

Shared Governance at the University System of Maryland

- Appendix A for Board of Regents
- June 9, 2023
- Compiled by Holly Brewer
- Chair, Council of University System Faculty 2022-2023
- Based on two shared governance surveys conducted in April 2023

Constitution of the Council of University System Faculty, University System of Maryland

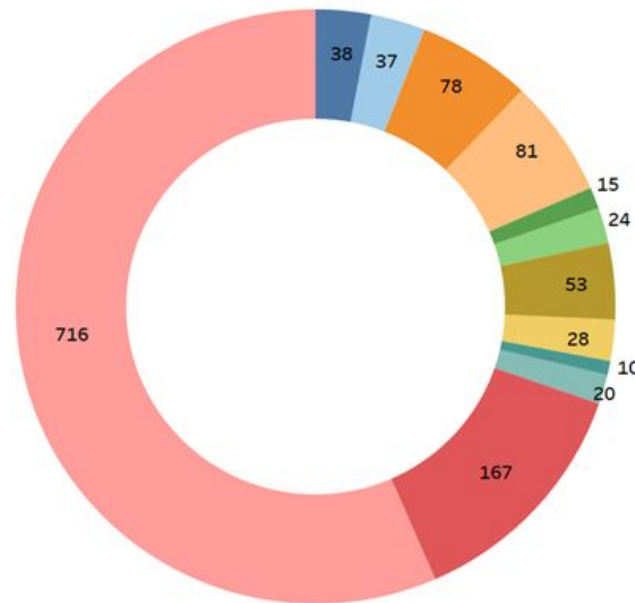
- “Basic to the effective operation of any system of higher education is the acceptance of the concept of shared governance. It is the faculty, whose careers are dedicated to the advancement of learning, who provide the thrust and direction of any academic institution. Therefore, the faculty shall have wide powers in determining professional and academic matters, an informed advisory role in areas of administrative responsibility, and a voice in basic decisions which affect the welfare of the system as a whole.”

Broader survey:
Total responses=1395
participants
Conducted via Qualtrics
anonymous
but emails checked



- **1,267 selected an institution**

Total Responses by Institution



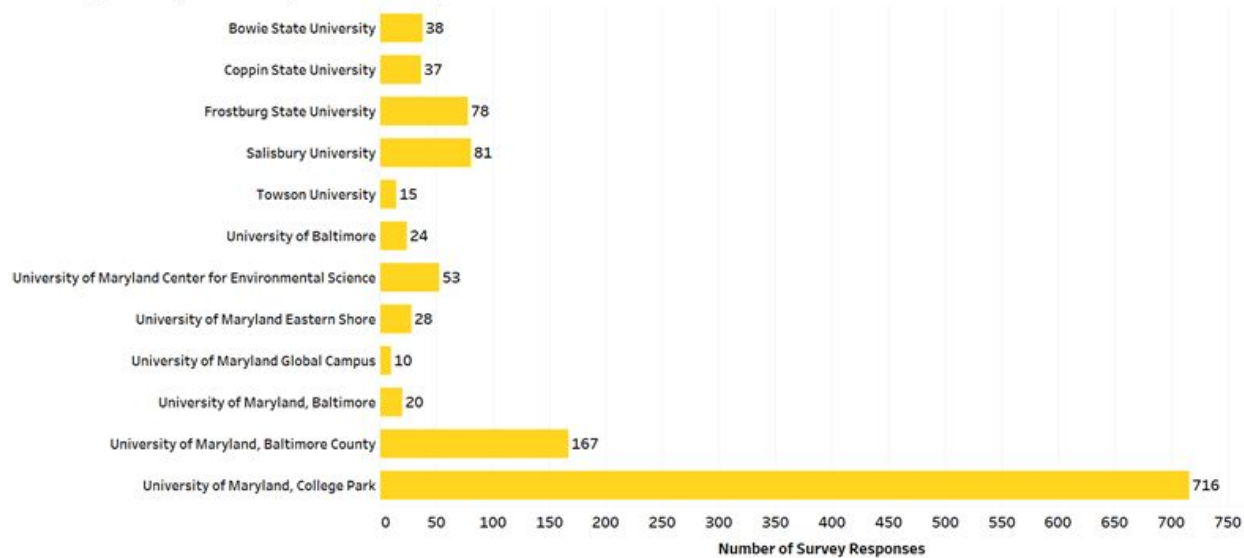
Institution

- Bowie State University
- Coppin State University
- Frostburg State University
- Salisbury University
- Towson University
- University of Baltimore
- University of Maryland Center for Environmental Science
- University of Maryland Eastern Shore
- University of Maryland Global Campus
- University of Maryland, Baltimore
- University of Maryland, Baltimore County
- University of Maryland, College Park

Same data: Some universities shared the survey widely. Others did not. The ratio was poorest for UMGC which chose not to share the survey.

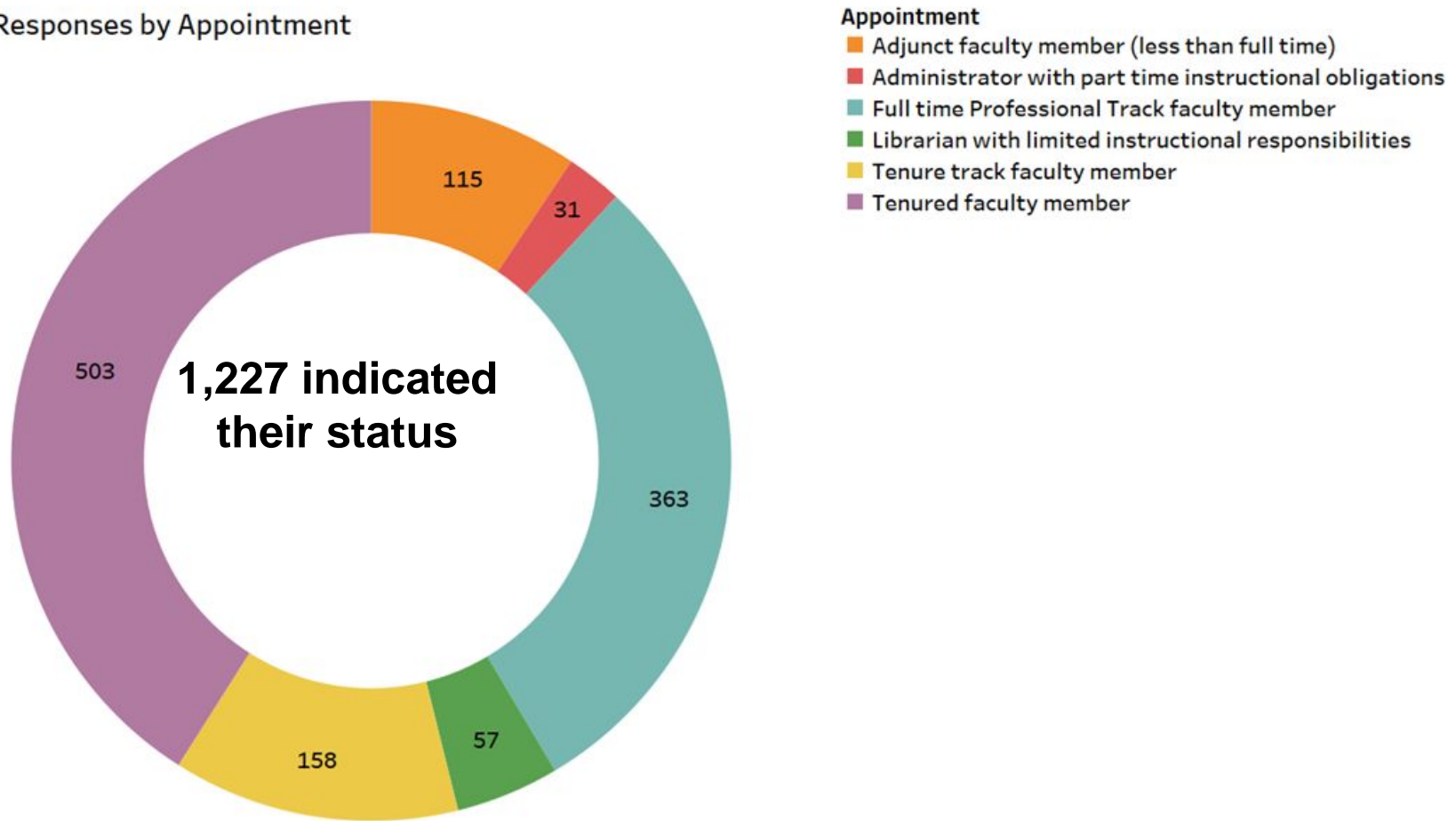


Total Responses by Institution (Blanks Excluded)



Those universities with lower numbers of respondents shared the survey only with members of their academic senate.
Unsurprisingly, the majority of respondents were tenured or tenure track.

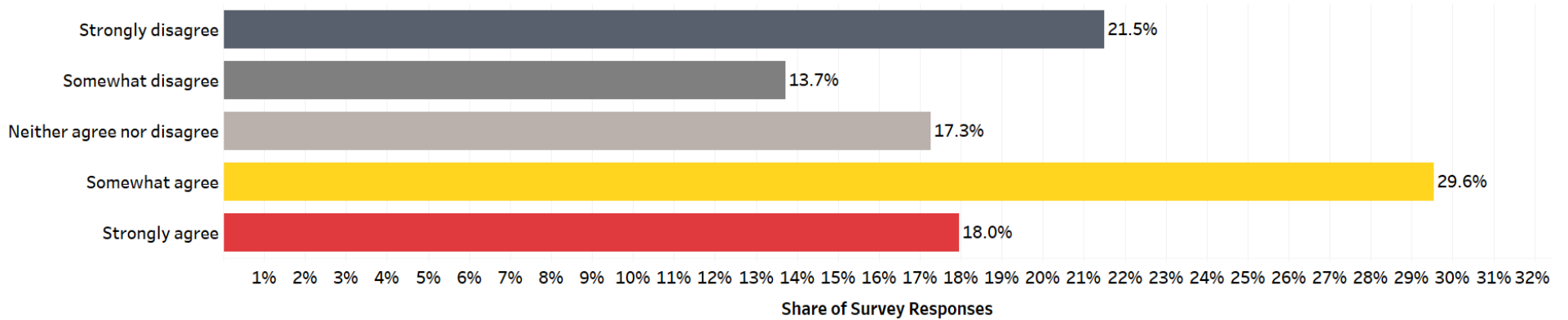
Total Responses by Appointment



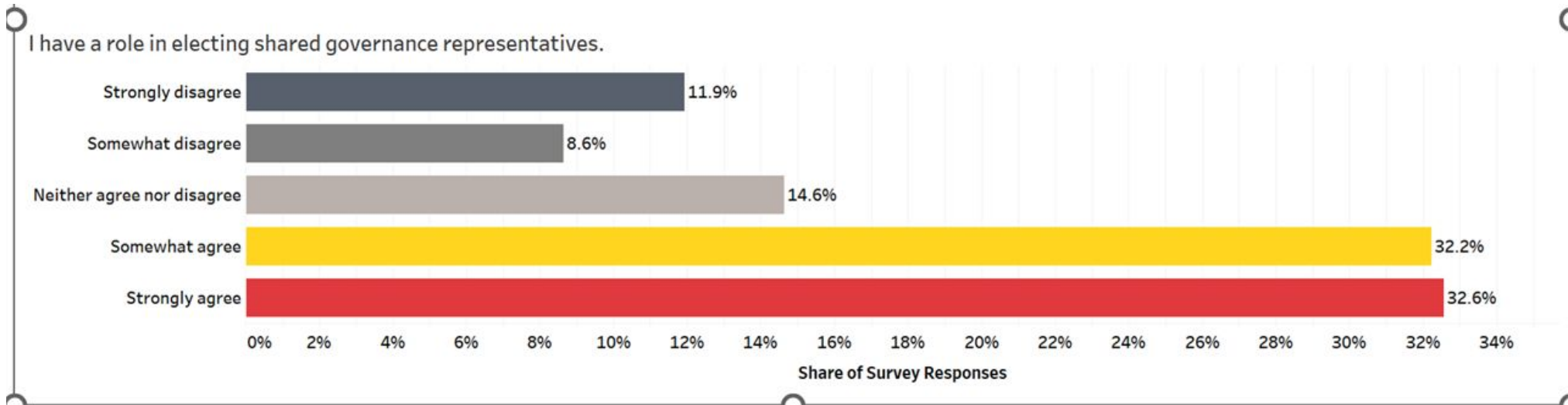
Almost half of respondents are involved in shared governance at the university level.



