GUAM COMMUNITY COLLEGE
ASSESSMENT
REPORT
May 2008

Second Effectiveness Survey Report of the GCC Faculty Senate

GCC
GUAM COMMUNITY COLLEGE
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EFFECTIVENESS REPORT OF THE GCC FACULTY SENATE:
Second Survey Report
AY 2007-2008

Executive Summary

Three surveys were used to determine the effectiveness of the GCC Faculty Senate. These surveys were designed to collect information regarding membership profile as well as perceptions of the college's shared governance process. The information collected from the surveys were compiled and analyzed quantitatively as well as qualitatively for general trends.

The *general membership survey* which was designed for faculty members, administrators, staff, and students who belong to college committees had a 37.28% response rate while the *leadership survey* which was designed for members of the College Governing Council, Senators, Committee Chairs, and Co-Chairs had a 28.58% response rate. The response rate for the *faculty survey* was 43.40%.

Survey results highlight the following conclusions:

- The Faculty Senate experience has resulted in greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty. Furthermore, it has resulted in improved dialogue between faculty and administrators.

- There is a concern regarding disparity in faculty participation in committee work.

- There is a concern among committee members regarding the length of membership in a committee.

- Not all faculty understand the concept of the college's existing governance structure.

- There appears to be compliance issues with the Faculty Senate reporting requirements outlined in Article III of the Faculty Senate Bylaws.

- There is a concern about how decisions are being made at the College.

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I.   *Introduction and Purpose*

The Guam Community College's (GCC) Faculty Senate was implemented in Fall 2006 and provides for a governance structure in which faculty, administrators, staff, and students can participate in decision-making processes that impact the institution.

The objectives of this study are:

- To build on previous perceptions of committee participants, Senate leaders, and faculty in general regarding the effectiveness of the structure;

- To identify points for discussion and negotiation in order to strengthen the dialogue between and among the constituents involved; and

- To further the objectives of the Senate in terms of accountability and improvement.

II.   *Methodology and Instrumentation*

The initial formative assessment of the Faculty Senate included two survey instruments which were administered at the end of Fall 2006 and the beginning of Spring 2007. The *GCC Indicators of Faculty Senate Effectiveness (IFSE-Part I)* was a survey designed for faculty members, administrators, staff, and students who belong to Senate committees and those who were in leadership positions in the Faculty Senate structure. The *GCC Indicators of Faculty Senate Effectiveness (IFSE-Part II)* was designed for individuals serving in leadership positions such as members of the College Governing Council, Executive Committee, Oversight Chairs, Chairs, and Co-Chairs in the GCC Faculty Senate Structure.

Three survey instruments were used in this current study. Two of the surveys are modified versions of the IFSE-Part I and IFSE-Part II (the *general membership survey-*Appendix A and the *leadership survey-*Appendix B*).* Modifications were made by the Faculty Senate. The third survey was the *faculty survey* (Appendix C).

The *general membership survey* which was designed for faculty members, administrators, staff, and students who belong to college committees had a 37.28% response rate while the *leadership survey* which was designed for members of the College Governing Council, Senators,

Committee Chairs, and Co-Chairs had a 28.58% response rate. The response rate for the *faculty survey* was 43.40%.

The three surveys were administered during Professional Development Day held on February 18, 2008 at the Hyatt Hotel.   A copy of the *general membership survey* and the *faculty survey* were placed on the tables where the Professional Development Day participants were seated. The *leadership surveys* were handed directly to members of the College Governing Council, Faculty Senators, Committee Chairs, and Co-Chairs by Faculty Senate representatives. No explanations were provided about the different types of surveys; however, the Faculty Senate Word Processing Secretary II did inform respondents that she would collect the surveys from them before the end of the day.

Data was analyzed using Excel spreadsheets, and content analysis was conducted to gather qualitative information. Responses to the open-ended questions were used to validate the quantitative data gathered from the surveys. This was further validated by content analysis of the Faculty Senate website, meeting minutes, and bylaws as well as individual committee bylaws, meeting minutes, and committee reports.

III.   Limitations

One limitation of the study is that feedback from secondary instructional faculty was not included in the assessment. Their feedback is important because of their role in governance and because there are 27 secondary faculty serving on twelve GCC committees. February 18, 2008 was a regular duty day for secondary instructional faculty; therefore, they were not able to attend Professional Development Day. Only one secondary instructional faculty attended. Additionally, student and staff committee members were not present during Professional Development Day. Moreover, not all administrators serving on committees attended Professional Development Day.

Another limitation is that the generalizability of the study results are limited based on the single tool (survey) that was used in this study.

