



# Annual Shared Governance Report 2022

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PUBLISHED REPORT

# Survey Format and Use

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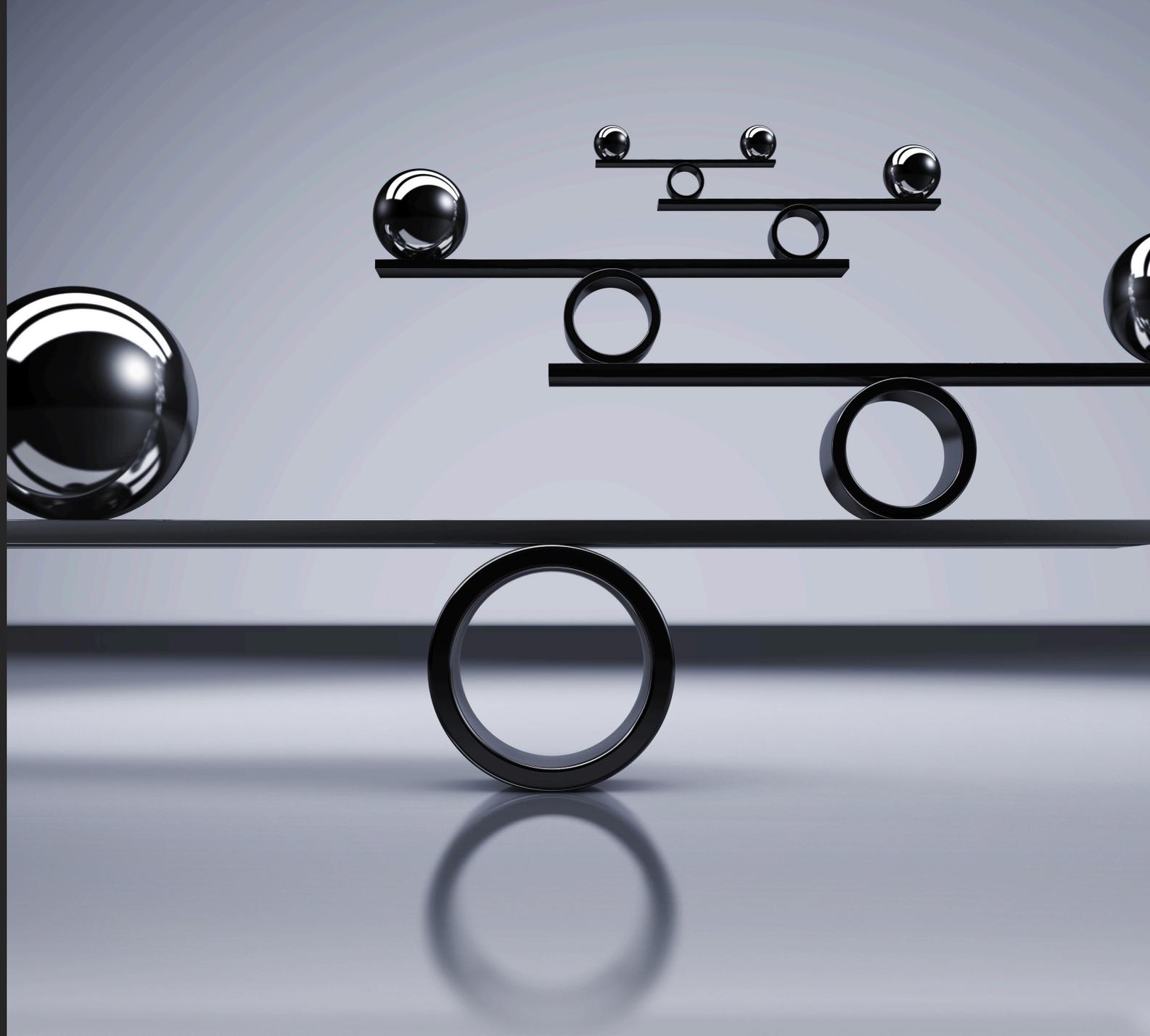
Each university submitted one response per school through their Faculty Shared Governance Body. 12 Responses in total.

Respondents submitting the report gave their names in confidence.

Individual School Responses are reported directly to the CUSF chair who in turn will report same to the Chancellor in confidence. Chancellor Perman will use this information at his discretion.

The Published Survey reports the collective results of the respondents.

