Executive Summary

In May 2019, the Provost tasked three working groups with making recommendations to advance the findings of the Academic Reorganization Committee (ARC) report in the areas of budget, administrative structure, and faculty governance within a reorganized College of Arts & Sciences (CAS). The Structures Working Group (SWG) was tasked with determining how to reorganize the current CAS structure and programmatic resources to support the ARC report recommendations, including a transition plan.

In addition to adhering to the recommendations of the ARC report, the SWG developed guiding principles by which any proposed administrative structure should be evaluated. These principles are:

- A commitment to the liberal arts mission of the University
- Inclusive leadership
- Transparency and accountability
- Student success
- Efficient use of personnel and resources
- Empowering decision making at the divisional and unit level
- Interdisciplinarity
- Addressing key concerns raised in the work of the Academic Futures committee

If CAS is to be a leader in developing educational and research practices that meet the demands of an increasingly complex, diverse, and collaborative world, we must embody our aspirational values and principles in our administrative structure and culture, and lead by example. A key component of our recommendation is a change in culture towards more diverse, collaborative, communicative, and transparent decision making. Our proposed new administrative structure formalizes the existing strong collaborative work of CAS leadership and promotes this cultural change. However, a new structure alone will not change culture. It is imperative that the CAS leadership continue to embrace and advocate for the needed cultural changes, and that future searches for new CAS leaders select candidates based on their ability and commitment to foster this new culture.

The SWG recommends a CAS administrative structure that includes a core Executive Team (ET) responsible for day-to-day transactional decisions as well as internal and external resource and programmatic negotiations. The ET consists minimally of the Executive Dean, as well as three Deans of Schools (Arts & Humanities, Natural Sciences, Social Sciences), and the Associate Dean of Finance and
Operations, who has a strong and independent role in providing oversight and transparency of CAS finances and the financial implications of decisions made by the Executive Team. The Executive Dean is the face of CAS and responsible for promoting the liberal arts mission of CAS, while the Deans of Schools represent their Schools and may build School-centered identities for advancement. Unlike the current structure, the Deans of Schools have the full authority of Deans as vested by the Regents, and sit on the Provost’s Dean’s Council. In theory, this empowers the Schools to make resource allocations and personnel decisions; however, in practice their authority will depend on the resource allocations from CAS to the Schools, and ultimately from the Provost to CAS.

In addition to the Executive Team, the SWG recommends the creation of a Stewardship Council (SC) which consists of the ET plus additional administrative functional leads. While the SC is an administrative body and not a faculty governance structure, the Chair of the A&S Council or its equivalent in the new CAS governance structure may serve on the SC to represent the CAS faculty. The Stewardship Council will be governed by bylaws, with the power of an advisory voice to the Executive Dean. While the ultimate decision-making authority lies with the Executive Dean, all decisions that impact the College as a whole or make CAS commitments to external entities must be made in consultation with the SC.

The Stewardship Council is responsible for establishing and maintaining a long-term vision and strategic plan for CAS, ensuring that CAS adheres to the values, principles, climate, and culture articulated in the CAS Strategic Plan, Academic Futures, and other guiding documents, and providing advice to the Executive Dean from diverse college perspectives. This powerful advisory role will not only help inform decisions of the Executive Dean, it will serve to ensure executive accountability and help facilitate diverse engagement and acceptance from the college community when difficult financial and programmatic decisions are made. It will also support continuity during changeover in the dean positions.

To provide greater transparency on financial matters, the Associate Dean of Finance and Operations, while directly reporting to the Executive Dean, will have a line of communication to the Executive Vice Provost for Academic Resource Management. While outside the charge of the SWG, we note that the success of the proposed structural and cultural changes depends on sufficient resource allocation to CAS. While the current CAS administrative structure is lean and efficient, unpredictable levels of temporary funds make it difficult, if not impossible, to delegate financial decision-making to the divisional and unit levels. It also creates unnecessary bureaucratic hurdles through frequent requests to CAS Dean and the Provost to seek relatively small amounts of funding for emergent needs such as faculty retentions, spousal and special opportunity hires, and other programmatic activities.
Summary of recommendations

