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FULL REPORT

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Study of Governance Practices at Brandeis and Peer Institutions: Brown, Dartmouth, Lehigh, Rice, Tufts, Tulane, Wake Forest and Washington University

The goal of this study was to inform the Brandeis Task Force on Faculty Governance about key governance practices at Brandeis and at Brandeis' peer institutions.

Professor Wendy Cadge, Professor Susan Curnan and I (with input from Provost Lisa Lynch) selected the eight institutions for this study for the following reasons. Each appears on one or more of the lists of universities with which Brandeis compares itself. Each has maintained a healthy focus on undergraduate education even as five of them, like Brandeis, are identified in the Carnegie Classification as Research I Universities and three of them as Research 2 Universities. All also have a level of complexity comparable to that at Brandeis.

Most of the information in this document comes from institutional websites, from their board bylaws (when available) and their faculty handbooks. (Note: Dartmouth, Rice, Tulane, Wake Forest and Washington University do not post their bylaws online. Washington University and Wake Forest have, however, shared their *Bylaws* with me as background information. Dartmouth is unwilling to share its bylaws but posts ample material on its Board of Trustees website about the role and responsibilities of its Board but relatively little about the responsibilities of the President. The Reporting Secretary to the Tulane Board was generous with her time in explaining aspects of governance at Tulane. I have been not been able to review Rice's *Bylaws*.)

This report describes both discusses Brandeis' governance practices in key areas and also provides information about those practices at each of the peer institutions. In addition, Sharon Singleton, Senior Research Associate at The Center for Youth and Communities, The Heller School for Social Policy and Management, is preparing for the task force a study of the Faculty Senates and committees at Brandeis and these peer institutions.

KEY FINDINGS

I. BOARD BYLAWS AND FACULTY HANDBOOKS

Often the language in an institution's bylaws and the language in its faculty handbook are not only different but on occasion in conflict. In such cases, because boards of trustees have ultimate fiduciary responsibility for their institution, institutional bylaws take legal precedence over handbooks.

Tufts and Wake Forest are explicit about the fact that their handbooks do not necessarily describe institutional policy:

In a "Message from the Deans," as a prelude to the **Tufts Handbook**, the Deans write, "Policies and procedures at an institution as complex as Tufts University are regularly under review and subject to revision. Thus, to keep this *Faculty Handbook* as up-to-date as possible, Tufts expressly reserves the right to amend, delete, suspend, or discontinue any part or parts of this *Handbook*, at any time and without prior notice. Every attempt will be made to keep faculty members informed of any changes as they occur. Changes to the *Faculty Handbook* will be posted online on the website of the Secretary of the Faculty. It is the faculty member's responsibility to remain current on the university policies and procedures that may apply to his or her employment," *Faculty Handbook*, (<http://ase.tufts.edu/faculty/handbook/>).

The **Wake Forest Faculty Handbook** begins with this statement: "The handbook provides convenient access to information compiled from a variety of sources. It is intended to be informational rather than contractual in nature. Much of the material contained in the handbook consists of extracts from official University documents, such as policy resolutions of the Board of Trustees or rules adopted by one of the faculties of the Reynolda Campus. Accordingly, the handbook is not to be construed as modifying rights or obligations defined in official University documents, and users of the handbook should consult the appropriate official document, in its entirety, for specific guidance," *Faculty Handbook*, (<http://wp-cdn.aws.wfu.edu/wp-content/uploads/sites/202/2017/07/03124252/FacultyHandbookJune2017.pdf>).

The primary difference between the Brandeis *Board Bylaws* (<http://www.brandeis.edu/trustees/bylaws.html>) and the Brandeis' *Faculty Handbook* (http://www.brandeis.edu/provost/faculty-info/pdfs/faculty_handbook_april_2017.pdf) is that the *Handbook* is often silent about the role, responsibilities and authority of the President whereas the *Bylaws* lay out these matters explicitly.

The *Bylaws*, for example, state that the President "is the Chief Executive Officer of the University, charged with the responsibility for all academic, administrative, financial, and other activities and with the execution of all policies established by the Board of Trustees. The President shall be a member of each faculty," *Board Bylaws*, II.A.1. The *Bylaws* further state, "The Provost, those Vice Presidents reporting directly to the President, the General Counsel, and members of the Faculty within the tenure structure are appointed or

promoted by the Board of Trustees upon the recommendation of the President of the University, “*Board Bylaws*, IX. A. 2.

The *Faculty Handbook* after noting that the Board has “ultimate authority and responsibility for the University,” suggests that the Board has delegated to the President a less expansive role than does the Bylaws, i.e. “responsibility for formulating academic and administrative policy within guidelines established by the Board.” The *Handbook* further states, “the Board and the President have jointly delegated to the Faculty responsibility for all academic policies and practices, a responsibility codified in the Faculty Handbook, a document constructed and maintained by the Faculty and approved by the President and the Board,” *Faculty Handbook*, I.

A discussion of specific disparities in terms of the authority of the President can be found in section III in terms of appointing Deans, in section VI about the President’s role in tenure and promotion decisions and section and in section VIII about the President’s role in terms of the annual budget.

II. THE AUTHORITY OF THE BOARD

Although the details differ, without exception all the Boards studied (and indeed all the Boards I know)—working in partnership with the President-- have ultimate responsibility for mission, fiscal stability, institutional policies and strategy. In other words, they are entrusted with the health and integrity of their institution, financial and educational.

Boards also consistently delegate authority for the operation of the institution to the President who in turn delegates primary or shared (but typically not ultimate) responsibility for various aspects of the University to other members of the administration and to the faculty.

The **Brandeis** *Board Bylaws* are more succinct than most in defining the Board’s role, stating simply: “The Board of Trustees is the governing body of the Corporation, and has full power to determine all questions relating to the management of the Corporation and to control and fix its corporate and educational policies,” *Board Bylaws*, A.1.

Washington University’s Board website is as succinct in this regard: “Washington University’s Board of Trustees is the chief governing body....The Board is legally responsible for the institution, whose assets it holds in trust. Trustees must assure themselves that the institution is heading in the right direction and is well managed,” (<https://boardoftrustees.wustl.edu/pages/home.aspx>).

Brown and Dartmouth are more typical in the amount of detail they offer:

- **Brown** describes the role of its Board which it calls “the Corporation” as follows: “In general, the Corporation concerns itself with matters of policy and does not become

involved in the daily administration of the University....The Corporation is responsible for selecting the President; siting buildings; setting the budget, tuition and fees; establishing policy and strategic plans; appointing faculty and senior administrative officers; and accepting gifts and naming opportunities,” from the institutional website, (<https://www.brown.edu/about/administration/corporation>).

