

SHARED GOVERNANCE IN CALIFORNIA UNIVERSITIES



October 31st
2019

A survey of shared governance structures in
the CSU and UC systems

With an eye toward growing shared governance at San Francisco State University, this document reviews shared governance structures across the CSU & UC systems and highlights potential avenues for further exploration.

Shared Governance in California Universities

A SURVEY OF SHARED GOVERNANCE STRUCTURES IN THE CSU AND UC SYSTEMS

EXECUTIVE SUMMARY

Purpose & Objectives

On September 16, 2019, the president of San Francisco State University (SFSU) requested a review of shared governance models found at other Universities in the context of expanding the scope of shared governance at SFSU, particularly as relates to the role of staff. The topic of shared governance is broad and cannot be covered in an exhaustive manner in such a short amount of time; this report is a superficial review intended as a way to begin the conversation. With that in mind, this report is also entirely my opinion – I did not survey or engage any constituents to solicit feedback or guidance. Any actions taken should be done in consultation with the current administrative leadership and shared governance bodies in place.

This report focuses mainly on the CSU and UC systems. A superficial review of the 23 CSU and 10 UC campuses reveals a varied degree of commitment to shared governance, expressed in a variety of shared governance bodies, constituent membership in those bodies, executive committee membership, and types of committees. This survey looks more closely at campuses with shared governance models whose membership represent and address issues in more areas of the campus. While examining these groups, I always had in mind:

- how can we expand the scope of shared governance at SFSU?
- are there well- functioning examples of bodies that include more participants from more parts of the campus?
- what good ideas in practice at other campuses can SFSU incorporate or adapt?

My focus was not to search for a one-to-one replacement for our current model of shared governance. I believe that our campus will always need to “do our own thing”, be that taking the lead with a fresh idea or tweaking a good idea to make it great for us. This report focuses on the later.

“Consultation, the process of seeking information before undertaking a course of action, can ensure that well-intentioned initiatives and policies do not have unintended consequences.”¹

Background

This report does not focus on a history of shared governance (either in general, or in the California systems). That type of research, while interesting, would be time consuming and not very helpful for our immediate need, though I did come across some good papers that cover CSU & UC governance history.²³ It is also important to note that this report is a sibling document to the review of the Long Beach Staff Council. In light of this, much of the focus of this report will be on the structure of senates and less about other shared governance bodies.

Mandates, Relevant Laws, and Regulations

Please see Appendix A for a table of mandates, relevant laws, and regulations.

We, as the SFSU community, have arrived at our interest in expanding the role of staff in shared governance independent of any mandate or dictum, viewing as a way to address multiple concerns related to morale, equity, and retention on campus. The tendency of our cabinet areas to act in siloes has long been a barrier to successful process and policy making leading to narrow interpretations of the Chancellor’s Office Policy Manual & Executive Orders and the lack of full campus participation in shared governance. It often seems as if decisions made in non-Academic Affairs cabinet areas of the University are made without significant input from the students, faculty, & staff, in a mindset of “business operations” as opposed to an academic enterprise. While we have significant investments in long-term staff and faculty with explicit expertise in operational functions, we do not often leverage those resources.

Conclusions

Shared governance is a broad topic with many avenues to explore. This report is a small glimpse into the variety of expressions of shared governance found in higher education. SFSU does actively participate in shared governance, mainly through the Academic Senate, and is known for having strong, forward-thinking shared governance values. We have nods to shared governance in our strategic plan, but we lack an explicit public statement of the value and mission of shared governance from University leadership. We lack a clear delineation of where shared governance is employed versus when it is not and what bodies have the authority to weigh in on policy and process development. We also lack full participation from all areas of the campus, particularly among the staff.

The Academic Senate has been, and should continue, thinking about and discussing ways to expand and strengthen shared governance through expanding its membership. The Academic Senate may also want to consider reviewing the other campus committees, policies, and processes for useful ideas (some of which are listed in this report). This may be accomplished through a variety of methods, such as at an Executive

¹ <https://senate.uci.edu/files/Consultation-Document-updated-8.3.18.pdf>

² <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/Documents/reports/pp.pdf>

³ <https://cshe.berkeley.edu/publications/shared-governance-university-california-historical-review>

Committee Retreat, via Standing Committee review, or by establishing a sub-committee or working group, which should be determined by the Senate. As always, the Academic Senate should consider how better to involve the student voice. The Academic Senate should also have a robust discussion with University leadership about how best to support shared governance including but not limited to release time, staffing, and record keeping needs.

Our campus previously had a Staff Council which seemed to fizzle out because it's focus began to drift into personnel/bargaining issues. There may have also been an unfair labor practice filed with the union. In light of this, if something akin to a Staff Council is still desirable at our campus, a good first step forward might be to have a discussion with the University Counsel and CSUEU Leadership about what functions a Staff Council could perform. Next, create a steering committee/exploratory committee to survey the campus for need & interest and to establish a clear & explicit charge & structure for the council in conjunction with guidance from CSUEU leadership. It will be important for the success of a new staff council that the limits/boundaries of scope are clearly defined. It will also be important for the Academic Senate and whatever staff organization that might be created to have connections/cross-membership.

