COUNCIL *of* UNIVERSITY
SYSTEM FACULTY
Strengthening Higher Education through Shared Governance

Report by the
Council of University System Faculty (CUSF)
to the Online USM BOR Meeting

Friday, May1, 2020

With the Coronavirus, pretty much everything is on hold or should I say that the major focus of activities has been virus related. Both our March and April meetings were online.

MEETINGS AND ACTIVITIES: The following are the meetings and other activities conducted by CUSF since the last report.

- **March Online Council Meeting**: Courtesy of UMGC, the Council had its March meeting electronically on Monday, March 23rd. It was an abbreviated meeting. Chancellor Perman and BOR Chair, Linda Gooden were in attendance. Chancellor Perman was in attendance for roughly twenty minutes in between meetings and he gained some valuable insights regarding the effect of the virus on the faculty. Chairperson, Gooden was in attendance for an extended period of time and answered a series of questions from a BOR perspective.

- **April Online Council Meeting**: Courtesy of UMGC, the Council had its April meeting electronically on Thursday, April 16th. The election of officers was completed and the new officers are presented under a separate heading below. In addition, the group discussed several discussion topics including how everyone is handling the switch to online, an online survey of institutional support for Council members, and the future of online meetings next year.

- **Elections:** Elections were conducted at the March and April meetings. Executive Committee for next year is as follows.
    - Chair: Elizabeth Brunn – UMGC
    - Vice Chair: Jay Zimmerman – TU
    - Secretary: Ellen Schaefer-Salins – SU
    - At-large: Julie Simons – UB
    - Aerian Tatum – CSU

- **Academic Integrity Initiative:** The Educational Policy Committee of CUSF has been working diligently on BOR policy recommendations to the BOR regarding BOR Policy III-1.00 and 1.02. Because of the virus, continuing work on this initiative has stalled.

- **Emeritus Faculty BOR Member Resolution**: There is no report at this time.

- **Civility Issue:** There is no report at this time.

- **State of Share Governance Report:** The State of Shared Governance Survey is completed. In general, shared governance on the campuses is "alive and healthy." The commentary was a preview to the final report prior to being published. (*See the attached Commentary and the Report* .)

- **Survey of Institutional Support for Senate Chairs:** This is my going away present. I am conducting a simple survey on the remuneration received by the Senate Chairs. This survey will be useful for senate chairs to advocate for increased internal support. The preliminary findings are presented in the second commentary and the report should accompany the next report. (*See the second commentary for the preliminary results.*)

- **Survey of Institutional Support for CUSF Council Members:** Complementing the Senate Chair's survey, a survey was conducted of the institutional support to CUSF Council members. Seven of the eleven institutions provided virtually no support. Providing a vehicle from the car pool was the most common form of support. (*See the third commentary for the results of this survey.*)

- **Regents Awards:** Since the April BOR meeting will be online, the Faculty Regents Awards which would normally be presented at the April meeting breakfast will be done at the campus level.

COMMENTARIES: Three commentaries and one report are attached.

Respectfully Submitted: April 17, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

Commentary 2004.1: Update on Shared Governance Report

At the time of this writing, I am in the process of completing the State of Shared Governance Report for 2019 (Note: *The completed report was dated April 8th*). The purpose of the survey is to provide the Chancellor with direct feedback on the state of shared governance on the individual campuses. In the report, Figure 9 provides a longitudinal analysis for the first question in the survey. It is designed to measure the climate for governance with the statement that "*Shared governance on our campus is alive and healthy.*" This year eleven of the institutions agreed with the statement with one of those institution strongly agreeing with the statement. In general, shared governance is "alive and healthy" on the individual campuses.

Figure 9: Historical Analysis of Climate for Governance Question					
Climate for Governance: Shared governance on our campus is alive and healthy.	2015	2016	2017	2018	2019
Strongly Agree	4	4	0	1	1
Agree	6	3	9.5	8	10
Neither Agree or Disagree [1]	- -	3	2.5	2	0
Disagree	2	2	0	1	1
Strongly Disagree	0	0	0	0	0
NA	0	0	0	0	0
[1] The "Neither Agree or Disagree" category was added in the 2016 survey. In 2015, a four point Likert scale was use.					

Although shared governance seems to be alive and healthy on the campuses, there are some areas of concern that should be addressed. These issues seem to be broad based across institutions and are reflected in responses and comments made later in the survey. The first is the workload issue, the increased demands being placed on full-time faculty, morale and its affect on service. The follow senate chair's comment reflects this issue. As a sidebar, it should be noted that in a separate analysis of CUSF meeting attendance data, CUSF is facing a similar issue where the members sent forth from the campuses has decreased by roughly 18%.

> **Workload and Morale:** *Level of participation in shared governance is decreasing over concerns of increasing faculty workload. In 2019, the election for Faculty Senators was uncontested. The number of candidates matched the number of open seats, and all candidates were elected. On the annual faculty morale survey, faculty members are reporting increased instructional workload despite flagging enrollment. As a consequence, commitment of the faculty to institutional service is suffering.*

The second issue is a continuing issue that has been identified and noted in previous reports. There is a difference between informing faculty and consulting with them. The following comment captures the essence of this issue. It should be noted that consultation doesn't mean that faculty make the decision. It means that the faculty are involved in the process.

> **Informing Versus Consultation:** *.... Still, there is a sense that administration's engagement with the Senate is much of a one-way conversation, and that advice from either the Senate as a whole or from specific constituencies has not truly been sought.*

The third issue focuses on shared governance at the sub-unit level. As reflected in the response to this question, shared governance at the presidential and the vice-presidential level, seems to be working well. However, at the Dean and Chair levels shared governance was a "hit or miss" proposition. The senate chair's comment for this issue is fairly succinct. I added a second senate chair's comment which specifically goes to the need for presidents to address the principles of shared governance at the sub-unit level.

