

2020 Final Report

SHARED GOVERNANCE AT MOUNT MARY UNIVERSITY



The Shared Governance Committee
Mount Mary University
January 2018 - December 2020

Table of Contents

| | |
|--|----|
| <u>Members of the Shared Governance Committee</u> | 2 |
| <u>Executive Summary</u> | 3 |
| <u>Time Line of Committee & Campus Events</u> | 4 |
| <u>Outcomes</u> | 5 |
| <u>Primary Recommendations</u> | 6 |
| <u>Secondary Recommendations</u> | 6 |
| <u>Comprehensive Review of Recommendations</u> | 7 |
| <u>Primary Recommendation #1</u> | 7 |
| <u>Primary Recommendation #2</u> | 7 |
| • <u>Tenants of Shared Governance at MMU</u> | 8 |
| • <u>Steps in the Shared Governance Process</u> | 8 |
| • <u>Time Sensitive Decision-making Process</u> | 11 |
| • <u>Pause and Review Procedure</u> | 11 |
| <u>Primary Recommendation #3</u> | 12 |
| <u>Primary Recommendation #4</u> | 12 |
| <u>Secondary Recommendation #1</u> | 14 |
| <u>Secondary Recommendation #2</u> | 14 |
| <u>Secondary Recommendation #3</u> | 14 |
| <u>Secondary Recommendation #4</u> | 15 |
| <u>Future Work</u> | 15 |
| <u>Appendices</u> | 16 |
| <u>Appendix A: Proposed text for Faculty Handbook and other campus handbooks</u> | 17 |
| <u>Appendix B: Shared Governance Process Grid</u> | 25 |
| <u>Appendix C: Shared Governance Flow Chart</u> | 28 |
| <u>Appendix D: Online Survey Data Summary Fall 2018</u> | 30 |
| <u>Appendix E: Small Group Qualitative Data Summary Fall 2018</u> | 58 |
| <u>Appendix F: All-University Workshop Data Themes from World Café January 2019</u> | 71 |
| <u>Appendix G: Responses from Group Meetings on Initial Draft of Process Fall 2019</u> | 77 |

Members of the Shared Governance Committee

Co-Chairs **Marmy A. Clason**, PhD, Professor of Communications, Chair of the Communications Department

Tammy H. Scheidegger, PhD, Associate Professor of Counseling, Practicum & Internship Coordinator

Members **Yasamin R. Blackmon**, B.A., Assistant Registrar (January 2018-March 2020)

Lynn M. Diener, PhD, Associate Professor, Chair of the Biology Department, School of Natural and Health Sciences and Education

Karen Friedlen, PhD, Vice President of Academic Affairs

MaryBeth Kingston, Mount Mary University Corporate Board, (January 2018 – September 2018)

Sister Debra Sciano, SSND, JD, Mount Mary University Corporate Board & Board of Trustees, Attorney at Law (January 2018 – May 2019)

Daniel Vinson, M.L.I.S., Director of Haggerty Library

*Our sincere thanks to the Mount Mary Community for their participation in the many surveys, workshops, and listening sessions that were held during the period of discernment and development of this report. A special thanks to the following members of our community who supported our charge by functioning as All University Workshop and small group listening session key facilitators: **Barbara Armstrong, Debra Dosemagen, Terri Jashinsky, Trish Kuehnl, Andrea Kurtz, Sarah Olejniczak, S. Joan Penzenstadler, S. Joanne Poehlman, Don Rappe, Tiffany Tardy, Julie Tatlock, LaCrecia Thomson, Melody Todd, Amy Uthagrove.***

EXECUTIVE SUMMARY

The Shared Governance Committee was called to service by Dr. Christine Pharr, President of Mount Mary University, in January 2018, as one means to advance the collaborative culture and working relationships on campus. Dr. Pharr requested that the committee explore the best practices in shared governance by consulting The Association of Governing Boards of Universities and Colleges book *Shared Governance in Times of Change: A Practical Guide for Universities and Colleges*. Furthermore, Dr. Pharr requested the committee to convene a series of conversations for faculty, staff, administration and board members around the topic of shared governance to start in the fall of 2018. The initial charge of the committee was as follows:

1. Research best practices in how to facilitate this sort of conversation that engages stakeholders on campus and on the board.
2. Propose a structure for the conversations that will engage key stakeholders
3. Identify outcomes of the conversations that will advance shared governance at Mount Mary.
4. Identify any additional sources of information to supplement the text (speakers, articles, consultants) that might enhance the conversations
5. Determine a timeline for initiation and completion of the discussions.
6. Consider incentives that will encourage participation of stakeholders.
7. Make suggestions about who will lead and orchestrate the conversations. (Will this group continue to facilitate, or will others become involved, etc.)

With the aforementioned in mind, this report will outline the primary and secondary recommendations of our 2-year endeavor. The tenets of shared governance as defined by the Mount Mary University (MMU) community will be exposed and a full explanation of the final 5-step shared governance process will be presented. Finally, the appendices will provide a template for transferring the recommendations of our committee into formal university documents once the process is adopted by the President, President's Council, Board of Trustees, and campus community.

Time Line of Committee and Campus Events

Members of the committee took great care to create many opportunities to listen to the campus community. The campus community responded with honesty, candor, and optimism. The committee processes took place from January 2018 through December 2020 and executed the following timeline:

- January—August 2018: Convened task force, studied best practices for campus engagement, brainstormed ideas, and created an action plan per the President’s charge.
- August 2018: All University Workshop (AUW)—Introduced the MMU community to the concept of shared governance, the committee members, and the goals to be utilized during the revision process.
- Fall 2018: Online survey distributed to community for baseline measure of current satisfaction and perception of shared governance process.
- September 2018: Recruitment and training of key facilitators for small group listening sessions.
- September-December 2018: Key facilitators conducted small group listening sessions with campus community members.
- December 2018: Online survey data and small group listening data compiled.
- January 2019: AUW—Delivered results of survey and small group listening sessions; conducted World Café style small group sessions to identify common themes and language.
- February 2019: Compiled data from World Café small group sessions.
- May 2019: Used small group feedback meetings with key facilitators to outline major elements to be included in the draft of the shared governance process.
- May 2019-November 2019: Committee developed initial draft of the Shared Governance Process and developed a draft of the “*Shared Governance Grid*”.
- August 2019: AUW—Draft document of shared governance process shared with all members of the MMU community. Timeline given for final report.
- Fall 2019: Draft document was distributed to Schools, Student Affairs, and offices on campus. Feedback was received from all groups solicited.
- April 2020: Scheduled release of the draft proposal for the shared governance process to the MMU community **postponed** due to pandemic.
- October 2020: Draft proposal presented to community, via the Shared Governance page of the MMU website, for final review.
- December 2020: Final executive summary with findings and proposal presented to President’s Council, Faculty Assembly, and Staff Assembly.

Outcomes

The Shared Governance Committee respectfully submits this final report with an important general consideration: high stakes decisions are negotiated based on shared interests and transparency, and trust is built through repetition of the process. Our committee recognizes that it is not always easy to work effectively in a university system when a decision or decisions are made that do not support an individual's viewpoint; however, the strength of Mount Mary University lies in our shared mission and vision and in each individual member's ability to work for the greater good.

The contents of this report include primary recommendations regarding the shared governance process at Mount Mary University and secondary recommendations that came to light during the many campus-wide discussions.

A draft of the shared governance process was offered to the campus at the All University Workshop in August of 2019 and feedback was solicited from the campus during the fall of 2019. The campus reaction was mostly favorable to the process. One exception was the lack of an appeal process. In response, the committee added the "Pause and Review" procedure. The committee requested a final review of the process in the fall of 2020; no negative comments were offered for "Pause and Review."

Committee members endorse a full implementation of the primary recommendations set forth in this document. Additionally, committee members strongly believe that the secondary recommendations, if implemented, will facilitate the successful implementation of the primary recommendations.

Primary Recommendations: Directly Related to Shared Governance Processes

1. Implement a staff assembly as an integral part of the university governance structure.
2. Implement the process developed by this committee including procedures for how to determine if a question/concern is appropriate for the Shared Governance Process, determine when something is a “*decision of significance/academic or financial crisis*”, and determine when to implement a “*pause and review*” procedure.
3. Revise the faculty and staff/employee handbooks to include the recommended shared governance process.
4. Construct and publish, both in the staff/employee and faculty handbooks and in an electronically searchable database, a flowchart of MMU structures and roles.

Secondary Recommendations: Support the Shared Governance Process

1. Re-examine the “Chart of Governance Roles” and “Constituent Group Roles in Governance, Communication and Operations” as they appear in the 2019-2020 faculty handbook. Consider the following: A) combine the chart if possible; and B) rephrase the duties of the roles using the language of the shared governance process from step two (consult, recommend, consents, decides) as much as possible.
2. Have a dedicated university position that serves in a role consistent with how an ombudsperson functions in other institutions of higher education.
3. Increase the inclusion of all constituent groups (faculty, staff, and students) on the Board of Trustees (not just on committees).
4. Develop and implement permanent electronic formats for input and feedback regarding issues occurring on campus.

Comprehensive Review of the Recommendations

Recommendation 1: Implement a staff assembly as an integral part of the university governance structure.

Mount Mary University has a governing body for the faculty and students. The president's council meets regularly and the Board of Trustees meet four times a year. In order to fully implement the shared governance process, a staff assembly with representatives of staff and non-president council administrators should be created. The lack of a staff assembly was a constant concern repeatedly voiced over the two-year period of discernment. Representation of all campus constituents is central to a healthy shared governance structure; therefore, the committee views the establishment of a staff assembly as essential.¹

Recommendation 2: Implement the process developed by this committee including procedures for how to determine if a question or concern is appropriate for the Shared Governance Process, determination of when something is a "decision of significance/academic or financial crisis", and a "pause and review" procedure.

As the committee carefully reviewed the data provided by the community, it became clear that MMU lacked a coherent process for shared governance. Much confusion centered on when, who, and what level of decision-making responsibility members have. Past precedence has been set for reliance on the use of a "role chart" during high stakes decision-making processes. During the past 2-year investigation, the Shared Governance committee has identified that a role chart has not been adequate to capture the fluid and dynamic nature of issues that arise outside of our current committee decision-making structures. While the Shared Governance committee sees the need for a clear role chart, we believe confusion in the decision-making process will be reduced when community members understand their responsibility in a decision.

Outlined below, the 5-steps shared governance process was developed after carefully assessing the needs of the campus. The committee believes that utilization of this 5-step shared governance process developed herein will need to be practiced, evaluated, and revised in the days, weeks, months and years to come. This is in everyone's best interest to practice these steps with actual issues that arise in our routine functioning as a university. Most importantly, we believe the campus and key decision-makers need to embrace the *language* of the process, in particular, the levels of decision-making responsibility as outlined in step two.

¹ During spring semester 2020, plans were put in place to formally establish a staff assembly; delays occurred due to the pandemic.

The Tenets of Shared Governance at Mount Mary University

Mount Mary University is committed to a process of shared governance that is an extension of our mission and vision, is predicated on the foundational principles of transparency, trust, and relationships, and is enacted based on a system of aligned priorities. Furthermore, the process of shared governance at this institution requires that members of the Mount Mary community be given an opportunity to authentically participate in decision making along with the acknowledgment that some constituents may, at times, play a more intricate role in the dialogue because of the level of responsibility and accountability for the decisions rendered. Voice, but not necessarily ultimate authority, is offered to all. Shared governance at MMU is a process that is implemented at the beginning of a decision-making moment and is not intended to be a conflict resolution process to address post-decision concerns.

Steps in the Shared Governance Process

Step one: Does this decision warrant a shared governance process?

Many decision-making processes already exist at MMU (e.g. the budget committee process, the strategic planning committee process). Those processes already in place and functioning effectively should remain intact. However, when a question arises outside of the existing decision-making frameworks, a shared governance process will (shall) be implemented when any two of the three listed elements can be answered in the affirmative:

- The decision to be made is directly related to MMU's mission;
- The decision to be made will directly impact a large number of MMU constituents; or
- The decision to be made is one that has significant consequences for the institution (i.e., high importance as it relates to financial viability, risk management, the health/wellness of the institution, public perception, etc.). Decisions that may carry high stakes for individual people but not the institution as a whole are not included in this element.

In situations in which members of the MMU community are unsure whether a situation meets two of the three listed elements, it is recommended that the shared governance process be implemented.

Step two: Who, and in what capacity, should be involved in the shared governance process?

The process of shared governance at Mount Mary recognizes that all members of the community be given an opportunity to authentically participate in decision making. However, some constituents may, at times, play a more intricate role in the process because of the level of responsibility and accountability for the decisions rendered. Once it is determined in step one that a decision should, in fact, initiate a shared governance process for the campus and/or key constituents, it is in the best interest of the institution to determine the level of responsibility of each of the key constituents.

Prior to a decision, everyone should be aware of their decision-making responsibility and its parameters:

Levels of Decision-making Responsibility

Consultation Required (C): The body or individual is recognized as vital to the decision-making process and as such their verbal and explicit contribution (i.e., advice and opinionⁱ) is required prior to the decision being rendered.

Recommends Decision (R): The body or individual makes a preliminary (internal) decision and then forwards the recommendation to another body that has final authority to render a decision.

Consent Required (S): The body or individual is recognized as holding primary purview over the broad area and their consent (i.e., the act or result of reaching an agreementⁱⁱ) is required prior to a move toward a final decision. This designation is used with the spirit of intent embodied by the School Sisters of Notre Dame to gain consent and consensus through authentic dialogue.

Makes Decision (D): The body or individual denoted has authority to make a final decision.

Voice (V) - A distinct level of contribution allows for all members of the community to offer comment and feedback: This active, bidirectional process implies that all members of the Mount Mary University community are afforded the opportunity to bring forward their ideas and give their feedback. Implicit in the voice process is that the body or the individual making the decision may not have knowledge of the nuances of a decision unless all or certain members of the university community are able to participate. Voice may be overtly requested and/or may be offered unsolicited. When a decision has met the criterion for the implementation of the shared governance process, the individuals or bodies granted the decision-making authority are encouraged to explicitly solicit voice from all impacted MMU constituents. Furthermore, a unique strength of the MMU community is our connectedness with colleagues and those in leadership roles. In the spirit of the SSND's, members are encouraged to talk openly with one another about matters that are occurring in our university community and to share their ideas with those in leadership.

Step three: Have the responsible parties communicated with the individuals and/or groups that are charged with the decision-making process?

The individuals and/or groups that are identified in step two will be contacted. Once contacted, it is vital that all individuals and/or groups understand and mutually agree upon their level of responsibility in the decision-making process (i.e. consultation, recommendation, consent, decision), and the time frame for the process to occur.

Step four: Has the rationale for the decision rendered been made to the MMU Community?

When a shared governance process has been undertaken, members of the MMU community will be made aware of how and why the final decision was reached. This ensures that, regardless of the number of people involved in the final decision or the number of people impacted by the decision, the community will be assured that the shared governance process was undertaken before a decision was implemented. As an Institution of Higher Education, this step in the shared governance process is critical to living out our mission to search for truth and engage in feedback during critical processes. This step works to ensure that decision-makers authentically engaged with feedback during the process and makes transparent the rationale for the decision.

There may be shared governance situations in which some information must be kept confidential. In these cases, those responsible for making the decision may only be able to share their rationale with a limited constituency, or may need to limit the details shared with the wider community.

Step five: Has the Shared Governance PROCESS that was undertaken to arrive at a decision been evaluated to identify strengths and pain points and has the FINAL DECISION been evaluated to identify strengths and pain points?

The evaluation of the process is a key component of the shared governance model as it ensures that our process is agile, flexible, and when needed, open to change. This evaluation process will include all those with roles in the model as well as an opportunity for voice from the larger MMU community.

The Shared Governance Process Grid (Appendix B) offers examples as to how the institution can examine the key constituents and level of decision-making responsibility as described in step two. Not all levels of responsibility may be necessary (consultation, consent, recommends, decision), and not all constituents will be involved in every decision. However, in situations in which members of the MMU community are unsure whether an individual or group should be directly involved, it is recommended that they be contacted for consultation.

In order to build a community of trust and openness, VOICE is assumed throughout the Shared Governance Process Grid. Those offering their ideas should offer them freely, constructively, and be willing to gain greater understanding; those receiving the ideas of others should listen carefully and offer additional information, if possible. The grid functions as a broad overview of the type of decisions that are expected to be addressed using a shared governance process. Finally, shared governance works better when the community has a general understanding of each other's role in the university structure. The decision-making system is a *process* that needs to be implemented carefully using the steps above. Different from the decision-making process is an understanding that certain groups on campus are generally responsible for areas of their expertise. In order to help provide clarity, the Shared Governance committee strongly recommends the campus reexamines the Chart of Governance Roles (see secondary

recommendation #1) as it offers a general description of the responsibilities typically assumed by the groups at this institution.

Time Sensitive Decision-Making Process

There are times when a time-sensitive or emergency situation arises and the need for a swift and immediate decision is required. Therefore, it may be necessary to deviate from the shared governance process that is outlined in this chapter. Incumbent upon the individuals or groups deviating from the shared governance process must be a satisfactory explanation as to why such deviation was necessary. Routine events or regularly scheduled disruptions like holidays do not *in and of themselves* define an emergency necessitating the need to deviate from the shared governance process. However, critical decisions may rise to the level of a shared governance process as described in step one, but require a swift and immediate response from key campus leaders.

An emergency decision-making process *can be invoked by the Corporate Board, the SSNDs, the BOT, or the President*. Other constituents may bring a matter of potential emergency to one of the aforementioned bodies. Critical decisions and emergent incidents are fluid and ambiguous; however, every effort should be made to include as many campus constituents as possible during the emergent process. When an emergency decision-making process is invoked, the President will communicate this to the wider university community at the soonest possible time. Essential elements to the communication should include:

- A description of the events leading up to the decision to bypass the shared governance process in favor of the emergency decision-making process.
- An explanation of why it was necessary to invoke the emergency decision-making process.
- An explanation of the decision.
- Any other pertinent information.

The University is encouraged to establish and disseminate specific protocols for how to implement this *Time Sensitive Decision-making Process*.

Pause and Review Procedure

Some members of the Mount Mary University community raised the important question as to the need for a pause mechanism in the process outlined in this document. The recommendation asserted the need for guidelines for what to do if/when a body or an individual within our system was not following the prescribed process or if one of the constituent groups and their intended level of contribution was not followed. The Shared Governance Committee thoughtfully considered this item and has developed a “*pause and review*” procedure.

Pause and review can be requested at any point in the Shared Governance process when an individual or group believes the Shared Governance process has not been followed, and the decision rendered or the pending decision would be different with their input.

