

ASSESSMENT REPORT

Governance

Assessment of University of Scranton
Governance Committee Reforms,
1999-2002

June 2006



THE UNIVERSITY OF SCRANTON

PLANNING, ASSESSMENT & INSTITUTIONAL RESEARCH OFFICE

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Executive Summary:

As a follow-up activity to the governance reform process that took place at the University from 1999-2002, the Planning, Assessment & Institutional Research Office (PAIRO) was asked to design an assessment of the University's current governance system. The assessment was designed to see in what ways the reform process improved the governance system from the vantage point of several University constituencies. The assessment focused on reviewing perceptions of the three representative governance bodies at the University: the University Council, Student Government, and the Faculty Senate, while addressing, to some extent, the University's committee structure and the role of the Administrators' Conference. The assessment took place over the winter and spring months of the 2005-2006 academic year, and included survey of faculty, staff, and students; a series of targeted interviews, and focus groups.

Key Findings:

- For each of the five elements of governance addressed in the survey, mean levels of their perceived importance for the overall student group and the faculty/staff group fall between *somewhat important* (5) and *important* (6); overall mean levels of satisfaction with the degree to which these elements of governance have been fulfilled by the University fall between *neutral* (4) and *somewhat satisfied* (5) [on a scale of one (1) to seven (7)]
- Based on the survey results, there appears to be some “ambivalence” towards the governance expectations addressed in the survey. None of the five items was regarded very highly or poorly, and despite gaps between levels of importance and satisfaction for every item, for both faculty/staff and students, the mean levels of both importance and satisfaction for each of the five survey items stays relatively steady, between four (neutral) and six (important/satisfied). No “hot button” issues emerged from amongst those included in the survey.
- Findings from the **interview** portion of the assessment converge on the following recurring themes (in no particular order):
 1. Communication – many interviewed did not recollect the governance reform and the changes resulting from it; current communication about governance now and between/amongst governing bodies needs improvement.
 2. Effectiveness – perceived general lack of collaboration between/amongst governing bodies; University Council widely viewed as ineffective. Those engaged with Faculty Senate and Student Government are generally satisfied with how these two groups function, with some issues of concern noted.
 3. Committee Issues – streamlining regarding committees over time has been positive, but we could do more; many unsure of what role committees have in governance, many believe that issues go to committee and problems remain unsolved.
 4. Structure/role of governing bodies – general lack of understanding about what governance is and what the roles of the bodies involved in governance are.

- Findings from the **focus group** portion of the assessment focus on the following areas (in no particular order):
 1. Knowledge of governance structure - participants across all focus groups seem to agree that the University of Scranton governance structure is “complex” and not understood by all members of the community. Faculty members seem to have the most comprehensive understanding, but have still described the system as complex and mysterious.
 2. Confidence in governance structure – many participants were not sure of what the groups do and what their role is. Constituents feel left out of the process.
 3. Communication between governing bodies and those they represent - communication regarding governance is a concern of all groups. These concerns were most emphatically expressed by staff members who participated in these groups. The widest variation of opinion seems to be amongst students with some feeling that communication is good and others believing there is significant room for improvement. All groups expressed a desire to more involved, including consultation and input before decisions are made.

- Findings from the **committee inventory** portion of the assessment indicate that there are 89 committees¹ currently engaged at the University (56 of these are also identified by the Provost’s Office inventory), ranging from long-standing committees that deal with recurring issues and those that appear to be more ad hoc, dealing with a current issue or “hot topic”. Review of past committee² listings indicate that there were 60 committees active on campus in 2004-2005, and 65 in 2003-2004.

Overall Conclusions and Observations:

- There exists some congruence between findings of interviews and focus groups. Both revealed concerns had by faculty, staff, and students concerning **communication** regarding governance, the **unclear role/ineffectiveness of the University Council**, and a **lack of universal understanding of the general role of governance and the bodies involved in the process**. This includes the relationship of the Board of Trustees and the Administrators’ Conference to the governance process.

- Amongst those involved in the Faculty Senate and Student Government, there is a sense that the groups generally function well. However, many of those involved with University Council exhibit confusion over the role of the Council and frustration with its functioning.

¹ This figure does not include standing committees or subcommittees of the Board of Trustees, Faculty Senate, University Council or any other subgroup. It does not include institutional search committees.

² Numbers of committees in 2005-06 include those captured by Provost’s committee inventory and committees identified via the Annual Report system. Figures for previous years reflect *only* those committees identified in the Provost’s inventory.

- It is unclear to what degree additional streamlining of committees – per the suggestion of Middle States – can occur. The University may wish to further review and perhaps define what a “committee” is at the institution, and discern if there is a difference between this definition and the roles of various working groups, taskforces, and other groupings on campus.

The University’s *Statement of Governance Principles* describes the elements of governance that the institution feels are essential for an effective system – elements that are considered by contemporary scholarship on effective governance in higher education to be indicators of sound structure and process. The first of these eight principles states that governance “seeks to ensure widespread communication, understanding, participation, and practical consensus.” The findings of this assessment indicate that there exists on campus a perception that this principle— and several others—have not yet been fully realized. These findings corroborate findings regarding communication and decision-making processes from both the 2004 Campus Climate Study and subsequent Communications Audit.

Introduction and Background

During the 1999-2002 span, the University, guided by a newly-formed Governance Committee, underwent a comprehensive study of its internal governance structure. This study was initiated in reaction to inadequacies identified during the University's 1998 Self-Study and the subsequent review of the Self-Study by the Middle States Commission on Higher Education.

These issues were:

1. Lack of clarity in roles and operations of University Senate and Faculty Senate*
2. Unnecessarily large number of committees, some of whose functions overlapped*
3. Insufficient or defective communication between and among University governance bodies and those they represent*
4. Questions re: the absence of the official Board recognition of Faculty Senate**

*Identified by University Self-Study Team; Endorsed by Middle States Commission

**Observed in addition to above by Middle States Commission

The Middle States Commission recommended that the University study its internal governance structure and make revisions to correct the problems and/or shortcomings identified in the University's Self-Study and the Commission's own report.

Upon the completion of the 1999-2002 Governance Committee study, the revisions made within the University's governance structure³ were endorsed by the its Board of Trustees. The Committee produced a *Statement of Governance Principles*⁴ and an Overview of the University's governance structure. This structure includes: the University Council, the Student Government, and the Faculty Senate⁵. Governance was defined as "a system of consultation, communication and decision-making that produces institutional policies." As part of its endorsement, the Board charged the institution with ongoing review of its governance structure, asking the campus community to *engage in a formal review of the newly-adopted governance system during the 2005-2006 academic year*.

The University's 2003 Periodic Review Report (PRR) to the Middle States Commission responded to the 1998 Middle States' recommendations, documenting the changes that resulted from the 1999-2002 study. The External Review Report of the PRR noted that "Regarding governance, even beyond the simplifications described in the [PRR], the university has a somewhat more complex system than many other similar institutions...The *reviewers recommend that Scranton continue to study this level of governance and administration for the possibility of further simplifications while still protecting the voice and concerns of all campus groups*" (1-2).

