CREATING, REDESIGNING, & SUSTAINING GOVERNANCE STRUCTURES TO DRIVE STRATEGY

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SESSION ABSTRACT

Many university governance structures are not effective even though they are essential to drive the strategies of a successful institution. How different governance bodies function, relate, and interact will affect the success of achieving institutional strategies. How can governance structures be implemented that are effective for your institution? Academic, administrative, and corporate leaders will benefit from this discussion of how high quality governance is composed, modified, and sustained from board level to functional unit level.
LEARNING OUTCOMES

1. Define the term “governance” in higher education, and explore the relationships and responsibilities of strategic and operational governance bodies and how they affect the planning process.

2. Describe best practices for designing strategic governance starting at the board level all the way to the implementation a specific strategic project.

3. Evaluate the strategic readiness of your college and define governance that will differentiate your institution from your competitors, and then use your new structure to plan strategically.

4. Learn techniques to implement strategies throughout the layers of governance and develop performance measures that inform your next strategic decisions.
Governance Across the Institution

Can use governance design processes at any level, in any situation.
HOW TO ADDRESS THE CHALLENGE?

Integration of planning activities across the enterprise
INTRODUCTION AND OVERVIEW
CONTEXT: THE CULTURE OF ACADEMIC DECISION MAKING

Academe: Two Overlapping Decision-Making Systems

- Administration – “managing” budgets, finance, facilities, technology, investments, fund raising; focus on managerial authority / accountability

- Academic – deliberating over and making personnel and program decisions central to the institutional mission; highly participatory – inclusive, time consuming and consistent with professional autonomy and department independence
CONTEXT: ACADEMIC CULTURE II

Tension in Values: Autonomy v. Control

- **Professional Autonomy:** academic freedom, freedom of inquiry, independent work, professional independence of departments
- **Administrative Control:** institutions stress order, dependability, control, accountability
- **Clash of Values:** Intrinsic vs. Instrumental; Absolute vs. Relative
- **Leadership Imperative:** Shared Governance and Integral / Collaborative Leadership
GOVERNANCE IN HIGHER EDUCATION

Collectively making authoritative decisions about how to allocate scarce resources among competing interests and ensuring that decisions are legitimate because they have been reached through participation and consultation rather than through coercion / fiat
WHAT IS WRONG WITH CURRENT GOVERNANCE STRUCTURES?

• Current structures were set up to *regulate and distribute resources* during time of growth.

• Current structures were built to *protect the status quo*, especially traditional institutional (and faculty) values, authority, and turf.

• Current structures were built incrementally on a *higher education enterprise* that was *largely private, highly autonomous* and much less competitive.

• Current structures emphasize *command and response, centralized authority and regulation, and constituency management*, all of which inhibit, rather than enhance accountability.
REASONS TO REDESIGN GOVERNANCE

• Mass change in trustees/regents
• Economic pressures
• High-level leadership changes
• Scandal
• Need to revisit policy making and prioritization
• Disruptive Higher Ed Technology
GOVERNANCE ENABLES DECISION MAKING

- Where are you with governance?
- Do you need to create, redesign, or sustain?
- Do you have a strategic plan?
- Is strategic plan performance measured?
- Is the plan reviewed and updated?
DISCUSSION OF SUCCESSFUL AND UNSUCCESSFUL GOVERNANCE STRUCTURES
EXPERIENCES WITH GOVERNANCE: AUDIENCE QUESTIONS

• Which structures have you seen work well? Why do they work well?

• Which are the worst at your institution? Why do they fail?

