

Working Group 7 Report Template

Standard VII: Governance, Leadership, and Administration

1. **Overview of Working Group's Charge.** This group is responsible for fulfilling all aspects of the general Working Group charge with respect to **STANDARD VII: Governance, Leadership, and Administration** and will do the following:
 - a. Determine to what extent CU meets Standard VII and its Criteria, Requirements of Affiliation #12 and #13, and Accreditation-relevant federal regulations for Verification of Compliance.
 - b. Consider how Institutional Priorities #1, #2, #3, and #4, and Intended Outcomes #1, #2, #3, and #4 are addressed in Standard VII.
 - c. Collect and examine relevant data, policies, processes, and procedures for Standard VII.
 - d. Identify the University's strengths, challenges, and opportunities for improvement for Standard VII, recommend strategies for improvement, and implement strategies where feasible.
 - e. Develop draft reports and incorporate feedback into a final report for Standard VII according to established timelines.
2. **Description of Lines of Inquiry.** The following lines of inquiry addressed by WG7 enabled the group to make progress toward fulfilling its charge and accomplishing the institution's Self-Study Intended Outcomes.
 - a. How does the evidence affirm that the University has a clearly articulated and transparent governance structure?
 - b. What supports the assertion that the University has a legally constituted governing body with clearly defined roles and responsibilities for oversight?
 - c. What demonstrates that the Chief Executive Officer and Administration have appropriate experience, skills, and credentials; clearly defined roles and reporting relationships; appropriate resources and working relationships; and processes for evaluation?
 - d. What does the evidence reveal about the University's periodic assessment of the effectiveness of governance, leadership, and administration?
3. **Collaboration with the Working Groups**

The Working Group's collaborations with other groups included the following: Working Groups 2 & 6, President's Office, Institutional Effectiveness, Human Resources Office, Council of Trustees, and Office of the Chancellor
4. **Assessment Information Utilized to Evaluate the Lines of Inquiry**

Evidence includes but is not limited to Act 188, Council of Trustees' and Board of Governors' Minutes and Bios, Organizational Charts, Administrative Credentials, Conflict of Interest Statement, University Senate Constitution
5. **Analytical Report**

Standard VII

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

INTRODUCTION

Following studies by NCHEMS and the Rand Corporation in 2019, the State System verified the need for a transformational change to create long-term stability for the State System and its universities. At its July 2020 meeting, the BOG authorized the Chancellor to pursue the financial impact of integrating six of the 14 universities and, in July 2021, eventually endorsed the implementation plan to integrate Bloomsburg, Lock Haven, and Mansfield Universities. The integrated institution would have a single president and leadership team reporting to the Board of Governors. The impacts on shared governance required legislative action to form a single Council of Trustees and occasioned the creation of a Shared Governance Task Force to formalize institutional and campus-based structures. While the new CU continued to function under the existing Act 188, work on a shared governance system for CU's locations continued until it was approved in March 2023.

CU's current governance and management approach represents an innovative blend of both a new shared governance system appropriate to the integrated CU and the established policies and procedures of the Pennsylvania State System of Higher Education (PASSHE or the State System). CU also operates within the bounds established by the laws of the Commonwealth of Pennsylvania. CU's new Senate, along with the BL, LH, and MA Local Assemblies, now complement the governance structure established by Act 188 and allow all voices on all locations to contribute to the guidance and growth of CU. Exemplifying the precepts of shared governance, the University's structures ensure appropriate autonomy while fostering representation of all constituencies in decision-making processes.

SHARED GOVERNANCE (CRITERION 1)

A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students

Act 188 and Governing Bodies

Act 188, the enabling legislation for the State System clearly articulates the powers and duties of key governance and leadership positions, excerpts from which are in Table 7.1.

Table 7.1: Key State System Governance and Leadership Positions

Position	Description
Board of Governors (BOG)	Reviews and approves general policies for the entire system, including operating and capital budgets; establishes academic programs; appoints and evaluates the Chancellor and presidents; and represents the State System to the state legislature
Chancellor	Administers the State System under the policies prescribed by the BOG and recommends policies for the BOG's approval; engages in coordination and system-wide planning
Council of Trustees (COT)	Recommends appointment of the president; conducts evaluation of the president and forwards to the Chancellor and BOG; reviews and approves the University's proposed operating and capital budgets; approves contracts entered by the president; adopts policy for use of local facilities; assists the president in relations between institutional and public interests
President	Hires faculty, administrative, and other personnel and establishes policies and procedures for compensation, tenure, etc., subject to BOG policies and collective bargaining agreements (CBAs); establishes specific campus policies and programs within BOG guidelines; proposes the annual operating and capital budgets; allocates spending of available funds

Act 188 establishes several avenues of constituency input on policy development, academic standards, and institutional programs. Consultation with such stakeholders as faculty, staff, students, and administrators is required and public hearings afforded before deciding on actions such as integration. Commissioned by the President or his designee, University-wide committees like the Strategic Planning Committee and MSCHE Steering Committee include broad representation from key stakeholders, while special initiatives may occasion task forces and ad hoc committees (e.g., Transformation Accelerator Cohort Working Group for DEI) with representation from relevant stakeholder groups. The President cooperates with the local student associations in establishing policy and procedures. In addition, BOG and COT meetings are open to the public and include a time for public comment, with the minutes likewise available to the public. The COT web page posts meeting schedules and minutes. This ensures that the governing bodies' actions are fully transparent.