Respectively Submitted, Dr. Elizabeth Brunn, CUSF Chair



# Who and How The Survey Was Completed

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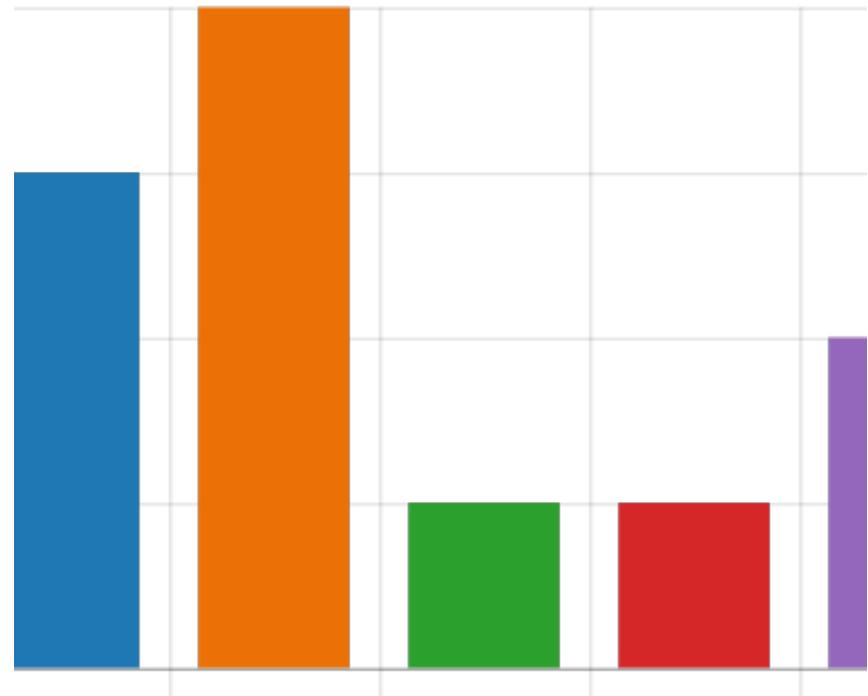
Senate Chair competed the survey alone 3

Senate Chair Completed the survey in conjunction with their ExCom 4

Senate Chair shared with Senate and compiled results with ExCom 1

Senate Chair surveyed senate members 1

Senate surveyed the Faculty 2





# Does Shared Governance Work on Your Campus?

OVERALL IMPRESSIONS  
AND PERCEPTIONS OF  
CAMPUS SHARED  
GOVERNANCE  
EFFECTIVENESS

# Four Perspectives of Shared Governance

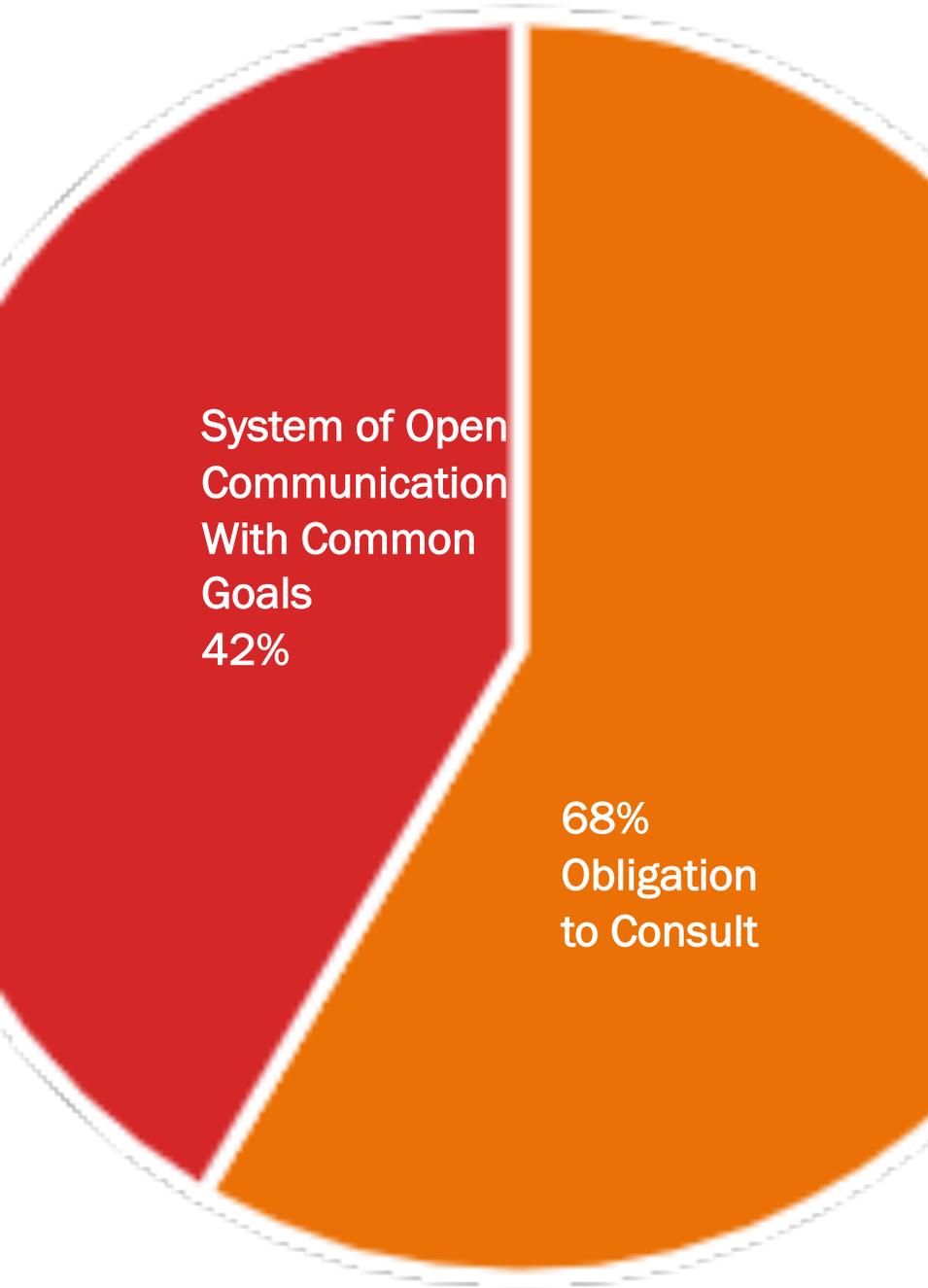
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- A. Shared Governance as Equal Say**
- B. Shared Governance as the  
Obligation to Consult**
- C. Shared Governance is Set of Rules  
of Engagement**
- D. Shared governance is a system of  
open communication with the  
goal of aligning priorities to create  
shared responsibility for the  
institution**



