Shared Governance Task Force
Loyola University Chicago

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Report and Recommendations

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I. Introduction

The process of shared governance is essential in the function of Loyola University Chicago. Based on Loyola's mission of "working to expand knowledge in the service of humanity through learning, justice and faith," we acknowledge and uphold the goals and values of shared governance to include all the constituencies of the University: students, staff, faculty, and the administration.

The Shared Governance Task Force ("Task Force") was convened by Dr. Jo Ann Rooney, President of Loyola University Chicago, and Dr. Margaret Callahan, then-interim-Provost of Loyola, in the spring of 2019 with the charge to evaluate the current shared governance structures in place at Loyola and make recommendations for improvements in our process and structure. The intended audiences for this report are the President, Provost, the Board of Trustees, and the shared governance structures at Loyola and the constituencies they represent.

The creation of the Task Force developed in the context of concerns raised by the Faculty Council and the University Senate regarding the process by which the administration involved advisory bodies in matters such as benefits, the contract status of non-tenure-track faculty, the termination of academic programs, and the closure of university facilities. Further, the administration expressed concerns about the lack of clarity in communication, messaging, and jurisdiction among the various shared governance bodies on campus. The formation of this task force followed the decision by the University Senate at its February 22, 2019, meeting to eliminate the "Extraordinary Committee" of the Senate, which was comprised of all Senators who were faculty and administration representatives to replace and perform the functions of the former Faculty Affairs University Policy Committee.[1]

[1] The 2015 LUC Faculty Handbook refers to the Extraordinary Committee as the "Faculty Committee of the University Senate." Also see Appendix 2.

During the period that the Task Force has been convened, the University operations were significantly disrupted due to the global COVID-19 health pandemic. As of the writing of this report, the University continues to operate under an Emergency Response Plan and Structure in place since February 2020. The recommendations in this report primarily focus on the operation of the University under non-emergency conditions.

The Co-Chairs of the Task Force scheduled the first meeting on August 8, 2019, to allow full participation by student representatives. The Task Force determined a timeline to recommend the best models for shared governance to present to the administration by the end of the fall semester or early Spring of 2020. The Chairs of the Task Force, Dr. Tim Classen and Dr. Zelda Harris, met with President Rooney and then-Provost Grzywacz on February 20, 2020, to provide the administration with an update on the work of the Task Force to date. The efforts of the Task Force were significantly hampered and delayed due to the intervening COVID-19 health pandemic, resulting in measurable disruption to normal university operations.

The work of the Task Force consisted of the Chairs asking the University Senate, Faculty Council, Staff Council, and three student governance bodies (the Student Government of Loyola Chicago; the Graduate, Professional and Adult Council; and the Graduate Student Advisory Council) to nominate members to serve on the Task Force. It was determined that the incoming 2019 – 2020 Chairs of the University Senate (Dr. Susan L. Uprichard) and the Faculty Council (Dr. Tavis D. Jules) would serve as *ex officio* on the task force. The appointments were finalized at the end of the Spring 2019 semester.[2] Meetings were held on the Water Tower campus, with Zoom access made available to those unable to attend in person. Work completed by the Task

[2] The membership list of the task force with affiliations is provided in Appendix 1

Force included document review of all bylaws and governing documents for existing structures; identification of areas of inefficiency in the current structure of shared governance at Loyola; discussion of values and goals of shared governance broadly; literature review of research, articles, statements, and the principles of shared governance; and analysis of shared governance at peer and aspirational institutions. The Task Force's co-chairs facilitated the annual retreat for the Faculty Council in January 2020, which included a presentation by Dr. Demetri L. Morgan on the history of shared governance in the United States.

The terms "faculty" and "academic affairs" are referred to throughout this report. Academic affairs is defined in the report consistently with the AAUP Statement on Government of Colleges and Universities, to mean that faculty should have a primary role in academic affairs (e.g., curriculum, subject matter, methods of instruction, and research). Faculty is defined in this report to include: 1) tenured and tenure-track faculty; (2) non-tenure-track faculty, including full-time renewable instructors, lecturers, research faculty and clinical faculty; (3) faculty with special appointments; and (4) faculty with courtesy and honorific appointments. See Chapter 4 of the Loyola University Chicago Faculty Handbook.

The detailed recommendations at the end of this report fall into two broad categories: A) clarification of roles, responsibilities and jurisdiction of our existing shared governance bodies; and B) improvements in communication and transparency in decision-making.

II. Summary of recommendations

Shared governance requires that all stakeholders have clearly defined roles and responsibilities in the decision-making processes. As such, we provide the following clarification regarding the

responsibilities of the elected shared governance bodies and provide suggestions for constitutional changes that will help define foundational interactions between elected bodies and the administration.

A) CLARIFICATION OF ROLES AND RESPONSIBILITIES

1. **Faculty Council** –The Faculty Council serves as the primary shared governance advisory body for issues related specifically to faculty and academics. Consistent with the AAUP Statement on Government of Colleges and Universities, faculty should also have a primary role in academic decisions (including curriculum decisions, methods of instruction and modes of delivery; degrees offered and degree requirements; research support and facilitation; leaves of absence) and other faculty related issues as identified in the faculty handbook.
2. **University Senate** – In collaboration with the Provost and other shared governance bodies via their Senate representatives, the University Senate serves as the primary shared governance advisory body for matters that cross constituencies, providing a place for coordination among the shared governance bodies and the Loyola community, and ensuring broad consultation with and among students, faculty, staff, and administrators.
3. **Staff Council** – Staff Council, in collaboration with the Vice President for Human Resources, serves as the primary shared governance advisory body for the formulation, review, and recommendation of substantive policies and initiatives that deal specifically with the responsibilities and rights of staff (herein defined as non-faculty and non-student employees).
4. **Student Government of Loyola Chicago (SGLC)** – The SGLC serves as the primary shared governance advisory body for the formulation, review and recommendation of substantive policies and initiatives specific to undergraduate students.
5. **The Graduate, Professional, and Adult Council (GPAC) -** GPAC serves as the primary shared governance advisory for the formulation, review and recommendation

of substantive policies and initiatives specific to students within the Graduate, Professional, and Adult student sector of the University.

6. **The Graduate Student Advisory Council (GSAC)** - GSAC, in collaboration with the Dean of the Graduate School and Vice Provost of Graduate Education, serves as the primary shared governance advisory for the formulation, review and recommendation of substantive policies and initiatives specific to students within The Graduate School.

B) PROPOSED CLARIFICATION OF JURISDICTION

1. **Jurisdiction over Academic Matters.** The administration should establish a policy to confer directly with the Chair of the Faculty Council and the Chair of the University Senate when seeking information or advice relating to academic matters that do not clearly fall under the purview of one body of the other. It is the responsibility of the Chair of Faculty Council and the Chair of the University Senate to establish regular lines of communication to resolve any conflicts in jurisdiction over academic matters, in order to efficiently determine the appropriate body for deliberation of the issue referred by the administration.

2. **Appointments to University convened committees**. The administration should establish a formal policy for the appointment of faculty, staff or students to University established standing committees (e.g., Benefits Advisory Committee) that require consultation with the relevant shared governance bodies to provide members for consideration in the appointment. In particular, with regard to University committees requiring the appointment of faculty on matters related to academic affairs, the administration should seek nominations and appointments to these committees from the Chair of Faculty Council and the Chair of the University Senate.[3]

C) PROPOSED IMPROVEMENTS IN COMMUNICATION AND TRANSPARENCY IN DECISION-MAKING

1. Publish a clear statement from the President and the Board of Trustees that the administration and Board firmly commit to shared governance in key decisions that affect Loyola University Chicago faculty, staff, and/or students.

[3] This does not preclude faculty who are not members of shared governance bodies from being appointed to such committees, including the nominees proposed by the Chairs of the Senate and Faculty Council.

2. Establish a Chart of Key Policy Decision-Making, similar to the Chart of Reviews and Approvals for Academic Matters, for areas of key decisionmaking within the institution that guides the administration on the appropriate shared governance bodies to consult for advice and input prior to the implementation of a new policy.

3. Maintain a direct line of regular communication to the Chair of the Faculty Council, the Chair of the University Senate, and the Chair of Staff Council.