Brown’s “Corporation” is a bicameral body composed of a 12-person Board of Fellows and a 42-member Board of Trustees, 14 of whom are elected by the alumni. The President by virtue of his/her office is a Fellow. When the groups meet separately, the President presides over the meeting of the Fellows and the Chancellor (i.e. the Board Chair) presides over the meeting of the Trustees.
(<https://www.brown.edu/about/administration/corporation/sites/brown.edu/about.administration.corporation/files/uploads/charter-of-brown-university.pdf>. pp. 10-11).

- **Dartmouth** elaborates on the Board’s responsibilities as follows: “The Board of Trustees develops and advances Dartmouth’s mission and goals. It ensures the institution is well managed, provides for adequate resources, and maintains good relations with all constituencies, on campus and across the globe. It appoints and evaluates the President, approves and monitors the implementation of institutional strategy and policies, provides accountability and preserves the autonomy of the institution, “*Statement of Governance and Trustee Responsibilities*” (<http://www.dartmouth.edu/~trustees/governance/statement.html>).

In addition, “The Board of Trustees is granted final authority under the original Charter of Dartmouth College to establish such ‘. . . ordinances, order and laws as may tend to the good and wholesome government of the said College . . .’” Other statutory functions of the Board include the appointment of faculty and principal administrative officers, the purchase and disposition of real property, the establishment of salary scales, and the awarding of degrees. In short, the Board of Trustees has ultimate responsibility for the financial, administrative and academic affairs of the College.’ ” (<http://www.dartmouth.edu/~trustees/>).

- **Lehigh** describes its trustees this way: “The Board of Trustees of Lehigh University is a group of individuals, elected by the members of the corporation, empowered by law to act as a body to make policy decisions and to govern the affairs of the University. The Board of Trustees is composed of members who are nominated because of their stature and influence in the Lehigh community and their respective expertise.

The Board of Trustees sets the tone and projects the image of Lehigh University. While Board members are not involved in the day to day operation of the university, they are responsible for seeing that the beliefs and principles of the university and its goals and objectives are carried out in the operations. This responsible position needs active, flexible, farsighted, capable and committed persons so that the needs and interests of

today's — and tomorrow's — students can be met”
(<https://www1.lehigh.edu/trustees/role>).

Lehigh provides the most detailed description of its Board’s “powers and responsibilities”:

Except as otherwise provided by law, by the Charter or by these Bylaws, the Board shall have all powers provided to directors by law and shall have and exercise full power and authority to do all things deemed necessary and expedient in the governance, management, and control of the business and affairs of the University, including, without limitation, the establishment of the University's general, educational, and financial policies. The powers and responsibilities of the Board shall include, but shall not be limited to, the following:

- a. To determine and define the mission and goals of the University, and to assess periodically institutional performance in light of the mission and goals;
- b. To insure that there is adequate university-wide, short-term and long-term planning to attain the University's goals;
- c. To establish, review, and approve major changes in the educational programs of the University consistent with its mission;
- d. To establish criteria and procedures regarding appointment, promotion, tenure, and dismissal of faculty members, and to approve the granting of tenure to faculty members and the promotion of faculty members to full professor;
- e. To appoint and determine the tenure of the President of the University, to provide guidance to the President, to assess his/her performance based on stated University goals and plans, and to set appropriate terms of the President’s employment, including compensation;
- f. To approve and authorize all earned degrees upon recommendations of the President and the faculty and honorary degrees upon recommendation of the President and the Faculty Committee on Honorary Degrees;
- g. To oversee and approve the budget of the University and to establish policy guidelines for major fund-raising efforts and for management of the University's endowment and investments;
- h. To authorize the purchase, management, and sale of all land, buildings, and major equipment of the University;
- i. To authorize the construction of new buildings and major renovations of existing buildings;

- j. To establish, disestablish and review the operation of subsidiary organizations;
- k. To authorize borrowing by the University and the securing thereof by mortgage or pledge of real or personal property;
- l. To authorize officers or agents of the University to accept gifts and bequests on behalf of the University;
- m. To attend meetings of the Board and to participate actively on its committees;
- n. To contribute financially to the University's fund-raising goals and to participate in strategies to secure sources of support;
- o. To serve actively as advocates for the University in appropriate matters of public policy in consultation with the President and other responsible parties as the Board shall determine." *Board Bylaws*, II.2.3
<http://www.lehigh.edu/trustees/PDF/Lehigh BOT bylaws.pdf>.

III. THE ROLE OF THE PRESIDENT/CHANCELLOR

As noted earlier, Boards commonly and explicitly delegate responsibility to the President for the administration/operation of the university. Typically, Presidents serve as *ex officio* members of their Board and Board committees (sometimes with the exception of the Audit/Risk Committee), sometimes with vote and sometimes with voice but not vote. Presidents also typically attend all Board and committee meetings except when the trustees go into executive session, usually to discuss presidential performance and compensation. Presidents also generally have full authority to appoint vice presidents and deans, in some cases, but not all, subject to the Board's approval.

The statement about the role of the President in the **Brandeis** *Board Bylaws* is consistent with those of other universities: "The Board of Trustees appoints the President of the University. The President, by virtue of office, is a voting member and attends all meetings of the Board of Trustees, except during an evaluation of his or her performance, following which the President shall have the opportunity of addressing any issues raised before the Board. The President also serves *ex officio*, in a voting capacity, on all committees of the Board of Trustees, except the Audit and Risk Management Committee," *Board Bylaws*, IX, sections B.1-3.

As noted earlier, the *Bylaws* further elaborate:

1. The President of the University is the Chief Executive Officer of the University, charged with the responsibility for all academic, administrative, financial and other

activities and with the execution of all policies established by the Board of Trustees. The President shall be a member of each faculty.

2. The Provost, those Vice Presidents reporting directly to the President, the General Counsel, and members of the Faculty within the tenure structure are appointed or promoted by the Board of Trustees upon the recommendation of the President of the University

In addition, the Bylaws specify: “The President may delegate to academic and administrative officers such matters as he or she may deem appropriate,” *Board Bylaws*, IX, sections B.1-3.