# Overall Impressions of Shared Governance (SG) on Your Campus

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A 0 SG as Equal Say

B 68% SG as the Obligation to Consult

C 0 SG is a Set of Rules of Engagement

D 42% SG System of Open Communication...

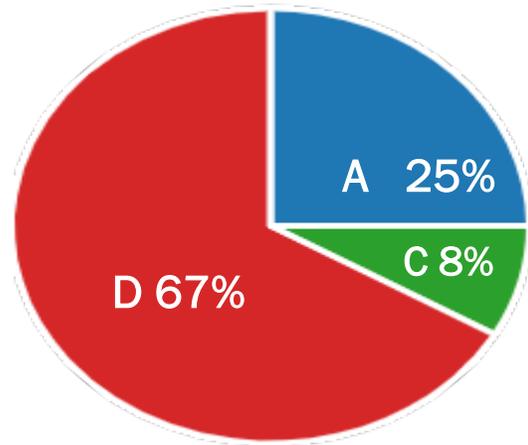
# What Would You Like to See?

**First Choice: A System of Open Communication**

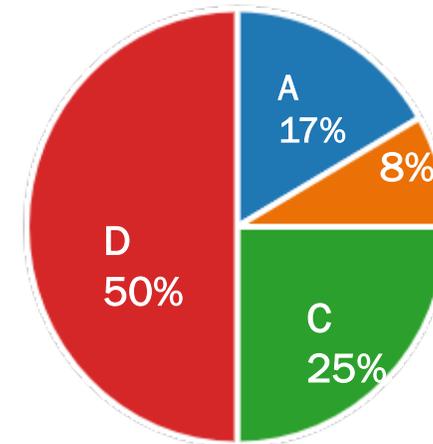
**Second Choice: A System of Open Communication**

