College of Arts and Sciences Reorganization
Working Group on Faculty Shared Governance

Report of Recommendations to Provost Russell Moore

University of Colorado Boulder
December 13, 2019

Introduction

During the 2018-19 academic year, the Provost's Committee on Academic Reorganization was charged by Provost Russell Moore with investigating whether the College of Arts and Sciences (CAS) should be reorganized and, if so, how. In its report, that committee recommended retaining a single College of Arts and Sciences with an Executive Dean, while also empowering the Divisional Deans by making them official Deans and granting them more control over their Divisions. With that recommendation in hand, the Provost appointed three working groups to examine how such a change might be implemented. Below is the report of one of those working groups – the College of Arts and Sciences Reorganization Working Group on Faculty Shared Governance – which has been charged with examining what faculty governance in the College of Arts and Sciences should look like under this proposed new model, which would involve, in the Provost's words, "a very significant devolution of budgetary and academic programmatic authority from the current dean to new deans of the current CAS divisions (Arts and Humanities, Social Sciences, Natural Sciences)."

The Governance Working Group consisted of the following members:
- Justin Desautels-Stein (Law)
- Bob Ferry (History; Boulder Faculty Assembly)
- Nicholas Flores (Economics)
- Nils Halvorsen (Astrophysical and Planetary Sciences)
- Catherine Labio (English)
- Laura Michaelis (Linguistics)
- Stephen Mojzsis (Geological Sciences; Arts and Sciences Council)
- Bernadette Park (Psychology and Neuroscience)
- Paul Sutter (History)

Facilitators:
- Michele Moses (Chair; Education; Faculty Affairs)
- Emily CoBabe-Ammann (Research and Innovation Office)
- Jeffrey Cox (English; Academic Affairs)

Nota Bene: As a matter of faculty governance, we would like to underscore that this report is intended to offer general principles and suggestions. We strongly recommend that before any changes are considered or taken up, CAS faculty be given an opportunity to weigh in and vote on any changes to the CAS faculty governance organization. Accordingly, the recommendations herein are meant in the spirit of collaboration. The faculty governance organization that is proposed will need to be vetted, negotiated, and owned by the faculty of the College of Arts and Sciences in collaboration with the provost and the CAS deans.

Provost's Charge
On May 8, 2018, Provost Moore delivered the following charge to the College of Arts and Sciences Reorganization Working Group on Faculty Shared Governance:

"Assuming the creation of three largely autonomous divisions within the College, I am charging the committee as follows:

1. *To develop **principles for shared governance and for consultative and advisory governance bodies**, both of which foster inter-divisional curricular, teaching, and scholarly activities in a manner consistent with the preservation of a strong campus liberal arts ecosystem and identity;*
2. *To examine effective **shared faculty governance models** and make recommendations to ensure shared faculty governance is clearly and explicitly put in place, and focuses on its important advisory role at the proposed divisional levels;*
3. *To determine if and **how the shared governance structures of the divisions should interact at the college level**, consistent with the principles developed in charge 1 above;*
4. *To determine **how the newly proposed governance structures would interface with campus-wide faculty shared governance** (i.e., the Boulder Faculty Assembly);*
5. *To work with Jeff Cox and Emily Cobabe-Amman to ensure that any proposed shared governance bodies would be well-positioned to proceed with the development of the appropriate bylaws, grievance procedures, and processes for providing budgetary advice to the unit academic leadership." (bolded emphases ours)*

In what follows, we respond to each charge, one by one, for 1 through 4. Number 5 will be part of next steps.

Charge 1: Principles for Shared Governance and for Consultative and Advisory Governance Bodies

The first task our committee undertook was to develop a statement of philosophy and principles to guide the conceptualization and organization of shared governance bodies.

Philosophy
Faculty[1] are essential to the academic mission of the University of Colorado Boulder (CU Boulder), and therefore, the health of that mission requires meaningful faculty governance at all levels of decision-making. The faculty is committed to the principles of shared governance as defined by Regent Law. Guided by a democratic framework, effective faculty governance protects faculty prerogatives in decision-making areas where faculty must take the lead, and it requires meaningful and robust participation even in those areas where the administration takes the lead. Faculty governance should be collaborative and deliberative, and it should also promote faculty agency and engagement. Shared governance practices must foster inclusivity, create and maintain solidarity among campus units and faculty, advocate for faculty, and protect the comprehensive education and research missions of the College of Arts and Sciences and CU Boulder.

