

STOCKTON UNIVERSITY | TASK FORCE ON SHARED GOVERNANCE

INTRODUCTION

In April of 2015, President Kesselman established the Task Force on Shared Governance to define shared governance at Stockton, to assess its current state at the University, and to make recommendations for improvement.

TASK FORCE COMPOSITION

The Task Force is a diversified group, comprised of members, initially appointed by the President, with representation that encompasses various constituencies across the campus. The original composition included: a member from the Board of Trustees, who would also serve as co-chair of the committee; members of senior administration; an academic dean; members of faculty recommended by the President of Faculty Senate; representatives from the CWA and SFT unions (faculty and professional staff); a representative from Student Affairs, a student representative; and other Stockton community appointees. Early meetings did not include representation from the IFPTE union group, due to an administrative oversight. However, after recognizing the absence of a key constituency group, in April 2016, the Task Force welcomed its first IFPTE union representative. A complete listing of Task Force members may be found in the appendices.

TASK FORCE CHARGE

In June 2015, the Task Force received the following three-pronged presidential charge:

- Actively engage faculty leaders, staff, administrators, and Board members in a discussion of the definition and best practices of shared governance as they relate to Stockton University;
- Assess the state of shared governance at Stockton and develop recommendations to strengthen it, creating opportunities for joint planning and effort; and
- Develop a strategy for communicating decisions with all our constituents, including students, alumni, faculty, staff, administrators, the community at large, and other University supporters.

Pursuant to this charge, the Task Force respectfully submits the following summation of findings and recommendations in support of its completed work, thereby fulfilling all mandates of the charge and task force responsibilities.

BACKGROUND

The Task Force reviewed the history of shared governance at Stockton University that showed the concept of shared governance existing in various forms, with the ultimate goal of providing a voice for its many constituents. However, in the period preceding the task force formation, the University had experienced turbulence with the leadership of the outgoing president. This caused members of the campus community to feel a pervasive distrust towards the administration, and to lose confidence in the direction and oversight of the institution. President Kesselman, *then acting president*, established a special University task force with the intention of fostering a campus-wide re-commitment to the principle of shared governance. Commissioning the Task Force on Shared Governance, one of the first

official acts of the new President, demonstrated a significant “first step” towards repairing and improving an essential element of our institution’s value system.

ACTIVITIES OF THE TASK FORCE

The Task Force met several times during the reporting period; actively engaging in lively discourse on shared governance, examining its role at Stockton, and discussing the significance of transparency regarding University affairs.

Initially, members worked on drafting a definition of shared governance for Stockton, understanding its role, and reevaluating the mission statement for the University. To accomplish these tasks, the group formed and divided into subcommittees/sub teams, to focus more attentively on those specific areas. Sub teams worked outside of the regularly scheduled task force meetings and reported out to the larger group at the full meetings. As a result, members moved forward in fulfilling the charge with the following outcomes:

CHARGE: *Actively engage faculty leaders, staff, administrators, and Board members in a discussion of the definition and best practices of shared governance as they relate to Stockton University*

Defining Shared Governance/Revising the Mission, Vision, and Value Statements

The first subcommittee created by the Task Force was charged to research and examine the principles of shared governance and its best practices. Information gathered would be used to craft our institutional definition of shared governance. The draft definition underwent several revisions by the Task Force before sharing with and soliciting feedback from the greater campus community. After careful review of the literature on best practices in shared governance, the Task Force developed the following definition and key terms within that definition.

Shared governance is an integrated planning process and a collaborative culture in which Stockton’s relevant constituents commit themselves to being partners in accomplishing the University’s mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding and acceptance of compromise, mutual respect and trust.

- ***Commitment:*** stating support in writing and creating mechanisms to allocate time and resources to effectively carry out shared governance.
- ***Constituents:*** President, Board of Trustees, students, faculty, staff, alumni and community-at-large.
- ***Culture:*** the collective informal network of attitudes, behaviors and assumptions.
- ***Collaboration:*** meaningful participation by all relevant constituents at the formative stages of planning.
- ***Accountability:*** consensus and clarity as to who (e.g., President, Faculty Senate, Student Senate) makes what kind of decision (e.g., academic, financial) and what role (e.g., joint authority, consultation) each decision-maker has in that decision.
- ***Transparency:*** clear and candid communication by all decision-makers to relevant constituents as to the decisions being considered, who the decision-makers are, and the rationale for those decisions.
- ***Structure:*** the specific framework and formal policies and procedures put into place to establish and accomplish the goals of shared governance and to help promote the appropriate culture.

Understanding the interconnectedness between the University’s mission statement and the definition of shared governance, the Task Force worked simultaneously on revising the mission, vision, and added value statements for a joint presentation. Much like the previous process, members created a subcommittee, examined best practices for developing the mission and vision statement, and

introduced draft versions for full Task Force review and consideration. The revised version incorporated the newly crafted definition of shared governance, as featured prominently within the “Values” section of the document. As an added measure of review, the Task Force referred to the rubric of the Middle States Commission on Higher Education (MSCHE), Standard 1 - Mission and Goals, to ensure the revised draft remained aligned with accreditation requirements.

The Task Force presented the draft revised mission, vision, and core value statements to the greater Stockton community for consideration, and subsequently received responses, which were plentiful and overwhelmingly positive. Accordingly, the Task Force incorporated the feedback from the Stockton community into the drafts; and then resubmitted for additional rounds of consideration. *The next section will speak to the communication strategy designed by the Task Force to engage Stockton constituencies.* Overall, the process of defining shared governance and refining the institution’s mission demonstrated a “start-to-finish” example of shared governance at work. The Task Force is pleased to submit the final Board approved version of the revised University mission statement, along with Stockton’s vision statement, guiding principle, and core values:

Mission

Stockton University’s mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.

Vision

Stockton University will thrive as a distinctive regional institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning. As a community builder and partner in public service, Stockton University will remain committed to the positive development of New Jersey through scholarship and creative activity, civic engagement, and active stewardship.

Guiding Principle

Students first; vision and strategy follow.

Values

Stockton University embraces a collection of shared values, the essence of our standards for excellence. These values support our mission and guide our practices and behavioral expectations. We adhere to the values of:

- **Excellence in teaching and dedication to learning**
Stockton University is committed to providing a high quality, innovative education that gives our students, including those underrepresented populations, the breadth and depth they need to succeed in their lives beyond college. Our faculty and staff recognize a responsibility to engage our students in the development of ideas across and within disciplines, both inside and outside the classroom. We strive to enhance the student learning experience, by utilizing proven pedagogical methods, research, creative activity, and advancements in technology, which support the promotion of life-long learning.
- **Inclusivity and Diversity**
Stockton University is committed to building a community that values differences of race, religion, gender, ethnicity, national origin, socio-economic status, affectional or sexual orientation, gender identity or expression, marital status, age, ability or disability. We accept our responsibility to create and preserve an environment that is free from prejudice and discrimination, and to take actions that affirm our commitment to inclusivity and diversity.

- **Academic Freedom**
The University promotes an open exchange of ideas in a setting that embodies the values of academic freedom, responsibility, integrity and cooperation. Recognizing and understanding the significance of our similarities and differences will ultimately foster appreciation and respect for others, and enrich the individual, the campus and the community at large.
- **Integrity and Respect**
Stockton University is committed to integrity, honesty, dignity, civility, openness, respect, and accountability in its actions as well as in the means through which all members of its community communicate among themselves and with the wider world.
- **Shared Governance**
Stockton University is committed to shared governance, defined as an integrated planning process and a collaborative culture in which Stockton’s constituents commit themselves to being partners in accomplishing the University’s mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding, and acceptance of compromise, mutual respect and trust.
- **Community Engagement and Civic Responsibility**
Stockton University is committed to the positive development of southern New Jersey. Through research, teaching, and community partnerships and service, the University actively seeks to address social and economic issues critical to our state, region, and nation and to contribute to the public good.
- **Global Perspectives**
Recognizing its place in an increasingly global economy and society, Stockton University is committed to providing students, faculty, and staff with exposure to diverse cultural perspectives. Stockton seeks to create and sustain the global awareness and understanding necessary for their meaningful participation in the world as independent critical thinkers and informed and prepared global citizens.
- **Sustainability and Environmental Stewardship**
The University seeks to promote an ethic of resource conservation, sustainability, and social justice on our campuses and throughout the region in its strategic planning and operations as well as its teaching, research, and service. Stockton embraces the obligation of stewardship this environment demands.

Engaging the Stockton Community in Discussion on Shared Governance

The Task Force explored a multi-medium approach to promote engagement from the Stockton community.

Public Websites – The Task Force introduced two public websites, the [Task Force on Shared Governance \(TFSG\) website](#) and the [Institutional Committees website](#), in an effort to promote a culture of transparency, sharing comprehensive information of sanctioned institutional committees. The TFSG website allows campus constituents to view the work of the Task Force; and provides a vehicle for the campus community to ask questions and provide feedback to issues pertaining to shared governance. The Institutional Committees website hosts those committees, sanctioned by Stockton leadership, that focus on ongoing, internal campus issues. The website also offers general information about the committees and links to their respective webpages.

Media/Publications – The Task Force also used media and publications to promote community engagement. In a video presentation by Dr. William Daly, the Distinguished Professor Emeritus of Political Science shares principles upon which Stockton was founded. This presentation offers the campus community an opportunity to learn about [“The Stockton Idea,”](#) and how the ideals of this transformational concept are forever woven into the fabric of Stockton’s core values. The Task Force decided to house the video segments on the “About Stockton” landing page, in appreciation of its relationship to the principle of shared governance.

To share the purpose of the Task Force and inform the campus community of any subsequent actions or updates, the Task Force published two articles in the *Stockton Times*. They are as follows:

- [Shared Governance Task Force Holds Meeting](#), July 23, 2015 Volume 4 Issue No. 42; and
- [Task Force Defines Shared Governance; Invitation from Chair of Stockton’s Board to Attend Open Discussions on Shared Governance](#), October 29, 2015 Volume 5 Issue No. 4.

The Task Force also published a draft Summary Report in May 2016. This report documents, in detail, the early actions of the Task Force, and provides recommendations for possible improvements. It also identifies perspectives of the state of shared governance at Stockton, based on discussions with current and retired faculty leaders. In May of 2016, the report was disseminated to members of the Faculty Senate for review and feedback. The full publication may be found in the report appendices.

Open Forums - To maximize engagement with campus constituencies, the Task Force hosted seven Open Forums (“Conversations”) and two Board of Trustee (BOT) Brown-bag student luncheons over the reporting period:

- Nov. 2, 2017 Forum “Freedom of Speech”; Brown bag student luncheon
- Oct. 18, 2017 Forum “Freedom of Speech”; Brown bag student luncheon
- April 24, 2017 Forum “Permanency of Shared Governance Structure”
- December 6, 2016 Forum “Conversations – Mission, Vision and Values”
- November 9, 2016 Forum “Conversations – Mission, Vision and Values”
- April 13, 2016 Forum “Conversations – Definition of Shared Governance/ University Mission”
- Nov. 30, 2015 Forum “Listening Sessions – Definition of Shared Governance/ University Mission”
- Nov. 11, 2015 Forum “Listening Sessions – Definition of Shared Governance/ University Mission”

Both open forums and brown-bag events were well attended and offered opportunities for members of the community to share their concerns and viewpoints with BOT members in a relaxed and comfortable setting. President Kesselman and BOT member Mady Deininger hosted the first two events, drawing nearly 100 people in attendance. Attendees consisted of students, faculty, staff, BOT members, and administration representatives. Participants actively engaged in discussions about the designated topics, along with various other matters that pertained to shared governance. The final open forum, however, saw a decline in attendance, although discussions remained robust.

CHARGE- *Assess the state of shared governance at Stockton and develop recommendations to strengthen it, creating opportunities for joint planning and effort.*

To evaluate the current state of shared governance at Stockton, the Task Force employed various methods, to include, examining the institution’s mission and vision statements, studying existing structures of shared governance at the institution, holding open forums and surveying Stockton community members to elicit information on existing practices and identify issues with those practices.

Draft versions of the institutional mission and vision statements – The Task Force found it imperative to review Stockton’s mission statement to ensure its core values represented the institution’s commitment to the principle of shared governance. The redraft of Stockton’s mission/vision/value statement was discussed earlier in this report.

Existing Structures - The Task Force determined the following existing institutional associations, though not a comprehensive listing, that possess elements of shared governance. A more detailed description may be found in the appendices – TFSG Summary Report, May 2016.

- ***Stockton’s Bargaining Units - Unions***
 - The Stockton Federation of Teachers (SFT)
 - Communications Workers of America (CWA)
 - International Federation of Professional and Technical Engineers (IFPTE)
 - New Jersey State Policemen’s Benevolent Association, Inc.
- ***Stockton’s Faculty Senate and Senate Standing Committees***
- ***Institutional Committees and Task Forces***
- ***Faculty and Staff Participation on the Board of Trustees Standing Committees***
- ***Stockton 2020 Steering Committee and Sub-Committees***
- ***Provost Council***
- ***Faculty Review Committee***
- ***University-Wide, Interdisciplinary General Education Programs***
- ***Individual Programs***
- ***Stockton Student Senate***

Faculty and Staff Surveys – The Task Force created surveys for faculty (fulltime, part-time, and adjunct) and staff members (clerical, maintenance, professional, and administrative) to assess their perception of the current state of shared governance at Stockton. Survey questions addressed employee perceptions of each constituency (Board of Trustees, faculty, and administration), asking questions related to communication, transparency and respect. Survey participation was voluntary, and anonymity was protected. In addition, the Task Force developed a student survey, and tasked the Student Senate representative to engage with their constituency to develop a plan for surveying. A more comprehensive look at the survey data collected may be found within the appendices. The following provides a general overview of survey data results:

- **Faculty surveys:** The faculty survey was disseminated on 9.13.16, one week after the Fall Faculty Conference, and remained open for two weeks following. The survey’s response rate was 15.7%, with 1,184 were invited to take the survey, and 186 responses received by the Task Force. Most faculty submissions (63.5%) came from tenured faculty members, followed by a very distant second (18.6%) from Tenure-track faculty members, not yet tenured. More than 50% of all faculty responders viewed the current state of shared governance as a consultation, although 43% of faculty responders would rather see shared governance at Stockton as a system of aligning priorities. Interestingly, the survey showed responders in overwhelming agreement that faculty governance on academic matters is effective. Yet, they also believed they were not appropriately engaged with other decision-making processes.
- **Staff surveys:** The staff survey opened on 4.8.16 and remained open through 4.22.16. The survey’s response rate was 30%, almost double that of the faculty survey. A total of 786 staff members were invited to take the survey, with 238 responses received. At a glance demographics revealed that nearly 50% of staff responders were professional staff. Like faculty survey results, 43% of staff responders viewed the current state of shared governance as a consultation, though 44% of staff responders would rather see shared governance at Stockton as a system of aligning priorities. Most interestingly, results showed 80% of staff responders were not clear about how governance is shared at Stockton; nor do they believe that Stockton’s system of shared governance is inclusive of staff. This response does not appear extraordinary, since staff members at Stockton do not have a representative body comparable to the Faculty Senate or the Student Senate.

CHARGE - *Develop a strategy for communicating decisions with all our constituents, including students, alumni, faculty, staff, administrators, the community at large, and other University supporters.*

In preparation of completing the charge, the Task Force developed a communication strategy to both effectively engage with members of the campus community, and to allow for exclusive communications between task force members.

To communicate with the public, members utilized several methods of engagement. First, the Task Force created a public website, which displayed the task force charge, featured a mechanism of soliciting questions and feedback from stakeholders, and showcased work produced by the Task Force. In addition to the website, members utilized other communication vehicles, such as campus publications, open forums, and informal brown bag lunch meetings, as discussed earlier.

For communication between group members, the Task Force created a Blackboard course (*for member usage only*), which helped to facilitate communications (discussion boards, etc.) and served as a repository for Task Force work products and resource information. Members also utilized the email system to continue discussions extended beyond the defined meeting time.

ADDITIONAL ACTIVITIES

AGB Case Study - In March 2017, the Association of Governing Boards (AGB) of Universities and Colleges published a compilation of shared governance case studies including one on Stockton University called “Shared Governance: Changing with the Times.” The author interviewed select members of the Task Force, including a Board Trustee, a member of the faculty, and professional staff. The case study outlines the events that led to Stockton’s recommitment to the principle of shared governance, actions taken by Stockton to improve our position, subsequent outcomes and lessons learned.

AGB Shared Governance Webinar and Presentations: – In January 2018 Co-Chair, Dr. Susan Davenport, was a featured speaker for an Association of Governing Boards (AGB) Webinar: “Strategies to Address Shared Governance challenges in the 21st Century.” Dr. Davenport spoke of Stockton’s recent efforts in shared governance, best practices, and lessons learned. This was in response to presentations delivered by Susan Davenport and Mady Deininger at AGB national conferences in 2017 and 2018.

ADDITIONAL SUPPORT DATA

2016-17 COACHE Survey (*a faculty only survey*) - COACHE rates the following areas of governance: trust, shared sense of purpose, understanding issues at hand, adaptability, and productivity. In all areas of governance, Stockton faculty rated the University either at the very top of or at the top third of institutions surveyed (shared sense of purpose, understanding issues at hand, adaptability, productivity) or above the top third of institutions (trust). The data indicates that all areas of governance are a strength at Stockton when compared to surveyed institutions. The data does not indicate any weakness at Stockton in the areas of governance rated by COACHE. Specific survey data collected may be found within the appendices.

RECOMMENDED ACTIONS

The Task Force offers the following recommendations for consideration, with hopes that it will prompt discussion in the larger Stockton community, along with feedback and additional suggestions for implementation.

