

Task Force on University Shared Governance
Final Report & Recommendations
Submitted by Dr. Craig A. Smith

Dear President Jones:

The Task Force on University Shared Governance, meeting regularly from November 2013 to May 2014, or corresponding via e-mail, has concluded its deliberations and offers the following report and recommendations for your review.

Executive Summary

The Task Force on University Shared Governance, composed of thirteen members representing university administration, faculty, staff, and students, met eleven times over the course of seven months (November 18, 2013; December 10; January 23, 2014; February 27; March 10; March 24; April 7; April 23; April 29; May 8; and May 27). At regular six-week intervals the chairperson, Dr. Craig Smith, submitted progress reports outlining the Task Force deliberations and decisions (January 7, 2014; February 17; March 30; May 18; and June 22). Administrative assistant, Ms. Dana Turcic, managed meeting schedules and arrangements, maintained meeting minutes and progress reports, and made them available on the Task Force website: <http://www.calu.edu/about-us/shared-governance/>.

At its initial meeting, November 18, 2014, you submitted the following four charges:

- 1) Review and codify the existing shared governance system on campus and describe how the various governing entities relate to one another.
- 2) Formulate recommendations as to whether the current shared governance system simply needs minor adjustments or if a larger overhaul/revision is needed.
- 3) Develop recommendations for improved shared governance with a goal of streamlining, simplifying and formalizing the system while permitting all campus constituencies to have a voice.
- 4) Review any unfinished business from the University Forum for current relevance.

In summary, the Task Force completed each of the four charges you requested, and this report summarizes our findings and final recommendations following the same order.

Charge 1 – review and codify the existing shared governance system on campus and describe how the various governing entities relate to one another

Initially, review and codification of the “existing” (charge 1) or “current” (charge 2) shared governance system at California University required the Task Force to contemplate, what is shared governance? Before offering recommendations for minor adjustments or a larger overhaul (charge 2), particularly with the goal of permitting all campus constituencies to have a “voice” (charge 3), the Task Force sought a definition of shared governance and what constitutes a “voice.”

Understanding shared governance: what it is and what it is not.

The primary purpose for university shared governance is the sharing of information; it is not sharing authority to make decisions. The cost of shared governance is the expenditure of time, so the system will need to avoid unnecessary delay; the benefit of shared governance is making informed decisions, which ultimately may improve decisions, and in the end may be viewed as more legitimate decisions. By giving a “voice” to all potentially affected parties, shared governance fosters mutual trust and respect. Through sharing this “voice” during the decision making process, even those who may oppose a final decision will realize their “voice” was heard and their objections acknowledged. The success of shared governance depends upon each participant understanding their role and actively participating in the process. Inattention, ignorance, and apathy will lead to failure; but actively engaging in the process assists administration in making better informed decisions.

Guiding our deliberation for defining shared governance were certain basic principles:

- University administration should inform potentially affected constituencies and provide them sufficient opportunity for dialogue **before** decisions are reached
- All constituent groups should be able to participate and influence decision making, and they should receive a reply to their contributions
- University administration retains the authority to make final decisions, and participation in this process should not impede timely decision making

The resultant definition of shared governance for California University reads:

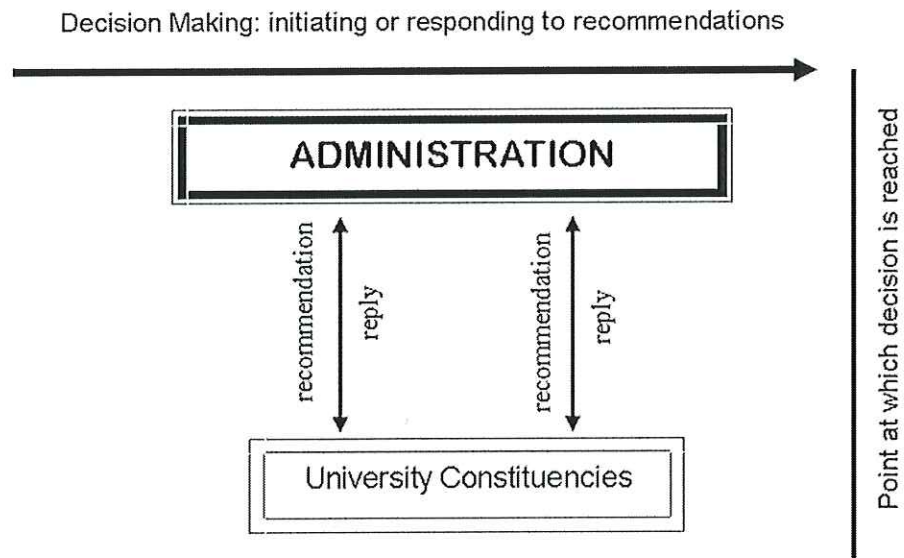
California University believes the process for making decisions affecting university constituencies will be based upon mutually supportive and respectful dialogue, which involves broad and regular two-way communication. University authorities have a responsibility to inform potentially affected constituencies and provide them sufficient opportunity for dialogue **before** decisions are reached. All such constituencies will have the opportunity to influence decision making and retain the right to receive a reply.

The shared governance model at California University gives a “voice” to all constituent groups potentially affected by a decision. This “voice” involves mutual participation in the decision making process, no matter who initiates or responds to recommendations, which are broadly considered any suggested course of action whether or not formally presented in writing. Participation in this process recognizes administrators’ authority to make final decisions and depends upon timely responsiveness of all interested parties.

Next, the Task Force considered those areas where dialogue should take place between university administration (which, for the purpose of shared governance, includes the President and members of the President’s cabinet) and other university constituencies – namely, faculty, staff, and students. These areas should be common to all constituencies (i.e. the whole university) or can be unique to one specific group (i.e. students as a whole). Dialogue areas considered essential for shared governance that should be regularly discussed include but are not limited to:

- Planning and annual goals
- Budget allocations
- Academic Life
- Faculty Life
- Student Life
- Staff Life
- Facilities & space utilization
- Capital projects & renovations
- Diversity & social equity
- Schedule development
- Safety and welfare
- University Travel
- Technology
- Athletics

Conceptualizing this model produced the following diagram:



Recommendation 1) the university Council of Trustees, administration, management, faculty, staff, and students should accept, recognize, and respect the purpose for shared governance, basic principles of shared governance, the definition of shared governance, and the dialogue areas for shared governance as outlined above.

Review and codification of the existing campus shared governance system proved more difficult in light of the dissolution of the University Forum, the former recognized formal shared governance system. What remained of university shared governance amounted to a) required elements of the faculty or staff Collective Bargaining Agreements (CBA), b) traditional or well-established processes, and c) various campus groups with little to no direct participation in university governance. To summarize, as examples,

- a) The required elements of the faculty or staff CBAs include the university-wide Promotion, Tenure, and Sabbatical committees, the Curriculum committee, and the faculty (including coaches) or staff unions and their respective meet-and-discuss sessions. These bodies have well established procedures for dialogue and influence in decision making and remain an essential component of the governance structure.
 - b) The traditional or well-established university processes include the procedures followed by Student Government (senate, house, cabinet, and SAI), and departments or colleges in such matters as making budget requests, course proposals, etc. Again, these bodies have established their own internal procedures for making decisions or recommendations, and generally they receive a reply.
 - c) The various campus groups with little to no direct participation in university governance include the Faculty Senate, Chairs' Forum, General Education committee, Academic Affairs Council, Provost's Council, and Faculty Professional Development Committee. While these bodies have their own internal procedures for dialogue and decision making, they do not directly influence university decisions, unless or until they are invited or request to participate.
- Other university offices or programs, like the Teaching and Learning Center, the Undergraduate Research Council, the Office of Sponsored Programs & Research, the Institutional Review Board, the Honors Program, etc., while serving important functions, should not be considered part of the formal governance structure as they have a relatively narrow focus and are the subjects of university decisions.