> **Shared Governance at the Sub-unit Level:** *There is a need for shared governance at the sub-unit level.*
>
> *It is the responsibility of the Provost and President to ensure that the Principles of Shared Governance are respected in the subunits." .... "While it is understandable to provide time as a learning opportunity to the Deans and Department Chairs, unit heads should be systematically trained, reminded, and evaluated for respecting and involving shared governance at the unit level. Some simply are not even aware of it, some simply choose to ignore.*

As noted, this commentary is a preview of the findings in the public version of the report. There are two versions of this report. The first is the public version and the second is the internal document used by the Chancellor in his yearly evaluation of the presidents. Overall, shared governance on eleven of the twelve campuses is "alive and healthy." There is always room for improvement. Regardless, this is a good thing and it goes directly to the mission statement of CUSF which is *"To Strengthen Higher Education through Shared Governance."*

Respectfully Submitted, Updated April 10, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

Commentary 2004.2: Preliminary Findings on Institutional Support for Senate Chairs

Regarding shared governance on campuses, the leading edge is the faculty senate chair or their equivalent. Section L of the I-6.00 BOR policy on shared governance indicates that it is the job of the presidents to provide a "*commitment of resources and time.... to carry out their shared governance responsibilities effectively.*" The purpose of this survey was to help determine the institutional support received by the senate chairs in carrying out their shared governance responsibilities.

The survey of senate chairs suggested the following preliminary findings.

- **Reassign time** and **financial stipends** are important workload considerations for senate chairs. Six of the eleven reporting institutions indicated that the senate chair receives reassign time. Three credits per semester was the most common reassign time provided. Two institutions provided remuneration in addition to reassign time. One institution provided the option of taking the financial stipend or buying out a course. Unfortunately, four institutions provided no direct support to their senate chairs. Neither reassign time nor a financial stipend is provided.

- Providing **administrative assistance** is an important source of institutional support. Five of the reporting institutions indicated that they received some form of administrative assistance. The most common form of assistance was sharing an administrative assistant between the staff, student, and faculty councils. Suggesting resourcefulness, senate chairs reported having a graduate assistant or utilizing their departmental administrative assistant.

- Having a **budget** is an important form of providing institutional support. Six of the senate chairs indicated that they had budgets. One additional senate chair indicated that they had no budget but received financial support out of the president's office. Along with providing refreshments at meetings, senate chairs indicated that their budgets provided valuable training workshops, retreats, and social activities for faculty.

- There was limited institutional support for **major committee chairs**. Two of the senate chairs indicated support for their major committee chairs and even that was problematic. Some of the institutions indicated that their vice chair or one of their major committee chairs received remuneration.

The results of this survey are comparative. The survey does not determine what is the optimum institutional support for shared governance on the campuses. It provides a summary of what everyone else is doing. Those campuses providing leadership in providing institutional support for their shared governance functions should be commended. The senate chairs have been provided with the resources to do their job. Conversely, there are several campuses that may need to improve their institutional support for shared governance functions. Hopefully, these findings will help them in allocating sufficient resources to carry out their shared governance functions. This survey is an example of CUSF addressing its mission of "*strengthening higher education through shared governance.*"

Respectfully Submitted, April 16, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

Commentary 2004.3: Preliminary Findings on Institutional Support for CUSF Council Members

Complementing the survey of senate chairs regarding institutional support, a similar survey was asked of the CUSF Council members. Consistent with the BOR I-6.00 policy on shared governance, the purpose of the survey was to determine institutional support for CUSF Council members.

The survey was conducted as part of the April 16, 2020 CUSF Council meeting. The following questions were asked. For those schools not in attendance, an email with the questions was sent to the Council members. In addition, a follow-up email was sent to those in the meeting who did not respond during the meeting. Eleven of the twelve institutions responded.

> **Item #2:** Institutional Support to Council Members: A quick survey on institutional support to you as a Council member. ➜ email **rkauffman@frostburg.edu** the following
> a) your name / institution
> b) Do you receive reassign time? If so how much?
> c) Do you receive a stipend? If so how much?
> d) Do you receive in-kind support (e.g. car pool car, etc.)? If so what?
> e) Other: Specify:

The results of the survey were not unexpected and relatively easy to compile. The results are presented below.

- **Reassign Time:** None of the Council members responding indicated that their institutions provided them with reassign time to be a CUSF Council member.

- **Financial Stipend:** One institutional representative from Coppin indicated that there was possibly a stipend. The representative commented that "*I just found out a stipend was available but haven't determined how or if it will get paid.*"

- **In-kind Support**: The most notable in-kind service provided was transportation related. Three institutions noted transportation related support. Frostburg and Salisbury provide a vehicle from the car pool. Salisbury provides a mileage allowance as an alternative. The representative from UMCES is also the senate chair and has a travel allowance. An often overlooked in-kind service is receiving time to attend meetings. The representative from Salisbury indicated receiving time to attend.

- **Other Support**: Most of the comments regarding the "Other" category were comments about not receiving support which is discussed in the next item.

- **No Support**: Seven of the eleven responding institutions indicated that their Council members received no support. A typical comment indicated that "*I get nothing- I get myself to these campuses on my own dime. I've enjoyed looking around campuses, but gas support would be appreciated.*" A second comment indicated that "*As requested, I do NOT receive any release or reassign time nor do I receive a stipend nor do I receive unkind support.*"

Findings and Conclusions. In economics, there is an adage that if you want more of something subsidize it and if you want less of something tax it. Seven of the eleven representatives indicated that their institutions provide virtually no support. It should be noted that most of the institutions do permit

attending meeting during the school day. Two of the three schools offering cars from the car pool are institutions located outside of the two beltways. On a personal note, being able to obtain a car from the FSU car pool is a much appreciated benefit.