4. Creation of an Emergency Executive Committee for Shared Governance consisting of the Provost, Vice President of Human Resources and the Chairs/Presidents of the University Senate, Faculty Council, SGLC, GSAC, GPAC, and Staff Council to operate only in times of emergency[4] or other need for particular efficiency that may not be possible under the current meeting structure of the shared governance bodies.

III. Strengths of existing shared governance structures[5]

Shared governance has a long-standing history at Loyola University Chicago, with the Faculty Council established over 50 years ago and other firmly established independent structures, including the University Senate, the Staff Council, and the Student Government of Loyola Chicago (SGLC). Graduate students at Loyola also have representative bodies of the Graduate Student Advisory Council (GSAC) and the Graduate, Professional, and Adult Council (GPAC) that are quite active (and in the process of reorganization). The governing documents for each body are located in Appendix 4.

[4] Such as specified in the Emergency Response Plan and Structure

[5] See Flow Chart of Advisory Groups within Shared Governance, dated October 5, 2012. Also see Appendix 3. The Task Force recommends that the flow chart be revised to clearly indicate, visually, that the shared governance structures are on an equal plane and do not report up to the University Senate.

In addition, over the years, the administration has convened numerous advisory bodies and structures independent of the elected shared governance bodies to operate or advise on the affairs of the institution, including the Benefits Advisory Committee, that report directly to the President (See Flow Chart referenced in footnote 5). The emergence of these and other structures (e.g., the Faculty Advisory Group constituted in summer 2020) in theory show the University's commitment to shared governance, but these bodies do not have the usual by-laws, constitutions, and structure essential to proper functioning of shared governance bodies. Such structures also pose challenges because these appointed groups of unelected faculty, staff, and students do not have an obligation to report back their work to the established shared governance structures representing the University community.

The creation of the Senate in 2012 was an attempt to enhance Loyola's system of shared governance, as it provided a means of combining seven independent University Policy Committees while also creating a venue for open communication among faculty, staff, students, administrators, and the Loyola community. Having the voice of all these constituencies in one body is invaluable and allows issues to be discussed and deliberated from the perspectives of multiple stakeholders. The Senate meetings are routinely attended by members of the Loyola community beyond those elected to the Senate. These guests are able to participate actively and often play an important role in the meetings. The inclusion of administrators (i.e., the Provost and administrators appointed by the President) is unique to the Senate and allows this body to not only gain insight into the perspective of the administration in real time, but also quickly and effectively obtain facts and relevant information or referrals needed to deliberate effectively on emerging topics. The fact that the Chairs of Faculty Council and Staff Council sit as *ex officio* members of the Senate and the Vice-Chair of SGLC and representatives from the graduate

student shared governance bodies all sit as voting members of the Senate ensures direct communication between the Senate and all the individual faculty, staff, and student shared governance bodies. While delineation of issues and functions between the Senate and Faculty Council needs to be addressed, over the past several years the Chairs of the Senate and Faculty Council have begun to communicate more regularly, and the Chair of the Senate and the Provost have been added as *ex officio* members of Faculty Council, ensuring transparency between these bodies and increasing collaboration between these two active groups.

IV. Emerging issues expressed by faculty, staff and students

Despite renewed interest in shared governance, the Task Force identified low or inconsistent participation in the current structures.[6] In particular, faculty report a lack of trust in the administration's adherence to shared governance principles as a reason for lack of participation. Various Task Force members reported that there is frustration and confusion in the number and layers of advisory groups on campus, the overlapping roles of the University Senate and the Faculty Council, lack of a clear role for Staff Council, and the lack of effective communication between the groups and with administration.

Members of this Task Force representing specially identified shared governance bodies on campus shared information about how their constituencies view the concept of shared governance at Loyola. The issues of concern were not the same for each group.

Faculty Council expressed the sentiment that the University Senate has diminished the voice of faculty because, over time, the administration has privileged the University Senate over the

[6] Task Force members engaged with their respective constituencies to determine issues of concern using surveys, discussion groups and one-on-one meetings.

Faculty Council in terms of recognition and communication. The sentiment is exemplified by the fact that the University Senate is linked on the web page for the Provost's Office as the primary organization for shared governance at Loyola, but the Faculty Council is not so referenced. Further, a representative from the Faculty Council was not invited to attend any of the committees or meetings of the Board of Trustees until recently, but the Senate Chair has been invited to participate on the Board's Academic Committee. The Faculty Council is seeking recognition by the administration as having legislative authority over academic matters. Faculty Council seeks communication and collaboration with other groups that deliberate on academic matters, including the Council of Deans and, in times of emergency management, the Academic Continuity Work Group.

Students have representation on Board of Trustees committees, but have expressed the sentiment that they lack consistent avenues of communication with the administration, particularly in times of emergency management. Students indicated that they are uncertain how their concerns and recommendations are considered and resolved by the administration. By example, the process by which the SGLC recommendation to pursue a smoke-free policy at Loyola was lengthy and delayed for reasons that were not made clear to students. Graduate students specifically expressed the need to have greater access to information relating to faculty affairs and policy changes that affect graduate students who also serve in a teaching capacity.

Staff Council expressed the sentiment that they are perceived more as a social organization than a formal part of shared governance. By example, there is no policy in place regarding issues of specific concern to staff (e.g., benefits) that administration should seek advice from Staff Council prior to implementation.

Specific themes common to all groups began to emerge during our deliberations. The Task Force specifically identified challenges with:

1) lack of clear delineation of jurisdictional province across shared governance bodies;
2) lack of collaboration and communication between shared governance structures and with the administration and University Advisory Committees (i.e., Benefits Advisory Committee);
3) the need for greater communication with the Loyola community about the importance of shared governance;
4) the need to develop a communication structure between the executive committees of the shared governance bodies;
5) lack of access to governing bodies such as the President's Cabinet and advisory committees convened by administration;
6) the need for direct communication with the President by all shared governance groups;
7) the need for proportional representation on various bodies;
8) the lack of recognition for service in shared governance, especially for staff and Non-Tenure Track members given that Tenure Track faculty are expected to engage in service and are sometimes provided course relief or other benefit in order to serve as Chair of a shared governance body; and
9) the need for transparent and comparable resources across shared governance bodies, including consistent administrative and budgetary support.

The concerns expressed by these Loyola stakeholders are in line with challenges raised in a report issued by a separate Shared Governance Task Force in 2006 (see findings here). In 2010, the Faculty Council revisited the recommendations from the 2006 Shared Governance Task Force report with Loyola President, Father Michael Garanzini. Faculty Council identified a need to improve the then-existing shared governance structure, which consisted of the independent

Faculty Council and seven University Policy Committees (UPC) coordinated by a University Coordinating Committee (UCC). An identified shortcoming of this structure was the development of policy proposals in relative isolation, with issues bouncing back and forth between the Faculty Council and the UPCs for extended periods without final resolution. The Faculty Council proposed creating a Faculty Senate to include the University President, Provost, three academic Deans, and elected faculty as members.[7]

Ultimately, the UPC and UCC structure was dismantled, and the University Senate emerged in 2012 to fill the need to improve communications between the three Loyola campuses and distinct constituencies by coming together as one body to discuss important issues.[8] However, because full-time faculty members at Loyola may serve on the Faculty Council, the University Senate or both, there is confusion regarding the distinct roles of these two bodies. The Faculty Council and the University Senate both serve in an advisory capacity to the President. The stated mission of the University Senate is to engage a system of shared governance for the purpose of ensuring broad review and discussion of issues, plans and policies of general university interest.[9] The voting members of the Senate include faculty, students, staff, administrators, with the Provost serving as an *ex officio* member.

The preamble to the Faculty Council Constitution states that it represents the Corporate Faculty to the University administration and may address itself to any matter of importance to the University in general and to the faculty at large. The Council membership is made up exclusively of full-time faculty members and administrators are specifically excluded.

[7] See Appendix 5 for this proposal from December 2010
[8] See minutes from first meeting of the then-Provisional University Senate on September 25, 2012
[9] See link to Senate bylaws in Appendix 4

This overlap in function was a point of particular concern in our analysis of shared government at Loyola. The concern for overlap extends beyond matters related to faculty affairs directly, but into issues of "general university interests" (e.g., benefits, resources, and campus climate). The interrelationship between the Faculty Council and the Senate requires clarification from the perspective of the administration as well, given that the Flow Chart of Advisory Groups within Shared Governance (see Appendix 3) and the Faculty Handbook (see Chapter 3, Shared Governance and Faculty Committees) do not accurately reflect the relationship as each body defines its role in their governing documents.

