments and three schools, similar in number to the eight current departments of CAHNR. Most importantly, by adopting a college structure we aim to better embrace our broadening teaching, research, and engagement mission as exemplified by UConn's two other Colleges.

Table 1 The School of Engineering vs. UConn peers currently structured as Colleges.

2022 Data					
College	UG Enrollment	Research Expenditures	Faculty	Staff	Academic Depts. & Schools
CLAS	9725	$57M	784	250	25
Engr. (SOE)	3305	$68M	182	90	7 *(10 as proposed)*
CAHNR	2058	$37M	155	100	8

Current Departments: Biomedical Engineering; Chemical and Biomolecular Engineering; Civil and Environmental Engineering; Electrical and Computer Engineering; Computer Science and Engineering; Mechanical Engineering; Materials Science and Engineering.

Current Centers and Institutes:

- Bioengineering and Biomedical Engineering Center (BioME); waiting on approval
- Center for Clean Energy Engineering (C2E2)
- Center for Materials Processing Data (CMPD)
- Center for Science of Heterogeneous Additive Printing of 3D Materials (SHAP3D)
- Collins Aerospace Systems Center for Advanced Materials
- Connecticut Advanced Computing Center (C3)
    - Comcast Center of Excellence for Security Innovation
    - Center for Hardware and Embedded Systems Security and Trust (CHEST)
    - Synchrony Financial Center of Excellence in Cybersecurity
    - VoTeR: Center for Voting Technology Research
- Connecticut Center for Applied Separations Technology (CCAST)
- Connecticut Transportation Institute (CTI)
    - Connecticut Advanced Pavement Lab (CAP Lab)
    - Connecticut Training and Technical Assistance Center
    - Connecticut Transportation Safety Research Center (CTSRC)
- Enterprise Solution Center
    - Connecticut Manufacturing Simulation Center (CMSC)
    - Quiet Corner Innovation Cluster (QCIC)
    - Proof of Concept Center (POCC)
    - Connecticut Manufacturing Resource Center (CMRC)
- Eversource Energy Center (EEC) – a university wide center in collaboration with School of Business and College of Allied Health and Natural Resources
- IN-siTu/Operando Electron Microscopy (InToEM)
- National Institute for Undersea Vehicle Technology (NIUVT)

- Nursing and Engineering Innovation Institute (NursEng) – in collaboration with the School of Nursing
- Pratt & Whitney Additive Manufacturing Innovation Center
- Pratt & Whitney Institute for Advanced Systems Engineering
- Project Daedalus Air Force Research Laboratory
- Research in Advanced Manufacturing (AFRL-RAM)
- Reverse Engineering Fabrication Inspection & Non-Destructive Evaluation (REFINE)
- UConn Thermo Fisher Scientific Center for Advanced Microscopy and Materials Analysis (CAMMA) – Under IMS management

Proposed College of Engineering Structure

There will be two principal changes to UConn Engineering's organizational structure as it transitions from a School to College:

1. **School of Computing**

Under the College of Engineering, the newly transitioned School of Computing will accommodate the rising growth of the Computer Science and Engineering department. The School of Computing will also support the university-wide Master of Science in data sciences, and include new degree programs such as cybersecurity engineering and engineering data sciences. The apex of applied computing will be computer science and data science, which will be supported by other suitable applied computing disciplines within the School. The School will measure success by its impact on local workforce development, economic, and societal outcomes, especially in regard to cybersecurity, misinformation, and the ethics of AI.
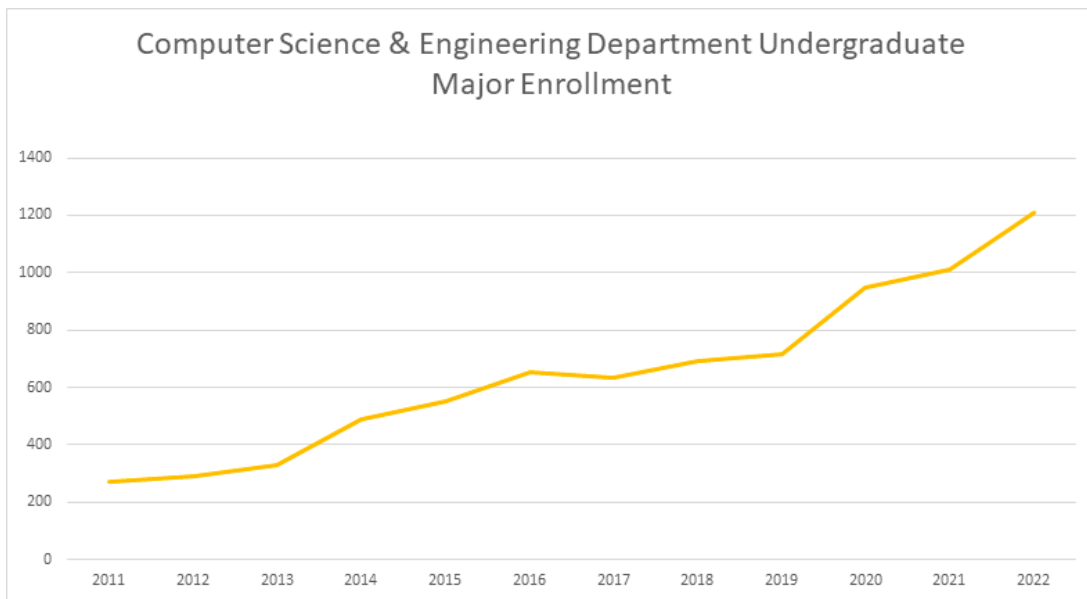

Figure 1 The Computer Science and Engineering department enrollment over the past decade has experienced explosive growth as seen in Fig. 1; there is every indication that this growth will continue in future years.

The computing workforce shortage has been well documented. In CT, a state with established STEM industries, the demand for computing professionals has consistently outpaced supply. In particular, workforce shortages have posed significant challenges for CT companies and organizations. UConn is well equipped to expand our current educational and research strengths in computing within a School of

Computing, in alignment with the national trends. Many of the CSE departments in the nation have transitioned into schools (or colleges) of computing, including MIT, Georgia Tech, UMass Amherst, University of Arizona, and Southern Illinois University.

The School of Computing will have research strengths in key areas including AI/ML, Cybersecurity, Bio and Biomedical Informatics, Data Science, and High-Performance Computing. Research collaborations will be broadened and strengthened with other units within UConn, given that computing has become inevitable for conducting research in every area of science and engineering.

2. School of Mechanical, Aerospace and Manufacturing Engineering

We propose to establish the School of Mechanical, Manufacturing and Aerospace Engineering to further build on the recognition of the research and educational stature of UConn Mechanical Engineering as an international leader in this field. A key outcome of the School will be to establish a platform for future growth in these critical educational and research areas for the state. The school will offer undergraduate (B.S.) and selective graduate (M.S. and Ph.D.) degrees in Mechanical Engineering, Management and Engineering in Manufacturing (MEM) – a joint program with the UConn School of Business - Aerospace Engineering, and Manufacturing Engineering.

The proposed School of Mechanical and Aerospace Engineering will position us at the forefront of a small number of research institutions that are transforming the way mechanical and aerospace engineering are being taught and practiced around the world, while focusing on serving the State of Connecticut, the Northeast, the nation, and society through innovation and knowledge generation and transfer, entrepreneurship, and modern workforce development for the state's key aerospace industry. The School will be built on a comprehensive, interdisciplinary approach that explores the synergies between mechanical, aerospace, and manufacturing engineering. Furthermore, it will promote world class scholarship and modern teaching practices to understand, predict, and enhance the behavior, design, fabrication, and performance of complex engineered systems. We also foresee new and changing research and curriculum foci, such as ocean engineering; sustainable heating, ventilation or air conditioning systems; and responsible and ethical use of machine learning tools in support of engineering activities.

The principal justification for the establishment of a School of Mechanical, Aerospace and Manufacturing engineering at UConn is based on three key factors:

a. World class research and innovation with impact on a local, regional and national scale

The new School will build on our current strengths to further stimulate and enhance synergistic multidisciplinary research and education programs in mechanical and aerospace engineering and manufacturing in close partnership with industry and government. This, in turn, will have a profound impact on current and emerging science and technologies, fostering exemplary, synergistic multidisciplinary research and education programs. At the same time, the school will raise the national awareness of the totality and high quality of engineering research and education at UConn.