Since this time, the Middle States Commission has issued newly-revised standards for accreditation; one of these standards addresses institutional governance⁶. The University has begun the self-study process in preparation for its 2008 re-accreditation review by Middle States, and will consider its governance system in light of these new standards as part of that process.

³ For documentation of these changes, see the University's *The Scranton Record* (June 2002), *President's Letter* (September 2002) [see: Appendix 2], and *Periodic Review Report to the Middle States Commission on Higher Education* (June 2003).

⁴ See Appendix 1.

⁵ See also: Appendix 5, *Governance Flow Chart*.

⁶ See Appendix 3.

In order to address the Board of Trustees charge and Middle States recommendations, PAIRO, at the request of the President, designed a process to assess the results/value of the revisions made to the internal governance structure in 2002 and to gauge the University's readiness to meet the newly-revised Middle States Standards. This assessment included: survey of students, faculty, and staff; individual and group interviews of constituencies with a role in the governance process; focus groups of various campus constituents; and an inventory of committees currently active at the University. PAIRO's assessment focused on the three representative governance bodies: University Council, Student Government, and Faculty Senate. Some questions were asked of the Administrators' Conference members about the Conference.

Again, the University has defined governance as "a system of consultation, communication and decision-making that produces institutional policies." This definition, in addition to the elements of governance defined in the University's *Statement of Governance Principles*, was used to guide the focus of this assessment.

The *Statement of Governance Principles* and *Governance Overview* documents define the governance structure as:

- University Council
- Student Government
- Faculty Senate

The Overview notes that the "approval of policy resides with the President and other Officers of the University as empowered by the Board of Trustees." A flow chart⁷ featured in the 1999-2002 governance reform summary in the *Scranton Record* depicts the relationship of these bodies.

From the Literature: Current Trends in College & University Governance

Gabriel Kaplan (2004) describes governance as "the means and actions by which a collective entity decides matters of policy and strategy" (23). Robert Birnbaum (2004) offers yet another: "governance is the term we give to the structures and processes that academic institutions invent to achieve an effective balance between the claims of two different, but equally valid, systems for organizational control and influence. One system, based on legal authority, is the basis for the role of trustees and administration; the other, based on professional authority, justifies the role of faculty" (5).

Gayle et al (2003), defining governance as "the structure and process of authoritative decision making across issues that are significant for external as well as internal stakeholders within a university," identifies four traits of effective governance: that it *provides institutional purpose, clarifies strategic direction, identifies priorities, and exerts sufficient control to manage outcomes*" (1). The authors assert that the "foundation for effective governance processes rests on a clear understanding of the relationship between the assigned governance roles of faculty leaders, senior administrators, and trustees, regardless of whether those relationships are clear or blurred" (24).

⁷ See Appendix 5.

Definitions of governance tend to change depending upon who offers them: “trustees, faculty members, and senior administrators tend to have different goals and objectives [for governance],” and “these differences influence how they use and *define* governance, especially when the adjective *shared* is added” (32).⁸ For example, Gayle et al offer a somewhat different definition for describing *shared governance*, “a mutual recognition of the interdependence and mutual responsibilities among trustees, administration, staff, faculty, and students for major institutional decision making relating to mission, budget, teaching, and research” (31). Curricular matters seem to be amongst the key issues related to the differing opinions on this subject. In fact, “the tradition of shared governance rests on the assumption that faculty should hold a substantive role in decision-making,” typically through the vehicle of a faculty senate or a similar body (CHEPA 2003).

Regardless of how it is defined, scholars tend to agree on some common traits of effective, or successful, governance. Adrianna Kezar (2001) captures three commonly referred to traits: *participation, responsiveness, and efficiency*⁹. Kezar (2004) also suggests that leadership, trust, and relationships supersede structures and processes in effective decision making. A governance system can operate with imperfect structures and processes, but if leadership is missing and relationships and trust damaged, the governance system will likely fail for lack of direction, motivation, meaning, integrity, a sense of common purpose, ways to integrate multiple perspectives, open communication, people willing to listen, and legitimacy” (44-45). Tierney and Minor (2004) echo the sentiment that trust and communication issues often outweigh structural ones in terms of effectiveness. Birnbaum (1991) notes that “effectiveness is a match between the expectations of constituents and how the process and outcomes evolve” (in Kezar and Eckel 2004, 36).

In developing a brief survey designed to evaluate shared governance in higher education, Keetjie Ramo identifies these “key indicators of the state of shared governance” (“Evaluation of Shared Governance”):

- Climate for governance
- Institutional communication
- Board’s role
- President’s role
- Faculty’s role
- Joint decision making
- Assessing structural arrangements for governance

The American Association of University Professors has developed an instrument, “Indicators of Sound Governance,” designed to assess governance; the instrument is based on assumptions about governance as described in the association’s 1966 Statement on Government of Colleges and Universities.

⁸ Gayle et al describe the different viewpoints taken by the American Association of University Professors (AAUP) and Association of Governing Boards of Universities and Colleges (AGB) on this issue.

⁹ Kezar summarizes both the history of the development of these traits in shared governance and current challenges to them. See: Kezar, Adrianna. (2001). Seeking a Sense of Balance: Academic Governance in the 21st Century. *ACC&U Peer Review*. See also: Dill, D.D. and K.P. Helm. (1998). Faculty Participation in Policy Making. *Higher Education: Handbook of Theory and Research*, Vol. IV. New York: Agathon. See also: Schuster, J.D. et al. (1994). *Strategic Academic Governance: How to Make Big Decisions Better*. Phoenix: Onyx.

At the University of Scranton, our *Statement of Governance Principles* (Appendix 1) identifies eight elements of effective governance. At Scranton, governance:

- Seeks to ensure widespread communication, understanding, participation and practical consensus.
- Addresses pressing issues in a streamlined, adaptive, flexible way and encourages the appropriate use of sunset rules for committees and task forces.
- Attempts to generate widespread understanding throughout the University community of the differences among policy-making, implementation of defined policy, and consultation regarding policy.
- Allows stakeholders in the policy-making process to express their views and suggestions when policies are being reviewed and when the best solutions are being considered.
- Recognizes that the influence of stakeholders is directly dependent on their degree of responsibility for implementation of the policy being determined.
- Ensures regular, two-way communication between representatives of stakeholders participating in policy-making and those they represent.
- Seeks to guarantee that participants in the policy-making process are provided with the appropriate resources and information so that they may participate in a timely fashion.
- Recognizes that the primary responsibility for policy-making and decision-making in each area of University life must be clearly designated.