- Executive Dean is maintained, in concurrence with the Academic Reorganization Committee (ARC) report
- Associate Dean positions be elevated to Deans, reporting directly to Executive Dean, in concurrence with the ARC
- Associate Dean of Finance and Operations to continue to report directly to the Executive Dean but also establish a new line of communication to Senior Vice Provost for Academic Resource Management
- Executive Team (ET) to minimally consist of Executive Dean, Deans of Schools, Associate Dean of Finance
- Current Leadership Team be given a new charge to become the CAS Stewardship Council (SC)
- Stewardship Council be expanded to include the chair of the CAS governance body
- All functional leads report directly to Executive Dean
- Over time, consolidate fractional work to free up department resources in order to provide more department support
- Reduce unnecessary redundancy
  - Utilize centralized service centers when available in order for the CAS to identify and invest in unit-specific support needs
  - Instead of having partial full-time equivalents (FTE’s) doing technical HR, or Budget and Finance work, this work can be reorganized to create HR and Financial professionals at the Dean of School level, the Executive Dean level, and central HR.
  - Small co-located departments may combine staff resources to provide opportunity for staff specialization and expertise development that can be used to serve multiple departments.
- Human Resources Service Center (HRSC) to be expanded to serve the entire college
- CAS Financial Service Center to be expanded to serve the entire college
- Expand CAS Research infrastructure to provide oversight and support for its nearly 400 Research Faculty
- Expand CAS Communications functional area to be on par with other campus colleges
- Employ Facilitator to assist with the cultural and procedural transition recommended herein
Report and Recommendations

Background & Charge

Provost Russell Moore formed an Academic Reorganization Committee (ARC) in Spring 2018 and charged it with examining the “Cumalat/Julien” white paper submitted to Academic Futures, which proposed a reorganization of the College of Arts and Sciences (CAS). The ARC submitted its final report and recommendations to the provost in December 2018. The ARC recommended that:

- CAS remain a unified college, but that the jobs, powers, and responsibilities of the dean and associate deans of divisions in CAS be redefined.
- The College have an executive dean who is the leader of CAS, and who is responsible for the overall liberal arts mission of the college and has supervisory responsibility for deans of divisions.
- Deans of divisions be officers of the university with substantial budgetary authority, as well as responsibilities and powers that are consistent with the Regents’ definition of a dean.
- The CAS not adopt the C/J paper proposed model with multiple deans reporting to the provost, eliminating the CAS dean position. However, the ARC found the problems identified by the C/J paper, which detailed concerns and challenges particularly affecting the Natural Sciences Division, to be compelling, and driven by the perception of a lack of attention to possible new initiatives in CAS and a lack of resources to maintain and build excellence in faculty scholarship.
- The Provost form a committee to make reorganization implementation recommendations.

In May 2019, the Provost announced the formation of three working groups to address the budget, structural, and governance issues that were not addressed in the ARC report. The Structures Working Group (SWG) included the following members:

- Bernadette Stewart, Assistant Dean of Administration, College of Arts and Sciences
- Donna Mejia, Associate Professor, Theatre & Dance
- Ken Bickers, Professor & Interim Chair, Political Science
- Nils Halverson, Professor & Chair, Astrophysical & Planetary Sciences
- Kenny Nelson, Director, HR Service Center
- Lisa Landis, Director, Employee Relations and HR Operations
- Mike Murray, HR, Director of Strategic Initiatives, SWG Chair and Convener
- Roy Parker, Distinguished Professor, Biochemistry

The SWG was charged with:

1. reviewing existing CAS administrative and programmatic structures to determine how the components of the current structure can be re-organized to better support the proposed new divisional College structure;
2. identifying opportunities to align existing College structural and programmatic resources to better support the academic mission of the College and evolve the campus to increased porosity and interdisciplinarity;
3. proposing a plan to transition from the current A&S structure to the proposed future structure.

Introduction and Principles

Our motivation is to design a CAS Leadership structure for the next phase of higher education development within the context of global citizenship and interdependence. CU Boulder has grown to be an outstanding educational institution under the current model. Yet, we identify an emerging and shifting environment for higher education that invites an evolution in how we manage ourselves and promote the liberal arts. Our proposed structure enables a responsiveness to the forward-thinking work and priorities of the Academic Futures Initiative.

In developing our structure recommendations, we were guided by a set of principles we established based on the work of previous committees, our charge from the provost, the A&S Strategic Plan, and our own deliberations with campus experts. We committed to developing a college structure which would support and promote the following:

A Commitment to the liberal arts mission of the University:
We reaffirm the recommendation of the Academic Reorganization Committee (ARC) that CAS remain a unified college to ensure that the liberal arts mission of the campus is maintained. Our expectation is that students in the near future will experience a pace of change and career mobility not seen in the past and will need skill sets that we cannot yet fully envision. Futurist Heather McGowan speaks about the need for more learning and adaptability gained through work and engagement. Georgia Tech conducted a multi-year study to identify drivers of change in Higher Education, which their Provost Rafael Bras points out emphasizes developing “T shaped thinkers,” those who think both broadly and deeply. We believe these competencies are best developed with a foundation in critical thinking, interdisciplinarity, and involvement in a community of diverse perspectives, shared learning and exploration.

