

Connecticut State Community College

Shared Governance Workgroup Proposal

INTRODUCTION

Connecticut State Community College is a student-centered institution and is committed to collaborative decision making through shared governance.

The Shared Governance model for the Connecticut State Community College will foster:

- A student-centered and equity-focused culture, which supports the development of the whole student, including learning inside and outside of the classroom
- A voice for all members of the college, including students, faculty, staff, and administrators
- Transparency and trust through clear communication
- Freedom to respectfully debate or disagree without fear of recrimination
- Representation from all campuses and constituencies
- Participatory decision making, with the acknowledgement that the legislated authority for all decisions rests with the Connecticut Board of Regents for Higher Education (BOR)

History

The Shared Governance workgroups was formed as a sub-group of the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) in the Spring of 2018. During the formation of the workgroup the SF ASA CC defined the membership and called for 12 elected members, one from each college, along with 6 at-large members from the SF ASA CC.

The Students First: Academic and Student Affairs Consolidation Committee Charge:

The Students First: Academic and Student Affairs Consolidation Committee [ASA CC] is charged with the responsibility to work out the details associated with the one community college consolidation related to academic and student affairs on the twelve community colleges. Specifically, the committee will provide guidance on the alignment of academic programs (shared and differentiated), assessment, policies, procedures, institutional data, websites, catalogs and other relevant issues to campus constituents.

Currently the BOR has recognized that *Shared Governance* can be conceptualized as:

Consonant with the mission, vision and goals of the CSCU System, the Board of Regents and the Faculty Advisory Committee recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions. [CSCU Website; Regents: Shared Governance Award]

SF ASA CC Shared Governance Charge

The workgroup received the follow charge from Provost Gates at its first meeting on December 18, 2018.

Group Name: Shared Governance Workgroup

The Shared Governance Workgroup is charged with crafting a proposal on how to operationalize the concepts noted above and, ultimately, to provide to the Connecticut State Community College its governance structure. This includes: defining shared governance, determining eligibility for governance members, describing membership [terms, voting rights, organizational placement, etc.], recommending policies for governance, etc.

Understanding the complexity of governance and the many domains or layers affected [BOR, Presidential/CEO, Connecticut State Community College, regional, and local campus-based decision-making], the workgroup will develop and recommend the governance structure that relates to academic and student affairs for the Connecticut State Community College. Using accepted higher education practices, existing expertise in the CSCU community colleges, and best practices, this workgroup will make its recommendation to the ASA CC.

Group Meetings

The group has been meeting since December 2018. Guiding principles and a review of current governance structures occurred during 2019. The majority of the current proposal has been developed and refined since Spring 2020. A period of public comment was held in December 2020, and the model was shared for endorsement in May 2021. Changes to the model have been made to incorporate feedback from both of these processes.

Meeting notes and membership can be found at <https://www.ct.edu/consolidation/groups> and <https://www.ct.edu/consolidation/meetings> .

Initially, members of the group asked to modify its charge to also define the transitional governance structure. Provost Gates and the College Consolidation Implementation Committee (CCIC) clarified that the transitional governance structure had previously been established by the Board of Regents as part of the Students First plan; the charge of this workgroup was to develop a proposal for a governance model for the single college (Connecticut State Community College)

Guiding Principles

- The legislated authority for decision making at Connecticut State Community College rests with the Connecticut Board of Regents for Higher Education (BOR). The BOR delegates decision-making authority to the Connecticut State Community College President, who is charged with building an administrative and leadership structure for the college. A shared governance process provides a route for the Connecticut State Community College President to receive input from faculty, staff, and students to use in making policy recommendations and other decisions that affect college-wide issues.

- A Shared Governance model should ensure that college constituents have a voice, and all constituencies should be represented. Constituencies include administration, faculty, staff and students. Each of the 12 main campuses should be represented in a statewide single college.
- The model should respect expertise, and should promote acknowledgment, explanation and communication of recommendations forwarded.
- The model should have a simple and effective structure – understandable and efficient
- The workgroup recognizes that in an overall governance model, shared governance bodies are advisory and that shared governance does not necessarily translate into shared decision making. The workgroup recognizes that the Connecticut State Community College President has the final decision and accountability for the decision to the Board of Regents.
- The model should cover policy and curriculum approval processes and should differentiate between statewide single college governance and local campus governance.
- All college-wide elected positions will have elected or identified alternates to ensure adequate participation.
- At the campus level, the model recognizes the self-determination of local shared governance.
- Methods and process for elections and voting will be codified by all governance bodies and shall be codified in their charters and bylaws.