Shared Governance

CU Senate is a tripartite system as shown in Figure 7.1. The first part is Senate, a single body comprising faculty, staff, student, and management senators elected by academic departments and nonacademic divisions across the University, including at-large representation from each campus. Senate provides a forum in which all campus constituencies jointly guide and improve the institution. Senate reviews university policy and the Strategic Plan and votes to endorse / not endorse policies and the plan as a recommendation to the President who makes the final decision. The Senate also communicates concerns, adopts resolutions, and amends the Constitution.

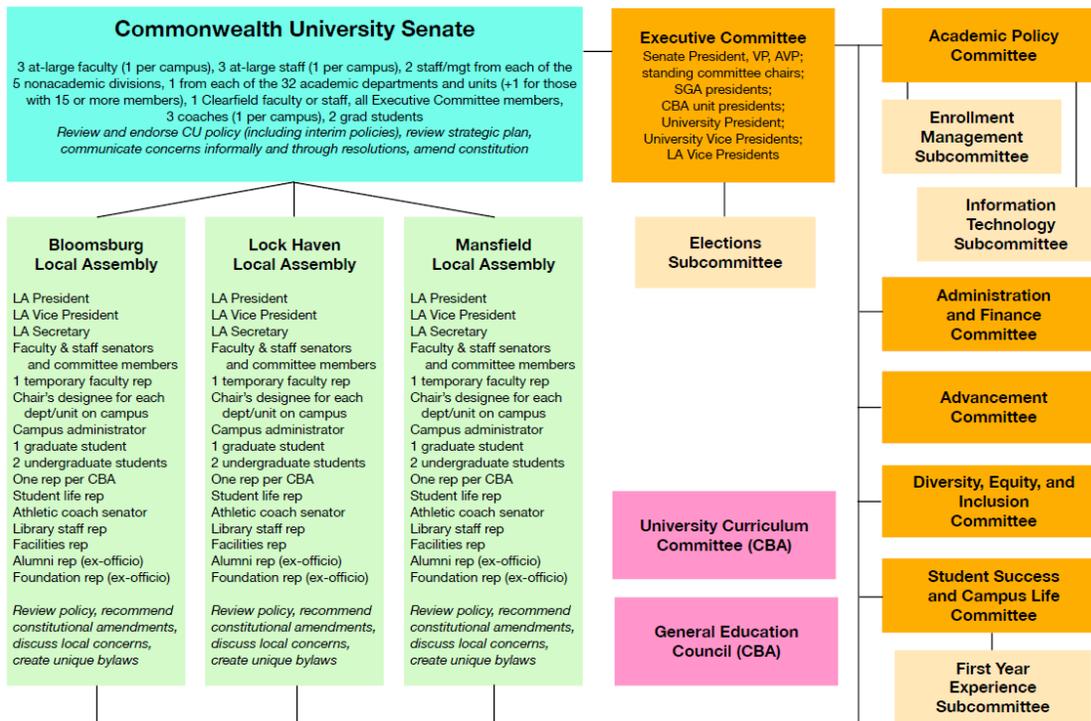
The second part is standing committees. The Executive Committee, which includes Senate, University, CBA, and student leadership, sets the agenda for Senate meetings and oversees the work of standing and ad-hoc Senate committees; its Elections Subcommittee administers annual elections. Standing committees are made up of faculty, managers, staff, and students who collaborate to draft and review policy. These include the Academic Policy Committee (including an Enrollment Management Subcommittee and Information Technology Subcommittee); Administration and Finance Committee; Diversity, Equity, and Inclusion Committee; and Student Success and Campus Life Committee (including First Year Experience Subcommittee).

The third part is BL, LH, and MA Local Assemblies, which include the campus administrator, local leadership, department chair's designees, students, CBA representatives, and representatives from student life, athletic coaching staff, the library, facilities, and alumni. Local Assemblies, one per campus, meet to review University policy, recommend amendments, discuss local concerns, and create unique bylaws. They meet at least once per semester, in

October and March, to review policy that has had a first reading at University Senate. Second readings at Senate occur after Local Assembly meetings to ensure that local concerns are addressed.

7.1: CU Shared Governance Structure

Commonwealth University Senate



According to the Constitution, the Senate, its committees, and Local Assemblies hold key roles in the policy review and approval process, resulting in recommendations to the President. Per their charge, Senate Committees initiate, review, and recommend draft policies related to the functional area they represent. Draft policies are placed on the September or February Senate meeting agenda. As described above, the Local Assemblies meet in October and March following the Senate's first reading of policies and may provide feedback or request local exceptions to policies for consideration at the November or April Senate Executive Committee meetings. Actions on the policies are taken after the second reading and can include endorse, endorse with amendments, table, return with comments, or not endorse the policy. Policies that are tabled can be implemented as an interim policy. The President receives the Senate's decision on policies (with or without amendments) within one week of the final Senate meeting of the semester. The President can implement endorsed or not endorsed policies; however, the policy will note the Senate's recommendation where the President's decision differs (e.g., endorsed by the Senate without amendments adopted OR not endorsed by the Senate). The President and/or a Vice President can implement an interim policy due to emerging situations (e.g., health and welfare of CU Community). At integration, CU adopted BL's policies as interim policies until all policies are formatted according to the new policy template and undergo the aforementioned review process. A policy review schedule is being developed to prioritize the review.