I am involved in shared governance at the university level.

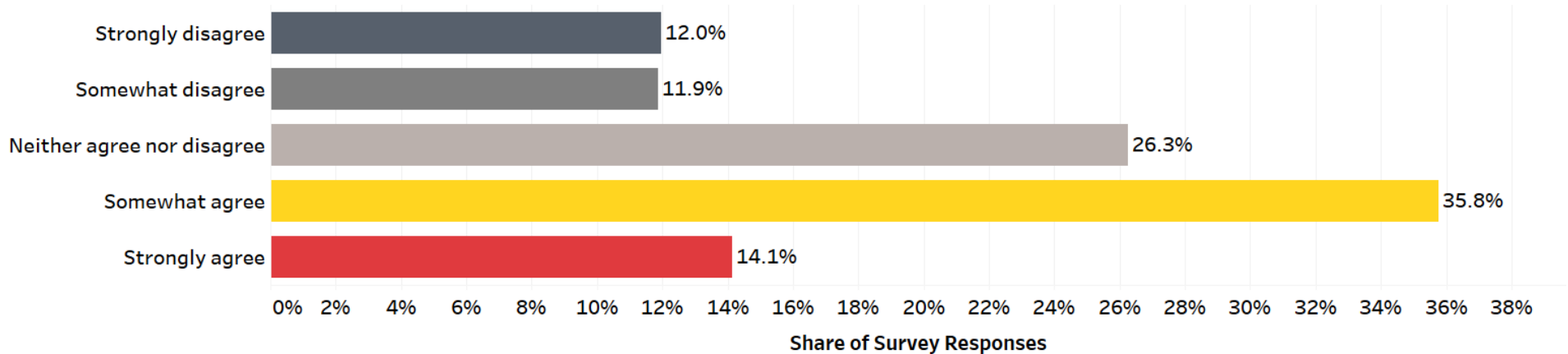


About 60% had some ability to elect shared government representatives.



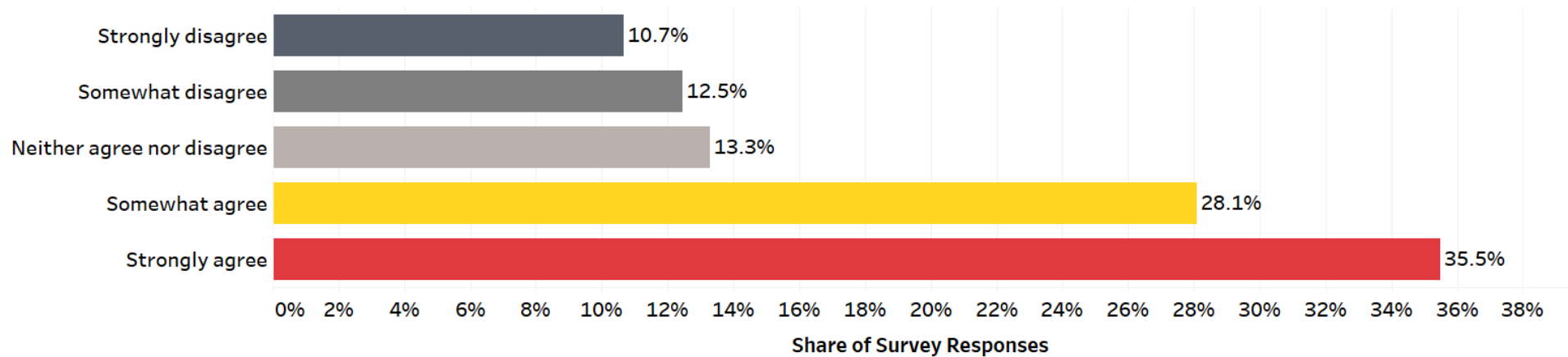
Half agreed (at least somewhat) that they had an impact on campus policies that mattered to them

My shared governance representatives have an impact on campus policy decisions that matter to me.



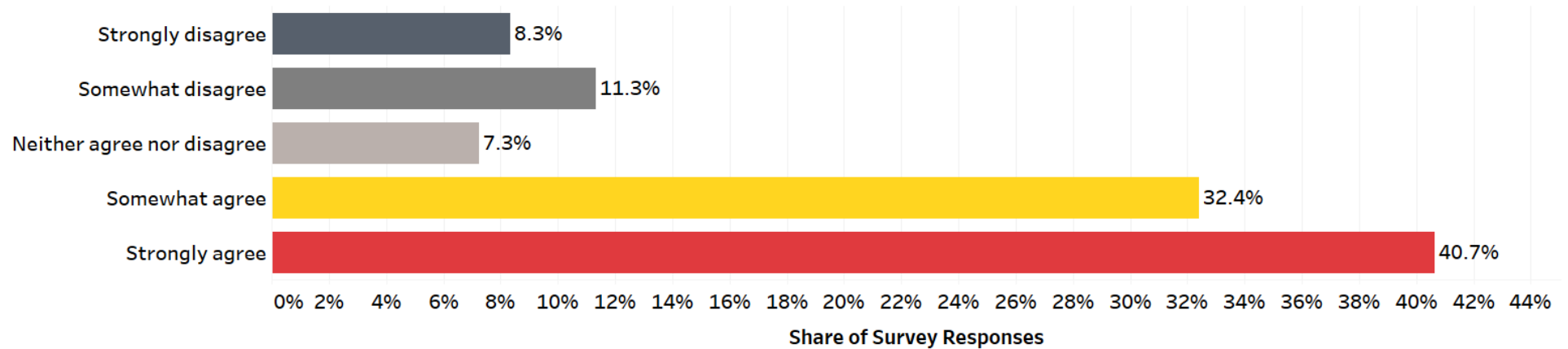
About 36% feel comfortable speaking up in faculty meetings, others do not

I feel comfortable speaking up in faculty meetings.



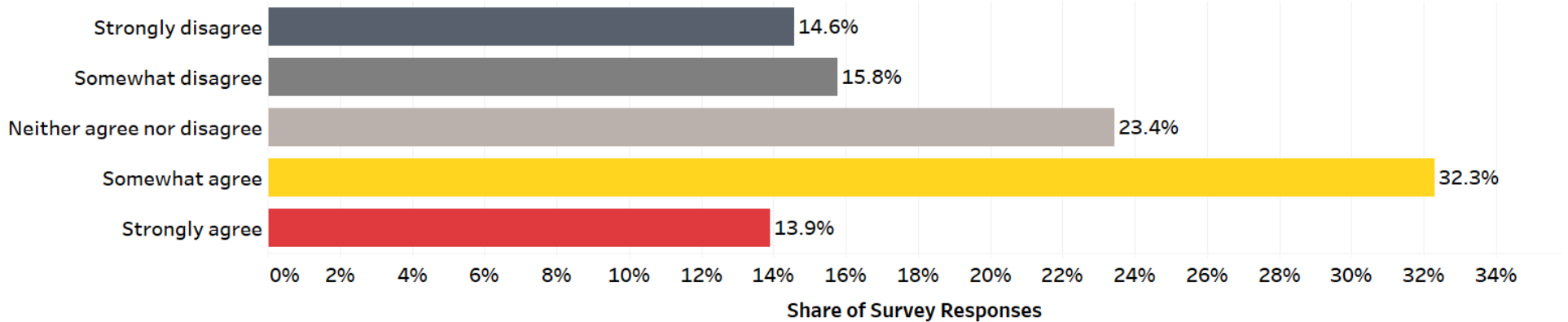
41% felt they could communicate freely

I can communicate freely with my peers in my department, unit, and/or college.



Overall satisfaction with shared government *vis a vis* academic policies

Overall, I am happy with my input into academic policies at my university.