Principles

1. Deliberative Foundations
Participation in faculty governance is based on democratic principles. These include (i) *fairness* (all faculty members seek reciprocal relationships and fair terms of social cooperation, in the form of providing mutually justifiable reasons for policy choices); (ii) *effective opportunities for participation* (all faculty members have occasion to make their views known); (iii) *effective opportunities for deliberation* (all faculty members have reasonable amounts of time to learn about and discuss alternative policy positions)*;* (iv) *equitable voting rights* (faculty members have voting rights as manifest between individual faculty members, departments, and divisions/schools operating within the College, and as described by unit bylaws); (v) *agency in agenda-setting* (all faculty members have an opportunity to affect decisions about what does and does not get placed on the agenda). *All representative or delegated forms of faculty governance should be guided by the five principles stated herein, to the greatest extent possible.*

2. Clarity and Efficiency
Faculty governance structures are clear and efficient. Faculty governance exists at multiple scales (e.g., departments, schools/colleges, campus, university system), as well as in partnership with faculty, staff, and students across the campus, and thus must integrate information from diverse sectors to inform promising practices. The governance ecosystem must be flexible and open to revision, allowing faculty governance to be informed by the work of other governance bodies on campus. Faculty governance should eliminate redundancies through clear and timely communication within the governance ecosystem and throughout the campus. At the same time, and to the extent they conform to the principles stated herein, faculty governance should allow distinctive practices within the College and across the campus to flourish. Wherever possible, through deliberate and careful construction, faculty governance should work to minimize duplicative or parallel efforts while promoting new and different modes of knowledge production.

3. Transparency
Faculty governance is transparent and bound by University policy and rules of procedure. Administrative decision-making processes, rules and mechanisms of shared governance must be open and clear, codified through by-laws as appropriate. The nature and role of faculty governance in specific areas should be well defined and publicized (voting, advisory, participatory, etc.). Identified and agreed upon pathways will facilitate the administration's ability to gather faculty voices, use faculty input, and engage faculty in deliberation.

4. Collaboration
Faculty governance impacts all major decisions made within the College. Faculty and administrative structures lead to and maintain meaningful engagement, inclusion of diverse perspectives, and significant authority for faculty on all pertinent College issues. Faculty governance should play a *principal* role in, among other things, matters of student admissions criteria, faculty selection, academic policy, curriculum, teaching, research, grievance, and reappointment, tenure, and promotion; and a *collaborative* role in matters of budget, operations, academic programs, and the selection, reappointment, and evaluation of Chairs and Deans.

5. Authority and Accountability
Faculty governance structures exercise authority pursuant to Regent Law. The academic and business functions of the university are inextricably linked to support the campus's academic mission. As put forward in Regent Law, Article 5. E.,[2] faculty governance bodies are empowered

to respond to and ask for policy changes when administrative or business decisions are made with little to no faculty input.

Charge 2: Shared Faculty Governance Models

A subcommittee of the College of Arts and Sciences Reorganization Working Group on Governance investigated other faculty governance models at peer institutions in the effort to compare these models with the existing College-level governance model at CAS. This was accomplished using both online information and a 10-question survey to which seven leaders of faculty governance groups at

