



# **Guided Pathways Institute #2**

**Faculty Leadership and  
Shared Governance**

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# What is Shared Governance?

- Shared governance in higher education refers to structures and processes through which faculty, professional staff, administration, governing boards, and sometimes students and staff participate in the development of policies and in decision-making that affect the institution.
  - These “structures and processes” are inclusive and transparent.

# Shared Governance on academic matters

Most conceptions of shared governance recognize that faculty are best qualified and should therefore have a primary role, through a sound and well-established governance structure, in the formulation of policy relating to:

- Curriculum
- Methods of instruction
- Academic standards/rules
- Assessment of courses and programs
- Academic student affairs (such as advising and tutoring)
- Program development
- Degree requirements

# Faculty Purview over Curriculum

- Because of faculty expertise in content areas as well as in pedagogy/method, faculty are best equipped to determine:
  - Program and course learning outcomes
  - Sequencing of content
  - The use of instructional materials

# Faculty Role in Advising

- After curricular program maps are developed, advisors can begin implementing/executing the plan by advising students into the appropriate menu of courses.
- Advising is different on every campus but generally, there are faculty and professional advisors who should be working together on advising responsibilities.

# Who makes curricular maps?

- Faculty at the discipline or department level who teach in the program.
  - Review of data on student success in first & second semesters.
- Maps or curriculum outlines would ideally be approved by a department.

# What processes may be used for approval?

- From the department level, revisions are sent to Curriculum Committee for review and approval.
- In most cases, Committees report to a senate or assembly body, which approves program revisions.

(Curriculum revision processes may vary on a campus)

# Program changes and SUNY

- Advising tracks must be “registered” with SUNY Provost’s office and State Education Dept. (SED)
  - Selected electives of an existing program are an advising track if program is promoted as such.
- Registration requires that a campus shared governance process has been used to generate and approve curricular revisions. Chief academic officer “signs off” that governance has been followed.
- Program revisions whereby one third or more of the program’s credits are changed (since the last registration) must be RE-registered with SUNY.
  - This may be required when guided pathways are developed from existing programs.

[http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/3A\\_Revision-Basic-2016-10-13.docx](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/3A_Revision-Basic-2016-10-13.docx)



# Program changes and State Ed

- New and revised programs go to SED for review and assurance that liberal arts requirements will be met:
  - 75% of A.A. credits
  - 50% of A.S. credits
  - 33% of A.A.S. credits
- Re-registered programs and advising tracks must also go to SED for review and approval.

# When re-registration is **NOT** necessary

- Curricular maps could still be developed at the program and/or department level via faculty involvement that do not alter an existing program.
- Maps could be 'handed off' to advisors for implementation, **UNLESS** electives are being chosen for the student.
  - Then it's an advising track that must be re-registered with SUNY using all appropriate shared governance processes.

# Faculty leadership

- How have faculty been involved thus far on YOUR campus as guided pathways is planned and implemented?
- Was campus governance involved or were faculty as individuals involved?
  - What's the difference?
  - Why does it matter?

# Importance of representation

- Remember – you are not acting alone when making curricular maps!
  - Who should be in the conversation?
  - Are you seeking input from faculty colleagues who are not present?
- Communication is KEY!
  - Representatives must inform constituents of the mapping issues and the decision outcomes.
  - Constituents must be aware and interested in offering their views on mapping and curricular decisions.
- Faculty who are serve on a campus-wide Guided Pathways committees should be elected by their senate/governance body.

# FCCC Resolution

## Spring 2018

### Resolution on Governance Involvement in New Initiatives

- **BE IT RESOLVED** that the Faculty Council of Community Colleges requests that the SUNY Chancellor continue to require the involvement of shared governance in the implementation of System funded and sponsored initiatives; and
- **BE IT FURTHER RESOLVED** that the Faculty Council of Community Colleges strongly encourages the President of each campus ensure that shared governance bodies are involved in the development of any processes, procedures or policies used to implement new academic initiatives to ensure academic standards, excellence and integrity are in place and upheld.

# Key indicators of Good Shared Governance

- Climate for governance – trust and transparency are key
- Institutional communication is strong
- Collective understanding of roles
  - Board's Role
  - President's Role
  - Student's Role
  - Faculty's Role
- There is an understanding of the responsibilities of representation (important in Senate models)
- Joint decision-making occurs
- Is there a process in place for assessing structural arrangements for governance?

- **Any questions?**