Shared Governance

Findings and Initial Recommendations

December 9, 2022

Shared Governance Committee

Robin Riner (College of Liberal Arts), *chair*

Darshana Shah (School of Medicine), *chair, External Benchmarking Subcommittee*

Cara Bailey (Honors College)

Ed Bingham (College of Arts and Media)

Allison Carey (Council of Chairs)

Eugenia Damron (College of Education and Professional Development)

Scott Davis (College of Health Professions)

Abbey McBrayer (Student Government Association)

Lori Howard (Graduate Council)

Laura McCunn-Jordan (College of Science)

Marjorie McInerney (College of Business)

Ginny Painter (Office of the President)

Uyi Lawani (Faculty Senate)

Sabrina Thomas (Libraries)

Jana Tigchelaar (College of Liberal Arts)

Paulus Wahjudi (College of Engineering and Computer Sciences)

Tony Waugh (Staff Council)

Hasan Koc (School of Pharmacy)

Ben Eng (D4D Facilitator)

Today's Objectives

1. Share out initial findings from **internal cataloguing** and **external benchmarking** efforts

2. Share out, ideate, and prioritize **recommendations** based on findings and insights

3. Identify initial **next steps**

Internal cataloguing committee

1. Ascertain and map out current shared governance structure at Marshall
   - Clarify who does what
   - Begin to identify gaps, redundancies, mismatch between letter and practice

2. Design for Delight method to explore stakeholders' views of shared governance

Internal cataloguing committee

- *Working draft* of expandable **shared governance chart**
  - Helps identify lack of clarity in areas of responsibility, chain of command, distribution of power
  - Identifies gaps

- Will be built out into **interactive website** through which stakeholders can find appropriate action channels
  - Could include instructional manuals and flow charts for how to get things done

BOARD OF GOVERNORS
PRESIDENT

PROVOST

FACULTY SENATE	GRAD COUNCIL	ACADEMIC AFFAIRS	CABINET	SGA	CLASSIFIED STAFF COUNCIL	NONCLASSIFIED STAFF

EXECUTIVE COMMITTEE

STANDING COMMITTEES

Academic Planning Committee
Athletic Committee
BAPC
University Curriculum
Faculty Development
Faculty Personnel
Legislative Affairs
Library
Physical Facilites and Planning
Research
Student Conduct & Welfare

REPORTS TO PRESIDENT AND FAC SENATE EXECUTIVE COMMITTEE

Executive Committee
Academic Planning, Standards, and/or Policies Committee
Curriculum Committee
Program Review & Assessment Committee
Credentialing Committee

Academic Advisory Council
Associate/Assistant Dean Council
Council of Chairs
Registrar
Admissions
Recruitment
SEM
Associate/Assistant Provosts
Deans Council

Foundation VP
CDO
VP of Operations
Housing
Physical Plant
Environmental Health Safety & Sustainability
MSC
Facilites and Planning
Public Safety
MURC VP
SOM Dean
SOM Faculty Council
Provost
CAO (Bill Noe)
Chief of Staff
CIO
CFO
Budget Working Group
VP of Student Affairs
AD
General Counsel
CMO
VP of Government Relations

SENATE

Judiciary
Finance
Campus Life
Marketing
Constitutional
Textbook Affordability

Elections/Communications
Legislative Affairs
Personnel/Finance
Physical Environment
Staff Development/Service
Faculty Senate Standing Committee
Representatives
Athletic
Budget & Academic Policy
Legislative Affairs
Physical Facilites & Planning
Student Conduct & Welfare
Council Membership on University Committees
Calendar Committee
IT Council
Budget Workgroup
Service Awards Committee

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MARSHALL

FACULTY SENATE	ACADEMIC AFFAIRS	CABINET	SGA	CLASSIFIED STAFF COUNCIL	NONCLASSIFIED STAFF

Academic Planning Committee: new academic programs, degrees, certificates; academic planning; academic assessments

Athletic Committee: policies related to athletic program; member should be on all athletics search committees

BAPC: policies that relate to academic standards, calendar, budgets, academic honesty, attendance, grading, exams, student appeals