For the most part, CUSF Council members essentially volunteer their time and cover their costs out-of-pocket. They should be commended for their service and dedication. The Council serves an important function that is often under appreciated on the individual campuses. Returning to the adage, participation in CUSF for most of the CUSF Council members is taxing. The dearth of support has the effect of reducing participation and more importantly it reduces active involvement. The presidents should examine additional ways of supporting CUSF participation by Council members since in accordance with BOR policy, it will strengthen both shared governance and higher education.

Respectfully Submitted, April 18, 2020
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty

State of Shared Governance Report

in the University Sustem of Maryland

Survey of Faculty Senate Chairs

for 2019

to

Dr. Jay Perman

Chancellor

University System of Maryland (USM)

3300 Metzerott Rd.

Adelphi, MD 20783

by

Dr. Robert B. Kauffman, Chair

Council University System Faculty (CUSF)

April 8, 2020

COUNCIL *of* UNIVERSITY
SYSTEM FACULTY

Strengthening Higher Education through Shared Governance

State of Shared Governance Report
in the University System of Maryland
Survey of Faculty Senate Chairs
for 2019

Executive Summary

For the calendar year 2019, CUSF completed its survey and report of senate chairs on the state of shared governance in USM institutions. This year all twelve institutions participated. Overall, the state of shared governance on campuses is good. In the survey, the first question served as an overall measure of the state of shared governance on the individual campuses. Eleven of the institutions agreed with the statement that *"Shared governance was alive and healthy on their campus*." One of these eleven institutions strongly agreed with the statement. This year one school disagreed with the statement suggesting that there may be a need to address shared governance on campus. Additional findings include:

- The second finding involves faculty workload. Increased demands are being placed on full-time faculty. It has affected their morale, and it has affected the ability of faculty to effectively deliver the service component in the teaching, research, and service triangle. In addition, support for shared governance includes providing reassign time and administrative assistance.

- The third finding suggests that there needs to be more consultation with faculty. Senate chairs noted the difference between informing faculty which tends to be one-way communication and consultation which is more collaborative and where faculty are involved in the process. This issue is not new. It has been identified and noted in previous reports.

- The fourth finding focuses on shared governance at the sub-unit level. A recurring theme was that shared governance was alive and healthy at the upper administrative levels including the presidents and provosts. However, it often becomes a "hit or miss" proposition further down the chain of command at the dean or chair levels. This is an issue for the presidents to address with their shared governance constituents.

- One institution commented on the survey instrument, its procedures, and the frequency with which it is administered. It maybe time to revisit the survey and its administration. As one of the founders of CUSF's survey, it was the first of its kind and there were a lot hurtles that it needed to overcome. As noted, completing a survey each year can easily be viewed as burdensome. Some suggestions were provided.

The survey and report were completed in March and the first week of April. This report, along with the survey data, was sent to the Chancellor in the beginning of April for use in his annual evaluation of the presidents during April. In addition, the information will be used in the five-year review of presidents for the Board of Regents (BOR). The information contained in this report is the summative result from the survey.

State of Shared Governance Report
in the University System of Maryland
Survey of Faculty Senate Chairs
for 2019

Summary Report[1]

The primary use of the survey is by the Chancellor in his annual performance evaluation of the Presidents during April. The survey provides the Chancellor with substantive data and feedback on improving shared governance practices within the individual institutions in the University System of Maryland (USM). The survey data are internal and not for public dissemination. A second document, the summary report, includes the generalized results of the survey. It is provided to the Board of Regents (BOR), public, and other interested parties summarizing the state of shared governance within the System. This document is the summary report.

Procedures

The 18 questions in this survey were adapted from a short monograph by Keetjie Ramo entitled *Assessing the Faculty's Role in Shared Governance: Implications of AAUP Standards (1998)*. The survey instrument has undergone several revisions and modifications since its inception in 2014. Currently, the questions consist of a five-point Likert scale followed by a section for comments. This provides both quantitative and qualitative data. The survey is completed by the senate chairs or their equivalent position within the governance structure. It covers the previous calendar year, in this case 2019. The survey is distributed to the senate chairs in October. They are due March 10th or the week before spring break. This allows time for the Chair of CUSF to complete the analysis and submit it to the Chancellor prior to his April review of the Presidents. This year all 12 institutions participated in the survey.

Sampling – An effort was made this year to make the survey more representative of the faculty. When the survey was envisioned and being developed, the issue was considered that there was the possibility of making the survey so cumbersome that no one would complete it. In previous years, the option was provided for senate chairs to complete the survey themselves. In an effort to make the survey more representative, this option was eliminated last year. Regardless, one senate chair incorrectly used this option (Figure 1). The other chairs utilized their executive committee, faculty senate or faculty in general. It should be noted that within the university administrative structure, the senate chair generally has the most contact and involvement with the President, followed by the executive committee and faculty senate. For this reason, these options should not be minimized in favor of a general survey of the faculty who have little or no involvement with the President in terms of shared governance.

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[1] This report was completed by Robert B. Kauffman, Ph.D., Chair, Council of University System Faculty (CUSF).

Figure 1: Procedural Options		
Option	Option Description[1]	Number of Institutions Using the Option
~~Option #1:~~	~~Senate chair Competes the Survey Alone~~	1
Option #2:	Senate chair Completes the Survey in Conjunction with ExCom	3
Option #3:	Senate chair Shares with Senate and Compiles Results with ExCom	4
Option #4:	Senate chair Surveys Senate Members	2
Option #5:	Senate Completes a Survey of the Faculty	2
Option #6:	Other – Please explain below	- -
[1] The full descriptions are provided within the survey instrument.		

