# Table of Contents:

Table of Contents 2
Members of the Staff Advisory Council’s Shared Governance Task Force 3
Introduction 4
Section 1 – The Task Force’s Findings on Item 1 5
Section 2 – The Task Force’s Findings on Item 2 8
Section 3 – The Task Force’s Findings on Item 3a 9
Section 4 – The Task Force’s Findings on Item 3b 11
Conclusion 14
Recommendations 15
Appendix 1 – Reaffirmation of Shared Governance at FGCU 19
Appendix 2 – Proposed Shared Governance Policy 20
Members of the Staff Advisory Council’s Shared Governance Task Force:

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Billy Blood
Cori Bright-Kerrigan
Elspeth McCulloch
Ruth Rodrigues
Introduction:

On September 23rd, 2013 the Staff Advisory Council (SAC) voted unanimously to create a Shared Governance Task Force. The Task Force was deemed necessary because of several instances during the 2012-2013 fiscal year in which SAC was excluded from critical issues and discussions that impacted staff. The Shared Governance Task Force was charged with each of the below items:

1) Examine the current impact that staff has at FGCU, including:
   a. Number and types of positions that staff occupy
   b. Broad responsibilities of FGCU staff members and their impact on University initiatives and operations
   c. History, Mission, and Representation of the Staff Advisory Council

2) Examine how the Staff Advisory Council is currently incorporated into the concept of Shared Governance at Florida Gulf Coast University including:
   a. Successful models and practices of Shared Governance at FGCU
   b. Unsuccessful models and practices of Shared Governance at FGCU

3) Provide recommendations on ways to better incorporate the Staff Advisory Council within the concept of Shared Governance at FGCU

Over the past ten months, the SAC Shared Governance Task Force has been meeting monthly and has been examining each of the items listed above. Throughout this work, the Task Force used the Reaffirmation of Shared Governance (RSG) at Florida Gulf Coast University from October 18th, 2012 as its main reference point in all matters relating to Shared Governance. This document is referred to throughout this report and, as such, is Appendix 1. To complete the work in each of the above areas, the Shared Governance Task Force: 1) Held meetings with former Staff Advisory Council Presidents to learn of their involvement in Shared Governance at FGCU; 2) Examined multiple documents, e-mails, and practices related to SAC’s involvement in Shared Governance; and 3) Examined the 2002 Climate Survey, the 2008 Staff Satisfaction Survey, the Campus Culture and Climate Survey from 2010, and the “President’s Desk” memo from November 2011.

Before moving into the report specifics, the Staff Advisory Council’s Shared Governance Task Force would like to highlight the fact that Florida Gulf Coast University is a wonderful place to work. The Task Force also recognizes that the oversight of a public University with roughly 15,000 students involves a large number of priorities that are difficult to balance. Members of the Task Force were asked to be fair and consistent when analyzing these issues and there is hope that those reviewing this document will also exhibit those same practices. The Task Force is appreciative that the leadership of Florida Gulf Coast University has recognized the importance of Shared Governance by releasing the Reaffirmation of Shared Governance document in October 2012 as well as the recent development of a Shared Governance policy. These two documents further underscore the University’s commitment to the principles of Shared Governance. While the development of this policy is a monumental step forward, there still needs to be several significant measures put into place by the University’s Administration to ensure that Shared Governance is being incorporated and applied consistently to each of the University’s constituencies.
Section 1 – The Task Force’s findings on Item 1:

**Item 1: Examine the current impact that staff has at FGCU, specifically relating to items such as: The number of positions that are occupied by staff; Broad and diverse responsibilities of FGCU staff and their impact on University operations and initiatives; and History of the Staff Advisory Council.**

A part of the Florida Gulf Coast University mission states “Working together, faculty and staff of the University transform students’ lives and the southwest Florida region.” In addition, the University’s Guiding Principles essentially provide the framework for how the faculty and staff accomplish the University mission. Student success is at the center of all University endeavors in providing the highest quality education that develops the whole person for success in life and work, and staff members often play a very important role in accomplishing this. Staff members serve in every division of the University and are often the first representatives that prospective students, parents, community members, visitors, and Eagle fans have of FGCU. Staff influence and are often responsible for key metrics by which the University is measured and are instrumental in the daily operations and public recognition of FGCU. Below are the most widely recognized programs administered by staff which directly impact students.

