



Southwest Baptist UNIVERSITY

Compact for Shared Governance

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I. Introduction

While it had no name, no charter, and no official sponsor, a pioneering group of educators launched a new Baptist college in a disused church building in Lebanon, Missouri on September 17, 1878. Finding insufficient support in Lebanon, its leaders determined to move the institution fifty miles west to Bolivar the following Spring. The State of Missouri issued a charter to the newly named Southwest Baptist College (SWBC) on March 19th 1879, and, a month later, its trustees set the cornerstone for its permanent campus.

From its founding, Southwest Baptist University has been deeply committed to Christ-centered education in the Baptist tradition. As we near our 150th anniversary, our convictions remain unchanged. We are a Christ-centered, caring, academic community preparing servant leaders to impact the world for Jesus Christ. Under the authority of God's inerrant word, Southwest Baptist University is committed to historic, orthodox, biblical doctrine as articulated in the University Charter and the Baptist Faith and Message 2000.

The Minutes of the Missouri Baptist Convention show that by 1881 there was already an association between SWBC and the Baptist General Association of Missouri, which would be renamed the Missouri Baptist Convention (MBC) in the late 1950s. The North Central Association for Colleges and Schools granted SWBC full accreditation to become a four-year institution in 1965. SWBC officially changed its name to Southwest Baptist University (SBU) in 1980.

The Compact for Shared Governance articulates the means by which the Board of Trustees delegates its governing authority in the day-to-day operations and decision-making of SBU among the relevant stakeholders for the accomplishment of the University's Mission. While it does not, by itself, have legal authority, the Compact for Shared Governance derives its authority ultimately from the Board of Trustees and operationally from the mutual trust and shared purposes of the stakeholders in the Mission of SBU.

II. The Meaning of Shared Governance

The notion of shared governance has been part of the culture of American colleges and universities even before it was first given formal articulation in the 1960's in the Statement on Government of College and Universities that was jointly crafted by the American Association of University Professors (AAUP), the American Council of Education (ACE), and the Association of Governing Board of Colleges and Universities (AGB).

As a concept, shared governance attempts to recognize the complexity of values and range of expertise essential to a flourishing community of learning, to recognize the balance of interests required to protect that complexity of values, and to recognize the risk to this complexity were the academy to be governed in the very rigid hierarchical model more typical of the corporate world. Most particularly, though, shared governance attempts to recognize the critical and distinct roles of the three sectors of the academic community charged with carrying out the Mission of the institution: first, the Board of Trustees entrusted with governance and ensuring faithfulness and sustainability of Mission; second, the Administration entrusted with



management and ensuring the integrity and sustainability of Mission through the day-to-day operations of the institution; third, the Faculty entrusted to advise the Board of Trustees and the Administration within their areas of expertise and with the quintessential task of an academic institution, the education of students. At its best, shared governance seeks to ensure that these tasks remain complementary and collaborative rather than competitive.

In American colleges and universities, shared governance is often operationalized through the collection of processes through which different groups of internal constituents share advice and expertise with those responsible for the governance and management of the college or university. In some cases, the operationalization of shared governance also includes the processes through which internal constituents communicate with those responsible for the governance and management regarding the exercising of delegated authority, delegated responsibilities, and / or contractual rights.

III. The Purpose of this Compact

The Compact is the latest manifestation of SBU's longstanding desire and commitment that our community of stakeholders work together to achieve our shared interest in both:

- ensuring the integrity and sustainability of SBU's institutional Mission and
- accomplishing that Mission.

This document articulates the approach to shared governance that animates the SBU community in seeking to work collaboratively and in a spirit of mutual trust to ensure both the integrity and sustainability of our institutional Mission.