Reporting Surveys – Several institutions surveyed their executive committees or Faculty Senates and reported the survey results as the percentage of responses. A two step process was performed to consolidate the responses into the most prevalent category. First, the five point Likert Scale was condensed into a three point scale. The categories were Agree (i.e. Strongly Agree and Agree), Neither Agree Nor Disagree, and Disagree (i.e. Strongly Disagree and Disagree). This consolidation determined the degree of agreement or disagreement with the statement. Procedurally, it reduces the situation where one category with a large response offsets two evenly distributed categories (e.g. SA➜3, A➜4, D➜5, SD➜0). Using the most frequently occurring category in this example would result in respondents disagreeing with the statement. However, there was general agreement with the statement (i.e. SA&A➜7, D&SD➜5). The second step acknowledges the most frequently occurring category within the combined categories (i.e. including "Neither Agree or Disagree"). In the example, this was the Agree category with four responses. In the report, the Agree category would be the response recorded for the university. Since there were small samples, several ties occurred between categories. When this occurred, the response was split in the reporting (i.e. 0.5 per category).

One of the Senate Chair s raised several question regarding the survey. The full comment is provided below.

> We surveyed our Faculty Senate, which is called the Academic Senate. Many noted, and I agree, that the variability with which CUSF allows this survey to be completed undermines its reliability as a dependable instrument. In addition, while we respect the efforts that CUSF is making in this regard, we all agreed that the survey should be administered less frequently—perhaps every other year, rather than annually. Given that the survey's limitations, many on the Academic Senate were not very interested in responding. There were 19 respondents to this survey. In addition, if CUSF is going to continue to run this survey, they need to update the mode of delivery. The whole thing should be online. At the very least, having this word document with blanks that need to be deleted feels kind of retro in this day and age.

The comment questions the reliability of the survey results, the frequency of completion, and the mode of delivery. Perhaps it is time to revisit the survey, its delivery, and the frequency of it being administered. In its current configuration, this is the fifth year that the survey was administered. It should be noted that the CUSF survey was the first of its kind, that there were many hurdles to overcome, and that similar

surveys are now being conducted by the student and staff councils. As noted in the procedure section, a survey instrument developed by the AAUP was used as the foundation of the CUSF survey instrument. This helps provide some degree of validity. Also, it needs to be remembered that USM is a very diverse system and shared governance differs greatly on the USM campuses. Finally, it is important to remember the purpose of the survey. **The purpose of the survey is to provide the Chancellor with direct feedback on the state of shared governance on the individual campuses**. The survey does this and the high reliance on the qualitative responses in the survey provides considerable texture to the feedback provided. Regarding the frequency of administration issue, there are some recommendations in the findings and conclusion section of this report that may ease the burden of completing a full survey each year.

Results

Based on Keetjie Ramo's short monograph, the survey is subdivided into seven different areas covering the role of shared governance within the institutions. These categories are used as the main headings and to provide the organizational structure for this report.

Figure 2: Climate for Governance – 2019							
	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
1.	Shared governance on our campus is alive and healthy.	1	10	- -	1	- -	- -

Climate for Shared Governance – Question #1 served as an overall measure of the state of shared governance on the individual campuses (Figure 2; see Figure 9 also). This year eleven of the campuses agreed with the comment that shared governance was alive and healthy on their campus. One campus expressed concern over the state of shared governance on their campus and this concern is reflected within many of the subsequent questions. Typifying this positivity was the following comment: *"Shared governance is alive at [our institution]. Faculty participation is often low at times, however, faculty need encouragement to fully participate in activities and events on campus."*

Having noted their positivity with the Likert scale responses, the senate chairs noted some problem areas in this section also. These issues seem to be broad-based across institutions and are reflected in later survey responses. The over-arching issue is the workload issue and the increased demands being placed on full-time faculty. This affects morale.

> **Workload and Morale:** *Level of participation in shared governance is decreasing over concerns of increasing faculty workload. In 2019, the election for Faculty Senators was uncontested. The number of candidates matched the number of open seats, and all candidates were elected. On the annual faculty morale survey, faculty members are reporting increased instructional workload despite flagging enrollment. As a consequence, commitment of the faculty to institutional service is suffering.*

The second issue focuses on the difference between one-way communication or informing and consultation. This issue is not new. It has been identified and noted in previous reports. Collaboration involves the faculty in the decision making process. It does not mean that the faculty necessarily make the

decision. In contrast, informing is where the decision is made by the administration and the faculty are informed of that decision without being able to provide input prior to the decision being made. From the survey, the following comment captures the essence of this issue.

> **Communication Versus Consultation:** .... *Still, there is a sense that administration's engagement with the Senate is much of a one-way conversation, and that advice from either the Senate as a whole or from specific constituencies has not truly been sought.*

The third issue is that there needs to be shared governance at the sub-unit level. As reflected in the response to this question, shared governance at the presidential and the vice-presidential levels, seem to be working. However, at the dean and chair levels shared governance was a "hit or miss" proposition. The senate chair's comment for this issue was fairly succinct.

> **Shared Governance at the Sub-unit Level:** *There is a need for shared governance at the sub-unit level.*

Figure 3: Internal Communications – 2019							
	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
2.	There are excellent communications and consultation between the administration and the faculty and senate leadership.	1	9	1	--	1	- -

Internal Communications – The second question focused on internal communications between the administration and the shared governance structures of the faculty and senate leadership. Good communications are fundamental to effective shared governance. Several senate chairs noted that there is a difference between consultation and simply informing. Communication tends to be one-way whereas consultation involves participation by and with the faculty even though the President and administration have the decision-making ability. Consultation is actively being involved in the process.