The *Faculty Handbook*, however, seems to vest more authority in the Provost than in the President, something that is both counter to the authority the Bylaws give the President and also out of keeping with standard practice. For example, according to the *Handbook*, the appointment of deans follows a very elaborate process from which the President is for the most part absent, with his/her role limited to receiving the recommendation of the Provost. Specifically, the *Handbook* describes the following process:

- a. In the event an academic deanship, associate deanship or associate Provostship becomes vacant, or a vacancy is anticipated, the Provost, acting under the authority of the President, meets with the Council of the Faculty Senate to establish the procedure for identifying and selecting candidates for the position.
- b. At the earliest reasonable date the Provost consults with the Council of the Faculty Senate concerning possible candidates and their credentials. The Council of the Senate then reports to the Senate.
- c. The Provost is apprised by the Council of the reaction of the Senate. The Senate may request a special meeting with the Provost so that he or she may hear any comments from the Senate as a whole concerning the candidates.
- d. The Provost recommends to the President only a candidate whose name has been discussed with the Council and in the Senate.
- e. The Provost will consult in a timely fashion with the Council of the Faculty Senate and the University Advisory Council with respect to the reappointment of an incumbent Academic Dean, associate dean, or associate Provost.
- f. Academic Deans are appointed for a specific term, defined at the time of appointment or reappointment,” (*Faculty Handbook*, V.B.2.a-f).

For citations see below but please note that Rice explicitly states that the President appoints “academic and administrative officers and determines their powers and duties.” Lehigh is clear that “Recommendations for appointments or reappointments shall be subject to the approval of the appropriate Vice President and ultimately the approval of the

President.” The Tufts *Bylaws* are explicit that the President appoints all deans. Tulane is equally clear that “the President has general responsibility for the management of the University and exercises the authority, including all appointments within the University, as delegated by the Board.” Wake Forest’s Faculty Handbook states that the President “is responsible for the appointment of the administrative team of officers who oversee the specific academic and administrative functions of the University.” Washington University’s Bylaws puts the President’s role this way: “The Chancellor shall appoint or cause to be appointed such members of the faculty, Officers (except the Chair and Vice Chairs of the Board), and other non-academic employees as are required to perform the tasks committed to the Chancellor by the Board of Trustees.” Although Dartmouth and Brown do not specifically discuss decanal appointments, the President’s overall authority is clear.

Rice University’s *Factbook* offers the following definition of the President’s role: “The university is administered by the president, who is appointed by the board. The president has general control and supervision over all university matters - educational, financial and administrative - subject to annual budgets approved by the board. With board approval, the president appoints other academic and administrative officers and determines their powers and duties,” University Website on Administration (<http://oir.rice.edu/Factbook/Administration/>).

The Constitution of the Rice University Faculty Senate elaborates on the faculty’s expectations for the President’s leadership: “The Constitution is rooted in an understanding that the responsibility and authority for the operation of the University are vested in the Office of the President. The effectiveness of the President’s leadership rests upon his or her knowledge of the needs and concerns of the University community, his or her ability to make the wisest decisions within the range of feasible options, and his or her ability to elicit the confidence and support of various elements of the University in implementing these decisions. To these ends, this Constitution seeks to establish a pattern of consultation between the President and faculty through a representative structure. This pattern is not exclusive and should not preclude decisions and actions by the President in some situations,” *The Constitution of the Faculty Senate*, I. (<https://professor.rice.edu/professor/Constitution1.asp>).

Brown describes the role of the President as follows: “It is constituted that the instruction and immediate government of the College shall forever be and rest in the President and Fellows, or Fellowship” (<https://www.brown.edu/about/administration/corporation/sites/brown.edu/about/administration/corporation/files/uploads/charter-of-brown-university.pdf>, pp. 10-11). The President of Brown “reports to the Corporation, oversees all divisions of Brown’s administration, and is chief ambassador for the university,” University website (<https://www.brown.edu/about/administration>).

The **Dartmouth** *Handbook of the Faculty of Arts and Sciences* describes the President’s responsibilities this way: “Under the Charter, the President is held responsible for the ‘immediate care of education and government of such students as shall be admitted into

Dartmouth for instruction and education,' and, as such, is the principal administrative officer of the College. As a member of the Board of Trustees, the President participates in the review and formulation of policy; and as its chief executive officer; he or she exercises general supervision of the interests of the College with particular oversight of the academic departments of instruction. The President presides at all academic functions at which he is present, and represents the College before the public," *Handbook of the Faculty of Arts and Sciences*, (https://faculty.dartmouth.edu/dean/sites/faculty_dean.prod/files/dean_faculty/dartmouth_fac_handbook.pdf).

The *Bylaws* of the **Lehigh** Board of Trustees describe the President's role as follows: "The President of the University shall be the chief executive officer of the University and the official advisor to and executive agent of the Board of Trustees and its Executive Committee. The President shall, as educational and administrative head of the University, exercise a general superintendence over all the affairs of the institution, and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed in meeting its policy-making responsibilities. The President shall report to the Board regarding the appointment of faculty and Officers of the University Administration....

All members of the faculty and all other employees shall be recommended for appointment or reappointment through appropriate lines of authority which are to be established by the University Administration and approved by the Board. Recommendations for appointments or reappointments shall be subject to the approval of the appropriate Vice President and ultimately the approval of the President" *Board Bylaws*, (http://www.lehigh.edu/trustees/PDF/Lehigh_BOT_bylaws.pdf)

The **Tufts** *Bylaws* offer an extensive description of the President's role:

The President of the University shall be both the leader of the educational policy and the chief executive officer of the University; the President shall exercise such leadership and supervision of its administrative officers, teachers, students, agents and employees as will promote the efficiency of each department and of the University as a whole, and the President shall exercise a general superintendence over all of its concerns.

The President shall act as the ordinary medium of communication between the Trustees and the faculties, student body and alumni organizations.

The President shall make an annual report to the Trustees on the general condition of the University.

The President shall be responsible for the management of current operating revenues and expenditures in connection with the educational, purchasing and plant activities of the Corporation, have charge of collection of income, insurance and

taxes relating to institutional real estate and be responsible for the preparation of the annual budget and the establishment of an adequate system of budget control.

The President shall preside on public academic occasions; the President shall be President of the several Faculties..., (*Board bylaws*, 3.3.1-5).

The Tufts *Bylaws* also specify the role of the President in recommending the Deans of the various Schools and Colleges to the Board: "The Board of Trustees shall, upon recommendation from the President, appoint a Dean of the School of Arts and Sciences, a Dean of the College of Liberal Arts and Jackson College, a Dean of the School of Engineering, a Dean of the Graduate School of Arts and Sciences, a Dean of the School of Medicine, a Dean of the School of Dental Medicine, a Dean of the Fletcher School of Law and Diplomacy, a Dean of the College of Special Studies, a Dean of the Jonathan M. Tisch College of Civic Life, a Dean of the Cummings School of Veterinary Medicine, a Dean of the Sackler School of Graduate Biomedical Sciences and a Dean of the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy," *Board Bylaws*, 3.8.1 (<http://trustees.tufts.edu/bylaws/>).