The Compact clarifies the delegation of authority from the Board of Trustees in the decision-making process among the appropriate stakeholders of the institution. In matters of common concern, the Compact provides avenues for all appropriate voices to be heard, while also defining responsibility and accountability for various levels of decision-making. The Compact refers to and complements, but is not intended to supersede, other governing documents at the institution, including the University Charter, the Board of Trustees Bylaws, the Board of Trustees Policies Manual, the Constitution of the Faculty, the Bylaws of the Faculty, the Faculty Handbook, the Staff Council Bylaws, the Employee Handbook, and the Student Handbook.

IV. The Mission and Vision of the University

- *Mission:* Southwest Baptist University is a Christ-centered, caring academic community preparing students to be servant leaders in a global society.
- *Vision:* Southwest Baptist University will be the exemplar Christian university, providing a transformative and holistic educational experience.

V. The Stakeholders and Participants in the Shared Governance Process



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The Compact for Shared Governance acknowledges the role of stakeholders in the decision-making processes of SBU and clarifies the appropriate role for each of these groups in the decision-making process.

While the Board of Trustees, the Administration, and the Faculty are the stakeholders who bear the primary weight of formal responsibility for the accomplishment of the Mission of the University, their work can only be effective as they take into account the insights and perspectives of several other specific groups who also have a clear interest and a personal investment in the work of the University. These include the Staff who support the day-to-day operations of the University at every level, the Alumni and Donors of the University whose financial support bears witness to the impact of the University outside the institution, and, of course, the Students who are the very reason for the existence of the University.

A. The Board of Trustees

The SBU Board of Trustees is the chief governing body for the University. The University Charter and the Board of Trustees Bylaws, approved by the Missouri Baptist Convention and in accordance with the law in the State of Missouri, enumerate its powers. It exercises its control primarily through its Chief Executive Officer, the President of the University, who, in accordance with the Board of Trustees Bylaws, “shall have general supervisory and executive responsibility for the effective operation and the management of the University” (*Bylaws 2.2*).

Nevertheless, the Board of Trustees has final authority over all aspects of the University, including matters of employment; all fiscal matters including annual budgets, the setting of tuition, and the investment of funds; all property negotiations including capital projects and new construction; all contracts; all educational policies and programs of the University including the granting of degrees; and all other aspects of governance and oversight unless specifically excluded by the University Charter, Board of Trustees Bylaws, or Board of Trustees Policies Manual. This Compact articulates how the Board delegates this authority in the day-to-day operations of the University to other stakeholders of the University while also clarifying its capacity for exercising final authority on all matters.

As articulated in its Bylaws and Policies Manual, the Board of Trustees involves other constituencies in its decision-making process. The Board seeks input from various constituencies of the University and invites specific representatives of such groups to be present at the public portions of Board meetings, both to answer questions from members of the Board, and to communicate to their constituencies the deliberations and decisions of the Board. The President of the University, Provost, Executive Cabinet, Associate Provost(s), Assistant Provost(s), Deans, President of the Faculty Senate, President-Elect of the Faculty Senate, President of the Staff Council, and President of the Student Association shall always be invited to be present at the public portions of Board meetings. The President of the University may request others to be invited to portions of Board meetings.

B. The Administration

1. The President of the University



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In accordance with the Board of Trustees Bylaws, the Board delegates its authority for the day-to-day operation of the University to the President. The President has the responsibility to ensure that the University Charter, Board of Trustees Bylaws, Board of Trustees Policies Manual, and all other directives and resolutions of the Board of Trustees are implemented. The President is expected to provide regular communications to the Board of Trustees, and to ensure that the Board (or Executive Committee) is alerted to any concerns that might impact the exercise of its responsibility for the wellbeing of the University.