- Pause and review temporarily stops the existing process.
- An individual or group who requests a pause and review shall write a written request to the executive committee of their perspective governing body (i.e., the ECFA, ECSA, and President's Council). One representative from the three main governing bodies on campus shall form a Core Review Board and review and evaluate the concern. If the concern is found valid, the Core Review Board will decide where to restart the process so that the new information can be incorporated. If the concern is found to be invalid, the process will resume at the point that it was paused.
- The Core Review Board will render an opinion on the pause and review request and collaborate with President of MMU under a "consent required" decision.
- It is understood by all individuals and groups involved in the pause and review process that this procedure is conducted efficiently and quickly. Decisions should be rendered within 10 days of the initial Core Review Board meeting.

Recommendation 3: Revise the faculty and staff/employee handbooks to include the recommended shared governance process.

Transparency and clarity is vital to the shared governance process. If the process as described in recommendation 2 is supported by the campus constituents, then publication of this process should be a priority. Careful attention must be given to ensuring that all university documents that contain the procedures outlined in the final approved process, be consistent. During the 2-year discernment process, community members presented evidence that policy changes and revision of various university charts were inadequately and routinely out-of-sync with one another. Having a dedicated office, rather than a person, responsible for issues of internal document consistency is warranted and would facilitate clear implementation of the shared governance process as well as other essential processes. In faculty and staff assemblies, as well as within university operations, it is recommended that a policy be clearly established for who is responsible for communicating policy and process changes to the administration, and when that communication takes place so that members of the MMU community can review the changes on a yearly basis.

Recommendation 4: Construct and publish, both in the staff/employee and faculty handbooks and in an electronically searchable database, a flowchart of the organizational structure of MMU and the responsibilities of each department or office.

A common theme voiced by the MMU community when compiling data for this development of the shared governance process, was confusion surrounding the organizational structure of the

university and how the various offices and departments contribute to the function of the university. When proposing new ideas or making decisions that may be a “shared governance moment,” members expressed concern that they do not have a clear understanding about who to ask or how to discover this information. Our emphasis on creativity supports the notion that more diverse contributions to decisions likely produce better outcomes. Given our small size, the committee believes we should be able to achieve some type of clarity for the campus. Many members of our community see our small campus size as a strength that supports a close, family-like environment; however, our small size may produce a false sense that everyone knows who is responsible for a specific task on campus. Campus departures and additions are a normal part of university life. When someone wants or needs to know how our university runs and who is responsible for certain aspects of our functioning, a flowchart is a necessity. An accurate flowchart that identifies responsibilities and structures will also need to be kept up-to-date on a regular basis. The current system of searching for a person, rather than a function, makes all processes – including a shared governance process – difficult for all our community members and highlights institutional inequities in access to power structures and processes. Having a dedicated office, rather than a person, responsible for establishing and routinely updating an electronically searchable database would facilitate clear implementation of the shared governance process as well as other essential processes.

Comprehensive Review of the Secondary Recommendations

Recommendation 1: Re-examine the “Chart of Governance Roles” and “Constituent Group Roles in Governance, Communication and Operations” as they appear in the 2019-2020 faculty handbook and A) combine the charts if possible; B) rephrase the duties of the roles using the language of the shared governance process from step two (consult, recommend, consents, decides) as much as possible; and C) add in all handbooks for campus constituents.

Clarification of the governance roles should follow the implementation of this process. The committee urges the campus to edit the existing roles charts “Chart of Governance Roles” and “Constituent Group Roles in Governance, Communication and Operations” for greater clarity, using the terms of decision-making described in step two of the process.

Recommendation 2: Have a dedicated university position that serves as an ombudsperson.

The committee recognizes it could be argued that the request for an ombudsperson may lie outside the spirit and practice of shared governance. The ombudsperson functions to effectively mediate and reconcile individuals’ grievances. Members of the Mount Mary campus mentioned the need for an ombudsperson with a measure of frequency that the committee believes it merits a recommendation. However, the committee sees this recommendation as illustrative of a deeper concern highlighted in the data: the desire for robust dialogue but unease if one disagrees. It should be noted that this concern was raised regarding dialogue within departments/offices as well as across campus interactions. Perceptions of silencing and fearful organizational climates do not support a healthy shared governance or interdepartmental communication. This was not a consistent theme, but we believe the campus climate would be improved if everyone engaged in healthy and respectful conflict management skills. While this can be served by a professional on-campus ombudsperson, options for a part-time ombudsperson or conflict management training should be explored.

Recommendation 3: Increase the inclusion of all constituent groups (faculty, staff, and students) on the Board of Trustees (not just on committees).

We know that Board of Trustee members of Mount Mary University are dedicated to the university. As stated on our website, their role “is to support and direct the university toward achieving its mission and strategic plan, and to maintain the highest ethical and fiduciary standards to advance the university’s educational purpose and financial integrity.” This task requires the Board of Trustees to think broadly about current external pressures and potential future uncertainties. In short, members appropriately have a “10,000 foot view” of the university. In contrast, staff and faculty are intimately involved in carrying out the strategic plan. And they are proud of and dedicated to their work. They have deep insight into how the campus community functions, the needs of the students, and how the strategic plan is executed. In short,

they appropriately have the “ground level” view of the university. The shared governance committee believes, and the data supports this request, that more interaction between the Board and the employees of the university would benefit both groups. Faculty and staff would benefit from getting a 10,000 foot picture of Mount Mary’s location in the broad external environment. By the same logic, Board members would benefit from a sustained perspective from the people who have boots on the ground.

Recommendation 4: Develop and implement electronic formats for input and feedback regarding issues occurring on campus.

The committee recognizes implementation has already been made on this recommendation due to the increased need for electronic communication during the 2020 pandemic. We encourage the campus to consider the future use of electronic formats to conduct group discussions and solicit feedback as they pertain to shared governance processes. The use of synchronous and asynchronous electronic formats may open up more opportunities for input and feedback from those campus members less able to attend in person events (students, adjunct faculty, or part-time employees). Members of the community reported wanting the input of these constituents, but knowing their time and commitment might be limited. Making an effort to electronically reach out to these groups would both enhance the shared governance process and potentially increase their sense of community.

Future Work

The Shared Governance Committee understands this process is new and will take effort to implement it effectively. Central to the effective implementation will be the support and dedication of all members of the community, thoughtfully and actively engaged in the shared governance process once initiated. The committee also understands that a new process may require revision once we have had the opportunity to work through the steps. Therefore, the committee recommends we use this process at least 3 years, each year noting moments of difficulty in the process and ideas for improvement. After the third year, the committee recommends each governing body (President’s Council, Executive Committee of Faculty Assembly, and Executive Committee of Staff Assembly) review and offer revisions to the process.

APPENDICES

Appendix A: Proposed text for Faculty Handbook and other campus handbooks

Appendix B: Shared Governance Process Grid

Appendix C: Shared Governance Flow Chart

Appendix D: Online Survey Data Summary Fall 2018

Appendix E: Small Group Qualitative Data Summary Fall 2018

Appendix F: All-University Workshop Data Themes from World Café Questions January 2019

Appendix G: Responses from Group Meetings on Initial Draft of Process Fall 2019

APPENDIX A: Proposed Text

Governance of the University

The University is owned and sponsored by the School Sisters of Notre Dame, Central Pacific Province, Inc., a religious congregation of the Roman Catholic Church, and consistent with the congregation's apostolate, exists to serve academic, religious, and cultural needs of its students and those of the larger civic community, regardless of race, color, creed, physical abilities, or national origin in compliance with all federal and state laws, rules, and regulations pertaining thereto. It has been organized, governed, and operated by the Congregation whose leadership constitutes the membership of the Corporate Board of this University. The primary interest of the University is the maintenance of the highest educational standards for students. Governance of the University, under a shared governance model, will be outlined in this chapter along with a thorough description of the membership and powers granted to each level of governance at MMU and, where applicable, the responsibilities assumed by that entity.

MOUNT MARY UNIVERSITY GOVERNANCE STRUCTURE*

CORPORATE BOARD BOARD OF TRUSTEES

Board of Trustees Committees

Chairs Committee; Academic and Student Affairs Committee; Governance Committee; Audit and Risk Management Committee; Building and Grounds Committee; Alumnae and Donor Relations Committee; Finance and Investment Committee

PRESIDENT OF THE UNIVERSITY

PRESIDENT'S COUNCIL

VICE-PRESIDENTS

VP for Academic Affairs

VP for Student Affairs

Vice President for Alumnae and Donor Relations

VP for Enrollment Services

VP for Finance and Administrative Services (CFO)

VP for Mission and Identity

DEANS

Dean of the School of Arts and Design and the Dean of the School of Business (i.e., currently one position)

Dean of the School of Humanities, Social Sciences, & Interdisciplinary Studies

Dean of the School of Natural and Health Sciences and Education

DEPARTMENT CHAIRS & PROGRAM DIRECTORS

Advising and Career Development; Alumnae Relations; Art Therapy Graduate Program; Athletics;

Buildings and Grounds; Business Office; Campus Ministry;

Caroline Scholars Program; Chief Nursing Administrator; Counseling Program; Dietetic Graduate Program; Dietetic Coordinated Program; Dietetics Internship; Donor Relations; Education Graduate Program; English Graduate Program; Financial Aid; Grace Scholars Program; Graduate Admissions; Honors Program; Human Resources; Information Technology; Institutional Effectiveness; International Studies; Learning Services; Library; Marketing and Communications; Occupational Therapy Graduate and Doctoral Program; Promise Program; Public Safety; Registrar; Residence Life; Service Learning; Student Engagement; Visitor Services, Women's Leadership Institute & Corporate Relations

ASSISTANT/ASSOCIATE DIRECTORS

Financial Aid; Graduate Admissions; Registrar; Undergraduate Admissions

| FACULTY | ADMINISTRATIVE PERSONNEL AND STAFF | STUDENTS/ALUMNAE |
|--|--|----------------------------------|
| Faculty Assembly | Administrative/Staff Assembly | Student Government |
| Faculty Committees | AD/S Committees | Student Organizations |
| <i>Academic Standards and Curriculum; Admissions; Executive; Faculty Development; Faculty Service; Graduate Council; Grievance; Honors Program; Promotion & Tenure</i> | <i>Staff/Personnel from these Dept: Admissions, Admin. Assistants, Alum & Donor Relations, Building & Grounds, Business Office, Financial Aid Office, Grad Office, HR, IT Services, Library Services, Marketing, Registrar's Office, Security, Special Programs/Grant Funded Programs, Student Services & Res. Life Programs</i> | <i>Alumnae Association Board</i> |

All University Committees

Development Council; Diversity & Inclusion Council; Educational Outcomes and Assessment; Program Proposal Development; Strategic Planning; Budget; Innovative Technology in Education, Mini Grant Committee (?)

Operational Work Groups: *Critical Incident Team; Institutional Review Board; Probation; Secondary Education Coordinating*

Services contracted outside the University: *Housekeeping, Food Services, Bookstore, Security, Counseling, Marketing and Seasonal/Facilities Repair Contractors.*

***The governance structure at MMU is one where dialogue is expected as an essential component of the processes outlined in our Shared Governance Model.**

[LINK inserted here for searchable database with position descriptions and roles]

Principles of Governance

“Shared governance is the process by which various constituents (traditionally governing boards, senior administration, and faculty; possibly also staff, students, or others) contribute to decision making related to college or university policy and procedure. When done well, shared governance strengthens the quality of leadership and decision making at an institution, enhances its ability to achieve its vision and to meet strategic goals, and increases the odds that the very best thinking by all parties to shared governance is brought to bear on institutional challenges. When done well, shared governance engenders an institution culture of collective ownership and accountability for the institution’s present and future. Further, when faculty, administrators, and board are actively and collaboratively involved in decision-making processes, decisions are implemented more quickly and effectively” (AGB Press, 2017).

Preamble

We, the community that is Mount Mary University, seek a governance structure that frees us to promote the intellectual, personal, and spiritual development of the students who desire to be educated in the tradition of the School Sisters of Notre Dame. The shared governance of the University is the result of a joint effort by governing boards, administrative officers, faculty, administrative staff, support staff, and students. Embedded in this concept of shared governance is recognition of the principle that the relative weight of constituent voice is determined by the responsibility of that constituent component for the matter under consideration. Open and respectful interaction among constituencies is essential to this governing concept. Mount Mary University's governance structure has two tiers. The first tier is the Corporate Board. The second tier is the Board of Trustees. Together they work to maintain general educational, financial and related policies for the effective administration and development of the University according to the Bylaws. The Corporate Board (School Sisters of Notre Dame) appoints Trustees to the Board of Trustees, recommends the President to the Board of Trustees, and retains reserve powers related to the philosophy, mission and assets of the University and the School Sisters of Notre Dame. The Board of Trustees works with the University administration to assist, monitor and maintain the academic and financial well-being of the University according to their powers and responsibilities outlined by the Bylaws. The Board of Trustees appoints the President based on the recommendation of the Corporate Board, and delegates authority to the President to develop and implement the daily academic, administrative and operational policies and procedures of the University, and to recommend matters of concern to the Board. The President, in turn, delegates internal governance to appropriate groups and individuals. The internal governing bodies will utilize the resources of the Corporate Board, the Board of Trustees, and external resources, as appropriate. Drawing authority to govern from the commission delegated to each group by the Board of Trustees through the President, this model of governance is based on three interrelated principles:

- Voice and vital participation of all constituent groups;
- Clear delineation of authority and responsibilities;
- Efficiency and effectiveness in timely decision-making and communication of decisions to appropriate groups.

The internal constituent groups are administrative officers, faculty, administrative staff, support staff and students. Participation of constituent groups in the shared governance process includes but is not limited to bringing issues to appropriate bodies, serving on committees, consulting with committees, implementing decisions, and evaluating decisions. We recognize that each group has a specific role that utilizes its expertise to best fulfill the mission of the University.

The Tenets of Shared Governance at Mount Mary University

Mount Mary University is committed to a process of shared governance that is an extension of our mission and vision, is predicated on the foundational principles of transparency, trust, and relationships, and is enacted based on a system of aligned priorities. Furthermore, the process of shared governance at this institution requires that members of the Mount Mary community be given an opportunity to authentically participate in decision making along with the acknowledgment that some constituents may, at times, play a more intricate role in the process because of the level of responsibility and accountability for the decisions rendered. Voice, but not necessarily ultimate authority, is offered to all. Shared governance at MMU is a process that is implemented at the beginning of a decision-making moment and is not intended to be a conflict resolution process to address post-decision concerns.

Steps in the Shared Governance Process

Step one: Does this decision warrant a shared governance process?

Many decision-making processes already exist at MMU (e.g. the budget committee process, the strategic planning committee process). Those processes already in place and functioning effectively should remain intact. However, when a question arises outside of the existing decision-making frameworks, a shared governance process will (shall) be implemented when any two of the three listed elements can be answered in the affirmative:

- The decision to be made is directly related to MMU’s mission;
- The decision to be made will directly impact a large number of MMU constituents; or
- The decision to be made is one that has significant consequences for the institution (i.e., high importance as it relates to financial viability, risk management, the health/wellness of the institution, public perception, etc.). Decisions that may carry high stakes for individual people but not the institution as a whole are not included in this element.

In situations in which members of the MMU community are unsure whether a situation meets two of the three listed elements, it is recommended that the shared governance process be implemented.

Step two: Who, and in what capacity, should be involved in the shared governance process?

The process of shared governance at Mount Mary recognizes that all members of the community be given an opportunity to authentically participate in decision making. However, some constituents may, at times, play a more intricate role in the process because of the level of responsibility and accountability for the decisions rendered. Once it is determined in step one that a decision should, in fact, initiate a shared governance process for the campus and/or key constituents, it is in the best interest of the institution to determine the level of responsibility of each of the key constituents.

Prior to a decision, everyone should be aware of their decision-making responsibility and its parameters:

Levels of Decision-making Responsibility

Consultation Required (C): The body or individual is recognized as vital to the decision-making process and as such their verbal and explicit contribution (i.e., advice and opinionⁱⁱⁱ) is required prior to the decision being rendered.

Recommends Decision (R): The body or individual makes a preliminary (internal) decision and then forwards the recommendation to another body that has final authority to render a decision.

Consent Required (S): The body or individual is recognized as holding primary purview over the broad area and their consent (i.e., the act or result of reaching an agreement^{iv}) is required prior to a move toward a final decision. This designation is used with the spirit of intent embodied by the School Sisters of Notre Dame to gain consent and consensus through authentic dialogue.

Makes Decision (D): The body or individual denoted has authority to make a final decision.

Voice (V) - A distinct level of contribution allows for all members of the community to offer comment and feedback: This active, bidirectional process implies that all members of the Mount Mary University community are afforded the opportunity to bring forward their ideas and give their feedback. Implicit in the voice process is that the body or the individual making the decision may not have knowledge of the nuances of a decision unless all or certain members of the university community are able to participate. Voice may be overtly requested and/or may be offered unsolicited. When a decision has met the criterion for the implementation of the shared governance process, the individuals or bodies granted the decision-making authority are encouraged to explicitly solicit voice from all impacted MMU constituents. Furthermore, a unique strength of the MMU community is our connectedness with colleagues and those in leadership roles. In the spirit of the SSND's, members are encouraged to talk openly with one another about matters that are occurring in our university community and to share their ideas with those in leadership.

Step three: Have the responsible parties communicated with the individuals and/or groups that are charged with the decision-making process?

The individuals and/or groups that are identified in step two will be contacted. Once contacted, it is vital that all individuals and/or groups understand and mutually agree upon their level of responsibility in the decision-making process (i.e. consultation, recommendation, consent, decision), and the time frame for the process to occur.

Step four: Has the rationale for the decision rendered been made to the MMU Community?

When a shared governance process has been undertaken, members of the MMU community will be made aware of how and why the final decision was reached. This ensures that, regardless of the number of people involved in the final decision or the number of people impacted by the decision, the community will be assured that the shared governance process was undertaken before a decision was implemented. As an Institution of Higher Education, this step in the shared governance process is critical to living out our mission to search for truth and engage in feedback during critical processes. This step works to ensure that decision-makers authentically engaged with feedback during the process and makes transparent the rationale for the decision.

There may be shared governance situations in which some information must be kept confidential. In these cases, those responsible for making the decision may only be able to share their rationale with a limited constituency, or may need to limit the details shared with the wider community.

Step five: Has the Shared Governance PROCESS that was undertaken to arrive at a decision been evaluated to identify strengths and pain points and has the FINAL DECISION been evaluated to identify strengths and pain points?

The evaluation of the process is a key component of the shared governance model as it ensures that our process is agile, flexible, and when needed, open to change. This evaluation process will include all those with roles in the model as well as an opportunity for voice from the larger MMU community.

The Shared Governance Process Grid offers examples as to how the institution can examine the key constituents and level of decision-making responsibility as described in step two. Not all levels of responsibility may be necessary (consultation, consent, recommends, decision), and not all constituents will be involved in every decision. However, in situations in which members of the MMU community are unsure whether an individual or group should be directly involved, it is recommended that they be contacted for consultation.