Some Challenges to Governance:

Current literature comments on some of the challenges facing governance in colleges and universities. Gayle et al lists several:

- Too many constituencies take a seat at the academic table
- Philosophical views on the extent of inclusiveness and the optimal depth of consultation vary widely
- The industry is rich with traditions and idiosyncrasies
- Multivariate differences in perspectives between faculty and administrators, faculty and trustees, and trustees and administrators can emerge

In addition to these challenges, some others persist:

- Many of the “challenges” regarding governance have to deal with changes in the college or university environment from what they had been during the early days and recent decades of higher education in the United States, and the need to respond to these diverse issues. Examples: the push for greater public accountability, rising costs, increasing competition amongst institutions, growth in distance learning.
- Concern that faculty senates, due to changing university climates since the inception of college & university governance, are not fulfilling their “manifest functions” (Birnbaum 12)
- Weak mechanisms for faculty participation; major faculty retirement with close to half of the faculty retiring in the next ten years; a more diverse faculty entering the professorate (Kezar and Eckel 2004)
- The need to respond more efficiently based on shorter decision time frames (Kezar and Eckel 2004)

Background: Related Assessments

In developing its assessment process, PAIRO reviewed previous institutional assessments to identify those which have addressed issues related to governance. Two¹⁰ separate institutional surveys addressed some elements of governance: the University’s internally-developed 2003 Mission and Strategic Plan Survey, and the 2004 HERI Faculty Survey. In addition to specific assessments, governance was a theme in the University’s last strategic plan (2000-2005).¹¹ The *Mission and Strategic Plan Survey* was developed in order to gauge current campus views of the (then) newly-revised University Mission statement and the progress of the 2000-2005 Strategic Plan, which included a theme on Governance. Participants in the survey included faculty, staff, and students. In order to process the survey data, PAIRO identified three criteria to evaluate progress on each of the themes of the Strategic Plan, those that: warrant Communication/More Information (items with a minimum 15% score on the “I Don’t Know” response category); Warrant Reflection (those with a minimum 33% score on the “Small” and “Not at All” collapsed response scales); and those meeting “Good Progress” (items with a minimum 66% on the “Great” and “Moderate” collapsed categories).

The survey asked respondents to identify the extent to which the University is fulfilling the following goals related to governance: (1) operates within the guidelines for communication that support University governance, (2) operates within a streamlined system of governance, and (3) is implementing its revised system of governance. Each of these goals fit the *Communication/More Information* category, indicating that the University needed to better communicate or provide more information on the intent of each goal to the University community.

The HERI Faculty Survey¹² is a national study conducted every three years by the Higher Education Research Institute; the University’s participation in the survey is coordinated by PAIRO. In its analysis of the 2004 survey results, PAIRO groups responses into several categories, including one on Governance, Faculty Recognition & Reward. Two questions on the survey specifically address faculty governance; the table below describes faculty response to these questions:

Faculty Responses to Select HERI Questions

A = Agree Strongly, B = Agree Somewhat, C = Disagree Somewhat, D = Disagree Strongly					
A	B	C	D	Question #	
34%	39%	23%	3%	44	I consider involvement with University school/college and department governance an important part of my role as a faculty member
34%	34%	23%	8%	45	I understand the role of Faculty Senate in University governance

As compared with respondents to this same survey item in 2001, significantly more Scranton faculty **agree strongly** that *involvement with University governance* is an important part of their *role as a faculty member*; in 2001, eleven percent (11%) of respondents felt this way, as compared with thirty-four percent (34%) in 2004. Most faculty **agree strongly** (34%) or **somewhat** (34%) that they *understand the role of the faculty senate in the University’s governance structure*.

¹⁰ In 2003, a self-evaluation was completed by the University’s Board of Trustees. This report is available from PAIRO. The relationship between the Board and internal governance has not been addressed by this current study.

¹¹ For progress related to the goals of the Governance theme, see PAIRO’s *Strategic Plan 2000-2005: A Community of Scholars, A Culture of Excellence - A Final Report*.

¹² A copy of the full 2004 HERI Faculty Survey report is available from PAIRO.

2005-2006 Assessment of Governance

This assessment of governance was designed as a four-part process:

1. Survey of Students: The October 2005 administration of the Noel-Levitz Student Satisfaction Inventory included a set of ten (10) locally developed questions pertaining to governance. A sample of 1700 students received this survey.
2. Survey of Staff/Faculty: The October 2005 administration of the Noel-Levitz Institutional Priorities survey included a set of ten (10) locally developed questions pertaining to governance. A sample of 500 staff and faculty received this survey.
3. Focus groups and/or interviews for each constituents directly involved in governance took place in March 2006.
4. Committee Inventory: PAIRO will conduct an inventory of all University committees, identifying their reporting structure and relationship to the formal governance structure.

Part 1: Survey of Students and Faculty

In fall 2005, the University took part in the administration of the 2005 Noel-Levitz *Student Satisfaction Inventory* and *Institutional Priorities* surveys. A total of five hundred (500) full-time employees (faculty and staff) and seventeen hundred (1700) students were randomly selected to participate in the survey. Two hundred ninety-two (292) employees completed the *Institutional Priorities Survey*, a response rate of fifty-eight percent (58%). Six hundred sixty-one (661) students completed the *Student Satisfaction Inventory*, a response rate of thirty-nine percent (39%).

The surveys allow institutions to add a series of “local” (i.e., unique to the institution) questions to the survey; the University added five questions pertaining to governance to the standard survey instrument. These questions were designed to gauge the general opinions of those surveyed regarding elements from the *Statement of Governance Principles* that form the basis of the governance system. For each item, respondents were asked to indicate how important they believe it is that their institution meets each of five expectations regarding governance, and to what extent they are satisfied that the institution has met each expectation. Each response is measured on a seven-point scale, with 1 indicating *not important* or *not satisfied at all*, and 7 being *very important* or *very satisfied*. These early responses to elements slated for study in the assessment provided some insight into the development of the latter portions of the study.

Student Satisfaction Inventory Results

Table 1 below lists the mean levels of importance and satisfaction placed on each of the five governance expectations by student respondents. The gap between level of importance and level of satisfaction is also shown. The high mean for both importance and satisfaction, as well as the largest gap amongst the five items, is indicated by underscoring. *For this report, a gap of .50 or higher is considered noteworthy.*

Table 1: Mean Importance and Satisfaction, Students

Item #	Item	Mean Level of Importance	Mean Level of Satisfaction	Gap
46	Promotes an understanding of the basic principles of governance at the University.	<u>5.64</u>	<u>5.02</u>	.62
47	Communications regarding the governance processes and activities are widespread and regular.	5.59	4.93	.66
48	There is an understanding of the roles and responsibilities of the governing bodies (Faculty Senate, Student Government, and University Council).	5.57	4.85	<u>.72</u>
49	The governance system addresses issues considered to be pressing by the campus community.	5.56	4.85	.71
50	The campus community is encouraged to participate in the governance process.	5.44	4.85	.59

The mean level of importance placed on each of the five elements of governance considered in this study is between five and six points – between *somewhat important* (5) and *important* (6). The degree to which student respondents are satisfied that the University fulfills each of the five expectations falls below the mean level of importance placed on each item; the mean levels of satisfaction for each of the five items lies nearest *somewhat satisfied* on the answer scale.

- The item on which students place the highest level of importance (5.64) is that the University *promotes an understanding of the basic principles of governance*; this is also the item of the five for which the student group indicates the highest mean level of satisfaction (5.02)
- The item on which students place the lowest mean level of importance (5.44) is that the *campus community is encouraged to participate in the governance process*
- The item which has the largest gap between perceived level of importance and satisfaction is that there is *an understanding of the roles and responsibilities of the governing bodies*, a gap of .72

Institutional Priorities Survey Results

For the Institutional Priorities Survey, 54% of respondents were staff members, 40% were faculty, and 6% were members of the administration. Table 2 below lists the mean levels of importance and satisfaction placed on each of the five governance expectations by the faculty/staff respondent group. The gap between level of importance and level of satisfaction is also shown.