**Student Recruitment & Retention**

- Undergraduate Admissions & College Reach Out Program – Recruits students & motivates prospective students to pursue and successfully complete postsecondary educations.
- TRIO Student Support Services - Supports first generation, low income and disabled students in the completion of their degrees. Provides various resources to ensure degree completion.
- Fundraising for student scholarships – Development officers within the University Foundation work with members of the community to obtain gifts to benefit the development of the University, and establish endowments which directly impact the number of scholarships available to students. Additionally, staff members contribute a significant amount of the donations received by the Foundation each year during the Faculty Staff Giving Campaign.
- New Student Programs – Provides quality orientation sessions to incoming freshmen students and transfer students, along with parents of FGCU students. Introduces students to the FGCU culture, ensures timely course registration, and promotes student collaboration and engagement.
- Student Activities hosted by University Housing & Student Involvement – Positively impacts student retention by providing activities which fosters creativity, leadership development, team building and communication.
- FGCU Athletics – Provides scholarships to a number of student athletes, and provides sporting activities which heighten the awareness of the FGCU brand and encourage camaraderie.

**Student Engagement**

- Staff members play an integral role in the lives of students each day and contribute to their successes as holistically educated members of society.
- Advisors to Registered Student Organizations – Nearly 40% of the approximate 180 Registered Student Organizations at FGCU are advised by FGCU staff members who volunteer their time and talents to growing students’ skills in their areas of special interest.
Career Development – Staff members provide career counseling and other learning opportunities that assist with the students’ career advancement.

Service Learning – FGCU has a comprehensive service learning program that is administered by staff which allows students to research and contact various agencies in Southwest Florida for service opportunities.

Internship Opportunities – Through internships supervised by staff members at FGCU, students are mentored on time management skills, basic professional conduct, communication skills, and a variety of other traits that are beneficial to their personal and professional development.

Brand Awareness

Welcome Center – Provides tours to interested students and parents, serving as the “face” of the University to nearly all of FGCU’s prospective students.

Community Relations – Produces publications which directly affect FGCU’s brand awareness, markets the University to area businesses, encourages Alumni support and documents the University’s development.

President’s Performance Measures

Staff is instrumental in assisting the FGCU President in successfully achieving many of the President’s Performance measures. For the 2013-2014 FGCU President’s evaluation, staff was an integral part of, or directly responsible for, the following:

- Implementation of the Canvas Learning Management system
- Implementation of the virtual computer lab
- Extend outreach to prospective employers throughout the state of Florida
- Expand the first-year residential experience through a service and learning community in South Village
- Construction of Eagle Hall
- Student Athlete study hall and academic monitoring
- Increased student attendance at basketball games
- Introduction of new performance review system
- Increase available training for staff
- Provide staff professional development training programs
- Reduce energy consumption through building automation
- SBDC engagement with the community
- Begin construction design of the IHUB

Mission of the Staff Advisory Council

The mission of the Staff Advisory Council (SAC) is to facilitate effective communication between the Staff, the President and the Administration. As a proactive partner in the University’s Shared Governance processes, SAC will provide a forum that will directly address the issues and concerns of the staff at Florida Gulf Coast University, and strive to ensure a campus climate that reflects a strong, enthusiastic and positive quality work life.
Purpose of the Staff Advisory Council

The purpose of the Staff Advisory Council is to review issues presented to the Council by Staff, the University President and Administration, and to make recommendations to the University President and Administration. SAC was created in 2000 by President William Merwin as a way to promote open and effective communication with staff members and the University leadership to support the vital role of staff in the decision making processes at the University. Upon its inception, SAC consisted of 14 members. As the University continued to grow, SAC has expanded its membership to include additional representatives. SAC currently consists of 24 councilmembers, 12 Support Personnel and 12 Administrative and Professional, and has representation from each University division. SAC represents approximately 675 benefits earning staff members and strives to provide a forum that directly addresses the issues and concerns of the staff at FGCU.

Over the years, SAC has successfully worked towards accomplishing a variety of initiatives, including:

- Enhanced professional development opportunities for FGCU staff members
  o SAC-organized Soar Into Spring programs hosted during student spring break have had more than 800 participants over the past three years
  o The SAC Professional Development Program has provided $2,500 in continuing education funds for staff over the past two years
- Increased employee recognition opportunities
  o SAC’s Finest of the Flock program has recognized over 150 staff members since its implementation in 2012.
  o Annual Outstanding staff awards has recognized 16 A&P and 16 SP employees since 1999
- Gathered employee input through a campus-wide survey of staff in both 2002 and 2008
- Enhanced Employee Benefits
  o Provided staff members access to the Campus Recreation Fitness Center
  o Improved the benefits of the Employee Sick Leave Pool
  o Leave Donation Policy – Expanded the ability to donate hours to colleagues in need
  o Provision of tuition waiver for family members – Up to six credit hours per semester
  o Provided staff access to an organized wellness program through Campus Recreation
Section 2 – The Task Force’s Findings on Item 2:

Item 2: State the criteria used in determining whether a situation was classified as a successful or unsuccessful example of Shared Governance.