- Advance the recommendations of the Task Force on Shared Governance to the Strategic Planning Implementation Team for consideration and enactment into the plan.
- Establish a permanent structure (standing committee) for University affairs pertaining to shared governance to serve as an oversight committee, ensuring the principles of shared governance are observed.
- Collaborate with Council on Black Faculty, UNIDOS and Staff and the Office of Human Resources to establish a Staff Senate, a governance body similar to Stockton's Faculty Senate and Student Senate.
- Collaborate to establish a procedure for working out a shared governance solution in a crisis.
- Collaborate to create opportunities for Board members to have more robust interaction with faculty and staff. Such opportunities might include, for example, retreats, social events, visits to classes, and faculty and staff participation in orientation of new trustees.
- Collaborate to increase faculty representation on Board of Trustees committees.
- Work together to provide structures for faculty and staff to have genuine collaboration with the Administration at all stages of planning and decision-making on big questions such as the opening of new campuses, major acquisitions of property, building construction, and budgeting.
- Collaborate on faculty and staff participation in the orientation of new administrators.
- Collaborate to establish procedures that give elected staff representatives or their appointees a real voice in hiring administrators and high-level staff.
- Collaborate to establish procedures that allow staff to submit feedback on candidates for faculty positions in their schools/programs.
- Collaborate to provide training to higher management and immediate supervisors on the importance of encouraging and supporting opportunities for staff members to attend and participate in shared governance and other University-wide meetings and activities.
- Collaborate to create opportunities for staff to network with faculty within their schools and with faculty and staff from other programs and schools.
- Collaborate to provide orientation for new staff that includes an overview of University organization and of opportunities to participate in unions and University-wide service.
- Collaborate to provide structures to include faculty as the primary voice in academic matters, at all stages of planning and decision-making; faculty should constitute the majority of voting members on any University-wide committee whose responsibility is academic.
- Collaborate to establish procedures that give elected faculty representatives or their appointees a voice in hiring administrators and high-level staff. This is especially necessary when administrators or high-level staff are hired in Academic Affairs.

- Work together to provide a structure in which each Faculty Senate standing committee has genuine collaboration with the Administration at all stages of planning and decision-making in that committee’s area of concern, as defined in the Faculty Constitution.
- Collaborate to establish policies that encourage and support significant faculty and staff participation in shared governance—for example, release time, staff support or other resources, and/or amendments to the personnel procedure to make University-wide service weigh more heavily in promotions.
- Fully document the Board’s commitment to shared governance.
- Continue to host open forums with members of the University community (faculty, staff, administration, students) several times a year to elicit information and feedback about shared governance and other issues.
- When vacancies arise on the Board, recommend to the governor, as potential new trustees, individuals with experience working in higher education and unionized work environments, including retired Stockton faculty recommended to the Board by the SFT and/or Faculty Senate.
- Establish and publish the procedures for how the Board fills vacancies for the Presidency of the institution, including the criteria, the recruitment and application process, the role that various constituents will play in the process, the circumstances in which exceptions to the procedures may be made, and the manner in which the Board will communicate with constituents about the process and the rationales for any exceptions such as not conducting a search.
- Consider checks and balances that will help to make Presidents more accountable for decisions and actions that have the potential to cause major detriments to Stockton’s ability to educate students.
- Review the status of “at-will employees” for managers and consider whether contracts would foster freer exchange of ideas and information, in particular dissenting ideas, in Stockton’s administrative -making process.
- Fully document the Administration’s commitment to shared governance.
- When appointing faculty to administration-created committees, select individuals elected or nominated by the Faculty Senate and/or SFT; when appointing staff members, select individuals elected or nominated by the relevant union. Where appropriate, consider having these committees co-chaired with one faculty member, one administrator or one staff person.
- Add remaining institutionally-sanctioned committees to the Institutional Committees website and ensure website is frequently updated.
- Prepare a written procedure for appointing faculty and staff to University-wide committees that continues with the informal practice of including representation from SFT, CWA, IFPTE, and other key constituencies. Notify the Institutional Committees website administrator of changes in the composition of existing University-wide committees. Disseminate the procedure to all administrators and directors at the University.
- Establish and publish the procedures for hiring administrators and high-level staff, including the criteria, the recruitment and application process, the role that various constituents will play in the process, the circumstances in which exceptions to the procedures may be made, and the

manner in which the Administration will communicate with constituents about the process and the rationales for any exceptions such as not conducting a search.

- Revisit the role of deans and other administrators on the standing committees of the Faculty Senate.

APPENDICES

TFSG Report of Findings and Recommendations

APPENDIX A - TASK FORCE ON SHARED GOVERNANCE – MEMBER LISTING

ORIGINAL MEMBERS (and titles as of 4/2015)

Susan Davenport, Interim Provost and Executive Vice President, Co-Chair

Mady Deininger, Board of Trustee Chair, Co-Chair

Matthew Butenhoff, Assistant Supervisor of Building Repairs, CWA Representative

Patricia W. Collins, Assistant to the Chief of Staff

Judy Copeland, Associate Professor of Writing, SFT Representative

Jessica Grullon, Graduate Enrollment Counselor and Events Coordinator, SFT Professional Staff

Toni Hilsin, Professional Services Specialist 3, CWA Representative

Lisa Honaker, Dean of the School of Arts and Humanities

Brian K. Jackson, Chief of Staff

Rodger Jackson, Professor of Philosophy

Jessica Kay, Data Analyst and Assistant to the Chief Planning Officer

Patricia McGinnis, Professor of Physical Therapy

Pedro Santana, Dean of Students

Maryam Sarhan, Student Trustee, *graduated May 2017*

Lolita Treadwell, Executive Assistant to the Provost

ADDITIONAL REPLACEMENT MEMBERS

William Gallovich, Electrician, IFPTE Representative

William Hamilton, Senior Repairer, IFPTE Representative

Ron Hutchison, Associate Professor of Biology

STOCKTON | TASK FORCE ON
UNIVERSITY | SHARED GOVERNANCE

SUMMARY REPORT

MAY 18, 2016

Members:

Susan Davenport, Interim Provost and Executive Vice President, Co-Chair

Mady Deininger, Board of Trustee Chair, Co-Chair

Matthew Butenhoff, Assistant Supervisor of Building Repairs, CWA
Representative

Patricia W. Collins, Assistant to the Chief of Staff

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DRAFT

I. History of the Task Force on Shared Governance

Background

In November 2014, Stockton University (then the Richard Stockton College of NJ) signed a letter of intent to purchase the property of the former Showboat casino for \$18 million, in hopes of repurposing the real estate to birth an Atlantic City branch campus for Stockton. The college experienced record-breaking headlines in the local, national and international media for acquiring the property in December 2014.

Fast-forward one year: in November 2015, Stockton, again, made headlines, but this time for engaging in a new agreement to sell the property. In the meantime, the College obtained university status but also endured difficulties that emerged as a result of the failed deal, the departure of a president, negative media, political and public scrutiny, and internal unease and skepticism about the state of shared governance in University affairs. In a historically unprecedented move, the Stockton Faculty Assembly and the Stockton Federation of Teachers held joint meetings to generate a coordinated response to the underlying problems in Stockton's culture that had led to the current difficulties. They ultimately issued demands for structural changes to create a more robust and genuine culture of shared governance.

In April 2015, then President Herman Saatkamp announced to the Board of Trustees his intent to take immediate medical leave from the University, with resignation soon to follow. As a result of this action, Dr. Harvey Kesselman, then Provost and Executive Vice President, assumed the position of Acting President of the University. With longstanding roots in the University, Dr. Kesselman provided leadership in this transitional period, offering stability, relief, and the hope that the University community would re-commit to shared governance under new leadership.

Shared Governance Task Force

Acting President Kesselman's first official act was to establish three University-wide task forces, one of which would focus on shared governance. The task force would enlist representation from constituencies across campus: a member from the Board of Trustees, who would also serve as a co-chair of the committee; two members of upper administration; an academic dean; members of faculty leadership; union representatives from both the CWA and SFT (faculty and professional staff); a representative from Student Affairs, a student representative; and other Stockton community appointees.

On June 30th the Shared Governance Task Force held its initial meeting, during which it received the charges to the committee. They are as follows:

- Actively engage faculty leaders, staff, administrators, and Board members in a discussion of the definition and best practices of shared governance as they relate to Stockton University;
- Assess the state of shared governance at Stockton and develop recommendations to strengthen it, creating opportunities for joint planning and effort; and
- Develop a strategy for communicating decisions with all of our constituents, including students, alumni, faculty, staff, administrators, the community at large, and other University supporters.

The task force met six times during the academic year; its subcommittees met more often. Initially, the team worked on drafting a definition of shared governance for Stockton, understanding the role of shared governance, and reevaluating the mission statement for the University. Members actively engaged in lively discourse on shared governance and the significance of transparency regarding University affairs. As a result of those meetings, the members have moved forward in fulfilling the charges with the following outcomes:

Actively engage faculty leaders, staff, administrators, and Board members in a discussion of the definition and best practices of shared governance as they relate to Stockton University.

- Created [Task Force on Shared Governance public website](#).
- Held three open forums, “conversations” on shared governance. President Kesselman and BOT Chair Mady Deininger hosted the events, with nearly 200 people in attendance over the course of the three sessions. Participants represented students, faculty, staff, BOT members, and administration. Disseminated the committee’s working definition of “shared governance” to constituents. Developed a website that will eventually list the composition and charges of all University-wide committees and task forces. <http://stockton.edu/committees>

Assess the state of shared governance at Stockton and develop recommendations to strengthen it, creating opportunities for joint planning and effort.

- Created draft versions of the institutional mission and vision statements, with edits in progress.
- Developed staff survey that was distributed via email to Stockton staff members between 4/15/16 and 4/22/16. *Results will be discussed later in the report.*
- Identified perspectives on Stockton’s shared governance, based on discussions with current and retired faculty leaders.

Develop a strategy for communicating decisions with all of our constituents, including students, alumni, faculty, staff, administrators, the community at large and other University supporters.

- Developed a communication strategy for disseminating the working definition of “shared governance;” (open forums, articles in student and employee newsletters, etc.).
- Published two articles in the *Stockton Times*: [Shared Governance Task Force Holds Meeting](#), July 23, 2015 Volume 4 Issue No. 42 and [Task Force Defines Shared Governance; Invitation from Chair of Stockton’s Board to Attend Open Discussions on Shared Governance](#), October 29, 2015 Volume 5 Issue No. 4.
- Housed the [Bill Daly “The Stockton Idea” videos](#) on the “About Stockton” landing page.
- Produced a Task Force on Shared Governance Summary Report to present to Stockton constituents (Faculty Senate, students, staff, etc.).

II. History of Shared Governance at Stockton

A Seat at the Table

Shared governance is an integrated planning process and a collaborative culture in which Stockton's president, faculty, board of trustees, and other relevant constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active participation, transparency, accountability, understanding and acceptance of compromise, mutual respect and trust.

However, Stockton has not always embraced this definition or philosophy for governing the University. According to some earlier accounts of Stockton's governance, such as former Faculty Assembly (and first Faculty Senate) President Robert Helsabeck's 2011 article "Shared Governance?" in *Reaching Forty: Richard Stockton College of New Jersey* and the documented "collective experience" of ten senior faculty members, entitled "As We See It...," which was distributed in the early 2000s; governance at Stockton once looked very different from the present incarnation.



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and

The past forty-plus years have seen Stockton live out various forms of governance, in an effort to provide a voice for its many constituents. In the beginning, Stockton practiced a corporate governance structure, using a College Council composed of randomly selected staff, faculty and students. This group served in an advisory capacity but lacked the authority to make and implement decisions. The President and the Board of Trustees became the de facto decision-makers.

Soon, this "one voice" type of influential body would make way for more traditional group formations, such as the Stockton Federation of Teachers, the Student Senate and the Faculty Assembly (which strengthened the collective voice of faculty). Each one of these groups offered a unique voice with a distinctive responsibility.

The Middle States Association also played a significant role in fostering change in Stockton's governance structures. Both in 1975 and in 1990, Middle States recommended the College revisit its construction of the shared governance system to make it more integrated and robust.

In 2008, the Board of Trustees formally recognized the role of the Faculty Senate, a smaller representation of the Faculty Assembly, to represent the entire body of faculty and advance shared governance.

All of these gradual transformations in governance helped to shape the state of shared governance today.

III. Definitions and Conceptual Framework

After carefully reviewing the literature on best practices in shared governance, the task force has agreed on the following definition of shared governance and key terms within that definition. We also include vision and mission statements as well as efforts to articulate core values that guide and underwrite these statements. The task force now presents these definitions and statements to the larger Stockton community for consideration and revision:

Shared governance is an integrated planning process and a collaborative culture in which Stockton's relevant constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding and acceptance of compromise, mutual respect and trust.

- **Commitment:** stating support in writing and creating mechanisms to allocate time and resources to effectively carry out shared governance.
- **Constituents:** President, Board of Trustees, students, faculty, staff, alumni and community-at-large.
- **Culture:** the collective informal network of attitudes, behaviors and assumptions.
- **Collaboration:** meaningful participation by all relevant constituents at the formative stages of planning.
- **Accountability:** consensus and clarity as to who (e.g., President, Faculty Senate, Student Senate) makes what kind of decision (e.g., academic, financial) and what role (e.g., joint authority, consultation) each decision-maker has in that decision.
- **Transparency:** clear and candid communication by all decision-makers to relevant constituents as to the decisions being considered, who the decision-makers are, and the rationale for those decisions.
- **Structure:** the specific framework and formal policies and procedures put into place to establish and accomplish the goals of shared governance and to help promote the appropriate culture.

Vision: To develop engaged and effective citizens with the capacity for continuous learning and the ability to adapt to change in a multicultural, interdependent world

Mission: Stockton University's mission is:

- First and foremost, to provide students from all socioeconomic backgrounds an exceptional education through an interdisciplinary approach to liberal arts, sciences and professional education
- Second, to contribute to the positive development of New Jersey through community engagement and research

We also include here sample **Core Values** (cobbed together from existing documents, with explanatory information):

- Excellence in teaching and dedication to learning

In providing an education that gives our students the breadth and depth they need to succeed in their lives beyond college, Stockton faculty recognize a responsibility not only to transmit received ideas to our students but to participate with them in the development of new ideas.

- Inclusivity and diversity

Stockton is unequivocally committed to implementing the principles of affirmative action in the composition of our student body, faculty, and staff, and to encouraging and acknowledging the value of differing perspectives.

- Interdisciplinary and collaboration

We value teamwork and the collaboration of individuals within, and beyond, their disciplines, to achieve a common goal. We believe opportunities to develop these skills through academic and extra-curricular activities enrich the lives of students, faculty, staff and administration.

Other possible values (taken from other university webpages) that we might add:

- Flexibility (or Creativity or Innovation)
- Service or Social Responsibility
- Critical Thinking and Moral Judgment
- Integrity and Respect

We might also consider turning our LEGS into Core Values:

- Learning
- Engagement
- Global Perspectives
- Sustainability

IV. Existing Structures Supporting Shared Governance at Stockton

The University has several existing structures that have manifested, in one form or another, elements of shared governance. While none of these are ideal, and in some cases their contribution to shared governance is more theoretical than actual, they at least represent those areas where we may begin to build. Rather than go into detail regarding the activities and specific charges of these various collectives, we will highlight those aspects that directly touch on shared governance at the University.

Due to limited space, this section focuses on various formal institutional collectives, rather than *informal groups*, or the *culture*, or *processes*. The focus is not meant to slight or ignore other ways of understanding the nature of shared governance at the University, and it is hoped that future drafts of this document will address this gap.

The Unions

- The Stockton Federation of Teachers (SFT)
- Communications Workers of America (CWA)
- International Federation of Professional and Technical Engineers (IFPTE)
- New Jersey State Policemen's Benevolent Association, Inc.

Much of what constitutes shared governance at Stockton for the faculty has been implemented and developed via the SFT, Stockton's union for faculty and professional staff. The SFT is the sole legal TFSG Summary Report, May 18, 2016

body to negotiate all terms and conditions of employment for faculty and professional staff, and decisions about most of the major areas that govern life for SFT members are reached within the context of a dialogue between the SFT and the administration.

Hence, the structure of life for faculty and professional staff at Stockton is the product of a robust form of shared governance. When we consider what this entails--how salaries should be constructed, pay schedules, who determines when faculty will work, how tenure or extended contracts will be awarded, how disputes between administration and SFT members will be reconciled, definitions of key terms such as "service," "scholarship" and "leadership," how monies for research and professional development will be distributed--it is a testament to the extraordinary force of the union in fostering shared governance at the University.

This form of shared governance also provides a model for other aspects of the University, namely its recognition of the need for a structural differentiation and integration between larger collectives of shared governance and local ones. The SFT participates in negotiations at both the state and the local level. It may provide a model for other branches of shared governance at Stockton to design systems that force participants to consider what kinds of topics should be addressed in a uniform manner with regard to all faculty and professional staff vs. what kinds of topics are genuinely local questions.

The remaining unions (CWA, IFPTE) on campus are also mechanisms for shared governance. As with the SFT, these unions provide the opportunity for various stakeholders in the institution to engage in deliberation about how their working lives should be structured and evaluated. In some ways it may well be that these other unions provide the *only* effective means for most of the non-faculty employees of the University to engage in shared governance as they have no comparable forum to the faculty's Senate.

The Stockton (Faculty) Senate

The Stockton Constitution identifies the Faculty Senate as the primary voice for the faculty for deliberation and recommendations on all academic matters not explicitly covered under the SFT's "terms and conditions" clause. The Senate is a relatively new institution at the University, coming into existence in 2008. Before its creation, the Faculty Assembly had been the primary forum for faculty governance regarding all non-union related matters. While the Assembly still exists, the Senate has since taken on the role of the voice of the faculty.