The **Tulane** *Faculty Handbook* crisply describes the role of the President: "The President is the Chief Executive Officer of the University. Elected by the Board of Administrators, the President has general responsibility for the management of the University and exercises the authority, including all appointments within the University, as delegated by the Board. The President also makes recommendations to the Administrators on matters requiring Board action or approval," *Faculty Handbook*, II.B. (<http://www2.tulane.edu/provost/upload/Faculty-Handbook-2016-17.pdf>).

The **Wake Forest** *Faculty Handbook* is more expansive in its description of the President:

The President of the University is elected by the Board of Trustees and serves at the pleasure of the Board. The President is the chief executive officer of the University and is responsible for the overall direction of its various affairs. He is responsible for the appointment of the administrative team of officers who oversee the specific academic and administrative functions of the University. The President articulates the mission and vision of the University, both internally and externally.

Together with the senior administrative team, the President is responsible for providing the vision and leadership necessary to ensure the continued enhancement of the University, assembling the leadership, securing the necessary resources, balancing competing interests, and setting priorities. Through both formal and informal means, the President makes himself available to faculty, staff and students to sustain and further open communication and strong working relationships.

The President reports regularly to the Board of Trustees regarding University matters. The President meets regularly with his senior administrative officers the (the "Reynolda Cabinet"), and other groups, including the Faculty Senate. The President exercises important responsibilities with regard to Wake Forest University Health Sciences, a subsidiary organization of the University, as well as with affiliated organizations including Wake Forest University Baptist Medical Center and Reynolda House Museum of American Art.

The President represents the University, especially its vision and strategic priorities, to a wide range of external constituencies, including alumni, parents, and a variety of local, regional and national organizations, associations and other groups for the purpose of securing and nurturing understanding of and support for the mission and vision of the University," *Faculty Handbook* (<http://ir.wfu.edu/files/FacultyHandbookOctober2016.pdf>)

Section III of the *Bylaws* of **Washington University** describe the Chancellor's role this way:

(a) The Chancellor shall be the Chief Executive and Administrative Officer of the Corporation and, within policies and expenditures approved by the Board of Trustees, shall administer the educational program, business operations and affairs of the Corporation, but shall have no authority with respect to the investment of University funds.

(b) The Chancellor shall appoint or cause to be appointed such members of the faculty, Officers (except the Chair and Vice Chairs of the Board), and other non-academic employees as are required to perform the tasks committed to the Chancellor by the Board of Trustees. The granting of tenure to faculty members shall be subject to the prior approval of the Board of Trustees, after recommendation of the Educational Policy Committee. The appointment of non-tenured employees may be terminated by the Chancellor. The appointment of tenured faculty *members may be terminated only in accordance with the "Washington University Policy on Academic Freedom, Responsibility and Tenure."*

(c) The Chancellor shall, not later than May 31st of each year, prepare and submit to the Board of Trustees a budget of probable income and expense for the ensuing fiscal year. Expenditures may be made within this budget as approved or as modified by the Board.

(d) The Chancellor shall, not later than October 31 of each year, prepare and submit to the Board of Trustees a report describing the operation of the University during the previous academic year, together with a discussion of major plans and problems concerning the development of the University.

(e) In the absence of the Chancellor, the duties pertaining to that office shall be performed by the Provost, an Executive Vice Chancellor, a Vice Chancellor, or such

other officer as may be designated by the Chancellor or the Executive Committee.

(f) The Chancellor shall be an *ex-officio* member of all committees of the Board.

IV. THE FACULTY AND THE BOARD

Brandeis is unusual in its number of faculty representatives to the Board (four) plus a faculty member (Chair of the Faculty Senate) who serves as a non-voting *ex officio* member of the Board. Additionally, the Board Chair appoints one of the faculty representatives to serve as a non-voting member on the Coordinating Committee (Note: The Coordination Committee at Brandeis performs many of the functions of the more standard Executive Committee). The *Board Bylaws* are explicit in delineating the role and responsibilities of the faculty representatives in terms of Board service: "Faculty representatives are not Trustees and do not vote on matters before the Board of Trustees or its Committees. Faculty representatives participate on the Board of Trustees in order to help inform its members about issues, but not to make decisions. Faculty representatives and the Faculty Senate Chair will be assigned to Committees as determined by the Chair of the Board of Trustees," *Board Bylaws*, X.1.

Brandeis is also unusual in that in addition to tenure-track and tenured faculty, multi-year contract faculty are eligible to serve in these roles on the Board.

(Note: The Brandeis Board "may authorize the election of student representatives to the Board of Trustees under such terms and procedures as it deems appropriate. Such representatives are not Trustees and do not vote on matters before the Board of Trustees or its Committees," *Board Bylaws*, X.2.)

Tulane and Washington University are the only other institutions in this study to have faculty members serve on their board.

Tulane has three non-voting faculty representatives to the Board, elected by the Faculty Senate for staggered three-year terms. These representatives are considered "Invited Guests," attend the first 90 minutes of three of the four annual Board meetings and sit in a special guest section. Other "Invited Guests" include vice presidents who are not members of the President's campus, two student representatives (i.e. the president of the undergraduate student government association and the president of the professional schools' government association), one staff representative and the President of the Tulane Alumni Association). They sometimes but not always participate in discussion. Some of them and others are also non-voting members of some Board committees. They are not invited to meetings of the Executive Committee and are from time to time included in social events.

The Chair of the Faculty Senate at **Washington University** serves *ex officio* on the Board as do two undergraduates and two graduate students. Brown, Dartmouth, Lehigh, Rice and Wake Forest have no faculty members serving either as representatives to the Board or *ex officio* Board members. Wake Forest does, however, have a student representative and two young alumni on the Board.

In contrast, the Board Bylaws at **Lehigh** and **Tufts** explicitly exclude all employees other than the President from serving on the Board. For example, Lehigh's Bylaws state: "No member of the University administration or University faculty, other than the President of the University, shall be eligible for membership on the Board of Trustees," *Board Bylaws* Article II.2.1. (http://www.lehigh.edu/trustees/PDF/Lehigh_BOT_bylaws.pdf). Tufts *Bylaws* II.8 have a similar provision.

At **Brandeis, Wake Forest and Washington University**, faculty members serve on Board committees. Brandeis is alone in having a faculty member serve on its variation of an Executive Committee, the Coordination Committee. Tufts and Tulane may invite faculty members to participate in Executive Committee meetings, and Tulane may invite faculty members to participate in standing committees of the Board. (Note: Lehigh has contradictory statements in its documents about faculty members participating in Board committee meetings.)