Overall, the institutions indicated that there was good communications and consultation. Ten of the institutions agreed with the statement on communications with one institution strongly agreeing. One institution strongly disagreed with the statement suggesting that there needs to be both better internal communications and consultation. Good communications and consultation are reflected in the following senate chairs comment: *[Our institution] has one of the more active and engaged faculty shared governance systems in the USM. There is a general sense of mutual respect between administration and faculty governance.*

Although ten of the twelve institutions agreed with statement that there is excellent communications and consultation with the faculty, most of their comments suggest that there is room for improvement. Each of the following comments is from a different senate chair and all of the senate chairs making the comment indicated that their institution agreed with the Likert scale statement.

> *"While there is a shared governance structure in place, there are times when it seems as though decisions are made without listening to the input of the faculty."*
>
> *"Sometimes, we feel talked down to."*

> *"Still, the information flow remains mostly unidirectional and, ultimately, limited in impact.*
>
> *"While there is a shared governance structure in place, there are times when it seems as though decisions are made without listening to the input of the faculty."*

Two institutions indicated both poor communications and consultation. One senate chair noted that, *"Communication is absent, one-directional, and delayed."* Another senate chair shared that *"It is deeply problematic that our president has had more town meetings with outside constituents than he has with his own University constituencies."* (Note: Examples were provided but were not included here.)

Figure 4: Senate's Role – 2019							
	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
3.	The faculty senate plays an important role in providing academic and administrative functions at the university. [Note: *One institution did not respond to this question.*]	4.5	6.5	- -	- -	- -	- -

Senate's Role – The third question in the survey asked whether the faculty senate played an important role in providing academic and administrative functions at the university. Conversely, the question asked whether the faculty senate is disenfranchised by the administration. Eleven of the institutions agreed with the statement. One senate chair didn't respond to the question because they thought that the question was confusing. One institution conducted a survey of the senators and the percentages were equal for the two categories. Hence, the split vote.

Along with the diversity of institutions within System, a review of the comment section to this question reveals the duality of the relationship between the faculty and administration expressed in the Board of Regents Policy on Shared Governance in the University System of Maryland (I-6.00). This question captures both the administrative and academic functions. These functions are split in succeeding questions. In general, the responses to the question suggests that the senate chairs and faculty senates feel valued by their administrations.

Figure 5: President's Role (4-7) – 2019							
	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
4.	Other than on rare occasions, the president seldom overturns faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion, etc.).	6	4	2	- -	- -	- -
5.	The president seeks meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility.	3	2.5	3.5	2	1	- -
6.	The president supports and advocates the principles of shared governance.	6	4	1	1	0	- -
7.	The president supports and advocates the principles of shared governance at the **sub-unit level** also (e.g. college, department).	2	7	- -	1	1	- -

President's Role – Questions four through seven focused on the president's role in shared governance. The wording in questions four and five reflect the relationship between the faculty and president as defined in the Board of Regents Policy on Shared Governance in the University System of Maryland (I-6.00). Question #4 focuses on traditional academic functions such as curriculum, promotion, and tenure. Ten of the institutions agreed that their presidents follow the faculty's advice in areas where the faculty have primary responsibility. Six of these institutions strongly agreed with this statement. Two institutions had some issues and responded that they neither agreed or disagreed with the statement. An example of a typical response was, *"[Our president] has generally followed faculty decisions and recommendations in areas like the curriculum and tenure & promotion and has appropriately involved faculty in strategic planning."*

As might be expected, senate chairs' responses on matters which are more administrative such as budgeting reflect more disagreement about presidents seeking faculty input (Question #5). Also, it should be noted that the diversity of the institutions is reflected in some of the neither agree or disagree responses. For example, both UMGC and UMCES indicated that their budgeting systems differ from the more traditional universities. Five and one-half institutions agreed that presidents seek faculty input on more administrative issues. Three institutions strongly agreed. Again the 0.5 is due to a tie in survey responses between two categories. Typifying the comments on budgeting is the following statement that *"On the budget issues, we are informed but it is hard to say that any [of our] input goes into decision making."*

Question six asks if the president advocates for shared governance. Ten of the twelve institutions indicated that their presidents support and advocate the principles of shared governance. Six of the institutions strongly agreed with the statement. This is consistent with the comments made in the first question regarding the climate toward shared governance on campus.

Question seven was a parallel question to question six but at the sub-unit level. Although nine institutions agreed with the statement, their comments suggest some reservations. Again, one institution didn't respond to the question because of their organizational structure. Reading between the lines, the senate chair's comments clearly reveal that there are issues implementing shared governance at the sub-unit level.

> *There is a need for shared governance at the sub-unit level.* (Note: Comment is repeated from a Question #1 response.)

> *Support for shared governance is improving at the college and department level. The degree to which the president supports shared governance at the college and department level is eclipsed by the actions of the deans. A summary of shared governance support at the subunit level:* [Examples provided]

> *At the unit level, the President seems to leave it to the Provost but, by and large, the Deans and Department Chairs remain free to pursue their approach even when there is considerable opposition. However, more importantly, the channels and mechanisms of shared governance are not understood or known at the subunit level. The departmental and college level committees are put together by administrators who, once they define the formation, exert their influence and get the results they need.*

> *....The latter point also speaks to the rating I provided about the president's support and advocacy of shared governance at the sub-unit level. Understandably, our president trusts what is communicated by leadership of these units and expects that when issues arise, these leaders will resolve them. However, if this conflicts with what is continuously reported by faculty, other measures must be taken to ensure that issues are resolved and that the faculty feels heard and supported.*

Regarding shared governance at the sub-unit level, this a continuing issue on campuses. The purpose of identifying the issue in this report is to alert the Chancellor and presidents to the issue so that they can address the issue. One senate chair aptly summarized the problem and responsibility in ensuring shared governance practices at the sub-unit level with the following comment.