Just as was the case with the Faculty Assembly, the charge of the Senate is to consider any and all matters the faculty may see as essential to the good of the University. As a result the range of questions the Senate can and has considered is virtually unlimited: the structure of the overall curriculum, the kinds of programs the University will offer, the policies regarding how courses are to be taught and how professors and students will interact, political statements made on behalf of the faculty, how the University will expand or contract, what kinds of outreach to the community the University should encourage, the role of international studies, what level of commitment to sustainability should be embraced by the University, and so on.

The Senate has a number of features that encourage shared governance. It must hold at least three meetings each year with the Faculty Assembly, one of which is explicitly designed to solicit the faculty's views on setting the year's agenda. It has two kinds of members: those elected by the individual schools and those elected by the University faculty at large. There is a constitutional requirement that at least ten percent of its membership be untenured faculty. All of its meetings are open to the public, including any administrator, although it reserves the right to go into closed session if it votes to do so.

The Senate is explicitly a part of the process the University has designed for the approval of any new academic policies, the review or alteration of any existing policies, and the creation or alteration of programs, concentrations, certificates and the like. Although the Provost Council and the Senate consider various proposals concurrently, informing each other of their progress and suggestions, they consider and vote on them independently of each other. Once both groups have approved a proposal, it is then forwarded to the Office of the Provost.

The Senate Executive Committee (made up of the officers of the Senate, the Vice President of the SFT, and two senators elected by the Senate) acts as the guiding body for the Senate by setting the agenda, charging the standing committees with work, reviewing proposals and recommendations from the standing committees, guiding line discussions of agenda items before the Senate, recording the minutes of Senate meetings, and acting as liaison with various administrative offices on campus.

The Senate Standing Committees

The Constitution of the Senate distributes its wide-ranging work via its standing committees: Academic Policies, Academic Programs and Planning, Information and Technology, General Studies, Student Affairs, Administration and Finance, Library, and Research and Professional Development. Each of these committees is composed of faculty from each of the schools as well as administrators and/or professional staff and an SFT representative. Faculty members are elected by either their school or the University at large. The lion's share of the Senate's work is done by these various committees, and includes, as part of the members' task, the active solicitation of input from the faculty in their various schools on whatever project they are currently engaged in.

On each of the committees there are anywhere from one to four administrators acting in *ex officio* capacity. Each committee has both a chair chosen in a University-wide election (who need not be a sitting senator) and a vice chair elected by the Senate from among the sitting senators. The creation of the vice chair was a recent invention to help facilitate the communication between the Senate and the standing committees. The committees that deal directly with student activities also include student representatives.

Individual Programs

Stockton has been designed to allow the various members of a program to each contribute to the creation and flourishing of their major and/or minor. Program members have a great deal of latitude with regard to the nature and construction of their programs--what courses will be offered, when they will be taught, the modalities, etc. Decisions about those aspects of a program that have an impact upon the University at large (e.g., whether a program course requires prerequisites from a different program, whether a course carries a W or a Q attribute with it, contributions to the General Studies curriculum) are done in coordination with the appropriate administrators (e.g., deans, assistant deans, Provost) and faculty groups (e.g., the various G course approval groups, the Writing Program, the QUAD Central Task Force, the Senate).

One of the goals of the design of programs at Stockton has been to have the major constructed and taught as a collective effort with no single individual determining the course of the program. The ability of Stockton's programs to promote cooperative behavior among their members lies in part with the fact that Stockton has *coordinators* and not *chairs*. The coordinator is an elected position within the program and is responsible for calling meetings of the program, attending open houses, working with the administration on assessment, and a variety of other duties.

However, while this position is compensated accordingly (either through course release or stipend), the coordinator is not given managerial authority over the program faculty. The coordinator cannot order a professor to teach a particular class or do so at a particular time, nor do the coordinator's

recommendations regarding tenure and promotion carry more weight than those of any other member of the program.

Task Forces

Task forces at Stockton are intended to be formed for a particular purpose, complete their work, and then cease to exist. If a task force concludes that the subject of its work requires a more ongoing institutional commitment, either a new committee or position is created or those duties are absorbed by an existing body. So, for example, after the completion of the work of the Task Force on Accessibility, it was determined that the Standing Committee on Administration and Finance should expand its charge to include a regular examination of the issues uncovered by the task force.

However, while task forces are different from the other types of organizations discussed in this section of the report, they have been used to great effect to conduct important work regarding the welfare of the University. A simple listing of some of the recent task forces conveys this fact: the Task Force on University Status, the Task Force on Accessibility, the Task Force on Atlantic City, the Task Force on E-Learning, the Task Force on Modules, the Task Force on the Women, Gender, and Sexuality Center, the Task Force on IDEA, and the Task Force on Shared Governance.

Task forces are often excellent mechanisms for shared governance. They typically draw upon a wide range of stakeholders, often including representatives from areas of the campus that do not have a regular forum to provide input on the good of the University. Moreover, task force members are often selected or volunteer precisely because they have skills and/or interests that directly coincide with the goals of the task force. This combination of explicitly reaching out to the most diverse constituencies and allowing people to make full use of their talents has proven to be an excellent model for discussing and making recommendations on emerging issues.

General Education

Since its founding, Stockton has established itself as an innovator in general education. Instead of requiring students to take a distribution of introductory courses designed for disciplinary majors, Stockton offers a separate "G" curriculum filled with interdisciplinary courses specifically targeted to non-specialists and culminating with courses that ask students to integrate and synthesize what they have learned.

Although there is a School (and faculty) of General Studies, faculty members from across the University are "in charge" of this separate curriculum and share its governance. Virtually all faculty members are contractually obligated to develop/teach G-acronym courses (1/3rd of their time, except for the Health Sciences and Business schools, where it is 1/6th). Faculty members chosen in campus-wide elections chair faculty committees that review proposals for new G-acronym courses, and work collectively as members of the Faculty Senate Standing Committee on General Studies. Once a faculty member has created a G course, that course remains hers/his, and she/he alone teaches it and decides when it will be offered, and whether someone else can teach it in her/his place. This provides a limit to program control over the faculty and contributes to both faculty freedom and Stockton's distinctive interdisciplinary educational landscape.

Likewise, faculty members from many schools and programs contribute to, and have input into, several of Stockton's other University-wide, general education programs (e.g., First-year Studies, Freshman Seminars, the Writing program, and the QUAD program). For example, the Writing Advisory Council, composed of a broad array of faculty members, reviews proposals for W2 courses. The Freshman Seminar Advisory Council, consisting of a diverse group of faculty members who teach freshman seminars, establishes common course elements, selects participants for the institute, and participates in program assessment. The QUAD Central Task Force, with members

elected from each school, reviews proposals for Q1 and Q2 courses, sets policy and procedure, and works on assessment.

Lastly, the General Studies curriculum provides fertile soil for interdisciplinary minors--each led by coordinators who are compensated in accordance with the collective bargaining agreement. These minors are of varying size and success, but they allow the faculty to respond to important issues or growing demand. Interdisciplinary minors are established in accordance with Faculty Senate and administrative oversight.

Faculty Review Committee

All faculty and professional staff who are applying for tenure, promotion, or range adjustment must have their files reviewed by both faculty and administrators.

One of the steps along the way is the review of the file by the Faculty Review Committee (FRC). The FRC is made up of faculty elected from each school, as well as faculty elected by the University faculty at large; the members serve a term of two years. When a faculty puts together her/his request for tenure/promotion/adjustment, it is evaluated by the Program Review Committee (PRC) and then the dean of the appropriate school. The FRC then examines the file and considers it in light of the comments from both the program and the dean. The idea is to provide a University-wide faculty perspective on the qualifications of the candidate, which is informed by the more specialized concerns of the program or the school.

Faculty and Staff Participation on the Board of Trustees Standing Committees

In 2004, the Board of Trustees reconstituted its standing committees to aid in carrying out the business of the corporate body and populate each committee (via appointment by the Board chair) with faculty, staff, and student representation, except for the Audit and Executive Committees. The standing committees created include Audit, Finance and Professional Services, Academic Affairs and Planning, Buildings and Grounds, Student Affairs, Development, Investment, Compensation, and Nomination and Governance.

Recommendations for student representatives are solicited from the Student Senate leadership and the Division of Student Affairs. Recommendations for faculty representatives are solicited from the Faculty Senate leadership. There is also representation from the Stockton Foundation Board and community members on select standing committees.

Faculty and student appointments are reviewed annually with the appropriate leadership to determine whether or not the appointee should be replaced. Members of the board are appointed by the chair of the board to each of the standing committees and also serve as chairs of those committees (normally for a two-year appointment).

The purpose and function of each standing committee varies based on its charge. Each standing committee meets up to five times a year. More information regarding Board Committees can be found here:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=201&pageID=77>

Stockton 2020 Steering Committee and Sub-Committees

As part of Stockton's strategic planning process, a Stockton 2020 Steering Committee was appointed by former President Herman J. Saatkamp, Jr. in Fall 2008. The President charged the committee to approve an overview timeline of the process and to follow the Balanced Scorecard approach. The members of the Steering Committee met throughout the Fall 2008 semester for the

purpose of identifying the major strategic pillars and themes of the strategic plan and developing a draft vision statement. They modified the Balanced Scorecard approach to fit Stockton's 2020 planning priorities.

Using the modified Balanced Scorecard approach, the Steering Committee members each serve as co-chairs of a University-wide sub-committee that includes representatives from every division of the University to plan initiatives aligned to the Strategic Objectives for each theme that supports the vision.

The four sub-committees established include Learning, Engagement, Global Perspectives and Sustainability (LEGS). Any faculty, staff, or student may submit an idea to one of the sub-committees, which then assists with developing the idea into a proposal. If the sub-committee supports the proposal, it forwards it to the 2020 Steering Committee for further review. When advancing proposals to the President for final consideration, the Steering Committee will recommend the appropriate shared governance or administrative pathway.

Provost Council

In 2010, then Provost and Executive Vice President Harvey Kesselman held biweekly Deans Council meetings, consisting of all deans and selected directors from the various units invited to present as special guests on current activities in that unit. As the College grew, the group quickly expanded to include more and more College leaders. Recognizing the need for deans to have their own forum to meet and discuss matters distinctive to their units, the Provost separated the meetings to accommodate both constituencies.

Now, the Provost Council meets separately, with broad membership, including deans, campus directors, Faculty Senate leadership, and other key academic leaders of Stockton. The Provost Council convenes bi-weekly during the academic year, functioning as an advisory body to the Provost for purposes of engaging in long-term strategic academic planning, endorsing policies and procedures, ensuring quality of services, and serving as an approval body for new programs, alongside the Faculty Senate. This joint approval process, as well as the other activities of the Provost Council, serves as a type of internal shared governance, where many Stockton stakeholders share active participation in the integrated planning process of the University.

V. Problems with Shared Governance at Stockton: Historical and Current

To identify areas where shared governance should be improved, we examined existing structures and practices in light of five elements of the task force's working definition of shared governance: **commitment, culture, collaboration, accountability, and transparency**. Some of the issues listed below may not recur under our current leadership; others may persist unless proactive measures are taken, such as the need to involve faculty and staff leaders more deeply in long-range planning.

The Task Force's Working Definition of Shared Governance

Shared governance is an integrated planning process and a collaborative **culture** in which Stockton's relevant constituents **commit** themselves to being partners in accomplishing the University's mission. Shared governance functions through a structure that fosters active **collaboration, transparency, accountability**, understanding and acceptance of compromise, mutual respect and trust.

Area for Improvement: Commitment

Commitment: stating support in writing and creating mechanisms to allocate time and resources to effectively carry out shared governance.

1. Throughout their history, the Faculty Assembly and Faculty Senate have passed many resolutions affirming shared governance. There have been periods when the President and Board of Trustees did not reciprocate with written support of shared governance. As a result, the President's, Board's, and Administration's commitment remains less fully documented in the historical record than that of the faculty body. Important recent steps toward a more mutual written commitment to shared governance include the December 10, 2008 Board resolution recognizing the Faculty Senate; the current University procedures that require approval of both the Faculty Senate and the Provost Council before academic programs or policies can be created or altered; and then Acting President Kesselman's April 28, 2015 establishment of the Shared Governance Task Force.

2. Faculty have three responsibilities—teaching, scholarship, and service. Many faculty feel they are spread too thin and lack the time and other resources (funds, support staff, etc.) to fully participate in shared governance. They feel that this lack creates an imbalance between their ability and that of administrators to carry out shared governance.

3. Staff participation in shared governance is hampered by the assumption that such participation is not part of their jobs. They sometimes are required to use personal time or are not allowed to leave their posts.

Area for Improvement: Culture

Culture: the collective informal network of attitudes, behaviors and assumptions.

1. The University's history has included notable periods of adversarial interactions between the faculty and the President, as recounted in former Faculty Assembly (and first Faculty Senate) President Robert Helsabeck's article "Shared Governance?" in *Reaching Forty: The Richard Stockton College of New Jersey*. For some, an atmosphere of mutual mistrust lingers from this history.

2. The Board of Trustees has historically been isolated from faculty and staff. A recent improvement is that the Board now meets with the Presidents of the Faculty Senate and SFT prior to Board meetings and asks them about pressing faculty and staff concerns.

3. The proportion of Board of Trustees membership drawn from business executives who lack experience working in higher education and unionized work environments may predispose the Board to view the University through a corporate model.

4. Staff participation in shared governance is hampered by isolation from faculty and from staff in other programs or schools. Staff may also perceive that their participation has little impact.

5. Faculty do not always treat the contributions, opinions, and needs of staff with respect.

6. More awareness of the nature of faculty jobs would be desirable when administrators schedule faculty time. For example, meetings are often called during times that cross teaching modules and during times reserved for SFT and Faculty Senate meetings. Faculty requirements for scholarly and professional work are also often overlooked.

7. Some faculty lack interest in participating in shared governance. They perceive such participation as carrying little weight in their tenure and promotion, or they perceive that their participation has little impact.

8. The gap between the pay of top administrators and other employees is perceived as too large. This perception contributes to mistrust and polarization. The expansion of administrative positions over recent years also raises concerns. In particular, it contributes to a concern that Stockton's mission and values are being replaced by a "corporate mindset."

Area for Improvement: Collaboration

Collaboration: meaningful participation by all relevant constituents at the formative stages of planning.

1. In the past, often long-range plans were first worked out in a small circle of administrators, then communicated to faculty and staff in increments. By the time faculty and staff were made privy to the overall plan, all they could do was ratify it. For example, the Faculty Senate President or Faculty Assembly President was often brought into the Board of Trustees Academic Affairs Committee too late in the process.
2. In the past, the lone faculty, if any, placed on key decision-making bodies have been sworn to secrecy. For example, the obligation of secrecy regarding some Cabinet discussions have made it impossible for the Faculty Senate President to have significant consultation with his or her constituency.
3. Even when the "big picture" was shared, shared governance was undermined by the assumption that transparency is enough (without active participation).
4. Faculty have insufficient voice in the hiring of administrators. There have been many instances in the past where high-level administrators or staff were hired without searches; the omission of a search is especially detrimental to shared governance when it occurs in Academic Affairs.
5. Staff are rarely given any voice in the hiring of administrators or faculty.

Area for Improvement: Accountability

Accountability: consensus and clarity as to who (e.g., President, Faculty Senate, Student Senate) makes what kind of decision (e.g., academic, financial) and what role (e.g., joint authority, consultation) each decision-maker has in that decision.

1. The President's power to make big decisions (such as the opening of a new campus) can expose Stockton to unacceptable risks.
2. The University lacks a procedure for working out a shared governance solution in situations where decisions have to be made quickly.
3. Short-term contracts for staff and administrators tend to isolate the President from hearing dissenting ideas during the decision-making process.
4. Shared governance is sometimes undermined by the assumption that consultation with the Faculty Senate on academic matters (without sharing decision-making) is enough, and by the assumption that consultation with the President of the SFT, the President of the Faculty Senate, or a chair of a Faculty Senate standing committee means that the SFT or Faculty Senate has given approval.
5. Faculty are sometimes outnumbered on University-wide committees and task forces on academic matters. For example, at the Academic Affairs Retreat where the ELO brainstorming began, non-faculty were given a disproportionately strong voice in relation to faculty.

6. Shared governance is sometimes undermined by the assumption that the faculty's business is only academic, even though some decisions on nonacademic matters, such as those about building construction and opening new campuses, may significantly affect the University's ability to educate students and may also affect the quality and nature of the jobs that faculty and staff have at the University.

7. Faculty have insufficient representation/input on key decision-making bodies—for example, Board of Trustees committees and President's Cabinet.

8. Our constitution provides that deans and other high-level administrators serve on some standing committees of the Faculty Senate, such as the Academic Policies Committee and the Academic Programs and Planning Committee. Unfortunately, this current structure may be inherently problematic when it comes to shared governance. A number of faculty have raised concerns that the participation of administrators on these two committees does not create an atmosphere conducive to frank discussion and critical debate. While we should certainly look for ways to have faculty and administration engage each other in a collaborative manner, these two committees, arguably the most important to the work of the Faculty Senate, should be as comfortable and open a forum for faculty and staff as possible. It would be desirable to also explore the role that administrators play on other standing committees of the Faculty Senate.

9. In choosing members of some administration-created committees/task forces, administrators pick individual faculty rather than having the Faculty Senate and/or SFT elect, appoint, or nominate the faculty members. This creates a perception that shared governance is being bypassed.

Area for Improvement: Transparency

Transparency: clear and candid communication by all decision-makers to relevant constituents as to the decisions being considered, who the decision-makers are and the rationale for those decisions.

1. Hiring of administrators is not transparent. The procedures for selecting candidates for administrative jobs—the application process, the criteria, the rules for when we have a search and when we don't, and so forth—are not published and available to members of the University community.

2. The numbers of adjunct faculty are not listed anywhere on the University website. Adjuncts are part of our community, yet their existence is not sufficiently acknowledged.

