

Assessing Shared Governance

Standard VII: Governance, Leadership, and Administration

1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;

Standard VII: Governance, Leadership, and Administration

4.e. regular engagement with faculty and students in advancing the institution's goals and objectives;

Standard I

Mission and Goals

1. Clearly defined mission and goals that:
 - a. are developed through appropriate **collaborative participation** by all who facilitate or are otherwise responsible for institutional development and improvement;
 - b. address external as well as internal contexts and constituencies;
 - c. are approved and supported by the governing body;
 - d. **guide faculty, administration, staff, and governing structures in making decisions** related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
 - e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;

Standard III: Design and Delivery of the Student Learning Experience

2. student learning experiences that are designed, delivered, and assessed by faculty

VI. Planning, Resources, and Institutional Improvement

2. clearly documented and communicated planning and improvement processes that provide for **constituent participation**

*Sustainable Governance:
Strategies to Use Governance to Support
Assessment and Accreditation Excellence*

Workshop at 2015 MSCHE conference by

- Debora Ortloff and
- Mary McLean-Scanlon

Rubric Categories

Examine:

- Structure
- Participation
- Communication
- Assessment

Rubric setup:

- Beginning
- Developing
- Acceptable
- Exemplary

By-Laws

Beginning

- The governance structure is defined through by-laws but does not show the role of stakeholders

Developing

- The governance structure is defined through by-laws and shows the role of some stakeholders

Acceptable

- The governance structure is openly defined through by-laws and clearly demonstrates the role of most institutional stakeholders

Exemplary

- The governance structure is openly defined and highlighted by the by-laws in addition to demonstrating the role of all institutional stakeholders
- The by-laws clearly lay out how different parts of the governance structure can communicate with each other about policies and programs of mutual interest.

UB Rubric Categories

- Structure and Function
- Participation
- Communication
- Assessment

Structure and Function

- Do you have a constitution and bylaws that are available for all to see?
- Are those serving in official capacities (officers and committees) within your governance structure accountable?
- Are all the areas of your governance structure clearly laid out?
- Is curriculum within the purview of the faculty?
- Do you have an accurate org chart showing the hierarchal relationships.
- Do you use data in making decisions?
- Do you have access to data necessary to make decisions?

Participation

- Are shared governance bodies representational?
- How well do your committees function?
- Do committees understand their general purview?
- Are committees given specific charges each year and do they accomplish their charges?
- To what extent do you have a standing accreditation committee? If you have one, does it live within your governance structure?

Communication

- How well are Faculty Senate decisions communicated to the community.
- Do the community members understand the process?
- Do shared governance reps seek input from the community?
- Can you locate past records with some ease?

Assessment

- Is your structure set up with a continuous feedback loop?
- To what extent do you assess your governance structure and process?
- How do you assess shared governance?

Structure and Function

	Beginning	Developing	Acceptable	Exemplary
<p>Accountability</p> <p>Are those serving in official capacities (officers and committees) within your governance structure accountable?</p>	<p>Little to no accountability or responsibility is assigned by the structure</p>	<p>The structure assigns some of the responsibility and accountability to the various governance entities</p>	<p>The structure assigns responsibility and accountability to the various governance entities</p>	<p>The structure clearly describes the responsibility and accountability of all the governance entities</p>

Communication

	Beginning	Developing	Acceptable	Exemplary
Decisions How well are Faculty Senate decisions communicated to the community?	Key decisions are inconsistently shared with stakeholders and timeliness is not met	Key decisions are shared with stakeholders some of the time but not always in a timely manner	Key decisions are effectively communicated to all stakeholders in a timely manner	Key decisions are shared with stakeholders in a timely and effective manner via open channels Decisions are clearly linked to the data used to support them

American Association of University Professors

AAUP statement on shared governance calls for “shared responsibility among the different components of institutional government and specifies areas of primary responsibility for governing boards, administrations, and faculties.”

<https://www.aaup.org/our-programs/shared-governance>

AAUP Shared Governance indicators

1. Climate for Governance
2. Institutional Communication
3. Board's Role
4. President's Role
5. Faculty's Role
6. Joint Decision Making
7. Structural Arrangements for Governance

<https://www.aaup.org/sites/default/files/files/Evaluation%20of%20Shared%20Governance.pdf>

Climate

- The administration, the faculty, students, and staff model collegiality, respect, tolerance and civility towards other members of the campus community and each other.
- Negotiations and communications among university constituents are open and carried out in good faith and in an atmosphere of trust.
- The campus community fosters participation and leadership by women, persons of color, part-time faculty, and members of other underrepresented groups.
- The campus climate supports a diversity of opinions, schools of thought, perspectives, and personal styles.
- The faculty's participation in governance
 - can improve working conditions for the faculty
 - has improved working conditions for the faculty.
- The president effectively advocates the principles of shared governance to the other stakeholders.

Structure

- There is a faculty senate or other institution-wide governance body that meets on a regular basis.
- The structures and processes that allow for faculty collaboration:
 - are clearly defined in the governance documents.
 - are functioning in an effective manner.
 - allow faculty determine how their own representatives are selected.
- Faculty committees determine
 - educational policy, curriculum design, curriculum review, and standards and procedures for evaluating teaching and scholarly production
 - policies and decisions concerning those aspects of student life that relate to the educational process
 - standards and criteria for retention, promotion, and tenure.
 - both adverse and positive decisions in faculty personnel matters.
- The institution recognizes joint responsibility for decision making in the area of budgeting

Communication

- Faculty representatives to the senate, institutional committees, and other representative bodies keep their constituents informed of the agendas of those bodies and solicit constituents' views whenever appropriate.
- Faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes.
- Given reasonable time, the faculty responds expeditiously to requests from the administration for recommendations and action on institutional decisions.
- Faculty representatives to institutional committees and advisory boards have adequate time to consult with their constituents before voting or making recommendations on important issues.

Participation

- Faculty members view participation in shared governance as a worthwhile faculty responsibility.
- The institution fosters shared governance by maintaining reasonable workloads, supporting faculty development of governance skills, and rewarding participation in governance work.
- Resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy.
- The faculty has a strong influence on the selection of academic administrators.
- Faculty participation influences the evaluation of academic administrators.

Assessment

- The faculty periodically reviews and, when appropriate, proposes changes to the faculty handbook, senate by-laws, and similar documents.
- Shared governance engages in regular periodic assessment.