V. Review of shared governance outside of Loyola University Chicago

The Task Force researched shared governance structures at the twenty peer institutions identified on the 2019 Loyola Peer Group chart. While most of the institutions have established representative undergraduate student organizations and a dedicated staff council, the Task Force had difficulty confirming the status of graduate student organizations on some peer campuses. Variance existed in types of faculty governance structures at the institutions, including the faculty council, faculty senate, and faculty congress models. While several universities have a combined faculty, staff, and administration structure that approximates the Loyola University Senate model, a majority featured a distinct Faculty Senate or Council model.

According to the Association of Governing Boards White Paper on Shared Governance, there are ten threshold conditions that are required for the successful operation of high-functioning shared governance.[10] At the core, all stakeholders must agree on the principles of shared governance,

[10] **1.** A shared commitment on the part of faculty, administration, and board members to the principles of shared governance, and a current, shared understanding among faculty, board, and president of what shared governance

which requires a common and agreed upon definition and a shared commitment to the value of shared governance to an institution's mission.

VI. Principles of shared governance

The Task Force agreed to the following principles of shared governance for consideration by the administration.

- An understanding and commitment by administration to seek input from community representatives that will be affected by a decision on policy or procedure contemplated by administration prior to implementation.
- A shared commitment by shared governance structures to consistent and timely communication, including in times of emergency, with administration and between the various shared governance groups.
- A commitment by administration to value and practice shared governance at all levels of decision-making within the University community.
- A commitment by the administration and shared governance structures to actively encourage full, diverse, and inclusive participation by the university community.

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actually is and how it operates/functions/works in their institution. **2.** A shared and clearly articulated commitment to trust, collaboration, communication, transparency, inclusiveness, honesty, and integrity. **3.** An institutional culture of good will, good intentions, and commitment to common values that is reinforced through the practice of shared governance. Clear policies concerning authority and standard operating protocol are important to develop, but without goodwill and commitment to shared values, they can't lead to effective decision-making on meaningful issues. **4.** A shared commitment among all parties to focus the practice of shared governance on the institution's strategic goals, aspirations, and challenges. **5.** Constitutional documents (such as bylaws, faculty handbooks, policy statements) that clearly codify decision-making authority as well as a thorough, nuanced understanding on the part of board members, faculty, and presidents of their own respective roles in shared governance, as well as those of their colleagues. **6.** A shared appreciation by board members and faculty of the complexity of the president's role in facilitating a constructive relationship between the board and the faculty. **7.** A recognition that while students, staff, and contingent faculty often do not have a formal role in shared governance, boards, presidents, and faculty should create regular opportunities to include their voices in the discussion of important issues and major decisions. **8.** A shared recognition that institutional change is necessary, constant, and inevitable; the dynamically changing external environment and continued institutional relevance demand it. All stakeholders must be open to doing things differently when circumstances require. **9.** A recognition that the most important decisions are often the most difficult and contentious, but that the preservation of relationships is vital to sustained effectiveness in governance. **10.** A recognition by the president, board chair, and faculty leadership that they have collective responsibility to ensure that the above conditions exist.

- An understanding that the Board of Trustees and administration are ultimately responsible for carrying out the mission and goals of the academic enterprise.

In regard to the role of faculty sharing in the governance of educational policy, the AAUP Statement on Government of Colleges and Universities provides

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing Board or delegated by it to the President should be exercised adversely only in exceptional circumstances, and for reason communicated to the faculty."

VII. Recommendations

The recommendations below are based on the Task Force's review of best practices in shared governance, the structures in place at peer and aspirant schools, and discussions of the limitations and concerns with our current system. The Task Force makes the following recommendations for improving the functioning and efficiency of our shared governance system at Loyola. The Task Force believes that the recommendations are in line with the articulated mission of Loyola University Chicago.[11]

A. CLARIFICATION OF ROLES, RESPONSIBILITIES AND JURISDICTION

Shared governance requires that all stakeholders have clearly defined roles and responsibilities in the decision-making processes. As such, we provide the following clarification regarding the responsibilities of the elected shared governance bodies and provide suggestions for constitutional changes that will help define foundational interactions between the elected bodies and the administration.

i. STAFF COUNCIL – Staff Council, in collaboration with the Vice President for Human Resources, serves as the primary shared governance advisory body for the formulation, review,

[11] We are Chicago's Jesuit, Catholic University--a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith.

and recommendation of substantive policies and initiatives that deal specifically with the responsibilities and rights of staff (herein defined as non-faculty and non-student employees).

1. **Example staff specific issues/activities/charges under the jurisdiction of Staff Council**
    a. Review and develop policies related to staff recruitment, retention, evaluation, and workload.
    b. Review and recommend policies relating to the professional development and personal growth of staff.
    c. Promote awareness of support and resources for the work of staff.
    d. Initiate, review and recommend changes to employment policies or procedures affecting staff which are detailed in the Employee Staff Handbook.
    e. Review and recommend policies that ensure the fairness and efficiency of staff grievance procedures.
    f. Provide a venue for communication among staff.
    g. Creation and maintenance of personal assistance/resources for staff.
    h. Manage and promote staff recognition.
    i. Organize events to promote staff community building.

2. **Specific Recommendations:**

a. Establish an Ombuds Office for the informal resolution of conflicts by an independent and impartial neutral ombudsperson in a confidential setting.

b. Appoint staff members to University committees (i.e., Executive Council for Diversity and Inclusion, Benefits Advisory Committee).

c. Appoint the Staff Council Chair to represent the staff on the Board of Trustees human resources committee.

d. Work with Human Resources to administer an employee climate survey every 2-3 years with questions and topics developed in collaboration with Staff Council.

ii. STUDENT GOVERNMENT OF LOYOLA CHICAGO (SGLC) – The SGLC serves as the primary shared governance advisory body for the formulation, review and recommendation of substantive policies and initiatives specific to undergraduate students.[12]

1. **<u>Example Issues/Initiatives under the jurisdiction of the SGLC</u>**
    a. Allocation of the Student Activity Fund (SAF). SGLC reviews proposals to determine the validity of funding requests for registered student organizations (RSO).
    b. Appointment Power of Undergraduate Students to External Bodies**:**
        1. The SGLC President has appointment power to Board of Trustees Committees: Academic; Advancement; Finance[13]; Diversity, Inclusion, and Jesuit Identity.
        2. The SGLC President and Vice President serve as student representatives to the Board's Student Development and Success Committee.
        3. A student representative to the Investment Policy committee is now instated for the remainder of the 2020-2021 year, in coordination with the Chairperson of the committee, the University President, and the Chief Investment Officer.
        4. The SGLC President appoints 4 undergraduate student representatives to the University Senate. The Vice President sits on the Executive Committee and serves as chief liaison between the SGLC and the University Senate.
        5. The President of SGLC has the ability to appoint student representatives to external ad hoc and university committees such as the Board of Undergraduate Studies, Loyola University Public Engagement, Executive Council for Diversity and Inclusion, and the Shared Governance Task Force.
    c. Undergraduate Academic Affairs (e.g., creation of the ASPIRE Scholarship).

[12] SGLC represents four-year undergraduate students at LUC but also supports active representation of the student body of Arrupe College by its Student Government of Arrupe College (SGAC).
[13] A student representative typically sits on the Finance Committee, but did not in 2020-2021. There is support for this to be reinstated in 2021-2022.

d. Diversity, Equity and Inclusion (DEI) and Sustainability (e.g., resolution on *Separate from Food Providers Invested in the Prison-Industrial Complex*).

e. Black History Month Recognition.

f. Indigenous People's Day Recognition.

g. Sustainable Investment Portfolio/Divestment.

h. Tobacco, Smoke, and Vape-Free Campus.

i. Facilities and Transportation Services.

j. Campus Safety Initiatives.

k. Wellness Initiatives.

l. Residence Halls.

m. Commuter Student Life.