Inclusive and transparent leadership:
We strive to embrace the best practices of inclusive leadership to create a structure and culture which promote transparency and accountability, and foster fairness, respect, equity, non-discrimination, belonging, creativity, uniqueness, bold and wise decision-making, and collaboration [adapted from Deloitte (2013)]. The leadership structure and culture should embrace the values and practices we wish to instill in our students.
**Student-focus:**
A primary focus of CAS structures should be on students and their success. CAS strives to support the development of critical, creative, and compassionate thinkers poised to apply their hard won capabilities in ways that have positive impact.

**Efficiency:**
The administrative structure should make efficient use of resources. It should eliminate redundant efforts, while being flexible and open to revision. Lines of communication and who has authority to perform a given task should be clear. Wherever possible, budget allocation, agency and decision-making authority should be pushed downward from the Provost to the College, and from there to the schools and departments. The Stewardship Council serves as the ideal group to monitor CAS metrics and alert the CAS to areas of redundancy and inefficiency.

**Interdisciplinarity and porosity:**
The administrative structure provides mechanisms for interdisciplinary opportunities, to break down barriers and increase porosity between campus schools and colleges in teaching, curriculum and research. Empowering deans to be innovative and make decisions allows opportunities for experimentation.

**Address Key concerns in C/J paper:**
The administrative structure should address the key concerns of the Cumulat/Julian paper submitted to the Academic Futures committee. Most importantly, under-representation of CAS faculty on the Dean’s Council, more autonomy in the management of temporary funds, and greater ability to compete for extramural resources.

As part of our work, the SWG reviewed structural opportunities but also sought to understand practices, expectations, and inefficiencies in how the College functions that structure alone could not fix. We gathered data and feedback from a variety of advisory bodies, provost’s councils, program directors, student advisors, and administrators. We found that the college administrative process is by-and-large collaborative, and makes efficient use of scarce resources, but also identified processes and behaviours where appropriate communication and transparency were lacking. Our findings compelled our efforts to avoid the institutional tendency to reward political hierarchies. Conversely, we observed areas in which trust, creativity and egalitarianism invigorated the choices and management of focused efforts. We note the outstanding job the staff of the college of A&S does in maintaining high levels of excellence in the College with relatively limited resources. Our recommendations aim to further support their efforts, and to formalize many of the collaborative and efficient current practices.

The report makes recommendations regarding changes to the CAS administrative and programmatic structures. Paramount among the SWG’s recommendations is the facilitation and testing of a new decision-making culture, in alignment with the observations and suggestions provided by the CU Boulder community through the Academic Futures initiative (2017 - 2019), and the CAS Strategic Plan,
as revised by the Arts & Sciences Council (ASC) Task Force (2017-2018), and the CU Boulder Academic Leaders Institute competency model.

While we endeavored to limit our final recommendations to structure and culture within the College itself, we have noted some of the discussion that was outside of our charge where we feel it lends context and might support effective implementation.

**SWG Recommendations**

**Cultural Change as a Priority**

A key component of our recommendation is a change in the culture towards more collaborative, communicative, accountable, and transparent decision making that embraces and is strengthened by diverse perspectives. This cultural change in CAS leadership is needed to fully realize CU Boulder’s commitment to increasing diversity and inclusion on campus, and is fundamental to success in achieving CAS’s mission, through enabling more forward-thinking and agile decision making that will anticipate and serve the needs of an increasingly diverse student body and society.

The recently finalized CU Boulder Inclusion, Diversity and Excellence in Academics (IDEA) Plan expresses our institution’s core values of diversity, inclusion, equity, and excellence. One of the top-level recommendations of the plan is to “move accountability for diversity and inclusion from the periphery to core institutional functioning.” The plan states that “the campus community needs structural mechanisms and increased human capacity to facilitate a diversity, equity, and inclusion ecosystem that maximizes resources, avoids redundancies, communicates effectiveness efficiently, and inspires its people to learn continually and grow as empathetic citizens of our broader society.”

