

**COLLEGE OF ARTS AND SCIENCES NCA SELF-STUDY REPORT
UNIVERSITY OF COLORADO AT BOULDER**

January, 1999
(Revised, January 2000)

College of Arts and Sciences NCA Self-Study Report

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College of Arts and Sciences
NCA Self-Study Report: Executive Summary
University of Colorado at Boulder
Spring, 1999

The attached NCA Self-Study for the College of Arts and Sciences of the University of Colorado, Boulder, was prepared in accordance with the detailed descriptions of "Criteria for Accreditation" provided by the North Central Association of Colleges and Schools. Each section within the self-study was keyed to the five following NCA criteria:

Criterion 1, Mission: the institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education

Comments: the self-study shows that departments and programs within the College do follow a clearly stated University mission statement as well as an internal College mission statement.

Criterion 2, Resources: the institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Comments: the self-study shows that the College utilizes its limited resources in effective and thoughtful ways through a number of collegial processes that make planning, allocation, and re-investment efforts clear, open, and structured around decisions relating to mission, quality, centrality, and impact.

The College believes that an improved level of teaching excellence can be achieved through the hiring of more tenure-track faculty.

Serious salary compression issues still remain for many faculty, especially at the senior ranks, despite significant and recent progress regarding these issues. The College has made good progress on salary compression and market issues by implementing its new "2X" special merit program. Additionally, because of a program established by the President's Office, faculty salaries will be incremented over the next seven years at a rate of 1% above the standard factor increase.

A comprehensive revision of the student advising system is being implemented. Resources have been transferred and reallocated for these purposes.

In the spring of 1999, the College began to implement the new Instructors' Bill of Rights program (IBoR). New, continuing, and reallocated resources will be used to support the improvement of Instructor salaries and benefits.

In January 2000, the new Humanities Building was opened for service. This facility will feature nineteen technologically advanced classrooms. Within the College, other building

and renovation projects are in the planning stages, a new Fine Arts facility and an extension of the Duane Physics building are examples.

In conjunction with help from the Chancellor, the College has reallocated resources to support a new faculty computer program that provides the continuing resources needed to support a new computer for each faculty member every three to four years.

Through a reallocation of resources derived from the reinvestment process, the College will provide every regular faculty member with an annual research account of \$1000. The program is being phased in over a three-year period, starting with Assistant Professors.

Criterion 3, Results: The institution is accomplishing its educational and other purposes.

Comments: the self-study shows that the College maintains educational offerings of the highest quality. In virtually every department there are faculty with distinguished research or creative records. Many faculty in the College possess awards for teaching excellence. Numerous review documents demonstrate that the faculty in the College of Arts and Sciences take pride in creating a total learning environment through maintaining a healthy and synergetic balance between their teaching, research, and service obligations.

Through the creation of additional small-group learning experiences and through an increased emphasis upon contact with regular faculty, the College of Arts and Sciences has worked to provide students with a teaching/learning environment that has the feel of a small liberal-arts college.

Faculty have become concerned about the effectiveness of the Core Curriculum and are correspondingly in the process of examining that curriculum for possible revisions and improvements. Along with major curricular changes, the College is involved in a major restructuring of the student advising system.

The institution recently completed a major academic program review of the entire writing curriculum. Information gathered from this review will help the campus establish a proactive process to improve writing instruction throughout the curriculum.

The College has begun to place an emphasis upon the development of inter-disciplinary teaching and curricula.

Criterion 4, Planning: the institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Comments: the self-study shows that planning among individual academic departments and programs is primarily a product of collegial interaction and clearly defined strategic planning documents that are developed and updated by the faculty. On the College level, planning is implemented through a variety of carefully constructed budgeting and planning processes that work in conjunction with shared governance.

Criterion 5, Integrity: the institution demonstrates integrity in its practices and relationships.

Comments: the self-study shows that there are numerous departmental, college, and campus policies and procedures designed to insure integrity among faculty, staff, and students in their teaching and research activities. These policies and procedures appear to be effective in both use and impact.

Within each section of the College Self Study regarding the five NCA Criteria, every effort was made to provide appropriate patterns of evidence that would ultimately serve to indicate how well the College of Arts and Sciences actually meets the listed criteria. Comments under each criterion also include an analysis of the evidence and its implications.

In addition to providing detailed responses to the NCA criteria, the College Self-Study contains a special section that describes the multitude of program integration activities that exist within the College and between the College and its external constituencies.

After the discussion on integration, the document concludes with some general statements regarding the future of the College. These end remarks reveal that the College has reflected upon its strengths and weaknesses and that it has considered how it might encounter opportunities and problems in the future. This section projects how the College of Arts and Sciences, as an academic entity composed of many departments, programs, institutes, and centers, intends to respond proactively to changes within its internal and external environments so that it can continue to succeed as a top tier college of liberal arts and sciences in a major public research university.

The contents of this College Self-Study are based on information garnered from individual self-study reports prepared by each department and unit within the College of Arts and Sciences, as well as other relevant public documents, such as the College's Mission Statement and the University Catalog. As such, the process of completing the study has been a broadly based effort, an inclusive process that has required extensive input from colleagues throughout the College.

College of Arts and Sciences NCA Self-Study Report University of Colorado at Boulder Spring, 1999

The following Self-Study for the College of Arts and Sciences of the University of Colorado, Boulder, was prepared in accordance with the detailed descriptions of "Criteria for Accreditation" provided by the North Central Association of Colleges and Schools. Each section below is keyed to the five NCA criteria; in addition, there is a sixth section describing the many kinds of program integration that exist within the College and between the College and its external constituencies. The Self-Study is based on the individual self-studies prepared by each department and unit within the College, as well on other relevant public documents, such as the College's Mission Statement and the University Catalog.

Criterion 1, Mission: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education

The mission statement of the University of Colorado at Boulder states that the goals of the institution are "... to advance and impart knowledge across a comprehensive range of academic disciplines to benefit the people of Colorado, the nation, and the world. This is done by educating undergraduate and graduate students in the accumulated knowledge of humankind, discovering new knowledge through research and creative work, and fostering critical thought, artistic creativity, professional competence and responsible citizenship."

The mission of the College of Arts and Sciences of the University of Colorado at Boulder echoes the University mission by stating that its intent is:

- To preserve, interpret, and convey humane values and learning while
- Creating, integrating, and applying knowledge in the arts and sciences, by
- Ensuring excellence across a broad scope of liberal arts education,

- Providing a superior learning experience for students through dedicated teaching, research, and creative work,
- Fostering educational exchange within the University, the Colorado community, and society as a whole,
- And maintaining a community of teachers and scholars devoted to the preservation and discovery of knowledge and to the well being of future generations.

A recent message from the Dean to the College articulates some of the primary long-term goals of the College of Arts and Sciences, as the liberal arts College of CU-Boulder, in the education of undergraduate students. The goals are to:

- Educate students for careers and a productive life.
- Provide students with a well-rounded education.
- Educate citizens who can think for themselves, understand the rapidly changing world, and make wise choices in our democracy.
- Impart a love of learning so that our students can continue to grow throughout life.
- Teach ways of thinking and approaching new problems; ways of knowing the world in which we live.

In the *1998-99 College of Arts and Sciences Budget Analysis and Planning Document*, the Dean also presented the following vision statement for the College:

- Integrate first-class undergraduate education, world-class research and graduate education, and outstanding service to Colorado and the nation
- Have excellent departments and programs across the liberal arts disciplines
- Foster cross-disciplinary linkages and collaborations
- Combine the advantages of a major research university with the feel of a small liberal-arts college

- Have a more diverse student body, staff, and faculty

Shorter-term goals and more specific ambitions are more generally expressed at the department level. Typically these focus on the areas of scholarship and teaching and are formulated to highlight the unique contributions of the disciplines involved. Expressions of these goals are found in the University of Colorado at Boulder Catalog.

Evaluation Processes

Among several processes used to insure adherence to mission and goal statements, the academic program review process (PRP) and outcomes assessment (OA) techniques are probably the most important. These processes are outlined below but they are discussed in detail elsewhere in the College Self-Study. Both programs serve to recommend new initiatives so that individual units can more fully complement the President's Total Learning Environment initiative, the University Strategic Plan and the College mission, but PRP and OA also serve as invaluable checks to insure that programs are addressing stated objectives.

Every academic department and program in the College undergoes the program review process once every seven years. Data from a self-study, an internal review committee, and an external review committee are collected, compiled, synthesized and reviewed by a panel of faculty. This rigorous process results in a set of recommendations for future development of the department or program to insure compliance with the College's mission.

Each year, departments and programs assess various aspects of the attainment of their goals. This process, which varies considerably from one unit to another, is called Outcomes Assessment. Exit interviews, external and independent assessment of students' creative works, standardized tests, checklists, tracking graduating students' success in gaining employment and/or acceptances into graduate programs, tabulating student awards and conducting alumni surveys are among the various methods of collecting data for these outcomes assessments. The results are reported annually to the Vice Chancellor for Academic Affairs.

