

Definitions of Shared Governance

From Association of Governing Boards:

AGB Statement on Institutional Governance (Association of Governing Boards of Universities and Colleges, 2001) Excerpts: "Just as administrators and boards should respect the need for individual faculty members to exercise academic freedom in their classrooms and laboratories, boards should avoid the temptation to micromanage in matters of administration. And just as responsible faculty participation in governance places good institutional citizenship ahead of departmental or personal professional interest, so should individual board members avoid even the perception of any personal or special interests. In the case of public institutions or systems, trustees and governing boards should not be seen as advocates for their appointing authorities or of certain segments of the electorate. Board members as well as faculty members should avoid undermining their administrations."

"There should be a conscious effort to minimize the ambiguous or overlapping areas in which more than one stakeholder group has authority. The respective roles of the administration, faculty, and governing board in faculty appointments, promotions, and tenure illustrate the principle of collaboration. For example, although the board may wish to exert its ultimate responsibility by insisting on approving individual tenure decisions, it might choose to delegate other kinds of actions to the administration, which might, in turn, delegate some authority for some decisions to an appropriate faculty body. Clarity does not preclude gray or overlapping areas of authority, but each group should understand whether its purview, and that of others in the governance process, is determinative or consultative. Moreover, the board and the chief executive should ensure the systematic review of all institutional policies over time, including those affecting internal governance.

" 'Communication,' 'consultation,' and 'decision making' should be defined and differentiated in board and institutional policies. Governing boards should communicate their investment and endowment policies, for example, but they may choose not to invite consultation on these matters. Student financial-aid policies and broad financial-planning assumptions call for both communication and consultation with stakeholder groups."

"In institutions with faculty or staff collective-bargaining contracts, internal governance arrangements should be separate from the structure and terms of the contract. If a collective-bargaining contract governs the terms and conditions of faculty and staff employment, the board should consider a formal policy regarding the role of union officials in institutional governance."

From the AAUP:

Definition from the AAUP Website:

(<http://www.aaup.org/AAUP/about/mission/glossary.htm>)

Shared Governance: One of the key tenets of quality higher education, this term refers to governance of higher education institutions in which responsibility is shared by faculty, administrators, and trustees. The AAUP emphasizes the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies. Faculty should have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process, according to the *Statement on Government of Colleges and Universities*. (See “Sanction, Governance” and “Statement on Government of Colleges and Universities.”)

From the 1966 Statement on Government of Colleges and Universities:

<http://www.aaup.org/AAUP/pubsres/academe/2001/SO/AW/govsur.htm>

According to the AAUP's *1966 Statement on Government of Colleges and Universities*, governance in higher education should result from cooperation and interdependence between and among the administration, governing board, faculty, and, where appropriate, students. Faculty judgment should normally prevail in the areas of curriculum, subject matter, and methods of instruction and research; faculty status issues such as appointments, tenure, promotion, and dismissal; and those aspects of student life that relate to the educational process. (Note that the AAUP seems to have developed a survey tool for universities to assess governance on their campuses, as indicated by the next statement) The survey addresses each of these areas, along with other indicators of sound governance such as the faculty's role in presidential searches, budgeting, strategic planning, and institutional relationships with accrediting bodies, athletic conferences, and other outside entities.