



EXPERIENCE. EXPLORE. EXCEL.

SHARED GOVERNANCE

Approved by the Board of Trustees 3/17/09

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Acknowledgement

In presenting this proposal for a new governance system, the Committee for Policy Review would like to acknowledge the work of Columbus State Community College in Columbus, Ohio. The shared governance model presented in this proposal is patterned after the Shared Governance Model developed and implemented at Columbus State in 2002, and certain concepts, principles of governance, and portions of text have been borrowed from Columbus State's "Shared Governance" document (March, 2002).

Definition of Shared Governance

Shared Governance at Garrett College is a dynamic and cooperative interaction among the administration, faculty, staff, and students that facilitates the decision-making process and is adaptable and responsive to the internal and external forces that affect our institution.

Shared Governance is ...

- A vehicle for campus-wide participation in collaborative decision-making.
- An opportunity to introduce, analyze, and discuss college goals, policies, and procedures.
- A formal, deliberate process.
- A forum for active involvement by college employees and students that will be recognized and supported by the college administration.
- A process based on open communication and consensus building.
- A process involving people with responsibility and accountability to the campus as a whole.

Shared Governance is not ...

- A replacement for administrative functions.
- A process to supersede the authority of the President or the Board of Trustees.
- A platform to promote the interest of individual constituencies.
- An arena to address all the concerns of the campus community.
- A personality-driven process.
- A forum for personal issues or complaints.
- A perfect process.

Principles of Shared Governance

Shared Governance is best demonstrated when the College, as a whole, is committed to a common vision of the institution's mission. Because participants in the shared governance process will be empowered with the responsibility to make decisions that affect the College as a whole, they will operate in a consensus-building fashion where open communication and accountability are paramount. Communication must be clear, frequent, consistent, and timely, both within governance groups and between groups and the wider college community. Participants in shared governance also have the responsibility to make decisions that are well-informed, realistic, and unbiased.

Shared governance uses the collective intelligence of the college community in planning and decision-making and involves joint effort in the development of college policy. This process fosters a shared confidence that is extended to all other areas of responsibility within the institution, e.g., divisions, departments, and programs.

The following elements foster dynamic and cooperative interaction and are necessary for effective governance:

Integration: Garrett College is a complex institution comprised of several separate but interrelated units. Each unit has distinct functional responsibilities and does its own part in enabling the College to achieve its mission and goals. However, these units depend on each other for the successful performance of their jobs. Frequently, decisions made by one individual, department, or division influence the effectiveness of others. Consequently, good government should view decision-making organically. Each part of the institution must function harmoniously and in balance with the others. Otherwise, bad decisions, discord, and inefficiency are likely to occur.

Inclusiveness: An effective governance system should recognize the legitimacy of the diverse perspectives of the various constituencies comprising the college community. Each perspective contributes to the collective wisdom. Members of the college community provide input so that all have a stake in the decisions and outcomes.

Open Communication: A good governance system will incorporate a communications network that enables and promotes dialogue, understanding, joint investigation, and creative collaboration. The free, unimpeded flow of information throughout the college community is essential if shared governance is to operate effectively.

Impartiality: Individuals and groups in the college community are treated in an equitable, just, respectful, and caring manner.

Efficiency and Effectiveness: Priorities and decisions are examined and validated with an open system providing timelines and feedback.

Values: Decisions are consistent with the mission, vision, and values of the College and the campus community.

Responsibility: Garrett College is a public community college. Statute vests responsibility with the Board of Trustees to hold in trust and good custody the interests of the county, the state, and the citizenry. These are responsibilities for which the Board is accountable and which neither it nor the President, who as an agent of the Board, can delegate. Therefore, all decision-making must be in the form of recommendations to the President or the Board. Nevertheless, as members of the college community, the Board and the President have a moral obligation to support college governance procedures so long as they do not result in recommendations contrary to statute, fundamental principles or mission, or the vital interests of the College or the larger community.

A Glossary of Governance

Governance is the decision-making mechanism for developing, recommending, evaluating, and implementing any policies, procedures, processes, or practices at Garrett College. According to the Middle States Commission on Higher Education, "the primary goal of governance is to enable [the institution] to realize fully its stated mission and goals and to achieve these in the most effective and efficient manner that benefits the institution and its students. Institutional governance provides the means through which authority and responsibility are assigned, delegated, and shared in a climate of mutual support and trust."

Definitions

Policy - a definite course of action adopted for the sake of prudence, expediency, or facility (must be approved by the Board of Trustees)

Procedure - the particular mode of action involved with respect to implementing and executing a policy, viz., instructions for executing policy

Process - the series of actions, operations, or motions involved in the accomplishment of an end; i.e., the actual steps involved in carrying out a procedure, viz., operational guidelines

Practice - habitual or customary course of action or way of doing something

By law, the Garrett College Board of Trustees has the responsibility to establish and periodically evaluate all policies regarding the governance and operations of the College, including instruction, organization, physical resources, finances, faculty, staff, administrative personnel, students, and external relations. Responsibility for the administration of these policies is delegated to the President and the President's Executive Council.

While the policies of the College require Board of Trustees' approval, the authority for developing procedures to implement these policies is delegated to the President and the President's staff (i.e., Executive Council), subject to Board review.

Specifications for processes to guide the College's operations may be developed by various administrative units as needed after appropriate consultation with affected offices, and process specifications (operational guidelines) may then be enforced within the discretionary limits defined within those specifications. All administrative officers have the authority to develop practices that allow for effective and efficient operations within their units after appropriate consultation with their constituents as long as the practices do not violate official college policies, procedures, or processes.

