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**ACADEMIC  
YEAR  
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# EFFECTIVENESS SURVEY REPORT

ASSESSMENT & INSTITUTIONAL EFFECTIVENESS

## OF THE GCC FACULTY SENATE

## **Executive Summary**

Conceptualized as a formative assessment project, three surveys were utilized to determine the implementation progress of the newly-established GCC Faculty Senate. Membership profile and information, as well as perceptions of shared governance processes, were compiled both quantitatively and qualitatively and then analyzed for general trends and patterns. With the general membership survey generating a 34% response rate and the leadership survey garnering a 92% return rate, it appears that Senate leaders need to implement unique strategies to strengthen buy-in and eventual engagement among other constituents on campus. Moreover, the results reflect that respondents who completed the surveys are already highly involved in Senate activities in the first place. This observation becomes even more pronounced when these findings are superimposed with respondents' assessment of their own expectations regarding the impact of their contributions to the Senate.

Though limited in its generalizability, the study's findings provide the evidence that the formative stages of the Faculty Senate was a period of bountiful challenges. Given its relative infancy, the new Senate structure is still relatively untested, in the minds of several survey respondents. Though some might have a feeling of unease with the new structure and organization, the greater majority nonetheless supports the Senate's goal of shared governance, one that demands substantive involvement and input in decision-making processes at the college. Several points for discussion and dialogue are identified in the report in order to provide clarity and direction to some of the issues emerging from the analysis of the quantitative and qualitative data components.

All of the study's recommendations and the resulting dialogue, must be viewed from a formative (rather than summative) framework in order that further experimentation can occur. What works or not in a newly-developed structure demands patience and perseverance as emphasized by study respondents. Time also lends maturity to the process. As this study has demonstrated, however, a well-conceptualized assessment plan can generate the collective, as well as the individual voices of those who participate in Senate activities, and eventually transform such wealth of insights into concrete strategies that demand continuous accountability and improvement.

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## ***I. Introduction and Purpose***

The Guam Community College's Faculty Senate was fully implemented in fall semester 2006 after the yearlong efforts of an active core group of faculty members. Within the past year, protocols and processes were developed, organized, and formalized into a structure of shared governance in which faculty, administrators, staff and students can participate in decision-making processes that impact the way the institution is run. In an effort to determine the progress of such an implementation, this piece of formative assessment was conceptualized. It is intended to fulfill the following purposes:

- (1) To document the milestones of the Faculty Senate that have been accomplished since its implementation;
- (2) To gauge the perceptions of the leadership, as well as the general membership, of the effectiveness of Faculty Senate processes;
- (3) To identify points for discussion and negotiation in order to strengthen the dialogue between and among the constituents involved; and
- (4) To utilize the formative assessment results for furthering the objectives of the Senate in terms of accountability and improvement.

## ***II. Methods and Instrumentation***

Given the relative infancy of the Faculty Senate structure, a rapid assessment tool was needed to accomplish the above objectives. The development of this tool was spearheaded by the Office of Assessment and Institutional Effectiveness (AIE), as begun in a series of meetings among selected Faculty Senate leaders, AIE's Assistant Director and the Vice President for Academic Affairs. What emerged out of these discussions was the instrument called *Indicators of Faculty Senate Effectiveness* or IFSE, which was initially based on a general survey on shared governance developed by the American Association of University Professors (AAUP).<sup>1</sup> It was refined further to suit local needs, and two instruments were finally developed –IFSE Part 1 and IFSE –Part 2. The former was intended for the general membership which included membership information while

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<sup>1</sup> The AAUP survey was originally called *Indicators of Sound Governance*, as developed by Prof. Keetjie Ramo, February 12, 2001. It was intended as a tool for assessing the extent to which practices at an institution are consistent with national standards for shared governance in higher education.

the latter was meant for the leadership regarding perceptions of shared governance processes. In this report, IFSE-Part 1 is henceforth referred to as IFSE-GM, to reflect its general membership sample. IFSE-Part 2, on the other hand, will be referred to as IFSE-L to reflect the leader-respondents in this sample.

In this collaborative undertaking, valuable input from Senate leaders was incorporated in several revisions of the two instruments discussed above. Upon the completion of three draft versions, they were finally developed into online surveys so that -- for purposes of speed, confidentiality, and efficiency-- electronic implementation would be realized.<sup>2</sup>

Respondents for these instruments were pre-selected faculty, staff, administrators and students based on current listings from the Senate's oversight chairpersons. Because these instruments were later developed into online surveys, AIE depended on the existing email addresses of faculty obtained from MIS, as cross-validated by the HR list.<sup>3</sup> The first email message with the survey link (IFSE –Part 1) was sent to [faculty@guamcc.edu](mailto:faculty@guamcc.edu) on December 1, 2006, as preceded by an email of invitation by Frank Blas, Faculty Senate President. In this email invitation to participate in the survey, the Senate president emphasized the theme, “for the good of all,” as evidenced by the following excerpts:

- *...The information gained from this survey will give an overall picture of how well (or bad?) this new self-governing process is working out. It will allow us to make improvements/changes where necessary.*
- *..Thus you play a very important role in this our very first year of the life of the Faculty Senate and we would like to see if we are “making the grade” so to speak. ...thank you for your part in this very important and monumental event we call the Faculty Senate.*
- *...Whatever your role is in this process, please understand that is it an important one and placed together with the others, this process works for the good of all.*

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<sup>2</sup> AIE has an online survey subscription with [SurveyMonkey.com](http://SurveyMonkey.com) and it was this service that was utilized for this project.

<sup>3</sup> MIS stands for Management Information System while HR is Human Resources.

A total of 126 emails with the survey link was sent during the period December 1 -15, with two email reminders. A week thereafter, IFSE- Part 2's survey link was sent to 25 Senate leaders based on the listing obtained from the Senate's oversight committee chairs. Two email reminders also followed this initial email message. The timing of the surveys, however, coincided with the end-of-the-semester rush of grading papers and final exams, and hence, the online submission of completed surveys (at the time of the deadline, December 15) was less than satisfactory. This timing issue led to the re-opening of the two online surveys anew at the start of the spring 2007 semester to boost the response rate. The online surveys were finally closed on February 16, 2007.

In the previous year, a Governance Satisfaction Survey (GSS), was also administered during the last Governance meeting in spring 2006. This three-item perception survey was administered to all faculty who attended the meeting. The completed questionnaires from the survey were delivered to the AIE office at the end of December 2006 for processing and analysis.

### ***III. Limitations***

This formative assessment report integrates the results of the three surveys discussed above. Both quantitative and qualitative aspects of the study are synthesized in this report to present an overall picture of respondents' perceptions of the Senate as a whole in its formative stages. As such, the generalizability of the study results are limited, based on the singular tool (that is, the survey) that was utilized for this study. The reader should also bear in mind that this project was not intended as a summative evaluation of the Faculty Senate's effectiveness; rather it served as a tool to assist and guide the functioning of the Senate in its formative stages.

### ***IV. Results and Discussion***

Response rates varied widely between the two IFSE surveys. Of the 126 emails sent with an electronic link to IFSE –GM, there were 43 completed surveys (34%) submitted online in the two periods that the survey was opened. On the other hand, IFSE --L garnered a 92% response rate, with 23 submitted surveys online out of 25 emails sent

with the electronic link to the survey tool. The response rate of the Governance Satisfaction Survey (GSS) cannot be determined, however, because no recordkeeping was in place at the time the survey was implemented.

It appears from the above response rates that the Senate leadership was more available and willing to participate in the survey than the general membership. Given this observation, a comparison of the response rates between the two IFSE surveys (34% vs. 92%) implies that Senate leaders are the prime “movers and shakers” of Senate processes on campus. The greatest challenge for the Senate leadership, at this point, would be to secure the full buy-in of the rest of the constituents on campus. In light of this, the issue of representativeness in the former survey also needs to be raised. There was representation, yes, but representativeness (i.e., an acceptable sample) should be an objective to be achieved later, for greater generalizability of results. This limitation of the study is important to bear in mind throughout this report.

#### *General membership profile*

Of the general membership survey (IFSE –GM), Table 1 below presents several relevant information about the membership that will give the reader a more solid understanding of those who participated in this survey:

**Table 1. Respondent’s role in the Faculty Senate**

| <i>Identify your role in the committee/governance structure you presently belong to</i> | Frequency | Percent |
|---|-----------|---------|
| Committee chair (Faculty)   | 7         | 16.3    |
| Committee chair-elect (Faculty)   | 2         | 4.7     |
| Committee co-chair (Admin)  | 2         | 4.7     |
| Committee member (Faculty)  | 22        | 51.2    |
| Committee member (Student)  | 1         | 2.3     |
| Oversight committee chair   | 2         | 4.7     |
| President present/elect/past, member-at-large   | 3         | 7.0     |
| Other (Please specify)  | 2         | 4.7     |

|                         |    |     |
|-------------------------|----|-----|
| Total Respondents       | 41 |     |
| (skipped this question) | 2  | 4.7 |
| N                       | 43 |     |

Over 50% of the respondents (n = 22) were faculty who are members of various Senate committees, followed by chairpersons of those committees themselves (16.3%), and then 4.7% each of oversight committee chairs, chair-elect, and co-chairs. Interestingly, the same percent (4.7%) skipped this question, and chose not to divulge their role in the Senate's hierarchy. It is also worthy to note that one student member is identified as a survey participant. In terms of committee memberships, however, the next table (Table 2) presents the following detailed information:

