

THE ACADEMIC SENATE
FOR
CALIFORNIA COMMUNITY COLLEGES

Local Senate Guidelines
for
Effective Relations
with
Faculty and Administration

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Senate Guidelines

INTRODUCTION

The Academic Senate for California Community Colleges offers these guidelines as suggestions for local senate leaders. Because senates vary widely in their structure and in the structure and composition of their committees, it is important that local senate leaders consider ways to accommodate to local situations the ideas contained here.

Leadership and collegiality lie at the heart of these suggestions. As anyone who has chaired the local senate can attest, one learns by being in the position, by being subjected to pressures undreamt of in advance, and by making mistakes and experiencing successes. To the extent that these guidelines enable future and current senate leaders to profit from the experiences and successes of former senate leaders, the guidelines will have served their purpose.

Collegiality and shared governance play an important role in defining the relationship between a local academic senate leader and others on the campus. To some extent, the nature of governance will vary from one campus to another, and these guidelines attempt to take those variances into consideration. However, the guidelines can also serve to aid a local faculty leader in establishing a more productive form of shared governance.

One aspect of faculty leadership that many newly-elected faculty leaders sometimes do not consider is the delicate balance between careful communication with administration and the necessity to keep faculty members informed. As the year progresses and demands of time and unanticipated problems create increasing pressures, it is altogether easy to slight the obligation to communicate with the faculty. In addition, administration leaders will sometimes request that specific problems not be shared with the faculty. The senate president must weigh carefully the potential impact of such requests, for they can destroy faculty trust in the very person elected to lead them.

SETTING GOALS FOR THE YEAR

A major task of the local academic senate president is to demonstrate leadership by working with the other officers, Executive Committee, and academic senate in establishing senate goals for the year. This process usually succeeds when it is accomplished in consultation with other faculty and with representatives of the administration, not necessarily jointly. Also, the process should be given sufficient time to allow for establishment of an initial list of senate goals which may be later modified by considering how those goals relate to the administration's goals. A last but important step in this process involves assigning specific goals to academic senate committees for implementation.

GENERATING A LIST OF SENATE GOALS

The senate president might begin during the summer by preparing a short list of goals for presentation at an Executive Committee (or some other appropriate senate committee) meeting and asking colleagues to augment and modify the listed goals. At the start, an ideas should be welcome and should be recorded.

ESTABLISHING PRIORITY ORDER

Before the close of the committee meeting, the list of goals should be set in priority order and reassessed in terms of how reachable the various goals might be. Committee members should consider which goals:

1. Can be implemented without cooperation from outside sources such as the administration
2. Are attainable without additional funding
3. Can be developed and implemented within the year
4. Are long-range in their development and implementation
5. Are most important to the faculty at large
6. Can be accomplished by senate committees
7. Need cooperation from administration or students or staff or collective bargaining representatives

The answers to these questions will assist the committee in determining priority order for the goals and may serve to identify goals which are simply unattainable. Even for goals which can be implemented without cooperation from administrators, the senate president will find it advantageous to inform the administration prior to implementation. Just as the senate will want to be informed during the year as the administration revises policies and procedures, whether they have a direct impact upon the senate or not, the administration will appreciate being informed of changes in senate policies and procedures.

PRESENTATION OF SENATE GOALS TO ADMINISTRATION

The senate president and one or two colleagues should share the list of proposed senate goals with the administration and request a list of administrators' goals for senate consideration.

ADMINISTRATION GOALS

The administration's list of goals should be discussed in an Executive Committee meeting during which members look for points of common concern between that list and the senate's.

Items of common concern should probably have high priority as senate representatives revise the senate goals. Also, priority order for senate goals may change if an issue of importance to the senate is listed among the administration's goals, suggesting that it will be easier to develop and implement a policy related to that issue.

ASSIGNMENT OF GOALS TO SENATE COMMITTEES

The president should spend part of an Executive Committee meeting discussing with senate committee chairs their responsibility for the implementation of specific goals on the list. This delegation of responsibility establishes the understanding that the senate is a group of faculty who work together to accomplish what is best for all of the faculty. Flexibility should be built into the process, since unanticipated topics will appear during the year and will have to be addressed by one senate committee or another. This process will also make clear those committees which have outlived their usefulness and have no assignable goals, or the need for new ad hoc committees to cover topics of concern.