While the President has the authority to develop procedures, processes, and practices for the sound operations of the College, in a shared governance system, the President is also expected to solicit and receive advice on the development of such procedures, processes, and practices from the President's senior staff, the faculty, operational staff, other administrators, students, and the College's legal counsel as needed. When deciding the appropriate course of action to follow, policies supersede procedures, procedures supersede processes, and processes supersede practices.

According to Middle States Commission on Higher Education standards (i.e., the Standards of Excellence), the faculty is expected to have a significant voice in the development, evaluation, and recommendation of both policies and procedures (especially in all matters related to curriculum and academic program development); and in the development, evaluation, recommendation, and implementation of processes.

The following examples may help to clarify the differences between policies, procedures, processes, and practices. A policy statement, which explains what the institution wants to happen, is normally accompanied by a procedure which explains how that policy is to be carried out. For example, the College may have a travel expense reimbursement policy that states that employees traveling on college business will be paid a *per diem* to cover their expenses for meals and incidentals and that the *per diem* amount paid will be based on the per diem amounts listed for various locations as found on the U.S. General Services Administration website. The procedure which accompanies this policy would outline the steps involved in carrying out this policy: e.g., (1) Determine the allowable *per diem* for the travel location from the General Services website. (2) Complete a travel/*per diem* request form and submit it for approval (in advance). (3) Receive a check for the *per diem* amount. With respect to processes and procedures: The College's purchasing process involves the use of purchase orders, but recently, the practice in many areas has been to make purchases with credit cards.

Guidelines for Shared Governance

Principles of Operation

Responsibilities for decision-making need to be defined, assigned, and accepted.

Checks and balances need to be built in, used, and respected.

Accountability standards and procedures need to be clear at key points or stages of discussion.

Procedures for initiating change must be clearly defined both to encourage creativity and to preserve institutional values.

The College's agreed-upon principles and values must be respected and followed.

The culture and history of the institution must be respected, and any changes that are made should be made in accordance with the College's agreed-upon principles and values.

A governance model should be capable of functioning effectively irregardless of the personalities involved (i.e., regardless of who the people are in any given unit at any given time).

Rules of Operation

Information necessary for making recommendations and decisions should be made available to all who request it, and information will not be withheld from decision-making individuals or committees.

All recommendations from committees should be accompanied by an explanation regarding the procedures and rationale that led to the recommendations.

No committee should make recommendations without consultation with its constituents and without notifying its constituents of its recommendation. Committee meetings are open to anyone who has an interest in attending.

Before a recommendation is sent forward, the originating Committee or Council must ensure that (1) it is consistent with the College's mission and goals, (2) it is sufficiently supported by data or some other form of information, and (3) when appropriate, it incorporates a mechanism for evaluating the outcome. Recommendations that do not meet these conditions will not be considered by the Advisory Council.

All recommendations from Councils or Committees must be approved or disapproved in a timely manner (i.e., within 30 days) unless such recommendations are sent back for further information

and study or unless circumstances outside the administration's control require an extension. In the latter case, an explanation of those circumstances must be made.

When disapproving formal recommendations from committees, individuals, or councils, the administration should, when possible, suggest alternative recommendations or further courses of action.

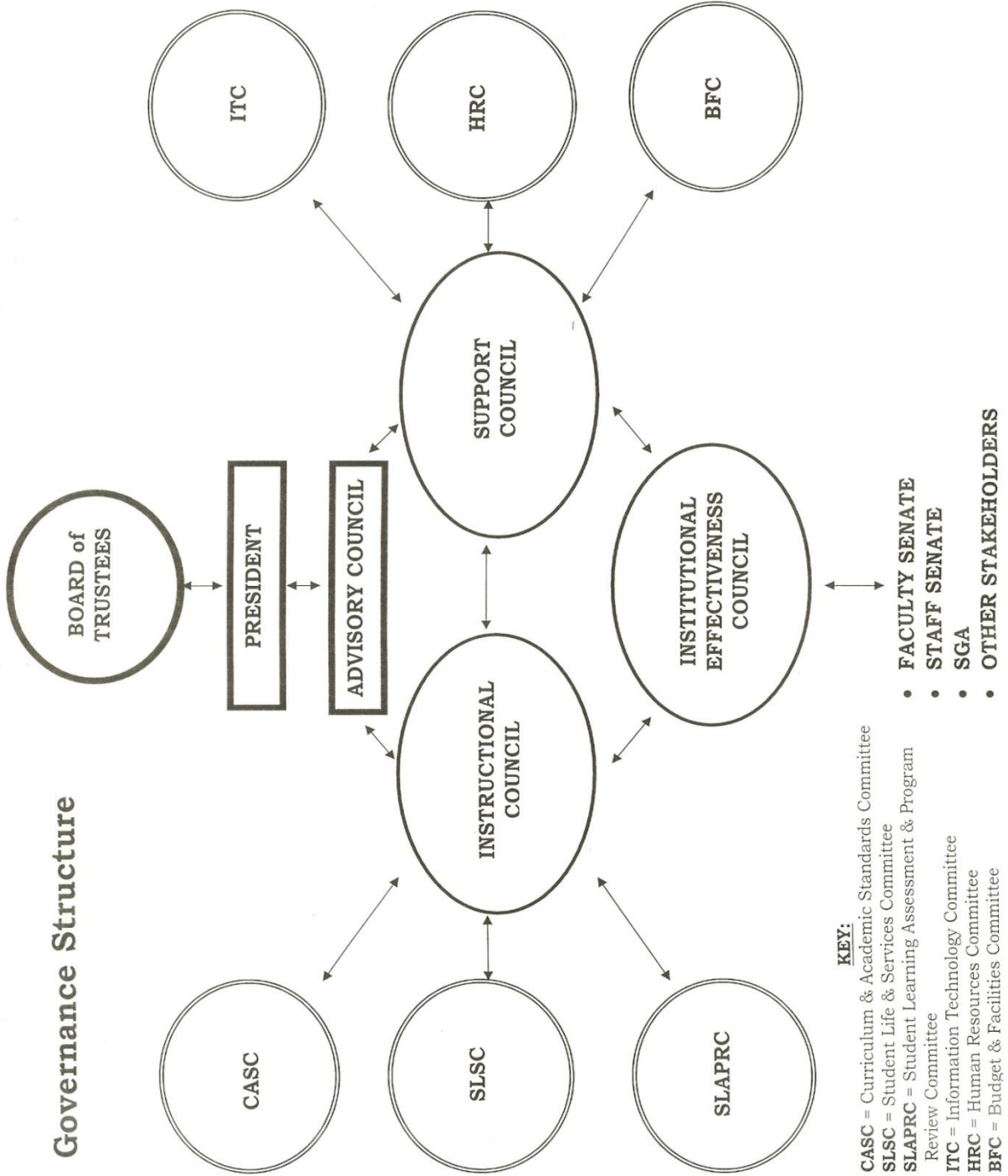
No person should fear retaliation for expressing his or her views and opinions about the topic under review.