**Table 2. Committee memberships of survey respondents**

| <i>In the newly-established Faculty Senate what committee do you primarily belong to? (i.e. as part of your identified workload if you are a faculty member)</i> | Frequency | Percent |
|--|-----------|---------|
| Technical Advisory Committee   | 1         | 2.3     |
| Calendar Committee   | 1         | 2.3     |
| College Committee on Assessment  | 6         | 14.0    |
| Accreditation Steering Committee   | 3         | 7.0     |
| Promotions Committee   | 1         | 2.3     |
| Evaluation/Job Specs Committee   | 1         | 2.3     |
| Professional Ethics Committee  | 6         | 14.0    |
| Curriculum Committee   | 6         | 14.0    |
| Academic Advising/Counseling Committee   | 6         | 14.0    |
| General Education Committee  | 1         | 2.3     |
| Institutional Excellence Oversight   | 1         | 2.3     |
| Executive Committee  | 4         | 9.3     |



|                         |    |      |
|-------------------------|----|------|
| Total Respondents       | 37 | 86.0 |
| (skipped this question) | 6  | 14.0 |
| N                       | 43 |      |

Four committees were equally represented in this survey (at 14%) with 6 members each responding to the online instrument. These committees include Professional Ethics, Curriculum, Academic Advising/Counseling, and Assessment. There were also 3 members (7%) from the Accreditation Steering Committee who responded to the survey, while the other committees represented had one member each (2.3%) responding to the instrument. It must also be pointed out that member-respondents may have multiple, overlapping roles in the Senate so the figures above may not reflect these multifarious roles. With regard to membership type and context, Table 3 below illustrates the multifaceted roles of committee members:

**Table 3. Respondents' membership type and context**

| <i>Select the environment you currently work under</i>   | Frequency | Percent |
|--|-----------|---------|
| Secondary  | 12        | 27.9    |
| Post-secondary   | 27        | 62.8    |
|  |           |         |
| Total Respondents  | 39        |         |
| (skipped this question)  | 4         | 9.3     |
| N  | 43        |         |
| <i>Which description below best fits your membership under the current Faculty Senate structure?</i> |           |         |
| a member who signed up for a committee at the start of the term                                      | 20        | 46.5    |
| a member who signed up for a committee and volunteered to serve in a second committee                | 1         | 2.3     |
| a member who signed up for a committee and volunteered to serve in 2 other committees                | 1         | 2.3     |
| a member who is a carry-over from a previous committee (pre-Faculty Senate)                          | 11        | 25.6    |

|   |    |      |
|---|----|------|
| a member who opted out of committee membership        | 1  | 2.3  |
| a member who was elected to a Faculty Senate position | 4  | 9.3  |
|   |    |      |
| Total Respondents                                     | 38 |      |
| (skipped this question)                               | 5  | 11.6 |
| N   | 43 |      |

The table above indicates that the ratio is 2:1 between postsecondary faculty and secondary faculty, in terms of response rate to this survey. With over 30 secondary teachers in the GCC faculty roster, the almost 28% representation of this group of faculty members ( $n = 12$ ) in this survey may be considered sufficient, given the existing ratio. Moreover, committee memberships in the Faculty Senate were made optional for secondary faculty; extra compensation is given once they elect to participate in the shared governance process. This factor may have also affected the response rate of this specific group in the sample.

Almost half of the sample (46.5%) identified themselves as members who signed up for the various committees at the start of the term while 25.6% were those members who got carried over from previous committees (pre-Faculty Senate). Four respondents (9.3%) won elected positions in the Faculty Senate while the rest of the respondents (one each) identified themselves as members who are either serving in two committees, more than two committees, or opted out of committee membership.

As the table below illustrates, meeting times and frequency vary widely among the committees, depending on their tasks that demand short, medium, or long-range attention. Most committees meet weekly (53.5%), every other week (14%), or monthly (7%). While one respondent (2.3%) indicated that his or her committee has not met at all, other respondents (18.6%) did make qualifications regarding their meeting schedule, like “twice a month,” “some months, weekly, other months, bi-weekly,” “whenever we can all meet,” and “as needed,” among other reasons. These respondents also indicated, as

reflected in the following table, that the average committee meeting lasts for one and a half hours (62.8%), one hour (18.6%), or two hours (14%).

**Table 4. Attendance and Meeting Frequency**

| <i>Indicate the frequency of your committee meetings.</i>      | Frequency | Percent |
|--|-----------|---------|
| Weekly   | 23        | 53.5    |
| Every other week   | 6         | 14.0    |
| Monthly  | 3         | 7.0     |
| Every other month  | 0         | 0.0     |
| Has not met at all   | 1         | 2.3     |
| Other (please specify)   | 8         | 18.6    |
|  |           |         |
| Total Respondents  | 41        |         |
| (skipped this question)  | 2         | 4.7     |
| N  | 43        |         |
| <i>On the average, our committee meetings usually last for</i> |           |         |
| One hour   | 8         | 18.6    |
| 1 1/2 hours  | 27        | 62.8    |
| Two hours  | 6         | 14.0    |
| 2 1/2 hours  | 0         | 0.0     |
| Other (please specify)   | 0         | 0.0     |
|  |           |         |
| Total Respondents  | 41        |         |
| (skipped this question)  | 2         | 4.7     |
| N  | 43        |         |

Through self-reports, the study also noted that the respondents indicated the following frequency of meetings in their own respective committees: 12x (n=6), 10x (n=6), 7x (n=5), 6x (n=4), 8x (n=4), 9x (n=4), 15x (n=3), 5x (n=2), 11x (n=2), 13x (n=1),

3x (n=1) and 1x (n=1). With regard to absences in meetings, respondents reported the following information, as Table 5 below indicates:

**Table 5. Respondents' self-reported attendance record**

| <i>As far as I can honestly remember<br/>I have been absent in committee<br/>meetings for X number of times.</i> | Frequency | Percent |
|--|-----------|---------|
| None   | 22        | 51.2    |
| 1  | 16        | 37.2    |
| 3  | 1         | 2.3     |
| 4  | 1         | 2.3     |
| More than 5  | 1         | 2.3     |
| Total Respondents  | 41        |         |
| (skipped this question)  | 2         | 4.7     |
| N  | 43        |         |
| <i>I have been absent in committee<br/>meeting/s because of the primary<br/>reason indicated below.</i>          |           |         |
| Off-island conference  | 6         | 14.0    |
| Sickness   | 3         | 7.0     |
| Scheduling conflict  | 8         | 18.6    |
| Personal reasons   | 1         | 2.3     |
| Other (please specify)   | 10        | 23.3    |
|  |           |         |
| Total Respondents  | 28        |         |
| (skipped this question)  | 15        | 34.9    |
| N  | 43        |         |

The respondents who completed the instrument seem to be the ones who, in the first place, are already actively involved in Senate activities; that is, if the attendance record in meetings serves as a good indicator. More than half of the survey respondents (51.2%) reported not having missed a single meeting while 37.2% indicated they have

missed one. Only one respondent each reported missing 3x, 4x, or 5x of scheduled meetings. Among the primary reasons given for absences include the following: scheduling conflict (18.6%), off-island conference (14%), sickness (7%), or personal reasons (2.3%). At least 10 respondents (23.3%) indicated other reasons, such as “ill child,” “treatment of ill child on Fridays,” “off-island travel,” among other reasons. It is also notable that 15 respondents (34.9%) provided no reasons or excuses for their committee absences.

Because the most common reason given for absences is scheduling conflict, respondents were also asked to provide their own best schedule for committee meetings. The table below compiles the variable schedule preferences of the survey respondents:

**Table 6. Respondents’ most preferred meeting schedule**

| <i>If you've missed a committee meeting/s due to scheduling difficulties what schedule below works best for you? Please choose only ONE.</i> | Frequency | Percent |
|--|-----------|---------|
| Monday AM between 8-12 noon  | 1         | 2.3     |
| Monday PM, between 1-5 pm  | 1         | 2.3     |
| Tuesday AM, between 8-12 noon  | 4         | 9.3     |
| Tuesday PM, between 1-5 pm   | 1         | 2.3     |
| Wednesday AM, between 8-12 noon  | 1         | 2.3     |
| Wednesday PM, between 1-5 pm   | 2         | 4.7     |
| Thursday AM, between 8-12 noon   | 0         | 0.0     |
| Thursday PM, between 1-5 pm  | 0         | 0.0     |
| Friday AM, between 8-12 noon   | 1         | 2.3     |
| Friday PM, between 1-5 pm  | 7         | 16.3    |

|                                |    |      |
|--------------------------------|----|------|
| Any weekday, between 1-5 pm    | 0  | 0.0  |
| Saturday AM, between 8-12 noon | 0  | 0.0  |
| Saturday PM, between 1-5 pm    | 0  | 0.0  |
| Total Respondents              | 19 |      |
| (skipped this question)        | 24 | 55.8 |
| N                              | 43 |      |

Based on the above table, it appears that most respondents prefer the status quo; that is, a Friday afternoon meeting, between 1-5 pm, would be their preference. Though this would seem to be the best schedule choice based on this survey, the number of respondents (n=24) –almost 56%-- who provided no preferred schedule (i.e, by skipping the question) is even more telling. It might be that these respondents are already gradually beginning to adjust to the set schedule of committee meetings on Friday afternoons. This might also be interpreted as a kind of accommodation to the secondary faculty who can only participate in Senate activities if the meeting schedule is flexible enough for them.

When the respondents were asked to identify the primary means of communication (with regard to meeting schedules, for example) among the members of their respective committees, the following statements were given:

- Since the Committee meets almost every week, scheduling of the next meeting is done at the end of the previous meeting. E-mail is used regularly for follow-ups and reminders.
- Weekly meetings.
- Email and posting of minutes and calendar on the Senate Website.
- Email, speaking directly to the members; we have one member whose HS schedule is the schedule we work around. The telephone is also a very important tool. Currently our support person is pulled in many directions due to her coverage elsewhere, and

due to the computer training that the former department has been involved in. I have said that we all know at this time there is no choice so we manage.