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FIRST CHOICE



SECOND CHOICE

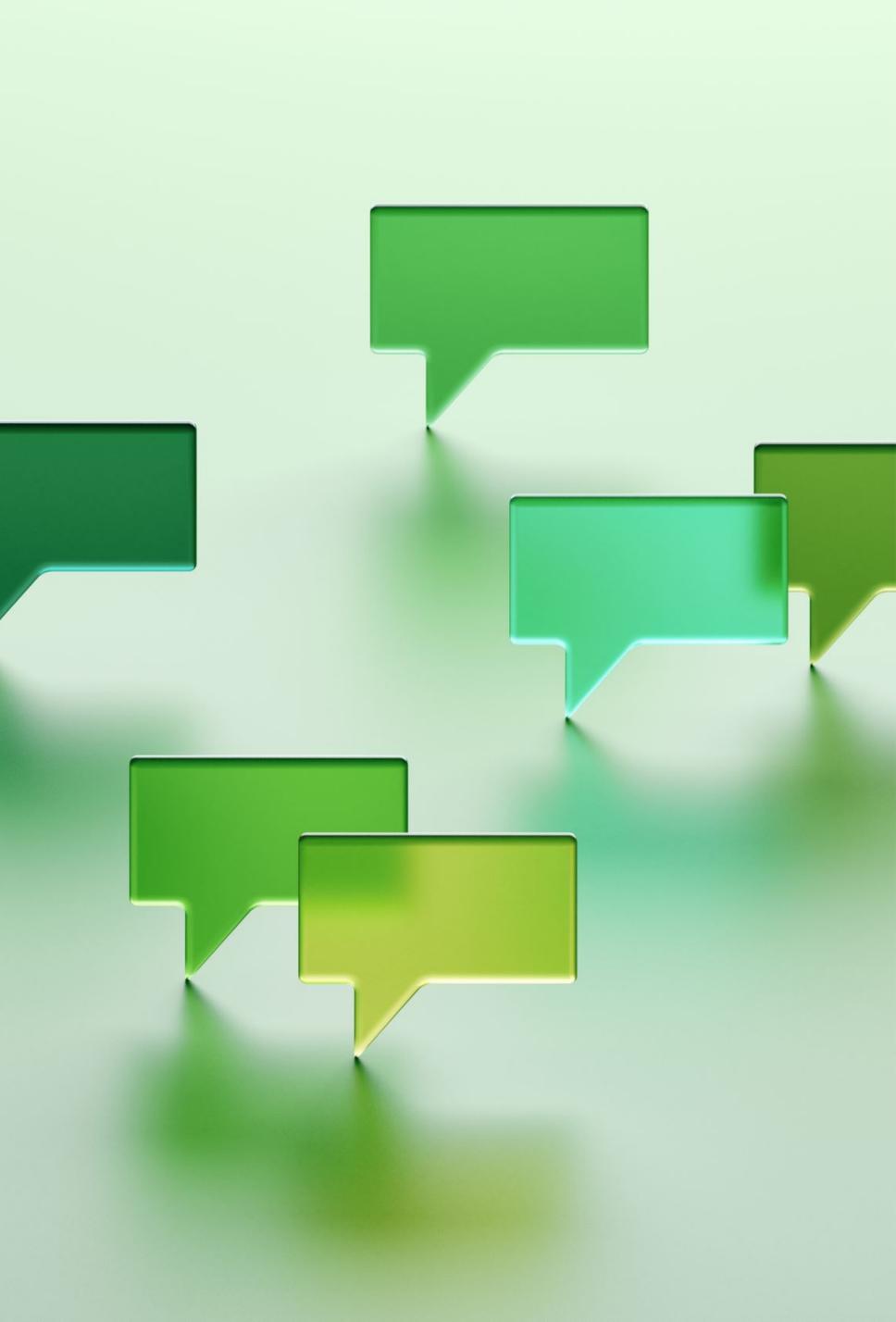


# Summary of Open Comments for Overall Impressions

- Active at the senate and school levels through committees
- Shared governance is a core value at ... and faculty shared governance leaders are regularly consulted by administration. The Faculty Senate President and the Vice President are members....
- Too often faculty constituents feel that decisions have been made by upper-level administrators before being vetted through university shared governance...
- Shared Governance has some problems, but it has improved from where it was. There are still frustrations with administration making major decision before coming to Senate with them and concerns around transparency, particularly of the budget and of leadership decisions.
- Good, but mixed
- Mostly good, I feel less aware of the staff and student positions on this ever since we shifted form a University Senate to an Academic Senate. We don't hear nearly as much from the student or staff senate bodies monthly, but I tend to hear folks feel represented overall on campus.

# Major Takeaways

- 68% of Faculty feel they are on an obligated consult shared governance campus
- The most popular shared governance perspective they would like to have, both as their first and second position choices, was where Shared governance was a system of open communication with the goal of aligning priorities to create shared responsibility for the institution.
- The open follow up comments suggest that movement to an open collaboration setting has made some movement, but a great deal of work needs to be made.



# Communication, Transparency, and Respect

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DO WE HAVE IT ON OUR CAMPUS?

# Communication, Transparency, and Respect: Does it Exist?

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3. COMMUNICATION, TRANSPARENCY, AND RESPECT					
TO WHAT EXTENT DO YOU AGREE WITH THE FOLLOWING STATEMENTS?	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
	3.1 The president and chief academic officer effectively advocate for shared governance.	25%	0%	16.7%	50%
3.2 Administrative leaders at my campus effectively advocate for shared governance.	25%	8.3%	8.3%	41.7%	16.7%
3.3 Faculty leadership at my campus effectively advocate for shared governance.	8.3%	0%	0%	41.7%	50%
3.4 The university enjoys a high degree of transparency with the faculty, by the senior administration.	16.7%	16.7%	33.3%	33.3%	0%
3.5 The university enjoys a high degree of transparency by the faculty leadership.	0%	0%	16.7%	41.7%	41.7%
3.6 Faculty members and administrators respect each other.	0%	0%	16.7%	66.7%	16.7%
3.7 Faculty members trust the current process of shared governance.	16.7%	8.3%	50%	16.7%	8.3%
3.8 The faculty is adequately informed of the academic program, including desired student outcomes.	0%	0%	8.3%	66.7%	25%
3.9 Discussion of difficult matters between the faculty, administration and staff are done in good faith and with mutual trust.	0%	25%	8.3%	50%	16.7%
3.10 Administrators trust the process of shared governance.	16.7%	0%	41.7%	33.3%	33.3%

# Communication, Transparency and Respect Data Conclusions

53% of faculty agree that Presidents and CAOs advocate effectively for shared governance.

63% agree that administrative leaders effectively advocate shared governance

91% Faculty leadership effectively advocates shared governance.

Faculty are split on whether the university enjoys high transparency with the faculty, by the senior administration with both agree and disagree responses hovering at 33%.\* See Note

83% agree that faculty leadership has a high degree of transparency.

83% agree that faculty and administrators respect each other with no disagree responses.

25% of faculty trust the current shared governance process while 25% do not. The remaining 50% were neutral.\* Note

66.7% agree that administrative discussed in good faith with 8.3 % neutral and 25% Strongly disagree.

51% agreed that administrators trust the current shared governance process with 41.7 neutral with 16.7 strongly disagreeing.

# Summary of Open Comments for Communication, Transparency, and Respect

- While there has been movement in the ability to discuss long standing issues regarding the faculty, the Administration is not actively seeking input in many things. It is also unclear how agreed upon changes will be implemented or how the faculty can hold the Administration accountable...
- (Faculty Shared Governance Board)...Monthly meetings with CAO and the Deans of all three Schools, as well as with semesterly meetings with the President. At these meetings, specific topics related to the state of academic affairs are discussed at a granular level. These meetings have been productive and have helped form a strong bond between the participants.
- The Faculty Senate Executive Committee believes that we are in a healthy state in regarding communication, transparency and respect.
- We feel the Provost is more of an advocate for shared governance than the president. Meaning of "faculty leadership" could use definition--is this Faculty Senate leadership, department chairs,...
- The consensus seems to be that we are improving, but still have room to grow in terms of communication and transparency. We don't really have a way of knowing if administrators trust the process beyond the fact that they show up consistency and are active participants seemingly in good faith.
- There are pockets of tension within admin, faculty, and staff – hard to say how big those pockets are in terms of a percentage, but they've often inflate their perspective, as though they are speaking for the entire group.
- Some respondents provided positive feedback on the tone and candor of interactions with the President and Provost, such as discussions during the President's Breakfast with the SEC, and that communications are open and transparent. However, other respondents expressed doubt regarding true transparency between the Senate and the administration, - as well as with the campus as a whole, - and the sense that decisions are made in a "black box."

