

REPORT TO THE EMORY COLLEGE FACULTY

From

The Process Review Committee

April 14, 2014

Report Executive Summary:

The Process Review Committee (né Payne Committee) was elected on March 19, 2013, by a vote of the College faculty to review the process involved in the September, 2012, reorganization and reallocation of some departments and programs in the College. Our other principal charge was to issue suggestions for potentially improving future processes of reorganization and reallocation, should such needs arise. Using interviews, written materials, and informal communications we have come to the following conclusions, observations, and recommendations:

Findings

- We have determined that the current Bylaws of the College do not contain unambiguous, clear and sufficient procedures or guidelines for the closing, changing, or reorganizing departments or programs.
- We have determined that Deans Robert Paul and Robin Forman did not violate the College Bylaws in their decisions to reduce and reorganize the affected departments and programs and reallocate the associated resources.
- We have determined that there were problems in communication between the College administration and the affected departments and programs.

Recommendations

- We recommend that the Bylaws of Emory College be re-written to include a clear procedure for the reorganization of departments and programs. The procedure should include steps to be taken for evaluating programs; who should do that; what will be the timeframe; what the evaluated program is owed as far as consultation and notification; and what broad criteria should be used in such cases. Another part of the procedure should include an explicit and well-defined procedure for appeal or review.

- We recommend that Emory College faculty join with the University Faculty Senate to clarify and strengthen the appeals procedure beyond the College for lecture-track faculty who might be affected by reorganizations and reallocations.
- We recommend that the Faculty of Emory College and the Dean of the College work out less ambiguous and more effective avenues of communication to improve planning and reduce unpleasant surprises.
- We recommend that the Emory College Faculty work with the Dean of the College in as open and transparent fashion as possible to develop an up-to-date vision of the liberal arts mission for Emory College that will help us going forward to build consensus around the changes that are certain to come in our future.

History:

On December 12, 2012, the College faculty voted to create a committee to review the role of the Emory College Governance Committee and its sub-committee, the College Financial Advisory Committee in the decision by Dean Robin Forman to re-allocate some Emory College resources, eliminate or suspend some Emory College academic programs, re-locate some tenured faculty, and not renew some lecture-track faculty at the end of their current contracts. This committee, initially referred to as the Payne Committee after the author of the motion to create it, was elected on March 19, 2013, by a vote of the College faculty. Its members are Prof. Matthew Bernstein, Prof. Oded Borowski, Prof. Scott Lilienfeld, Prof. Fred Menger, and Prof. Gordon Newby, Chair.

In our initial meetings, the members of the committee understood our role to be to conduct a review of the process surrounding the decision to implement the reallocation in line with the enabling motion made and passed on December 12: *“Professor Payne then offered a motion to create another committee to be elected by a vote of the faculty to review the decision to make the cuts and the role played by the CFAC and GovComm. The specific method of selection of the members, structure of the committee and method of operation would be decided later...There was a motion to call the question and a vote was taken on the motion to create an independent committee to review the procedures used to decide on the cuts and the role played by the CFAC and GovComm. The size, composition and method of selection of this committee would be decided at the next faculty meeting. The motion to create the committee passed on a vote of 64 to 54.”* We re-named the committee the *Process Review Committee*, a name that, we felt, would reflect both our limited function and our circumscribed charge. The committee was not empowered by the faculty with any special investigative powers or authority to adjudicate personnel matters that issued from the Dean’s decisions. In this report, we have relied on the willingness of our colleagues to provide information from their perspectives about the reallocations, particularly as it affected their own departments and programs.

This report reflects our deliberations based on the at times incomplete information available to us through interviews with Deans, principals of the directly affected departments, public records, written communications to the committee, and conversations with interested individuals. As will become clear from our report, we were unable to gain access to some potentially important areas of information, and our report reflects our best judgments based on what was available to us.

Members of the committee interviewed the following principals of the affected departments and programs, as well as members of the administration who played a role in the recent decisions. We requested that each individual tell the committee their recollections of what transpired surrounding the reorganizations and reallocations. We then asked questions until the interviewees and we were satisfied that we had obtained all the relevant information that would help us understand the process, as they perceived it.

Prof. Juliette Apkarian, Former Chair of REALC
Dr. David Armstrong, Department of Journalism
Prof. Kevin Corrigan, Chair of the ILA
Prof. Michael A. Elliott, Senior Associate Dean for Faculty
Dean Robin Forman, Dean of Emory College
Prof. Jason Francisco, Visual Arts
Prof. Robert Jensen, Chair of the Division of Education Studies
Prof. Hank Klibanoff, Chair of Journalism Program
Ms. Julia Kjelgaard, Former Chair of the Department of Visual Arts
Prof. Robert Paul, former Dean of Emory College
Prof. Elena Pesavento, Former Chair of the Department of Economics
Mr. Stephen D. Sencer, Senior Vice President and General Counsel
Prof. Karen Stolley, Chair of the Department of Spanish and Portuguese

We have also received information by letter, email and informally from many individuals including:

Dr. Patricia Brennan, Department of Psychology
Jim Grimsley, Creative Writing
Prof. Bruce Knauff, Department of Anthropology
Dr. Vera Proskurina, Department of Russian

Additionally, we reviewed the minutes of the College Governance Committee (available to the faculty on Blackboard).

In our process, we requested a meeting with the members of the College Faculty Advisory Committee (CFAC) or a representative of that committee, since CFAC had played a key advisory role in the decisions. The committee declined to meet with us on the grounds of “grave concern over the precedent established by creating a faculty committee to “review” the work of another duly created faculty committee...” and the “...limits afforded by our promise to keep our conversations and advice to Deans Paul

and Forman confidential,” but they did send us a letter outlining aspects of their work and their perspectives on their contribution to the restructuring (See Appendix 1).

One of the first matters of concern to the committee was to understand the relationship of the reallocation process to the Bylaws of the Emory College Faculty. Through our interviews, it became clear that the committee would need to examine more than just the bylaws, particularly if we were to fulfill our goal of using our review to make recommendations to the Faculty and to the Shared Governance Committee to improve the Emory College Faculty governance structure and procedures for reorganizing departments and programs and reallocating College resources, should the need arise again.

The Emory College Faculty Bylaws and Modifications of College Programs:

In Article V, Section 1. **Governance Committee** the section titled “**Jurisdiction and Functions**,” which spells out the role of the Governance Committee as the representative of the Emory College Faculty, paragraph (a) states:

The Administration shall consult with the Governance Committee on all matters pertaining to the College and to the Faculty of the College. This consultation shall include but not be limited to proposals for the development and modification of College programs and the setting of priorities and goals for the College. Consultation shall include reference to the budgetary implications of such proposals. The Committee shall have access to information necessary to conduct studies and make recommendations to the Administration.

Paragraph (e) states:

In conducting its business, the **Governance Committee** may appoint subcommittees, which may be composed of members of the **Governance Committee** or non-members, or both.

