

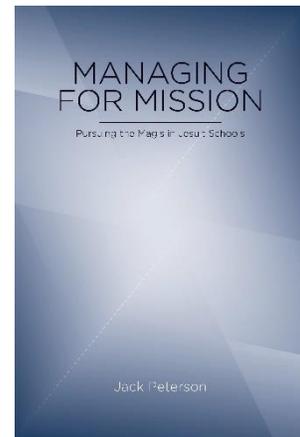
## GOVERNANCE OVERVIEW

The following is an excerpt on **GOVERNANCE** from:  
*Managing for Mission: Pursuing the Magis in Jesuit Schools*  
Pages 338-355

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## Chapter VII: Governance

This book is about management, which in a school is primarily the domain of the administration. We have defined management as the direction leaders give to align the decisions and actions of all participants toward desired organizational outcomes. Governance addresses how those desired organizational outcomes get defined. Governance is a term most often associated with non-profit organizations, which exist to serve society according to their mission. Missions are open to interpretation and sometimes even need to be revised. A governance structure is intended to be a human link between an organization and the community it serves. It is intended to interpret and steward the organization's mission on behalf of the community. It holds the organization accountable on behalf of the community and encourages the community's support of the organization. Sometimes a governance structure can feel like a burden to an organization, just another layer of expectations and constraints. But it can also be a resource and a source of great strength. Like the business model, it is problematic if you try to ignore it and helpful if you embrace it.

For many non-profits, the governance structure is synonymous with the board. For order-sponsored schools, the governance picture is more complex because their accountability structure is more complex. In the first place, like all non-profits, they are accountable to the community around them, and especially the members of that community they serve directly as students and school families. Then, because these schools were founded by an order and remain part of their ministry, even if they have few or no members of that order working in them, they are accountable to the order. At one point all order-sponsored schools were owned by the orders and little effort was made to distinguish between the school, the local religious community and the order or its province. Over time, the schools became separate corporations, though the boards, as

well as the administrations, generally consisted entirely of members of the order. Eventually teachers and even administrators from the order were succeeded by lay people, and in most cases predominantly lay boards were established to govern the schools. Today there are a variety of board structures at order-sponsored schools. In some cases, the governing board of the schools is entirely or predominantly members of the order, often with an additional predominantly lay board with limited or only advisory authority. Whatever the structure is, its purpose is to provide both a personal connection and accountability to the surrounding community and to the mission of the order.

While the governance of order-sponsored schools most prominently reflects their accountability to the community and the Order, they are also accountable to other authorities. In the revision to the Code of Canon Law, approved in 1983, the Church gave greater responsibility to the local bishop for supervising schools which called themselves Catholic. Before, the Catholic identity of an order-sponsored school came almost exclusively through the order. The new Canons 804-806 give the local bishop greater authority over the schools' programs of religious formation and those who deliver religious instruction. While they call for respecting autonomy for the internal direction of order schools, there is an ambiguous suggestion of authority for the general regulation of the schools as well. Individual bishops are given wide latitude in how these Canons are promulgated, but school administrators should be alert to their potential impact on school governance. The other Canons they need to be aware of are 116 to 118, which deal with "public juridic persons." Every Catholic institution must have a person or group of persons with direct accountability to the Church hierarchy. This makes sense when you think about it. If I decided to start a school and call it Catholic, I might think it enough to follow Church teaching to achieve recognition as such by the local church. If this were all that was required, it could lead to a proliferation of institutions with no way to assure their continued fidelity to the Church. Religious orders are increasingly relying on a formalized sponsorship process as the means of assuring continued fidelity. But the Church has been more comfortable having a person or group of persons (such as a local religious community of the order) as the official link for Catholic identity. So while order may say that the president is the "director of the apostolic work" and the local superior along with the local religious community are "animators of the work," Canon Law would consider the order as the public juridic person responsible to the Church for the institution's Catholicity.

As if that weren't complex enough, the governance structure also must address government authority over the order-sponsored schools. This varies greatly from state to state, but the trend has been toward more influence exerted by state offices of public instruction over who is offering education in their state and what standards they should meet.

Finally, some order-sponsored schools, notably Cristo Rey and Nativity schools, belong to networks that have another set of requirements they must meet in order to claim those additional identities.