University Curriculum: assist college curriculum committees; approve undergraduate program changes

Faculty Development: promotion and coordination of faculty development programs; oversee faculty awards and gifts

Faculty Personnel: policies regarding academic rank, salary, tenure, promotion, teaching loads, retirement, sabbatical, hiring, well-being; advisory panel for faculty grievances

Legislative Affairs: develop annual faculty legislative agenda, disseminate information about higher education legislative issues

Library: advise library dean on policies; review library administration; liaison between faculty, faculty senate, and libraries

Physical Facilites and Planning: policies relating to facilities, major capital improvements, campus parking

Research: promotion of faculty research, publications, and creative activities; review board for university-funded research proposals
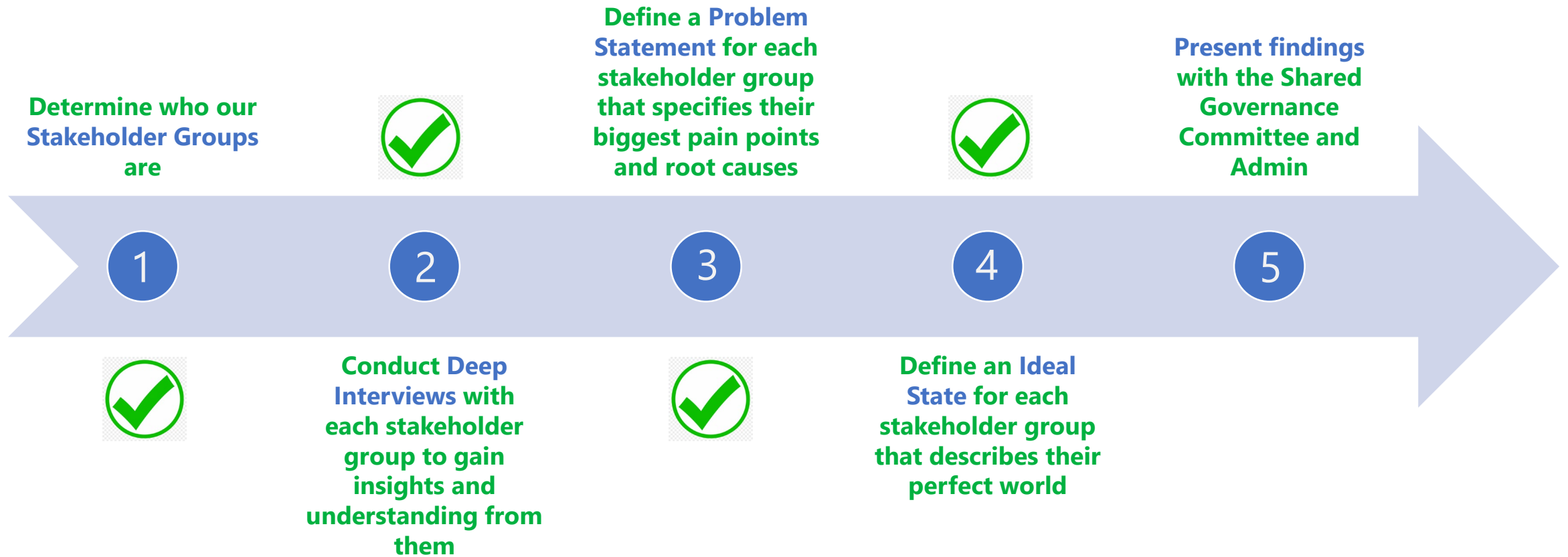
Student Conduct & Welfare: repsonsible for well-being of students; policies relating to student organizations, social events, academic conduct, advisory and counseling programs, health services, financial aid, student housing, orientation, student development, student publications; protect rights of students

EXECUTIVE COMMITTEE

ACADEMIC AFFAIRS
Academic Advisory Council
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Council of Chairs
Registrar
Admissions
Recruitment
SEM
Associate/Assistant Provosts
Deans Council

CABINET
Foundation VP
CDO
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MURC VP
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The D4D Project Challenge

HOW MIGHT WE...

gain a deep understanding of our various stakeholders' views of Marshall's current and ideal shared governance system?