Scale. Note that three is neutral

1= Strongly Disagree

2= Somewhat Disagree

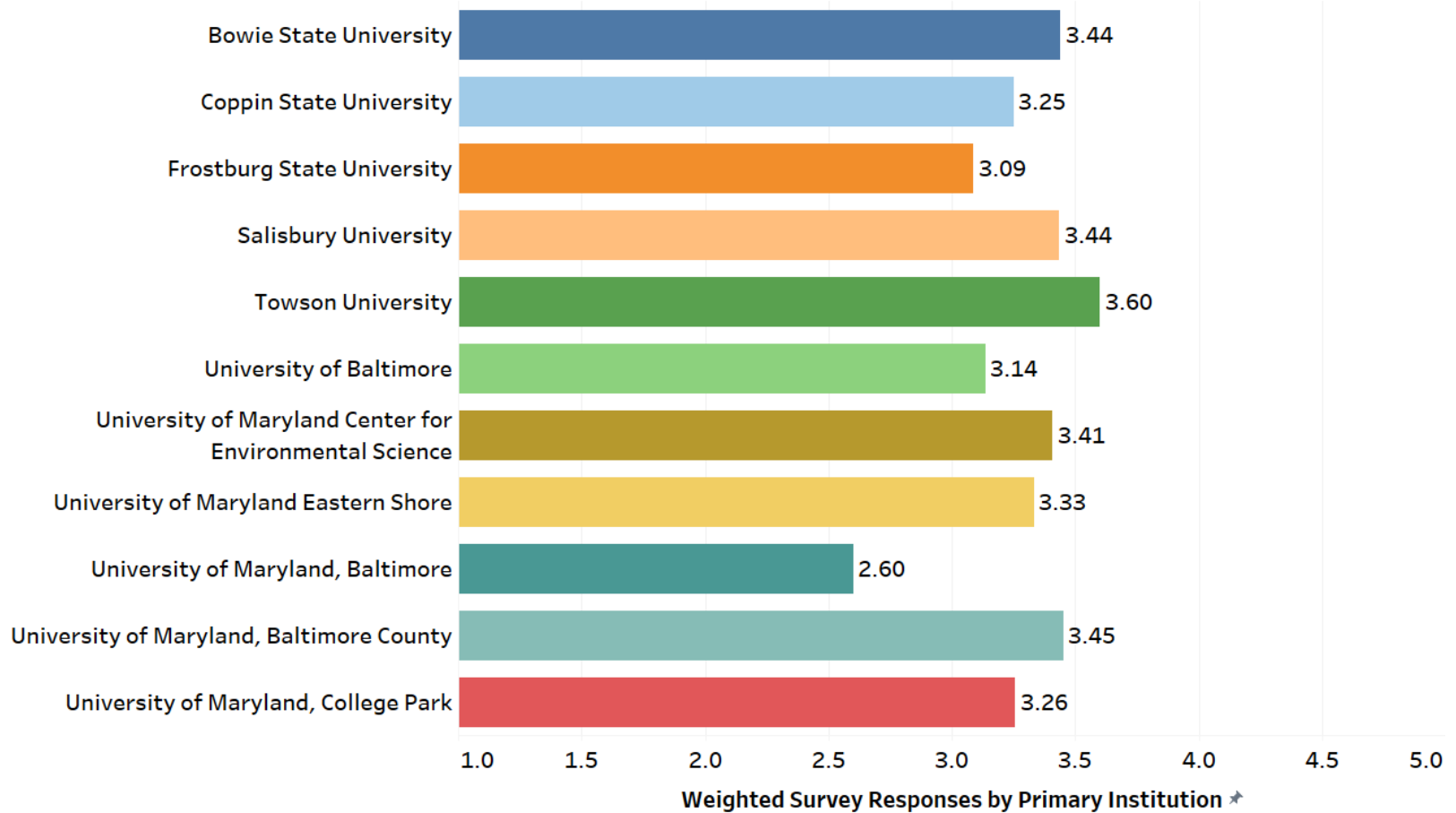
3= Neither agree nor disagree

4= Somewhat agree

5= Strongly agree

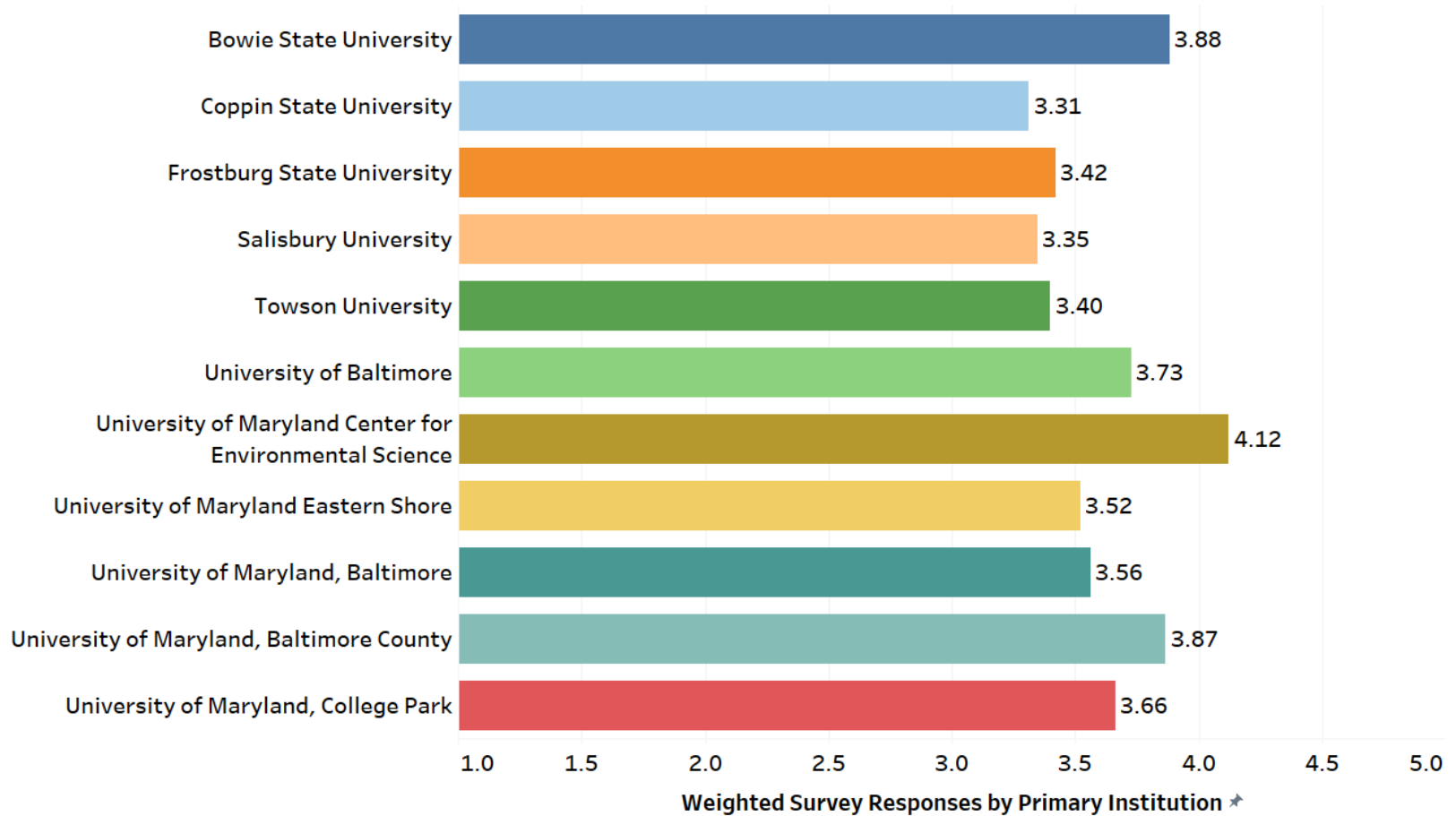
Question 7 Key Takeaway (sample comparison by campus)

My shared governance representatives have an impact on campus policy decisions that matter to me.



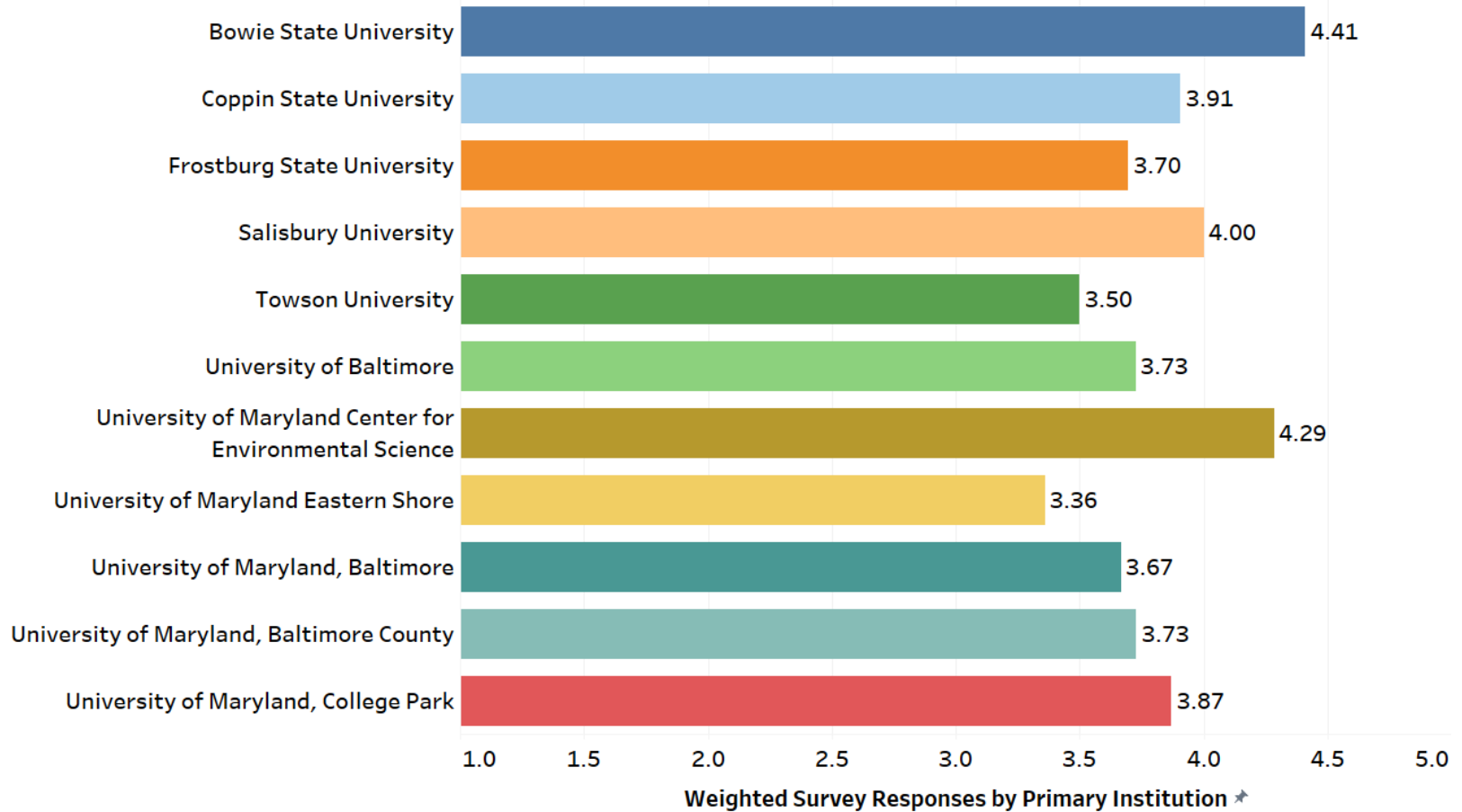
Question 8 Key Takeaway

I feel comfortable speaking up in faculty meetings.



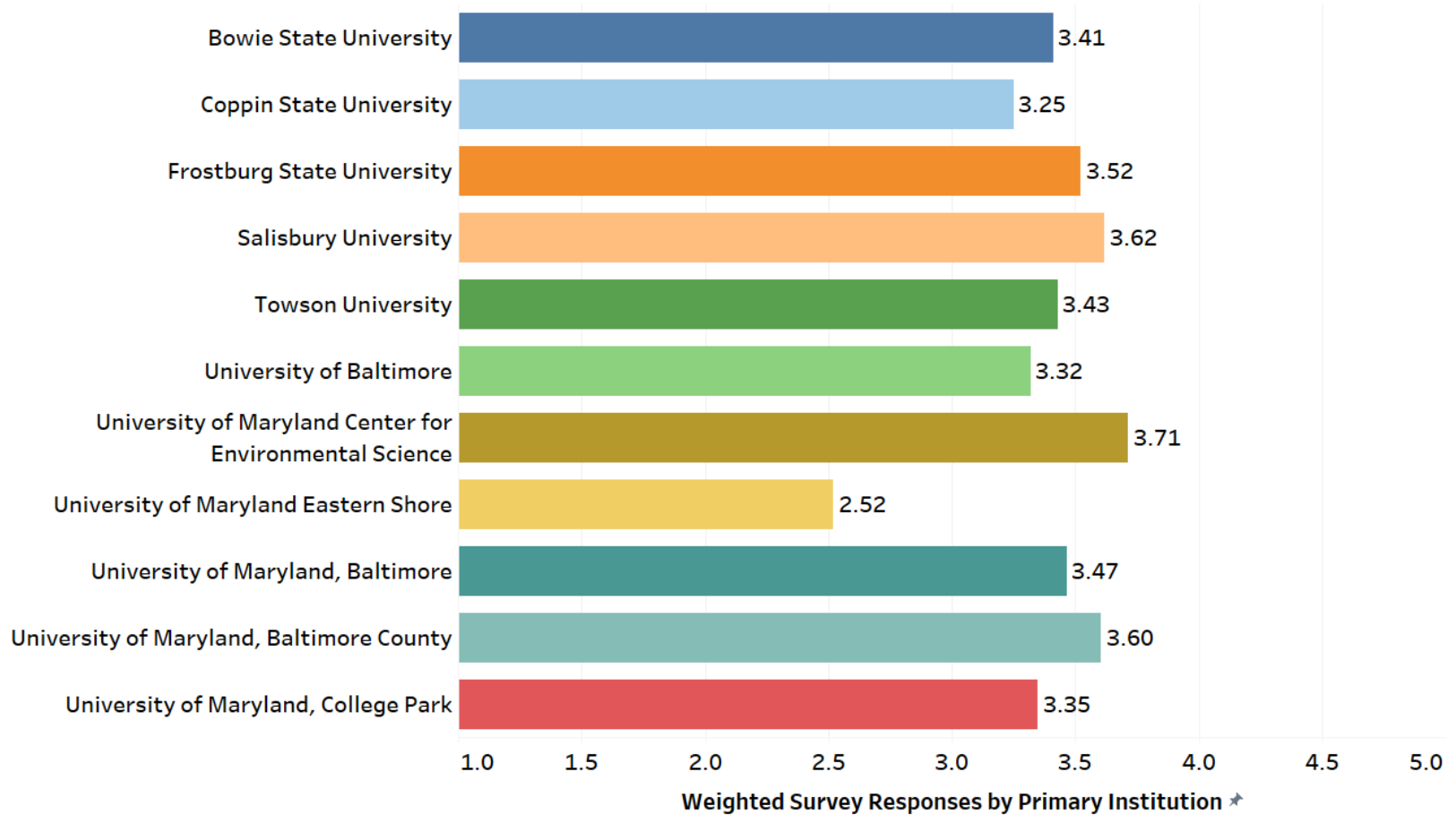
Question 9 Key Takeaway

I can communicate freely with my peers in my department, unit, and/or college.