> *It is the responsibility of the Provost and President to ensure that the Principles of Shared Governance are respected in the subunits." .... "While it is understandable to provide time as a learning opportunity to the Deans and Department Chairs, unit heads should be systematically trained, reminded, and evaluated for respecting and involving shared governance at the unit level. Some simply are not even aware of it, some simply choose to ignore.*

Figure 6: Faculty's Role – 2019							
Survey Questions		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
8.	**Faculty's Role**: The administration is supportive of faculty involvement in shared governance.	1	8	1	1	- -	- -

Faculty's Role – For question eight, nine institutions indicated in the affirmative that the administration was supportive of faculty involvement in shared governance. This question mirrors the first question that shared governance is alive and healthy on campus. The following comment typifies the general attitude of the administrative support of faculty in shared governance.

> *"Faculty input is valued on those issues that the faculty has an appropriate interest. ....*
> *The provost and president are receptive to faculty opinions and input on various issues.*
> *The administration takes into account the needs of faculty,"*

Reflecting on a previously made comment regarding increased faculty workload demands, one senate chair expressed concern again in this section. *"What keeps this rating from being Strongly Agree is the growing faculty concern over workload, particularly instructional workload (despite flagging enrollment), and work-life balance that is leading to decreasing faculty participation."*

Echoing the previous comment, the institution reporting neither agree or disagree essentially commented on the workload issue also.

> *I don't believe administration allows enough time (or course release) for faculty who are*
> *involved in senior leadership positions on committees to adequately serve and still carry*
> *a full course load and advise students. Faculty who serve tend to work on multiple*
> *committees and require an enormous amount of meeting/working time to conduct the*
> *business of the campus. Faculty Senate does not have a large budget nor have*
> *administrative personnel support at this time, so it makes it difficult to*
> *conduct/coordinate workshops, professional development, trainings, etc. This is*
> *something I think should be reconsidered.*

Figure 7: Joint Decision Making (9-15) – 2019							
	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
9.	The administration utilizes faculty involvement in the area of planning and **strategic planning**.	3	7	1	1	- -	- -
10.	The administration recognizes faculty involvement in **budgeting** and fiscal resource planning.	0	3.5	2.5	4	1	1
11.	The administration recognizes faculty involvement in **academic affairs** and program development.	6	6	- -	- -	- -	- -
12.	The administration recognizes faculty involvement in staff selection and **hiring**.	3	7	1	- -	1	- -
13.	Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. faculty handbook).	2	9	1	- -	- -	- -
14.	Shared governance between the administration and faculty functions in an effective manner.	0	9.5	0.5	1	1	- -
15.	Joint decision-making and shared governance discussed in questions 9-14 are practiced at the sub-unit levels also (e.g. college, department).	1	8	2	1	- -	- -

Joint Decision Making – Seven questions focused on joint decision making. Questions nine through twelve focused on the specific administrative and academic functions of strategic planning, budgeting, academic affairs, and hiring. Questions thirteen and fourteen are generic and question fifteen focuses on shared governance at the sub-unit level.

Ten of the institutions agreed with the statement on strategic planning (Question 9). Regarding budgeting and fiscal planning (Question 10), there was a drop-off in agreement with only three and one-half institutions agreeing with this statement. Traditionally, budgeting is considered an administrative responsibility. In addition, UMGC noted that it was non-applicable. Conversely, all twelve institutions agreed with the statement recognizing the faculty's role in academic affairs (Question 11). This was expected and consistent with the faculty's traditional role with the curriculum. Ten institutions agreed with the statement that faculty are involved in staff hiring (Question 12).

Question 13 focuses on how shared governance is institutionalized within the institution (e.g. inclusion in the faculty handbook). Eleven of the institutions agreed with the statement that shared governance processes and procedures were clearly defined in the institution's documents.

Question 14 asks whether shared governance between the administration and faculty functions in an effective manner. Nine and one-half institutions agreed with the statement. As previously noted, one

institution reported the survey results of their senate and there was a tie between two of the categories.

The last question in this group asked if the joint decision roles discussed in the previous questions were applied at the sub-unit level (Question 15). As previously noted, shared governance at the sub-unit level is a continuing issue within the institutions and it is a difficult issue to address. Regardless, this question provides a barometer for the Chancellor and Presidents. Nine of the institutions agreed that joint decision-making and shared governance are practiced at the sub-unit level.

Figure 8: Structural Arrangements (16-18) – 2017							
	Survey Questions	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
16.	The faculty senate and/or other institution-wide governance bodies meet on a regular basis.	11	1	- -	- -	- -	- -
17.	Faculty determine how their own representatives are selected.	10	2	- -	- -	- -	- -
18.	The administration provides adequate institutional support for shared governance to function.	6	3	1	1	- -	- -

Structural Arrangements – The last three questions focused on the support given to shared governance on the campuses. All the institutions agreed with the statement that the faculty senate and/or other institution-wide governance bodies meet on a regular basis (Question 16) and faculty determine how their representatives are selected (Question 17). There was a slight drop-off in responses to the administrative support question (Question 18). Regardless, nine of the institutions agreed with the statement and six institutions strongly agreed with the statement.

Regarding Question 18, several of the institutions reflected upon the importance of providing administrative and clerical support to the senates and senate chairs. Reinforcing this point, one senate chair noted that *"Effective Senate functioning has been hampered by a lack of administrative support. We are now supported by an administrative person who was actually hired as an event planner."* In contrast, another senate chair reported the need for additional administrative support. Surprisingly, this institution strongly agreed with Question 18. Although it suggests satisfaction with the support given, it notes there is room for improvement.