Criteria
In determining whether a situation was classified as a successful or unsuccessful example of shared governance, the Task Force referred to the Reaffirmation of Shared Governance (RSG) at Florida Gulf Coast University from October 18th, 2012. This tool was chosen because it was a collaborative effort of faculty, staff and students and was reaffirmed by the University’s Administration in 2012. The proposed Shared Governance Policy (Appendix 2) further underscores the commitment to these same principles.

FGCU has made strides to include staff and representative SAC members in communication and decision making process through the years. SAC has also made improvements in the way we represent staff to better fulfill our mission of advising the President and Cabinet. To gain a better sense of the history of the Staff Advisory Council’s participation in the Shared Governance process, the SAC Shared Governance Task Force interviewed eight of the past SAC Presidents. Even though many of these former SAC Presidents were in office prior to the publication of the Reaffirmation of Shared Governance in 2012, the Task Force felt that it was important to gather a historical perspective on the Staff Advisory Council’s involvement on this important issue.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Presidential Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Banks</td>
<td>Assistant Vice President, Business Technology Services</td>
<td>2004/2005</td>
</tr>
<tr>
<td>Marc Laviolette</td>
<td>Director, Undergraduate Admissions</td>
<td>2006/2007</td>
</tr>
<tr>
<td>David Vazquez</td>
<td>Director, Budget Office</td>
<td>2007/2008</td>
</tr>
<tr>
<td>Ruth Rodrigues</td>
<td>Director, Campus Reservations and Records Mgmt.</td>
<td>2008/2009</td>
</tr>
<tr>
<td>Lisa Banks</td>
<td>Asst. Director, Planning and Institutional Performance</td>
<td>2009/2010</td>
</tr>
<tr>
<td>Raymond Rodrigues</td>
<td>Budget Manager, College of Arts &amp; Sciences</td>
<td>2010/2011</td>
</tr>
<tr>
<td>Carl Steinberg</td>
<td>Assistant Director, Business Operations</td>
<td>2012/2013</td>
</tr>
<tr>
<td>Nicole Black</td>
<td>Coordinator, Business Applications</td>
<td>2014, 2014/2015</td>
</tr>
</tbody>
</table>

Through these interviews, it is evident that FGCU has attempted to include staff in the Shared Governance process but there is not a uniform mechanism for consistent application. These interviews revealed some common themes which will be noted in the subsequent sections of this report.

The following sections will also illustrate that staff inclusion can and should take place in a variety of forms including:

- Providing consultation and advice to the President and Cabinet on key decisions
- Clear and timely communication to all staff when it affects them as a body
- Equal consideration of staff for resource allocation of all types
- SAC Representation on working committees and task forces
- Ability for communication of ideas to flow up to Administration
Section 3 – The Task Force’s findings on Item 3a:

Item 3a: Successful examples where the Staff Advisory Council was incorporated into the concept of Shared Governance.

1. Staff Pay Increases - The staff continue to be grateful for the consistent and deliberate staff raises that match those attained by faculty members through the bargaining process. This practice demonstrates in a tangible way that staff are active partners in the success of the University. The former SAC Presidents that were interviewed noted their gratitude towards the Administration’s decisions to keep both the faculty and staff pay increases equitable (RSG a.)

2. Development of the Planning and Budget Council - The Planning and Budget Council (PBC) has the potential to be a robust communication and process improvement system allowing for thoughts to flow from the foundation of the institution to the top and vice versa. SAC has representation on each of the PBC committees which aligns with representative participation. (RSG c.)

3. In 2009, SAC was asked to poll staff to see if they preferred a salary increase or the hiring of additional staff, since the reduced budget would allow only one option. This evoked a great deal of goodwill among staff as they understood that a difficult decision was being made and the utmost care was given to gathering staff’s input on this important issue. (RSG b)

4. Special Pay Plan – In 2012, Assistant Vice President and Director of Human Resources Dr. David Kakkuri and former Human Resources Director Steve Belcher met with the Staff Advisory Council to seek input on how to proceed with the Special Pay Plan at FGCU. In 2014, the Staff Advisory Council was consulted for its opinion on this topic once again by Vice President of Administrative Services and Finance Steve Magiera and Assistant Vice President Director of Human Resources Christine Lloyd. (RSG e.)