# Major Takeaways on Communication, Transparency, and Respect

- Faculty agree they are transparent but are significantly less sure that administrative is.
- Faculty agree that faculty and administration advocate shared governance.
- Faculty agree that there is mutual respect of administration and faculty.
- Faculty are equally split 25% for and 25% not on whether they trust the current shared governance system. Note the neutral response was 50%. Suggesting the respondents did not want to say no to a difficult question.
- Faculty agree they are informed as to academic programs and that most agree that all parties are acting in good faith. 25% did strongly disagree as to good faith with only an 8.3 neutral response level.
- Faculty did not think that administrators trusted the current shared governance process 16.7% responding strongly disagree and 41.7% neutral. That latter suggesting reluctance to say disagree.
- Many faculty suggested that a lack of clear policies on hiring, firing, tenure etc. or not being included in implementation of decisions has created a lack of trust and transparency between faculty and administration.
- Academic leadership has involved faculty leaders in major initiatives to a greater extent than in previous years. There are still concerns about the speed and volume of work that falls on a small number of people.

Boundaries  
and Faculty  
Governance of  
Academic  
Programs

DO WE HAVE THEM?

# Boundaries and Faculty Governance of Academic Programs

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The administration respects the faculty's role in governing the academic program.	8.3%	0%	0%	58.3%	33.3%	
The faculty respects the administration's role in making administrative decisions.	0%	0%	41.7%	41.7%	16.7%	
The faculty respects the administration's role in making oversight of the university.	0%	0%	25%	58.3%	16.7%	
Faculty governance of the academic program is effective.	16.7%	0%	8.3%	58.3%	16.7%	
The roles and responsibilities of the administrators are clearly defined and transparent to all.	41.7%	8.3%	8.3%	25%	16.7%	
Faculty members have sufficient information from faculty leaders to make sound academic decisions.	8.3%	0%	25%	68.7%	0%	
Faculty views are heard and considered before important administrative decisions are made at the university level.	16.7%	8.3%	50%	16.7%	8.3%	
Faculty views are heard and considered before important administrative decisions are made at the departmental level.	0%	0%	8.3%	66.7%	25%	
Faculty views are heard and considered before important administrative decisions are made at the campus level.	16.7%	0%	25%	58.3%	8.3%	
The administration respects general oversight and is not too engaged in the day to day ...	0%	8.3%	8.3%	66.7%	16.7%	
The president and chief academic officer only rarely overturns decisions concerning hiring, tenure, and promotion.	0%	16.7%	33.3%	41.7%	16.7%	
The president and chief academic officer only rarely overturns decisions concerning tenure they do so after careful consideration with faculty	0%	16.7%	33.3%	41.7%	16.7%	
The faculty handbook is clear about how shared governance is shared.	16.7%	8.3%	33.3%	16.7%	25%	
The president and CAO honor the shared governance provisions of the faculty handbook.	16.7%	0%	25%	33.3%	25%	
The faculty is provided and opportunity for timely and thoughtful input when asked for input by the administration.	16.7%	0%	16.7%	50%	16.7%	

# Data Summary for Boundaries

- 63% agree that administration respects the role of faculty in governing the academic program.
- faculty significantly agree that they respect administration's role in making administrative decisions and overseeing the university.
- 75% agree faculty governance of the academic program is effective.
- Faculty significantly agree that they receive sufficient information to make sound academic decisions, are consulted when important administrative decisions are made, heard at the department level, and that administration is not involved in the day-to-day activities of faculty work.
- 50% of faculty do not agree that role and responsibilities of administrators is clearly defined and transparent to all.
- Faculty are split as to whether the faculty handbook clearly defines how governance is shared with only 16.7% more agreeing. However, 33% were neutral.
- Faculty agree that they are consulted in a timely fashion and honor the shared governance handbook provisions.

# Summary of Open Comments on Boundaries

There are certainly some areas where the Administration does not interfere in academic programs and lower-level decisions. Then there are some areas where administration clearly expresses what the outcome should be. There is very little information available about hiring decisions, but the anecdotal evidence suggests a mixed result. There are documents that spell out policies that are either confusing or ignored and change to any policy is an exhausting process with little chance of success or actual actions being taken. The resulting vacuum leaves administration free to do what they think is right. It is hard to ascribe malevolent intent in any of this. It is more that issues that faculty express concerns about are simply not dealt with ...

There is increasing concern that decisions on staffing of, creation of, elimination of programs (large and small) are being made by upper-level administrators with little-to-no discussion with impacted faculty, staff, or even students. These situations cause a continual decline in trust and overall morale.