Overview of Process

Determine who our Stakeholder Groups are

Define a Problem Statement for each stakeholder group that specifies their biggest pain points and root causes

Present findings with the Shared Governance Committee and Admin

1

2

3

4

5

Conduct Deep Interviews with each stakeholder group to gain insights and understanding from them

Define an Ideal State for each stakeholder group that describes their perfect world

Interview Teams

Stakeholder Group (Notes)	Interview Team
Faculty (Tenure & Non-Tenure Track Faculty)	Cara; Jana; Uyi
Administration	Robin; Laura; Jana
Board of Governors	Robin; Abbey
Students	Lori; Abbey; Robin
Staff (Classified & Unclassified)	Cara; Uyi; Paulus
Department Chairs	Paulus; Hasan
Standing Committee Chairs	Lori; Paulus; Uyi
Deans	Hasan; Jana
Associate & Assistant Deans	Laura; Lori
Alumni	Laura; Hasan
Athletics	Cara; Abbey

Empathy Interview Methodology

- Each team interviewed 5 or more members of their assigned stakeholder group for around 30-45 minutes per interview

- Interviews were conducted individually and privately to obtain honest feedback from each stakeholder member

- The interview was a "structured interview" where each stakeholder member was asked the same 11 questions. Additional exploratory questions were asked if time allowed.

- After the interviews were completed, each team debriefed to share insights and identify key patterns for their stakeholder group

- Based on these key patterns and insights problem statements and ideal states were created for each stakeholder group

Empathy Interview Questions

Ideal shared governance system

- What does a successful university-wide decision-making system look like to you?
- For what policies and decisions should your constituent group have a voice and for what policies and decisions should your group have a vote?
- When should other groups have a voice and when should they have a vote?
- What would an effective university-wide decision-making system enable you to do?
- What are some signs that would demonstrate to you that a successful university-wide decision-making system has been achieved?

Current shared governance system

- In what instances do you feel like your views and preferences are truly listened to when it comes to decisions and policies that affects our university?
- In what instances do you feel like your views and preferences are NOT truly listened to when it comes to decisions and policies that affects our university?

Empathizing deeper on current shared governance pain point

- Can you walk us through the last time your views or preferences were NOT truly listened to for a university-wide decision or policy? (What happened? Where and when did it happen? Who did it involve? How did it happen?)
- Why do you think your views or preferences weren't truly listened to? What were the root causes?
- How did it make you feel when your views or preferences weren't truly listened to?
- What did you do when your views or preferences weren't truly listened to?

Magic wand wish

- If you had a magic wand, what's one thing you would immediately wish for that would make you feel like your views and preferences were truly listened to for university-wide decisions or policies?

Common Patterns Across All Stakeholders

Ideal shared governance system

- Relevant stakeholders should participate in decisions that affect them
- **Transparent communication**
- Ability to share views safely without retaliation
- Clear routes for how to initiate action
- Equal and **diverse representation** in decision making

Empathizing deeper on current shared governance pain point

- Breakdown/lack of **communication**
- Need for more encouragement, incentivization, and time for engagement
- Input requested but no action taken/input ignored

Current shared governance system

- Decisions made internally to offices, bypassing shared governance (often with time-sensitive issues)
- Lack of **equity** and **diversity** in decision making
- Lack of **representation** for non-classified staff
- Lack of **transparent sharing** of institutional data and reasoning behind decisions

Magic wand wish

- Increase knowledge of other stakeholders' experiences and needs
- Compress timelines/be more efficient/eliminate unnecessary and duplicative committees and procedures

All Stakeholders
Problem Statement and Ideal State

Problem Statement

My stakeholder is: a member of Marshall.

They are trying to: participate in a shared governance system where there is transparent information, clear routes to take decisive action, and equal and diverse representation.

But: there is a lack of sharing institutional data and reasoning behind decisions, fear of retribution, and stakeholders aren't equally represented.

Because: communication is poor and stakeholders need more help to engage.

Which makes them feel: like "We work at Marshall".