5. SAC was invited to participate on each of the below committees: (RSG b)
   - CORE Survey Committee
   - Athletic Director Search Committee
   - Title IX Committee
   - President’s Inaugural Ceremony
   - Task Force for reorganizing the Division of Administrative Affairs
   - Search Committee for the Provost and Vice President of Academic Affairs

6. President Bradshaw has attended multiple SAC Chats and SAC Luncheons in the past where he has been engaged in conversations with various staff members regarding key University issues. The President also typically attends the SAC Annual Staff Assembly where he has encouraged staff involvement in the Staff Advisory Council. The majority of former SAC Presidents that were interviewed noted their appreciation of Dr. Bradshaw’s willingness to participate in these activities. (RSG b)

7. In 2014, the amended Employee Criminal & Background Checks policy was sent to the Staff Advisory Council by Administrative Liaison Dr. Mike Rollo for its review before it was sent out through the regular campus wide e-mail process by the General Counsel’s Office. Since SAC received the draft document ahead of time through its Administrative Liaison (which is the preferred practice), SAC provided specific feedback to the General Counsel’s Office and the SAC Administrative Liaison for consideration in advance of the policy being finalized and sent to campus.
8. In 2013, President Bradshaw collaborated with the Staff Advisory Council on the potential transition to a Smoke Free/Tobacco Free campus. President Bradshaw provided valuable information to SAC regarding other organizations which successfully implemented similar initiatives.

9. Throughout the latter half of the 2013-2014 term, there has been an increased willingness from the University’s Cabinet to meet with the SAC President to discuss key University issues.
Section 4 – The Task Force’s findings on Item 3b:

Item 3b: Unsuccessful examples where the Staff Advisory Council was not incorporated into the concept of Shared Governance.

1. Shared Governance Policy (2014) – The Shared Governance policy was introduced to campus via the mandatory 10 day state public notice process. (RSG b., c., e., and f.) The Staff Advisory Council was not included in its development.
   - While SAC strongly supports this policy, this serves as a clear and current example of how the University seems to value the concept of shared governance over practice.
   - SAC has asked that Administration provide a documentation of practices that clearly specifies the broad concepts of Shared Governance that will move this policy from theory to practice. At the July 2014 SAC meeting, Vice President of Academic Affairs Dr. Ron Toll agreed to create this document and provide it to SAC for its input and review by the early part of the Fall 2014 semester. The Staff Advisory Council and the Shared Governance Task Force were very pleased with Dr. Toll’s participation in this important discussion and the corresponding outcome.

2. SAC is rarely informed of the development of Policies and Regulations that directly impact staff and their areas of responsibility. The majority of former SAC Presidents that were interviewed stated that the exclusion of the Staff Advisory Council on key University decisions was also a common theme throughout their tenures as SAC Presidents. Several recent examples of this trend include: (RSG b., c., d., e., and f.)
   - Domestic Partner Health Insurance Stipend (DPHIS) Program (2013)
   - Shared Governance Policy (2014)
   - Employee Criminal & Background Checks Regulation (2013)
   - Domestic Violence Leave Policy (2014)
   - Grievance Regulation (2014)

3. Planning and Budget Council (RSG a., b., c., d., e., f.)
   SAC’s Shared Governance Task Force believes that the PBC has great promise to be one key avenue of Shared Governance. In an organization the size and complexity of a University, the PBC cannot be the only path of communication for a successful Shared Governance Model. The examples listed below were also reinforced by several of the interviews with former SAC Presidents. Some limitations of the current structure include:
   - Inconsistency of information that is routed through the PBC.
     - There is prevalent confusion regarding which items should be routed through the PBC, which items should go through divisional channels, and which items should be brought to each constituency through its respective Administrative liaison.
   - Decision Making Processes
     - Information seems to funnel down but not up. Committee and subcommittee members often perceive their input not being considered due to a decent amount of decisions being pre-determined.
   - Clarification of University’s Budget Process
     - Oftentimes, there is confusion relating to the divisional budget process, the PBC’s budget process (through the PBC Budget committee), and the Cabinet’s budget process. A better definition of how these 3 processes relate to one another is frequently desired.
4. Advisory Role to the University President and Representation on the University’s Board of Trustees (RSG a., b., c.)

Established in 2000, SAC’s role is to facilitate effective communication between the Staff, President and Administration as well as to review issues and advise the President and Administration. This requires a purposeful and coordinated effort on the part of all parties.

- Representation on the University’s Board of Trustees – Two of the three University constituencies (faculty, students) have voting seats on the FGCU Board of Trustees due to Florida Constitution, Article IX, Section 7 (c) LOCAL BOARDS OF TRUSTEES. Without a seat (voting or non-voting), staff find themselves at a great disadvantage in fulfilling shared governance responsibilities and availing itself to the privileges that Shared Governance provides to both faculty and students during FGCU Board of Trustees meetings.
  - The lack of a SAC representative at the BOT table serves as a visible and persistent reminder to staff that they are not equal stakeholders in the Shared Governance process. This point was reinforced by many of the former SAC Presidents that were interviewed.
  - To comment on an issue that is being discussed at a BOT meeting, the SAC President has the same rights and opportunities to speak as a member of the general public. They must complete a comment card and be called upon to address the BOT. This is neither a collegial nor representative way to acknowledge fellow stakeholders.
  - A one-way, time-limited update on SAC at each BOT meeting is neither a collaborative nor a pro-active way to seek out and respect views from other stakeholders.
  - Divisional Vice Presidents and other high level University personnel that sit at the BOT table are there to represent the divisional interests, not staff. Staff understands and supports the need for a Divisional presence at the table, but do not agree with the notion that divisional representation is the same as representing staff concerns.
  - The University has changed its Bylaws to allow the Chair of the FGCU Foundation, Inc. to serve as a non-voting ex-officio of the BOT. While this organization is statutorily responsible to the BOT pursuant to Florida Statute 1004.28 Direct Support Organizations, this statute does not afford them a non-voting ex-officio seat on the FGCU BOT. The decision to amend the Bylaws to allow the FGCU Foundation Board Chair to occupy a non-voting seat on the BOT was made by the FGCU BOT. The FGCU BOT has the power to amend the University’s Bylaws to allow the SAC President to have a non-voting seat on the FGCU BOT. Since this request has been denied in the past by the University’s Administration, it gives staff members the impression that they, and the organization that represents them (SAC), is less important than other stakeholders with a non-voting seat on the FGCU BOT.