IV.   Results and Discussion

The *general membership survey* had a 37.28% response rate and the *faculty survey* had a 43.40% response rate. The response rates for the *general membership survey* was calculated by

dividing the number of faculty members, administrators, staff, and students who belong to committees as listed in a spreadsheet provided by the Faculty Senate Office on March 3, 2008 (Appendix D) by the number of actual surveys received. Individuals serving on multiple committees completed only one survey form and therefore were counted once. It is assumed that the Faculty Senate members who responded to this survey were also serving on a committee. There may have been some confusion by individuals holding multiple roles in the current governance process about which survey to complete. The response rate for the *leadership survey* (members of the College Governing Council, Senators, Committee Chairs, and Co-Chairs) was 28.58%. This response rate was calculated by dividing the number of College Governing Council members, Senators, Committee Chairs, and Co-Chairs listed on the spreadsheet mentioned above by the number of actual surveys received. Individuals serving on both the College Governing Council and the Faculty Senate completed only one survey form and thus were counted once. The response rate for the *faculty survey* was 43.40%. This response rate was calculated by dividing the number of full-time faculty (including secondary faculty) by the number of surveys received.[1]

It is interesting that the lowest survey response rate (28.58%) was from members of the College Governing Council, Senators, Committee Chairs, and Co-Chairs. As mentioned earlier, there may have been some confusion about which survey to complete, particularly for individuals holding multiple roles in the governance process.

General Membership Perspective:

Table 1 below presents the general membership profile of survey respondents in the study:

Table 1. Respondent's Role in Committee/Governance Structure (n=41)

Identify your role in the committee/governance structure to which you belong.	Frequency	Percent
Committee Chair (Faculty)	5	12.2
Committee Co-Chair (Faculty)	1	2.4

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[1] Although a more appropriate way of calculating the response rates is to divide the number of surveys received by the actual number of individuals in each target group who were present at Professional Development Day, this was not possible because the sign-in sheet could not be located.

Committee Chair-Elect (Faculty)	0	0.0
Committee Co-Chair (Admin.)	0	0.0
Committee Member (Faculty)	27	65.9
Committee Member (Admin.)	1	2.4
Committee Member (Staff)	0	0.0
Committee Member (Student)	0	0.0
Oversight Chair	0	0.0
Executive Council	5	12.2
Multiple Roles	2	4.9

The greatest category of respondents was faculty (65.9%). An equal number of faculty committee chairs (12.2%) and executive council members (12.2%) participated in the survey followed by an equal number of faculty committee co-chairs (2.4%) and administrator committee members (2.4%). No faculty committee chair-elect, administrator committee co-chair, staff committee member, student committee member, and oversight chair responded to the survey. Two respondents (4.9%) indicated that they have multiple roles in the committee/governance structure.

As mentioned earlier, staff and student committee members were not present at Professional Development Day. Also, only one secondary instructional faculty was able to attend and not all administrators attended.

Perhaps the response rates for each of the surveys could have been higher if verbal instructions were given at the time the surveys were administered, especially since there are a number of individuals who hold multiple roles in the Senate structure. Coordination with the Professional Development Review Committee (PDRC) would have resulted in higher response rates. The Faculty Senate should have been included in the agenda for Professional Development Day so that a specific amount of time could be dedicated for instructions and completion of the surveys.

Table 2. Respondent's Primary Committee Responsibility (n=41)

What is your primary committee responsibility?	Frequency	Percent
Resource & Budget Committee	0	0.0
Technical Advisory Committee	1	2.4
Calendar Committee	0	0.0
College Committee on Assessment	4	9.8
Self-Study Committee	7	17.1
Promotions Committee	1	2.4

Professional Development Review Committee	0	0.0
Evaluation/Job Specifications Committee	0	0.0
Professional Ethics Committee	4	9.8
Curriculum Committee	7	17.1
Academic Advising/Counseling Committee	1	2.4
General Education Committee	6	14.6
Faculty Senate	4	9.8
Institutional Marketing	3	7.3
Blank	3	7.3

As shown in Table 2 above, two committees were equally represented in this survey with 17.1% of committee members each responding (Self-Study Committee and Curriculum Committee) followed by the General Education Committee (14.6%), the College Committee on Assessment, Professional Ethics Committee, and Faculty Senate with 9.8% of members each responding, the Institutional Marketing Committee with 7.3% of members responding, and the Technical Advisory Committee, Promotions Committee, and Academic Advising/Counseling Committee with 2.4% of members each responding. There were 7.3% of survey respondents who did not identify their primary committee responsibility. Of those surveyed, none of the respondents indicated that they were in the Resource and Budget Committee, the Calendar Committee, the Professional Development Review Committee, and the Evaluation/Job Specifications Committee.

It is assumed that the four Faculty Senate respondents in Table 2 hold multiple roles in the college's governance process (i.e. members of a committee as well as members of the Faculty Senate). It is unclear as to whether the intent was to have these individuals complete both the *general membership survey* and the *leadership survey* since the *leadership survey* was hand-delivered to members of the College Governing Council, Faculty Senators, Committee Chairs, and Co-Chairs and no instructions were given. Nonetheless, their responses are included in the results of the *general membership survey.*

Table 3. Membership in a Second Committee (n=41)

Are you listed as a member of a second committee	Frequency	Percent
No	32	78.0
Yes	5	12.2
Blank	4	9.8

Some committee members serve in more than one committee or as previously mentioned, may have overlapping roles (i.e. committee member and Senate Member or committee member and College Governing Council member). As seen in Table 3 above, 78% of survey respondents reported that they weren't members of a second committee and 12.2% reported that they were. Four survey respondents (9.8%) did not indicate whether or not they were a member of a second committee. Based on the spreadsheet provided by the Faculty Senate Office on March 3, 2008, there are 15 individuals serving on multiple committees. These 15 individuals are not members of the Faculty Senate or College Governing Council.

