

## The Collegial University

# DRAFT

The faculty at Cap take great pride in our collegial tradition and many of us bemoan the apparent erosion of this tradition that has occurred over the last ten or so years. Collegiality has always been a strong aspect of the culture at Cap, and one of the reasons many of us committed to teaching here. In order to renew this tradition the CFA is preparing a brief on collegiality with goal of stating the underlying logic and philosophy and also creating an organizational model that would embody true collegiality.

### Why Collegiality?

There are numerous arguments in favour of operating the university as a collegial institution; one of those is grounded in the theory of “participatory” or as it is now called “deliberative democracy.” Deliberative democracy shifts the focus of democratic theory from mere voting to participation in the deliberative process. Constituent participation in the decision making process and discussion provides the participants with the closest one can get to autonomous decision making within a collective decision making model. It also provides the greatest opportunity for reasoned discussion minimizing ill-informed or narrowly self interested decisions making.

Constituent participation in deliberation requires that participants not just vote but consider alternative views and share reasons pro and con a particular decision. While participation in such deliberative processes is difficult to arrange in large states or communities, it is feasible within small institutions such as the university or small to medium sized corporations. One could argue that participation by workers in institution in which they have limited or legal decision making power is hardly democracy. But this is to see democracy as primarily about power and voting. Usually such power is required if constituent participation in the decision making process is to be respected. But the reality is that having the vote and paying taxes is no guarantee that one’s voice will be respected (as many of us have learned when participating in the city level decision making). So it is not merely voting that makes an institution democratic, nor the mere appearance of legal power, rather it is the quality of deliberation and the respect shown for the participants’ decisions making that makes an institution more or less democratic. The idea of “collegiality” expresses this form of democratic involvement in institutional decision making. And it is this democratic process that the faculty wish to see maintained and enhanced at Capilano. This collegial approach contrasts with top down, bureaucratic decision making which involves no commitment to collegial deliberation and little respect for the views of those subject to the decisions.

It is also a fundamental axiom of organizational research that consulting with the employees who actually do the work of the institution will result in better decision making overall. A pragmatic advantage of truly participatory decision-making is that as the employees are the ones who have ground-level knowledge of their work, and the concerns, issues and problems they face, so they are therefore the ones who can best contribute knowledge and advise about implementation of proposed changes, plans and solutions. Top down decision making can easily miss crucial information that would be necessary in making workable decisions.

The immediate involvement of faculty with students works to ensure that the views of the best informed about the educational needs of students and ways to serve students is heard. Constituent based committees can use the wisdom uniquely provided by each of the institution’s constituents (faculty, staff, administration and students) who are well placed to see the impact of decisions on their constituent areas. In addition, participation on committees also provides a forum in which constituent representatives are encouraged to focus on the broader institutional concerns — it encourages in short not only wise collective decision making but the enhanced sense of institutional citizenship that is crucial to an effective organization.

Since the employees are often the ones most impacted by the decisions, and most responsible for their successful implementation, their genuine participation at every stage of decision making is more likely to elicit their agreement and support. Even if individuals might disagree with a decision, if they participate in the process of decision making, the reasons for the decision are clear to them. Administration is unlikely to get buy-in to difficult and potentially dramatic changes in faculty's work practices and lives if they do not include faculty in the decision making process, particularly if faculty perceive the decisions are fundamentally destructive to their ability to do their work (as in the 4<sup>th</sup> hour decision), or to balance their work with their personal family obligations or volunteer commitments (as in scheduling) or even just to their own sense of teaching efficacy (for example, being scheduled to 7 hours of back to back classes with only a half hour break).

But collegiality is not simply about the relationship between workers and the institution, it also says something about the worker-worker relationship. As colleagues, we recognize that we are fellow professionals sharing common goals for the institution. Collegiality is about a cooperative way of working together and respecting one another's individuality while also recognizing the need to arrive at fair and respectful collective decisions. Collegiality and faculty self governing professionalism is a long standing tradition of post-secondary institutions and is one of the reasons that such institutions continue to provide society with creative insights and insightful criticisms. But it must be more than an idea, collegiality must be embedded in the institutional organizational structure.

Both the deliberative aspect and the respectful aspect of collegiality require institutional arrangements that support these aspects. Participatory decision making must be enabled at every level. The remainder of this paper is an attempt to outline how such institutional arrangements should be implemented at Capilano University.

## **Committee organization and mandates**

### **Rationale**

The goal of collegial involvement in the university administration and governance is to ensure that there is an appropriate deliberative process that produces best decisions for the realization of student learning and respects, utilizes and involves the professionalism, experience, and professional decision making of faculty.

### **Principles governing committee organization within a collegial model**

Faculty should participate in institution decision making on two levels: governance and operational (*Strategic and tactical?*)

Faculty are well equipped to contribute advice/decision making at both the strategic and operational level. The Senate and the CFA are both appropriate loci for advice and decision making at the level of overall planning and long-term planning issues. At the moment some such decisions are currently decided on by an advisory body without faculty representation, e.g. major decisions for IT which are currently made at CTAC.