- Consistency of Administration’s communication with SAC seems to be driven by publicly critical issues more than an established process. Creating a regular process of communication with both the President and Administration will provide for more established and solid working relationships.
  - It is difficult to advise the President and Administration if SAC is not informed of proposed University changes that impact staff until after publication.
    1. A number of former SAC Presidents noted in their interviews that it would be beneficial if the SAC Administrative Liaison brought proposed University changes to the SAC President during their monthly meetings.
    2. There is not a clear process of how items are communicated from the SAC Liaison to the Cabinet.
5. New Employee Evaluation Process (2013) – SAC has been a strong advocate of an improved evaluation process including supervisor accountability to conduct evaluations since the 2007 SAC Climate Survey. In 2013, the new employee evaluation form and process were presented to SAC by a Human Resources representative. While SAC was appreciative of HR’s presentation on this and in complete agreement that a new evaluation form and process were needed, SAC members were disappointed that they did not have any opportunity for input on the development of the form or the process prior to its implementation. (RSG d., f.)

6. SAC representation was not present on key University hiring decisions: (RSG a., b., and c.)
   - The President’s Search and Hiring Committee (2007). Despite direct inquiry for this representation, SAC was denied a seat at the table for this very important search.
   - Hiring Committee for the Vice President of University Advancement (2013)
   - Interview Panel for the most recent hiring of the Assistant Vice President of Human Resources (2013)

7. The 2014 Marketing Study included hand-picked focus groups chosen by Administration. SAC representation was not requested or included in this process. (RSG b., c., d., e., f.)

8. New University guidelines related to the maximum number of hours that OPS Employees can work on campus (2013). This was clearly a decision that needed to be made by the University’s Administration due to changes of federal and state law. While this decision was made due to pending changes of federal and state law, the Staff Advisory Council could have been made aware of this forthcoming decision before it was sent out as a campus wide e-mail.
Conclusion:

Overall, the Staff Advisory Council’s Shared Governance Task Force felt that the University’s leadership is making positive steps towards ensuring Shared Governance at Florida Gulf Coast University. Between the Reaffirmation of Shared Governance, the proposed Shared Governance policy, and many of the other items mentioned in the report, the Task Force could see that there was a genuine interest taken by the University’s leadership to include the Staff Advisory Council in important decisions and discussions that guide the University. Through this examination, however, the Task Force also found that there are some practices that need to be better defined and/or improved upon relating to the Staff Advisory Council’s inclusion within the concept of Shared Governance at Florida Gulf Coast University.

The Staff Advisory Council’s Shared Governance Task Force also recognizes that managing the complexities of a public University is particularly challenging. As stated in the Florida Gulf Coast University Guiding Principles, “Assessment of all functions is necessary for improvement and continual renewal. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged, the status-quo is questioned, and change is implemented.” Keeping these statements in mind, the Shared Governance Task Force feels strongly about each of the recommendations proposed in this report. Each of the recommendations below is intended to better include the organization that has been designated to represent FGCU staff’s interests, the Staff Advisory Council, within the concept of Shared Governance.
Recommendations:

**Recommendation 1:** To establish a documentation of practices that details specific examples of how Shared Governance should be practiced at FGCU. Ideally, this document should be reviewed with input given from each of the following constituencies before it is put into practice: Faculty Senate, Student Government, the Staff Advisory Council, and the President’s Cabinet. This document will develop a clear process that clarifies:

1) Which general concepts are brought through each constituency (SAC, SG, and Faculty Senate) for input?
2) Which general concepts are brought through each constituency (SAC, SG, and Faculty Senate) simply as informational but with no opportunity for input?
3) Which general concepts are routed through the PBC for input?
4) Which types of items are routed through the PBC simply as informational but with no opportunity for input?
5) Which general concepts are decided on by Administration without seeking input from any of the constituencies and without running them through the PBC?
6) What is the established timeline that each of the items that are open for input (Numbers 1 & 3) should be shared with each of the constituencies?
7) What is the established timeline that each of the items that are simply informational (Numbers 2 & 4) should be shared with each of the constituencies?