Table 4. Campus Where You Currently Work (n-41)

Select the campus where you currently work.	Frequency	Percent
GCC main campus	37	90.2
George Washington High School	0	0.0
Simon Sanchez High School	1	2.4
John F. Kennedy High School	0	0.0
Southern High School	0	0.0
Multiple Locations	1	2.4
Blank	2	4.9

As seen in Table 4 above, 90.2% of respondents reported that they work at the GCC Main campus. One respondent reported working at Simon Sanchez High School and another respondent reported working at multiple locations. There were two survey respondents who did not answer the question. It is important to note that committee membership in the Faculty Senate is optional for secondary faculty. Of the 36 secondary faculty (instructional and non-instructional), 12 aren't members of a GCC committee.

Table 5 below reveals that meeting times vary widely among committees. Most committees meet weekly (53.7%) followed by bi-weekly (29.3%), monthly (14.6%), and every other month (2.4%). This information is based solely on self-reports.

Table 5. Frequency of Committee Meetings (n=41)

Indicate the frequency of your committee meetings.	Frequency	Percent
Weekly	22	53.7
Bi-weekly	12	29.3
Monthly	6	14.6
Every other month	1	2.4

Hast not met at all	0	0.0
Other	0	0.0

According to Table 6 below, the duration of committee meetings also vary among committees. Over half of respondents (53.7%) reported that their committee meetings last for one and a half hours followed by two hours (24.4%), and one hour (17.1%). Two respondents (4.9%) reported meeting times other than those listed on the survey.

Table 6. Duration of Committee Meetings (n=41)

On the average, our committee meetings usually last for:	Frequency	Percent
One hour	7	17.1
1-1/2 hours	22	53.7
Two hours	10	24.4
2-1/2 hours	0	0.0
Other	2	4.9

Table 7 below reveals that almost half of survey respondents (48.8%) reported that they did not miss a single meeting followed by 29.3% who missed one meeting, 9.8% who missed four meetings, and 7.3% who missed three meetings. The remaining respondents (4.8%) reported that they were unsure how many times they have been absent from meetings or did not respond to the survey item. It is important to note that the information contained in these tables are based on self-reports, hence, other forms of evidence must validate this information.

Table 7. Frequency of Absences From Committee Meetings (n=41)

I have been absent in committee meetings for __number of times this year.	Frequency	Percent
None	20	48.8
1	12	29.3
2	3	7.3
3	4	9.8
4	0	0.0
5	0	0.0
More than 5	0	0.0
Unsure	1	2.4
Blank	1	2.4

As shown in Table 8, the most common reason given for absences from committee meetings is scheduling conflict (29.3%) followed by sickness (19.5%), and personal reasons (4.9%). Nearly half (46.3%) of survey respondents did not indicate a reason for absences. This could be because they have never missed a meeting.

Table 8. Reasons for Absences From Committee Meetings (n=41)

I have been absent in committee meetings because of:	Frequency	Percent
Off-island conference	0	0.0
Sickness	8	19.5
Scheduling Conflict	12	29.3
Personal Reasons	2	4.9
Blank	19	46.3

In terms of the most ideal day to schedule meetings, Table 9 below reveals that over half of survey respondents reported that Friday works best for them (63.4%) followed by Tuesday (14.6%), Wednesday (4.9%), and Monday (2.4%). The remaining 14.6% of respondents either identified a day that was not listed as an option, selected multiple responses, or did not respond to the survey item. No one reported a preference for Thursday. Since secondary faculty may work at satellite locations away from the GCC main campus, committees have accommodated them by scheduling meetings that are flexible enough to meet their schedule. Typically, Friday seems to be the most flexible day for meetings.

Table 9. Ideal Day for Committee Meetings (n=41)

What day works best for committee meetings for you?	Frequency	Percent
Monday	1	2.4
Tuesday	6	14.6
Wednesday	2	4.9
Thursday	0	0.0
Friday	26	63.4
Other	1	2.4
Blank	2	4.9
Multiple Responses	3	7.3

In terms of the ideal time for committee meetings, Table 10 below reveals that the most ideal time for committee meetings is 2-4 p.m. (46.3%) followed by 8-10 a.m. (17.1%), 12-2 p.m. (12.2%), and 10-12 p.m. (7.3%). The remaining 17.1% of respondents identified a time that was not listed as an option, selected multiple responses, or did not respond to the survey item. No one reported a preference for 6-8 p.m.

Table 10. Ideal Time for Committee Meetings (n=41)

What time slot below works best for committee meetings for you?	Frequency	Percent
8-10 a.m.	7	17.1
10-12 p.m.	3	7.3
12-2 p.m.	5	12.2
2-4 p.m.	19	46.3
6-8 p.m.	0	0.0
Multiple Responses	4	9.8
Other	1	2.4
Blank	2	4.9

How do respondents assess the quality of their involvement in the Faculty Senate? Table 11 presents respondents' perceptions of their own contributions to the functioning of the Faculty Senate. Nearly half of the 41 survey respondents (46.3%) indicated that they would rate themselves as having *met expectations* followed by *exceeded expectations* (31.7%), *met minimum expectations* (14.6%), and *did not meet minimum expectations* (2.4%). Two respondents (4.9%) did not answer the survey question.

