Recommendation for Reconfiguration of the Standing Committees of the Policy Council

To: Policy Council of the School of Education
From: Ad Hoc Committee on Faculty Governance
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Charge
This committee understands its charge to be an examination of the current configuration of standing committees of the School of Education Policy Council and make a recommendation regarding whether this configuration is as efficient as it could be in order to support effective faculty governance. Should a revised configuration be developed, the committee is charged to recommend it to the Policy Council.

Approach and conclusions
We have employed three approaches to carrying out this charge, the first two preparatory and the third a frame experiment–positing a new configuration in order to illustrate how revision might be accomplished, and using it within the committee to explore how a revision might meet the requirement for efficient and effective faculty governance.

Inductive preparation

Our inductive means to prepare for recommendations comprised:
  − gathering input from department chairs, Policy Council Committee chairs and members, and staff using the questions in Appendix A, together with reviewing end-of-year committee reports from all P.C. committees over the past 5 years
  − gathering, summarizing and reviewing the committee structures for other schools and colleges of education at large research universities, as well as other IUB schools and the College

Input from the SoE constituents.. We conducted the discussions by sending out questions via emails and following them up with one-to-one conversations. Overall, opinions were unanimous in that there should be more faculty governance, not less. In brief, they are as follows:
  a. **Membership:** It should always be voluntary; department chairs can help determine load, if requested by faculty; should consist of informed individuals who can make decisions rather than those who volunteer only to demonstrate service; should not be a solely a question of representation but fairness in faculty load.
  b. **Business**: It originates from the constitution, the Dean's, Executive Associate Dean's Office and the Associate Deans' offices across the board. Committees also report business originating from ex officio, faculty requests, academic departments, Office of Student Services & Fellowships, Office of Teacher Education. Review of the end of year committee reports underscores the input from SoE constituents.
  c. **Achievements**: They are evident when voices are represented from every corner; when committees are able to move away from working on the "perfunctory" toward the improvement

of the SoE mechanism to bring about change; when committees are able to be effective liaisons between faculty, programs, offices and external partners.

d. **Challenges**: At the equity level, they include the overwhelming and invisible service at the local and departmental levels. Inequity of service is in the form of minority faculty assuming more responsibilities for their respective communities; campus and national service getting more attention; and associate professors feeling the pressure that they might have to continue to demonstrate good citizenship. At the pragmatic level, there is difficulty to schedule common meeting times for all faculty; funding is limited to undertake business effectively; time is limited for extended deliberation; the scope of work is too large at times for individual committees to handle effectively. At the role level, committees often play advisory roles, not governance.

e. **Recommendations: Address**
   1. means/mechanism for faculty to provide direction/agenda for types of committee and committee work.
   2. compensation of committee chairs to increase sense of investment and influence of committee work.
   3. the presence of myriad/numerous committees
   4. recruitment strategies in committee work, including those aligned with scholarships
   5. communication between committee chairs
   6. curricular mapping
   7. community building
   8. scheduling of committee work (perhaps assign an all school committee meeting day so that planning ahead could be accomplished)
   9. disparity of committee work (e.g. short-term vs long-term responsibilities, unilateral vs multifaceted responsibilities to multiple parties).

Committee structures analysis.

As presented in Appendix B, we examined the committee structures across 15 peer institutions (e.g., ASU, COAS, U. Illinois, NC State, etc.). Across these 15 universities, a total of 29 committees were found. There was a large spread of how universities were structured in terms of committees in both the number and type. Minimum and maximum number of committees found was 0 (Ohio State) and 9 (Oklahoma), respectively, with median (mean) being 7 (5.9) committees. The middle 50% of universities had between 4.5 and 8 committees.

The seven most frequently utilized committees were: Curriculum/Curriculum Review (n = 12 universities), Personnel Eval/Tenure-eligible/Promotion & Tenure (n = 9), Diversity, Equity and Multicultural (n = 8), Graduate Studies/Graduate Policy/Programs (n = 5), Research (n = 5), Computers & Technology (n = 5), Student Awards/Scholarships & Awards (n = 5). The remaining 22 committees were utilized by four or fewer universities, with 19 of those committees being utilized by only two or one, among the 15 considered, universities.