- Committee website
- The committee has established a group email address, thereby everyone is kept abreast via email. Furthermore, the annual meeting schedule is well established.

### *Quality of participation*

How do respondents perceive their own participation in Senate activities? How do they assess the quality of their involvement? Following the observation made earlier about survey respondents' level of involvement in the Senate as generally active, the same observation may be made in terms of the "substance" of their participation. The table below, Table 7, presents respondents' perceptions of their own contributions to the functioning of the Faculty Senate:

**Table 7. Respondents' perceptions of involvement**

| <i>In the overall work expected of our committee I estimate my involvement (e.g. participating in discussions setting up the agenda writing the minutes etc) in X percent of the committee's work.</i> | Frequency | Percent |
|--|-----------|---------|
| About 25%  | 7         | 16.3    |
| About 50%  | 2         | 4.7     |
| About 75%  | 4         | 9.3     |
| About 90%  | 8         | 18.6    |
| More than 91%  | 19        | 44.2    |
|  |           |         |
| Total Respondents  | 40        |         |
| (skipped this question)  | 3         | 7.0     |
| N  | 43        |         |
|  |           |         |
| <i>In terms of the quality of my participation in Faculty Senate activities at this point in time I would rate myself as having</i>  | Frequency | Percent |
| Exceeded expectations  | 25        | 58.1    |
| Met the minimum expectations   | 12        | 27.9    |

|                                     |    |     |
|-------------------------------------|----|-----|
| Barely met the minimum expectations | 2  | 4.7 |
| Did not meet minimum expectations   | 2  | 4.7 |
|                                     |    |     |
| Total Respondents                   | 41 |     |
| (skipped this question)             | 2  | 4.7 |
| N                                   | 43 |     |
| Mean = 3.30                         |    |     |

The observation regarding respondents' level of involvement gains more validation when the findings from the above table are considered. Of the 43 survey respondents, they estimated their involvement (e.g. participation in discussions, setting up the agenda, writing the minutes, etc) in the following manner: more than 91% (44.2%), about 90% (18.6%), about 25% (16.3%), about 75% (9.3%), about 50% (4.7%). These findings reflect that respondents who completed the surveys are already generally highly involved in Senate activities in the first place. This conclusion becomes even more pronounced when these results are superimposed with respondents' assessment of their own expectations regarding the impact of their contributions to the Senate. For a good number of them (n=25) –58.1%-- they report that they exceeded expectations when it comes to their quality of participation. A lesser but still significant number (n=12) – almost 30%-- indicate that they have met the minimum expectations while two respondents reported that they barely met the minimum expectations (4.9%), did not meet expectations (4.9%), or skipped the question altogether (4.9%). The mean of 3.30 for all the responses on this question (on a scale of 4) seems to point to the validity of the earlier observation. This means that this instrument drew respondents who are already considered active Senate participants and most importantly, have already put in a significant investment in time and effort for it to work.

When respondents were asked to provide qualitative comments that would support their reports of quality involvement and expectations being exceeded, they contributed the following statements:

- There are some tasks I take the initiative in starting and also work I take home.



- As a secondary faculty, I feel that committee work can consume more than eight hours in a day which includes 2:45 p.m. release period, travel time and 2 hour meetings. In addition, time is needed to review course guides and perform other administrative tasks for the committee. I think secondary faculty who opted to do committee work exceeds the expectations of faculty participation in the college. The challenges that are faced during the committee is the ability to work collaboratively and to keep the committee motivated to move forward in achieving the committee goals. The consensus of the committee determines the amount of meeting held and the length of the time to hold meetings. Faculty Senate had hoped that much of the tasks such as the creation of committee by-laws would be completed within a semester but in my opinion, it may be unrealistic. I would see that committee work completed thus far meets minimum expectations.
- Our committee starts differently. The deadline for the committee report is October. So we overlap the start and end times.
- I believe I've met the minimum requirement for two reasons. The first being that the CGC is brand new and we are just taking off; and the second is when asked for student inputs, the other student member and I give information to the best of our knowledge.
- I have fulfilled all accepted tasks, and continue to do so.
- There's a job that needs to get done, and I'm doing it. It's not really the kind of work that a member can go over-and-beyond for.
- I've committed time well above that expected of committee chairs and senators (over 100 hours of time spent as (committee) chair, approx. 100 hours spent as Senator). Note: At no point was my work in the secondary environment compromised by the additional work, as the extra hours I completed were mostly after my established work hours. In the case of Senate responsibilities, I compensated for any time away from the secondary site during work hours by working additional hours at the secondary site. (e.g. after school).
- I have not been absent for any committee meetings. I am also a co-secretary for the committee and I volunteer for tasks as well as participate in discussions.
- Difficulties in meeting primary responsibilities and demands of faculty position and committee responsibilities.
- Because I actually think about it once the meeting is done...moreover: I am doing stuff outside the meeting...80-to-100% of the time.

When these above statements are viewed in the context of respondents' perceptions of Senate milestones or successes, they do serve as good indicators of personal commitment.

The following question and the qualitative responses that follow testify to the substantive contributions of many respondents who participated in this survey:

**As a participant in the activities of the Faculty Senate in its first year of operation, what would you say to be the one or two successes for which the Senate takes some satisfaction at this point? Explain why these milestones are significant.**

- More equal participation from all GCC faculty.
- The ability to have a shared voice. Increased participation among secondary faculty. Greater involvement with administration and their desire to want to work with faculty through this new faculty senate structure. Hopefully faculty will have greater protection in their position.
- All faculty members are assigned equal weight of work for the college. Many tasks not done before are now assigned.
- Participation: all hands seem to feel that they have a voice. Freedom: the participants have the freedom to express themselves and provide input.
- Faculty members are obligated to do committee work.
- 1. Meetings of the Chairs. In these meetings, committee chairpersons were brought together in order to ensure that we are moving forward in our core tasks, in our development of Bylaws, and in our utilization of Moodle. 2. General Education recommendations. The process of gathering data and making recommendations based on that data is an important one in demonstrating the ability of the Senate to bring together and communicate the will of the faculty, and that of GCC's diverse constituencies.
- Involvement of all faculty members in this process and having all committees accountable.
- Projects are really for the benefit of the college, faculty and students. For instance: the Marketing Committee is making pamphlets for all the programs. What a great idea and a plus that the committee recognized the need and are tackling it. Projects like these are a real success. Other committees are working on great ideas as well.
- Committee has made an effort to increase student input in the development of its mission statement, learning outcomes, program objectives and policies.

Furthermore, these observations gain more validation, in the context of the question below and the corresponding responses given by the survey participants:

**Based on your own Faculty Senate experience thus far, what seems to be working with the current structure and organization?**

- There is more participation with the high school teachers.

- I feel that the Faculty Senate is more supportive and understands the challenges faced during this first transitional year. I feel comfortable in expressing concerns and getting some form assistance.
- Work assignments to all faculty; work tasks are being completed.
- From what I'm understanding, this year is more organized especially with Luminus.
- Seems that each individual is participating.
- More involvement from faculty, admin, staff, and students (hopefully).
- More faculty members are actively involved in shared governance. The efforts among some committees are more interconnected than in the past.
- Involvement of administrators and having all faculty participate in the process.
- Attempt for uniformity in reporting; Focus on individual accountability.
- Everyone working on a committee spreads the work load out from this point have seen very positive ideas and projects coming out of the committee work (projects that faculty see a need for)
- Our committee is well established and as a whole have good communication and relations with one another.
- The intent of open dialogue among stakeholders seems to be working somewhat. Committee members take great effort (time, energy, and resources) to include the GCC Community in every process of its formulation. However, members are stressed with the process.
- Still learning and have not fully formulated an opinion of what is working.
- Having none other than I was apart of the original group and I did put in input and was very involved for a while I feel that this may work out well once the bugs get taken out and more is completed in the many areas that are not there yet. I would like to point out that I do miss the gathering and knowing first had what was up and seeing the players and the interaction. Is there a possibility of having an audience box for those of us who wish to be there and hear what is being deliberated. I feel like I am no longer an important enough member of the team call GCC Faculty and I feel uninformed or not as informed as I would like to be. Having said that, not going to governance on Friday is OK however, I never minded the meetings!
- Increased dialog among the entire community of the college.
- The dialog is happening. Things are moving forward with the website and reporting/transparency. I think things are where we expected them to be at this time of the Senate's infancy.
- The people in it
- Still too early to tell.

- Not enough information. Committees are meeting, but not any real big level results.
- Better involvement, focus on specific committee work, better control of meeting scheduling, extra pay is motivation
- The dialog about institutional matters is deeper and involves more people. The online reporting mechanism is a work in progress, but will eventually provide good access.
- Communication between faculty members has improved.
- The majority of GCC faculty are involved, rather than a select few serving on numerous committees.
- There seems to be a lot of good dialogue. It's interesting to see the collective wisdom of the committee.
- Committees seem to be more active. I see a variety of people who are involved. Everyone in post secondary seem to be active in at least one committee. Input from everyone is sought by committees who are trying to make a change.
- More equal and more better participation
- The Senate is a work in process improving the communication, involvement, and effectiveness to include the decision making, planning, and improvement at the College. The Senate seems to be meeting its purpose as positive changes are taking place like the increased involvement of all necessary personnel. The attitude of faculty in regards to their involvement has been more positive than with the previous Governance structure. Although I do believe it is important to include stakeholders however, including secondary faculty in the process has its limitations. Secondary faculty is given the option to not participate and if they do participate they will be compensated. This option limits the productivity of the Curriculum committee because we can only meet on Friday s at 3:30 and our meetings go for 2 hours or more. Prior to compensating secondary faculty for participation in committees, my observation has been that their involvement in committee work was minimal or at times non-existent. The current committee is responsible for a tremendous amount of work and having secondary faculty on the committee impedes productivity. Involving stakeholders is important but the level of involvement needs to be efficient and effective.
- The current structure allows the faculty to actively take part in issues regarding college matters.
- Dialog has been improved. Constructing a rational inclusive basis for decision-making has been established.
- The attempt by Faculty Senate to provide training on the various responsibilities they expect of chairpersons.
- CCA has been trying to get a faculty to chair the committee, and since the adoption of the Faculty Senate, such has materialized.