3. It is difficult to discover from Stockton's website how many administration-created committees exist, what responsibilities they are charged with, and who is on them. The administration has created a web page that will eventually list these committees all in one place for easy reference. It can be found here:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=305&pageID=1>

4. In the past, the SFT did not receive agendas or Board books in advance of Board of Trustees meetings as required by the Master Agreement. However, the SFT is, for the most part, now receiving Board agendas and Board books at least a week ahead of the meetings. The SFT would like to receive the personnel actions prior to the meetings in order to review these actions for potential conflicts with existing statewide and local bargaining agreements.

VI. Surveys

A key component to the success of the Task Force on Shared Governance is feedback from the campus community. To continue the momentum from the open forums held in Fall 2015 and the “conversations” with Stockton’s Board Chair and President this Spring semester, the task force reached out to all staff employees (clerical, maintenance, professional, and administrative) to take the *Staff Perception of Shared Governance at Stockton* survey (see Appendix A). The purpose of this survey was to assess the current state of shared governance at Stockton from the perspective of University staff employees.

The task force plans to survey faculty and students in the future. We decided to administer the staff survey first because we had less information on how staff viewed shared governance than on how other constituencies viewed it. Staff do not have a representative body comparable to the Faculty Senate or the Student Senate than can voice their collective views, and therefore we particularly needed to learn more about staff perceptions of shared governance.

Data Collection Procedure

The Office of Human Resources provided Jessica Grullon, AFT union staff representative on the Taskforce, with a list of full-time Stockton staff employees (total of 786 e-mail addresses). An e-mail with the link to the *SurveyMonkey* invited all staff to take the *Staff Perception of Shared Governance at Stockton* survey. To increase participation, the presidents of both the CWA and the SFT/AFT unions prompted their eligible members to take the survey.

Instrument

A 21-item survey was created using as the framework the shared governance survey that Bahls (2014)¹ developed for the *Association of Governing Boards of Universities and Colleges (AGB)*. This survey included three sections. The first section assesses the staff’s perception of four competing definitions of shared governance identified by Bahls: equal rights, consultation, rules of engagement, and/or a system of aligning priorities. The second section assesses the staff’s perception of each constituency (Board of Trustees, faculty, and administration) by asking questions related to communication, transparency and respect. The third section asks more questions about the participant with the demographical information being optional. In this survey, the word staff was defined broadly. Participation in the survey was completely voluntary and all answers were kept anonymous (no IP or e-mail addresses were accessible). Participants chose their answer from a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). The survey took participants no longer than 5-10 minutes to complete. The data from the survey are currently being analyzed and will be shared with the larger University community in the future.

Summary

It is the hope of the task force that the results of this survey will promote open dialogue between staff and campus leadership, leading to increased overall satisfaction levels amongst staff in the shared governance process. We will use a summary of the survey results in developing an action plan that closes the gap between the current state of shared governance at Stockton and where it should be.

¹ Bahls, S.C. (2014). *Shared governance in times of change: a practical guide for universities and colleges*. Washington, D.C.: AGB Press and the Association of Governing Boards of Universities and Colleges

VII. Possible Model(s) for Implementing Shared Governance

Models for implementing shared governance, whether articulated by organizations or publications representing faculty unions, governing boards, or other administrative bodies, still declare a remarkably consistent set of common principles, focusing on transparency, open and frequent communication, accountability, trust, and a well-defined institutional vision and mission guided by broadly affirmed core values. Such principles have guided the task force's analysis of existing structures of decision-making, which research suggests must occur as both a preliminary and ongoing practice to achieve meaningful shared governance. Such principles are also very much in keeping with those the task force has included in its own preliminary definition of shared governance. We repeat that definition, originally part of section III, here for ease of reference:

Shared governance is an integrated planning process and a collaborative culture in which Stockton's relevant constituents commit themselves to being partners in accomplishing the University's mission. It functions through a structure that fosters active collaboration, transparency, accountability, understanding and acceptance of compromise, mutual respect and trust.

The clear articulation of the institution's vision/mission/values statements creates the conditions for a shared cultural ethos, which can then be used to align and implement strategic priorities, decision-making and problem-solving processes among an institution's various stakeholders. Ensuring the implementation of this shared vision/mission/values involves a commitment by all parties to transparency, which, in the task force's definition of shared governance, encompasses "clear and candid communication," and accountability. Structures put in place to guarantee and promote both transparency and accountability, (e.g., website, forums, flowcharts, procedures that capture information on decision-making and decision-makers at the University), may enhance or create trust among the institution's constituencies. This trust, then, "creates a form of social capital" that "becomes a primary element in constructive relationships between the groups" (Miller and Katz 84).

The complexities of decision-making at a university—levels of bureaucracies, stakeholders, assigned roles, timelines, financial constraints and responsibilities—can often make these seemingly straightforward principles challenging to implement. Happily, Stockton is well positioned to improve its performance of shared governance, having already put in place (or attempted to address in the past year) many of the specific conditions or practices discussed in published materials on shared governance and visible in the manuals, handbooks, and flowcharts that many institutions of higher education use to implement it.

Stockton is currently in the process of revising its existing mission statement, creating a more compact account of both its vision and mission, and more clearly articulating the core values that underwrite them. While the Shared Governance Task Force has taken a first pass at this revision, this is ultimately a project in which the entire Stockton community will have input. The result, we hope, will be the sort of clear, unifying message that will be understood by all campus constituencies and will help to guide strategic decision-making among them.

Stockton has always treasured and kept alive an "understanding of campus traditions and history" (Miller and Katz 86) that writers on shared governance suggest must accompany an analysis of existing structures of decision-making. Continuing to educate incoming staff, faculty, administrators, and students about that rich history and the ways in which it informs the university's vision/mission/values is important to both creating and sustaining a coherent approach to shared governance. Bill Daly's video on "The Stockton Idea" as well as the volume *Reaching 40*, edited by Rob Gregg and Ken Tompkins and featuring essays on Stockton's history by a variety of faculty,

administrators, staff and students, past and present, are artifacts that can help us in this task (along with other events that celebrate that history--alumni events, Stockton Myths and Legends, etc.).

The Shared Governance Task Force has already taken up the recommended assessment of the current state of shared governance at Stockton, creating surveys and open forums in which to elicit information on existing practices and on issues with those practices. This should remain an ongoing practice, even as plans to improve shared governance are put in place. Such information collection and discussion are important means by which transparency and open communication may be achieved, and trust built. (In the Association of Governing Board's *Trusteeship Magazine*, Steven C. Bahls's "How to Make Shared Governance Work: Some Best Practices" provides a valuable list of questions designed to determine the "health" of an institution's shared governance on page 4.)

Such forums and feedback opportunities are means by which key information and data may be widely communicated and should be combined with other means for the dissemination of information—through websites, flowcharts, handbooks, and manuals. For example, Rio Hondo College's Organizational Structure and Governance Manual provides, in one place, information on that college's participatory governance structure:

- general principles
- communication methods and venues
- governance flow chart
- management organizational chart that lists both positions and functions
- guide to all management and governance councils and committees, including their charge, leadership, member composition, staff requirements, and meeting schedule,
- committee request and review forms
- pertinent policies and procedures
- vision/mission/values statement
- code of ethics

Rio Hondo created a webpage that functions as a clearinghouse for shared governance information, including an online manual that can be viewed here:

(<https://www.google.com/search?q=college+administratioin+decision-making+chart&ie=utf-8&oe=utf-8#q=rio+hondo+college+organizational+structure+and+governance+manual>). Other models that we might also consult include the Pierce College Decision-Making and Planning Handbook ([http://www.asccc.org/sites/default/files/Pierce%20CCD--1.022 Decision Making and Planning Handbook.pdf](http://www.asccc.org/sites/default/files/Pierce%20CCD--1.022%20Decision%20Making%20and%20Planning%20Handbook.pdf)), which places the College's implementation of shared governance in the context of the Los Angeles Community College District of which it is a part and in the context of wider state organizational structures.

Virginia Commonwealth University, whose faculty created a report based on case studies to educate its community on what shared governance is and how its principles "can and should be applied in new situations" (Introduction 1), has also developed a useful form that allows constituents and decision-makers to capture, think through, and recommend action on existing and emerging issues (<http://www.facultysenate.vcu.edu/wp-content/uploads/sites/82/2014/05/2014-05-VCU-faculty-cases-shared-governance.pdf>).

The form features a vertical axis along which the "four pillars of shared governance" are listed (distribution of decision-making responsibilities, transparency, communication, trust) and a horizontal axis that lays out the problem, the existence (or not) of documents or procedures that cover the problem, and what changes to those documents or actions might be needed to remedy it. Such a form would be valuable in assessing issues as they arise, ultimately helping us build an

accessible database of issues and remedies, and improve processes and policies, while implementing transparency.

Features from these models may be adapted to Stockton's needs and would help to make clear and available much of the information about decisions, decision-makers, and process that our community needs in order to understand existing practices, make changes to those practices where necessary, and to foster more meaningful participation in shared governance by more members of our community.

VIII. Interim Recommendations on Actions to Be Taken

The task force hopes that the following interim recommendations will prompt discussion in the larger Stockton community, along with feedback and suggestions for us to consider as we complete our assessment of the state of shared governance at Stockton and prepare our final recommendations.

One important aspect of shared governance that we need to address in the ongoing work of the task force is diversity. We plan to look at the compositions of various governing bodies at Stockton and the actions those bodies are taking to include a diversity of genders, races, and ethnicities. Then we will develop recommendations for strengthening affirmative action.

Board of Trustees, Administration, Faculty Senate, and Unions

- Collaborate to establish a procedure for working out a shared governance solution in a crisis (for example, a six-hour delay).
- Collaborate to create opportunities for Board members to have more robust interaction with faculty and staff. Such opportunities might include, for example, retreats, social events, visits to classes, and faculty and staff participation in orientation of new trustees.

Board of Trustees, Administration, Faculty Senate, and SFT

1. Collaborate to increase faculty representation on Board of Trustees committees.

Administration, Faculty Senate, and Unions

- Work together to provide structures for faculty and staff to have genuine collaboration with the Administration at all stages of planning and decision-making on big questions such as the opening of new campuses, major acquisitions of property, building construction, and budgeting.
- Collaborate on faculty and staff participation in the orientation of new administrators.

Administration and Unions

- Collaborate to establish procedures that give elected staff representatives or their appointees a real voice in hiring administrators and high-level staff.
- Collaborate to establish procedures that allow appropriate staff to submit goldenrods on candidates for faculty positions in their schools/programs.
- Collaborate to provide training to higher management and immediate supervisors on the importance of encouraging and supporting opportunities for staff members to attend and participate in shared governance and other University-wide meetings and activities.

- Collaborate to create opportunities for staff to network with faculty within their schools and with faculty and staff from other programs and schools.
- Collaborate to provide orientation for new staff that includes an overview of University organization and of opportunities to participate in unions and University-wide service.
- Explore alternatives to the corporate model of compensation.

Administration, Faculty Senate, and SFT

- Collaborate to provide structures to include faculty as the primary voice in academic matters, at all stages of planning and decision-making; faculty should constitute the majority of voting members on any University-wide committee whose responsibility is academic.
- Work together to provide for faculty representation on the President's Cabinet.
- Collaborate to establish procedures that give elected faculty representatives or their appointees a real voice in hiring administrators and high-level staff. This is especially necessary when administrators or high-level staff are hired in Academic Affairs.

Administration and Faculty Senate

1. Work together to provide a structure in which each Faculty Senate standing committee has genuine collaboration with the Administration at all stages of planning and decision-making in that committee's area of concern, as defined in the Faculty Constitution.

Administration and SFT

1. Collaborate to establish policies that encourage and support significant faculty participation in shared governance—for example, release time, staff support or other resources, and/or amendments to the personnel procedure to make University-wide service weigh more heavily in promotions.

Board of Trustees

- Fully document the Board's commitment to shared governance.
- Continue to host open forums with members of the University community (faculty, staff, administration, students) several times a year to elicit information and feedback about shared governance and other issues.
- When vacancies arise on the Board, recommend to the governor, as potential new trustees, individuals with experience working in higher education and unionized work environments, including retired Stockton faculty recommended to the Board by the SFT and/or Faculty Senate.
- Amend the Board bylaws as needed to authorize the appointment of retired Stockton faculty as trustees.
- Establish and publish the procedures for how the Board fills vacancies in the office of President, including the criteria, the recruitment and application process, the role that various constituents will play in the process, the circumstances in which exceptions to the procedures may be made, and the manner in which the Board will communicate with

constituents about the process and the rationales for any exceptions such as not conducting a search.

- Consider establishing term limits and/or other checks and balances that will help to make Presidents more accountable for decisions and actions that have the potential to cause major detriments to Stockton's ability to educate students.
- Review the past practice and current status of one-year versus multi-year contracts for administrators and staff and consider whether longer contracts would foster freer exchange of ideas and information, in particular dissenting ideas, in Stockton's administrative -making process.
- Provide the SFT with personnel actions prior to Board meetings.

Administration

- Fully document the Administration's commitment to shared governance.
- When appointing faculty to administration-created committees, select individuals elected or nominated by the Faculty Senate and/or SFT; when appointing staff members, select individuals elected or nominated by the relevant union. Where appropriate, consider having these committees co-chaired by one faculty member and one administrator or staff person.
- Finish filling in the remaining committees on the new website for all University-wide committees and update the website frequently.
- Prepare a written procedure for appointing faculty and staff to University-wide committees (see 2 above) and for notifying the website administrator (see 3 above) of new University-wide committees or changes in the composition of existing University-wide committees. Disseminate the procedure to all administrators and directors at the University.
- Establish and publish the procedures for hiring administrators and high-level staff, including the criteria, the recruitment and application process, the role that various constituents will play in the process, the circumstances in which exceptions to the procedures may be made, and the manner in which the Administration will communicate with constituents about the process and the rationales for any exceptions such as not conducting a search.
- Publish the numbers of adjunct faculty on the University website.

Faculty Senate

1. Revisit the role of deans and other administrators on the standing committees of the Faculty Senate.

Appendix A

Staff Perspective of Shared Governance at Stockton

Your Perspective on Shared Governance

Here are four perspectives on shared governance according to the Association of Governing Boards of Universities and Colleges (Bahls, 2014, p.99):

For each of the following statements, please indicate whether you strongly disagree, disagree, are neutral, agree or strongly agree with the statement.

- 1 * Shared governance as equal rights. Shared governance ensures that faculty, staff and administration have equal say in all governance matters, including budgets, academic directions of t institution and strategic planning. Decisions are not made until a consensus is achieved.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

- 2 * Shared governance as a consultation. Shared governance requires nothing more than for those parties responsible for making decisions to consult with others and consider their positions

Strongly Disagree Disagree Neutral Agree Strongly Agree

- 3 * Shared governance as rules of engagement. Shared governance is a set of rules about the various roles and authority of the board, faculty, and administration in such things as academic decisions, budget decisions, selection of the president, and other decisions. Shared governance also describes rules of engagement when faculty, board members, and administrators disagree, similar to rules set forth by the AAUP

Strongly Disagree Disagree Neutral Agree Strongly Agree

- 4 * Shared governance as a system of aligning priorities. Shared governance is a system of open communication aimed at aligning priorities, creating a culture of shared responsibility for the welfare of the institution, and creating a system of checks and balances to ensure the institution stays mission-centered.

Strongly Disagree Disagree Neutral Agree Strongly Agree

- 5 * Based upon what you read about Shared Governance which perspective best describes your view of the current state of shared governance at Stockton?

Shared governance as equal rights.
 Shared governance as a consultation.
 Shared governance as rules of engagement.
 Shared governance as a system of aligning priorities.

- 6 * Based upon what you read about Shared Governance which perspective best describes what you would like to see with respect to shared governance at Stockton?

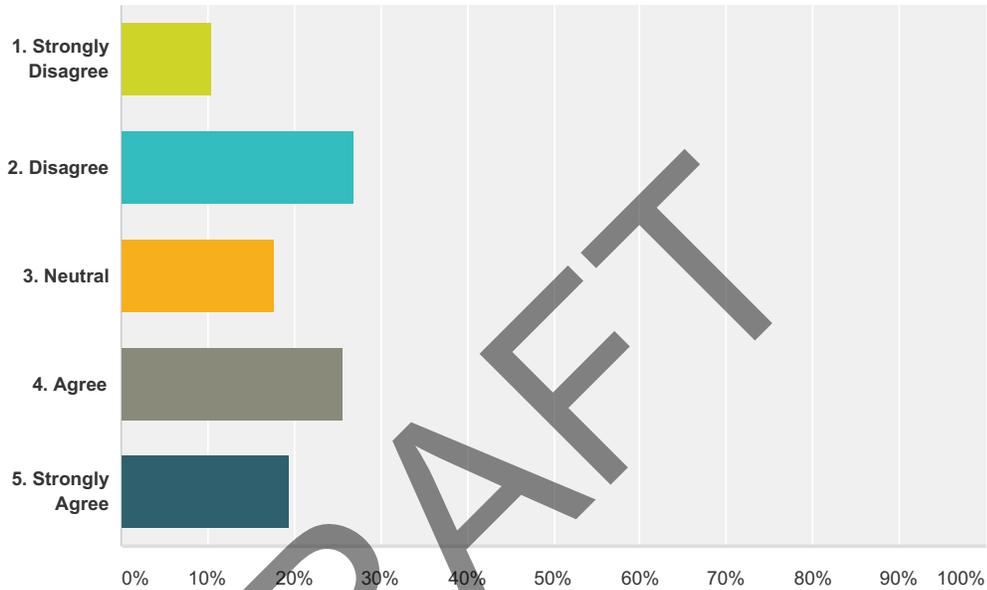
Shared governance as equal rights.
 Shared governance as a consultation.
 Shared governance as rules of engagement.
 Shared governance as a system of aligning priorities.

