

SUNY Voices: CGL Leadership Institute

Faculty Council of Community Colleges
University Faculty Senate

Agenda for the day

- ▶ 10:00 - 10:30: Welcome + introductions
- ▶ 10:30 - 11:15: Shared Governance 101
- ▶ 11:15 - 11:30: Break
- ▶ 11:30 - 12:15: How to Run a Meeting and Other Useful Tips
- ▶ 12:15 - 1:00: Transitions

Introductions

▶ Team SUNY Voices

- ▶ Henry Flax
- ▶ Christy Fogal
- ▶ Lisa Glidden
- ▶ Wendy Johnston
- ▶ Gwen Kay
- ▶ Keith Landa
- ▶ Sandra Rezac
- ▶ Bruce Rowe

▶ Team CGLs

- ▶ Binghamton
- ▶ Broome
- ▶ Buffalo State
- ▶ Canton
- ▶ Cortland
- ▶ Delhi

▶ Team CGLs, cont.

- ▶ Fulton-Montgomery
- ▶ Jamestown
- ▶ Jefferson
- ▶ Old Westbury
- ▶ Onondaga
- ▶ Oswego
- ▶ Polytechnic
- ▶ Rockland
- ▶ Schenectady
- ▶ Sullivan
- ▶ Tompkins Cortland
- ▶ Ulster
- ▶ University at Buffalo
- ▶ Westchester

Shared Governance 101

Christy Fogal, FCCC Pres
Gwen Kay, UFS Pres
June 5, 2020

What is Shared Governance?

- ▶ Shared governance in higher education refers to structures and processes through which faculty, professional staff, administration, governing boards, students and staff participate in the development of policies and in decision-making that affect the institution.
 - ▶ These “structures and processes” are inclusive and transparent.

Shared Governance on academic matters

Most conceptions of shared governance recognize that faculty are best qualified and should therefore have a primary role, through a sound and well-established governance structure, in the formulation of policy relating to:

- ▶ Curriculum
- ▶ Methods of instruction
- ▶ Academic standards/rules
- ▶ Assessment of courses and programs
- ▶ Academic student affairs
- ▶ Program development
- ▶ Degree requirements

Faculty Purview over Curriculum

- ▶ Because of faculty expertise in content areas as well as in pedagogy or method, faculty are best equipped to determine:
 - ▶ Program and course learning outcomes
 - ▶ Sequencing of content
 - ▶ The use of instructional materials

Shared Governance

Furthermore, faculty should have significant input, through their governance structure, into all other areas that affect the academic functions of the institution. This input should extend to areas that include, but are not limited to:

- ▶ Budget
- ▶ Mission, planning (strategic and operational)
- ▶ Institutional Assessment
- ▶ Searches for key leaders
- ▶ Policy that is not academic in nature

Role of Students in Shared Governance

- ▶ Student affairs - students should be consulted on policy related to student affairs
eg: Code of conduct; tuition; res life; food services
- ▶ Shared governance bodies - Students should be represented on Campus decision-making bodies
- ▶ Student Governance - Students should control the constitution and by-laws of their Student government organization
- ▶ Student elections - Students should be able to vote in free and fair campus elections for their leaders
- ▶ Student Activity Fee - Students should have control/influence over use of the fee

SUNY System Shared Governance

- ▶ SUNY Board of Trustees
 - ▶ UFS & FCCC presidents are ex officio members
 - ▶ Student Assembly president is voting member
- ▶ Chancellor
 - ▶ Three governance leaders sit on Cabinet
- ▶ SUNY Provost
- ▶ Provost's office - administers academic policy
 - ▶ Shared governance efforts commonly housed here:
 - ▶ Development of policy via task forces
 - ▶ Drafts of policy for review from system governance bodies & campus governance

Roles and Responsibilities of Faculty

- ▶ Policy-making vs. policy implementation/administration
 - ▶ Process and substance
- ▶ Unions vs. governance bodies

Sound policy-making

- ▶ Authentic, shared development of policy occurs when shared governance is working effectively.
- ▶ Occasional “feedback” or “consultation” on pre-determined decisions may happen but should not be the norm.

Policy-making vs. procedure

- ▶ Be aware of getting into the weeds of policy implementation or campus operations. These are administrative functions.
- ▶ Much faculty work is mistakenly OPERATIONAL instead of engaging in a meaningful role in policy-making. Some faculty work is service to the college.
- ▶ Procedure can alter policy, so it must also be carefully reviewed to ensure that it reflects or reinforces academic policy.

Importance of process

- ▶ Who sets the agenda?
- ▶ Are all committees reporting to a larger governance body?
- ▶ Are committee members elected by senators/members (and therefore accountable to those members)?
- ▶ Are senators communicating agenda items and decisions to constituents?
- ▶ How do issues move from constituents to their representatives or to the body?
- ▶ How do governance bodies interact/relate to each other?
 - ▶ Is it clear in by-laws how bodies relate to each other?
 - ▶ Are mechanisms in place for college senate and student senate to interact?

Importance of representation

- ▶ Trustee style: representative acts in the best interest of his/her constituents based on own expertise and experience
- ▶ Delegate style: representative acts as a messenger of constituent will
 - ▶ It's difficult to determine what that is.
- ▶ Communication is KEY!
 - ▶ Representatives must inform constituents of the issues and the decision outcomes.
 - ▶ Constituents must be aware and interested in offering their views on issues.
- ▶ Faculty and students who are serve on a campus-wide committees should be elected by their constituent groups.

Decision-making structures

Governance vs. Unions

- ▶ Governance deals with academic matters (curriculum, pedagogy, assessment, etc.)
- ▶ Union deals with salary, terms of employment
- ▶ Unions are likely more reactive (eg: grievances) and have a clear position on issues which supports dues-paying members.
- ▶ Shared governance should be proactive.
 - It incorporates all viewpoints & expertise into important decisions and policies, and works to build consensus among all constituencies from the beginning of the planning process.

Some issues straddle union and governance (eg: class size; classroom observation)

Where does Shared Governance go Wrong?

- ▶ Silence is interpreted as consent (by admin).
- ▶ Confusion of roles (board, president, students and/or faculty).
- ▶ Know your primary role
 - ▶ Faculty - academics
Don't get in the weeds of procedure or operations.
 - ▶ Administrators - implementation of policy
Don't stray into academic policy (curriculum and rules).
 - ▶ Student leaders - student affairs
Don't only take care of their own privileges (space, compensation, perks).
- ▶ Recommendations from faculty and students are disregarded without stated reason or explanation from administration.

Where does Shared Governance go Wrong?

- ▶ Administrative decisions made behind closed doors; lack of consultation with students or faculty.
- ▶ Lack of understanding the representative function and the work that it entails.
 - ▶ Who is your master?
- ▶ Inability or unwillingness to recognize and respect the work that comes out of governance committees.
- ▶ Disengaged faculty or students.
- ▶ Poor communication.

Key indicators of Good Shared Governance

- ▶ Climate for governance - trust and transparency are key
- ▶ Institutional communication is strong
- ▶ Collective understanding of roles
 - ▶ Board's Role
 - ▶ President's Role
 - ▶ Student's Role
 - ▶ Faculty's Role
- ▶ There is an understanding of the responsibilities of representation (important in Senate models)
- ▶ Joint decision-making occurs
- ▶ Is there a process in place for assessing structural arrangements for governance?

► **Any questions?**