

Governance

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Definitions

- Shared Governance

- Shared Responsibility

- Joint Decision-making

- Collegiality

- n. 1. Shared power and authority vested among colleagues
(from American Heritage Dictionary)

Who says faculty have a voice?

- THE LEGISLATURE

“The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational mission of such institutions and declares that it is the purpose of this act to both preserve and encourage that process...”

The Legislature promotes joint decision-making, robust consultation, and “the full exercise of the functions of the faculty in any shared governance mechanisms or practices”

From: *The California Higher Education Employer-Employee Relations Act (HEERA)*
Section 3561(b)

Who says faculty have a voice?

- The Trustees of the California State University

“ Collegiality consists of a shared decision-making process and a set of values which regard the members of the various university constituencies as essential for the success of the academic enterprise.”

From: *Report of the Board of Trustees' Ad Hoc Committee on Governance, Collegiality, and Responsibility in the California State University*
Adopted by the Board of Trustees of the CSU, September 1985

Who says faculty have a voice?

- Academic Senate of the CSU

“Collegiality consists of a shared decision-making process and a set of attitudes which cause individuals to regard the members of the various constituencies of the university as responsible for the success of the academic enterprise.”

Adopted by the Academic Senate of the CSU, March 1985

Who says faculty have a voice?

- Academic Senate of the CSU

“Because the university's curriculum is of central concern to the faculty and because faculty have the primary responsibility in curricular decisions, it follows that faculty should have the major voice in academic policy decisions which closely affect the curriculum, access to the curriculum, or the quality of the curriculum.”

Collegiality in the California State University System
Academic Senate of the CSU(1985)

Why should we have a voice?


We sometimes say, “The faculty own the curriculum.” By that we mean that the faculty, by virtue of their specialized knowledge, are the only appropriate body to define, present, advise about, and, as necessary, defend the curriculum.

Why should we have a voice?

First, given disciplinary differences, faculty members at the discipline level possess expertise that is core to the development of curriculum and to the review of both curriculum and faculty. Second, peers in the discipline understand the norms, constraints, and body of work in their discipline, which makes them better able to assess their colleagues' scholarly and pedagogic accomplishments given the resources available. Third, discipline faculty members also have a deep experiential understanding of the realities and constraints of workload in the department.

Adapted from: CSU Stanislaus RPT Survey Group Report: Perceptions of Retention, Promotion and Tenure Processes and Practices (2014)

BEDROCK

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- A scenic view of a mountain range with a forested foreground and a small pond. The mountains are rugged and rocky, with patches of green vegetation. The foreground is filled with dense evergreen trees, and a small pond is visible in the lower left. The sky is clear and blue.
- ◆ Curriculum
 - ◆ Personnel
 - ◆ Academic Freedom
 - ◆ Governance

Faculty, Senate, CFA & Governance

- Negotiating governance
- Unspoken agreement
- The Sacramento model

Faculty, Senate, CFA & Governance

Governance and the California Faculty Association

- Distinct and overlapping responsibilities
- At Pomona, faculty governance and CFA have had amicable and productive interactions for many years
- Communication between faculty governance and CFA is an appropriate communication on matters within and outside scope.

ASCSU Topics du Jour

- Community College BA pilot programs
- Academic Freedom Task Force
- Defining General Education
- Developmental Instruction – Statway inter alia
- Ethnic Studies Task Force draft report
- Sustainable Financial Model Task Force draft report
- RSCA funding
- Non Tenure Track Faculty Participation in Governance
- Faculty Hiring plans & Tenure Density
- Civility Policies
- Shared Governance – system and campus