PAC12 institutions responded.[3] Because CAS has college-specific faculty governance, the Arts and Sciences Council (ASC), whose organizational structure we provided to our PAC12 survey takers, we learned almost immediately that few of our PAC12 peers had an analogous faculty governance body, whatever the relative size and scope of the particular analog to CU's CAS at that institution. This fact alone is worthy of comment. The subcommittee's findings, detailed as Subcommittee 1 Report on Faculty Governance Structures, include a diagrammatic depiction of the degree to which a particular faculty governance model at a particular PAC12 institution can be said to be *distributed* vs. *centralized* across system, campus, colleges, and divisions. See figure 1 below.
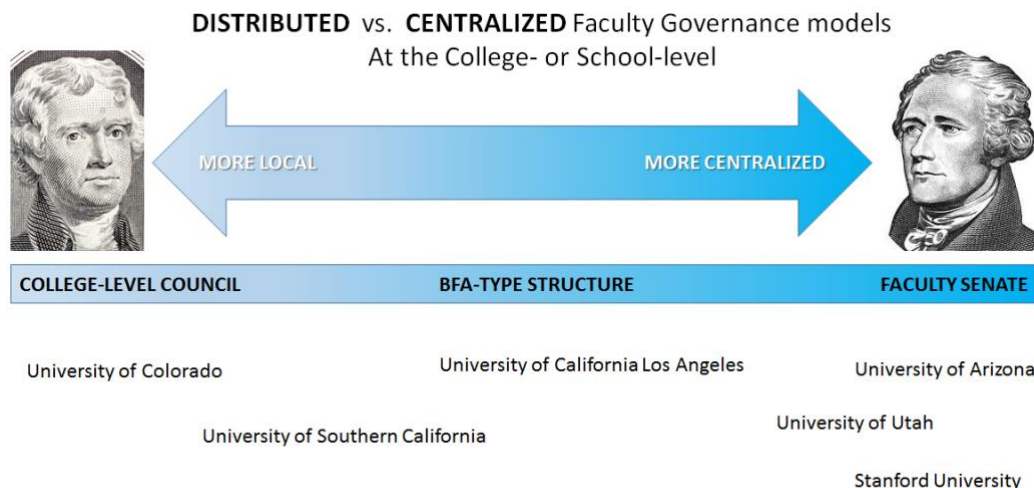

Figure 1. Faculty Governance Models

To sum up our findings, there does not appear to be an analog to the ASC at any of the institutions we investigated. Importantly, most other college-level faculty governance bodies are instead subcommittees of a campus-wide faculty senate that have a relatively restricted charge, related to curricular review and educational policy (e.g., course approvals, changes to majors and minors, criteria for honors, rules governing academic probation, creation of new programs and units). For example, at Arizona State University, a College Senate is the primary advisory body of its College of Liberal Arts and Sciences, and at University of California, Berkeley, an Executive Committee is charged with "the general oversight of the welfare of the students of the College of Letters and Science," and serves as the committee on educational policy for the College. An exception is the Dornsife Faculty Council at University of Southern California, which

has an organizational structure and scope of oversight comparable to those of our ASC. The Dornsife Faculty Council President and Vice President collaborate with the dean, and the Council is divided into caucuses with specific charges, e.g., for distinct employment tracks, for diversity/equity/inclusion, for salary and merit issues, and for advocacy and oversight. In addition, Council members are directly elected rather than appointed from the larger academic senate; they are selected from each of the three divisions (Humanities, Natural Sciences, and Social Sciences) by vote of divisional faculty, and serve two-year terms. At the same time, the Dornsife Faculty Council president reported that *ad hoc* groups of "concerned faculty" serve as advocates for changes in faculty governance and that this activity "often comes at the expense of designated governance structures, e.g., via critiques of the Academic Senate." This leads to a crucial point about the scope and uniformity of college-level representation:
there are a variety of mechanisms for choosing unit-level representatives to the particular assembly, and a variety of term lengths, but we have not seen any faculty governance model with a mechanism that ensures representation of chairs, program directors, and regular faculty together in a common college-level governance structure. At our CAS, divisional chairs and directors meetings ensure that unit-leaders' perspectives are heard, but at the present time there is no structured linkage between the ASC and the CAS chairs and directors.

In sum, the research into other models demonstrates that our layers of governance are more than many institutions have, and we have thus tried to keep the governance structure we recommend as simple as possible.

Charge 3: How the Shared Governance Structures of the Divisions Should Interact at the College Level

General Recommendations
Our Working Group on Governance recognized the need to create clear and consistent rules about how and when shared faculty governance functions at both the college and campus levels, when faculty have a direct and determinative voice in major policy decisions, and when faculty participation in administrative decision-making is only advisory or consultative. There is a sense among our working group that different deans have brought different leadership styles that have had different implications for faculty governance, and that those changes in administration have created confusion about the proper place of faculty shared governance in CAS decision making. Creating consistent rules and infrastructures that transcend the terms of specific deans will be critical to creating a culture of robust faculty governance.