How do these various “governing” entities relate to one another? In some instances these entities share an organizational relationship through membership (e.g. every department is represented on a college council, and each college is represented on the Curriculum committee). In other instances there is little discernible relationship between entities where one naturally could exist (e.g. the Faculty Professional Development Committee considers awards and grants in teaching and learning, technology, and service learning, but it has not yet developed a relationship with the Teaching and Learning Center or the Center for Civic Engagement). More often, however, there is either little interaction between entities or considerable overlap and therefore no recognizable relationship (i.e. department chairpersons will be members of their college councils, the Chairs' Forum, and the Provost's Council and could conceivably serve on the Faculty Senate or Faculty Professional Development Committee, none of which engage in dialogue with one another).

Recommendation 2) the university Council of Trustees, administration, management, faculty, staff, and students should continue to recognize a) the requirements of faculty or staff CBAs and b) the traditional, well-established processes outlined above as integral to our shared governance system. University administration should likewise recognize c) that certain groups do not have direct influence in university governance, but the decision of those groups to hold discussions and share information or to dissolve will be respected.

Charge 2 – formulate recommendations as to whether the current shared governance system simply needs minor adjustments or if a larger overhaul/revision is needed

Based on the above considerations, the Task Force concluded there are areas of our current shared governance system that need minor adjustments (e.g. the membership of student government, curriculum committee, etc.); areas needing some additional revision (e.g. an expanded role for the curriculum committee); and areas that require greater revision (e.g. creating new campus bodies for particular constituencies or for specific dialogue areas, like budget and planning). These recommendations are presented in greater detail below.

Charge 3 – Develop recommendations for improved shared governance with a goal of streamlining, simplifying and formalizing the system while permitting all campus constituencies to have a voice

Using the basic principles and definition for shared governance outlined above, which indicate university administration and potentially affected constituencies should engage in dialogue before decisions are reached, the Task Force considered the question, “With whom should university administration have this dialogue?” Since the three most relevant constituencies are faculty, staff, and students, the simplest system would have administration engage in dialogue with one representative group from each of those constituencies.

Some of the difficulties that need to be resolved include:

- While students already have effective representation through student government, faculty has a large number of representative groups from which to choose, and staff (including non-represented management) has no single representative group
- None of these groups have open lines of communication with each other
- Certain dialogue areas transcend any one group or are the primary concern of certain groups but not others

In order to streamline the governance system already in place while simplifying it for timely consideration of decisions potentially affecting any one or all the constituent groups, the Task Force recommends three decision-making models depending upon subject matter.

Recommendation 3) the university Council of Trustees, administration, management, faculty, staff, and students should commit the time, personnel, and resources to carrying out governance responsibilities effectively, including setting aside a portion of the regular agendas of the President’s Cabinet, Student Government, the Staff Leadership Council, APSCUF meet-and-discuss, Curriculum Committee, and each of the College councils for the purpose of discussing governance issues. It is further recommended that the APSCUF meet-and-discuss agenda delineate those topics regarded as governance issues as separate and distinct from the regular meet-and-discuss agenda, unless or until a governance topic becomes subject to the regular meet-and-discuss agenda.

Model #1 Budget and Planning

This model is for decisions affecting university fiscal governance and involves all constituencies. It requires creating a University Budget and Planning Committee, whose focus will be aligning the university’s strategic goals with the university budget. This new university committee will meet regularly, at least once a month unless conditions warrant more frequency, and its entire agenda will serve shared governance principles.

The Budget and Planning Committee will have five principal areas of responsibility:

1. Alignment of the university strategic plan with the university budget
2. Establishing short and long term funding priorities that support the strategic plan and goals of the university
3. Prioritizing requests for additional funding allocations
4. Providing input regarding proposed university budget and reductions in budget allocations
5. Providing cost containment recommendations

The composition of the Budget and Planning Committee will be:

1. The vice president of Administration & Finance, to serve as chairperson
2. The vice president of Student Affairs
3. The student government president
4. The local AFSCME president
5. The local APSCUF president
6. The local OPEIU president
7. The local SCUPA president
8. The local SPFPA president
9. A representative of Academic Affairs (selected by the Provost)
10. The associate vice president of administration & finance (budget director) to serve as *ex officio* member

Since the vice presidents of Administration & Finance and Student Affairs serve within the president's cabinet, there will be continuous and consistent communication between and among university administration and potentially affected constituencies.