In order to build a community of trust and openness, *voice* is assumed throughout the Shared Governance Process Grid. Those offering their ideas should offer them freely, constructively, and be willing to gain greater understanding; those receiving the ideas of others should listen

carefully and offer additional information, if possible. The grid functions as a broad overview of the type of decisions that are expected to be addressed using a shared governance process. Finally, shared governance works better when the community has a general understanding of each other's role in the university structure. The decision-making system is a *process* that needs to be implemented carefully using the steps above. Different from the decision-making process is an understanding that certain groups on campus are generally responsible for areas of their expertise.

Time Sensitive Decision-Making Process

There are times when a time-sensitive or emergency situation arises and the need for a swift and immediate decision is required. Therefore, it may be necessary to deviate from the shared governance process that is outlined in this chapter. Incumbent upon the individuals or groups deviating from the shared governance process must be a satisfactory explanation as to why such deviation was necessary. Routine events or regularly scheduled disruptions like holidays do not *in and of themselves* define an emergency necessitating the need to deviate from the shared governance process. However, critical decisions may rise to the level of a shared governance process as described in step one, but require a swift and immediate response from key campus leaders.

An emergency decision-making process *can be invoked by the Corporate Board, the SSNDs, the BOT, or the President*. Other constituents may bring a matter of potential emergency to one of the aforementioned bodies. Critical decisions and emergent incidents are fluid and ambiguous; however, every effort should be made to include as many campus constituents as possible during the emergent process. When an emergency decision-making process is invoked, the President will communicate this to the wider university community at the soonest possible time. Essential elements to the communication should include:

- A description of the events leading up to the decision to bypass the shared governance process in favor of the emergency decision-making process.
- An explanation of why it was necessary to invoke the emergency decision-making process.
- An explanation of the decision.
- Any other pertinent information.

The University is encouraged to establish and disseminate specific protocols for how to implement this *Time Sensitive Decision-making Process*.

Pause and Review Procedure

Some members of the Mount Mary University community raised the important question as to the need for a pause mechanism in the process outlined in this document. The recommendation asserted the need for guidelines for what to do if/when a body or an individual within our system

was not following the prescribed process or if one of the constituent groups and their intended level of contribution was not followed. The Shared Governance Committee thoughtfully considered this item and has developed a “*pause and review*” procedure.

Pause and review can be requested at any point in the Shared Governance process when an individual or group believes the Shared Governance process has not been followed, and the decision rendered or the pending decision would be different with their input.

- Pause and review temporarily stops the existing process.
- An individual or group who requests a pause and review shall write a written request to the executive committee of their perspective governing body (i.e., the ECFA, ECSA, and President’s Council). One representative from the three main governing bodies on campus shall form a Core Review Board and review and evaluate the concern. If the concern is found valid, the Core Review Board will decide where to restart the process so that the new information can be incorporated. If the concern is found to be invalid, the process will resume at the point that it was paused.
- The Core Review Board will render an opinion on the pause and review request and collaborate with President of MMU under a “consent required” decision.
- It is understood by all individuals and groups involved in the pause and review process that this procedure is conducted efficiently and quickly. Decisions should be rendered within 10 days of the initial Core Review Board meeting.

APPENDIX B: Shared Governance Process Grid

This grid is a guideline for identifying large groups within the campus community who may be integral to a shared governance decision. Offices and specific departments are not identified but clearly may play a significant role in the process. It is vital that members are identified and their type of decision-making contribution is determined prior to decisions made.

Shared Governance Process Grid:

To be used to work through potential scenarios.

Because Shared Governance is an internal process, the following constituents are not on the grid:
Alums, community members, and out-sourced staff.

| <i>The items in this column are potential decisions – the listing is not exhaustive</i> | Corp. Board & SSND | BOT (Board of Trustees) | President | President’s Council/ VP-Specific | Deans | Directors and/or Chairs | Faculty Assembly/ Faculty & Adjunct - Specific | Committee (specify) | Staff Assembly/ Staff-Specific | Student Gov./ Student-Specific |
|---|--------------------|-------------------------|-----------|----------------------------------|-------|-------------------------|--|---------------------|--------------------------------|--------------------------------|
| CAMPUS ORIENTED DECISIONS | | | | | | | | | | |
| Hiring President | | | | | | | | | | |
| Strategic Plan | | | | | | | | | | |
| Presidential Initiatives | | | | | | | | | | |
| Campus Master Plan | | | | | | | | | | |
| Capital Projects | | | | | | | | | | |
| Institutional Budget | | | | | | | | | | |
| Charter/Bylaws/Mission | | | | | | | | | | |
| Marketing | | | | | | | | | | |
| Employee Retrenchment | | | | | | | | | | |
| Employee/Staff Handbook | | | | | | | | | | |
| ACADEMICALLY ORIENTED DECISIONS | | | | | | | | | | |
| Curriculum Changes | | | | | | | | | | |
| New Academic Programs | | | | | | | | | | |
| Program Closures, Retrenchment | | | | | | | | | | |
| Public Speakers Invited to Campus | | | | | | | | | | |
| Faculty Handbook | | | | | | | | | | |
| | Corp. Board & SSND | BOT (Board of Trustees) | President | President’s Council/ VP-Specific | Deans | Directors | Faculty Assembly/ Faculty & Adjunct - Specific | Committee (specify) | Staff Assembly/ Staff-Specific | Student Gov./ Student-Specific |
| STUDENT LIFE ORIENTED DECISIONS | | | | | | | | | | |
| Campus Services Add/delete/change | | | | | | | | | | |
| Public Speakers Invited to Campus | | | | | | | | | | |
| Student Services | | | | | | | | | | |
| Student Conduct | | | | | | | | | | |
| Student Handbook | | | | | | | | | | |
| | | | | | | | | | | |

Glossary of Terms

Consultation Required (C): The body or individual is recognized as vital to the decision-making process and as such their verbal and explicit contribution (i.e., advice and opinion^v) is required prior to the decision being rendered.

Recommends Decision (R): The body or individual makes a preliminary (internal) decision and then forwards the recommendation to another body that has final authority to render a decision.

Consent Required (S): The body or individual is recognized as holding primary purview over the broad area and their consent (i.e., the act or result of reaching an agreement^{vi}) is required prior to a move toward a final decision. This designation is used with the spirit of intent embodied by the School Sisters of Notre Dame to gain consent and consensus through authentic dialogue.

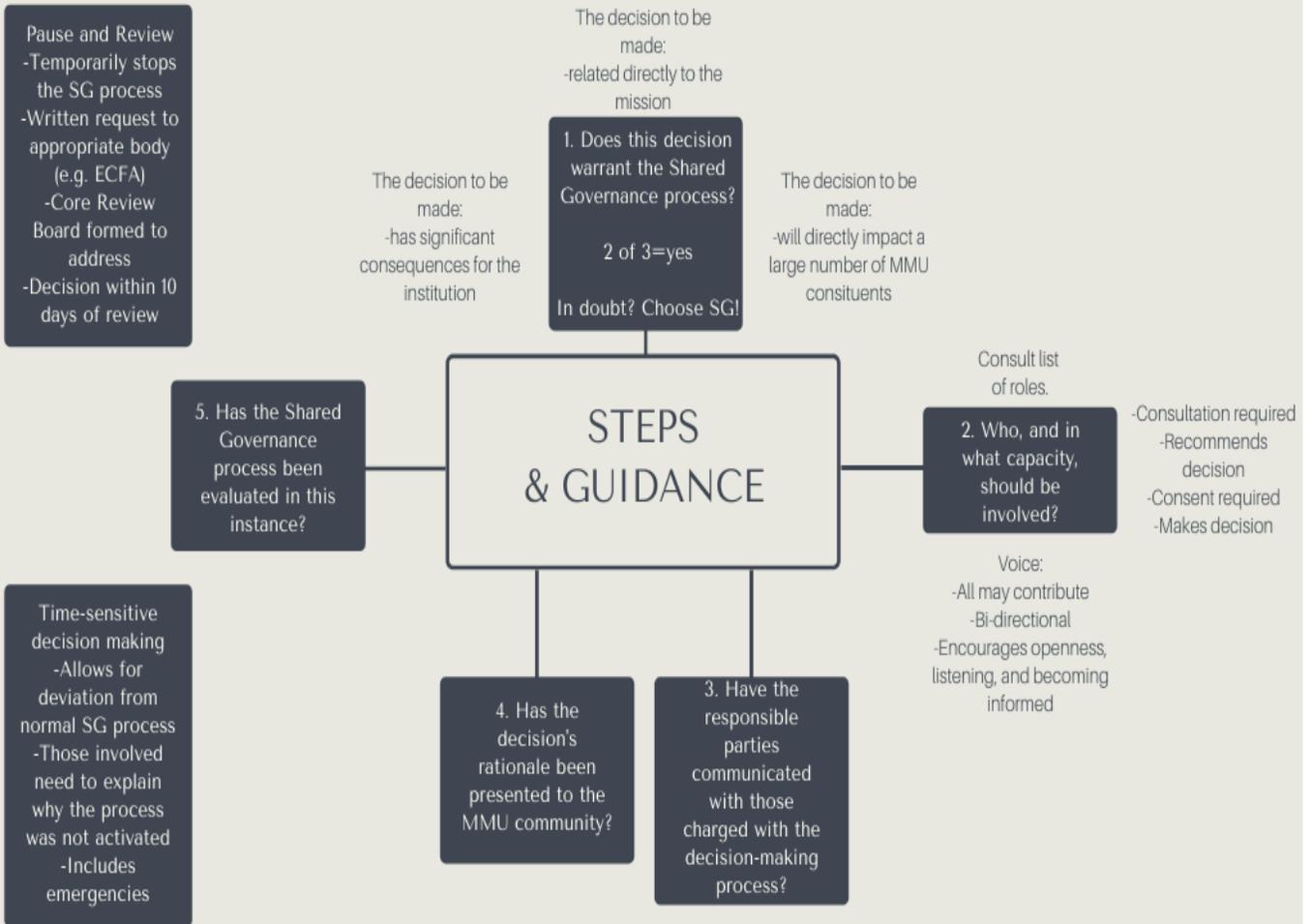
Makes Decision (D): The body or individual denoted has authority to make a final decision.

Voice: This active, bidirectional process implies that all members of the Mount Mary University community are afforded the opportunity to bring forward their ideas and give their feedback (i.e., from members of our community to the highest levels of our administration and from the highest levels of administration to all members of our community). Implicit in the voice process is that the body or the individual making the decision may not have knowledge of the nuances of a decision unless all members of the university community are able to participate. Voice may be overtly requested and/or may be offered but unsolicited, by using the anonymous comment system available INSERT HERE. When a decision has met the criterion for the implementation of the shared governance process, the individuals or bodies granted the decision-making authority are encouraged to explicitly solicit voice from all MMU constituents. Furthermore, a unique strength of the MMU community is our connectedness with colleagues and those on leadership roles. In the spirit of the SSND's, members are encouraged to talk openly with one another about matters that are occurring in our university community and to share their ideas with those in leadership.

APPENDIX C: Shared Governance Flow Chart

THE SHARED GOVERNANCE PROCESS

The aim of Mount Mary's Shared Governance process is to understand clearly who is involved and how they contribute to decision making, which will yield openness and trust.

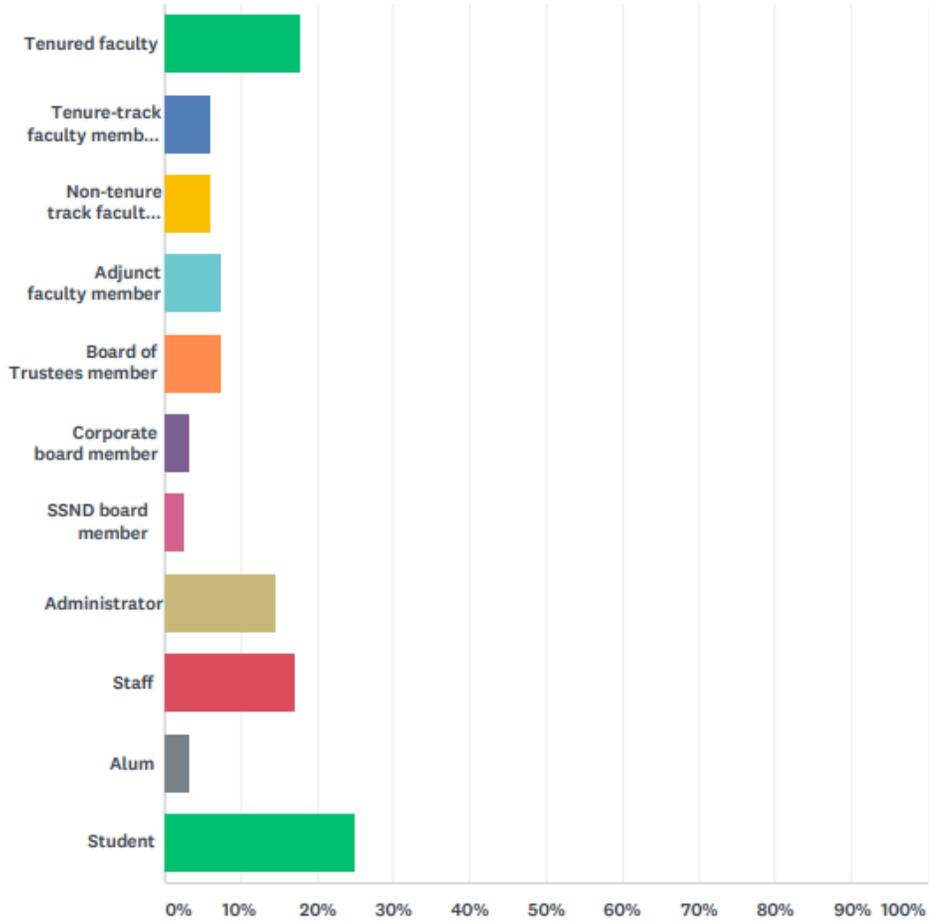


Appendix D: Online Survey Data Summary Fall 2018

Response N=165

Q1 Are you a...(please check all that apply)

Answered: 164 Skipped: 1



| ANSWER CHOICES | RESPONSES | |
|--|-----------|----|
| Tenured faculty | 17.68% | 29 |
| Tenure-track faculty member, not yet tenured | 6.10% | 10 |
| Non-tenure track faculty member | 6.10% | 10 |
| Adjunct faculty member | 7.32% | 12 |
| Board of Trustees member | 7.32% | 12 |
| Corporate board member | 3.05% | 5 |
| SSND board member | 2.44% | 4 |
| Administrator | 14.63% | 24 |
| Staff | 17.07% | 28 |
| Alum | 3.05% | 5 |

Shared Governance 2018

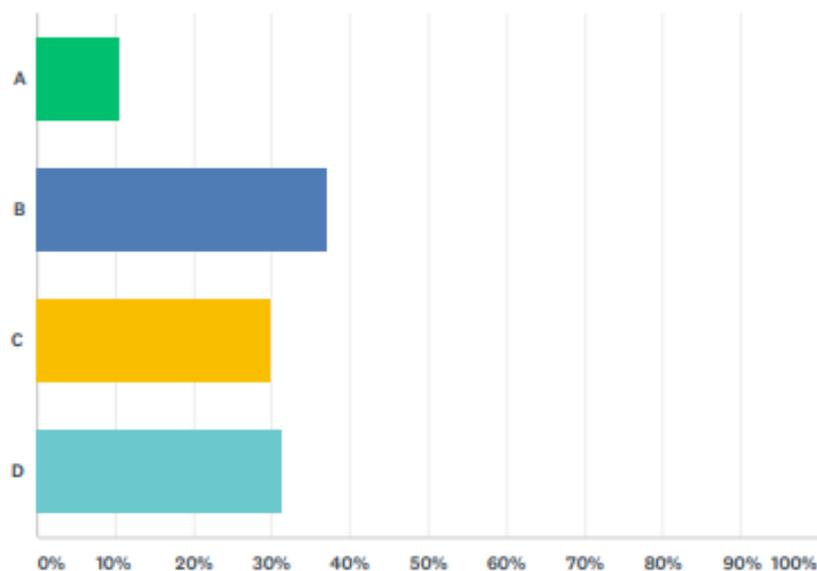
| Student | 25.00% | 41 |
|------------------------|--|-------------------|
| Total Respondents: 164 | | |
| # | OTHER (PLEASE SPECIFY) | DATE |
| 1 | Tenured but adjunct at present | 9/26/2018 3:17 PM |
| 2 | Currently adjunct but previously many years as a tenured faculty member. | 9/18/2018 1:39 PM |
| 3 | graduate student full time | 9/13/2018 3:05 PM |

Shared Governance 2018

Q2 Which of the four perspectives listed below best describes your view of the current state of shared governance at Mount Mary University:

- A. Shared governance as equal rights. Shared governance ensures that faculty, staff, administration, board members, and students have equal say in all governance matters, including budgets, academic directions of the institution and strategic planning. Decisions are not made until a consensus is achieved.
- B. Shared governance as consultation. Shared governance requires nothing more than for those parties responsible for making decisions to consult with others and consider their positions.
- C. Shared governance as rules of engagement. Shared governance is a set of rules about the various roles and authority of the board, faculty, administration, and students in such things as academic decisions, budget decisions, selection of the president, and other decisions. Shared governance also describes rules of engagement when faculty, board members, administrators and students disagree, similar to the rules set forth by the AAUP.
- D. Shared governance as a system of aligning priorities. Shared governance is a system of open communication aimed at aligning priorities, creating a culture of shared responsibilities for the welfare of the institution, and creating a system of checks and balances to ensure the institution stays mission-centered.

Answered: 162 Skipped: 3



ANSWER CHOICES

RESPONSES

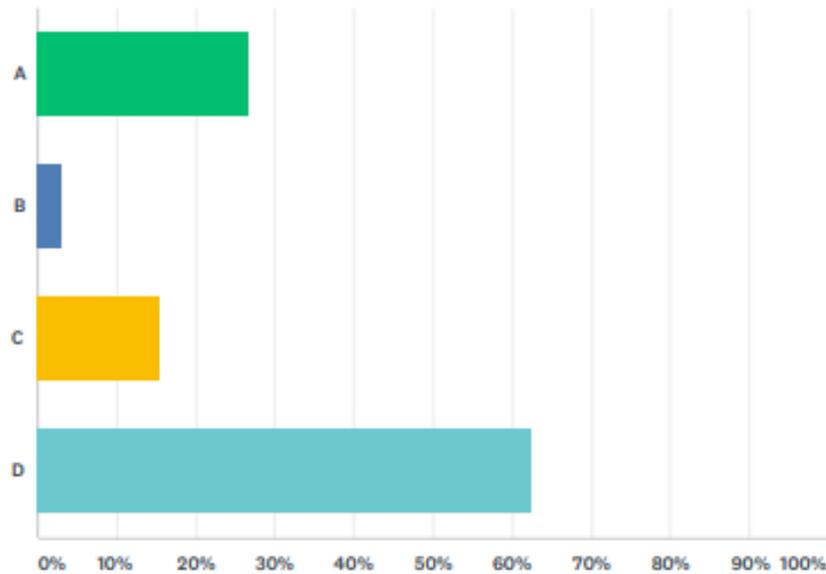
Shared Governance 2018

| | | |
|------------------------|--------|----|
| A | 10.49% | 17 |
| B | 37.04% | 60 |
| C | 29.63% | 48 |
| D | 31.48% | 51 |
| Total Respondents: 162 | | |

Shared Governance 2018

Q3 Using the same choices as identified in the previous question, which perspective best describes what you would like to see in the future with respect to shared governance at Mount Mary University?

