

Overview: Summary of College Reports on Achieving Shared Governance Processes 5/1/11

As of 5/6/11, 16 of 18 units have reported. Overall the reporting colleges and other units have achieved most of the 10 procedures associated with shared governance. Almost without exception, the Colleges have elected committees that are charged with addressing curriculum, promotion and tenure, standards for appointment, evaluation of students, research, and scholarship. Also, almost without exception, Colleges reported they have a means for communicating shared governance processes and outcomes to faculty.

Most of the units also report a respectful collaborative process between faculty and administration, an elected representative body of the faculty, and approval of guidelines, documents and processes of shared governance by faculty vote. A few units indicated these were in process or needed work.

Ten of the 15 reporting units indicated they have written guidelines for faculty roles in implementing shared governance and constitutions, bylaws, policy manuals or memoranda of operations, while generally those that did not, indicated these were in progress or under consideration.

Ten of those reporting also indicated they have procedures to insure input into strategic planning, resource allocation, and budgeting; and to resolve differences between administration and faculty. Again, most reports that said they did not, also indicated these were in process.

The procedure for which only six colleges indicated a process was for periodic review and evaluation of the principles and mechanisms of shared governance. On the other hand, several of the units that had these procedures said they were in the process of conducting a review or that this survey served as a good review.

For the overall evaluation of the progress of shared governance in the colleges, most reported either that it was working well or good progress was being made.

Best practices mentioned included: mutual respect, collaboration, regular faculty run meetings, bylaws for all departments, open, transparent communications, high levels of faculty participation in committee work, faculty chair on executive committee, adherence to Government in Sunshine, cooperative dean, and new committees-particularly finance or budgeting.

When identifying problem areas, the reports mentioned faculty and/or administrative apathy, faculty cynicism, beliefs that key decisions are made by central administration or at state level, lack of culture of shared governance, lack of involvement in budget decisions, time required for effective shared governance in an era of shrinking resources, lack of incentives or recognition for participation, difficulty of building consensus, need for shared governance at department level and need for bylaws or constitution integrating shared governance processes.

Overall, from the reporting units, it appears that shared governance at the college level is either well integrated or evolving in a healthy process. It seems likely that more units will begin review and evaluation of their shared governance processes after more experience with them. Those units currently conducting evaluations will serve as role models for this process and much can be learned from how they approach the task and the successes and failures identified in these evaluations. More study and documentation of best practices would be helpful to units in earlier stages of the development of unit-level shared governance.

Prepared by Mary Ann Ferguson, 5/6/11 (revised)

DRAFT-Summary of College Reports on Achieving Shared Governance Processes (4/14/2011)

Key: NW = needs work, UR = Under review DK = Don't know, NA = not applicable	Business	DCP	Dentistry	Education	Engineering	Fine Arts
1. A respectful collaborative process between faculty and administration that seeks consensus in the development of shared governance structures and processes.	Yes		Yes		NW	Yes
2. An elected representative body of the faculty (with its leadership elected by the faculty) that acts on behalf of the faculty and is responsible for working with unit/college administration to develop and oversee the operation of shared governance within the unit/college;	Yes		UR		Yes	Yes
3. Written guidelines that delineate the responsibilities and roles of the faculty and the administration in implementing shared governance in the unit;	Yes		UR		UR	Yes
4. Written guidelines (e.g. constitution, bylaws, policy manual, or memoranda of operations) for implementing the principles of shared governance in the unit;	Yes		UR		NW	Yes
5. Approval of the guidelines, documents, and processes of shared governance by a majority vote of the faculty and unit administrators;	Yes		Yes		Yes	Yes
6. Elected faculty committees charged with addressing the major academic missions of the unit (e.g. curriculum, promotion and tenure, standards for appointment, evaluation of students, research, and scholarship);	Yes		Yes		Yes	Yes
7. Procedures to insure faculty input in strategic planning, resource allocation, and budget priorities;	Yes		UR		NW	Yes
8. Procedures for resolving differences between faculty and administrators;	Yes		Yes, NW		Yes	Yes
9. Procedures for periodic review and evaluation of the principles and mechanisms of shared governance; and	Yes		UR		No	DK
10. A means of communicating shared governance processes and outcomes to all members of the unit."	No		Yes		Yes	No

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Key: NW = needs work, UR = Under review DK = Don't know, NA = not applicable	Business	DCP	Dentistry	Education	Engineering	Fine Arts
11. Overall evaluation of progress	Dean has lots of authority to override faculty, rarely does, Dean in tune with faculty will		Good, congenial, cooperative		Some progress, more needs to be done	Good progress, but accountability needed
13. Best practices	Resources decisions made by faculty themselves, faculty have research budgets, decide how to spent		Open, good will, most faculty want it to work			Faculty chair on Exec. Committee, faculty run spring faculty meeting

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14. Problem areas	No serious problems, business school faculty almost independent contractors, prefer a minimal role in the process		Time, shrinking resources, few incentives, little recognition			Participation level, accountability, evaluation of deans

