



The Values and Principles of Shared Governance

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Shared Governance as a Value

One of higher education's most distinctive values is its commitment to shared governance. It is a fundamental principle of inclusion in key areas of institutional responsibility and decision making.

Governing boards hold ultimate authority for an institution, as defined in bylaws and other foundational documents, as well as state fiduciary principles.

Board authority is delegated to—or “shared with”—institutional leaders and faculty.

Why Shared Governance Matters

Universities have a unique mission – ***the creation and dissemination of knowledge*** – and shared governance ensures that decision-making affecting the academic mission is largely independent of short-term managerial, political, or financial concerns – UofL Provost's Office

A sound system of institutional governance is a necessary condition for the protection of faculty rights and for the most productive exercise of essential faculty freedoms, including academic freedom - AAUP

Core Principles of Shared Governance

- Accountability, Transparency, and Disclosure
- Regular communication and shared data - creating a culture of evidence

From: Association of Governing Boards of Universities and Colleges (AGB)

Key Constructs of Good Governance

- 1. Mechanisms of Shared Governance** - Regulations, Policies, Procedures created with the involvement of stakeholders
- 2. Compliance** - Processes that demonstrate Accountability, Transparency, and Disclosure
- 3. Outcomes (Performance)** - Data and a culture of evidence

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Key Constructs of Good Governance

Mechanisms of Shared Governance - Regulations, Policies, Procedures created with the involvement of stakeholders

SACSCOC Principles of Accreditation:

- Faculty - CS 3.7.5: The institution publishes policies on the responsibility and authority of faculty in academic and governance matters
- Students - CS 3.9.1: The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community

Key Constructs of Good Governance

- **Compliance - Processes that demonstrate Accountability, Transparency, and Disclosure**
 - Through the *Redbook*, UofL has guidelines that support the responsibility and authority of faculty in academic and governance matters and the principle of consultation with staff and students
- **Outcomes (Performance) – Sharing Data and Creating a Culture of Evidence**
 - SACSCOC Principles of Accreditation
 - CR2.5: The institution engages in ongoing, integrated, and institution wide . . . evaluation processes that (1) incorporate a systematic review . . .

From: Association of Governing Boards of Universities and Colleges (AGB)

UofL Board of Trustees' Position on University Governance – adopted July 23, 2001

- The Board endorsed a position paper of the Coalition of Senate and Faculty Leadership (COSFL) in the State of Kentucky
- COSFL's paper was an endorsement of the 1966 "Statement on Government of Colleges and Universities" jointly formulated by the American Association of University Professors (AAUP), the American Council on Education (ACE) and the Association of Governing Boards of Universities and Colleges (AGB)
- These documents establish the core principles of collegial (shared) governance

Principles of Shared Governance at UofL

- Recognition of and respect for the many and varied roles that members of the academic community perform
- Timely disclosure of information needed to participate meaningfully in the discourse that makes good policy and practice
- Opportunities for members of the academic community to provide input for decisions that will affect them *before* decisions are made
- Respect for the principle of dissent - it is imperative that dissent from the majority view is respected by all

Good Faith and the Principle of Dissent at UofL

- Successful shared governance depends on all participants acting in good faith with everyone having enough information to offer sound opinions
- Respect for the diversity of opinion is of utmost importance
- Trustees, administrators, faculty, staff, and students will not always share one voice on matters of policy and practice, and dissent from the majority view must be respected by all involved
- No stakeholder should fear retaliation for expressing dissent from the majority opinion or from the opinion of a superior.

The Role of Faculty in Decisions Allocating Financial Resources

- Allocating resources among competing demands is the responsibility of the governing board, the president and administration, and the faculty
- Each have a voice in the determination of short and long range priorities
- Each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short and long range budgetary projections
- Decisions having an university-wide impact necessarily affect the educational mission of the university and require consultation ***before*** decisions are made

The Redbook at UofL

- The official statement of the organizational structure, governance rules and procedures, and university-wide policies
- Establishes the Faculty Senate (3.4.2), the Staff Senate (5.7.1) and the Student Government Association (6.5) as the official representatives of the faculty, staff, and student bodies
- The principle of administrative consultation with appropriate individuals, groups and organizations is explicit throughout *The Redbook*

QUESTIONS OR COMMENTS