Ideal State

In a perfect world:

Decisions are made by relevant stakeholders, who are encouraged and incentivized to participate and decision-making is clearly communicated to relevant stakeholders.

The biggest benefit to them is:

Each stakeholder has information and input on decisions that impact them.

Which makes them feel:

like "We are Marshall".

Alumni
Problem Statement and Ideal State

Problem Statement

My stakeholder is: an alumni of Marshall.

They are trying to:
have a voice when the decision affects them (e.g., strategic planning decisions & MU's future)

But:
there is not enough alumni engagement in decision making (e.g., automated emails don't feel personal)

Because:
Admin pretend they want input (e.g., alumni aren't educated on how they can get involved in process)

Which makes him/her feel:
disengaged.

Ideal State

In a perfect world:
there would be open forums for exchanging ideas and discussing what shared gov. is.

The biggest benefit to them is:
transparency in decision making and input from people familiar with issue.

Which makes her/him feel:
engagement from admin is real.

Associate & Assistant Deans
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

an Associate/Assistant Dean at Marshall.

They are trying to:

have more decision making autonomy at the college level

But:

input from "lower levels" is solicited for show and then ignored

Because:

upper admin does not view itself as accountable due to nepotism, and cronyism

Which makes them feel:

upper admin circumvents shared governance.

Ideal State

In a perfect world:

people have moved past self-interest.

The biggest benefit to them is:

more decisions were made at the college level.

Which makes them feel:

there is accountability at all levels of the University.

Deans
Problem Statement and Ideal State

Problem Statement

My stakeholder is: a Dean at Marshall.

He/she is trying to:

have transparency in communication so they can have a say in decisions they are affected by

But:

while they are heard in terms of academic decisions, they have no input on budgetary issues

Because:

information is being withheld to hide inequalities in the system (i.e., favoritism for certain programs)

Which makes him/her feel:

not valued, not trusted, and unable to voice their opinion without retribution.

Ideal State

In a perfect world:

there is an open and apparent "map" of shared governance.

The biggest benefit to him/her is:

clear chain of command, fair processes, and transparent institutional data

Which makes her/him feel:

that all units are respected and treated fairly.

Classified Staff
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

a classified staff member at Marshall.

He/she is trying to:

have better communication on issues like shared services and pay inequality

But:

they are dependent on administration to ask for resources (e.g., can't directly ask HR for pay increases)

Because:

they don't have upward communications & feedback on policies and resources

Which makes him/her feel:

that even when their voice is heard, nothing happens

Ideal State

In a perfect world:

they have more opportunities for upward comms. & feedback on policies and resources.

The biggest benefit to him/her is:

they are able to participate on issues that impact them.

Which makes her/him feel:

empowered to make something happen.

Non-Classified Staff
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

a non-classified staff member at Marshall.

He/she is trying to:

be heard on issues and problems like budget stability

But:

they lack formal representation

Because:

there is no structure of governance for non-classified

Which makes him/her feel:

that they don't have a voice and are fearful of repercussion from reporting problems.

Ideal State

In a perfect world:

everyone on campus has a voice and is heard.

The biggest benefit to him/her is:

more transparency and communication amongst all stakeholders

Which makes her/him feel:

represented on campus.

Department Chairs
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

a Department Chair at Marshall.

He/she is trying to:

understand the reasoning behind decisions (e.g., decisions based on input, data, & facts)

But:

someone higher up than them has made the decision, often on a whim, and they must do it.

Because:

decisions are made at the University and College level, without their contribution.

Which makes him/her feel:

they have all the responsibility but none of the authority and being chair isn't worth it.

Ideal State

In a perfect world:

they have the authority to be able to make the ultimate decision about their department.

The biggest benefit to him/her is:

they have the ability to focus their efforts and make more timely decisions.

Which makes her/him feel:

it's worth being chair even though the money is small and the work/stress is big.

Athletics
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

A member of Marshall athletics.

They are trying to:

Help their program and student athletes succeed.

But:

They lack input on many university-wide policies that affect their programs and athletes.

Because:

They currently operate independently of many university offices (e.g., registrar, dining).