Elected or appointed representatives to committees or councils have an obligation to participate in 75 percent of the meetings (unless excused). If their schedules do not permit such attendance, they have an obligation to resign so a replacement can be selected (by a vote of the Faculty Senate or Staff Senate, as appropriate). If the representative does not willingly resign, procedures for replacing the representative should be articulated and enforced.

Employee and leadership training, review of the institution's directions and goals, and reinforcement of the institution's principles and values of shared governance should be ongoing.

Because shared governance requires a commitment of time, effort, and sometimes resources from individuals and departments, the College shall provide them with an adequate level of support to enable them to carry out their shared governance responsibilities.

Governance Structure



Governance Model Overview

The Shared Governance Model is comprised of four major bodies, the Instructional Council and the Support Council, which are organized functionally, the Advisory Council, and the Institutional Effectiveness Council. Instructional, Support, and Institutional Effectiveness Council members are selected by their respective constituents in the spring of each year for the next academic year. In the first year, all Council members are new. To provide continuity, in the first election, one-third are elected for two-year terms, one-third are elected for three-year terms, and one-third are elected for four-year terms. In all subsequent elections, members are elected for three-year terms, so that only one-third of the membership of each Council changes each year after the second year. Elected representatives cannot serve more than two consecutive terms on the same Committee or on the Institutional Effectiveness Council, nor can they serve as a voting member on more than one Committee or Council, the exception being the chairs of the Instructional Council, the Support Council, and the Institutional Effectiveness Council.

In like fashion, elected Committee members will be proportionally distributed so that each Committee will have approximately one-third of its membership rotating terms every year after the second year. Members of the Instructional Council and the Support Council select their respective chair and vice-chair from the membership of the Council with the provision that the chair and vice-chair of the Instructional Council are either full-time faculty members or academic program directors (i.e., administrators with teaching responsibilities who hold faculty rank) and the chair and vice-chair of the Support Council are members of the staff (staff may be regular full-time or regular part-time). The Instructional Council and the Support Council chairs and vice-chairs serve one-year terms; the vice-chairs serve as chairs their second year. Committees are chaired by senior administrators (i.e., deans and directors) who serve *ex-officio* (i.e., by virtue of their office or official position). The Committee chairs do not vote except in cases of a tie and normally do not participate in the meetings of the Instructional or Support councils except at the request of the chairs of those bodies. The Institutional Effectiveness Council is chaired by the Director of Institutional Planning, who serves *ex officio*. Members of the Board of Trustees have the prerogative to be non-voting participants in any of the Committee or Council discussions.

The Advisory Council is comprised of the President, the members of the President's Executive Council, and the chairs of the Instructional Council and the Support Council (the vice-chairs of the latter two councils may serve in the absence of the chairs). The Advisory Council meets on an as-needed basis and is normally chaired by the President.

Items for study or issues to be addressed by the Instructional Council and/or the Support Council and their respective Committees may be submitted by the President, a constituent group, another Council or Committee, an *ad hoc* committee, or an individual. These submissions should normally be made prior to the start of the academic year (i.e., by August 15); however, items that

come up during the academic year can also be addressed, depending on their relative importance. Working within their defined areas of responsibility, the Instructional and Support councils review the submitted items, construct an agenda (for the academic year), and assign tasks to the respective Committees. During the academic year, the Instructional Council and the Support Council will meet at least monthly; Committees will meet as needed. Each Council and Committee will select a Recorder (either on a rotating or an annual basis) who is responsible for keeping and distributing the minutes from each meeting. The minutes from all Council and Committee meetings will be made available within seven business days to the campus community via the Shared Governance Intranet website.

Committees address selected issues and make recommendations to the full Councils. The Instructional Council and the Support Council each makes recommendations to the Advisory Council independently. The Advisory Council reviews recommendations and may recommend that they be forwarded to the Board of Trustees for approval in cases where Board action is required, or may recommend adoption for issues of governance for which Board action is not required.