GENERAL INFORMATION

Statements on the meaning of, and intent to participate in, shared governance

Many universities have a statement on shared governance – some as a preamble or introduction to the faculty constitution or senate bylaws; others as formal statements made by campus presidents. Some campus simply make use or have a reference to the CSU Academic Senate statement on “collegiality in the California State University system” approved in 1985.⁴

While these statements can vary in tone, length, and detail, they serve as a public declaration of the intent to work as a community to achieve the mission of the university. These statements are sincere expressions to all community members that their input is valuable and a call for all to participate. Below are some excerpts taken from statements on shared governance and collegiality at other universities:

“The complexity of current issues within higher education requires the multiplicity of perspective, diversity of approach and collective intellectual capacity that can only happen when shared governance flourishes. This statement affirms the central role of shared governance, and asserts that it is the most effective means by which our institution can respond efficiently and effectively to a continuously changing environment.”⁵

⁴ <https://senate.sonoma.edu/governance/resources/collegiality-california-state-university-system>

⁵ <https://senate.uci.edu/files/Shared-Governance-Statement-updated-to-include-UC-Regents-Bylaw-40-July-5-2018.pdf>

“The filter of other minds, and the tests of experience broader than that of a few people more often than not adds value to the formulation of a proposal. In many cases, consultation has thwarted unwise ideas. Examples may also be found of bad decisions that may have been prevented with broader consultation with affected groups. Overall, we enhance our collective skills by reaching out to broad constituencies for participation in governance.”⁶

“Central to collegiality and shared decision-making is tolerance, which might be defined as a civil regard for differing opinions and points of view. Tolerance welcomes diversity and actively sponsors its opinions. The collegium must be the last public bastion of respect for individuals, whether they are members of the faculty, student body, staff, alumni, administration, or Board of Trustees.”⁷

“CSUMB values the perspectives, voice and contributions of all members of the university community: students, faculty, staff and administration. We are committed to being a model, pluralistic academic community where all learn from and teach one another in an atmosphere of trust, mutual respect, and pursuit of excellence. We commit ourselves to creating and maintaining processes of shared governance which appropriately involve all university groups and which are demonstrably fair, open, just and equitable.”⁸

⁶ <https://senate.universityofcalifornia.edu/files/resources/SHRDGOV09Revision.pdf>

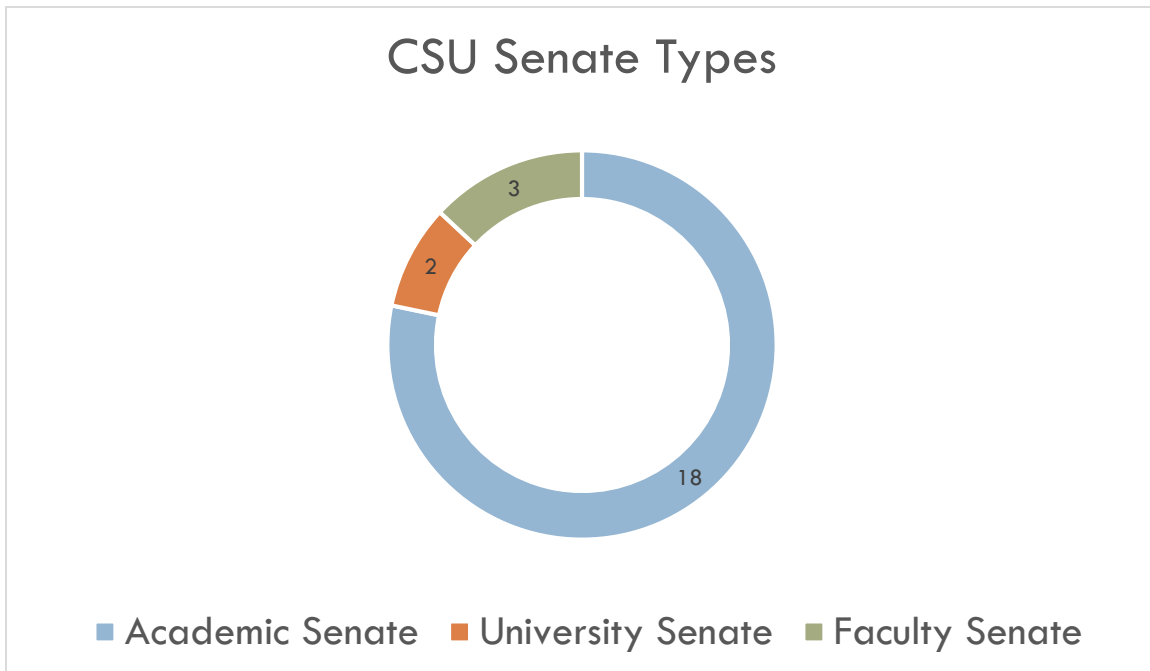
⁷ <https://senate.sonoma.edu/governance/resources/collegiality-california-state-university-system>

⁸ https://drive.google.com/open?id=0B_eT4WgZg2JWVmhibExfcDh6SUU

ORGANIZATION

What's in a name?

It appears that the name of the shared governance body is not really that important. All ten UC campuses operate as divisions of the UC Academic Senate – all with a similar (if not the same) structure. A good example of how the Academic Senate's in the UC system are organized is illustrated by UC Santa Barbara.⁹ The CSU system is more varied: two campuses operate as University Senates (Humboldt & San Diego State); three campuses operate as Faculty Senates (Northridge, Sacramento, & San Bernardino); the remaining 18 campuses operate as Academic Senates.



Faculty senates tend to be highly restricted to faculty with very few administration, staff, or students participating. University senates tend to be the most inclusive covering more areas of the university enterprise and including the most participation from administrators, staff, & students. Academic senates are right in the middle – having limited administrators, staff, and students participating, but there are some examples of campuses with Academic Senates that look like University Senates (Channel Islands, Dominguez Hills, Long Beach, & San Marcos). Monterey Bay and Fresno State have Academic Assemblies that delegate power to their Academic Senates.