Main Governance Bodies

The CT-State model will include two statewide governance bodies, the CT-State Senate and the CT-State Curriculum Congress. Each shall be representative of all campuses and college constituents: faculty, staff, and students. The College Senate will focus on crafting policy and procedural recommendations to the College administration. The Curriculum Congress will review and vet curricular proposals affecting the CT-State Community College. Proposals will be sent from Program Area Curriculum Committees to the Curriculum Congress for consideration. There shall also be local governance bodies at each campus, consisting of a least one main governance body representing faculty, staff and students: a Campus Senate is recommended.

CT-State College Senate

The primary charge of the College Senate will be to deliberate and determine by majority vote recommendations to be forwarded to the Connecticut State Community College administration.

Purpose: The College Senate is the main forum for discussion of issues that affect the entire college community, such as, but not limited to, the following:

- academic calendar and scheduling
- academic-related standards and policy recommendations
- issues concerning students, faculty, staff of Connecticut State Community College
- admissions, registration, and financial aid

Items may be forwarded by a campus senate to Connecticut State Community College (CT-State) College Senate as needed; if the issue affects Connecticut State Community College broadly, it needs to be brought to CT-State College Senate.

To ensure adequate representation from small, medium, and large campuses the CT-State College Senate will have a model with the same number of faculty and staff from each campus.

Because the Senate does not approve curriculum, this group does not need to have a majority of faculty although that may occur based upon at-large elections.

CT-State College Senate Membership

- (39) members: 12 full-time faculty, 12 professional/classified staff, 12 non-management members, 3 students
 - Three Elected Senators from each of the 12 campuses
 - One full-time faculty from each campus
 - One full-time professional staff or classified staff from each campus
 - One at-large from each campus

Two- year term, (term limits to be decided by the College Senate by-laws)
 - Three elected system-wide SGA Senators
 - (one from each region, one-year term, can repeat)
 - Co-chairs will be elected from within the Senate, with at least one co-chair being a faculty member and one a staff member - term limits for chairs/co-chairs to be decided by the College Senate in accordance with their by-laws Provision needed for recall of senators
- Local governance bodies can be used for initial elections to College Senate. College Senate bylaws should define future election and voting procedure.
- The College Senate bylaws shall include a provision for the recall of senators
- The College Senate bylaws shall include mechanisms to ensure communication between the College Senate and campus governance body(s)

The Senate will create and update its own charter, operating procedures and bylaws. These bylaws should include publishing agendas, minutes and materials in a timely manner. The Senate shall define majority and quorum for voting purposes.

Appeal contingency

In the governance process the Connecticut State Community College President has the final decision and accountability for the decisions to the Board of Regents.

The College Senate or Curriculum Congress may vote to appeal to the college president regarding any recommendation made by the Senate or Congress.

The Flow of-Policy Proposals

Policy proposals may originate from the 12 Campus Senates, or from members of the Senate.

There may be a need for policy proposals to also originate from Connecticut State Community College groups outside of a campus senate, including student groups. If this is the case, such proposals will proceed in the same way as a proposal from a campus senate.

Policy proposals will require a majority vote to pass at the Senate.

Proposals that are approved by the CT-State College Senate will be sent to the College President for consideration.

The college/campus senate will determine its own mechanism and protocol for individuals to raise issues to the body, both in terms of agenda items and opportunity for comment to the senate from constituents.

Senate will create and update its own charter, operating procedures, and bylaws. These bylaws should include publishing agendas, minutes, and materials in a timely manner.

Local governance bodies can be used for initial elections to College Senate. College Senate bylaws should define future election and voting procedures.

Compensation for service on College Senate

Additional Responsibilities (Faculty): membership on College Senate will constitute a major Additional Responsibility commitment or course release and should be honored as such.

Faculty and staff workload shall be discussed with the appropriate supervisor/Dean while following negotiated bargaining unit contracts processes

It is recommended that chairs of the Senate receive substantial (3-6) release time/AR credit per semester.

Professional Staff members should discuss workload commitments with appropriate supervisors per semester

Curriculum Congress

The primary charge of the Curriculum Congress will be to review and approve curriculum proposals for Connecticut State Community College.

To honor the NECHE standard that curriculum is the primary domain of faculty (3.15) and to maximize the ability to timely respond to industry needs and streamline the process of curriculum development, the Curriculum Congress is not a sub-committee of the College Senate. (This model is currently in place at several colleges in the system.)