Because operational decisions have such an immediate and sometimes dramatic impact on teaching and learning, faculty are especially well-positioned to contribute to decision making at this level. These areas involve decisions such as the implementation of computer technology, scheduling methods, course offerings, program development, library operations and acquisitions, etc... These committees should have faculty and staff and administration from appropriate areas working together to make effective decisions.

None of these suggestions is meant to exclude the participation of other constituencies such as students and staff and of course relevant administrators.

### **Organization**

**Governance:** There are two governance structures created by legislation: the Senate and the Faculty. The authority of those bodies is embodied in legislation.

1. Faculty should participate in governance with a majority membership on the Senate and majority membership on sub-committees.
2. A number of the committees are already subcommittees of the Senate and should continue to function as such. Other committees such as Scheduling exist, but are not senate sub-committees. Generally speaking, advisory committees would not necessarily be a Senate subcommittee.

**3. Senate Sub-Committees**

- a) The Curriculum Committee
- b) The Budget Advisory Committee
- c) The Bylaw, Policy and Procedure.
- d) The Senate Academic Planning and Program Assessment Committee
- e) Tributes Committee,
- f) Naming Opportunities Committee
- g) Senate Nominating Committee for Vice-Chair.

**4. Faculties**

Faculty level decision making is mandated in legislation as follows

**40** A faculty has the following powers and duties:

- (a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;
- (b) to provide for student representation in the meetings and proceedings of the faculty;
- (c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;
- (d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;
- (e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited;
- (f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;
- (g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;
- (h) generally, to deal with all matters assigned to it by the board or the senate.

**Operational Advisory Committee Participation** In addition to Senate and Faculty membership, there should be participation by faculty on appropriate management committees tasked with institution-wide decisions or in the alternative, an advisory committee should be struck with appropriate faculty representation.

- a. **[Default model]** As described in section 2.8 for a range of function area decision, decisions made by these advisory bodies should be followed by the relevant administrators unless they provide credible reasons to refuse.
- b. The decisions of all advisory committees should be respected in accord with the default model described above.
- c. In addition to participation in governance level decisions, advisory committees with appropriate faculty representation should be in place for all relevant operational areas as described below.

**d. Functional areas:**

DAC's with coordinator and chair participation. While advisory to the Dean, the Dean should have the same duty as in respect to functional area decisions in the collective agreement: viz. if the Dean rejects a decision voted on by the DAC he/she must respond in writing justifying the decision.

**e. All operational areas** should have an advisory committee with appropriate faculty representation. Operational areas include (which areas have faculty participation?):

- a) Registration
- b) Counselling
- c) Library
- d) Facilities
- e) Finance
- f) IT
- g) Food and Beverage
- h) International Ed
- i) Marketing
- j) Continuing Ed
- k) Foundation

**Subordinate Operational Advisory Committee Participation:** Relevant subordinate operational areas whose decisions have significant impact on teaching and learning or faculty work life should also have advisory committees with adequate representative faculty membership. Such as:

- a) Scheduling (CUSC)
- b) Educational technology support (TLC sub-comm)

**Specific Issues Committees:** The University also has committees (some of which are embedded in the collective agreement), devoted to specific issues. That should be maintained. (*isn't there a food committee?*)yes, there is

- a) **Benefits Review** (Collective Agreement Committee)
- b) **Disability Rehabilitation Committee** (Collective Agreement Committee)
- c) **Equivalent Workload** (Collective Agreement)
- d) **Placement Review** (Collective Agreement Committee)
- e) **Mediation Committee** (Collective Agreement Committee)
- f) **Paid Ed Leave** (Collective Agreement Committee)
  
- g) **Employee & Family Assistance Program** (Univ Committee)
- h) **University Naming Opportunities** (Univ Committee) (*now a Senate sub-comm?*)
- i) **Faculty Professional Development** (Univ Committee & FPSE)
- j) **Harassment Committee** (Univ Committee)
- k) **Parking Committee** (Internal CFA Committee)
- l) **Physical Environment Committee** (Univ Committee)
- m) **Student Appeals** (Univ Committee).
- n) **Transportation Committee** (Univ Committee)
- o) **Washroom Advertising** (Univ Committee)

Once we agree on principles we should develop a model for each committee, similar to the university's e.g. below

**FUNCTIONAL (AREA) ADVISORY COMMITTEES**

***DEANS ADVISORY COMMITTEES (DAC'S)***

**PURPOSE** The DAC's provides a forum in which the Dean(s)/designate seek advice from Coordinators, Chairs, and staff (as applicable) on matters of educational policies, procedures, and practices. The DAC's are also informational bodies through which the Dean(s)/designate provide information to faculty and from which the Dean(s)/designate can receive and react to faculty concerns, interests, proposals, and information.

**AUTHORITY**

***Decision-Making*** On divisional matters within each DAC's area of influence.

***Policy Generation*** Generate faculty policy. May initiate University-wide policy for review at E&IM, SCC, and Senate.

***Advisory*** To the faculty Deans or designate

**REPORTING** To the Deans or designate of appropriate Faculty

**CHAIR** Dean or designate

**MEMBERSHIP** DAC

Division Chairs, Coordinators, Dean

**MEETINGS** As scheduled by Deans