Though the characteristics may vary, for most order sponsored schools, governance is primarily invested in a board, known either as a board of trustees or a board of directors. The names suggest the two prime attributes of the boards. They hold the school in trust for the

community and sponsoring entities named above, and they have a responsibility at a high level to direct the schools. In practice, however, the terms trustee and director are synonymous.

## **A. Role of the Board**

In an order-sponsored school the board has a responsibility to care for the apostolate as a whole. In Jesuit schools, this is known as *cura apostolica*. Holding the administration and other employees accountable is part of that care, but only part of it. The board also works to make sure the institution has the resources and public support it needs to carry out its mission. Board members serve as ambassadors to the community and channels of communication from the community back to the school. They help with fundraising by linking the school to potential philanthropists in the community and, when appropriate, by asking for donations themselves. They set an example to the community by their personal gifts of time, talent and treasure commensurate with their capacity. As they seek the community's support they learn more about its needs and its expectations of the school. Sometimes they surface issues which the school is not aware of that could erode the support and confidence of the community. They can then carry what they learn back to their work on the board or share it with administrators to help them in their work. If they do their job well, the community will have a stronger understanding and appreciation of the school, and the school will be more in touch with the community's needs.

*Cura apostolica* also means overseeing the stewardship of the school's resources. Board members generally bring skills, especially in finance, law and organizational management, that augment the skills of the administration. By overseeing the budget, asset management and personnel policies, they are able to assure the soundness of the business model. Although board members usually have less expertise in the areas of the apostolic and pedagogical models, their very need to have these explained by the school administration provides an important form of guidance. Administrators can be too close to a situation. As a rule of thumb, if they can explain their decisions and strategies to persons of intelligence and broad experience, even though the issues are outside their area of expertise, the decision is probably a good one. Conversely, if there are gaps or unsound assumptions at play, these will come out.

In addition to care for the institution, boards of order-sponsored schools have a responsibility to care for persons, referred to as *cura personalis*. Regardless of the term used, *Cura personalis* is a core value for all institutions in the Catholic tradition. It goes back to Christ himself, whose teaching and healing ministry was not only directed toward communities, but constantly touched the hearts and need of individuals. We often think of the founders of our orders as great organizers and builders of institutions. But their more important focus has been on individual people and their spiritual and material well-being. Orders often began with a few individuals caring for the outcasts, for prostitutes and orphans, as well as for the wealthy and powerful, meeting the contrasting needs of each.

*Cura personalis* in our schools is centered on our students. If we love and care for our students, individually and unconditionally, they will experience the loving, creative presence of God in their life. They will feel empowered to learn, to grow and to become part of God's loving, creative presence for those around them. This is our mission, of course, and *cura personalis* is at

the center of it. It begins with the care shown by the teacher for her individual students. But it is difficult for her to show this care if she herself does not experience it in the way she is treated. The teacher must experience *cura personalis* from her administrators, as well as her colleagues. But the administrator must in turn draw on his experience of care from his superiors, all the way up to the president. And the president must know that the board cares for her well-being. What we have in order-based schools is a [chain of care](#) which actually starts from Jesus himself, given to the Church, which is given to the order. The order, in the persons of its leadership, communicates that unconditional love to the board and the president, who also give the same love and support to each other. This chain continues down to the principal, vice principals, departments heads and faculty and finally to the student. If you have experienced this chain, both when it is intact and when it is broken, you will understand how powerful it is. It is perhaps the best thing we do.

Each of us can experience a similar chain of care on personal level. When I anticipate a particularly difficult day, my morning prayer often includes this meditation: If God can be gentle with me I can be gentle with myself. If I can be gentle with myself I can be gentle with others. If I can be gentle with others they can be gentle with themselves. If they can be gentle with themselves they can be gentle with me. If they can be gentle with me I can be gentle with myself. If I can be gentle with myself I can let God be gentle with me. I have found that I can start a chain reaction of *cura personalis* that comes back to me. Try it.

One of the main ways the board does its work is by setting policies. A policy is a principle to be followed in decision-making or a parameter limiting the range of decision options for those to whom authority has been entrusted. The board uses policies to give direction to the school both in its own work and in the work of the administration. For instance, the board may adopt a policy related to the school budget. The policy might direct the administration to prepare a budget that maximizes quality of program without increasing costs to a point where certain socio-economic groups are denied access. It might give further parameters for that budget, such as seeing that the employees receive a wage increase equal to the cost of living adjustment, or that tuition not increase by more than 5%. After specifying these general principles and additional parameters, it then leaves it to the administration to work out the details. In many cases the administration submits an entire budget for approval by the board, complete with budgets for individual departments. Generally, however, the board is concerned with only a few major assumptions of the budget and the administration is empowered to make adjustments that don't affect those assumptions without returning to the board for approval.