Student Governance

CU recognizes three (i.e., BL, LH, and MA) independent student government structures, one per legacy institution, with envisioned coordination and collaboration on projects and programs of common interest. They share the common purpose of being the official communication channel of the collective student body to the University and the individual administration and faculty at their respective location. All student governments maintain an elected executive board and senate charged with representing interests and issues of students and recognized student groups. Each student government operates under a published constitution, bylaws, and Memorandum of Understanding (MOU) with the University.

Students from each campus's organization participate in governance through their several representatives on the University Senate's Executive Committee, its standing committees, the Senate itself, and the campus Local Assemblies. As required by Act 188, the COT includes one student member, and students also serve on groups like the Strategic Planning Committee and MSCHE Self-Study Steering Committee and Working Groups, as examples.

Student representation also occurs through other university and governance structures at the locations. For example, the President's Student Advisory Council convenes monthly and affords four students from each campus the opportunity to express opinions and share ideas with the President. Each campus's student trustee, student government president and a vice president, and an at-large student member meet in the evenings and offer insights and suggestions. For example, the students suggested that the President extend office hours to students, and in response, he sponsored Starbucks with Students where he scheduled in-person coffee hours and hosted lunch with student government representatives.

GOVERNING BODY (CRITERION 2)

A legally constituted governing body that:

- a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;*
- b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;*
- c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;*
- d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;*
- e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;*
- f. appoints and regularly evaluates the performance of the Chief Executive Officer;*
- g. is informed in all its operations by principles of good practice in board governance;*
- h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;*
- i. supports the Chief Executive Officer in maintaining the autonomy of the institution*

Act 188 articulates the purpose of the State System and its universities in serving the public interest as follows: "Its purpose shall be to provide high quality education at the lowest possible cost to the students. The primary mission of the State System is the provision of instruction for

undergraduate and graduate students to and beyond the master's degree in the liberal arts and sciences and in applied fields, including the teaching profession” (Act 188, 20-2003-A, p. 7). This statement affirms the long history of the State System universities, founded in the nineteenth century as normal schools for training teachers to educate the Pennsylvania’s youth. The COT will also “assist the president in developing proper relations and understanding between the institution and its programs and the public, in order to serve the interests and needs of both” (Act 188, 20-2009-A, p. 15).

Act 188 specifies BOG and COT roles and responsibilities, also articulated in the BOG Bylaws, COT Bylaws, and COT (PACT) Handbook. The BOG is the system-level governance body while a COT serves each of the universities as a local governing body. Act 188 states that “The Board of Governors shall have overall responsibility for planning and coordinating the development and operation of the system,” and enumerates 19 powers (Act 188, 20-2006-A, p. 12). The Act likewise enumerates 13 powers of the COT. Pennsylvania’s governor appoints and the senate confirms members of both governing bodies, all of whom possess deep and varied expertise and connections to regions throughout the state; trustees possess strong ties to the University and the communities they serve. Biographies for BOG and COT members appear on the respective web sites, and both bodies include student members with voting rights.

The COT serves as the governing body that formally endorses the Strategic Plan. Both the COT and BOG review SP implementation by looking at initiatives and budgets in relation to CU’s and the State System’s mission and goals. The BOG is ultimately responsible for and oversees at a policy level the academic quality of the institution, including the quality of teaching and learning, the approval of degree programs, and the awarding of degrees. The BOG also establishes personnel policies and procedures, along with a framework for assuring strong financial management and integrity as evidenced by the robust list of BOG policies, news articles, and updates linked from the State System home page. The COT oversees policy making within the framework established by the BOG, particularly in the area of financial management. The COT conducts timely reviews of budgets and audited financial statements including the annual review of outside auditors’ reports at its November/December meeting. The BOG approves the University’s annual operating and capital budgets and reviews the annual audited financial statements of the State System, which aggregates the financial operations of the 10 member institutions.

While integration had no impact on the BOG, CU could not simply combine the three legacy COTs into one oversized body. Act 55 of 2022 amended Act 188 and was advanced to save the individual councils’ integrity while meeting the needs of the new integrated universities. The Act retains the Governor’s nominating role and the Senate’s confirming role of State System trustees. It also adds definitions and provisions relating to the selection, nomination, and appointment of transitional and initial COT members for the integrated institutions. The Governor appointed a transitional COT of 12 members with four members selected from each integrating institution’s COT. This group served from July 15 – September 22, at which time the Senate confirmed the Governor’s nominees for the initial members of the integrated council. Guidelines for the initial COT membership and terms are listed in Figure 7.2, but future membership will be determined according to the COT Bylaws which adhere to Act 188.

Figure 7.2: Integrated Institutions Council of Trustees Membership and Terms

Council of Trustees Membership

- Initial members shall be equally selected from trustees serving under active terms through June 30, 2022, with four (4) members selected from each integrating institution.
- At least three (3) members of each integrated council must be alumni, one from each institution.
- Three (3) members of each integrated council, one from each institution consolidated, must be a student appointed by the BOG. A student trustee shall be in attendance at a consolidated institution and shall serve a term of four (4) years or for as long as the student is a full-time student.

