# Evaluation of Shared Governance

## Introduction

The following list of questions is designed to allow for the immediate evaluation of the state of shared government at institutions of higher education. It is hoped that an institution will use these questions to prepare assessment reports for external reviews as well as to evaluate and enhance the institutional system of shared governance.

> The questions are largely drawn from a short monograph by Keetjie Ramo entitled *Assessing the Faculty's Role in Shared Governance: Implications of AAUP Standards*(1998). Each question can be answered with a "yes" or "no." When areas for concern are identified by a preponderance of "no" answers, Ramo (1998) and the Redbook (2001) should be consulted extensively as a means of improving the practice of shared governance

Ramo identified seven areas that are key indicators of the state of shared governance at institutions of higher education:

1. Climate for Governance
2. Institutional Communication
3. Board's Role
4. President's Role
5. Faculty's Role
6. Joint Decision Making
7. Assessing Structural Arrangements for Governance

She developed a separate section for each indicator. Within each section, she identifies and summarizes the relevant governance principles located throughout the AAUP *Policy Documents and Reports* ("Redbook"). She also considers pertinent governance literature and discusses the implications of the factors discussed in the literature for the implementation of AAUP principles. Each section includes a set of questions requiring a rather detailed analysis of an institution's governance system. A consideration of those questions, along with the references and AAUP principles that Ramo cites, can provide a useful framework for building and improving shared governance in colleges and universities.

## Climate for Governance

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|---|---|---|
| Do the trustees, the administration, and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other? | Yes | No |
| Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust? | Yes | No |

## Institutional Communication

| | | |
|---|---|---|
| Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations? | Yes | No |
| Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes? | Yes | No |

## The Board's Role

| | | |
|---|---|---|
| Do members of the governing board have appropriate individual qualifications with regard to education and experience? | Yes | No |
| Is the board inappropriately involved in the day-to-day operations of the institution? | Yes | No |
| Do board members inform themselves on governance issues by keeping up with the literature and participating in training opportunities and meetings of the Association of Governing Boards or the AAUP? | Yes | No |
| Does the board respect and support the faculty's traditional role in institutional governance? | Yes | No |

## The President's Role

| | | |
|---|---|---|
| Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution? | Yes | No |
| Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)? | Yes | No |
| Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility? | Yes | No |
| Does the president effectively advocate the principles of shared governance to the governing board? | Yes | No |

## The Faculty's Role

| | | |
|---|---|---|
| Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board? | Yes | No |
| Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters? | Yes | No |
| Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy? | Yes | No |

## Joint Decision-Making

| | | |
|---|---|---|
| Does the institution recognize joint responsibility for decision making in the area of long range planning? | Yes | No |
| Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources? | Yes | No |

| | | |
|---|---|---|
| Does the institution recognize joint responsibility for decision making in the area of budgeting? | Yes | No |
| Does the institution recognize joint responsibility for decision making in the selection of a new president? | Yes | No |
| Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure? | Yes | No |
| Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents? | Yes | No |
| Are these structures and processes functioning in an effective manner? | Yes | No |

## Assessing Structural Arrangements for Governance

| | | |
|---|---|---|
| Is there a faculty senate or other institution-wide governance body that meets on a regular basis? | Yes | No |
| Do faculty determine how their own representatives are selected? | Yes | No |
| For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing? | Yes | No |
| Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made? | Yes | No |