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1. A respectful collaborative process between faculty and administration that seeks consensus in the development of shared governance structures and processes.	Yes	Yes	Yes	Yes	Yes	Yes
2. An elected representative body of the faculty (with its leadership elected by the faculty) that acts on behalf of the faculty and is responsible for working with unit/college administration to develop and oversee the operation of shared governance within the unit/college;	Yes	Yes	Yes	Yes	NA	Yes
3. Written guidelines that delineate the responsibilities and roles of the faculty and the administration in implementing shared governance in the unit;	Yes	Yes	Yes	Yes	NA	Yes
4. Written guidelines (e.g. constitution, bylaws, policy manual, or memoranda of operations) for implementing the principles of shared governance in the unit;	Yes	Yes	Yes	Yes	NA	Yes
5. Approval of the guidelines, documents, and processes of shared governance by a majority vote of the faculty and unit administrators;	Yes	Yes	Yes	Yes	NA	Yes
6. Elected faculty committees charged with addressing the major academic missions of the unit (e.g. curriculum, promotion and tenure, standards for appointment, evaluation of students, research, and scholarship);	Yes	Yes	Yes	Yes	No	Yes
7. Procedures to insure faculty input in strategic planning, resource allocation, and budget priorities;	Yes	Yes	UR	Yes	NW	Yes
8. Procedures for resolving differences between faculty and administrators;	Yes	No	Yes	Yes	No	No
9. Procedures for periodic review and evaluation of the principles and mechanisms of shared governance; and	Yes	No	No	Yes	No	Yes
10. A means of communicating shared governance processes and outcomes to all members of the unit."	Yes	Yes	Yes	Yes	Yes	NW

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11. Overall evaluation of progress	Infrastructure function s wll in serving principles of shared governance	Good progress	Good, improving, some inconsistency	Working well, conducting evaluation of faculty perceptions	Excellent, Shared governance part of structure for decades	Significant progress, procedures and structures effective
13. Best practices	Regular meetings, posting of minutes on website, all departments, councils and committee have bylaws posted.	No one thing	Regular meetings, bylaws for all units	Communication , adhere to Govt. in Sunshine, collaborative processes	Open-door policy, properly noticed meetings, active faculty committees	Two new committees: faculty council and finance committee, Dean fosters

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14. Problem areas	None	None	Need a culture shift, ongoing but more needed at dept. level. Some apathy, cynicism	Time management, agreement on priorities, building consensus	More transparency in budgetary decision making	Faculty lacks enthusiasm: believe key decisions centralized at admin and state level w/ little transparcy and consultation, little reward,

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1. A respectful collaborative process between faculty and administration that seeks consensus in the development of shared governance structures and processes.	Yes	Yes	UR	Yes	Yes	NW
2. An elected representative body of the faculty (with its leadership elected by the faculty) that acts on behalf of the faculty and is responsible for working with unit/college administration to develop and oversee the operation of shared governance within the unit/college;	Yes	Yes	Yes	Yes	Yes	Yes
3. Written guidelines that delineate the responsibilities and roles of the faculty and the administration in implementing shared governance in the unit;	Yes	Yes	UR	Yes	No	IP
4. Written guidelines (e.g. constitution, bylaws, policy manual, or memoranda of operations) for implementing the principles of shared governance in the unit;	YesYes	Yes	UR	NW	Yes	UR
5. Approval of the guidelines, documents, and processes of shared governance by a majority vote of the faculty and unit administrators;	Yes	Yes	UR	Yes	Yes	UR
6. Elected faculty committees charged with addressing the major academic missions of the unit (e.g. curriculum, promotion and tenure, standards for appointment, evaluation of students, research, and scholarship);	Yes	Yes	Yes	Yes	Yes	Yes
7. Procedures to insure faculty input in strategic planning, resource allocation, and budget priorities;	Yes	Yes	Yes	Yes	UR, NW	NW
8. Procedures for resolving differences between faculty and administrators;	Yes	Yes	Yes	Yes	No	NW
9. Procedures for periodic review and evaluation of the principles and mechanisms of shared governance; and	NW	Yes	UR	UR	Yes	NW
10. A means of communicating shared governance processes and outcomes to all members of the unit."	Yes	Yes	Yes	Yes	Yes	Yes

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11. Overall evaluation of progress	Administration very willing, some growing pains, easily resolved with a phone call,	Structural elements in place, good outcome not consistently achieved	Require cultural change, will take time and steady commitment	Working satisfactorily	Collegial, productive relationship with dean, far along in process	Some believe admin open to shared governance, but lack transparency in budget, does not share vision for college, consider faculty will.
13. Best practices	A very willing administration led by Medicine's dean	Faculty participation in committee work strongly encouraged, multiple opportunities	Involvement of faculty who value shared governance	Communication processes, respectful, collaborative processes	Mutal respect and collaboration	More active role of faculty council, dean open to meeting w/faculty, proposed changes to constitution will codify roles and responsibilities

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14. Problem areas	With clinics starting at or before 8 AM and finishing after 6 PM, with lunch on the run between cases, it is very difficult to get faculty to find time.	Advisory representative governance leads some to feel they can't influence change	Faculty/admin apathy, no tradition of shared governance, nvolment in budget decisions	Need operational bylaws, shared governance not defined at dept or center level	Diversity of LFA, adopting constitution may be useful, faculty skeptical, open meetings	Lack of transparency in budget, leads to mistrust of some- particularly long term faculty. Not including faculty in decision making. Some think there are too many committees