Council of Trustees Terms

- Terms of non-student members begin upon confirmation by the Senate.
- Terms are staggered as follows:
 - Two (2) initial members to serve a term of six (6) years
 - One (1) initial member to serve a term of four (4) years
 - One (1) initial member to serve a term of two (2) years
- Each member appointed or reappointed to serve on an integrated council after the expiration of the term of an initial member shall serve a term of six (6) years.
- Each member shall serve until their respective successor is duly appointed and qualified.

Act 55 also specifies operating procedures on filling vacancies, selecting COT leadership, convening regular and special meetings, and aligning COT powers and duties with the original legislation.

BOG Policy 1983-13-A: Process for Recommending Presidential Appointment outlines the search and selection processes by which the BOG appoints the University's chief executive officer, the President, on the recommendation of the COT. Moreover, BOG Policy 2002-02-A: Evaluating Presidents also sets forth two types of performance evaluation and professional development plans that the COT and the Chancellor follow to evaluate the President on annual and triennial cycles. The evaluations assess the President's performance of defined duties and responsibilities and achievement of agreed-upon goals and objectives.

To ensure trustees understand their role and responsibilities in higher education governance, Pennsylvania Association of Councils of Trustees (PACT) provides orientation, training, and development opportunities for COT members. The Role of the Trustee (i.e., the PACT Handbook) indicates that PACT's primary purpose lies with educating trustees on trends in higher education and especially those relating to the environment in which the State System operates. Annually, PACT holds workshops and conferences that provide ongoing professional development to build a network of informed trustees that can express views to the BOG and Chancellor. Three of CU's Trustees serve as PACT officers, and the COT as a whole participates in PACT conferences.

The PACT Handbook also outlines the legal and ethical obligations of trustees in accordance with the PA Public Official and Employee State Ethics Act, which applies to the BOG, COT, and University employees. This Act prohibits activities and conduct that may appear to or serve as a conflict of interest. COT members also operate in accordance with the BOG Policy 2012-01: Conflict of Interest Policy and disclose financial interests as required by state law, including the annual Statement of Financial Interests. The President's Office monitors COT reporting compliance. In delineating the authority of the university president, Act 188 provides a structure within which the COT supports the President in maintaining the autonomy of the institution. Both the BOG and COT are governance bodies and do not participate in the day-to-day management

of the institution. BOG and COT minutes, posted on their respective web pages, verify matters discussed and acted upon by the boards in fulfilling their prescribed roles.

CHIEF EXECUTIVE OFFICER (CRITERION 3)

A Chief Executive Officer who:

- a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;***
- b. has appropriate credentials and professional experience consistent with the mission of the organization;***
- c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;***
- d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness***

As noted under Criterion 2, the BOG, COT, and Chancellor play key roles in appointing and evaluating the president, and Act 188 expressly precludes the president from chairing these governing bodies. Dr. Hanna, CU's inaugural President, served as Bloomsburg University's President from 2017 to 2021. He was then given additional appointments as interim President of Lock Haven and Mansfield Universities to facilitate integration before becoming CU's President in 2022. His experience includes academic leadership positions at the State System's Kutztown University as well as Temple University, DeVry University, Ithaca College, and most recently, Delaware Valley University as the vice president for academic affairs and dean of the faculty. Dr. Hanna earned his Bachelor of Arts in biology; his master's degree in developmental biology and his Ph.D. in developmental neurobiology from Temple University.

Act 188 establishes the President's authority in planning, staffing, resource allocation, and policy making, including procedures for assessing the efficiency and effectiveness of the University. The Act concludes the enumeration of the President's powers with a general statement indicating the position's comprehensive scope of authority and autonomy: "Consistent with the policies of the board to do and perform all of those other things necessary and required for the orderly operation of the institution" [Act 188, 20-2010-A (16), p. 17].

BOG Policy 2002-03-A: Evaluating Presidents sets forth how the COT and Chancellor establish development plans and conduct annual and triennial performance evaluations. These evaluations assess the President's performance of requisite duties and agreed-upon priorities and goals. The triennial evaluation is typically led by an outside consultant and more extensively involves constituent input.

CU has seated an experienced, collaborative leadership team that advises and supports the president on strategic issues and leads operations. The President's Cabinet, consisting of the President, chief of staff, vice presidents, and associate vice presidents, meets weekly to discuss initiatives and concerns; holds a monthly retreat to establish strategic initiatives and evaluate progress on them; and convenes as needed to address emerging issues. Regular assessments occur through quarterly COT reports, the CPP and BAM, annual administrative and academic reports, performance dashboards, and annual management performance evaluations.

ADMINISTRATION (CRITERION 4)

An administration possessing or demonstrating:

- a. an organizational structure that is clearly documented and that clearly defines reporting relationships;*
- b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;*
- c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;*
- d. skills, time, assistance, technology, and information systems expertise required to perform their duties;*
- e. regular engagement with faculty and students in advancing the institution's goals and objectives;*
- f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations*

As with each State System university, the BOG, Chancellor, and COT top the organizational structure and reporting relationships. The initial integration plan stated that CU would seat one president and a single administrative team that presides over all locations. CU's organizational charts reflect the administrative structure consisting of the President's Office and seven divisions. The divisional structure mirrors the core functional areas in higher education and consists of academic affairs, student success and campus life, enrollment management, fiscal affairs, administration, advancement, and marketing and communications. In establishing this structure, the leadership team followed the guiding principles for organizing CU, which were characterized as being student focused, enrollment focused, DEI focused, cost effective, sustainable, and structured to meet operational needs.