2. <u>Specific Recommendations:</u>

The SGLC Articles of Governance need to be amended to clarify the interaction and reporting structure between the SGLC and the University Senate. Specifically, clarification is needed on *which* and *when* SGLC initiatives that concern multiple constituencies are brought to University Senate. We recommend that the Vice President of SGLC, who sits as a member of the Executive Committee per the Senate bylaws, has discretionary authority in deciding which passed legislation or initiatives are brought up for discussion based on guidelines developed by the University Senate. Such instances could be in cases when the students seek broader community support for initiatives or when their suggested policy changes would affect multiple constituencies on campus. More clarity is needed, in general, on the obligations of administrators to formally respond, though most proposals and advocacy are met with consistent replies and often collaboration.

iii. GRADUATE, PROFESSIONAL, AND ADULT COUNCIL (GPAC) -- GPAC serves as the primary shared governance advisory body for the formulation, review and recommendation of substantive policies and initiatives specific to students within the Graduate, Professional, and Adult (GPA) sector of Loyola University Chicago.

1. **Example issues/activities/charges under the jurisdiction of the GPAC**
    a. Advocate for the interests of GPA students.
    b. Formulate policy regarding GPA student issues.
    c. Promote/Organize Service opportunities for GPA students.
    d. Provide a venue for communication among GPA.
    e. Organize Social Events to promote GPA community building.
2. **Specific Recommendations:**

    The GPAC Bylaws need to be updated to clarify if they are intending to legislate Acts/Resolutions, to whom their Acts/Resolutions are to be presented, the obligations of the administration to respond, and their interaction with the University Senate, including the appointment of a GPAC representative to the University Senate executive committee should the Bylaws of the Senate allow for such appointment.

iv. GRADUATE STUDENT ADVISORY COUNCIL (GSAC) -- GSAC, in collaboration with the Dean of the Graduate School and Vice Provost of Graduate Education, serves as the primary shared governance advisory body for the formulation, review and recommendation of substantivepolicies and initiatives specific to students within The Graduate School.

1. **Example issues/activities/charges under the jurisdiction of GSAC**
    a. Advocate for the interests and needs of students in The Graduate School via policy formulation.
    b. Facilitate direct interaction and communication between graduate students, faculty, program directors, and administration.
    c. Organize and promote service events and social interactions among students in The Graduate School.
    d. Organize and host The Graduate School's annual Interdisciplinary Research Symposium for the spring semester.
    e. Maintain regular communication with and offer support to other student-led organizations at Loyola.
2. **Specific Recommendations:**

The GSAC Constitution should be updated to clarify to whom their Acts/Resolutions are to be presented, the administration's obligations to respond, and their interaction with the University Senate, including the appointment of a GSAC representative to the University Senate executive committee should the Bylaws of the Senate allow for such appointment.

v. FACULTY COUNCIL – With the dissolution of Faculty Extraordinary Committee of the University Senate, the Faculty Council serves as the primary shared governance body for issues related specifically to faculty and the enhancement and quality of academic programs (e.g., curriculum, subject matter, methods of instruction and research).

1. **Example issues/activities/charges under the jurisdiction of Faculty Council**
   a. Faculty Affairs.
      i. Review and revise the Faculty Handbook.
      ii. Manage faculty recognition (e.g., Faculty Member of the Year).
      iii. Review and recommend policies and procedures for faculty hiring, conditions of employment, retention, evaluation, salary, workload, and promotion/tenure.
      iv. Review and recommend policies relating to the professional development of faculty.
      v. Review and recommend policies and procedures governing leaves of absence, research leaves, and summer leaves.
      vi. Review and recommend policies that ensure the fairness and efficiency of university disciplinary policies and procedures for faculty.
   b. Academic Affairs and Research.[14]
      i. Approving curriculum decisions and reviewing academic programs.
      ii. Determining methods of instruction, infrastructure, and modes of delivery.
      iii. Approving degrees offered and degree requirements.
      iv. Establishing procedures and review for research support.
   c. Administrative Affairs.[15]
      i. Allocating faculty positions relative to rank.
      ii. Establishing teaching loads.
      iii. Establishing procedures for the selection and review of deans and chairs.
      iv. Participating in the governance of the university libraries.

[14] Consistent with the AAUP Statement on Government of Colleges and Universities, faculty have a primary role in academic affairs.
[15] Consistent with the AAUP Statement on Government and Colleges and Universities, faculty have an advisory role in faculty-related administrative affairs.

v. Recommending faculty representatives on university-wide committees.

2. <u>Specific Recommendations</u>:

The Office of the Provost provides a Chart of Reviews and Approvals for Academic Matters, but that Chart does not list any role for the Faculty Council in the approval or review process. The Chart should be revised to include a role for Faculty Council in addition to the University Senate. Specifically, the Chart must be updated to indicate Faculty Council is granted the ability to *review* and *recommend* academic matters under review after the presentation of the matter to the University Senate for *informational* purposes. The following academic matters should be subject to review and recommendation by the Faculty Council:

- Changes to University Core Curriculum (13)
- Changes in degree credit hour requirements (26)
- Creation of new degree (27)
- Elimination of existing degree (28)
- Creation or elimination of on-line degrees (29)
- Creation of new academic policy, standards and regulations (30)
- Changes to existing academic policy, standards and regulations (31)
- Elimination of existing department and faculty (35)
- Creation of new school or college (36)
- Elimination of existing school or college (37)
- Reorganization of academic units across schools (39)
- Reorganization/redirection of existing department(s) (40)
- Reorganization/redirection of existing college or school(s) (41)
- New University Curriculum (i.e., Core) (43)
- External Collaborations, Affiliations, Partnerships for Academic Programs (44)

vi. UNIVERSITY SENATE – In collaboration with the Provost, the Vice President of Human Resources, and other shared governance bodies via their Senate representatives, the University Senate serves as the primary shared governance body on matters that cross constituencies, providing a place for coordination among the shared governance bodies andthe Loyola community, and ensuring broad consultation with and among students, faculty,staff, and administrators.

1. **Example Issues/Activities/charges under the jurisdiction of the University Senate**
    a. Diversity, Inclusion and Anti-racism – While constituency-specific issues will inevitably be discussed in the other shared governance bodies, the Senate will review and recommend on issues and policies that impact the entire university community and serve as a place for the shared governance bodies to come together to support each other's initiatives (e.g., campus safety and policing; review of the University diversity statement and annual report; wellness and mental health services; advocate and make recommendations for a truly diverse and equitable environment in the many sectors of the Loyola community).
    b. Joint Faculty and Staff Affairs (e.g., benefits, parental leave, Title IX and matters impacting the Office of Equity and Compliance).
    c. Institutional Climate and Mission Policies (e.g., tobacco-free campus, free speech, policies related to political speech, demonstrations, social justice, environmental sustainability, mission integration, civic engagement).
    d. Cross-constituency Academics Affairs and Research – While many academic issues related to the improvement of teaching and overall quality of academic programs will be addressed within Faculty Council, many academic issues have a broader impact and would benefit from more general discussion/input (e.g., review proposals for changes in the academic calendar; provides advice on programs and procedures which support research; evaluate how changes/removal of programs may have a broad impact on faculty, staff, students, particularly recruitment; changes to the university library structure; and research support concerns).
    e. Strategic Planning – Effective strategic planning requires input and coordination across the University. The Senate will ensure adequate consultation with and input from all constituencies and assist in advancing strategic planning goals and, as warranted, making recommendations.
    f. Budget and Finance – While financial decisions are ultimately made by the President and Board of Trustees, input across all constituencies is critical, and

transparency is expected. As such, the Senate can help facilitate and recommend ways to improve communication and transparency; ensure adequate consultation with and input from faculty, staff, and students; review and support ongoing Advancement efforts; undertake specific projects assigned by the Chief Financial Officer/Chief Business Officer.

g. Student Affairs -- While many student issues will be addressed within student government, some issues would benefit from faculty and/or staff involvement, andthe Senate will provide a venue for that collaboration (e.g., ensure regular reviewand assessment of the quality and effectiveness of student support, assess how expanding undergraduate enrollment affects the quality of the Loyola student experience).

h. Staff Affairs -- While many staff issues will be addressed within Staff Council,some issues would benefit from faculty and/or student involvement, and the Senate will provide a venue for that collaboration.