b. Enhanced impact of our graduates

By combining components of mechanical engineering, aerospace engineering and manufacturing, our graduates will be well equipped to change the world by solving many of the technical, environmental, and societal problems facing humanity.

c. Workforce development to support the growing and specific needs of our state's aerospace and manufacturing industry

Our school will graduate highly skilled, ethical, and diverse group of mechanical, aerospace and manufacturing engineers equipped with business acumen who will thrive in a rapidly changing world and a continuously transforming industry at the local, regional, and national level. The synergistic skillset of our graduates will position them to become future leaders in technology and society. The new multidisciplinary school will help fill the needs of Connecticut's industry to hire the best and brightest engineers while significantly increasing employee retention with broad impacts to the state's economy. <u>Define a path for other engineering departments to transition into a School</u>

Under the new College of Engineering structure, other departments could aspire to become schools and submit proposals as appropriate to 1) the Dean of the College of Engineering and subsequently upon internal college approval to 2) the Provost's Office. The College of Engineering structure allows organization and opportunity for each school, department, center, institute and program, which encourages overall growth for the UConn Engineering enterprise.

The schools and departments will function as hubs for additional degree programs and concentrations specific to global challenges we face today and in preparation for the future. These areas are not limited to any single school, department, institute or center. Through the College structure, we hope to further collaboration with other offices, schools and colleges throughout the university and beyond.

Engineering's Future Role in Sustainable, Healthy, and Equitable Society
All of these proposed changes must be done within the context of our impact on society. Responsible engineers understand the impact they have on technology, sustainability, and society at large.

In Connecticut, UConn Engineering graduates constitute 65 percent of the current engineering workforce. However, with the escalating demand for engineering solutions, this figure must increase. Fortunately, by investing in the advancement of the UConn College of Engineering, it is possible to boost the number of qualified engineers in the state. The UConn College of Engineering already educates over half (52 percent) of Connecticut's engineers, and further progress is achievable with the right support. By appropriately designating UConn Engineering as a college, we can unlock a host of opportunities. Being recognized by our peers and partners will provide a clearer understanding of our current operating capacity, allowing us to expand the diversity and scale of our academic, research, and engagement programs.

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School of Engineering
Office of the Dean
Kazem Kazerounian
Dean of Engineering

September 7, 2023

Provost Anne D'Alleva
UConn Office of the Provost

Dear Provost D'Alleva,

I hope this letter finds you well. As the Dean of the School of Engineering, I am writing to express my strong support for the proposal to transition the UConn School of Engineering into the UConn College of Engineering. This proposal is a significant step forward for our institution and holds great promise for the future of our engineering programs.

The UConn School of Engineering has been a cornerstone of academic excellence, consistently delivering high-quality education, groundbreaking research, and impactful community and industry engagement. However, as higher education evolves, and the diversity and size of our programs increase, it has become clear that this transition is timely and essential for our continued growth and success.

This proposal, endorsed by our faculty in a vote on September 6th, 2023, includes two key components:

1- Transition of the Computer Science and Engineering department to the School of Computing: This aligns Computer Science and Engineering more closely with their academic peers, promoting synergy and collaboration without imposing additional financial burdens.
2- Transition of the Mechanical Engineering Department to the School of Mechanical, Aerospace, and Manufacturing Engineering: This optimizes our organizational structure in responding to industry's needs in the State of Connecticut and fostering collaboration and interdisciplinary research opportunities.

Importantly, these transitions leverage existing resources and expertise, ensuring no added financial strain on the University or the School.

Elevating the School of Engineering to a College of Engineering offers advantages both internally and externally. It enhances our visibility among peer institutions, streamlines operations, encourages specialization, and promotes excellence within our programs. It also provides the flexibility needed to support future growth and innovation in education, research, and community engagement.

In conclusion, I wholeheartedly endorse the UConn College of Engineering proposal. It aligns with the aspirations of our faculty and sets the stage for our school's continued growth and success. I kindly request your approval, goodwill support, and advocacy for this proposal to enhance the reputation and impact of the University of Connecticut's engineering programs.

Thank you for your attention to this matter.

Sincerely,

Prof. Kazem Kazerounian
Dean

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September 8, 2023

Kazem Kazerounian, Dean
University of Connecticut
School of Engineering
Unit 3237

Dear Dean Kazerounian,

     I am writing to let you know that a voting was done within the CSE Department to determine whether the proposal to rename the department as a School of Computing can be accepted or not. The voting results unanimously (with 33 Yes, 0 No, and 0 Abstain) approve the renaming of the department. This reveals how receptive and excited the faculty members are in welcoming this transformation.