A key challenge for boards is discerning the line between its role (governance) and that of the administration (operations). While the board has authority over all aspects of the school, it has entrusted operational responsibility and authority to the president. The president in turn delegates authority to the rest of the administration. The administration exercises its authority following the guidelines and within the parameters set by board policy, and only in exceptional circumstances does the board directly exercise authority that has been delegated to the administration. The danger of the board exercising authority in areas delegated to the president is twofold. First, the board generally lacks the expertise and sufficient knowledge of the circumstances to make the best decision. And second, if this becomes a pattern, the president or

other staff will stop making decisions and defer more and more to the board. Since the board consists of volunteers who meet only periodically, they cannot handle such a decision-making load and the school begins to experience either erratic decision-making or overall stagnation. This same principle should be followed by the president, who should not be pulling back authority proper to the principal, who in turn should not be making decisions proper to his reports. In Catholic social teaching, this is known as the principle of subsidiarity.

In formulating policies, the board of an order-sponsored school uses a particular mode of decision-making rooted in seeking God's generous will for us. In the Jesuit tradition that I come from the process goes back to Ignatius and the early Jesuits. This Ignatian [discernment](#) process is described in Chapter IV on the community model (and in a separate book [Discernment for Boards, an Ignatian approach](#), Lulu Press 2015). Most orders have similar discernment traditions and they differs from the decision-making model in other contemporary organizations in that they are not about simply finding out the will of those who wield the most power, or even the will of the majority. It's about figuring out what God's will is, and sometimes that can be revealed in unexpected ways. During a deliberation I have a tendency to marshal my arguments and be preparing my next one as someone else is speaking. This is not helpful to discernment, which calls us to listen deeply to others, open to how God may be speaking through them. In discernment I need to listen to my own feelings, acknowledge the ways that I may not be free to accept another point of view and pray for the grace to let go of my position. It also means I need to engage in loving conflict with people of other viewpoints. When new board members are first exposed to these ways of approaching contested issues they often seem bizarre, but they soon grow to appreciate the efficacy of what is happening. I have especially liked to watch the reactions of new board members when Jesuits skilled in honest dialog challenge each other. Lay people are often shocked to hear them not observing the normal politeness that tiptoes around differences of viewpoint. But they eventually perceive the deeper love and trust beneath the tension and can even begin emulating it in their own engagement of issues.

The other major responsibility of the board, or at least most boards, is the hiring, evaluation and, when necessary, termination of the president. In the past this may have been the responsibility of the order's superior or provincial, but for most schools now this responsibility has been entrusted to the local board. The board must exercise great care in hiring the president, and in those times when transitions occur, board members need to be prepared to invest significant time into the process. Hiring is a difficult process and most people don't find it much fun. But anyone who doesn't find hiring fun should remember what terminating someone is like. It will encourage them to put much effort into the front end of the process, to avoid the problems of the back end.

Evaluation is the point where *cura apostolica* and *cura personalis* come together. The board has the responsibility to evaluate the president every year, not just when things seem to be going sideways. The evaluation should be supportive but honest. I favor the inclusion of a "360°" survey of the school's constituencies, including all board members, direct reports and a sampling of other administrators, faculty, staff, parents, alumni and benefactors. Students may also be included, though most won't have a clue about what the president is supposed to be doing. Then

## C. Board Membership

a small evaluation committee (such as the chair, vice chair and, if he is on the board, the superior of the religious community) meets with the president to review the year. At the meeting, the evaluation committee reviews the president's performance on a set of agreed upon goals from the prior year's evaluation, reviews the ratings and comments from the 360° survey, perhaps reviews the progress on strategic plan goals and/or the president's performance against her job description. It is important in reviewing the 360° ratings and comments that the committee not treat them as the evaluation itself. For instance, several faculty may rate the president poorly and make negative comments about a decision made during the year. What's important is whether the board thought it was a good decision or not. While it's helpful to both the board and the president to know what employees think, only the board has the authority to set evaluation criteria. Two products should come out of the review: a report to the broader board on the committee's evaluation and a set of goals for the following year. If the committee has identified serious issues in the president's performance, the goals should reflect steps to correct the deficiencies. The goals are approved by the committee, and the entire board if it wishes. Based on the evaluation report, the board must decide whether the president's contract will be renewed once the current term is completed.