A report from a Faculty Senate Committee at **Wake Forest** describes the role of the faculty in terms of the Board this way:

Faculty concerns are represented to the Board of Trustees in two separate ways: 1) By the Provost, especially through the Academic Planning Committee, and through presentations and discussions at the general trustee meetings; and 2) By the seven faculty representatives who serve on six Board of Trustee committees.

Faculty representatives have met with the Board of Trustees for more than a decade in an initiative begun under the Hearn administration. The original goals for inviting faculty to serve as representatives were to secure their voice and to have them available as resources to the committees. Trustees wanted and needed to know what faculty thought. These goals remain essentially unchanged."

(http://facultysenate.wfu.edu/files/2012/10/Addendum-C-Best-Practices-ad.hoc_Report.Revision.4.21.15-2.pdf).

Dartmouth and **Brown** create opportunities for informal interactions between the faculty and the board, but these appear to be on an *ad hoc* basis. At Brown, for example, the Corporation and its committees appear regularly to seek interaction with faculty and students outside the context of formal meetings. Dartmouth too creates informal opportunities for student, faculty and staff to meet with trustees over meals and occasionally faculty are asked to give presentations at Board meetings.

At Dartmouth, faculty members may serve without vote “on boards overseeing the following: Dartmouth Medical School, Thayer School of Engineering, Tuck School of Business, Hopkins Center/Hood Museum, Dartmouth-Hitchcock Medical Center, Rockefeller Center for the Social Sciences, John Sloan Dickey Center for International Understanding, and the Tucker Foundation. Serving ex officio on these boards are administrative officers, members of the faculty, and students, who participate in the deliberations of the boards but do not vote. All Trustees have full voting privileges,” *Handbook of the Faculty of Arts and Sciences* (http://faculty.dartmouth.edu/dean/sites/faculty_dean.prod/files/dean_faculty/dartmouth_fac_handbook.pdf, p.9).

V. THE ROLE OF THE FACULTY

Typically, either the Board or the President or both jointly delegate primary responsibility to the faculty for the curriculum, academic standards, faculty hiring and other academic matters. The faculty always has a significant role in terms of tenure and promotion. In some instances, faculty members play a formal role in developing the institutional budget. In some institutions, the faculty has shared responsibility for other matters related to the education of students, such as student life. However, in all these instances, the faculty makes recommendations to the administration, typically first to the chief academic officer who then recommends to the President. For some decisions and in some institutions, the President makes the final decision. For matters of institutional significance, ultimate responsibility always resides with the Board.

The **Brandeis Faculty Handbook** devotes considerable attention to the various responsibilities of the faculty. It defines the role of the faculty as follows: “Faculty carry out the educational and research missions of the university. Faculty functions include teaching, advising, scholarship, research and creative work, as well as service to the university. Faculty participate in university governance through legislative and other acts of the Faculty Meeting, the Faculty Senate, faculty committees, academic departments and other academic units,” *Faculty Handbook*, III.A.

Section III contains a more detailed discussion of faculty rights and responsibilities. Section VI further elaborates on the faculty’s role in governance:

VI.A.1. The faculty, at its regular and duly-called special meetings, discusses, legislates and takes other actions on matters within its purview as defined by this Handbook; on all rules and regulations outside this Handbook as they pertain to faculty; and on undergraduate programs, degree requirements and the academic rules and regulations affecting undergraduate education. The faculty considers any matter relevant to the educational and research missions of the university, the academic and institutional concerns of the faculty, or the provisions of this Handbook

VI.B.1. The Faculty Senate is the representative body of the Faculty as a whole.

VI. C. The faculty also contribute to governance of the university through the School Councils for the Creative Arts, the Humanities, Science, and Social Science; the Council of the Graduate School of Arts and Sciences; the Council of the Graduate Professional Schools; and the Council of the Rabb School of Continuing Studies. These Councils oversee the educational activities of departments, programs, and other academic units. They advise departments and programs, the Undergraduate Curriculum Committee, the Academic Deans, and the Provost, as appropriate.

VI.D.1.a. The faculty also contribute to governance of the university through participation in standing committees and special committees. After consultation with the Council of the Faculty Senate, the Provost may create special committees for specific purposes and duration. Special committees should not be continuing committees.

VI.D.2.a. The University Advisory Council is composed of six faculty members appointed by the Provost in consultation with the Council of the Faculty Senate. The Provost, the Academic Deans, the Chief Operating Officer, and the Senior Vice President for Students and Enrollment are members of the Council. The Provost serves as chair. Appointment terms for faculty members will be defined by the Provost. The Provost may invite others to participate in the work of the Council as appropriate.

VI.D.2.b. The University Advisory Council advises the Provost and the Deans. The Council provides advice concerning the appointment or reappointment of academic officers, and the establishment or discontinuation of departments, programs, and other academic units. At the request of the academic administration, it provides advice on the formulation and implementation of academic policies; on the review and/or further development of the educational and research activities of the university; on the academic organization of the university; on the university budget; and on other matters of concern to the University community. The Council may, at the request of the academic administration, help formulate legislation for presentation to the Faculty Meeting.

Brown in its *Faculty Rules* describes the role of the faculty in governance as follows: “The Faculty has the opportunity and obligation to provide service to the University through service on committees, councils, etc. The advantages to the University include the following: (1) Over a period of time, faculty members become acquainted with the operation of the University from a perspective larger than that of their department. (2) Recommendations and decisions affecting the University as a whole can be made with input from faculty representing the diverse interests within the University community. (3) Issues can be examined and discussed, and choices determined, by interested persons,” *Faculty Rules and Regulations*, 2. I. (<http://facgov.brown.edu/rules/FacultyRules.pdf>).

Dartmouth on its Dean of the Faculty website identifies the shared responsibility of the faculty, the Board and the President for “a common vision for Dartmouth and for establishing institutional priorities, “noting, “This type of governance structure ensures the longstanding intellectual health and well-being of our academic community.... By the authority of the Trustees, the Faculty of the A&S formulates educational policies and programs, supervises teaching resources and procedures, and advises on matters of appointment and promotion of Faculty members. The A&S Faculty also administers the curriculum, exercises general supervision over various aspects of student life, and takes other actions as appropriate to further the educational objectives of Dartmouth College,” (<https://faculty.dartmouth.edu/dean/governance-service/faculty-governance-dartmouth>).