- The attempt to communicate to the whole faculty regarding issues that concern them via the Faculty Senate website. The regularity of meetings conducted by the leaders of the Senate.

When respondents were asked what hurdles hinder the full development of the Senate, the variety of responses seems to suggest some “dissatisfaction” with certain aspects of the Senate’s structure and organization that participants perceive to be problematic areas. The following question and qualitative comments that follow provide the reader a better understanding of respondents’ thoughts and feelings about this new, yet-untested structure called the Faculty Senate:

**Based on your own Faculty Senate experience thus far, what seems NOT to be working with the current Senate structure and organization?**

- Because there are so many newcomers and also people who do NOT want to be on a committee, the progress is slower.
- I think scheduling conflicts is a major factor and administrative support too.
- Data in Web Site and tracking documentation.
- I’ve heard that some committees still need a student member, but have not attempted to solicit for one.
- Unable to make a proper evaluation due to short time existence, but at this point there seems to be no understanding of what the other committees are doing.
- Lack of communication as to what is going on. Thus far, there seems to be information going in to the Senate but none coming out of it.
- In this initial semester, significant time has been devoted to development of SOPs and Bylaws, resulting in situations where completion of some committee-related tasks have taken longer than ideal. As the structures and protocols become more established, completion of committee-related tasks should become expedited.
- The amount of time it is taking out of my other work and outside responsibilities.
- Again, difficulties with meeting primary responsibilities and duties of faculty position and meeting needs of committee as needed.
- The requirement to put in so many hours during the semester. I think completion of assignments should be sufficient without counting the hours.
- Every committee needs to be on the same page as far a expectations: Mission statements-done By-Laws-still working on? Goals and Objectives-still working on? Are we doing Student Learning Outcomes? Need some stand forms voted on and accepted by the Senate Need clarification on Action Task Logs and Individual Task Log sheets Need Standardization for attendance reporting Need Consistency in the

By-Law as far as membership goes-is their a minimum or maximum or should that not be limited Need clarification on Membership and Voting Membership Is it correct that the by-laws and so forth are all just drafts until they are voted on...Too much focus on meeting the 'required Hours' (especially with this being a work in progress)

- We need to have a forum where everyone is present to discuss issues from each committee. It is difficult to attend the committee meetings to provide input. The previous governance meetings provided for such a venue.
- For this structure to work, all participants must have some commitment to the purpose of the process. I am unsure how completely the College stakeholders have "bought in" to the concept of a new Governance mode. The timeliness of communication between various committees, faculty, administration etc...is disappointing. This may be a result of "growing pains" the new model is undergoing. It could also be because of the enormous change the college has undergone. The need to establish meeting times that all members can meet besides Friday afternoons.
- Reporting by committees. This may be a problem with understanding the importance of the process as a whole and how important the prompt reporting of committee issues and results are to the process.
- Committee Chairs knowledge of responsibility
- Still too early to tell.
- Participation in the committee (or any) puts an undue amount of stress on me. I am a program director and have annual reports and other assessments due to the AAMA and its governing body twice a year. I feel that if a faculty member like myself is directly involved in a continuing accreditation process, membership to committee meetings should be optional. I would much rather be teaching a class, which I was hired to do. I am to teach my vocation.
- Uncertainty of authority/power given to the committee, lack of budget for ideas/projects
- The online reporting mechanism is not being kept up-to-date by various committees. Often there are no agenda, no minutes in a timely manner, and no list of actions taken. The senate is working to improve this deficiency.
- I cannot make an accurate assessment at this time.
- I see a few people not doing their share of the work. While the discussions are on task and in depth, I think we take too long in actually agreeing upon the finished product.
- No opinion at this time.
- I like the Faculty Senate web page idea, but not everyone is using it. It would be good to see all committees using it so others could give their input. Minutes from FAC/SENATE meeting have not been accessible.
- The time to steward the process has not been allocated to the Senate. The Senate was conceptualized as a full-time responsibility for the Executive Committee. This lack

of time means that many tasks go uncompleted. Adequate time needs to be allocated since many faculty committee members are new to their roles and this requires time.

- I just don't believe that there is enough training provided. The trainings are too quick and do not ensure that chairpersons have a good grasp on how to use the senate site. They have approved templates but do not meet with chairpersons to assist in their understanding of the templates.
- At this time, the actions of the CCA committee requires Faculty Senate approval, where such was not an issue.
- The varying number of members among committees does not distribute the work equally; the committees are treated the same when in fact certain committees need to work more, meet more, and discuss more than other committees. How can the Senate ensure that there is equity in terms of the workload among the various committees?

It would seem that these problematic areas identified above provided the basis for the respondents' "unease" with the new structure and organization. As Table 8 below demonstrates, this uneasiness was likewise translated into a less-than-satisfactory evaluation of the current structure. When they were therefore asked to compare the new structure with the old structure, they seemed divided (i.e., 50-50) in that decision. Those that reported this comparison as "better", "same", or "no basis for evaluation yet" comprised 46.4% while those that indicated an outright "worse" response comprised almost 49%. As the data seem to imply, the Senate structure, particularly certain processes and protocols (.e.g. website data access, internal communication, bylaws, training issues, etc), requires needed refinements, as suggested by the qualitative responses given above.

**Table 8. Respondents' assessment of structure and organization**

| <i>Overall how do you assess the current Faculty Senate structure and organization in comparison with last year's Faculty Governance process?</i> | Frequency | Percent |
|---|-----------|---------|
| Better  | 15        | 34.9    |
| Same or no difference   | 2         | 4.7     |
| No basis for evaluation yet   | 3         | 7.0     |
| Worse   | 21        | 48.8    |

|                         |    |     |
|-------------------------|----|-----|
|                         |    |     |
| Total Respondents       | 41 |     |
| (skipped this question) | 2  | 4.7 |
| N                       | 43 |     |

When asked how these issues need to be resolved, participants in the survey provided a wealth of suggestions in response to the following series of questions:

**In your opinion, how can this problem or issue be resolved by the Faculty Senate leadership or the administration?**

- Do not require EVERYONE to be on committees. There are some faculty who would rather just teach more classes.
- Scheduling conflicts might not be resolved because committee members are also secondary faculty which they don't have much time left in a day to hold meetings and other obligations. There is person hired for assisting the Faculty Senate so it is too premature to evaluate at this time.
- Try new things.
- I would like the committee chairs to do a little presentation at a COPSA General Membership meeting to recruit students for their committee...
- I believe it will fix itself as we continue.
- Bi-weekly or monthly updates in the form of emails.
- Resolution can be facilitated through the Senate continuing to work collaboratively with committees to establish their Bylaws, and to fully utilize the shared governance Website.
- Looking at other means of compensation especially for non-instructional faculty.
- Perhaps, accountability should be based mainly on the work of the entire committee by setting up goals/objectives at the beginning of the semester/year and evaluating them at the end.
- Have a few general meeting for the entire faculty and offer suggestions for standardization and then have the faculty vote on it or ask for and make suggestions and have the faculty vote electronically or ask for and make suggestions and have the senate leadership vote or board vote.
- Slow down! Why wait for chairpersons to ask for assistance? Why not take some time to visit each chairperson and ask what they can do to assist them?
- Devise a way to distribute work that approximates equal scope and coverage among the committees. Some committees may have two chairs instead of one.



- There are plenty of people who love to serve on committees, I am not one of them. I believe that what the college is attempting to do is good but I feel it is a forced, mandated participation and brings some resentment.
- Have a standard list of committee duties/responsibilities like a "job description" so that each committee knows its expected outcomes/authority.
- Setting up clearer expectations, perhaps a "to do" list for committee chairpersons.

**Pick one or two committee issues given below and provide concrete suggestions on how the Senate's current organization or structure can be improved or strengthened.**

**Specific recommendations will be most helpful. These issues are the following:**

**A. Length of membership/Staggered terms. B. Committee scope. C. Continuity of leadership D. Member criteria E. Any other issues?**

- Length of membership maybe should be increased to two years so that members are more knowledgeable and productive.
- I think the role of Chairperson and Chair-Elect should be clearly defined. Certain committees such as curriculum should have a representation from each of the departments.
- Members may not be trained to handle the responsibilities of the committee work. Issue of continuity needs to be addressed.
- D-Member Criteria: For student members, please recruit them at the beginning of the school year. If you want to recruit a Student Organization Officer, do a little presentation at the Officer Training sessions (please see Bobbie Leon Guerrero from the Center for Student Involvement).
- Committee scope: Scope of the committee should be confirmed by the executive committee: Member criteria: we should have an established by profession criteria such as one member from each dept. to a committee.
- A. It makes sense that some committees would benefit greatly from continuity of members on the committees, so a mechanism to prioritize continued membership in specific situations might make sense. Also: there should be on-going evaluation by the Senate as to the ideal number of members on each committee. At this point, some committees do not have enough members.
- A. Length of membership should be one academic year with members having the option to continue on in the same committee for at least three academic years. C. Continuity of leadership. Committee chairs should hold the position for a minimum of 2 academic years with option to continue for as long as he/she is meeting the standards of the committee in terms of leadership.
- B. Scope. We need to work to a process of continuous and dynamic reflection of our programs and practices.