In Section 4, **Ad Hoc Committees**, we read:

The Dean may create Ad Hoc Committees from time to time as these may become necessary for proper transaction of business and supervision of the affairs of Emory College, provided that the purpose of any such committee does not fall within the jurisdiction of a Standing Committee. The Dean shall consult with the Governance Committee concerning any ad hoc committee’s purpose and membership before appointing it: shall regularly inform the Governance Committee of its activities; and shall consult with the Governance Committee before taking any action based on its findings. No ad hoc committee shall be appointed for a term longer than two calendar years.

In 2008, Dean Robert Paul appointed an ad hoc committee to advise him about budgetary matters. It was made up of former chairs of departments who were familiar with the College budget process and included the Chair of the Governance Committee as an *ex*

officio member. In a faculty meeting on February 11, 2009, it was announced that this committee had become a subcommittee of GovCom, and a request for nominations to this committee was made to the College faculty. This subcommittee was formally named the College Financial Advisory Committee (CFAC) and received a mandate to give advice to the Dean. Because the members of CFAC had access to confidential departmental information, each member of CFAC was asked to promise confidentiality about the discussions and about the advice given to the Dean. As stated in the April 15, 2013 letter from CFAC to our committee (See Appendix 1), CFAC fulfilled its mandate to provide advice to the Dean of the College, first Dean Robert Paul and then Dean Robin Forman, across a broad range of topics, including revenue enhancement, student aid, budget reduction, and the cutting of departments and programs.

In late 2009 and early 2010, the College, at the direction of then Dean Robert Paul, prepared a budget that included the reduction of funding for the Physical Education program and a transfer of aspects of that program to Campus Life. The budget was prepared in consultation with CFAC. After this budget was presented to the University Ways and Means Committee and accepted, Dean Paul worked with GovCom on a proposal to reduce the PE requirement. In the Spring of 2010, this proposal was brought to the College faculty for a vote, with the result that the faculty voted against the reduction of the GER requirements in Physical Education. In October of 2010, Dean Forman informed four full-time lecture-track faculty members and 3 temporary faculty members in the Physical Education program that their contracts would not be renewed at the end of their current terms. In the Spring of 2011, following the reduction in the budget for the Physical Education program and the reduction in personnel, the College faculty approved a reduced GER requirement for Physical Education. In the Spring of 2012, Dean Forman met with the faculty of the Physical Education department and informed them that the department would close as a College academic department at the end of 2012-2013. During 2012-2013, the activities of the department changed from the prior academic model to Play Emory, and a new athletic director was announced in November 2012 to direct this new program.

Dean Robin Forman formally assumed the position of Dean of Emory College on July 1, 2010, although in May of 2010 he attended meetings conducted by outgoing Dean Robert Paul to ensure continuity. On September 14, 2012, Dean Forman announced the closing of three academic departments and one academic program: The Division of Educational Studies; the Department of Physical Education, the Department of Visual Arts, and the Program in Journalism (See Appendix 2). In conjunction with this announcement concerning the Emory College programs, Dean Forman announced that graduate student recruitment in Spanish, Economics, and the ILA would be suspended. In his description of the process by which he reached his decision, Dean Forman said in the September 14 letter:

In making decisions about these steps, I have been guided by my work with the Faculty Financial Advisory Committee – whose members formally represent, and are appointed by, the College Faculty Governance Committee. Our discussion of these questions builds on two years of planning that this committee conducted

with the previous Dean of Emory College. I have also worked very closely with the Dean of the Laney Graduate School, Lisa Tedesco, and Provost Earl Lewis. This plan has been approved by both the President and the Board of Trustees. However, I want to make clear that these decisions were finally made by me.

In reference to the obligation of the College Dean to consult with GovCom as stated in Article V, section 1 of the Bylaws, the members of the Process Review Committee understand that consultation with the College Financial Advisory Committee (CFAC) follows precedent and satisfies the formal letter of the requirement for consultation with GovCom, as CFAC could be understood as the sub-group of GovCom constituted by that committee to address the subjects of College finances and departmental and programmatic changes. This is notwithstanding any perceived precedent that some faculty members to whom we talked understood to have been established by the actions of Dean Paul in bringing a proposal to change the GER requirements in Physical Education to the College faculty for a vote, because the changes in programs and departments and the reallocation of resources did not affect the GER requirements.

In addition, according to Appendix A, paragraph 2 of the Bylaws, “The Dean of a school or college shall have responsibility for the direction of the work of his or her division and shall be responsible to the President for the administration thereof. The Dean shall exercise leadership in the development of educational policies and programs... The Dean shall supervise the work and direct the discipline of his or her division; the Dean shall advise with the President in the formation of the faculty, the determination of curricula, and concerning all the interests of his or her division, including its relationship with other divisions of the University and to the interests of the University as a whole.”

Another bylaw-related issue was raised by a number of Lecture-Track faculty (LTF) whose contracts will not be renewed at the end of their present contract expiration date. They sought an avenue of appeal. The College Faculty Bylaws do not provide a straightforward avenue of appeal for cases of non-renewal of LTF individuals who have not been terminated for cause. After deliberations by GovCom and the Faculty Grievance Committee, both of which rejected this group’s grievance and appeal under Article V, Section 3 (Reviews and Appeals), a motion was brought by this group to the September 25 College Faculty Meeting “that the faculty reverse the Grievance Committee’s decision to reject the grievance, using the prerogative given to the faculty in the bylaws” (Minutes of the September 25, 2013 Faculty Meeting). This motion was defeated. Notwithstanding the absence of a clear process of appeal beyond the College, some faculty appeals have gone forward to the Provost of the University after being heard by the Lecture-Track Faculty Promotion Committee.

It is clear to this committee that the Emory College Faculty Bylaws were not written to take into account an appeals process against reorganization of College Departments and Programs and reallocation of College resources. The implementation of an appeals process for those cases would necessarily be limited by the fact that all personnel in the College who are not tenured are regarded as employees of the College with employment rights limited to the College except in limited cases. The Committee believes that this is

an area in both the College Bylaws and the University Bylaws that needs clarification and amplification. In the Committee's view, some form of well-defined appeals process is necessary given that administrative decisions concerning departmental or program cuts can in rare cases be based on inaccurate or incomplete information. In such cases, the affected departments or programs should have some formal avenue of recourse. We recognize that there would be complications in implementing any appeal or review process, but we are in unanimous agreement that this is a crucial and needed area for faculty consideration.