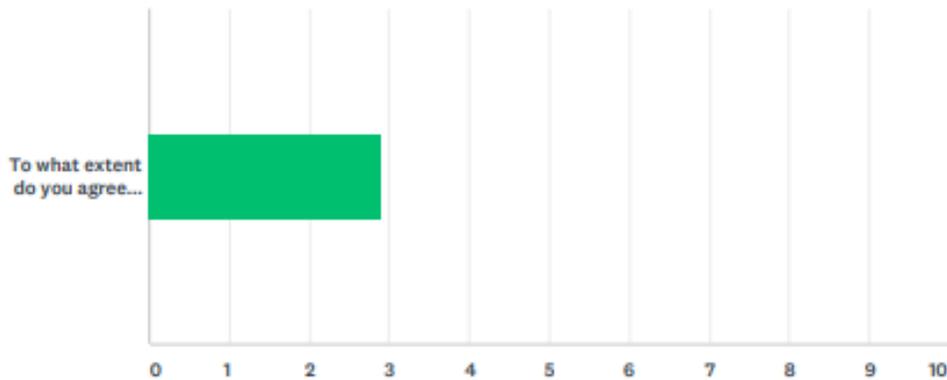
Answered: 162 Skipped: 3



| ANSWER CHOICES | RESPONSES | |
|------------------------|-----------|-----|
| A | 26.54% | 43 |
| B | 3.09% | 5 |
| C | 15.43% | 25 |
| D | 62.35% | 101 |
| Total Respondents: 162 | | |

Q4 "The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles. Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively."

Answered: 163 Skipped: 2



| | STRONGLY DISAGREE | DISAGREE | AGREE | STRONGLY AGREE | TOTAL | WEIGHTED AVERAGE |
|--|-------------------|--------------|---------------|----------------|-------|------------------|
| To what extent do you agree with the manner in which our current governance system (and practiced policies) enables our community to live out the portion of the Mount Mary University Mission statement that is quoted above? | 2.45% 4 | 19.63% 32 | 63.19% 103 | 14.72% 24 | 163 | 2.90 |

Q5 Communication, Transparency, and Respect. To what extent do you agree with the following statements?

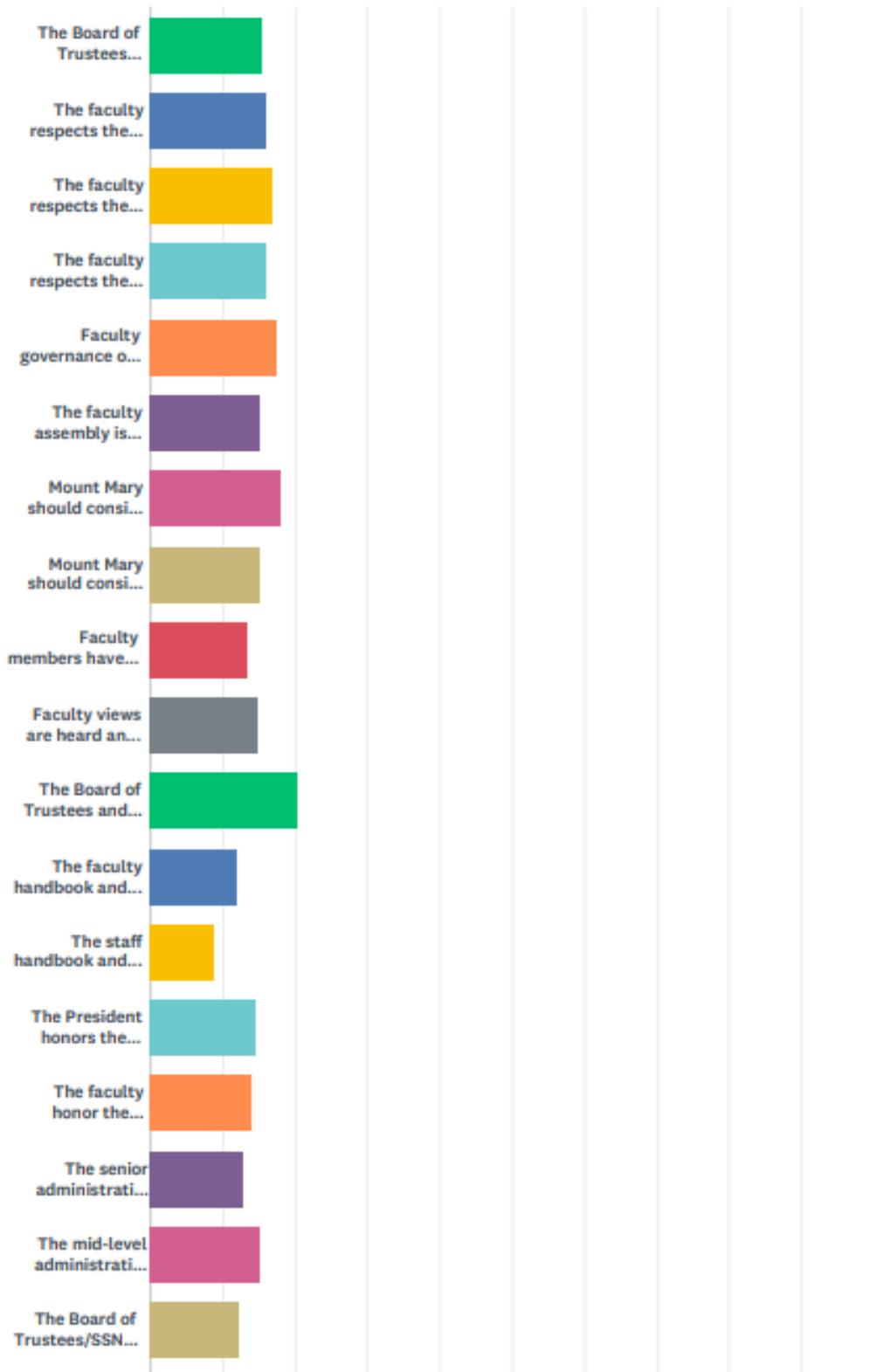
Answered: 163 Skipped: 2

Shared Governance 2018

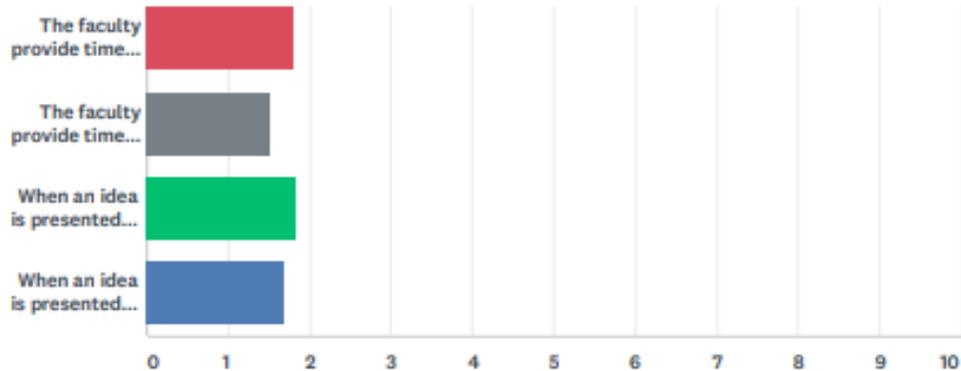
| | | | | | | | |
|--|-------------|--------------|--------------|--------------|--------------|-----|------|
| Board of trustees and corporate board/SSNDs effectively advocate for shared governance. | 3.68% 6 | 20.25% 33 | 24.54% 40 | 5.52% 9 | 46.01% 75 | 163 | 1.40 |
| The senior administration (i.e., Vice Presidents) effectively advocates for shared governance. | 3.68% 6 | 21.47% 35 | 37.42% 61 | 6.75% 11 | 30.67% 50 | 163 | 1.86 |
| The mid-level administration (i.e., Deans & Directors) effectively advocates for shared governance. | 1.84% 3 | 13.50% 22 | 39.88% 65 | 11.66% 19 | 33.13% 54 | 163 | 1.95 |
| Faculty leaders effectively advocate for shared governance. | 0.00% 0 | 8.07% 13 | 44.10% 71 | 21.74% 35 | 26.09% 42 | 161 | 2.35 |
| The Board of Trustees at Mount Mary University is transparent with the faculty. | 9.38% 15 | 17.50% 28 | 21.25% 34 | 3.13% 5 | 48.75% 78 | 160 | 1.21 |
| The Board of Trustees at Mount Mary University is transparent with the staff. | 9.32% 15 | 19.25% 31 | 19.88% 32 | 2.48% 4 | 49.07% 79 | 161 | 1.17 |
| The senior administration at Mount Mary University is transparent with the faculty. | 4.94% 8 | 13.58% 22 | 33.33% 54 | 9.88% 16 | 38.27% 62 | 162 | 1.72 |
| The senior administration at Mount Mary University is transparent with the staff. | 5.63% 9 | 12.50% 20 | 30.00% 48 | 8.75% 14 | 43.13% 69 | 160 | 1.56 |
| The senior administration at Mount Mary University is transparent with the Board of Trustees. | 1.24% 2 | 4.35% 7 | 23.60% 38 | 13.66% 22 | 57.14% 92 | 161 | 1.35 |
| Faculty members trust and respect the Board of Trustees. | 1.25% 2 | 13.75% 22 | 23.75% 38 | 5.63% 9 | 55.63% 89 | 160 | 1.23 |
| Faculty members trust and respect Corporate Board/SSNDs. | 0.63% 1 | 4.38% 7 | 27.50% 44 | 14.37% 23 | 53.13% 85 | 160 | 1.49 |
| Faculty members trust and respect the senior administration. | 3.16% 5 | 14.56% 23 | 32.28% 51 | 7.59% 12 | 42.41% 67 | 158 | 1.59 |
| Faculty members trust and respect staff members. | 1.91% 3 | 5.10% 8 | 42.04% 66 | 15.29% 24 | 35.67% 56 | 157 | 1.99 |
| The Board of Trustees is adequately informed of the academic program, including desired student outcomes. | 6.25% 10 | 11.88% 19 | 25.00% 40 | 6.25% 10 | 50.63% 81 | 160 | 1.30 |
| Discussion of difficult matters between the corporate board/SSNDs, the Board of Trustees, faculty, staff, and administration are handled with authentic dialogue, in good faith, and with trust. | 5.59% 9 | 17.39% 28 | 35.40% 57 | 6.21% 10 | 35.40% 57 | 161 | 1.71 |
| Discussion of policy changes regarding decisions that impact University services are handled with authentic dialogue, in good faith, and with trust. | 4.38% 7 | 26.88% 43 | 28.75% 46 | 8.75% 14 | 31.25% 50 | 160 | 1.79 |
| Faculty are adequately informed regarding policy decisions that impact University services. | 5.56% 9 | 24.69% 40 | 25.93% 42 | 6.79% 11 | 37.04% 60 | 162 | 1.60 |
| Staff are adequately informed regarding policy decisions that impact University services. | 9.38% 15 | 19.38% 31 | 25.62% 41 | 5.63% 9 | 40.00% 64 | 160 | 1.48 |

Q6 Boundaries and Faculty Governance of Academic Programs. To what extent do you agree with the following statements?

Answered: 162 Skipped: 3



Shared Governance 2018



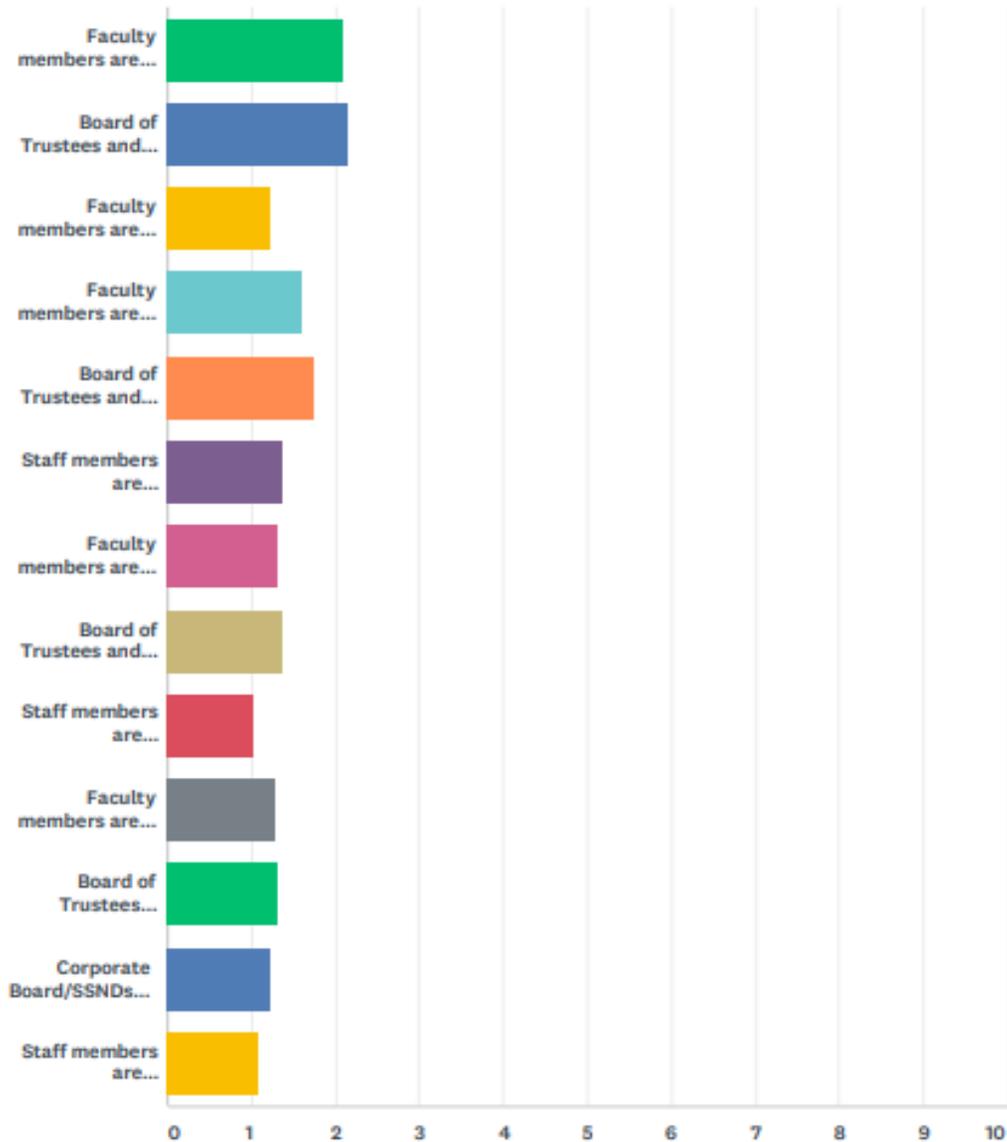
| | STRONGLY DISAGREE | DISAGREE | AGREE | STRONGLY AGREE | DO NOT KNOW | TOTAL | WEIGHTED AVERAGE |
|--|-------------------|--------------|--------------|----------------|--------------|-------|------------------|
| The Board of Trustees respect the faculty's role in governing academic programs. | 3.11% 5 | 9.94% 16 | 29.81% 48 | 10.56% 17 | 46.58% 75 | 161 | 1.55 |
| The faculty respects the senior administration's (i.e., Vice Presidents) role in making administrative decisions. | 1.85% 3 | 14.81% 24 | 35.19% 57 | 5.56% 9 | 42.59% 69 | 162 | 1.59 |
| The faculty respects the mid-level administration's (i.e., Deans & Directors) role in making administrative decisions. | 3.70% 6 | 9.26% 15 | 39.51% 64 | 7.41% 12 | 40.12% 65 | 162 | 1.70 |
| The faculty respects the board's role in its oversight of the institution. | 0.00% 0 | 9.26% 15 | 39.51% 64 | 5.56% 9 | 45.68% 74 | 162 | 1.59 |
| Faculty governance of the academic program is effective. | 1.88% 3 | 15.63% 25 | 34.38% 55 | 10.00% 16 | 38.13% 61 | 160 | 1.76 |
| The faculty assembly is effective. | 1.24% 2 | 13.04% 21 | 32.92% 53 | 6.83% 11 | 45.96% 74 | 161 | 1.53 |
| Mount Mary should consider founding a staff assembly. | 0.63% 1 | 6.88% 11 | 31.87% 51 | 17.50% 28 | 43.13% 69 | 160 | 1.80 |
| Mount Mary should consider founding an assembly for administrators. | 1.23% 2 | 11.11% 18 | 23.46% 38 | 14.20% 23 | 50.00% 81 | 162 | 1.51 |
| Faculty members have sufficient information from the administration and the board of trustees to make sound academic decisions. | 5.59% 9 | 18.63% 30 | 23.60% 38 | 4.97% 8 | 47.20% 76 | 161 | 1.34 |
| Faculty views are heard and considered before important administrative decisions are made. | 6.21% 10 | 24.84% 40 | 24.84% 40 | 4.35% 7 | 39.75% 64 | 161 | 1.48 |
| The Board of Trustees and the corporate board/SSNDs respect their general role of oversight and are not too engaged in the day-to-day operations of the institution. | 1.25% 2 | 4.38% 7 | 45.63% 73 | 13.75% 22 | 35.00% 56 | 160 | 2.02 |
| The faculty handbook and other governing documents are clear about how governance is shared. | 6.88% 11 | 20.00% 32 | 22.50% 36 | 1.25% 2 | 49.38% 79 | 160 | 1.19 |
| The staff handbook and other governing documents are clear about how governance is shared. | 5.66% 9 | 19.50% 31 | 13.21% 21 | 0.63% 1 | 61.01% 97 | 159 | 0.87 |
| The President honors the shared governance provisions of the faculty handbook and other governance documents. | 0.00% 0 | 6.83% 11 | 33.54% 54 | 7.45% 12 | 52.17% 84 | 161 | 1.44 |

Shared Governance 2018

| | | | | | | | |
|--|------------|--------------|--------------|--------------|--------------|-----|------|
| The faculty honor the shared governance provisions of the faculty handbook and other governance documents. | 0.00% 0 | 5.59% 9 | 32.30% 52 | 8.07% 13 | 54.04% 87 | 161 | 1.40 |
| The senior administration (i.e., Vice Presidents) honor the shared governance provisions of the faculty handbook and other governance documents. | 2.50% 4 | 11.25% 18 | 30.63% 49 | 3.13% 5 | 52.50% 84 | 160 | 1.29 |
| The mid-level administration (i.e., Dean & Directors) honor the shared governance provisions of the faculty handbook and other governance documents. | 1.86% 3 | 6.21% 10 | 38.51% 62 | 4.97% 8 | 48.45% 78 | 161 | 1.50 |
| The Board of Trustees/SSNDs honor the shared governance provisions of the faculty handbook and other governance documents. | 0.62% 1 | 4.97% 8 | 31.06% 50 | 4.97% 8 | 58.39% 94 | 161 | 1.24 |
| The faculty provide timely and thoughtful information when asked for input by the Board of Trustees or the administration. | 0.62% 1 | 3.73% 6 | 37.27% 60 | 14.91% 24 | 43.48% 70 | 161 | 1.80 |
| The faculty provide timely and thoughtful information when asked for input by the staff. | 0.62% 1 | 4.94% 8 | 28.40% 46 | 13.58% 22 | 52.47% 85 | 162 | 1.50 |
| When an idea is presented to a mid-level administrator (i.e. Deans and Directors), it is given thoughtful and timely consideration. | 1.24% 2 | 11.80% 19 | 39.75% 64 | 9.32% 15 | 37.89% 61 | 161 | 1.81 |
| When an idea is presented to a senior administrator, it is given thoughtful and timely consideration. | 1.88% 3 | 17.50% 28 | 35.00% 56 | 6.25% 10 | 39.38% 63 | 160 | 1.67 |

Q7 Other Areas of Decision Making. To what extent do you agree with the following statements?