The President, another administrator, or a Council or Committee may establish an *ad hoc* committee to address a particular issue when the need arises, e.g., the Committee for Policy Review. Once an *ad hoc* committee has completed its task, the product is then considered through the normal governance process, beginning with the appropriate Committee(s).

Responsibility for ensuring that the policies, procedures, and processes for shared governance are adhered to is assigned to the Institutional Effectiveness Council. This body also reviews the various issues that are submitted for consideration through the governance process to determine whether or not they are in fact governance issues. Issues that are identified as “administrative” will not be addressed through the shared governance process.

Instructional Council

The Instructional Council is responsible for governance issues that involve academic standards, curricula, and programs; continuing education (non-credit) programs and services; and student development, life, and services. Three committees (in essence sub-committees) are proposed to address issues pertaining to these areas. It should be noted that it will frequently be necessary for these Committees to involve other individuals who have expertise and/or a vested interest in the particular issue under study in their deliberations and also, in some cases, the drafting of new or revised policies, which would then be considered by the full Council. The following table shows the membership of the Instructional Council and its three Committees. The voting membership consists of 13 elected representatives from faculty and staff, two administrators, and one student (normally, the president of the Student Government Association (SGA)).

The **Instructional Council** will consist of three standing committees:

Curriculum and Academic Standards Committee

This committee reviews all curricular and academic program changes and all policies, procedures, and other matters pertaining to academic standards.

Student Life and Services Committee

This committee reviews all policies and procedures and other issues pertaining to students, student life, and student affairs.

Student Learning Assessment and Program Review Committee

This committee reviews and coordinates the assessment of student learning within both the Academic and the Continuing Education and Workforce Development Divisions and it reviews and coordinates the process for academic program review.

Instructional Council	Curriculum & Academic Standards Committee	Student Life & Services Committee	Student Learning Assessment & Program Review Committee
Total representatives	Members	Members	Members
16 (13 elected)	6 (5 voting)	6 (5 voting)	6 (4 voting)
7 Faculty	3 Faculty	1 Faculty	3 Faculty
4 Staff	1 Staff 1 At-Large	2 Staff 1 Student Affairs 1 At-Large (non-Student Affairs)	1 Staff CEWD Program Director/Coordinator
2 Administrators	1 Administrator Associate Dean of Academic Affairs	1 Administrator Director of the Library or designee	
1 Student		1 Student President of SGA or designee	
	Chair Dean of Academic and Student Affairs (Non-voting, except in case of a tie)	Chair Associate Dean of Student Life (Non-voting, except in case of a tie)	Co-Chairs Dean of Academic and Student Affairs Dean of CEWD (Non-voting, except in case of a tie)
1 Faculty Senate Rep			
1 Staff Senate Rep			

Support Council

The Support Council is responsible for governance issues that involve the College's facilities and its fiscal, human, and technological resources. Three committees (in essence, sub-committees) are proposed to address issues pertaining to these areas. It should be noted that it will frequently be necessary for these Committees to involve other individuals who have expertise and/or a vested interest in the particular issue under study in their deliberations and also, in some cases, the drafting of new or revised policies, which would then be considered by the full Council. The following table shows the membership of the Support Council and its three Committees. The voting membership consists of 13 elected representatives from faculty and staff and 1 administrator.

The **Support Council** will consist of three standing committees:

Information Technology Committee

This committee deals with issues pertaining to computer and network hardware and software, communications infrastructure, applications, services, and development for both instructional and administrative use.

Human Resources Committee

This committee deals with issues relating to personnel policies and procedures, quality of work life, and professional development.

Budget and Facilities Committee

This committee deals with issues relating to the allocation of all fiscal resources not affiliated with personnel (i.e., existing personnel) and compensation and the selection and use of physical resources.

Support Council	Information Technology Committee	Human Resources Committee	Budget and Facilities Committee
Total representatives 15 (13 elected)	Members 5 (4 voting)	Members 5 (4 voting)	Members 6 (5 voting)
6 Faculty	2 Faculty Director of Business and Information Technology 1 At-Large	2 Faculty 2 At-Large	2 Faculty 2 At-Large
6 Staff	2 Staff 1 Information Technology 1 At-Large (non-IT)	2 Staff 2 At-Large	2 Staff 2 At-Large
1 Administrator			1 Administrator Director of Facilities or designee
	Chair Dean of Information Technology (Non-voting, except in case of a tie)	Chair Director of Personnel (Non-voting, except in case of a tie)	Chair Dean of Administration (Non-voting, except in case of a tie)
1 Faculty Senate Rep			
1 Staff Senate Rep			

Institutional Effectiveness Council

The Institutional Effectiveness Council serves several separate but related functions within the shared governance structure. First of all, this group screens each item that has been submitted for consideration through the governance process in order to determine whether the item is a governance matter or an administrative issue. (Administrative issues are not addressed through the shared governance process.) The Institutional Effectiveness Council is also responsible for monitoring the efficiency and effectiveness of the shared governance process and for maintaining the integrity of the process by ensuring that established policies, procedures, and processes are adhered to. The Institutional Effectiveness Council is also responsible for maintaining the college-wide communication of governance matters, primarily by keeping the Shared Governance website up-to-date. The following table shows the membership of the Institutional Effectiveness Council. The voting membership consists of four elected representatives from faculty and staff and the Director of Institutional Planning, who serves as the permanent chair.