Lehigh’s *Bylaws* describe the faculty’s roles and responsibilities as follows:

The Faculty works with the University Administration in the task of formulating policies and procedures that promote the academic and research missions of the University, in particular policies pertaining to the admission, registration, instruction, and discipline of students; the appointment, promotion, tenure, and dismissal of Faculty; the assurance of academic freedom; and the furtherance of scholarship and research. The Faculty may be called upon for committee and advisory service related to the academic, research, and disciplinary life of the University.

All policies and procedures of the University, including those pertaining to the Faculty which may be contained in a separate Rules and Procedures of the Faculty manual, shall be subject to the approval of the Board of Trustees. The Board of Trustees may delegate approval authority regarding policies and procedures to the President and the University Administration as permitted by law, the University’s Charter, and these Bylaws.

The Faculty shall be ultimately responsible to the President through lines of authority established for the administration of the academic affairs of the University. Generally, Department Chairpersons shall be responsible to the Deans of their respective Colleges, who shall be responsible to the Provost and Vice President for Academic Affairs, who shall be responsible to the President,” Board Bylaws, VII.7.2. ([http://www.lehigh.edu/trustees/PDF/Lehigh BOT bylaws.pdf](http://www.lehigh.edu/trustees/PDF/Lehigh%20BOT%20bylaws.pdf)).

The Lehigh faculty is considering creating a Faculty Senate. The vote will take place in Fall 2017 See Lehigh newsletter, *The Brown and White*, (<https://thebrownandwhite.com/2017/04/23/lehigh-faculty-senate-town-hall/>) for details.

Currently, the *Rules and Procedures of the Faculty* describe the governance role of the faculty in this way: “The university faculty is the legislative body in matters pertaining to the admission, registration, instruction, and discipline of students, and in matters related to

academic procedures and educational policies. All legislation of the faculty is subject to the approval of the board of trustees," *RULES AND PROCEDURES OF THE FACULTY OF LEHIGH UNIVERSITY AND RELATED INFORMATION*. I.i.6
(http://www.lehigh.edu/~inprv/pdfs/pdfs_2015-2016/RULES%20AND%20PROCEDURES%20OCTOBER%202015.pdf).

This document elaborates:

The department is the setting within which the faculty carries on the main business of the university. A departmental faculty is an aggregation of experts in different areas of a larger field. Each member may, therefore, be expected to make a unique contribution to the work of his or her department. From his or her particular vantage point, each may be expected to have views worthy of consideration about the operation of the department and its educational policies and programs. It is in the best interest of the department and of the university if the departmental atmosphere encourages a free interchange of ideas. No system of organization can in itself assure an efficient and harmonious departmental operation. But clearly the situation most conducive to the desired end is that in which those upon whom the responsibility for decision ultimately must rest and those who must work in the context created by those decisions have a mutual respect for each other's opinions, rights, and responsibilities.

The chief administrative officer in the department is the chairperson. He or she is responsible for the administration and development of the department under the rules of the university. He or she is responsible for the development of education policies within the department. He or she represents the faculty of the department in matters requiring higher administrative approval. He or she reports to the dean of the college. In matters of educational policy and its administration, he or she should seek the advice of members of the department.

The chairperson of the department is appointed by the president, but this responsibility is normally delegated to the vice president and provost..

The administration will consult with voting members of the departmental faculty and other appropriate persons before an initial appointment and before reappointment not less often than once every three years thereafter. In the event a search committee is formed to select a departmental chairperson, that committee will be appointed by the president (or designated representative) and will be chosen from voting faculty members of the department and, where appropriate, closely related departments. Appointments should normally be in conformity with department members' judgment; but when the president feels it necessary to overrule such judgment, there shall be further communication with department members regarding the basis for the departure from normal procedures. When it is in the interest of the department and the university as a whole, appointments will

be renewed. When circumstances make it desirable, the appointment may be changed," *ibid.* 1.1.9. (http://www.lehigh.edu/~inprv/pdfs/pdfs_2015-2016/RULES%20AND%20PROCEDURES%20OCTOBER%202015.pdf).

The Faculty, because of its essential role in the educational mission of the University, must also play a unique and critical role in the policy arena along with the Board of Trustees. This section articulates the broad principles under which the Faculty is delegated appropriate policy responsibilities within the educational mission of the University.

Only the Board of Trustees can grant tenure, promote faculty, and approve new degree programs, but in executing these responsibilities, the recommendations and advice of the faculty form an essential ingredient. Consequently, the relationship between the Faculty and the Board of Trustees in policy matters is an important one requiring good communication and mutual understanding. In particular, the Board of Trustees must rely on sound faculty governance principles and procedures that both guide the daily educational mission and bring important decisions to them.

All university-wide policies affecting the employment of the instructional staff for the educational mission of Lehigh require the formal approval of the Board of Trustees. This body of policy includes appointment, tenure review, promotion, disciplinary action, and dismissal and will be referred to as Academic Personnel Policy.

The development of both new and amended Academic Personnel Policies for Trustee consideration is delegated jointly to the Faculty and the Academic Administration -President, Provost, and the Deans of Colleges. The Faculty review of proposed Academic Personnel Policy should occur within the faculty governance structure and must include a vote of the Faculty. The dissemination of Academic Personnel Policy is also the joint responsibility of the Faculty and Academic Administration.

The responsibility for maintaining effective university-wide educational policies, procedures and rules is delegated to the Faculty. The Board of Trustees expects the Faculty to maintain high standards and a nationally competitive educational environment for all Lehigh students. In the unlikely event that the Faculty votes to adopt an educational rule, procedure, or policy that, in the judgment of the Provost, is contrary to the best interests of the University, the Provost is responsible for requesting a Presidential review of the matter. If a negotiated resolution cannot be reached, the President has the delegated authority to sustain or veto the faculty action and the responsibility to inform the Board of Trustees and the Faculty of his decision and reasons for it.

To meet its policy obligations, the Faculty is responsible for maintaining an active and healthy governance structure and for abiding by the provisions of its own governance structure. The policy and management decisions under Faculty jurisdiction must be consistent with Board of Trustee actions and University Policies and meet the same legal and fiscal standards required of all Lehigh University policies. Finally, the Faculty is welcome to make known to the Board of Trustees, the University Administration, or the campus community its collective judgment on any campus issue through a sense of the faculty resolution," website on "policy structure" approved by the Board of Trustees (<https://www.lehigh.edu/~policy/structure.html>).

