Shared Governance: Working Together for the Greater Good

NC A&T Faculty Senate Workshop

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Workshop Goals

- Focus
  - An overview of academic shared governance principles and rationales
  - Faculty Assembly "Best Practices"
  - Structures and choices: Faculty Senate and more
  - Scenarios for discussion now or later
  - Thinking about the future

Part I: Overview

1. What does healthy shared governance **mean**?
2. What are the **assumptions** underlying shared governance?
3. What are the **sources** of shared governance understandings and principles?
3. What are common **preconditions**, **structures, principles, and practices** associated with shared governance?
4. Do historically minority institutions face special issues with shared governance?
5. What does **good** "shared governance" **look like**?

Meaning

Shared Governance: Meaning

- "Healthy shared governance" is
  - a <u>structure</u>, a <u>process</u>, and most importantly a <u>culture of trust</u> in decision making
  - that fundamentally depends on the <u>reflective engagement</u> of <u>each member</u> of the major stakeholder groups at a university—the board, the administration, and the faculty—
  - with the <u>mission and the tradition</u> of the <u>university</u> and the <u>academic profession</u>
  - in the context of the <u>present challenges and opportunities</u> of their <u>institution</u>"

--Professor Neil Hamilton (2007)

Assumptions

Underlying Assumptions

1. <u>Individual faculty members</u> have duties of professional competence and ethical conduct

2. Faculty as a <u>collegial body</u> assume <u>duty of peer review</u> to enforce individual faculty members' obligations

3. Faculty members have <u>expertise</u> rooted in <u>disciplinary knowledge</u> concerning research and teaching that <u>can enhance institutional quality</u> if brought to bear on <u>certain types of decisions</u> and decision-making.

4. <u>Governing boards and administrators</u> have <u>legal responsibilities</u> that faculty members also recognize.

Assumptions (2)

5. <u>Cooperation and trust</u> among faculty, administrators and boards are <u>essential</u> for institutional quality.

6. The <u>faculty role</u> in shared governance has traditionally been most prominent <u>in areas where faculty have particular expertise</u>:

   – Curriculum
   – Procedures for student instruction
   – Standards of faculty competence and ethical conduct (appointments, promotion, tenure)
   – Admissions
   – Grading standards

7. Shared governance is an <u>earned</u> <u>deference</u> tradition.

Assumptions (3)

8. Healthy shared governance is based on the <u>assumption that faculty members have internalized a strong sense of professionalism</u>, including commitment to

- Meet standards of ethics and competence set by peers
- Strive to realize ideals and core values of the academic profession
- Put service to students, the public and advancement of knowledge ahead of self-interest
- Develop a sense of personal conscience and capacity for self-scrutiny and oral dialogue with colleagues and others
- Commit to a social compact of holding self and others responsible to core standards and values in return for the authority to regulate the academic profession and exercise academic freedom

Sources

Sources: University Code

- Section 502B: Relation of <u>Chancellor</u> to <u>BOG and President</u>

    1. Keep informed of operations and needs of institution

    2. Make recommendations for development of educational programs and serve as adviser with respect to all programs and activities of the institution

    3. Responsible for enforcement of decisions

    4. Make recommendations for appo0intmen t of personnel

    5. Present all matters to be considered by BOG including proposed budget

    6. Official medium of communication between president and deans, chairs, directors, administrators, faculty members, students and employees

Sources: University Code

- ## Chancellor's relationship with BOT
  - Attend all meetings, keep BOT informed
  - Provide detailed operational report
  - Enforce all policies
  - Serve as medium of communication with faculty, students, administrators, staff

Sources: University Code

- **<u>Chancellor</u>'s relationship with <u>Institution (1)</u>**
  - Be leader and spokesperson for institution
  - Promote educational excellence and general development and welfare of institution
  - Define scope of authority of all faculties, councils, committees and officers
  - Authorize and approve all projects, programs and institutional reports on behalf of the institution
  - Responsibility for student affairs and student discipline

Sources: University Code

- Chancellor's Relationship with Institution (2)
  - Be a member of all faculties and academic bodies, and have right to preside over deliberations of any legislative bodies of the faculties
  - Responsible for ensuring that there exists in the institution a faculty council or senate, a majority of whose members are elected by and from the members of the faculty (general faculty may function in this role, however)
  - Faculty shall be served by chair elected by generation faculty or by council or senate
  - Chancellor may attend and preside over all meetings of council or senate
  - Council or Senate may advise Chancellor of any matters pertaining to institution that are of interest and concern to the faculty

Sources: University Code

- **<u>Chancellor's</u> Relation to <u>Institution</u> (3)**
  - In addition to establishment of faculty council or senate, Chancellor shall ensure establishment of appropriate procedures within institution to provide members of the faculty the means to give advice with respect to questions of academic policy and institutional government, with particular emphasis on matters of curriculum, degree requirements, instructional standards and grading criteria
  - Procedures may be through council or senate, standing or special committees or other consultative means