2. Specific Recommendations:

a. Appointment to Board of Trustee Committees -- In furtherance of the goals of shared governance, transparency and accountability, the appointment of Senators to specific committees of the Board of Trustees should include appointment to the Jesuit Catholic Identity and Diversity and Inclusion Committee, the Finance Committee, and the Human Resources Committee.

b. Reconstitute the membership of the University Senate to include a more representative balance between faculty, staff, and students to ensure adequate staff and students' voice. The Senate currently has a majority of its voting members from the faculty, so its composition should be adjusted so that no single constituency has a majority of voting seats on the Senate.iii.Provide for elected representatives from Faculty Council and Staff Council to serve as formal Senators on the University Senate as a means of improving cross-communication among shared governance groups.

c. Provide for designated University Senate Senators to sit *ex officio* on Faculty Council and Staff Council as a means of improving cross-communication among shared governance groups.

d. Provide for elected representation from the Student Government of Arrupe College (SGAC). Appointment of a SGAC Senator to the University Senate would provide Arrupe students with a tangible way to engage in shared governance as it exists on Loyola's campus, as Arrupe students are undoubtedly affected by some of the decisions made in University Senate.

B. RECOMMENDED IMPROVEMENTS IN COMMUNICATION

1. Publish a clear statement from the President and the Board of Trustees that the administration and Board firmly commit to shared governance in key decisions that affect Loyola University Chicago faculty, staff, and/or students. Shared governance is a term that is subject to multiple definitions and interpretations, but at a minimum should provide that administration will seek the advice of key constituencies in making broad and important decisions; provide for open lines of communication with administration; and give voice, but not necessarily ultimate authority, to concerns common to all constituencies as well as to issues unique to specific groups. *See AAUP Statement on Shared Government of Colleges and Universities (Appendix 6).* A commitment at the highest level will serve to engage and encourage participation by a diverse group of faculty, staff, and students, especially if the administration specifically recognizes service on shared governance structures in a tangible way.

2. Firmly establish channels of communication as follows:
   a. Between the various shared governance structures through the coordinated efforts of the executive boards of the shared governance bodies.

b. Between the shared governance bodies, the Office of the President and the Office of the Provost, specifically by appointment of the Provost as an *ex officio* member of the Faculty Council in addition to serving *ex officio* on the University Senate.

c. Between all shared governance bodies and the Board of Trustees, specifically through the new appointment recommendations herein.

d. Between shared governance faculty representatives and the Deans. This could be facilitated by inviting the Chairs of Faculty Council and the University Senate to attend designated meetings of the Council of Deans.

e. Between shared governance representatives and Human Resources, by adding the Vice President of Human Resources as an *ex officio* member on the Staff Council andon the University Senate.

f. In times of a University-declared state of emergency, the convening of an Emergency Executive Committee for Shared Governance consisting of the Provost, Vice President of Human Resources and Chairs/Presidents of the University Senate, Faculty Council, SGLC, GSAC, GPAC, and Staff Council. This body would serve to enhance the efficiency of communication between the administration and among the shared governance bodies in times of emergency.

C. RECOMMENDED IMPROVEMENTS TO TRANSPARENCY IN DECISION-MAKING

1. The Office of the Provost provides a Chart of Reviews and Approvals for Academic Matters, but in the interest of transparency and to facilitate shared governance Participation, a similar type of process ch,art is needed for other areas of key decision-making within the institution.

2. The administration should provide transparent and dedicated resources to all shared governance structures that can be managed and used autonomously, including a budget to cover administrative assistance (e.g., someone to maintain archives, websites, and Sakai sites), meetings and associated costs, including a paid student worker, dedicated meeting space on the Lake Shore campus and the Water Tower campus, and training opportunities on best practices in shared governance and leadership development for those taking on leadership roles of shared governance bodies.
3. The administration should provide the Chair of Faculty Council and the Chair of University Senate a course reduction during their terms of service or, in the alternative, a summer stipend at the discretion of the Chairs. Provide the Chair of Staff Council a stipend for their term of service.
4. The administration should establish best practices and more consistency across the shared governance structures within individual academic units at Loyola. Most schools at Loyola have several committees or other groups that serve as shared governance bodies for the school. It would be beneficial if the information on these structures was shared between schools, so that those identified as well-functioning could serve as models to enable analogous bodies to be added to schools lacking sufficient shared governance bodies.
5. The administration should formalize a policy of review of shared governance structures at Loyola University Chicago every five years by a Shared Governance Task Force or similar structure as convened by the President and Provost to be led by

the Chair of the Faculty Council and the Chair of the University Senate or their designees.

Appendix 1 – List of SGTF Members and Affiliations

Francis Alonzo	falonzo@luc.edu	Faculty, HSC, Microbiology
Tim Classen, Co-Chair	Tclass1@luc.edu	Faculty, Quinlan School of Business Past Chair, Faculty Council
Pamela Caughie	pcaughi@luc.edu	Faculty, CAS, English
Krislyn Zhorne	Kzhorne@luc.edu	PhD student, English, GSAC Secretary (19-20); Treasurer (20-21)
Qunfeng Dong	qdong@luc.edu	Faculty, HSC, Stritch School of Medicine
Martin Flores (2021 graduate)	Mflores11@luc.edu	Undergraduate student, SGLC Member (19-20) and VP (20-21)
Zelda Harris, Co-Chair	zharris@luc.edu	Faculty, School of Law Past Chair, University Senate
Tavis D. Jules	tjules@luc.edu	Faculty, School of Education Chair, Faculty Council
David Klinger	dklinger@luc.edu	Faculty (NTT), Physics/Chemistry & Biochemistry
Kathleen Meis (2020 graduate)	kmeis@luc.edu	Undergraduate student SGLC President
Alex Gianneschi	agianneschi@luc.edu	Undergraduate student, SGLC Associate Justice (joined Sept. 2020)
Jeremiah Martin	Jmartin17@luc.edu	Staff, Alumni Relations Past Chair, Staff Council
Richelle Rogers	rrogers2@luc.edu	Faculty, School of Communication
Ava Francesca Battocchio (2020 graduate)	abattocchio@luc.edu	Master's student, Global Strategic Communication; GPAC, Co-Chair.
Susan L. Uprichard	suprichard@luc.edu	Faculty, Medicine and Microbiology Chair, University Senate
Justyna Canning	jcanning@luc.edu	Staff, School of Communication; Chair, Staff Council (joined Feb. 2021)

Appendix 2 – Transition from UPCs to University Senate committees

The 2009 LUC Faculty Handbook identifies seven University Policy Committees (UPCs):

1) Academic Affairs
2) Faculty Affairs
3) Student Affairs
4) Staff Affairs
5) Strategic Planning
6) Budgeting and Finance
7) Research

The operations of each UPC were supervised by the University Coordinating Committee (UCC).

The 2015 LUC Faculty Handbook states on page 23 that "The University Senate replaces the Shared Governance University Policy Committees, and a committee or subcommittee of the University Senate (currently the Extraordinary Committee of the University Senate, and any successor committee or subcommittee of the University Senate is referred to in this Faculty Handbook as the "Faculty Committee of the University Senate") replaces the Faculty Affairs University Policy Committee."