Which makes him/her feel:

That they can't best serve their student athletes.

Ideal State

In a perfect world:

They would have a say in university policies that affect their student athletes.

The biggest benefit to them is:

To be able to provide their athletes with necessary services, schedules, etc.

Which makes them feel:

Like they can succeed at their mission.

Administration
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

An administrator at Marshall.

They are trying to:

Facilitate and manage the many academic and non-academic offices on campus.

But:

They are often blocked by bad communication, lack of efficiency, and rigidity among people who are committed to doing things they way they've "always been done."

Because:

There are often parallel systems working on the same problem without communicating with each other and decisions are often made internally to offices in a siloed fashion.

Which makes him/her feel:

Like they know what needs to be done but they can't do it.

Ideal State

In a perfect world:

Relevant stakeholders would give input via mechanism of civil discourse at beginning of process, clear routes would exist for taking action, and relevant body would have ultimate authority over decisions.

The biggest benefit to them is:

They would be able to gain meaningful input from relevant stakeholders as they are formulating decisions and action plans and then could take action in a timely manner.

Which makes they feel:

That they can truly seek the most optimal solution to problems.

Board of Governors
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

A Marshall BOG member.

They are trying to:

Make Marshall a better, more financially viable institution.

But:

People throughout the university are too bogged down by self-interest.

Because:

People are too myopic and are not exposed to others' needs and experiences.

Which makes them feel:

Frustrated, because they want to enact change.

Ideal State

In a perfect world:

Each stakeholder group would be aware of others' problems/needs and there would be mechanisms for productive conflict.

The biggest benefit to them is:

We would ultimately make better decisions.

Which makes them feel:

More productive and useful.

Standing Committee Chairs
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

A standing committee chair at Marshall.

They trying to:

Run their committees efficiently and productively.

But:

Their ability to have input on decisions is limited and decision-making is monopolized by a few.

Because:

Administration doesn't listen to us and only those who have the time can commit to participating in governance.

Which makes them feel:

That they're not being heard.

Ideal State

In a perfect world:

We would have ample opportunities to offer input and there would be equal representation on governing bodies.

The biggest benefit to them is:

Decisions wouldn't simply be handed down to them.

Which makes them feel:

More involved.

Faculty
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

A faculty member at Marshall.

They are trying to:

Be more involved in upper-level decision-making.

But:

Minority voices aren't heard, there is an imbalance of power, and there's too much inefficiency.

Because:

Decision-making often happens with little visibility, faculty are asked for input when decisions are already made, and there's too much administrative interference in faculty concerns.

Which makes them feel:

Like their work/expertise/input is not valued.

Ideal State

In a perfect world:

Diverse voices would be represented, there would be faculty input in upper-level decisions, and there would be accountability for decisions that are made.

The biggest benefit to them is:

They would have more control over the things that affect them the most.

Which makes them feel:

That their knowledge of what is best for them is valued.

Students
Problem Statement and Ideal State

Problem Statement

My stakeholder is:

A student at Marshall.

They are trying to:

Optimize their experience at Marshall.

But:

They don't know how to make their voice heard.

Because:

There's not enough diversity in representation, especially for graduate and online students, and when they are heard, no change is enacted.

Which makes him/her feel:

Like they're screaming into the void.

Ideal State

In a perfect world:

List of university priorities would reconsider student issues and they would have clear pathways for how to voice their needs.

The biggest benefit to them is:

They would be able to address needs they have more directly and productively,

Which makes them feel:

More a part of the Marshall community.