Answered: 162 Skipped: 3



| | STRONGLY DISAGREE | DISAGREE | AGREE | STRONGLY AGREE | DO NOT KNOW | TOTAL | WEIGHTED AVERAGE |
|---|-------------------|------------|--------------|----------------|--------------|-------|------------------|
| Faculty members are appropriately engaged in the selection of the president. | 0.00% 0 | 4.94% 8 | 46.91% 76 | 14.81% 24 | 33.33% 54 | 162 | 2.10 |
| Board of Trustees and corporate board/SSND members are appropriately engaged in the selection of the president. | 0.00% 0 | 1.23% 2 | 37.04% 60 | 25.31% 41 | 36.42% 59 | 162 | 2.15 |

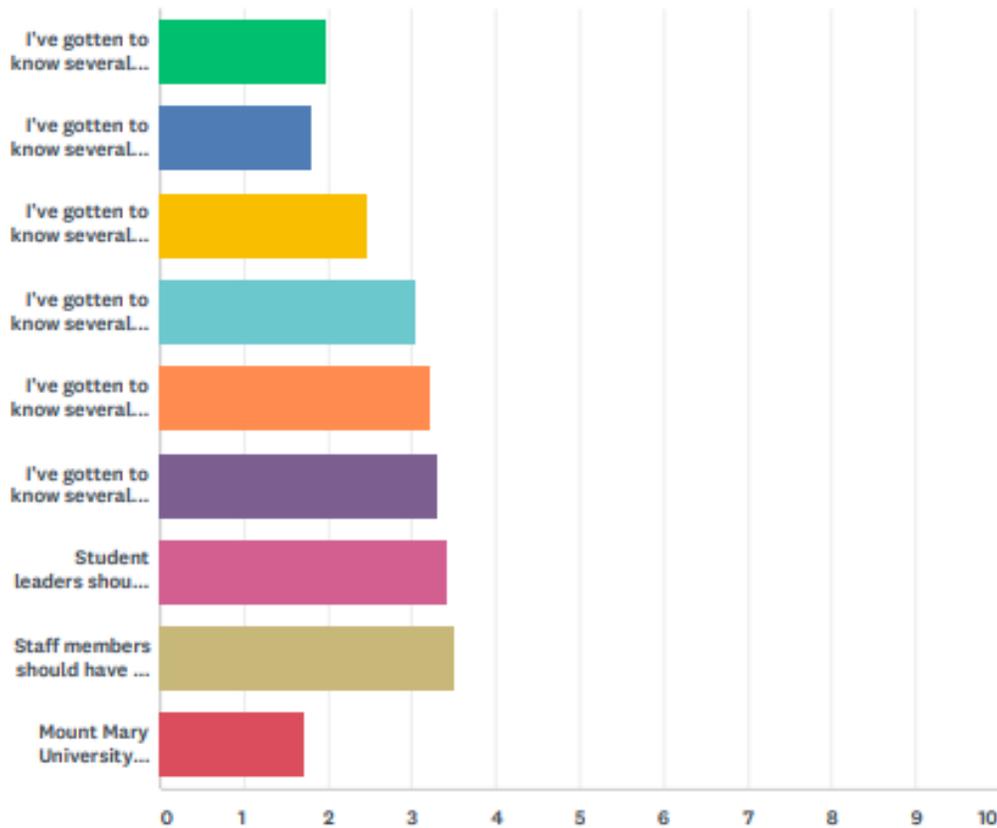
Shared Governance 2018

| | | | | | | | |
|---|-------------|--------------|--------------|--------------|--------------|-----|------|
| Faculty members are appropriately engaged in the selection of the vice-president of academic and student affairs. | 3.70% 6 | 12.35% 20 | 25.31% 41 | 4.32% 7 | 54.32% 88 | 162 | 1.22 |
| Faculty members are appropriately engaged in long-range planning. | 3.09% 5 | 14.20% 23 | 31.48% 51 | 8.64% 14 | 42.59% 69 | 162 | 1.60 |
| Board of Trustees and corporate board/SSND members are appropriately engaged in long-range planning. | 1.24% 2 | 4.35% 7 | 33.54% 54 | 16.15% 26 | 44.72% 72 | 161 | 1.75 |
| Staff members are appropriately engaged in long-range planning. | 7.45% 12 | 14.91% 24 | 24.84% 40 | 6.83% 11 | 45.96% 74 | 161 | 1.39 |
| Faculty members are appropriately engaged in the budgeting process. | 6.25% 10 | 17.50% 28 | 23.75% 38 | 5.00% 8 | 47.50% 76 | 160 | 1.32 |
| Board of Trustees and corporate board/SSND members are appropriately engaged in the budgeting process. | 0.00% 0 | 4.32% 7 | 27.16% 44 | 11.73% 19 | 56.79% 92 | 162 | 1.37 |
| Staff members are appropriately engaged in the budgeting process. | 4.97% 8 | 13.66% 22 | 19.88% 32 | 2.48% 4 | 59.01% 95 | 161 | 1.02 |
| Faculty members are appropriately engaged in difficult decisions. | 8.70% 14 | 20.50% 33 | 21.74% 35 | 3.11% 5 | 45.96% 74 | 161 | 1.27 |
| Board of Trustees members are appropriately engaged in difficult decisions. | 0.62% 1 | 4.97% 8 | 27.95% 45 | 9.32% 15 | 57.14% 92 | 161 | 1.32 |
| Corporate Board/SSNDs members are appropriately engaged in difficult decisions. | 0.62% 1 | 6.79% 11 | 21.60% 35 | 10.49% 17 | 60.49% 98 | 162 | 1.21 |
| Staff members are appropriately engaged in difficult decisions. | 8.64% 14 | 18.52% 30 | 14.81% 24 | 4.32% 7 | 53.70% 87 | 162 | 1.07 |

Shared Governance 2018

Q8 General Questions. Consider your role here at Mount Mary University (i.e., Senior administrator, Board of trustees member, corporate board member, faculty member, staff member, current student, or alumnae member), to what extent do you agree with the following statements?

Answered: 165 Skipped: 0



| | STRONGLY DISAGREE | DISAGREE | AGREE | STRONGLY AGREE | DOES NOT APPLY/DO NOT KNOW | TOTAL | WEIGHTED AVERAGE |
|---|-------------------|--------------|--------------|----------------|----------------------------|-------|------------------|
| I've gotten to know several corporate board/SSND members personally. | 26.06% 43 | 24.85% 41 | 23.03% 38 | 12.73% 21 | 13.33% 22 | 165 | 1.96 |
| I've gotten to know several Board of Trustees members personally. | 31.71% 52 | 28.05% 46 | 16.46% 27 | 10.37% 17 | 13.41% 22 | 164 | 1.79 |
| I've gotten to know several senior administration members personally. | 14.02% 23 | 17.07% 28 | 40.85% 67 | 18.90% 31 | 9.15% 15 | 164 | 2.46 |
| I've gotten to know several staff members personally. | 3.68% 6 | 11.04% 18 | 46.63% 76 | 34.36% 56 | 4.29% 7 | 163 | 3.03 |
| I've gotten to know several faculty members personally. | 3.03% 5 | 10.91% 18 | 35.76% 59 | 47.27% 78 | 3.03% 5 | 165 | 3.21 |

Shared Governance 2018

| | | | | | | | |
|---|-------------|--------------|--------------|---------------|--------------|-----|------|
| I've gotten to know several students personally. | 0.00% 0 | 10.91% 18 | 33.94% 56 | 51.52% 85 | 3.64% 6 | 165 | 3.30 |
| Student leaders should have a meaningful opportunity to participate in shared governance through being consulted on matters that affect them. | 0.00% 0 | 3.66% 6 | 39.02% 64 | 54.27% 89 | 3.05% 5 | 164 | 3.41 |
| Staff members should have a meaningful opportunity to participate in shared governance through being consulted on matters that affect them. | 0.00% 0 | 1.83% 3 | 32.93% 54 | 62.20% 102 | 3.05% 5 | 164 | 3.51 |
| Mount Mary University enjoys a strong and effective system of shared governance. | 9.82% 16 | 32.52% 53 | 25.15% 41 | 5.52% 9 | 26.99% 44 | 163 | 1.72 |

Shared Governance 2018

Q9 What do you feel is currently working well with shared governance at Mount Mary?

Answered: 101 Skipped: 64

| # | RESPONSES | DATE |
|----|--|---------------------|
| 1 | inclusion of various groups in the governing process | 10/20/2018 3:18 PM |
| 2 | I am unsure. I am not as familiar as I should be with how effective it is. My only means of truly knowing that would be with some means of objective or subjective assessment (this survey?) | 10/17/2018 2:54 PM |
| 3 | There is currently more transparency and engagement and communication between the different stakeholders. Trust is being built. | 10/14/2018 7:55 PM |
| 4 | most of it. | 10/11/2018 10:56 AM |
| 5 | Good collaboration and cooperation among the Corp Board, Board, President and Vice-Presidents. | 10/10/2018 9:43 PM |
| 6 | Especially at the committee level of the board of trustees, students and faculty have an opportunity to be involved in decisions | 10/10/2018 3:52 PM |
| 7 | Strong leadership, focus on the mission of SSND and the University, community mindedness and deep desire for open communication. | 10/9/2018 5:40 PM |
| 8 | The Trustees are committed to the concept of shared governance. | 10/8/2018 5:00 PM |
| 9 | The presidential selection. | 10/8/2018 12:31 PM |
| 10 | The intent to understand shared governance as it relates to MMU is clear and sincere. | 10/8/2018 10:24 AM |
| 11 | The process used to select president, academic decisions and operational decisions made. | 10/8/2018 8:56 AM |
| 12 | Well thought through views incorporating multiple perspectives are presented to the Board of Trustees. | 10/8/2018 7:53 AM |
| 13 | The new president's dedication to shared governance | 10/7/2018 9:33 PM |
| 14 | This new process and learning, hopefully, from past missteps in shared governance attempts. | 10/2/2018 1:33 PM |
| 15 | I feel like a lot of things are actually working very well with shared governance at Mount Mary. | 9/30/2018 7:27 PM |
| 16 | It is difficult to state what is working well, as I've only experienced what appears to be collective distrust of administrative decisions, e.g. implementing online nursing program (curriculum) without faculty input, and financial decisions surrounding adjunct pay, course loads, and layoffs that directly affect expected workloads. | 9/30/2018 1:31 PM |
| 17 | I think administration is working hard to be transparent about issues. I feel that faculty and staff really care about the institution and it shows in their thoughts about shared governance | 9/29/2018 7:32 PM |
| 18 | The current president is transparent and open. She considers feedback and refers back to it even when she makes decisions that don't align with that feedback. She aligns herself with the mission when she makes decisions. The Board both corporate and trustees are engaged and interested. | 9/28/2018 1:24 PM |
| 19 | Rules of engagement | 9/28/2018 9:55 AM |
| 20 | I think with the new president, she is doing a really good job is keeping us abreast of the financial concerns that MMU is experiencing at the current moment. I just hope that in that she does not forget about the need for a just living wage for faculty and staff too. That has always been a very important social justice concern. | 9/28/2018 9:16 AM |
| 21 | I don't know... I haven't heard much of it until recently. | 9/28/2018 9:03 AM |
| 22 | Accessibility of faculty, staff, and senior administration | 9/27/2018 3:49 PM |
| 23 | Awareness of the deficiencies, yet working with the current system...We are able to communicate without fear of retaliation. | 9/26/2018 3:17 PM |
| 24 | Great Leadership!!! Excellent VP and in my department the chair is phenomenal!! | 9/26/2018 12:42 PM |

Shared Governance 2018

| | | |
|----|---|--------------------|
| 25 | Nobody is on strike as far as I know. In my book that's a good thing. | 9/25/2018 10:35 PM |
| 26 | Senior administrators send out email message and other communications regarding important new policies or changes in policy. | 9/24/2018 4:43 PM |
| 27 | If there is an issue, steps are taken to resolve it by going through the appropriate channels. It seems there is a clear procedure that works well. | 9/24/2018 4:15 PM |
| 28 | I do not know much about it or have experienced it first hand to really say. | 9/24/2018 3:13 PM |
| 29 | Im really dont have an understanding of it. | 9/24/2018 12:42 PM |
| 30 | Having a Dean like Cheryl Bailey is wonderful. She asks questions, listens, works hard for our school, cares about faculty and students and makes helpful decisions. | 9/24/2018 10:04 AM |
| 31 | That we are finally talking about it. | 9/24/2018 10:00 AM |
| 32 | I can see upper administration and the President making intentional efforts to include everyone. In the past year, there has been some good growth towards a shared governance environment. | 9/24/2018 10:00 AM |
| 33 | There is an awareness of the need to engage all "stakeholders" in the process. | 9/24/2018 9:56 AM |
| 34 | I'm not sure how to answer this question, because I think the most important thing we need to do is to develop a common understanding of shared governance at MMU. I think there are widely different views of what it should be. | 9/24/2018 9:53 AM |
| 35 | I feel transparency has greatly increased, which can only help shared governance in the future. I also appreciated the strategic planning session we participated in. | 9/21/2018 1:25 PM |
| 36 | Don't know. I am not even sure why I was supposed to fill out this survey when I am a student and have no idea about how staff and governance interact. | 9/20/2018 12:15 AM |
| 37 | That there is a faculty assembly and their concerns/ideas are presented on a regular basis to a subcommittee of the BOT. | 9/19/2018 3:22 PM |
| 38 | There is an openness to listening, to change and to cooperation. | 9/19/2018 1:09 PM |
| 39 | The mission of MMU is remarkably well respected at all levels. | 9/18/2018 1:39 PM |
| 40 | I think parties involved – faculty, staff, administration, the board of trustees, students – have a genuine interest in the long-term sustainability of the institution. | 9/18/2018 12:29 PM |
| 41 | President Pharr's information meetings. Although staff do not have opportunities to share or give input, at least we receive updates through the information meetings. | 9/18/2018 9:05 AM |
| 42 | We seem to realize some of our past mistakes. It seems like we are listening a bit more to each other. Hopeful this initiative will produce results. Dr. Pharr seems much more transparent. | 9/17/2018 1:14 PM |
| 43 | From my perspective, I would not say that we currently have shared governance. | 9/17/2018 12:12 PM |
| 44 | the discussions that are beginning | 9/17/2018 10:34 AM |
| 45 | It seems that we all have shared goals and motivations - everyone is on the same team. | 9/17/2018 10:17 AM |
| 46 | No idea | 9/17/2018 9:37 AM |
| 47 | issues related to performance review of faculty and to curriculum | 9/17/2018 9:34 AM |
| 48 | We are talking about it and have raised questions in the past. | 9/17/2018 9:20 AM |
| 49 | Students are included in decision-making processes. | 9/17/2018 8:08 AM |
| 50 | I am not really sure what shared governance actually is so I am unable to answer this question. | 9/16/2018 5:59 PM |
| 51 | Asking students to participate in the strategic planning meeting. | 9/16/2018 9:49 AM |
| 52 | N/A | 9/16/2018 12:05 AM |
| 53 | Unknown | 9/15/2018 11:30 AM |
| 54 | I do sense and appreciate Mt Mary's embrace of values consistent with shared governance, however, as an adjunct with a very busy professional life I don't feel I can fairly evaluate its implementation. | 9/15/2018 9:36 AM |
| 55 | I think many members of senior administration and the board are good people with good intentions. | 9/15/2018 6:49 AM |

