

### **SDSU University Senate Resolution on Principles of Shared Governance**

WHEREAS: The University Senate Policy File states that “*San Diego State University shall perform its educational mission guided by the principles of shared governance,*” but provides no explicit principles; and

WHEREAS: Shared governance is a **system** of partnership, equity, accountability, and ownership that forms a culturally sensitive, inclusive, and empowering framework for developing and implementing sustainable and accountability-based decisions in service to all members of our campus and broader communities; and

WHEREAS: Shared governance is a dynamic constituent-leader **partnership** that promotes collaboration, shared decision-making, transparent communication, and accountability; and

WHEREAS: Shared governance is an ongoing **process** in which faculty, staff, students, and administrators actively engage to share responsibility for 1) identifying and pursuing an aligned set of mission-driven sustainable outcomes and priorities and 2) active monitoring and evaluating of shared governance successes and pitfalls in service to continual improvement and the embodiment of a learning organization; and

WHEREAS: The sharing of governance involves the complementary and overlapping **concepts** of giving all community members an effective voice in key decision-making processes, often through elected representation, while allowing administrators to exercise primary responsibility for specific areas of decision making; and

WHEREAS: Shared governance involves a **tension** between a high degree of participation in decision-making and the need for accountable administrative authority; and

WHEREAS: A shared practice of, and shared commitment to, **respect, communication, and responsibility** will promote and support the growth and sustainment of trustworthiness within our University community; let it therefore be

RESOLVED: That the University Senate endorses the following principles, strives to model these principles to the broader campus, and formally incorporates these principles into the University Policy File:

#### **Respect**

- Engaging relevant constituents early and meaningfully in key decision-making
- Fostering dialogue and communication that is two-way, symmetrical, participatory, and reliable
- Nurturing a culture of representation, strategic engagement, and planning

#### **Communication**

- Identifying and articulating shared values, mission, and vision
- Striving for a negotiated balance among participation, consultation, and decision-making
- Maintaining transparency in decision making, including clear communication about process, rationale, timeline, and outcomes

- Fostering representation from, and collaboration within and among, different constituencies

#### **Responsibility**

- Trustworthiness and trust built through follow-through (actions mirror words), commitment affirmed through feedback and transparency
- Personal accountability, ownership, and acceptance of responsibility to shared goals, vision and practices, demonstrated commitment to shared governance through leadership actions
- Honesty, openness, and reliability

RESOLVED: That the President be requested to formally endorse and strive to model the above principles and a commitment to shared governance with all faculty, staff, students, and administrators; and

RESOLVED: That representatives of the University Senate collaborate with University leadership, including the President, Vice Presidents, Associate Vice Presidents, Managers, Associated Students Executive Officers, Deans, Chairs and Directors, to identify and resource strategic opportunities to promote, support, and strengthen the practice of shared governance in service to the University.

#### **RATIONALE**

In 2017, actions by university administrators led to concerns among faculty and staff about the weakening of shared governance. Grass-roots groups of individuals convened informally by faculty leaders met to discuss their mutual concerns, which eventually were brought to the Senate (whose leadership sanctioned the formal convening of a "shared governance discussion group" (SGDG) composed of volunteer senators). The SGDG was supported by Interim President Sally Roush who, in January 2018, started hosting bi-weekly meetings of the group (which was open to all interested parties and eventually included faculty, staff, students, and administrators). After nearly one year of intentional, focused discussion by this diverse group of concerned and willing individuals, a document was produced that articulated specific principles of shared governance, as well as strategies for enacting them.

SGDG seeks Senate support of the **principles** of shared governance: respect, communication and responsibility

If President de la Torre approves this Resolution (as part of the Action Memo she'll receive once Minutes post to the website), resources should be allocated toward (a) educating all SDSU community members about the shared governance principles and (b) training community leaders to facilitate conversations about shared governance, and c) ensuring that the shared governance principles serve as the foundation for conversations about issues on campus.

SDSU University Senate Resolution in Rejection of the Report of the California State University General Education Task Force  
(GETF)

WHEREAS General Education contributes to students' intellectual growth, prepares them to succeed in their major degree programs, develops transferable skills that contribute to career flexibility, and empowers them to discharge competently their civic obligations locally and at the state and national levels, and

WHEREAS implementation of the recommendations of the GETF would undermine the CSU's mission to provide undergraduates with a broadly based liberal arts education designed to do more than provide vocational training, and

WHEREAS the discussions and proceedings resulting in the recent report and recommendations of the GETF were conducted largely behind closed doors, and

WHEREAS the discussions of the GETF involved inadequate consultation with faculty in several disciplines whose expertise would have been relevant to its deliberations and whose programs are significantly impacted by the GETF recommendations, and

WHEREAS the GETF report follows quickly on the heels of the revised EO 1100, a change to General Education which itself prompted considerable concern that faculty authority on curricular matters had been abrogated,

BE IT RESOLVED That the San Diego State University University Senate (SDSU University Senate) rejects the GETF report as illegitimate, and as an infringement on both faculty curricular authority and the spirit of shared governance; and be it further

RESOLVED That the SDSU University Senate rejects the content of the recommendations presented by the GETF; and be it further

RESOLVED That the SDSU University Senate urges the ASCSU to constitute a new GETF and ensure both that its work adhere closely to the stated intents of AS 3271 and also that its work be done openly in the time honored tradition of genuine shared governance; and be it further

RESOLVED That the SDSU University Senate instructs the ASCSU to reject the GETF report in toto as an illegitimate and flawed document for the reasons outlined above; and be it further

RESOLVED That the SDSU University Senate calls for a moratorium on further changes to General Education and graduation requirements in the CSU made without shared governance representative of all stakeholders; and be it finally

RESOLVED That this resolution be distributed to the ASCSU and the Chancellor of the CSU.

RATIONALE:

This resolution is based on the following process considerations:

- The GETF issued only two updates on its proceedings in nearly two years of operation, leaving most CSU faculty unaware of the nature of its discussions and unclear on its timeline for completing its responsibilities.

- There is credible evidence suggesting that one or more members of the Board of Trustees, present at GETF meetings unofficially and out of a declared “interest” in its proceedings, unduly influenced its early deliberations.
- The GETF report was released suddenly and unexpectedly just as CSU faculty were beginning to raise serious questions about the process that produced it.
- Despite the GETF’s stated commitment to make its work “data driven wherever possible rather than assumption based,” [General Education Task Force (GETF), “Initial Update from the ASCSU General Education Task Force—March 2018” (March 2018), 4] its deliberations slighted available data, assessments, and IRB-approved student surveys and questionnaires about key GE courses. It is also based on the following concerns about the content of the GETF report
- Implementation of the Task Force’s recommendations would disproportionately reduce enrollments in smaller academic programs that make important contributions to GE and our academic community more generally. In particular, the recommendations of the GETF directly conflict with the recommendations of the Chancellor’s Ethnic Studies Task Force, which Chancellor White explicitly endorsed.
- The recommendation that existing American Institutions courses be replaced by one poorly defined three-unit course in American “Democracy,” which may include American and California government and History (p. 7), is indefensible at a time of national crisis when the need for an informed and engaged citizenry is as evident as ever. The claim that Title V (as reflected in EO 1061) does not require two-three unit courses is another “bad faith” argument that cannot stand scrutiny.