- A. Length of membership: Members should be encouraged to sign up for at least two years. C. Continuity of leadership: Committee chair should be for a period of three years for continuity.
- Feedback like this is needed more often. Committee scope: Some committees have outlined responsibilities and some do not – for those that do not – maybe there needs to be a clearer scope...Membership Criteria Limiting Membership of Committees to a number-If some faculty members want to serve on more than one committee (second committee voluntarily) are we going to say they can't because of the limits and or are they members that can't vote? I recommend not limiting membership numbers.

**How do you assess the scope of your committee's responsibility as it is developing? Is it expanding in scope beyond what you think it should? Are you doing more than what is expected? Are issues being addressed as they should be? Provide your thoughtful response below.**

- Our scope has expanded and it covers so much that we had to prioritize and put many tasks of until next year. Yes, issues are being addressed adequately.
- I think that the committee has a lot on its plate. The committee work expanded this year. We were a committee last year with some major responsibilities. This year more responsibilities were added. I think by the end of the year or early next school year, the committee might recommend to split some of the responsibilities and form two committees instead.
- No comment.
- I think we are progressing smoothly.
- Our committee is reducing our scope, from an initial thought and have in away focused our objectives.
- I believe the scope of the General Education Committee is appropriate.
- The AAC committee members are doing a remarkable job in completing assigned tasks as well as committing to taking on other responsibilities within the committee. Yes, the members are doing a lot considering that we are mostly non-instructional and do not get the kind of monetary compensation that others do. Issues brought forth to the table are being addressed by the committee.
- The overall scope—developing goals, objectives, outcomes, etc—was sufficient, but it has expanded due to the expectation of “online advisement”. I think this makes it difficult to set priorities.
- The committees do need direction from senate to focus on what needs to be complete and standardization...ie at this point the By-Laws but that needed to be made more a focus so that is was completed by all the committees and any items that should be/should have been included should be discussed by the senate and recommendations sent out...like the staggered terms, # of committee members...I do appreciate that the committees have been able to come up with projects and ideas that they feel will benefit the college.

- Committee as a whole is led by very competent individuals who are aware of their responsibilities and the committee's role and ensure to maintain the standards set by the committee.

The wealth of recommendations above as compiled from participant responses are generally constructive in nature and are intended for improvement purposes. A number of these statements however point to the necessity of instituting more comprehensive measures to secure “buy in,” and eventual engagement, from Faculty Senate constituents. The leadership must therefore plan to spearhead systematic and sustained measures that will promote a “sense of belonging” among members of the entire Senate, so that each individual member becomes an integral part of the Senate's identity or “sense of being.”

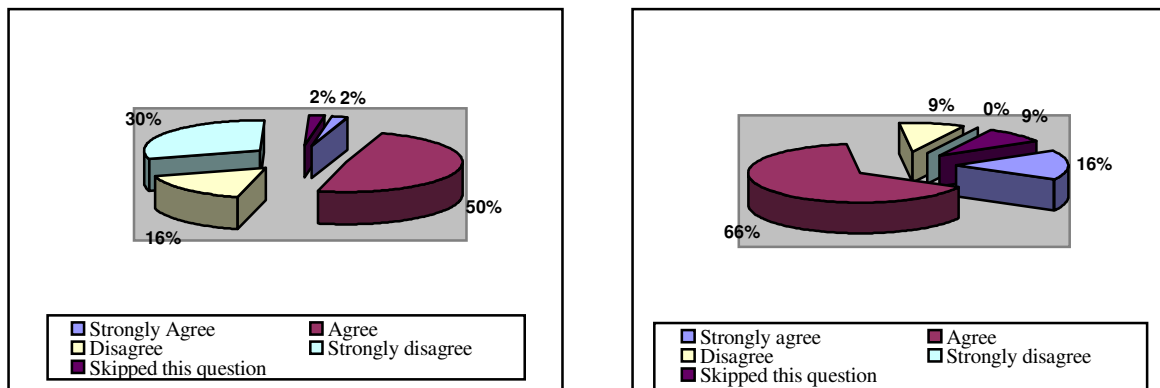
Although there seems to be a relative unease with the new Senate structure, it appears however that this may be a matter of attitude, rather than conviction. This observation acquires some validation when superimposed with the question on satisfaction of respondents with their Senate experience. As the table below (Table 9) presents, the data on satisfaction seem to negate the relative unease of respondents with the new structure, as discussed earlier. Why? The relatively high level of agreement (81.4%) among the respondents when it comes to their degree of satisfaction with the Senate experience (mean, 3.28) firmly supports this observation.

**Table 9. Respondents' levels of satisfaction**

| <i>I am satisfied with my Faculty Senate experience thus far.</i> | Frequency | Percent |
|---|-----------|---------|
| Agree   | 28        | 65.1    |
| Strongly agree  | 7         | 16.3    |
| Disagree  | 4         | 9.3     |
| Strongly disagree   | 0         | 0.0     |
| Total Respondents   | 39        |         |
| (skipped this question)   | 4         | 9.3     |
| N   | 43        |         |
| Mean = 3.28   |           |         |

The IFSE data on Senate experience satisfaction become even more pronounced, when compared alongside data from the GSS instrument. This latter instrument was a three-item survey tool that was administered to faculty during the last Governance (i.e., the old structure) meeting in spring 2006. Although the satisfaction statements are worded differently, these may be considered global measures of satisfaction with the old and the new structures, as the charts below significantly reflect:

**Figure 1. Global measures of satisfaction, pre- and post-Senate**



**I am satisfied with the way decisions  
are currently made at GCC.**

**I am satisfied with my Faculty Senate  
experience thus far.**

As the charts above indicate, the pre-Senate data on this variable show a 52% satisfaction while the post-Senate data reveal about 82% satisfaction, reflecting approximately 30% net change. Interestingly, both instruments also had a total sample of 43 respondents each. These data clearly suggest that the attitude towards Senate processes by most respondents are generally positive and affirming. The enthusiasm and advocacy provided by the Senate leadership undoubtedly contributed significantly to this state of affairs.

#### *Senate leadership's perceptions of shared governance processes*

At this juncture, the all-important role that Senate leaders play in realizing the goals of shared governance processes needs to be explored. The survey instrument, IFSE-L, was intended to reveal leaders' perceptions regarding the role and function of the Senate itself in bringing a shared governance process into motion. The series of bar

graphs in the next few pages illustrate the varied perceptions of the Senate leadership on certain aspects of the Senate's impact on institutional life.

As illustrated in Figure 1 (see page 28), there are several interesting patterns among the four items that identify the role of the Senate in fostering relevant dialogue on campus. As these patterns show, there seems to be greatest agreement among the respondents regarding the Senate's critical function in fueling *institutional dialogue* (mean, 4.65, s.d. 0.88), followed by *stakeholder dialogue* (mean, 4.41, s.d. 0.73), then *faculty-to-faculty dialogue* (mean, 4.35, s.d. 0.78), and lastly, *inter-committee dialogue* (mean, 4.13, s.d. 1.49). The perception that the establishment of the Faculty Senate has promoted the spirit of collaborative partnerships among various constituents of the college seems to be validated by the low standard deviation (0.73) of the stakeholder dialogue variable.<sup>4</sup> Conversely, the respondents' perception that inter-committee dialogue has not gained much momentum (as indicated by a high s.d. of 1.47) seems supported by qualitative comments discussed earlier in this report.

Compliance with rules in archiving documents via the Faculty Senate website also appears to garner strong agreement among the respondents (mean, 4.26, s.d. 0.86), though this needs to be validated by an actual review of the website itself.<sup>5</sup> If the respondents to this survey are already active in Senate activities, however, as discussed in an earlier section, it is very likely that they indeed will self-report compliance to Senate processes.

It is the lack of an assessment plan that seems common to all, as perceived by survey respondents (mean, 3.35, s.d. 1.34), though the spread of opinions (as evidenced by the 1.34 s.d.) also reflects the lack of consensus in this respect. The relative infancy of the Senate structure, and the ongoing development of certain committee rules and protocols, might have largely contributed to this diversity of perceptions.

Figure 2 (see page 29) reveals that there is greatest consensus among respondents when it comes to the Senate's independence in setting up its *structure and leadership*

