

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

to

Dr. Jay Perman
Chancellor
University System of Maryland (USM)
3300 Metzert Rd.
Adelphi, MD 20783

by

Dr. Robert B. Kauffman, Chair
Council University System Faculty (CUSF)

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COUNCIL of UNIVERSITY SYSTEM FACULTY

Strengthening Higher Education through Shared Governance

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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 hurdles 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.



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

Summary Report¹

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 Keetje 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, the senate chair from UMES 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.

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 Completes 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 Keetje 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 she 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 her support and advocacy of shared governance at the sub-unit level. Understandably, she 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		<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree or Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
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		<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree or Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
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 she 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 ²	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.
² For the 2016 report, UMCP submitted their report after the completion of the report. The senate chair’s response is included in this table (i.e. NAD) but not in the report on the website.

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.***"