Table 2: Mean Importance and Satisfaction, Faculty/Staff

Item #	Item	Mean Level of Importance	Mean Level of Satisfaction	Gap
46	Promotes an understanding of the basic principles of governance at the University.	5.54	4.74	.80
47	Communications regarding the governance processes and activities are widespread and regular.	5.61	4.67	.94

48	There is an understanding of the roles and responsibilities of the governing bodies (Faculty Senate, Student Government, and University Council).	5.61	4.46	1.15
49	The governance system addresses issues considered to be pressing by the campus community.	<u>5.92</u>	4.68	<u>1.24</u>
50	The campus community is encouraged to participate in the governance process.	5.86	<u>4.93</u>	.93

- For each of the five items in the survey, mean levels of importance for the overall faculty/staff group fall between *somewhat important* (5) and *important* (6); overall mean levels of satisfaction fall between *neutral* (4) and *somewhat satisfied* (5)
- The item of the five with the highest mean level of importance (5.92) for the faculty/staff group is *the governance system addresses issues considered pressing by the campus community*; this is the item for which there is the largest gap (1.24) between importance and satisfaction for the faculty/staff group
- The item for which the faculty/staff group indicate the highest mean level of satisfaction (4.93) is item 50 – *the campus community is encouraged to participate in the governance process*
- The item for which the faculty/staff group indicate the lowest mean level of satisfaction (4.46) is item 48, *there is an understanding of the roles and responsibilities of the governing bodies*. For this item, a large gap (1.15) lies between level of satisfaction and importance.
- With one exception (item 50), there is generally a larger gap between mean level of importance and mean level of satisfaction on each item for the faculty/staff group than the student group

Table 3 describes mean levels of importance for each of the three demographic subsets within the faculty/staff group (faculty, administration, and staff) for each of the five items pertaining to governance. The gap between the mean score for each individual subset and the overall mean for the faculty/staff group is indicated by parentheses.

Table 3: Mean Importance, Overall Faculty/Staff Group and Group Subsets

Item #	Item	Overall Group Mean: Importance	Mean Level of Importance: Faculty (gap)	Mean Level of Importance: Administration (gap)	Mean Level of Importance: Staff (gap)
46	Promotes an understanding of the basic principles of governance at the University.	5.54	5.18 <u>(-.36)</u>	5.59 (.05)	5.81 <u>(.27)</u>
47	Communications regarding the governance processes and activities are widespread and regular.	5.61	5.32 (-.29)	5.71 (.10)	5.83 (.22)
48	There is an understanding of the roles and responsibilities of the governing bodies (Faculty Senate, Student Government, and University Council).	5.61	5.35 (-.26)	5.63 (.02)	5.84 (.23)

49	The governance system addresses issues considered to be pressing by the campus community.	5.92	5.85 (-.07)	5.94 (.02)	5.98 (.06)
50	The campus community is encouraged to participate in the governance process.	5.86	5.82 (-.04)	5.75 (-.11)	5.90 (.04)

- For each of the five items pertaining to governance in the survey, mean levels of importance the individual categories within the group range between *somewhat important* (5) and *important*(6)

Table 4 describes mean levels of satisfaction for each of the three demographic subsets in the faculty/staff group compared to the overall group means:

Table 4: Mean Satisfaction, Overall Faculty/Staff Group and Group Subsets

Item #	Item	Overall Group Mean: Satisfaction	Mean Level of Satisfaction: Faculty (gap)	Mean Level of Satisfaction: Administration (gap)	Mean Level of Satisfaction: Staff (gap)
46	Promotes an understanding of the basic principles of governance at the University.	4.74	4.36 (-.39)	5.00 (.26)	4.98 (.24)
47	Communications regarding the governance processes and activities are widespread and regular.	4.67	4.39 (-.28)	4.50 (-.17)	4.88 (.21)
48	There is an understanding of the roles and responsibilities of the governing bodies (Faculty Senate, Student Government, and University Council).	4.46	4.28 (-.18)	4.08 (-.38)	4.65 (.19)
49	The governance system addresses issues considered to be pressing by the campus community.	4.68	4.48 (-.20)	4.54 (-.14)	4.86 (.18)
50	The campus community is encouraged to participate in the governance process.	4.93	4.82 (-.11)	4.93 (0.0)	4.99 (.06)

- For each of the five items in the survey, mean satisfaction levels for the overall faculty/staff group and the demographic subsets within the group range between *neutral* (4) and *somewhat satisfied* (5)
- For each of the five items, staff show the highest mean levels of satisfaction; item 46 is the one exception to this trend, where administrative respondents indicate a slightly higher mean level of satisfaction (5.00) than do staff (4.98)
- For this same item (46), the gap between faculty satisfaction and the overall mean satisfaction is greatest (-.39); overall, gaps between these groups are not noteworthy
- For each of the five items, faculty mean satisfaction levels are the lowest of each of the three groups; item 48 is the exception to this trend. For this item, *there is an understanding of the*

roles and responsibilities of the governing bodies, administrative respondents indicate the lowest mean level of satisfaction (4.08), nearing “neutral” on the response scale

Conclusion

Overall, the gaps between levels of importance and satisfaction for the student group are smaller than the gap indicated by the responses of the faculty/staff group. Of the five items on this survey pertaining to governance, students consider item 46 (*promotes an understanding of the basic principles of governance at the University*) to be of highest mean importance (5.64); this is the item of the five with the lowest mean level of importance (5.54) for the faculty/staff group. For the remaining four items, the mean for the faculty/staff group are higher than those for the student group.

Based on the survey results, there appears to be some “ambivalence” towards the governance expectation addressed in the survey. None of the five items was regarded very highly or poorly, and despite gaps between levels of importance and satisfaction for every item, for both faculty/staff and students, the mean levels of both importance and satisfaction for each of the five survey items stays relatively steady, between four (neutral) and six (important/satisfied). No “hot button” issues emerged from amongst those included in the survey.

Part 2: Interviews

During the winter and early spring semesters, PAIRO staff conducted a series of targeted interviews. Interviewees were selected based upon their role in the University and its relationship to the governance structure at the University. The groups/individuals selected were: members of the Administrators’ Conference (excluding the President); the Deans; a random selection of current members of the three representative governing bodies (Faculty Senate, University Council, and Student Government); and the presidents/chairs of the representative bodies from the current academic year and 1999 (when the governance reform began; with the exception of student government, for which a representative was not available from that year). A total of twenty-one (21) interview sessions were conducted, with twenty-nine (29) persons taking part.

Summary Findings:

The results from these interviews describe, on the whole, idiosyncratic viewpoints; however, some general themes do emerge: *communication, effectiveness, committee issues*, and the *structure/role of governing bodies*.