Takeaways from Internal Cataloguing

- Need to **clarify who does what** and embolden those bodies to do what they're meant to do (can serve to incentivize participation)
- **Non-classified staff** needs representation
- Need shared governance process for **time-sensitive/emergency matters**
- Must improve channels of **communication**
- Give stakeholders clear **mechanisms for addressing problems**
- Necessity of **ombuds**

External benchmarking: exemplary institutions

Rush University and Medical Center

- **University Executive Council** reviews all units' bylaws to ensure shared governance is upheld (https://www.rushu.rush.edu/sites/default/files/_Rush%20PDFs%20and%20Files/Academic%20Affairs/rules-of-governance-rush-university.pdf)

The Ohio State University

- **University Senate** that includes staff, administration, and students (Who We Are | University Senate, The Ohio State University (osu.edu)

SUNY

- Shared governance **branding mechanism** (SUNY Voices – SUNY)

External benchmarking: exemplary institutions

Westchester Community College

- **Network of teams** created to work on specific needs – they're nimble, focused, work for rapid-response issues (Allied Strategic Planning Engagement Network (ASPEN) - Westchester Community College (sunywcc.edu))

University of Florida College of Medicine

- **Constitution** that addresses shared governance (Constitution (ufl.edu))
- **Mechanism for review** of shared governance procedures in every unit (https://www.rushu.rush.edu/sites/default/files/_Rush%20PDFs%20and%20Files/Academic%20Affairs/rules-of-governance-rush-university.pdf)

University of Arizona

- Shared governance **review committee** (Shared Governance Review Committee | Faculty Governance (arizona.edu))

Takeaways from external benchmarking

- Create **university constitution** that strengthens existing committees/bodies, encoding their purviews of authority

- Build in **regular review cycle** of the health of shared governance processes (perhaps every 2 years at first, every 5 thereafter)

- Develop system to **increase transparency of decision-making** by the Board of Governors, the President, and Academic Affairs

- Work to **build social and working relationships,** especially with BOG ("soft" elements of shared governance)

- **Celebrate** shared governance frequently and **acknowledge mistakes**

Recommendations & ideas

Structural/procedural

1. **University Senate** that includes staff, students, and faculty
   - This would address exclusion of non-academic units (e.g., Honors College, Athletics) from shared governance
2. **University constitution**
3. **Regular review cycle** of shared governance university-wide, perhaps through Shared Governance Review Committee
   - Review ongoing initiatives to avoid initiative overload
4. Improve/codify **onboarding for committees**, including duties and workload/time commitment
5. Additions to **shared governance committee**: graduate student, online student, adjunct/term faculty

Recommendations & ideas

Filling gaps

1. Body for managing **budgetary decisions**
   - currently delegated to BAPC in letter but not practice – Budget Working Group?
2. Representation for **non-classified staff**
3. **DEI** representation?
   - Could be part of shared governance review

Recommendations & ideas

Communication

1. Finalize **shared governance chart** and launch **interactive website** enabling action channels
   - Could include color-coding system that designates urgency and risk-assessment rating
   - Think in terms of UX
2. Work with communications to develop **announcement system** for committee/governing body activity, upcoming actions & decisions (including solicitations for input), and shared governance outcomes
3. **"Meeting of the families"**: regular meetings of heads of all lateral governing bodies (Cabinet, Faculty Senate, Grad Council, SGA, Staff Council, Board of Governors, Academic Affairs)
4. Shared governance **guidelines for civil discourse** for open discussion forums and governance meetings
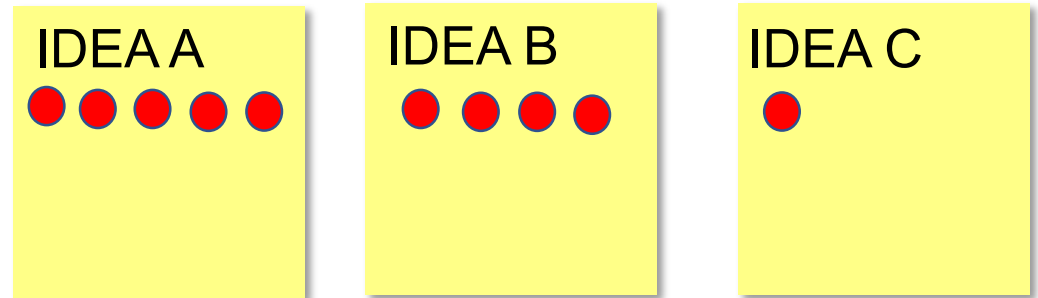
Recommendations & ideas

