

**CAROLINAS COLLEGE OF HEALTH SCIENCES  
POLICY AND PROCEDURE**

**ADMINISTRATIVE**

**SUBJECT:** SHARED GOVERNANCE

**REVIEWER(S):** Great Place to Work Committee Chair\*

**POLICY**

The purpose of this policy is to provide guidance for a college decision-making process that ensures decisions are data-based, reflect broad discussion, and involve systematic implementation and evaluation. Carolinas College decision-making process is based on a model of shared governance. In a "Statement on Government of Colleges and Universities," the American Association of University Professors (AAUP) focuses on shared governance as a "calling for appropriately shared responsibility and cooperative action among the components of the academic institution." The College recognizes the value of broad participation in the decision-making process and seeks to encourage faculty, staff, and students to be members of committees and to participate in discussions and decision-making. To facilitate the work of shared governance, a committee structure is operational involving both academic and administrative areas. The committees serve as recommending and/or decision-making boards reflective of and accountable to relevant college divisions. The primary function of committees is to make recommendations and decisions with respect to those matters that fall under their sphere of responsibility. All committees and functional groups engaged in the governance of the college are composed of a variety of teammates. The College commits itself to creating a culture of collegiality, transparency, evidence and accountability for all teammates and students. The opinions and ideas of students are highly regarded by the faculty, staff and administration of the college. As often as is possible, necessary, or appropriate, students' opinions and thoughts will be solicited prior to making a decision that affects them.

A. Four basic tenets of shared governance guide the decision-making process:

- 1) Collegiality: To foster a positive working relationship between colleagues, informed and inclusive decision making occurs, based on an understanding and respect for individuals' expertise. Philosophically, the College seeks to allow decisions to be made at the lowest level practical, but great care is taken to assure decisions are well informed by a variety of constituents so that all possible implications and effects are considered. The college community can, therefore, work together and support each other in their mutual efforts to advance the mission and vision of the college. By inviting participation from all areas of the college, faculty, staff and students can be effectively engaged and empowered to drive the activities of the college.
- 2) Transparency: Open lines of communication between and among all members of the college community help ensure that all persons understand the decision-making process, who is involved in this process and why, who has power to propose and approve changes, and what the proper channels are for making decisions. Decisions that have the potential to affect multiple entities at the college are made with the informed input of all impacted individuals and/or groups. Decision-making should occur at the appropriate levels within the institution though shared governance does not mean that every college group gets to participate or make decisions at every stage. This process provides a meaningful opportunity for all college groups to contribute to the college's daily operations and success in an involved, respectful and collaborative fashion. It is recognized that some decisions come as mandates from either internal or external bodies. In those cases, broad-based discussion and approval of a decision may not be possible, but broad-based communication of the change is expected.
- 3) Evidential: Utilization of trended data, benchmarks and best practices ensures decisions are based on accurate and valid data. Much of the evidence used in the decision-making process will be the result of analyses from the institutional planning and evaluation processes that includes systematic administrative and academic program review, results of strategic planning, and

outcomes from the ongoing institutional effectiveness process. To ensure the effectiveness of the decision-making process, similar data will be used to evaluate the success of recommended changes within the institution.

- 4) **Accountability:** Effective implementation, communication and evaluation encourage participation and promote responsibility of those involved in the process. Representatives of college groups involved in decision-making have the responsibility of keeping their respective groups informed of decisions in an appropriate and timely manner. Everyone participating in college discussions and decision-making has the right to express their opinions and should strive to express opinions in a constructive, complete and accurate manner. Consensus will not always be possible, and decision-makers shall provide reasons for decisions that are contrary to the desires of individuals and college groups.

- B. The types of decisions that are a part of this process include, but are not limited to:

*College Mission and Vision:* The college board of directors is responsible for the regular review of the college mission, to include input from the college community and relevant stakeholders to ensure the mission is comprehensive and appropriate to higher education. The mission and vision are used to set priorities with respect to financial resources and strategic directions for the institution.