While the UC and CCC systems have fairly uniform (as well as system-wide) organizations focused on staff participation in shared governance, the CSU is both lacking and varied where it can be found. Below is a graph that represents the type of staff focused shared governance organizations in the CSU:

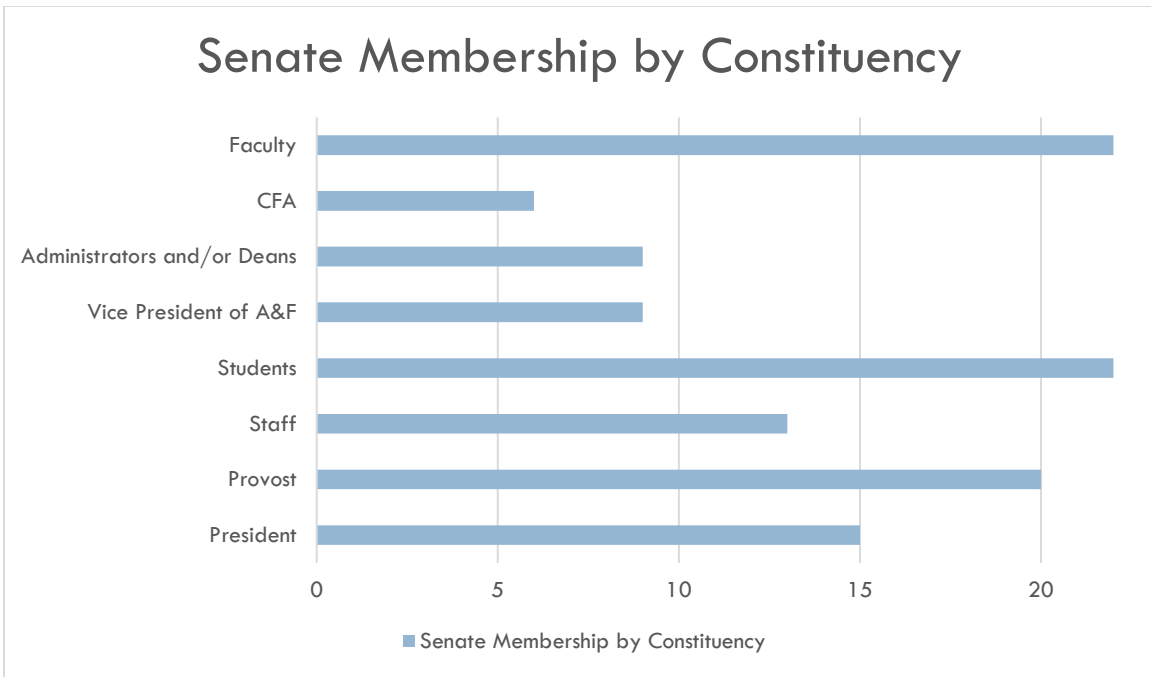
⁹ <https://senate.ucsb.edu/about/ucsb.academic.senate.organizational.framework.pdf>

Staff in Shared Governance in the CSU by Venue

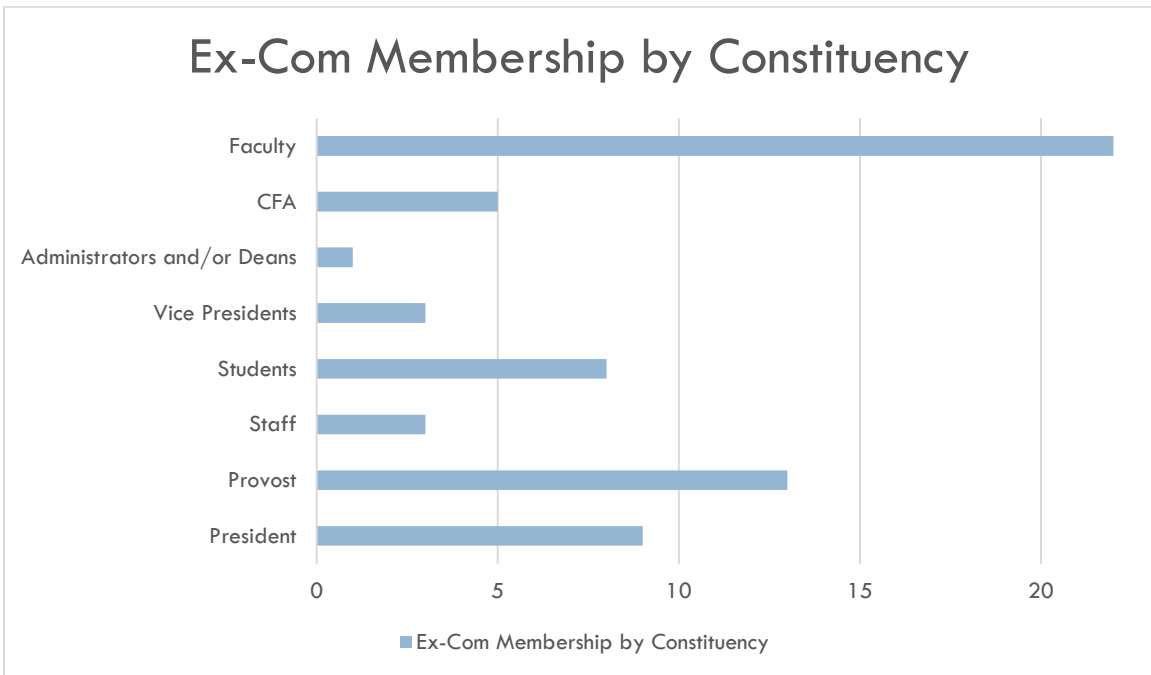


Membership

The compositions of the senates of the CSU vary, though all are faculty-centric. The variations can be slight or seem disparate (depending upon perspective) usually fluctuating on the whether or not to include certain administrative positions and the number of representatives for groups like students and staff. The decision of who to include in senate membership is highly local and shouldn't necessarily reflect 'trends', though it is also good to keep aware of how other campuses involve other administrators when self-reflecting. It is also difficult to correlate positions one to one across campuses. Instead of focusing on specific positions that participate in senate activity on each campus, below is a graph that indicates how many CSU campuses (out of 22 campuses – Cal Maritime Academy has secured their senate bylaws so that they are only available to community members via a login page, so their information is not included) include select administrators and categories of employees in the full senate (whether voting or non-voting):



The same can be said of the Senate Executive Committees – that their varied nature is locally determined but fairly similar in composition. Below is a graph that indicates how many Senate Executive Committees (out of 22 for the same reason as stated above) explicitly include in their composition members that ours does not:



While there are certainly interesting inclusions in other senates, that information seemed better suited for a deeper dive with a focus on organizations that have had success in specific areas of interest to our university (for example: if we are interested in including aspects of Information Technology in our Academic Senate,

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which campuses include the Chief Information Officer and how has that been effective? CSU Channel Islands includes representatives of technology services¹⁰).