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Q1 Shared governance as equal rights. Shared governance ensures that faculty, staff and administration have equal say in all governance matters, including budgets, academic directions of the institution and strategic planning. Decisions are not made until a consensus is achieved.

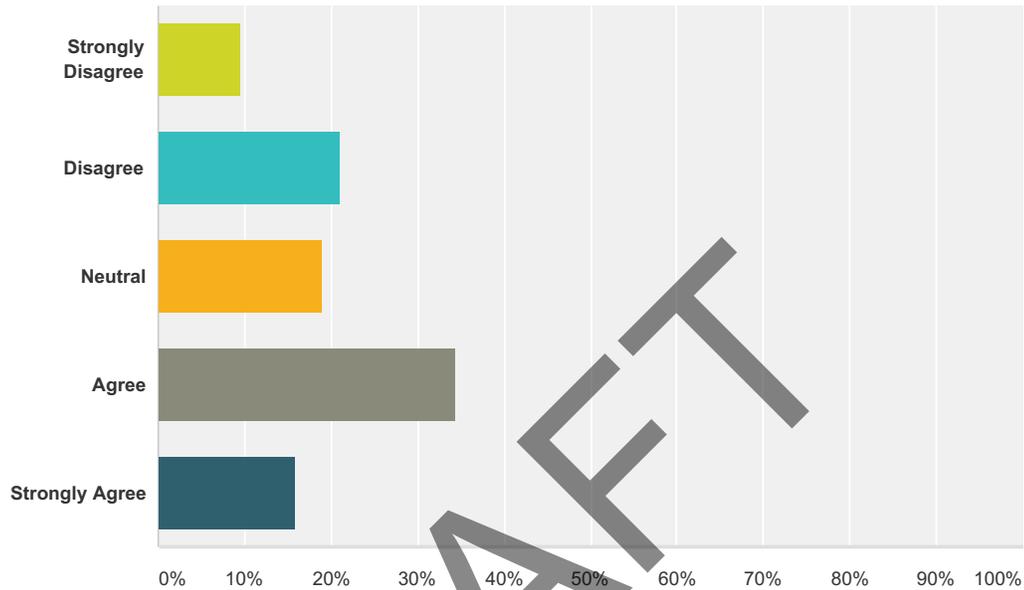
Answered: 238 Skipped: 0



Answer Choices	Responses	
1. Strongly Disagree	10.50%	25
2. Disagree	26.89%	64
3. Neutral	17.65%	42
4. Agree	25.63%	61
5. Strongly Agree	19.33%	46
Total		238

**Q2 Shared governance as a consultation.
Shared governance requires nothing more
than for those parties responsible for
making decisions to consult with others
and consider their positions.**

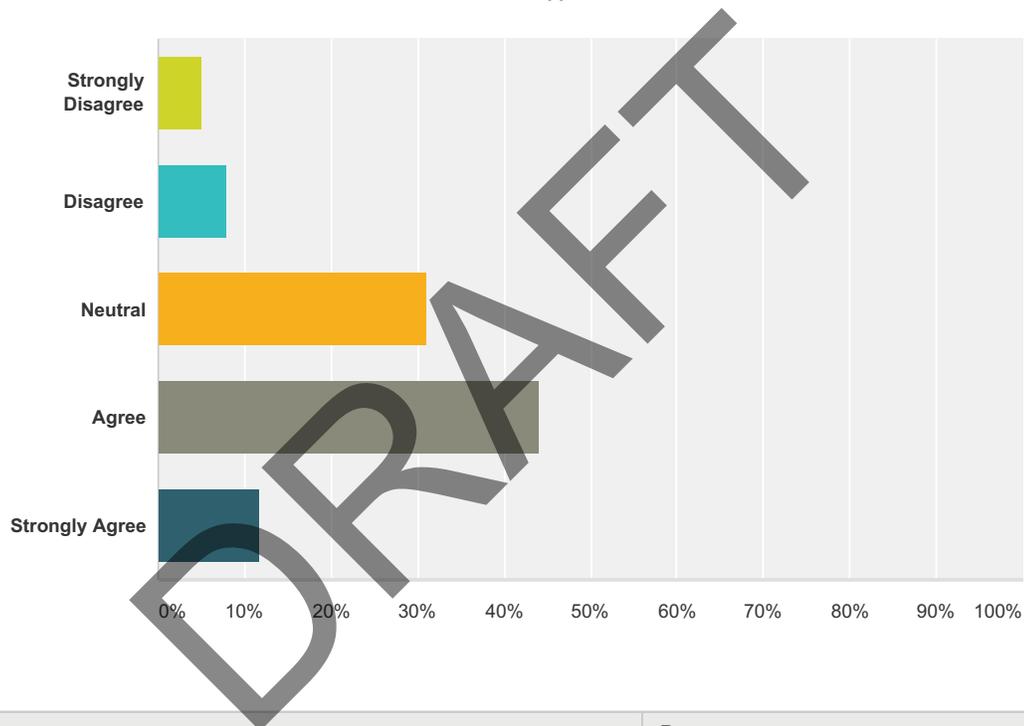
Answered: 238 Skipped: 0



Answer Choices	Responses	
Strongly Disagree	9.66%	23
Disagree	21.01%	50
Neutral	18.91%	45
Agree	34.45%	82
Strongly Agree	15.97%	38
Total		238

Q3 Shared governance as rules of engagement. Shared governance is a set of rules about the various roles and authority of the board, faculty, and administration in such things as academic decisions, budget decisions, selection of the president, and other decisions. Shared governance also describes rules of engagement when faculty, board members, and administrators disagree, similar to rules set forth by the AAUP

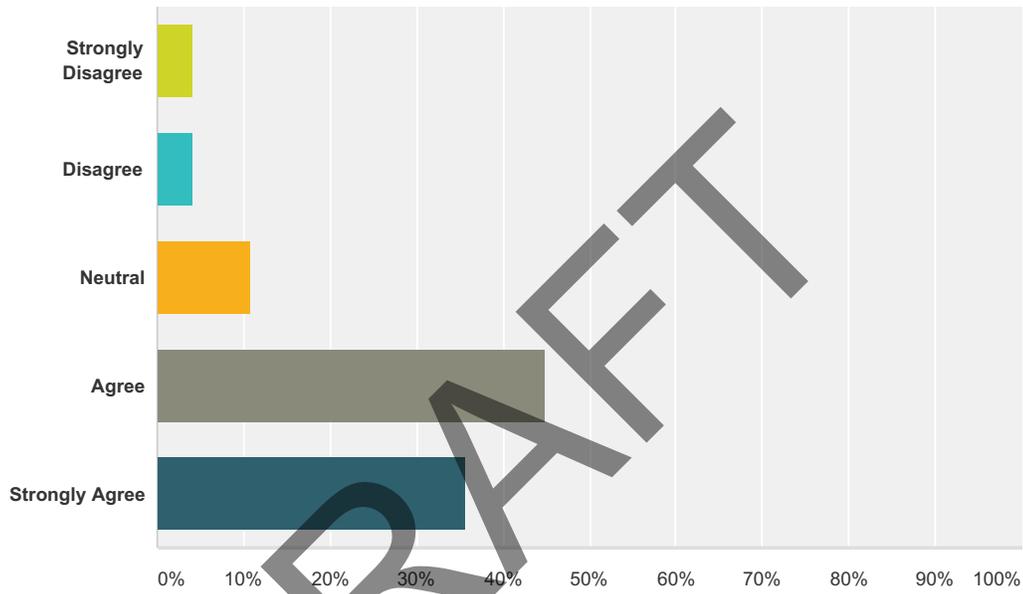
Answered: 238 Skipped: 0



Answer Choices	Responses	
Strongly Disagree	5.04%	12
Disagree	7.98%	19
Neutral	31.09%	74
Agree	44.12%	105
Strongly Agree	11.76%	28
Total		238

Q4 Shared governance as a system of aligning priorities. Shared governance is a system of open communication aimed at aligning priorities, creating a culture of shared responsibility for the welfare of the institution, and creating a system of checks and balances to ensure the institution stays mission-centered.

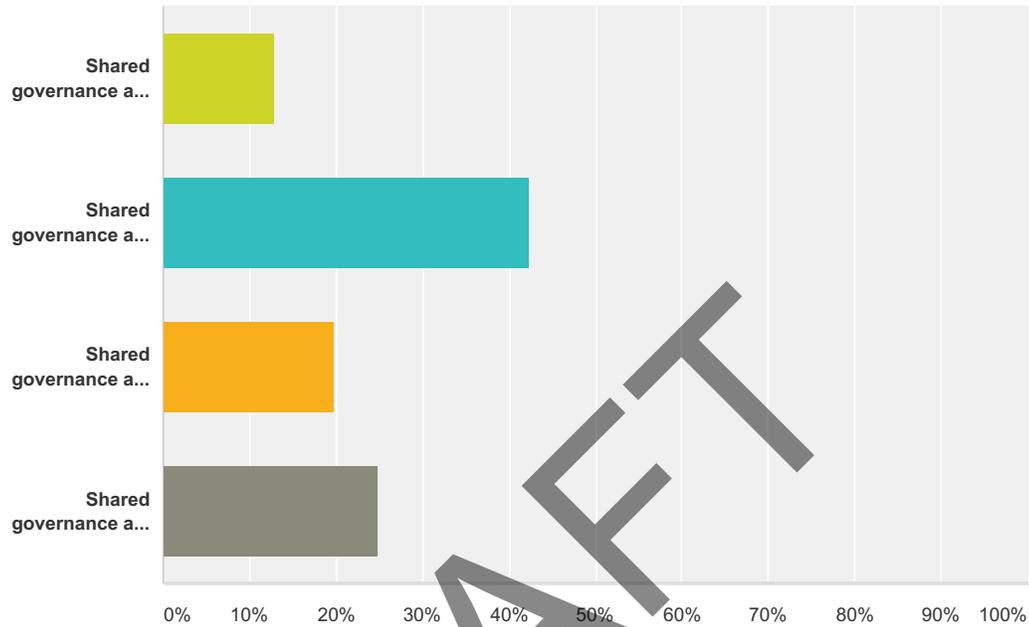
Answered: 238 Skipped: 0



Answer Choices	Responses	Count
Strongly Disagree	4.20%	10
Disagree	4.20%	10
Neutral	10.92%	26
Agree	44.96%	107
Strongly Agree	35.71%	85
Total		238

Q5 Based upon what you read about Shared Governance which perspective best describes your view of the current state of shared governance at Stockton?

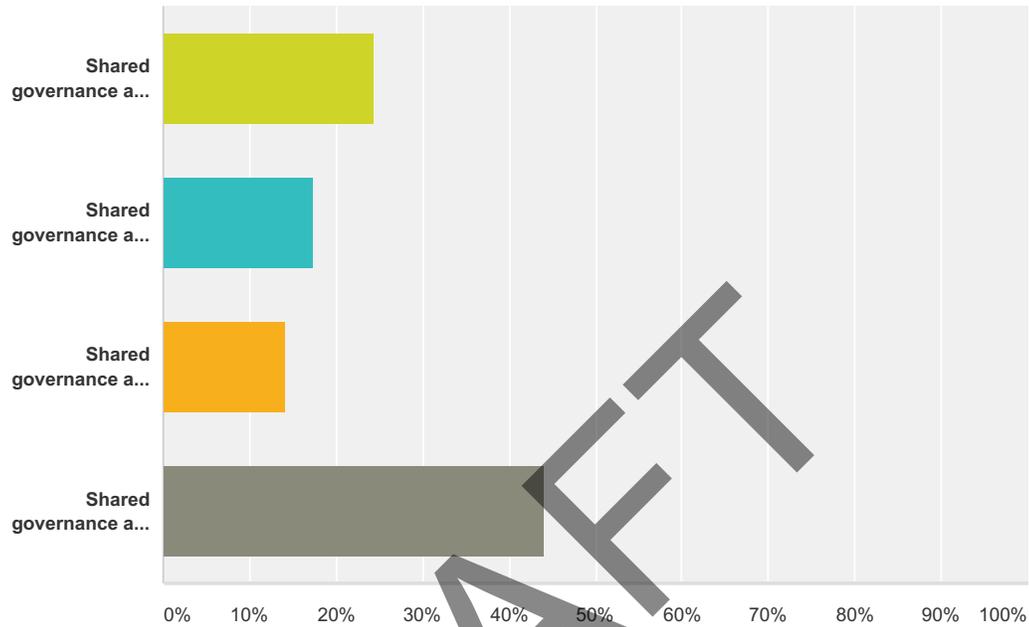
Answered: 238 Skipped: 0



Answer Choices	Responses
Shared governance as equal rights.	13.03% 31
Shared governance as a consultation.	42.44% 101
Shared governance as rules of engagement.	19.75% 47
Shared governance as a system of aligning priorities.	24.79% 59
Total	238

Q6 Based upon what you read about Shared Governance which perspective best describes what you would like to see with respect to shared governance at Stockton?