> *"The Faculty Senate Executive Committee has noted the need for additional administrative support. It currently seems that there is one administrative assistant covering several different committees (at least that was the impression I got) and that the administrative assistant is being stretched too thin. This also relates to the need for a centralized site for materials and information about the Faculty Senate."*

Although the following comment was made under the joint decision-making series of questions, it really touches upon the need to provide adequate resources for shared governance as well as the workload issue. Even though this institution disagreed with the statement that the administration was providing adequate support, it is an excellent and balanced summary of the issue. Also, it reflects the issue presented by those institutions that agreed with the statement.

[Our president] is consistent in his support of faculty involvement, however, there are some members of the cabinet that may not be consistent in their support. I don't believe administration allows enough time (or course release) for faculty who are involved in senior leadership positions on committees to adequately serve and still carry a full course load and advise students. Faculty who serve tend to work on multiple committees and require an enormous amount of meeting/working time to conduct the business of the campus. Faculty Senate does not have a large budget nor have administrative personnel support at this time, so it makes it difficult to conduct/coordinate workshops, professional development, trainings, etc. This is something I think should be reconsidered.

Figure 9: Historical Analysis of Climate for Governance Question					
Climate for Governance: Shared governance on our campus is alive and healthy.	2015	2016	2017	2018	2019
Strongly Agree	4	4	0	1	1
Agree	6	3	9.5	8	10
Neither Agree or Disagree [1]	- -	3	2.5	2	0
Disagree	2	2	0	1	1
Strongly Disagree	0	0	0	0	0
NA	0	0	0	0	0
[1] The "Neither Agree or Disagree" category was added in the 2016 survey. In 2015, a four-point Likert scale was use.					

Historical Analysis of Climate for Governance Question – In the survey, the first question was considered to be the over-arching statement for the state of shared governance on campus. It asked if shared governance was alive and healthy. Over time the Likert scale changed somewhat. The "neither agree or disagree" and "non-applicable" categories were added in 2016. Acknowledging these changes, a historical comparison of data is provided since 2015. The results are presented in Figure 9.

Review of the data suggests three interesting trends. Overall, the campuses generally feel that shared governance is alive and healthy on their campus. Combining the strongly agree and agree categories, the low was in 2016 with only seven institutions agreeing with the statement and a high in 2019 with eleven institutions agreeing with the statement.

Second, there were generally one or two campuses in any given year that were dissatisfied with the state of shared governance on their campus. Historically, 2017 was the only year when none of the institutions were dissatisfied with shared governance on their campus. Also, it should be noted that dissatisfaction often results from a new senate chair as well from a change in presidents.

Third, those campuses strongly agreeing with the statement dropped from four campuses in 2015 and 2016 to none in 2017. It has inched its way upward in 2018 and 2019 with one campus strongly agreeing with the statement. An interesting trend, no substantive reasons could be gleaned from the surveys.

Findings and Conclusions

Twelve institutions responded to the state of shared governance on the campus survey. The state of shared governance on the campuses is generally good. This was suggested by the response to the first question where eleven senate chairs reported that their institutions agreed with the statement that shared governance was alive and healthy on their campus (see Figure 1 and Figure 9). One institution reported that shared governance was not alive and healthy on their campus. It should be noted that one of the purposes of this survey is to identify potential problem areas in order for the presidents to address these problems on their campus.
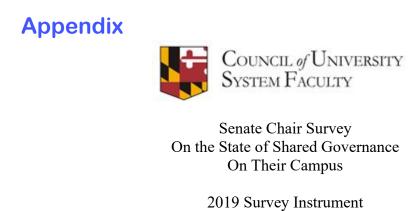
Although shared governance seems to be alive and healthy on the campuses, there are some areas of concern that should be addressed. These issues seem to be broad-based across institutions and are reflected in responses and comments respondents made later in the survey.

- **Workload and Reassign Time:** The first finding involves workload. Increased demands are being placed on full-time faculty. It has affected their morale, and it has resulted in less faculty participation in shared governance. In addition, support for shared governance includes providing reassign time and administrative assistance. There is evidence that increased workload has resulted in decreased participation in the shared governance process at the campus level.

- **Informing versus Consultation:** A second finding is that several institutions need to work on being more collaborative where faculty are involved as part of the decision making process. This is in contrast to simply informing faculty of decisions made without their prior input or involvement. This issue is not new. It has been identified and noted in previous reports.

- **Sub-unit Shared Governance:** The third finding focuses on shared governance at the sub-unit level. A recurring theme was that shared governance was alive and healthy at the upper administrative levels at the president and provost levels. Moving down the chain of command to the dean and chair levels, however, it often becomes more of a "hit or miss" proposition.

- **Survey Procedures:** Returning to one institution's comment regarding the survey, its procedures, and the frequency with which it is administered, it maybe time to revisit this survey and its administration. As one of the founders of CUSF's survey, it was the first of its kind and there were a lot hurdles that needed to be overcome. As noted, completing a survey each year can easily be viewed as burdensome. The following are some considerations.

  1) The survey has three purposes, two which are primary purposes. First, it is used in the yearly evaluation of the presidents regarding the state of shared governance on their campus. For this reason, continuation of a yearly evaluation is most likely appropriate. Second, the survey is part of the five-year review of the presidents sent to the Board of Regents. Both of these uses "close the loop" and emphasize its utility. Of slightly lesser importance is that the survey provides a summary report of the state of shared governance within USM.

2) The survey instrument is based on a AAUP survey. This provides some validity to the instrument. Some of the Likert scales could be condensed or rewritten. I like the comment sections and their value is clearly displayed in this report. They provide a richness to the analysis and are particularly helpful to the Chancellor in his evaluation.

3) **No Change with Addendum:** Regarding the burdensome nature of having to complete the survey each year. CUSF may want to consider the following modifications. The senate chair could submit last year's survey with an addendum regarding any changes that have occurred. An addendum would provide a brief update and changes in the state of shared governance on campus. In addition, the senate chair would be required to complete a full survey if there was a new president and as part of the five-year review of the president that goes to the Board.