The Faculty have clear responsibility for the academic mission of the university. Some of the questions above are difficult to apply to our unique governance structure. In general, however, administrative and budgetary decisions that are made at the unit level enjoy greater shared responsibility between administrators and faculty than do decisions made at center administration.

# Major Takeaways for Boundaries

- Faculty do not see clear description/boundaries in the shared governance process.
- Faculty see more results of share governance at departmental levels.
- Faculty see a disconnect with department and university level input results.
- Faculty agree that administration and faculty honor their divided roles and responsibilities.
- Faculty see clear boundaries being set as going a long way to gaining trust.

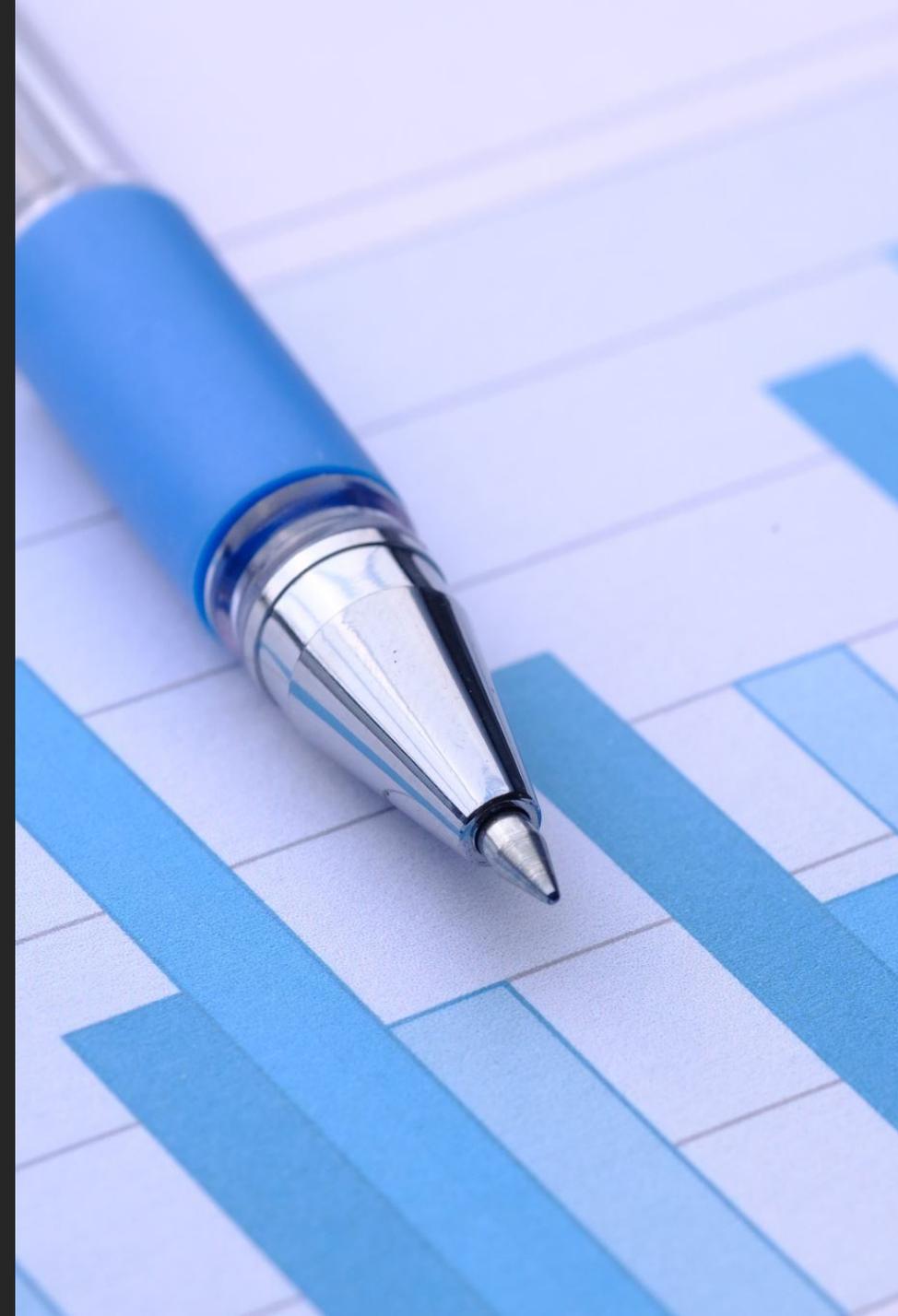
# Other Areas of Decision Making

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Faculty members are appropriately engaged in selecting the president and Chief Academic Officer	0%	8.3%	16.7%	66.7% <sup>1</sup>	8.3%
Faculty members are appropriately engaged in long-range planning	0%	16.7%	16.7%	50%	16.7%
Faculty members are appropriately engaged in selecting the budgeting process	33%	41.7%	16.7%	8.3%	0%
Faculty members are appropriately engaged in decisions related to curriculum, assessment, admission ...	8.3%	0%	8.3%	50%	33.3%

# Data Summary on Other Areas of Decision Making

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- 75% of Faculty agree that they are represented appropriately in the hiring of Presidents and CAOs.
- 67.7% agreed that they were well represented in long-term planning.
- 75% disagreed as to being appropriately involved in the budget matters.
- 83.3% agreed that they were adequately included in decisions regarding academic matters.