Table 11. Quality of Efforts in Faculty Senate Activities (n=41)

In terms of the quality of my efforts in Faculty Senate activities at this point in time, I would rate myself as having:	Frequency	Percent
Exceeded expectations	13	31.7
Met expectations	19	46.3
Met minimum expectations	6	14.6
Did not meet minimum expectations.	1	2.4
Blank	2	4.9

When asked to explain why they rated their quality of participation in the above manner, survey responses provided the following explanations:

- Attended all meetings & provided meeting space, time.
- Achievable goals.
- Attended meetings, completed assigned task & participate discussion.
- Perform work individually then share with group. Go out of way to get evidence from various sources.
- I've made every effort to attend all scheduled meetings and provide input when requested.
- I feel my participation is still in the promotion of shared governance.
- Devoting most of time to teaching, prepping, field trips etc.
- Participation
- I attend, contribute to dialogue, state concerns & keep my committee members abreast of what the info of meetings they missed was covered.
- I am learning also and am at ease in discussing & bringing data/ideas to the table.
- We handed in our assessment prior to deadline.
- Did as much what is necessary.
- Completed all task assigned to me.
- Our committee had in several occasions extended the weekly meetings from 1 to 2 hrs. in order to complete reviewing all plans and reports. I have learned to review most plans and reports. Throughout last school year prior to CCA meetings because my mentor had failed to provide me with the necessary skills in assessing the plans and reports. Mostly on my own.
- Because I have chosen to ensure that I commit to the process and undertake a leadership position in the process.
- I have responded effectively to several challenges.
- Support for my position is inadequate (release time).
- Time spent is far beyond expectations. Efforts invested are extensive in nature.
- Have not been able to participate more due to schedule conflicts.

- 1. Reviewed all the course guides assigned, 2. Gave inputs in meetings, 3. Served as a rotating secretary in a meeting.
- Team player.
- 7 years.
- I served as a chair last year and spent way more than the minimum hours required.
- Our committee has met all of the goals established at the beginning of the term.
- My part in the process goes a long way to make whole process work.

The responses above could be categorized into four themes: (a) attendance at meetings, (b) participation during meetings, (c) accomplishment of assigned tasks, and (d) time invested in committee activities/work.

The comments listed above relate to the points of discussion (equity of work, accountability, evidence of performance) in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate. In terms of 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?* As for 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?* In terms of evidence of performance, *what products or deliverables may be used as evidence of satisfactory Senate performance?*

A question that was brought up in a Faculty Senate meeting was-- *What actions are to be taken, when an individual faculty member is not actively participating in the committee?*[2] During the meeting, it was recommended that the Faculty Senate ask the Evaluation and Job Specification Committee to define "active participation" and to define and describe consequences and/or remedies for faculty who do not actively participate. A recommendation made in a subsequent Faculty Senate meeting was for the Faculty Senate and the Evaluation and Job Specification Committee to improve dialog to ensure effective shared governance.[3] Apparently, these issues have not been resolved, but are currently being addressed.

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[2] December 4, 2007 Faculty Senate meeting minutes. See Faculty Senate website.
[3] April 7, 2008 Faculty Senate meeting minutes. See Faculty Senate website.

As shown in Table 12 below, when asked to identify the primary means of communication among the members of the committee, 80.5% of survey respondents indicated that email was their primary means of communication while 2.4% indicated that word of mouth was their primary means of communication. The remaining 17.1% of respondents selected multiple responses.

Table 12. Primary Means of Communication Among Committee Members (n=41)

Identify the primary means of communication among the members of your committee.	Frequency	Percent
Email	33	80.5
Written memo	0	0.0
Faculty Senate website	0	0.0
Word of mouth	1	2.4
Other	0	0.0
Multiple Responses	7	17.1

When asked to assess the Faculty Senate structure and effectiveness in comparison with last year (Table 13 below), 46.3% of respondents felt that it was better followed by the same (41.5%), and worse (2.4%). The remaining 9.8% of responses were not included in the list of available choices.

Table 13. Effectiveness of Faculty Senate in Comparison With Last Year (n=41)

Overall, how do you assess the Faculty Senate structure and effectiveness in comparison with last year?	Frequency	Percent
Better	19	46.3
Same	17	41.5
Worse	1	2.4
Other	2	4.9
Blank	2	4.9

The following are responses to the question- *Based on your Faculty Senate experience thus far, what seems to be working with the Senate?*

- Controlling body.
- Get everyone involved in school's various issues.
- Everyone is involved.
- Keeping abreast of activities.
- I feel like I can actually contribute as an individual.

- Communication effectiveness.

- Identification of goals and production of reports.

- Oversight & communication w/faculty.

- Involvement.

- I really haven't heard much about what's happening with faculty senate, maybe because I miss the first part of our meetings because of class.

- Progress in maintaining accreditation.