• Where is governance needed where it doesn’t exist?
OVERVIEW OF THE LEVELS, TYPES, VOCABULARY, AND COMMON COMPONENTS OF GOVERNANCE IN HIGHER EDUCATION
ESSENTIAL TO SUCCESSFULLY SHARING AUTHORITY

FRAMEWORK

- **WHAT** issue is to be decided?
- **WHO** (person / groups) should be involved in making the decision?
- **WHEN** (at what stage) and **HOW** should participation occur?
- **WHERE** (at what level in the structure) should participation occur?
IMPERATIVES FOR SUCCESSFUL SHARING IN DECISION MAKING

• Authority Is Coupled with Accountability

• Sharing of Authority

• Full and Open Consultation

• High Degree of Trust and Mutual Respect

• Facilitated by Good Process characterized by:
  • Early, Fair and Uniform Consultation
  • Free and Full Sharing of the Information Appropriate to the Issue
  • Advice is Rendered and Considered in Timely Fashion; Feedback Is Given in a Sensitive and Timely Manner
  • Final Decisions are Communicated to Parties Involved with Explanations Provided where Appropriate
STRATEGIC BOARD RESPONSIBILITIES

- GOVERNANCE & CONSTITUENT RELATIONS
- MISSION, VISION PLANNING
- FISCAL INTEGRITY
- EDUCATIONAL QUALITY

THE PRESIDENT
BOARD RESPONSIBILITIES
MISSION/VISION/PLANNING – CASE STUDIES

• Trenton State College TO The College of New Jersey
• Elon College (NC) TO Elon University
• Loyola University New Orleans – post-Katrina
IMPLEMENTING STRATEGIC CHANGE
STRATEGIC PLANNING AT DIFFERENT LEVELS

1. Board – collective vision
2. President – operational and implementation
3. Upper Administration – component vision and operational pieces
4. Next Level – execution and performance monitoring
STRATEGIC PLANNING AT DIFFERENT LEVELS - EXAMPLE

STRATEGIC FRAMEWORK

Goal 1: Foster scholarship, discovery and innovation
Goal 2: Provide transformative learning experiences
Goal 3: Make a significant and visible societal impact
Goal 4: Steward current and generate new investment resources

AITS
Save Time • Improve Ease of Use • Improve Speed to Service
Deliver Targeted and Pervasive Information • Collaborate

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STRATEGIC PLANNING AT DIFFERENT LEVELS - EXAMPLE

Strategic Framework
- Timeline & Presentations
- Steering Committee
- Environmental Scan
- Draft Framework
- Analytic Summaries
- Town Halls
- Your Input, Your Story
- Background & Resources
STRATEGIC PLANNING AT DIFFERENT LEVELS - EXAMPLE

OUR PROCESS
Over the past two years the entire campus community has been working to express a shared vision for the University of Illinois at Urbana-Champaign. This vision will allow us to strategically focus our intellectual and financial resources to face the challenges of our state, nation and world. Faculty, staff, students, alumni, and community and corporate leaders came together in our Visioning Future Excellence initiative to identify the grand societal challenges of the coming 20-50 years where Illinois can contribute solutions. Six critical, multidisciplinary themes emerged.

VISIONING FUTURE EXCELLENCE

Economic Development  Education  Energy and the Environment  Social Equality and Cultural Understanding  Health and Wellness  Information and Technology

This framework – this identification of where we need to go – fed directly into the strategic planning process that began this fall. Again, faculty, staff, students, deans and campus administrators collaborated throughout this year to set out the broad strategic goals, actions, and metrics for success that will guide our decisions and priorities over the next three years. With this framework and a clearer idea of where we believe we should be headed, we are positioning ourselves to make the moves now that will set the course of the campus for decades to come.

Goal 1: Foster scholarship, discovery and innovation
Goal 2: Provide transformative learning experiences
Goal 3: Make a significant and visible societal impact
Goal 4: Steward current and generate new investment resources
Planning work that’s done together: strategic planning framework

- Mission, Vision and Values
- Environmental Assessment
- Gap Analysis
- Strategic Issues
- Reflection & Planning
- Strategic Decisions & Strategies
- Action, Measurement, Evaluation & Refinement
SCENARIO PLANNING

Possible and likely futures based on these forces

<table>
<thead>
<tr>
<th>Scenario A</th>
<th>Scenario B</th>
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<tbody>
<tr>
<td>Scenario C</td>
<td>Scenario D</td>
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</table>
SCENARIO PLANNING

Perform Force Field Analysis for blocking and driving forces for a desired scenario. How do you design around forces/barriers?
GROUP ACTIVITY

SCENARIO PLANNING
SCENARIO PLANNING

• This activity focuses on performing scenario planning utilizing an example scenario or a participant defined scenario.