Information from Interviews with Principals of Directly Affected Programs:

The committee decided to conduct interviews with the principals of the directly affected programs, with Deans Paul and Forman, and with Stephen Sencer, the General Counsel of the University. In the interview process, we discovered that the grounds for the actions of September 2012 were initiated as early as 2008 and were related to the general financial crisis in the University and the country. In our interview with former Dean of Emory College Robert Paul, he indicated that his appointment of the *ad hoc* committee that later became CFAC was to help him respond to the complexities of Emory College financing as greater demands were placed on College funds by the University. As noted above, and in the letter from CFAC (Appendix 1), the financial difficulties continued through the end of Dean Paul's term as Dean of Emory College. When Dean Forman assumed the deanship in 2010, he spoke generally about areas he saw to offer opportunities for growth and strength: the study of health, quantitative theory and methods, and questions about how communities struggle with difference. He also mentioned that Emory College resources "have placed in doubt our ability to sustain our accomplishments. We have too many departments and programs where resources are stretched to the limit, leaving us in danger of falling short of our goal of providing a world-class education for our students" (See Appendix 2).

As we interviewed principals of the directly affected departments and programs, we learned that some departments were aware that some aspects of their programs were under scrutiny and were in conversation with Dean Forman and other administrators in the Emory College Office, as well as with Dean Tedesco in the Laney Graduate School, concerning their future. The graduate programs in Economics, Educational Studies, and Spanish in particular had on-going conversations about the future directions of their programs, but among these, only the chair of Spanish said that she knew of any kind of action affecting the department's graduate program was forthcoming. For other department chairs, we were told that the cuts and closings came as a surprise in whole or part. From the perspective of the Committee, each of these graduate programs was confronting challenges that were specific to them. From our interviews, we could not determine a single or a set of overarching metrics by which these programs were evaluated. This was also the case with the graduate program in the ILA.

In all interviews, we asked about the nature of and response to the annual planning document, submitted annually by department chairs, and any feedback that the departments received that might have been a signal of their vulnerability. In almost all

cases, the interviewees found that responses to the annual planning sessions offered them no clear indication that there needed to be or would be major changes to their programs. Some of the interviewees said that in hindsight the fact that their requests for more resources were not granted might have been interpreted as a sign that they would remain in the under-resourced column. Nevertheless, they felt that the long-standing custom of being denied resources was not a sufficiently clear indication that they could anticipate their being included in the September 2012 list.

Most of the people we interviewed expressed at least some surprise and reported that they did not anticipate that they would be cut; in a few cases, they described their reaction as shock. Although they acknowledged that they were aware of the general problems that led up to the restructuring, some mentioned such factors as increased enrollments in their courses, eminence of their faculty, interconnections of their curricula with other departments and programs, and the hiring of new faculty members in their programs as recently as Spring 2012 as indications that they were not under consideration for termination.

In contrast, in Dean Forman's view, all the affected departments were given definite indications and communications that the department or program was not meeting the goals set for them by the administration, and that in some cases, the conversation had been quite explicit about the possibility of reorganizing. In some cases, these indications were given to previous chairs who stepped down in Summer 2012; in one case, they were given in a meeting with departmental senior faculty as well as the chair. Hence, there appear to have been sharp differences in perception between the affected programs and the Dean in terms of how clear-cut these warnings were. Based on our conversations with the affected faculty, the Committee believes that there may not have been consistently clear indications of future cuts to all of the affected departments and programs that were heard by departments and programs. In our recommendations, we propose that the Faculty of Emory College and the Dean of the College work out less ambiguous, more transparent, and more effective avenues of communication to improve planning and reduce unpleasant surprises.

Our committee also noted the lack of any consultation with the Graduate Executive Committee of the Laney Graduate School. This committee was afforded no opportunity for feedback, and members of the committee were in some cases informed of closures before chairs of the affected departments were. This lack of consultation is particularly troublesome given that the Executive Committee could have provided valuable feedback regarding closures. In the by-laws of the Laney Graduate School, the explicit role of this committee is to provide feedback to the administration on graduate curricular and program issues, so the failure to consult with the committee prior to the cuts is both puzzling and a troublesome precedent. The Committee is pleased that these by-laws have since been modified to be more explicit regarding the need for consultation with the Graduate Executive Committee in advance of graduate program cuts.

Throughout our inquiry, our committee tried to determine a common, underlying set of principles that would account for choosing the particular programs and departments that

were affected. In none of our interviews, either with the affected department and programs or with Dean Forman, could we determine the exact role of CFAC in any recommendations or, more particularly, precisely what, if any, metrics were used to compare departments and programs. Nor was it clear to the Committee what the definitions of the “certain criteria” were that CFAC employed. In CFAC’s April 15 letter (See appendix 1), they say:

It was evident that even without review of the documents that some departments could not be cut because of their centrality to the College curriculum. However, the Committee determined that reviewing material from all departments was essential for placing its judgment in perspective. In making any recommendations to the Deans, the Committee deployed certain criteria, including excellence or distinction, essentialness to the liberal arts, interdependence with other College units, and unit performance history. Impact on diversity and on graduate education was also considered as part of the deliberation.

The members of the Committee reviewed the documentation individually, and then discussed it in a series of meetings. None of the Committee’s deliberations were formulaic. No formula could well capture, compare and aggregate the excellences and weaknesses of different departments and programs. The members weighed and discussed materials in light of the criteria and reached a consensus on its recommendations.

The restructuring plan announced by Dean Forman reflected a combination of elements recommended earlier by the Committee and elements proposed by the Dean. The Dean discussed his proposed elements with the Committee supporting them with arguments and evidence relative to the criteria and received responses and comments from the Committee. Once a restructuring proposal was presented for discussion by the Dean, he requested and received the support of the Committee. Again, this was an exercise of judgment by Committee members mindful of the criteria and based on knowledge and information available to the Committee.

When we interviewed Dean Forman, we asked him if he had used any particular set of metrics in formulating the restructuring plan. We specifically asked about the use of the proprietary benchmarking software, Academic Analytics. He responded that this software was used by the Laney Graduate School and that he had consulted those findings, but that they were not decisive factors in his ultimate decisions. Although the committee understands that the judgments made about the departments and programs that were closed or suspended were comparative in nature, it is the committee’s view that the criteria in CFAC’s letter represent broad indicators that could be subject to excessive subjectivity. We therefore recommend that the faculty of Emory College openly discuss and debate these indicators as part of the development of a clearer understanding of our liberal arts mission. The goal here is not to develop an explicit set of quantifiable criteria that can be reduced to a formula, but rather to develop a reasonably clear set of

observable and consensual rubrics with which departments and programs understand that they will be evaluated.

Conclusions and Recommendations:

Departmental and programmatic cuts are invariably difficult and painful, and will inevitably inflict a good deal of distress and even anger. Moreover, we are acutely aware of the hazards of hindsight bias: It is easy to look back and “Monday-morning quarterback” decisions and their handling. Our committee gave a good deal of thought to thinking through these difficult issues. We recognize that it is probably impossible to implement major cuts that do not displease many faculty members. At the same time, the committee attempted to ask whether the best processes were followed, and how future changes might be handled better. Our distinct impression is that the College attempted to make difficult decisions in good faith and without malevolence, and tried to minimize embarrassment to directly affected faculty members and programs.