Rice's *Faculty Handbook* describes "faculty rights, privileges and responsibilities" this way:

In addition to their scholarly research and teaching, faculty members are expected to serve their departments, schools, and the university. They have a primary responsibility to: (a) determine the curriculum, subject matter, methods of instruction, and other academic standards and processes, (b) establish the requirements for earning degrees, and (c) evaluate the appointment, reappointment, promotion, and tenure of faculty members. In these capacities they are making collective recommendations to the administration and governing boards on academic standards and policy and on faculty status. The faculty are also encouraged to take part in college life as associates and masters (see Section III.F), to serve on departmental and university committees, to stand for election for Faculty Senate, to shoulder various administrative responsibilities by serving as directors of centers and institutes or as department chairs (see [Policy 103-95 "Policies Related to Department Chairs"](#)), and to serve the public through professional organizations and community outreach activities," *Faculty Handbook*, IV.C. ([http://fachandbook.rice.edu/Faculty Rights, Privileges, and Responsibilities/](http://fachandbook.rice.edu/Faculty_Rights,_Privileges,_and_Responsibilities/)).

Faculty members enjoy a great measure of professional autonomy. Collectively, they have a primary role in deciding who will teach, what will be taught, what students will be expected to learn, and they play an important role in institutional governance. Individually, they have considerable freedom in pursuing their scholarly and educational work. Faculty members also have a number of rights and privileges, including the right to academic freedom and, for those who have earned it, the privilege of tenure. But faculty autonomy, rights, and privileges are combined with professional responsibilities; and this combination of rights and responsibilities shapes to an important degree the roles of faculty members...*Faculty Handbook*, V.

The Rice website on The Constitution of the Faculty Senate notes that the Senate "is rooted in an understanding that the responsibility and authority for the operation of the University are vested in the Office of the President. The effectiveness of the

President's leadership rests upon his or her knowledge of the needs and concerns of the University community, his or her ability to make the wisest decisions within the range of feasible options, and his or her ability to elicit the confidence and support of various elements of the University in implementing these decisions. To these ends, this Constitution seeks to establish a pattern of consultation between the President and faculty through a representative structure. This pattern is not exclusive and should not preclude decisions and actions by the President in some situations," *The Constitution of the Faculty Senate* (<https://professor.rice.edu/professor/Constitution1.asp>).

Tufts appears to have the most decentralized approach to governance of any of the institutions in this study. Specifically, "Each college and school shall be under the immediate charge of its respective Faculty. Each such Faculty shall consist of such persons as shall be designated in the Bylaws of the Faculty of such college or school. There shall also be a Faculty of Arts, Sciences, and Engineering, composed of the Faculties of the School of Arts and Sciences and the School of Engineering; all members of said Faculties shall be voting members of the Faculty of Arts, Sciences, and Engineering. The President of the University shall be the head of each Faculty" *Bylaws of Tufts University*, Article V11.1 (<http://trustees.tufts.edu/bylaws/>)/

The provision of the bylaws of the respective Faculties concerning their membership, powers, duties and voting rights and the participation of students on their committees shall be subject to the approval of the Board of Trustees, *Bylaws of Tufts University*, Article VII.4. (<http://trustees.tufts.edu/bylaws/>).

"The Board of Trustees shall, upon recommendation from the President, appoint" the Deans of each School, "*Bylaws of Tufts University*, Article VIII.1. (Note: the Deans "shall be responsible to the Provost for the oversight" of their Schools, Article VIII.2. (<http://trustees.tufts.edu/bylaws/>).

Tufts *Faculty Handbook* describes the role of the faculty this way:

Tufts University has a strong commitment to the liberal traditions and to excellence in teaching the arts, sciences, and engineering at the undergraduate and graduate levels. Innovative teaching is welcomed and celebrated, along with a flair for exposition, explanation, and intellectual stimulation.

Closely related to and complementing classroom teaching is the academic advising of students, which is a critical part of a faculty member's service. In the graduate programs, advisement and mentoring play a key role in the students' academic progress and, indeed, their ultimate professional success, whether in or out of academe.

Tufts University expects clear and sustained excellence in scholarship and research, as judged by professional peers nationally and internationally, from all of its tenured and tenure-track faculty members. In addition to advancing knowledge, such scholarship is critical in sustaining high-quality teaching and mentoring.

Full-time faculty members are expected to contribute to university governance through service," *The Faculty Handbook*, Chapter 3 (<http://ase.tufts.edu/faculty/handbook/responsibilities/>).

At **Tulane**, "The University Senate is Tulane's senior internal governance body. It consists of elected faculty representatives from the academic divisions, senior administrators, student and staff representatives, and at-large members elected from a slate nominated by the Senate Committee on Committees. The Senate is chaired by the President of the University. Its purview consists of all matters of general University concern, especially those which affect at least two academic divisions." University Senate website (<http://www2.tulane.edu/senate/>)

"The University Senate is the principal agency through which members of the faculty influence policies and operation of the University as a whole." *Faculty Handbook*, p. 13 (<https://www2.tulane.edu/provost/upload/Faculty-Handbook-2016-17.pdf>).

The President's Faculty Advisory Committee's "purpose shall be to advise the President of the University upon matters of University policy, particularly when subjects of great urgency or delicacy require immediate consultation. The Committee shall have the authority to decide disputes brought to its attention by a faculty member, student, or member of the administration over which standing committee referred to in Article III has jurisdiction over a particular matter. The Committee may refer the matter to two or more existing committees by dividing it into parts for consideration in sequence or concurrently or may ask the Senate to create a special ad hoc committee to deal with the matter. Any member of the Committee who is on another standing committee whose jurisdiction is in dispute in a particular matter shall recuse him/herself from all discussion and votes in that jurisdictional dispute." University Senate website (<http://www2.tulane.edu/senate/fac-advisory.cfm>).

Wake Forest, too, has a more decentralized approach.

Each of the academic units of Wake Forest University is headed by an academic Dean. The Deans of the Reynolda Campus academic units are appointed by the President and serve in the capacity of Dean at the pleasure of the President. The Dean of the Wake Forest University School of Medicine is appointed by the Chief Executive Officer of Wake Forest University Health Sciences, with the concurrence of the President of Wake Forest University. The work of the Reynolda Campus Deans is coordinated by the Provost, and they meet regularly with the Provost during the academic year. The Dean of the Graduate School of Arts and Sciences reports jointly to the Provost and to the Dean of Wake Forest School of Medicine.

The Deans are responsible for the general direction and management of their academic units. They administer the policies of their respective faculties and of the Board of Trustees with respect to their academic units. They represent their academic units to external constituencies and engage in developmental activities designed to promote the welfare of their faculty and students.

The Dean is the chairperson of the faculty of his or her academic unit, and presides at meetings of the faculty. S/he takes an active part in the recruitment and evaluation of faculty members and seeks to create and maintain an atmosphere conducive to the academic work of the academic unit," *Faculty Handbook*, Chapter Two (<http://ir.wfu.edu/files/FacultyHandbookOctober2016.pdf>).