• Steps:
  1. Determine if your group will utilize the example provided, or modify it as desired to work on something more relevant to you.
  2. Brainstorm scenario implications for the four quadrants. Either do this individually and then share with the group, or have someone lead the discussion and go through each quadrant and have someone scribe ideas in each area.
  3. Once the quadrants are filled, select a few items to discuss broader planning implications.
SCENARIO PLANNING

• Possible and likely futures based on these forces
SCENARIO PLANNING

Possible and likely futures based on these forces
DESIGNING SUCCESSFUL GOVERNANCE STRUCTURES
OPERATING STRATEGICALLY

Give Sustained Attention to Strategic Issues

- Thematic meetings
- Extended discussion sessions/open forums
- Plenary sessions on strategic priorities or issues
- Joint committee meetings
- Retreats
- Seek President’s Overview for Linkages
- Afford Maximum Opportunity For Participation

<table>
<thead>
<tr>
<th>Type</th>
<th>Type Rank</th>
<th>Overall Rank</th>
<th>Initiative</th>
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<td>Project/Service A</td>
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<td>2</td>
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<td>2</td>
<td>14</td>
<td>Project/Service N</td>
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20 years ago

- Politically selected cluster of representatives from across campus
- Vets the ideas of the president and senior leadership team so as to gain support for the ideas identified by or at least blessed by the president
- Strategic Plan sits on the shelves of the board room, president’s office, and library for ten years or so (years usually connected to the re-accreditation cycle)
STRATEGIC PLANNING STEERING COMMITTEE EVOLUTION

Today

• Right arm of the president and board in proactively crafting a planning process
• Engage a wide range of campus participants in exploring the strategic challenges and opportunities facing the institution
• Seek those few BOLD IDEAS which will inspire collaborative action, glean community support those ideas, and provide competitive advantage for the institution
• Ensure adequate funding of the chosen priorities
• Create implementation, assessment and communication plans that will guarantee success, both in terms of goals achieved and process sustained at least for the foreseeable future.
COMMITTEE Best Practices – I

• Most Work Should Be Accomlished in Committee

• Committee Structure Should Focus on Responsibilities

• Consolidate Rather than Expand in Number, and Integrate as much as Possible (Joint Meetings)

• Committees are Responsible for Monitoring their Performance and Recommending Decisions and Actions

• Committee Performance Should be Monitored by an Executive Committee and Assessed Annually
COMMITTEES Best Practices – II

• Each Should Provide a Clear “Charge” for Each Committee (By-Laws)

• Each Committee Should Have a Chair (maybe Vice Chair) Who Rotate Periodically – Three Years is Ideal – and Should be Staffed by a person with respect at that level

• Committee Members Should Receive Concise, Focused Agenda and Supporting Material Prior to Meetings
EXAMPLE:
VISIONING FUTURE EXCELLENCE

Six critical, multidisciplinary themes

1. Economic Development
2. Education
3. Energy and the Environment
4. Social Equality and Cultural Understanding
5. Health and Wellness
6. Information and Technology
EXAMPLE:
VISIONING FUTURE EXCELLENCE

Four Goals

1. Foster scholarship, discovery and innovation
2. Provide transformative learning experiences
3. Make a significant and visible societal impact
4. Steward current resources and generate additional resources for strategic investment
PLAYERS (EXAMPLES)

• President’s Cabinet
• Council of Deans
• Faculty Senate
• Student Senate
• Chancellor / Provost Leadership Team
• Individual Faculty / Students
ROLES

• To succeed in fulfilling these visionary goals how do the different players participate?
• What further input should the Board have below this level?
• Does the president own this now?
• Where and how does funding align to the goals?
  • Examples: Funding new medical college, increasing aid to underrepresented student groups, funding technology improvements to support flexible learning
WHERE TO GO FROM HERE?