Nevertheless, the College Administration appeared to have made the decision to impose the pain “on the front end” (“pulling the Band-Aid off quickly”) in the service of minimizing long-term pain (“pulling the Band-Aid off slowly”). After consulting with numerous departmental and program personnel, we have serious reasons to doubt whether this strategy was successful. From our interviews, we sense that an enormous residue of resentment remains, and many or most affected department/programs believe that they were treated unfairly. In meeting with the chairs of affected departments, we were struck by the widespread perception of a striking absence of communication between them and the College administration, a view not typically shared by the College. Again, pain and upset in such situations are almost certainly inevitable, as are legitimate differences in perception (e.g., regarding the clarity of advance communication) between the affected programs and the College. But we believe that the lack of transparency in some of the decisions has contributed to a lingering sense of resentment in the affected programs, as well as an understandable sense of trepidation in many non-affected programs, particularly those in the non-STEM areas. (These negative feelings may have been inadvertently exacerbated by language that was added to the Appointment and Review of Lecture-Track Faculty document in 2011 without notification to the College faculty; this new language stated that the College administration has the freedom to discontinue lecture-track faculty at the end of their contracts if their positions are not supported).

One of our overarching recommendations is for a broader change in the longstanding culture of interactions between the Emory College Faculty and the Emory College administration: greater openness and transparency, a greater spirit of feedback and consultation with faculty and department chairs prior to cuts, and an explicit opportunity for appeals. We recognize that the opportunity for appeals could result in a prolongation of uncertainty, and this is a difficult trade-off that College faculty will need to weigh carefully. At the same time, the psychological literature reminds us that humans are highly sensitive to issues of perceived fairness, and the lack thereof. When proper

processes are followed and when individuals are allowed a voice, long-term resentment and poor morale will tend to be minimized even when the ultimate decisions are not to the liking of all affected parties.

Recommendations:

By-Laws: The College by-laws need to be re-written to include a clear procedure for reorganization of departments and programs. The by-laws should state unambiguously who, when, how and why a program is evaluated. The by-laws also need to make more explicit the role of College faculty consultation prior to departmental/program cuts. What kind of faculty consultation with the Dean is required? Who needs to be consulted, and when? Can cuts be done entirely in confidence, or can they be done more openly? The Committee recommends more rather than less openness, as doing so will enhance shared governance, improve faculty morale, and in the long run, enhance the quality of decision-making. This greater openness is particularly critical, in our view, with respect to the criteria used to evaluate departments. Moreover, the committee believes strongly that the Laney Graduate by-laws, which now call for explicit consultation with the Graduate Executive Committee in the event of potential departmental or program closures, need to be followed whenever major reorganizational decisions involving graduate programs are seriously contemplated.

Procedure: The procedure should include steps to be taken for evaluating programs; who should do that; what will be the timeframe; what is the evaluated program owed as far as consultation and notification; and what broad criteria should be used in such cases. In addition, the procedure should include an explicit and well-delineated mechanism for appeal, which the College should set up at the earliest opportunity. As noted earlier, the Committee believes that an appeals process in some form is necessary given that departmental or program cuts can in rare cases be based on inaccurate or incomplete information. Without some form of appeals process, administration decisions based on such information are not open to reconsideration. In the committee's view, at least some formal mechanism of self-correction in the event of errors is essential. In addition, an important element in the procedure should further include a plan for dealing with the aftermath of the cuts. This should contain suggestions for how to deal with the faculty, administrative staff, declared majors, incoming students, and parents and angry or concerned alumni. The surprise that the reorganized programs (except for Spanish) reported should be avoided at all costs. If departments and programs are cut with little or no certitude of problems, this can inadvertently contribute to an atmosphere of fear and paranoia on campus that is detrimental to faculty and student morale, and to shared governance between the administration and faculty.

Relations between Emory College Faculty and University Faculty: Non-tenured and Lecture-Track faculty in Emory College are not afforded the same protections and avenues of appeal afforded Tenured Faculty of the University. There are on-going discussions in the Office of the Provost to regularize the treatment of non-tenured and lecture track faculty across the University. We recommend that the Emory College

faculty seek ways to more effectively connect our College system of governance with University governance.

Developing a vision of the liberal arts mission for Emory College: One of the unclear and undefined issues in the reorganization and the elimination of departments and programs is a well-articulated and publicly agreed upon vision of the liberal arts mission of Emory College. Members of CFAC and Dean Forman appear to have an implicit vision of this mission in making judgments about departments and programs, but this vision was not made explicit, beyond the general call for greater eminence and the as yet general specification of new goals and directions for the future (e.g., Chinese studies, new media studies, interdisciplinarity, and enhancing eminence). Moving forward, it will be important to articulate broad criteria for eminence so that future decisions regarding departmental and program cuts can be made in a more explicit and open manner, with the reasons for these cuts being more evident to the affected and non-affected units alike. We recommend that Dean Forman and the Faculty of Emory College join in an active discussion about our liberal arts vision going forward, joining with on-going discussions. Although we harbor no illusions that such a process will lead to complete agreement, we are confident that it will help us better understand our complex character as a liberal arts college in a major research university. We hope that it will also help restore faculty confidence in difficult decisions involving departmental and program reorganization.

Conclusion:

Finally, we, the members of the Process Review Committee, wish to thank our colleagues for entrusting the review of the reorganization and restructuring process to us. We are also grateful to the members of the affected departments and the College administration who were gracious enough to lend us their valuable time and feedback. By looking back, we have tried to determine the nature of the process, its strengths and its weaknesses so that we all have a better understanding of how to move forward. In that spirit, the members of the Process Review Committee look forward to working with the Shared Governance Committee to help develop a more effective system of governance for all the members of Emory College. If anything has become clear to us, it is that greater faculty participation in governance and clearer, more effective communication between the Emory College Faculty and the College administration will alleviate, if not forestall, future difficulties of the sort we have recently experienced.

Respectfully submitted:

Matthew H. Bernstein
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Oded Borowski
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Chair of the Process Review Committee



To: Matthew Bernstein, Chair
Committee to Review the Work of the CFAC

Date: April 15, 2013

We, former members of the College Financial Advisory Committee (CFAC), have been asked to respond to a request for further information about the counsel and advice given to Dean Forman regarding the Restructuring Plan. We do so with grave concern over the precedent established by creating a faculty committee to “review” the work of another duly created faculty committee and are able to do so only within the limits afforded by our promise to keep our conversations and advice to Deans Paul and Forman confidential.