## B. Board Function

A board is made up of volunteers, generally busy individuals who have achieved success through their competence and leadership in fields other than education. They convene on a periodic basis (at most monthly) and collectively share ultimate responsibility for the apostolic, pedagogical, community and financial health of a complex organization comprising hundreds of students, faculty and other employees. On the face of it, this doesn't sound like a very promising arrangement. If we didn't know better, we might assume that they would be prone to either exert too little influence over the school or too much, to indulge in benign neglect or make decisions that disrupt the work of the full-time professionals who manage the school. Sometimes those excesses do happen, but for the most part boards provide wisdom, encouragement and leadership to the institutions they govern. The extent to which they do so depends on three main ingredients: who is on the board, how the board is structured, and how the board is staffed.

## C. Board Membership

When I led a discussion at a national Presidents' Conference in 2011, these are some of the characteristics the presidents from schools around the country mentioned as important for members of their boards:

**Wisdom** in deliberation and policy formation

**Commitment** to and understanding of the order's educational philosophy and spirituality

**Stature** and leadership in the community

**Philanthropy**, the ability to give and/or draw out the support of others

**Expertise** for and willingness to serve on an appropriate board committee

**Leadership** potential at both the board and committee level

**Balance** in gender, ethnicity, profession and geography

**Religious diversity**, while assuring enough Catholic members to assist the board in its responsibility to support the school's Catholic mission

Of these, the first two would hopefully be characteristics of all board members. The others need to be present in the board as a whole. Some presidents liked having faculty members on the board and others said they'd had bad experiences with it. The latter were concerned about the conflict of interest when it comes to budgeting and setting salary levels (although when you think about it, parents would also have a comparable conflict of interest when it comes to setting tuition levels). I have worked with about 15 faculty members who have served on the board and have found every one to be a valuable voice for faculty concerns while still understanding that their job as a board member was to discern the interests of the school as a whole. They helped break down adversarial relationships and increased confidence in the board and its processes. As one president at the conference remarked, much depends on how they are prepared for the job.

It is also important to have members of the sponsoring order on the board when that is possible. Even in a two-tiered structure with an order-member board and a "lay" board, the collaboration in discernment is critical to the lay members' understanding of how the order's principles are applied. The presidents I spoke with suggested other types of people to consider as well: someone who has influence with the board, but not too much influence; certain families who are perennial pillars of the school's mission; younger members of the order; someone from the local public schools; and someone who can be a dissonant voice to spur discussion.

Recruiting the right board members is only part of the equation. They also need to be oriented, trained and supported in their learning and growth. They will bring in their experiences from other boards, which will be a great help. But they will also need to learn how the order's schools are different from other organizations. The discernment process is often counter-intuitive for people used to more conventional decision-making models. Board members are often hungry for greater understanding of spirituality of the order and know instinctively that it is important to their work as board members. But their time is limited, so we need to be thoughtful in using their time, and ours, strategically to give them what they want and need. And since board members are at different points in their terms, what they need will vary from person to person. Some training and formation can be given to the board as a whole during meetings and retreats, but some must be sequenced, based on the board member's time into his term.

## D. Board Structure

Somehow boards have to set directions for the school and monitor its progress without becoming enmeshed in operations. How the board is structured is crucial to being able to accomplish this. One of the first questions is how big the board needs to be. For-profit businesses

tend to have small boards of 5-8, but it is difficult for this to work for non-profits because of the need to draw key stakeholders and stakeholder groups into the tent. 15-25 tends to be the range.

The most critical element in the board's ability to provide appropriate oversight is its committee structure. Through its committees the board can gain a deeper understanding of the various areas of the school while conserving precious time in board meetings. A friend of mine told me that when he was in high school the police force of Mascoutah, Illinois, consisted of four officers and one squad car. Because there was only one car, they all had to ride on patrol together. Not a good use of their time. The committee structure allows the board to deploy its members across the range of issues, and then bring reports and recommendations back to the board as a whole. For this to work, the board has to trust the work of the committees. If it has to review all the data and recreate all the deliberations of the committees, they are all piling into the same squad car again. Some board members find it frustrating to receive high-level reports from the committees, and trusting them so much feels like rubber-stamping, but this is the only way a board can realistically provide the oversight required of it.