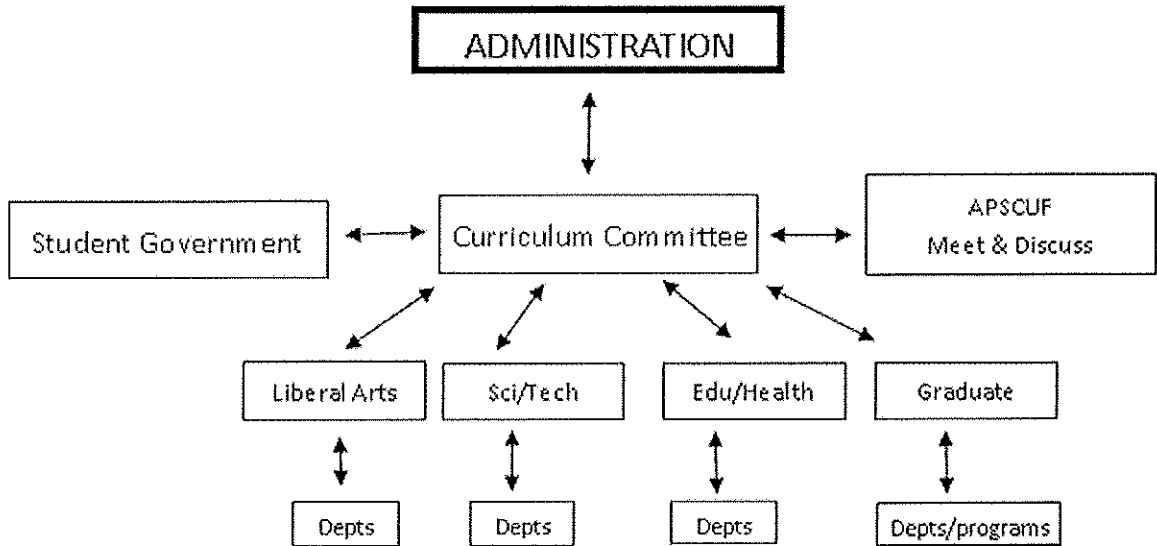
Model #2 Academics

This model is for decisions affecting university academics generally and involves students and faculty. Academics principally include but should not be limited to academic policies, academic quality, academic standards, academic freedom, and intellectual climate.

The Task Force recommends the Curriculum Committee, whose membership includes representatives from the four colleges and one administrator, engage in dialogue on these academic matters, which may necessitate revisions to the committee's bylaws.

A representative from Student Government and APSCUF executive committee will have non-voting seats at Curriculum Committee meetings to maintain open lines of communication. The Curriculum Committee will select at least one representative as non-voting members to report to/from each of the college councils (they retain their voting rights if they serve as chairperson/program director). These organizations should review their constitutions, bylaws, or procedures to account for these recommendations.