Effective faculty participation in College governance requires that at times selected faculty will take part in confidential processes, and we believe that confidentiality is an important value in such processes.¹ We were asked to make a promise of strict confidentiality to the Dean at the time the Committee was formed. All new members of the CFAC have also been asked to promise confidentiality. The reasons for this promise are twofold. First, at various times we were given unprecedented access to a range of highly sensitive information as part of our work, such as detailed departmental budgets (excepting individual salaries) and external reviews of departments and of Emory College. Second, we were asked to offer advice and to respond to proposals by the Deans for possible cuts and restructurings in response to budgetary pressures. This required candid, detailed, lengthy, and searching conversations about program and department performance and budget, and about the College’s necessary structures. We do not believe the conversations could have occurred effectively without confidentiality, and we well understood why the Deans asked us to commit to it. We viewed our participation in these processes as essential to faculty governance; it was important to have faculty voices at the table when these decisions were being considered. *But at every point our work has been advisory, and the decisions have been made by the Deans in question: first by Dean Robert Paul and then by Dean Robin Forman.*

We believe that confidentiality is best maintained and the potential deleterious effects of this “review” process on faculty governance best limited by providing a written response to inquiries concerning the work of the CFAC. Given that proviso what follows expresses the responses of

¹ Many appointed and elected faculty advisory committees operate under explicit assumptions of confidentiality. These committees cover a range of issues including but not limited to promotions and tenure, student and faculty misconduct, the selection of award nominees, faculty and administrator search committees, reviews of special programs, and financial planning.

the undersigned to the request for information. In addition we take the opportunity to reiterate some basic facts about the history of the Committee.

The predecessor to the CFAC was first empanelled by Dean Robert Paul in November 2008 on an ad hoc basis. It was comprised of former department chairs (chosen by the Dean on the basis of familiarity with budgets and experience with the College), along with the Chair of the Governance Committee (GovCom) as an ex officio member. The Committee subsequently requested to be regularized as a sub-committee of GovCom, so that meetings could be held independently, in addition to the meetings called by the Dean, and so that GovCom could enhance faculty representation as needed. The CFAC was created as a subcommittee of the Governance Committee (GovCom), given its mandate and its membership appointed in the spring semester of 2009.

The formation of the CFAC was well publicized. Its creation was announced at the February 11, 2009 College Faculty Meeting along with a request for nominations of faculty to serve on the Committee. At that same meeting Dean Paul expressed appreciation for the work of the predecessor Committee, listing its membership by name (Appendix I). Calls for nominations for membership on the Committee have gone out periodically from GovCom in the intervening years. The existence and work of CFAC was also prominently mentioned in discussions surrounding the faculty vote on the elimination of the Physical Education requirement from the General Education requirements in the spring of 2010.

The initial membership of the Committee was maintained through the 2010-2011 academic year to take advantage of the accrued budgetary knowledge and experience of the members. To better ensure continuity given the extended life of the Committee, rotation of membership commenced with the 2011-2012 academic year. An additional representative of GovCom was also added to the Committee at that time. The Committee throughout its history has at a minimum had two members from each division of the College. The Committee has also had one representative of lecture track faculty and representation of the GovCom.² Because of the inclusion of lecture track and GovCom representation, the distribution of members has in some years exceeded two for a division. For detail of the membership of the Committee by year see Appendix II.

Because of the continuity of the work of the CFAC across its history and the rotation of its membership, new members inherited and built on the accumulated knowledge and work of their predecessors.

As its mandate clearly states, the purpose of the Committee was to provide advice to Emory College administration. That advice has been given in the form of both recommendations and responses to proposals made by the Deans.

² The exception is the current academic year, 2012-2013, when GovCom has been unable to recruit a member of the humanities faculty to fill a position on the committee.

While the mandate of the Committee has remained unchanged, its work has required different responses at different times. The crisis initially confronting the College was a deficit in the current year (2008-2009) budget as a result of the world-wide financial crisis. Given the fall in the stock market and correspondingly in the endowment, planned and budget expenditures for the 2008-2009 academic year significantly exceeded the expected revenues for the year. The focus of the Committee was on making recommendations to, and responding to proposals from, the College Administration for cuts in expenditures. This process initially focused on savings in expense categories (e.g. travel, utilities etc.) but these were not adequate to eliminate the deficit and various Centers within the College were closed or had their funding reduced by the Dean in that year. During this initial period and in planning for the next budget cycle, the Committee also made recommendations and responded to proposals from the College administration for ways to increase College revenues. For example, the Committee wrote to the Provost Earl Lewis in support of Dean Paul's successful request for an increase in the size of the freshman class. The Committee also expressed concerns to Dean Paul, Provost Lewis and Executive Vice-President Michael Mandl about the ramifications of the student financial aid policy in principle and as implemented for the budgetary health of the College. Thus, while the mandate of the CFAC always focused on assessing the sustainability of departments, the work of the Committee also involved centrally making recommendations and responding to proposals from the Dean for expanding revenue sources and reducing costs. But even in this earliest period of its existence, the Committee was faced with the possibility of cutting programs, and the urgency with which the Committee worked with the Dean on revenue enhancement and expense reduction was in large part motivated by the concern that program cuts would be required should the efforts to increase revenues and cut costs prove inadequate.

The CFAC routinely received information regarding the finances of the College from the Dean. These were augmented, particularly in the early life of the Committee, by presentations by then Provost Earl Lewis and Executive Vice-President and Chief Financial Officer Michael Mandl. We note that information on the financial health of Emory College was also made available to College faculty. Deans Paul and Forman made multiple presentations to meetings of the Emory College faculty and to meetings of the Chairs and Directors of Emory College departments and programs in which it was made clear that revenues to the College from tuition and endowment were not adequate to meet the budgeted expenses of the College. As noted above, this was initially addressed by cuts in expense categories for departments and programs as well as for College administration and by reductions in the budgets and in some instances the elimination of various Centers within Emory College. As the deficit continued, the budget reserves of Emory College were also committed to deficit reduction, careful attention to endowment accounts extracted all available funds, and restraint in hiring and salary increases were employed to bring down costs. Despite these efforts, it was only in effect by taking a multi-million dollar loan from central administration in 2010-2011 (FY2011) that the College was able to meet its budget.

Early in the fall semester of 2011-2012 (FY2012), a sizable budget deficit in the millions of dollars was again projected for the College, a projection that proved accurate. As noted above, in responding to the deficits in previous years, the College had drained its financial reserves and exhausted its flexibility to access endowment funds. Budget distress in other units of Emory University made reliance on 'loans' from central administration an untenable long term deficit strategy. In sum, there was no pool of money available to the College to offset continuing deficits.

While no faculty member has the budget expertise of the administrators who work on the financial issues of the University and the College on a daily basis, the Committee as a whole was well informed concerning the intricacies of the College budget and the recent financial history of the College. Based on its knowledge and best judgment concerning the financial status of the College, the Committee concurred in the Dean's assessment that cuts in programs were necessary.

In the history of the Committee this was not the first time that the possibility of the elimination of programs had arisen. Indeed, the Committee was concerned with this possibility as early as the spring of 2009. Prior to the 2011-2012 academic year, the CFAC in response to a request from the Dean, had developed and submitted a list of recommendations for departmental cuts. Those recommendations were based on a review of annual planning documents submitted by all departments and programs in Emory College as well as recently conducted external reviews and associated materials. This constituted over 900 pages of documents. It was evident that even without review of the documents that some departments could not be cut because of their centrality to the College curriculum. However, the Committee determined that reviewing material from all departments was essential for placing its judgments in perspective. In making any recommendations to the Deans, the Committee deployed certain criteria, including excellence or distinction, essentialness to the liberal arts, interdependence with other essential College units, and unit performance history. Impact on diversity and on graduate education was also considered as part of the deliberation.