In the May 2019 “Cultivating Inclusive Leadership” workshop for campus leadership hosted by Provost Moore, facilitator Dr. Brenda Allen argued that inclusive leadership can only be achieved by ensuring that diverse groups have a representative at the decision-making table, and made the case for “radical transparency” in leadership and governance. In addition, she made the business case that diverse teams and inclusive leadership practices promote creative thinking, wise decision making, and reduce the risk of being blindsided by unanticipated trends.

Moving forward, many potential organizational structures could succeed, but our culture of decision-making should radically shift for any to be effective. Our aim to change institutional culture grows from the conviction to fortify student success, embolden research and creative excellence, and create space for visionary, inclusive and collaborative administration. We acknowledge the complexity of large systems such as CU Boulder, the context of our emerging global citizenship and interdependence, and radical changes in the socio-political, demographic, financial and cultural environments for higher education. Evolving how we manage ourselves means institutionalizing collaborative, transparent and inclusive stewardship for the CAS. In truth, we must be willing to expect of ourselves the same agility, investment, and magnitude of transformation we expect of—and observe in--our students.
**Structural Recommendations**

The organizational chart below summarizes our structural recommendations for roles and responsibilities of members of the senior CAS administration. We further explain below how this arrangement can promote cultural change within CAS.

The feedback SWG received supports a three school structure. The three school structure maintains CAS agility, interdisciplinarity, porosity, and aligns with choices of students in relation to double majors, minors, and certificates, which is reflected in the neighborhood organizational structure used by the Academic Advising Center.
Executive Dean

In its report to the Provost, the ARC recommended that “CAS remain a unified college, but that the jobs, powers, and responsibilities of the dean and associate deans of divisions in CAS be redefined”. They proposed that “the College have an executive dean who is the leader of CAS, and who is responsible for the overall liberal arts mission of the college and has supervisory responsibility for deans of divisions. Deans of divisions will be officers of the university with substantial budgetary authority, as well as responsibilities and powers that are consistent with the Regents’ definition of a dean.”

The SWG concurs with this recommendation and maintains that an Executive Dean is critical to preserving a unified and cohesive College of Arts and Sciences. While we agree with the recommendation of three divisional deans reporting to the executive dean, we propose renaming the divisional deans “Deans of Schools” to reflect their broader authority and autonomy.

The Executive Dean will be the face of the college as a whole and will be responsible for the efficient functioning of the college and relationships across the three schools. The leads for the core support functions of the college, such as HR, budget, infrastructure, communications, and advancement, will report to the Executive Dean, as will the associate deans for research, student success, and inclusive practice, and the deans of the three schools.

The Executive Dean is supported in their charge by the Executive Team and the Stewardship Council.

Key to the ability of the Executive Dean to represent the college as a whole and for the Deans of Schools to manage the daily operations of their schools more autonomously is the new budget model being created on campus. The Office of the Provost should continue to work to provide as much certainty as possible about expected flows of temporary money that can be provided to the college. To reduce the administrative burden CAS Deans face, new governance and budget models should provide deans with more control over temporary funds so they can make their own decisions around issues such as retentions, spousal hires, special opportunity hires, and start up packages.

Deans of Schools

The Deans of the three schools will be true deans, “chief academic officers”, endowed with the legal authorities commensurate with administrative officers of the university holding the title of deans as described by the Laws of the Regents (LOR, Section 4.A.1). This means that, among other things, they will be responsible for recommendations on personnel actions, budgetary planning and allocation of funds, hiring, promotion and tenure, retentions, faculty assignments and workload, and curriculum planning. Additionally, we recommend that each Dean of School participate in school-specific and college-wide fund raising efforts in conjunction with the Executive Dean. Each of the Deans of Schools should be assisted by a School-specific faculty governance group that regularly deliberates and provides advice to the dean regarding, among other items, resource allocation, curriculum planning and oversight, and opportunities for research and teaching innovations. https://www.cu.edu/regents/policy-4
Deans of Schools will collaborate closely and as a matter of course with the Executive Dean, the Executive Team and the Stewardship Council to ensure alignment with and effective execution of the CAS mission and vision.

**Associate Dean of Finance and Operations**

The Associate Dean of Finance and Operations is the College of Arts and Sciences senior executive responsible for managing the financial actions of the entire college. This position is responsible for tracking cash flow, providing financial planning, and analyzing the college’s financial strengths and weaknesses and proposing corrective actions. This Associate Dean has significant input in the college’s investments, and how the college manages its income and expenses. The Associate Dean works with the Executive Dean, Deans of Schools, and other senior managers and plays a key role in the college’s overall short and long term success.