Dissemination

Several methods are used to inform all interested constituencies of the goals of the College and its subunits. Departmental flyers and handbooks, the University Catalog and web pages of all types and descriptions are available for this purpose. Recently, in compliance with House Bill 1219, a massive amount of data about the University relating to its success in meeting its objectives has been placed on the Web. Nine state-mandated indicators and nine other indicators selected by the institution provide any interested party with this information. The nine state-required indicators are:

1. After graduation performance
2. Undergraduate student success rates
3. Student satisfaction
4. Advising
5. Employer satisfaction with preparation of graduates
6. Technology plan
7. Instructional expense
8. Assessment and accountability
9. K-12 linkages and teacher preparation

The nine CU-selected performance indicators are:

1. Undergraduate education
2. Graduate education
3. Teaching
4. Research and creative work
5. Comprehensive learning environment
6. Outreach
7. Role in economic development

8. Efficiency
9. Commitment to diversity

Commitment to Excellence

The data presented under the indicators mentioned above offer strong evidence of a commitment to excellence by both the College and the University. At the College level, the evolution of innovative programs such as Fallfest, residential academic programs, interdisciplinary teaching and research, substantial new commitments to academic advising, support for the freedom of inquiry, and very high standards for promotion and tenure all work toward maintaining the highest levels of excellence.

Criterion 2, Resources: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Organization

Organization of the Office of the Dean of Arts and Sciences:

When the current Dean of Arts and Sciences, Peter Spear, arrived on campus (August 1996), the College of Arts and Sciences was organized in what is often referred to as a horizontal structure. That is, the Dean and Associate Deans' titles and responsibilities cut across all units of the College. Prior to Dean Spear's arrival, the Vice Chancellor for Academic Affairs formed a committee with the assignment of investigating various ways comparable Colleges are organized and describing the advantages and disadvantages of each. After circulating this committee's report and consulting with various college faculty groups, the Dean reorganized the administrative structure of the College to incorporate some "vertical" elements while still retaining some "horizontal" components.

The current organizational structure consists of the Dean, three (0.67 FTE) Associate Deans, one for each of the vertical subdivisions of the College (Arts and Humanities, Natural

Sciences, and Social Sciences), three Assistant Deans, (Curricular Affairs, Student Academic Affairs, and the Director of Advising), and three Administrative Assistants to the Dean, (Faculty Affairs, Staff Affairs, and Budget). The responsibilities of the last six positions remain horizontal in nature.

The Dean's office and all of the above-mentioned administrators are housed in Old Main. The nine administrators under the Dean make up the Dean's Office Executive Committee (DOEC) and meet weekly with the Dean throughout most of the year.

Each of the Associate Deans meets periodically with the chairs and directors of the administrative units within his or her subdivision. The Dean also meets on a biweekly schedule with all department chairs and directors during the academic year.

This administrative structure and meeting schedule is well defined and understood by all parties involved. The structure allows for considerable discussion and input regarding existing and potential changes to College policies and procedures.

On occasion ad hoc committees are formed by the Dean and the Deans Office Executive Committee (DOEC), with input from the chairs and directors, and the Arts and Sciences Council (ASC), to deal with unique issues. One important and recent example is the Reinvestment Committee, which was formed to deal with the budgeting reallocation process initiated by the Vice Chancellor for Academic Affairs.

The structure, purpose, and operational methods of the Reinvestment Advisory Committee (RAC) were shaped through a process of extensive consultation with faculty throughout the College. In particular, the primary shared governance body for the College, the Arts and Sciences Council, was actively engaged in how this committee should be assembled and empowered. Ultimately, the committee was formed through a process of open nomination and election. It is currently composed of distinguished faculty from across the College, the Dean, and the three Associate Deans.

Operationally, the Reinvestment Advisory Committee devotes considerable time to reviewing resource requests from departments and other academic entities. This proposal review process functions in relation to clearly stated criteria that center upon such factors as mission, quality, centrality, impact, and cost. After proposals have been evaluated and discussed by the Committee, the group makes recommendations to the Dean about potential funding. An effort is made to provide accurate feedback to the authors of every proposal.

The Reinvestment Advisory Committee also serves an advisory function to the Dean regarding which faculty searches should be implemented. Again, the Committee reviews requests for searches within the context of carefully stated criteria. The ASC Budget Committee advises on the number of searches, particularly as that number relates to budget issues within the College.

A recent decision by the Dean to construct an algorithm for use in determining units' operating budgets illustrates the effectiveness of the administrative organizational structure. In the past, operating budget allocations were made in such a way that could appear to be inconsistent or even arbitrary, in response to emergencies and with no mechanism for normal changes over time.

The Dean and the ASC Budget Committee constructed a trial algorithm with an accompanying computer program capable of determining each unit's ideal allocation and the total budgetary commitment. This trial plan was discussed and modified at the DOEC level and then presented to the chairs and directors, and the ASC. These groups suggested further modifications, which were then made. The plan was eventually approved and is now being implemented in an incremental way while the money available for operating expenses catches up with the algorithm's allocations.

In all of these processes which relate directly to budget planning and resource allocations, the Dean has worked closely with various levels of shared governance in the College to place a special emphasis upon providing a flow of information that is open, direct, and accurate. In his

annual budget presentation to the Vice Chancellor's Budget Committee, the Dean works closely with the Arts and Science Council, the ASC Budget Committee, and the department chairs and directors to facilitate a timely and open expression of what the College resource needs are. Copies of his budget presentation are readily available. Additionally, the College publishes a readily available annual budget book that clearly details how all of the continuing resources in the College have been allocated over the past ten years.

Organization of Departments, Programs and Centers in the College

Every department, program, and center housed in the College of Arts and Sciences has its own operating document, such as bylaws. These documents provide articulation of each unit's administrative structure, procedures for forming various committees, and operating procedures germane to the unit. Although these operating documents vary widely in complexity, and even though these documents are often revised, the policies, procedures, and organizational structures within the units are well understood and result in effective administration.

To aid departments in the completion of common tasks and to provide information about many programs available to them, the Associate Vice Chancellor for Academic Affairs and the Dean of the College recently prepared and distributed to each unit in the College a Desk Reference for Chairs and Directors. This loose-leaf notebook is modified as needed when programs or policies change.

Administrative Personnel

Dean's Level

Search committee formation, the conduct of searches, and appointments to vacant positions are all completed in accordance with Regentially established policies. The human resources division oversees proper representation on search committees and adherence to mandated policies.

Department, Program, and Center Level

Department chairs are elected by the faculty following the procedures recorded in the department's bylaws. The elected chair is presented to the Dean for approval. Final approval resides at the level of the Regents. Directors of programs and centers are normally appointed by the Dean with input from a large variety of associated individuals and groups. The normal term of service for a chair and director is four years.

Staff Level

The staff of the College of Arts and Sciences (and the entire University) are a part of the state personnel system. Policies and procedures for staff positions are thus set by this agency. The College of Arts and Sciences employs an individual at the level of Assistant to the Dean to serve as a liaison between the staff in the College and the state personnel system. While issues sometimes arise because of differences between individuals under the state personnel system and the rest of the university personnel (e.g., different benefits, such as retirement plans and health insurance), there are currently no plans to change this arrangement.

In general, the procedures of the Regents, the University, the College, subdivisions of the College, and the state personnel system all serve to insure qualified administrative personnel to oversee the activities of the College.

Governance

Dean's Level

In addition to the structures listed above under "Organization of the Office of the Dean of Arts and Sciences," two other organizations exist as a part of the shared governance in the College. These are the Boulder Faculty Assembly and the Arts and Sciences Council.

The Boulder Faculty Assembly (BFA) is a long-standing organization that represents the entire Boulder campus faculty. Its chair reports to the Board of Regents at their periodic meetings. The composition of the BFA represents all of the Colleges and Schools on the Boulder campus. Of the 49 BFA members, 33 are elected on a proportional basis from the Colleges and Schools (currently 26 are from the College of Arts and Sciences).

The Arts and Science Council (ASC) is a relatively recent organization established in 1995 (its bylaws were recently revised). The ASC is made up of 12 members elected at large plus one member from each of the Colleges' academic units. The preamble to the bylaws states that the ASC "...affirms its rights and responsibilities to participate fully in the governance of the College in consonance with the Laws of the Regents, including all matters of educational policy, academic ethics, faculty appointments, promotion and tenure, budgetary review, the selection of administrators, and other policies concerning the general academic welfare."

The ASC was established just prior to the arrival of the current Dean of Arts and Sciences, and represents a decisive movement toward greater shared governance within the College. The Dean encourages and supports this increase in shared governance. In general, however, there still exists some confusion in the arena of shared governance in the College. Although a working relationship is evolving among the Chairs and Directors group, the ASC and the BFA, a clear articulation of what issues should be considered by which group does not currently exist.

As part of the shared governance process, the Dean meets twice a month with the chairs and directors as a group. These meetings provide a natural opportunity for information sharing and open communication, but they also serve as a collective forum for pro-active discussion among chairs and directors, along with the Dean and Associate Deans, regarding new and continuing policy issues. Critical input to the Dean and Associate Deans on College and campus issues evolve from these gatherings.

Department, Programs, and Centers Level

Governance in departments, programs, and centers varies considerably but in all cases is accomplished in accordance with written bylaws within each unit. Faculty elect Department chairs and program directors. In the case of small programs, the Dean appoints directors. Beyond this, organizational structures vary considerably and are unique to each unit's needs and desires.

Staff Level

The Boulder Campus Staff Council handles staff governance issues. The Staff Council is comprised of a six member executive committee, three members elected from each of nine campus areas and six at large members. The Council has 10 standing committees and, like the BFA, it represents the entire campus, not only the College of Arts and Sciences.

Except for some confusion about the jurisdictions among the various faculty governance groups, the various governance groups provide reliable information to the various constituencies of the College and provide avenues for them to be involved to varying degrees in the decision making process.