"The Faculty Senate consists of ex-officio representatives from the administration, elected representatives from the Faculties, and an ex-officio representative from the Staff Advisory Council. The Senate has the power, unless otherwise directed by the Board of Trustees, to participate in long-range planning for the University, to consider other matters pertaining to the general welfare of the University, to advise on the appointment of senior administrative officers, and to recommend through the President to the Board of Trustees persons to receive honorary degrees." *Faculty Handbook*, Chapter Two (<http://ir.wfu.edu/files/FacultyHandbookOctober2016.pdf>).

At **Washington University**, "The main governing body involving the faculty of the University is the Faculty Senate" (<https://wustl.edu/about/compliance-policies/governance/faculty-senate-senate-council/>).

VI. TENURE AND PROMOTION

Tenure and promotion is an area where there is a good deal of consistency across institutions in terms of the overall criteria, i.e. teaching, research/scholarship and service. However, these criteria are defined and implemented in practice in ways that are idiosyncratic to the institution. The process is also fairly consistent in that typically the faculty's recommendations on tenure and promotion go to the chief academic officer who in turn recommends to the President who makes his or her independent recommendation to the Board. Tufts and Tulane are exceptions in that the Provost makes recommendations directly to the Board. At Brown, it appears that the Provost makes the decision except in cases of an appeal where the President makes the final decision.

As noted above, the Brandeis *Bylaws* are explicit that the President recommends tenure and promotion decisions to the Board, something about which the *Faculty Handbook* is less clear, suggesting that while the President presents all recommendations with a written recommendation about tenure and promotion decisions, he/she only reviews cases in which the Provost and the Dean disagree:

"(1). The President reviews all recommendations by the Provost that differ from

those of the Dean.

(2). The President presents all recommendations of promotion and/or the award of tenure to the Board of Trustees, accompanied by a written explanation of this recommendation and all relevant materials." (*Faculty Handbook* V.A.4.vi.)

It is important to note that even though the *Faculty Handbook* is at times silent about the specific role and responsibilities of the President, the *Handbook* includes this over-arching statement: "The Provost is the chief academic officer of the University and has responsibility, *under the President*, for implementing academic policy for the university in accordance with the provisions of this Handbook," IV. A. (my italics).

VII. PRESIDING OFFICER AT FACULTY MEETINGS

In five institutions (Brown, Dartmouth, Tulane, Wake Forest and Washington University), the President (or Chancellor) presides over faculty meetings. In three institutions (Brandeis, Lehigh and Rice) the Chair of the Faculty Senate or some other faculty body presides. Tufts is moving to a Faculty Senate model, and I have not yet learned who will preside over faculty meetings once that occurs.

VIII. BUDGET PROCESS

There is no consistency across institutions about the budget process. The process is generally chaired either by the chief financial officer or the chief academic officer and in some instances by both. The role of the faculty in shaping the budget varies widely.

Commonly, the budget committee recommends to the President who in turn recommends to the Board. Here too is a case where the Brandeis *Bylaws* are more explicit about the role of the President than is the *Faculty Handbook*. The *Bylaws* state that the President is responsible for all financial activities whereas the *Handbook* is silent about the President's role, describing the budget process this way: "a. The [University Budget] Committee consists of the Chief Operating Officer, the Vice President for Budget and Planning, the Provost, the Senior Vice President for Students and Enrollment, and two faculty members appointed by the Provost and two faculty members appointed by the Faculty Senate. A member of the faculty selected by the Provost serves as chair. Appointment terms for faculty members will be defined by the Provost. b. The University Budget Committee reviews the university budget proposal before its submission to the Board of Trustees, provides advice to the administration with respect to faculty interests, and reports to the faculty on its discussions," *Faculty Handbook*, VI.D.5.

In some cases, as at Dartmouth, the chief financial officer takes the lead on preparing the budget for the President's Review and recommendation to the Board: "The Executive Vice President and Chief Financial Officer (EVP/CFO) of the College has responsibility for

financial, human resources, central operations and administrative management activities for the College. These activities include: budgeting and financial planning for operations and capital needs, general accounting, human resources and payroll, project management, finance centers, other central operations, and risk management and internal control services. Along with the President's Office, the EVP/CFO (Executive Vice President, Chief Financial Officer) convenes the Budget Committee of the College...,” *Handbook of the Faculty of Arts and Sciences* (https://faculty.dartmouth.edu/dean/sites/faculty_dean.prod/files/dean_faculty/dartmouth_fac_handbook.pdf).

In other cases, such as at Washington University, the Provost appears to lead the process: (<https://provost.wustl.edu>).

At Tufts, the CFO and the Provost co-chair the process: “The University Finance Advisory Committee ... will consist of representatives from the University Senate, the Staff Advisory Council, and the Student Government Association. It will be co-chaired by the Senior Vice President/Chief Financial Officer and the Provost.

The University Finance Advisory Committee will hold two meetings annually, one at the outset of the budget process, when committee members will be informed about the University's financial picture and asked to provide advice on a preliminary assessment of priorities. The second meeting will occur towards the end of the process, at which time committee members will review and comment on the draft of the budget. The committee will also co-sponsor university-wide information sessions on university financial issues. (Topics could include but need not be limited to university investments, salaries, athletics, etc.) The Advisory Committee will provide an annual report of its work to the Senate, and the appropriate representative on the committee will make an equivalent report to the Faculty, the Staff Advisory Council, and the Student Government.

Through discussion with their constituencies, members of the Advisory Committee will facilitate a two- way exchange of information and understanding between the administration and the university as a whole,” Volume 9, No. 1 Winter, 2006/2007) (http://facultysenate.wfu.edu/files/2012/10/v9n1_senator.pdf)/

Brown appears to have the most inclusive process in which “The University Resources Committee (URC) is a standing committee of the faculty, chaired by the provost, which consists of seven faculty members, seven administrators as ex-officio members, two staff members, and seven students. The administrators include the provost; executive vice president for planning; executive vice president for finance and administration; the dean of the faculty; executive dean for finance and administration of the Division of Biology and Medicine, and the associate dean for finance and administration of the School of Public Health. The student members shall include four from the College, two from the Graduate School, and one from the Alpert Medical School.

A faculty member in his/her second year of service on the Committee serves as vice chair. The vice chair is generally elected by the committee at the start of the term of new members.

The University Resources Committee (URC) is responsible for recommending the annual operating and capital budget to the President," Office of the Provost website, (<https://www.brown.edu/about/administration/provost/committees-reports/university-resources-committee>).