

Shared Governance

Board of Regents
University of Alaska

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Overview

1. Preview of Discussion Topics
2. Legal Authority and Responsibility
3. Institutional Accreditation
4. Board of Regents Policy and Regulation
5. Roles
6. Examples
7. Discussion

Preview of Discussion Topics

- What about our shared Governance system is working well?
- How can the Administration more effectively:
 - Solicit advice and counsel from Governance organizations on matters of importance or interest to them?
 - Communicate with Governance organizations on issues of importance to the university community?
- How can Governance organizations more effectively:
 - Provide advice to the Board of Regents and the Administration on organizational and other matters?
 - Communicate with its constituencies on issues of importance to the university community?

Legal Authority and Responsibility

- The Framers of the Alaska Constitution included express provisions for the Board of Regents and the President:

The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session. The board shall, in accordance with law, formulate policy and appoint the president of the university. He shall be the executive officer of the board. (Alaska Constitution Article 7, § 3.)

- The Board of Regents and university president have legal authority, as well as legal responsibility, for governing and administering the university.
- The University is governed by the Board of Regents. The Board is charged with formulating policy for the University (Constitution, Art VII, Sect. III; AS 14.40.120.)
- The president is the chief executive of the University System (Constitution, Art VII, Sect. III; AS 14.40.120; Regents' Policy 02.01.010) and has specific authority to appoint and terminate officers of the University at the pleasure of the president.

Institutional Accreditation

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) . . . but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Board of Regents Policy and Regulation

- The Board of Regents, through policy, has provided for shared governance, declaring that:

The opportunity for faculty, staff and students to participate in the governance of the university is important to its effective operation. The board intends that faculty, staff and student participation in university governance be an integral part of the university community's culture. (Regents' Policy 03.01.010.)
- Governance carries out its functions “subject to the authority of the board, the president and the chancellors.” (Regents’ Policy 03.01.010.D.).
- That same policy sets out five Governance “purposes.” Those purposes provide for faculty, staff, and student organization participation and advice to the president and chancellors, while the latter retain administrative authority and responsibility. Governance organizations:
 1. provide an effective opportunity for university faculty, staff and students to play a meaningful role in matters affecting their welfare;
 2. represent the viewpoints of university faculty, staff and students on regents’ policy, university regulation, and other matters affecting the interests of the university;
 3. address through legislative action other matters as described in their approved constitutions;
 4. advise the president and chancellors in a timely fashion and in a manner set forth in individual organizational constitutions; and
 5. communicate to faculty, staff and students information which is of interest and concern to the university. (Regents’ Policy 03.01.010)

Roles

Board of Regents	<ul style="list-style-type: none"> • Governs the university <ul style="list-style-type: none"> • <i>Governs the university through direction to Administration and through policy, either on its own initiative or upon recommendation from Administration.</i>
Administration	<ul style="list-style-type: none"> • Manages the university <ul style="list-style-type: none"> • <i>Makes recommendations to Board of Regents on matters reserved to the Board of Regents, with consideration to advice from Governance organizations</i> • <i>Makes decisions within its scope of authority, with consideration to advice from Governance organizations</i>
Governance	<ul style="list-style-type: none"> • Advises the university <ul style="list-style-type: none"> • <i>Provides advice to Board of Regents and Administration on matters within their respective scopes of authority</i> • <i>In response to initiatives from Board of Regents and/or Administration, or at its own initiative with approval, initiates and/or implements curricular and other changes within its scope of authority</i>

Examples

	Roles		
	Board of Regents	Administration	Governance
• Regents Policy	Decides	Proposes and implements	Advises
• University Regulation	Is informed	Decides, informs & implements	Advises
• Organizational Structure	Decides in cases required by BOR Policy	Proposes and implements in major cases; decides in smaller cases	Advises
• Academic Programs	Decides	Initiates, supports, approves, and implements	Proposes, advises, reviews & approves
• Curriculum	Informed	Approves	Approves
• Calendar	Decides	Proposes and implements	Advises
• Tuition	Decides	Proposes and implements	Advises
• Admissions Requirements	Delegates to Administration	Approves	Approves
• Academic Program Design	Delegates to Administration	Reviews and approves	Designs, reviews, and provides final approval
• Academic Course Design	Delegates to Administration	Reviews and approves	Designs, reviews, and provides final approval

Discussion

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