The Senate website currently lists the following committees:

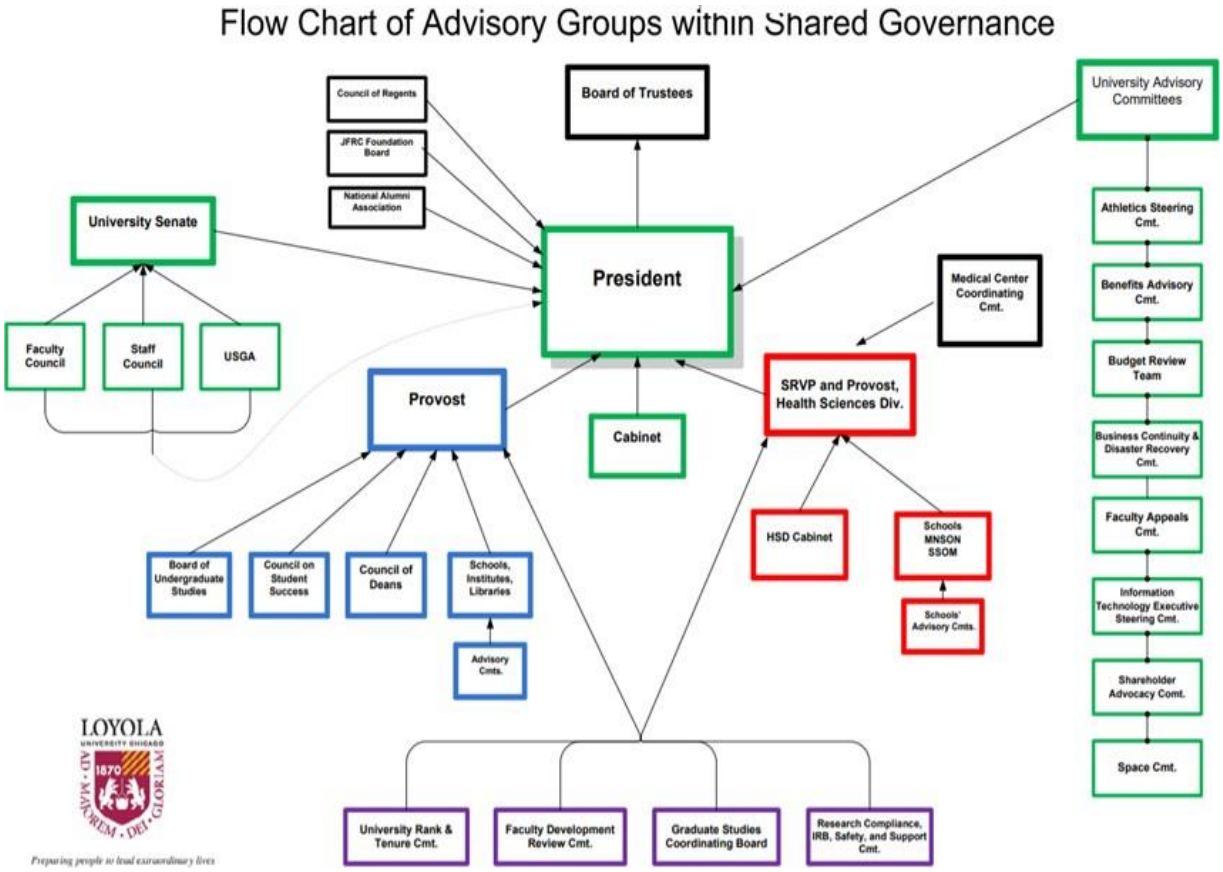
1) Academic Affairs and Research Committee
2) Budget and Strategic Planning Committee
3) Diversity Committee
4) Faculty Affairs and Staff Affairs Committee
5) Student Development and Success Committee
6) Bylaws and Elections Committee

In February 2019, the Senate voted to disband the Extraordinary Committee of the University Senate, which consisted of all elected Senators who served on the faculty.

Faculty Council currently features three committees on its website:

1) Faculty Affairs
2) Academic Affairs
3) Faculty Service

Appendix 3 – October 2012 Flow Chart of Advisory Groups within Shared Governance



Appendix 4 – Links to Governing Documents of Current LUC Shared Governance Bodies

- Constitution and By-Laws of Faculty Council
- By-Laws of the University Senate (most recently amended February 22, 2019)
- SGLC Articles of Governance
- GPAC By-Laws
- GSAC Constitution

Appendix 5 – Proposal from Faculty Council to create Faculty Senate, December 2010

"SOLVITUR COLLOQUENDO UNA"

("IT IS SOLVED BY TALKING TOGETHER")

Proposal for Creating a Faculty Senate

Prepared by

Faculty Council's Committee for Creating a Faculty Senate

Peter J. Schraeder, Professor, Political Science (Committee Chair)

Mary Dominiak, Assistant Professor, Nursing

Walter Jay, Professor, Ophthalmology

Gordon Ramsey, Professor, Physics

Adopted Unanimously by Faculty Council, December 2010

Overview

The elected members of Faculty Council and University President Michael J. Garanzini, S.J., agree that the creation of a Faculty Senate would strengthen shared governance at Loyola University Chicago. The primary purpose of this new body, which would be advisory to the President, is to ensure that faculty and administration leaders meet together on a regular basis to discuss university issues of common interest. As such, the theme of this body is the Latin phrase, "*Solvitur colloquendo una*," which roughly translates as "It is solved by talking together." The forty-one-member Faculty Senate will include thirty-five elected faculty members, the University President, the Provost of the Lakeside campuses, the Vice President for Academic Affairs of the Loyola University Health System (LUHS), and three Deans. No designees would be allowed. It will replace the current Faculty Council and University Policy Committee (UPC) system, and formalize relationships with faculty bodies already in existence, such as the Board of Graduate Studies. This proposal draws on the best practices at Loyola's peer and aspirational universities and Loyola's own experiences with shared governance, most notably the process that led to the successful adoption of a new Faculty Handbook in Fall 2009.

Why a New Body?

Father Garanzini and Faculty Council agree that the existing shared governance system, which is comprised of an independent Faculty Council of elected faculty members and seven UPCs loosely coordinated by a University Coordinating Committee (UCC), is inherently flawed, and as such has failed to live up to expectations. Especially as concerns the UCC/UPC structure: an inherently flawed model was adopted from Santa Clara, and made worse. One of the inherent

shortcomings of this system is that policies and proposals are typically developed by either faculty or the administration in relative isolation, at best bouncing back and forth between the two groups over an extended period of time, with each side lamenting the other for either a lack of understanding or the lack of expeditious action. The Faculty Senate model responds to this shortcoming by ensuring that faculty and administration leaders regularly meet together around the same table so that issues can be discussed, debated and concluded on a timely basis. The inspiration for moving toward this model was the adoption in Fall 2009 after a year of intense activity of a revised version of the Faculty Handbook, which both faculty and administration had desired, but that had languished for several years (the last version of the Faculty Handbook was adopted in 1993). One of the keys to success in the Faculty Handbook revision process was a series of extended working meetings at the end of Spring 2009 inclusive of Father Garanzini, other senior administration officials, and faculty representatives that were able to decide outstanding issues, get closure, and move forward with solutions that were embraced by all. It succeeded by having all of the principals in the same room at the same (opportune) time. The Faculty Senate is designed to recreate this success on a regular basis.

Why a Faculty Senate?

A survey of shared governance at Loyola's nineteen peer and eleven aspirational institutions listed on the Office of Institutional Research website demonstrates three broad types of models: (1) Loyola's current model of a "Faculty Council" that includes only elected faculty members (adopted by three institutions); (2) a "Faculty Senate" model that principally includes elected faculty and administration officials (adopted by fifteen institutions); and (3) a "University Senate" model that includes broader representation of faculty, administrators, students, and sometimes staff (adopted by seven institutions). An additional two institutions maintain some combination of the above, such as a separate Faculty Council and a separate Faculty Senate. Little or unclear information is available for three additional institutions (see Appendix 1). The primary shortcoming of the Faculty Council model (the current model at Loyola) is that Faculty and administration officials are not around the same table to jointly discuss issues of common interest. At the other extreme, the University Senate model is too broad and too far-ranging to effectively manage core issues of concern to the faculty and administration. The Faculty Senate model, inclusive of both faculty and administration officials, provides the best structure for a streamlined decision-making process in which faculty and administration officials meet together on a regular basis. It is also the most prevalent shared governance model at our peer and aspirational institutions.

Mandate

As is the case with Loyola's current Faculty Council and several key aspirational institutions, such as Georgetown University and the University of Notre Dame, the Faculty Senate will have the following broad mandate: "The Faculty Senate shall have authority to address itself to any matter of importance to the University in general and to the faculty in particular."

The Faculty Senate is advisory to the President of the University. As such, the Faculty Senate communicates directly with the President of the University, who is a member of the Faculty Senate.

Membership

The Faculty Senate is envisioned as a relatively small forty-one-member body conducive to discussion and the strengthening of personal and professional relationships that will include the University President, the Provost of the Lakeside campuses, the Vice President for Academic Affairs of the LUHS, three Deans appointed by the President of the University (one Dean each from the Lake Shore, Water Tower, and Maywood campuses), and thirty-five elected faculty members (the current number on Faculty Council) as currently distributed among the ten major Schools and Colleges (see Appendix 2). As is the case with the current Faculty Council, only full-time tenure-track faculty members are eligible to stand for elections to the Faculty Senate. Throughout this document, the term "faculty" refers to "full-time tenure-track faculty."