# General Questions

MISCELLANEOUS IMPORTANT  
IMPRESSIONS

# General Questions

## General Questions

	SDA	DA	N	A	SA
Administrators and faculty members have a meaningful amount of time to interact.	16.7%	0%	16.7%	41.7%	25%
Student leaders should have a meaningful opportunity to participate in SG by consulting on matters affecting them.	0%	0%	0%	67.7%	8.3%
Faculty have broad representation on campus and university committees.	0%	0%	0%	58.3%	41.7%
The institution enjoys a strong and effective system of SG	25%	0%	16.7%	41.7%	16.7%

# Data Summary of General Questions

- 76% agreed that they have enough time to interact with administration.
- 75% agreed that students should be involved in appropriate academic matters.
- 100% agree that they are broadly represented on campus.
- 58.4% agree that the institution enjoys a strong and effective system of shared governance. 25% strongly disagree with a 16.7 neutral responses.

# Summary of Open Comments on General questions

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# Major Takeaways on General Questions

- Faculty have time to interact with administration.
- Students are welcome participants in decision making related to them.
- Faculty, while agreeing that the shared governance on their campus is strong and active the margin suggest room for improvement.

# Open Comment Questions

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Ideas to Discuss



# Please Describe How You Define Shared Governance

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- *We used a word cloud to capture the sentiments expressed for this question. The predominant phrases that emerged were “faculty, administration, stakeholders”*
- *“Respondents had the following comments: ● “Shared governance requires nothing more than for those parties responsible for making decisions to consult “*
- *“I think of shared governance as a transparent and inclusive/empowering balance of checks and balances to make folks feel included, considered, informed”*
- **equity in voice and among the stakeholders on areas of mutual interest in the mission of the university.**
- **Our Faculty Assembly Constitution describes a robust system of consultation and participation in decision making. I am not at all sure that the Administration knows what the constitutional role is supposed to be. I don't know if a prior administration agreed, but certainly in my time (15 years) here, the constitution is simply not how things work.**
- **Shared governance is a system in which representatives from all community members, faculty, staff, and students, must weigh in in a meaningful way on academic, budgetary, and campus culture issues.**

# What Suggestions Do You have for Building Mutual Trust Between Faculty and Administrators?

- more transparency on budget and priorities, including a role in approving.
- The structures are in place to build on mutual trust and transparency: the President's Council meetings, the Faculty Senate Executive Tea, the Faculty Senate all meet monthly, and time set aside for questions and answers in all three forums allow administrators and faculty to hear each other's concerns.
- Accountability. At this point, there feels like very little actual accountability when it comes to, particularly, upper-level administrators (deans and above) when they err or, worse, when they violate policy. Beyond that, there must be a cultural shift where administrators embrace transparency and shared governance as a guiding principle instead of a begrudging obligation.
- Mutual trust also requires the president and faculty to collaborate on a shared vision for strategic planning that will build consensus around the decisions made by the administration, enhance trust in faculty decisions, and provide a framework for the President's decision-making when conflict arises.
- ...consistent ways of sharing information (e.g., All shared governance using Sharepoint always with similar organization) or always telegraphed processes and followed through (e.g., explain in detail ahead of time the timeline and process for making a decision, demonstrate along the way we are following that process, explain how information and input informed the decision when announcing) it would build on the positive momentum we have now.

# What suggestions do you have for clarifying how decisions are made?

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- *"Most respondents remarked on a desire for more transparency in the decision-making process, including posting information that reflects where and how "*
- *"Respondents re-emphasized a need for more timely and expanded engagement/consultation in decision-making, and noted a need for better/more formalized process "*
- *"Work diligently to share out what we can of minutes, bylaws, etc. to be more obviously available to everyone and help senators learn how to best report"*
- I think there should be checklists of steps taken and reports about what happened and what will happen in the future that are written out and made available to all stakeholders.
- explain the current process & who is involved at each level.
- Simply communicating when decisions happen and not letting it come through the newsletter or "grapevine." Information is often stifled through Deans and Chairs.



# What suggestions do you have for better ongoing formal and informal communications?

- The overall theme is transparency, more intentional and intimate opportunities for interaction and feedback sharing. “More openness and the ability to address the administration when needed. Perhaps a representative from the administration to answer pressing questions.”
- Respondents’ comments in this section were similar to above: Hold more frequent but less formal opportunities for interaction with the administration, including smaller group gatherings ...improve attitudes regarding working with the Senate; the President and Provost encouraging Senators to communicate appropriately back to their units; and the administration acknowledging the work of the teaching units across campus.
- I wonder if the procedures for communication between the College Councils and everybody else could be laid out a little more clearly. Also, when and why should the Senate communicate directly with faculty vs. passing information to the College Councils?