Shared Governance 2018

| | | |
|----|--|--------------------|
| 56 | Not really informed on this topic as a student | 9/14/2018 6:00 PM |
| 57 | I feel all parties have a voice. Some voices may be stronger but everyone can speak how their groups feels. | 9/14/2018 11:13 AM |
| 58 | N/A | 9/14/2018 11:05 AM |
| 59 | Faculty assemblies are important and should include adjuncts as well as full time faculty. | 9/14/2018 10:18 AM |
| 60 | So far, I have confidence and trust in the new President. | 9/14/2018 9:34 AM |
| 61 | Relatively new here - I really do not know much about it | 9/14/2018 9:30 AM |
| 62 | Not real sure what is going on but I think trying to reset ourselves from a huge budget deficit that required the loss of many people. | 9/14/2018 9:03 AM |
| 63 | Faculty Assembly, ECFA, and P&T use the handbook as the guide to their work and regularly edit it to match faculty needs. Dr. Pharr provides regular communication through her blog. The All-University Workshop VP presentations in August 2018 provided a more informed view into parts of the President's Council concerns. | 9/14/2018 8:18 AM |
| 64 | There is a shared love of the students and concern for their well being. The current president is involved everywhere and advocates for shared gov | 9/14/2018 7:14 AM |
| 65 | Keeping the campus community informed of changes and decisions that have been made, especially ones that affects the entire community. | 9/14/2018 6:46 AM |
| 66 | The president includes more of the constituents in decisions that affect them (e.g. strategic planning). | 9/13/2018 7:34 PM |
| 67 | Nothing at all. | 9/13/2018 5:05 PM |
| 68 | The president's sharing of "big picture" data, and its significance, with the faculty -- along with the rationale for related decisions. | 9/13/2018 4:44 PM |
| 69 | That the University realizes that shared governance was not working well and that there is a group dedicated to revision of shared governance. | 9/13/2018 4:40 PM |
| 70 | Big vision | 9/13/2018 3:37 PM |
| 71 | NA | 9/13/2018 3:05 PM |
| 72 | We are all encouraged to provides ideas, opinions and pedagogical evidence to discussions | 9/13/2018 2:58 PM |
| 73 | I feel that Christine Pharr is trying to be more transparent with everything and appreciate that. | 9/13/2018 2:14 PM |
| 74 | There seems to be genuine efforts to address shared governance at MMU. I hope it results in some improvements in this regard. | 9/13/2018 2:10 PM |
| 75 | Not sure. I know a committee exists to address those issues and I'm aware that ongoing discussions are had in the Academic and Student Affairs Committee to the BOT. | 9/13/2018 2:07 PM |
| 76 | There has been a positive change in the level of communication with the arrival of Dr. Pharr. There have been an increased number of invitations to give feedback. The University structure, while frequently changing, is published and sent to all stakeholders. | 9/13/2018 2:07 PM |
| 77 | We do not have shared governance at MMU. | 9/13/2018 2:03 PM |
| 78 | I don't know. | 9/13/2018 12:47 PM |
| 79 | General purview over typical areas in higher education practice | 9/13/2018 11:55 AM |
| 80 | I'm too new to know. | 9/13/2018 11:43 AM |
| 81 | Most things | 9/13/2018 11:41 AM |
| 82 | a great improvement on transparency and effective and clear communication | 9/13/2018 11:38 AM |
| 83 | shared governance | 9/13/2018 11:22 AM |
| 84 | No comment. | 9/13/2018 10:42 AM |
| 85 | The level of transparency has increased since Dr. Pharr joined Mount Mary and certain Senior Leadership team members are no longer here. I believe there is now more collaboration among the Senior Administration team than before. More open conversation and inclusion. | 9/13/2018 8:31 AM |
| 86 | There has been a marked increase in transparency | 9/13/2018 8:17 AM |

Shared Governance 2018

| | | |
|-----|--|--------------------|
| 87 | It seems to me that the overwhelming majority of MMU employees are sincerely dedicated to our students and our mission. I think that our over-arching goals and values are probably more closely aligned than at many other institutions (and maybe more than we realize in moments when we're complaining about one another). Also, as a staff member I usually feel personally valued and validated by my colleagues at all levels of the University, even though I don't think we staff are usually appropriately consulted regarding decisions that involve our work. Even if I sometimes feel professionally cut out of the communication, I feel personally included in the community. | 9/13/2018 8:17 AM |
| 88 | The process includes reflection, research and re-engineering of the structure to better meet the mission of the university. | 9/13/2018 7:46 AM |
| 89 | I do not know | 9/13/2018 7:36 AM |
| 90 | I've never heard of our "shared governance" prior to this survey. Therefore it can not be seen as effective or "working well". Students are the sole reason for Mount Mary's existence. Without us, where would the higher ups get all of their money? Students, staff and faculty should be taken seriously as we are the heart and soul of this University. To really set our school apart from others we should have a shared governance that takes students, staff and faculty's opinions seriously. Fight for US, not YOURSELF. | 9/13/2018 5:33 AM |
| 91 | Not sure | 9/13/2018 12:06 AM |
| 92 | How the school runs and how everyone is a key factor in the school community. | 9/12/2018 9:14 PM |
| 93 | Everyone is included and there is much transparency. | 9/12/2018 8:56 PM |
| 94 | NA | 9/12/2018 8:38 PM |
| 95 | Many things, can't really specify | 9/12/2018 8:25 PM |
| 96 | Don't know | 9/12/2018 7:41 PM |
| 97 | Don't know | 9/12/2018 7:34 PM |
| 98 | i have no idea | 9/12/2018 7:01 PM |
| 99 | I don't know enough to say. | 9/12/2018 6:45 PM |
| 100 | I've just been a student at Mt. Mary for the past several weeks so I'm unable to speak to many of the questions posed at this time. But I appreciate being asked. | 9/12/2018 6:39 PM |
| 101 | Not sure | 9/12/2018 6:32 PM |

Shared Governance 2018

Q10 What suggestions do you have for improving shared governance here at Mount Mary University?

Answered: 99 Skipped: 66

| # | RESPONSES | DATE |
|----|--|---------------------|
| 1 | more effort at communication and consensus in deciding important issues affecting all. | 10/20/2018 3:18 PM |
| 2 | If not already done, I would clearly define what decisions/topics are in and out of scope for shared governance. | 10/17/2018 2:54 PM |
| 3 | More opportunities for different stakeholders to meet and talk with each other to build trust and provide a better understanding of the role each plays in shared governance. Making handbooks available to trustees and other stakeholders. Community wide assessment of how we are doing with Shared Governance on an annual basis. | 10/14/2018 7:55 PM |
| 4 | engagement by faculty, staff students and administration | 10/11/2018 10:56 AM |
| 5 | Do not know the extend of shared governance with faculty and staff... | 10/10/2018 9:43 PM |
| 6 | It takes time to hear voices of all the constituents mentioned here. It is a fine line to walk to not be too involved in day to day matters but still be aware of how interactions take place between faculty, administration and staff. (and as a trustee, I have never seen the faculty handbook, and I am not sure that I should...) | 10/10/2018 3:52 PM |
| 7 | Open dialogue across all departments and between all those with different responsibilities at MMU that leads to a mutually agreed upon shared governance structure that is organic in nature. | 10/9/2018 5:40 PM |
| 8 | More education on the purpose and our aspirations for Shared Governance | 10/8/2018 9:05 PM |
| 9 | continued discussions around the concept to be sure that is working | 10/8/2018 5:00 PM |
| 10 | More opportunity to engage with faculty, staff and students. | 10/8/2018 12:31 PM |
| 11 | I think it is paramount to first ensure a shared understanding of what "shared governance" means for MMU and what successful shared governance looks like in order for us to be even more effective going forward. | 10/8/2018 10:24 AM |
| 12 | It is important to remember that all legal authority at the University originates from one place and that is its governing board. Shared governance is representation in decision making processes. | 10/8/2018 8:56 AM |
| 13 | None | 10/8/2018 7:53 AM |
| 14 | The items of shared governance stated in the survey | 10/7/2018 9:33 PM |
| 15 | Whenever possible, over-communicate! And across platforms, campus settings, and email lists, when appropriate. This is the only to achieve transparency. Also, try to keep things as simple (and visual) as possible when communicating information. | 10/2/2018 1:33 PM |
| 16 | None | 9/30/2018 7:27 PM |
| 17 | Mandatory campus-wide education of shared governance and a system of checks and balances that tracks whether or not shared governance was implemented for important decisions. This would hinge on the idea that there were repercussions for intentional circumvention of shared governance. Also, a review process for deans and upper administration in which the above system could become part of the evaluation. | 9/30/2018 1:31 PM |
| 18 | More small group conversations. Please trusting each other that everyone has the best interests of the university at heart. | 9/29/2018 7:32 PM |
| 19 | Find more ways to engage students in shared governance because I am not aware of anything related to Mt Mary' shared governance. | 9/29/2018 2:40 PM |
| 20 | There should be a staff and administrator senate. Those voices are not being shared as a part of the governance of this institution and it really is unfortunate as there is a great deal of value and insight that isn't being tapped into.. | 9/28/2018 1:45 PM |

Shared Governance 2018

| | | |
|----|---|--------------------|
| 21 | Continue to be transparent and engage all individuals in decisions making them aware of when difficult decisions are to be made. | 9/28/2018 1:24 PM |
| 22 | More deliberate orientation to the process for new faculty/staff; creative solutions for part-time and off-site faculty/staff to provide input. | 9/28/2018 9:55 AM |
| 23 | Having faculty, staff, and student trustees on the board of directors with venues to share important information to its various constituencies. | 9/28/2018 9:16 AM |
| 24 | More transparency from administration and the board. More support for faculty. More communication. | 9/28/2018 8:54 AM |
| 25 | Not sure | 9/27/2018 3:49 PM |
| 26 | All levels try to be transparent, however, dialogue takes time and surprises need to be handled in a timely manner. It is in these circumstances that we seem to fail. | 9/26/2018 3:17 PM |
| 27 | Open communication without fear of reprisal | 9/26/2018 12:42 PM |
| 28 | Equality/equanimity or whatever you want to call the progressive-egalitarian principle sounds legit on paper, but is unachievable in practice. Using umbrella terms such as "equality" and "diversity" means nothing. What do you mean by "social justice"? Social justice for whom? What about diversity of opinions? The whole college is predominantly progressive, leaving no room for those that are on the other side of the political spectrum. | 9/25/2018 10:35 PM |
| 29 | None | 9/24/2018 4:15 PM |
| 30 | Make it more we'll know | 9/24/2018 3:13 PM |
| 31 | More student involvement. | 9/24/2018 3:04 PM |
| 32 | A better explanation to all. | 9/24/2018 12:42 PM |
| 33 | More assemblies representing the different bodies of the university. More sharing of information so we are not blindsided Information shared in text not just talking over a power point. This is so members have the time to think about the information. | 9/24/2018 10:00 AM |
| 34 | I think Mount Mary is missing input options from all areas of the University. Not having a staff or admin senate is a huge impact. Additionally, recent changes have began to include students more but are still limited. Lastly, Board of Trustee reports are limited in scope and format which reduces the impact of those reports/communications. | 9/24/2018 10:00 AM |
| 35 | These efforts to develop a common understanding of shared governance is really important. "It" can't be implemented effectively until we agree -- to the extent possible -- in what "it" is. | 9/24/2018 9:53 AM |
| 36 | none at this time | 9/21/2018 1:25 PM |
| 37 | It would be nice for the students to know more about what is happening. For example, when services are added or cut, it would be nice to know about it (i.e. coffee areas being closed). | 9/20/2018 12:15 AM |
| 38 | Start an administrator and/or staff assembly. Currently there is no way for admin/staff to voice their concerns as it relates to being an employee of this institution. Only some avenues as it relates to work through supervisors. Includes students and student leaders more. The more opportunities they see their voices being heard, the more they will stand up and voice them -- currently they just sit quietly and don't say anything. Only when asked, do they respond to questions/concerns. | 9/19/2018 3:22 PM |
| 39 | more communication about expectations, less US vs. Them mentality . | 9/19/2018 1:09 PM |
| 40 | Existing structures at Mount Mary University, such as the Faculty Assembly, do not provide true shared governance. The current structures permit timely and thoughtful input to the administration and the Board but the existing structures do not provide a mechanism for ongoing, routine participation at the decision-making level. For this reason decisions are made without full, thoughtful input from faculty. The Board would be enriched by having full, strong participation from elected, experienced faculty members. In the future Board should provide for a designated number of faculty positions with terms of office comparable to those of other board members, full voting rights, and responsibility for reporting back to the full faculty except where confidentiality needs to be sustained. The Board and the faculty should be a team where all members collaborate to ensure that the best interests of the university and its students are served. | 9/18/2018 1:39 PM |
| 41 | More transparency and inclusion when making decisions that affect faculty and students. Leave curriculum decisions in the control of the faculty. | 9/18/2018 12:29 PM |

Shared Governance 2018

| | | |
|----|--|--------------------|
| 42 | Since the number of staff members has diminished, I doubt there are enough members to have a staff governance or assembly. | 9/18/2018 9:05 AM |
| 43 | Revise the chart so it is clearer, more specific. | 9/17/2018 1:14 PM |
| 44 | I think staff and administration should have assemblies where their voices can be heard. Currently, it feels as if these groups are excluded from the table. | 9/17/2018 12:12 PM |
| 45 | Continue with plan to reach various constituents in small group sessions in order to engage more people in this discussion | 9/17/2018 10:34 AM |
| 46 | I think that more thorough and consistent communication at all levels about major decisions is going to be a major asset in improving shared governance. | 9/17/2018 10:17 AM |
| 47 | true transparency, decisions seem to be a done deal already when hard choices are presented. It appears that input is requested after a decision has already been made and that the input is a pretense. | 9/17/2018 9:37 AM |
| 48 | agenda for Board meetings published openly | 9/17/2018 9:34 AM |
| 49 | We need to clarify roles and engage more personally with each level of government | 9/17/2018 9:20 AM |
| 50 | Not sure at this point. | 9/17/2018 8:08 AM |
| 51 | I do not have any suggestions, as I am not sure what shared governance really means. | 9/16/2018 5:59 PM |
| 52 | I am not sure what Mount Mary University is doing at present to answer this question. | 9/16/2018 9:49 AM |
| 53 | N/A | 9/16/2018 12:05 AM |
| 54 | Unknown | 9/15/2018 11:30 AM |
| 55 | Although I feel my efforts are appreciated by my department faculty, as a long-time adjunct committed to the mission of MMU, I would like to know that I'm viewed as a stakeholder. | 9/15/2018 9:36 AM |
| 56 | Provide more opportunities for faculty to interact with and personally get to know more members of administration and Boards. I am tenured faculty, but I am not a chair. I have little to no opportunities to interact with administration. I have not yet been contacted about meeting with Pres. Pharr. Interaction with VPs occurs maybe once per year. I am a faculty representative on a committee of the board of trustees, but aside from meetings—which I usually cannot attend during the academic year due to teaching—I have no interactions with them. I feel I am very involved on campus, but I get little to no opportunities to interact with people other than faculty, staff, and students. | 9/15/2018 6:49 AM |
| 57 | Informing students of their roles and opportunities to voice change | 9/14/2018 6:00 PM |
| 58 | A structure to the system of governance. Right now it is all over the place. | 9/14/2018 11:13 AM |
| 59 | N/A | 9/14/2018 11:05 AM |
| 60 | it would be beneficial for both the university and the faculty to include some form of adjunct representation on the committee | 9/14/2018 10:18 AM |
| 61 | The new, current President must be careful to not repeat the errors of her predecessor -- namely allowing senior administrators & the board to exert too much influence without ever consulting the faculty, staff and students. | 9/14/2018 9:34 AM |
| 62 | I do not feel qualified to comment at this point | 9/14/2018 9:30 AM |
| 63 | That we have faculty and student trustees on the board and that they are regularly on the agenda of their respective leadership--faculty or student agenda for reporting. That faculty and students know who their representatives are on the board annually. | 9/14/2018 9:03 AM |

Shared Governance 2018

| | | |
|----|---|-------------------|
| 64 | <p>A better collective understanding of how we approach it at this institution, to have timely responses to the reports that are submitted by faculty members and chairs, to have equitable attention paid to all existing programs regardless of their revenue draw to the institution, to have better internal communication systems so that the work does not get befuddled by persistent communication challenges, to provide the BOT with full program reports and not the reduced image of what we do through an edited version by a dean and VP, to share BOT responses with staff and faculty in a more formal manner, to give all FT faculty voice not just department chairs, to treat resource reallocation with a strategic plan that is managed and tracked by administration not as an assignment to an individual faculty member, to not allow programs to run on 100% adjunct instruction, to have academic deans that understand and embrace academia with shared governance and policy, to implement shared governance training sessions, to have an HR office where faculty and staff can take employee complaints that will be met with actual concern and fair treatment, to explain how administrative decisions are made inside of a structure that reflects shared governance, to be in front of problems rather than making late decisions and always being reactive. Dr. Pharr's presence has changed our campus culture and is moving us in the direction of transparency, but there is still work to be done to make it a lived reality in our daily work in smaller pockets of campus.</p> | 9/14/2018 8:18 AM |
| 65 | <p>There is no communication between the board and faculty except for with the head of faculty assembly. The deans have no power. Decisions are made by VP's often by the seat of their pants without even consulting the data much less the faculty about whether or not this is the best decision for the long run. This may be because there is not enough administrative help to get the data. We need a tighter, less top heavy administrative structure with more secretaries.</p> | 9/14/2018 7:14 AM |
| 66 | <p>Some decisions are made without input from the larger campus community. While all decisions should not need to funnel through students, staff, and faculty, when it affects the community, these groups should be part of at least providing input. Some decisions have been made without foresight of the impact on others, when having consulted others would have helped these issues to be identified before decisions were made.</p> | 9/14/2018 6:46 AM |
| 67 | <p>*Clear delineation of the responsibilities of each constituent group. *Each group should be following procedures as outlined in the various handbooks (e.g. the process for creating new programs originates with departments and works its way up, however, often new programs are initiated by administration without adequate consultation with faculty to assess the broader impact. * there should be more opportunities for interaction between faculty and the Board instead of info from faculty being filtered through several layers of administration. *faculty should be serving on subcommittees of the Board of Trustees as described in our handbook. Faculty representatives should be nominated by the faculty and then appointed by the President. * remove some of the layers of administration and decisions could be made in a more timely manner *improve communication (this is a perennial problem) between all constituent groups on campus. * give staff and students an opportunity to have input into decisions that affect them. *have some mechanism to ensure that proper procedures are being followed (e.g. if administration develops a new academic program, ensure the proposal travels to the appropriate groups for feedback (e.g. Academic Standards) before it is presented to the faculty for a vote. * create an environment that fosters open, honest communication between the various constituent groups. Encourage participation of ALL members of the MMU community.</p> | 9/13/2018 7:34 PM |
| 68 | <p>I think there is a lack of respect and professional trust.</p> | 9/13/2018 5:05 PM |
| 69 | <p>Perhaps give faculty a better idea of what the Board of Trustees and Corporate Board are working on, and if possible, resultant decisions.</p> | 9/13/2018 4:44 PM |
| 70 | <p>Continue to share information, find ways to stop burning people out with additional responsibilities so that important work can be done on share governance.</p> | 9/13/2018 4:40 PM |
| 71 | <p>More faculty involvement, trust and decision making (especially regarding academic programs, promotion and tenure, and budgets).</p> | 9/13/2018 3:37 PM |
| 72 | <p>Incorporate more student input in decision making by giving SGA more prescience to weigh in on how discussed matters will impact the student body including undergraduate and graduate students. Right now SGA has very little opportunity to be a voice for students on all levels which is extremely disappointing.</p> | 9/13/2018 3:05 PM |
| 73 | <p>Faculty should be more involved in academic decision making and everyone should be more aware of activities of the BOT</p> | 9/13/2018 2:58 PM |