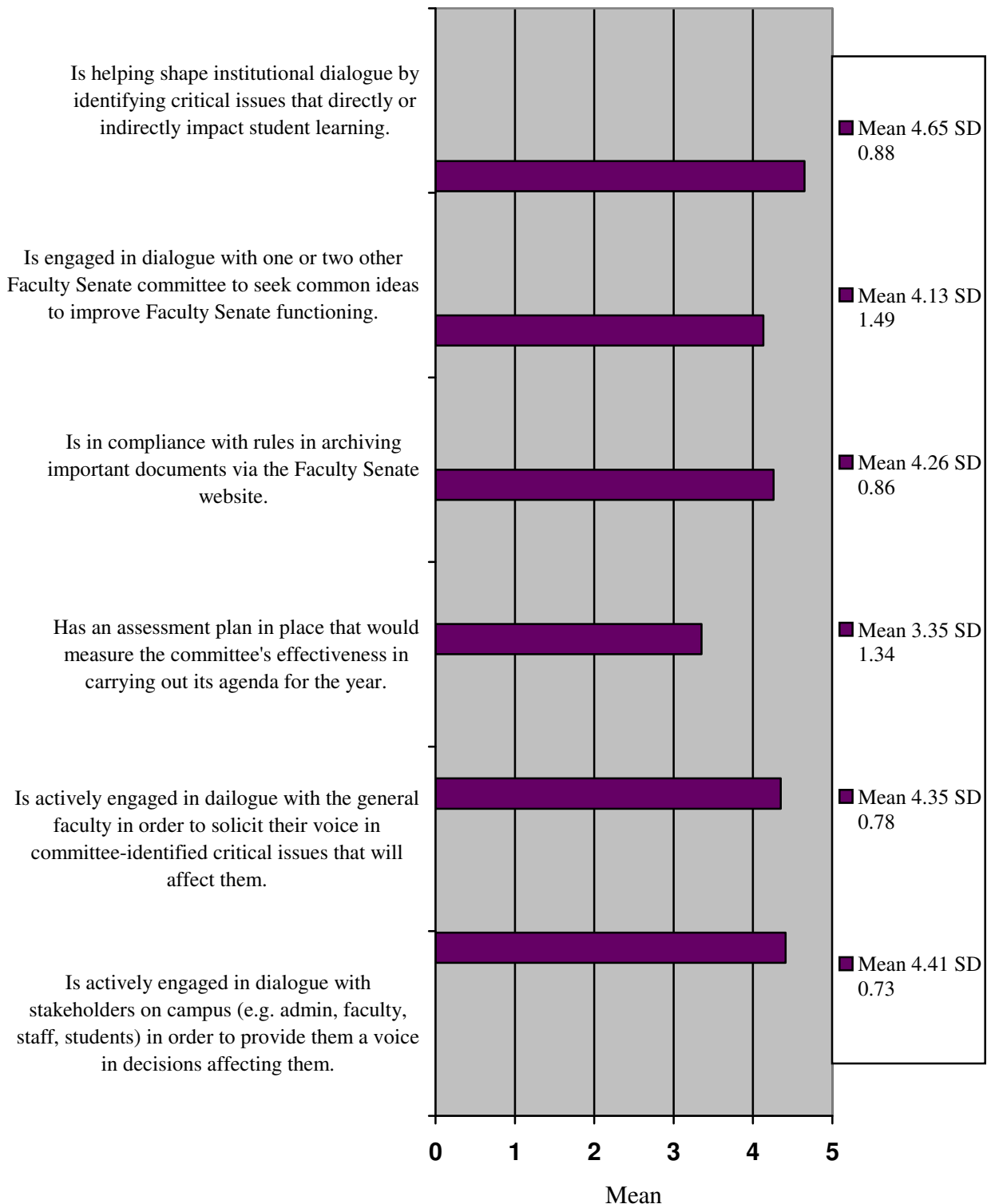
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<sup>4</sup> The statistical norm indicates that the lower the standard deviation for a particular item, the greater the consensus among the respondents, and conversely, the higher the standard deviation, the lower the consensus.

<sup>5</sup> Since this report relied solely on one data source (i.e. survey results), the reader must bear in mind that this is a limitation of the study.

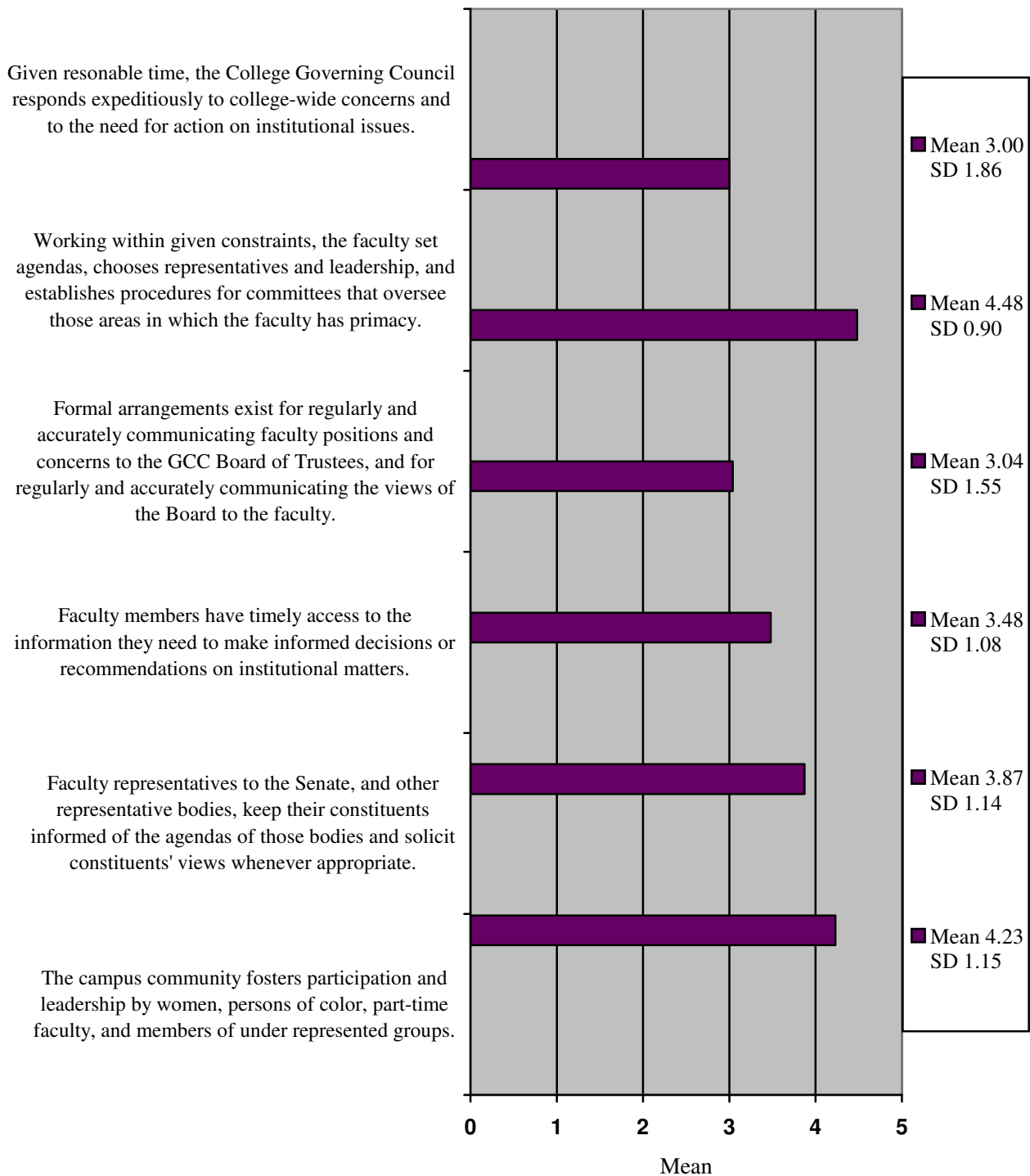
(mean, 4.48, s.d. 0.90), followed by a *diversified membership* (mean, 4.23, s.d. 1.15), and *communication with constituents* (mean, 3.87, s.d. 1.14). Of these three variables, it appears that the latter seems to indicate a greater diversity of opinions, as evidenced by the relatively high standard deviation (1.14). This comment (i.e., lack of inter-committee connections) was in fact also a pattern seen in the qualitative comments as earlier discussed. This is in a way also related to the *timeliness of information* available to respondents (mean, 3.48, s.d. 1.08) which reflects the same lack of unified opinion, as supported by the high standard deviation. This can only be interpreted as an issue that needs immediate attention. Most importantly, this also applies to the *texture of faculty-Board communication vis-à-vis Senate issues* which respondents also found to be wanting (mean, 3.04, s.d. 1.55), as well as the *timely response to campus issues* (mean, 3.0, s.d. 1.86) which all need to be explored and examined further so that remediation measures may be implemented, if necessary and appropriate.

In Figure 3 (see page 30), the Senate leaders' perceptions of a good, working Faculty Senate are further revealed. Respondents clearly agree about the significant contribution of the Senate towards the improvement of the campus climate (mean, 4.83, s.d. 0.39), as well as their view that shared governance is a notable faculty responsibility (mean, 4.13, s.d. 0.97). When it comes to satisfaction level with committee work however, the Senate leadership still seems to be grappling with issues regarding scope of work (mean, 4.30, s.d. 1.15), as the high standard deviation indicates wide differences in perceptions regarding the workability of certain committee processes. It is this same perception that Senate leaders have regarding the faculty-administration relationship (mean, 3.96, s.d. 1.19). The relatively high standard deviation suggests that this relationship ought to be more refined through continuing dialogue and collaboration regarding issues that mutually affect them. Do the respondents perceive these relationships as cooperative, as they now exist? The relatively low mean (3.57) and high standard deviation (1.50) imply that all constituents involved in this new structure need to build trust and confidence in each other incrementally, so as to deliver the expected consequences that would accrue the greatest benefit for the college, in the long run.