Currently, 6 out of 22 campuses have explicit numbers for senate membership (including us). Some campuses, like Chico, East Bay, Humboldt, Los Angeles, & Pomona, use a set number for faculty representatives distributed among the units. Others, such as us & San Jose, set minimum and/or maximum numbers of participants. The rest of the CSU campuses use some variation of formula to determine how many representatives from each unit may participate without regard to the overall size of the senate.

One last interesting note related to membership. Some organizations will recognize non-members on the plenary floor without the need for a voting member to cede their time to the speaker. Sonoma State University simply states in their bylaws that “during Senate meetings, any individual who is present may speak after being recognized by the Chair of the Senate.”¹¹ UC San Diego is more explicit in how much the guests can participate.¹²

Committees

One of the more interesting aspects of this research has been looking at the committees at various campuses and how those committees are formed. While most campuses operate in the same general manner when it comes to committee formation – the Executive Committee of the Senate distributes or nominates representatives and the committee determines its own chair – there are some variations that are interesting. Some universities, like San Jose State University, UCLA, & UC Irvine, place much of the responsibility on their Committee on Committees to determine the representatives for each committee and to select the chair of each committee. CSU Pomona allows the Executive Committee to appoint the standing committee chairs.¹³

Many shared governance organizations provide resources for shared governance participation – lists of committees with meetings dates/times, how the committee should operate, and what the representational role of the committee member is. CSU LA has some interesting documentation around the governance of the university¹⁴ and the respective roles of the Academic Senate and the University Administration¹⁵. CSU Fullerton lists all of the committee meeting days & times (since they do not all meet at the same time) in their bylaws¹⁶; while UC Irvine provides a list specifically for student participation on committees¹⁷. CSU Northridge makes it very clear that “each member of a Standing or Advisory Committee represents the entire University rather than any College, discipline, or other constituency.”¹⁸

Here are a few more interesting details from other campuses. Some universities are very explicit in having representation that reflects the campus value of diversity.¹⁹ CSU Channel Islands appoints standing committee

¹⁰ https://senate.csuci.edu/otherdocuments/SP_07-17_Revisions_to_the_CONSTITUTION_OF_THE_ACADEMIC_SENAT.pdf

¹¹ <https://senate.sonoma.edu/governance/academic-senate-laws>

¹² <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Bylaws/65>

¹³

https://www.cpp.edu/~senate/documents/bylaws/bylaws_September_2011_Technology_Committee_Change.pdf

¹⁴ <http://www.calstatela.edu/academicsenate/handbook/ch2toc>

¹⁵ <http://www.calstatela.edu/academicsenate/handbook/appu>

¹⁶ http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20100/UPS%20100.001.pdf

¹⁷ <https://senate.uci.edu/?p=5960#bylaw36>

¹⁸ <https://www.csun.edu/sites/default/files/atc-bylaws.pdf>

¹⁹ <http://www.calstatela.edu/academicsenate/handbook/ch2>

members for two-year terms²⁰, but all members of the faculty are automatically considered members of the academic senate without term limits²¹. CSU East Bay allows the president of the university to appoint one representative to each standing committee (two appointments to the Committee on Budget and Resource Allocation).²² Cal Poly San Luis Obispo has a specific provision in their bylaws for electronic meetings.²³

Included as Appendix A is a list of committees at other universities with links to their charges. Many universities have similar committees using various names; others use committees that are combinations of committees used by other campuses. The appendix lists committees that may be novel to our campus or are interesting combinations of committees that we may already have.

Support for Shared Governance

Support for shared governance is usually highly vocal, but hard to quantify. I have no intention here to open up the can of worms that is faculty workload, release time, and service. I will say that “can” is important and needs to be dealt with in a way that is clear and fair. I think it is fair to say that support for shared governance needs to be more than moral – it needs some foundation (often having some monetary necessity) to build a solid structure. It seems unfair to use the UC campuses as examples of exemplary support for shared governance since they usually have a greater funding source to draw from, but they do offer some enticing ideas.

In my time on the Academic Senate, I have witnessed that there has been a backlog of house cleaning (reviewing old policies, constituting the Committee on Committees, collecting committee reports, etc.) and it is understandable – these tasks are often tedious, require time, and in the case of many old policies have gone so long without review so as to be forgotten or need to be untangled from policies written after.

There are examples of campuses that have (mostly UCs) that have invested heavily in their Senate Offices. Some campuses (SJSU²⁴, UC Irvine²⁵) have senate analysts or committee analysts that assist in organizing meetings, collecting data, finding participants for committees and more. CSU LA has a similar group, called liaison members, that operates in the senate.²⁶ UCSF has an Executive Office that houses records and provides professional, analytical, & administrative support.²⁷

Oddities & Abnormalities

Included here are some interesting things that individual campuses have instituted that are not widely in use. Some of these might be interesting to pursue while others are simply meant to illustrate the variety of approaches to shared governance details.

San Luis Obispo has a provision for electronic meetings in its senate bylaws (Article VIII, D.2).²⁸

²⁰ <https://senate.csuci.edu/policies/2016-2017/bylaws-7-21-17-update.pdf>

²¹ https://senate.csuci.edu/otherdocuments/SP_07-17_Revisions_to_the_CONSTITUTION_OF_THE_ACADEMIC_SENAT.pdf

²² https://drive.google.com/file/d/1FCa0ggyk_TbCb4GnOnMjr_sx_6olelkR/view?usp=sharing

²³ https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/const_bylaws_summer_2019.pdf

²⁴ <http://www.sjsu.edu/senate/docs/handbook/bylaws.pdf>

²⁵ <https://senate.uci.edu/senate-office-staff/>

²⁶ <http://www.calstatela.edu/academicsenate/handbook/ch2>

²⁷ <https://senate.ucsf.edu/bylaws#no25>

²⁸ https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/const_bylaws_summer_2019.pdf

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The CSU LA Faculty Handbook includes an interesting statement on the relation of administrative committees to the senate, an Equity Statement, and recognition of student participation in academic governance.²⁹

Some campuses include in the constitution and/or bylaws a glossary of terms or definitions.³⁰

Cal Poly Pomona bylaws list “Investigative Procedures” for the senate (Article VII).³¹

UC Santa Barbara provides some guidance on conflict resolution.³²

UCLA has a prohibition against the Chair, Vice Chair & Immediate Past Chair accepting appointments to Administrative Offices for one full calendar year after leaving senate office.³³

CONCLUSION

What’s missing from this report?