PRESENTATION OF SENATE GOALS TO FACULTY

After the senate president, in consultation with the appropriate senate committee, has examined senate and administration goals and organized a list in priority order, that final list should be taken to the faculty for consideration. In order to communicate with the faculty and provide an opportunity for faculty members to offer suggestions, the list of goals in priority order should be presented at a full senate meeting for discussion and adoption.

MID-YEAR REVIEW OF GOALS

At the mid-year, the Executive Committee should again examine the list of goals to determine which are being met, which are no longer relevant, and which need attention before the close of the year. Each committee chair should review accomplishments to date and state whether the full list of committee goals will be attainable by the end of the year.

ANNUAL REPORT

At the end of the year, the senate should again review the goals and establish a list of continuing concerns to be given to the incoming president and Executive Committee. At the same time, the Executive Committee may want to prepare an Annual Report with short comments on accomplishments of the senate and its committees during the year.

SETTING AN AGENDA AND RUNNING A MEETING

An agenda provides the structure for a meeting and allows the president, as well as others, to move the meeting along so that important items are addressed. Thus, it is critical that the president, in consultation with committee chairs, prepare an agenda that reflects items of concern to the faculty and allows time for discussion and action upon those items.

DISTRIBUTING THE AGENDA

The senate agenda should be distributed to all faculty in advance of the meeting to generate interest and to give faculty an opportunity to review the topics for discussion so that

they can participate when matters of importance or interest arise.

PARLIAMENTARY RULES OF ORDER

If the Senate does not already own a book that explains parliamentary procedures, it might be wise to acquire a copy and use it for information about how to structure a meeting, as well as for reference during a meeting in case a “point of parliamentary process” is raised.

ASSIGNING A PARLIAMENTARIAN

Some senates have found it useful to identify a faculty member who has not been elected to the senate (since the parliamentarian cannot vote upon action items) as parliamentarian. Having a parliamentarian can be a good way to involve an interested faculty member who would like eventually to be elected to the senate or who has already served as a senator.

Once a parliamentarian has been identified, the president is free to call upon that individual for assistance when there is confusion about precedence of motions or about a vote upon an item. Parliamentary process should not, however, be used to interfere with the running of the meeting; it should be used as a device to move the meeting along, not to impede discussion or force a vote before faculty members are ready to vote. Senates work best when they operate by consensus; they risk tearing themselves apart when they operate by slim majority votes.

REVIEWING PARLIAMENTARY PROCESS

The senate president might find it useful to give a short review of parliamentary process at the start of the first meeting of the year, emphasizing such points as not trying to “move the previous question” as a means to cut short needed discussion, or the value of referring a difficult motion to committee for further review and recommendation. Also, it might be wise to establish the president as the individual who will call upon the parliamentarian, if one has been identified, for advice and then announce how the meeting will proceed.

STIMULATING FACULTY INTEREST

The Academic Senate for California Community Colleges frequently confronts questions such as, “How can I get faculty members interested in participating in the senate?” It is frequently the case that faculty confront an important issue, put a lot of time and energy into the resolution of that issue, and then, within a period of a year or two, lose interest in being active.

SUGGESTIONS FOR INVOLVING FACULTY

Following are some suggestions for stimulating and keeping faculty interest:

1. Review material from the state Academic Senate for issues of importance to be shared with local faculty or for future consideration at the state level.
2. Survey the faculty and administration to identify issues of importance and then include those issues on senate agendas for discussion during the year. Sometimes leaders assume that they know the major issues rather than taking the time to survey the faculty and to discover from colleagues what their concerns are.
3. Appoint key faculty leaders to chair important senate committees and request that they maintain communication with the senate at regular intervals. Lifeless committees are

