

	<b>Florida Gulf Coast University</b> Policy Manual	Policy: 2.012
	<b>Shared Governance</b>	<b>Responsible Executive:</b> Provost and Vice President for Academic Affairs  <b>Responsible Office:</b> Office of Academic Affairs

## I. POLICY STATEMENT

The purpose of shared governance at FGCU is to effectively promote the accomplishment of the University’s unique vision and mission through shared responsibility and accountability among stakeholders, while exercising sound principles of fiscal management and retaining public accountability. FGCU is committed to the notion that the best path to success is one where the responsibility and accountability for academic excellence and student success is shared openly and cooperatively among all parties.

Shared governance involves collaborative efforts to fulfill and fully execute the institutional mission by participating in matters including the:

- A. identification of priorities;
- B. development of policies;
- C. defining of responsibility for ethical leadership;
- D. enhancement of community partnerships; and
- E. stewardship of the academic institution as a whole.

## II. PRINCIPLES OF SHARED GOVERNANCE

FGCU asserts there are certain attributes of shared governance that should be observed and respected by all parties, regardless of the specific processes followed or levels of stakeholder involvement. An effective process of shared governance is characterized by:

- A. Collegiality, mutual trust, and collaboration. Stakeholders promote a climate of trust and cooperation that fosters the expression of views without negative consequences. Stakeholders openly support shared governance, in words and actions, and view themselves as partners in the success of the University. Stakeholders openly support, encourage, and reward collegial participation in shared governance.
- B. Proactive involvement. Stakeholders seek out and respect views from other stakeholders and affected parties who have relevant information, expertise and involvement in matters under consideration which may include examples such as: University mission and

budget; curriculum and instruction; research; appointment, promotion, and retention of faculty members and the development of policies that affect faculty and staff welfare; development of university policies and procedures; selection and appointment of administrators; issues that affect the ability of students to complete their education. Formal and informal mechanisms for obtaining information by stakeholders are multiple in nature, assuring that stakeholders have easy access to knowledge about governance issues under consideration. These may include email alerts, Web postings, and/or consideration by deliberative bodies such as the Planning and Budget Council, Faculty Senate, Staff Advisory Council, and Student Government in accordance with their by-laws and existing circumstances.

- C. Representative participation. Number of faculty, staff and student participants work to accurately and democratically portray the full range and nature of valid constituent issues in governance processes, recognizing the majority position when it is known, but also crediting important minority perspectives. As circumstances warrant, issues are brought before core representative bodies such as the Planning and Budget Council, Faculty Senate, Staff Advisory Council and Student Government Senate in order to facilitate debate and dialogue and allow feedback from stakeholders. Representatives of shared governance bodies may be appointed and/or elected by their constituencies in accordance with relevant by-laws. Such bodies may elect their own presiding officers or they may be appointed *ex officio* in accordance with relevant by-laws.
- D. Clarity of roles. Number of stakeholders mutually develop a common understanding of and respect for their appropriate roles in both regular and *ad hoc* processes, and establish methods of resolving issues when consensus cannot be reached. Examples of appropriate roles and their contexts for faculty, staff, and/or student participation comprise:
1. The responsibility of administrators for forming and articulating a vision for the institution, for providing strategic leadership, and for managing its human resources, finances and operations;
  2. The central role of the faculty in the institution's teaching, research, and service programs, including the assessment of the quality of these activities through peer review;
  3. The essential support provided by staff in facilitating the institution's operations and the legitimate interest of the staff in participating in the development of policies and procedures that affect them and the welfare of their institutions;
  4. That students are the institution's main academic educational focus and that they have a legitimate interest in matters affecting their institutional academic experience, including but not limited to tuition and fees, their academic evaluation, housing and student life; and

5. That there is a role for each group in the search for and selection of key institutional administrators such as the president as appropriate to circumstances.
- E. Transparency. Stakeholders keep each other informed on upcoming and ongoing decision processes, both shared and autonomous, to ensure that all parties are cognizant of significant developments throughout the process providing opportunities for input and recording/noting objections or dissenting statements submitted by representative governance bodies.
  - F. Timeliness. Efforts shall be made to provide reasonable advance notice of proposed actions that can affect the professional or intellectual lives of stakeholders to allow for effective dialogue and to foster mutual cooperation wherever possible before adoption and implementation.
  - G. Accountability. Stakeholders recognize the value of and actively participate in systematic review, assessment, and continuous improvement of decision-making processes, and cooperatively and constructively help remediate governance processes as needed. Representative bodies should periodically review the efficacy of mechanisms intended to facilitate institutional shared governance and suggest ways in which these mechanisms can be enhanced to ensure continued effectiveness.

### III. REASON FOR POLICY

The policy is necessary to define and clarify the roles and responsibilities among institutional stakeholders in the governance of the university

### IV. APPLICABILITY AND/OR ACCOUNTABILITY

The policy applies to all university constituencies defined in the policy.

### V. DEFINITION OF TERMS PROCEDURES

Implementation of shared governance at FGCU is mediated through the following documents: Florida Gulf Coast University Board of Trustees By-Laws; Planning and Budget Council By-Laws and the operating procedures of its constituent committees; Florida Gulf Coast University Board of Trustees and the United Faculty of Florida, Florida Gulf Coast University Chapter's current Collective Bargaining Agreement; Faculty Senate By-Laws; Staff Advisory Council By-Laws; and Student Government By-Laws.

### HISTORY

New 06/13/2014

APPROVED

  
 \_\_\_\_\_  
 President

June 13, 2014  
 Date