

**Summary of the Report of the Faculty Senate-Presidential  
Task Force on the Implementation of shared governance structure**  
<http://www.senate.ufl.edu/archives/other/finalReport.pdf>

**What does the Senate Recommend? (p. 3)**

The Faculty Senate and President shall approve the principles of [the Task Force] report for its submission by the President to and for action by the Board of Trustees at the earliest possible date.

All units shall have one year, after acceptance of the Task Force Final Report by the Faculty Senate, to develop their specific policies and procedures for implementation of shared governance.

The Task Force shall work with the Provost's office to develop a series of workshops to assist units with implementation of shared governance.

Pass Senate Resolution (p.14)

**What Does That Mean for the Libraries? (p. 2)**

Because we already have begun to create a structure, we are already at the point all Colleges should meet by next spring or the following fall. But we may wish to use these documents or workshops to inform, direct, or refine our efforts further.

**Definition and Purpose Language**

Shared governance in the academic mission of the University is collaborative participation of administrators and faculty in the decision and policy making process. The purpose of shared governance is to provide avenues for University improvement and productivity through the creation of a partnership based upon mutual respect and collaboration.

**Principles of Shared Governance (p. 9-11)**

*1. Mutuality, Collegiality, Collaboration*

A spirit of mutuality, collegiality, and collaboration requires that:

- a) the Faculty recognize interrelationships of members whose responsibilities are in administration, teaching, research and service and exhibit a mutuality of respect for these responsibilities to promote a climate of trust and cooperativeness that fosters the expression of views without negative consequences;
- b) those serving in faculty roles view themselves as partners in decision making and engage in good-faith dialogue and negotiations with those who serve in administrative roles;

- c) Faculty and those serving in the administration publicly acknowledge the importance of shared governance; and
- d) the academic unit provides rewards to all for collegial participation in shared governance.

## *2. Transparency*

Transparency requires that:

- a) Faculty and those serving as administrators foster openness of communications and diversity of opinions;
- b) the unit has interpersonal and other channels for two-way communication to allow timely sharing of information; and
- c) the academic unit has formal processes for accurately representing views of the faculty.

## *3. Representative Participation*

Representative Participation requires that academic units use democratic processes to ensure that participation represents the views of the Faculty.

## *4. Mutual Accountability*

Mutual Accountability requires that:

- a) Faculty and those serving in administrative roles respond expeditiously to requests for information and consultation; and
- b) Faculty and those in the administration value accountability for shared governance and have established methods for regular mutual evaluation of the shared governance process.

## *5. Clarity of Roles*

Clarity of Roles requires that:

- a) the academic unit has guidelines that clarify separate and mutual areas of faculty and administrative responsibility for determination, recommendation, and consultation in matters of educational policy; curriculum design and review; faculty status including appointment, retention, promotion and tenure; and student life; and
- b) the unit has due process rules for resolution of issues when consensus cannot be achieved.

### **Best Practices (p. 8-9)**

1. Governance documents define who is faculty, who is administration, and the powers of each to participate in various levels of decision-making, including what constitutes a quorum.
2. Governance documents set out the committee structure, voting rights, and jurisdiction of whatever decision-making groups are established.

3. Governance documents spell out the criteria and procedures for faculty appointments and promotion and tenure, though the placement of the details of that information may be in by-laws, policies, or guidelines.
4. Governance documents create the structure and procedure for a representative faculty body to make decisions about policies affecting the unit.
5. Governance documents provide for regular faculty meetings.
6. The faculty have a role in the selection and evaluation of department chairs and the college dean.
7. Faculty and administration share in design and changes to structure of college subunits.
8. There are provisions for faculty input into budget priorities, sabbatical, merit pay and other policies that affect the faculty.
9. Faculty and administrators share in shaping and amending the unit's governance document.
10. Governance documents include a mechanism for resolving conflicts between faculty and administration.

Prepared by Senators Young and Martyniak  
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University of Florida Libraries Faculty Assembly