We considered three general paradigms for faculty governance in the reorganized College of Arts and Sciences: 1) keeping faculty governance entirely at the college level; 2) devolving faculty governance entirely to the divisional/school levels; 3) creating a hybrid model that would combine the two approaches. In the end, we have settled on a hybrid model.

In line with our "Principles," our working group also adhered to certain basic commitments in formulating our recommendations. First, we have tried to create more opportunities for meaningful deliberation and participation among the faculty, both at the divisional/school and college levels. Second, in the pursuit of a hybrid model combining decision-making processes at these two levels, we have recommended certain avenues to enhance collaboration. Third, we have stressed the importance of efficiency and clarity by avoiding the creation of unnecessary layers of faculty governance, particularly in cases where decisions would have to be made at both divisional/school and college levels. Still, we came to the conclusion that faculty

governance in the college should have both college-wide and division/school-specific components.

With these concerns in mind, we inventoried those areas and forms in which faculty shared governance of all sorts currently occurs within the CAS. Several of those deserve quick comment before we get to the heart of our recommendations:

- Departments and programs are, of course, important arenas for faculty governance, and while we have not extensively considered them in our larger deliberations, we do think that it is important to recognize that a significant amount of faculty power emanates from departments and programs and that they might be used as models for faculty governance at higher levels. The Academic Futures report called upon all departments to revisit their bylaws to make sure they provide adequate guidelines for faculty governance.

- An *ad hoc* faculty committee has been convened by Dean James White. He meets with this faculty group once per month to consult on matters of importance to the College. While we recognize that such a body likely performs an important function for the Dean, we also worry about representation and transparency. Below we suggest a solution to these concerns that better integrates this cabinet level function of this *ad hoc* advisory committee with the revised structures of faculty governance in the college that we propose.

- We also recognize that important faculty shared governance occurs in the context of various *ad hoc* committees and working groups, appointed by the dean or in some cases by the provost, that are designed to tackle specific tasks. Our working group is an example of one such committee.

Faculty governance is something that exists in multiple locations, and all of those locations must be accounted for. Having established that, we devote our specific recommendations to rethinking how faculty governance works within two venues – the Arts and Sciences Council (ASC) and the meetings of Chairs and Directors – as these seem most germane to the challenges of faculty shared governance under college reorganization.

Specific Recommendations
In line with the philosophy and principles in section one above, a key goal of our working group was to strengthen faculty governance within the College of Arts and Sciences without creating an overelaborate structure. To capture the important roles of the current ASC and of department chairs within faculty governance, we recommend creating a hybrid model that reimagines the ASC as the *Arts and Sciences Faculty Senate* (ASFS) and that creates *Chairs and Directors Councils* in each of the new divisional-level schools. The ASFS would work directly with the Executive Dean and generally – though not exclusively – focus on college-wide issues, while the Councils would take up matters of concern to individual schools. Below are our recommendations specific to the various committees wherein the new ASFS would practice faculty shared governance. Importantly, we recommend that all college-wide committees have representation from all three divisions/schools.

Additionally, we recommend that the ASFS retain a single presiding officer who is elected by the entire faculty of the College of Arts and Sciences. We strongly encourage all departments to