The members of the Committee reviewed the documentation individually, and then discussed it in a series of meetings. None of the Committee's deliberations were formulaic. No formula could well capture, compare and aggregate the excellences and the weaknesses of very different departments and programs. The members of the Committee weighed and discussed the materials in light of the criteria and reached a consensus in its recommendations.

The restructuring plan announced by Dean Forman reflected a combination of elements recommended earlier by the Committee and elements proposed by the Dean. The Dean discussed his proposed elements with the Committee supporting them with arguments and evidence relative to the criteria and received responses and comments from the Committee. Once a restructuring proposal was presented for discussion by the Dean, he requested and received the support of the Committee. Again, this was an exercise of judgment by Committee

members mindful of the criteria and based on knowledge and information available to the Committee.

An issue that has been raised about the process of developing the Restructuring Plan is the availability of appeal by departments. This issue involves two distinguishable questions: Was there an appeal process for the recommendations and advice of CFAC and was there an appeal process for the Dean's decision to cut specific departments and programs?

With regard to the first question, there was no appeal within the processes of the College Financial Advisory Committee. Throughout its history the Committee gave recommendations and responded to the proposals of Deans. It did not make decisions. Over the life of the Committee it had responded to proposals and provided recommendations on various occasions when no action resulted on the part of the Dean. In the case in point, until the University Administration and the Board of Trustees approved the Dean's plan, there was nothing to appeal. Creating a process that would allow the recommendations and advice of the Committee to be open for appeal would be both impractical and breach the confidentiality essential to free and open discussion between the Committee and the Dean. Once the Dean has made a decision, the appeal then lies most appropriately to that decision and not to the recommendations and advice of the Committee.

Beyond providing the above details, the undersigned past members of the College Financial Advisory Committee must abide by our promise of confidentiality to each other and to the Dean. We cannot cooperate with any investigation that requests further detail from CFAC as a whole or from its individual members.



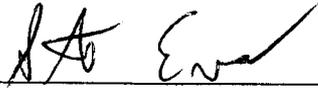
Micheal W. Giles,
Fuller E. Callaway Endowed Professor of Political Science



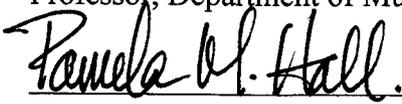
Eric Weeks,
Associate Professor, Department of Physics



Elaine Walker
Samuel Candler Dobbs Professor of Psychology and Neuroscience



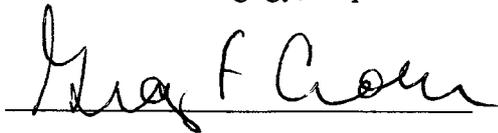
Steve Everett,
Professor, Department of Music



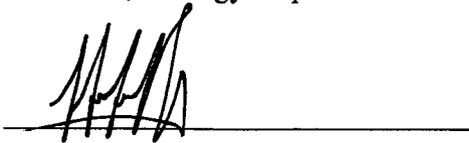
Pamela Hall,
Associate Professor, Department of Religion



Bobbi Patterson,
Professor of Pedagogy, Department of Religion



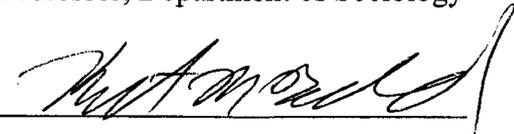
Gray Crouse,
Professor, Biology Department



Stefan Lutz
Associate Professor, Chemistry Department



Richard Rubinson
Professor, Department of Sociology



Keith Berland,
Associate Professor, Physics Department



Susan Tamasi
Senior Lecturer, Linguistics Program

Huw M Davies

Huw Davies

Asa Griggs Candler Professor of Chemistry



EMORY
COLLEGE
OF ARTS AND
SCIENCES

Robin Forman
Dean, Emory College of Arts and Sciences
Asa Griggs Candler Professor of Mathematics

September 14, 2012

To the Emory College Community:

We have reached a critical juncture in the history of Emory College of Arts and Sciences.

The foundation of a great college — and a great university — is academic eminence. We need to be able to support an agenda of research and teaching that makes the most of the talents of our faculty, and that also provides the best education possible for our undergraduate and graduate students. We must continue to attract the top thinkers in our fields of study to our campus, as well as recruit students from around the world with the talent and ambition to become the next generation of leaders.

In most regards, these past two years have been tremendously exciting for the College — and for me. I have had the great joy of congratulating faculty who have been recognized at the highest levels of their profession; recognizing departments that have dramatically enhanced their prominence and impact; and welcoming a student body which becomes stronger, more diverse, and more interesting with each year. Additionally, we have enjoyed remarkable success in attracting exceptionally promising new faculty. For example, in the past year, we successfully recruited 23 (of 27) of our first choice candidates following national searches. This is a remarkable track record, one few universities can hope to match, and it is a forceful demonstration of the nexus of talent, resources, and location Emory has to offer.

This is a time of great opportunity for Emory College. Yet during my time as Dean of the College I have heard repeatedly from both faculty and staff that the limitations on our resources have placed in doubt our ability to sustain our accomplishments. We have too many departments and programs where resources are stretched to the limit, leaving us in danger of falling short of our goal of providing a world-class education for our students.

For the past 30 years, Emory College has grown in scope and in impact. We have continually extended our reach, stretching our resources; yet we have eventually grown into our new aspirations. However, the financial challenges of these past few years have required us to pause that growth, creating an uneasy equilibrium in which far too many of our programs are under-resourced relative to their mission and potential.

If we are to remain committed to our vision of a superlative liberal arts education, we must now be prepared to reexamine our scope and to set clear priorities. In order to

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increase our investment in our current areas of scholarly and educational distinction as well as to develop new strengths in both existing disciplines and emerging areas of inquiry, the College must slightly reduce the number of academic programs that it supports.

These reductions will allow us to invest in traditional strengths of the arts and sciences at Emory, building and enhancing areas of true eminence in research and undergraduate and graduate education, as well as to build new, interdisciplinary areas of instruction and inquiry in those areas that will be of increasing significance in the coming decades.

When I first spoke to the faculty two years ago, I identified three areas where faculty saw opportunities for strength: the study of health, quantitative theory and methods, and questions of how communities struggle with difference. The College now has three units (the Center for the Study of Human Health, the Institute for Quantitative Theory and Methods, and the James Weldon Johnson Institute for the Study of Race and Difference) focused on those aspects of our mission. Now, as I explained in my recent address to the College faculty, we are forming committees to create strategies for addressing several areas that cut across departments and disciplines—the study of contemporary China, the impact of digital and new media across the arts and sciences, and neuroscience as a powerful window into the human condition — as well as to create new strategies for strengthening undergraduate science education and fostering interdisciplinary scholarship and teaching.