**Explanation for Recommendation 1:**

While the Reaffirmation of Shared Governance and the proposed Shared Governance policy define Shared Governance, neither of those documents identify general concepts in which Shared Governance should be practiced and how it should be practiced. Much of the confusion relating to Shared Governance can be cleared up if when, where, and how shared governance should be applied is better clarified. As listed in Faculty Senate’s Shared Governance Ad-Hoc committee report, “we discovered that faculty and administrators see shared governance very differently.” Since there is a decent amount of confusion from two of the University’s main constituencies related to this topic, a documentation of practices would be incredibly helpful for all involved in shared governance moving forward. SAC’s Shared Governance Task Force recognizes that this document will not be able to cover every specific example of Shared Governance and that there will be exceptions due to time-sensitive changes. Relating to the established Principles of Shared Governance, Recommendation 1 would be incorporating: Collegiality, mutual trust, and collaboration; Proactive involvement; Representative participation; Clarity of roles; Transparency; and Accountability.

*Note: Recommendation 1 was approved by the Staff Advisory Council at their August 25th, 2014 meeting by a vote of 17 members for and 1 member against.*
**Recommendation 2:** The Staff Advisory Council is given at least 30 days to review all policies, regulations, programs, or other processes that impact staff before they are shared University-wide. SAC’s feedback is taken into account and not overlooked. If the specific input that SAC has provided cannot be accommodated, specific reasoning is provided in writing.

- SAC is also made aware of potential large scale changes that impact staff before they are incorporated into a policy, program, or regulation. (Examples: OPS cap of 29 hours per week, employee evaluation process, etc.) These programs were obviously discussed well before they were sent to SAC. SAC should be included in these discussions at the outset as opposed to when they near conclusion.

**Explanation for Recommendation 2:**

Over the years, the Staff Advisory Council has been asked to review certain University policies, regulations, and programs intermittently. In order for the Staff Advisory Council to truly be a representative body of the University staff, it needs to be given ample time to research these items and consult with both Staff Advisory Council members and general staff members. Relating to the established Principles of Shared Governance, Recommendation 2 would be incorporating: Proactive Involvement; Representative Participation; and Transparency.

*Note: Recommendation 2 was approved by the Staff Advisory Council at their August 25th, 2014 meeting by a vote of 17 members for and 1 member against.*

**Recommendation 3:** The Staff Advisory Council is asked to have a SAC representative participate on every interview panel or hiring committee for all positions that are an Assistant Vice President or higher. This includes the University Vice President positions and the University President position.

**Explanation for Recommendation 3:**

Over the years, the Staff Advisory Council has been asked to sit on certain interview panels and hiring committees for several upper-level University positions. These requests, however, have not been consistent. In order for the Staff Advisory Council to have a participatory voice in the selection of important University positions, their participation needs to be sought on all interview panels and hiring committees of these positions. While there are FGCU staff members that do sit on these panels and hiring committees, it is important to note that SAC representatives serving on University committees or other work groups are there to represent staff interests as a whole while staff members that are not affiliated with SAC will likely advocate and evaluate from their department’s singular point of view. Relating to the established Principles of Shared Governance, Recommendation 3 would be incorporating: Collegiality, mutual trust, and collaboration; Proactive involvement; Representative Participation; and Transparency.

*Note: Recommendation 3 was approved by the Staff Advisory Council at their August 25th, 2014 meeting by a vote of 17 members for and 1 member against.*
**Recommendation 4:** The Third Amendment and Restatement of the Florida Gulf Coast University Board of Trustees Bylaws be amended to list the Staff Advisory Council President as a non-voting, ex officio trustee of the Board.

**Explanation for Recommendation 4:**

While Florida Statute determines the voting members on the FGCU Board of Trustees (BOT), the FGCU BOT is able to amend its bylaws to include an ex-officio non-voting member. Since the bylaws were changed to include the Chair of the FGCU Foundation Board as a non-voting ex officio trustee of the FGCU BOT, a precedent has been set to include important University constituencies as non-voting members of the FGCU BOT. The request for the SAC President to have a non-voting seat on the FGCU BOT has been made several times over the years (2011 & 2013), illustrating that this has been, and will continue to be, an important issue for both current and former Staff Advisory Council members. Relating to the established Principles of Shared Governance, Recommendation 4 would be incorporating: Collegiality, mutual trust, and collaboration; Proactive involvement; Representative Participation; and Transparency.