elect their representatives to the ASFS. In addition to an elected representative from each department, we recommend the divisional/school election of additional members to ensure a sufficient number of representatives to staff the committees and provide divisional/school representation on all committees. We imagine these additional representatives coming either from larger departments that are given more than one representative to reflect the size of their faculty or as at-large members elected by the entire faculty of the CAS.
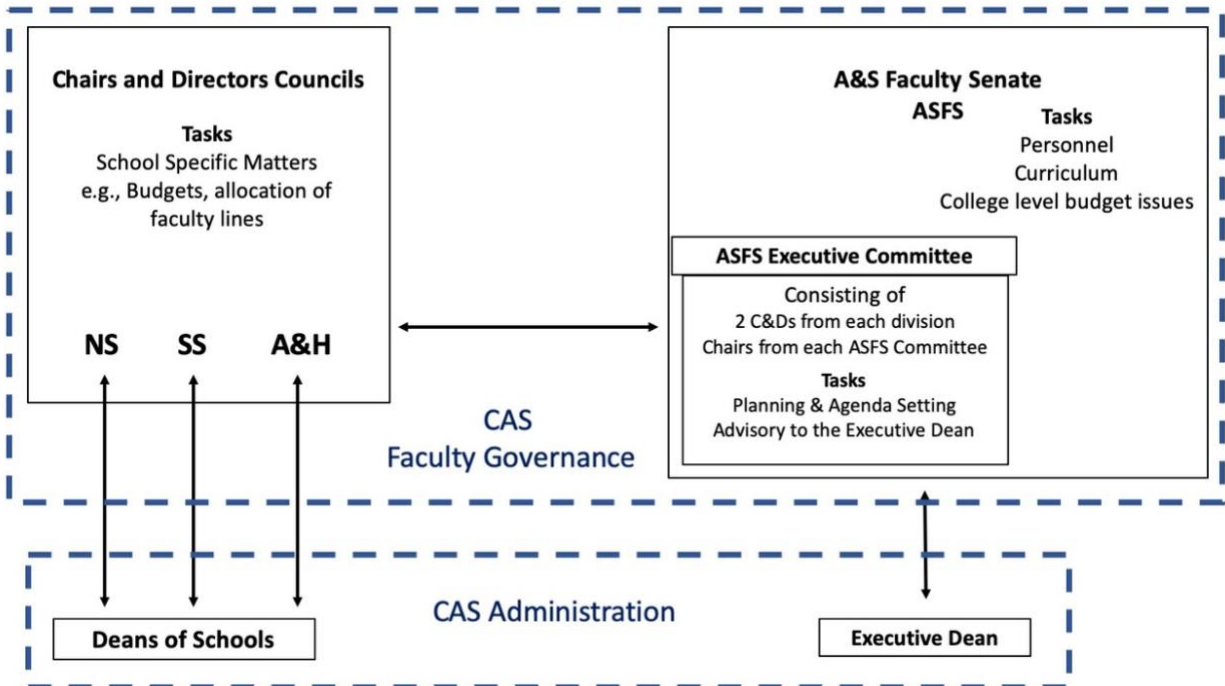
See Figure 2, below.

Figure 2. Recommended Faculty Governance Structure

To ensure effective faculty governance, it is important that the bylaws of both the ASFS and the School Councils make explicit where they have a determining role and where they act in an advisory capacity to one or more deans. A process for regularly making motions and taking votes on key issues should be established.

We recognize that there are faculty members who may have little faith in faculty governance on our campus. However, the culture around faculty governance can be changed by having these bodies take explicit stands on key issues before the schools and the college. Once colleagues see these bodies voicing their concerns on important matters, they will have a greater impetus to be involved in governance. We also recognize that CAS administration, at both the college and school levels, must be able to conduct regular business and to make many decisions on a day-to-day basis. However, decisions made that have an impact on the rights, responsibilities, and privileges of the faculty should not be made without appropriate consultation with faculty governance bodies.

Arts and Sciences Faculty Senate

We recommend also that the current ASC standing committees be (re)organized as follows within the Arts and Sciences Faculty Senate (ASFS).

- *Personnel* – We believe that this should remain under the ASFS umbrella, and that it should continue to function as a single, college-wide committee. We also recommend that each division/school have at least three members on this committee at all times.

- *Curriculum* – We recommend that all curricular issues remain under the purview of a single college-wide Curriculum Committee, but due to the workload the committee would need to have a sufficient number of members (more than its current ten members) as well as balanced representation from each division/school. It should then be able to be divided into three school-specific subcommittees that can do some of the school-specific business of the committee with a significant level of autonomy. Such an arrangement would balance the need to devolve some academic programmatic authority to school-specific decision-making bodies while also retaining a unified committee to protect the liberal arts mission of CAS and its unified general education curriculum, and encouraging and facilitating interdisciplinarity, a core Academic Futures project.

