

Statement on Shared Governance
Developed by Academic Senate Leadership
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Shared Governance Principles

I. Authority

- The administration's *Governance, Administration, and Communication Guiding Principles* document on Infomart has the following on the delegation of authority.
 - The Board delegates authority to the CEO. **[dislike using the administration's language of CEO]**
 - The CEO delegates authority, defined through position descriptions, to individual Cabinet members. **[question necessity of reference to Cabinet members]**
 - Cabinet members solicit input from the College community through advisory groups.
 - Advisory group recommendations are documented, and administrative decisions are communicated.
- The AAUP *Statement on Government of Colleges and Universities* largely supports this position with these important caveats: **[begin with AAUP statement and move from it to administrative position]**
 - Not all advisory groups are created equal--namely individuals with expertise in certain areas should be given weightier or even primary responsibility for contributing to the decisions made concerning those areas.
 - When an advisory group has primary responsibility for contributing to the decisions of an area, the recommendations of that advisory group should be rejected only in "rare instances and for compelling reasons which should be stated in detail."
- Therefore
 1. The Vice Chancellor for Academic and Student Affairs has the authority to make decisions related to academics and is held accountable for those decisions.
 2. The Academic Senate is an **[should be "the"]** advisory group with primary responsibility in the area of Student Learning, which includes curriculum, academic standards, assessment, academic technology, academic planning, and other academic matters. **[list of academic work should be clearer, more explicit, more extensive, etc.]**

II. Participation

1. A shared governance model that includes early involvement in the decision-making process by a diverse base of voices and perspectives not only improves the quality of those decisions but also creates an atmosphere of inclusion and respect that can only help to smooth the reception of those decisions.
2. The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, staff, and students (AAUP).
3. Important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components (AAUP).
4. Shared governance should involve two complementary and sometimes overlapping concepts: giving various groups of people a share in key decision-making processes, often through elected

representation; and allowing certain groups to exercise primary responsibility for specific areas of decision making (*Chronicle* article).

5. True shared governance attempts to balance maximum participation in decision making with clear accountability (*Chronicle* article).
6. The shared governance environment should be one of inclusion and respect in order to generate a high level of morale within the institution.

[Does this section adequately address the process of input from individuals who aren't part of a designated advisory group?]

III. Communication

1. The key to genuine shared governance is broad and unending communication. When various groups of people are kept in the loop and understand what developments are occurring within the university, and when they are invited to participate as true partners, the institution prospers (*Chronicle* article).
2. The most important aspect of shared governance is developing systems of open communication where faculty members, board members, and administrators work to align and implement strategic priorities (*Trusteeship* article).
3. Communication needs redundancy, incorporating multiple vehicles (*Communication guiding principle*).
4. Because "community" is our middle name, effective communication in the shared governance environment helps to build the college's internal community.
5. Any member of the college should have a public forum at which to express approval, propose innovations and changes, and raise concerns.

[Should this section include a procedure the administration should follow if it wants to change the shared governance environment?]

Academic Senate Practices that Achieve the Shared Governance Principles

1. The Academic Senate should participate in academic policy, procedure, and planning conversations as early in the process as possible as opposed to being asked for its feedback after a policy, procedure, or plan has been created.
2. The academic recommendations of Senate should carry great weight and be rejected only in rare instances and for compelling reasons which should be stated in detail.
3. Academic Senate should maintain college and campus level meetings in order to facilitate multidisciplinary and multi-work group conversations and work that enhance student learning.
4. There should be open attendance at all Senate meetings, including committee meetings. If a member of the college community wants to attend a Senate meeting, he or she should be allowed to do so.
5. The Academic Senate Council should be comprised of freely elected voting representatives of all college workgroups and students.
6. Frequent, consistent, and redundant two-way conversation on academic matters should occur between administration and Academic Senate.
7. The Academic Senate should have the freedom to initiate conversations and deliberations about academic matters as well as accept work suggestions from the administration.

[Should this document include something on Senate's value system?]

Documents

- Higher Learning Commission, “Criterion 5, Core Component 5B”; <https://www.ncahlc.org/Criteria-Eligibility-and-Candidacy/criteria-and-core-components.html> .
- American Association of University Professors, “Statement on Government of Colleges and Universities”; <http://www.aaup.org/report/1966-statement-government-colleges-and-universities>.
- Infomart, “Governance, Administration, and Communication Guiding Principles”; <https://infomart.oaklandcc.edu/CBT/Reports/Governance/GPGACommunication.pdf>.
- Gary A. Olsen, “What Exactly is ‘Shared Governance’?”, *Chronicle of Higher Education*, July 23, 2009; <http://chronicle.com/article/Exactly-What-Is-Shared/47065/>.
- Steven C. Bahls, “How to Make Shared Governance Work: Some Best Practices,” *Trusteeship* 2.22, March/April 2014; <http://agb.org/trusteeship/2014/3/how-make-shared-governance-work-some-best-practices>.