Faculty, Number and Quality

In the College of Arts and Sciences (1997-98 data), there were approximately 655 tenure track faculty FTE and 90 instructor FTE available to teach the students. Due to retirements, resignations, and budgeting considerations, some number of these positions (5-10%) are vacant. In the case of the tenure track lines, virtually every faculty member in the College of Arts and Sciences occupying one of these lines possesses the terminal degree appropriate to the discipline. This is also true in the instructor lines, with the occasional exception of some foreign language instructor appointments. The number of faculty in the College who have won local, regional, national, and international awards (National Academy of Sciences, Nobel Prize, Distinguished

Professors, etc.) and recognition for distinguished teaching, scholarship, creative work, and service is outstanding.

Within the next five years, the College seeks to increase its faculty base of regular faculty by about seventy positions. It will take at least this many additional tenure-track faculty to bring the College into parity with the average of its peer institutions. New faculty lines are crucial, not simply because each new colleague will enhance an area of scholarly or creative excellence, but also because each will work to enhance undergraduate education in a broader sense. Having more tenure-track faculty means that the College can increase the number of smaller classes and have more regular faculty teach lower division courses. Through the addition of more faculty lines, the College will be positioned to make major strides in its efforts to increase the level of excellence in undergraduate education. And, of course, additional hires will also present needed opportunities to increase the diversity of our faculty.

Students, Number and Quality

The number and quality of students enrolled in the College of Arts and Sciences is sufficient to meet its articulated educational goals. The College not only teaches the approximately 14,100 undergraduate students and 2,000 graduate students enrolled in the College, but it also provides instruction for students enrolled in other Schools and Colleges as well. In spring of 1997, the College of Arts and Sciences taught slightly more than 70% of all student credit hours generated on campus (including undergraduate and graduate).

Departments and Programs

The College of Arts and Sciences is comprised of 36 departments and approximately 50 programs or centers. At the undergraduate level, these academic units offer a combined total of 59 majors, 48 of which lead to bachelor's degrees in the College. Additionally, 33 master degree and 29 doctoral degree programs reside in the College.

A mechanism embedded in the Colorado Commission for Higher Education (CCHE) rules monitors the number of degrees awarded in each degree program over time. Whenever the number of degrees awarded falls below a critical number, members of the CCHE and the Boulder campus administration examine the desirability of continuing the program or terminating it. The process of determining what actions should be taken regarding a program that has limited enrollment and graduation is a collegial one. The Dean and the Associate Deans work closely on such matters with faculty, department chairs, and directors.

Under the provisions of the CCHE policies, the College may request exemptions for a limited number of programs it believes are vital to its curricular offerings, recommend revisions to programs with declining enrollments, or agree to eliminate such programs. The most recent activity in this area resulted in recommendations to eliminate small academic programs in Latin American Studies, Central and East European Studies, and Individually Structured Majors. The College requested exemptions for Chinese, Dance, Asian Studies, and Italian. In addition, the College asked for reconsideration for Linguistics since it is apparent that the department is about to exceed the minimum enrollment requirements and for the Individually Structured Major on the grounds that it is essentially cost-free and provides flexibility for students.

Student Service Resources

The variety and number of student services available to help students succeed on the Boulder campus in general and in the College of Arts and Sciences specifically are literally too great to list in this report. Examples include counseling services, career services, recreational facilities, international education opportunities, and health services to name but a few. Rather than briefly describe the multitude of possibilities, it might be more instructive to provide a brief description of recent changes made (and still being made) in the College of Arts and Sciences to a program critical to students' academic success - advising.

The recommendations from a task force on academic advising that concluded its assignment in June of 1997 are currently being implemented. The following goals in various stages of completion are to:

1. provide sufficient resources to achieve a ratio of 400 undergraduate students per professional academic advisor;
2. assign all undergraduate students to a specific primary advisor by fall 1999;
3. introduce students to the advising system at New Student Orientation;
4. prompt students to meet with their academic advisor several times per semester;
5. implement a database to monitor the number and nature of student contacts with their advisors;
6. use technology to support the new advising system by providing information to students and advisors across campus, and;
7. provide transfer credit evaluation, administrative services, and graduation certification for all students in the College;
8. implement a “faculty preceptor” program that enhances the primary advisor process by letting faculty work directly with students in a personalized manner on professional and academic issues.

Physical Plant Resources

The physical plant on campus and in the College has, in the last few years, seen more building, renovation, and upgrading than at any time in recent history. Unfortunately all of this activity is barely keeping up with current needs.

The new Humanities Building, which was completed in January 2000, will provide nineteen new classrooms (all equipped impressive technological support) and much improved office space for four Arts and Science departments. The total renovation of Woodbury Hall as

part of the Humanities Building project will become the home of the new Academic Advising Center, thus consolidating in central campus a number of functions that are now dispersed. The recently completed Benson Earth Sciences Building provides 47,000 square feet of specialized space for the Department of Geological Sciences. The new Math Building, the complete renovation of the Hale Science Building for Anthropology, and the large addition to the MCDB Building are all recent examples of the creation of additional space or improvements to the physical plant. Some departments within the College, such as Fine Arts and Physics, are also actively involved in the creation of feasibility studies or program plans that relate specifically to the creation, expansion, or renovation of academic facilities. In addition, a large number of smaller renovation projects continually improve offices, classrooms, studios, and laboratories in the College.

Substantial amounts of costly deferred maintenance, political ramifications of the TABOR amendment (which make it difficult to compete at the state level for the massive funds needed to complete building and renovation projects), and the rapidly accelerating needs on campus for modifying space to keep abreast of new technologies, are all issues that have the faculty and administration concerned about the adequacy of the physical plant.

Health and Safety Resources

Many offices, programs and facilities help to provide a safe and healthy environment for the students, faculty, and staff. Most of these are university-wide but all affect the students in the College of Arts and Sciences.

Access to the Wardenberg Health Center on campus, participation in the many programs available at the Recreation Center, and the availability of many opportunities from the Office of Disability Services are examples of venues devoted to health and safety issues. Programs such as "night ride-night walk" (which provides escorts from the library at night), whistles issued to new students, security systems in the residence halls, safety seminars conducted by the campus

police department, information about health and safety issues embedded in several ways at New Student Orientation, bicycle dismount zones, a large private grant focusing on issues of alcohol consumption, and a recent prohibition on acrobatic skating and skateboarding on campus, all reflect the concern for students' health and safety.

Facilities addressing these issues include lighting on campus (which is adequate but scheduled for improvement), campus-wide call boxes for use in emergencies, and the recent development of "coffee houses" in the residence halls to provide healthy places for students to spend leisure time.

Academic Resources and Equipment

The provision of academic resources and educational equipment is more a function of the campus as a whole or departments than it is of the College. For example, Norlin Library is, of course, a fundamental resource for Arts and Sciences faculty, staff, and students. However, it is funded and administered at the campus level. This arrangement is also true of many computer facilities and classrooms remodeled to be "technology friendly" (called smart classrooms). In the fall of 1998, 20 smart classrooms were available. In 1999, the number was 26. Another 19 smart classrooms became available with the completion of the new Humanities Building.

Laboratories, studios and some computer facilities are frequently developed and managed at the department level. Departmental budgets, new direct allocations to the College, proposals to a campus committee that manages the computer fee assessed each student (\$60 per semester), and appeals to the Dean are sources of monetary resources for computer hardware and software. Many students bring their own computers as well. Very recently (1998-1999), the Chancellor and the Dean have begun a program to ensure the availability of up-to-date- computer hardware for the faculty. Every faculty member will have the opportunity to obtain new computers over a staggered 3 to 4-year time-line, paid for by the institution.

Various levels on the campus administer learning resource centers. For example, at the campus level Norlin Library organizes numerous workshops, and computer, writing, math and tutoring centers are located in most residence halls. Many departments provide resource centers for their students. An example of a learning resource center at the College level is the Anderson Language Technology Center (ALTEC). It is a state-of-the-art facility dedicated to supporting the study of foreign languages and cultures. We are also in the process of planning for a major writing center on campus.

Financial Commitment and Management

At the College level there is very little flexibility in the disbursement of the budget. In 1997-1998 the General Fund (State) budget of the College was 75.8 million dollars and was disbursed to the administrative units as follows: 65% faculty salaries and benefits, 14% graduate student support, 11% staff salaries and benefits, 8% operating expenses and 2% for capital outlay.

The most flexible portion of the budget is the 8% operating expenses (nearly 6 million dollars). This flexibility resides primarily at the department level. The operating income disbursed to departments comes from three primary sources- the Dean's allocation (about one-half of the total), student fees and indirect cost recovery (ICR) dollars (each about one-fourth of the total). Although some overlap occurs, in an ideal world the Dean's allocation of General Fund dollars is used for true operating expenses (e.g. phones, copy machines, etc.), the ICR is used to administer grant expenditures for research and creative work, and student fees are used to enhance the teaching commitment of the unit.

When reductions in the budget are required, the College really has only one choice. Although small amounts of money can be trimmed from other places, the faculty pool, making up nearly two-thirds of the total budget, is the obvious target. By not filling faculty positions as they occur due to resignations, retirements and death, the College was recently able to cover a

budget reduction mandated by the Vice Chancellor for Academic Affairs. Included in this mandate was the provision for a reallocation process both at the Vice Chancellor's level and at the College level. The painful financial considerations and decisions resulting from this mandate have been made within an environment of collegial consultation and thoughtful compromise in the College. They are now being implemented. Many departments proposed reductions in vacant faculty positions, since this was generally the only viable source for most units to achieve the required cuts. Some of the reductions in faculty positions will be replaced as part of the reallocation process and, due to increased income from growing student enrollments, other cuts may be restored through the allocation of new funds as well.