Membership

A guiding principle for curriculum congress membership is that there should be representation from a variety of disciplines as well as relevant enrollment services, administration, and other professional

staff; this is similar to existing college curriculum committees. Ideally this membership will include small, medium, and large campus representatives.

All curricular recommendations will be applicable to CT-State, including local unique campus programs that may only be currently offered at a single campus. Recommendations regarding curriculum are made by the Curriculum Congress to the CT-State Provost & President. When applicable the Provost and President moves forward the curriculum to the CSCU system approval process and Board of Regents.

Curriculum Congress members will facilitate the communication of curricula items and concerns between the campus, program area curriculum committees and statewide Curriculum Congress

Curriculum Congress members will be elected by each statewide Academic Department as noted on the CSCC organization chart.

Voting Members (33): 24 full-time faculty, 6 professional staff (CCPs), 3 students

- Eighteen Faculty positions: There will be four Faculty Representatives from each the 6 CS-State Program Areas (24 total) with no more than one from an Academic Department group (i.e. ANTH, PSY, SOC). Each program area will determine how to achieve a variety of discipline and campus / regional representation Logistics for ensuring such diversity of representation will be addressed in the Curriculum Congress bylaws.
- Six CCP (Community College Professional) positions:
 - One from advising
 - One from registration
 - One CCP with direct curricular responsibilities
 - One from library
 - Two at large
- Three Students Three elected system-wide Student Government Association (SGA) members (must be from separate campuses)

Curriculum Congress should include at least one representative (faculty/staff) from each of the 12 main campuses.

– if there is no representation from a campus, that campus's senate will elect a non-voting member to the Curriculum Congress to ensure complete communication between each campus and the Congress.

Ex- Officio members (non-voting)

Provost or AVP of Academic Programs and Curriculum (or designee)

VP EMSA or AVP of Enrollment and Retention Services (or designee)

Functional Expertise Guests

Guests (non-voting) with functional expertise as needed should be invited and designated by Congress Chairs, Provost, Vice-President of EMSA, or President.

Co-chairs should be elected from within the Congress (minimum 1 Faculty co-chair)

Congress members should serve 2 year terms (staggered start years), with a 2 consecutive term limit but no lifetime limit; SGA representatives should serve a 1-year term, but can repeat a term.

Congress will create and update its own charter, operating procedures, and bylaws. These bylaws should include publishing agendas, minutes, and materials in a timely manner.

Program Area and/or Academic Department statewide meetings can be used for initial elections to Curriculum Congress. Congress bylaws should define future election procedures.

Compensation for service on Curriculum Congress

Additional Responsibilities (Faculty): membership on the Curriculum Congress will constitute a major AR commitment or course release and should be honored as such.

Faculty and staff workload shall be discussed with the appropriate supervisor/Dean while following negotiated bargaining unit contracts processes

It is recommended that chairs of the Senate receive substantial (3-6) release time/AR credit per semester.

It is recommended that faculty serving should receive a 1-3 hours of credit toward Additional Responsibilities (AR) or a 1-3 credit course release per semester

Professional Staff members should discuss workload commitments with supervisors.

Program Area Curriculum Committee

The primary charge of the Program Area Curriculum Committee will be to review and propose curriculum proposals from each academic program area in Connecticut State Community College.

A Program Area Curriculum Committee for each Program Area in CT State will be established in order to:

- honor the NECHE standard that curriculum is the primary domain of faculty (3.15)
- increase local faculty involvement in the curriculum approval process
- maximize the ability to timely respond to industry needs
- streamline the process of curriculum development

Program Area Curriculum Committees will review and refine curriculum proposals prior to being forwarded to the Curriculum Congress.

Membership

A guiding principle for Program Area Curriculum Committee membership is that there should be representation from each Academic Department (gray box on the attached organizational chart) in each Program Area (blue box). Ideally this membership will include 2 representatives from each Academic Department (gray box); however, if there are less than three Academic Departments (gray boxes) in a given Program Area (blue box), 3 representatives from each

Academic Department should be selected to ensure the Program Area Curriculum Committee is comprised of at least 6 faculty representatives from the Program Area. If there are multiple disciplines in an Academic Department, it is recommended that the two representatives be from different subject areas and different campuses.

All curricular recommendations will be applicable to CT-State, including local unique campus programs that may only be currently offered at a single campus. Recommendations regarding curriculum are made by the Curriculum Congress to the CT-State Provost & President. When applicable the Provost and President moves forward the curriculum to the CSCU system approval process and Board of Regents.