Shared Governance 2018

| | | |
|----|--|--------------------|
| 75 | Faculty consulted when there are relevant issues for which input is valuable. Administration finding value in faculty input and truly desiring what faculty has to offer as part of their (administration's) process in making decisions, etc. | 9/13/2018 2:10 PM |
| 76 | Faculty, staff, and administration need to know their roles and responsibilities, and they need to respectfully not usurp the roles of others. Even within their roles, each group should honestly encourage true input from others and openly discuss their decision making process. | 9/13/2018 2:03 PM |
| 77 | I don't know. | 9/13/2018 12:47 PM |
| 78 | Continue this process of meaningful communication and education about "best practice" to ensure viability of the institution. | 9/13/2018 11:55 AM |
| 79 | Sorry, can't provide meaningful input yet. | 9/13/2018 11:43 AM |
| 80 | Involve students more | 9/13/2018 11:41 AM |
| 81 | Continue transparency increase trust and communication flow both top down and down up. Allow administrators more input and a place at the table | 9/13/2018 11:38 AM |
| 82 | Equality | 9/13/2018 11:22 AM |
| 83 | No comment. | 9/13/2018 10:42 AM |
| 84 | Be more inclusive of our main audience, our students in decision making. Allow for more participation from staff and Administration in decision making. | 9/13/2018 8:31 AM |
| 85 | The more opportunities we have to get together and to improve communication, the better our shared governance will become. We're making strides, but building communication and relationships is key. I love that the BOT visited "mock classrooms" last year. Any time the faculty and BOT have an opportunity to interact will help mutual understanding. | 9/13/2018 8:17 AM |
| 86 | While our over-arching goals and values may be aligned, I think our short and mid-range strategic goals are often not aligned, and these are the kinds of goals that affect our day-to-day jobs. I think it would help if there was a way to include one another earlier in the planning stage for new initiatives. Sometimes it feels like someone in one small area has a bright idea and the rest of us don't find out about it until we are responsible for implementing it. Because nobody ever thought to involve us in the planning process, we never had a chance to help them shape their idea into something useful and workable. Then when we run into road blocks (that we probably could have anticipated if we'd been asked earlier), it looks like we're being obstinate when we try to ask questions about the problems we're running into. Sometimes these "but what about this..." questions are never even answered. The people higher up say "I'll look into that" and then we never hear back and are left to make up our own solution as we go along, which leads to these odd, inefficient work-arounds. I don't know exactly what mechanism would help all the right people get to the table early enough. Perhaps more use of interdisciplinary work-groups. I know nobody wants more meetings, but I have been involved in a few work-groups of limited duration created to meet specific goals that worked really well! What if we had a culture where it was ok for a mid or low-level person to call a meeting with other people in different departments to solve some specific problem? Right now it takes a lot of guts for a staff member or low-level administrator to do this kind of thing. What if we had a culture where mid and upper-level administrators' ideas were treated the same way lower-level folks' ideas are treated? That is, Joe VP's bright idea isn't a decree from on high but just one idea among many to be critically assessed and molded by the people who would actually be involved in the day-to-day administration of said idea? | 9/13/2018 8:17 AM |
| 87 | Keep working on multiple ways to communication the discussion and access SG documents and resources. | 9/13/2018 7:46 AM |
| 88 | . | 9/13/2018 5:33 AM |
| 89 | Have students appointed, faculty, president, and all employee's become a part of this process. | 9/13/2018 12:06 AM |
| 90 | N/A | 9/12/2018 9:14 PM |
| 91 | N/A | 9/12/2018 8:56 PM |
| 92 | Have students be more involved and informed. | 9/12/2018 8:38 PM |
| 93 | To be more communicative. To reach out to to others more. For all upperclass to be communicative with the younger folks about situations. | 9/12/2018 8:25 PM |
| 94 | Implement the opportunity for everyone to have a voice in all matters and make all information transparent to the entire community. | 9/12/2018 7:41 PM |

Shared Governance 2018

| | | |
|----|---|-------------------|
| 95 | None | 9/12/2018 7:34 PM |
| 96 | none, cause i feel that i know nothing about this. | 9/12/2018 7:01 PM |
| 97 | Make students more aware/put a process in place for students to better understand. | 9/12/2018 6:45 PM |
| 98 | I've just been a student at Mt. Mary for the past several weeks so I'm unable to speak to many of the questions posed at this time. But I appreciate being asked. | 9/12/2018 6:39 PM |
| 99 | More student involvement | 9/12/2018 6:32 PM |

Appendix E: Small Group Qualitative Data Summary Fall 2018

Response N=78

Invitations were sent to all campus community members to engage in small group discussions about the nature of shared governance and their perspectives on the future. Student feedback was gathered through meetings with the Student Government Association. All notes from the discussions were sent to the committee. Committee members studied the notes for common themes and concerns. The synthesized themes are:

- Process of Shared Governance
- Desire for Effective Shared Governance
- Community Connection
- Workload

Processes of Shared Governance

Many comments in the small groups and survey pertained to how shared governance is currently conducted or the hope for future shared governance processes. All these comments were further grouped into the following themes.

Hopes & Concerns about the System of Shared Governance

1. MMU is on a good trajectory, and it is so important that we are even talking about shared governance now. The way you treat your employees is important; if employees are included in decision making that pertains to their job, you will nurture a committed, positive environment. MMU will do themselves well through this shared governance conversation.
2. Processes are stuck in old ways of doing. Things went from being the best way to being the old way of doing something and we have not reexamined the process.
3. No structure or connections between staff to coordinate processes like CAFs. Staff could engage each other with ideas for processes but no mechanism or standardized processes.
4. We need the infrastructure to come together for information.
5. We need the infrastructure to facilitate effective dissemination of information to the broader group.
6. Sometimes things happen right away at MMU. You tell someone there is a problem and the next thing you know it's solved! Probably has to do with access. But why do some people have so much more access to leadership than others? Can we equalize that?
7. Tools for an "ask" and no way to share voice on what is a reasonable "ask".
8. Frustrating when things don't move.
9. Recently, feedback from different departments is being heard and implemented.
10. There is a lot of hierarchy at Mount Mary; by the time discussions get to a certain point, the decision has already been made. People at ground levels are not asked for their feedback on changes that impact their work directly.
11. These are complex times with the need for agility and, sometimes, quick decisions. Sometimes, we do not have the luxury of drawing everyone in before a decision needs to be made.
12. Individuals encountered systemic (*the way things are structured*) roadblocks to their attempts to solve problems, to think creatively, to offer suggestions.
13. The number of permissions required to put an idea into practice was discouraging and blocked the action that might have solved the initial problem quickly.
14. The message is given that there is already a system in place for this concern and everybody does it this way – no room for a change or a creative response to a particular concern.
15. The sense that (at times) an invitation to attend a meeting to provide suggestions was really an invitation to approve a decision already made – that the meeting was really about approving, not jointly addressing, a concern or issue.
16. We need a staff assembly.

17. Many staff members feel left out of decision making at Mount Mary and have little or no recourse when they are concerned about decisions that are made that directly affect them.
18. Need a staff and administrative assembly, similar to faculty assembly.
19. Meetings of the Board of Trustees and the President's Council are not open to other Mount Mary community members (e.g. – staff, faculty, students) and no minutes are provided to others outside of those two groups.
20. Things worked best when the organization capitalized on its own expertise – used its own people to problem solve.
21. Members of the Board of Trustees seem to know little about programs and happenings at Mount Mary and should participate in more campus events.
22. It is good whenever committees are formed with representatives from across departments, including members of faculty, staff and administration.
23. There was also talk of the feeling that our campus/community sometimes seems more reactive versus ahead of the curve.
24. The community is made aware of situations/activities that have already happened, offering less opportunity for input by the community, and creating feelings of being left out.
25. There is no structural means to give input from different groups (faculty, students, and staff/administration). How do we create this opportunity in a manner that is effective from a logistical standpoint?
26. There used to be several smaller assemblies for different factions of the university, by which information could be distributed to a broader group, and that all parties would have the ability to provide input.
27. The decisions and ability to move forward on things need to be with the right people. It doesn't sound like that's always the case.
28. As a University we are not doing shared governance well.
29. There is value in the process of shared governance and it is more than just transparency.
30. Do we have shared governance? As a staff member? Feels like "steerage" token staff person to do things on a committee. A lot of talented people here who don't get the ear of leadership on campus. There are those whose supervisors aren't equitable. Less part-time staff is an issue, and others picking up the slack. Why not save some of these positions and get rid of someone at the top?
31. Administration is top-heavy (this is a nationwide phenom). Do we need this many people doing jobs, growing while others do not?
32. There are many part-timers who are not here who should be.
33. We need a staff assembly. Let them be a voice even from a community building perspective.

Hopes & Concerns about *Communication* and Shared Governance

1. It seems like we don't get all of the big picture.

2. The group overwhelmingly agreed that in order to work on the idea of shared governance, we need to have communication that is more effective across the MMU community.
3. Mount Mary is challenged by communication. How can we do a better job of communication with one another?
4. Dissemination of information doesn't get very far from the top to the bottom. Makes those who work with and for students less effective in providing services to students.
5. Decisions are made by departments/authorities without input from others whose work could be impacted by those decisions, and which could potentially impact other arms of the community (like for those who work with students who might be impacted by those decisions)
6. Another thing that was mentioned was that information seems to go up to the top administrators, but those groups do not seek input from those who might be charged with implementing initiatives.
7. Things worked best when a leader was not expected to have all the answers but surrounded her/himself with people with good ideas and good judgment;
8. Things worked best when a leader actively welcomed input and acted on it;
9. Things worked best when a group was asked to rewrite a mission statement, the process involved gathering and winnowing ideas together – when it was a joint activity and process.
10. How can we work to be more proactive and inclusive in communicating things?
11. Are Board to Faculty communications happening? If so, we don't see them. Or maybe I'm just missing it.
12. How do we keep the sisters involved in decision making? Take that into consideration.
13. Sometimes the ask, just inviting, makes all the difference.
14. Having a seat at the table.

Hopes & Concerns about *Trust and Transparency of Shared Governance*

1. People are sometimes asked for their input/expertise, but do not feel valued – as if their voices don't matter because decision-makers do what they want, leaving them feeling like, “thanks, but we're going to do this anyway.”
2. The topic of transparency came up, and it was overwhelmingly agreed that Mount Mary University transparency has increased since (perhaps because of) Dr. Pharr's appointment. The group appreciates Dr. Pharr's blog entries and the increase in meetings/assemblies to provide information to the community.
3. There was also concern about not always knowing (being told) the reasons for decisions being made
4. Transparency is key here!!!! Especially when it comes to funding and budgets and where the money comes from for projects and improvements on campus.
5. The funding choices made are NOT about favoritism but about budgets, grants, donations and above all what is best for MMU in regards to the science building and the food science lab.
6. Before the decisions are announced/made set the stage and clear the opposition by:

- i. sharing the process and the expectations
 - ii. sharing the levels of structure or approvals that were or will be used
 - iii. sharing the budget and or the grant/donor information
- 7. Mistrust still remains and is prevalent; a rebuilding of trust is needed in order for shared governance to work on this campus.
- 8. “Not everything is sunshine and roses” – amongst faculty, there is some concern about the ways in which resources are distributed across campus.
- 9. There has been a lot of distrust – no transparency, people have questions about the decision making. This can add to a lot of the negativity. Everything is much more transparent now, like Dr. Pharr wants us to know what is going on.
- 10. Hope was showing in the transparency that people have experienced from the current leadership.
- 11. Several times, transparency was mentioned; that and inclusiveness go a long way in building an environment where people feel who they are counts and what they do matters.
- 12. There is no shared governance at Mount Mary. Decisions are made by those in charge and sometimes shared with others, but, for the most part, communication from the authority is not transparent and consistent. The word “paternalistic” was used to describe the system of governance at the University.
- 13. There was a caveat to the agreement about the increased transparency – that there is a difference between transparency of information provided; of how decisions are made and who has a voice in making them; and of process of distribution of information.
- 14. Fear, lack of trust, history of betrayal and “top down” decisions, favoritism, lack of transparency, silencing of dissenting voices, separation, lack of accountability of administrators who are not evaluated by those that they oversee, feelings of powerlessness.
- 15. Financial decisions made out of alignment with the MMU mission

Hopes & Concerns about the *Leadership* and Shared Governance

- 1. The faculty/staff need to trust in the leadership and know that the decisions are done with a shared interest in mind.
- 2. Leadership has a huge impact on an environment. There was no shared governance for a long time at MMU; decisions were happening behind closed doors.
- 3. The essential role that leadership plays was emphasized. As someone put it, we need to feel that we are all rowing the boat in the same direction.
- 4. You need excellent leaders to have a vision, and keep things on task and efficient. It also helps to break large tasks down to manageable parts.
- 5. Good decision-making examples? Leader had us research and meet, but was still flexible. She empowered the whole way. And we got to make the decisions ourselves!
- 6. There also is a bottleneck in decision making. Everything goes through one office and there is no accountability at the top.
- 7. Leaders need to make tough decisions, need to seek out opinions from stakeholders, but need to have a human side. We look at numbers, and it takes more than that. Such small # of full-time staff running whole departments.

8. There are too many entities on campus reporting to the same person-can be problematic.
9. Concerns about shared governance is primarily result of interactions with administrators who are no longer here; we need to see how this new administration deals with issues.

Recognizing We Need to *Adjust How We Think About Shared Governance*

1. There is a need for more grace and understanding of the real priorities as well as for those making the hard decisions.
2. Are the issues around shared governance a lack of knowledge thing or a negative individual thing? Maybe a shift in thinking or mindset would help.
3. People feel listened to when they approach problems from an outside-the-box perspective.
4. One of the most effective processes that was experienced was one where people stayed in the room long enough to begin to share truth with each other and to see from another perspective. This took quite a long time! We need to realize that dissension is a necessary part of growing together as a community.
5. Several also remarked how surprised they were at how beautifully something worked out that was truly beyond all of their efforts. I named it “grace.”
6. There are too many “camps” and people do not always give the other camp the benefit of doubt; everyone is so entrenched in what they do that they lose sight that other people have to make hard decisions.
7. Too often people bring rigidity to the decision making process when openness and flexibility are needed
8. Many don’t want to compromise, and see all Mount Mary issues in black and white.
9. This is a “real-life place,” and mistakes are natural.
10. If people are willing to have positive change and break the mold, then maybe we can accomplish it.
11. I’m hopeful that people are willing. All we have to do is decide to change—actually have steps that we are going to change.

Desire for Effective Shared Governance

Themes in this category recognized the need for renewed shared governance, observations about the current status, and the need for shared understanding.

Desire for Renewal of and Participation in Shared Governance

1. New faculty and staff perspectives. The pot of water at MMU is boiling and ready for pasta. We're at a good time when policies and procedures can be thought through and modified to better meet our student and community needs.
2. Want to know what is going on and share opinions and ideas.
3. Want to be part of shared governance.
4. There is a renewed passion for change, strong pursuit of change. Mentality to make things better. Change didn't used to be welcomed but now it is.
5. MMU is special. Governance can be a blockade sometimes, we don't always have the right voices available at the table when something needs to be done.
6. Students to staff, we need new perspectives.
7. Shared governance is an opportunity to feel better about the decisions made and the management of MMU.
8. Members stated that they are still navigating what shared governance means, and they appreciate that Mount Mary is doing the same.
9. You have to be "all in" for shared governance; you shouldn't complain if you're not here (even though many will).
10. The full picture is very daunting, and so many don't want to do the work.
11. Everyone has a personal responsibility to be a part of the solution. Which is why shared governance is so important. If students don't see an excitement about our jobs, students are affected as well. May lead to attrition. Bad experiences in certain offices being passed around, what helps the students?

Need for Shared Understanding of Shared Governance

1. We have to have a hierarchy, but then, what is shared? What are we trying to create? Do we understand our capacity? There are so many tasks to accomplish that it is difficult to focus on the mission. People are most often willing to pitch in when asked, but what happens when there are not even enough people to ask?
2. We need a clear and shared understanding of what Shared Governance is at MMU and what the process is – timeliness of decisions must be addressed.
3. Understanding of the work/roles of departments across campus, avenues of communication and understanding of the MMU Board Members, student/faculty representation on the Board with opportunities for direct communication similar to College Council, Employee handbook for all employees with shared, crossover, and similar policies, return of student/ staff/faculty assemblies, understanding of individual roles and support for doing one's job better, feeling valued and appreciated and heard, reevaluation of Dean structure, shared priorities, clarity of expectations and responsibilities, respect, ideas generated by those affected by them, ie major and program development, need to be brave and reclaim power, reconnect with why we are here, an ombudsmen to help facilitate reconciliation and listen/respond to grievances

4. What is the administrations definition of shared governance?
5. When I think of shared governance, I think of...conflict. It's poorly understood and has deteriorated in my time here. Shared Governance, to me, is conflict. The problems are on both sides. We all need to be working from the same information!

Observations about and ideas for Mount Mary University

1. Do we have the capacity to work together?
2. Want the negativity and angst around decisions made to go away.
3. Can we re-imagine Design Thinking and the Creative Campus initiative? This brought forward so much shared decision making and problem solving.
4. Question of the group: Does the overall MMU community have confidence in the people who are in positions of power, and does the MMU community trust their decision-making expertise?
5. Sometimes, it feels like too many people need to weigh-in on making a decision.
6. We need listening, clear communication channels, and giving appropriate people the power to make decisions without having to clear them first.
7. There is too much misinformation about what real shared governance is
8. Shared governance does not mean that every opinion is equal and that needs to be understood. It is more that opinions are welcome and to be shared, but in the end there is a leader who the final decisions falls upon. This leader is well informed on important factors such as budget, need, urgency of change so that they are able to make the decisions for the overall good of MMU.
9. Different lenses are important, but not ALL lenses are valid to the final decision.
10. In shared governance there is a need for a solid leader who has the correct/needed knowledge and is a strong leader who has the trust of the university. One who is open to collaboration and who can pull from the collaborative effort to make the final hard choices.
11. A proper stage must be set prior to a shared governance approach where a tone of equal and mutual is set.
12. We share, but do not solely have the decision power for the wellbeing of MMU
13. There should be different levels of shared governance for different types of decisions.
14. There are no easy answers.
15. All constituents represented and having equal voice, transparent government, shared governance is a slow process, governance by consensus not majority vote, involving compromise and agreement, requires understanding of roles of different constituents/departments across campus and information sharing about these, involves time and opportunities for communication and conversation.
16. There needs to be a good system of checks and balances. Faculty are in charge of curriculum even when there is a vacation. It seems that the administration has often taken advantage. There is a reason that area experts are in charge of curriculum.
17. To have effective shared governance, we have to have more clearly defined roles.
18. One person in the administration should not be the sole decision maker.
19. The corporate board should play a role in accountability and finances.