Students

While there is much information regarding student participation in shared governance, that aspect of this conversation has been left for future exploration with the exception of their inclusion in the membership charts/graphs. Like the Academic Senate model, the shared governance body for students also has a system-wide body. Our current shared governance model, while not perfect, has a long-standing role for students that has been lacking for staff. Student participation in shared governance could always be strengthened and expanded, but the current lack of participation among staff may serve to be a greater barrier to accomplishing current shared governance goals of breaking down the cabinet silos.

Shared Governance Opportunities Outside of the Senate

We do not currently have a list of all the various committees, councils, working groups, etc. in all areas of the university. A review of active committees was done in 2014-15 for the senate, but it is now out of date and was focused mainly on faculty committees at the time. It would be interesting to know how many groups there are currently and what their functions are. I know that the Graduate College of Education has a College Staff Council that is quite active. The College of Health & Social Sciences has a Department Staff Council and is considering a College Staff Council.

Minutes, Policies, & Resolutions

This report does not cover most meetings minutes, policies, or resolutions from any shared governance body other than our Academic Senate at SFSU. That grouping of documents is quite large (especially when considering 33 campuses in the CSU & UC systems), but is probably the most useful for understanding how effective the efforts at other universities are. A review of those documents is a good suggestion for any person or group giving this topic thorough consideration.

²⁹ <http://www.calstatela.edu/academicsenate/handbook/appu>

³⁰ <https://senate.ucmerced.edu/bylaws-merced-division#p5t6>

³¹

https://www.cpp.edu/~senate/documents/bylaws/bylaws_September_2011_Technology_Commite_Change.pdf

³² <https://senate.ucsb.edu/conflict.resolution/>

³³ <https://ucla.app.box.com/s/ecvembedjaeii038r8bmwrc5m4eh2tux>

Next Steps

There seem to be a few options that can be considered in trying to develop greater staff involvement in shared governance and expand the scope of shared governance to strengthen the faculty voice outside of the Academic Affairs cabinet. There is an opportunity to develop a staff specific venue for directly participating in the shared governance process (whether that be a council, committee, senate, etc.), but it needs to be done cautiously as there have been failures and union concerns in the past. The Academic Senate undergoes a constant self-evaluation and evolution process. It should continue that process, but focus near future efforts on seriously considering in what ways it would like to be involved in decision making that it is not currently (in areas of Administration & Finance, Advancement, and Student Affairs & Enrollment Management) and what additional members (ex officio or elected) would be most useful in an expanded senate model.

Formal statement from Pres.

I think it would be meaningful to the campus to have a statement from the President's Office laying out the philosophy, vision, and mission for shared governance on our campus. I think that the staff, in particular, have not felt included when the campus talks about shared governance and might need to be told, explicitly, that their voice matters and is welcome to participate. Many staff may not have a complete understanding of what shared governance is and isn't.³⁴ I also think that many staff are nervous that not all administrators on campus are really that invested in staff participating in shared governance if it means time taken away from work. Many staff will want to hear the message directly from their supervisor that they can and should participate in shared governance where they can add a meaningful contribution.

Steering Committee for Staff Council

If going in the direction of an organization geared toward staff participation in shared governance, then a good next step would be to form a steering committee or exploratory committee to examine interest & need. If there appears to be significant interest, then the committee can begin to look deeper at current, functioning examples at other universities. Discussions with University Counsel and CSUEU Leadership should start early to map out the areas that a staff council could and could not address, for example: anything related to wages, hours, or working conditions is off limits. Those guidelines should be a central focus of the committee while developing a constitution and bylaws. It should be expected that many, if not all, staff have never had experience working in a highly organized shared governance structure such as an Academic Senate. It might be good to afford steering committee members the time/opportunity to sit through some Academic Senate meetings (both plenary and standing committee) to get an idea of how these organizations work in practice and not just on paper.

There is one last aspect of this type of work that can come up, but it is more difficult to discuss – compensation. The steering committee should consider what participation means for the participants in terms of their professional development and compensation for extraordinary amounts of service work. This is a topic that needs to be addressed cautiously – there may be issues involved with offering things like release time or stipends that could be in conflict with HEERA or the bargaining contract.³⁵

³⁴ <https://agb.org/trusteeship-article/how-to-make-shared-governance-work-some-best-practices/>

³⁵ This may not be possible. Need to discuss with University Counsel and CSUEU. Possible unfair labor practice here.

Senate Possibilities

The Academic Senate of San Francisco State University does not need a report to motivate change. Our Academic Senate is constantly self-evaluating and evolving.³⁶ Currently, the Academic Senate Executive Committee has been considering a resolution passed during the last academic year regarding staff participation in shared governance.³⁷ Among the resolved clauses in that resolution, the Academic Senate is asked to consider (among other things):

- Adding 1 staff representative per College & Library (which would require an amendment to the Faculty Constitution to remove the senate membership cap and update or create a new apportionment formula).
- Adopting a University Senate model to include participation from other cabinet areas.
- Creating a Staff Affairs Committee (like the Faculty & Student Affairs Committees).

The Academic Senate should also work closely and actively with the student governing body (Associated Students) to improve the opportunities for student involvement in shared governance on our campus. While I am sure there are numerous ideas for improvement to be found, here are just a few that come to mind:

- Consider moving meeting date/time to be more convenient for students.
- Develop recognition for student participation (see CSU LA for an example³⁸).
- Course Credit, Minor, or Certificate program?
- Student participation graduation requirement?
- Yearly/Semester dedicated “Day of Service” for the campus (committees, clean-ups, teach-ins, local community service)?