It should also be noted that the College devotes significant resources to its annual merit review process. The Board of Regents, in conjunction with the Colorado State Legislature, decides the overall amount of money that can be dedicated to merit salary increases by the university. On the departmental level, the process begins with each unit being allocated a percentage of its faculty base for the purposes of awarding merit increases. Every faculty member in the College submits an annual professional productivity report that details his or her accomplishments for the previous year in teaching, research, and creative work. A salary committee within each department evaluates these professional reports, and subsequently assigns appropriate merit increases. In certain situations, a faculty member might be awarded a special increase that relates to market, retention, or career equity issues. In such situations, the College requests that the department first dedicate a "2X" amount (i.e., twice the average percentage of salary increase received by all faculty who are not recommended for a Special Merit increase in the department). The "2X" contribution comes from the unit's total merit-salary pool. The balance of the increase, or a significant portion of that balance, is provided by the College from a special salary pool.

Before the merit increases are released and finalized, the Dean shares a listing of them with the ASC Budget Committee for its advice and input. After that, the proposed increases move through a campus administrative chain and on to the Regents for final approval.

Thus, through a relatively sophisticated budget monitoring system, earlier budget planning and forecasting methods and reallocation processes, and a comprehensive annual merit review process, the management of financial resources and the pattern of financial expenditures is organized to maximize the College's ability to meet its goals in scholarship, teaching, and service.

Criterion 3, Results: The institution is accomplishing its educational and other purposes.

Arts and Sciences and its Mission as the Liberal Arts College

The primary purpose of the College of Arts and Sciences, as well as the University of Colorado at Boulder, as their Mission Statements express, is to advance and impart knowledge across a comprehensive range of academic disciplines; such work, when done well, benefits the state, the nation, and the world by fostering critical thinking, discovery, creativity, professional competence, and responsible citizenship. Success at accomplishing this purpose is measured both by the existence of a comprehensive infrastructure of educational programs along with all their necessary support systems, together with a variety of mechanisms used to regularly and systematically examine how well the many purposes, educational and otherwise, are being accomplished. These structures for assessment exist at every level.

The College of Arts and Sciences is the liberal arts college of the University of Colorado, Boulder and offers a wide range of major programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees, and an almost equally broad variety of graduate programs leading to Master's and Doctor's degrees. Currently, the College offers 48 different

majors leading to the bachelor's degree, 33 Master's degree programs (including Master of Arts, Master of Fine Arts, and Master of Science), and 29 different doctoral programs. All of these programs and degrees and their respective requirements are detailed in the University catalog. While requirements vary from program to program and degree to degree, all the major and degree programs are clearly defined, rigorous, and intellectually coherent.

Requirements for the Bachelor's degree offered within the College provide that graduates will have a common experience, regardless of the major they choose. In addition to their major, they must fulfill the requirements of an extensive Core Curriculum (with both a skills and a content component), demonstrate that they have satisfied a variety of Minimum Academic Proficiency Standards (MAPS), take at least 45 hours of upper division course work out of the 120 total credit hours for the degree, and maintain a minimum overall grade point average of 2.0. The undergraduate education within the College is under the general supervision of the Dean of the College, but an extensive support team that includes Assistant Deans for Curricular Affairs, Student Affairs, and Advising, all aid him in this work.

The advising system, which is perhaps the most important of the student services housed specifically in the College, has been recently reviewed and extensively revised. Additional resources will allow for a number of new procedures and policies designed to make academic advising more professional (previously enumerated), more easily available, and more helpful. The College Advising System now has a permanent Director (at the Assistant Dean rank) who was recently hired after a national search. There is also a College Curriculum Committee, made up of representative faculty from across the College; the Curriculum Committee has general responsibility for approving new courses and overseeing the Core Curriculum.

The faculty of the College are intimately involved in its teaching mission at every level, and every regular faculty member (tenured, tenure-track, and non-tenure-track instructional) have as part of their appointment the expectation that they will teach regularly, and that their teaching will be evaluated rigorously as part of any reappointment, post-tenure review, or promotion decision. While the College offers a number of large lecture courses that are typically found in any comprehensive university's undergraduate curriculum, there are many opportunities for small-group learning experiences in which students and faculty can come together for close mutual consideration of questions and issues. In fact, 61% of the classes in the College enroll 25 or fewer students. Many departments include seminars or other small classes in their major curricula, and classes with small enrollments are integral to a number of the classes offered under the "Skills" component of the Core Curriculum, such as the lower and upper division writing classes and the foreign language classes. Other opportunities for close faculty-student interaction include: the independent study and internships options offered by every department and program; the College Honors Program, where classes are always limited to seminar size, and where students can, through a combination of course-work and a thesis, achieve College Honors; the Honors programs available within each major, which involve an independent research or creative project under the direction of a faculty supervisor; and in the four Residential Academic Programs, all of which offer a variety of small-group learning experiences. Every year, a cluster of courses known as Fall Fest also allows a number of freshmen to share a common schedule including at least one small class and a co-seminar.

Because the College is housed in a comprehensive research university, the connection between faculty research and teaching is pervasive and profound. Students at every level have the opportunity to work with world-class research scholars and artists. Where appropriate, these

faculty can share their work and their findings directly with their students, and even in classes which do not pertain directly to a faculty member's research, such teachers bring to their classes a scholar's sense of a field and the problems of knowledge and research in her or his discipline. Many faculty involve students directly in their research. This may take a traditional form, such as the use of graduate students in a laboratory, but in the College and University, there is also an emphasis on involving undergraduates in research efforts through the Undergraduate Research Opportunities Program (UROP). UROP provides funding for students and faculty to work together on a research project of mutual interest, and while many of these projects are in the natural sciences, many others are sponsored by faculty in the Social Sciences and the Arts and Humanities.

In the College of Arts and Sciences, the understanding of the mission includes a deep commitment to an intellectual engagement with the question of values, including personal, social, and civic values. The Core Curriculum includes a three-hour requirement in "Ideals and Values," which can be satisfied by a variety of courses in such departments as religious studies and philosophy. The idea of "service learning," in which students work with faculty members on projects in the community, has taken firm hold within the College and is, to take one example, an emphasis of the Farrand Hall Residential Academic Program.

The College of Arts and Sciences is also the home of most of the arts programs on the University of Colorado, Boulder campus (Music is the exception, and has its own college). Theater and Dance, Fine Arts and Art History, Film Studies, and Creative Writing are all housed in the College and they represent the College's strong commitment to the arts and to the place of the arts in the education of the whole individual. That commitment was recently underscored with the creation of a new Center for Humanities and the Arts (CHA). Unlike most such Centers

around the country, which focus on the humanities alone, the CHA was designed to bring together and support all the humanists and artists on campus.

Graduate Programs

In general, jurisdiction over graduate students and programs is housed in the Graduate School, rather than in the College of Arts and Sciences. The Graduate School sets many of the policies governing the various graduate degrees (including such matters as total hours, dissertation hours, some examination procedures, and time allowed to degree). In addition to these general policies, however, each graduate program within the College establishes its own set of requirements appropriate for the individual discipline, including such considerations as course requirements, examination structures, and the nature of the dissertation. Most of the financial support for graduate students, in the form of teaching and research assistantships, comes from the College of Arts and Sciences, which also administers a number of graduate fellowships. Thus, matters involving graduate education are not the unique responsibility of either the Graduate School or the College of Arts and Sciences.

The individual graduate programs are, in almost all instances, independent of undergraduate instruction in the unit; that is, a few programs rely on joint instruction where undergraduates and graduate students take classes together. And where such classes do exist (as in some of the smaller departments, such as Classics) explicit differences in the required work for each such class insure that the rigor appropriate to a graduate education is maintained. The College has recently established a small number of joint BA/MA programs, whereby gifted students can work simultaneously on both a Bachelor's and a Master's degree, and be awarded the two degrees together. Such programs are all predicated on the idea that the graduate study

done by students working on such a joint degree would be appropriately distinct from their undergraduate classes. In general, undergraduate classes are numbered 1000-4000 and graduate classes (including dissertation hours) are numbered 5000-8000. In those few classes which mix graduates and undergraduates, students sign up for the class at the number appropriate to their standing (e.g., 4000 for a senior major, but 5000 for a Master's student).

All graduate classes, whatever the department or program, expect students to engage in independent research or creative work. This may take various forms, depending on the discipline, from work in the laboratories, to an exhibition of original art, to archival exploration. All doctoral programs culminate in a required dissertation, based on original research. The faculty who teach graduate students must be appointed to the graduate faculty by the Graduate School and only those faculty who are themselves demonstrably engaged in their own research or creative work are allowed to teach at the graduate level. Such faculty, in all instances, possess the appropriate terminal degree in their field.

The graduate programs in the College, like their fellows around the University, are regularly reviewed for quality. The Colorado Commission on Higher Education, which periodically assesses graduation rates in advanced degree programs, and can eliminate those it deems ineffective or moribund, conducts such reviews. Graduate programs are also explicitly part of the review agenda during the septennial Program Review Process, discussed elsewhere. Graduate programs are subject to the many reviews and rankings done by various outside bodies.

The Core Curriculum

As noted above, an integral part of undergraduate education in the College is the Core Curriculum. The current Core went into effect in the summer of 1988 and includes both a Skills

and a Content component. Its successful completion is required of everyone earning any Bachelor's degree awarded by the College.