Incentivize/create buy-in

1. Stakeholders should receive a **reply to their contributions** to decision-making/**follow-up on initiatives**
    - Initiatives could be tracked through Shared Governance Review Committee
2. Consider **time incentives** (including 12-month faculty hires) and **monetary incentives** for significant participation
3. Shared governance **awards/recognitions**
4. **"Site visits"** for different stakeholders to see others in action
5. Create a Marshall shared governance **brand**

Prioritize Ideas & Recommendations

Each person has 5 dots to allocate across the ideas based on which can make the most impact on the problem statement and ideal state

Make sure you use all 5 dots

IDEA A
● ● ● ● ●

IDEA B
● ● ● ●

IDEA C
●

Prioritize Ideas & Recommendations

Which ideas & recommendations should we:

Do Now - Implement (i.e., High Impact & Low Effort)
1. Recommendation/idea #1
2. Recommendation/idea #2

Bet Big - Experiment (i.e., High Impact & High Effort)
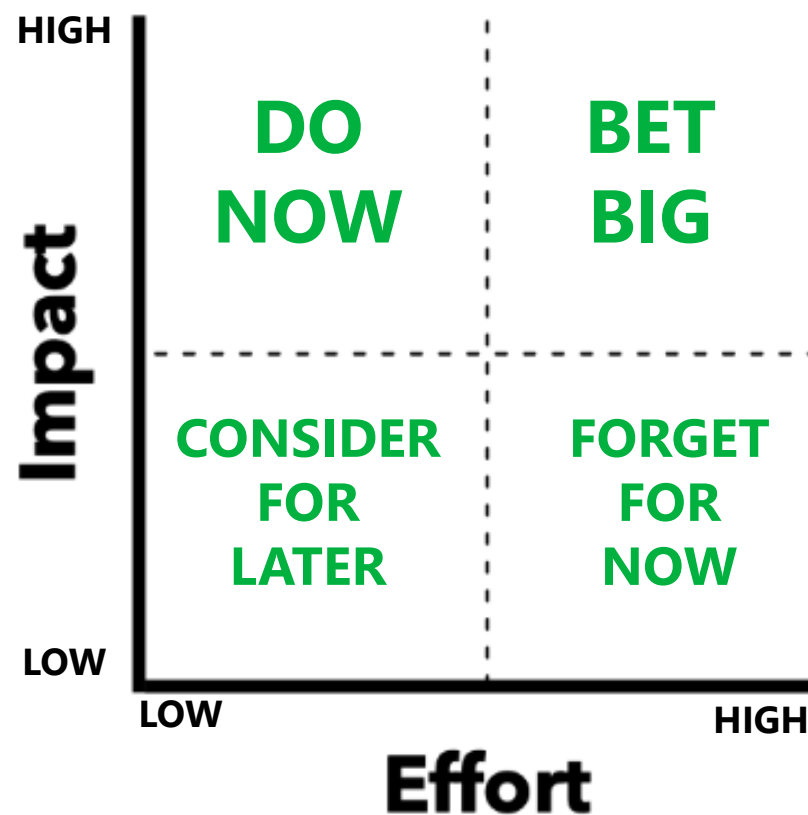1. Recommendation/idea #1
2. Recommendation/idea #2

Consider for Later (i.e., Low Impact & Low Effort)
1. Recommendation/idea #1
2. Recommendation/idea #2

Forget for Now (i.e., Low Impact & High Effort)
1. Recommendation/idea #1
2. Recommendation/idea #2

*Consider which should go through shared governance processes

Additional Sources

- SUNY : https://www.suny.edu/about/shared-governance/sunyvoices/cgl-toolkit/shared-governance/
- "Effective Academic Governance: Five Ingredients for CAOs and Faculty," a whitepaper from the Collaborative on Academic Careers in Higher Education at the Harvard Graduate School
- "How to Make Shared Governance Work: Some Best Practices" by the Association of Governing Boards of Universities and Colleges (AGB)
- University of Louisiana at Monroe's "About Shared Governance" site
- *Shared Governance in Higher Education: Vitality and continuity in times of change* (2020) https://go.exlibris.link/tstTS7w7