Program Area Curriculum Committee members will facilitate the communication of curricula items and concerns between the campus, department and program area faculty, and statewide Curriculum Congress.

Program Area Curriculum Committee members will be elected by each statewide Academic Department as noted on the CSCC organization chart (gray boxes).

Voting Members (6-8 faculty; size of group will vary based on size of Program Area):

Faculty Positions: There will be two representatives from each Academic Department (gray box); however, if there are less than three Academic Departments (gray boxes) in a given Program Area (blue box), 3 representatives from each Academic Department should be selected to ensure the Program Area Curriculum Committee is comprised of at least 6 faculty representatives from the Program Area.

Ex- Officio members (non-voting)

Program Area Dean (or designee)

Guests (non-voting) with functional or curricular expertise should be invited as needed.

A chair should be elected from within each Curriculum Committees

Program Area Curriculum Committee members should serve 2-year terms (staggered start years), with a 2 consecutive term limit but no lifetime limit.

Program Area Curriculum Committees will adhere to procedures and bylaws developed by the Curriculum Congress, including publishing agendas, minutes, and materials in a timely manner.

Compensation for service on Program Area Curriculum Committee

Additional Responsibilities (Faculty): membership on the Program Area Curriculum Committee will constitute an AR commitment or partial course release.

Faculty and staff workload shall be discussed with the appropriate supervisor/Dean while following negotiated bargaining unit contracts processes

It is recommended that faculty serving on program area curriculum committees should receive a one hour of credit toward Additional Responsibilities (AR) or a 1-credit course release per

semester. Program Area Curriculum Committee chairs should receive 3 credits/hours of release or AR credit per semester.

State-wide Academic Department meetings can be used for initial elections to Program Area Curriculum Committee. Curriculum Congress bylaws should define future election procedures.

The Flow of Curricular Proposals

Curricular proposals and changes will be initiated by faculty in Academic Departments and will come to the Program Area Curriculum Committee

Program Area Deans and Associate Deans will be responsible for facilitating the flow of curriculum proposals through the process and ensuring that disciplines and programs and other relevant Area of Study Deans.

Proposals will require a majority vote to pass at the Curriculum Congress. Definitions of majority and quorum will be determined by the bylaws of the Congress. These bylaws will be developed during the first semester that the Congress meets.

If the Curriculum Congress does not pass a curricular proposal, the proposal will be sent back to the originating Program Area Curriculum Committee group for revision.