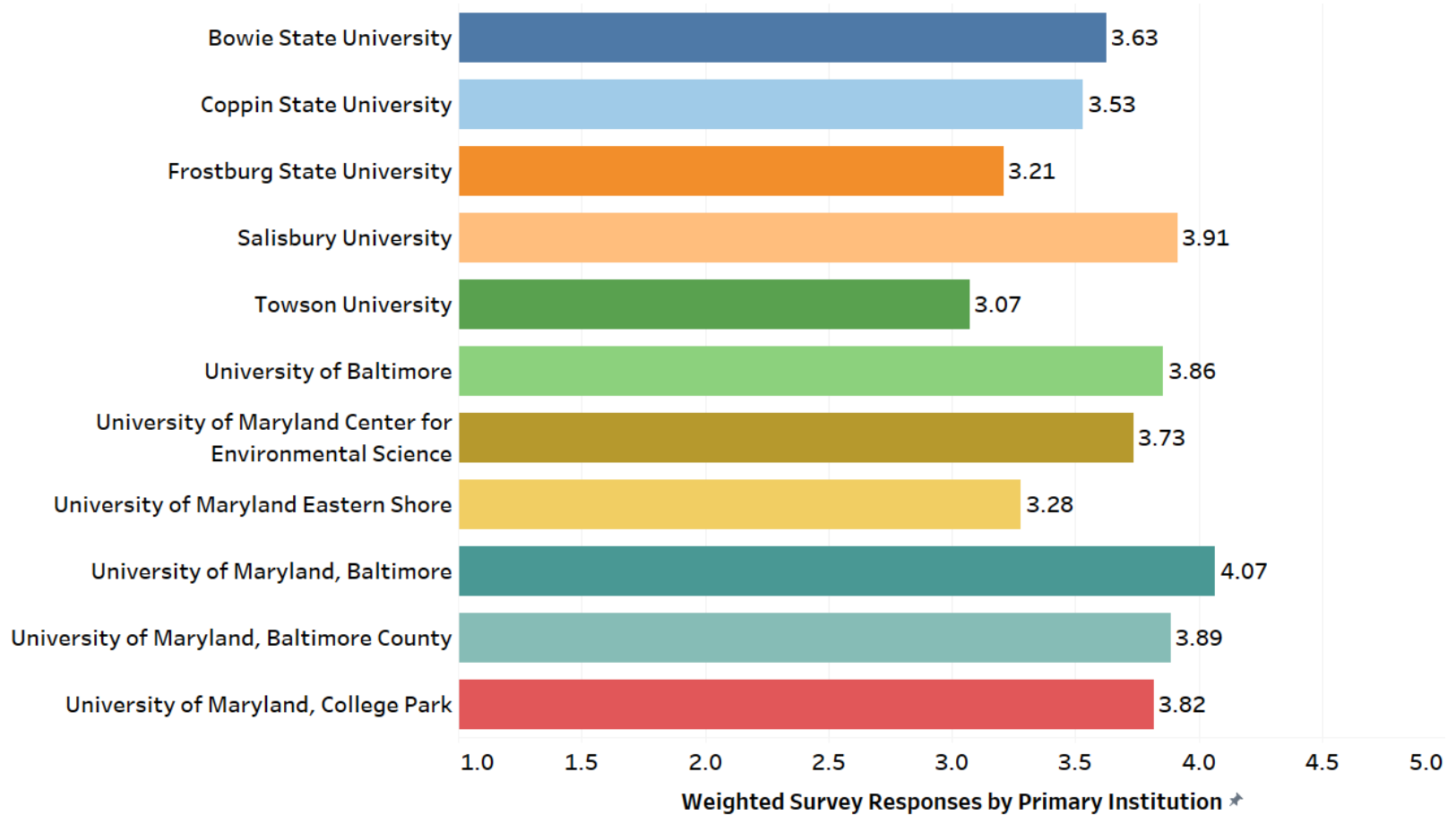
Question 10 Key Takeaway

I play a role in choosing my colleagues and in evaluating their academic and teaching performance.



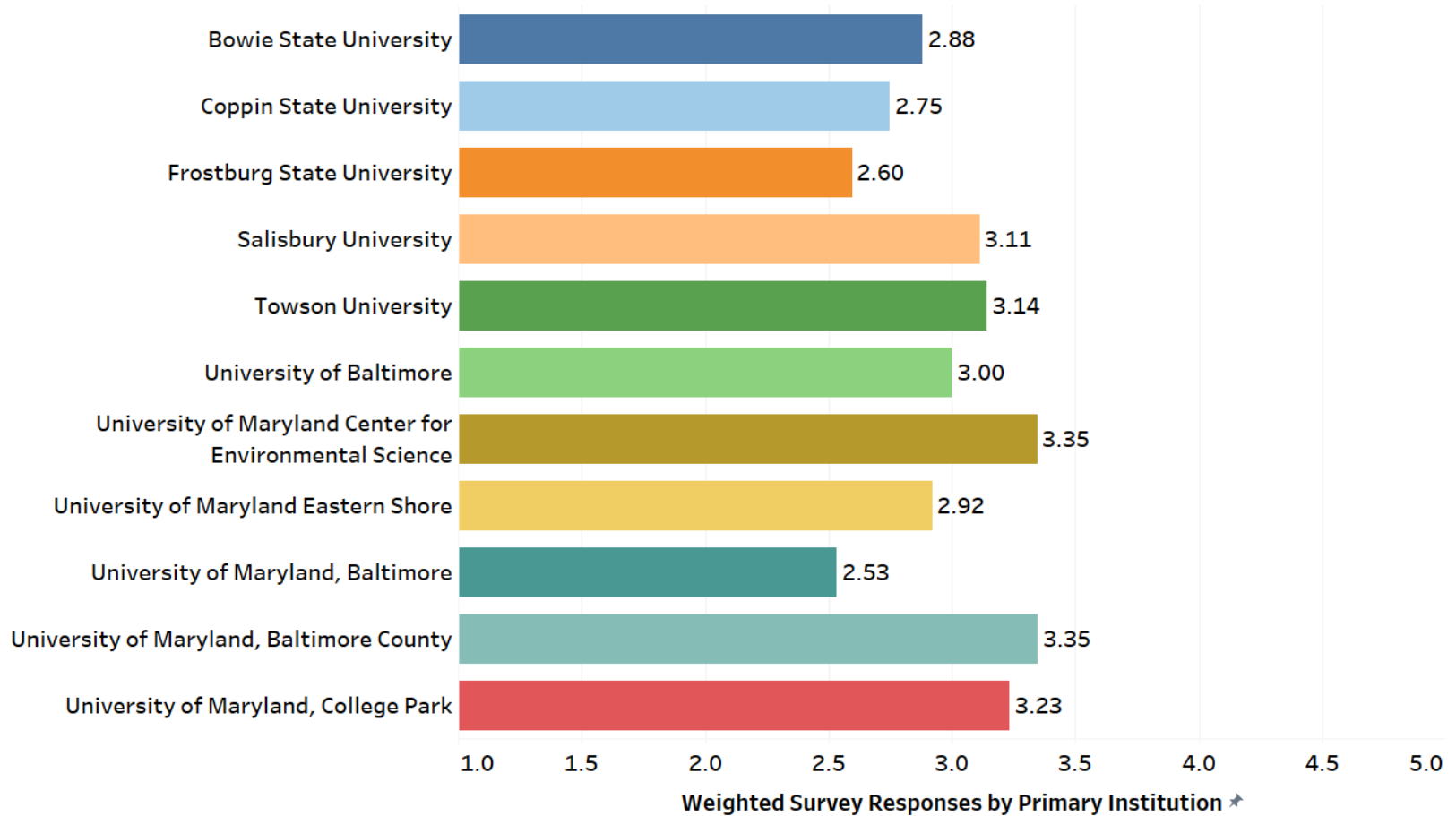
Question 13 Key Takeaway

I have access to the basic tools and space I support I need to fulfill my academic role on this campus.



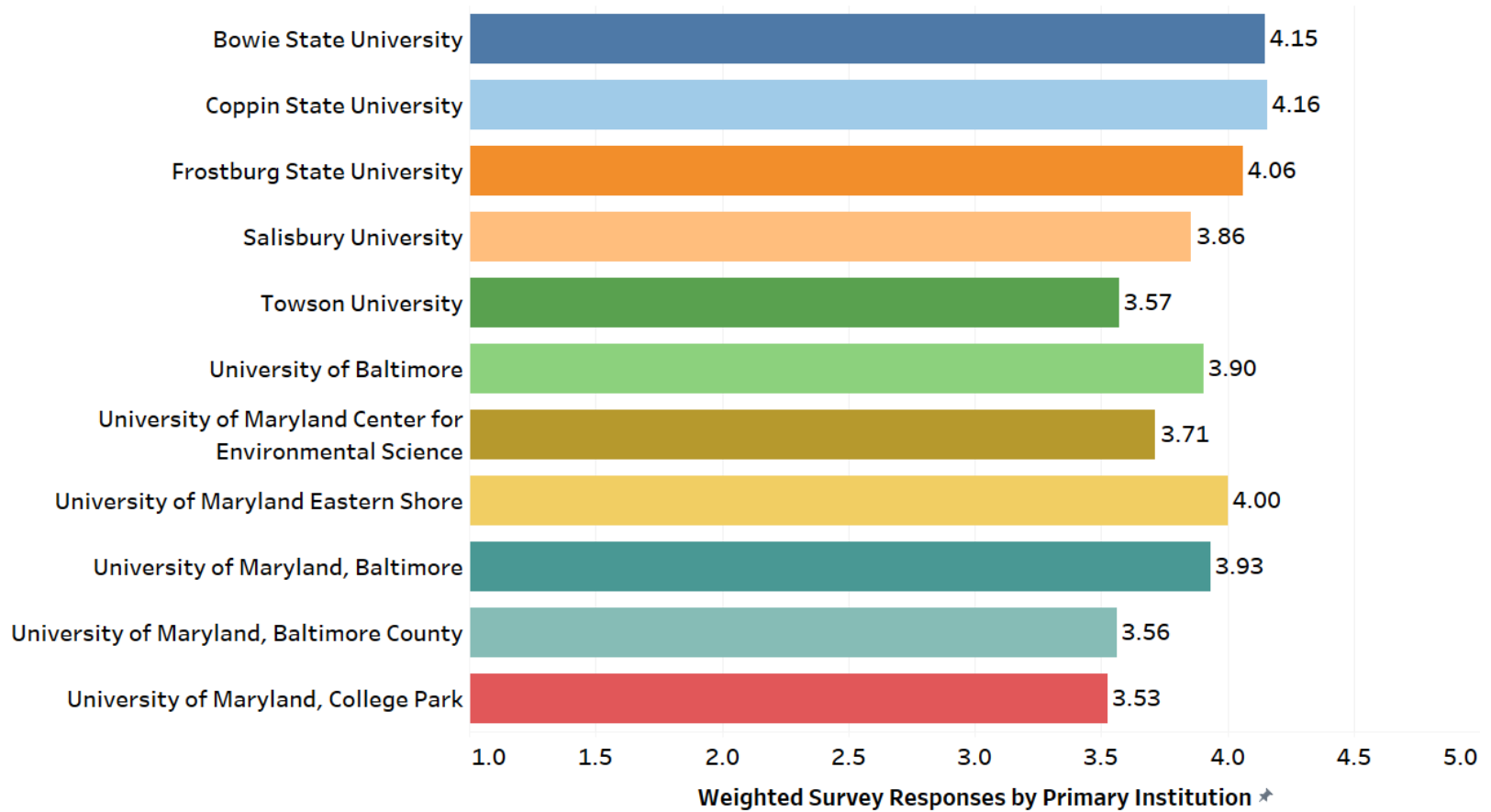
Question 15 Key Takeaway

Overall, I am happy with my input into academic policies at my university.