Institutional Effectiveness Council	
Members:	5 (all voting)
Chair:	Director of Institutional Planning (permanent)
Faculty:	2 At-large
Staff:	2 At-large

Advisory Council

The Advisory Council is responsible for reviewing the recommendations that have been passed by the Instructional Council and/or the Support Council. The Advisory Council may endorse a recommendation and suggest to the President that it be forwarded to the Board of Trustees for approval, in cases where Board action is required (e.g., policy formulation), or it may recommend adoption for issues of governance for which Board action is not required (e.g., procedures and processes). The following table shows the membership of the Advisory Council. The voting membership consists of the seven members of the President’s Executive Council, the chair of the Instructional Council, and the chair of the Support Council. The Advisory Council is normally chaired by the President (or in his or her absence, the acting President as designated by the Presidential Succession list); although, it is important to note that, as an agent of the Board, the President is not bound by the Advisory Council’s recommendations.

Advisory Council	
Members:	9
Chair:	President (<i>non-voting</i>)
Executive Council:	Dean of Academic and Student Affairs
	Dean of Administration
	Dean of Continuing Education and Workforce Development
	Dean of Information Technology
	Director of Personnel
	Director of Institutional Planning
Instructional Council Representative:	Chair, Instructional Council*
Support Council Representative:	Chair, Support Council*

* The vice-chair may participate on the Advisory Council in the absence of the chair.

How the Shared Governance Model Operates

Member Selection Process

All voting members of the six standing Committees are selected directly by their respective constituents, except for those members who serve *ex officio*. The voting members from the six standing Committees together with elected representatives from the Faculty Senate and the Staff Senate comprise the membership of the Instructional Council and the Support Council. All voting members of the Institutional Effectiveness Council are selected by their respective constituents except for the chair, who serves *ex officio*. The voting members of the Advisory Council consist of the President's Executive Council and the chairs of the Instructional Council and the Support Council, who are elected by their respective memberships. The six standing Committees are chaired by senior administrators who serve *ex officio*, and who do not vote except in cases of a tie.

Election Machinery

Elections are held each spring for terms that begin in the autumn of each academic year. Faculty representatives (which include academic program directors) will be selected by the Faculty Senate. Staff representatives (including administrators¹) will be selected by the Staff Senate. (It should be noted that employees who are in probationary or disciplinary status will not be eligible to participate as elected representatives.) In the event that no governance representative is elected for a particular position, i.e., no one was nominated, that position will be filled by appointment, the appointment being made either by the appropriate dean or, in the case of at-large staff positions, by the President. The election results will be forwarded to the Institutional Effectiveness Council, which is responsible for monitoring the shared governance process. Approximately one-third of the membership on the Councils and Committees changes each year after the second year of operation. At the beginning of the first year of operation the members of the Instructional Council and the Support Council will select their respective chairs and vice-chairs from among their voting members for one-year terms; the vice-chairs serve as chair their second year. Thus, in subsequent years, only the vice-chairs will be selected annually.

How Agendas Are Constructed

Items for study or issues to be addressed by the Instructional Council and/or the Support Council and their respective Committees may be submitted by the President, a constituent group, another Council or Committee, an *ad hoc* committee, or any individual. However, before a submitted item goes to the Instructional or the Support Councils, it will be reviewed by the Institutional Effectiveness Council in order to ensure that it is something that should be addressed through the shared governance process. These submissions will normally be made prior to the start of the academic year (i.e., by August 15); however, items that come up during the academic year can also be addressed, depending on their relative importance. Working within their defined areas of

¹ All administrators who are not members of the Executive Council are eligible to fill positions as Staff representatives.

responsibility, the Instructional and Support Councils will review the submitted items, construct an agenda (for the academic year), and assign tasks to the respective Committees. These agendas will be posted on the Shared Governance website. Items for consideration must be submitted in writing (using a standard form, which is attached). Those items that are determined to be administrative in nature will not be addressed through the shared governance process. These will be returned to the individual or group making the submission with a brief explanation and suggestions for possible courses of action to resolve the issue (outside the governance process).

How Decisions Are Reviewed

All recommendations from Committees or the Instructional or Support Councils must be accompanied by rationale (including the data or other information that supports the recommendation). All recommendations must be responded to within 30 calendar days, unless there are extenuating circumstances. In such cases, the reason for the delay must be documented. All Committees and Councils must maintain communication with constituents and with each other. Agendas and minutes of all meetings will be published on the shared governance Intranet website.

How Decisions Are Made

Once the Institutional Effectiveness Committee has checked a submitted item to confirm that it is a governance issue, it will be forwarded to the Instructional Council and the Support Council. An item may be considered by one or both Councils, as is deemed appropriate. That item is then assigned to the appropriate Committee(s) for study. The shared governance model dictates that any consideration of issues always begins at the Committee level and that items that require modification or further study are always referred back to the originating Committee(s). In cases where both Councils are involved, an issue may be addressed by more than one Committee. Committees study issues and make recommendations to their respective full Councils. Each Council (i.e., The Instructional Council and the Support Council) makes its recommendations to the Advisory Council after informing the other (i.e., Instructional or Support) Council. Recommendations that are endorsed by the Advisory Council are then sent to the President.

Recommendations That Are Not Approved

If the Advisory Council fails to endorse a formal recommendation, or if a formal recommendation is disapproved, it should be returned to the originating Council and/or Committee with a written explanation for why the recommendation was not endorsed or approved. Where possible, the administration should suggest alternative recommendations or further courses of action.

Frequently Asked Questions (FAQs) About Governance

What will happen to Cabinet under the College’s new shared governance system?