Communication:

Many interviewees (most, in fact) were generally unaware of the governance reform process and the changes resulting from it. Those who seemed most aware are those who were in some way involved in the process. Several noted that Faculty Senate’s use of Blackboard as a communication tool is effective; however, there is a general sense that most people do not know what goes on within the governing bodies. As one interviewee noted “...it is unclear what is on the agendas of these bodies and what the groups are responsible for.” Another stated that the structures need to “review the ways they make decisions and to what degree they are putting forth timely and transparent communication.” Another interviewee noted that there is a “huge rift” in communications between the three representative bodies; several others commented that there is “no standard process for

communicating information." Many interviewees noted with concern that members of the campus community do not seem to be sure who to approach in the governance system, and with what issues; this is remarked as being especially true regarding University Council. As one interviewee noted, "There is an opportunity for Council to better market itself and increase communication, to be more proactive in communicating what it offers constituents." Several interviewees noted that the creation of the Routing Committee, designed to help determine which issue is appropriate to which of the governing bodies, has been beneficial. However, several noted that they are not sure "what goes where."

Effectiveness:

There is a general sense amongst the interview groups that if communication improves, the effectiveness of the governance system will improve. Several noted that there is a lack of collaboration amongst the three representative bodies. As one interviewee noted, "there is potential for [collaboration] that does not happen." Some observations about specific governing bodies:

Faculty Senate: Several interviewees noted that changes to Faculty Senate over the years have been generally positive, and that the group functions well. For example, the Senate is often consulted on academic and other related policy issues in a more timely fashion than they had been in earlier years. Faculty senate is noted by several interviewees as having a "strong voice," and faculty interviewed in this portion of the assessment seem satisfied with the role of the body within the University. Some other interviewees commented that the boundaries between Faculty Senate and the faculty union seem blurred. It was noted that representation on Senate might be improved by having a more even representation from across departments, which might also enhance communication back to these departments.

University Council: Many interviewees, including those who are/were members of the Council, note that Council is not as effective a body as it could be. For many, this is due to a lack of clarity in the role of the Council and the way in which it functions at the University. As one interviewee noted, "the ability of [Council] to interact with each other and the University community needs to develop in terms of commitment and cohesiveness... the University has not very successfully incorporated the Council into its functions, thus they are struggling with their own reasons for existence and how to interact with other bodies." Several have noted that the current Council functions as an "information sharing session" with little concrete agenda and activity.

Student Government: There was a general sense among the interviewees that Student Government functions well. The good relationship between this student group and the general University administration is noted; as one interviewee noted, the group "works well and is actively engaged [with University administration]." However, some students voiced concern with the relationship this group has with the other governing bodies, noting that, though student representation on the University Council does seem to support the relationship between it and Student Government, a relationship between the Student Government and the Faculty Senate is virtually nonexistent. The students interviewed in this portion of the assessment desire stronger collaboration between these two groups.

Administrators' Conference: The Administrators' Conference (AC) charge describes it as, among its other roles, the "Chief Policy-Making Body of the University... it seeks input and recommendations from the University Senate [Council], the Faculty Senate, the Financial Management Committee, and the University Planning Committee. After receiving the recommendations of these bodies, the Conference finalizes the University's policies and, when necessary, recommends them to the Board of Trustees for approval." However, many interviewees were unsure of the precise way in which all this happens – how the Conference actually interacts with the representative governance bodies. The members of the AC were included in the interview process; they were asked to consider what they understand the role of the Conference to be within the current governance system, and whether they believe the Conference fulfills this role effectively. There is a general sense from these members that the Conference is a good venue for bringing together various viewpoints for decision-making and that it is generally effective in its role. However, a few comments show some concern with the way the AC functions as a group (and with other groups) and with how information is shared with and from the AC and other groups.

Committee Issues:

Several interviewees noted that a positive result from the governance reforms was the streamlining of committees. However, many are in agreement that despite this change, additional streamlining could occur. Some have observed that the common way to deal with many issues on campus is to simply appoint a committee, and, as one interviewee noted, "...it's as if by appointing a committee you've solved [whatever problem]". Several suggested that some committees should funnel through the governance structure. Those who were aware of the existence of the Routing Committee were generally in agreement that it has been a positive addition to the governance structure. Many seemed unsure of the roles and charges of the various committees.

Structure/Role of Governing Bodies:

Throughout this portion of the assessment, there appeared to be a general lack of understanding throughout the University community about governance at large and the particular system adopted by the University. In both interviews and focus groups, the interviewer often had to describe the system for the participant so they would have context from which to consider the questions they were about to be asked. Even those who had stronger knowledge of (generally, were involved in) governance were unsure of what bodies were being addressed by this study – in fact, which bodies were officially considered part of "governance." Does governance include the Administrators' Conference? The Board of Trustees? A fair number of those participating in this study understand that the Administrators' Conference and the Board of Trustees are ultimately responsible for policy at the institution, whether this is formally or informally defined.

When asked to consider the definition of governance adopted by the University, most interviewees seemed satisfied that it is a fair definition – though some suggest adding words like "collaborative" and identifying the equality of voices shared across the University. Several noted that though the definition of governance identifies the roles of the three representative bodies as to support policy-making, in practice, they generally function as places where concerns and general issues are discussed, where people access and share information. Several noted that the current definition suggests that decisions are made

by these groups, which is in fact not generally the case – they review, consult, and advise, but actual decisions are made by others, such as the President, Administrators’ Conference, and the Board.

Part 3: Focus Groups

In addition to the interviews described on the previous pages, PAIRO, with the support and collaboration of the University’s Department of Counseling and Human Services, conducted a series of focus groups during the week of March 20, 2006. The groups were read a statement of confidentiality and consent, and were informed that all information shared in the session would not be ascribed to any one individual. Summary of data gathered during the focus group sessions was prepared by the Department of Counseling and Human Services, and shared with PAIRO. As described by the Department,

“Focus groups are a qualitative data gathering method usefully for generating hypotheses, looking at meanings people ascribe to various events and experiences, and for evaluating different kinds of programming. The data gathered tends to be unique and may give insight into trends of experience. The data are not gathered in ways that are readily generalized and therefore should be used with caution. This would be particularly true considering the low response rate related to students [in this study].”

Random samples of faculty, staff, and students were drawn by PAIRO, and invitations were extended to those included in the samples. Twenty-four (24) faculty participated; twenty-five (25) staff members participated; and nine (9) students participated. Two (2) sessions were designed for each of the three constituency groups; however, due to larger than confirmed turnout, a third session was added to accommodate faculty.

Summary Findings:

- Comments and concerns for all three constituencies included in the focus group sessions can be grouped into these three areas: **knowledge of governance structure, confidence in governance structure, and communication between governing bodies and those they represent.**
- Participants across all focus groups seem to agree that the University of Scranton governance structure is “complex” and not understood by all members of the community. Faculty members seem to have the most comprehensive understanding, but have still described it as complex and mysterious in one instance.
- While communication is a concern of all three groups these concerns were most emphatically expressed by staff members who participated in these groups. The widest variation of opinion seems to be amongst students with some feeling that communication is good and others believing there is significant room for improvement. All groups expressed a desire to more involved, including consultation and input before decisions are made.
- It appears that many participants are not sure of the main purpose of the governing bodies of the university. There were suggestions for increasing awareness through things such as bulletins, newsletters, or emails across all groups.
- Many participants expressed a desire to be more involved. Some didn’t know how to do this or if this kind of action/desire would be supported.