The Skills component of the Core Curriculum has four parts: foreign language, quantitative reasoning and mathematical skills (QRMS), written communication, and critical thinking. The details, including lists of those courses, that fulfill these requirements, are available in the Catalog and are reprinted each semester in the Schedule of Courses. In summary, the Core requires that each student: demonstrate third-level proficiency in a foreign language (this can be shown either through high school course-work, course-work in the College, or a proficiency examination); demonstrate the ability to reason quantitatively, either through course-work or by a proficiency examination; be able to write clearly and persuasively, as shown either by standardized testing or by completing an approved lower and an upper division writing class; and, finally, be able actively to practice the skills of critical reasoning, evaluation, and discussion, as demonstrated by the successful completion of an upper division course devoted to critical thinking in one of the disciplines. All these Skills requirements are under current review as part of the general review of the Core Curriculum begun in 1997. The Core Review Committee is paying close attention to all the Skills requirements, especially problems that have arisen with some of the currently approved means of demonstrating proficiency. The modular method of satisfying the QRMS requirement and the use of the SAT or ACT to achieve exemption from the lower-division writing requirement are being particularly scrutinized. The fact that less than half of the freshmen in the College currently take a lower division writing class is seen by many as a serious issue in need of address.

Both the Writing and QRMS programs are currently undergoing extensive and detailed academic program reviews. We anticipate that information garnered from these reviews will

prove most valuable in our efforts to improve upon how faculty teach these critical Skill components of the Core.

The Content component of the Core Curriculum encompasses seven areas and totals 34 hours of course-work; the areas include: historical context, cultural and gender diversity, United States context, literature and the arts, natural science, contemporary societies, and ideals and values. Completing a variety of classes in a number of departments can satisfy these content area requirements. Taken together, they constitute a coherent overview of the most important ways of knowing as well as a broad survey of many crucial bodies of knowledge.

The quality of the education received by students is monitored in a number of ways. The newly- reconceived and reformed college advising system is designed explicitly to monitor student progress towards the degree with an eye to making timely interventions when necessary to keep individual students on track, as well as to insure that students receive regular, professional advice that will enhance their experience of both the Core Curriculum and their major. Standing committees of the College such as the Curriculum Committee, the Academic Ethics Committee, and the Appeals Committee for Academic Rules and Policies, work to guarantee the integrity of students' work and the quality of the classes being offered. As noted above, students must maintain an overall minimum GPA of 2.0 both to remain in good standing and to graduate. Some departments have higher grade requirements. Transcripts are handled through the Registrar's office, which has a variety of procedures in place to guarantee their accuracy and integrity.

The Outcomes Assessment process is another way of insuring quality. This process is discussed elsewhere in the College's Self-Study. Each department or unit in which students can major has the obligation to conduct an annual Outcomes Assessment, though the actual

procedures vary from unit to unit. Some use internal measures of assessment, while others send student work to external reviewers; standardized tests such as the GRE are employed by a number of departments, and some smaller units conduct exit interviews with graduating seniors. The results of each year's Outcomes Assessment for every unit are reported to the University's Office of Institutional Analysis and the Vice Chancellor for Academic Affairs.

A major problem, in terms of the Outcomes Assessment process, is the evaluation of the Core. Past attempts to provide any substantial and meaningful evaluation of this body of curriculum have not been entirely effective. Some data regarding the Core and its implications as a primary general education tool in terms of skill and content are gathered in response to questions presented on the Faculty Course Questionnaires (FCQs) and in the Senior Survey. But these questions are often broadly defined, and focus primarily upon student impressions of how valuable a particular Core course is, and how effectively it has been delivered. Substantive evaluation of Core curriculum still awaits development and implementation within the College of Arts and Sciences. Fortunately, a distinguished committee has been created to study the Core and its effectiveness. In relationship to this endeavor, the College seeks to design and implement a fresh and meaningful outcomes and assessment process for the newly revised Core.

One idea that has been proposed is to focus first upon the goal statements that will result from the newly implemented revision of the Core curriculum. With these goal statements identified, the College could develop a new set of strategies for evaluating the Core. The College might, for example, use a portfolio review process. This process would relate primarily to writing samples generated by students who have completed various Core courses. Naturally, other ideas are being considered, ideas that will ultimately require testing and shaping by the College Curriculum Committee. To facilitate this process, the University has agreed to utilize

the consulting services of Dr. Peter Ewell of the National Association of Higher Education Management Systems. Dr. Ewell is widely recognized as one of the foremost experts on this matter.

Teaching Effectiveness

Insuring a high quality of teaching is one of the central concerns of the College. Teaching quality is monitored in a variety of ways. Every class in the College (as well as every class in the University) is reviewed by students as part of the Faculty Course Questionnaire (FCQ) program. FCQ results are reviewed by Departments as part of the annual merit review for all faculty and also become part of every faculty member's file for reappointment, tenure, promotion, and post-tenure review. FCQs, however, are not the only means the College uses to examine teaching effectiveness. As part of any reappointment, tenure, or promotion decision, multiple measures of teaching quality are required; other such measures include student letters, peer reviews, and class interviews. As part of the promotion and tenure process, junior faculty are also required to create an extensive teaching portfolio.

A teaching mentorship program for faculty has been established to help professors succeed. The Faculty Teaching Excellence Program has a variety of services available for those teachers who wish to improve their teaching skills or to work on a specific problem. Good teaching is rewarded. For instance, teaching normally represents 40% of each faculty member's annual merit evaluation for possible salary raises. Moreover, a variety of awards and honors exist on campus to recognize teaching excellence, including the prestigious system-wide President's Teaching Scholars program, many of whom are members of the faculty of the College of Arts and Sciences.

Faculty Research Support

Faculty research is also supported in a variety of ways. Again, as is appropriate to a comprehensive research university, faculty workloads are designed to allow substantial time for research; as with teaching, 40% of a faculty member's annual merit evaluation typically are devoted to her or his research or creative work program. Faculty are eligible to apply for sabbatical leave on a seven-year cycle (this may be taken as a semester at full pay or a year at half-pay), and when eligible for a sabbatical, they can also apply for total support, full-year Faculty Fellowship (these are administered through the Graduate School and are quite competitive). All junior faculty in the College are provided with a fund to help them with start-up costs for their research when they join the College, and each is guaranteed a semester free from teaching during their probationary period so that they can focus more fully on their research. New faculty also receive some summer salary so that they can devote more time in the summer to research as they begin their careers at CU Boulder.

Each faculty member in the College has (or will soon have) a \$1000 per year research account. Faculty can also apply for additional research funding either in the College through the Dean's Advancement Fund, or through several accounts administered in the Graduate School: the Graduate Committee on the Arts and Humanities, and the Council on Research and Creative Work. Faculty are given a new computer every three or four years to help with their research, creative work, and teaching.

Faculty Service Contributions

Finally, all faculty are expected to render service, and again, this expectation is made explicit in workloads, which assign 20% of a faculty member's annual evaluation to her or his service activities. Such service can be to the Department, the College, the campus, the University system, the community, or to some larger scholarly community, such as a journal or professional organization. Each faculty member's service contributions are also assessed every year as part of the annual merit evaluation.

Criterion 4, Planning: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

The details of issues such as the College budget, the current number of FTE, and the physical plant are addressed elsewhere in this Self-Study. This resource base is barely adequate to maintain the educational effectiveness of the College of Arts and Sciences and allow it to accomplish its many purposes. As most of the Departmental Self-Studies indicate, this resource base is close to the margin; the College's finances are tight, as is evident, for example, in average faculty salaries which lag behind those of peer institutions (especially for faculty at senior ranks); the number of faculty FTE falls short by about 100 of the total that would match the average at comparable schools; and the physical plant, while benefiting from a number of renovations and new buildings, is still marked by too much deferred maintenance and the need for further new facilities. In other words, while the College is currently able to do its job and do it well with the resources at its command, new resources in every area will be necessary for it to continue its effectiveness in the future.

The College of Arts and Sciences at the University of Colorado, Boulder has established a variety of mechanisms to insure that it will continue both to accomplish its purposes and to strengthen its effectiveness as an educational institution. One key element in ensuring these goals is the systematic evaluation and planning structures that exist at every level in the College; these structures and procedures guarantee both the fullest possible evaluation of present goals and accomplishments and the ability to anticipate and plan the requirements and opportunities of the future. Evaluation and planning takes place at three levels: with the individual faculty member, in each department or unit, and at the College level.

The Individual Faculty Member

Upon appointment, every tenure-track faculty member begins a review process that includes both annual and multi-year evaluations; the latter includes a comprehensive reappointment review, a tenure and promotion decision, and periodic post-tenure-reviews at specified times; almost all associate professors will also stand for promotion to full professor sometime after they are tenured. Every faculty member is reviewed annually by his or her primary unit on performance in the three areas of research or creative work, teaching, and service. As described earlier in this document in relationship to resources, this review is directly tied to the annual merit evaluation for salary determination. A committee of faculty members from the unit carries out the evaluation; the Chair does not have sole power to evaluate or set salaries. As part of the process, each faculty member is informed about her or his evaluation and, where appropriate, given suggestions for improvement and professional development. Beginning with the 1998-99 academic year, each faculty member must also develop a five-year plan outlining her or his goals for performance in research, teaching, and service; these plans are reviewed and approved by the individual departments or units. Each faculty member's annual performance evaluation will then be monitored in comparison to the plans and goals specified in the five-year plan (which can be revised as needed). Many departments and units in the College of Arts and Sciences additionally have a mentoring program for junior faculty to help them with their professional development, and the College is currently planning to require such a formal mentoring system in all departments and units.

