

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2599a-03/FGA/FA
March 6-7, 2003

Shared Governance as a Criterion for
Presidential Evaluation

- RESOLVED: That the Academic Senate of the California State University (CSU) strongly urge the Board of Trustees to add to the CSU *Criteria for Presidential Assessment* the following criterion: "Joint Decision Making Through Shared Governance"; and be it further
- RESOLVED: That the Academic Senate CSU strongly urge the Board of Trustees to include within this criterion a requirement that there be evidence that presidents have worked collegially with their campus academic senates and other faculty representatives on budget planning and enrollment management; and be it further
- RESOLVED: That the Academic Senate CSU strongly urge the Board of Trustees to include within this criterion a requirement that there be evidence that that presidents have worked collegially with their campus academic senates and other faculty representatives on policies governing academic and professional standards, curriculum and instruction, research and creative activity and other academic matters.

RATIONALE: Current criteria for presidential assessment make no reference to faculty or to shared governance, although the unique role of faculty and shared governance is enunciated in HEERA and in the statement on collegiality adopted by the Board of Trustees, which states "Collegial governance allows the academic community to work together to find the best answers to issues facing the university. Collegial governance assigns primary responsibility to the faculty for the educational functions of the institution in accordance with basic policy as determined by the Board of Trustees. This includes admission and degree requirements, the curriculum and methods of teaching, academic and professional standards, and the conduct of creative and scholarly activities."

The statement adds that "The collegial process also recognizes the value of participation by the faculty in budgetary matters, particularly those directly affecting areas for which the faculty has primary responsibility." More recently, both Chancellor Charles Reed and Board of Trustees chair Debra Farar

have stressed the importance of involving faculty in campus budget planning, especially in light of the major fiscal challenges currently facing the CSU. Additionally, in a February 24, 2003, joint memo Executive Vice Chancellor David Spence and Academic Senate Chair Jacquelyn Kegley call for “authentic consultation and shared decision making between campus administrators and their academic senates on matters of enrollment management.” By including joint decision making with faculty through the shared governance process as a formal criterion of presidential evaluation, the Board of Trustees would emphasize in a concrete manner the importance of such consultation and increase the likelihood that it would occur in a meaningful way on the individual CSU campuses.

APPROVED UNANIMOUSLY – March 6-7, 2003

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Criteria For Presidential Assessment

General criteria for consideration of both the operations and condition of the campus as well as the leadership and management effectiveness of the President include, but are not limited to, such factors as the following:

1. General Administrative Effectiveness Including Management of Human, Fiscal and Physical Resources:

Evidence in campus operations of effective planning and decision making; development of and delegation to a management team; accomplishment of plans and objectives; flexibility in approach to solving problems and willingness to change programs and methods to keep up with current needs and developments; commitment to equal employment and programmatic opportunities and wise utilization of faculty and staff.

2. Working Relations With the System and the Campus:

Evidence in campus operations that there are open lines of communications; work is accomplished effectively with and through others; the suggestions of others are solicited and considered in good faith and that the executive and the management team have established credibility.

Evidence that the President, in serving as executive officer of the campus, maintains a perspective of the mission of the CSU and cognizance of the special demands placed on the system; participates productively in deliberations in Systemwide academic and administrative matters.

3. Educational Leadership and Effectiveness:

Evidence in campus operations of development, maintenance and renewal of academic plans and programs that meet long-range needs; periodic evaluation of educational progress and accomplishments; the establishment of an environment that stimulates teaching, learning, scholarship, professional development and the pursuit of support to enhance academic programs and innovations.

4. Community Relations:

Evidence in campus operations of community understanding of and support for the campus; good relations with the media; service to and from the community; alumni support; effective "Town and Gown" activities; local, regional and national reputation; and an effective institutional advancement program including fund-raising.

5. Major Achievements of the Campus and the President:

6. **Personal Characteristics**

Evidence in campus operations of the President's knowledge of the job, judgment, leadership, planning and organizing ability, drive, vision, human relations and communications skills, objectivity and fairness, ability to articulate ideas and concepts, ability to innovate, ability to take into account the public relations and political implications of his/her actions, ability to deal with many different problems and events at the same time, ability to withstand any criticism and to direct opposition into productive channels, ability to get to the key parts of complex problems, evidence of having facts before making decisions and ability to promote coordination and efficiency of programs and operations.

Amended November 13-14, 2001
Board of Trustees CSU

Contact:

webmaster@calstate.edu

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