Question 16 Key Takeaway

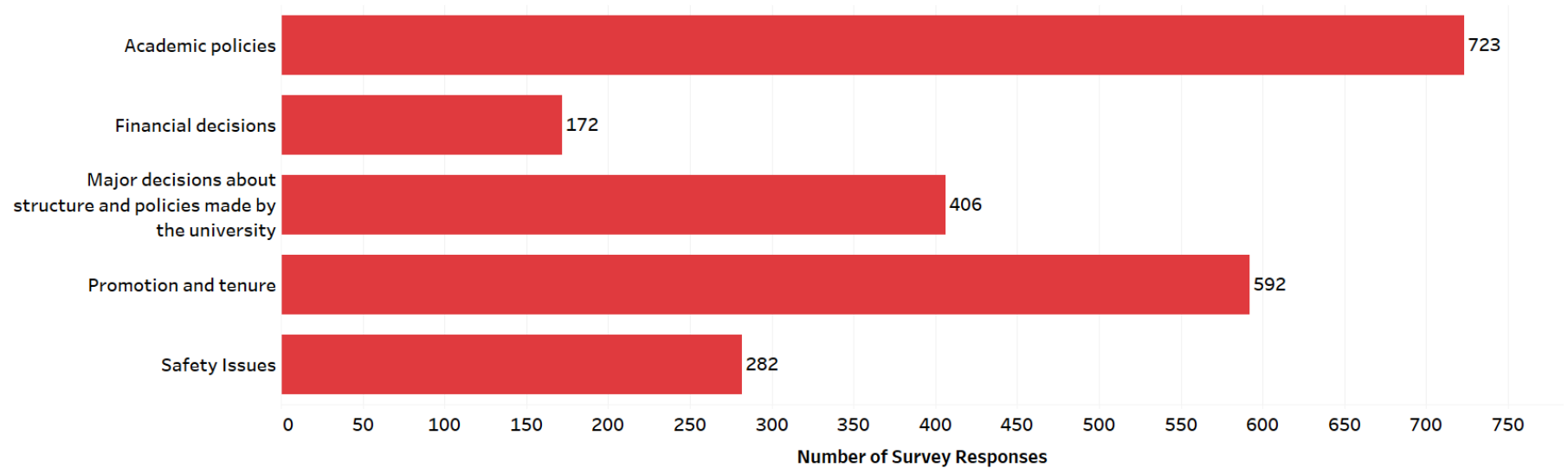
I believe a more thorough evaluation of shared governance at my institution would be important to making better recommendations about improving the quality of instruction.



Shared governance by category: 839 respondents



Shared governance bodies at my university have significant input into (check all that apply)

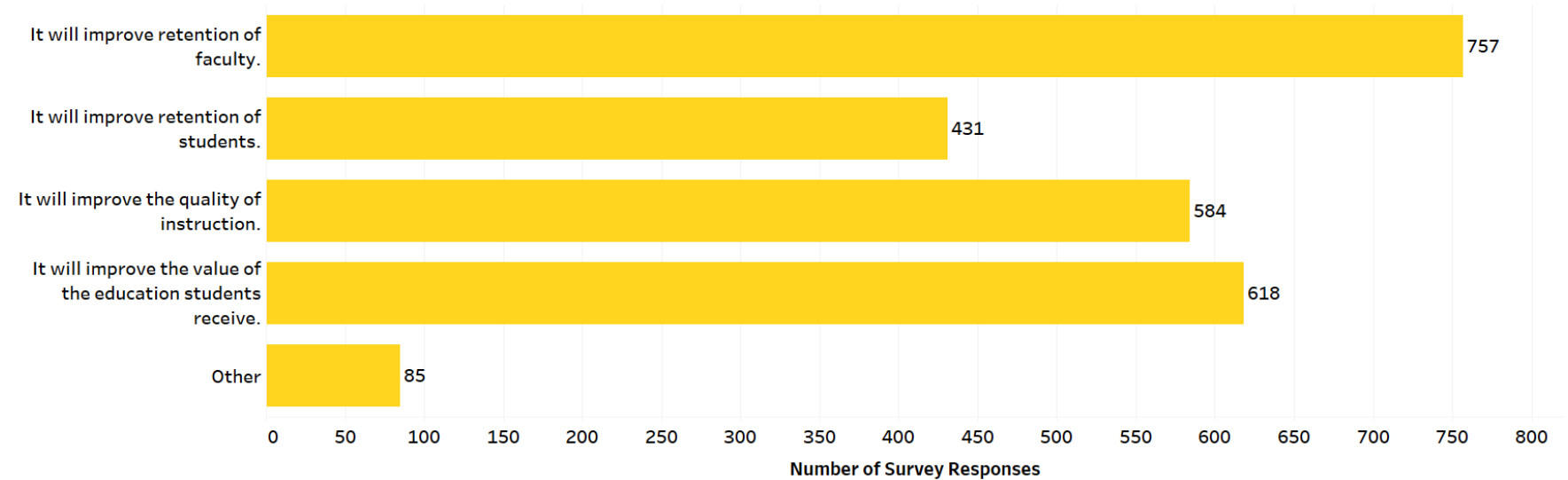


Why increase shared governance?

863 respondents



If you believe that faculty should have a greater role in shared governance, please explain why (check all that apply)

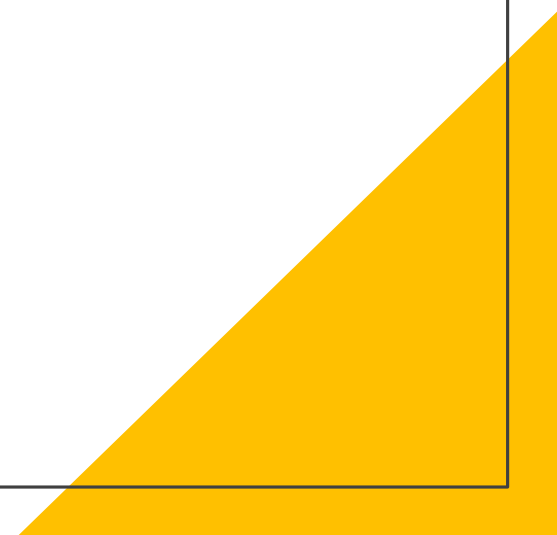


Survey of Faculty Senate Leaders

35 respondents

All 12 campuses represented

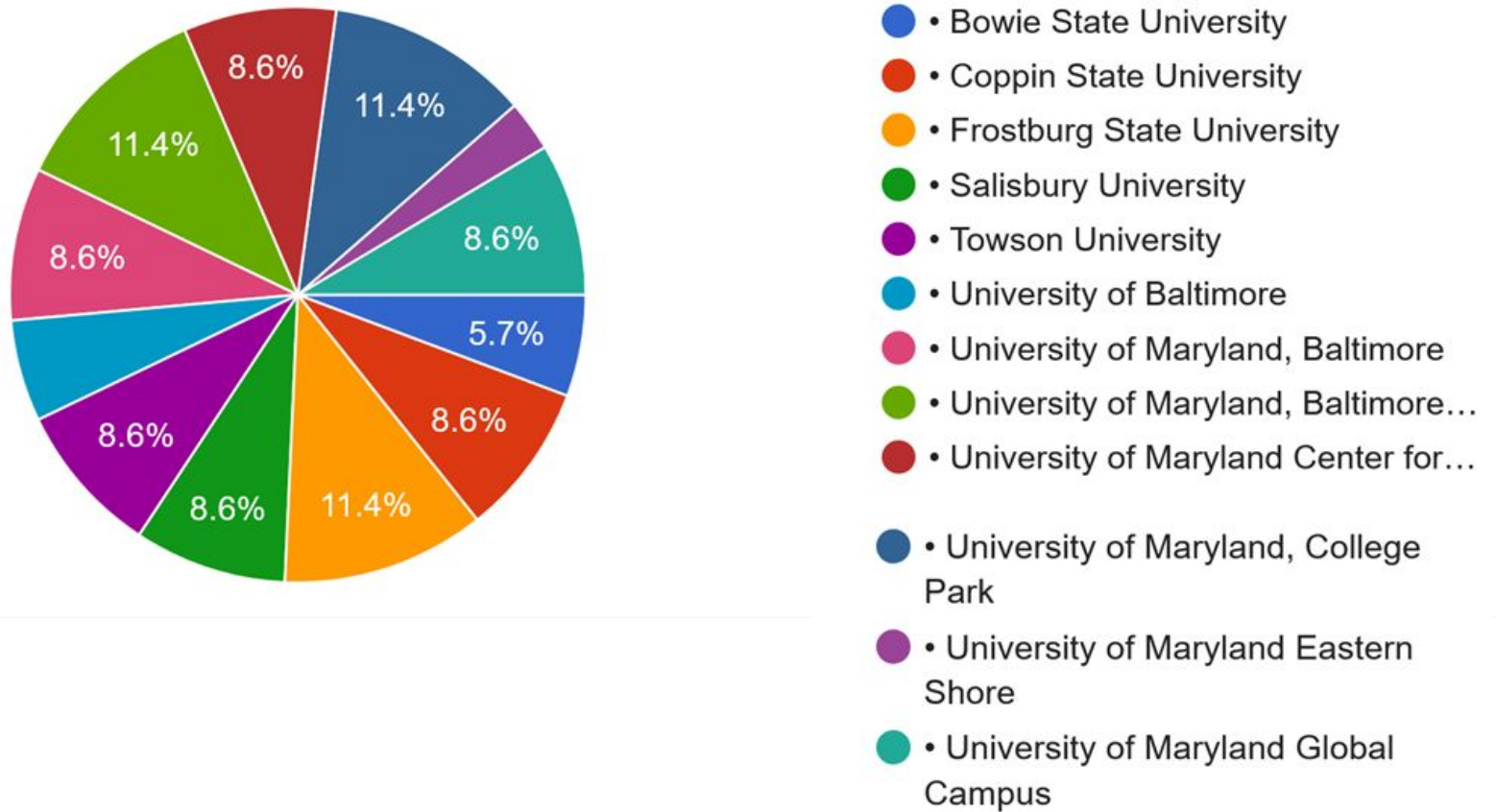
Selected highlights



I am a faculty member at the following institution

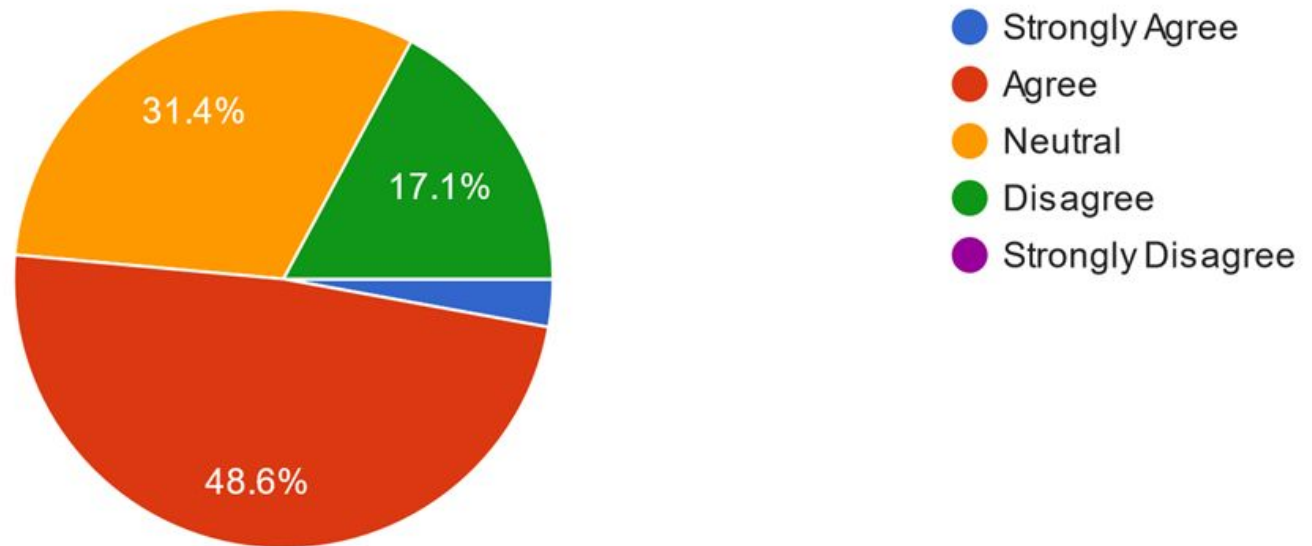


35 responses



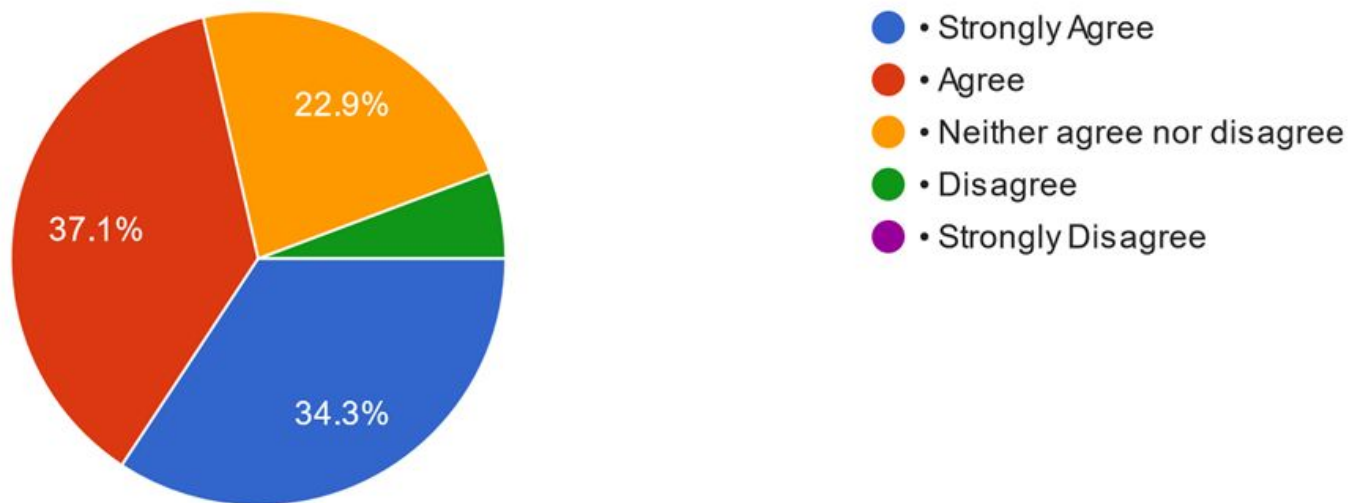
Shared governance on our campus is alive and healthy-