Three vice presidents serve in a dual role as a vice president and campus administrator (i.e., Provost – BL, EM – LH, and SSCL – MA). The campus administrator holds responsibility for relational, ceremonial, and other day-to-day related functions at the campuses and provides independent oversight of that campus's athletics programs as required by the NCAA. In addition, executive leadership maintains a presence across the locations with members each assigned a home campus and rotating, in-person weekly schedules and meeting sites (e.g., COT, cabinet retreats, town halls, President's open office hours, community and campus socials, celebrations, etc.).

As stated in Criterion 3, President's Cabinet advises on key strategic and policy decisions. All members of the Cabinet are seasoned higher education professionals with appropriate educational credentials, exceptional knowledge and skills in respective areas, remarkable depth of experience, and collaborative dispositions to innovate. A competitive hiring process, matching credentials and expertise with defined University needs, pertains to all staff positions. Executive-level searches are conducted by search firms to ensure a highly qualified candidate pool. All searches commence with the creation of job postings and selection criteria, and standardized search procedures are contained within CU's talent management software to guide search committees. The administration regularly engages with faculty and students to advance the University's mission and priorities. University forums such as town halls, Senate and Local Assembly meetings, student advisory meetings, and committee and council meetings (e.g., the Strategic Planning Committee, enrollment council, and student government meetings) provide students, faculty, and staff ample opportunity to receive updates, review data, and provide input on priorities, goals, and initiatives. Regular email communication from the President and his Cabinet provide updates on goals and describe avenues for offering input or asking additional questions. The President and campus administrators extend monthly open office hours to the campus community members. The Senate web page also illustrates the robust opportunities for

engagement of constituencies through the forums and committees created to enhance aspects of operations.

All divisions and units monitor program activities, collect data, report outcomes, and develop action plans as part of an annual reporting process. Outcomes appear in documents submitted to the BOG (e.g., CPP), reports provided at every COT meeting; annual administrative and academic reports; and performance evaluations as described in Criterion 5, including an ongoing emphasis on leadership development and executive coaching.

PERIODIC ASSESSMENT (CRITERION 5)

Periodic assessment of the effectiveness of governance, leadership, and administration.

Assessment of governance, leadership, and administration takes place at various levels using both cyclical and periodic evaluations. In fact, the proposed integrations resulted from the 2017 studies conducted by NCHEMS and Rand Corporation that verified the need for a System Redesign to produce long-term stability for the State System and its universities. This progressive system-level change embraced three priorities: (1) ensuring student success, (2) leveraging university strengths, and (3) transforming the governance/structure. Redesign Phase 2 addressed the third priority through a “systemness” task group that advanced changes in State System governance relating to:

- Changing the BOG onboarding process
- Revising selection processes and expectations of the COT
- Forming an Executive Leadership Group, including the Chancellor and university presidents
- Establishing a Faculty Shared Governance Commission that recommended principles for shared governance.

Moreover, the results of System Redesign and integration initiatives have transformed CU's governance structure, organizational design, budgeting processes, and shared services. Extensive assessments also informed the Northeast Implementation Plan, which resulted from 589 students, faculty, and staff through their participation in 16 working groups and 135 subgroups. This work established strategic priority areas that were foundational to CU's strategic planning and are clearly present in CU's core commitments, priorities, and goals.