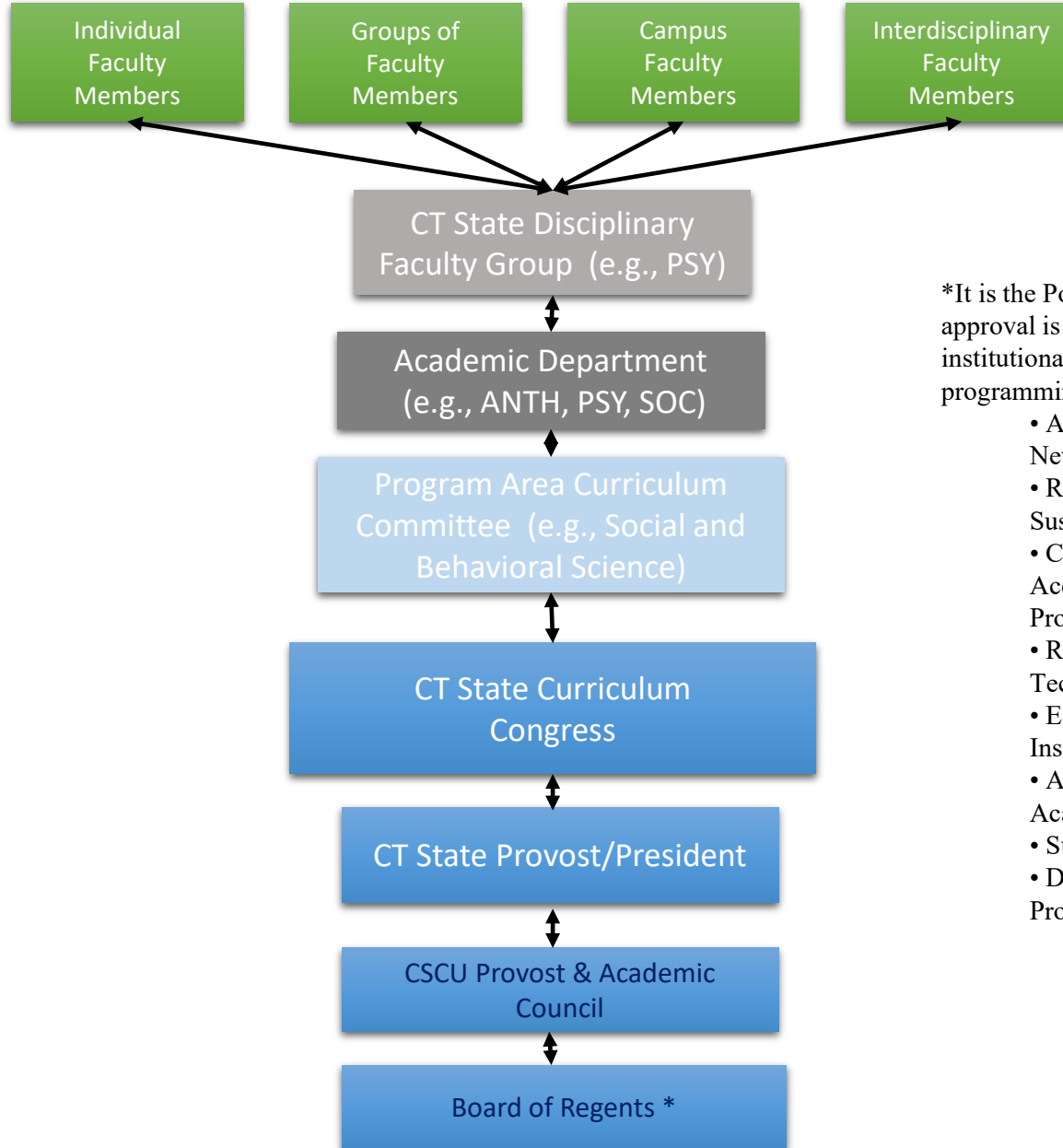
Once a curricular proposal is passed, it is sent to the Connecticut State Community College President for consideration and submission to the existing CSCU system academic approval process.

Appeal contingency

In the governance process the Connecticut State Community College President has the final decision and accountability for the decisions to the Board of Regents.

The College Senate or Curriculum Congress may vote to appeal to the college president regarding any recommendation made by the Senate or Congress.

ALL Curriculum Begins with Faculty



**CT State
Community
College
Curriculum
Development
Process**

CT-State course approvals would complete the development process with the CT State Provost/President approval.

Program approval and above threshold program changes would continue to the CSCU Academic Council and the Board of Regents

*It is the Policy of the BOR that its prior approval is required for the following institutional actions regarding academic programming:

- Above Threshold Establishment of a New Academic Program
- Reinstatement of a Discontinued or Suspended Program
- Continued Licensure and Accreditation of an Academic Program
- Replication of a College of Technology Program
- Establishment of a CSCU Center/ Institute
- Above Threshold Modification of an Academic Program
- Suspension of an Academic Program
- Discontinuation of an Academic Program

CSCC Program Areas / Academic Department Groups

The Program Areas identified in the Connecticut State Community College organization chart -(graphic below) serve to align programs and disciplines of like nature, and will be led by Deans of Program Areas. Academic Departments will align related disciplines and program and will be led by Associate Deans.

Program Areas and Academic Department groups serve the function that discipline departments/divisions do currently at a single college campus.

- All full-time faculty will be assigned to an Academic Department and a corresponding Program Area. It will be assumed that all full-time faculty will participate in their respective groups. All full-time faculty will be full voting members of their group (one vote per faculty)
- All part-time faculty will be assigned to an Academic Department within a Program Area. Their participation will be encouraged, but not required.

Discipline Subgroups

There may be a need for sub-groups within Academic Departments. For instance, a Chemistry group within the sciences, or an Accounting group within Business. These groups may form within the larger groups (even down to the individual course level), discuss needed curricular changes and bring proposals back to their larger Academic Department group for consideration.

It will be up to each Associate Dean and Academic Department to determine how to form and run their sub-groups

Each Academic Department will hold (at a minimum) one system-wide meeting per semester. These meetings will be scheduled by the second week of the semester and preferably held in the second half of the semester to ensure that sub-groups will have adequate time to work on proposals for consideration at the system-wide meetings.

Each Program Area and Academic Department will elect its representative(s) to the Curriculum Congress.