*Note: Recommendation 4 was approved by the Staff Advisory Council at their August 25th, 2014 meeting by a vote of 16 members for, 1 member against, and 1 member abstained.*

**Recommendation 5:** Permit the Staff Advisory Council president to participate in the FGCU President’s Annual Evaluation.

**Explanation for Recommendation 5:**

Since staff are instrumental in assisting the FGCU President in achieving many of his Performance Measures, it would make sense for the president of the organization that represents staff (SAC President) to have an opportunity to be a part of the President’s evaluation process. As the Staff Advisory Council President cannot be a voting trustee due to State Statute, their input can most likely be gathered by the chair of the FGCU Board of Trustees (similar to how the Board of Governors input is gathered). Relating to the established Principles of Shared Governance, Recommendation 5 would be incorporating: Proactive involvement; Representative participation; Transparency; and Accountability.

*Note: Recommendation 5 was approved by the Staff Advisory Council at their August 25th, 2014 meeting by a vote of 16 members for, 1 member against, and 1 member abstained.*
**Recommendation 6:** All of these recommendations, if adopted, are incorporated into a policy, regulation, or written practice so that they cannot be modified without collaboration and discussion.

**Explanation for Recommendation 6:**

The purpose of each of these recommendations is to propose measures that would better include the Staff Advisory Council within the concept of Shared Governance at FGCU. In order to ensure that these measures are maintained and built upon, they would need to be included in some form of University written documentation (policy, regulation, bylaw, or process). Relating to the established Principles of Shared Governance, Recommendation 6 would be incorporating: Collegiality, mutual trust, and collaboration; Proactive involvement; Clarity of Roles; and Accountability.

*Note: Recommendation 6 was approved by the Staff Advisory Council at their August 25th, 2014 meeting by a vote of 17 members for and 1 member against.*
Appendix 1 - Reaffirmation of Shared Governance at Florida Gulf Coast University
October 18, 2012

Affirmation of Shared Governance

Florida Gulf Coast University reaffirms its commitment to shared governance, which is the participation of faculty, staff, students, administrators, the president, and the board of trustees (hereafter referred to as stakeholders) in mutual, respectful, transparent decision- and policy-making processes.

Statement of Purpose of Shared Governance

The purpose of shared governance at FGCU is to effectively promote the accomplishment of the University’s unique vision and mission through shared responsibility and accountability among stakeholders, while exercising sound principles of fiscal management and retaining public accountability. We are committed at FGCU to the notion that the best path to success is one where the responsibility and accountability for academic excellence and student success is shared openly and cooperatively among all parties.

Shared governance involves collaborative efforts to fulfill and fully execute the institutional mission by participating in matters including the:

1. identification of priorities,
2. development of policies,
3. defining of responsibility for ethical leadership,
4. enhancement of community partnerships, and
5. stewardship of the academic institution as a whole.

Principles of Shared Governance

We agree that there are certain attributes of shared governance that should be observed and respected by all parties, regardless of the specific processes followed or levels of stakeholder involvement. An effective process of shared governance is characterized by:

a. Collegiality, mutual trust, and collaboration – stakeholders promote a climate of trust and cooperativeness that fosters the expression of views without negative consequences. Stakeholders openly support shared governance, in words and actions, and view themselves as partners in the success of the University. Stakeholders openly support, encourage, and reward collegial participation in shared governance.
b. Proactive involvement - stakeholders seek out and respect views from other stakeholders and affected parties who have relevant information, expertise and involvement in matters under consideration.
c. Representative participation - faculty, staff and student participants work to accurately and democratically portray the full range and nature of valid constituent issues in governance processes, recognizing the majority position when it is known, but also crediting important minority perspectives.
d. Clarity of roles - stakeholders mutually develop a common understanding of and respect for their appropriate roles in both regular and ad hoc processes, and establish methods of resolving issues when consensus cannot be reached.
e. Transparency – stakeholders keep each other informed on upcoming and ongoing decision processes, both shared and autonomous, to ensure that all parties are cognizant of significant developments throughout the process.
f. Accountability - stakeholders recognize the value of and actively participate in systematic review, assessment, and continuous improvement of decision-making processes, and cooperatively and constructively help remediate governance processes as needed.
Appendix 2 – Proposed Shared Governance Policy

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<tr>
<th>Florida Gulf Coast University</th>
<th>Policy Manual</th>
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<td>Shared Governance</td>
<td>Policy: TBD</td>
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<th>Responsible Executive:</th>
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I. POLICY STATEMENT

The purpose of shared governance at FGCU is to effectively promote the accomplishment of the University’s unique vision and mission through shared responsibility and accountability among stakeholders, while exercising sound principles of fiscal management and retaining public accountability. FGCU is committed to the notion that the best path to success is one where the responsibility and accountability for academic excellence and student success is shared openly and cooperatively among all parties.