- Providing faculty with much needed involvement in the functions of the college.

- Cohesive membership.

- Increase in dialog.

- Better accountability for committees to perform.

- Unsure

- Cooperation among faculty.

- I can't say.

- Being proactive, personal initiative.

The responses above could be categorized into three themes: (a) greater involvement of faculty in college functions, (b) greater awareness of college affairs, and (c) more communication and interaction among faculty.

The following are responses related to what seems NOT to be working with the Senate:

- Comments, participation from all members. Lack of personnel goals related to Senate.

- Awareness of different committee's status.

- Too many minutes are not published.

- It's very difficult to find a time when all members can meet. Also, because most of the time my internet access is down, email should not be the only source of communication. I've often driven to GCC from SSHS only to find a sign that says the meeting was cancelled, or waited for an hour, only to leave because of lack of quorum.

- The commitment to shared governance by admin. The inadequate communication throughout the institution relative to shared governance and its importance.

- Some of the committees are redundant with what are people's jobs- academic advising, and marketing. Are the people who are supposed to be doing their jobs in these areas - not doing their jobs??

- Not as organized as it could be. Slow process.

- Not sure.

- Still concerns with how decisions are being made without all stakeholders having the opportunity for input or participation.

- Questions 1, 2, 3 & 4, this should be anonymous, you should not be asking the questions; Not working, Communications, Team work & decisions being made by a few.

- Understanding about the senate.

- Input not yet fully valued by all constituents.

- Unsure.

- Improved dialogue before decision is made.

- Communication of Senate decisions, etc. seems to be a problem. I don't know what they're doing.

- I don't think they (Executive Council) should get full class release.

The responses above could be categorized into two themes: (a) ineffective communication (committee minutes not posted on the Senate website, Senate decisions not communicated, inadequate communication throughout the institution relative to the governance structure and its importance), (b) non-participatory decision-making (decisions are being made without all stakeholders having the opportunity for input or participation, decisions being made by a few).

The comment made by a respondent that "Some of the committees are redundant with what are people's jobs- academic advising, and marketing. Are the people who are supposed to be doing their jobs in these areas - not doing their jobs??" emphasizes the importance of committee evaluation by the Faculty Senate.

The *Committee Evaluation Matrix* found in the Faculty Senate website states that "the Faculty Senate along with committee members will participate in evaluating the effectiveness of Senate committees'." The *Committee Evaluation Matrix* is intended to assist the Senate in evaluating the effectiveness of faculty committees as a whole. The status of committees is determined by the Faculty Senate after reviewing the annual reports. Only eight committees submitted their *yearly closing reports*, therefore, it was not possible for the Senate to complete the 2007-2008 *Committee Evaluation Matrix.*[4]

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[4] Telephone conversation with the Faculty Senate Word Processing Secretary II on May 28, 2008.

Article III of the Faculty Senate Bylaws states that "Copies of all agendas, minutes, and other documents shall be given to the College Faculty Senate for coordinating, posting and archiving in the central College Faculty Senate offices within ___ days after Committee meetings." Also several committee bylaws indicate that the committees will submit these documents to the Faculty Senate. A review of the Faculty Senate website including the committee pages, however, reveals that not all agendas and minutes are posted at the site.   Also, there is a disparity in the amount of information included in each committee page. For example, some committee pages include member listing with contact information, action items, and bylaws while other committees only have a few of these items on their committee page. A review of the Faculty Senate website on May 28, 2008 reveals that eight committees do not have agendas and minutes posted for academic year 2007-2008. This supports the concerns mentioned above regarding a lack of awareness of what the committees are doing because not all agendas and minutes are posted. Additionally, some of the information contained in the Faculty Senate website and committee pages are not current.

Respondents provided the following suggestions on how to address the areas that are reported problematic with the Faculty Senate:

- Restrict committee numbers and give a way out for faculty with no penalty.
- Minutes should be placed on the web for majority of the committees (secretary should do it).
- I need to participate in every meeting.
- In addition to email, a courtesy call or even a fax would be nice to inform committee members of any meeting changes. Encourage electronic meetings using MyGCC where members can provide input at their convenience but within a specific time frame.
- Continual development of the importance of shared governance and the role everyone on campus can and should try to play.
- No comment.
- Get those people to do their jobs and form more meaningful committees!
- N/A. Have never been to a meeting.
- Less talking, more doing.
- Senate minutes? Need to put on the website just like committee minutes.

- The college needs more P.D.D.'s.
- More involvement/presence.
- Communication. Feedback.
- Clear definition on what is to be done and focusing on meeting student needs versus just fulfilling the letter.
- Summary of meetings, accomplishments emailed or posted on MyGCC.

The responses above could be categorized into three themes: (a) committee make-up (restrict the number of committee members), (b) communication (committee minutes should be posted on the Senate website including the minutes from the Faculty Senate, summary of meetings, accomplishment emailed or posted on MyGCC, electronic meetings), (c) education (educate all stakeholders about the importance of the governance structure and the role everyone plays in it).