*Administrative Coordination:* Communication and coordination of college governance issues occurs most frequently at leadership team meetings. Leadership team meets throughout the year to exchange ideas and discuss progress on departmental and college goals and initiatives. The great place to work committee has the primary responsibility for assisting with college-wide efforts that affect teammates.

*Strategic Planning:* The groups with primary responsibility for the strategic planning include the board of directors, leadership team, and planning and assessment committee with input from the broader college community.

*College Operating Budget:* The president, with assistance from the dean for administrative and financial services, is responsible for developing an annual budget with input from each academic program and college department. The budget development process typically begins during the summer months with final submission to the board of directors for their approval. Academic program chairs, college leaders and committee chairs solicit input from their groups regarding anticipated resource needs, as well as review pertinent data including strategic initiatives, projected enrollments and faculty workloads. The college leadership team provides feedback on the development of the annual budget at regular meetings.

*College Capital Expenditures:* The college budget includes requests for anticipated capital needs (items with a cost of greater than \$500) and the associated priorities of those needs. Individual capital requests and the appropriate source for the requested funds is reviewed and approved by the college president's council.

*Fundraising Priorities:* The college president, with input from the board of directors and college community and stakeholders, has primary responsibility for defining fundraising priorities.

*Academic Programs and Policies:* The faculty are primarily responsible for academic matters that include but are not limited to curriculum development and review, academic and substantive change process, grading system, teaching methods, quality and effectiveness of instruction, integration and training for technology, textbook selection, syllabi, student evaluation, program development and academic advising. College policies and procedures specify the processes used to make decisions regarding academic matters. The academic and curriculum committee and teaching and learning committee have primary responsibility for coordinating these activities within the college.

*College Policies:* Primary responsibility for developing and approving academic policies rests with the faculty. Responsibility for developing and approving policies pertaining to the recruitment and admission of students is shared by faculty and student affairs and academic affairs staff and leaders. In all other cases, the president has the responsibility to approve college policies after the appropriate recommendations or involvement of the college community.

*Student Processes:* The primary responsibility for developing policies impacting student preparation and success, enforcement of the code of student conduct, and other student matters are the primarily responsibility of the student affairs department, with consultation and recommendations from the relevant academic programs and administrative departments. The admissions, progression and graduation committee has the primary responsibility of administering policies and procedures related to student issues. Students are given the opportunity to participate in college committees and student organizations, particularly when matters being discussed will have a significant impact on them.

*Facility Planning:* The management and planning for the physical facility are the primary responsibility of the dean of administrative and financial services. In conjunction with the board of directors, leadership team, and environment of safety committee, the dean ensures the adequacy and security of the physical facilities of the college.

## **PROCEDURE**

### **STEP 1 - Initial Assessment of Change**

- a. Proposed changes may originate at any level within the college. Proposals are presented to the appropriate committee chair and are considered for review. The proposer of the change facilitates the proposal and review process by communicating with impacted departments, determining appropriate approval bodies and presenting relevant information when needed.
- b. Proposed changes are submitted to the approval body using the Recommended Change form. The Decision-Making Flowchart can be used for guidance in determining whether completion of the form is required. If completion of the form is not required, the remainder of the form is used as a guideline for the decision-making process. Generally, if the recommended change affects other departments and/or requires additional resources, approval is required. If the recommended change includes a policy revision, creation, or deletion, the process described in the related policy should be followed, including completion of the Policy Change cover sheet.

### **STEP 2 - Determine Approval Body for Requested Change**

- a. Proposed changes, not being of the same value, may not follow the same steps for approval. The leader for the department from which the proposal originated should aid in identifying the appropriate approval steps.
- b. The purpose and functions of college committees should be reviewed to determine the appropriate approval body for the change.