Suggested Further Reading and Avenues for Examination

California is not the only state with a long tradition of shared governance in higher education, nor are the CSU & UC systems the only systems in California. Michigan³⁹ & Wisconsin⁴⁰ both have a history of university systems with shared governance bodies (though Wisconsin may have had some setbacks recently⁴¹). Other institutions, such as Cornell^{42,43} and Santa Clara University^{44,45}, also have robust shared governance systems with good documentation.

When reviewing the STARS ratings, these CSUs & UCs received good scores for their shared governance reporting:

³⁶ <https://agb.org/trusteeship-article/how-to-make-shared-governance-work-some-best-practices/>

³⁷ <http://senate.sfsu.edu/resolution/resolution-support-increased-participation-staff-shared-governance>

³⁸ <http://www.calstatela.edu/academicsenate/handbook/ch2a#recognition>

³⁹ <https://crcmich.org/explaining-michigans-one-of-a-kind-university-governance-model>

⁴⁰ <https://www.wisconsin.edu/uwsa/shared-governance/>

⁴¹ <https://www.aaup.org/article/downfall-shared-governance-wisconsin#.Xbscp25FyUk>

⁴² <https://assembly.cornell.edu/shared-governance-cornell>

⁴³ <https://assembly.cornell.edu/tools-tabs-resources/history-shared-governance>

⁴⁴ <https://www.scu.edu/governance/>

⁴⁵ <https://www.scu.edu/governance/resources-/>

CSU: Bakersfield, Chico, Humboldt, Long Beach, & San Diego

UC: Berkeley & San Diego (to a lesser degree Irvine & Santa Cruz as well)

In the California Community College system, American River College seems to have undergone a recent shared governance overhaul – they have a short video illustrating their new model.⁴⁶ Lastly, California Maritime Academy has all of their shared governance documents, including constitution & bylaws, secured in a password protected area that is inaccessible to non-Maritime Academy members. They do have a recent report addressing shared governance concerns on their campus, many of which are concerns similar to those on our campus.⁴⁷ A lot of interesting articles and information can be found on the American Association of University Professors website as well.^{48,49}

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Academic Senate Staff Representative, 2017-2020

⁴⁶ <https://www.youtube.com/watch?v=r9OQghGnR7g>

⁴⁷ <https://www.csum.edu/web/academic-senate-community/academic-senate-home/cal-maritime-shared-governance-draft-report>

⁴⁸ <https://www.aaup.org/>

⁴⁹ <https://www.aaup.org/issues/governance-colleges-universities/legal-aspects>

Appendix A: Shared Governance Mandates, Relevant Laws and Regulations

Source	Type	Description	Relevance
HEERA	CA Public Employee Relations Provision	3560 (E)) It is the purpose of this chapter to provide the means by which relations between each higher education employer and its employees may assure that the responsibilities and authorities granted to the separate institutions under the Constitution and by statute are carried out in an atmosphere which permits the fullest participation by employees in the determination of conditions of employment which affect them. It is the intent of this chapter to accomplish this purpose by providing a uniform basis for recognizing the right of the employees of these systems to full freedom of association, self-organization, and designation of representatives of their own choosing for the purpose of representation in their employment relationships with their employers and to select one of these organizations as their exclusive representative for the purpose of meeting and conferring.	Any new Staff Council or shared governance structure must be clear in its charge that it does not touch upon matters of employment, including hours, wages, or working conditions, or other areas that are the purview of the existing collective bargaining organization.
HEERA	CA Public Employee Relations Provision	3561(b) The Legislature recognizes that <i>joint decision making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions, and declares that it is the purpose of this chapter to both preserve and encourage that process.</i>	Recognizing shared governance as essential to the educational mission.
SFSU Academic Senate Policy	#S15-176:	SF State encourages its students, faculty, and staff to engage fully with the community and develop and share knowledge.	This is the very heart of shared governance.
WASC	Interim Report, 6/18	The five indicators and standards approved by the Academic Senate in December 2014 are: 5. Resources. <i>Resources are not only financial but also take the form of human resources, schedules, facilities, and external resources;</i> it is imperative for programs to steward these resources with care. Programs that balance their resources deliver a sustainable and high quality curriculum and maintain a supportive and collegial environment; they cultivate <i>and utilize the professional expertise of their staff;</i> they meet students' needs through advising, course planning, and scheduling; and they allocate offices, classrooms, laboratories, and other	Staff have perhaps the greatest degree of understanding of these resources, which is why it is best to utilize their expertise.

		spaces equitably, to create rich learning environments for all. ⁵⁰	
WASC	Interim Report, 6/18	3.1 Program Planning: ... Programs should engage in regular and systematic planning efforts that include both thorough review of their current strengths, weaknesses, opportunities, and challenges, and realistic but ambitious goals for the future. <i>This work of self-review and planning should involve program faculty and staff as a whole</i> , since its future success will depend on their work together. ⁵¹	Acknowledging the role that staff play, in conjunction with faculty, in program planning and review.
WASC	Interim Report, 6/18	3.5: Resources: As well as faculty, a program maintains important resources in its facilities, budgets, and <i>staff, all of which should be carefully stewarded and employed to support the program's mission.</i> ... A well-functioning department <i>also relies on its professional staff. Staff members deserve professional environments that are respectful and collegial</i> , and programs should take care to maintain fair workloads and reasonable expectations of productivity.	Allowing staff participation in shared governance gives voice to staff; having a role in decision- making improves morale and supports attachment to the university. The Senate, or a senate- type structure which includes constituents from across campus, provides fertile grounds for interaction which may lead to collaboration. Of note: advisors and counsellors are included in the category of professional staff.
SFSU Strategic Plan, 2015	Strategic Plan: Life of the Mind	Aspirations: To encourage <i>interdisciplinary</i> intellectual community and exchange for students, faculty and staff ⁵²	This sounds a lot like an SFSU version of the WASC Interim Report section 3.5 noted above.
SFSU Strategic Plan, 2015	Strategic Plan: Life of the Mind	Objectives: SF State will invigorate the intellectual environment for faculty, staff, students and local	This reads as a call to create more opportunities for shared