In making decisions about these steps, I have been guided by my work with the Faculty Financial Advisory Committee — whose members formally represent, and are appointed by, the College's Faculty Governance Committee. Our discussion of these questions builds on two years of planning that this committee conducted with the previous Dean of Emory College. I also have worked very closely with the Dean of the Laney Graduate School, Lisa Tedesco, and Provost Earl Lewis. This plan has been approved by both the President and the Board of Trustees. However, I want to make clear that these decisions were finally made by me. While difficult, I believe that they are necessary for the College to achieve its aspirations and for Emory to maintain its place as one of the top liberal arts universities in the nation. Throughout this process, the questions that I have asked are basic ones: Which programs have achieved distinction, what new investments are required, and which programs are truly essential for a twenty-first century liberal arts education? We have also considered carefully the ways in which our academic units make contributions to other academic programs and to the broader College and University missions.

We are beginning a multi-year process that will lead to the closing of three academic departments: The Division of Educational Studies; the Department of Physical Education (which is already being phased out in favor of new approaches to health and physical fitness education); and the Department of Visual Arts. We will also be closing the Program in Journalism. These actions will unfold over a period of years, enabling

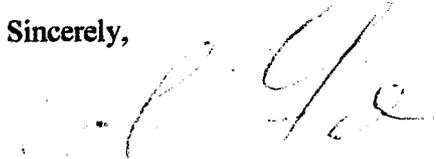
currently enrolled undergraduate majors and graduate students to complete their courses of study. Staff and faculty positions will not be impacted by this reorganization before the close of this academic year. Tenured faculty in these departments will eventually have their lines moved to other departments. In partnership with the Laney Graduate School, we are also suspending admissions to the graduate programs in Spanish and Economics, so that we can be deliberate in reimagining the role that graduate education in these fields will play at Emory. There will be funding reductions to several centers, and some contraction of College administrative positions, responsibilities, and operations that I will not detail here. Finally, we will suspend graduate admissions to the ILA and reorganize the ILA into an institute without permanent faculty. In this reimagined institute, we will strive to create a more fluid structure for promoting interdisciplinary scholarship and teaching, perhaps through rotating faculty appointments.

While I have spoken about our operating deficit on numerous occasions, these steps are not in response to the deficit, and will play no role in reducing our expenses. We are currently addressing the deficit, with notable success, through other means, through the committed partnership of leaders on our campus and Oxford College and the strong support of the central administration. However, as I have said in the past, for the College to reach its intellectual goals requires more than simply breaking even; we must have the flexibility to make the investments that our aspirations require. All of the funds that will gradually become available through the changes I have described will be reinvested in the College, strengthening core areas and expanding into new ones. While our financial challenges add urgency to these decisions, these are fundamentally academic decisions about the size and scope of our mission. In fact, it is precisely because we are on the path to resolving our most pressing financial challenges that we have this opportunity to recommit ourselves to this vision. These steps are not a sign that our financial pressures are mounting, but rather an indication that we are emerging from the yoke of those pressures, and we can begin to imagine a more exciting future. That said, I am as confident as one can be — given the uncertainties associated with any such prediction — that this reorganization will put us on a financially sustainable path.

These difficult decisions impact our community at all levels — faculty, staff, and students. The programs most affected by these changes have made important and fundamental contributions to our campus, and they have passionate supporters. Some of their faculty have been at Emory for decades, and they have been collaborators, mentors, and friends to many on this campus. There is nothing about this process that has been easy. However, we have a primary obligation to our students to allocate resources in a way that will allow Emory College of Arts and Sciences to train the leaders of the century to come. Emory students — both at the undergraduate and graduate level — have the right to assume that they have access to a world-class education regardless of the course of study that they choose here, even if that ultimately means that we cannot support all of the possible choices.

This is a challenging moment for the College, but also an exciting one. We have faculty who are leaders in their fields, and we are welcoming faculty who will be leaders for decades to come. We have students — both undergraduates and graduates — who are pushing us in new directions. And we have enthusiastic and engaged alumni and other supporters who are ready to help. This reallocation of resources is a step toward the aspiration that we all share: to build and sustain a community of scholars and students that will stand at the forefront of liberal arts universities.

Sincerely,

A handwritten signature in black ink, appearing to read "Robin Forman". The signature is written in a cursive style with a large, prominent initial "R".

Robin Forman
Dean, Emory College of Arts and Sciences

LGS Faculty Governance By-Laws

Whereas the Council of Graduate Schools states¹:

Each institution should have a group of faculty members active in graduate programs, who are elected or appointed to a graduate council that has legislative authority over academic matters pertaining to graduate degree programs (e.g., curriculum proposals, university-wide standards for academic conduct of graduate programs, admissions of students, creation of new programs, overall policies and procedures for the effective administration of graduate degrees, etc.). The graduate council also can act as an advisor to the dean on administrative issues that pertain to graduate education, such as priorities for resource allocation. Faculty who serve on the council should reflect the range and diversity of disciplines offering graduate degrees, but it is important that they understand that their responsibility is to represent the interests of graduate education as a whole, not of specific departments or programs.

We, the Faculty of the Laney Graduate School, as empowered by the Board of Trustees, do hereby adopt these rules and by-laws for faculty governance of the Laney Graduate School.

I. Objective

To provide an effective means for the faculty to discharge its responsibilities for instructional programs as set out by the university by-laws; to improve communication among administrators, faculty representatives, and faculty at large; to foster informed deliberation on the part of faculty and Directors of Graduate Studies (Program Directors), representatives of the faculty, and the administration on issues affecting graduate education.

II. General Provisions

A. Faculty Governance, Composition and Duties:

1. The Laney Graduate School Executive Council will be comprised of nine members, three from each division: humanities, social sciences, and natural sciences. At the May meeting of the Executive Council, it will elect a Faculty Chair-Elect who is completing his/her first year on the Council and will serve as Faculty Chair-Elect during his/her second year. The Faculty Chair-Elect will become Faculty Chair at the beginning of his/her third year. The Faculty Chair and Faculty Chair-Elect will assume their responsibilities at the September meeting of the Executive Council. The Faculty Chair will be empowered to convene meetings of the Executive Council without the Dean but the only official policy-making meetings shall be those chaired by the Dean. The Faculty Chair-Elect will assist the Chair/Dean in duties deemed necessary and serve as Chair in the absence of both the Dean and Faculty Chair at any meeting of the Executive Council. The Executive Council will meet once a month during the academic year unless by a majority vote it chooses to meet at more frequent intervals. An electronic meeting of the Executive Council may be called during the summer months in the event of extraordinary or urgent circumstances. The Executive Council may take votes electronically on an as-needed basis. Actions of the Executive Council are adopted if approved by a majority of all members of the Executive Council, not just those present and voting. The Executive Council will serve to advise the Dean on overseeing and setting policies for the Laney Graduate School.