### **STEP 3 - Rationale and Support for Change**

All remaining sections of the form should be completed, including:

- Describing the proposed change, including the rationale for the request and any data to support the need for the change.
- Describing input received from all those affected.
- Listing the anticipated expenditures and revenue which may be encountered if the proposed change is approved.
- Describing how the change is related to the institutional and strategic goals of the college.
- Explaining opportunities for synergy and collaboration with other Atrium Health entities.
- Prior to submitting the completed form, discuss the implementation and communication plan with impacted groups. In addition, discuss the evaluation plan with the institutional research coordinator. When possible, evaluation plans should align with objectives outlined in the strategic plan for

institutional effectiveness (SPIE). Implementation, communication and evaluation plans must be included in the completed form.

#### STEP 4 - Seek approval for proposed change

- a. The originating body submits a completed form, with any supporting documentation, to the approval body at least two weeks prior to the anticipated review and approval date. All recommended change forms are saved to a common location on the shared drive.
- b. In the two-week time period prior to approval, members of the approval body seek input on the decision from the departments and/or programs that they represent to be shared while discussing the proposed change. Members of the approval body are expected to vote in a manner that is reflective of the general consensus of the group that they represent. It is the responsibility of committee chairs and other group leaders to solicit input from members of the college community, even if they do not serve as members of the committee.

#### STEP 5 - Proposed change review and approval

- a. The approval body reviews the proposed change, including the implementation, communication and evaluation plans. Careful review of potential substantive changes should be a part of the decision-making process.
- b. The approval body communicates the results of the review (e.g., approved, not approved, deferred) in a timely fashion.
- c. If the approval body disagrees with the proposed change, the originating department receives the following feedback: (a) notification that the change was not approved, (b) specific feedback as to why it was not approved, and (c) suggestions for modifications, if applicable.

#### STEP 6 - Implement, communicate and evaluate change

- a. Action steps, responsible individuals, and deadlines included in the checklist and form are monitored. Completed tasks are noted in the checklist and form.
- b. When applicable, evaluation plans are integrated into the SPIE for ongoing monitoring of the effectiveness of the recommended change by the institutional research coordinator.

STEP 7 - When the level of the decision warrants (e.g., significant budgetary impacts, broad-based impact), college leadership reviews, recommends and decides on proposed changes based upon the informed input of other affected units and/or departments.

The Shared Governance policy will be reviewed annually.

## REFERENCES

### Related Policies to Consult

#### CCHS:

BOARD - [Policy Development and Review](#)

ACADEMIC - [Curriculum and Academic Program Approval](#); [Minor and Substantive Changes](#)

ADMINISTRATIVE - [College Committees](#)

### Related Form - [Recommended Change Form](#)

### **Related 2018 SACSCOC Standard(s):**

- 2.1 Institutional mission
- 4.2a Mission review
- 4.2b Board/administrative distinction
- 5.2a CEO control
- 5.2c Control of fund-raising activities
- 6.1 Full-time faculty
- 10.1 Academic policies

- 10.4 Academic Governance
- 14.2 Substantive change

**Additional policy references**

American Association of University Professors (n.d.) Statement on Government of Colleges and Universities. Retrieved November 2017 from <https://www.aaup.org/report/statement-government-colleges-and-universities>.

American Federation of Teachers Higher Education (2016). Shared Governance in Colleges and Universities: A Statement by the Higher Education Program and Policy Council. Retrieved November 2017 from <https://portfolio.du.edu/downloadItem/139191>.

Association of Governing Boards of Universities and Colleges (2017, March). Shared Governance: Changing with the Times. Retrieved November 2017, from [https://www.agb.org/sites/default/files/report\\_2017\\_shared\\_governance.pdf](https://www.agb.org/sites/default/files/report_2017_shared_governance.pdf).

Faculty Council of Community Colleges (2008, October). The Role of Faculty in Shared Governance. Retrieved November 2017 from [https://www.fccc.suny.edu/governance/FCCCsharedGov\\_10\\_18\\_08.pdf](https://www.fccc.suny.edu/governance/FCCCsharedGov_10_18_08.pdf).

Kezar, A. J., and Holcombe, E. M. (2017). Shared Leadership in Higher Education: Important Lessons from Research and Practice. Washington, DC: American Council on Education.

## DECISION-MAKING FLOWCHART

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