**Figure 2. Senate Leaders' Perceptions of Shared Governance Processes**

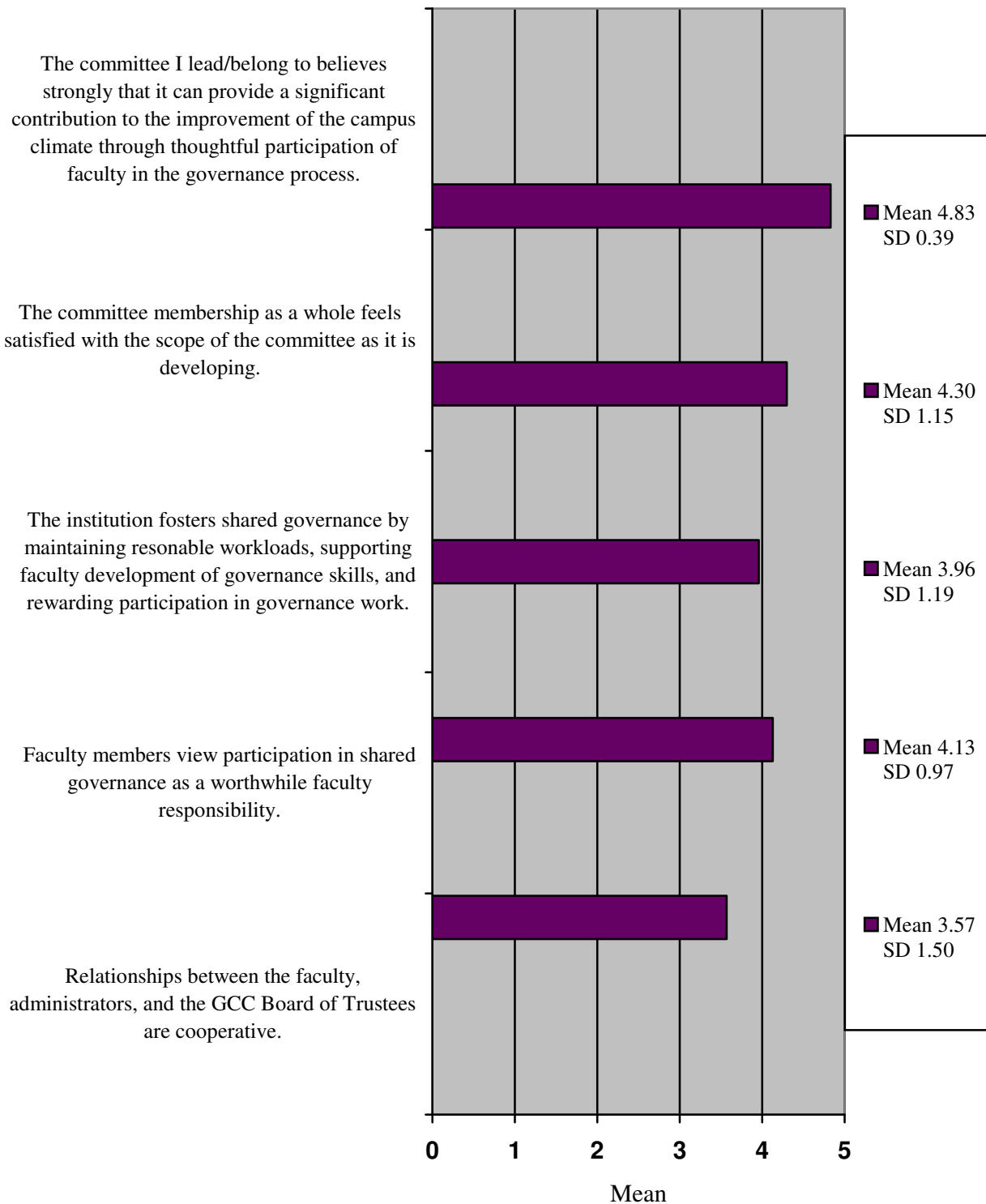
5- True, 4-More True than False, 3-No basis for opinion, 2-More False than True, 1-False



**Figure 3. Senate Leaders' Perceptions on Shared Governance Processes**

5-True, 4-More True than False, 3-No basis for opinion, 2-More False than True, 1-False





**Figure 4. Senate Leaders' Perceptions of Shared Governance Processes**

5-True, 4-More True than False, 3-No basis for opinion, 2-More False than True, 1-False

## ***V. Conclusion and Recommendations***

The study findings discussed above provide the evidence that the formative stages of the Faculty Senate was a period of bountiful challenges. As this study demonstrates, it is without a doubt that the impetus of its development has injected enthusiasm, optimism, and a sense of institutional belonging to most constituents. Given its relative infancy, however, the new Senate structure is still relatively untested, in the minds of several survey respondents. Though some might have a feeling of unease with the new structure and organization, the greater majority nonetheless supports the Senate's goal of shared governance, one that demands substantive involvement and input in decision-making processes at the college.

In light of these conclusions, and as grounded in the quantitative and qualitative results of this formative assessment study, the following recommendations are suggested:

- (1) Study, weigh, and decide on the merits of the multifarious strategies for improvement as recommended by the respondents of the present study, for they will undoubtedly lead to the better functioning of structure as it exists now;
- (2) Promote greater “buy in” and engagement with the new structure (particularly with both fulltime and adjunct faculty) through campus wide measures that encourage sustained interest and commitment to the process;
- (3) Publish a Senate newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner;
- (4) Conduct regularized training of committee chairpersons on Senate processes and protocols so that they are well equipped and better prepared to handle their multi-layered responsibilities;
- (5) Develop a creative, balanced system of incentives and sanctions that will, in the long run, promote commitment, rather than mere compliance, to Senate processes;
- (6) Strive for “representativeness” (rather than just “representation”) of various constituent voices in next year’s survey of Senate effectiveness by

administering the survey during the Professional Development Day held on the second semester;

- (7) Create and refine a solid assessment plan that would become an integral part of Senate functioning, and that which considers multiple tools and sources of data (i.e., strive for triangulation of evidence), once the Senate becomes more stable in its organization and structure; and
- (8) Bring all the stakeholders to the table (e.g., faculty, administrators, staff, students, and even Board members) and sustain the dialogue that has been started so that the true spirit of shared governance is fully realized.

#### ***V. Points for Discussion and Dialogue***

Framed within the context of the above recommendations, the Senate leadership and the administration may need to engage in an intelligent discussion and dialogue to provide clarity and direction to the issues identified below:

- (a) *Equity of work.* How does one ensure that committee work is equitable for each faculty member who avails of the one class load allotted for Senate involvement?
- (b) *Accountability.* How should accountability be measured? Should collective accountability (e.g. work done at the committee level) prevail over individual accountability (e.g. quantity and quality of work performed by individual faculty)?
- (c) *Evidence of performance.* With the adoption of a sound assessment plan, what products or deliverables may be used as evidence for satisfactory Senate performance? Conversely, what conditions need to be created by administration so that a healthy environment for shared governance can flourish?<sup>6</sup>

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<sup>6</sup> The document, **Traits of Effective Senates**, may prove helpful in this regard. See Appendix A.

### ***VII. Synthesis***

All of these above recommendations and the resulting dialogue, however, must be viewed from a formative (rather than summative) framework in order that further experimentation can occur. What works or not in a newly-developed structure demands time and patience, as some respondents have indeed emphasized. As this study has demonstrated, however, a well-conceptualized assessment plan can generate the collective, as well as the individual voices of those who participate in Senate activities and eventually transform such wealth of insights into concrete strategies that demand continuous accountability and improvement.

Most importantly, the collaborative environment within the college that the new Faculty Senate structure has indirectly created would seem to be its greatest contribution. The web of complex relationships (e.g. faculty-faculty, faculty-admin, faculty-staff, student-admin, etc) that have been developed, or are still developing, point to the importance of cooperation and partnership in a campus where shared governance needs to reign supreme. Continuous and sustained dialogue is the key towards achieving this all-encompassing goal.

\*\*\*\*

### Traits of Effective Senates

- ☐ Permanent office space, files, archives
- ☐ Annual budget (travel, telephone, computer, supplies, etc.)
- ☐ Secretarial assistance
- ☐ Adjusted workload for officers
- ☐ Regular meetings with college president
- ☐ Consulted on creation of all non-senate committees
- ☐ Senate president (faculty officer) presides at senate meetings
- ☐ Bylaws specify areas where senate decisions are normally determinative, co-determinative, or advisory
- ☐ Meetings and activities advertised in advance and records of actions widely published
- ☐ Attracts both junior and senior faculty who are esteemed as academic leaders
- ☐ Is regarded by the campus as dealing with crucial issues
- ☐ Has effective representation on other key governance groups
- ☐ Senate leadership visible in the ceremonial and symbolic affairs of the campus
- ☐ Initiates a major portion of its agenda items
- ☐ Defends the core values of academic freedom, determines curriculum
- ☐ Provides an effective forum for controversial issues
- ☐ Is seen as an agent for necessary institutional change
- ☐ Grounds its practices in parliamentary procedure and published and endorsed principles of governance

Participants as sessions of the AAHE National Network of Faculty Senates during the past twelve years have developed and refined these traits. Please let us know of additional traits you think are essential.

“TOES” (FlyMark) AAHE/National Network of Faculty Senates Joe Flynn, Co-director, SUNYACT, Alfred, N.Y. 14802 (607-587-4185) Email: [flynnjg@alfredstate.edu](mailto:flynnjg@alfredstate.edu)

Source: <http://www.aaup.org>

### 1. IFSE Part I. Self-Assessment of Member Involvement in Faculty Senate Activities

As developed by the Office of Assessment and Institutional Effectiveness (AIE), this instrument is meant to compile important and relevant information that would be a part of a meaningful conversation about the current structure and organization of the Faculty Senate at the end of its first year of operation. The collected information will help steer a productive dialogue about current issues being faced by the Senate leadership and membership. Please be candid and thoughtful in assessing your OWN participation in Faculty Senate activities thus far.

Although you may have multiple roles in the Faculty Senate, however, please fill out this questionnaire (IFSE PART I) only once.

The survey should take approximately 10 minutes to complete.