¹ Council of Graduate Schools, Organization and Administration of Graduate Education, 2004, p. 12 – 13.

2. The graduate faculty, observing that the university by-laws provide that the faculty holds responsibility for decisions pertaining to curriculum while the Deans are responsible for administration of programs, recognizes that in practice these domains are closely intertwined. Accordingly the Laney Graduate School Executive Council with input and advice from the Dean will decide matters concerning:

Approval of new programs and courses;

Maintaining, revising, and implementing discipline appropriate standards of quality for admission, instruction, and student research in the Laney Graduate School.

The Dean will consult with the Executive Council who represent the LGS Faculty to review and provide advice and recommendations concerning:

Evaluating priorities in allocating stipend and tuition budget funds;

Program development and planning for the Laney Graduate School over multiple years;

Program review and evaluation;

Suspension, suspension of admissions, or closing of graduate programs.

The Dean of the Laney Graduate School is not a voting member of the Executive Council.

3. The Dean, in consultation with the Faculty Chair of the Executive Council, will set the agenda of Executive Council meetings.

4. The Executive Council will be composed of members elected by electronic ballot by the graduate faculty from among members of the graduate faculty. Nominations will be made by the Executive Council after consultation with program Chairs, the Directors of Graduate Studies (Program Directors), and the LGS Appointments Committee. Decisions on a final set of nominees will be approved only at a second meeting of the Executive Council after the meeting at which the list was proposed. The Executive Council is encouraged to submit a list with at least two nominees for each vacant seat. Terms of service will be staggered, such that one third of the members will be newly elected each year and members will serve for three-year terms. The Executive Council will supply information about relevant experience and service of nominees to the faculty. Current members of the Executive Council and the final semesters of their terms will be listed on the graduate school governance web page.

5. The Executive Council will consult with Chairs (where designations for graduate program faculty align with departments) and DGSs as part of its deliberations. Policy changes affecting the curriculum of the Laney Graduate School will require favorable votes by a majority of members of the Executive Council. In those matters that in the opinion of the Laney Graduate School Executive Council concern the curriculum, a positive decision by the executive council will follow an advisory vote by the DGSs and consultations with Chairs and DGSs. The DGSs will have at least one-month prior notice of such votes. The Executive Council Faculty Chair or a designated representative may attend the periodic DGS meetings and report on decisions taken by the council and on the agenda for future meetings. These reports are for the purpose of informing the DGSs, and through them the programs, of Executive Council activity, and to solicit proposals and ideas on issues for the agenda of the Executive Council.

6. Minutes of Executive Council meetings will be distributed in timely fashion to DGSs, and Chairs. All documents associated with Council meetings will be archived electronically and be available to Council Members, DGSs, Chairs, and Program Directors.

B. Graduate Faculty

1. The Dean will convene a general meeting of the graduate faculty once a year late in spring semester and report on the state of the Laney Graduate School. The Dean and the Faculty Chair of the Executive Council will inform the faculty of important decisions taken in the past year and respond to questions and comments from the floor.
2. The Executive Council by majority vote, the Dean, or one fifth of the members of the graduate faculty may convene a general meeting of the graduate faculty at any time.
3. The graduate faculty, meeting as a whole or by electronic ballot, may make decisions on any question falling within the competence of the faculty. For voting to be valid on any item, fifty percent of the graduate faculty must be present for the vote or fifty percent of the graduate faculty must cast a vote if done electronically. For an item to be approved, greater than fifty percent of those voting must cast a positive vote.

Natural Sciences: Biomedical Engineering, Biostatistics, Chemistry, Clinical Research, Epidemiology, Environmental Health Sciences, Graduate Division of Biological and Biomedical Sciences (GDBBS), Mathematics and Computer Science, Nursing, Physics.

Social Sciences: Anthropology, Behavioral Sciences and Health Education (BSHE), Business, Development Practice, Division of Educational Studies, Economics, Health Services Research and Health Policy (HSRHP), History, Political Science, Psychology, Sociology, Women's, Gender and Sexuality Studies.

Humanities: Art History, Bioethics, Comparative Literature, English, Film Studies, French, Graduate Division of Religion (GDR), Graduate Institute of Liberal Arts (ILA), Islamic Civilizations Studies, Jewish Studies, Music, Philosophy, Spanish.

Directors of Graduate Studies (Program Directors)

Each program shall have an individual faculty member who has primary responsibility for the graduate program and serves as liaison for the program to the Laney Graduate School. These individuals hold the title of Director or Director of Graduate Studies. The title Program Director can be used interchangeably, as well.

Those individuals who have primary responsibility for the graduate program are appointed with a process that requires approval of the LGS Dean. For programs comprised of faculty that align with a department, the DGS is recommended to the Dean by the chair and once approved by the Dean, appointed by the chair. For programs that are divisional, or interdisciplinary, or are comprised of faculty from several departments or schools, or are structured with multiple areas of study or sub-programs, the divisional director is appointed by the LGS Dean. Each Director or DGS shall serve for a renewable term of 3 years. For doctoral programs with sub-program or sub-plan structures, faculty responsibilities and leadership for the sub-programs or sub-plans are solely determined by faculty participating in those sub-programs or sub-plans.

A list of the current Directors of Graduate Studies (Program Directors) will be maintained on the Laney Graduate School website.

Appointments Committee

The Appointments Committee will consist of three elected members, one from each of the divisions (humanities, social sciences, natural sciences) and two members appointed by the Dean. Elected and

appointed members will serve a term of two years. The Appointments Committee will advise the Dean on the membership and composition of all award and fellowship committees for the Laney Graduate School and any other committees that may be necessary to the business of the Laney Graduate School.

Current members of the Appointments Committee, and the final semesters of their terms, will be listed on the graduate school governance web page.

University Senate and Faculty Council Representatives

The Laney Graduate School is represented by two faculty members on the University Senate and Faculty Council Representatives are elected by the faculty and serve three-year terms. An elected LGS member of the Faculty Council will sit as a non-voting member of the LGS Executive Council *ex officio* to enhance communication between the Faculty Council and LGS Executive Council. The LGS Executive Council will designate a representative to serve as *ex officio* members of other University Faculty governing bodies when requested. Current representatives, and the final semesters of their terms, will be listed on the graduate school governance web page.

Amendment

Proposed amendments to these bylaws must be sent in writing to the LGS Executive Council Faculty Chair by February 1st. Prior to the annual meeting of the graduate faculty, the proposed amendments will be circulated electronically for comment to the DGSs and the graduate faculty. Voting on proposed amendments will occur either at the annual meeting of the graduate faculty or electronically.

For voting to be valid on the amendment of these bylaws fifty percent of the graduate faculty must be present for the vote or fifty percent of the graduate faculty must cast a vote if done electronically. In order for the amendment to pass, a two-thirds majority of graduate faculty who vote must cast a vote in favor of the amendment.