In conclusion, shared governance on eleven of the twelve campuses is "alive and healthy." There is always room for improvement. Regardless, this is a good thing and the results of this survey goes directly to the mission statement of CUSF which is "*To Strengthen Higher Education through Shared Governance*."

Appendix

COUNCIL *of* UNIVERSITY
SYSTEM FACULTY

Senate Chair Survey
On the State of Shared Governance
On Their Campus

2019 Survey Instrument

USM Institution: _____   Date: _____

President: _____

Senate Chair: _____

The purpose of this survey instrument is to help assess the state of shared governance on USM campuses. The questions in this survey are adapted from a short monograph by Keetjie Ramo entitled *Assessing the Faculty's Role in Shared Governance: Implications of AAUP Standards (1998).* The results of this survey will be included by CUSF in the *Chair's Report on the State of Shared Governance in the USM*. This report is shared with the Chancellor as part of the advisory role of CUSF to the Chancellor and the information provided in this report may be used in the Chancellor's evaluation of the institution's president regarding shared governance.

Please note that there may be a difference between the faculty and Faculty Senate. For example, the administration may utilize faculty but not shared governance and the Faculty Senate. Many of the questions refer to only the faculty. If there are any discrepancies or irregularities in this respect, please note them in the comment section.

Thank you for completing this survey.

Procedures:

The section of the procedures document, "Who Completes the Survey," lists several options. Check the option that most closely represents what you used. As noted in the procedures document, feel free to tailor the procedures to your unique situation. Remember, the USM System is very diverse. The survey is a balancing act. The data collected should be representative of the faculty. This is important. This is balanced with keeping the data collection practical and not to cumbersome. Most Chairs will most likely use Option #2 or #3 or a variation of one of these two options.

Check the option which most closely represents the option you used. (*Check One*)	
	Option #1: Senate Chair Competes the Survey Alone
	Option #2: Senate Chair Completes the Survey in Conjunction with Their ExCom
	Option #3: Senate Chair Shares with Senate and Compiles Results with ExCom
	Option #4: Senate Chair Surveys Senate Members
	Option #5: Senate Completes a Survey of the Faculty
	Option #6: Other – Please explain below
Note: The Options are from the Procedures document. Complete explanations are provided for each of the options also.	

If you checked Option #6, please explain your procedures here. If you want to explain any modifications, comments, or notes regarding Options #1 – #5, please use this space here to explain your comments also.

_____
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Climate for Governance:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
1. Shared governance on our campus is alive and healthy.	SA	A	NAD	D	SD	NA

Please expand upon the question in this section with examples and/or comments (If non-applicable, briefly explain why):

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Institutional Communications:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
2. There are excellent communications and consultation between the administration and the faculty and senate leadership.	SA	A	NAD	D	SD	NA

Please expand upon the question in this section with examples and/or comments (If non-applicable, briefly explain why):

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Senate's Role:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
3. The faculty senate plays an important role in providing academic and administrative functions at the university.	SA	A	NAD	D	SD	NA

Please expand upon the question in this section with examples and/or comments (If non-applicable, briefly explain why):

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Senate Chair Survey on State of Shared Governance – 2019

The President's Role:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
4. Other than on rare occasions, the president seldom overturns faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion, etc.).	SA	A	NAD	D	SD	NA
5. The president seeks meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility.	SA	A	NAD	D	SD	NA
6. The president supports and advocates the principles of shared governance?	SA	A	NAD	D	SD	NA
7. The president supports and advocates the principles of shared governance at the **sub-unit level** also (e.g. college, department).	SA	A	NAD	D	SD	NA

Please expand upon the questions in this section with examples and/or comments (If non-applicable, briefly explain why):

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The Faculty's Role:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
8. The administration is supportive of faculty involvement in shared governance.	SA	A	NAD	D	SD	NA

Please expand upon the question in this section with examples and/or comments (If non-applicable, briefly explain why):

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Joint Decision-Making:
Joint Decision-Making:

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
9.	The administration utilizes faculty involvement in the area of planning and **strategic planning**.	SA	A	NAD	D	SD	NA
10.	The administration recognizes faculty involvement in **budgeting** and fiscal resource planning.	SA	A	NAD	D	SD	NA
11.	The administration recognizes faculty involvement in **academic affairs** and program development.	SA	A	NAD	D	SD	NA
12.	The administration recognizes faculty involvement in staff selection and **hiring**.	SA	A	NAD	D	SD	NA
13.	Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. faculty handbook).	SA	A	NAD	D	SD	NA
14.	Shared governance between the administration and faculty functions in an effective manner.	SA	A	NAD	D	SD	NA
15.	Joint decision-making and shared governance discussed in questions 9-14 are practiced at the sub-unit levels also (e.g. college, department).	SA	A	NAD	D	SD	NA

Please expand upon the questions in this section with examples and/or comments (If non-applicable, briefly explain why):

_____
_____
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_____

Structural Arrangement for Shared Governance:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
16. The faculty senate and/or other institution-wide governance bodies meet on a regular basis.	SA	A	NAD	D	SD	NA
17. Faculty determine how their own representatives are selected.	SA	A	NAD	D	SD	NA
18. The administration provides adequate institutional support for shared governance to function.	SA	A	NAD	D	SD	NA

Please expand upon the questions in this section with examples and/or comments (If non-applicable, briefly explain why):

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<u>Confidential Section</u> – This section will not be directly included in the report, but will verbally be passed on to the Chancellor or the Vice Chancellor of Academic Affairs. **Is there anything else that you would like to communicate regarding the state of shared governance on your campus?**

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