When asked what would you say to be the one or two successes for the Senate? respondents provided the following comments:

- Organization.
- 1. Have a say in the institution issues, 2. Closer working relationship with other faculty members.
- More involvement of faculty in committee.
- To be candid, I haven't attended all of the senate meetings to fairly respond to the questions.
- Being able to get input from individuals.
- Leadership.
- The improvement of dialogue between Admin & the rest of the campus.
- Dedicated work/meeting space, support of new faculty.
- Smaller committees.
- They are supportive of faculty and the committees!
- N/A. Have never been to a meeting.
- Being able to draw faculty together to work as a team for the betterment of the college.
- Ethics & Gen Ed.
- Work on the General Education Recommendations. Securing authority over resolving MyGCC related difficulties.

- Unsure.
- Structure model process.
- Potential is there, but have not seen major results.
- More say in college affairs.

The responses above could be categorized into two themes: (a) more faculty involvement in college affairs and (b) more interaction among faculty and between faculty and administration.

When asked to pick one or two of the following committee issues- *length of membership, staggered terms, continuity of leadership, membership criteria, communication, Senate office operations, and other* and to provide concrete suggestions on how the Senate's organization or structure can be improved, respondents identified the following issues and suggestions:

- Length of Membership

  -As a member of this committee (CCA), I feel membership term should be at a min. of 4 years.

  -Minimum 2 years, max. 4 years to allow experience of other committees.

  -Term should be a minimum of 2 years.

  -Need to require at least 2 years on a committee to ensure continuity.

- Staggered Terms

  -Increase the number of terms allowed to serve as long as they are doing well in their positions.

- Communication

  -Work in progress- more "visibility" (email, flier, bulletin). Announcements in Banner are helpful, but perhaps more detail.

- Senate Office Operations

  -Display of committee membership, how to communicate with them.

  -Senate needs a parliamentarian.

  -More release time for senators.

Table 14 below presents data on satisfaction with the Faculty Senate experience. In response to the statement, *I am satisfied with my Faculty Senate experience thus far,* 63.4% of respondents agreed with the statement followed by strongly agree (14.6%), and disagree (9.8%). The remaining 12.2% of respondents did not answer this survey item.

Table 14. Satisfaction With Faculty Senate Experience (n=41)

I am satisfied with my Faculty Senate experience thus far.	Frequency	Percent
Strongly Agree	6	14.6
Agree	26	63.4
Disagree	4	9.8
Strongly Disagree	0	0.0
Blank	5	12.2

The above results are tied to the responses to the questions: (a) *Based on your Faculty Senate experience thus far, what seems to be working with the Senate?* and (b) *What would you say to be the one or two successes for the Senate?* Common themes that emerged from responses to these questions are: (a) greater involvement of faculty in college functions, (b) greater awareness of college affairs, and (c) more interaction among faculty and between faculty and administration. Dissatisfaction with the Faculty Senate experience is related in part to responses to the question: *What seems not to be working with the Senate?* A common theme that emerged from responses to this question is a lack of awareness of what the different committees are doing.

Leadership Perspective:

Of the 14 respondents who reported their role in the committee/governance structure, 100% were faculty. The same issues with the response rate of the *general membership survey* also contributed to the response rate of the *leadership survey*.

Figure 1 below reveals that 79% of the 14 survey respondents find the statement- *My committee is helping shape institutional dialog by identifying critical issues that directly or indirectly impact on student learning-* to be true followed by more false than true (14%) and no basis for opinion (7%).

Figure 1. My Committee Is Helping Shape Institutional Dialog By Identifying Critical Issues That Directly Or Indirectly Impact On Student Learning (n=14)
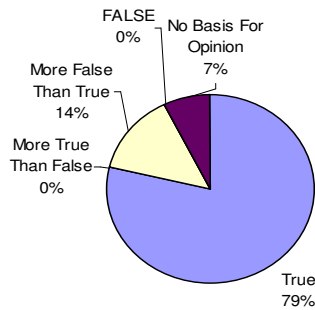
	Frequency
True	11
More True Than False	0
More False Than True	2
False	0
No Basis For Opinion	1

As shown in Figure 2 below, 58% of survey respondents indicated that the statement- *My Committee is Engaged in Dialog With Other Senate Committees* is true followed by 21% of respondents who feel the statement is more false than true (21%). There was an equal number of respondents who felt the statement was more true than false (n=1, 7%) and false (n=1, 7%). The remaining 7% of respondents reported that they had no basis for opinion.

Figure 2. My Committee Is Engaged In Dialog With Other Senate Committees (n=14)
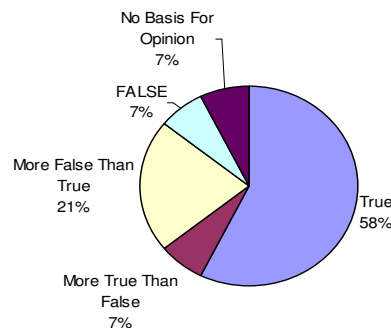
	Frequency
True	8
More True Than False	1
More False Than True	3
False	1
No Basis For Opinion	1

According to Figure 3 below, 57% of respondents believe that the statement- *My committee is in compliance with required guidelines on submitting reports and documents to the Faculty Senate* is true followed by more true than false (36%). The remaining 7% of respondents indicated that they had no basis for opinion.

