

Shared Governance Workshop:

Comparison of 1966 AAUP & 2017 AGB Statements

February 16, 2022



Objective

1. Encourage faculty to read & understand widely used governance statements
2. Prepare faculty for on-going shared governance discussions at Manhattan College

Reading Materials

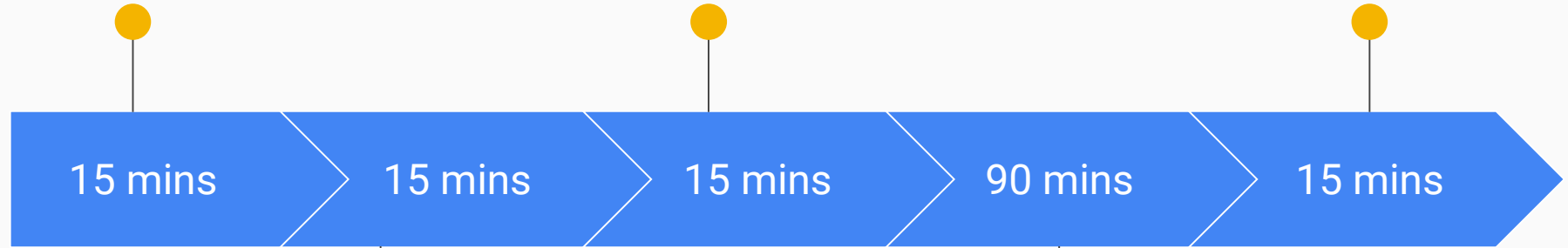
- 1966 AAUP Statement on Government of Colleges and Universities
- 2017 AGB Board of Directors' Statement on Shared Governance

Procedure

Read introductions
statements of both
statements & assign
break-out groups

Reconvene entire
group and report back

Summarize take-home
messages from today



Break-out group discusses
assigned reading

1. Summarize important
points

Repeat Break-out group 3x times to
cover these topics:

2. Identify strengths & weaknesses
3. Contradictions
4. Applications to faculty HB

Break-out Groups

- A: AAUP #2: Joint effort vs. AGB
Principle #2: Meaningful engagement
- B: AAUP #5: Faculty vs. AGB Principle
#2: Meaningful engagement
- C: AAUP #3: Governing board vs. AGB
Principle #1: Board should commit
- D: AAUP #4: President vs. AGB
Principle #3: Shared governance
requires a consistent commitment

The Charge - 4 cycles

1. Summarize important points of assigned reading
2. Identify the strengths & weaknesses of assigned reading
3. Contradictions of assigned reading
4. Application to faculty Handbook

Break-out Group A:

AAUP #2: Joint effort vs. AGB Principle #2: Meaningful engagement

1. Summarize important points of assigned reading

AAUP

- Different weights accorded to different components of governance based upon *expertise*.
- Internal matters: Long-term planning, budgets, and buildings. We are joint/shared only with respect to long-term planning.
- The selection of academic deans by the president... (Does a Dean represent the faculty up to administration?)

AGB

- Time, attention, and commitments; time constraints are critical for faculty, but also board members.
- Fewer faculty to fulfill the responsibility of governance.

Break-out Group A:

AAUP #2: Joint effort vs. AGB Principle #2: Meaningful engagement

2. Identify the strengths & weaknesses of assigned reading

Strengths

- Both documents recognize that all participants are inescapably interdependent. Both respect the need for diversity in participation.
- (AAUP) Offers a way to address and resolve conflicts.
- (AGB) Number of faculty involved and engaged can be a strength.

Weaknesses

- (AGB) Number of faculty involved and engaged can be a weakness.
- (AGB) Doesn't address means to address/resolve conflict.
- Only the AAUP document recognizes students and "others."

Break-out Group A:

AAUP #2: Joint effort vs. AGB Principle #2: Meaningful engagement

3. Contradictions of assigned reading

The AAUP document says that *everyone*, at some point/in some way, needs to be involved. But what about “weighting?”

The AGB statement talks about “meaningful” engagement, but doesn’t recommend faculty serve on the Board.

The AGB takes a more top-down approach to governance. The AAUP document is more...inclusive.

Break-out Group A:

AAUP #2: Joint effort vs. AGB Principle #2: Meaningful engagement

4. Application to faculty Handbook

Do you mean the 2016 Faculty Handbook?

Our Faculty Handbook refers to, and thus codifies the 1946 AAUP statement on academic freedom.

Break-out Group B:

AAUP #5: Faculty vs. AGB Principle #2: Meaningful engagement

1. Summarize important points of assigned reading

AAUP

- a) Faculty primacy (curriculum, faculty status, appointment/reappointment)
- b) Faculty should be able to participate in salary increases
- c) Chair is the head of the department (chosen by faculty)
- d) Budgets may set limits to the realization of faculty advice
- e) Must be a means of communication between faculty, board, and administration.