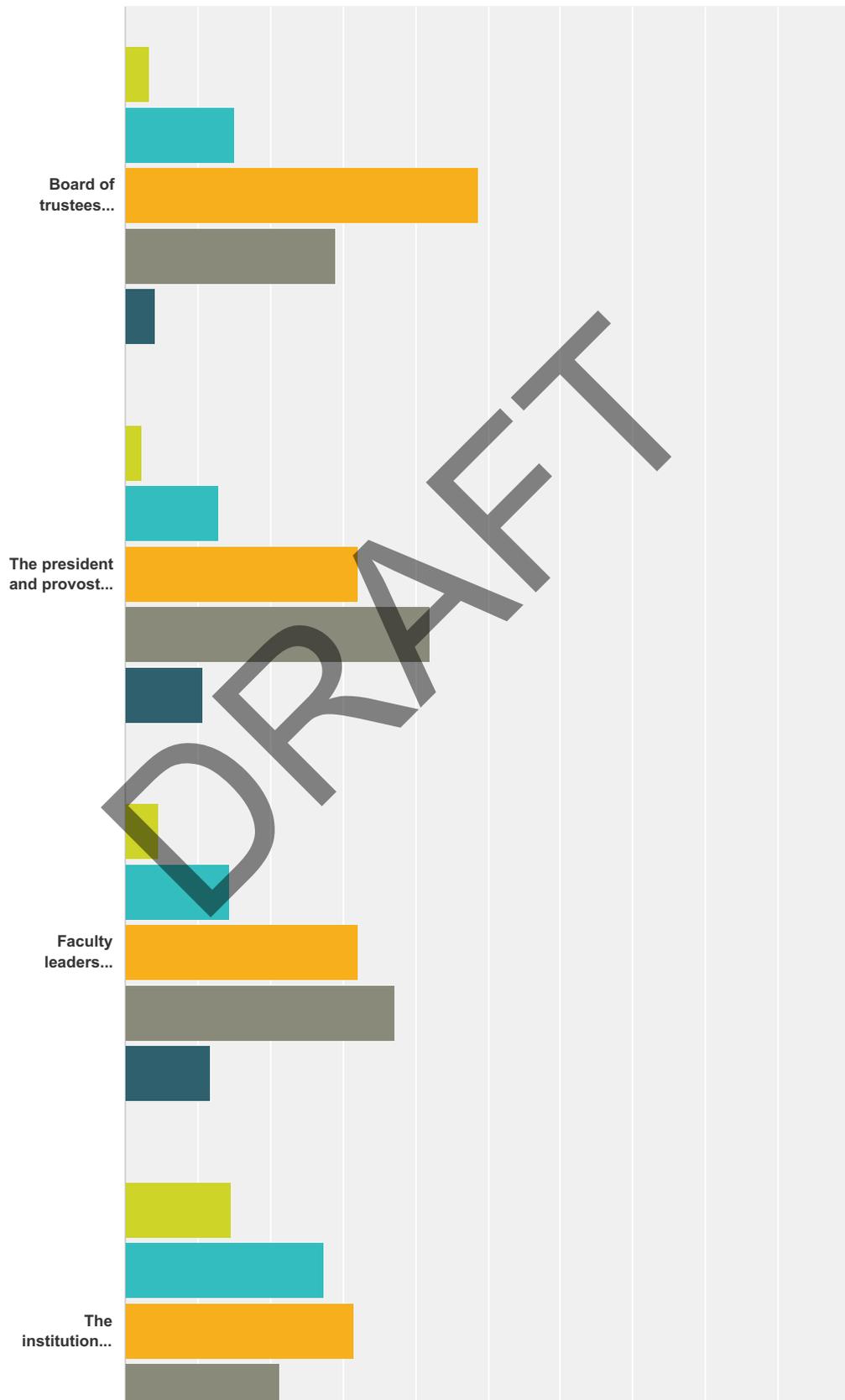
Answered: 238 Skipped: 0



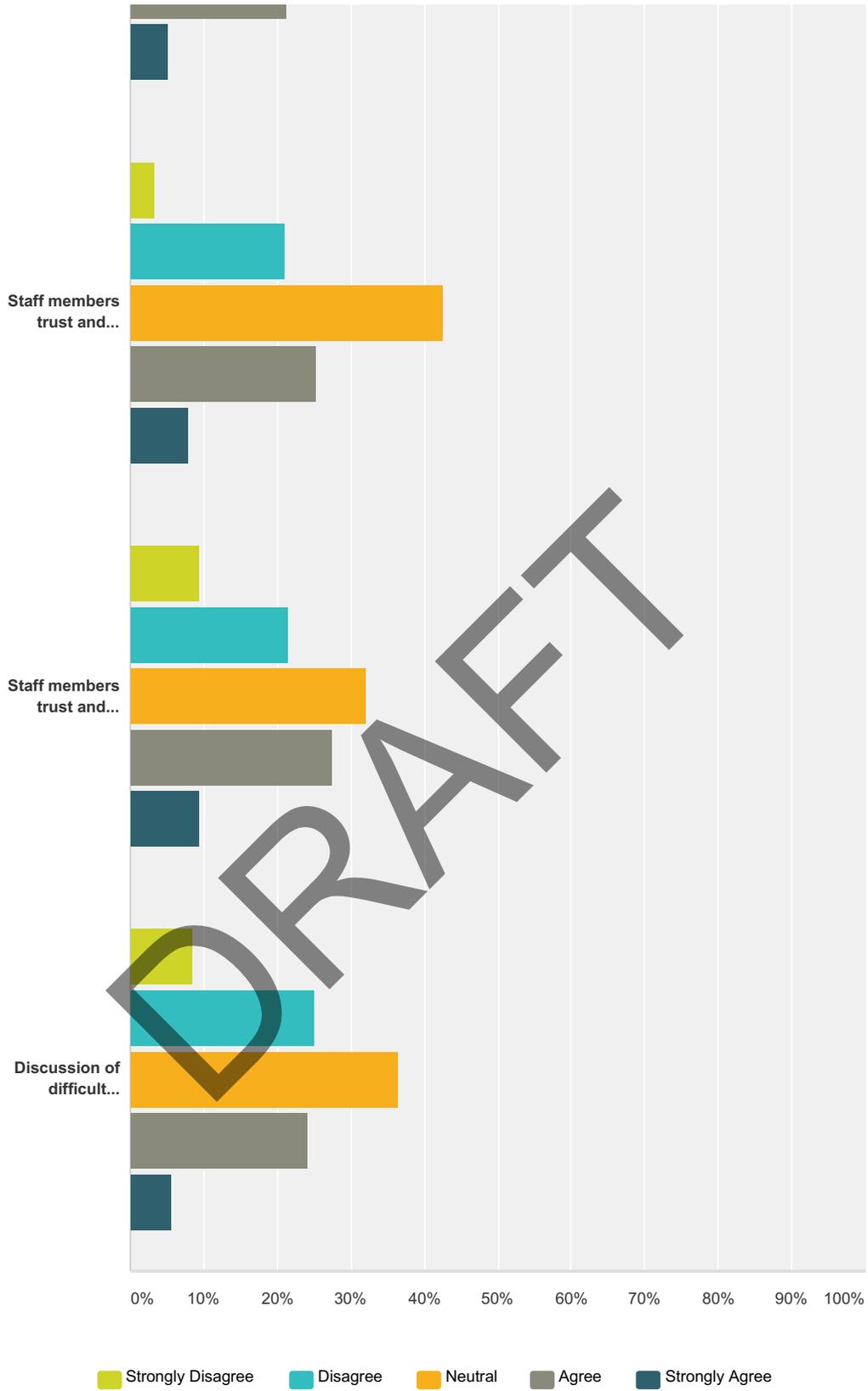
Answer Choices	Responses
Shared governance as equal rights.	24.37% 58
Shared governance as a consultation.	17.23% 41
Shared governance as rules of engagement.	14.29% 34
Shared governance as a system of aligning priorities.	44.12% 105
Total	238

Q7 To what extent do you agree with the following statements?

Answered: 215 Skipped: 23



Staff Perspective of Shared Governance at Stockton



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Board of trustees leaders effectively advocate for shared governance.	3.27% 7	14.95% 32	48.60% 104	28.97% 62	4.21% 9	214

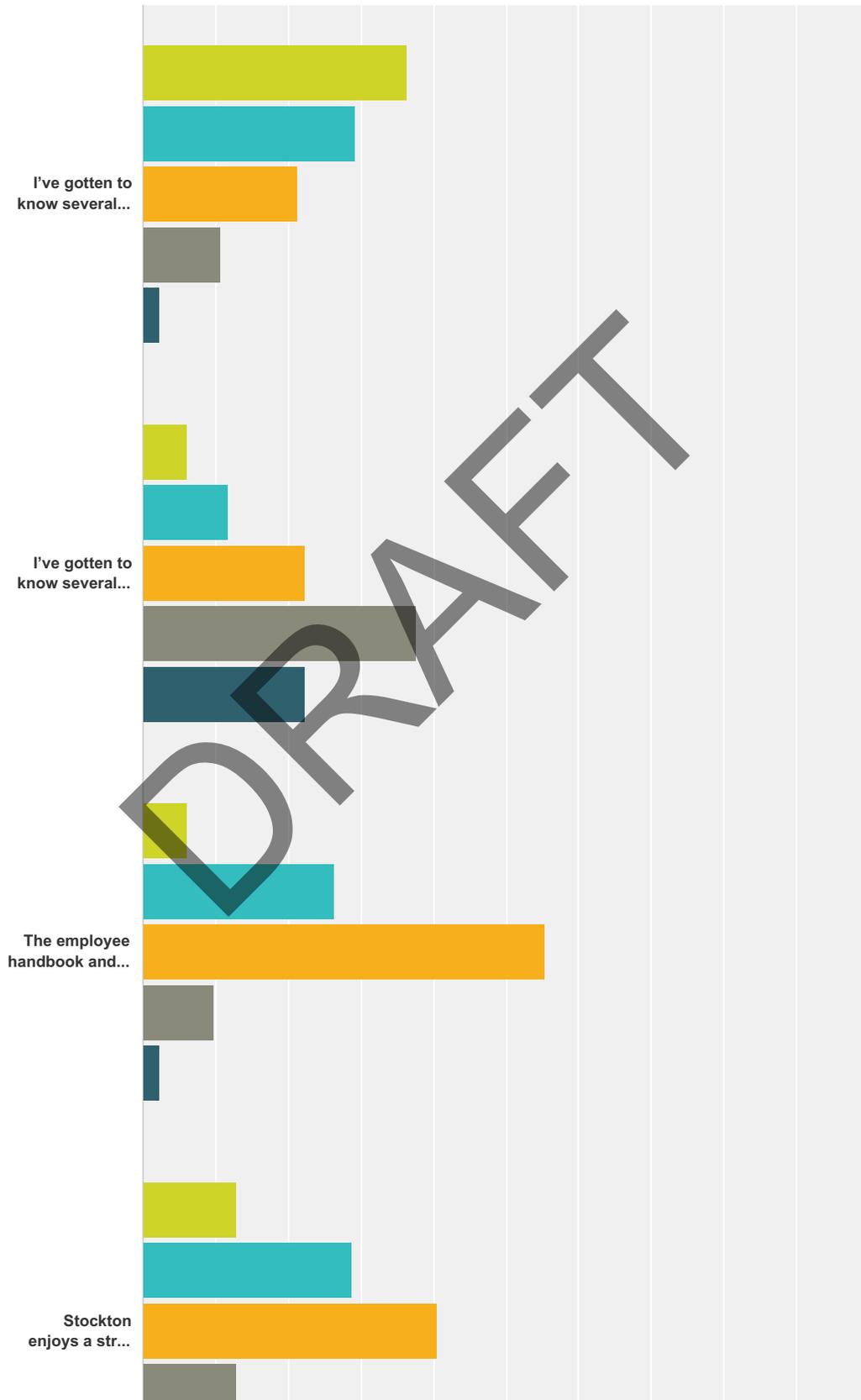
Staff Perspective of Shared Governance at Stockton

The president and provost effectively advocate for shared governance.	2.33% 5	13.02% 28	32.09% 69	41.86% 90	10.70% 23	215
Faculty leaders effectively advocate for shared governance.	4.65% 10	14.42% 31	32.09% 69	37.21% 80	11.63% 25	215
The institution enjoys a high degree of transparency with staff, by the senior administration.	14.62% 31	27.36% 58	31.60% 67	21.23% 45	5.19% 11	212
Staff members trust and respect the board of trustees.	3.27% 7	21.03% 45	42.52% 91	25.23% 54	7.94% 17	214
Staff members trust and respect the senior administration.	9.35% 20	21.50% 46	32.24% 69	27.57% 59	9.35% 20	214
Discussion of difficult matters between the board, faculty and administration are done in good faith and trust and shared with staff.	8.53% 18	25.12% 53	36.49% 77	24.17% 51	5.69% 12	211

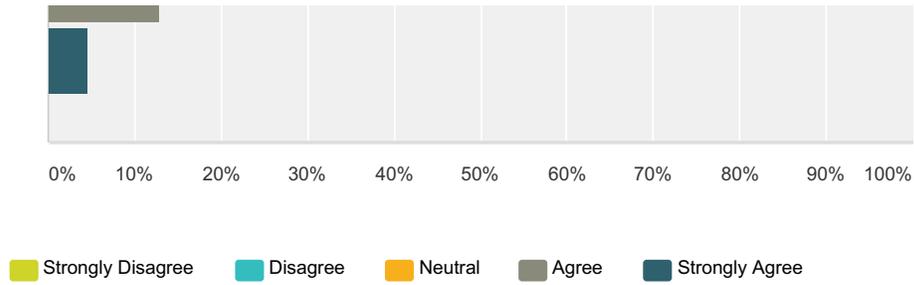
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Q8 To what extent do you agree with the following statements?

Answered: 215 Skipped: 23



Staff Perspective of Shared Governance at Stockton

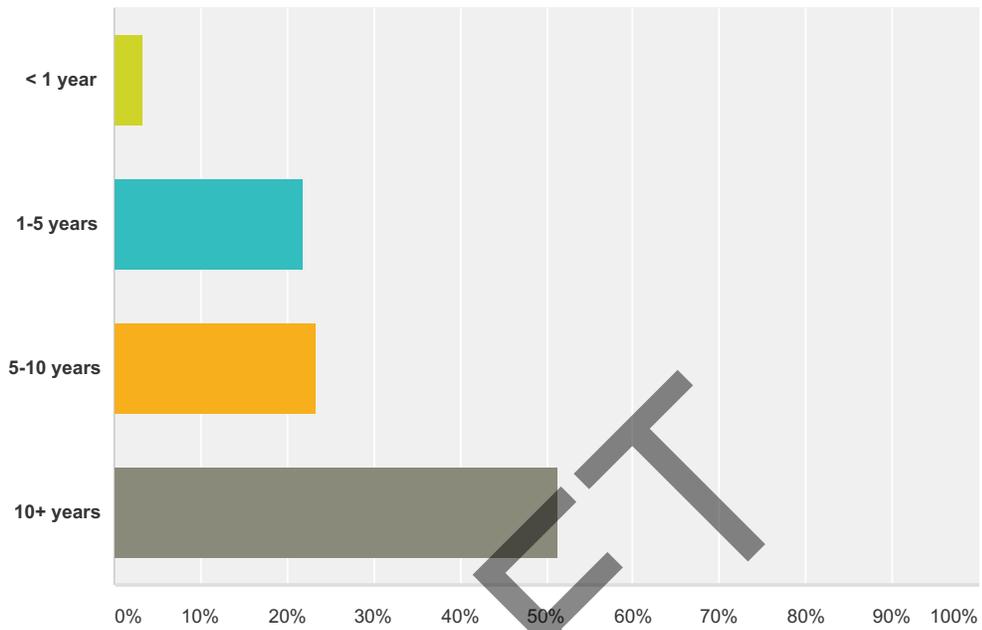


	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
I've gotten to know several board members personally.	36.28% 78	29.30% 63	21.40% 46	10.70% 23	2.33% 5	215
I've gotten to know several faculty members personally.	6.05% 13	11.63% 25	22.33% 48	37.67% 81	22.33% 48	215
The employee handbook and other governing documents are clear about how governance is shared at Stockton.	6.10% 13	26.29% 56	55.40% 118	9.86% 21	2.35% 5	213
Stockton enjoys a strong and effective system of shared governance that includes staff.	13.02% 28	28.84% 62	40.47% 87	13.02% 28	4.65% 10	215

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Q9 How long have you worked in higher education?

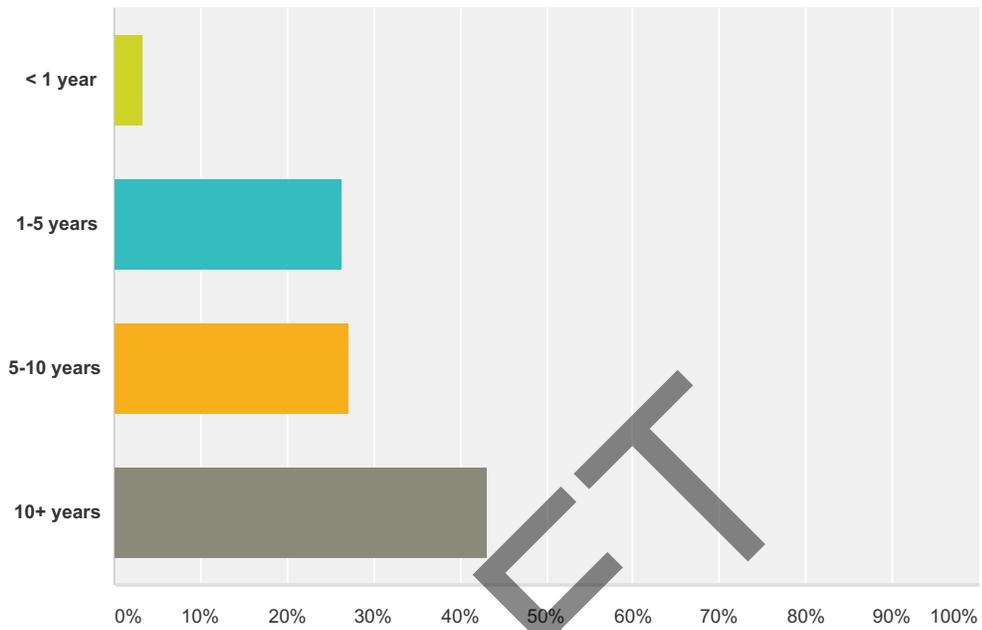
Answered: 206 Skipped: 32



Answer Choices	Responses	Count
< 1 year	3.40%	7
1-5 years	21.84%	45
5-10 years	23.30%	48
10+ years	51.46%	106
Total		206

Q10 How long have you been employed at Stockton?

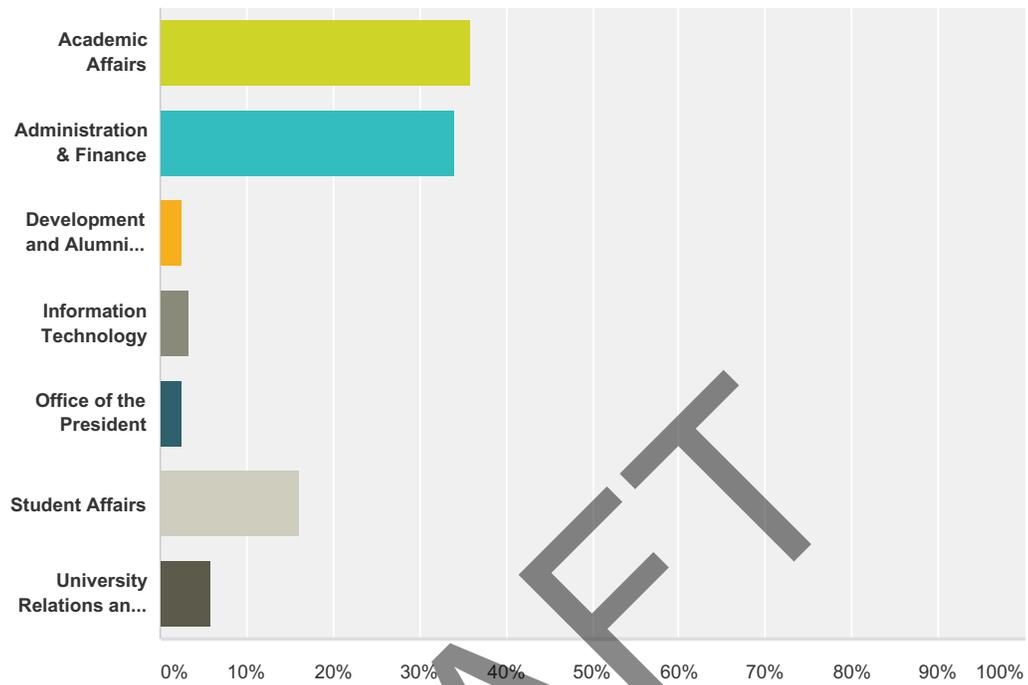
Answered: 206 Skipped: 32



Answer Choices	Responses	Count
< 1 year	3.40%	7
1-5 years	26.21%	54
5-10 years	27.18%	56
10+ years	43.20%	89
Total		206

Q11 Which division of the University do you work in?

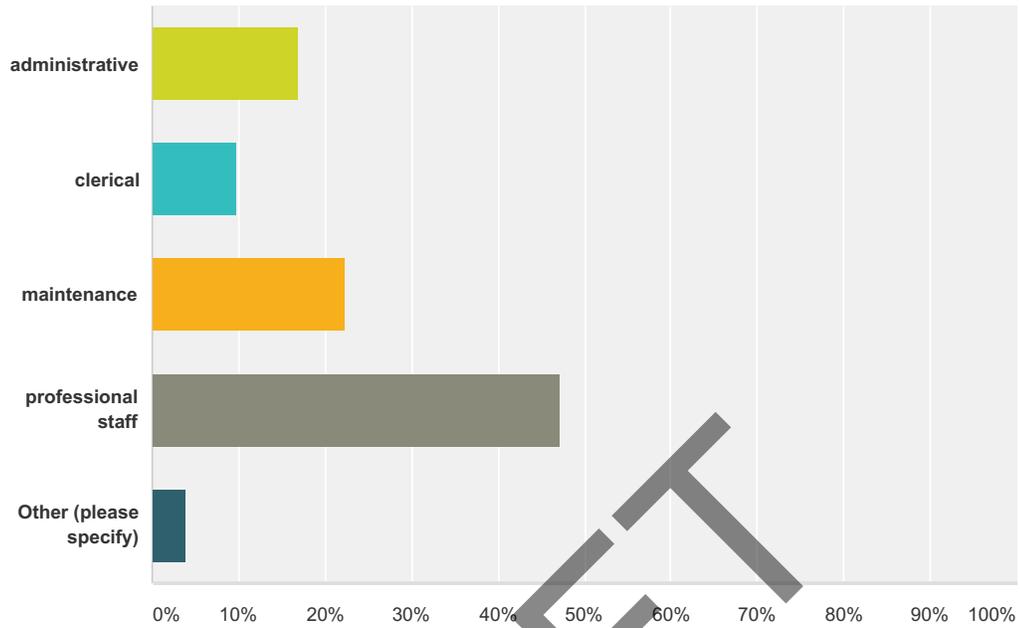
Answered: 206 Skipped: 32



Answer Choices	Responses
Academic Affairs	35.92% 74
Administration & Finance	33.98% 70
Development and Alumni Affairs	2.43% 5
Information Technology	3.40% 7
Office of the President	2.43% 5
Student Affairs	16.02% 33
University Relations and Marketing	5.83% 12
Total	206

Q12 Which describes you best?