Local governance bodies can be used for initial elections to College Senate. College Senate bylaws should define future election procedures.

Campus-Level Governance

The overall campus governance structure should be designed with these concepts in mind:

- Faculty, staff, and students should all be represented in the governance model on each campus.
- It is recommended that each campus have a primary campus governance body named the Campus Senate; this may be the sole campus governance body, or it may be the primary campus governance body overseeing other bodies such as a faculty senate or staff senate.
- Campuses have the autonomy to maintain a campus governance structure that suits their needs and culture, including structures that do not contain a primary governance body like a Campus Senate; in such structures the campus is responsible for determining how multiple campus governance bodies will collectively contribute to the College Senate including electing members to the College Senate.

The Campus Senate

It is recommended that each overarching campus-level shared governance body should be named the Campus Senate (i.e. Middlesex Campus Senate) As stated above, campuses that do not maintain a Campus Senate will determine how their multiple campus governance bodies will collectively contribute to the College Senate including electing members to the College Senate.

It is recommended that each overarching campus-level shared governance body should be named the Campus Senate.

For comprehensive representation of faculty, staff, and students, the Campus Senate will be the primary body to lead campus-level governance.

The Campus Senate is a local forum for discussion of broad issues of campus culture, community, and priorities and will serve as the primary body to advise campus management.

Curricular proposals will go through the Academic Department and Program Area Curriculum Committees to the statewide Curricular Congress rather than through campus-level governance.

Campus issues may come to the Campus Senate from other campus governance bodies, other campus committees/groups, or members of the campus community. If the Campus Senate determines that an issue is not purely local in nature (it has system-wide implications) then the Campus Senate will create a proposal and move it up to the College Senate. The decision to advance an issue to the College Senate rests with the Campus Senate, not with campus or statewide management.

The college/campus senate will determine its own mechanism and protocol for individuals to raise issues to the body, both in terms of agenda items and opportunity for comment to the senate from constituents

The Campus Senate will facilitate the election of representatives to the statewide College Senate. The Campus Senate will also serve to facilitate reporting and communication between the campus community and the College Senate, as well as between and among other campus governance groups.

The campus governance bylaws shall include mechanisms to ensure communication between the campus governance body(s) and College Senate.

The number of members on the Campus Senate may vary depending on the needs of each campus, providing that at least one seat goes to representatives for each of the following constituencies: faculty, professional staff/CCP/ACL, classified staff, and students.

Each Campus Senate should have a charter to guide its own operations, meetings, and membership election process.

Compensation for Campus Senate Chair(s)- It is recommended that the chair(s) receives appropriate release time or Additional Responsibility credit for significant participation, to be determined in consultation with the appropriate supervising manager.

CONCLUSION

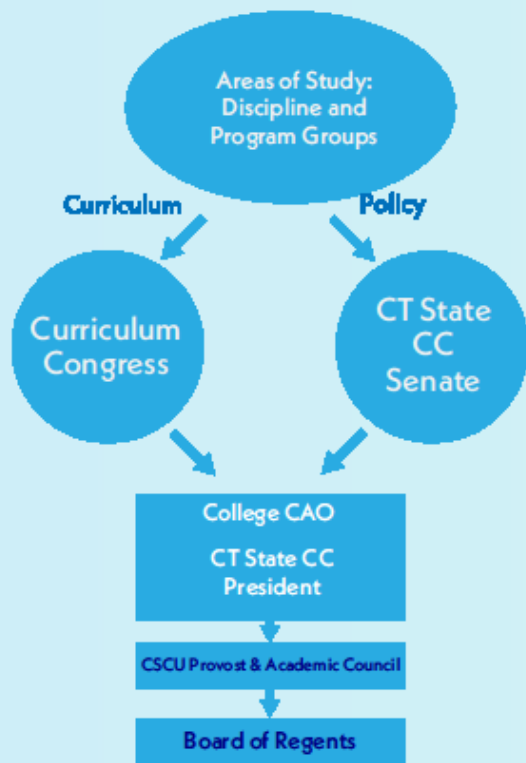
This document was written and endorsed by the Shared Governance Workgroup of the Students First Academic and Student Affairs Consolidation Committee. It has been approved by the Students First Academic and Student Affairs Consolidation Committee, the College Consolidation Implementation Committee, and the Connecticut State Community College President.

This model should be reviewed initially upon two full years of operation, and then at least every five years by the CT-State Senate and the CT-State Community College President.