General Findings by Constituency Group:

1. Faculty

Knowledge of Governance Structure:

Participants have a general understanding of the responsibility of the governing bodies; however, some indicated never having been formally informed as to the responsibility of those bodies...Faculty participants across all groups conceded that the University's governance system is complex...A few members felt that the structure of the system is unclear...All group members felt that they had a good understanding of the Faculty Senate; however, they described the University Council as a mysterious entity, unsure of the duties, responsibilities, and contact people of the University Council.

Confidence in Governance Structure and Representation:

When faculty have an issue that they feel needs to be addressed they want to feel open saying what they want to say and also want to get a response back...They feel they are not being informed of new decisions and the reasons for the decisions are not being given to them. Participants discussed whether the problems between the Faculty Senate and governing bodies was systemic or if the problem was with certain individuals, or as they referred to it, "personnel"...It was noted that faculty members are represented by their department chairs and that the union enables faculty to have a stronger say than they might at other universities.

Communication:

Faculty participants agreed that the line of communication in the Faculty Senate is clear and the communication from the University Council is not... Participants agreed that the information disseminated from the different committees to the faculty is confusing and overwhelming...There needs to be more organization, less paper, and better ways of accessing information...Several participants acknowledged that faculty members need to take more initiative in finding answers to their questions and educating themselves on the governance system.

2. Staff

Knowledge of Governance Structure:

Most members of the staff focus groups were unable to describe the governance structure...Members were in agreement that the governance system is not something that is fully understood and that decisions are made, then described to staff at a later time...Participants were very confused as to who made up the councils and how someone became a council member.

Confidence in Governance Structure and Representation:

Emphatically, the group did not feel as though they had a voice in expressing concerns about issues...Staff are made to feel "replaceable" and unimportant in the decision-making process...The group felt that if they were to speak out about issues they were irritated by, they could and would be replaced by a more compliant employee... Believe that decisions are made and told to staff after there is no opportunity to impact the decision-making process...Believe that there are only a couple of

people who really have any impact on decisions...State that there are no expectations [of governance] at this point, going back to the sentiment that there is little or no knowledge of who the group consists of what their duties are...Generally adamant that their voices are not heard in a satisfactory manner and that faculty and student concerns are more important. With that said, many are grateful for their jobs and do not want to stir the pot.

Communication:

Participants noted a lack of communication from the governance officials to the rest of the University staff...Member suggested that the agenda of the governing bodies be shared openly...Group participants were in total agreement that communication, or the lack thereof, is the main concern at the University.

3. **Students**

Knowledge of Governance Structure:

The students at first seemed generally unaware as to what the University's governance system was...Students indicated that they wanted to know the mission statement of the University's governing bodies...Thought it would be helpful if the University provided students with an outline of the internal governance structure...Generally happy with the governance structure but would like to be able to understand why things are the way they are.

Confidence in Governance Structure and Participation:

Overall, students were positive in their responses regarding the effectiveness of the governance system at the University...Some students felt "fortunate" to have an administration that is so visible, but not all shared this sentiment...Some thought that accessibility to the administration might be the reason that they do not go to student government when they have concerns...While student government is accessible they also, as one student said, are "behind the ball."

Communication:

Feel that administration does well with informing students of new issues and policies but that this is done after decisions are made without obtaining input from the students first...Mentioned that although they hear a lot from prospective student government members while they are campaigning, after election they did not hear much from them at all...Students indicated that when they talk with faculty and staff here everyone is generally helpful, but that they do not know to whom they should bring their various concerns and issues; one student summed this up by saying, "If you knew who to go to, they be happy to help" ...Students did not feel they are provided an opportunity to either express their ideas about issues and policies affecting them as students or to learn about the existence of any potential changes to those policies...Very concerned that they do not receive information from the University in an efficient manner...Commuter students felt they were treated as "second class citizens" ...Students indicated that the communication they did receive about the University came from fliers, emails, and rumors and that the University could do a better job of informing all its students.

Part 4: Committee Inventory

During the spring 2006 semester, PAIRO conducted an inventory of committees existing at the institution as of fall 2005 and spring 2006. This inventory was largely developed using the Provost's Office Committee List as a foundation. However, additional effort was made to identify other committees that exist at the institution that are not captured in this listing. PAIRO relied on data identified through the Annual Report system (based on 2004-05 Annual Report submissions) to supplement the information available from the Provost's Office. This comprehensive listing was then shared with the Vice Presidents and Deans of the University with the request that they share it with their department heads in order to determine if there are any additional committees that should be included. No additions were made to the list as a result of this request.

PAIRO identified ninety (90) committees¹³ in existence on campus during the 2005-06 academic year. Other than the Routing committee, the Administrators' Conference, and the representative governing bodies themselves, no committees had an immediately discernable relationship to the governance process. The Provost's Office inventory identifies 56 committees for this year. Review of past committee¹⁴ listings indicate that there were 60 committees active on campus in 2004-2005, and 65 in 2003-2004. The committees counted in these listings may not be long-term, or "standing," committees. From year to year, some committees have concluded and others have been formed.

According to the *2002 President's Letter* summarizing the 1999-2002 governance study and the changes made in relationship to that reform, some consolidation, suppressions, and reassignments of committees had been made. In addition, the Administrators' Conference requested that all annual reports prepared by the divisions, departments, and governance bodies include "accounts of the work performed by and/or accomplished by the committees that report to them." The Conference recommended that "any task force formed by the administration or the governance bodies of the University have both a clear (and clearly articulated) charge and a clear 'sunset date' for the completion of its work at the time of its formation."

Based on the results of this assessment, if additional study of the committee structure at the University is desired, it may include these questions:

- How are committees defined? Is there a difference between a standing committee, a working group, team, or task force? Should there be?
- What is the role of a committee at the University? Its relationship to development of policy (and thus governance)?
- What are the requirements in forming a committee or other group? Charge? Reporting relationship? Sunset?

¹³ PAIRO's listing of committees does not include institutional search committees, committees part of the institution's representative governing bodies (but does include the bodies themselves), any subcommittee of any existing committee, and committees of the Board of Trustees. See appendix 4 to view this listing.

¹⁴ Numbers of committees in 2005-06 include those captured by Provost's committee inventory and committees identified via the Annual Report system. Figures for previous years reflect *only* those committees identified in the Provost's inventory.

Overall Conclusions and Observations:

The University's *Statement of Governance Principles* affirms eight elements for effective governance at the institution. These elements address the role of effective communication and participation regarding governance, and outline the ways in which these two activities come together to build effective policy- and decision-making processes. This assessment indicates that there is a perception on campus that the degree to which these eight principles are exhibited within the governance process(es) at the University of Scranton could be improved.

Findings related to the survey of students, faculty, and staff conducted in fall 2005 describe respondents who are neutral or generally satisfied with the aspects of governance addressed by the survey. However, amongst the latter portions of the assessment, three major areas of concern continually emerged:

- *communication regarding governance*
- *the unclear role/ineffectiveness of the University Council*
- *a lack of universal understanding of the general role of governance and the bodies involved in the process.* This includes the relationship of the Board of Trustees and the Administrators' Conference to the governance structure and process.