• What are the roles of the different players?
• Do you have the governance in place to develop initiatives to fulfill the goals?
• Do you have the processes in place to execute the plan successfully?
• How would you measure success?
GROUP ACTIVITY

IDENTIFYING PROCESSES, STRUCTURE, AND TOOLS TO ADVANCE THE PLAN
GROUP ACTIVITY: IDENTIFYING PROCESSES, STRUCTURE, AND TOOLS TO ADVANCE THE PLAN

Select one of the four example goals

1. Foster scholarship, discovery and innovation
2. Provide transformative learning experiences
3. Make a significant and visible societal impact
4. Steward current resources and generate additional resources for strategic investment
GROUP ACTIVITY: IDENTIFYING PROCESSES,
STRUCTURE, AND TOOLS TO ADVANCE THE PLAN

For the selected goal, discuss:

1. Who are the players? What are their roles?
2. What governance must be in place to develop the initiatives to fulfill these goals?
3. What processes must be in place to execute the plan successfully?
4. How would you measure success towards this goal?

Do Not Design Initiatives Here
FUNCTIONAL GOVERNANCE
CONSTRUCTION AND OPERATIONS
TO IMPLEMENT STRATEGIC OBJECTIVES
IMPLEMENTING THE PLAN

Strategies

Goals

Implementation
INTRODUCTION TO OPERATIONAL LEVEL GOVERNANCE
OPERATIONAL LEVEL GOVERNANCE
WHY IS IT IMPORTANT?

• Decision-making
• Strategic Alignment of Enterprise and Units / Functions
• Resource Allocation and Management
• Performance Management
• Collaboration
• Standards and Policy
• Transparency
OPERATIONAL LEVEL GOVERNANCE CONSIDERATIONS

- Size and shape of the organization
  - Community college
  - Small / medium college
  - Large multi-campus university

- Structure of organization and the funding model
  - Centralized
  - Decentralized
  - Somewhere in between
OPERATIONAL LEVEL GOVERNANCE CONSIDERATIONS

• Scope of governance
  • Department, college, campus
  • Academic, research, administration
  • A mixture

• Scarcity and competition for limited resources – What is your level of demand?

• Desired levels of control and transparency

• Value placed on service by stakeholders.

• Endorsement and empowerment by leadership
OPERATIONAL LEVEL GOVERNANCE
BUILDING BLOCKS FOR MODEL

- **Purpose and Scope:** What is it that needs to be governed? What are your institutional priorities?

- **Participants:** Who should participate? Who should advise and who should make decisions? What are the key roles to identify? How are they interconnected?

- **Decision-making:** What decisions are made at the different levels/groups? What resources will be allocated via the process?

- **Structure:** What are the layers to the governance structure? How are they interconnected?

- **Communication and Coordination:** Who will work behind the scenes to facilitate the process?
OPERATIONAL LEVEL GOVERNANCE BUIDLING BLOCKS FOR MODEL
Model Components

Purpose and Scope of the problem to solve

- What is it that needs to be governed?
  - Topics / Functions / Summary Topics
  - Units / Colleges

- What is it that does not need to be governed?
OPERATIONAL LEVEL GOVERNANCE
WHAT NEEDS TO BE GOVERNED? (EXAMPLES)

- Education
- Research
- Infrastructure and Security
- Public Engagement
- Administrative IT
- Web Services
- IT Strategic Planning
- Policy Development
- Prioritization
- Student Systems
- Facilities Systems
- Research Administration Systems
OPERATIONAL LEVEL GOVERNANCE
WHAT NEEDS TO BE GOVERNED? (EXAMPLES)

