



What is
Shared Governance?

MSCHE
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**Shifting the Paradigm
for Faculty Engagement**

+ Who Are We?



- **Claudine Thomas**

Associate Dean, Educational Support

former Interim Academic Dean

- **Holly Bittner**

Associate Professor of English and Creative Writing

former Faculty Forum President

+ Goals



- Tell our story as we developed a new Faculty Governance structure
- What did it mean for us?
- What are the challenges/successes?
- Where do we want to be?
- Collective feedback
- Best practices

+ Activity

Shared Governance at Your Institution

- 1) What are the barriers or challenges to shared governance?
- 2) Is it clear how decisions are made? Why/why not?
- 3) What do you expect from effective shared governance?
- 4) What does successful shared governance look like?
- 5) How does your institutional role (as administrator/faculty/staff, etc.) influence your views of shared governance?

+ Moore College of Art & Design Our Story



+ The New Landscape



- Traditional learning model vs career prep
- Accountability – evidence for federal government regulations
- Changing teaching modalities – online vs on-the ground instruction
- Funding priorities
- Faculty roles – recruitment, professional development, teaching, advising
- Class sizes
- Corporate model of education



Motivation

How do we resolve these issues collectively?

+ History



Middle States

- 2002 Self Study
- 2007 Periodic Review
- 2012 Self Study

“...strengthen collegial governance including clarification of governance responsibilities of administration and faculty (Standard 4).”

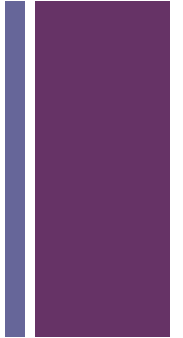


“Quality is everyone’s responsibility.”

– W. Edwards Deming



Areas for Improvement from 2012 Self-Study



- Researching possible models for a forum comprised exclusively for faculty
- Assessing the effectiveness of the current structure for undergraduate departments and the ability of our Academic Council to represent all majors
- Formalizing the process for governance assessment



Why is Shared Governance Important? (General Rationale)



- Helps us to respond to national issues: pressures for higher graduation rates, non-traditional types of learning, college affordability and accessibility
- Promotes free and open discussion
- Addresses issues around curriculum, resources, and retention
- Improves campus climate (morale, equal opportunity for input, increased representation from all constituents)
- Necessary for effective decision-making



Barriers

- Not enough time – faculty workload & external demands
- Full time faculty vs. part time faculty – expectations around participation
- Calendars not aligned
- Lack of mutual understanding about roles in decision-making
- Lack of an effective communication plan
- Trust between faculty and administrators
- Other complexities (perceived competing agendas, personality conflicts, academic issues vs. union issues)
- Non-agreement about what “shared” governance means

+

“Shared”



What does “shared” mean?

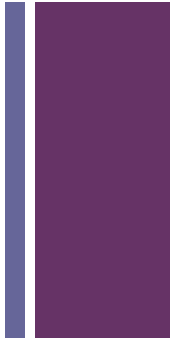


“True shared governance attempts to balance maximum participation in decision making with clear accountability.”

“ ‘Shared’ doesn't mean that every constituency gets to participate at every stage. Nor does it mean that any constituency exercises complete control over the process.”

“**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.”

-- Gary A. Olson, provost & VP for Academic Affairs, Idaho State University, from “Exactly What Is ‘Shared Governance’?”, *Chronicle of Higher Education*, July 23, 2009





Decision-Making Models



- **Fully Collaborative decision-making**

Faculty and administration making decisions jointly with consensus as a goal.

- **Consultative decision-making**

Faculty opinion and advice sought but authority remains with senior administration and board with the goal of information sharing and discussion.

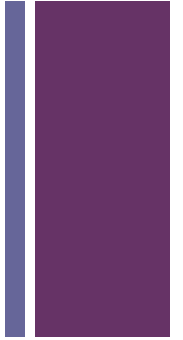
- **Distributed decision-making**

Decisions made by discrete groups on specific issues. Faculty makes decisions on specific topics, and administration makes decisions on other topics.

[William Leach, “Shared Governance in Higher Education: Structural and Cultural Responses to a Changing National Climate,” April 2008]



Catalyst for Change



- An accreditation issue
- New leadership
- New college-wide commitment in the Strategic Plan
- Trust



Faculty Forum Timeline

- Faculty in-service workshop
- Volunteer faculty-led taskforce
- Creation of a charter shared with all faculty, Academic Dean and President
- Formation of Faculty Forum Executive Committee (4 faculty)
- Meetings, actions, accomplishments



Faculty Forum Accomplishments



- Faculty Forum President or other Executive Committee member has a seat on the following College Committees:

Board of Managers (non-voting), Academic Council, College Planning, Academic Affairs, College Planning, Senior Managers meetings

- Created Faculty Forum Committees

- Curriculum
- Facilities & Resources
- Student Experience
- Faculty Experience
- Department Structure Task Force

- Established a seat for Curriculum Committee President on Academic Council

- Established monthly meetings between Forum President and Academic Dean

- Initiated changes and/or brought forth recommendations on topics such as:

- Affiliation agreements
- Academic program reviews
- Faculty exhibition
- Department restructuring (including a workshop attended by a majority of full-time faculty)