Throughout the interview and focus group portions of the assessment, participants seemed to agree that there is significant room for improvement in terms of the *communications* routes that flow into and out of the governing bodies. There is also concern with the degree to which the bodies communicate with one another and other groups in the broader decision-making process(es).

Amongst those involved in the Faculty Senate and Student Government, there is a sense that the groups generally function well. However, many of those involved with University Council *exhibit confusion over the role of the Council and frustration with its functioning.* Participants in the assessment who are not involved directly with the council are also uncertain.

When asked to *describe the governance system*, and any changes made to it since the last governance study's conclusion in 2002, many participants did not know much about either. Quite a few voiced concern that little is done on campus to keep constituents informed about governance and its processes within our institution.

It is unclear to what degree additional streamlining of committees – per the University's Periodic Review Report and Middle States' recommendations – can occur. The University *may wish to further review and perhaps define what a "committee" is at the institution, and discern if there is a difference between this definition and the roles of various working groups, taskforces, and other groupings on campus.*

PAIRO's proposal for the governance assessment included a plan to review the University's readiness to meet the revised Middle States standard for accreditation relating to Leadership and Governance. However, in light of the University's current status in the self study process, this portion of the assessment has been placed on hold in order to determine to what degree next steps

may include the work of the Middle States Self Study working group on Leadership and Governance.

In addition to this formal review of governance, the 2004 Campus Climate study and subsequent internal Communications Audit (2004)¹⁵ identified some issues related directly to governance, specifically regarding communication. *The findings of this assessment of governance regarding communications appear to reinforce the findings and recommendations of the Climate Study and the Communications Audit.* These recommendations include:

- Representative members of campus governance bodies should play a critical role in sharing relevant information with their respective constituencies.
- Governance bodies should maintain and disseminate agenda, minutes and related materials that are accessible to their respective constituencies or, when appropriate, to the entire University community.
- Governance bodies should communicate important decisions or recommendations in a timely, consistent and effective way to the constituencies that would be most affected by or interested in them. This is especially important for decisions that affect the entire University community.
- Decision Making Bodies: beginning with the Administrators' Conference, leadership bodies should find consistent ways to share key actions with relevant campus constituencies. Simple digests or action reports should be prepared and shared in a timely fashion to ensure the accuracy and consistency of information.
- Governance Bodies: Major consultative bodies within the governance system (i.e., Faculty Senate, University Council, Student Government) should reinforce the expectation that representatives will share information within their respective constituencies. Wherever possible, technology solutions should be made available to members to assist them in maintaining the flow of information.

Regarding the Communications Audit, the third of a series of recommended actions adopted by the Administrators' Conference states that the *"administration should make more effective use of the three major campus governance bodies (University Council, Faculty Senate and Student Senate) as an avenue for up and down communication"* and should:

- Evaluate the effectiveness of the Routing Committee as a vehicle to ensure the proper flow of consultation on significant plans, policies and decisions.
- Encourage the leadership of the Faculty Senate, University Council and Student Senate to reflect on the effectiveness of their communication efforts and to remind their representative members of their responsibility to be more proactive in sharing information with their respective constituencies.
- The Office of Public Relations should assist major governance bodies in disseminating agenda, minutes and related materials to their respective constituencies or, when appropriate, to the entire University community.

¹⁵ Both reports can be accessed via the PAIRO web site, www.scranton.edu/planning.

In summary, as described in contemporary literature on college and university governance, definitions and expectations of governance change in relationship to the constituency being addressed. The literature also indicates that a clear and uniform understanding of governance and the roles and relationships of those participating in it is requisite for governance to be effective. Though most participants in this assessment agree that the definition of governance adopted by the University is a good one, it becomes evident that different groups have varying levels of understanding of what governance is in theory and how it functions in practice.

THE UNIVERSITY OF SCRANTON

Statement of Governance Principles

Governance at The University of Scranton is rooted in the identity of The University as an American and Jesuit institution of higher education at the beginning of the twenty-first century. As our statement of mission articulates, “The University is a community of scholars whose ministry of education is informed by the vision of life contained in both the Gospel and the Spiritual Exercises of Saint Ignatius Loyola. The University is therefore dedicated to freedom of inquiry, the pursuit of wisdom, integrity and truth, and the personal growth and development of all who share in its life and ministry.” The University’s Governance Principles flow directly from this Statement of Mission and are informed also by the principles enunciated in the Joint Statement on Government of Colleges and Universities (1966) formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges.

An effective system of governance, therefore, appropriate to this institution at this time in its history, is essential to the fulfillment of the University’s goals, since it will allow all of the members of the University community to “share in its life and ministry.”

The Governance System at The University of Scranton:

- A. Seeks to ensure widespread communication, understanding, participation and practical consensus.
- B. Addresses pressing issues in a streamlined, adaptive, flexible way and encourages the appropriate use of sunset rules for committees and task forces.
- C. Attempts to generate widespread understanding throughout the University community of the differences among policy-making, implementation of defined policy, and consultation regarding policy.
- D. Allows stakeholders in the policy-making process to express their views and suggestions when policies are being reviewed and when the best solutions are being considered.
- E. Recognizes that the influence of stakeholders is directly dependent on their degree of responsibility for implementation of the policy being determined.
- F. Ensures regular, two-way communication between representatives of stakeholders participating in policy-making and those they represent.
- G. Seeks to guarantee that participants in the policy-making process are provided with the appropriate resources and information so that they may participate in a timely fashion.
- H. Recognizes that the primary responsibility for policy-making and decision-making in each area of University life must be clearly designated.

Each governance body of The University of Scranton is responsible for ensuring that these principles are reflected in their constitutions and bylaws and otherwise upheld by their governing policies.