Figure 1

Boxplot of Number of Committees across 15 Studied Institutions

Number of Committees
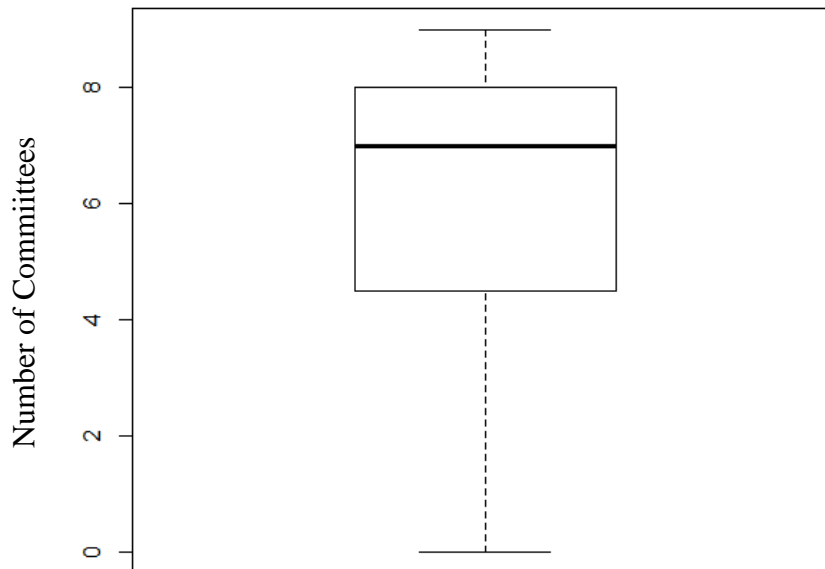
Deductive preparation

We prepared deductively as well by structuring discussion around the governance literature, represented to us by Vic Borden and Tom Nelson-Laird, to help assess our current structure by considering its formulation and coverage. We considered in particular the distinction between governance and management/support, the first discussed below and the second acknowledged to be provided through administration and staff offices and functions. Offices of the SoE will, of course, continue to form ad hoc committees, task forces and other working groups as required to carry out these functions.

The faculty role in shared governance and policy determination varies depending on the policy focus. Matters related to promotion and tenure, faculty development, research, curriculum, pedagogy, academic standards, diversity and inclusion, and academic program development and administration are among the areas for which faculty take a lead role in policy formulation. Input from faculty (as well as from non-academic staff) is also critical for matters related to budgeting, technology, student recruitment, and most other areas of school management, especially when these matters relate closely to the primary domain of faculty governance.

The ad hoc committee proposes that the faculty governance committee structure prescribed within the Constitution of the Faculty should focus exclusively on those domains that are directly under faculty governance oversight: matters related to who teaches what to whom, as well as policies related to the work expectations, promotion, tenure, and development of faculty. Matters related to budgeting, award selection, etc., can be brought to these committees as relevant to their domain. For example, budgeting as related to faculty salaries, technology as related to pedagogical matters and research, and awards for faculty, graduate student, and undergraduate student academic excellence.

We used this element of our preparations to gauge how our current structure of standing committees provides for faculty governance in all relevant areas, and to consider how a newly framed structure could do the same.

Recommendation
Our frame experiment is outlined below and constitutes the general recommendation of this committee.

- Reduce the number of standing committees of the Policy Council to four, each with a portfolio of responsibilities. These committees would be, specifically:
    o Faculty Affairs
    o Graduate Affairs
    o Undergraduate Affairs
    o Diversity, Partnerships and Advocacy
- Increase the membership of each committee to as many as 25 members
- In addition to any regular business of these committees, empower the committees to establish:
    o recurrent subcommittees for business that is expected to come before the committee every year (e.g., Promotion & Tenure, awards)
    o intermittent ad hoc subcommittees for anticipated but irregular business (e.g., faculty-requested equity reviews, grievance appeals)
    o true ad hoc committees for unexpected business
- Encourage incentives for committee chairs to be established by the Dean of the SoE, acknowledging the critical roles these will become in faculty governance
- Recognize and

Portfolios for Standing Committees, including but not limited to the functions listed

Faculty Affairs	Graduate Affairs	Undergraduate Affairs	Diversity, Partnerships and Advocacy
Promotion & tenure	Programs/curriculum and instruction	Programs/curriculum and instruction	Diversity, equity and inclusion policy matters
Merit issues & equity			
	Instruction	Instruction	International affairs
Faculty development & supports	Graduate admissions	Undergraduate admissions	Public education, state and community affairs
Faculty awards	Graduate policies		Student appeals
		Graduate policies	
Instructional technology	Student support issues (graduate)	Student support issues (undergraduate)	
	Student awards and fellowships	Student awards and scholarships	

Next Steps

The framework outlined here is offered to the Policy Council to be vetted by as a board a group as the Council sees fit. Revision to the current configuration of standing committees, whether the one proposed here or a revision/alternative, would then be voted on in principle by the Policy Council. That proposal would be forwarded to the Long Range Planning Committee of the School of Education to be translated into proposed revisions to the Constitution of the School of Education. Their proposal would then return to the Policy Council which would put it to a vote of the full faculty.

Appendix A

Questions for Department Chairs:
    a. What committee work do you consider most important & most valuable for the department, school, faculty?
    b. What is your understanding of the purpose of the committees?
    c. Where do the committees' business come from?
    d. How do the committees' findings make their way to you as the chair, if they do?
    e. Is there anything the committees have been doing that you think is not part of the committees' stated purpose?
    f. Is there anything you have thought committees should be doing that they are not?