All members are expected to attend each meeting, each member has equal voting rights, and no designees will be allowed. This latter point is extremely important, especially if the Faculty Senate is to serve as a body of regular, high-level discussion among faculty and senior administration officials. For example, we were informed that Creighton University sought to enhance communication by making a transition from a Faculty Council model to a Faculty Senate model. Unfortunately, this transition ultimately resulted in little change as concerns the depth of discussions, in that the senior academic officers often sent designees to the meetings rather than attending the meetings themselves. Father Garanzini has underscored that, if Loyola undertakes the transition from a Faculty Council to a Faculty Senate, meetings should be scheduled a year in advance and should be mandatory for all involved (i.e., no designees).

Terms of Office

The University President, the Provost of the Lakeside campuses, and the Vice President for Academic Affairs of the LUHS are permanent members of the Faculty Senate. All appointed members serve a term of two years, renewable (no term limits). The thirty-five faculty members are elected for a term of two years, also renewable (no term limits). The issue of term limits has been the subject of much discussion, both internally within Faculty Council and between Faculty Council and the administration, including most recently with Father Garanzini. Faculty Council believes that there should not be term limits for the following three reasons: (1) the importance of institutional memory when dealing with an issue that has a longer history than may be initially apparent, so as to avoid "reinventing the wheel" when seeking a solution to that issue; (2) prominent aspirational universities, such as Notre Dame and Georgetown, do not have term limits; and (3) steady and constant turnover already naturally occurs in the current Faculty Council, as witnessed by the fact that an overwhelming majority (60 percent) of current Faculty Council members are serving either their 1st or 2nd year in office, with only 20 percent having

served more than six years. Faculty Council firmly believes that without renewal – gradual but real – Faculty Senates and other shared governance bodies run the risk of preventing the emergence of new ideas, new perspectives, and new relationships. Faculty Council also appreciates the wisdom that accompanies service over time. Toward this end, Loyola's Faculty Council – and hence an envisioned Faculty Senate – has and will continue to embody gradual but real renewal and change.

Leadership and Agenda Setting

The Faculty Senate officers will include a Faculty Senate President and Vice President, who shall be faculty, elected by the full Faculty Senate membership. The meeting agenda will be established by the Executive Committee of the Faculty Senate, which will include the Faculty Senate President and Vice President, the Provost of the Lakeside campuses, the Vice President for Academic Affairs of the LUHS, and three additional faculty members elected by the full Faculty Senate membership. The Faculty Senate President will preside over meetings of both the Faculty Senate and the Executive Committee. An administrative assistant provided by the administration will take the minutes at the meetings of the Faculty Senate and the Executive Committee. The Faculty Senate President and Vice President will also participate at least once each year in the Board of Trustees meetings, which take place 4x a year. This latter point is something that Father Garanzini would have to request of the Board of Trustees.

Meeting Schedule

The Faculty Senate will meet at least 4x a year (twice each semester) during October, December, February, and April. It will also hold an August retreat to set priorities for the upcoming year. The Executive Committee of the Faculty Senate will meet one week prior to each of the above meetings to set the agendas for those meetings. Meeting dates shall be established and published one year in advance, to avoid any potential meeting conflicts. Additional full Faculty Senate meetings may be called by the Executive Committee of the Faculty Senate.

Separate Faculty Caucus

The faculty members of the Faculty Senate shall caucus as a separate group at least 4x a year (twice each semester) during September, November, January, and March. A faculty member will take the minutes of the caucus meetings. The primary purpose of this caucus is twofold: (1) maintain a tradition of meeting and discussing priorities as a group, similar to the University President's regular meeting and discussion of priorities with administrators during the weekly Cabinet meeting; and (2) ensure that minor issues are discussed separately and dispensed with in advance such that only the issues of greatest importance are proposed to the Executive Committee for potential full discussion at regular Faculty Senate meetings.

Folding the UPC System into a Larger Faculty Senate Committee System

One of the most important changes associated with the transition to a Faculty Senate is that the current UPC system would be reformulated and fall under the authority of the Faculty Senate. The Executive Committee of the Faculty Senate would assume the role of the UCC, the latter of which would cease to exist as an independent body, thereby coordinating the consideration of issues by the full Faculty Senate and the Faculty Senate committees. The Faculty Senate President, as is the case with the current Faculty Council Chair, would be responsible for nominating the faculty members of the Faculty Senate committees. Only two of the seven UPCs potentially would not be affected by the transition to a Faculty Senate: the Student Affairs and Staff Affairs UPCs theoretically could continue as intermediaries for policy changes between the University administration and the USG and Staff Council, respectively. The remaining five UPCs would cease to exist as independent bodies and would become part of a larger Faculty Senate committee structure. Specifically, the new Faculty Senate would include the below committees, the overall list of which is based on the Faculty Council's committee structure, the UPC system, and the types of committees typically included in Faculty Senates at other universities, although no common set of committees can be cited as typically comprising part of Faculty Senates at other universities. Any full-time tenure-track faculty member would be eligible to serve as a faculty representative on any committee (i.e., committee membership will not be restricted to faculty voted onto the Faculty Senate). The committees would be required to meet at least twice each semester (at least 4x each academic year).

The new set of Faculty Senate committees would be as follows (see Appendix 3 for more complete descriptions):

- Academic Affairs Committee (replaces the Academic Affairs UPC, and is involved in assessing teaching and the overall quality of academic programs at the undergraduate and graduate levels)
- Administrative Policies and Resources Committee (replaces the Faculty Council committee by the same name, and principally would be responsible for Dean evaluations and the periodic review of the shared governance system)
- Awards Committee (replaces the Faculty Council committee by the same name, and principally would be responsible for the "Faculty Member of the Year" Award)
- Budget and Finance Committee (replaces the Budget and Finance UPC, and is involved in assessing the budgetary and financial implications of short-term and long-term planning)
- Elections Committee (replaces the Faculty Council committee by the same name, and principally would be responsible for the election of members to the Faculty Senate and the election of Faculty Senate officers, including the Executive Committee)

- Faculty Affairs Committee (replaces the Faculty Affairs UPC, and is involved in assessing policies related to faculty workload, faculty appointments, retention, professional leaves, promotion, and tenure)
- Faculty Status Committee (replaces the Faculty Council committee by the same name, and principally would be responsible for the annual review of faculty salaries, including gender equity)
- Research Affairs Committee (replaces the Research Affairs UPC, and is involved in assessing programs, procedures, support, and guidelines related to faculty research and grants)
- Strategic Planning Committee (replaces the Strategic Planning UPC, and is involved in assessing the implementation and success of the strategic plan)

Relationship to Other Shared Governance Bodies

An important aspect of streamlining the shared governance system is making a Faculty Senate the primary point of contact for a variety of faculty bodies at Loyola. In this regard, the Faculty Senate President (as is currently the case with the Faculty Council Chair) nominates faculty members for important university committees, such as the Faculty Appeals Committee, and will play a more direct role in the elections that select faculty members for the University Rank & Tenure Committee and Faculty Development Review Committee. A review of best practices at our peer and aspirational universities further underscores the importance of referencing the nature of working relationships and lines of communication between faculty bodies and the Faculty Senate. Specifically, the chair of each of the following existing faculty bodies, which report directly to the University President and the Provost, will provide an oral and written summary of activities at least once a semester to the following relevant Faculty Senate committees:

- Benefits Advisory Group (BAG)/Faculty Status Committee
- Board of Graduate Studies (BGS)/Academic Affairs Committee
- Board of Undergraduate Studies (BUS)/Academic Affairs Committee
- Faculty Appeals Committee (FAC)/Faculty Affairs Committee
- Faculty Development Review Committee (FDRC)/Faculty Affairs Committee
- University Rank and Tenure Committee (UR&T)/Faculty Affairs Committee

Process to Date and Moving Forward

The process that led to the current proposal began with Father Garanzini indicating at the August 2009 Faculty Council retreat (and again at the August 2010 Faculty Council retreat) that he

favored a revision of Loyola's shared governance system and especially the movement from the current Faculty Council to a Faculty Senate. Faculty Council, which historically has supported moving toward a Faculty Senate, embraced Father Garanzini's suggestion, and created a task force that spent the 2009-10 academic year collecting comparative data on shared governance systems at Loyola's peer and aspirational universities and discussing various potential models. Faculty Council in Spring 2010 voted unanimously in favor of a "Statement of Principles" that was subsequently discussed with Father Garanzini and other senior academic officers, including John Pelissero and Paul Whelton. The Fall 2010 semester was spent turning those principles into the current proposal, which was adopted unanimously at the December 2010 Faculty Council meeting. In terms of moving forward, this proposal will be sent to Father Garanzini in December 2010 for distribution and discussion at a January 2011 presidential retreat for senior academic officers. The Executive Committee of Faculty Council hopes to meet with Father Garanzini at the end of January and following the January retreat, to discuss the initial reactions of Father Garanzini and other administrators, as well as next steps, including the drafting of a Constitution, with the possibility of having a Faculty Senate in place by the beginning of the Fall 2011 semester.