- often a cause of faculty disaffection from the senate. Also, committees whose actions remain unknown can be thought lifeless and thereby lose the respect of the faculty.
4. Request of the administration a day's "retreat" to identify issues of concern to the faculty. The retreat may be held on or off campus, and it should result in a written report to faculty and administration suggesting issues to be addressed, perhaps with an action plan for addressing those issues.
 5. Nominate faculty to attend the Great Teachers Seminar, state Senate area meeting and conferences or other Senate activities. These activities have been known to rejuvenate faculty and make them active contributors to senate functions.
 6. Invite the state Senate president or other Senate representative to campus to address the faculty on issues of importance at the state or local level. The state Senate will gladly meet with faculty to discuss issues of import to the faculty.
 7. Arrange to host a regional meeting of senate leaders from surrounding colleges. Again, the state Senate will gladly assist and can send a representative to help facilitate such a meeting.
 8. Invite a local legislator to campus to address faculty on key legislation that will influence the community colleges. The state Senate can assist in the process of identifying a legislator and suggesting topics or questions to raise.
 9. Host a meeting with senate representatives from a neighboring CSU or UC campus. Issues such as articulation of courses, student transfer, and academic standards remain important topics for discussion with colleagues at other postsecondary institutions. The state Senate can provide names of CSU or UC faculty to contact and can suggest topics or questions to raise.
 10. Host a meeting with faculty representatives from a feeder high school. This can probably be most profitably done at the department level to discuss curriculum issues.
 11. Review the senate's goals, established at the start of the year, and request that faculty members prepare one- or two-page position papers, in consultation with administration, to address those issues.
 12. Survey faculty members and administration suggestions on how to improve the senate, and then address those suggestions and attempt to act upon them in future senate meetings.
 13. Try to involve newly hired faculty members and part time faculty. Seek out new people and new ideas whenever possible.

MAKING COMMITTEE APPOINTMENTS

It is the policy of the Academic Senate for California Community Colleges that all faculty to be appointed to statewide committees are to be nominated by the Academic Senate. Chancellors over the years have adhered to this policy. Depending upon the focus of committee or task force discussion, the Academic Senate will draw from other organizations such as FACCC if there is a legislative concern or CACC and its commissions, as appropriate. The Academic Senate also gives consideration to affirmative action

representation, discipline representation, and geographic representation. Some of these concerns apply at the local level as well.

FACULTY REPRESENTATION

A policy that faculty appointments come from academic senate nominations would serve local faculty well, for it would ensure that faculty representatives to campus committees are individuals selected by their senate leaders, not by the administration. If the administration provides a list of faculty names for appointment to a campus committee, it may help to request the right to review and recommend changes to the list. In addition, drawing from the local FACCC, union, or other groups for representatives may be advantageous, so long as it is understood that those representatives serve the senate.

SENATE APPROVAL

The senate president should submit names of faculty to be appointed to senate or campus committees to the senate for approval if time permits. This process allows the faculty to know who is involved in what, and gives the senate an important and appropriate role in ratifying appointments.

ADMINISTRATION APPOINTEES

If the administration persists in naming faculty to college-wide committees, it might be advisable to explain to appropriate administrators and to the faculty members involved that those faculty represent only themselves and/or the administration, not the faculty at large. Thus, those individuals cannot speak for the faculty, nor can they represent the senate. If faculty members are to represent the senate or the faculty at large, they must be nominated by the senate. Thus, a committee that has administration appointees should be augmented with senate selected faculty members in order for the senate to be represented.

MAINTAINING RELATIONS WITH THE FACULTY

Senate leaders have sometimes confronted the uncomfortable situation of being perceived as being too close to the administration, appearing to follow administration suggestions rather than representing the faculty, and to the extent that such a situation can be avoided, it should be. There are some strategies to employ in maintaining strong relations with the faculty:

1. SPEAK FOR THE FACULTY

Senate presidents should be careful to speak for the faculty at large. If an administrator attempts to secure an immediate response, and if a senate leader is not positive of an appropriate response, it is best to make clear the need to consult with the faculty.

2. TAKE THE INCOMING PRESIDENT, PAST PRESIDENT (OR OTHER SENATE LEADER), OR BOTH, ON VISITS WITH ADMINISTRATORS

Whenever possible, the incoming president or past president, or both, should accompany the president on visits with administrators. Having someone else along makes it less likely that the senate president will be singled out for representing the administration's rather than the faculty's interests. Also, having someone else along makes it possible to

confer with a colleague; it is even possible to request time alone with the colleague(s) to discuss a possible response to an administrative issue.

3. **COMMUNICATE SENATE INFORMATION**

An informed faculty is more likely to be supportive than an uninformed one. If there is no senate newsletter, the senate president should look for someone interested in producing one, and should also seek funding from the administration. Also, the senate secretary should be sure that minutes are distributed to all faculty, both full-time and part-time. Finally, the senate president and delegate should share material that comes from the state Senate, being sure that all faculty members, including part-time, are informed of what is happening at the state level.