20. Concepts raised about the Mount Mary community and shared governance (some of these also focused on the type of **leadership** that invited shared governance)

- i. Shared wisdom
- ii. Compromise
- iii. Collective voice
- iv. Buy-in
- v. Permeable boundaries
- vi. Participation
- vii. Talking less, listening more
- viii. Discernment
- ix. Respect
- x. Follow-through
- xi. Good judgement
- xii. Reflection
- xiii. It takes time!
- xiv. It can be done on-line with the right technology!

Community Connection

Comments broadly centered on concerns that we have been disconnected. Themes focused on declining sense of community or collegiality, desire to improve the community, and ideas to increase community.

Desire to Strengthen Community

1. We can get so siloed, it's good to pause and come together around a topic that impacts all of us.
2. Learning the community and how it works. Want to learn as fast as possible. Long-time voices say a change is due but no one says what that change should be. Maybe bring in some new voices without as many ties to history and maybe more willingness to upset the ship.
3. How do we connect and share?
4. Things worked best when, on occasion, there was face-to-face interaction between leaders and various groups in the organization – to build mutual understanding and respect.
5. Rally around campus decisions and focus on the greater good of decisions rather than the resulting, negative impact on a few
6. Be kinder and more gentle to each other.
7. The Mount Mary community does come together when bad things happen, such as the sad situation of a student who committed suicide a few years ago.
8. Giving a voice for every level and person on campus, needs to be recognized and at least heard. That builds a strong community. We used to have staff assembly used to be after hours and unpaid though.
9. Feeling was that the collaborative spirit of the university is overall very good (positive)
 - a. However, the group did wonder if, though we have effective collaboration, do we have the same/similar vision throughout? How would we know?
 - b. How do we improve communication channels so that we, as a community made up of different departments/factions, can celebrate each other's accomplishments?
10. Thanking the admin, maintenance staff, acknowledge their importance.
11. Chose to be supportive of the process rather than keep offering complaints.

Deteriorating Sense of Community or Collegiality

1. Lack of opportunities for communication and conversation, too many layers of administration.
2. Some staff feel that there is a sense of elitism on the faculty and that some faculty members treat staff members as servants, with little respect or appreciation.
3. Wish we could have more time where everyone was involved. Only few can come to events or meetings and those who can't "wish they could." Concerned about a sense of community when we really can't interact because we are busy.
4. The perception that faculty have gotten raises, over staff/administration, has caused a great deal of contention.
5. The issue of favoritism has come up for certain departments in the past 10 + years that has gotten new equipment, more publicity/marketing, new majors, etc. (Food Science, Fashion, OT)

- a. Educating the faculty that it is not about favoritism, but about money and what will be best for MMU overall and into the future
- b. Repairing the damage and angst that was caused by past leadership – put it behind us and move forward
6. Mount Mary is like a small town – you love your neighbors, but you also know everyone’s business and question people.
7. The community has changed quite a bit in recent years; used to have a greater family orientation. MMU used to be more welcoming than it is now.
8. A sense that one’s wisdom/experience isn’t valued – that one is not respected as a thoughtful, educated member of the community with ideas to offer.
9. We work very hard, but we don’t understand or appreciate each other’s areas, so it is difficult to share in any meaningful way.
10. The Board only hears good things by design, due to the templates we have to fill out. There’s no place for struggles! And when we try to include them in some way, they seem to get filtered out.
11. Lack of trust. A recent consultant report just made all the recommendations I did a little while back. And they didn’t consult with me or any other faculty! My thoughts were not given the same weight at all.
12. Malaise is permeating the institution.
13. People are treated like children incapable of making rational choices. This just isn’t the case.
14. The corporate model is not suitable to our institution. It creates an us v them environment and does not help at all with efficiency. We move like molasses.
15. The institution does not like builders so they pile on work and force people out by manipulation.
16. Where is feedback in writing?
17. We seem to have frequent conversations but little action happens and many of the conversations aren’t sincere.
18. We don’t know where we stand and they makes it hard. Makes people apathetic.
19. The way we exit people can be heartless and cold.
20. Humanities get no attention. Least of any. They are fortunate to have deans that care but above them, they don’t care. But others in the sciences or fashion get applause for the littlest things.
21. Firing housekeeping staff right before Christmas. They are just as important to the community. Losses are bigger then we realize. Outsourcing now for food, maintenance, housekeeping instead of MMU employees. There used to be this pride. We are only as strong as our weakest link. Cleaning service not good, dirty campus.

Concerns about a Climate of Silence

1. Treatment of faculty and staff as “direct reports” – being silenced for questioning.
2. When someone questions administration, they become a liability.
3. We have been living in an atmosphere of fear and some of that seems deliberate.
4. When there are meetings with administrators, nobody asks questions or states true opinions as they are fearful of losing their jobs.

Ideas to Increase Community

1. Dr. Pharr has given us the chance to move forward together cohesively!
2. We don't celebrate our people and their value often enough. What they can do, have done, etc. When you do it helps to make community connections and build community pride. Publicize our accomplishments more!
3. Monthly newsletter of successes for EVERYONE!
4. We want to see more collaboration between very different programs and offices.
5. We need more casual encounters with others, maybe communal lunch areas other than the student dining hall.
6. Dr. Pharr's visible presence has made a change; she is supporting the engagement of the community.
7. Apologize when wrong and remind people that they matter and that the work they do matters
8. How much do you hear from students on larger issues? Students should be on committees.
9. Students are on a few committees, but can't always make it.

Community Impact Concerns Due Structural Changes

1. Turnover is difficult; it has impacted the community feel, and makes it difficult to move forward on work.
2. Another challenge is the turn-over of personnel. It takes time to build trust and have a shared experience. Just when it seems to be happening, the person leaves.
3. The frustration with constant turnover in many offices; one might present an idea to someone and then that person leaves before the idea can be "approved" or put into practice.
4. There is a revolving door for staff members, so work needs to be done to retain staff. Many leave because the pay is low and some have even required food stamps to survive, because the compensation from Mount Mary was not sufficient to cover cost of living expenses.
5. Concerned about institutional knowledge and culture being lost among the high number of adjuncts and through retirements, and being spread too thin in their departments and across campus as well.
6. Part time faculty vs. adjuncts. Mount Mary culture has deteriorated because there are so many adjuncts now, and most are not invested. Is it even realistic to expect that they would be?
7. Half-time is better because at least they are based here, and can take advantage of mentoring opportunities. Adjuncts, by design, come, teach, and leave for their next gig.
8. Fewer full-time faculty decreases buy-in on many issues, as well as knowledge overall, and makes committee work harder and more time-consuming because we are spread so thin. The same people get tapped far too often for committees and student group advising, to name a couple.

Concerns about Workload

Although not directly connected to shared governance, concerns about work load were voiced with enough consistency to merit a category. The committee also believes that healthy shared governance means active participation by all members of the campus when an issue concerns their department or program. Thus, workload is a concern to an effective shared governance system.

1. Concerned that in attempts to have happy students and retain them we are doing more than is realistic in class and in support.
2. Concerned that the current workload will become the “new normal.”
3. Resources, we have so many ideas but not the time or the resources to do anything.
4. Our problem is that we are too overloaded to get stuff done.
5. We often spread people thin as we try out new initiatives; it can be difficult to take on these new tasks when trying to also complete daily work. Everyone seems to feel strapped and stretched thin; MMU should carefully consider workload.
6. A story some of us keep telling about where the problem lies has to do with the scarcity model. It is difficult to shift to a model of abundance when people have “hit a wall” or feel so stretched that they are exhausted.
7. Adequate support for the programs that are currently here.
8. The institution asks way too much of all employees – especially as it relates to doing more with less and increasing one’s work load jobs that get consolidated, long term employees and SSND leaving, less fulltime faculty and more adjunct faculty.
9. Lack of time.
10. We abuse both full time and adjunct faculty with the pay scale.
11. There is tension between high hopes in the spring for a better year to come, followed by alarm in the fall when goals and hopes had not been met—a kind of emotional rollercoaster that we ride every year.

Appendix F: All-University Workshop Data Themes from World Café Questions January 2019

A session at the AUW was dedicated to presenting initial findings from the online survey and small group sessions. An initial early draft of the shared governance process was proposed. Four main questions were discussed with the campus members. The committee and key facilitators conducted the discussions. Notes were taken and examined for common themes. The key facilitators were instrumental in this task.

Question #1: People have identified that connecting with each other reinforces a strong SG. We also believe that strong SG can foster community. What ideas do you have for ways that SG can be used to build community connections?

Themes :

1. Interaction
 - a. Face-to-face opportunities
 - b. Culturally encouraged/time off needed
 - c. Cite ex: fun committee, discussion groups
2. Breaking Down Silos
 - a. Open houses/day in the life – education /understanding roles
 - b. Depts. Working together
 - c. Greater connection with BOT
 - d. Naming & including stakeholders
3. Trust
 - a. Building trust/transparency/ombudsperson
 - b. Embrace conflict & tensions/okay to disagree
4. Dialogue
 - a. Not just info sharing but true participation.
 - b. Virtual community—can we have electronic communication?
 - c. Inclusion of all/open invitation to work groups
5. Staff Assembly NEEDED
6. Communication
 - a. Between groups (e.g., staff, faculty, board, etc)
 - b. Minutes shared for all committees
 - c. Transparency
7. Mission/Community/Vision/Shared Purpose

Question 2: How can we determine under what conditions a SG process should be initiated and how should we determine who should be involved? (For example, a decision to shut down a campus-wide service might warrant a SG process vs. termination of an employee would not).

Themes:

1. If the decision impacts more than one department or area or constituency, it is likely a “SG moment.”
2. We need to consider the multiple ways a decision will impact the community and connect with the relevant groups.
3. We don’t know who is responsible for what.
4. Create a best practices outline for all SG interactions, but keep it simple (parsimonious ☺).
5. Get diverse perspectives before making a decision.
6. Get student perspectives before making a decision
7. Create online forum for people to add perspectives on decisions.
8. Understand why (Is it legal? Is it HLC)
9. Be mindful of current committee structure—don’t replicate don’t need new SG committee.
10. Need flow chart when SG is triggered.
11. Inform us WHY a decision was made
12. What specific groups need to be added to the in SG chart? Administration, staff, and students are missing.

Impression from going through data was that there is a lot of confusion about shared governance. Major concepts that arose surrounding this:

1. There needs to be distinction between time during which people in the (entire?) community get to add their voices and opinions to a matter under discussion/review VS. the time when the necessary people who will be making the decision will begin the decision-making process. Both “moments” need to be clear and transparent to the extent it can be.
2. Many of concerns seem to spring of lack of knowledge about current structure. How are we failing in communicating the current structure of committees, handbooks, and policies, and why does the community not understand it? How can the structure we already have be made simpler and more obvious?
3. People seem to confuse the concept of shared governance as PEOPLE VS. BEHAVIOR. Many who see shared governance as “people” believe it is/will be/should be a new committee VS. the idea that shared governance is a set of behaviors inherent in how we all behave and function. (Of course, it is a combination of people doing behaviors...but we want to push the campus toward behaviors that create good shared governance on all levels!)

Question #3: What ideas do you have to create an agile shared governance system—one that can respond to issues in a timely manner and still have input from the larger community? How do we build trust, transparency, and communication about what is going on and WHY?

Themes:

1. Mechanism for Communication

- a. Have representative from each constituent grp on campus (e.g., Faculty, Staff, Students) meet with President regularly
 - i. Perhaps small groups that represent different groups from across campus
 - ii. Mechanisms for information to flow horizontally not just vertically as it does now
 - iii. Information needs to flow downward more (i.e., from President’s Council and BOT to constituents). Remember that the “higher up” you are the more likely you are to have access to more information
 - iv. Need for a department directors’ meeting (different than academic departments)
- b. Respond to e-mails in a timely fashion (x3)
- c. On-line digital submission process for concerns that someone has (i.e., IT “ticket”)
- d. Dash Board for how we are doing on our goals
- e. Timely decisions (x6)
 - i. Have timelines posted and then stick to them
- f. Make communication digestible (x2)
 - i. Over-communicate
 - ii. Make Board Meetings open to the public and post the minutes of the meetings for view by the university community
- g. Have a Shared Governance icon on our website (x2)
- h. Utilize Media Site/digital world/social media polling (x2)
- i. Have a feedback loop →decision →communicate →evaluate results →communicate again
- j. Idea of using the strategy that SSND use – “leanings”
- k. Cross-pollination of FA, SA, & AA
- l. Dr. Pharr’s blogs (x6)

2. Right People (x5)

- a. Ombudsperson needed
- b. Criteria for who is to be included in various types of decisions
- c. New employees and new faculty purposely on committee so “fresh” ideas are generated

3. Staff Assembly NEEDED (x5)

- a. Representation of all constituent groups
- b. Part-time students and part-time faculty/staff should be included & have a vote

4. Community Connection

- a. Get together across departments
- b. Personal/individualized marketing concept

5. Explain reasons for decisions (x5)

- a. Explain how decisions were tied to the mission and vision

6. Staff & Faculty on BOT (x4)

- a. Greater access to Board Members

7. Organizational Flow Chart (x5)

- a. Identify/Define what is a public and a private decision
- b. Use a triaging concept and have clear definition of what constitutes a crisis and the extraordinary procedures that are put in place when a crisis is identified
- c. Keep the staff directory up-to-date
- d. Explain roles of those on the flow chart – job descriptions readily available (x3)
- e. Gives the Deans more power/ability to make decisions (x2)
- f. Clarity regarding who handles what type of issue
 - i. Types of decision “categories” and who is responsible for each category
 - ii. Types of decisions that are granted “reserve powers”
- g. Clear flow of who someone goes to with a concern regarding SG

Question 4: In a SG system, while everyone participates, not everyone is accountable for the consequences of a decision. The SSNDs recognize “Our government is based on two interrelated principles: the vital participation of all members and the exercise of authority.” What ideas do you have to build a shared governance model that balances these two principles (participation of all members and authority of the leaders), while promoting transparency with people in leadership roles?

Themes:

- Overall lack of knowledge and understanding about administrative structure questions about its effectiveness.
- Lack of knowledge about the current administrative structure and what each constituency does.
- How are staff and administration different?
- Need clarity on who owns decisions.
- Revisit administrative structure to make sure it is up to date.
- Too many layers for a small institution and too top-heavy.

Deans lack power.

Appendix G: Responses from Group Meetings on Initial Draft of Process Fall 2019

The committee distributed a draft of the shared governance process to the campus in the fall of 2019 and solicited feedback from offices and departments. Some of the feedback was provided verbally to members; what follows are notes sent to the committee from several offices and schools.

Meeting with Student Service Directors, Oct. 3 2019

Feedback:

- Need to form Staff Assembly before this really can work (desire for this was high)—although the labeling of staff/admin is muddy.
- Student service already do a lot of the steps (e.g. gathering input via consultation) so formalizing this as a process is good
- How long before this is up and running? We are such a lean campus.
- How will students know about SG and be involved?
- Tenured faculty can speak more freely. How can we ensure that when staff offer perspectives it is received by faculty and admin, and staff are not targeted for retaliation?
- Change “handicap” in first paragraph to “disabled” or other word.
- The list of directors is outdated and not reflecting current structure (our discussion on this was interesting—putting it on paper is difficult, we change it constantly)
- Is there an appeal process within this process?

School of Art and Design

I had my Chairs for A&D in a meeting today and we discussed the materials. There were a few suggestions and mostly PRAISE for the efforts:

- Following the Glossary there is a statement on Governance that includes the word “handicap”. This was noted as an outdated term for less abled or something else.
- There was a similar concern (from BUS feedback) that Department Chairs and Program Directors are not identified anywhere in the list of the Governance structure
- Under the Step Three statement “Have the responsible parties communicated with...,” the group asked if there would be instruction on HOW that communication should be handled. Since the biggest issue is often communication, (and precedent showed that sending email over a holiday did not meet the threshold of comfort with the maintenance staff dismissal or the ALL ONLINE Nursing program), it seemed a worthy point to add clarity to this small section.

Faculty from the School of Business

Re THE GRID:

- Who are the “directors”? Where do Department Chairs/program directors fit into this matrix or do they simply work through the Faculty Assembly? Who is the “Faculty Assembly” group? Some confusion with these headers/titles.
- Who is responsible for filling in the form and when?

Re THE Document of the Process:

- Please list the School of Business as a separate School, not combined with Arts and Design. Even though there is one dean for both, there are two distinct schools and that is often forgotten. This reinforces that perception of having only 3 Schools.
- PAGE numbers, please.

DISCUSSION:

- Why is this necessary? Is it just really a complex process to accommodate different leadership styles of senior leaders?
- Who is this process designed for? Seems like it is useful to make sure senior leaders ask for and receive feedback.
- Seems like this entire exercise is about making sure that there is clear communication with all stakeholders. Not knowing WHY a decision is made is what causes issues and concerns. Not clear on who has the responsibility to communicate and this could be problematic.
- This seems to be a process about engagement and not necessarily about efficiency. Some prefer efficient decision making

I will also meet with my School of A&D leaders in the next few weeks (Thursday Sept 26th) and share their thoughts with you after that meeting.

Alum and Donor Relations Team

Shared Governance Discussion

10/1/19

1. Anne Kahl's position needs added under Directors: Exec. Director of Women's Leadership Institute & Corporate Relations
2. Page 2, add Alumnae to the STUDENTS/*ALUMNAE*, then add Alumnae Association Board under that heading
3. Add Alumnae & Donor Relations under Administrative Personnel and Staff heading
4. Add Donor Relations under "Directors" heading
5. Under "All University Committees", add Development Council
6. Recommend removing the first bullet under step one in the SG process as "everything is (or should be) directly related to the mission"; change wording to "...when one element of the two listed can be answered in the affirmative:"
7. For this group the following items would be important for them to be consulted (C): Capital decisions (i.e., including changes to building structures on campus and things that impact university traditions and heritage), marketing decisions, strategic planning that could result in major funding needs, and changes to programs (ending or starting). They agreed that they would like to see consent required (S) on changes that affect the scholarship process, and changes to grant/donor funded programs.
8. Generally very positive and supportive of the process that is outlined in the draft document. One person noted that although the idea of dialogue between/among all constituents is implied throughout the document the actual word "dialogue" is never used.

ⁱ Meriam Webster, online dictionary: <https://www.merriam-webster.com/dictionary/consult#h1>

ⁱⁱ West's Encyclopedia of American Law, edition 2. Copyright 2008 The Gale Group, Inc.

ⁱⁱⁱ Meriam Webster, online dictionary: <https://www.merriam-webster.com/dictionary/consult#h1>

^{iv} West's Encyclopedia of American Law, edition 2. Copyright 2008 The Gale Group, Inc.

^v Meriam Webster, online dictionary: <https://www.merriam-webster.com/dictionary/consult#h1>

^{vi} West's Encyclopedia of American Law, edition 2. Copyright 2008 The Gale Group, Inc.