Under the College’s present governance structure the Cabinet serves a dual role. This body not only deals with issues relating to governance but it also serves as a forum both for information exchange and for discussion of a wide range of issues that may not necessarily pertain to governance. While the exchange of information and opportunities to ask questions, and discuss items of general concern are important to the life and proper functioning of the institution, they are more properly handled outside of a formal governance structure. The separation of governance and non-governance functions also allows the governance system itself to function more effectively. Therefore, under the shared governance system that is being proposed, Cabinet’s governance functions would pass to the Instructional and Support Councils. The Committee for Program Review is proposing that Cabinet’s two main non-governance functions, i.e., a forum for information exchange and a platform for discussion of the concerns of the campus community, be handled through more structured All-College Forums that would be held monthly instead of once per semester, as is currently the practice. The manner in which Cabinet’s non-governance functions will be handled is addressed in greater detail in a later section this proposal (see pp. 28-30). In order to eliminate any confusion between the new governance system and the old one, the term “Cabinet” will no longer be used.

What kind of issues fall under shared governance?

The shared governance system is the decision-making mechanism for developing, evaluating, and recommending changes in college-wide policies, procedures, and processes. Institutional concerns regarding curriculum and assessment, long-range plans, student support, use of physical resources, budgeting priorities, technology plans, and professional training development, are some of the general focus areas for the governance Committees and Councils. The daily activities of carrying out the College’s policies and procedures do not fall under governance. For example, the college-wide grading system is a governance issue, but a student request for a grade change is not. Here are additional examples:

Governance	Not Governance
Grading system	Individual grade change
Academic programs	Semester schedule of classes
Criteria to purchase equipment	Equipment purchases
General Studies curriculum requirements	Classroom assignments
Computer use policies	Computer lab schedules
Campus safety plan	Disposing of hazardous waste
Tuition refund policy	Issuing tuition refunds
Planning for new buildings	Repainting office walls
Process for hiring new employees	Placement of new hires on the salary scale

How can issues be brought to Governance?

Each year employees will be given the opportunity to submit issues to the Shared Governance Councils. The Councils and Committees will review all issues that are submitted (assuming that the Institutional Effectiveness Council has confirmed them to be governance issues) and create the agenda for the following year under the direction of the President and the Board of Trustees. The annual agenda will be published on the shared governance website for the campus to view. Issues that may arise during the academic year may be added to the agenda depending on their relative importance.

Who participates in shared governance?

Everyone who is part of the campus community has the opportunity to participate in shared governance. Those who serve as elected representatives on the Committees and Councils will be the most visible participants, but there are many other important opportunities for participation. The standing Committees will often need assistance in studying issues and people (ranging from the President and Deans to staff and faculty) will be asked to serve on work groups as needed in advisory or consulting roles. Additionally, everyone has the opportunity and responsibility to ask questions, to bring up issues, and to provide input and feedback throughout the governance process. Anyone within the campus community is also entitled to submit items for consideration to the shared governance process.

How will adjunct faculty and part-time staff participate in shared governance?

Adjunct faculty members are paid only for the classes they teach and would need to receive additional compensation for participation (as elected members) in shared governance. In view of existing budgetary constraints, there are currently no plans to do this.

Regular part-time staff may serve as elected members of the Councils and Committees. However, to help balance regular work responsibilities with shared governance meetings and functions, they will need to coordinate their schedules with their supervisors.

What is the relationship between the Instructional Council and the Support Council?

Throughout the governance process, the Instructional Council and the Support Council will request information or collaboration on matters of mutual concern. These two councils make independent recommendations to the Advisory Council and the President only after informing the other Council of their forthcoming recommendation and the rationale. On occasion, when the issue under study requires, the Instructional Council and the Support Council may meet as a combined body.

Will minority recommendations be heard?

Whenever there is a minority recommendation, it will be sent forward with the majority recommendation to the Advisory Council and the President. All recommendations will be submitted in writing with the rationale for each.

How are representatives chosen to serve on the standing Committees?

Most of the members for each of the standing committees are elected, except for those committee members who serve ex officio, such as the chairs and a few others. (See the “Election Machinery” paragraph under the “How the Model Works” section for a description of the election process.)

How will vacancies be filled in the event that someone has to leave a Council or Committee?

In the event that someone needs to leave a Council or Committee, a replacement will be elected by the Faculty or Staff Senate as appropriate.

What is the Administrators’ role in shared governance?

Senior administrators (the Executive Council) serve ex officio, as Committee chairs, as members of the Advisory Council, and in one instance, as chair of the Institutional Effectiveness Council. They may also be asked to serve as advisors or consultants on various ad hoc committees. Some other administrators also serve ex officio; others may run for the voting positions provided in the Shared Governance model. Academic administrators should run for positions identified for faculty, all other should run for positions identified for staff. (For purposes of Shared Governance, an administrator is anyone employed under an administrative contract.) Administrators who serve ex officio on a committee may elect to designate an individual to serve in their stead in the event that they wish to serve (as an elected representative) on a different committee.

How will the current committees transition into the shared governance model?

The functions performed by each of the committees that operate within the College’s existing governance structure have been analyzed and evaluated in order to determine where and to what extent each particular function should fit into the shared governance model that is proposed. All governance functions within the College’s existing governance structure have been incorporated within the new structure. Many of the existing committees, however, serve dual roles, i.e., they perform both governance and non-governance functions. For example, the Academic Standards Committee deals with issues involving academic standards (clearly a governance function) as well as with students who are appealing academic withdrawal (a non-governance function). Under the new system, for purposes of economy and in consideration of personnel limitations, Committees may need to continue to serve dual roles, but in such cases their governance role and functions must be clearly separated from their non-governance functions. The section which follows outlines how the College’s existing governance process will transition to the new shared

governance system. The work of current committees will be gradually assigned to the new committees, dependent upon existing deadlines and committee plans and as the training necessary to sustain the new model is completed.