⁵⁰ WASC Interim Report, 6/18 (Includes 2015 Strategic Plan); Guidelines for the seventh cycle of program review, adopted by the Academic Senate. P.9, <http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

⁵¹ WASC Interim Report, 6/18 (Includes 2015 Strategic Plan); Seventh Cycle Handbook, Academic Program Review P.52, <http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

⁵² SFSU 2015 Strategic Plan, full text pulled from WASC Interim Report, p85 (5) <http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

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		communities by <i>multiplying sites of interaction and collaboration, lowering barriers to participation and providing support for lifelong learning and professional development.</i> ⁵³	governance and collaboration.
SFSU Strategic Plan, 2015	Strategic Plan: Equity	Aspirations: To attract and retain the best faculty and staff by making SF State a fair and <i>equitable</i> place to work, which will in turn increase student success. To promote campus professional achievement and growth, creative works and curricula that are connected to a rich history and contemporary culture of student life and service and that recognize, include and nurture <i>multiple forms of equity</i> on campus as they relate to a variety of identities. ⁵⁴	Increased participation in all aspects of university life leads to increased equity
SFSU Strategic Plan, 2015	Strategic Plan: Equity	Objectives: SF State will expand professional opportunities for faculty and <i>staff</i> to make the campus a workplace of choice. We will become known as the most exciting and rewarding academic workplace in our region. ⁵⁵	Again, this reads as a call to create more opportunities for shared governance and collaboration.
SFSU Strategic Plan, 2015	Strategic Plan: Community	<i>... we believe in developing strong partnerships that will support the pursuits of our students, faculty and staff</i> within the local, national and global communities. ⁵⁶	These strong partnerships are built around collaboration and shared governance.
SFSU Strategic Plan, 2015	Strategic Plan: Community	Aspirations: -To <i>create a strong, mutually supportive community among students, alumni, faculty and staff</i> that serves as a model within the CSU. -To <i>embrace diversity</i> and provide SF State's diverse community (alumni, students, faculty and staff) with <i>opportunities to develop a sense of affinity for the institution.</i> -To <i>provide meaningful opportunities for students to engage with faculty and staff outside of the classroom.</i> ⁵⁷	Participation in shared governance gives people the sense of ownership, responsibility, and deepened connection to the community needed to create meaningful opportunities for engagement and collaboration.
SFSU Strategic Plan, 2015	Strategic Plan: Community	Objectives: (1)SF State will <i>create a campus culture where students, staff and faculty are valued, respected,</i>	Creating more opportunities for staff to feel valued &

⁵³ SFSU 2015 Strategic Plan, full text pulled from WASC Interim Report, p86

<http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

⁵⁴ SFSU 2015 Strategic Plan, full text pulled from WASC Interim Report, p89 (9)

<http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

⁵⁵ SFSU 2015 Strategic Plan, full text pulled from WASC Interim Report, p89 (9)

<http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

⁵⁶ SFSU 2015 Strategic Plan, full text pulled from WASC Interim Report, p92 (12)

<http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

⁵⁷ SFSU 2015 Strategic Plan, full text pulled from WASC Interim Report, p92 (12)

<http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

		<p><i>taken care of and treated fairly.</i> As a consequence, they will want to engage, reciprocate and contribute to the well-being and advancement of the SF State community.</p> <p>(2) <i>SF State will increase our engagement and responsiveness to student, staff and faculty concerns</i> and heavily invest in infrastructure, virtual platforms and facilities that foster freedom of speech, intellectual exchange and social interactions.</p> <p>(3)] SF State will strengthen an academic community based on <i>collaboration</i>, consultation, critical reasoning and diversity⁵⁸</p>	<p>respected by having their voice heard will increase the feelings of inclusion and engagement.</p>
SFSU Strategic Plan, 2015	Strategic Plan: Community	<p>Initiatives:</p> <p>Launch a <i>University-wide student, employee</i> and alumni communication campaign that listens to their concerns on both virtual and non-virtual platforms and commit to addressing these concerns in a timely fashion. (Objectives 1, 2)⁵⁹</p>	<p>The existing Senate structure provides a ready forum to address these issues.</p>
SFSU Strategic Plan, 2015	Strategic Plan: Resilience	<p>Initiatives:</p> <p><i>Review University forms and business practices to reduce bureaucracy and increase clarity and efficiency.</i> (Objective 3)</p> <p>Develop the necessary infrastructure to support and <i>expand programs</i> and services that foster academic and personal resiliency (e.g., academic and career advising, counseling, health/recreation/wellness, tutoring). (Objective 3)</p> <p>Work with campus and external innovators to establish maker-oriented laboratory spaces to <i>foster creative applications of scholarship.</i> (Objectives 2, 4)</p>	<p>A proposed function of an expanded senate, in collaboration with appropriate groups. Involving the Senate in these reviews would provide greater policy & procedural clarity to faculty, and engage staff who interact with the policies.</p> <p>Such spaces will of necessity require the input and knowledge of both faculty and staff. The Senate provides a ready venue for cross departmental, and cross cabinet collaboration.</p>
AAUP	Statement on Government of Colleges and Universities, 2(a)	<p>...Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted:</p> <p>(1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility</p>	<p>Staff seem to be one of the components that is often missing in decision-making.</p>

⁵⁸ SFSU 2015 Strategic Plan, full text pulled from WASC Interim Report, p92 (12)

<http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

⁵⁹ SFSU 2015 Strategic Plan, full text pulled from WASC Interim Report, p92 (12)

<http://ueap.sfsu.edu/sites/default/files/assets/accreditation/wasc/WASC-Interim-Report.pdf>