35 responses



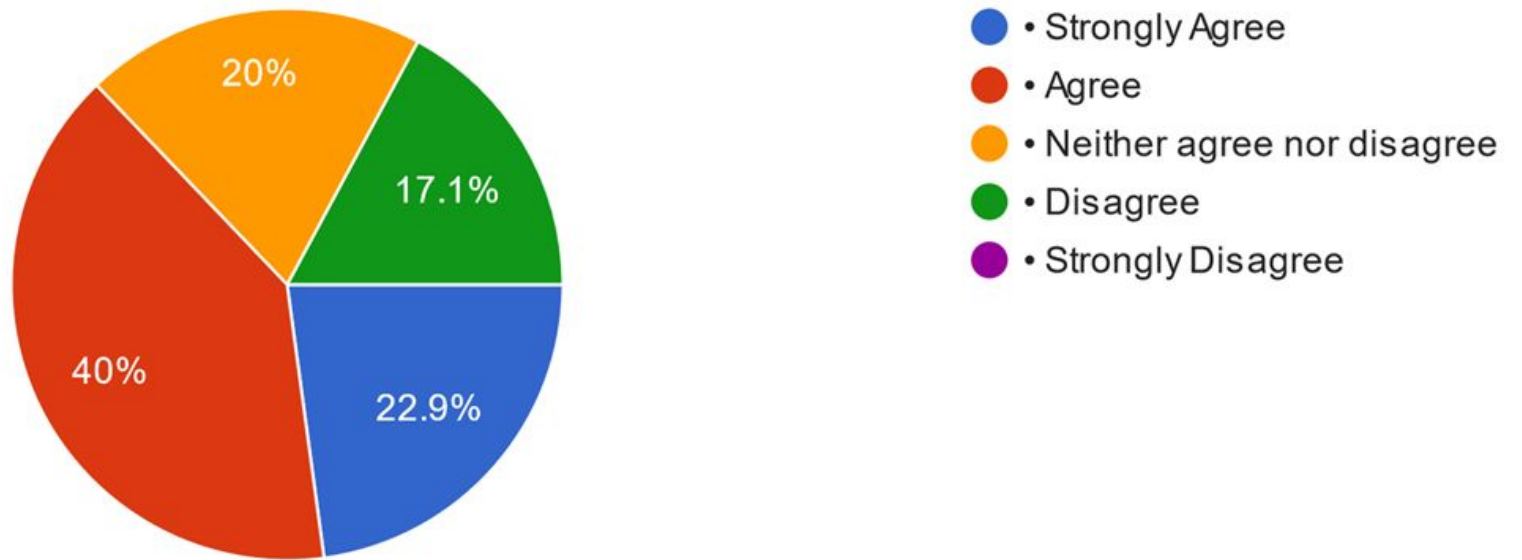
Faculty can speak openly when expressing opinions or giving counsel whether it be on committees or in public forums.

35 responses



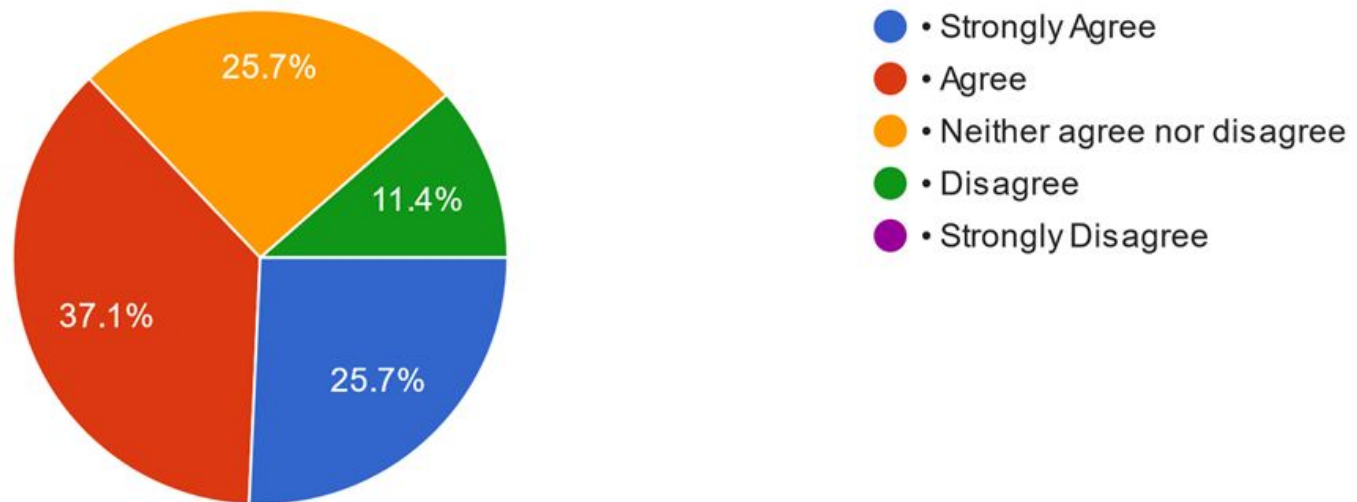
The administration is supportive of faculty involvement in shared governance.

35 responses



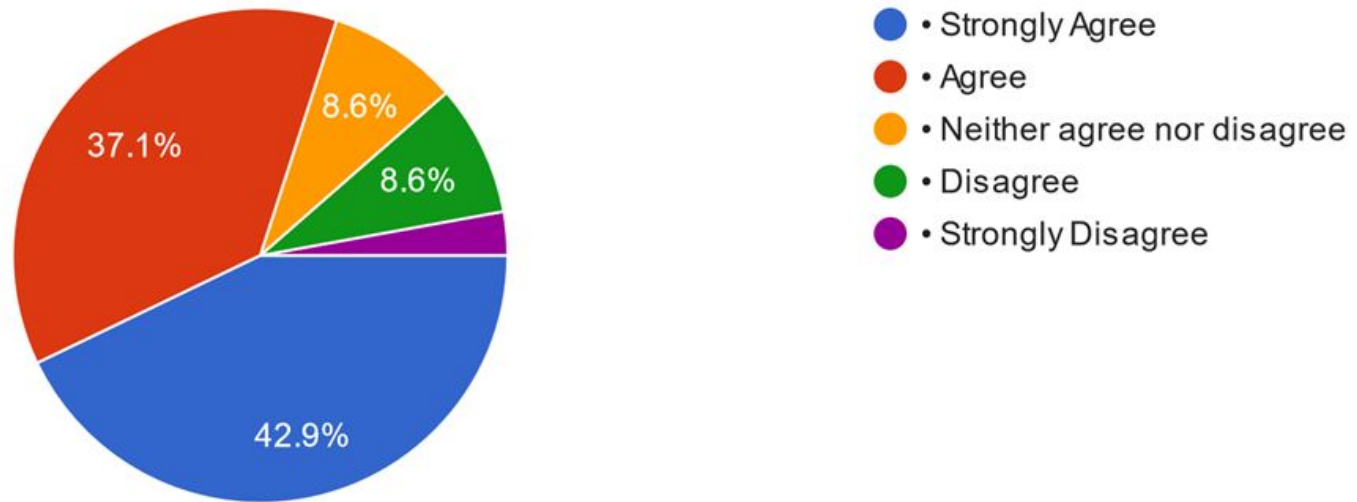
There are excellent communications and consultation between the administration and the faculty senate leadership. -

35 responses



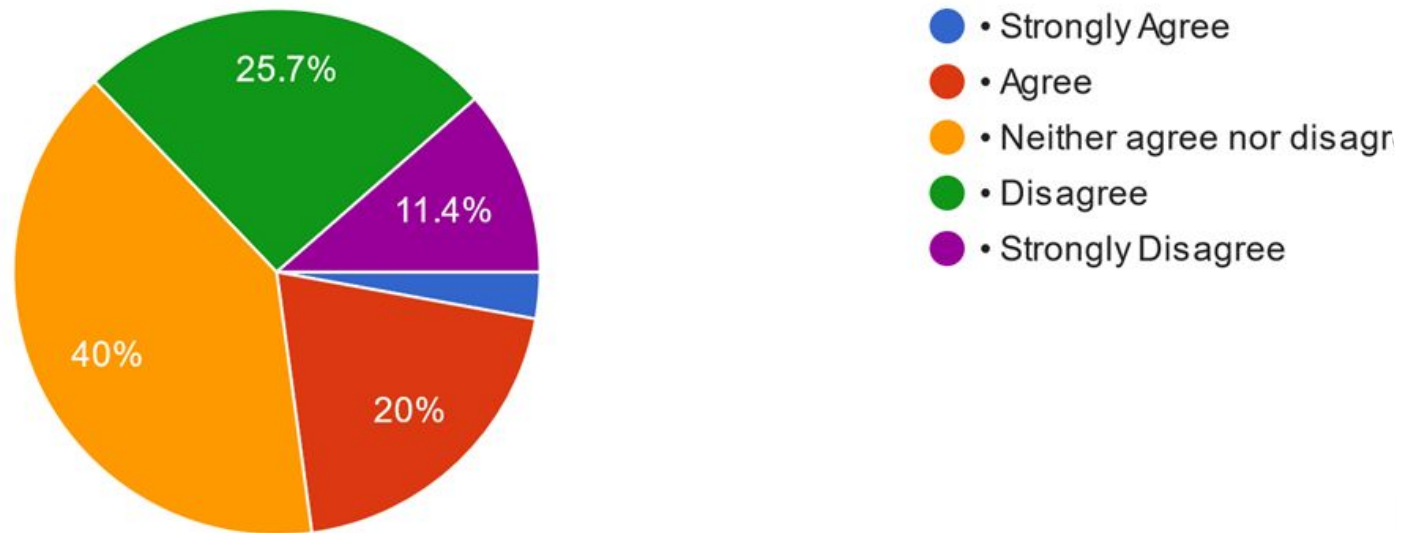
The President respects faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion, etc.).