The next question is what committees the board needs. The list of possible arenas that might need a board committee can be quite long and include:

Academics	Finance/budget
Formation	Facilities
Student life	Technology
Sports and activities	Strategic planning
Personnel	Ignatian identity
Development	Board development/membership

Reviewing this list, it is clear that the board could be overwhelmed with committee work. It can realistically only manage 5-8 standing committees, and 8 would be pushing the limit. Let's say the Board feels it can handle six. It then has to decide which ones really need to be standing committees, then roll some of the others into these six, or address those issues with ad hoc committees on an as-needed basis.

Then it has to figure out how to populate the committees. If the board has 20 members and six committees that means that it can have about three members per committee. It can require board members to double or triple up on committees, but this starts to look like that Mascoutah squad car again, and if board members are the busy people we try to recruit, this can result in shallow participation on each committee as they try to spread limited time between them. In order to address this many, organizations have extended committee membership to people who are not on the board per se but sit with board members on the various committees. These can be given official status as associate directors or associate trustees and can have deliberative power along with the trustees at the committee level. Thus a finance committee might have three board members who form the link back to the board, but they are joined by four to seven associate

members who bring more expertise and breadth of perspective to the financial issues facing the school. This approach has the added advantage of identifying and forming a pool of potential candidates for the board itself. Our school reached a point where we rarely brought members onto the board who did not have two or more years of experience as associate directors. This not only helped them to understand the school, its mission and governance structure, but it allowed the board to gauge their effectiveness and commitment.

The role of board committees, especially committees with associate members on them, can be confusing at times. There is a tendency to think of board committees as similar to those formed within an organization to accomplish some task. Such committees are what organizational change authors John Kotter and Dan S. Cohen would call “guiding teams.” Their role is to identify and lead change in an organization. Since people often have this model in mind, when someone is asked to serve on, say, a facilities committee, he may assume that his role is to guide change in the school’s facilities department. But this is not their role. If it were it would mean that the facilities director now has two bosses, the administrator she reports to and the facilities committee. Management is the responsibility of the administration, and ultimate accountability to the board must find its way through that structure. Board committees essentially have three roles:

1. **To help the board monitor mission-effectiveness** in their area and recommend board level policies when necessary. For instance, the board has a responsibility to assure that the school is managing its human resources effectively and in a way consistent with the mission. Since it cannot, as a whole board, monitor the personnel issues, it delegates this function to a personnel committee. The personnel committee receives reports from the administration on their personnel-related activities and raises questions to clarify how those activities are supporting the mission. At times a board-level policy may be needed to ensure that human resources are serving the mission. For example, the school may need to update its benefits package to meet certain criteria important to the school’s mission. The committee could recommend this to the board and, if the recommendation were approved, the board would require the administration to update the school’s benefits package accordingly. The committee would not directly exercise authority over the administration to update the benefits. Rather, the policy would be approved by the board at the committee’s recommendation and then be given as a parameter to the president.

2. **To serve as a sounding board for the administration.** While the committees do not exercise direct authority over the administration, in practice they provide invaluable consultation. The administrator whose responsibilities correspond to a given committee’s area would do well to bring questions and concerns to the committee to help her discern a course of action. And the committees may alert administrators to issues they might not be aware of. For instance, an outside educator on an academic committee might be aware of new state curriculum standards and suggest that the principal review the curriculum in light of them. The principal might in turn ask the committee to help him formulate a response to the new standards.

3. **Provide hands-on support when appropriate.** Because of their expertise and their commitment to the school, committees are a good source of volunteers for helping with work in their area. An attorney on the personnel committee might draft a harassment policy that complies

## E. Board Staffing

with current laws, development committee members might serve as solicitors for the annual giving campaign or the formation committee might organize and direct the board retreat. Such hands-on involvement not only avails the school of valuable volunteer assistance but helps the committee members get on-the-ground experience that helps them in their committee deliberation.

These three roles are listed in order of priority. Those listed lower should not interfere with those listed higher. The most important job is being the eyes and ears of the board and helping it formulate policies when necessary (which isn't very often). If consulting with the administration or doing hands-on volunteering interferes with that job the committee must pull itself back and refocus on its primary responsibility.