In addition to these annual reviews, all tenure-track faculty must undergo a comprehensive review (usually in the fourth year) and a tenure and promotion decision (usually in the seventh year). Once tenured, all faculty take part in post-tenure reviews every five years.

The five-year plans described above will become part of the post-tenure review in addition to the role they play in annual merit evaluations.

The comprehensive review is conducted by the primary unit and involves the appointment of a review committee made up of faculty in the department; this committee evaluates the faculty member in the areas of research or creative work, teaching, and service and produces a report (with supporting materials) outlining its findings. This report is given to the primary unit faculty as a whole, which votes on reappointment. The file is subsequently reviewed by a faculty personnel committee at the College level (the Arts and Sciences Personnel Committee) which advises the Dean. The file, which includes the Dean's recommendation, is then forwarded to the campus-wide Vice Chancellor's Advisory Committee. This group advises the Vice Chancellor for Academic Affairs. The College and campus-level committees are made up of a broadly representative group of tenured faculty.

A similar procedure is utilized for tenure and promotion decisions. The most important difference is that confidential outside letters evaluating the candidate are solicited and become part of the faculty member's file. Additionally, a successful tenure case must demonstrate that the candidate has achieved a level of performance that can be termed "excellent" in either teaching, or research and creative work, and at least "meritorious" in the other. In both comprehensive and tenure/promotion reviews, the various reports (with the exception of the confidential outside letters) are available to faculty members and they are often used as planning documents. For instance, at the level of comprehensive review, the evaluations are often used by individual Chairs and units to help prepare junior faculty for the tenure decision to follow in three years. The full details of the procedures to be followed in these decisions are described in the Faculty Handbook, thus insuring consistency across the College.

Post-tenure review is envisioned explicitly as a process in which faculty work with their primary units on career-long professional development. The goal is to allow each faculty member to remain productive, to be promoted to Full Professor in a timely manner, and to continue working effectively until retirement. Faculty committees appointed in each primary unit conduct post-tenure reviews; the reports are then reviewed by the Dean of the College of Arts and Sciences. Post-tenure reviews often provide the opportunity for modest special resource allocations where such support is shown to be necessary for an individual's success. Post-tenure review also provides an opportunity to identify low-productivity faculty and includes procedures for addressing such cases up to and including removal from the faculty. As noted above, the post-tenure review process has recently been modified and made more rigorous by additions such as the five-year performance plan; oversight of this review will be housed in the office of the Vice Chancellor of Academic Affairs.

The Department or Unit Level

General Planning Efforts:

Each department or unit in the College of Arts and Sciences has a set of bylaws that outline procedures and policies concerning governance and planning. While the bylaws for individual units show considerable variety, there are also a number of features they hold in common. For instance, each unit has a Chair or Director, who has general responsibility for insuring not only the smooth day-to-day operation of the unit, but who also supervises necessary planning procedures, such as future class scheduling, faculty recruiting plans, budgeting, reallocation proposals, salary recommendations, and so forth. In almost every unit, the Chair or Director is assisted in these tasks by an administrative infrastructure; this typically includes an

elected Executive Committee, with responsibility for policy and hiring, and a Salary Committee, with the task of conducting the annual merit reviews and making salary recommendations for individual faculty, and a professional support staff (such as an Office Manager, Assistant to the Chair, Graduate Advisor, and so forth). Most units also designate certain faculty members to supervise the Undergraduate and Graduate programs, and most departmental or unit structures also include a number of standing faculty committees which help with governance and planning across the myriad of necessary tasks.

Departments and the Academic Program Review Process

The primary academic planning mechanism at the department or unit level, as noted elsewhere, is the Program Review Process (PRP). Though not unique to the College of Arts and Sciences, this process is crucial to planning in the individual units within the College. The Dean's office participates significantly in it at all stages. Each unit undergoes Program Review on a seven-year cycle, and the process (beginning in 1997-8) takes three semesters to complete. The first step is an internally generated self-study that includes a strategic plan; these are written by a committee of faculty and students and the process provides each unit with an opportunity to assess its current strengths and weaknesses and to formulate plans for improvement in all areas-- faculty recruiting and development, curriculum, organization, and so forth.

The Self-Study phase is followed by an Internal Review (IR); the IR committee consists of faculty and students from outside the unit under review but from within the CU-Boulder campus. They assess the Self-Study, interview the Dean and appropriate Associate Dean, faculty, staff, and students, and write their own candid report. Both the Self-Study and the IR report are then given to an External Review (ER) team, usually two distinguished scholars in the discipline who spend about 48 hours on campus sometime during the third semester of the

process. The ER team meets with administrators at both the Vice Chancellor's and Dean's level, along with the IR committee and a broad sample of administrators, faculty, and students in the unit, and then submits its own report.

The ER report then joins the IR report and the unit's own Self-Study and Strategic Plan, and all these documents are considered by the campus-wide Program Review committee. This is supervised by the Vice Chancellor for Academic Affairs and is made up of a group of faculty representative of the whole campus. This committee issues a final report, with specific recommendations for the future. These recommendations typically touch on such matters as hiring, curriculum reform, areas for development, and so forth. The Chair or Director of the unit which has been reviewed is then responsible for reporting annually to both the Dean and the Vice Chancellor on the progress her/his unit has made (or not made) towards implementing those recommendations.

Departmental Planning for Improvements in Teaching

All departments and programs involved in teaching have, as noted elsewhere, an outcomes assessment process; again, the actual processes vary from unit to unit but all have as their goal the annual evaluation of the quality of education being received by their students. Some use internal review mechanisms, others use external faculty reviewers, or standardized tests such as the GRE, or some combination of the above. Whatever the mechanism, the individual units use the outcomes assessment process as a way to evaluate the effectiveness of their curriculum and teaching, and incorporate it into planning for the future in such areas as faculty recruitment and curriculum reform.

Budget and Resource Planning within Departments

In most Departments, as in the College, the budget is largely engrossed by the fixed costs of faculty and staff salaries and benefits, and graduate student support. Operating budgets are, in principle, somewhat discretionary, but typically are earmarked almost entirely by professional necessities such as copying, mailing, telephones, and so forth. The recent development of the operating expense algorithm promises a substantial increase in the operating budgets of most units in the next several years and so a number of units will experience some increase in the flexibility with which they can allocate operating expense funds. For instance, departments that now lack independent funding for outside speakers should soon be able to create a speakers' budget; this will necessitate the creation of planning mechanisms at the unit level for the use of such funds.

With the recently mandated budget cuts and reallocation exercise, all departments and units in the College have made proposals to the College describing how they will handle their required contributions to the cuts. They are also able, as part of the annual planning process, to propose plans for projects to be supported by the pool of funds created by reallocation.

Academic year 1997-98 saw the first round of competition in which all units in the College submitted proposals for reallocation funding; proposals exceeded available funding by a factor of about ten. Proposals for reallocation support that were funded included new faculty lines in some targeted departments and programs, increased graduate student support, support for faculty salaries, and some strategic investments in technology.

Individual departments and units also submit to the College each spring their list of faculty recruiting requests for the following year. These requests are reviewed by a College committee, which advises the Dean. By early summer, units are informed whether they will be recruiting. Normally, an individual unit's assigned FTE lines are stable, and requests are made

based on lines that have been opened through resignations, retirements, or other departures. However, as the College budget and needs change, lines can be added or cut through an open, shared governance, decision making process.

In the past, a unit that lost a faculty member had no guarantee that it would be able to hire a replacement. With the arrival of a new Dean in 1996, College policy changed so that each unit's FTE count was stable (though subject to cuts or increases with the department's participation through reallocation). Departments with a significant number of vacant lines, however, are not normally able to fill all open lines in one year.

As a part of the shared governance process in the College, each year the Dean presents the proposed number of searches to the Arts and Sciences Council Budget Committee for its advice and input. Additionally, the College Reinvestment Advisory Committee advises the Dean on which lines should be filled.

College Level Planning

General responsibility for planning in the College of Arts and Sciences rests with the Dean of the College. The Dean directly supervises all the major planning and evaluation bodies in the College: the Dean's Personnel Committee, the Budget Committee, the College Reinvestment Advisory Committee, and so forth. In consultation with the proper representative bodies, the Dean decides which units will recruit in any year and at what level.

Perhaps the most important planning task in the Dean's annual calendar is the budget presentation to the Vice Chancellor, which takes place in the fall. Until 1998, this presentation occurred in the spring, which in some instances proved to be too late to be effective as part of a planning mechanism for the next academic year. Here, the Dean must outline both immediate

and long-range plans for the College, and link those plans to various budget options. In preparation for his presentation, the Dean consults extensively with the Budget Committee, the Chairs and Directors, and the Arts and Sciences Council. The actual presentation describes how the College will meet its future obligations in terms of faculty salaries and recruiting, graduate student support, research support, student demand for instruction, operating expenses, and space and facilities issues (both what needs to be built and what exists and must be maintained).

The Dean, again with appropriate consultation with faculty, the chairs and directors, the ASC, various committees, and individual departments, is also responsible for formulating the College's goals for the newly-launched capital fund-raising campaign. In this process, he works intensively with the Development Offices both of the College and of the campus to see that these funds are in fact raised in timely manner. Campaign priorities are established through a careful planning process that involves considerable input from colleagues at many levels.

The Dean also has the ability to take the initiative and see to it that new ideas can bear fruit. A recent example is the creation, in cooperation with the Graduate School and the Vice Chancellor's office, of a new Center for Humanities and the Arts and the successful national search for a Director. It is also the Dean's job to make certain that current structures are working successfully. For example, he initiated in 1997 a two-year review of the effectiveness of the current Core Curriculum, with an eye to proposing revisions, if necessary.