The Transition from the Old Governance System to the New System

If adopted, the new shared governance system will be initiated in August 2009. Full transition to the new system, however, will probably take at least another year. Following is an outline as to how the old governance system will transition to the new system.

Garrett College's Existing Governance Bodies and Committees

The following committees and other bodies are identified in the current Governance Charter:

- Board of Trustees
- Administrative Council
- Cabinet
- Faculty Senate
- Staff Senate
- Budget Council
- Curriculum Committee
- Academic Standards Committee
- Organization and Salary Committee
- Quality of Work Life Committee
- Discretionary Funds Committees (*activated at the discretion of the President*)
 - Capital Improvements (*inactive*)
 - Instructional Equipment (*inactive*)
 - Institutional Equipment and Furnishings (*inactive*)
 - Information Technology (*inactive*)

The Fate of the College's Existing Governance Bodies and Committees upon Adoption of the New Governance Structure

Board of Trustees

The Board of Trustees is not affected by the change to the new system. The current Governance Charter identifies the Board Chair, or the Chair's designee, as an *ex officio* member of Cabinet (although it does not make clear if this is to be interpreted as to mean a "non-voting" member); however, Board chairs have only recently begun to exercise this privilege. Under the new governance system, Board members will have the prerogative to join any Committee or Council discussions as non-voting participants if they choose to do so.

Administrative Council

The Administrative Council becomes the Executive Council; otherwise, its function remains essentially the same as under the old system.

Cabinet

Cabinet will no longer exist under the new governance system. For governance matters, it will be replaced by the Instructional Council and the Support Council. Cabinet's two main non-governance functions, serving as a forum both for information exchange and for discussion of the concerns of the campus community, will be carried out in All-College Forums, which will now be more structured and occur monthly, as described in detail in the following section of this proposal. Cabinet's role in informally resolving grievances through the selection of a "Cabinet Facilitator" as described in Section VI.25 of the Personnel Manual, is a function that may or may not need to be provided for, depending upon the outcome of a campus-wide review of the College's employee grievance policy, which will occur shortly.

Faculty Senate and Staff Senate

Functionally, under the new shared governance system, the roles of the Faculty Senate and the Staff Senate will be essentially the same as under the old system. However, opportunities for direct involvement in the governance process will be much greater under the new system.

Budget Council

Under the new governance system the Budget Council will be replaced by the Budget and Facilities Committee. This committee will also assume the duties of the Discretionary Funds Committees, i.e., the Capital Improvements Committee, the Institutional Equipment and Furnishings Committee, and the Information Technology Committee, all of which are currently inactive.

Curriculum Committee and Academic Standards Committee

The Curriculum Committee and the Academic Standards Committee will be replaced by the Curriculum and Academic Standards Committee. This committee will also assume the duties of the Instructional Equipment Committee, which is currently inactive. The Academic Standards Committee's responsibilities for hearing students' academic withdrawal appeals (which is a non-governance function) will be assigned either to a sub-committee or to a separate committee external to the governance structure.

Organization and Salary Committee

The Organization and Salary Committee performs both governance and non-governance functions. However, under the new governance system, the Organization and Salary Committee will be replaced by the Human Resources Committee, which will deal with governance matters only. The non-governance duties formerly assigned to the Organization and Salary Committee will be handled administratively, under the direction of the Director of Personnel.

Quality of Work Life Committee

While the Quality of Work Life Committee is included in the College's Governance Charter, its membership is voluntary and its role in the governance process is unclear. Under the new system the Human Resources Committee will be responsible for addressing issues pertaining to the quality of work life. However, the Quality of Work Life Committee may be retained as a non-governance entity for purposes of planning and arranging events such as the Employee Recognition Luncheon, the Christmas Party, etc.,.

Information Technology Committee

Under the current governance structure an Information Technology Committee is identified as one of the four Discretionary Funds Committees which can be activated at the discretion of the President. Its purpose is to plan and budget for technology development. As is the case with all the Discretionary Funds Committees, this committee has not been activated for some time. Planning for technology development is the responsibility of the Dean of Information Technology and her staff while budgeting is the responsibility of the Budget Council. However, an Academic Technology Committee has been formed to deal with technology issues pertaining specifically to the Academic Division. Under the new governance system the Information Technology Committee deals with issues pertaining to computer and network hardware and software, communications infrastructure, applications, services, and development for both instructional and administrative use. Thus, it will incorporate many of the functions listed above.

How the Non-Governance Functions of Cabinet Will Be Handled

Cabinet has long been the principal component of the College's governance system; however, because the present system of governance has never made any distinction between governance and non-governance matters, Cabinet has traditionally dealt with a broad range of other issues as well. Some of Cabinet's functions, therefore, extend beyond its role as a governance body. Thus, besides making decisions, setting priorities, and recommending policy (i.e., its governance functions), Cabinet also serves as a forum both for exchanging information and for discussing various concerns of the campus community. In addition, the College's Governance Charter and Section VI.25 of the Personnel Manual cite the role of Cabinet in the process for informally resolving grievances (as well as other "items of concern") through the use of a "Cabinet Facilitator" (Personnel Manual, Subsection VI.25.1.3); although, neither document gives a clear explanation of the actual process to be followed, nor can any record be found of the Cabinet Facilitator actually being used for the resolution of a grievance.²

Under the new shared governance system that is being proposed, Cabinet, as a governance body, will be replaced by the Instructional Council and Support Council and their associated committees. However, in the interest of maximizing the effectiveness of the new governance system and avoiding some of the pitfalls of the current system, no provision has been made for incorporating any of Cabinet's non-governance functions within the new governance system itself. This does not mean that these functions are not important. Cabinet's role as a forum for information exchange and as a platform for airing and discussing concerns is important to the life and proper functioning of the College and, therefore, must be provided for as part of the process of moving to a new governance system. The manner in which these two functions will be handled is outlined below.