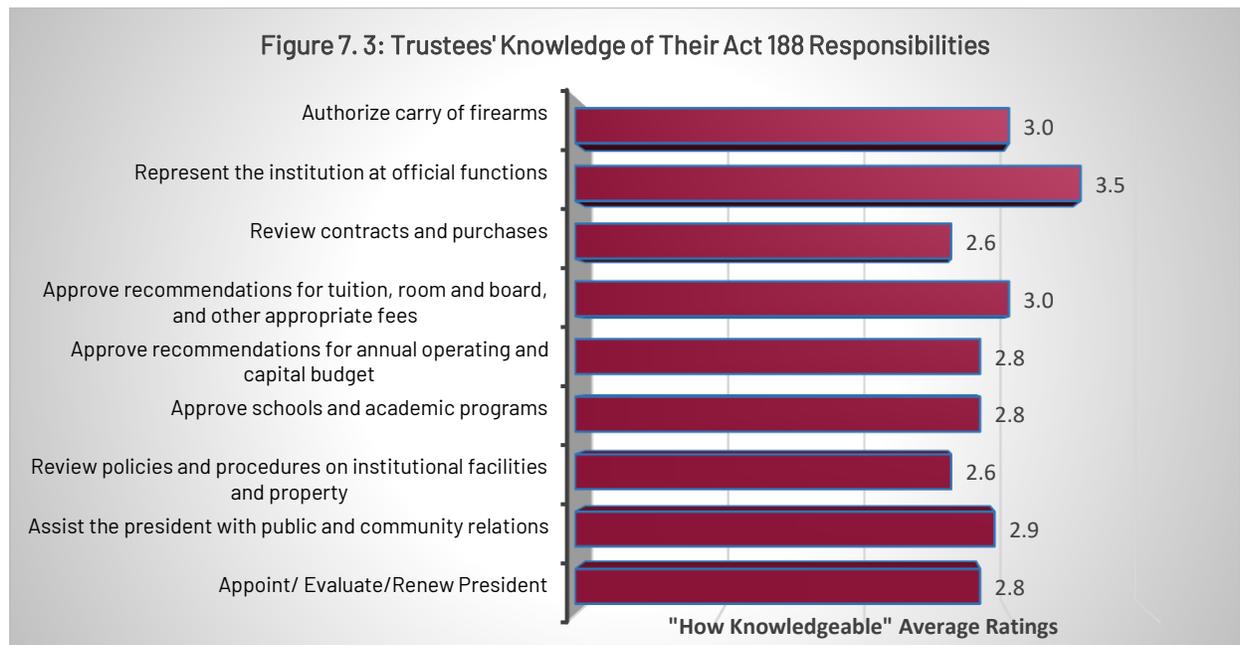
Program Review

During integration, exhaustive analyses occurred with extensive research and data-informed decision making. CU established Functional Integration Team (FIT) groups to extensively review each functional area, benchmark best practices, review relevant data, and implement unified structures and processes across the locations. This work influenced the way in which divisions and units organized leadership, unit teams, and workflows. Consultant, Baker Tilly, facilitated regular meetings with the FIT leads to gauge progress on developing workflows and reaching milestones. Moving forward, CU will deploy the BOG Program Review Policy and Procedures, revised in 2023, by establishing a review cycle for a periodic, comprehensive review of academic programs, starting in 2024-25 with those programs already scheduled for accreditation reviews and 2026-27 for unaccredited programs and administrative units. This schedule allows time for programs to implement plans and strategies developed during integration and program development processes to make needed adjustments through annual planning and assessment.

Board Member Development

To supplement trustee professional development through PACT, local forums provide opportunities for board member development. In August 2023, CU held its first annual COT Retreat with a segment dedicated to trustee responsibilities as designated by Act 188 and MSCHE standards and criteria. The MSCHE segment reviewed all standards, with emphasis on common themes threaded throughout the MSCHE Standards and related to boards, such as anchoring board action to the mission and goals, seeking to assess and continuously improve board performance, and embedding diversity, equity, and inclusion in all aspects of the institution including the board. To address all three themes and help inform future agenda items, the trustees took three assessments, viewed real-time results, and offered questions and comments. The first assessment was a board member inventory, which profiled the COT demographic makeup and revealed that none or one trustee marked institutional advancement / fundraising, student learning, and enrollment management as an area of expertise. While trustee recruitment will consider the demographic profile and areas of expertise, future COT agendas will include topics that sufficiently inform trustees in areas with lower representation.

Not surprisingly, the other assessments and discussion revealed that the trustees felt knowledgeable about the duties and responsibilities outlined in Act 188 and the MSCHE Standards and Criteria. Most trustees were already familiar with Act 188 which encompasses MSCHE expectations and addresses the duties of care, loyalty, and obedience that are espoused by the Association of Governing Boards as principles of good practice (see Figure 7.3, ratings on scale of 0-4, 4 being most knowledgeable). However, this assessment prompted CU to formalize and implement a student-focused onboarding process. The ratings and discussion also suggested opportunities to more effectively build the COT agendas with topics that inform all trustees about reviewing policies and procedures on institutional facilities and property, reviewing contracts and purchases, and on a rotating basis, including coverage of accountability topics like mission and goals, finance, student learning, and student achievement.



Leadership Evaluation and Development

BOG policies and procedures play a key role in regular assessment of leadership and administration. As noted under the Chief Executive Officer section, annual and triennial presidential evaluations are conducted in accordance with BOG Policy 2002-03-A: Evaluating Presidents which includes input from key constituencies and evaluates progress toward goals as agreed upon with the COT, Chancellor, and BOG.

The Office of the Chancellor also established procedures for the annual evaluation of non-represented managers, including executive managers, on such standard performance elements as communication skills, diversity, decision making, leadership, managing people, outcomes assessment, planning, and work processes and results. Managers are also evaluated on achievement of goals defined at the beginning of the planning cycle; the planning documents require managers to indicate how their goals relate to the strategic priorities. This layered process for completing management evaluations occurs from August-October followed by an October due date for planning goals and expected results. This timeline provides ample opportunity for divisions and units to analyze last year's performance and set goals to which managers can align their individual plans. With the approval of the Strategic Plan, the HR staff revised the templates and assured the planning portion requires alignment to CU's strategic priorities and core commitments.

Aside from systematic evaluation processes, CU has focused on the development of a high-performance leadership team and individual development plans for each executive-level leader, even prior to the official integration date. During 2021-22, the leadership team engaged in DiSC personality assessments and 360 feedback exercises on 16 competencies categorized into three key areas of leading the organization, leading others, and leading yourself. Identifying strengths and opportunities, leaders developed individual development plans accompanied by individual and team executive coaching. Results of those assessments led to unifying the executive leadership around strategic priorities, establishing a common platform and language for operating across divisions, clarifying interdependencies, providing information about more effectively leading across and downward, and strengthening a sense of team. The value gleaned from executive-level DiSC assessments and sessions led to offerings across all divisions engaging 239 participants in the DiSC process with opportunities to discuss results and effective strategies within and across divisional teams.

