

SECTION: 8
DATE: April 20, 2018

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY AFFAIRS COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for April 20, 2018, and the minutes of the February 9, 2018, meeting be received and placed on file.

STAFF SUMMARY


The topic for the April 20, 2018, Faculty Affairs Committee meeting is Models of Shared Governance.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.



University Executive Officer

3/27/18

Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

April 20, 2018
10:00 – 10:45 a.m.
205 Welch Hall

AGENDA

Section X **Agenda and Minutes** (*Regent Webb*)

Discussion Topic: Models of Shared Governance

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

February 9, 2018
10:00 – 10:45 a.m.
205 Welch Hall

Attendees: (seated at tables) J. Carroll, C. Cunningham, A. Ducher, J. Kullberg, R. Longworth, Z. Moore, D. Pawlowski, K. Pettiway, R. Quiel, M. Rahman, Regent Simpson (Vice Chair), A. Stype and Regent Webb (Chair).

Guests: (as signed in): D. Alexander, A. Balazs, W. Kraft, K. Kucera, M. Nair, J. Smith, K. Stacey D. Turner D. Woike and R. Woody.

Regent Webb opened the meeting at 10:00 a.m.

Report and Minutes (Section 9)

Regent Webb requested that the Faculty Affairs Committee Agenda for February 9, 2018 and the Minutes of the October 20, 2017 meeting be received and placed on file.

Discussion Topics

“A 3-D Look at Our Instructional Staff: Definitions, Devotions and Deflections” led by Charles Cunningham (English Language and Literature), Keon Pettiway (Communications and Media Arts), D. Pawlowski (Physics and Astronomy) and Amanda Stype (Economics). The presentation focused on faculty composition, teaching responsibilities, research and service as they relate to the University’s Mission Statement. Faculty and Regents also engaged in further discussion of shared governance and its importance to campus.

Regent Webb thanked all and adjourned the meeting at 10:45 a.m.

Respectfully submitted,



Debbie Clearwater
Executive Assistant
Office of the Provost
Academic and Student Affairs

Models of Shared Governance

Faculty Senate & EMU-AAUP
Presentation to the Faculty Affairs Committee of the
EMU Board of Regents
April 20, 2018

What is shared governance?

- ▶ Shared governance is joint-decision making of governing board, administration, and faculty
 - ▶ The general principles of shared governance are laid out in the “Joint Statement on Government of Colleges and Universities” (1966) of the AAUP, American Council on Education, and the Association of Governing Boards
 - ▶ Important decisions or “areas of action involve at one time or another the initiating capacity and decision making participation of all institutional components.”
 - ▶ Joint action is essential because “unilateral effort can lead to confusion or conflict.”

Areas of joint action

- ▶ Although each of the primary actors (governing board, administration, and faculty) in shared governance has an area of primary responsibility in which it leads, joint action is essential in three areas:
 - ▶ Determination of general educational policy
 - ▶ Internal operations of the institution, including long-range planning and budgeting
 - ▶ External relations of the institution

Hallmarks of shared governance

- ▶ A strong system of shared governance is characterized by
 - ▶ transparency of the decision-making process
 - ▶ administrative accountability
 - ▶ participation of major stakeholders in planning and decision-making processes
 - ▶ continual collaboration between administration, faculty, governing board and other major stakeholders (such as students)

Why faculty participation in governance is essential

- ▶ The faculty is the heart and mind of the university. Good policies cannot be made without full faculty involvement.
- ▶ The faculty carries out the core educational mission of the university, and thus should have a seat at the table in all major decisions affecting the primary mission.
 - ▶ Faculty members possess disciplinary knowledge and professional expertise required for the development of high quality academic programs.
 - ▶ Faculty members have the most contact with students. They know and understand students' strengths, needs, and potential.
 - ▶ Faculty members have valuable connections with alumni, community organizations, and extended social networks.

Shared governance at EMU

- ▶ Contractual basis of shared governance: the EMU- EMU-AAUP Collective Bargaining Agreement
 - ▶ Article XIII specifies the procedures for the involvement of faculty in decision-making.
 - ▶ Goal is to “ensure mindful participation by the Faculty with the ultimate decision-making resting in EMU management, but with an assurance of regularity and fair play.”
- ▶ The **contract** specifies the rights of the AAUP as the association of faculty, of faculty “input” bodies, and input documents.
 - ▶ Faculty Senate
 - ▶ College advisory councils
 - ▶ Faculty in departments
 - ▶ College and department input documents (DIDs)

Rights/Responsibilities of the Faculty Senate

- ▶ Per by-laws (based on the Joint Statement)
 - ▶ Areas of joint responsibilities with the administration & board
 - ▶ Determining general education policy
 - ▶ Mission statement, curricular and instructional issues that affect more than one college
 - ▶ Advise on matters of student life that affect the academic mission
 - ▶ Internal operations.
 - ▶ Advise the administration on long range plans, decisions regarding physical resources, the academic budget, the university budget, selection and evaluation of high administrative officers (Deans and above)
 - ▶ External relations: public statements
 - ▶ Champion the right of faculty members, students and other members of the university community to speak on general educational questions and administration of the university
 - ▶ Present faculty perspectives on the programs and mission of the university

Shared governance at EMU: is it working?

- ▶ Faculty (and other major stakeholder) have not been involved in, recent major decisions.
 - ▶ Allocation of resources (budgeting)
 - ▶ Recent cuts, layoffs and elimination of athletic teams
 - ▶ Outsourcing/privatization decisions
 - ▶ Dining
 - ▶ Distance learning (AP)
 - ▶ Parking
 - ▶ Etc.
 - ▶ External relations
 - ▶ Example of the Educational Achievement Authority
 - ▶ The sanctioning of black students for the October 31/Nov 1 sit in of the student center

Possible approaches to addressing these problems

- ▶ Improve the process
 - ▶ Are there ways to alter existing decision-making processes so that all stakeholders have an opportunity to participate in deliberation before decisions are made?
- ▶ Modify the structure
 - ▶ Can the structure be altered or enhanced so that shared governance (joint effort) is assured?

Why process matters: procedural fairness

- ▶ Importance of procedural justice or perceived fairness of the decision-making process.
 - ▶ “Decisions made ‘in the right way’ are more likely to be considered legitimate, and perceived legitimacy in turn makes voluntary compliance.. more likely.” (Birnbaum 2003; Tyler and Blader 2000)
- ▶ Whether a process is perceived to be fair or not depends the beliefs of a group are. In a university setting, faculty (and increasingly students) expect to be involved and consulted
 - ▶ If they are not, they perceive the process to be unfair and the decision made through that process to be illegitimate.
 - ▶ Such a reaction is particularly likely in public institutions in a democratic society.

Academic values and norms

- ▶ In an academic setting, good governance is understood to be based on “open plans, open policy statements, open findings, open reasons, open precedents, and fair and informal procedures.” (Mortimer and Caruso 1984)
- ▶ Acknowledgement of the right of the faculty to participate is also a recognition of value and worth
 - ▶ Actual exercise of the right affirms status of faculty members
- ▶ Such acknowledgement produces greater job satisfaction and commitment to the mission of the institution.

The benefits of shared governance

- ▶ Enhanced authority of the institution and legitimacy of decisions
- ▶ Expanded social capital
- ▶ Trust in leaders
- ▶ More compliance and cooperation
- ▶ Greater loyalty to the institution
- ▶ More effective decisions
 - ▶ “...academic governance is far too important to be left entirely in the hands of professors or entirely in the hands of boards of trustees. The enterprise requires the participation of both...(Wicke 1963).