The Associate Dean of Finance and Operations should have a strong and independent role in providing oversight and transparency of CAS finances and the financial implications of decisions made by the Executive Dean. Thus the CAS Structural Working Group is recommending continuing the Associate Dean of Finance and Operation direct reporting relationship to the Executive Dean with a new “dotted line” reporting relationship to the Senior Vice Provost for Academic Resource Management. The dotted line relationship represents a secondary relationship to the position’s solid line to the Executive Dean. While the dotted line relationship is less formal and does not have managerial control of the position, it does represent some level of influence and information sharing to and from the Senior Vice Provost of Academic Resource Management. A critical first step in establishing this dotted line relationship will be the three parties involved defining clear expectations of the Associate Dean of Finance and Operations.

Additionally, the SWG recommends that the budget and resources of the College of Arts and Sciences be kept in tact and maintained at the College, rather than School level in order to maintain financial flexibility and agility across each of the schools in the College of Arts and Sciences.

**Executive Team**

The Executive Team (ET) will be comprised of, at a minimum, the Executive Dean, the three Deans of Schools, and the Associate Dean of Finance. It is the purview of the Executive Dean to add additional expertise to this core team to broaden perspective and inform better decision making based on specific agenda items. The Executive Team is intended to be an agile decision-making body that addresses matters related to personnel, transactional needs, and confidential matters where broader discussion is not appropriate. While the ultimate decision-making authority lies with the Executive Dean, significant decisions that impact the College as a whole or make CAS commitments to external entities should not be made before the Executive Dean has consulted with the ET. In addition, this team will collaborate with the Stewardship Council to steer the CAS towards its strategic objectives and cultural changes.
Stewardship Council

The CAS Strategic Plan and Task Force report calls for CAS to create a mutually respectful, collaborative, inclusive culture that welcomes all, inspires community, develops the individual, and engages the world. The formation of the Stewardship Council (SC) is intended to model a leadership structure that embodies these values. Through building collaborative and inclusive management practices, our intent is to promote a culture of open and transparent decision-making and information sharing, so that members are encouraged to make informed, strategically sound decisions that are in the best interest of CAS as a whole. If done well, our hope is for this model to attract other participants from CU Boulder programs and schools both within and beyond the College of Arts and Sciences.

The SC is comprised of the ET and the leads for the core support functions in the College, including:

- The Executive Dean of Arts and Sciences
- The Dean of Social Sciences
- The Dean of Natural Sciences
- The Dean of Arts & Humanities
- The Associate Dean for Inclusive Practice
- The Associate Dean for Student Success
- The Associate Dean for Research
- The Assistant Dean for Advancement
- The Assistant Dean for Finance and Operations
- The Assistant Dean for Administration and Human Resources
- The Assistant Dean for Infrastructure
- The Chair of ASC or its equivalent in the new college faculty governance organization

The Stewardship Council’s primary focus will be the overall cohesion and future development of the CAS within the CU Boulder system. This council will serve as an advisory body, responsible for the strategic planning, vision, and culture of the CAS. It will provide oversight and advice on all matters relating to CAS, including: student success, academic community, diversity and inclusiveness, teaching and learning practices, research, facilities and space management, budget and finances, and advancement.

We recommend a phased implementation, and an external facilitator to assist with the cultural and procedural transition. Since the new structure has incumbents in similar roles to the existing CAS leadership, we recommend first forming the Executive Team and Stewardship Council with existing personnel. As the permanent positions are filled, the Stewardship Council would have norms and traditions in place to onboard and orient new members.

Bylaws will be established to govern the function of the SC, and meetings will generally follow Robert’s Rules of order for parliamentary procedure for facilitating discussion and group decision-making in a deliberative body. The bylaws should follow the fundamental principles of: one question at a time; one person, one vote; and a vote being limited to members present. Written minutes will be recorded, approved, and distributed, especially the results of votes held by the SC.
The Executive Dean will hold the ultimate decision-making authority for the College. Therefore, all votes taken by the SC are advisory to the Executive Dean. However, if the Executive Dean decides to override a vote of the SC, the Executive Dean must document justification in order to maintain transparency for all CAS constituents.