During 2022-23, President Hanna underwent a second 360 feedback exercise from his leadership team, onboarded a new chief of staff to provide next-level support on developing the executive team and refining operating routines, and advocated for a comprehensive 360 process for the executive team. An external consultant facilitated 124 oral interviews (i.e., 13 interviewees per each of the nine executive leaders) to pulse leadership and team effectiveness as both members of the senior team and respective functional teams. With respect to the Chief of Staff's presence, the consultant's executive summary documented the "major progress in stabilizing the President's Office [and] bringing discipline, routine, and a spirit of continuous improvement to the effectiveness of President's Cabinet." The consultant also commented that "the final output of the leadership plans was impressive... [and leaders] submitted robust, genuinely self-reflective leadership plans that, in turn, yielded transparent, productive dialogue with their boss." All leaders engaged in coaching sessions to digest the feedback and create those detailed leadership plans, with leadership-focused and development goals tied to the management performance evaluation.

The President established periodic checkpoints to gauge progress on the leadership development plans and devoted segments of Cabinet Retreats to discuss results and expectations. Examples of actions included executive leaders conducting talent inventories and

strategic succession planning within divisions; empowering next-level leaders to help plan their retreat agenda and expand their leadership development; and appointing a chief of staff within the Provost's Office to assist in managing operations and aligning academic priorities with unit planning. Beyond the DiSC training, leadership development extended to the next-level leaders in various forms including divisional retreats with both internal and external facilitators. For example, the academic affairs leadership team also engaged in 360 reviews, the Gallup Clifton Strengths assessment, and group and professional coaching sessions. All leaders used this feedback to develop action plans to improve cross-functional collaborations, communication, and productivity.

Change Management

Intentional leadership development initiatives were planned to facilitate change management at the executive level; however, the strategic planning research and assessment that coincided with CU's first year readily revealed the need for change management sessions in the ranks of administrative units. Conducted by Blue Beyond Consulting, focus groups and interviews made clear that staff and administrators were struggling with the workload, rapid change, and ambiguity brought on by integration. The Climate Survey supported these findings. Blue Beyond presented this feedback to President's Cabinet who responded swiftly to collaborate with Blue Beyond in delivering in-person, Navigating Change workshops. The three half-day sessions aided individuals and teams in handling ambiguity, strengthening resilience, and rallying teams around change. Other forums like Town Halls, Senate and Local Assembly meetings, divisional retreats, and CU celebrations were intended to address these concerns as well.

President's Cabinet, Leadership, and Cross-Functional Meetings

As part of its operating model, the leadership team has established regular meetings to ensure sufficient channels exist to share information on strategic and operational issues, problem solve, and make recommendations. Over the last two years, President's Cabinet meetings and retreats sustained multiple changes in format, attendees, frequency of meetings/retreats, length of time, and strategies for agenda setting and follow-up. Following the January 2024 Cabinet retreat, all attendees received a survey that asked attendees what was useful, what was missing, and what other comments would lead to improvement. Attendees felt that discussion of all agenda items, which were strategically focused, was beneficial and the in-person, social aspect helps in building team cohesion. Feedback pointed to opportunities for improvement regarding perceived engagement of folks for the duration, too many agenda items and not enough time, and concerns about follow-up occurring for the numerous action items, among a few other areas. Results were shared out and discussion resulted in decisions to extend the retreat meeting times, provide conservative time estimates for each agenda item, be present for the entirety and give leadership thought to each agenda item, be more selective about what goes to the retreat versus weekly meeting agendas, and review the meeting tracker and prepare to address follow-up by timelines established. Similar assessments were conducted for other forums leading to improvements. For example, the LH leadership team, established to share and address campus-specific concerns, includes additional members from facilities and student success as a result of assessments.

Institutional Data and Studies

To facilitate the sharing of institutional data and survey results, the Office of Institutional Effectiveness (OIE) built out a website that houses over 30 dashboards (e.g., in student success data, enrollment, program/course data, etc.) on the IR web page and links to the Surveys web page with results to increase ease and access to institution-wide data for use in planning and continuous improvement. As stated in Standard II, IR launched and refined additional public and secure dashboards with institutional and program-specific data in response to user

feedback and ensured dashboards / reports for the climate, NSSE, and first destination surveys remain readily available. Blue Beyond and the Strategic Planning Committee used these resources in the development of the current Strategic Plan. President’s Cabinet monitors established performance indicators and assessments to ensure that the data are used for future planning and decision making. Such reporting on initiatives and outcomes takes place in town hall meetings, web updates on planning and integration sites, and in governance structures.

Shared Governance Task Force

Nearly a two-year process, the development of a new CU Senate and Constitution provided a framework for ongoing, two-way communication and data-informed continuous improvement across the institution as described in the chapter’s introduction. President Hanna invited leadership of the previous BL, LH, and MA shared governance systems to form a Shared Governance Task Force charged with developing a new constitution and structure. In January 2022, the Task Force completed its first draft, and over the next year, it solicited feedback from CBA units, Cabinet, PASSHE Legal, Labor Relations, and existing campus shared governance systems. Multiple fora and information sessions were held on each campus, and the Task Force revised the Constitution 15 times. Table 7.2 outlines the key steps taken by the Shared Governance Task Force to lead and continuously improvement CU’s shared governance process.