There appears to be an issue with committee reporting compliance. The Faculty Senate minutes of October 9, 2007 reveals that only three committees complied with the September reporting deadline for the committee evaluation matrix. Also, as mentioned earlier, only eight committees submitted their yearly closing reports.[5]

Figure 3. My Committee Is In Compliance With Required Guidelines On Submitting Reports and Documents To The Faculty Senate (n=14)
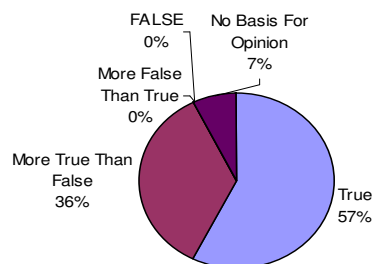
	Frequency
True	8
More True Than False	5
More False Than True	0
False	0
No Basis For Opinion	1

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[5] Telephone conversation with the Faculty Senate Word Processing Secretary II on May 28, 2008.

Figure 4 below reveals that 65% of respondents reported that the statement- *My committee is actively engaged in dialogue with the general faculty in order to solicit their views on critical issues that affect the college-* is true followed by more false than true (21%) and more true than false (7%). One respondent (7%) reported having no basis for opinion.

Figure 4. My Committee Is Actively Engaged In Dialogue With The General Faculty In Order to Solicit Their Views On Critical Issues That Affect The College (n=14)
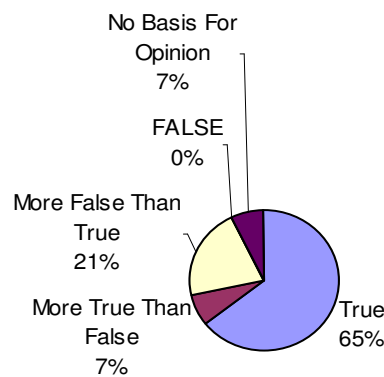
	Frequency
True	9
More True Than False	1
More False Than True	3
False	0
No Basis For Opinion	1

As seen in Figure 5 below, 79% of survey respondents reported that the statement- *My committee believes strongly that it can provide a significant contribution to the improvement of the campus through the thoughtful participation of faculty in shared governance-* is true followed by more true than false (14%), and more false than true (7%).

**Figure 5. My Committee Believes Strongly That It Can Provide A Significant
Contribution To The Improvement Of The Campus Through The Thoughtful
Participation Of Faculty In Shared Governance (n=14)**
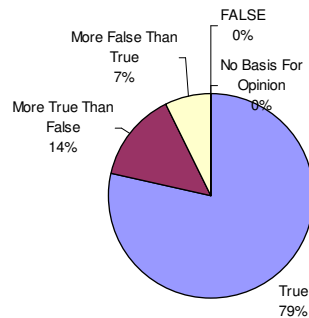
	Frequency
True	11
More True Than False	2
More False Than True	1
False	0
No Basis For Opinion	0

According to Figure 6 below, 64% of survey respondents reported that the statement- *I feel satisfied with the progress of my committee in achieving its stated goals*- is true and 36% indicated that the statement is more true than false.

**Figure 6. I Feel Satisfied With The Progress Of My Committee In Achieving
Its Stated Goals (n=14)**
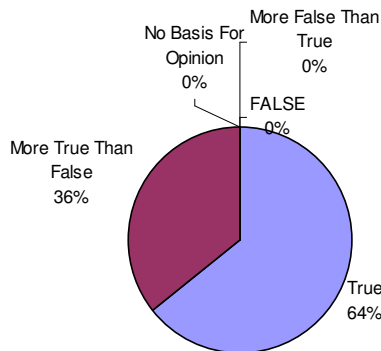
	Frequency
True	9
More True Than False	5
More False Than True	0
False	0
No Basis For Opinion	0

Table 15 below reveals that half of the respondents reported that their committees had between 7 to 8 members at the beginning of Fall 2007.

Table 15. How Many Members Did Your Committee Have At The Beginning Of Fall 2007? (n=14)

Number Of Committee Members	Frequency
4 or Less	1
5-6	2
7-8	7
9-10	1
Over 10	2
Multiple Responses	1

According to Table 16 below, 13 of the 14 respondents indicated that all committee members remained. One respondent indicated that they lost two committee members since the beginning of the Fall semester.

Table 16. How Many Committee Members Have Remained At This Point? (n=14)

Number Of Committee Members	Frequency
All	13
Less 1	0
Less 2	1
Less 3	0
Less 4 or More	0

As shown in Figure 7 below, when asked to estimate the level of involvement in committee work in terms of percentage, 44% of respondents reported that they are involved in more than 90% of committee work followed by almost 50% (21%). An equal number respondents reported that they estimate their level of involvement in committee work to be almost 75% (n=1, 7%) and almost 90% (n=1, 7%). The remaining 21% of respondents did not report the percentage of their involvement in committee work.