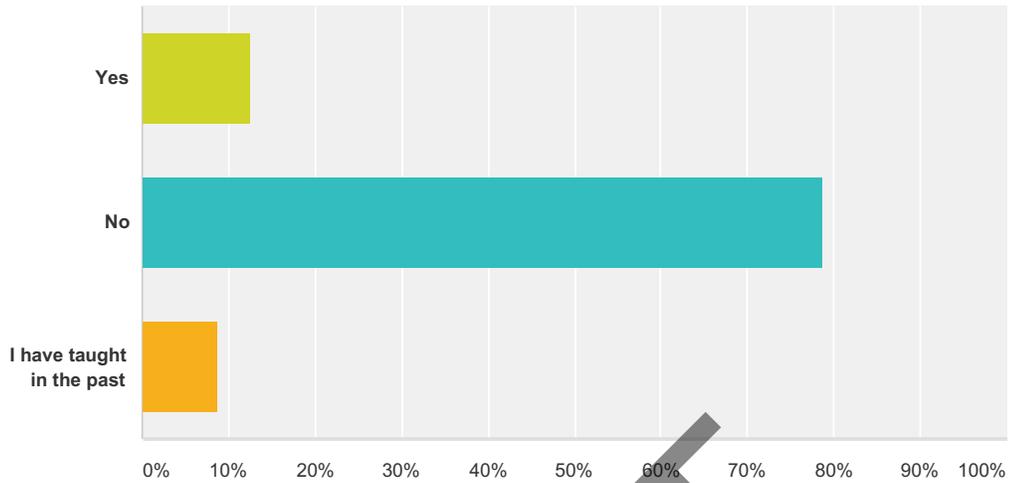
Answered: 206 Skipped: 32



Answer Choices	Responses	
administrative	16.99%	35
clerical	9.71%	20
maintenance	22.33%	46
professional staff	47.09%	97
Other (please specify)	3.88%	8
Total		206

Q13 Do you adjunct teach?

Answered: 206 Skipped: 32

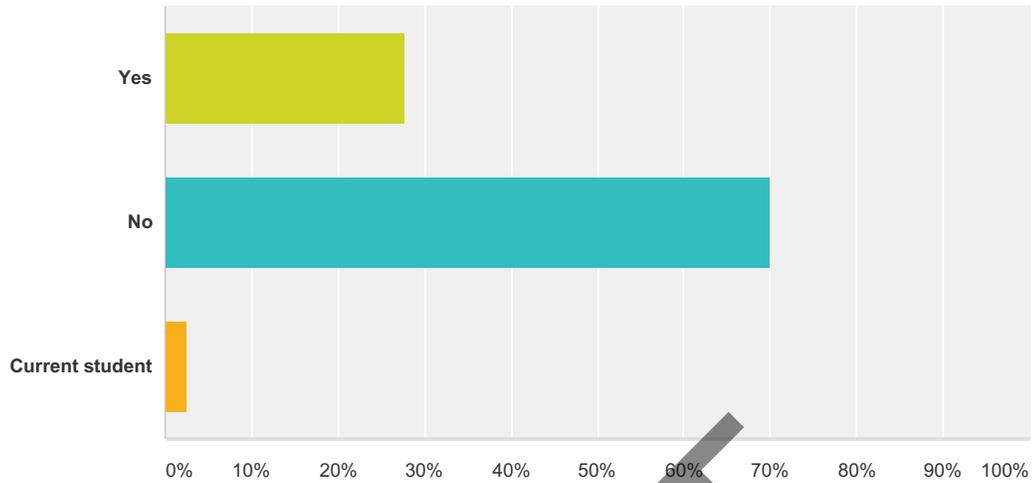


Answer Choices	Responses	Count
Yes	12.62%	26
No	78.64%	162
I have taught in the past	8.74%	18
Total		206

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Q14 Are you a graduate of Stockton?

Answered: 206 Skipped: 32

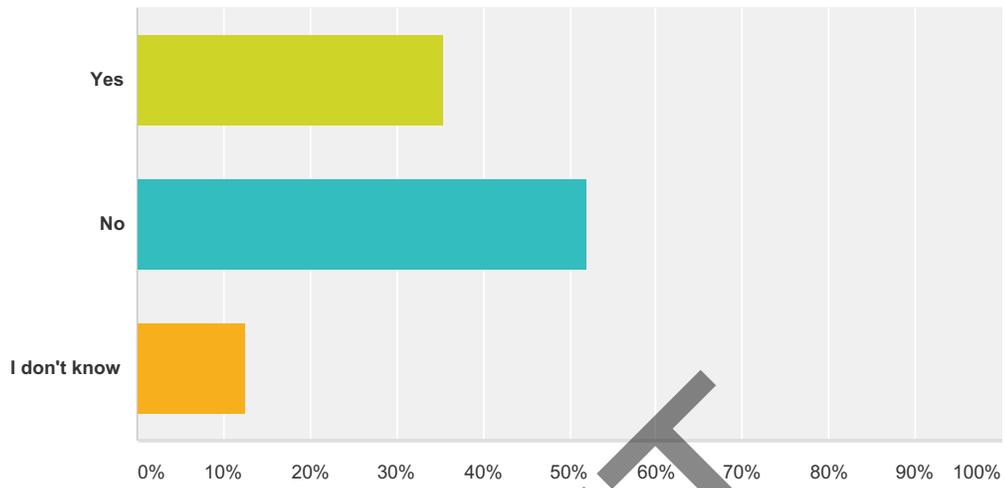


Answer Choices	Responses	
Yes	27.67%	57
No	69.90%	144
Current student	2.43%	5
Total		206

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Q15 Are you encouraged to be a part of any decision-making processes at Stockton?

Answered: 206 Skipped: 32

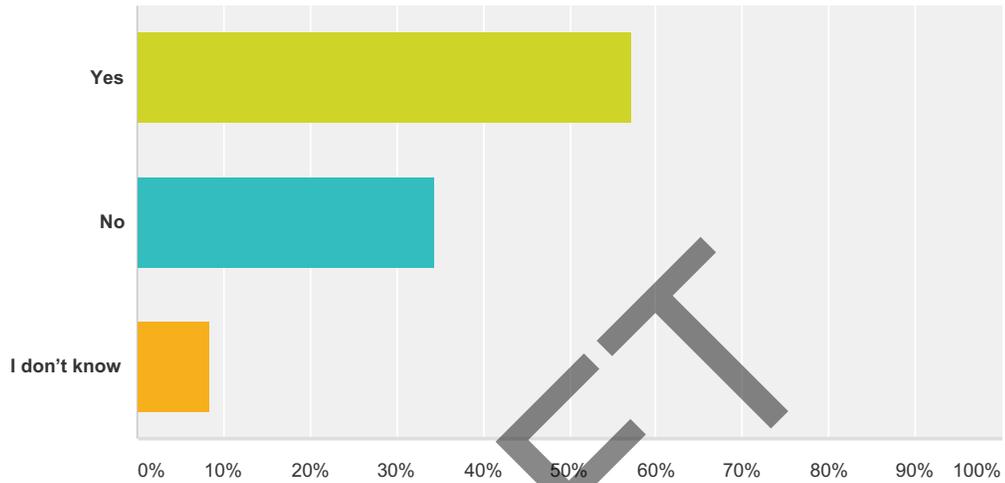


Answer Choices	Responses	
Yes	35.44%	73
No	51.94%	107
I don't know	12.62%	26
Total		206

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Q16 Are you encouraged to get involved in areas outside of your job responsibilities? (i.e., MLK Day of Service, Care Program, Advisor for Student Club/Organization, etc...)

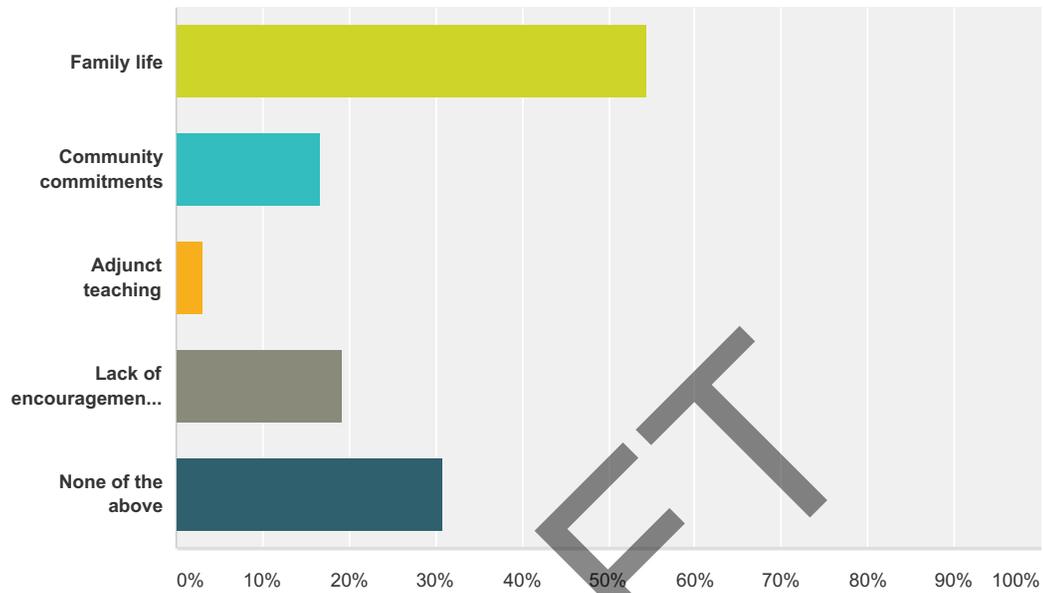
Answered: 206 Skipped: 32



Answer Choices	Responses
Yes	57.28% 118
No	34.47% 71
I don't know	8.25% 17
Total	206

Q17 What may prevent you from participating in activities outside of your job responsibilities?

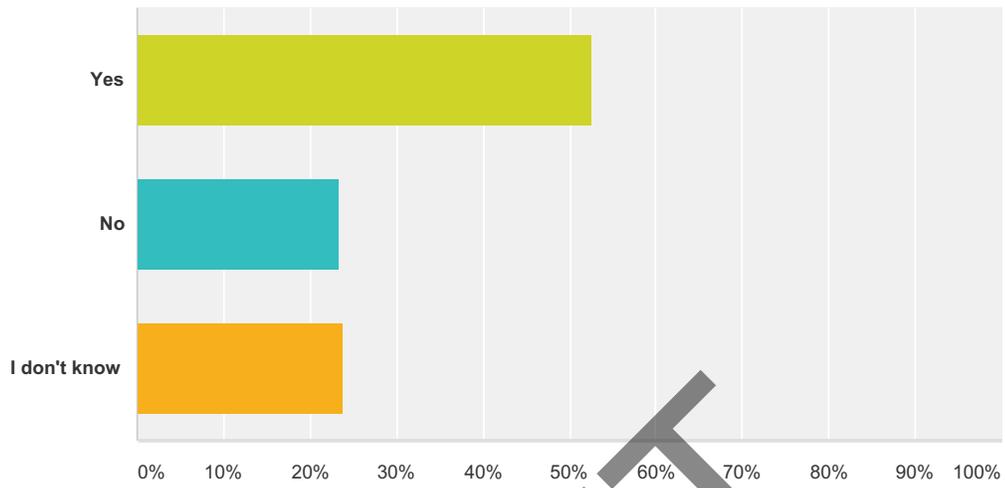
Answered: 198 Skipped: 40



Answer Choices	Responses	
Family life	54.55%	108
Community commitments	16.67%	33
Adjunct teaching	3.03%	6
Lack of encouragement from your superiors	19.19%	38
None of the above	30.81%	61
Total Respondents: 198		

Q18 Do you feel that you are a valued member of the Stockton community?

Answered: 205 Skipped: 33

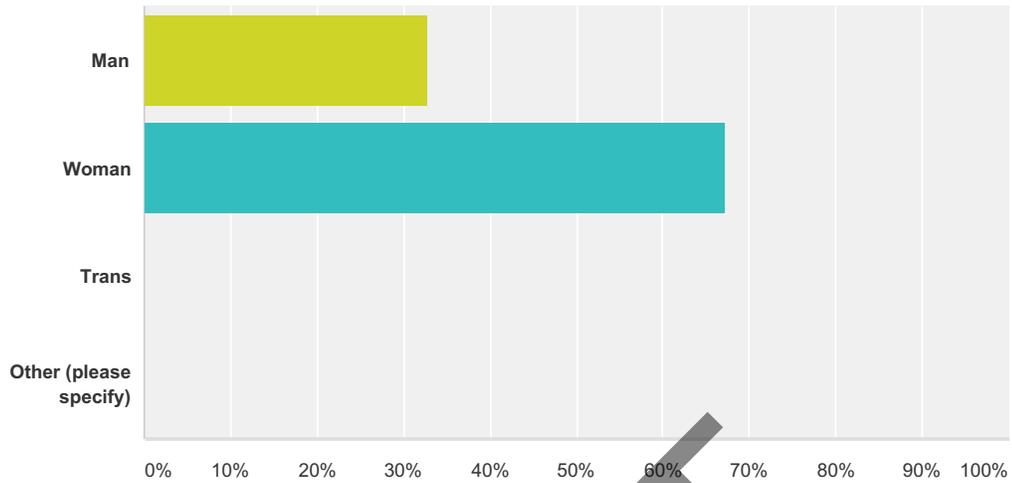


Answer Choices	Responses	
Yes	52.68%	108
No	23.41%	48
I don't know	23.90%	49
Total		205

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Q19 I identify my gender as...

Answered: 153 Skipped: 85

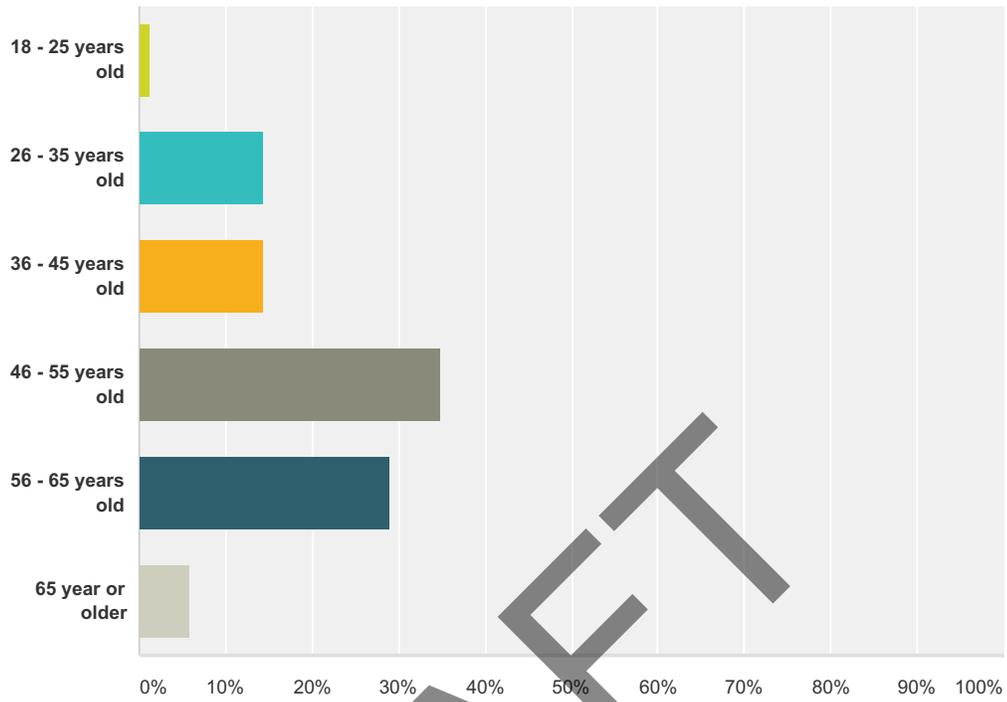


Answer Choices	Responses	Count
Man	32.68%	50
Woman	67.32%	103
Trans	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 153		

DRAFT

Q20 What is your age?