35 responses

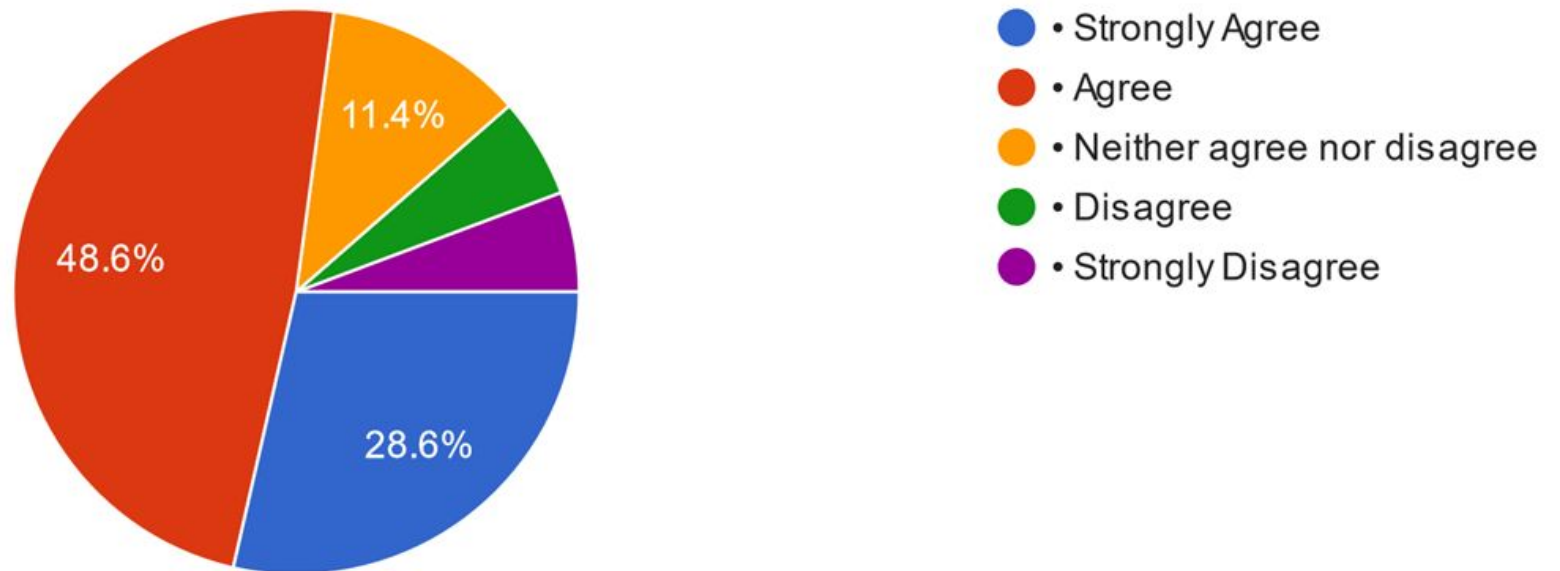


The president seeks meaningful faculty input on issues (such as budgeting) in which they have an appropriate interest but not primary responsibility. -

35 responses

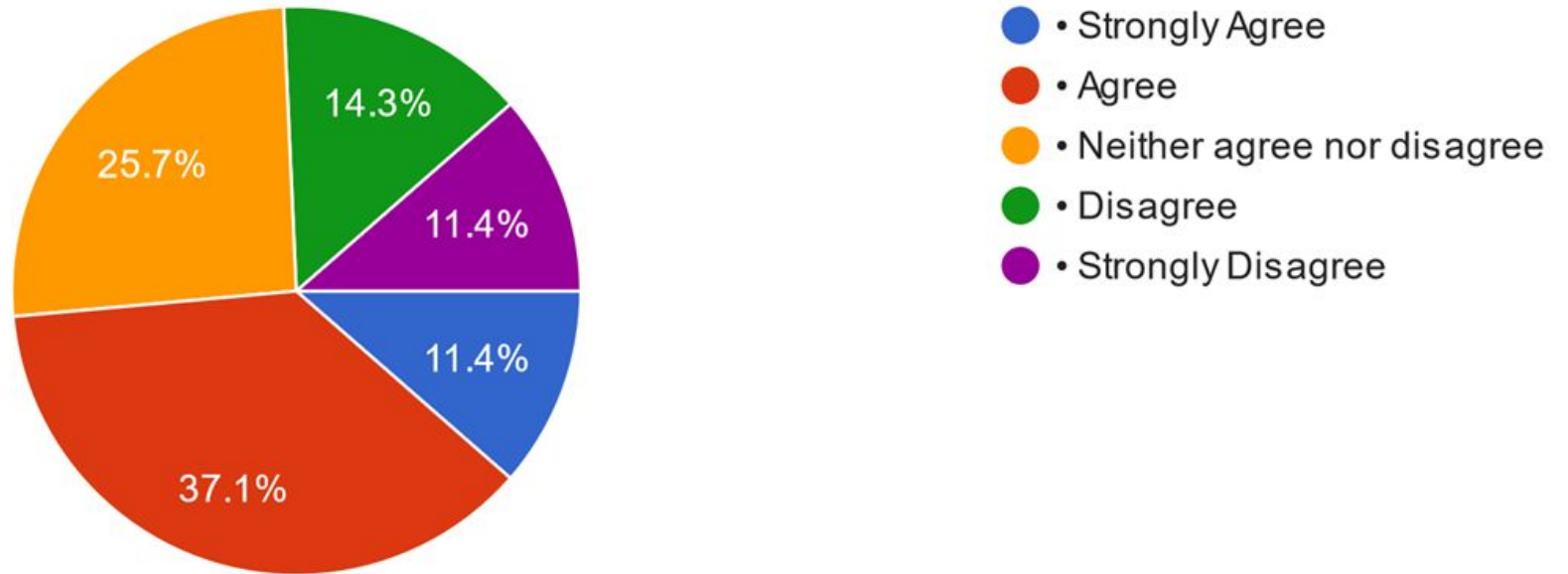


The president supports and advocates for shared governance? - 35 responses

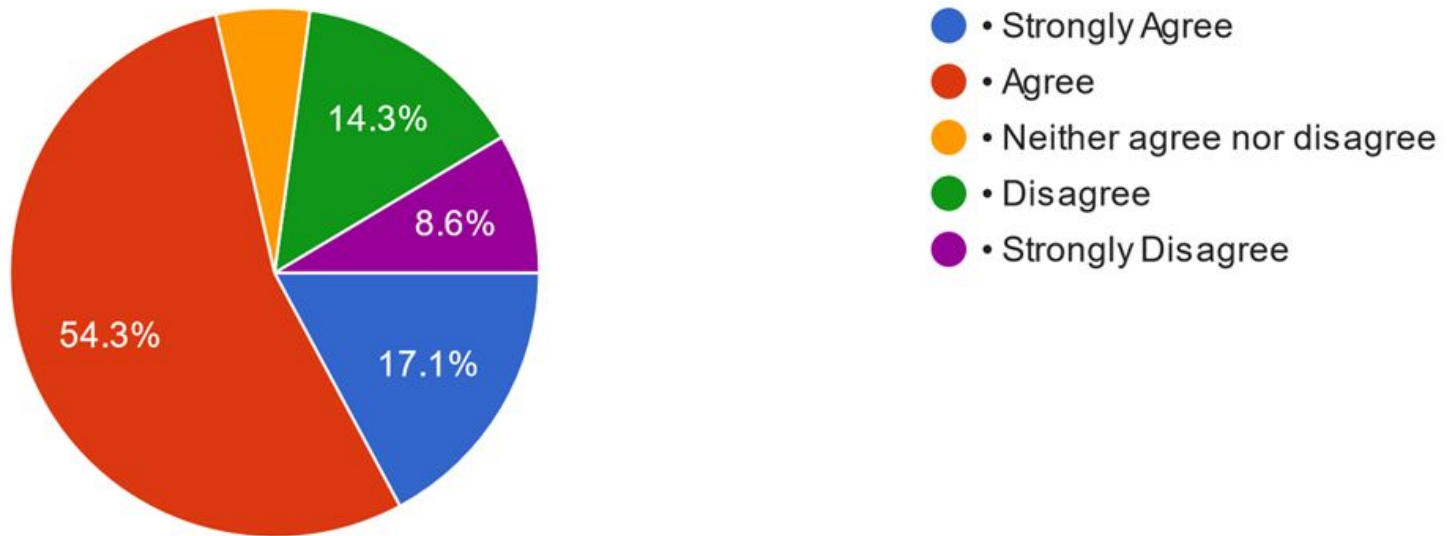


The administration provides adequate financial support for faculty senate governance

35 responses

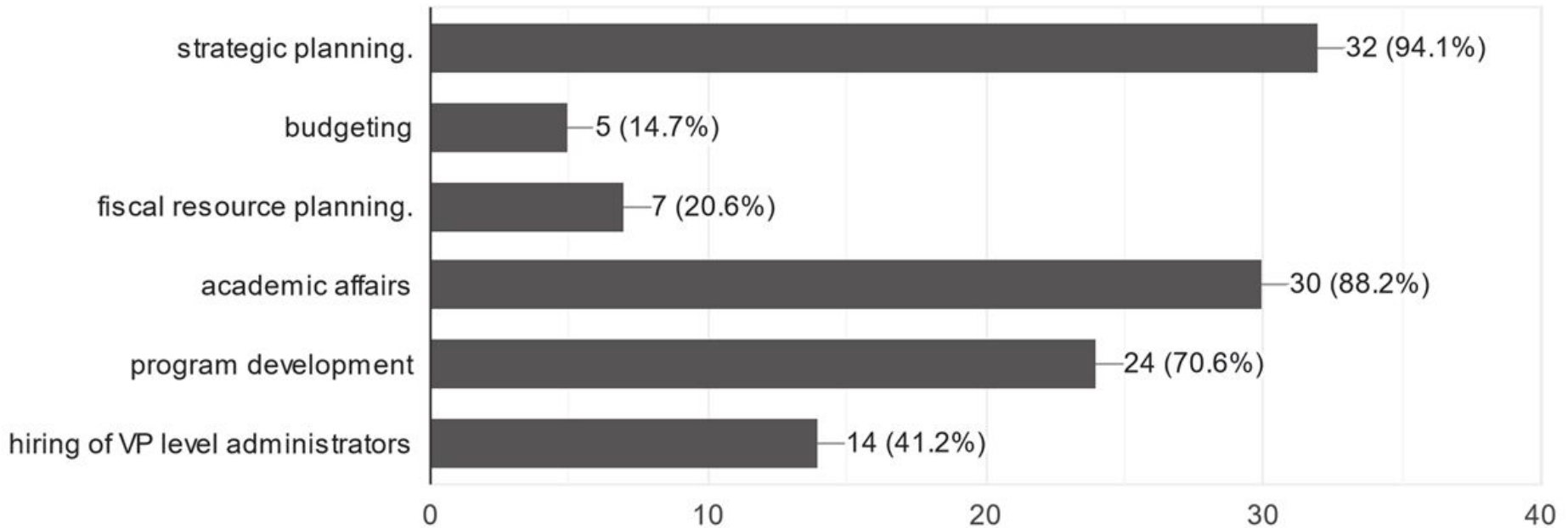


Does the administration provide adequate administrative support for faculty senate governance responses



The administration consults faculty on issues related to (check all that apply) -

34 responses



Concluding observations

- ❑ The two surveys together show that most perceive presidents of universities to be supportive of shared government, to some degree
- ❑ In some respects shared governance functions well, at some universities and for some people
- ❑ But shared government does not work as well as it should
- ❑ Why not? Structural factors are part of the problem

Concluding observations

- Why doesn't it work as well as it should? Structural factors are part of the problem
 - THEY VARY BY UNIVERSITY BUT CAN INCLUDE
- Need for revision of shared government documents/procedures
- Appointed versus elected representatives
- Hierarchies that make it uncomfortable for some to speak up
- Exclusion of faculty from key shared governance processes that concern them

Solutions:

- Identifying problem areas
- Modeling effective practices
- Making sure that all faculty have a way to express concerns and have a voice
- Better communication
- Other?

Highlight of two particular concerns:

At two universities, UMGC and UMB, significant portions of faculty are not represented by any elected shared governance body, but only by appointed councils.

At UMGC the shared governance concern appears to have been made worse by the reorganization and renaming of the university in 2019-2020, during which their adjunct faculty association seems to have lost much of its influence. How can that unit be strengthened? How can faculty have more input? UMGC's refusal to share the shared governance survey is problematic.

At UMB it seems to be just the medical school that is excluded from shared governance.

