



Shared Governance

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Shared Governance Session Overview >>

- History of Shared Governance
- General areas of stakeholder responsibility
- Methods for engaging with faculty

Background >>

- Professional Background
- Impact of understanding shared governance on our careers

Origins of academic governance



- 1889: first academic senate in the U.S.
established at Cornell.
- 1915: American Association of University
Professors organized to define and protect
academic freedom.
- 1940: Statement of Principles on Academic
Freedom and Tenure (AAUP and AAC).
- 1966: Statement on Government of Colleges
and Universities (AAUP, ACE, AGB).

1966 Statement >>

“This statement is a call to mutual understanding regarding the government of colleges and universities...”

The Components >>

- Trustees, administrators and faculty
- Students

[Shared Governance Janice Abraham](#)

The Academic Institution: Joint Effort >>

- Shaped by the institutional charter, by tradition and history, by the present needs of the community of the institution and by the professional aspirations and standards of those directly involved in its work.
- Once an educational goal has been established, it becomes the responsibility **primarily of the faculty** (emphasis added) to determine the appropriate curriculum and procedures of student instruction.

Determination of General Education Policy >>

A variety of forms appropriately considered...

Initial exploration by president, with faculty consideration at a later stage

Alternately, recommendation by faculty, subject to endorsement of the president and governing board

Differences in weight of each voice will depend on the responsibility for the matter at hand

“a university is a community of scholars who, out of mutual respect for the expertise and contributions of their colleagues, agree that shared decision-making in areas of recognized primary responsibility constitutes the means whereby a university best preserves its academic integrity and most effectively attains its educational mission.”

Collegiality in the California State University System
Academic Senate CSU, 1985

The Academic Institution: Joint Effort >>

- Internal Operations - Planning
 - Broadest possible exchange of information and option should be the rule for communication university-wide
 - Channels of communication should be established and maintained by joint endeavor
 - Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions

The Academic Institution: Joint Effort >>

- Internal Operations – Physical Resources
 - Board, President and Faculty should all seek agreement on basic decisions regarding buildings and facilities to be used in the educational work of the institution
 - Implications for non-educational facilities?

The Academic Institution: Joint Effort >>

- Internal Operations – Budgeting
 - Allocation of resources among competing demands
formal responsibility of the governing board
 - Administrative authority of the president
 - Educational function of the faculty
 - Shared responsibility in the short and long-range priorities
 - Function of each component should be understood by all
 - Allocation of authority will determine information flow and participation scope

The Academic Institution: Joint Effort >>

- Internal Operations – New President
 - Cooperative search by the governing board and the faculty, taking into account other interested parties...
 - Equally qualified to serve as executive officer of the governing board and chief academic officer
 - Should have the confidence of the board and the faculty

The Academic Institution: Joint Effort >>

Internal Operations – Selection of academic deans

- Responsibility of the president with the advice of the appropriate faculty

The Academic Institution: Joint Effort >>

Determinations of faculty status:

Joint action for selection, promotion, tenure
and dismissals

The Academic Institution: Joint Effort >>

External Relations:

Clarity required - whether speaking unofficially or personally or speaking for the institution, guided by policy.

Board speaks legally for the whole institution, although may be delegated.

[Collaboration is Key in Faculty Governance at Emory](#)

The Academic Institution: Governing Board >>

- Rely on history of the institution and mission
- Almost without exception is the final institutional authority (sidebar on activist governors/legislators)
- While maintaining a general overview, entrusts the conduct of administration to the president, deans and administrators and the conduct of teaching and research to the faculty.
- Publication of overall policies and procedures

The Academic Institution: Governing Board (cont) >>

- Tie future to resources, endowment management, capital and operating resources and broad personnel policy.
- Champion in crises.
- Defense of the vested interests of society broadly when considering actions

The Academic Institution: The President>>

- Primary – Institutional leadership
- Shared responsibility of goals
- Administrative action
- Communication system linking components
- Represents to its many publics
- Supported by delegated authority from the board and faculty

The Academic Institution: The President (cont.) >>

- Chief planning officer – innovate and initiate
- Present faculty views (including dissenting) to board
- Share board views with faculty
- Maintain existing institutional resources and create new resources
- Managerial responsibility for nonacademic activities
- Public understanding; chief spokesperson

[Shared Governance and Academic Freedom Stephen Andrews](#)

The Academic Institution: The Faculty >>

- ✓ Curriculum
- ✓ Subject matter and methods of instruction
- ✓ Research
- ✓ Faculty status
- ✓ Student life relating to the educational process

The Academic Institution: The Faculty >>

Means of communication (Faculty engagement toolkit)

- Circulation of memos, email, reports, etc.
- Joint ad hoc committees
- Standing liaison committees
- Membership of faculty on administrative matters
- Membership of faculty members on boards

Collegial Advice >>

Invest in cultivating strong faculty leadership –
formal and informal

Explain the framework then seek first to understand

Shared governance is not seen in private sector –
not intuitive

Faculty view themselves as independent
contractors, not employees

“Speed of Trust” impacts – Stephen M.R. Covey

Collegial Advice >>

There are significant differences in disciplinary views

You do not have their expertise, they don't have yours – fiscal, budget, administrative structure, audit, compliance, consequences. “my money”, they know what to do, not how to do it (institutionally)

Process is Primary – Why?

Framework for success >>

1. Engage faculty and leadership before you need them (research academic history)
2. Understand their issues, work to advocate
3. Being present and engaged in initiatives or issues
4. Being intentional about shared governance
5. Develop a process guided by shared governance
 1. Charge to committee (deliverables, time-frame)
 2. Pay attention to committee membership
 3. Be clear about role – recommend, to whom, expected path forward
6. Memorialize outcome
7. Communication plan (committee and outward)

Tales from the Front – “War Stories” >>

- Implementation of administrative system that was primarily efficiency but had some impacts to faculty
- Human subject payments for research projects, timely vs. audit mandates/requirements, etc
- Faculty sick leave
- Pcard use for hotels or related (mini-bar, movies, etc.) policy changes
- Office supply or low dollar controls that disproportionately affect faculty
- Change teaching loads
- Prioritize new research direction or initiative

Use the Framework for success to develop a plan to review or change a campus practice using the principles of shared governance.

Faculty recommendations to administrators >>

1. People who perform the work should have a say in changes – helps things work well. Plus, yields buy-in!
2. When you're in a position of (perceived) power, be VERY careful about what you say and how you share and frame ideas.
3. LISTEN. Filter and pursue the best good ideas.

Shared Governance – Take Aways >>

- History of Shared Governance
- General areas of stakeholder responsibility
- Methods for engaging with faculty

More of an art than a science. Like so much of what we do – “it’s complicated”!

BE THOUGHTFUL.

THANK YOU – QUESTIONS?

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