Shared governance involves collaborative efforts to fulfill and fully execute the institutional mission by participating in matters including the:

A. identification of priorities;

B. development of policies;

C. defining of responsibility for ethical leadership;

D. enhancement of community partnerships; and

E. stewardship of the academic institution as a whole.

II. PRINCIPLES OF SHARED GOVERNANCE

FGCU asserts there are certain attributes of shared governance that should be observed and respected by all parties, regardless of the specific processes followed or levels of stakeholder involvement. An effective process of shared governance is characterized by:

A. Collegiality, mutual trust, and collaboration. Stakeholders promote a climate of trust and cooperation that fosters the expression of views without negative consequences. Stakeholders openly support shared governance, in words and actions, and view themselves as partners in the success of the University. Stakeholders openly support, encourage, and reward collegial participation in shared governance.

B. Proactive involvement. Stakeholders seek out and respect views from other stakeholders and affected parties who have relevant information, expertise and involvement in matters under consideration which may include examples such as: University mission and
budget; curriculum and instruction; research; appointment, promotion, and retention of faculty members and the development of policies that affect faculty and staff welfare; development of university policies and procedures; selection and appointment of administrators; issues that affect the ability of students to complete their education. Formal and informal mechanisms for obtaining information by stakeholders are multiple in nature, assuring that stakeholders have easy access to knowledge about governance issues under consideration. These may include email alerts, Web postings, and/or consideration by deliberative bodies such as the Planning and Budget Council, Faculty Senate, Staff Advisory Council, and Student Government in accordance with their by-laws and existing circumstances.

C. Representative participation. Number of faculty, staff and student participants work to accurately and democratically portray the full range and nature of valid constituent issues in governance processes, recognizing the majority position when it is known, but also crediting important minority perspectives. As circumstances warrant, issues are brought before core representative bodies such as the Planning and Budget Council, Faculty Senate, Staff Advisory Council and Student Government Senate in order to facilitate debate and dialogue and allow feedback from stakeholders. Representatives of shared governance bodies may be appointed and/or elected by their constituencies in accordance with relevant by-laws. Such bodies may elect their own presiding officers or they may be appointed ex officio in accordance with relevant by-laws.

D. Clarity of roles. Number of stakeholders mutually develop a common understanding of and respect for their appropriate roles in both regular and ad hoc processes, and establish methods of resolving issues when consensus cannot be reached. Examples of appropriate roles and their contexts for faculty, staff, and/or student participation comprise:

1. The responsibility of administrators for forming and articulating a vision for the institution, for providing strategic leadership, and for managing its human resources, finances and operations;

2. The central role of the faculty in the institution’s teaching, research, and service programs, including the assessment of the quality of these activities through peer review;

3. The essential support provided by staff in facilitating the institution’s operations and the legitimate interest of the staff in participating in the development of policies and procedures that affect them and the welfare of their institutions;

4. That students are the institution’s main academic educational focus and that they have a legitimate interest in matters affecting their institutional academic experience, including but not limited to tuition and fees, their academic evaluation, housing and student life; and
5. That there is a role for each group in the search for and selection of key institutional administrators such as the president as appropriate to circumstances.

E. Transparency. Stakeholders keep each other informed on upcoming and ongoing decision processes, both shared and autonomous, to ensure that all parties are cognizant of significant developments throughout the process providing opportunities for input and recording/noting objections or dissenting statements submitted by representative governance bodies.

F. Timeliness. Efforts shall be made to provide reasonable advance notice of proposed actions that can affect the professional or intellectual lives of stakeholders to allow for effective dialogue and to foster mutual cooperation wherever possible before adoption and implementation.

G. Accountability. Stakeholders recognize the value of and actively participate in systematic review, assessment, and continuous improvement of decision-making processes, and cooperatively and constructively help remediate governance processes as needed. Representative bodies should periodically review the efficacy of mechanisms intended to facilitate institutional shared governance and suggest ways in which these mechanisms can be enhanced to ensure continued effectiveness.

III. REASON FOR POLICY

The policy is necessary to define and clarify the roles and responsibilities among institutional stakeholders in the governance of the university.

IV. APPLICABILITY AND/OR ACCOUNTABILITY

The policy applies to all university constituencies defined in the policy.

V. DEFINITION OF TERMS PROCEDURES

Implementation of shared governance at FGCU is mediated through the following documents: Florida Gulf Coast University Board of Trustees By-Laws; Planning and Budget Council By-Laws and the operating procedures of its constituent committees; Florida Gulf Coast University Board of Trustees and the United Faculty of Florida, Florida Gulf Coast University Chapter 2011-2014 Collective Bargaining Agreement; Faculty Senate By-Laws; Staff Advisory Council By-Laws; and Student Government By-Laws.

HISTORY

New

APPROVED

President Date

Florida Gulf Coast University
Policy # (TBD) Shared Governance
GC152113_2