In particular, the President,

- Serves as Chief Executive Officer of the University and exercises powers normally invested in the office of the president of a corporation.
- Directs and coordinates the day-to-day operation of the University toward fulfilling the mission of SBU as a Christian liberal arts teaching university, in accord with the policies and contractual expectations of the Board of Trustees.
- Institutes regular and ongoing institutional planning and assessment processes that ensure the sustainability of the University's mission and the ongoing alignment of resources to program priorities.
- Ensures the ongoing compliance of the University with all relevant external regulatory bodies.
- Ensures the University's involvement in appropriate networking bodies within Higher Education that enable advocacy of the University interests at the state and national levels, and that facilitate mutually beneficial partnerships within the worlds of private, liberal arts, and Christian education.
- Provides vision and leadership for the entire educational program of the University, including spiritual formation; academic programs; and co-curricular programs such as athletics and wellness, vocation and calling, residence life, student publications, and campus activities.
- Ensures the development of an annual budget balanced at operations with all actions properly accounted for, and always in the context of multi-year budget planning for the strengthening of the University's financial foundation.
- Provides vision and leadership for such campus wide program emphases as global engagement and creation care.
- Provides vision and leadership for the recruitment, development, and retention of a diverse faculty and staff prepared to carry out the educational mission of the University-including its commitment to a diverse student body of lifelong learners.
- Provides vision and leadership for the recruitment and retention of a student body consistent with the cultural and economic diversity envisioned by the Mission Statement, and reflective of changing demographics in the educational marketplace.
- Provides vision and leadership for the ongoing development of a campus that embodies in its membership and in its programming the cultural richness and diversity of God's Kingdom.



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- Provides leadership for an Advancement Program that ensures the ongoing development of annual and endowed financial support of the University; the cultivation of a vibrant and engaged alumni base; and the enlarging of the University's visibility both within and outside the Christian community.
- Interprets and implements all matters of policy.
- Communicates regularly with the Board of Trustees and recommends to the Board on an annual basis updated strategic plans, multi-year budget projections, and appropriate policy changes for their consideration and approval.
- Represents and interprets the University and its programs to internal and external constituencies, including but not limited to, the Missouri Baptist Convention, the larger evangelical world, the networks of Christian, liberal arts, and private educational institutions, alumni, parents and prospective friends of the University.
- Provides for the succession planning of University personnel and operations.

2. The President's Executive Cabinet

The President recruits, develops, and retains a staff of senior officers to assist in the implementation of the President's responsibility for the operations of the University and to whom the president may appropriately delegate authority for the accomplishment of their respective tasks. In choosing the Provost and Chief Academic Officer, the interview process includes an interview with the Deans and an interview with officers of the Faculty Senate. In choosing any Executive Cabinet members who will have faculty appointments and regular teaching responsibilities, the interview process also includes all the normal interviews expected for a Faculty position, if the candidate is not already a full-time SBU Faculty member teaching in the area(s).

This administrative team, referred to as the President's Executive Cabinet consists of:

- The President, Chair
- The Provost and Chief Academic Officer
- The Chief Financial Officer
- The Chief of Staff and Vice President for Strategic Initiatives
- Additional chief officers as needed to ensure the effective implementation of the operation of the college

It is understood that, apart from the Chief Academic Officer and Chief Financial Officer, the other chief officers and resource persons may vary depending upon the positions, structures and personnel deemed most effective for the carrying out of the Mission of the University at each particular season.

The President's Executive Cabinet:

- Serves as an advisory group to the President in the day-to-day operations of the University.
- Provides appropriate administrative liaison to the Committees of the Board of Trustees.



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- Leads the University in the ongoing work of strategic planning.
- Provides leadership for the recruiting, development and retaining of the faculty and staff of the University in their respective areas of responsibility.
- Facilitates communication among the various areas of the University.
- Partners with the Chief Financial Officer in ensuring alignment of resources to program and operational priorities, and in assuring fiscal responsibility in their respective areas of accountability.
- Provides leadership for the various councils, committees, and task forces that pertain to their respective areas of leadership.
- All Chief Officers of the University who hold faculty rank also serve as voting members of the faculty in accordance with the faculty handbook.

Further information on the responsibilities of the Chief Officers of the University is available in their particular job descriptions, as well as in the Faculty and Staff handbooks.