  The unified Curriculum Committee shall act on behalf of the faculty of the College of Arts and Sciences as the decision-making body in undergraduate curricular matters, including, but not limited to approving:
  - new certificate programs
  - revisions of existing certificate programs
  - nominations of courses to be used in fulfillment of general education requirements
  - retirement of general education courses
  - cross-listing of courses
  - nominations of courses taught outside of the College of Arts and Sciences for credit awarded toward Arts and Sciences degrees
  - courses being taught in Honors, Small Academic Programs, and Residential Academic Programs that are not being taught under the aegis of an academic department in Arts and Sciences

  The school-specific curriculum subcommittees shall act on behalf of the faculty of the College of Arts and Sciences as the decision-making body in undergraduate curricular matters, including, but not limited to approving:
  - revisions of existing major degree programs (unless interdivisional)
  - new minor programs (unless interdivisional)
  - revisions of existing minor programs (unless interdivisional)
  - new course proposals
  - revisions of existing courses

  The ASFS Curriculum Committee shall act as an advisory body to the faculty of the College of Arts and Sciences in undergraduate curricular matters including, but not limited to:

  - the creation of new major programs
  - name changes of major programs
  - revisions to the minimum major requirements

- o revisions to the minimum minor requirements
- o revisions to the general degree requirements of the College of Arts and Sciences

While our working group seriously considered other models that devolved even more curricular authority to divisional/school levels, in the end we felt strongly that college-wide curricular review would be essential to maintaining a system of checks and balances that not only protects the liberal arts mission of the CAS, but also encourages interdisciplinarity.

- *Budget* – We recommend that we retain an ASFS Budget Committee that advises the Executive Dean on that portion of the overall college budget that does not get devolved to the schools. School Chairs and Directors Councils will work with Deans of Schools to advise on divisional/school budgets.

- *Planning* – We recommend that the Planning Committee as it was under the ASC be disbanded and that its functions be folded into the ASFS Executive Committee (see below)

- *Academic Community and Diversity* – We recommend that we keep this as a college-wide committee under the ASFS.

- *Grievances* – We recommend that we keep this a college-wide committee under the ASFS.

- *Online Education and Information Technology* – This committee will, in coordination with the Curriculum Committee and its school-specific subcommittees, approve new online offering and make sure that our online offerings, like the rest of our curriculum, remain under the power of the faculty.[4]

- *Academic Ethics* – We recommend that we keep this at the ASFS level.

- *Appeals Committee on Academic Rules and Policies* – We recommend that we keep this at the ASFS level.

- *Honors Council* – We recommend that we retain this at the ASFS level.

Chairs and Directors Councils
We also considered the roles of chairs and directors in the College of Arts and Sciences and how they might participate in faculty shared governance separate from and complementary to the ASFS. Chairs and directors are at the center of departmental and program governance and often have a more developed sense of the institutional landscape than do rank-and-file faculty. Our understanding is that there used to be a Council of Chairs that functioned as a chief vehicle of faculty shared governance within the college back when Chuck Middleton was dean, and that this Council of Chairs predated the creation of the ASC. While there is some nostalgia for such a model among those who participated in it, there were also concerns as to whether chairs were fully representing the faculty or were too close to administrators in their interests.

Although our working group members had differing opinions about, and levels of comfort with, how far we should go in recommending additional governance powers for chairs and directors, we did feel overall that chairs and directors deserved an enhanced governance role and that better coordination between the ASFS and chairs and directors would be essential to effective

faculty governance college-wide. Ultimately, we settled on a recommendation that chairs and directors be at the center of divisional/school faculty governance through the creation of school-specific Chairs and Directors Councils (CDCs). We imagine that these CDCs would smoothly develop out of the current division-specific chairs and directors meetings, but we recommend that school CDCs have more power to set agendas of their own. Thus, we are recommending formalized Chairs and Directors Councils that operate at the level of each division/school and work in tandem with the school level deans to provide certain kinds of faculty governance specific to the school level. The college-wide chairs and directors meetings would still function as the largely information forums that they currently are.

Specifically, we propose that these Chairs and Directors Councils would:
- Be advisory to the deans on school budgets
- Continue to be involved in discussions of the allocation of faculty lines within schools
- Be the central planning bodies specific to schools
- Have agenda-setting powers and be generative of new proposals and innovations for strengthening and enhancing school-specific research/creative work and teaching.[5]

These councils would be made up of all the chairs and directors of degree-granting academic units within the school; each school would make a determination about how to involve the directors of other units such as institutes or the Art Museum. Each council would elect its own chair. The school level dean would meet regularly with the council, but the council would also have the ability to conduct business independent of administrative officers. Procedures for making motions and taking votes must be specified in future bylaws.