     I truly believe that the elevation of the CSE Department into a School will help us to be viewed as a larger entity than a department (from within and outside UConn). This will benefit us in terms of fundraising, working with the state, industry, etc. Given the importance of computing in the society, there is a national trend in converting Computer Science Departments into Schools of Computing. Even small colleges and universities have done this already. A prime example will be Southern Illinois University.

     I view this elevation as a great opportunity to strengthen the research, teaching, and outreach missions of our unit. Currently, we are offering five different undergraduate majors: Computer Science, Computer Science and Engineering, Computer Engineering, Data Science and Engineering, and Robotics. There is a potential for expanding this list with possible majors in such areas as Cybersecurity, Bioinformatics, and Quantum Computing. This in turn will mean that we can significantly increase the highly skilled workforce that we create and offer to the state of CT as well as the nation.

     The School of Computing will have expanded capacity to admit a larger population of graduate students, both for M.S. and Ph.D. degrees. In addition, we can train a much larger population of professionals with our MENG and Certificate programs. The School can offer a wide range of interdisciplinary research programs and further bolster UConn's Tier I research university status.

     The School of Computing can serve as a strong hub to connect with other schools and colleges of UConn to create more multidisciplinary, interdisciplinary and data-driven convergence research projects to better serve the larger body of the University. For instance, Biomedical informatics can strengthen its connection with UCHC and JAX-GM at Farmington. The research collaboration will extend to the industry. According to NAIC, "Cybersecurity is perhaps one of the most important topics for the insurance sector today". The state's insurance industry should have keen interests in collaborating with the School's cybersecurity cluster. AI and Machine Learning have taken over the entire world. We do have excellent strength in these vital areas. As a School we will be able to reach out to every area of science and engineering and apply our AI/ML expertise to solve critical problems of importance to the society.

     The School of Computing can be proactive in reaching out to K-12 schools, particularly to high school students to help galvanize an interest in computing, a crucial prerequisite to

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maintaining and retaining Connecticut's STEM workforces. The School can also help high schools prepare and develop computing related curricula, a well-documented bottleneck on that front. Other similar initiatives are ReadyCT connection and DEI which will also help the School advertise its presence to a wider community in the state and the nation. In addition, the School can better serve the state with its specific outreach programs, facilities, and channels to industry and community colleges.

Overall, my faculty and I are highly excited about the exaltation of our Department into a School. We are looking forward to expanding our efforts in all the aspects of research, teaching, professional training, outreach, and workforce development. DEI will always be the guiding principle in all of our activities. We truly appreciate all the time and effort you have put forth in the creation of the School of Computing.

Please let me know if I could provide more details on any of the above topics.

Sincerely Yours,

Sanguthevar Rajasekaran, Ph.D.
Department Head, Board of Trustees Distinguished Professor, and
Pratt & Whitney Chair Professor
Computer Science and Engineering
University of Connecticut

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September 11, 2023

Dean Kazem Kazerounian
School of Engineering,
University of Connecticut

Subject: Departmental Vote

Dear Dean Kazerounian:

The Mechanical Engineering (ME) faculty voted on the proposal to transition the ME department into the School of Mechanical, Aerospace, and Manufacturing Engineering and the outcome of the vote is an overwhelming support for this course of action.

This transition will allow us to further build on the recognition of the research and educational stature of UConn Mechanical Engineering as an international leader in this field. The proposed School of Mechanical, Aerospace and Manufacturing Engineering will position us at the forefront of a small number of research institutions that are transforming the way mechanical and aerospace engineering are being taught and practiced around the world, while focusing on serving the State of Connecticut, the Northeast, the nation, and society through innovation and knowledge generation and transfer, entrepreneurship, and modern workforce development for the state's key aerospace industry. The new School will be built on a comprehensive, interdisciplinary approach that explores the synergies between mechanical, aerospace, and manufacturing engineering. Furthermore, the new School will promote world class scholarship and modern teaching practices to understand, predict, and enhance the behavior, design, fabrication, and performance of complex engineered systems.

Sincerely,

Horea Ilies
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