C. The Faculty

The Faculty is the partner in shared governance charged most specifically with, and trained most particularly for, the distinctive institutional Mission and Vision—preparing students to be servant leaders in a global society through a transformative and holistic educational experience in a Christ-centered, caring academic community. The Faculty consists of all contractually-employed teaching faculty, both full and part time, as well as others who have been granted faculty status.

The Faculty is charged primarily with the academic mission of the University—that is, the aspect of the educational enterprise that is centered in the interaction between faculty and students, and for which the students are granted their degrees. The Faculty brings to this task expertise in particular fields of study, as well as general preparation for teaching, mentoring, the pursuit of scholarship, and a commitment to the specific educational philosophy of a Christian liberal arts teaching university. As in any educational institution, faculty members are expected to focus primarily on teaching, scholarly activity, and professional development in their fields of study. In a Christian liberal arts university, members of the Faculty must also participate in the entire transformational educational enterprise, which includes creating mentoring, advising, partnership with those in charge of spiritual formation, and co-curricular education to create a vibrant intellectual environment outside as well as inside the classroom, and participation in the promotion and flourishing of the institution as a whole.

The Faculty,

- Sets academic standards
- Develops academic program curricula—including both majors and general education—appropriate to a liberal arts university
- Ensures the creation of an appropriately distinctive curriculum for a Christian University in the Baptist tradition
- Assesses the educational outcomes in the lives of the students



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- Pursues scholarship and professional development in their areas of expertise
- Draws on relevant technology appropriately to enhance student learning
- Augments the library collection and other educational resources
- Determines qualifications for graduation
- Recommends academic candidates for degrees

The Faculty partners actively with the administration in the recruitment, development, retention, and evaluation of its members, including conducting the initial stages of the reviews of its members for tenure and promotion decisions. The Faculty elects a tenured faculty member to serve as the President of the Faculty Senate who serves as the primary facilitator of interaction on matters of general and common concern between the Faculty and the Administration, or among the Faculty, Administration, and the Board of Trustees.

The Faculty exercises its authority on curricular matters primarily through the Faculty Senate. On other matters of University governance and management, the Faculty is represented formally on University councils and committees and, when relevant, on task forces as well. Faculty interests are represented within the Administration, and to the Educational Policies and Personnel Committee of the Board of Trustees, by the Provost.

Even during the summer months, every effort will be made to ensure that the interests of the Faculty are appropriately represented in decisions of the University.

D. The Staff

The Staff consists of all non-teaching personnel of the University. The Staff are essential to the success of the day-to-day operations of the University. Under the authority of the President and Executive Cabinet, the staff carry out a number of tasks that are critical to the success of the institution's mission. Members of the staff support the operation of academic departments in a range of ways, serve as mentors, supervisors, and role models for our students, and collaborate with the Faculty in the creation of a compelling intellectual and spiritual community.

The Staff expresses its interests in the affairs of the University primarily through the Staff Council and through their representation on various councils, committees, and task forces.

As stated in its *Bylaws* (2.1) the Staff Council,

- Identifies the interest of the staff of Southwest Baptist University.
- Promotes communication between staff employees, faculty, and the administration.
- Provides input to the administration on issues affecting staff and the University that are appropriate for staff input.
- Supports and develops activities that serve SBU and the local community.
- Provides input to the administration for staff appointments to serve on special task forces, search committees, and fit committees when appropriate.

E. The Students



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Southwest Baptist University exists for the transformation of students into the individuals God is calling them to be, equipping and empowering them for effectiveness over the course of a lifetime in the ever-changing circumstances of our world. Part of preparing them as leaders and participants in the various communities in which they will take part after graduation is engaging them in the decisions that shape and sustain this educational community, and in cultivating their responsibility for sharing the particular perspectives that they bring to each community of which they are a part.

The student body consists of all currently enrolled full-time and part-time undergraduate and graduate students, including those who are studying in person and those who study remotely either fulltime or part-time.

The student body expresses its interests formally primarily through the Student Association and through representation, as appropriate, on University councils, committees, and task forces.