4. **CONSULT WITH SENATE OFFICERS**

On matters important to the faculty, the president should consult with senate officers when there is not time to call a full senate meeting to decide the issue. Unilateral action by the president can lead to a charge of egotism and self-interest.

5. **GO TO THE SOURCE OF A PROBLEM**

If a problem arises concerning a faculty member, the senate president should deal first with the individual at the source of the problem. Thus, the senate president should talk with the faculty member involved before talking to a department chair or administrator. In addition, the senate president should let the faculty member know that it may be necessary to talk to a department chair or administrator and request the faculty member's presence at those meetings in an effort to resolve the problem. Ultimately, it may be necessary to take the problem to the entire senate. For problems of a professional nature, it may help for the senate to establish Professional Standards Committee, which can mediate professional disputes and consider questions of tenure denial.

6. **DEVELOP A VISION OF THE IDEAL SENATE**

Throughout the year, the president, officers, Executive Committee, and senate body should be working from a vision of the academic senate in its ideal form and striving to implement as much of that vision as local circumstances will permit. Some senates lose opportunities to forward the cause of the profession only because individual members have adopted the attitude that certain ideas are not worth pursuing or that certain modes of action will not accomplish the desired goal. The president should be the leader in taking risks occasionally and venturing into new territory, especially with reference to shared governance activities. As the president sets the tone, other members of the senate and eventually of the faculty at large, will follow that lead.

**MAINTAINING RELATIONS WITH COLLECTIVE BARGAINING
REPRESENTATIVES**

To the extent that senate and collective bargaining representatives can work together amicably, they can best work for faculty in all respects, both in the professional arena of senate interests and in the professional arena of working condition interests.

MEETINGS WITH COLLECTIVE BARGAINING REPRESENTATIVES

The senate president, incoming president, and past president should hold regular meetings with the president of the collective bargaining group and the chief negotiator to keep the senate informed of items to be placed upon the negotiating table and to ensure that senate issues are appropriately addressed by the senate.

DELINEATION OF FUNCTIONS AGREEMENT

A written statement of which functions will be collectively bargained and which will be within the purview of the academic senate can serve to eliminate confusion and conflict. Such a statement is best written when there are no areas of contest between the two groups. Also, it would be wise to review with the administration areas for senate and bargaining concern to ensure that the administration agrees with the delineation.. It might be advisable, depending upon local circumstances, to have all three parties, the senate, the bargaining agent, and the administration, sign off on the written agreement as insurance that the administration will enforce the agreement between the senate and the bargaining agent.

The state Senate has copies of model delineation of function agreements and would be happy to send copies to local senate considering signing such an agreement.

LIAISON COMMITTEE

To resolve issues that arise between the senate and the bargaining group, it might be wise to establish a liaison committee comprised of the elected officers of both groups. This committee could then seek to resolve disputes between the groups before those disputes become major sources of concern.

STATE MEDIATION GROUP

The state Academic Senate and collective bargaining groups have agreed to send teams to local campuses to help mediate disputes that arise between senates and collective bargaining agents and cannot be settled at the local level. Local senates should not hesitate to call upon their state Senate representatives to arrange for such a meeting.

MAINTAINING RELATIONS WITH ADMINISTRATION AND TRUSTEES

The most effective senates in the state have demonstrated that good working relations with the administration are essential. To the extent that the senate works well with the administration, it usually can maintain good relations with the members of the board of trustees as well. Following are some suggestions for building and maintaining effective relations with administration and trustees:

1. MEET REGULARLY WITH THE COLLEGE PRESIDENT

The senate president, incoming president, and past president should schedule regular meetings with the college president. It is best to hold the meetings at the same time and day to establish a pattern. Emergency situations can then be discussed in special ad hoc meetings. Some senates find it necessary to meet weekly with the college president, while others meet bi-weekly, and some meet once a month. Frequency of meeting will be

determined by local circumstances. If problems develop, it might be wise to increase the frequency of the meetings in order to better facilitate communication with the college president. It should be clear to the college president that her/his office door should always be open to the senate president.

At these meetings, senate representatives should share faculty concerns and offer suggestions for improving relations between faculty and administration (the list of suggestions for maintaining faculty interest in the senate contains several items that need administrative support). It might be wise to focus, for example, upon professional development and offer suggestions for improving faculty morale through participation in a variety of development activities.