We envision the role of the Stewardship Council to be establishing and maintaining a long-term vision and strategic plan for CAS, ensuring that CAS adheres to the values, principles, climate, and culture articulated in the CAS Strategic Plan, Academic Futures, and other documents, and providing advice to the Executive Dean from diverse perspectives. This powerful advisory role will not only help inform decisions of the Executive Dean, it will serve to hold the Executive Dean accountable and help facilitate engagement and acceptance from the community when difficult financial and programmatic decisions are made. In addition, the SC will provide continuity in administrative practices and culture through changeovers in leadership positions.

Initially, the SC may serve more as arbiter and interpreter of CAS analytics as we create a clearer assessment of our practices, allocations, and programmatic aspirations. This will cultivate an equitable understanding of the college’s state. Eventually, it is plausible the SC will evolve to be the integrative and transparent advisor of the CAS’s redistribution of resources and potential new initiatives. Our intention is that, in the words of the Academic Leadership Institute competency model, the SC “delegates with empowerment – delegates to appropriate individuals, provides focus and attention to detail, and empowers others with skills and authority.”

Questions guiding the Stewardship Council may include:

- What is best for the education of CAS students, knowing a significant percentage of registrations may aspire to fields of study beyond, or in addition to, the college’s offerings. How can we support the evolution of knowledge, emerging fields, diverse communities, responsible leadership and meaningful public discourse?
- What is best for the long-term sustainability, arrangement and governance of the CAS in relationship to the university as a whole?
- What long-term practices and organizational structures support a learning environment that is agile, efficient, relevant, imaginative and visionary while also providing exemplary archiving and historical perspective?

**Administrative Functions**

We recommend administrative leads in the schools report directly to functional leads (who report directly to the executive dean) and work collaboratively with the school deans. This model should allow for a number of improvements (many of which have already begun to take shape as a result of other efforts on campus and in CAS):
- Over time, consolidate fractional work to provide more support to departments and free-up department resources
- Ensure functional work aligns with CAS goals while balancing the unique needs of schools and departments
- Develop and ensure expertise and consistency of practice
- Identify and share administrative best practices
- Develop broader career paths for CAS administrative employees
- Eliminate single points of administrative failure
- Reduce unnecessary redundancy and improve efficiency
- Provide expert level strategic advice to schools and departments
- Support Deans and Chairs with policy interpretation

**Student Success**

Student success is a college priority. The CAS Student Success functional area is a centralized service under the CAS Dean and is responsible for providing a student-centered environment by empowering students to take an active and collaborative role in their learning through personalized and structured academic support and professional development.

The SWG does not recommend any change to the structure of the Student Success unit. The Associate Dean for Student Success will serve on the Stewardship Council and continue to report directly to the Executive Dean in order to maintain continuity through each of the schools in the CAS.

**Advancement**

Advancement is a centralized function at CU Boulder and resources are allocated to campus schools and colleges from the Vice Chancellor of Advancement.

The CAS Assistant Dean of Advancement will serve on the Stewardship Council and will continue to have a dotted line reporting relationship to the Executive Dean in order to maintain continuity through each of the schools in CAS.

**Human Resources**

The Human Resource function is currently centralized under the CAS Dean with technical HR support embedded at the unit level with either dedicated HR FTE or staff members who handle HR technical support along with other duties, and transaction and payroll support from Human Resource Service Center (HRSC) in CampusHR.

The SWG recommends utilizing centralized FTE to support the new Deans of Schools. This organization will allow for greater flexibility of support between the Schools, taking into account the varying size, scope and complexity of the Schools. Additionally, there is a possibility within the schools of finding shared resources between units. For example:
● Instead of having partial FTE’s doing technical HR work, this work can be reorganized to create HR professionals at the Dean of School level, the Executive Dean level, and central HR. These changes could free up department staff to do more mission critical work.
● Small co-located departments may combine staff resources to provide opportunity for staff specialization and expertise development that can be used to serve multiple departments.

The SWG also recommends that the Human Resource Service Center (HRSC) be expanded to serve the entire college (expecting departments to utilize centralized service centers when available in order for the CAS to identify and invest in support needs) and maintained at the campus Human Resources level.

The Assistant Dean of Administration and Personnel will serve on the Stewardship Council and report directly to the Executive Dean in order to maintain continuity through each of the schools in the CAS. HR FTE in the schools would report directly to the Assistant Dean of Administration and Personnel with “dotted line” relationships to the School Deans they support.

**Budget and Finance**

The Budget and Finance function is currently centralized under the CAS Dean with technical support embedded at the unit level with either dedicated FTE or staff members who handle budget and finance technical support along with other duties.

