Designing Shared Governance Appropriate to UMUC's Mission and Vision

Starting the Conversation

President Javier Miyares

Shared Governance

"At one point in our research, we were inclined to drop references to shared governance altogether and to argue for avoiding all use of the phrase. We were troubled by the vagueness of the concept, the lack of even rough agreement as to what it meant, and inclinations to use the phrase in sloganeering efforts of various kinds."

William G. Bowen & Eugene M. Tobin, *Locus of Authority: The Evolution of Faculty Roles in the Governance of Higher Education.*

Overarching Principles to Guide the Management of UMUC Going Forward

UMUC will be managed as a best-class employer

- All employees – faculty and staff alike – will be treated with respect;
- All employees – faculty and staff alike – will •

Shared Governance at UMUC: Our Assumptions

- Must recognize that USM Board of Regents approved a Faculty Advisory Council for UMUC, rather than a traditional faculty senate

- Must accommodate UMUC's need for agility and flexibility to compete in fast-paced online market

- Must maintain the integrity of UMUC's leadership structure, with strategic decision making the responsibility of the president and final academic accountability resting with the provost

Shared Governance at UMUC: Our Assumptions, cont'd

- Must allow for proprietary (competitively sensitive) information to remain confidential

- Academic governance must be led by the university's core faculty (program chairs and 12-month collegiates)

- The Adjunct Faculty Association will represent stateside contingent faculty via "Meet & Confer"

Current Types of Faculty at UMUC

STATESIDE	OVERSEAS

Disaggregating Shared Governance

Who has stewardship of the curriculum and its delivery, and how is it exercised?

In what other ways should the core faculty be involved in providing advice and feedback?

Stewardship of the Curriculum

Who is responsible for the design and assessment of student learning experiences, including:

- Designing a coherent student learning experience?

- Defining program/course learning outcomes?

- Selecting appropriate learning resources?

- Designing specific courses?

- Designing appropriate assessments of student learning?

- Vetting and evaluating contingent faculty?

Our assumption:
This should all be the responsibility of the core faculty.

Questions Related to Core Faculty: Stateside 12-Month Collegiates

Should we streamline titles?

Three categories:

- Should we reserve collegiate for core (stateside 12-month) faculty only.

- What would be appropriate titles for overseas full-time traveling faculty?

- Adjuncts
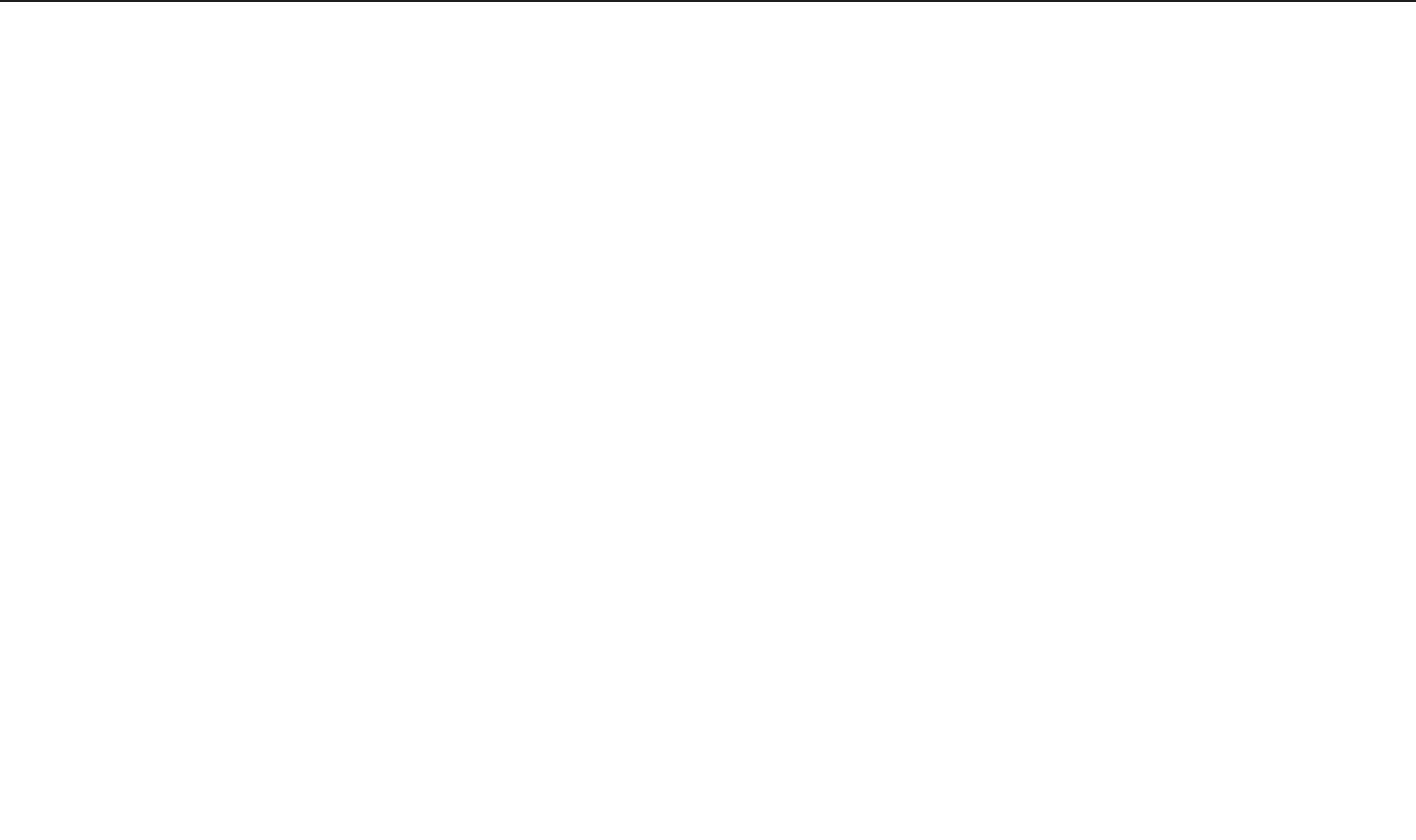
Varieties of Input

1. Afternoon sessions with deans
2. Focus groups
3. Website comment form

Developing the Draft Model

1. Team of core faculty and deans
2. Submit by end of July
3. UMUC model created
4. Final draft shared with faculty for input
5. Present to BOR in September