**Education**
- Learning Management Systems
- Instructional Technologies
- Public Labs
- Change Management
- Student Access to Resources

**Research**
- User Support Coordination
- Research Computing Resources
- Collaboration Technologies
- Grants Administration
- Technical Support
OPERATIONAL LEVEL GOVERNANCE
WHAT NEEDS TO BE GOVERNED?
(EXAMPLES)

Education
- Learning Management Systems
- Instructional Technologies
- Public Labs
- Change Management
- Student Access to Resources

Research
- User Support Coordination
- Research Computing Resources
- Collaboration Technologies
- Grants Administration
- Technical Support

Strategic Planning
Operations
Service Levels
Performance Measurement
OPERATIONAL LEVEL GOVERNANCE
WHAT NEEDS TO BE GOVERNED?
(EXAMPLES)
Who Chooses?

How do you get to equilibrium?
OPERATIONAL LEVEL GOVERNANCE

Faculty Involvement Levels

HIGH
- Direct participation on governance committees

MEDIUM
- Advisory input from existing faculty governance committees or individual faculty

LOW
- Actively and passively communicate ITG activities with faculty community; respond to requests and inquiry
# OPERATIONAL LEVEL GOVERNANCE

## PARTICIPANTS (EXAMPLES)

<table>
<thead>
<tr>
<th>Existing Groups</th>
<th>New Groups</th>
<th>Roles</th>
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<tbody>
<tr>
<td>• Council of CIOs</td>
<td>• Functional Groups</td>
<td>• Advisory &amp; Decision-making</td>
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<tr>
<td>• Faculty IT Senate</td>
<td>• LMS Advisory Council</td>
<td>• Group Sponsors</td>
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<tr>
<td>• IT Pros</td>
<td>• Shared Infrastructure</td>
<td>• Chairs / Leads / Owners</td>
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<tr>
<td>• Council of Deans</td>
<td>• Identity Management</td>
<td>• Governance Office / Portfolio Management</td>
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<tr>
<td>• CAV</td>
<td>• Business Process</td>
<td>•</td>
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<tr>
<td>• Student Senate</td>
<td>• WCMS</td>
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<tr>
<td>• Business Managers</td>
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<td>• IT Priorities Committee</td>
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# OPERATIONAL LEVEL GOVERNANCE

Participants in the process – Example: IT Gov.

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<thead>
<tr>
<th>ITPC</th>
<th>Finance ITPC</th>
<th>HR ITPC</th>
<th>Student ITPC</th>
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</thead>
<tbody>
<tr>
<td>UA - Senior Associate Vice President, Office of Business and Financial Services</td>
<td>UA-OBFS, Assistant Vice President Admin Services (Chair)</td>
<td>UA - Director Employee Relations and Human Resources</td>
<td>UIC – Admissions Representative</td>
</tr>
<tr>
<td>UA - Associate Vice President, AITS (Chair)</td>
<td>UA-OBFS, Controller</td>
<td>UA - Assistant Vice President, Human Resources</td>
<td>UIC - Financial Aid Representative</td>
</tr>
<tr>
<td>UA - Assistant Vice President for Academic Affairs</td>
<td>UA-OBFS, Executive Assistant Vice President for Business and Finance (UIUC)</td>
<td>UA - Director of Human Resources Information Systems</td>
<td>UIC - Provost/Chancellor appointee</td>
</tr>
<tr>
<td>UA - Assistant Vice President and Dean, Academic Affairs</td>
<td>UA-OBFS, Assistant Vice President for Business and Finance (UIS)</td>
<td>UIC - Director of HR Shared Services, Human Resources</td>
<td>UIC - Records and Registration Representative</td>
</tr>
<tr>
<td>UA - Assistant Vice President, Human Resources</td>
<td>UA-OBFS, Assistant Vice President for Business and Finance (UIUC)</td>
<td>UIC - Associate Director &amp; Acting Director, Faculty Affairs HR</td>
<td>UIC – Systems Representative</td>
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<tr>
<td>UA - Assistant Vice President, Decision Support</td>
<td>UA-Capital Programs &amp; Real Estate Services</td>
<td>UIC - Vice Chancellor for Human Resources, Human Resources</td>
<td>UIS – Admissions Representative</td>
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<tr>
<td>UIC – Provost/Chancellor appointee</td>
<td>UIC Campus Representative</td>
<td>UIS - Assistant Provost</td>
<td>UIS - Financial Aid Representative</td>
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<td>UIC – Faculty Representative</td>
<td>UIC Provost Office</td>
<td>UIS – Director of Human Resources</td>
<td>UIS - Records and Registration Representative</td>
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<td>UIS – Provost/Chancellor appointee</td>
<td>UIS Provost Office</td>
<td>UIUC - Associate Director, Academic Human Resources</td>
<td>UIS – Systems Representative</td>
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MODEL COMPONENTS