Some Comparative data on Tenure/Tenure track faculty, student numbers and student retention at the 12 USM institutions.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Tenure and tenure track faculty rates of change over past seven years							student population				2016-2022 cohort		ratio student pop to TTK fac				
2		2014-15		2021-2022		change	% change		2014-2015	2021-2022	change in student pop.	% change in stud. pop		6 Year graduation rate		2014-2015	2021-2022	
3	BSU	161		176		15	9.32%		5695	6308	-613	-10.76%		42.00%		35.37	35.84	
4	CSU	141		85		-56	-40%		3133	2101	-1032	-32.93%		23.00%		22.22	24.71	
5	FSU	214		198		-16	-7.50%		5645	4449	-1196	-21.19%		55.00%		26.38	22.47	
6	SU	289		343		54	18.70%		8770	7568	-1202	-13.71%		70.00%		30.35	22.06	
7	TU	514		592		78	15.20%		22285	20856	-1429	-22.18%		74.00%		43.36	35.23	
8	UB	173		140		-33	19.10%		6442	3709	-2733	-42.42%		36.00%		37.24	26.49	
9	UMB	539		465		-74	-13.70%		6276	7244	968	15.42%	n/a			11.64	15.58	
10	UMBC	386		385		-1	0.26%		13979	13638	-341	-2.44%		72.00%		36.22	35.42	
11	UMCP	1456		1362		-94	-6.50%		37610	41271	3661	9.73%		88.00%		25.83	30.3	
12	UMES	170		155		-15	-8.80%		4279	2384	-1895	-44.29%		40.00%		25.17	15.38	
13	TOTALS	4043		3901		-142	-3.50%		114114	109528	-4586	-4.02%				28.23	28.07	
14																		
15	UMCES																	
16																		
17																		
18																		
19																		
20	UMGC	0		0		0	0		47,906	55,323	7417	15.48%		11.00%			infinite	
21																		
22																		
23																		
24																		
25																		
26																		

*Note that these numbers exclude UMGC, which has no tenured faculty
 * Data for UMGC is below

** SHARED GOVERNANCE SATISFACTION. 3 is neutral on a 1-5 scale (5 is positive)

*6 year grad rates at any UMD campus

All data on tenure/tenure track lines is from USM reports on Instructional workload, 2014/2015, 2019/2020, and 2021/2022
 All data on student populations is from the USM website <https://www.usmd.edu/IRIS/DataJournal/Enrollment/?report=Fall-Headcount-by-Level>

Thanks to

Heather Haverback (Towson University, CUSF Vice Chair 2022-2023 for help with the survey questions)

Jen Patterson (IT, UMD for help with the Qualtrics Survey set up)

Philip Moses (English, UMD for help with data extraction by institution and turning raw data into clean data)

Dylan Solden (MA in public policy and certificate in data analysis) for help with informetrics.

By Holly Brewer (History, UMD--- CUSF CHAIR 2022-2023

Appendix B
CUSF Resolution in Favor of Graduate Student Collective Bargaining
Passed at CUSF General Meeting on February 24, 2023

Whereas the Council of University System Faculty (the Council) consists of faculty representatives elected by the faculties of the constituent institutions of the University System of Maryland (USM) to represent USM faculty; and

Whereas it is the Council's responsibility to consider and make recommendations on matters of System wide professional and educational concern to USM faculty; and

Whereas the Council advises the USM Chancellor and reports regularly to the USM Board of Regents on matters of interest to USM faculty; and

Whereas CUSF members and their constituents are committed to supporting graduate students at USM institutions, who represent the next generation of higher education teachers, researchers, and scholars; and

Whereas support for graduate students at USM universities is an excellent investment in the growth of the Maryland economy because USM graduate students contribute substantially to the next generation of Maryland leaders in education, business, health care, and research; and

Whereas pursuing a graduate education is inherently challenging, and unnecessary additional challenges related to financial support and compensation, health care benefits and working conditions create barriers to recruitment to and completion of graduate programs; and

Whereas CUSF members and their constituents have observed that students pursuing graduate studies at USM institutions face significant challenges relating to working conditions, financial support, compensation, and benefits; and

Whereas CUSF members and their constituents believe that these challenges have a deleterious effect on the education and research mission at USM institutions; and

Whereas USM graduate students have consistently expressed a desire to address these challenges by engaging in collective bargaining; and

Whereas bills proposed in the Maryland General Assembly in each of the last five years that would allow graduate students at USM institutions to engage in collective bargaining have earned consistent, overwhelming support from graduate students and USM faculty and staff; and

Whereas graduate students at many top research universities have formed collective bargaining units in recent years; and

Whereas graduate students are transitory employees with no direct, sustained professional ties to state government; and

Whereas graduate students at USM institutions do not have supervisory or managerial control over their institutions or working conditions; and

Whereas individual graduate students at USM institutions with a collective bargaining unit will have the option not to join or financially support a union;

Be it here resolved that the Council supports the amendment of Maryland law to allow graduate students at USM institutions to engage in collective bargaining.

Appendix C: Taskforce Planning Document CUSF Spring 2023

CUSF executive committee proposals/ draft

1) Faculty Tenure/Workload/Status

We had asked for data on relative tenure rates across all 12 USM campuses over the past ten years. We would like a sense of how the academic workforce is changing. CUSF formally voted to support the collection of such crucial information at our meeting in January. Note that it is already collected by USM and our 12 universities because such data has to necessarily be reported to the government (part of their IPEDS data). In a connected way, we are interested in the nature of labor contracts and statuses for those who are not tenured. At UMCEES, for example, most other faculty are “research faculty” with five year contracts that are normally renewed, and respectable pay. How does that compare to other campuses? How does this fit with the current effort to give non -tenure track faculty different titles based on their accomplishments? What portion of classes are taught by adjunct faculty? What is the lowest pay per class? What are the impacts of these decisions about faculty on student success? Where are we going in the future? How does this fit (or not) with the USM strategic plan, with shared governance concerns, and other issues? Such a task force should have representatives from faculty and student councils as well as potentially from the provosts and presidents council.

2) **Teacher Training & Retention** in response to the Blueprint for Maryland’s Future. How can Faculty and the USM institutions become more involved? Teaching in the 21st century is very complex. Teachers must be prepared to navigate numerous responsibilities, including but not limited to, pedagogical practices, learner differences, legislative mandates, family dynamics, social/emotional health, and classroom management. The pandemic only furthered this complexity.

NCES (2022) reported that in October 2022, 45% of public schools in the US were operating without a full staff. In fact, 27% of public schools stated they had more than one teacher vacancy.

Thus, teacher attrition and retention is a serious concern. By 2025 an annual shortage of over 300,000 teachers is predicted (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

While past research indicates that intrinsic motivations, altruistic goals, love of subject matter, age of the student, and passion for teaching are some of the main reasons that undergraduate college students choose teacher education as their major (Author, 2013; Cooper & He, 2012; Farkas, Johnson, & Foleno, 2000; Jarvis & Woodrow, 2005), there is need for more to be done to attract candidates to the field of teaching.

The state of Maryland is facing this teaching shortage firsthand. At the same time, the US teacher population has been found to be far less diverse than the student population (Taie & Goldring, 2020). Therefore, the state should focus on creating a population of diverse individuals who are interested in becoming teachers. In the USM, colleges of education are using varying strategies to recruit and retain teachers. Therefore, one way to better recruit and retain teachers is to examine the existing resources and capabilities we have among USM institutions that are working well in order to develop a better strategy for all of USM. This could be done through the creation of a task force with representation from all USM Colleges of Education and other state educational entities. Some of these initiatives are, but not limited to: student pipelines into teaching, GYO models, community college partnerships, teacher residency programs, etc...

3. Mental Health: In the wake of the Covid-19 pandemic, higher education continues to face challenges linked to the mental health of students, faculty, and staff. At the USM Joint Councils meeting held in November 2022, leaders representing the Council of University System Faculty (CUSF), Council of University System Staff (CUSS), and University System of Maryland Student Council (USMSC) all noted the impacts that declines in mental health has had on faculty, staff, and students and argued that finding means to address this challenge should be a priority to USM. Mental health has the potential to affect student success and retention, as well as faculty and staff retention, morale and productivity. As challenges linked to mental health have such wide-ranging impacts, it is proposed that USM develop a Mental Health Task Force to allow experts in this area across

USM campuses to come together to develop solutions that will improve the mental well-being of students, staff, and faculty. It is recommended that this Task Force include two members of CUSF, CUSS, and USMSC, and one to two representatives from each USM campus with expertise in an area linked to mental health. The goal of this Mental Health Task Force will be to determine actionable items that can be reported to USM administration that will help to improve the mental well-being of students, faculty and staff across USM campuses. This taskforce could potentially engage with any initiatives coming out of the Maryland legislature (and possibly funding via MHEC).

4. **Open Access:** This might not need a full task force, but we would like to keep following up on this issue, in coordination with the Library Council and UMD-PACT.

Appendix D:

Report on Improving Faculty Mental Health on USM Campuses

CUSF Subcommittee on Health and Well-Being

Members: Rosellina Ferraro, Ellen Hondrogiannis, and Erica Kennedy

In the wake of the Covid-19 pandemic, mental health challenges continue to have a major impact on students, faculty, and staff at universities across the country. A 2023 Gallup poll demonstrated the great effects that mental health has had on students, with more than 40% of students considering stopping their coursework as the result of emotional stress. Recent research suggests that students on college campuses have been experiencing a mental health crisis, and this has impacted student enrollment and retention at universities across the country (Merisotis, 2023; Abrams, 2022; Gallup poll, 2023). Students are reporting higher rates of anxiety and depression, and this has impacted their ability to attend classes, complete their coursework, and generally succeed in college (Abrams, 2022; Gallup poll, 2023, Flannery, 2023). However, these mental health challenges are not limited to students. The increased mental health needs of students have placed strains on campus counseling centers and on faculty who are often the first to notice that students are struggling. Faculty have experienced increased stress as the result, often feeling unprepared to help students in crisis (Flannery, 2023). Faculty have also experienced increased workload and felt increased levels of burnout, which ultimately affects their satisfaction with their jobs, and the quality of education that students receive (Flaherty, 2021; Lederman, 2022; Carrasco, 2022).

In November 2022, USM hosted a Joint Councils meeting with representatives from the Council of University System Faculty (CUSF), Council of University System Staff (CUSS), and USM Student Council. In this meeting, all three groups noted that mental health on campuses across USM should continue to remain a priority due to the wide-ranging impacts it has on university life and work. In 2021 and 2022, CUSF formed a subcommittee which focused on the impacts that the pandemic was having on USM faculty. In both years, surveys were distributed to USM faculty to get feedback about the effects of the pandemic on the lives of faculty. Free responses on these surveys particularly highlighted the strains that the pandemic placed on faculty; from health concerns for themselves and their families, stress linked to additional workload, and difficulties with work/life balance, there were

clear concerns linked to general well-being expressed by many faculty. In 2022-2023, CUSF charged this subcommittee, which had been focused on the effects of Covid-19, to focus more broadly on faculty health and well-being, with a focus on mental health. The subcommittee created a survey to get feedback from CUSF members about actionable items to help improve the mental health of USM faculty members.

The results of this short survey showed that faculty would appreciate more funding for well-being programs on campuses (such as meditation, yoga, stress-relief). There is also a desire to have gym membership on campuses be free for faculty, as fitness is a key component of general well-being. Faculty also expressed a desire for campuses to provide funding for training to learn how to better assist students with mental health concerns. Having the option to take courses such as Mental Health First Aid would better prepare faculty to know how to get students help when needed. The survey also revealed that faculty would appreciate improvement in accessibility of information on how to assist students with mental health needs with resources available on their campuses.

There were also several areas in which faculty expressed need for additional assistance which would lead to improvement in terms of their own mental health. Having additional support for teaching, in terms of smaller class sizes, teaching assistants, and administrative help was rated high in terms of its potential to help with faculty well-being. Addressing salary equity and issues linked to work-life balance were also considered important in aiding faculty. Finding ways to limit after hours communication was suggested as one relatively simple solution linked to work-life balance. Examining ways to generally reduce faculty workload (including reduction in service duties and advising) was also considered an important component to improving well-being of faculty.

As mental health plays such a key role in faculty, staff, and student morale, motivation, success, retention, and general well-being, it is imperative that this topic continue to be a high priority to USM (Gallup poll, 2023; Alonso, 2023; Ezarik, 2022; Marijolic, 2023). Developing a task force to bring individuals knowledgeable about mental health together across USM campuses would be a beneficial way to continue this discussion and examine additional ways to help improve the mental health of all of those working on USM campuses.

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