As stated in its *Operations Manual*, the Student Association, as the representative of the traditional undergraduate student body on the Bolivar campus, exists to “enrich the lives of SBU students through the empowerment of clubs and organizations and by advocating and acting on behalf of the SBU student body.”

The Student Association,

- Secures the continuity of student government through the annual election of officers of the Student Association, including the Student Association President and Vice President.
- Appoints or elects student representatives to councils, committees, and task forces of the University as stated in the organizing documents of these entities.
- Provides for the appropriate representation of all sectors of the student body in student governance.
- Oversees the chartering, funding, and operations of student-led organizations in partnership with and under the authority of the Office of Student Life.
- Provides a cooperative link between the students and the administration, primarily through the Student Association President and the Chair of Campus Improvement.

F. Alumni and Friends of the University

Alumni and friends of the University scattered throughout the world actively shape SBU long after their graduation, through the opportunities they open up for current students through their own track record in graduate or professional school or in the workplace; through their support of internships and post-graduation positions; through their investment of resources in the University, including career mentoring, service on volunteer boards, consultation, student recruitment, and financial support; and through connections they are able to make for the University in government, church, business and the non-profit world.

Alumni make their voices known formally through service on the Alumni Board, as well as their strong presence on other volunteer boards of the University including the Board of



Trustees, the President's Advisory Board, and other advisory boards for the University (Non-alumni friends of the University may also serve in these positions.)

VI. The Structures by which Shared Governance will be Accomplished

The Board of Trustees, the President, the President's Executive Cabinet, the Faculty, the Staff Council, and the Student Association meet regularly during the year to carry out their respective responsibilities. The Board of Trustees typically meets twice annually. The President and his Executive Cabinet typically meet weekly through the academic year and less regularly during the summer months. The Faculty Senate typically meets once a month during the fall and spring semesters. The Student Association typically meets weekly during the academic year.

Much of the work in preparation for these meetings, especially those of the Board of Trustees and Faculty, is conducted through a variety of other structures that support the work of shared governance, some on a fairly permanent basis, some organized for more specific occasional tasks. While the particular mix of such structures may vary, they fall within the following categories:

A. Committees

Both the Board of Trustees and the Faculty have a regular set of active committees, organized by function, that meet regularly and carry on much of the work that precedes voting action on the parts of either the Board or Faculty.

In the case of the Board of Trustees, these committees currently are: Enrollment and Student Life, Institutional Planning, Educational Policies and Personnel, Finance, University Relations, as well as the Executive Committee. These committees are organized to align with the work of one or more of the Chief Officers of the University. Board committees consist of trustees alone, and the committees are chaired by a member of the Board of Trustees. They include as resource persons in their meetings members of the University administration and staff that support their work, most often the relevant Chief Officer, designated faculty representatives on the Academic Committee and the Student Life Committee, students on the Student Life Committee, and others as needed. The Chair of the Board and the President are ex officio members of all Board committees. The agendas of Board committees, which meet in conjunction with each of the meetings of the full Board of Trustees, are formulated jointly by the Committee Chair and the corresponding Chief Officer of the University.

These Board committees both serve internal Board governance and support the spirit of shared governance by cultivating a working partnership between each Committee Chair and the respective Chief Officer of the University. This partnership promotes timely communication among Board committees, especially on matters related to budget and planning; coordinates the appropriate annual sequencing of various Board committee objectives and responsibilities; and assures alignment between the work of the Board and the work of the Administration and other participants in the governance process. Further information about the work of the committees of the Board is available in the Policy Manual and the By-laws of the Board of Trustees.



