LA ROCHE COLLEGE

BIBLIOGRAPHY AND ARTICLES

ON SHARED GOVERNANCE

Sister Carolyn Winschel
Special Assistant to the President for Mission and Planning

February 2005

The bibliography on shared governance contains abstracts from the 16 articles listed. A copy of the bibliography and articles will be on reserve in the library. The one exception, is # 12, The End of Academic Governance: Looking Ahead or Looking Back by Bob Birnbaum. I am waiting for a copy of the article which will be added when it arrives.
BIBLIOGRAPHY ON SHARED GOVERNANCE

1. **AGB Statement on Academic Governance**, Nov. 8, 1998
   Association of Governing Boards of Universities and Colleges
   www.agb.org

   American Association of University Professors
   www.aaup.org/govern.htm

3. **Challenges for Governance, A National Report**,
   USC Rossier School of Education
   Center for Higher Education Policy Analysis (CHEPA)

   This article looks at the results of a web-based survey sent to 3800 individuals in over 750 institutions. More than half of those surveyed responded to 35 questions re faculty participation in governance. Survey results are presented on faculty participation, the areas in which faculty have the strongest influence, attitudes toward shared governance, and effectiveness of specific venues for expressing faculty views.
   www.usc.edu/dept/chepa

4. **Effective Shared Governance: Academic Governance As a Win-Win Proposition**, 
   Michael Miller and Michael Katz
   The NEA 2004 Almanac of Higher Education

   In this chapter, the authors provide a framework for successful collaboration between senates and administrators, looking at academic governance: contextual variables; shared governance, ideal and real; variations to sharing power and win-win governance
   www.nea.org/he/

5. **Faculty and Staff Look At Their Roles In Governance**
   NEA Higher Education Journal, pp. 102-105
   Gregory M. Saltzman & Janet Grenzke

   This article deals with a survey of two populations, NEA Higher Education members and leaders of NEA local chapters, all from unionized public colleges and universities. The survey contained a variety of questions about attitudes towards participation in college or university governance and the results provide an analysis of the relationship between attitudes toward participation in governance and the actual extent of participation. Although much of the article is not pertinent to a small private Catholic college, readers might be interested in the tables and figures which display the results of the survey.
   The article can be found at www.nea.org/he/.

The paper discusses what shared governance is, why it is important and why there is a crisis in shared governance right now. Institutional structures of shared governance should be constructed to incorporate the views of faculty and staff at all levels of decision making. Shared governance is vital to maintain the academic integrity of our colleges and universities.

[www.aft.org/higher_education](http://www.aft.org/higher_education)

7. **Faculty Governance Units and Their Leaders: A National Profile**
The NEA 2002 Almanac of Higher Education
Michael T. Miller

Each of the different institutional types was surveyed on the state of shared governance and 2087 responses (67%) were received. The findings are discussed in this article along with tables indicating faculty roles in governance, characteristics of an ideal governance process and perceptions of faculty involvement in governance.

[www.nea.org/he/almanac.html](http://www.nea.org/he/almanac.html)

8. **Faculty-Administrator Relationships as Integral to High-Performing Governance Systems**
American Behavioral Scientist, Sage Publications
Marietta Del Favero

This article examines the relationship between faculty and administrators in colleges and universities as partners in a shared governance enterprise. Three theoretical concepts are provided from the sociology and management literatures capable of deepening our understanding of this relationship – social exchange, social capital, and network forms of organizations. Study of the social interactions between faculty and administrators will provide insights into improving collaborative activity and the decision-making systems of which they are a part. *Faculty – Administrator Relationships: Implications for Redesign of Higher Education Governance Systems*

Topics addressed in the discussion are as follows: a) the importance of understanding faculty-administrator relationships within a context of changing governance systems; b) faculty-administrator interactions as an integral dynamic to successful decision making systems; and c) the role of leaders in nurturing the faculty-administrator relationship

[www.sagepub.com/cgi](http://www.sagepub.com/cgi)
9. **Assessing the Senate, Critical Issues Considered**  
*American Behavioral Scientist, Sage Publications*  
James T. Miner

Based on a national study of 750 4-year institutions, this study assess the current state of senates and identifies factors that contribute to senate effectiveness. Findings show that although cultural elements of campus governance are position, faculty are dissatisfied with the quality of their involvement in decision making. Based on the findings, the study raises questions aimed at advancing the study and practice of institutional governance with particular attention to the role of faculty senates.

[www.sagepub.com/cgi](http://www.sagepub.com/cgi)

10. **Challenges to Effective Governance**  
*The Navigator, Vol. 4, Issue 1, pp. 6-7*

The tradition of shared governance rests on the assumption that faculty should hold a substantive role in decision making. With internal and external influences demanding responsive change from higher education, however, many of its established traditions are in a state of flux, including effective governance and faculty involvement. Five scholars identify the three greatest challenges confronting governance in higher education.

[www.usc.edu/dept/chepa](http://www.usc.edu/dept/chepa)

11. **Faculty Participation in Decision Making, ERIC Digest**  
*Floyd, Carol, ASHE/ERIC*

Neither faculty nor administrators have been very satisfied with actual participation in governance or the effectiveness of that participation. This paper explores the rationale for faculty participation, what are new challenges to participation and what steps administrators can take. It also considers ways of increasing faculty satisfaction in campus-wide decision making.

[www.ericdigests.org](http://www.ericdigests.org)

12. **The End of Academic Governance: Looking Ahead Or Looking Back**  
*Bob Birnbaum, Professor Emeritus of Higher Education, University of Maryland, College Park*

This paper argues that governance and institutional purpose are related, and that proposals to make governance "more efficient" by reducing or limiting the faculty role in shared governance are likely to diminish institutional effectiveness. The rationalization of governance would not only reduce faculty trust and cooperation, de-legitimize the governance process, and weaken internal processes of social regulation, but would also alter the missions of academic institutions. These institutions are best served by backward-looking processes rooted in culture than by forward-looking processes based on rational choice.
13. “A Conflict of Cultures” Governance At Liberal Arts Colleges, Larry D. Shinn, Change Magazine, January 1, 2004

The state of governance is discussed with the premise that three current constituency models is insufficient and that the sources of conflict arise from multiple structures and competing cultures. A new model of shared governance for liberal arts colleges is proposed.


Many critics have found the practice of shared governance ineffective for today’s dynamic college or university. DeNardis surveys the abundant literature on the subject for readers who wish to make improvements on their campuses.

http://www2.una.edu/sharedgovernance/Articles

15. Governance or Governing?, David Leslie, Challenges for Governance, Governance Roundtable, 2002 Center for Higher Education Policy Analysis

This paper draws on four perspectives on power and its exercise in organizations to analyze the practice of governing colleges and universities. Political theories, leadership studies, analyses of how formal and informal organization interact in the management of conflict, and analyses of the tension between bureaucratic and professional authority are used. The author proposes that the processes of governing provide more useful data than structures of governance in understanding how college and university organizations manage conflict.

www.usc.edu/dept/chepa/gov/roundtable


Summary report on the national study on governance conducted by CHEPA (James Minor). Final report will be available in Fall 2005