# Where have you seen existing example of successful shared governance?

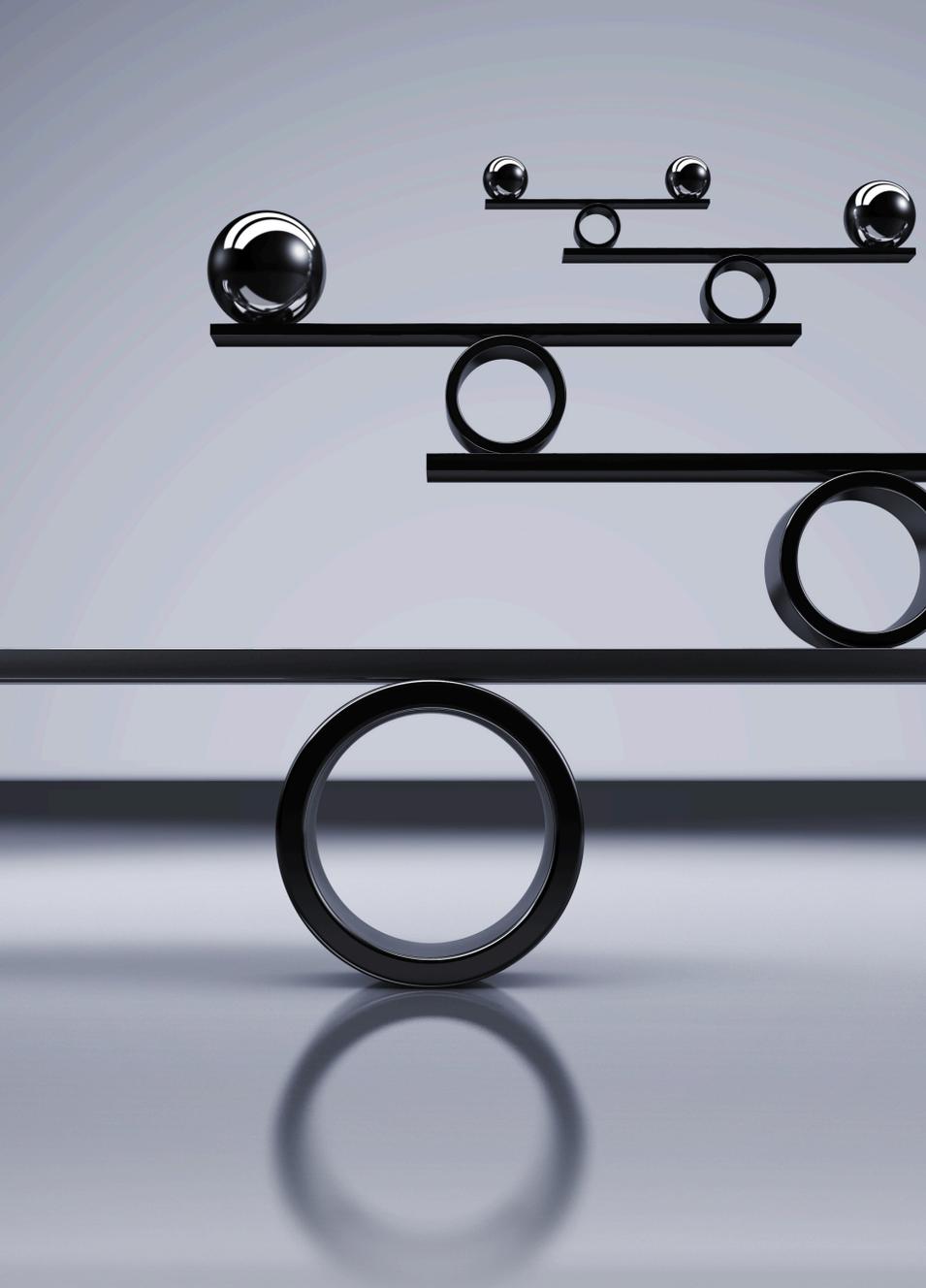
- *Most respondents indicated that they were unaware of successful shared governance or unsure if they have witnessed it before:.* • *“I haven't seen proper”*
- *“Our senate meetings have been going well – even when topics become contentious, I think the chair and exec committee are doing an admirably job negotiating”*
- I don't think I have ever seen a really effective system.
- We believe that our university is quite successful in implementing shared governance.
- The accreditation process at UMCES was a clear example of shared governance. At the core of the process was a shared goal of successful accreditation and a vision for how UMCES could more fully contribute to the academic mission of the USM.

## What other comments would you like to offer to enhance shared governance?

- Fixing entrenched problems is hard work and requires courage and stepping on toes. I think that the Faculty Assembly could be a useful partner if the Administration would actually recognize some of the problems identified by the faculty that never seem to be considered important enough by the administration to fix. I have yet to figure out how to get administrators to take faculty concerns seriously enough.
- Shared governance must be viewed holistically. Too often we focus on shared governance at the university level and assume, because there are SOME college-level committees, that the spirit of "shared governance" is equally pervasive at the college level .
- Nothing additional. If we effectively operate under the processes that we currently have in place effectively, shared governance would improve.



# Survey Major Themes



# Survey Major Themes

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- 68% of faculty see shared governance as the Obligation to Consult.
- Faculty would prefer to see shared governance on their campus as Open Communication to complete shared goals.
- Faculty do not trust administration because of unclear boundaries around roles and responsibilities within in the shared governance process.
- Faculty believe all stakeholders should be included appropriately in shared governance and improvements defining the roles and responsibilities clearly and formally would go along way to building trust with concerns around implementation being a paramount concern.
- Informal relationship building activities would help to better communication and understanding of the challenges the parties face. It would help to bring balance to the process.