2. **MEET WITH THE INSTRUCTIONAL OFFICER, STUDENT SERVICES OFFICER, OR OTHER ADMINISTRATORS AS NECESSARY**

Because much of the senate's activity concerns curriculum and academic matters that lie within the scope of the instructional officer's concern, the president, incoming president, and past president should meet at least once a month with the instructional officer. A review of senate activities, actions taken and actions under way, would be appropriate.

Several senates have learned from experience that the instructional officer should be involved in reviewing policy proposals as they are being developed, not after they have been completed and adopted by the senate. In some instances, the involvement of the instructional officer can avoid problems that result from not knowing the intricacies of the Education Code or Title 5. In other cases, senates benefit from the development of a supportive relationship with the instructional officer, as opposed to an atmosphere of jealous concern over which entity has authority for academic policy development.

The senate president should also request that the instructional officer keep the senate apprized of administrative activity with reference to academic policy development. Just as the senate should provide drafts for administrative review, the administration should keep the senate informed and involved as administrative policies are being developed.

Other administrators will also have important information for the senate president. Thus, it is wise to meet periodically with the student services administrator, for example, to discuss matters of importance to the students. In arranging these meetings with other administrators, be aware of the necessity to inform the college president before arranging the meetings. Information gained by going around or "behind the back" of the college president will not be as valuable as it might seem, and it can backfire by causing problems for the administrator who provided the information.

3. **SET UP BREAKFAST OR LUNCHEON MEETINGS WITH TRUSTEES**

Members of the Executive Committee should take turns meeting with members of the board of trustees to maintain an important relationship. The senate president, incoming president, and past president should meet periodically, perhaps before each board meeting, with the president of the board to review senate activities. This should not, however, be used as an opportunity to avoid sharing concerns with the college president.

The president should be informed in advance of any concerns which the senate president plans to take to the board, and the president should have the opportunity to resolve those concerns before they are brought to the attention of the board members. Keep in mind that board members are precluded by law from meeting as a group outside regularly scheduled or noticed meetings; it will probably be necessary to meet with one or two members at a time.

4. **GO THROUGH THE CHAIN OF COMMAND WITH COMPLAINTS**

The senate president should be especially careful to follow the chain of command when complaints arise. It is critically important to touch base with any faculty members concerned and let them know of planned meetings with department chairs or administrators to discuss the complaint (indeed, the faculty members involved should be invited to meetings with department chairs or administrators). At each level, the individual should be given the opportunity to resolve the problem before it is taken to the next level, and at each level the senate president should clearly communicate the intent to take the issue to the next higher level of authority.

Similarly, the senate president should request the courtesy of being informed first if there is a complaint within the administration concerning the senate, and the senate president should be present at any meetings in which the complaint is discussed.

This process of following the chain of command can often head off problems before they develop into major confrontations.

5. **OFFER SUGGESTIONS FOR SOLUTION TO A PROBLEM**

Before going to a meeting to discuss a problem or complaint, sketch out a list of possible solutions and be prepared to offer some suggestions. It is usually wise to take more than one suggested solution, and it is always wise not to be wedded to the solutions, for it is difficult then to hear an even better solution when it is offered. Without the proposed solutions, the senate president risks falling into the trap of being seen as a complainer or the bearer of unresolvable problems.

Also, be careful to work out faculty problems among the faculty whenever possible, rather than taking faculty problems to administrators to resolve. To the maximum extent possible! faculty need to work out their own difficulties in a professional and responsible manner.

SUGGESTIONS FOR ACADEMIC SENATE PRESIDENTS

Compiled by Karen Sue Grosz

The following suggestions were offered by current and former senate presidents to incoming or incipient senate presidents who attended the Academic Senate first Leadership Workshop in Monterey, February 28-March 1, 1987:

1. Suggest that there be no griping during senate meetings--save the griping for a TGIF or some other social occasion.
2. Request copies of administration goals for the year and, where possible, use them in setting local senate goals.