## E. Board Staffing

In my experience, the structure described above works well to incorporate quality board members into the school's governance and allows them to provide appropriate guidance. But it has a cost. It takes effort to maintain. It means recruiting board members, but also associate board members with the skills and diversity that they can bring with them if they eventually join the board itself; it means recruiting not only committed, qualified officers for the board, but chairs for each of the committees; it means developing agendas with those chairs that give meaningful work to the committees, preparing timely reports, scheduling meetings, preparing minutes and dealing with committee members who don't understand their role or turn out not to be sufficiently committed. This is a front-end investment required to make the system work. I believe it pays off in sound governance of the school, but I can understand why some schools focus on a simpler structure and improvise additional structure as the needs arise.

I would suggest two approaches that can help busy boards and administrators manage this challenge. The first relates to how the committees are staffed. The president has the primary responsibility of providing the staff support needed by the board. This is a major part of the president's role, but she cannot do it alone. At the committee level, other administrators should provide the staffing support. So the CFO should be the primary liaison with the finance committee, the development director with the development committee and so forth. For some committees, like personnel, or a formation committee, who the appropriate liaison would be is not as obvious. The assignment will depend on how responsibilities are distributed among the school's administration.

Serving as a liaison can be seen as a great opportunity by some administrators and a distraction from the demanding job of running a school by others. Some may have great skills for the give and take of supporting and being supported by a committee of outsiders, and others may not. But if schools are to achieve their full potential, all administrators need to step up to this role. Not only will it provide depth to the board's governance of the school, it will provide a crucial professional growth opportunity for administrators. It is incumbent on the president to make these expectations clear and to provide guidance and support for administrators stepping into an unfamiliar role.

The other key to managing the time it takes to maintain a healthy governance structure is to “hard-wire” the activities required. Work out a calendar in advance so that the proper time is allocated. This means not only scheduling board and committee meetings a year in advance, but having an internal calendar for all the background processes, like sending out meeting reminders and materials, scheduling meeting spaces and preparing reports. Recurring activities should not surprise us. Use templates to keep from reinventing the wheel: templates for agendas, for reports and presentations, for evaluations. The more things become routine, the less time they take. The other side of the coin is that routine can prevent us from being creative. We need to be open to rescheduling meetings and re-thinking the agenda as new circumstances arise. But most of what we do is routine, or can be. Most things don’t need to be re-invented every time we do them. And having a backbone of routine in place can actually allow us to be more flexible, like an actor who can improvise when necessary because he knows his lines and blocking so well.

Boards of order-sponsored schools continue to evolve as the orders redefine their own role in light of their charism in changing times. More and more the orders are looking to local boards comprised mainly of lay people to assure the fidelity of the school not only to its mission of service to the local community, but also to the common mission of the order and its ministries. It can be a sobering experience for a board to realize that it is no longer just an appendage helping Father or Sister run the school, but a team of people actually entrusted with stewarding this great legacy they have inherited. There is wisdom in the orders’ trust in local lay boards to carry on their tradition of education. This act of trust is not unlike the trust God gives to all of us to carry on His work on earth. Boards need good processes and support from the school administration and the order, but what they bring to the table can ensure that the richness of Catholic education will serve their communities for years to come.

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Additional resources on the Board’s role can be found at [www.managingformission.com](http://www.managingformission.com). These resources include blog posts and video tutorials which can be found at the following links:

**The Board’s Unique Role:** <https://blog.managingformission.com/2016/02/15/the-boards-unique-role/>

**4 Best Practices for Becoming a Great Board:**

<https://blog.managingformission.com/2016/05/01/faith-based-school-boards-2/>

**4 Best Practices for Doing the Board’s Work:**

<https://blog.managingformission.com/2016/05/01/faith-based-school-boards-3/>

**Setting Board Goals:** <https://blog.managingformission.com/2018/02/16/setting-board-goals/>

**Designing the Board Retreat:** <https://blog.managingformission.com/2017/11/09/designing-a-board-retreat/>

**Discernment for Boards:** <https://blog.managingformission.com/2015/08/15/board-discernment-part-1-overview/>

**Board Formation:** <https://blog.managingformission.com/2014/08/15/board-formation/>