ASFS Executive Committee
In order to coordinate faculty governance efforts at the various levels, we recommend the formation of an Arts and Sciences Faculty Senate Executive Committee comprising seven members of the ASFS (most likely the six standing committee chairs and the presiding officer) and two representatives from each of the Chairs and Directors Councils, who would also become members of the full senate.

The primary purpose of this body is to coordinate issues before the faculty and to communicate with the faculty and school and college administration. To that end, a process should be created whereby all motions passed at the school level would be reported to the Executive Committee. Where these pertain only to the specific school, they would be entered into the minutes or passed by unanimous consent. In cases where a motion raises issues pertinent to the other schools, it would be sent to them for their consideration. Where a motion raises issues for the college as a whole, it would be forwarded as a motion to the Senate. Similarly, certain motions passed by the Senate may need to go back to the schools for consideration. The executive committee, in other words, manages the flow of motions, finding the appropriate bodies to take action.

In addition, the executive committee should have and facilitate clear and open communications with any administrative structures created within the office of the executive dean (i.e., a "Stewardship Council" or administrative leadership team). The executive committee should insure that all those individuals tasked with running the college are aware of the faculty's concerns and input, and they should be certain that matters taken up by administration that require faculty input are sent on to the ASFS.

Charge 4: How the Newly Proposed Governance Structures Would Interface with Campus-Wide Faculty Shared Governance

We would like to underscore that cooperation between campus and college/school governance bodies is essential to faculty governance across the university.

Even though our two-tiered faculty governance system – campus-wide and college/school governance bodies – seems to be unusual within the PAC12, we recommend keeping it. Many of the problems that arise in relation to faculty governance are college-specific and best dealt with at that level. However, some are campus specific or joint. A two-tiered system can handle the wide variety of problems that arise more effectively and can provide a stronger response where appropriate when the governing bodies wish to speak in one voice. In addition, because of its access to the Provost and other members of the campus-wide administration, the Boulder Faculty Assembly (BFA) plays an essential role in faculty governance and representing the faculty as a whole.

The specifics of how the new ASC-CDCs-FGC governance structure should relate to the BFA are very difficult to determine in the abstract. Whether a tripartite CAS model is eventually adopted, the CAS governance organization and the BFA could form a joint *ad hoc* committee (or several committees) to discuss and make recommendations regarding the interaction between the CAS faculty governance body/bodies and the central campus faculty governance body, the BFA. More importantly, we believe it is important that as part of the reorganization planning and implementation, CAS faculty groups need to be consulted regarding what sorts of interaction they would like to have with the BFA. This could take the form of a series of dialogues between those groups and the BFA. In addition, these discussions will need to involve representatives from the governance bodies of all the schools and colleges.

The BFA has recently begun just this sort of conversation with faculty from Education and CMCI over the question of how to carry out administrator appraisals (the BFA has a committee for this purpose). These discussions will probably consider everything that faculty governance does (e.g., budget, diversity, student affairs, curriculum, etc.). The BFA is already considering populating its most important committees, including Budget and Planning, with representatives from the budget committees from each of the school/college governance groups. This remains to be decided, and, if it takes place, the specifics still would need to be worked out, and the change would not take place for another year or two.

Areas of Cooperation Between the BFA and the ASFS

- *Communication Between the Two Bodies*

We suggest that existing communication between the CAS- and campus-wide bodies, as well as the faculty governance bodies of other schools and colleges, be strengthened, both with respect to the exchange of minutes, agendas, motions, etc. and by providing more opportunity for combined meetings of executive, standing, and *ad hoc* committees. In addition, these bodies, separately and together, need to determine under what conditions resolutions should be issued and votes held, either jointly or separately.

- *Administrator Hiring*

We recommend that the BFA and the governance organizations of the schools and colleges have a greater and more influential role in the selection of administrators (above the department chair level, though exceptions could conceivably be made in the case of external chair appointments). This would require modifying their bylaws as needed to make this happen.

- *Administrator Evaluation*

Faculty governance needs to be involved with the evaluation of administrators. In order to ensure a measure of fairness, consistency, and transparency in the way administrators are evaluated across campus, we believe there should be some level of coordination between the BFA and all the college/school faculty governance bodies, including the new ASFS.