Table 7.2: Improvement Process Leading to the new Senate and Constitution		
Key Milestone	Date(s)	Action
Northeast Integration Shared Governance Task Force Charge	12/3/21	Task force created and charged with developing and recommending a campus governance process and structure.
	01/21 - 02/21	Task force developed a draft University Senate Structure by reviewing all legacy structures and benchmarking against other structures.
DRAFT PROPOSAL #1 CU Senate Overview	02/22 - 03/22	Draft socialized at legacy campus forums, town hall, and President’s Cabinet. Survey emailed to faculty soliciting feedback on draft proposal.
DRAFT PROPOSAL #2 CU Senate Overview	4/6/22	Proposal presented at Forum to solicit feedback.
	4/7/22 - 4/24/22	Proposal revised based on feedback submitted to authors.
DRAFT PROPOSAL #3 CU Senate Overview	5/16/22	Proposal revised and shared with President’s Cabinet.
Final Task Force Recommendation	5/26/22	Final recommendation approved by President’s Cabinet and the President; Task Force charged with writing the CU Senate Constitution.
Draft University Constitution*	6/22 - 8/22	Task Force faculty met and developed draft Constitution.
Draft Constitution reviews and revisions*	9/22 -11/22	Draft Constitution shared across the campuses through legacy campus forums.
	11/22 - 12/2	Feedback solicited via electronic survey.
	12/12/22	Feedback solicited from President’s Cabinet.
	12/22 - 12/23	Feedback solicited from SCUPA and APSCUF union leadership.
	01/09/23	Revised draft presented at Leadership Retreat.
	12/22 - 1/23	Feedback provided through PASSHE Legal, Labor Relations & Presidential reviews.
Second reading of Draft Constitution and final approval	2/22/23	Constitution presented at legacy forums, and a call issued for initial nominations for new University Senate, Local Assemblies, and committees.
Constitution Published Revised Final Draft	2/27/23	Revised final draft submitted to President Hanna
Final Adopted Constitution	3/2/23	President Hanna approved the Constitution
Non-Substantive Revision	4/24/23	Revision to Article III.B.1.b.iv to correct a drafting error

Table 7.2: Improvement Process Leading to the new Senate and Constitution

First University Senate meeting	9/14/2023	At the first Senate meeting, CU received updates on policy review/revision process, committees, and CU branding, and endorsed the Strategic Plan.
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*Changes documented in evidence inventory

The current 28-page Constitution includes a preamble and nine articles covering definitions, University support, key governing bodies, senate committees, elections, university policies, resolutions, strategic plans, and amendment procedures. Bylaws describe senator removal, Constitution review, minutes, and parliamentary procedure. Appendices include bylaws of standing committees intended for the 2023-2024 academic year. Committees must create bylaws outlining committee membership and scope of duties during the 2023-2024 academic year and review those bylaws at least once every three years. New bylaws must be approved by the Executive Committee and Senate, and appendices will be updated accordingly.

Organizational Design

In May 2022, Kennedy & Company, a consulting firm on higher education planning, organizational design, and technology, conducted a study on CU's broad enrollment efforts which focused on organizational structure, workforce development, and technology. The findings suggested that the new organizational structure for enrollment management follows industry best practices and appears effective, but support areas for recruiting in workforce development and technology training will be important to future success. Significant technology training was conducted in the last two years as various systems were implemented (e.g., Banner, Degree Works, CU Succeed). Currently, enrollment management and workforce development are collaborating to conceive a recruitment strategy, identify recruitment staffing, and plan for the integration of workforce development data into the Slate CRM.

Diversity, Equity, and Inclusion Initiatives

CU continuously engages with faculty and students to advance the institution's goals and has elevated DEI as a core commitment. CU demonstrates a commitment to involve the campus community in studying and creating data-informed strategies and decisions to address campus climate and an inclusive learning environment. Discussion under Standards II and IV provide several examples regarding responses to the Transformation Accelerator Cohort and Campus Climate surveys, which provide visible actions of how leadership listens to feedback and studies data in order to develop and implement actionable plans.

6. Areas of Strength

- PASSHE has a robust, proven governance structure for each of its campuses. Although CU is a new institution, it can call on the decades of operational excellence found in PASSHE schools moving forward.
- Leadership team is involved in significant professional development at the executive and next levels aimed at developing leadership talent beyond current expertise and skills already demonstrated by leaders.

7. Opportunities for Improvement and Innovation

- While we believe we have developed an innovative structure that meets the needs of our integrated university, our governance system should grow and adapt as it is implemented.
- While the Senate structure is fully developed, there are vacancies that need to be filled at the Senate, Committee and Local Assembly levels.

- Through ongoing work of the Senate Election Committee, CU can work to refine the election process.
- CU needs to move the policy approval process along, remove barriers that may slow the process, and consider ways to expedite policy review and approval where appropriate.
- CU should continue its vigilance in implementing recommendations from studies and surveys.
- Continue to communicate how Local Assemblies (a new concept for most) operate, set the agenda, contribute to continuous improvement, and invite participation.
- The Senate could conduct training on the new roles and processes.

8. Initial Strategies on Continuous Quality Improvement

- Feedback mechanisms already in place – e.g., COT meetings, Senate, and Local Assembly meetings – will be used to fine tune our integrated administrative structure and new shared governance system.
- As CU becomes accustomed to its governance structure, additional education and communication about the Senate and Local Assemblies would be beneficial.