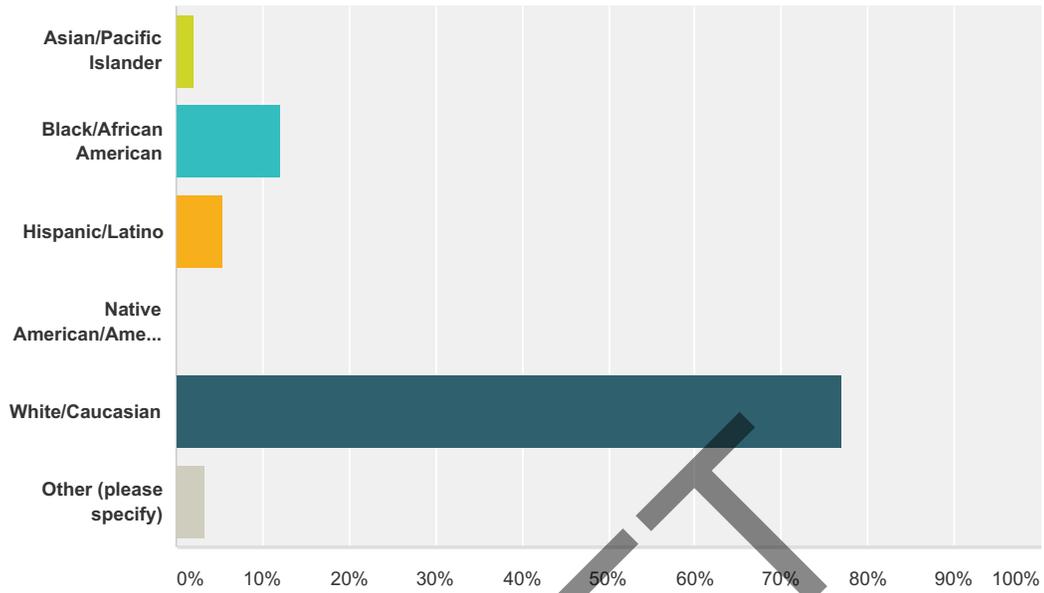
Answered: 152 Skipped: 86



Answer Choices	Responses
18 - 25 years old	1.32% 2
26 - 35 years old	14.47% 22
36 - 45 years old	14.47% 22
46 - 55 years old	34.87% 53
56 - 65 years old	28.95% 44
65 year or older	5.92% 9
Total	152

Q21 Please specify your ethnicity.

Answered: 148 Skipped: 90



Answer Choices	Responses
Asian/Pacific Islander	2.03% 3
Black/African American	12.16% 18
Hispanic/Latino	5.41% 8
Native American/American Indian	0.00% 0
White/Caucasian	77.03% 114
Other (please specify)	3.38% 5
Total	148

Faculty Perception of Shared Governance at Stockton

Are you a:

#	Answer	%	Count
1	Tenured faculty member	63.46%	99
2	Tenure-track faculty member, not yet tenured	18.59%	29
3	Non-tenure track faculty member	4.49%	7
4	Adjunct faculty member	13.46%	21
	Total	100%	156

Shared Governance as equal rights. Shared governance ensures that faculty, staff and administration have equal say in all governance matters, including budgets, academic directions of the institution and strategic planning. Decisions are not made until a consensus is achieved.

#	Answer	%	Count
1	Strongly disagree	8.97%	14
2	Disagree	22.44%	35
3	Neither agree nor disagree	12.82%	20
4	Agree	29.49%	46
5	Strongly agree	26.28%	41
	Total	100%	156

Shared Governance as a consultation. Shared governance requires nothing more than for those parties responsible for making decisions to consult with others and consider their positions.

#	Answer	%	Count
1	Strongly disagree	22.44%	35
2	Disagree	46.15%	72
3	Neither agree nor disagree	5.13%	8
4	Agree	18.59%	29
5	Strongly agree	7.69%	12
	Total	100%	156

Shared Governance as rules of engagement. Shared governance is a set of rules about the various roles and authority of the Board of Trustees, faculty, and administration in such things as academic decisions, budget decisions, selection of the president, and other decisions. Shared governance also describes rules of engagement when faculty, board members, and administrators disagree, in line with the rules set forth by the American Association of University Professors.

#	Answer	%	Count
1	Strongly disagree	2.56%	4
2	Disagree	7.69%	12
3	Neither agree nor disagree	14.74%	23
4	Agree	46.79%	73
5	Strongly agree	28.21%	44
	Total	100%	156

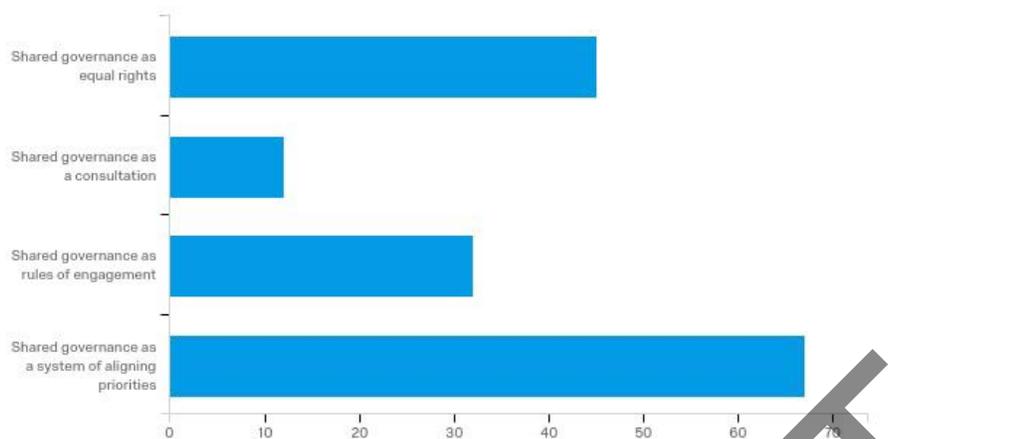
Shared Governance as a system of aligning priorities. Shared governance is a system of open communication aimed at aligning priorities, creating a culture of shared responsibility for the welfare of the institution, and creating a system of checks and balances to ensure that the institution stays mission-centered.

#	Answer	%	Count
1	Strongly disagree	3.85%	6
2	Disagree	3.21%	5
3	Neither agree nor disagree	5.77%	9
4	Agree	39.74%	62
5	Strongly agree	47.44%	74
	Total	100%	156

Based upon what you read above about the four perspectives on Shared Governance, which perspective best describes your view of the current state of shared governance at Stockton?

#	Answer	%	Count
1	Shared governance as equal rights	6.41%	10
2	Shared governance as a consultation	51.28%	80
3	Shared governance as rules of engagement	17.95%	28
4	Shared governance as a system of aligning priorities	24.36%	38
	Total	100%	156

Based upon what you read above about the four perspectives on Shared Governance, which perspective best describes what you would like to see with respect to shared governance at Stockton?



To what extent do you agree with the following statements?

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Board of Trustees leaders effectively advocate for shared governance.	11.92% 18	25.17% 38	37.75% 57	21.85% 33	3.31% 5	151
The president and provost effectively advocate for shared governance.	8.61% 13	19.21% 29	29.80% 45	33.77% 51	8.61% 13	151
Stockton enjoys a high degree of transparency by the Board of Trustees with the faculty.	21.85% 33	32.45% 49	25.83% 39	14.57% 22	5.30% 8	151
Faculty leaders effectively advocate for shared governance.	2.65% 4	6.62% 10	17.22% 26	50.99% 77	22.52% 34	151

Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
The institution enjoys a high degree of transparency by the senior administration with the faculty.	21.85%	33	30.46%	46	22.52%	34	20.53%	31	4.64%	7	151
Faculty members trust and respect the Board of Trustees.	9.93%	15	19.87%	30	45.70%	69	20.53%	31	3.97%	6	151
Faculty members trust and respect staff employees.	3.97%	6	7.28%	11	16.56%	25	53.64%	81	18.54%	28	151
Faculty members trust and respect the senior administration.	9.27%	14	20.53%	31	30.46%	46	33.11%	50	6.62%	10	151

The Board of Trustees is adequately informed of the academic plan, including desired student outcomes.	10.60%	16	11.26%	17	49.67%	75	21.85%	33	6.62%	10	151
Discussion of difficult matters between the Board of Trustees, faculty and administration is done in good faith and with trust.	12.58%	19	15.89%	24	39.07%	59	27.15%	41	5.30%	8	151

To what extent do you agree with the following statements?

Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
The Board of Trustees respects the faculty's role in governing academic matters.	11.64%	17	23.97%	35	28.08%	41	30.14%	44	6.16%	9	146
The faculty respects the administration's role in making administrative decisions.	4.11%	6	20.55%	30	27.40%	40	39.73%	58	8.22%	12	146
The faculty respects the Board of Trustees' role in oversight of the institution.	4.11%	6	13.70%	20	31.51%	46	41.10%	60	9.59%	14	146
Faculty governance of academic matters is effective.	7.53%	11	11.64%	17	22.60%	33	49.32%	72	8.90%	13	146
The Faculty Senate is effective.	6.85%	10	12.33%	18	24.66%	36	42.47%	62	13.70%	20	146
Faculty members have sufficient information from the administration and Board of Trustees to make sound academic decisions.	17.81%	26	23.97%	35	34.25%	50	20.55%	30	3.42%	5	146
Faculty views are heard and considered before important administrative decisions are made.	23.29%	34	26.03%	38	25.34%	37	21.23%	31	4.11%	6	146

The Board of Trustees respects its role of general oversight and is not too engaged in the day-to-day operations of the institution.	4.79%	7	6.85%	10	31.51%	46	43.15%	63	13.70%	20	146	
The president and provost only rarely overturn faculty decisions concerning hiring, tenure, and promotion.	6.16%	9	6.16%	9	30.82%	45	40.41%	59	16.44%	24	146	
When the president or provost overturns a faculty decision concerning hiring, tenure, and promotion, the President does so after careful consideration of the rationale for faculty decisions, in good faith and with transparency.	6.16%	9	8.22%	12	36.30%	53	30.14%	44	19.18%	28	146	
The University has governing documents that make clear how governance is shared at Stockton.	11.64%	17	17.12%	25	40.41%	59	26.71%	39	4.11%	6	146	
The President and the Board of Trustees honor the shared governance provisions of the University's governing documents.	8.22%	12	15.07%	22	52.05%	76	19.86%	29	4.79%	7	146	

When asked for input by the Board of Trustees or senior administration, the faculty is provided timely and thoughtful information that it needs to give meaningful input.	15.07%	22	18.49%	27	39%	57	23.29%	34	4.11%	6	146
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To what extent do you agree with the following statements?

Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
Faculty members are appropriately engaged in the selection of the president and chief academic officer.	15.07%	22	17.81%	26	21.23%	31	35.62%	52	10.27%	15	146
Faculty members are appropriately engaged in the long-range planning.	20.55%	30	26.03%	38	22.60%	33	25.34%	37	5.48%	8	146
Faculty members are appropriately engaged in the budgeting process.	28.77%	42	36.99%	54	23.29%	34	8.90%	13	2.05%	3	146
Faculty members are appropriately engaged in difficult decisions such as program closures.	15.07%	22	24.66%	36	32.19%	47	23.29%	34	4.79%	7	146

To what extent do you agree with the following statements?

Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
I've gotten to know several Board of Trustees members personally.	54.11%	79	18.49%	27	7.53%	11	13.01%	19	6.85%	10	146
I've gotten to know several staff members personally.	8.22%	12	8.22%	12	9.59%	14	39.73%	58	34.25%	50	146
Stockton enjoys a strong and effective system of shared governance that includes faculty.	17.81%	26	25.34%	37	29.45%	43	21.92%	32	5.48%	8	146

How long have you worked in higher education?

#	Answer	%	Count
1	< 1 year	0.00%	0
2	1-5 years	11.81%	17
3	5-10 years	15.28%	22
4	10+ years	72.92%	105
	Total	100%	144

How long have you been employed at Stockton?

#	Answer	%	Count
1	< 1 year	2.11%	3
2	1-5 years	27.46%	39
3	5-10 years	14.79%	21
4	10+ years	55.63%	79
	Total	100%	142

Which is your academic school?

#	Answer	%	Count
1	Arts & Humanities	17.42%	23
2	Business	13.64%	18
3	Education	3.79%	5
4	General Studies	15.15%	20
5	Health Sciences	15.15%	20
8	Library	1.52%	2
6	Natural Sciences & Mathematics	13.64%	18
7	Social & Behavioral Sciences	19.70%	26
	Total	100%	132

Are you a graduate of Stockton?

#	Answer	%	Count
4	Other (please specify)	0.71%	1
3	Current Stockton Student	0.00%	0
2	No	85.71%	120
1	Yes	13.57%	19
	Total	100%	140

Are you encouraged to be a part of decision-making processes at Stockton?

Answer	%	Count
As an adjunct, this rarely applies to me.	10.00%	1
certain decisions	10.00%	1
Not actively encouraged, especially before tenure	10.00%	1
On a school/program level	10.00%	1
on some issues but definitively not on issues of long range planning	10.00%	1
Sometimes	30.00%	3
Sometimes	10.00%	1
through the union	10.00%	1
Total	100%	10

DRAFT

Benchmarks Dashboard

Reading Your Results

COACHE Dashboard Guide

This is the overall score (between 1 and 5) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color, etc.

These columns compare groups on your campus: pre-tenure/tenured, associate/full, women/men, white/faculty of color.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure	rank	gender	race	2008
Health and retirement benefits	3.43														
Interdisciplinary work	3.00														
Collaboration	3.46														
Mentoring	3.18														
Tenure policies	3.64		N/A		N/A	N/A				N<5	N/A	N/A			
Tenure clarity	3.33		N/A		N/A	N/A				N<5	N/A	N/A	men		



What do these triangles mean?

These symbols represent results that fit COACHE's criteria for "areas of strength" (in green) and "areas of concern" (in red).

Your ranking among peers: Your percentile among your cohort:

- 1st or 2nd ▶▶ Top 30%
- 3rd or 4th ◀▶ Middle 40%
- 5th or 6th ▶▶ Bottom 30%

insufficient data for reporting ◀



And these results?

Here, the faculty subgroup with the lower rating appears. Shading conveys the magnitude of subgroup differences: **small** effects appear as text only, **moderate** effects are shaded yellow, and **large** effects are shaded orange. Trivial differences remain blank. Change over time appears as +/-.



This result, for example, shows that your female faculty are less satisfied than are women at your peers (◀), but more satisfied than are women at 70% of other institutions (▶). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.

Regardless of your results compared to peers and others (on the left), you should direct your concern to subgroups who consistently appear here in yellow or orange shaded cells.

Your Results

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in GREEN
Areas of concern in RED

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc
Nature of Work: Research	3.36													tenured	tenured	assoc
Nature of Work: Service	3.50													tenured	tenured	
Nature of Work: Teaching	3.95													pre-ten	tenured	
Facilities and Work Resources	3.79													pre-ten	tenured	assoc
Personal and Family Policies	3.02														tenured	full
Health and Retirement Benefits	3.61													tenured	tenured	full
Interdisciplinary Work	3.22															assoc
Collaboration	3.82															assoc
Mentoring	3.60													tenured	tenured	assoc
Tenure Policies	3.86		N/A		N/A	N/A	N/A						N<5	N/A	N/A	N/A
Tenure Expectations: Clarity	3.85		N/A		N/A	N/A	N/A						N<5	N/A	N/A	N/A
Promotion to Full	3.60			N/A	N/A									N/A	N/A	assoc
Leadership: Senior	3.71															full
Leadership: Divisional	3.61													tenured		full
Leadership: Departmental	3.87													pre-ten	ntt	assoc
Leadership: Faculty	3.90														tenured	full
Governance: Trust	3.63														tenured	
Governance: Shared sense of purpose	3.56													tenured	tenured	full
Governance: Understanding the issue at hand	3.38													tenured	tenured	full
Governance: Adaptability	3.32													tenured	tenured	
Governance: Productivity	3.61													tenured	tenured	assoc
Departmental Collegiality	3.80														ntt	
Departmental Engagement	3.65													pre-ten	ntt	
Departmental Quality	3.84														ntt	
Appreciation and Recognition	3.63														tenured	

Your Results

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in GREEN
Areas of concern in RED

Within campus (sm (.1) med. (.3)

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth	Hum vs other	Soc vs other	Phy vs other	Bio vs other	VPA vs other	ECM vs other	HHE vs other	
Nature of Work: Research	3.36	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5		Soc	other		other	other	HHE
Nature of Work: Service	3.50	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc		Bio	other	other	HHE
Nature of Work: Teaching	3.95	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc		Bio	other		
Facilities and Work Resources	3.79	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	Hum	Soc	other	other	other	other	HHE
Personal and Family Policies	3.02	◀▶	◀▶	▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5		Soc	other		VPA	other	other
Health and Retirement Benefits	3.61	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5		Soc	other		other	other	HHE
Interdisciplinary Work	3.22	◀▶	◀▶	▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other		other	Bio	VPA	ECM	HHE
Collaboration	3.82	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	Hum	Soc	other	Bio	other	other	other
Mentoring	3.60	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	Hum		other	Bio	other		
Tenure Policies	3.86	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc	N<5	N<5	N<5	N<5	N<5
Tenure Expectations: Clarity	3.85	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc	N<5	N<5	N<5	N<5	N<5
Promotion to Full	3.60	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	other		N<5	N<5	N<5	HHE
Leadership: Senior	3.71	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc	other	Bio	other	other	other
Leadership: Divisional	3.61	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc	other	Bio	other	other	other
Leadership: Departmental	3.87	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc	other	Bio	other	other	other
Leadership: Faculty	3.90	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc		Bio	other		HHE
Governance: Trust	3.63	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc	other		other	other	
Governance: Shared sense of purpose	3.56	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5		Soc	other		other	N<5	
Governance: Understanding the issue at hand	3.38	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5		Soc	other	Bio	other	other	other
Governance: Adaptability	3.32	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5		Soc	other	Bio	other	other	
Governance: Productivity	3.61	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5		Soc	other	Bio	other	ECM	other
Departmental Collegiality	3.80	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc	other	Bio	other	other	other
Departmental Engagement	3.65	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc	other	Bio	other	ECM	other
Departmental Quality	3.84	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc	other	Bio	other	other	
Appreciation and Recognition	3.63	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	other	Soc		Bio	other	other	other