CT State Community College

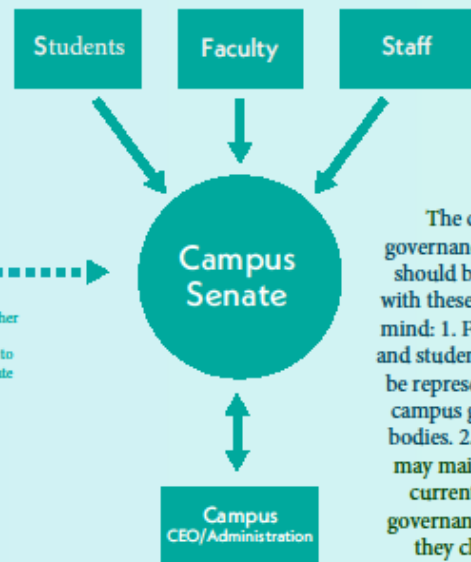
Shared Governance Structure

CT State CC Level



Sample Campus Level

Representation from following groups

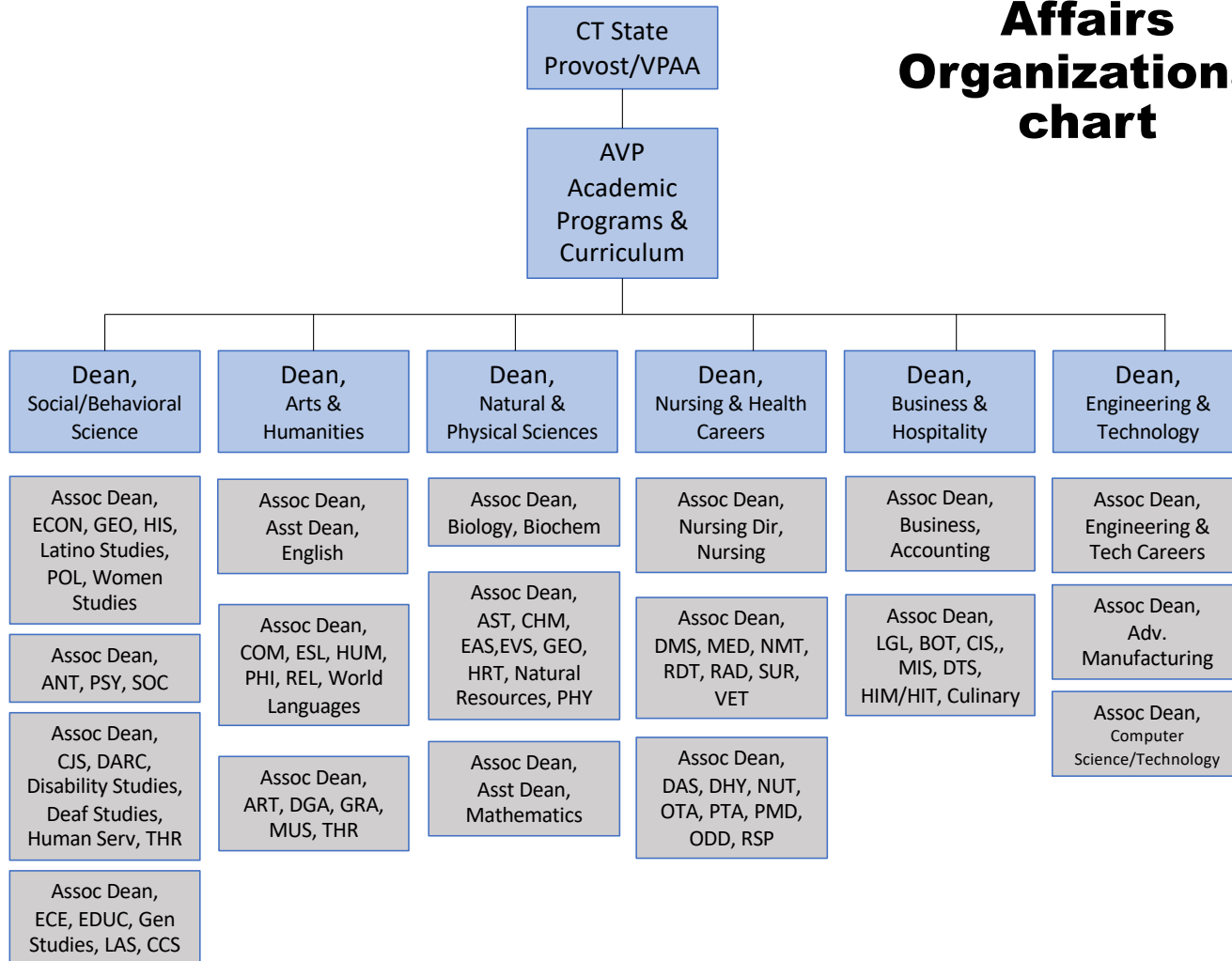


Campus Senates or other bodies will elect representatives to the CT State CC Senate