- *Timely Faculty Response to Events/Announcements*

We recommend that the BFA and the ASFS consider developing a process that allows for the issuance of real time (as in "quick turnaround") statements by the Chairs of the BFA and the chairs of the school and college governance bodies (either separately or jointly, as appropriate) on important issues such as the process for the selection of a dean or interim dean, responses to administrative directives or decisions (e.g., online education announcements), etc.

Conclusion

We close by reiterating that whatever faculty governance organization is proposed, it is imperative for all faculty in CAS have significant opportunities to provide input, and, ultimately, vote on the new structure. Thank you for the opportunity to provide ideas and suggestions regarding this crucial reorganization process.

Endnotes

[1] The university defines "regular faculty" as tenure-stream faculty and instructor-stream faculty.
[2] https://www.cu.edu/regents/laws-and-policies/regent-laws/article-5-faculty

5.E.5. Principles of Participation
It is a guiding principle of the shared governance recognized by the Board of Regents that the faculty and the administration shall collaborate in major decisions affecting the academic welfare of the university. The nature of that collaboration, shared as appropriate with students and staff, varies according to the nature of the decisions in question.
The faculty takes the lead in decisions concerning selection of faculty, educational policy related to teaching, curriculum, research, academic ethics, and other academic matters. The administration takes the lead in matters of internal operations and external relations of the university. In every case, the faculty and the administration participate in the governance and operation of the university as provided by and in accordance with the laws and policies of the Board of Regents, and the laws and regulations of the state of Colorado. The chair or other designated representative of the Faculty Council shall be the spokesperson for the faculty when addressing the Board of Regents on matters of importance to shared governance.
(A) The faculty shall have the principal role for originating academic policy and standards, including initial authorization and direction of all courses, curricula, and degrees offered, admissions criteria, regulation of student academic conduct and activities, and determination of candidates for degrees.
(B) The faculty shall have the principal role for originating scholastic policy, including scholastic standards for admission, grading (consistent with the Uniform Grading System of the University), continuation, graduation, and honors. As required by the Laws of the Regents, the deans of the colleges and schools shall have responsibility for enforcement of admissions standards and requirements.
(C) In the selection and evaluation of faculty, the faculty shall have the principal role, subject to the concurrence of the administration and the ultimate authority of the Board of Regents or its designee(s).
(D) In establishing policies and procedures for faculty appointment, reappointment, promotion, tenure and post-tenure review, and establishing policies and procedures for the appeal of decisions in these areas, the faculty shall collaborate with the campus and system administrations in the development of recommendations to the president for submission to the Board of Regents.

(E) In the selection and evaluation of department chairs and academic administrators, the faculty shall collaborate with the campus and system administrations in the development of recommendations for submission to the Board of Regents or its designee(s).

(F) In establishing and reviewing budget policies and plans for resource allocation, the faculty shall collaborate with the campus or system administration in the development of recommendations to the chancellor or the president, as appropriate, for submission to the Board of Regents. This includes review for new academic degree program proposals, academic program review, and program discontinuance.

(G) In the preparation of budgets, the administration shall have the principal role, with early collaboration with the appropriate faculty governance unit(s), subject to the ultimate authority of the Board of Regents or its designee(s).

(H) In the making of other policy concerning the general academic welfare of the university, the faculty shall collaborate with the administration in developing recommendations to the president for submission to the Board of Regents.

(I) Administrative policy changes with respect to matters listed in the Faculty Senate Constitution, Article I.B that affect faculty shall be promulgated only after consultation with appropriate faculty governance bodies.

(J) In the Faculty Senate Constitution, Articles II-IV, which defines the structure and functions of faculty governance at different university levels, other aspects of faculty participation are specified.

[3] Note that the subcommittee received two survey responses from faculty governance leaders at USC— one from the President of its Academic Senate and another from the council president of Dornsife College of Letters, Arts and Sciences faculty council.

[4] Several questions still need to be worked out. For example, should this committee remain at the full ASFS level and serve as a core of the faculty's voice of matters of online education policy within the CAS? Or should this be a task force instead of a standing committee? Given that it is concerned with how courses are delivered (rather than content), then should this committee/task force function more appropriately as a subcommittee of the larger curriculum committee?

[5] This list is not necessarily exhaustive, as there could be other appropriate powers and functions of the Chairs and Directors Councils.