

To: Agenda Committee

20 Sept 81

Aikin Cushing  
GUTTMAN  
Henderson  
Hitchens

Kahan  
mandeberg  
Marr  
Ott

Rainey  
Setter

From: Jeanne

Next meeting:

Wed 30 Sept

3-5, Lab II 2211

Recorder: John Aikin Cushing

Agenda:

3-4:

= develop agenda for 7 NOV  
and (possibly) 14 NOV  
Faculty meeting(s)

= begin development of our  
agenda for the year

4-5: Patrick

= report on status of faculty  
evaluation

= discuss Agenda Committee's concerns  
re two new deans + the  
hiring procedures for these  
positions

Attached:

Revised faculty governance document

THE EVERGREEN STATE COLLEGE  
September 15, 1986

MEMO TO: The Faculty  
FROM: The Agenda Committee  
RE: Revised Faculty Governance Document

OUR PURPOSE is to revise the existing structure of faculty governance. Our current mechanisms for faculty self-governance are the faculty meeting (with its chairperson and agenda committee), DTF's, specialty areas (with conveners), and deans' groups. In this model, these mechanisms are retained and no new ones added, though the relationship of the deans to the faculty is strengthened, and so is the role of the agenda committee. Under this model, as in current practice, faculty don't 'do' administration; that's what we've hired administrators for. The principal academic administrators are the provost and the deans. The faculty self-governance structure is designed to work with them, and to mesh with the college-wide governing structure and the strategic planning body. In particular, the faculty representatives to the college-wide governance structure will be nominated by the agenda committee and charged to represent to that group the views of the faculty, and to report back to the agenda committee and the faculty for advice and discussion. The agenda committee would also be responsible for negotiating the faculty's role in the strategic planning process and for nominating faculty representatives to whatever committees and councils eventually carry out that process.

ACADEMIC POLICY is the major concern of the faculty. The scope of faculty interest is the curriculum and matters that impact it; faculty working conditions; and the quality of our intellectual lives. The main issues in this area are curricular content and forms of instruction (in all programs, including summer, off-campus, part-time, and graduate programs); faculty hiring, evaluation, retention, and salary scales; matters of budget, space allocation, and equipment for teaching; and standards and procedures for student admission, advising, award of credit, retention, and graduation. Ultimately the trustees are the makers of college policy; but given that the faculty is responsible for the academic quality and reputation of the college, it expects its collective recommendations concerning academic policy to be heard, considered, and taken with great seriousness by the deans, the provost, the president, and the trustees. The formal power of the faculty extends to a vote of no confidence in a policy, an administrator, or a governing, planning, or administering body.

THE PROVOST is expected to bring matters that fall within the scope of faculty interest before us by bringing them to the attention of the agenda committee on a regular basis.

Please refer to original "THE DEANS" section on page 4.

THE DEANS are faculty members charged with academic administration. The deans are 'orchestrators' of the curriculum, the hiring, evaluation, and retention process, and the allocation of budgets, space, and equipment. They work with the conveners and specialty areas to articulate the curriculum. We tentatively accept the structure of the deanery as consisting of two longer-term and two shorter-term deans. A principal reason for the shorter-term positions is to give Evergreen faculty members experience which would qualify them as candidates for longer-term positions. We must develop, encourage, and nurture administrative talent within our own ranks, particularly by agreeing that serving as dean is an important faculty responsibility. Candidates for dean are to be nominated to the provost by an advisory committee of faculty, administrators, staff, and students, chaired by a faculty member. Candidates for four-year dean will be solicited from within the faculty in the fall of the year preceding their term, and a decision on those candidates will be made in December. If that search fails, another search will begin in January, to which external candidates may apply. Candidates for two-year dean will continue to be selected from among the faculty. *generates an inadequate candidate pool or fails, the search will be extended or a new one begun in January, to which external candidates may apply.*

THE FACULTY MEETING will continue to be a forum for policy discussions. The faculty wishes to have a procedure for ratifying or rejecting major policies, but experience indicates that the faculty meeting is not the best place for writing and revising the details of policy. We therefore adopt the following procedure: the faculty will hear reports and may accept them in toto; it may remand reports, with advice, to their authors; or it may accept a report in part while remanding portions to the authors for reconsideration. When policies are remanded, the faculty may chose to hear another report from the authors, or it may authorize the agenda committee to accept a final version on its behalf. If it is urgent that there be some policy but the faculty is seriously divided or doubtful about specific options, then a report may be accepted provisionally for a specified period while further options are explored. It is assumed that these procedures will cover virtually all cases. Votes of no confidence are reserved for extraordinary situations in which regular procedures do not suffice. We warmly invite, indeed we urge, the president, provost, and deans to attend faculty meetings regularly in order to be aware of faculty opinion. Particularly, we invite the president to attend faculty meetings as an alternative to holding a separate faculty forum. We feel that a separate forum is inefficient and can cause confusion as to where faculty opinion is best expressed and heard.