There is a possibility within the schools to find shared resources between units. Instead of having partial FTEs at the unit level doing technical budget and finance work, this work can be reorganized to create Budget and Finance professionals at the Dean of School level providing budgetary expertise to the units. This model endeavors to balance the unique needs of departments, and their acknowledged need to be able to move quickly, with the efficiencies and expertise offered by more centralized approaches.

The SWG recommends an FTE in each School to provide budgetary support to the Deans of Schools, as well as liaise with units, departments and chairs within each School. These FTEs will report to the CAS Associate Dean of Finance & Operations.

The SWG also recommends that the Financial Service Center (FSC) be expanded to serve the entire college (expecting departments to utilize centralized service centers when available in order for the CAS to identify and invest in support needs) and maintained at the Executive Dean level.

**Research**

The Research function in the CAS Dean’s Office encapsulates all the research activities that occur within the college at a high level. The current mission is focused on student research and support for tenured and tenure-track faculty research.
The SWG recommends the research administrative functions include oversight and support of the nearly 400 Research Faculty that exist across the college. This function would provide guidance and direction to departments, labs and units through all stages of research funding. Additionally, the SWG recommends continued evolution and more rapid adoption of the work being done by the community of practice formed with the grant and research administrative staff. The end goal of establishing a community of practice is to find efficiencies and share knowledge, processes, and resources where available. The Associate Dean for Research will serve on the Stewardship Council and continue to report directly to the Executive Dean in order to maintain continuity through each of the schools in the CAS.

**Communications**

The Communications functional area is currently centralized under the CAS Dean. The Communications functional area is responsible for writing and distributing content to promote the CAS brand, activities or products. The role of communications in the College of Arts and Sciences will become more critical in maintaining a cohesive and amplified liberal arts and sciences message and brand as the new schools are established. The Assistant Dean of Communications acts as a liaison between the CAS and the Schools, the public, and the media to ensure that the CAS brand remains top of mind. The Assistant Dean of Communication currently reports to the Dean and will report to the Executive Dean.

The SWG is recommending additional resources are allocated to the Communications unit to be on a par with the other campus colleges. The Assistant Dean of Communications will serve on the Stewardship Council and continue to report directly to the Executive Dean in order to maintain continuity through each of the schools in the CAS.

**Building and Infrastructure**

The Building and Infrastructure functional area is currently centralized under the CAS Dean and is responsible for managing the CAS building portfolio and advocating for CAS infrastructure needs within campus-level facilities planning. The Assistant Dean of Building and Infrastructure oversees the planning, design, and construction of infrastructure projects.

The SWG does not recommend any change to the structure of the Building and Infrastructure unit. The Assistant Dean of Building and Infrastructure will serve on the Stewardship Council and report directly to the Executive Dean.

**Inclusive Practice**

The Inclusive Practice functional area is currently centralized under the CAS Dean. The further advancement of inclusive practices is key to the successful cultural changes this report recommends. The work of the Associate Dean for Inclusive Practice is imperative to “realizing the college’s core mission to develop students as future leaders in the diverse global community of the 21st century” *(From CAS “Our Inclusivity” statement).*
The primary responsibility of Inclusive Practice is supporting and advancing a college culture of diversity, equity, inclusion and cultural competence. This function is responsible for using a collaborative approach to guide the college in enhancing and supporting an equitable and inclusive climate with respect to cultural differences, race/ethnicity, color, national origin, sex, pregnancy, age (dis)ability, creed, religious or spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expression, veteran status, political affiliation, and political philosophy. The Stewardship Council in partnership with the Associate Dean of Inclusive Practice provides a unique opportunity to further the shared goal of purposefully designing, encouraging and implementing employee recruitment, development and retention strategies, and culturally relevant pedagogies, practices and programs that result in an effective and welcoming environment and equitable student, staff and faculty success. The Associate Dean of Inclusive Practice will serve on the Stewardship Council and report directly to the Executive Dean.

Implementation Recommendations

We suggest the following steps as a possible way to transition to the new organizational plan:

1) Coordinate with the forthcoming recommendations of the Governance and Budget working groups to ensure our collective recommendations are complementary and serve the aims of the College.