Structure: What are the layers to the governance structure and how do they interconnect?

- What are the responsibilities and composition at the different layers?
- Where and how do the levels and groups interconnect?

Ownership and Accountability
MODEL COMPONENTS – IT FOR SUPPORTING UNIVERSITY BUSINESS PROCESSES EXAMPLE

Executives
- Meets Annually
  - Approves > $250K or 5K hours

Cross-functional group
- Meets Quarterly
  - Provides recommendations to ITPC for cross-functional projects and prioritization

Highest Level Customers
- Meets Quarterly
  - Approves > $0K or 850 hours
  - Prioritizes all projects

Finance subcommittee
- Meets Quarterly
  - Approves $0K and 250 – 850 hours
  - Prioritizes functional projects

HR subcommittee
- Meets Monthly
  - Approves $0K and 250 – 850 hours
  - Prioritizes functional projects

Student subcommittee
- Meets Monthly
  - Approves $0K and 250 – 850 hours
  - Prioritizes functional projects

Business Intelligence/Performance Management subcommittee
- Meets Monthly
  - Approves $0K and 250 – 850 hours
  - Prioritizes functional projects
OPERATIONAL LEVEL GOVERNANCE MODEL COMPONENTS

Decision-making

- Specific decision points
- Set policy and standards
- Project selection & prioritization
- Resource allocation
  - Resources have to be connected to decision points
  - Incentives for participation

Governance Body – Decision-making ability; Led by a Champion / Steward / Advocate Role who supports governance process for Unit, Topic, Functional Area, College, or at Campus level.
OPERATIONAL LEVEL GOVERNANCE
MODEL COMPONENTS

What and where are decisions made?
OPERATIONAL LEVEL GOVERNANCE MODEL COMPONENTS

Communication and Coordination

- Transparency (in the eye of the beholder)
- Communication about the process
- Central information resources for governance operations / decisions
- Service / project inventory
- Governance Office role to support the process
GROUP ACTIVITY 3

HOW TO CONSTRUCT GOVERNANCE WHERE GOVERNANCE DOESN’T EXIST
BUILDING AN OPERATIONAL GOVERNANCE MODEL

Select one of the initiative areas for governance:

1. Govern Student Success programs supporting strategic university initiatives
2. Govern capital projects supporting strategic university initiatives
3. Govern IT projects supporting strategic university initiatives

Review the exercise questions with your group
BUILDING AN OPERATIONAL GOVERNANCE MODEL

1. **Purpose and Scope:** What is it that needs to be governed? What doesn’t need to be governed?

2. **Participants:** Who should participate? Who should advise and who should make decisions? What are the key roles to identify?

3. **Decision-making:** What decisions are made at the different levels/groups? What resources are governed?

4. **Structure:** What are the layers to the governance structure? How are they interconnected?

5. **Communication and Coordination:** How will information be shared and who will run the process?
Governance Across the Institution

Strategic Governance

Can use governance design processes at any level, in any situation

Operational Governance
GROUP DISCUSSION AND Q&A

Thank You!