3. Remember that enthusiasm is contagious.
4. Study past positions of both the state and local senates.
5. Don't forget your family and your students--give them time too.
6. Identify a problem, focus upon it, and be persistent.
7. Understand the difference between collective bargaining and senate positions.
8. Know that you are a source of power and use that power wisely.
9. Maintain communication with the administration.
10. Make other faculty members proud of senate accomplishments.
11. Meet with your chancellor/ superintendent/ president weekly.
12. Clear office space for senate materials.
13. Work to make the senate goals reflect faculty desires.
14. Establish rapport with the Board of Trustees through breakfast meetings and holiday parties.
15. Remember to send personal notes of thanks or encouragement to colleagues and administrators.
16. Don't take criticism personally.
17. Maintain high visibility on campus.
18. Schedule regular meetings with the college president.
19. Remember that when speaking with the college president you speak for your constituents.
20. Maintain your emotions--don't let them get out of control.
21. Establish a faculty network to help accomplish your goals, and then follow through.
22. Remember that it is better to be feared than loved.
23. Establish a weekly schedule of activities, and then work to follow it.
24. Invite state legislators to senate meetings.
25. Make friends with people in the paper reproduction department.
26. Depend on faculty members to advise you.
27. Never ask more of your constituents than you are willing to do yourself.
28. Focus on developing educational policies and then work to implement them.
29. Keep an appointment book and refer to it often.
30. Take notes on your phone calls so that you have a history of conversations and activities.
31. Follow important phone conversations with a short memo stating the substance of the conversation.
32. Let minutes communicate openly what occurs in senate meetings. Be open in communicating with the Board of Trustees' members.
33. State a file of information and suggestions you wish others had told you before you took the presidency, and then pass on that file to the next president.
34. Put your office phone on an answering machine so that you don't frustrate those who are trying to reach you.
35. Get a senate office if you don't already have one.
36. Work toward obtaining a position at the Board of Trustees' resource table so that you are available to give information during Board meetings.

37. Review Robert's Rules of Order and use the parliamentary process to avoid difficult situations during a meeting.
38. Establish and then maintain good communication with the collective bargaining group.
39. Read "Toward a More Effective Senate," published by the state Senate.
40. Never make the assumption that someone will say "No."
41. Prepare a handbook for your Executive Committee members. Choose a vice-president who will do whatever you ask.
42. Read minutes of the previous year's senate meetings.
43. Attend the Local Senates meeting at the state conference.
44. Examine senate library materials and supplement those materials with publications available through the state Academic Senate.
45. Dream big--GO FOR IT!

SUGGESTIONS TO ADMINISTRATORS FOR STRENGTHENING LOCAL ACADEMIC SENATES

Following are some suggested ways in which administrators can help to strengthen local academic senates. It should be recognized that every college varies, so what works in one location may not have the same positive results in another. These suggestions, however, should transcend such local differences, and the Academic Senate for California Community Colleges commends them to your attention:

1. Invite the senate president, incoming president, and past president to discuss issues with the administrator in charge as a means to building trust. These discussions, to be effective, should be such that the faculty members' ideas are carefully considered as the issues are developed into policy or procedure for local implementation. If an administrator requests faculty members' ideas, it is extremely important that those ideas be heard. Involving the senate president and one or two other senate leaders ensures that the faculty's elected representative does not become singled out by other faculty as an ally of the administration rather than the faculty members who elected that individual.
2. Give the senate president, incoming president, and past president time during the summer to work with various administrators to plan for the coming year. Senate ideas and issues of concern can then be built into the college goals for the year, and administration goals can be built into the senate action agenda.
3. Ask the senate president for a copy of the senate goals as soon as they are established and arrange a meeting to review those goals with the president, incoming president, and past president, or with the senate executive committee.
4. Give the senate president a copy of administration goals while they are still in draft form so that the senate can respond to the list, suggest modifications, or add items.
5. Alert the senate president to a possible problem and give the faculty members time to work out the problem among themselves. Share with the senate president problems as they surface so that the faculty can deal with them effectively, and

encourage the senate president to do likewise by sharing faculty problems with administration before the problems turn into major issues.

6. Encourage the college president/superintendent to arrange regular weekly meetings with the senate president to discuss matters of concern.
7. Send the senate or the senate executive committee off campus for a retreat.
8. Support faculty involvement in senate activities at the state level through participation in conferences and other statewide activities so that the college can participate in decision-making at the statewide level.
9. Work toward development of the collegial model of shared governance in which faculty members have responsibility for developing and implementing academic policy. It is critically important that each college develop a model that both faculty and administration find comfortable.
10. Remember that it is better to be loved than feared.

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