AGB

- a) Does not recommend faculty to have a seat on the board
- b) Invite the discussion of budgets with faculty
- c) Fewer faculty an increase in faculty responsibility → less time for governance/participation
- d) "Culture of engagement"

Break-out Group B:

AAUP #5: Faculty vs. AGB Principle #2: Meaningful engagement

2. Identify the strengths & weaknesses of assigned reading

AAUP

- a) More specific - strength
- b) Well defined with examples - strength
- c) Talks about communications, but does not define level of participation - Weakness
- d) More specific examples of faculty participation in interacting with the board
- e) Decisionmaker needs to be accountable - Strength

AGB

- a) Communication is one way - Weakness
- b) Faculty participation not strongly encouraged - Weakness
- c) Narrow scope of contribution from faculty
- d) They are concerned about faculty time commitment - Strength

Break-out Group B:

AAUP #5: Faculty vs. AGB Principle #2: Meaningful engagement

3. Contradictions of assigned reading

- a) Board recommendation of faculty in board
- b) Faculty participation
- c) Some portions incongruent (e.g. focus on rights, accountability)
- d) Difference in depth of faculty participation

Break-out Group B:

AAUP #5: Faculty vs. AGB Principle #2: Meaningful engagement

4. Application to faculty Handbook

- a) Handbook specifically gives faculty primacy on curriculum
- b) Rules of naming chair is similar to AAUP guidelines

Break-out Group C:

AAUP #3: Governing board vs. AGB Principle #1: Board should commit

1. Summarize important points of assigned reading

Break-out Group C:

AAUP #3: Governing board vs. AGB Principle #1: Board should commit

2. Identify the strengths & weaknesses of assigned reading

Break-out Group C:

AAUP #3: Governing board vs. AGB Principle #1: Board should commit

3. Contradictions of assigned reading

Break-out Group C:

AAUP #3: Governing board vs. AGB Principle #1: Board should commit

4. Application to faculty Handbook

Break-out Group D:

AAUP #4: President vs. AGB Principle #3: Shared governance requires....

1. Summarize important points of assigned reading

- AGB: “SG not about sharing space but rather about sharing ideas”
- President and chief academic officer actively ensure shared governance (AGB 7)
- Key Point: board needs to be in contact with faculty:
 - Board chair: “Establishing meaningful opportunities to include faculty in substantive discussions on cross-cutting issues” (AGB8)
 - Board leaders can be ambassadors to faculty governing bodies
 - Periodic meeting of chair, board offices, or members with faculty governance body

Summary (cont)

- SG effective when “internal discussion and debate that leads to outcomes” (AGB 8)
- “True test”: “how well it works during a period of urgency or even crisis”
 - “Good faith efforts to share info in real time”: important board decisions should be delivered promptly”(AGB 8)

AAUP: #4: The President

- “President is measured largely by his or her capacity for institutional leadership” (138): innovation, initiation, solve problems, uphold policy and academic standards/practice; maintenance and creation of new resources; fund raising; publicity/public understanding
- President’s authority is “supported by delegated authority from board and faculty”: “faculty views, including dissenting views, are presented to the board”
- “To plan, to organize, to direct, and to represent” (AAUP 139)

Break-out Group D:

AAUP #4: President vs. AGB Principle #3: Shared governance requires....

2. Identify the strengths & weaknesses of assigned reading

Strengths

- Shared governance is only effective when internal discussions and debates among all parties lead to outcomes
- Direct Board and faculty involvement and exchange
- Importance of sharing real information in real time from board, president,
- Building trust through real shared knowledge and decision-making
- Dialogue across governing bodies; utilizing faculty strengths and judgments
- Board and faculty have to partner with president

Weaknesses:

- It doesn't help us actually fix the problem; it gives us goals/ideals
- Board should initiate and/or be involved: so what do we do if it doesn't/isn't?

Break-out Group D:

AAUP #4: President vs. AGB Principle #3: Shared governance requires....

3. Contradictions of assigned reading

Both lack clarity of relation among board, president and faculty.

“Consultation,” “supported by delegated authority,” and “meaningful opportunities” are not clearly defined

AGB is more top-down

The focus in both these sections is not on the faculty.

Break-out Group D:

AAUP #4: President vs. AGB Principle #3: Shared governance requires....

4. Application to faculty Handbook/MC Governance Structures

- President does not let faculty have access to board; lies about what he says to board
- We don't share ideas or spaces or anything
- FH 1.4.2.1 (8): Provost ensures that there is "proper participation by the faculty in the governance of the College";
- FH 2.12.1.5 Participation in Departmental, School and College governance: "Manhattan College seeks to attain the ideal that the governance of the College will be a truly cooperative venture among the trustees, administrators, faculty, students, staff, and alumnae of the College"
- Board needs to take more responsibility for engaging faculty

Take-home Messages

Summary of break-out groups

1. Preparing for the March 23 presentation by AGB and AAUP representatives.
2. How do we get more engagement and dissemination of information?
3. How can we be more inclusive, for example of staff and students and alums, and get their buy-in?