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The Board's Executive Committee is composed of the Chair of the Board, the President, and the Chairs of standing committees of the Board. The Executive Committee meets at the request of either the Chair of the Board or the President and ensures communication and coordination of planning throughout the year between regular meetings of the Board. The Executive Committee is the only committee of the Board of Trustees that is authorized by the Bylaws to act on behalf of the full Board of Trustees when urgent action is required between sessions of the Full Board of Trustees. In the case of the Faculty, there are a wide range of regular Faculty committees to correspond with various aspects of the work of the Faculty, and described more fully in the Faculty Handbook. The creation and composition of Faculty committees is determined by vote of the Faculty. While Faculty committees may include members other than teaching Faculty, the composition ensures that teaching Faculty will always have a determining majority on any action taken by the committee. The President is considered an ex officio member of all Faculty committees, with the authority to veto actions in the rare circumstances when this is deemed necessary.

In addition to the regular committees of the Board and Faculty, the term "committee" is also associated traditionally with shorter-term groups established to conduct searches for new personnel. Depending upon the search being conducted, the committee may be established by action of the Board, the President, or any of the Chief Officers of the University, who also determine the appropriate composition of the committee. These "search committees" conduct searches, make recommendations to their respective supervisors, and disband once their task is accomplished.

B. Councils

Councils are broadly representative groups internal to the University organized by Chief Officers of the University to assist in the work of their respective areas of responsibility. In particular, the Councils ensure that the work of each particular area of the University is informed by interaction with members working primarily in other areas of the University, thus strengthening the alignment of communication, priorities, and resources across the institution. Each Chief Officer determines, in consultation with the President, the most appropriate use of the conciliar structure in their respective area, and the membership that would most facilitate those goals. Typically, Councils should have Faculty, Staff, and Student representation. Councils generate and provide feedback on proposed action from the Chief Officer, and in some cases, make direct recommendations for action to Faculty or the President's Staff. The President is an ex officio member of all University Councils with the authority to veto actions when appropriate. Further information on the Councils is available in the Faculty Handbook.

C. Academic Divisions or Areas

The faculty is organized into Areas or Divisions according to academic disciplines. This organization is determined by the Academic Dean in consultation with the Provost, President, and the faculty and exists for the purpose of implementing the academic mission of the University in the ways most appropriate to various disciplines. Divisions or Areas derive



their authority from the Faculty as a whole and do not have independent governing authority apart from the Faculty as a whole.

D. Task Forces

Task Forces are created to accomplish a specialized (usually one-time or occasional) at the University that either falls outside the purview of regular councils and committees, requires the focused attention of an unusual combination of individuals, or that must be accomplished within a specified time frame such that it would create an undue burden if added to the work of an existing council or committee. A Task Force may be created by action of the Board of Trustees, the Board Chair, the President, the Chief Officers of the University, or any of the University's Deans or Directors. A Task Force is given a particular charge and time frame and is composed of members most appropriate to implement its mission. Often Task Forces are composed of members from multiple constituencies of the University. A Task Force has no independent governing authority within the University and once it has discharged its task and made any relevant recommendations, it is disbanded.

E. Advisory Boards

Advisory Boards provide ongoing support and consultation for a particular individual or area of the University. They also enhance two-way communication with external constituencies, and increase desired engagement of those constituencies with the University. They are created by the officers or area of the University they serve. Advisory Boards have no active governing authority within the University but provide valuable expertise to the University and often enlarge the external visibility and networking potential of the University within relevant constituencies.

VII. Cultivating a Climate Conducive to Shared Governance

Much of the work of shared governance is accomplished through the honoring of the values that are at the heart of an institution of Christian higher education: trustworthiness, honesty, integrity, courtesy, mutual respect, listening, and the presumption of good will in one another. The cultivation of these values does not happen by accident, even in a Christian learning community. They can only be cultivated through practices that enact and reinforce them. Below we articulate the guiding principles and key practices that shape our commitment to these principles.

A. Principles for Promoting Shared Governance

- Honor the primary authority granted to each of the respective participants in this Compact.
- Honor appropriate advice and counsel of experts within the governance structure when relevant to a particular decision.
- Allow for decision-making at the level of the most direct impact, interest, and expertise.
- Consult with other stakeholders on matters in which their authority, expertise, or interest is relevant.