Appendix 2: 2002 *President's Letter*

Appendix 3: *Middle States' Standard 4: Leadership and Governance*

Appendix 4: PAIRO Inventory of Committees

2005-06 Committee *	Chair
Academic Policy Council	Dr. Hal Baillie
Administrator's Conference	Rev. Scott Pilarz
Admissions, Residence Life & Financial Aid Committee (ARF)	Dr. Harold Baillie
Affirmative Action/ADA	Ms. Jo An Usry
Annual Report Web Team	Robyn Dickinson
Athletics Safety Committee	Stephan Klingman
Board on Rank & Tenure	none listed
Climate Study Response Team	Dr. Rhonda Waskiewicz
Committee on the Status of Women	Dr. Marian Farrell
Committee on University Image & Promotion	Gerry Zaboski
Community Relations Committee	Gary Mattingly
Compliance Committee	Abigail Byman
Conference Committee on Curriculum	Dr. Joseph Dreisbach
Core Committee	Martin Langan
Course Schedule Task Force	Helen Stager
CPS Service Learning Liaison Committee	Dr. Rhonda Waskiewicz
CTLE Advisory Group	Dr. Marian Farrell
CyberSecurity Taskforce	Anthony Maszeroski
Data Standards Committee	Helen Stager
Dean's Conference - CAS	Dr. Joseph Dreisbach
Dean's Conference - CPS	Dr. James Palante
Dean's Conference - DHC	Dr. Duncan Perry
Dean's Conference - Grad School	Dr. Duncan Perry
Dean's Conference - KSOM	Dr. Michael Mensah
DHC Coding Committee	Helen Stager
Due Process Committee	none listed
Education for Justice - Sustainability Taskforce	Dr. E. Springs Steele
Education for Justice Taskforce	Dr. Joseph Dreisbach (convener)
Edward R. Leahy Jr. Research Program Committee	Dr. James Palante
Enrollment Management Advisory Group	Dr. Hal Baillie
Expanded Leadership Committee	Darrell Frederick
Faculty Affairs Council Executive Committee (FAC)**	Dr. Michael Friedman
Faculty Development Board	none listed
Faculty Handbook Committee	Dr. Hal Baillie
Faculty Personnel Committee	Dr. Hal Baillie
Faculty Research Committee	Dr. Duncan Perry
Faculty Senate	Dr. Frank Homer
Faculty Travel Committee	Dr. Hal Baillie
Financial Management Committee	David Christiansen
Fulbright Committee	Dr. Susan Trussler
GA Workflow	Edward Steinmetz
Grade Report Task Force	Helen Stager
Health Professionals Evaluation Committee	Rev. Timothy Cadigan
Honors Council	Dr. Ellen Casey
Information Resources Advisory Committee	Mr. Jerome DeSanto
Institutional Animal Care & Use Committee	Dr. Timothy Cannon
Institutional Biosafety Committee	Dr. Michael Sulzinski
Institutional Review Board	Dr. Margaret Zalon
JKWC Advisory Council	Dr. Elizabeth Randol
KSOM Accreditation Steering Committee	Dr. Rose Sebastianelli

KSOM Assessment Council	Paul Perhach
KSOM External Relations Committee	none listed
KSOM Faculty Scholarship/Editorial Committee	none listed
KSOM Graduate Programs Committee	none listed
KSOM Management Committee	Dr. Michael Mensah
KSOM Strategic Planning Committee	none listed
KSOM Student Services Committee	Dr. Deborah Gougeon
KSOM Undergraduate Programs Committee	none listed
Latin American Student Concentration Board	Dr. Lee Penyak
Library Advisory Committee	Dr. Marian Farrell
Mateo Ricci Society Advisory Board	Dr. Gretchen Van Dyke
Middle States Self Study Steering Committee	Dr. Janice Voltzhow, Ed Steinmetz
Mission & Identity Taskforce	Sr. Bernadette Duross
NCATE Assessment Implementation Team	Robyn Dickinson, Dr. Rhonda Waskiewicz
Nursing Alumni Council	Dr. Mary Jane DiMattio
Operations Work Group	Helen Stager
Pension Committee	Joe Cortese
President's Business Council	Rev. Scott Pilarz
Remission Workflow	Edward Steinmetz
ResNet Operations Group	Danielle Morse
Responsibility in Investing	David Christiansen
Routing Committee	Rev. Scott Pilarz
SART Faculty/Staff Committee	Courtney Stein
SEOL/Bisk Task Force	Helen Stager
SNM Faculty/Staff Committee	Courtney Stein
Social Norms Marketing Committee	Courtney Stein
SSN Task force	Helen Stager
Strategic Advisory Committee	Rev. Scott Pilarz
Strategic Benefits Initiative	Joe Cortese
Student Academic Difficulties	Dr. Thomas Smith
Student Government	Vincent Solomeno
TIF Treas/Dev/Fin Aid	William Burke
University Assessment Plan Implementation Team	Paul Perhach, Dr. Brigid Frein
University Council	Dr. Frank Jordan
University Planning Committee	Jerome DeSanto
University Review Board	none listed
Vegetarian Dining Committee	Dr. Elizabeth Randol
Weinberg Judaic Studies Committee	Dr. Marc Shapiro
Workplace Safety Committee	Diana Trygar

*Does not include subcommittees of committees or representative governing bodies listed.

Does not include institutional search committees. Does not include committees of the Board of Trustees.

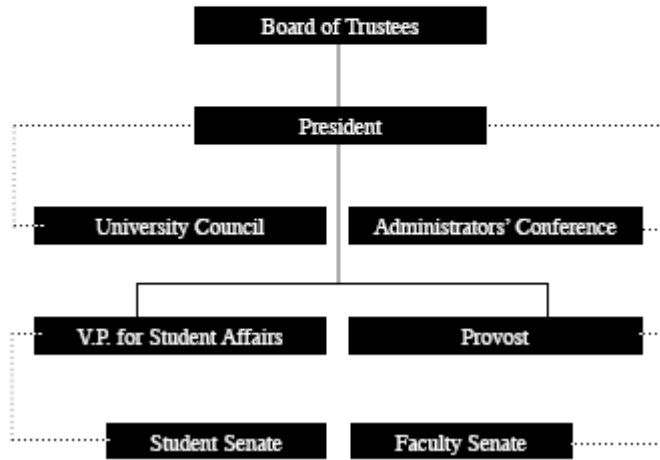
**FAC has several standing committees.

N= 89

Appendix 5: *Governance Flow Chart (2002)*



The University of Scranton
Governance Flow Chart



Appendix 6: Resources and Readings

- American Association of University Professors. Evaluation of governance. <http://www.aaup.org/governance/resources/govevaluation.htm>.
- American Association of University Professors. (2001). Indicators of sound governance. <http://aaup.org/governance/resources/tsurvey.pdf>
- American Association of University Professors. (1966). Statement on government of colleges and universities. <http://www.aaup.org/statements/Redbook/Govern.htm>
- American Association of University Professors. Traits of effective senates. <http://www.aaup.org/governance/resources/ttraits.htm>
- Association of Governing Boards of Universities and Colleges. (1999). AGB statement on institutional governance. Washington, DC: Association of Governing Boards of Universities and Colleges.
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- Center for Higher Education Policy Analysis (CHEPA). (2003). Challenges for governance: a national report. Rossier School of Education, University of Southern California.
- Conversations on Jesuit Higher Education, no. 28. (2005).
- Gayle, Dennis John et al. (2003). Governance in the twenty-first-century: Approaches to effective leadership and strategic management. ASHE-ERIC Higher Education Report, 30(1).
- Kaplan, Gabriel. (2004). Do governance structures matter? New Directions for Higher Education. (127). San Francisco: Jossey Bass, pp. 23-34.
- Kezar, Adrianna. (2001). Seeking a sense of balance: Academic governance in the 21st century. AAC&U Peer Review, pp.4-8.
- Kezar, Adrianna. (2004). What is more important to effective governance: relationships, trust, and leadership, or structures and formal processes? New Directions for Higher Education, (127). San Francisco: Jossey Bass, pp. 34-46.
- Kezar, Adrianna and Peter D. Eckel. (2004). Meeting today's governance challenges. The Journal of Higher Education, 74 (4). San Francisco: Jossey-Bass.
- Tierney, William C. and Vincente M. Lechuga, eds. (2004). Restructuring shared governance in higher education. New Directions for Higher Education (no. 127). San Francisco: Jossey-Bass.
- For additional resources related to this topic, see: <http://www.usc.edu/dept/chepa/gov/govbib.htm>



PLANNING, ASSESSMENT & INSTITUTIONAL RESEARCH OFFICE

www.scranton.edu/planning