Exactly how Cabinet's role in the process for informally resolving grievances, i.e., the selection of a "Cabinet Facilitator", should be handled is a somewhat different issue since it fundamentally involves the College's policy pertaining to employee grievances. The Committee for Policy Review (CPR) recommends that with input from across the college community, i.e., faculty, staff, the administration, and the Board of Trustees, the employee grievance policy, and the section pertaining to informal grievances in particular, be reviewed, revised and approved prior to the September 2009 implementation of the new governance system. To this end, the CPR will initiate a review of the grievance policy beginning immediately. The CPR also recommends that no specific action with regard to the Cabinet Facilitator function be taken at this time, pending the outcome of the policy review and revision process. In the event that some change to

² None of the long-time employees who were asked could remember a case where the Cabinet Facilitator was used to resolve a grievance. It is certain that this process has not been employed at any time within the last 20 years.

the governance system is required in order to accommodate the revised grievance policy, that change can be easily made.

Proposed Changes to the All-College Forum

Cabinet's two primary non-governance functions, i.e., serving as a forum for information sharing and as a platform for discussion of the concerns of the campus community, will be handled through All-College Forums that will be scheduled monthly rather than once-per-semester as is currently the case. These new forums will continue the established practice of being open to all members of the campus community (i.e., faculty, staff, administrators, students, and members of the Board of Trustees, but they will be conducted differently. They will be lead by a moderator who will be selected by the campus community (probably for a one-year term). The agenda, which will be set and published in advance, will provide time for brief reports from the President, members of the Executive Council, and chairs of the Instructional and the Support councils; a follow-up question and answer period; and a period for discussion of the concerns of the campus community. Minutes of the proceedings will be recorded and subsequently be published on the Intranet.

In the interest of time, the college community will be encouraged to read beforehand the reports the President and Executive Council members submit each month to the Board of Trustees that describe the activities occurring in their respective areas. Items of concern to be discussed must appear on the meeting agenda, but before a concern is submitted for inclusion on the agenda, the following should have occurred: (1) a reasonable effort has already been made to resolve the concern through regular channels (i.e., according to the process outlined in the "Principles of a Just and Humane Community"); (2) the issue or concern has been brought before and discussed by the appropriate constituency, e.g. Faculty Senate, Staff Senate, Student Government Association, etc.; (3) that constituency has determined that the matter should be brought to the All-College Forum. The time allotted for discussion of a particular issue will depend on its relative importance and the number of items on the agenda.

Items of concern and other issues that are discussed in the All-College Forums may have one of several possible outcomes:

- The issue is resolved through discussion at the All-College Forum; no further action is needed.
- There is a consensus among the participants (of the All-College Forum) that the discussion needs to be continued; the item will normally be placed on the agenda of the next scheduled Forum. Continuation of the discussion of an item in a subsequent forum will normally be allowed only once.

- There is a consensus among the participants that the concern is fundamentally a governance issue; the matter is submitted to the shared governance process for study.
- There is a consensus among the participants that the concern is fundamentally an administrative matter; the issue is referred to the Executive Council for consideration.
- There is a consensus among the participants that the concern is essentially a human resources³ issue; the matter is referred to the Human Resources Committee for consideration. (In such cases, the Human Resources Committee will be operating in its non-governance role.)

There are some specific details with regard to operation of the All-College Forums which will still need to be worked out in consultation with the college community, including the President and the Administrative Council. The following are some of the more important examples:

- The amount of time to be allotted for the All-College Forums (90 minutes has been suggested)
- Defining the role of the moderator and determining how that person will be selected
- Determining the processes for establishing the agenda and for determining the amount of time to be allotted for each discussion item
- Determining the process to be used for reaching a consensus concerning the disposition of items brought up for discussion

These and any other remaining details that need to be worked out will be addressed through discussion with the various campus constituencies during spring 2009. It is anticipated that the monthly All-College Forums will commence in September 2009 at the same time that the new governance system is implemented.

³ A human resources issue pertains to a personnel issue that affects College employees as a whole, or a significant number of College employees, and not an individual personnel matter, which should always be kept confidential.

Timeline for Approval and Adoption of a New Governance System

- Proposal for new Shared Governance System presented to the Board of Trustees – November 24, 2008
- Proposal for new Shared Governance System presented to the faculty and staff – November 21, 2008
- Discussion forums for faculty and staff – December 15 and 16, 2008
- Follow-Up discussion forums for faculty and staff – January 14 and 16, 2009
- Cabinet discussion – January 23 and February 13, 2009
- Board of Trustees discussion of proposal – January 20 and February 17, 2009
- Cabinet approval of a new governance system – March 6, 2009
- Board of Trustees approval of new governance system – March 17, 2009
- Election of governance representatives – April 2009
- Orientation for governance participants – May and late August 2009
- Initiation of new shared governance system – August 2009