The campus governance structure should be designed with these concepts in mind: 1. Faculty, staff, and students should all be represented in the campus governance bodies. 2. Campuses may maintain their current campus governance bodies if they choose. 3. Campuses have autonomy to create their campus governance structure in a way that suits their needs and culture.

DRAFT

Academic Affairs Organizational chart



Shared Governance Model – Changes based upon feedback

The proposal was shared with the entire college community for public comment in December 2020. Feedback was received via a web form, from college senates and other governance bodies, and from the Faculty Advisory Committee (FAC).

A summary of changes made post-public comment based upon the feedback:

- Clarification of language throughout the document, including a commitment to NECHE standard 3.15 that curriculum remains the primary domain of faculty. A flow diagram for curriculum development and approval was added.
- The appeal process from the Curriculum Congress to the College Senate was removed. All curriculum or policy decisions may be appealed directly to CT State executive leadership.
- Membership for Community College Professionals (CCPs) on the Curriculum Congress was modified. Rather than all the membership slots being designated by functional role (Fin Aid, Registrar, etc.) a mix of designated roles and at large roles was created. CCP membership was changed from 5 to 6 slots; however, a 2/3 minimum of faculty on the Congress was maintained. Ex-officio members and subject matter expert guest roles were clarified.
- Clarifying language regarding elections of members for the major bodies was added.
- Clarifying language regarding the items under the jurisdiction of Campus Senates was added
- Language regarding compensation for faculty and staff serving on the Curriculum Congress and College Senate was clarified.
- A five-year review of the governance model was added.
- Note: This governance proposal is based upon the draft organizational chart for CT State presented in May 2020.

All 12 colleges received the model and were asked to vote on endorsement in May of 2021. The results of the endorsement and the feedback is attached.

The Shared Governance workgroup met in September and October of 2021 to review all endorsement votes and feedback received.

A summary of changes made based upon the endorsement feedback:

- A preamble was added to the document to provide an overview of the state and local governance bodies.

- It was clarified that curriculum does not move from the Curriculum Congress to the College Senate.
- College Senate membership was increased from 27 to 39 members, by adding 12 at-large non-management members: each campus will elect a faculty member, a staff member, and one at-large members.
- The College Senate bylaw shall now include a provision for a recall of senators and a mechanism to ensure communication between the Senate and campus governance bodies.
- Clarifying language was added to the appeal contingency for both the College Senate and the Curriculum Congress.
- The Curriculum Congress membership was increased from 27-33 members, adding 4 faculty positions. Each Program Area will elect 4 faculty representatives from a variety of Academic Departments;
- The Professional Staff (CCP) positions on the Curriculum Congress were further designated, to include advising, registration, CCPs with curricular responsibilities, library, and one at-large positions.
- Clarifying consistent language was revised to align with the proposed CT-State organization chart – Program Area, Academic Department, and Disciplines.
- Clarity was added regarding consecutive terms by no lifetime term limit for service on the Curriculum Congress.
- To ensure more faculty involvement and the vetting of curriculum by content area experts, an additional layer of curriculum review was added: Program Area Curriculum Committees, consisted of 6-8 faculty from varying Academic Departments in each Program Area.
- Membership, by-laws, and meeting recommendations were added to the Program Area Curriculum Committees.
- The flow of curriculum narrative and chart were updated to include the Program Area Curriculum Committees and to clarify the roles of management and the CSCU system process.
- The Campus Level Governance section was expanded and revised to better explain the thinking of the workgroup. It was clarifying that the group is recommending a Campus Senate, but campuses may use existing governance bodies as long as faculty, staff, and students are all represented in the local mode.
- Elections methods for the statewide Curriculum Congress and College Senate were clarified.
- Because Release Time and Additional Responsibilities are negotiated between faculty and staff and their supervisors, language was added to recommend Release Time / AR rather than require. Faculty and staff workload is also negotiated with the bargaining units and subject to agreed upon contracts and processes.
- A two-year initial review of the model was added, while keeping a regular 5-year review.