THE AGENDA COMMITTEE will play a stronger role in faculty governance. The chairperson of the faculty will also be chairperson of the agenda committee. The agenda committee is a representative body of the faculty and has four main functions:

1. To review agenda items, consulting with the deans and provost prior to the faculty meeting to set an appropriate agenda. Issues which the agenda committee agrees are only extensions of existing tradition and policy may be settled by the com-

mittee in consultation with the provost and deans, and then reported subsequently to the faculty for review. Other issues will be brought to the faculty for discussion (and perhaps for a vote), by means of reports. The agenda committee may both receive and request reports on matters of concern to the faculty from the provost, deans, conveners, and other agencies of the college. These groups may also request meetings with and reports from the committee.

2. To decide if an issue is best brought before the faculty in one large body, in smaller discussion groups (such as the current deans' groups), or in alternative formats (such as a policy hearing). If the faculty meets in smaller groups, a member of the agenda committee would preside.

3. To review with the provost and deans the charges, constitution, and membership of all DTF's, committees, and planning and governance bodies (of the faculty, and college-wide). The agenda committee will review and approve all faculty members recommended to serve on such bodies. It may also negotiate with the appointing officer the number or proportion of faculty members in the group. Members of the agenda committee may themselves represent the faculty in such important efforts as strategic planning, college-wide governance, and the curriculum review committee; or (alternatively) the committee may work with the provost and deans to determine faculty representation. Faculty who are serving on DTF's will inform the agenda committee of the progress of their work, particularly when they need guidance from the committee or faculty, or when they are ready to report.

4. To act on behalf of the faculty when necessary. In situations where it is not possible to convene the faculty, the agenda committee will be available for emergency consultation with the president, provost, and deans (e.g., if guidance on the interpretation of the 'strategic plan' or response to a budget crisis is necessary over a break). Members who are available will be on year-round call; and in addition, each member of the agenda committee would agree to be available during one month each summer. They will be compensated on a per diem basis, if not currently teaching. There would thus be at least three members of the agenda committee available during each of the summer months.

BUILDING COMMUNITY is a major goal of this proposal. This model does not, however, purport to solve all of the college's communication problems; rather, it authorizes further experimentation to improve communications. The chair of the faculty, assisted by the agenda committee, provost, and deans, is charged with developing and maintaining an information structure which brings all important issues of academic policy before the faculty, so that the faculty can be sure they are involved in community affairs and are being heard.

Agenda Committee will appoint members of DTF's. Members to serve on the Fac Advisory Committee.



CLARITY AND CLOSURE are two further objectives of this model. It builds mechanisms for broad consultation with the faculty, and it allows the academic side of the college to reach and communicate a clear position on issues of academic policy. A corollary is that it provides a means of reaching and respecting closure on important issues. The decisions of the faculty on academic policy are binding upon faculty members, deans, and the agenda committee when they represent the views of the faculty to other agencies or bodies. Since one of the functions of the strengthened faculty meeting is to reach collaborative conclusions regarding policy issues, members of the faculty who disagree with these conclusions should be encouraged by the deans, provost, and president to take their concerns to the agenda committee and the faculty meeting, rather than to try to negotiate ad hoc exceptions to their colleagues' views.

REPRESENTATION will be achieved through the deans' groups. The agenda committee will consist of eight elected members, plus the chairperson of the faculty (who will preside), and the faculty representative to the board of trustees. Terms of the elected members will be two years, and four new members will be nominated and elected annually (in October, following the first faculty meeting), one within each dean's group. To continue a system of staggered terms, the four continuing members will serve until October. They will be joined by four new members, to be nominated and elected for two-year terms within deans' groups. The chair will be elected annually in the fall. It will be the normal expectation that the previous year's chair will serve as the faculty representative to the board of trustees.

NOTE: "CONVENERS" section (below) was previously included in this document. It has, however, been deleted.

CONVENERS might not be necessary under this model. The faculty (which includes the deans as members of the faculty) might prefer that the deans act as conveners of the specialty areas. This development awaits revision of the evaluation process. If the time required for evaluation were less, the deans might take a more direct role in curricular planning by each serving as conveners of two specialty areas.

THE DEANS are a standing committee of the faculty charged with academic administration. The deans are 'orchestrators' of the curriculum, the hiring, evaluation, and retention process, and the allocation of budgets, space, and equipment. They work with the conveners and specialty areas to articulate the curriculum. We tentatively accept the structure of the deanery as consisting of two longer-term and two shorter-term deans. A principal reason for the shorter-term positions is to give Evergreen faculty members experience which would qualify them as candidates for longer-term positions. We must develop, encourage, and nurture administrative talent within our own ranks, particularly by agreeing that serving as dean is an important faculty responsibility. Candidates for dean are to be nominated to the provost by a faculty committee (on which administrators, staff, and students serve in an advisory capacity). The best internal candidates should compete with the best external candidates; but if an external candidate is chosen, he or she will teach in a 2-3 quarter coordinated studies program before taking office.

*for senior dean*