- Communicate:
 - As transparently as possible, especially information that others need to fulfil their respective responsibilities;
 - As frequently as necessary to avoid surprising others, especially on matters likely to provoke controversy;
 - In as timely a manner as possible to enable others to participate appropriately and to perform their respective governance roles.
- Connect decision-making authority with responsibility for the achievement of intended results.
- In addition to formal channels for reporting and representation across sectors of shared governance (e.g. Board reports from Faculty Senate President), create at least one opportunity annually for meaningful engagement between the Board and the Faculty, Staff and Students of the University around issues of relevance to the accomplishment of the Mission.
 - The Chief of Staff, the Faculty Senate President, and the Staff Council President plan at least one event annually that allows for open, relational, bi-directional dialogue in an informal, unconstrained setting. This event provides opportunities for interpersonal engagement between the Board of Trustees and any interested member of the faculty or staff.
 - A member of the Student Life Committee of the Board, the Chief of Staff, and the Vice President for Student Life ensures that at least one event is made available annually for trustee-student interaction.

B. Principles for Resolving Differences Among Stakeholders

- Focus always on reconciliation of differences with the view of promoting missional and institutional flourishing, rather than on abstract rights of authority.
- When possible, draw on consensus-oriented deliberative techniques (e.g. create contexts where all views can be articulated in the presence of others, and where appropriate listening can happen) in place of simply majority votes, especially when dealing with highly contentious or high-stake issues.
- Work directly with others in the governance structure to imagine ways to honor the concerns of all parties especially when these concerns reflect shared interest in institutional flourishing.
- Focus on the potential for creative compromise in resolving tensions among legitimate interests of the governing parties.
- Find solutions based on agreed-upon principles, rather than positions.
- Assume good faith on the part of all parties involved, unless given explicit reason to do otherwise.

In rare situations where tensions of shared governance remain, especially on issues regarded as central to Mission, or where the question of primary authority is at stake, the Board of Trustees determines the final means of resolution.



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VIII. Provisions for Amending the Compact for Shared Governance

This Compact may be amended by a resolution passed by the Board of Trustees. Proposals for amending the Compact may be presented to the Board of Trustees through the Board's Executive Committee, by the Chair of the Board, the President, the Faculty Senate President, the Staff Council President, and the Student Association President. Prior to Board consideration of such amendments, the proposed revision will ordinarily be provided to representative bodies of all other parties in the Compact for their consideration and comment; provided that the Board retains within its discretion the determination that the matter is of such import as to merit immediate consideration without the benefit of input from other constituencies.



Appendix 1: Basis for Shared Governance at SBU

The [summary](#) of the AAUP's [seminal work](#) on shared governance ([updated](#) in 1990) states:

The role of the governing board is to ensure that the institution stays true to its mission, to play a major role in ensuring that the institution has the financial resources it needs to operate successfully, to possess final decision-making authority, and to entrust the conduct of administration to the administrative officers.

The role of the president is to be the chief executive officer of the institution, to ensure that the operation of the institution conforms to the policies set forth by the governing board and to sound academic practice, to provide institutional leadership, to make sure there is effective communication between components of the institution, and to represent the institution to its many publics.

The role of the faculty is to have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process. The responsibility for faculty status includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal.

While SBU is not a seminary, the standards for accreditation of the Association of Theological Schools (ATS), which accredits over half a dozen Southern Baptist seminaries, may also be reasonably comparable to the accreditation expectations for shared governance at any Christian university. Standards 9.6–9.8 of the [ATS Standards of Accreditation](#) state:

9.6 The school recognizes the value of shared governance in theological education by clearly defining and periodically evaluating how shared governance works in its setting. Shared governance recognizes the appropriate roles and expertise of key constituencies. Shared governance understands that decisions of the governing body are enhanced by seeking the wisdom of the community in collaborative ways, where that is feasible and appropriate, especially decisions impacting the school's educational quality and financial sustainability.

9.7 The school's governing body delegates to the administration the authority to administer board policies and decisions and manage the school's resources and operations within any appropriate guidelines set by the governing body.