2) Obtain feedback from the broader A&S college community to identify additional ways to improve the organizational plan, including possible unintended consequences. Groups to engage with should include:
   - UELT
   - Dean’s Council
   - A&S Chairs Committee
   - Boulder Faculty Assembly
   - Town Halls for department personnel and faculty to attend
   - CUSG

3) Interim Executive Dean finds/nominates/hires a Stewardship Council Facilitator and immediately implements the council as an advisory committee to the current Dean of the College of Arts and Sciences. This formalizes the Stewardship Council, initializes the cultural and structural changes to decision making and allows the SC to begin having impact and input to other implementation steps. Early in the Council’s tenure they should perform an assessment of each functional area, revisit job descriptions for functional leads, and begin to identify opportunities to initiate changes consistent with the goals outlined in “Administrative” functions.

4) Obtain campus level approval to move forward. Obtain permission from the Regents as they will need to: a) approve of the "Executive Dean" position with expanded authority and b) approve of elevating the current Divisional Deans to "Dean" status. We envision this occurring during the 2020-2021 academic year.

5) Once Regents approval is in place, transition at the beginning of the next fiscal year (ideally 2021) to the new organizational plan. We suggest that the current Dean of A&S assumes the role of "Interim Executive Dean", and each current Divisional Dean assumes a role as "Interim Dean" of their respective school. This allows a continuity of leadership in the college while
moving to the new organization plan while implementing the new structure quickly without having to wait for the completion of national searches.

6) Announcement goes to the campus and community regarding reorganization changes.

7) Units should be supported through this transition with change management workshops from in-house professionals and specialists.

8) Initiate a search for the new Executive Dean and hire this position.
   - Position Description written by Provost’s Office
   - Executive Dean recruitment occurs with faculty, community input
   - Selected by Provost
   - Onboarding individual to the University, and the new model. Includes clear expectations about how the position integrates with the Stewardship Council and Executive Team.

9) Once the new Executive Dean is in place, national searches for the "Deans" of each school would be undertaken. These searches could be done in series, or in parallel, each of which has advantages. Our recommendation is all three searches be initiated simultaneously once the Executive Dean is on board. Filling these Dean positions may take varying periods of time.

10) Bring the Deans on with staggered contract end dates. This will simplify the replacement, or reappointment of the Deans in the future and help ensure important institutional knowledge gets passed from existing deans to new deans.

11) Identify metrics that will let the Executive Dean know if this new structure is meeting its promise. Evaluate the structure against those metrics and adapt accordingly.

12) Simultaneously, the administrative structural changes begin to occur under the leadership of the functional leads.

Observations and Recommendations for CAS Deans and our colleagues addressing budget, governance, implementation, and topics that impact the CAS relationship with other colleges on campus.

- The A&S Structural Working Group is recommending Advancement work with College of Arts and Sciences Executive Team to determine allocation of advancement resources.
- Increasing the amount of interplay and reflection between schools and divisions requires an immediate overhaul of promotion/tenure track documentation and evaluation, teaching loads and departmental credit/contact hours.
- As a new organizational culture takes root, we recommend identifying leading indicators of success two years after implementation to assist in evaluating and recalibrating our model. We strongly recommend the utilization of external parties to analyze the effectiveness of the Stewardship council.
- When selecting and hiring for university positions that will fill Stewardship Council posts, the ability to work collaboratively and listen well will be crucial. These skills sets will be primary for the Executive Dean, and should be established and demonstrated for any applicant or appointee to the post. The Executive Dean, Associate Deans and School Deans should not learn/be introduced to these attributes and skills “on the job.”
● Efforts to collect data should be ongoing for all Deans, and utilized when consulting with the Stewardship Council.
● We institutionalize equal value of all fields of study, and aim to disrupt salary disparity between disciplines and genders. We support equal pay for equal work amongst all employees.
● Deans within A&S and deans of other schools and colleges should be encouraged to find avenues for porosity of student experiences and interdisciplinarity. Deans should be celebrated for finding boundary spanning opportunities for research and creative practices, as well as curricular innovations. Initiatives to integrate musical theatre and performing arts across Theatre and Dance and School of Music are examples of this approach to interdisciplinarity that should be replicated across the campus.
● Introduce mandatory training in diversity and inclusion practices to aid the uptaking of the new culture of practices proposed in this document.
● Empower all faculty and employees and further accelerate cultural change by introducing an array of workshops in the areas of change management, emotional intelligence and more.

This report cannot comprehensively address all questions that may arise when our colleagues are analyzing budget, personnel, governance and changes in practices. We are pleased to avail ourselves to ongoing efforts, and will offer clarification, consultation and input as the CAS moves to enact these recommendations.

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