Appendix 3

Committee Structure/Responsibilities

Executive Committee of Faculty Senate

The Executive Committee of the Faculty Senate (1) solicits from the University President the selection of administrators for relevant committees; (2) coordinates appointments for each committee; (3) determines which committee(s) is/are most appropriate for a particular topic, policy or issue; (4) ensures that recommendations developed by committees are communicated to representative bodies and councils; (5) prepares an annual summary report each June that will be distributed to the entire University community on issues addressed, policy recommendations, challenges, successes, etc.; (6) conducts at least one open forum each academic year to update theUniversity community on current and prospective agenda items and to answer questions from faculty, staff, and students; (7) ensures regular communication among and between committees as well as with other elected representative bodies and councils, including Staff Council and Unified Student Government; and (8) implements a comprehensive communications plan in collaboration with University Marketing and Communications to share Faculty Senate activity information with the entire University community on a regular basis.

Academic Affairs Committee

This committee replaces the Academic Affairs UPC, and is involved in assessing teaching, learning and research and the overall quality of academic programs at the undergraduate and graduate levels, including: (1) Stimulates continuous improvement of academic programs, university libraries and other academic infrastructure, teaching, research, learning, scholarship,

and the intellectual and cultural life of the University community; (2) reviews and evaluates proposals pertaining to the University's academic infrastructure, University academic requirements, regulations, and programs to ensure their academic rigor and contribution to the overall goals and mission of Loyola; (3) reviews and evaluates proposals for the substantive restructuring of academic organizations, programs (including significant changes to the core curriculum), departments, or schools; (4) reviews and evaluates proposals for substantive changes in the academic calendar; (5) reviews and assesses the quality and effectiveness of academic requirements and programs with regard to improving student learning; (6) reviews and assesses creation of new undergraduate certificates, minors/specializations, and degrees within an existing bachelor's degree, new graduate/professional certificates, programs within existing master's and doctoral degrees, and professional programs, creation or elimination of new (including on-line) degrees; (7) changes in academic standards; (8) creation or elimination of university academic credit-granting centers, departments and faculty, schools or colleges, the reorganization of academic units, departments, colleges or schools, extension of academic programming or degrees to new sites, and external collaborations; (8) oversees the work of those committees and task forces charged with responsibility for implementing policies within the purview of this committee; (9) ensures appropriate consultation with students, faculty and staff in the committee's deliberation; (10) ensures regular communication among and between committees as well as with elected representative bodies and councils.

Administrative Policies and Resources Committee

This committee replaces the Faculty Council committee by the same name, and, as outlined in the Faculty Handbook, principally would be responsible for Dean evaluations and the periodic review of the shared governance system.

Awards Committee

This committee replaces the Faculty Council committee by the same name, and principally would be responsible for the "Faculty Member of the Year" Award.

Budget and Finance Committee

This committee replaces the Budget and Finance UPC, and is involved in assessing the budgetary and financial implications of short-term and long-term planning, including: (1) Recommends revisions of the long-range financial model as appropriate, based on analysis of its assumptions in light of changing internal and external constraints or opportunities; (2) evaluates

the University's past budget performance, including the impact of critical budget decisions on the accomplishment of the University's goals, and makes recommendations to address any problems identified; (3) recommends general strategies for operating budgets, capital budgets, and financial planning; (4) reviews and comments on the major assumptions and components of the following year's budget as they are being developed by the Budget Review Team; (5) recommends ways to improve the development, communication, and implementation of the budget; (6) undertakes specific projects assigned by the Executive Committee; (7) oversees the work of those committees and task forces charged with responsibility for implementing policies within the purview of this committee; (8) ensures appropriate consultation with faculty, staff and students in the committee's deliberations; and (9) ensures regular communication among and between committees as well as with elected representative bodies and councils, including the Board of Trustees, Staff Council and Unified Student Government.

Elections Committee

This committee replaces the Faculty Council committee by the same name, and principally would be responsible for the election of faculty members to the Faculty Senate and the election of Faculty Senate officers, including the Executive Committee.

Faculty Affairs Committee

This committee replaces the Faculty Affairs UPC, and is involved in assessing policies related to faculty workload, faculty appointments, retention, professional leaves, promotion, and tenure, including: (1) Promotes support for the work of the faculty in service to student learning, the advancement of knowledge, and the success of the University in fulfilling its mission and achieving its goals; (2) reviews and develops policies for faculty hiring, conditions of employment, retention, evaluation, salary, benefits, workload, promotion and tenure; (3) reviews and recommends policies relating to the professional development of faculty and the leadership development and evaluation of academic administrators; (4) reviews and recommends policies governing developmental leaves of absence, research leaves, and summer leaves; (5) reviews and recommends policies that ensure the fairness and efficiency of university disciplinary policies and judicial procedures for faculty; (6) oversees the work of those committees and task forces charged with responsibility for implementing policies within the purview of this committee; (7) collaborates with the Staff Council on issues, policies, guidelines, and programs that affect all University personnel; and (8) ensures regular communication among and between committees as well as with elected representative bodies and councils.

Faculty Status Committee

This committee replaces the Faculty Council committee by the same name, and principally would be responsible for the annual review of faculty salaries, including gender equity.

Research Affairs Committee

This committee replaces the Research Affairs UPC, and is involved in assessing programs, procedures and guidelines related to faculty research and grants, including: (1) Reviews, evaluates and initiates policies related to conflicts of interest in research, and misconduct in scholarship; (2) Reviews, evaluates, and initiates policies related to intellectual property rights, including copy-rights and patents; (3) Provides advice on programs and procedures which support research and grant proposals; (4) Provides advice, reviews procedures, and initiates policies where appropriate or allowed by regulation related to research compliance including the use of human subjects in research, the use of non-human animals in research, the use of DNA materials in research, radiation safety, bio-safety, and laboratory safety; (5) Oversees the work of those committees and task forces charged with responsibility for implementing policies within the purview of this committee; (6) Ensures appropriate consultation with faculty, staff and students in the committee's deliberations; and (7) ensures regular communication among and between committees as well as with elected representative bodies and councils.

Strategic Planning Committee

This committee replaces the Strategic Planning UPC, and is involved in assessing the implementation and success of the strategic plan and to overall promote, coordinate and oversee planning across the University, including (1) Assists the President in formulating, advancing, and communicating a vision for the future of Loyola University Chicago; (2) coordinates the work of other groups involved in planning and integrates their products into a coherent set of action plans; (3) identifies strategic issues and options through ongoing analysis of the University's internal strengths and weaknesses in relation to its external opportunities and threats; (4) prepares and periodically updates planning assumptions; (5) ascertains the need for outside planning expertise and retains consultants as appropriate; (6) oversees and monitors the implementation of plans to assure that they are carried out; (7) promotes and evaluates the continuous assessment and benchmarking of planning efforts; (8) oversees the work of those committees and task forces charged with responsibility for implementing policies within the purview of this committee; (9) ensures adequate communication and consultation abut planning issues and process with the University community; and (10) ensures regular communication among and between committees as well as with elected representative bodies and councils,

including the Board of Trustees, Staff Council and Unified Student Government. The chair of this committee is the President of the University or his/her designee.

Appendix 6 - Resources consulted

1. AAUP Statement on Government of Colleges and Universities
2. Shared Governance: Changing with the Times (An AGB White Paper, March 2017)
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