9.8 The school's governing body delegates to the faculty appropriate authority to oversee the school's academic programs and policies in light of their expertise in those areas. Faculty are also delegated an appropriate role in establishing admissions criteria, in recommending candidates for graduation, and in



developing and implementing procedures for appointing, retaining, and promoting faculty.

The Higher Learning Commission (HLC) specifically requires some form of engaged shared governance of those colleges and universities which it accredits. Criterion 5.A.1 states:

Shared governance at the institution engages its internal constituencies-including its governing board, administration, faculty, staff and students-through planning, policies and procedures.

Shared governance has existed at SBU for decades, as evidenced at least in part by the creation of the Faculty Senate in 1994 and the Staff Council in 2006. The Board of Trustees Bylaws allows for the formation of such organizations so long as they are wholly advisory in nature. Additionally, the Board of Trustees Policies Manual specifically requires the Board of Trustees to respect, support, and safeguard shared governance at SBU.

Board of Trustees Bylaws, Bylaw 3.3

Recognizing the need for cooperation and consultation between the Trustees, the administration and the faculty, the Board does hereby authorize, subject to the following provisions, the formation of administrative and faculty or faculty organizations or committees that shall be wholly advisory in nature, pertaining to areas of legitimate faculty concern including rules, regulations, and fiscal matters affecting the faculty and academic and educational policies, goals, and matters.

Board of Trustees Bylaws, Bylaw 3.4

No organization formed under the provision of Section 3 of this Article shall be recognized by the Board or by the administration unless the proposed Bylaws of the organization shall first be submitted to and approved by the Board of Trustees; and no such organization's Bylaws shall be approved unless they clearly indicate the advisory nature of such organization and the purposes for which the organization is formed which shall be within the scope of the purpose authorized by Section 3 of this Article.

Board of Trustees Policies Manual, Section 1.1

The rationale for adoption includes: having all on-going board related policies in one document; to provide the ability to orient new Board members to current policies; eliminate redundant and/or conflicting policies over time; provide an accessible document to lend in the ease of reviewing current policy when considering new policies; provide clear and proactive policies to guide the President [of the University] and staff; provide support and respect for effective shared governance focused on open communication, a commitment to accountability, and alignment of institutional priorities. In addition, adoption of



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this Board Policy Manual represents Board Member commitment to “Best Practices” within Higher Education Governance and serves to reiterate the importance of certain “pillars” of Christian higher education (e.g., support for academic freedom and shared governance).”

Board of Trustees Policies Manual, Section 4.4.4

Board members will not use their Board position to obtain, or improperly influence, the admission of students to the University, or the granting of scholarships, for themselves, family members, or close associates. Trustees shall not insert themselves into day-to-day management-related activities of the University. Oversight of these duties are delegated to the President [of the University] and the University Administration. Only on the rarest occasion shall a trustee serve on a search committee to hire a faculty and staff member, and this shall with [sic] the approval of the Board Chair and at the invitation of the University President.”

Board of Trustees Policies Manual, Section 4.5

Members of the Board of Trustees should safeguard shared governance and refrain from engaging in day-to-day management activities of the University reserved for the [P]resident [of the University] and [A]dministration. Board members may not attempt to exercise individual authority over the University, except as explicitly set forth in Board policies.”

Shared governance is compatible with a less rigid hierarchical structure wherein subordinate levels advise those levels above them. The [Association of Governing Boards \(AGB\)](#) notes that subordinate levels may also be permanently delegated authority and responsibilities under the oversight of those levels above them.

Additionally, the HLC specifically requires the delegation of day-to-day management to the Administration and specifically requires the delegation of academic matters to the Faculty of those colleges and universities which it accredits.

HLC Criteria of Accreditation, Criterion 2.C.5

“The governing board delegates day-to-day management of the institution to the institution’s administration and expects the institution’s faculty to oversee academic matters.”

HLC Criteria of Accreditation, Criterion 5.A.3

“The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.”