Questions for Committee Chairs and Members
    a. What is your understanding of the purpose of the committee you chair/have chaired or that you are a member of?
    b. What is the business/activity that committee has actually engaged in?
    c. Where does this committee's business come from? Where does the committee send the results of its activities to?
    d. Is there anything the committee has been doing that you think is not part of the committee's stated purpose?
    e. Is there anything you thought this committee should be doing that it is/was not?
    f. Please add other comments that you would like to add that were not addressed by any of the questions (a-e) above.

COMMITTEE	ASU	COAS	U. Illinois	NC State	NC State SoE
Curriculum/Curriculum Review	x	x		x	x
Personnel Eval/Tenure-eligible/Promotion & Tenure	x	x	x		
Diversity, Equity and Multicultural			x		x
Graduate Studies/Graduate Policy/Programs				x	x
Research				x	x
Computers & Technology				x	x
Student Awards/Scholarships & Awards				x	x
External Awards/Awards			x		
Undergrad Scholarships				x	x
Faculty & Staff Affairs		x			
Governance and Policy	x		x		
Personnel Eval NTT	x	x			
Student Issues (Student Affairs)	x	x			
Faculty/Staff Awards			x		x
Online Programs			x		
Grievance (student complaints)			x		
Building, Equipment, Safety, Space				x	
Dean's Student Advisory					
Admissions/Recruitment					
Student Conduct Hearing Board (student infractions)		x			
Professional Education				x	
Teaching & Learning					
Elections					
Search & Screen					
Full Prof Promotion					
Teacher Education					
Ethics					
Academic Staff (like Staff Council)					
Global Education					
	5	6	7	8	8
counts	5	6	7	8	8

COMMITTEE	Illinois Ste	E.Schl Art	SGIS/IU	Iowa State	Jacobs/Music
Curriculum/Curriculum Review	x	x	x	x	x
Personnel Eval/Tenure-eligible/Promotion & Tenure	x	x	x	x	
Diversity, Equity and Multicultural	x			x	x
Graduate Studies/Graduate Policy/Programs		x			
Research	x				
Computers & Technology				x	
Student Awards/Scholarships & Awards	x			x	x
External Awards/Awards				x	
Undergrad Scholarships		x			
Faculty & Staff Affairs	x				x
Governance and Policy					
Personnel Eval NTT					
Student Issues (Student Affairs)					
Faculty/Staff Awards					
Online Programs					
Grievance (student complaints)				x	
Building, Equipment, Safety, Space					
Dean's Student Advisory		x			
Admissions/Recruitment					
Student Conduct Hearing Board (student infractions)					
Professional Education					
Teaching & Learning	x				
Elections	x				
Search & Screen		x			
Full Prof Promotion		x			
Teacher Education				x	
Ethics					
Academic Staff (like Staff Council)					
Global Education					
	8	7	2	8	4
counts	8	7	2	8	4

COMMITTEE	Mich State	Ohio State	U Mich	Oklahoma	Wisconsin
Curriculum/Curriculum Review	x			x	x
Personnel Eval/Tenure-eligible/Promotion & Tenure	x		x		
Diversity, Equity and Multicultural			x	x	x
Graduate Studies/Graduate Policy/Programs			x	x	
Research			x	x	
Computers & Technology			x	x	
Student Awards/Scholarships & Awards					
External Awards/Awards	x			x	
Undergrad Scholarships				x	
Faculty & Staff Affairs					
Governance and Policy					
Personnel Eval NTT					
Student Issues (Student Affairs)					
Faculty/Staff Awards					
Online Programs			x		
Grievance (student complaints)					
Building, Equipment, Safety, Space				x	
Dean's Student Advisory			x		
Admissions/Recruitment			x		x
Student Conduct Hearing Board (student infractions)					
Professional Education					
Teaching & Learning					
Elections					
Search & Screen					
Full Prof Promotion					
Teacher Education					
Ethics				x	
Academic Staff (like Staff Council)					x
Global Education					x
	3	0	8	9	5
counts	3	0	8	9	5

COMMITTEE	old counts	RealCounts
Curriculum/Curriculum Review	12	12
Personnel Eval/Tenure-eligible/Promotion & Tenure	8	9
Diversity, Equity and Multicultural	8	8
Graduate Studies/Graduate Policy/Programs	6	5
Research	5	5
Computers & Technology	6	5
Student Awards/Scholarships & Awards	2	5
External Awards/Awards	4	4
Undergrad Scholarships	4	4
Faculty & Staff Affairs	3	3
Governance and Policy	2	2
Personnel Eval NTT	2	2
Student Issues (Student Affairs)	2	2
Faculty/Staff Awards	2	2
Online Programs	2	2
Grievance (student complaints)	3	2
Building, Equipment, Safety, Space	1	2
Dean's Student Advisory	2	2
Admissions/Recruitment	1	2
Student Conduct Hearing Board (student infractions)	1	1
Professional Education	1	1
Teaching & Learning	1	1
Elections	1	1
Search & Screen	1	1
Full Prof Promotion	1	1
Teacher Education	2	1
Ethics	1	1
Academic Staff (like Staff Council)	1	1
Global Education	1	1
counts		