5.B - The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Assurance Evidence

1. The institution has and employs policies and procedures to engage its internal constituencies - including its governing board, administration, faculty, staff, and students - in the institution's governance.

Inclusiveness and mutual respect are values of CSU that support our operating practices. These values have created a sense of community that supersedes the minimum requirements of policies and procedures. The major policies that define roles of internal constituents in the operations of CSU are found in the Academic Faculty and Administrative Professional Manual. However, the sense of community that has developed as a result of providing opportunities to engage all constituents through abundant disclosure and engagement in discussion is a reflection of the leadership style of the upper administration. Some notable examples include the budgeting process (described below in subsection 5.B.5), the Strategic Plan review and refresh process (described in Component 5.C), the University Policy development process (described below in subsection 5.B.3), frequent communications from the President to the entire campus, and a strong sense that the administration is open to two-way dialogue.

The Employee Climate Survey (2012) attempted to document the University’s attainment of these values. Most employees responded positively to having a voice in the affairs of the institution (items 8, 12, 14, and 15 in the survey). Two groups, the State Classified staff and part-time faculty, did not perceive the environment as favorably as others. Additional research and analysis is planned to identify and evaluate factors contributing to these differences and to determine why there were so many neutral- and no-responses within all groups.

Concerns about low morale amongst adjunct faculty have been noted as a challenge for several years. CSU is not unique in this regard. Specific efforts to define and address the issues have been attempted through a series of ad hoc groups and surveys to determine what can be done to enhance their sense of value to the institution and engagement among these employees. Several changes have been made in the processes of appointment and reappointment, including multi-year contracts (as authorized by Colo. House Bill HB12-1144); establishment and approval of senior teaching appointments; and implementation of a change so that teaching appointments are no longer terminated at the end of the Spring semester, thus suspending library and parking access. In addition, adjunct faculty members have been allowed greater access to the promotion process, and more attention has been focused on salary adjustments, including raising the salary floor for adjuncts and providing standardized incremental raises. Faculty Council added an advisory committee for non-tenure track faculty members, as well, so their input could be formally solicited and considered in council deliberations.

To facilitate broader collaboration and engagement, the membership of the Faculty Council’s Committee on Strategic and Financial Planning (CoSFP) was expanded (in 2006) to include representatives of all campus constituents in addition to faculty, including representatives of students, Classified Staff, and Administrative Professionals. Each SPARC includes a faculty member of the CoSFP, a Classified Staff Council representative, and an Administrative Professional Council representative.

Students are provided many opportunities to be represented in governance through the Associated Students of CSU, and through leadership on boards overseeing the allocation of specific student fees. NSSE results indicate that relationships between the students and administration are strong and improving. Students are represented on the Board, included in major policy decisions that affect them (e.g., student fee approval and allocation), and play an integral role in the physical development of the campus.

Two recent examples of highly controversial issues that included extraordinary opportunities for internal constituent input were the proposals to partner with INTO for the recruitment of international students and building an on-campus football stadium. Throughout Fall semester 2011, administration and faculty (through Faculty Council and as members of various ad hoc
planning committees) discussed the benefits and challenges of contracting with INTO. Representatives of INTO visited campus to converse with constituent groups and a delegation of faculty leaders traveled to Great Britain to gather additional insight before a final decision was made. When the on-campus stadium proposal was announced, both strong opposition and strong support were indicated from various sectors of the campus as well as the greater community. Broadly representative working groups were formed to study feasibility issues, several open forums where held to provide constituents an opportunity to express their views, surveys were developed to gather additional input, and experts were engaged to facilitate the discussions and summarize opinions. These examples underscore the inclusiveness of constituent groups in the administrative decision-making process.

2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The organization and operations of the Board are discussed in detail in Component 2.B, including exhibits of Board minutes to illustrate the scope of its activities.

3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Within the University, the major policy making body on academic affairs is the Faculty Council. The Faculty Council is a representative body of elected and ex officio members having jurisdiction over educational policy, rules, and regulations. The details of its purpose, structure, and function are described fully in Section C.2.1 of the Academic Faculty and Administrative Professional Manual. Faculty Council has standing committees and advisory committees to develop and recommend policies and positions on academic matters and to serve as sources of expert information for the main body. The membership of each standing committee or advisory committee is customized to fit the functions of that committee. Elected faculty membership, representing each college and the Libraries, is spread as widely as possible among faculty members so that newer members of the faculty may serve on these committees. Administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of CSU, and graduate student members representing the University Graduate Student Council are included in the membership of committees as appropriate to the needs of the committee. The membership of each committee is reviewed annually and the committees have authority to name additional ex officio or associate members and to organize subcommittees for specific tasks. In addition, departments and colleges have organizational policies and procedures for decision-making on academic issues that feed into the University process.

Administrative processes for the academic affairs of the institution are the responsibility of the Office of the Provost and Executive Vice President. The Council of Deans serves as a deliberative body to provide guidance and advice to the Provost/EVP. The Advisory Committee on Undergraduate Affairs (ACUA) advises the Vice Provost for Undergraduate Affairs, Vice President for Student Affairs, and Vice President for Enrollment and Access. In addition, there are numerous ad hoc and standing committees and administrative units organized to provide broad and effective participation in the academic administrative and governance processes.

The faculty has a significant role with regard to reviewing and establishing the currency and sufficiency of the curriculum, expectations for student performance, qualifications of the instructional staff, and adequacy of resources for instructional activities. Most of the faculty's responsibilities are exercised at the department/program level with representative oversight at the college and university levels through formal governance structures of the Faculty Council.

In addition, the University's administrative, human resources, and other non-academic policies are developed and approved through a cooperative, shared-governance process. In 2010, the Office of Policy and Compliance (OPC) was formed as an outgrowth of the then-nascent University Policy Office to expand the program, affirm its authority to coordinate policies of university-wide concern, and assure that all constituents to be impacted by a proposed policy change have a fair and meaningful opportunity to participate in the policy process. Currently undergoing its first-ever program review, the OPC is headed by an attorney who reports directly to the Vice President for University Operations, and whose responsibility is to solicit and

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coordinate input from constituents such as the CSU employee councils (State Classified, Administrative Professional, and Faculty), department heads, deans, student government, the Office of the General Counsel, the System Office, and any other interested groups or parties with respect to such policies. In its first two years, the office updated and expanded an online Policy Library resource that is accessible to the public; solidified the policy development, stakeholder input, and approval processes; and brought together units that previously would have developed policy independently.

In sum, the current organizational structure is providing efficient and effective oversight for the well-being of the institution, including the strengthening of a sense of community and common purpose as well as disclosure to and participation by all constituents.

Sources

- Academic Faculty and Administrative Professional Manual 2011-12 (Page 2)
- Academic Faculty and Administrative Professional Manual 2011-12 (Page 27)
- Employee Climate Survey 2012