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		of each component for the particular matter at hand, as developed hereinafter. ⁶⁰	
California State Educational Code	70901 (Part 43: The Community Colleges)	(E) Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.	The community colleges also have the mandate to include faculty, staff, and student voices in shared governance.
California State Law	AB 1725: Establishes the Academic Senate for the California Community Colleges	... This act is intended to enable faculty members who perform the duties described in subdivision (e) of Section 87610.1 of the Education Code to avoid having to choose between collective bargaining and greater participation in these functions by ensuring that increased participation in the tenure system, which occurs as an outgrowth of this act, shall not subject faculty members to losing their status as employees under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.	It is the hope that this distinction extends to staff as well.
UC Board of Regents	Standing Order 105.1 Academic Senate	105.1: Organization of the Academic Senate The Academic Senate shall consist of the President, Vice Presidents, Chancellors, Vice Chancellors, Deans, Provosts, Directors of academic programs, the chief admissions officer on each campus and in the Office of the President, registrars, the University Librarian on each campus of the University, and each person giving instruction in any curriculum under the control of the Academic Senate whose academic title is Instructor, Instructor in Residence; Assistant Professor, Assistant Professor in Residence, Assistant Professor of Clinical (e.g., Medicine); Associate Professor, Associate Professor in Residence, Associate Professor of Clinical (e.g., Medicine), Acting Associate Professor; Professor, Professor in Residence, Professor of Clinical (e.g., Medicine), or Acting Professor; Lecturer with Potential for Security of Employment, Lecturer with Security of Employment, Acting Lecturer with Security of Employment, Senior Lecturer with Security of Employment, or Acting Senior Lecturer with Security of Employment;	Whereas the CSU senates have the ability to decide for themselves which administrators participate, the UC system mandates participation by key administrative leaders.

⁶⁰ <https://www.aaup.org/report/statement-government-colleges-and-universities>

		<p>however, Instructors and Instructors in Residence of less than two years' service shall not be entitled to vote. Members of the faculties of professional schools offering courses at the graduate level only shall be members also of the Academic Senate, but, in the discretion of the Academic Senate, may be excluded from participation in activities of the Senate that relate to curricula of other schools and colleges of the University. Membership in the Senate shall not lapse because of leave of absence or by virtue of transference to emeritus status. The Academic Senate shall determine its own membership under the above rule, and shall organize, and choose its own officers and committees in such manner as it may determine. The Academic Senate shall perform such duties as the Board may direct and shall exercise such powers as the Board may confer upon it. It may delegate to its divisions or committees, including the several faculties and councils, such authority as is appropriate to the performance of their respective functions.</p>	
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Appendix B

Many campuses have some variation/combination of an Equity, Diversity, Inclusion, & Campus Climate Committee, some with Educational focus:

<https://academic-senate.berkeley.edu/committees/decc>

<https://www.senate.ucla.edu/committee/codei>

<https://senate.uci.edu/committees/councils/council-on-equity-and-inclusion/>

<https://senate.ucr.edu/committee/5/charge.html>

<http://www.csun.edu/educational-equity-committee>

<https://academicsenate.calpoly.edu/diversity-committee>

https://academicsenate.calpoly.edu/content/university_comm/disability_access_compliance

<https://academicsenate.calpoly.edu/content/inclusive-excellence-council>

<https://senate.ucsc.edu/committees/caad-committee-on-affirmative-action-and-diversity/index.html>

Many campuses have some variation/combination of a Budgeting, Planning, & Resource Committee:

<https://academic-senate.berkeley.edu/committees/capra>

<https://academic-senate.berkeley.edu/committees/bir>

<https://www.senate.ucla.edu/committee/cod>

<https://senate.uci.edu/council-on-planning-and-budget-cpb/>

<https://senate.ucr.edu/committee/16/charge.html>

<https://senate.ucr.edu/committee/17/charge.html>

<https://www.cpp.edu/~senate/committees/budget-committee.shtml>

<http://www.csun.edu/educational-resources-committee>

https://academicsenate.calpoly.edu/content/acadsen_comm/budget

https://academicsenate.calpoly.edu/content/university_comm/campus_planning

<https://csumb.edu/senate/budget-and-resource-management-committee-brmc>

<https://senate.csuci.edu/comm/fiscal-policies/index.htm>

<https://senate.ucsc.edu/committees/cpb-committee-on-planning-and-budget/index.html>

Some campuses have a variation/combination of a Facilities, Sustainability, Instructional Space, & Environment Committee:

https://academicsenate.calpoly.edu/content/acadsen_comm/sustainability

http://www.fullerton.edu/senate/members/campus_facilities/

<https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Bylaws/190>

<https://academicsenate.ucdavis.edu/committees/planning-budget/isas>

Some campuses have a variation/combination of a Rules, Jurisdiction, Charges, & Elections Committee:

<https://senate.ucsc.edu/committees/rje-rules-jurisdiction-and-elections/index.html>

<https://www.senate.ucla.edu/committee/rj>

<https://www.senate.ucla.edu/committee/charges>

<https://senate.ucr.edu/committee/21/charge.html>

<https://senate.uci.edu/rules-and-jurisdiction-committee-on-crj/>

Some miscellaneous committees of interest (in no particular order):

<http://senate.ucsc.edu/committees/special-committees/affordable-housing-for-faculty/index.html>

<https://academicsenate.ucdavis.edu/committees/public-service>

https://senate.csuci.edu/committees_only/committee-on-centers-and-institutes-page.htm

<https://senate.ucsc.edu/committees/cca-committee-on-career-advising/index.html>

<https://www.senate.ucla.edu/committee/lga>

<http://www.csun.edu/academic-technology-committee>

<https://www.csun.edu/afvp/university-standing-committees>

(See: Campus Environment Planning Board, Campus-Wide Disabilities Issues Board, Public Safety Advisory Board, University Planning and Budget Group).

https://academicsenate.calpoly.edu/content/university_comm/campus_safety_risk_mgmt