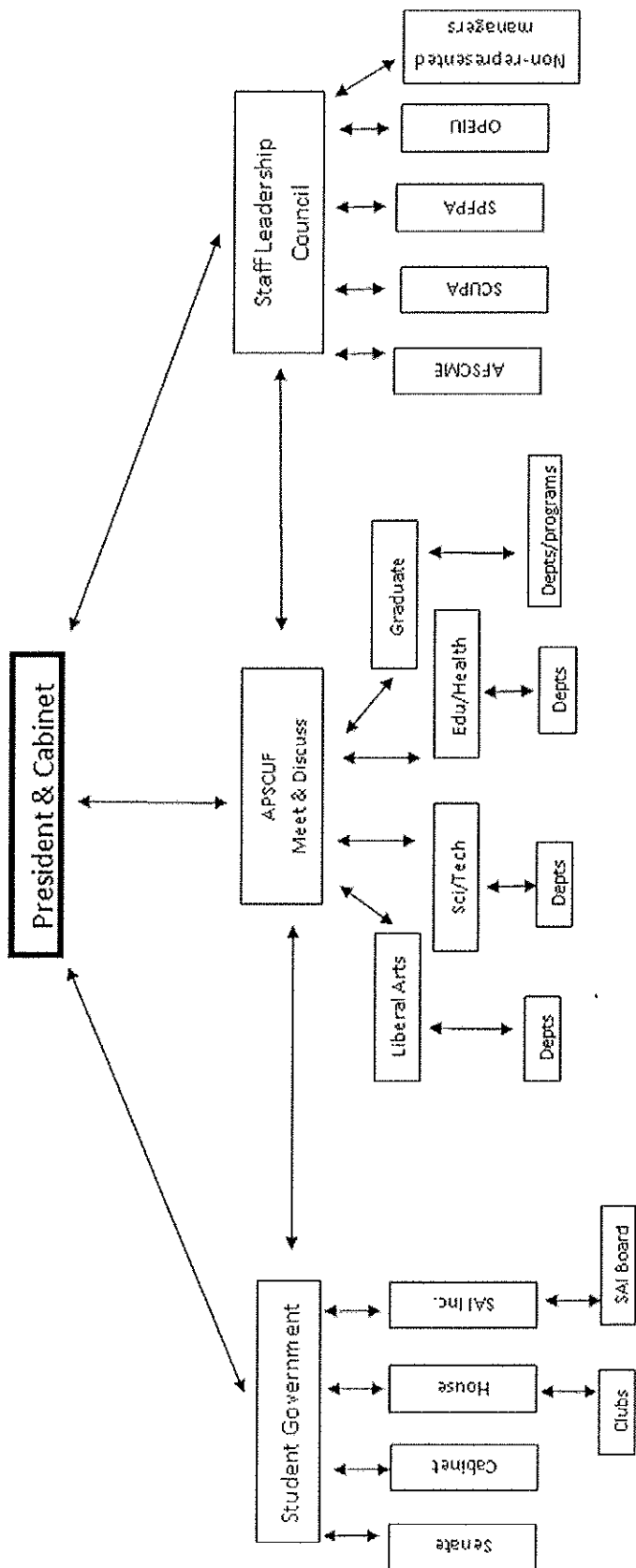
The following diagram conceptualizes this model for Academics:



Model #3 General

This model is for decisions affecting university governance generally, including but not limited to those dialogue areas outlined above (with the exception of budget, planning, and academics) and involves all constituencies.

The following diagram conceptualizes this General model:



Explanation of model:

The Student Government will exercise its discretion when consulting with its constituent groups, based upon subject matter. A representative from the Student Government and APSCUF executive committee (meet-and-discuss) will have non-voting seats at each others' meetings to maintain open lines of communication. These organizations should review their constitutions, bylaws, or procedures to account for these recommendations.

APSCUF executive committee (including coaches) will select non-voting representatives to report to/from each of the college councils (they retain their voting rights if they serve as chairperson/program director), and each should review its constitution, bylaws, or procedures to account for this recommendation.

The Staff Leadership Council will be composed of leaders from each of the staff unions and a representative from non-represented managers, selected by each of those constituencies. A representative from the Staff Leadership Council and the APSCUF executive committee (meet & discuss) will have non-voting seats at each others' meetings to maintain open lines of communication. These organizations should review their constitutions, bylaws, or procedures to account for these recommendations.

Note: nothing in this arrangement/agreement should be construed as affecting the prerogatives of faculty or staff unions or the conduct of local “meet and discuss”; this shared governance proposal supplements the usual conduct of local “meet and discuss” sessions, which retain their traditional functions as described in their respective CBAs.

Recommendation 4) the university Council of Trustees, administration, management, faculty, staff, and students should endorse and promote the three models for shared governance as outlined above, which may include, in part:

- Creating a university Budget & Planning committee
- Creating a Staff Leadership Council
- Expanding the role of the Curriculum Committee
- Revising the constitutions, bylaws, or procedures of the Curriculum Committee, Student Government, local APCUF, and college councils

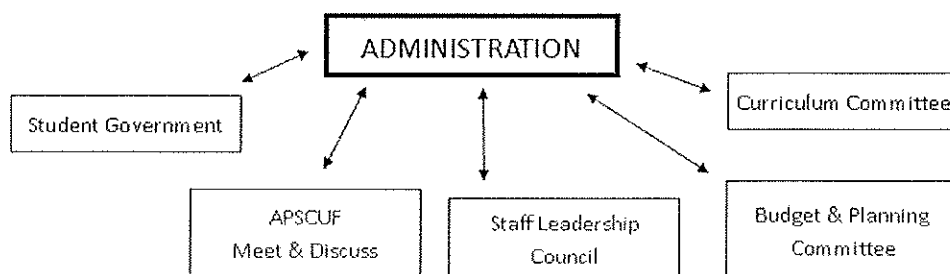
Further Recommendations:

- University administration should assign non-teaching faculty “whose basic responsibilities lie outside of the classroom setting” representation on one of the college councils so their “voice” will be considered.
- University administration should consider and design a common calendar to accommodate more efficient communication and timely decision-making

To summarize: when university administration and potentially affected constituencies engage in dialogue **before** decisions are reached, the answer to the question, “With whom should university administration have this dialogue?” depends on the subject matter or the constituencies.

- When the subject matter involves budgets or planning, the NEW Budget and Planning Committee has this dialogue
- When the subject matter involves Academics generally, the newly expanded Curriculum Committee has this dialogue
- When staff (including non-represented managers) are potentially affected, the NEW Staff Leadership Council has this dialogue
- When faculty (including coaches) are potentially affected, APSCUF meet-and-discuss has this dialogue
- When students are potentially affected, Student Government has this dialogue

The following diagram conceptualizes this overall approach:



Charge 4 – Review any unfinished business from the University Forum for current relevance

The former university Forum’s unfinished business includes:

- The president’s reply to motion 2012–97 (not entered in minutes due to lack of quorum) – accepted “a university long range institutional goal be to improve upon the National Survey of Student Engagement (NSSE) results”
- The president’s reply to motion 2012–98 (not entered in minutes due to lack of quorum) – denied “those public documents related to the university’s budget be made available to Forum members”
- Seven university annual or institutional long-range goals approved by the Forum’s executive committee (not considered due to lack of quorum)

The Task Force considers the president’s replies to motions 2012–97 and 2012–98 of continuing relevance in the proposed shared governance system herein. The president’s reply to motion 2012–97 should remain an area of discussion for the proposed Budget & Planning Committee and newly expanded Curriculum Committee. Any efforts undertaken or findings made over the last year of the Forum’s dissolution to improve upon NSSE results should be reported to the Student Senate and local APSCUF meet-and-discuss using the proposed general model.

The president’s reply to motion 2012–98 denying the Forum’s request for access to public financial records remains relevant in light of the president’s rationale for denying the request, which indicated access to those records was already required and was being provided. While the dissolution of the Forum moots the question of current relevance, the president’s commitment to “open and transparent communication . . . regarding the university’s financial records” renders this motion entirely relevant to the proposed Budget & Planning Committee, who will presumably fulfill the Forum’s interest in examining the university’s financial records to see how they align with university strategic goals.

The seven university annual or institutional long-range goals approved by the Forum’s executive committee were never formally presented to the Forum, so their current relevance is uncertain. Without full consideration by the Forum and presentment to the president for a reply, these proposed goals, depending upon their continuing relevance, may be renewed using the proposed shared governance model.

Recommendation 5): the university administration should consider the president’s replies to motions 2012–97 and 2012–98 of continuing relevance, and continuing dialogue on these matters should take place within the new shared governance model. Furthermore, the university administration should document any steps taken to improve NSSE results and report those efforts or findings using the proposed shared governance model; likewise the university administration should honor its commitment to “open transparent communication . . . regarding the university’s financial records” by establishing and providing relevant information to the proposed Budget & Planning Committee.

In conclusion, please acknowledge the dedication and contributions of these Task Force members, who all served at some time during Task Force deliberations:

Bruce Barnhart (Administration)
Carol Bocetti (Faculty-At-Large)
Brendon Demmy (Student Government)
Kelsey Denardo (Student Government)
George Josay (AFSCME)
Stan Komacek (Administration)
Sean Madden (Faculty-At-Large)
Linda Meyer (Faculty-At-Large)
Robert Thorn (Administration)
Michael Slavin (APSCUF)
Don Verney (AFSCME)
Sheleta Webb (SCUPA)
Tom Wickham (Department Chair)
Mohamed Yamba (Dean)