Faculty Roles and Structures

General Thoughts on Faculty Roles

- Primary responsibility for:
  - curriculum, subject matter and methods of instruction, research, faculty status, those aspects of student life which relate to educational process
  - If overruled, should have communication of reasons and chance for further consideration
  - Appropriate for time limits to be set re faculty advice

Faculty Roles (2)

- Particular responsibilities:
  - Sets requirements for degrees offered, determines when requirements met, authorizes grant of degrees
  - Addresses faculty status (appointments, reappointments, decisions not to reappoint, promotions, tenure, dismissal)
  - Participation in determination of policies and procedures re salary increases
  - Head of department/chair selected following consultation with faculty

Structures: Faculty (1)

– Agencies of faculty participation should be established at each level where faculty responsibility is present and should exist for presentation of the views of the whole faculty

– Structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution

Structures: Faculty (2)

- Faculty representatives should be selected by faculty according to procedures determined by the faculty
- Agencies may consist of meetings of all members, or faculty-elected committees in departments and schools and faculty-elected senate or council
- Means of communication among components of institution include
  - Circulation of memoranda, joint ad hoc committees, standing liaison committees, membership on administrative bodies, membership on governing boards
  - Channels of communication should be clearly understood and observed

Faculty Assembly Principles

Faculty Assembly Principles

- Process of development
- AAUP "Indicators of Sound Governance"
- Recommended standards:
  - Faculty Senate; meetings, elected membership, officers, structure, deliberation, regular procedures, adequate support
  - Chair of the Faculty: elected spokesperson with appropriate reassigned time

Faculty Assembly Principles: FOCUS

- ## Faculty Governance Responsibilities
  - Codified in governance document
  - Curriculum approved by faculty (committee as whole, elected representatives or designated by procedures), including:
    - Graduation requirements, grading, attendance, add-drop, course repeats,
    - Establishment/merger/discontinuation of departments, schools, colleges and elimination or consolidation of degree programs
    - Establishment of new degree programs (including online), majors, courses, honors program policies
    - Admissions policies
    - Graduate and professional degrees (by faculties of schools)

Faculty Assembly Principles: Consultation

- Consultation as to
  - Policies on reappointment, tenure, promotion, post-tenure review
  - Review of faculty handbooks, academic policy manuals, institutional policy statements affecting teaching, research, conditions of employment
- Granting of honorary degrees
- For joint committees: representation reflecting faculty's stake; selected in consultation with elected faculty leadership or processes approved by senate

Faculty Assembly Principles: Administration-Faculty Collegiality

- Collegial, candid, cooperative relationship should exist
- Expected that senior administrators will uphold decisions of senate in areas where faculty has primary responsibility (curriculum and tenure/promotion/policies)
- Consultation in timely way and seeking meaningful faculty input on range of topics
- Meaningful participation in selection of academic administrators, appointment and reappointment of dean/chair, evaluation procedures

HMI Experience

HMI Experience

- Study by James Minor (AAUP 2005)
  - Approach: survey and site visits; interaction with faculty, faculty senate, administrators
  - Contextual factors
    - History of HCBUs
    - Tradition of strong presidential leadership: autocratic? Or needed for survival and progress?
    - Factors: communicative styles, history, external stimuli
    - Comparison to traditionally white institutions or not?

HMI Experience

- Differing perceptions of faculty, senate chair, president re:
  - Shared governance is an important part of my institution's value and identity?
  - President and administration are genuinely committed to shared governance?
  - Level of trust between president and faculty is good or at least sufficient to move forward with campus initiatives?
  - Communication between campus constituents is good or sufficient to make progress?
  - Faculty Senate is important governing body?

HMI Experience

- Areas of substantial faculty influence?
  - Undergraduate curriculum?
  - Tenure and promotion policies?
  - Strategic and budget priorities?
  - Distance learning?
  - Elevation of chief academic officer?
  - Selection of president?

HMI Experiences: Comments

- Minor raised thoughtful questions:
  - Do deep commitment to teaching traditions and students affect ability of HBCU faculty to participate effectively in governance?
  - How does external climate affect practices and internal climate?
  - How do governing boards' perspective affect practices?
  - Do practices regarding participation through academic departments and standing committees versus faculty senate differ?
  - What areas are of special concern—student recruitment, finances, research capacity, retaining faculty v. program reviews?

HMI Experiences: Other Comments

- ## Spelman (Beverly Guy-Sheftall)
  - Joint work on shared governance structures
  - Junior faculty caucus
  - Questions:
    - What would make decision-making processes more transparent?
    - How can communication among campus constituents be improve to promote greater collaboration
    - How might candid dialogue be fostered about systemic barriers to greater faculty involvement
    - How might the academic mission be made more central?
  - Resistance to change: administrators and faculty too?

Structures and Choices

Structures

- Department and College
- University Committees
- Faculty Senate

Rationales

- **It's important: if not me, who? If not now, when?**
- **It's collaborative: engaging with others has multiple benefits**
- **It's creative and engaging**

Choices

- **Interest**
- **Expertise**
- **Time**
- **Teamwork**

Next Steps:
Working Together for the Greater Good

- Ideas for the future?