As outlined above in the Departmental section, the Dean is also actively involved in the Program Review Process. He (along with the appropriate Associate Dean) meets with both the Internal and External Review Committees and has ample opportunity to offer, if he wishes, his views on the unit undergoing PRP. And each year, he must review the PRP progress reports developed by each unit.

The Dean has a well-developed administrative infrastructure to help him with these responsibilities. As described earlier, beginning in 1997 the College instituted a tri-partite Associate Dean structure, with Associate Deans assigned to administer each of the three broad disciplinary divisions in the College: the Humanities and Arts, the Social Sciences, and the Natural Sciences. The Associate Deans have significant responsibility for overseeing budgets, personnel and curriculum policies in the various units in their respective divisions, and they remain in close contact with the Chairs and Directors under their aegis. There are also Assistant Deans whose responsibilities cut across disciplinary lines, concerning such matters as curriculum, student affairs and advising. The Dean, the Associate Deans, and the Assistant Deans meet weekly as the Dean's Office Executive Committee; the DOEC provides the Dean and his office the chance to consult together frequently both on matters of current concern and long-range planning. Additionally, the Dean has professional staff to handle relations with the State Personnel System and to oversee the College budget.

The Dean and the Associate Deans are in constant contact with all of the various constituencies to which the College is responsible. The Dean meets regularly with the Vice Chancellor and the Council of Deans and has a voice in campus level management and planning issues. He is also a member of the Chancellor's Executive Committee. He also attends the monthly meetings of the faculty governance body in the College, the Arts and Sciences Council, and meets regularly with its Chair.

Within the College, the Dean (along with the appropriate Associate Dean) meets annually both with the entire faculty of each department or program and individually (usually in the summer) with the Chair or Director. These contacts provide an opportunity for exchanging views, hearing new ideas, and listening to departmental concerns.

The Dean, Associate Deans, and Assistant Deans also meet bi-weekly with all the Chairs and Directors, again to share information and exchange ideas. Such meetings are crucial to maintaining communication within the College and to insure broadly representative planning. Of course, the Dean and the Associate Deans make it a practice to meet with chairs at their request. Each Associate Dean meets twice a semester with the Chairs and Directors in her/his division.

Criterion 5, Integrity: The Institution Demonstrates Integrity in its Practices and Relationships

Documentation Evidence

The range and volume of documents addressing issues of integrity in the College's practices and relationships are enormous. On one end of the spectrum is the "Faculty Handbook". This document articulates the laws of the Regents and specifies procedures for virtually every process in the College. On the other end of the spectrum are the individual syllabi required for each course, which detail expectations, processes and procedures between an individual student and faculty member.

The governance organizations of faculty, staff, and students all provide documents, committees, and procedures for insuring integrity, for settling disputes, for hearing grievances. At the faculty level, the University Senate, the Boulder Faculty Assembly, and the Arts and Sciences Council all have various standing committees dealing with aspects of integrity and grievances. Staff, through the State Personnel System and the Boulder Campus Staff Council, have access to appropriate committees and an elaborate system for dealing with grievance procedures. The student government of the College (Arts and Sciences Student Government -

ASSG) and its umbrella organization, the University of Colorado Student Union (UCSU) are also organized to provide these functions.

The University of Colorado at Boulder Catalog, Ralphie's Guide to Student Life and the bylaws of each Department, Program, and Center in the College also contain a great deal of pertinent information. Two standing committees of the College, the Academic Ethics Committee and the Appeals Committee for Academic Rules and Policies (ACARP) serve to illustrate the College's concern for integrity. These two committees are housed in the office of the Assistant Dean for Student Academic Affairs.

Policies and procedures for the handling of charges of academic dishonesty are the jurisdiction of the Academic Ethics Committee. This faculty and student committee adjudicates issues and cases brought before it in accordance with its written policies (on file in the Dean's office). Faculty in the College are obligated to report cases of academic dishonesty and apply a sanction to the student(s) involved. In some instances, a hearing of the Committee may also result in further sanctions. The committee also serves as a grievance committee for students who believe they have been wrongly accused of academic dishonesty. A file, recording all instances of academic dishonesty in the College, is kept by the Assistant Dean for Student Academic Affairs.

The ACARP Committee (composed of faculty members from the College) is charged with maintaining the integrity of the degree while responding to petitions from students regarding graduation requirements. The Committee has the authority to waive or formulate substitutions for College mandated graduation requirements but only in unusual and documented circumstances.

Nondiscrimination

As with the areas of integrity and grievance, diversity committees are in place at every level of the College. Faculty, staff and student governance groups all have one or more diversity committees. There is also a comprehensive College-wide Diversity Committee.

Many programs at the University, College, and Department level are in place to enhance access to education of underrepresented groups and to build a diverse community. Examples include the Special Opportunity Program (a mechanism for increasing the number of qualified faculty members from underrepresented populations), SMART (a program to attract students from underrepresented groups into the research labs of science faculty), and the Minority Arts and Sciences Program (MASP - a scholarship and community program with the goal of attracting freshmen from underrepresented populations who are interested primarily in science and math and retaining them through graduation). One further example of the concern in this area is the fact that questions regarding treatment of ethnic minority and female students and issues are part of the Faculty Course Questionnaire. The students in every class complete this instrument, every semester.

Publications

The University Catalog, flyers, and handouts available in nearly all departments and programs in the College, information in the University web page, and Ralphie's Guide are all examples of publications describing the College, its operation, and its programs. Very recently the Office of Admissions contracted with an outside agency to produce new brochures and documents describing the campus and its programs. Also recently, a web site was created as part

of the response to House Bill 1219. This web site contains a tremendous amount of information regarding the institution's operations.

Relationships with Other Institutions of Higher Education

Most of the relationships with other institutions occur at the individual faculty level during the collaboration on research or outreach projects. Responsibilities in such collaborations are normally specified in documents submitted to various granting agencies.

A recently established program, called the Big 12 Faculty Fellowship Program, provides resources from the Chancellor's office for up to six faculty to spend two weeks in residence at another Big 12 school to do research or creative work, collaborate on curriculum development or other educational projects, consult with colleagues and students, offer some lectures, or engage in other professional activities that would be of academic benefit to the faculty member as well as to the host institution. Grants of \$2,500 are available.

For many years the College of Arts and Sciences has been a member and participated in the national conventions of an organization called Council of Colleges of Arts and Sciences (CCAS). Through this organization, approaches to common issues are discussed and disseminated. Representatives from the College are also involved in the annual meeting of the Arts and Sciences Deans at Public AAU institutions.

Institutional Relationships

Other than when it provides instruction for students who are members of various intercollegiate teams, the College of Arts and Sciences does not have a direct connection to the

Athletic Department. A channel of communication is provided by the Assistant Dean for Student Academic Affairs who serves as a liaison between the two units.

There are many connections between the College of Arts and Sciences and student associations in the College. A large number of departments have student clubs at both the undergraduate and graduate levels, with faculty sponsorship and involvement. Both the undergraduate and graduate students have governance groups and representatives of these groups serve on many departmental and College wide committees. The Dean of the College meets regularly with officers of the Arts and Sciences Student Government.

As a research institution, the University of Colorado at Boulder necessarily has many important links to government and industry. There are as a result, several offices, committees, and individuals in place to monitor these arrangements. Examples include the Office of Contracts and Grants, the Office of Technology Transfer and Industry Outreach, the Human Subjects Committee, and the Research Ethics Committee. The Dean of the Graduate School and Associate Vice Chancellor for Research and employees of the University Council Offices are some of the individuals with responsibilities in this area.

It should also be noted that the College, as represented by the Dean, is continuously engaged with the other Colleges and Schools at CU Boulder. There are many ways by which this happens. Of primary importance, however, is the tradition of having all of the Deans meet with the Vice Chancellor for Academic Affairs on a regular basis. These meetings serve many important management and leadership purposes, but among the most important of those purposes is the obvious integration of teaching, research, and service activities throughout the institution.

Criterion 6, Integration: The integration of teaching, research and service into other academic and non-academic units on campus

Integration among departments in the College, between departments in the College and units on campus but outside of the College, and between departments in the College and entities off campus, occurs in many ways. Many College requirements and programs provide opportunities for integration among Arts and Sciences departments. Perhaps the most pervasive of these requirements is the Core Curriculum.

The Core Curriculum (described in detail elsewhere in this College Self-Study Report) is the name given to the general education requirements to be satisfied by every student in the College. Each of the four skills and seven content area requirements can be met in a variety of ways. Integration occurs through the fact that every department in the College provides courses for the students to meet some Core requirements. Examples of other College level programs (many of them described elsewhere in this Self-Study) that foster integration include the multi-disciplinary degree programs in International Affairs and Environmental Studies, the Honors program, residential academic programs (RAPS), Fall Fest, minors, and the Undergraduate Research Opportunity Program (UROP).

The two interdisciplinary degree programs, International Affairs and Environmental Studies, by their very nature require students to complete courses in a variety of departments. These two degree programs do not have "regular" departments. A multi-disciplinary committee, a faculty director, and advisors guide them. Very recently they began to hire faculty rostered at least partially in their degree programs.

The Honors program fosters integration through its course offerings. For example in spring 1999 not only will the honors program arrange to teach nine courses of its own but it also will provide for honors courses in 16 academic departments.