1. Identify your role in the committee/governance structure you presently belong to

- ☐ Committee chair (Faculty)
- ☐ Committee co-chair (Faculty)
- ☐ Committee chair-elect (Faculty)
- ☐ Committee co-chair (Admin)
- ☐ Committee member (Faculty)
- ☐ Committee member (Admin)
- ☐ Committee member (Staff)
- ☐ Committee member (Student)
- ☐ Oversight committee chair
- ☐ Senator, Unit chair
- ☐ President, President-elect, Past President, Member-at-large
- ☐ Other (Please specify)

2. In the newly-established Faculty Senate, what committee do you primarily belong to? (i.e., as part of your identified workload, if you are a faculty member)

- ✓ Resources & Budget Committee
- ✓ Technical Advisory Committee
- ✓ Calendar Committee
- ✓ College Committee on Assessment



- ☐ Accreditation Steering Committee
- ☐ Promotions Committee
- ☐ Professional Development Review Committee
- ☐ Evaluation/Job Specs Committee
- ☐ Professional Ethics Committee
- ☐ Curriculum Committee
- ☐ Academic Advising/Counseling Committee
- ☐ General Education Committee
- ☐ Institutional Excellence Oversight
- ☐ Faculty Excellence Oversight
- ☐ Student Learning Excellence Oversight
- ☐ Executive Committee

**3. Select the environment you currently work under**

- ☐ Secondary
- ☐ Post-secondary

**4. Which description below best fits your membership under the current Faculty Senate structure?**

- ☐ a member who signed up for a committee at the start of the term
- ☐ a member who signed up for a committee and volunteered to serve in a second committee
- ☐ a member who signed up for a committee and volunteered to serve in 2 other committees
- ☐ a member who is a carry-over from a previous committee (pre-Faculty Senate)
- ☐ a member who opted out of committee membership
- ☐ a member who was elected to a Faculty Senate position

**5. Indicate the frequency of your committee meetings.**

- ☐ Weekly
- ☐ Every other week
- ☐ Monthly
- ☐ Every other month
- ☐ Has not met at all
- ☐ Other (please specify)



**6. On the average, our committee meetings usually last for**

- ☐ One hour
- ☐ 1 1/2 hours
- ☐ Two hours
- ☐ 2 1/2 hours

☐ Other (please specify)

7. The committee I belong to has met this X number of times since the start of the term

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    | 11                    | 12                    | 13                    | 14                    | 15                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. As far as I can honestly remember, I have been absent in committee meetings for X number of times.

|                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| None                  | 1                     | 2                     | 3                     | 4                     | 5                     | More than 5           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. I have been absent in committee meeting/s because of the primary reason indicated below.

- ☐ Off-island conference
- ☐ Sickness
- ☐ Scheduling conflict
- ☐ Personal reasons
- ☐ Other (please specify)



10. A secondary reason for my absence/s is given below.

- ☐ Off-island conference
- ☐ Sickness
- ☐ Scheduling conflict
- ☐ Personal reasons
- ☐ Other (please specify)



11. If you've missed a committee meeting/s due to scheduling difficulties, what schedule below works best for you? Please choose only ONE.

- ☐ Monday AM, between 8-12 noon
- ☐ Monday PM, between 1-5 pm
- ☐ Tuesday AM, between 8-12 noon
- ☐ Tuesday PM, between 1-5 pm
- ☐ Wednesday AM, between 8-12 noon
- ☐ Wednesday PM, between 1-5 pm
- ☐ Thursday AM, between 8-12 noon
- ☐ Thursday PM, between 1-5 pm



- ☐ Friday AM, between 8-12 noon
- ☐ Friday PM, between 1-5 pm
- ☐ Any weekday, after 5 pm
- ☐ Any weekday, before 8 am
- ☐ Saturday AM, between 8-12 noon
- ☐ Saturday PM, between 1-5 pm

12. In the overall work expected of our committee, I estimate my involvement (e.g. participating in discussions, setting up the agenda, writing the minutes, etc) in X percent of the committee's work.

About 25%    About 50%    About 75%    About 90%    More than 91%



13. In terms of the quality of my participation in Faculty Senate activities at this point in time, I would rate myself as having

- ☐ Exceeded expectations
- ☐ Met the minimum expectations
- ☐ Barely met the minimum expectations
- ☐ Did not meet minimum expectations

14. Please explain why you rate your quality of participation in the above manner.



15. Identify the primary means of communication (with regard to meeting schedules, for example) among the members of your committee

- ☐ Email
- ☐ Written memo
- ☐ Faculty Senate website
- ☐ Word of mouth
- ☐ Established schedule at the start of the term
- ☐ Other (please specify)



16. Overall, how do you assess the current Faculty Senate structure and organization in comparison with last year's Faculty Governance process?

Better    Worse    Same or no    No basis for

difference evaluation yet

17. Based on your own Faculty Senate experience thus far, what seems to be working with the current structure and organization?



18. Based on your own Faculty Senate experience thus far, what seems NOT to be working with the current Senate structure and organization?



19. In your opinion, how can this problem or issue be resolved by the Faculty Senate leadership or the administration?



20. As a participant in the activities of the Faculty Senate in its first year of operation, what would you say to be the one or two successes for which the Senate takes some satisfaction at this point? Explain why these milestones are significant.



21. Pick one or two committee issues given below and provide concrete suggestions on how the Senate's current organization or structure can be improved or strengthened. Specific recommendations will be most helpful. Please provide your suggestions in the box below.

A. Length of membership/ Staggered terms

B. Committee scope

C. Continuity of leadership

D. Member criteria

E. Any other issues?



22. How do you assess the scope of your committee's responsibility as it is developing? Is it expanding in scope beyond what you think it should? Are you doing more than what is expected? Are issues being addressed as they should be? Provide your thoughtful response below.



23. I am satisfied with my Faculty Senate experience thus far.

- ☐ Agree
- ☐ Strongly agree
- ☐ Disagree
- ☐ Strongly disagree

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# GCC Indicators of Faculty Senate Effectiveness (IFSE)

## 1. IFSE Part 2. Indicators of Committee Performance

**WHO SHOULD TAKE THIS SURVEY:** All those who serve in leadership positions (as members of the College Governing Council, Executive committee, oversight chairs, chairs, co-chairs, etc.) in the GCC Faculty Senate structure.

As developed by the Office of Assessment and Institutional Effectiveness (AIE), this instrument is a supplement to IFSE Part 1. The next instrument, Part 3, is an abbreviated version of the American Association of University Professors' "Indicators of Sound Governance," as developed by K. Ramo, February 2001.

Although you may have multiple roles in the Faculty Senate, however, please fill out this questionnaire (IFSE Part 2 & 3) only once.

The survey should take approximately 5 minutes to complete.

### 1. Please identify yourself.

Faculty      Administrator      Staff      Student

☐
☐
☐
☐

### 2. The committee I lead/belong to is helping shape institutional dialogue by identifying critical issues that directly or indirectly impact on student learning.

True      More True than False      More False than True      False      No basis for opinion

☐
☐
☐
☐
☐

### 3. The committee I lead/belong to is engaged in dialogue with one or two other Faculty Senate committees to seek common ideas to improve Faculty Senate functioning.

True      More True than False      More False than True      False      No basis for opinion

☐
☐
☐
☐
☐

### 4. The committee I lead/belong to is in compliance with rules on archiving important documents via the Faculty Senate website.

True      More True than False      More False than True      False      No basis for opinion

☐
☐
☐
☐
☐

### 5. The committee I lead/belong to has an assessment plan in place that would measure the committee's effectiveness in carrying out its agenda for the year.

True      More True than False      More False than True      False      No basis for opinion

☐
☐
☐
☐
☐

**6. The committee I lead/belong to is actively engaged in dialogue with the general faculty in order to solicit their voice in committee-identified critical issues that will affect them.**

|                       |                         |                         |                       |                         |
|-----------------------|-------------------------|-------------------------|-----------------------|-------------------------|
| True                  | More True than<br>False | More False than<br>True | False                 | No basis for<br>opinion |
| <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |

**7. The committee I lead/belong to is actively engaged in dialogue with stakeholders on campus (e.g. admin, faculty, staff, students) in order to provide them a voice in decisions affecting them.**

|                       |                         |                         |                       |                         |
|-----------------------|-------------------------|-------------------------|-----------------------|-------------------------|
| True                  | More True than<br>False | More False than<br>True | False                 | No basis for<br>opinion |
| <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |

**8. The committee I lead/belong to believes strongly that it can provide a significant contribution to the improvement of the campus climate through the thoughtful participation of faculty in the governance process.**

|                       |                         |                         |                       |                         |
|-----------------------|-------------------------|-------------------------|-----------------------|-------------------------|
| True                  | More True than<br>False | More False than<br>True | False                 | No basis for<br>opinion |
| <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |

**9. The committee membership as a whole feels satisfied with the scope of the committee as it is developing.**

|                       |                         |                         |                       |                         |
|-----------------------|-------------------------|-------------------------|-----------------------|-------------------------|
| True                  | More True than<br>False | More False than<br>True | False                 | No basis for<br>opinion |
| <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |

**10. How many members did your committee have at the beginning of the semester?**

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 5 and under           | 6-7                   | 7-8                   | 8-9                   | 10 and over           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**11. How many members have remained active at this point?**

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| All                   | Less 1                | Less 2                | Less 3                | Less 4 or more        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**12. How many secondary faculty have dropped out from your committee or group?**

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| None                  | 1                     | 2                     | 3                     | 4 or more             |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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**College Governance Satisfaction Survey Spring 2006**

Appendix D

**1. GCC Faculty Survey on College Governance**

This survey is being conducted to measure college perceptions related to our current college governance. Thank you for your valuable contribution.

Use the following scale to identify the level that best represents your views:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Agree
- 4 - Strongly agree

**1. I am satisfied with the way decisions are currently made at GCC.**

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly<br>disagree  | Disagree              | Agree                 | Strongly agree        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**2. I am able to participate in the decision making process at GCC.**

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly<br>disagree  | Disagree              | Agree                 | Strongly agree        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**3. Committee assignment are a significant part of my normal workload.**

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly<br>disagree  | Disagree              | Agree                 | Strongly agree        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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