The residential academic programs (RAPS), because they are focused thematically (e.g. social outreach, humanities, and American Studies) provide their students with courses from a variety of departments. This is also true of students participating in the College's Fall Fest program. Each Fall Fest offering is a "bundle" of courses (usually three) from different departments. The three courses are either tied to a theme or are related by being the foundation courses for a particular major or academic direction (e.g. chemistry, biology and a course satisfying a core requirement for students leaning toward a natural science major).

The offering of minors by many departments in the College is another method of providing for integration of course work from a variety of departments. Rather than take additional course work in their major area many students believe it is beneficial to broaden their educational experience by adding a minor from a related (or unrelated) department.

The Undergraduate Research Opportunity Program (UROP) provides a different type of integration than those mentioned above. UROP seeks to integrate undergraduate students into one of the primary pillars of the College mission-- research and creative work. This program successfully provides an avenue for students to become involved with the scholarly efforts of the faculty.

Integration among Units within the College and Between Departments in the College and Units on Campus but Outside the College.

Similar activities serve to integrate not only the units within the College but also the units in the College with other campus units. Examples of these activities include: service courses, hiring joint and affiliated faculty, offering joint degree programs, cross-listed courses, collaboration in research projects, serving on committees (e.g. search, promotion and tenure, theses and dissertations) for other units, requiring majors to complete courses in other departments, and hosting jointly sponsored colloquia, conferences and speakers.

As mentioned elsewhere, many departments offer courses to help meet the general education requirements of the College (Core Curriculum). Many departments also offer “service” courses to meet other requirements as well. As an example, calculus, taught by the Math and Applied Math Departments, is required by most of the natural sciences majors as well as students in Engineering.

Affiliated and joint faculty provide a bridge among many departments within the College and between College departments and other units on campus. Recently the Dean of Arts and Sciences reserved a limited number of vacant faculty lines that may only be filled by a joint hire. There are currently nine such faculty in the College. There are also an additional 10 faculty holding joint appointments in an Arts and Sciences department and another College, school, or institute.

Joint degree programs are a common integrating mechanism in the College. Among others, the departments of Astrophysical and Planetary Sciences, Chemistry and Biochemistry, East Asian Languages and Civilizations, Geological Sciences, Linguistics, Mathematics, Molecular, Cellular and Developmental Biology, Physics, and Political Science all offer joint degree programs with other College or campus units.

Classics, Communication, East Asian Languages and Civilizations, English, French and Italian, Linguistics, Molecular, Cellular and Developmental Biology, Sociology, Spanish and Women's Studies are among the departments offering cross-listed courses. One department is the sponsoring department but provision is made for students from the affiliated department to enroll and get credit in the course. Sometimes the courses are team-taught as well.

Many interconnections among and between College and campus units exist in the area of research and creative work as well as in teaching. It is very common for faculty from two or more units to collaborate on both sponsored and unsponsored research or creative projects.

The rules of the Graduate School require that at least one faculty member from outside the doctoral student's home department be included on his or her dissertation examination committee. This is one example of integration through service on committees but many others exist. It is common for faculty search committees, Master's theses committees, and promotion and tenure committees to contain members from units other than that of the student or faculty involved. In addition, committees formed for various purposes within the subdivisions of the College and at the whole College level generally include members from all across the College.

Integration also occurs in the College and between the College and other campus units through the establishment of Centers. When a concept evolves that transcends the boundaries of a single department or program, faculty often create Centers. Examples of such Centers housed in the College are the Anderson Language Technical Center, the Center for Astrophysics and Space Astronomy, the Center of the American West, and the Center for Humanities and the Arts.

A great deal of integration occurs through major requirements. In addition to Core curricular and major requirements, many departments further stipulate certain auxiliary courses that must be completed. As an example, a Kinesiology major must complete courses in Biology,

Chemistry, Mathematics, Physics, and Psychology. Other College rules (such as allowing a maximum of 45 credit hours from any single department toward the required 120) persuade students to seek elective courses from a variety of departments.

The integration of departments, faculty, and students in the College of Arts and Sciences is found in all the major activities of the enterprise - - teaching, research and creative work, and service.

Integration between Units within the College and Units outside the University

As with activities that foster integration within the College and campus, it is possible to categorize these activities with elements outside the University into the broad areas of teaching, research and creative work, and service. However, some of the activities do possess characteristics of two or all three of these categories.

Internships, service learning experiences and some independent study opportunities are excellent examples of moving the teaching function of the College into settings outside the University. These offerings allow students to broaden their learning experiences in real world environments. Many departments conduct programs involving teaching to individuals outside the “regular” student population. The opportunity for senior citizens to audit classes, the former summer program for high school English teachers operated by the University Writing Program, and the Mr. Wizard series conducted by some of the natural science faculty are all examples of these types of programs.

In the research and creative works area there are numerous examples of faculty from the College working on research projects with industry and the many scientific laboratories not only in the Boulder vicinity but around the world. Faculty and student presentations at local, regional, national, and international conferences are virtually too numerous to count. Publications ranging

from technical manuals to journal articles to books all connect the College to numerous organization and agencies around the world. Presentation of concerts, plays and artistic exhibits are examples of creative works that touch the world outside the University community.

Finally, many faculty engage in outreach activities such as serving as consultants, being members of committees, varying in level from the community to international, holding positions as editors and reviewers of scholarly and creative works, and organizing conferences and cultural gatherings. These efforts provide integrative activities between the College and society.

The amount of integration between and among units internal and external to the College is probably greater now than at any other time in history. The boundaries between departments, Colleges and institutions are less distinct than they have ever been. Interdisciplinary, multi-disciplinary, and collaborative efforts have become a common theme in the College.

Internal Assessment and Future Planning within the College of Arts and Sciences at CU Boulder

As this self-study indicates, the College of Arts and Sciences at CU Boulder is an exceptionally diverse collection of disciplines that collectively span the intellectual boundaries between the natural and social sciences, the arts, and the humanities. All departments and programs within the College possess exceptional faculty and staff. In fact, the greatest strengths of this College emanate from its truly distinguished faculty and staff. Arts and Sciences is a college especially noted for its accomplishments in the sciences, but it is also a college dedicated to bringing the arts and humanities, and the social sciences, into an equally prestigious position among peer institutions throughout the nation.

Maintaining the level of excellence that the College currently prides itself upon will be a challenging task in the immediate and long-term future, particularly within the context of diminishing state support and ever increasing operational costs. Perhaps the greatest challenge of the next decade, both for the College and the institution, will be to gain the resources required to transcend the current level of educational quality so that faculty can aspire to even greater levels of excellence. To create a more continuous fabric of high quality graduate and undergraduate education, and to meet our obligations as a top tier research institution, the College and the university must find the resources needed for additional tenure-track faculty, improved faculty compensation, numerous capital improvements, and new facilities with requisite classroom spaces, faculty offices, and research environments. Complicating this vision and expressed hope are the pragmatic realities of increasing enrollments, the damaging effects of state a tax initiative (TABOR) that seriously limits our abilities to respond to growth, and an ever increasing competition among state-assisted institutions for external funds.

Over the next five years, CU Boulder will probably see a 6% increase in enrollment. The College of Arts and Sciences is committed to meet its expanding teaching obligations in both graduate and undergraduate education. This commitment means that the College will continue to service 86% of the freshman student credit hours, 72% of continuing and transfer student credit hours, and 39% of graduate student credit hours. The College has made this planning commitment based upon the assumption that it will receive a 4% per year standard factor increase in its base budget factor (which includes, as proposed by the President, a special 1% per year merit salary increase above the standard). Of course, a 4% per year increase will simply keep the College even with inflationary operating costs. Assuming this increase in enrollment can generate an additional 2% revenue flow above the 4% inflationary, it should be

correspondingly possible for the College to utilize the additional revenues to cover the costs of increased enrollments and, in parallel, engage a variety of programmatic and functional investments that are key to a higher level of educational and scholarly excellence.

The College has recently engaged an extensive budget reduction and re-allocation process. Throughout this process, every effort has been made, and continues to be made, to accomplish the following:

- Maintain and improve our scholarly and academic strengths
- Target strategic investments to improve departments and programs on the cusp (large gain for relatively small investment)
- Enhance and encourage cross-disciplinary programs and centers for research and learning
- Meet specific and critical needs of departments and programs
- Take advantage of special faculty and programmatic opportunities

Beyond the reinvestment and reallocation process, the College seeks to use its new funding to accomplish the following functional investments for learning:

- Decrease class size and increase the proportion of classes taught by regular tenure-track faculty
- Provide greater equity and security for non-tenure-track faculty (“Instructors’ Bill of Rights”)
- Salary increases to retain the best tenure-track faculty in the College

- Enhance the operating-budget support for teaching, research/creative work, and outreach/service activities
- Increase the number and quality of graduate student instructors
- Achieve greater diversity through new faculty hiring and the VCAA's Special Opportunity Program
- Stimulate research with increased matching funds
- Improve teaching and research facilities through building maintenance and renovations
- Enhance quantitative reasoning and math instruction
- Improve the quality of writing instruction throughout the college and the institution
- Implement changes in the Core Curriculum
- Increase and stabilize outreach activities

These goals represent ways in which the College will respond to opportunities and problems over the next five years. Some goals, however, apply to circumstances that will extend beyond the next five years. This section projects how the College of Arts and Sciences intends to create a total learning environment through initiating and reacting to changes within its internal and external environments. It is our collective goal to undertake these actions so that we can continue to succeed as a top tier college of liberal arts and sciences in a major public research university.

APPENDIX

DEPARTMENT AND PROGRAM NCA SELF-STUDY REPORTS