Figure 7. I Estimate My Involvement (e.g. Participating in Discussions, Setting Up The Agenda, Writing The Minutes, etc.) in ___ Percent of the Committee's Work (n=14)
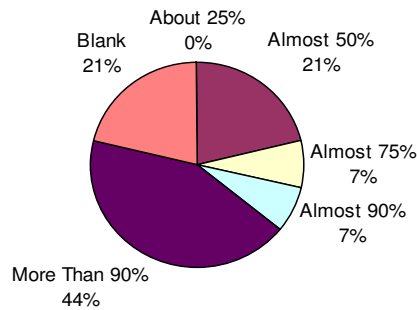
Percentage of Involvement	Frequency
About 25%	0
Almost 50%	3
Almost 75%	1
Almost 90%	1
More Than 90%	6
Blank	3

Table 17 below contains information from the spreadsheet provided by the Faculty Senate Office. According to this spreadsheet, there are 27 secondary faculty members serving in twelve committees. Four secondary faculty serve on multiple committees.

Table 17. Secondary Faculty Membership in Committees (as reported by the Faculty Senate)

Committee	Number of Faculty
Academic Advisement	3
Self-Study Committee	1
Calendar Committee	3
College Committee on Assessment	1
Curriculum Committee	5
Evaluation/Job Specifications Committee	1
Institutional Marketing Committee	6
Professional Ethics Committee	2
Resource and Budget	1
Standard 1 – Institutional Mission and Effectiveness	2
Standard II – Student Learning Programs	1

and Services	
Technology Advisory Committee	1

Source: Faculty Senate spreadsheet provided to AIE on March 3, 2008

As shown in Table 18 below, when asked *how many secondary faculty belong to your committee,* the 14 survey respondents reported a total of 30 secondary faculty serving on committees. One of the 14 respondents indicated that there were 17 secondary faculty in a committee. It appears that this respondent may have misunderstood the question.

Table 18. Secondary Faculty Membership in Committees

Number of Secondary Faculty in a Committee	Frequency
0	6
1	4
2	2
5	1
17	1

Table 19 below reveals that most secondary faculty remained in their committees and four dropped out.

Table 19. How Many Secondary Faculty Have Dropped Out From Your Committee Or Group Or Are Unable To Effectively Participate? (n=14)

Number of Secondary Faculty	Frequency
None	9
1	4
2	0
3	0
4 or More	0
Blank	1

Figure 8 below reports responses to the statement- *My committee practices interest bargaining in achieving consensus.* Of the 14 respondents, 36% reported that they agree with the statement followed by 21% who strongly agree and 14% who disagree. The remaining 29% of respondents did not provide feedback.

Figure 8. My Committee Practices Interest Bargaining in Achieving Consensus (n=14)
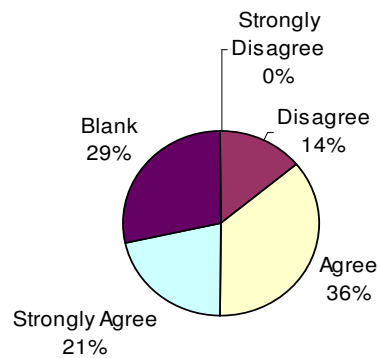
	Frequency
Strongly Disagree	0
Disagree	2
Agree	5
Strongly Agree	3
Blank	4

Faculty Perspective:

The third survey that was administered was the *faculty survey*. The survey contained three items related to decision-making at GCC and committee assignments.

Figure 9 below reveals that 63% of respondents are satisfied with the way decisions are currently made at GCC followed by 26% who disagree, 7% who strongly disagree, and 4% who strongly agree.

**Figure 9. I Am Satisfied With The Way Decisions Are
Currently Made At GCC (n=46)**
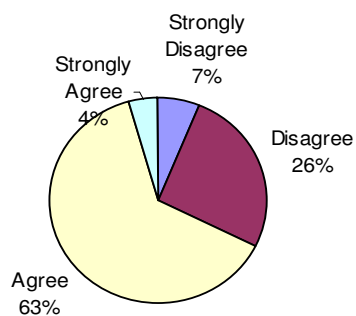
	Frequency
Strongly Disagree	3
Disagree	12
Agree	29
Strongly Agree	2

As shown in Figure 10 below, 52% of respondents agree that they are able to participate in the decision making process at GCC followed by those who disagree (26%). There were an equal number of respondents who strongly agree (n=5, 11%) and strongly disagree (n=5, 11%).

Figure 10. I Am Able To Participate In The Decision Making Process At GCC (n=46)
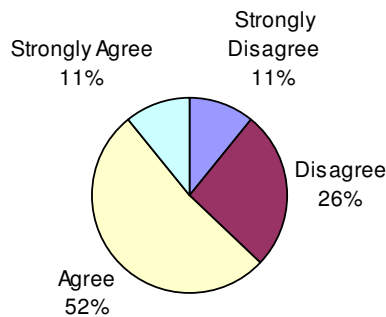
	Frequency
Strongly Disagree	5
Disagree	12
Agree	24
Strongly Agree	5

With respect to committee assignments and faculty workload, Figure 11 below reveals that 59% of respondents agree that committee assignments are a significant part of their workload followed by 30% of respondents who strongly agree, 7% of respondents who disagree, and 4% of respondents who strongly disagree.

Figure 11. Committee Assignments Are A Significant Part Of My Workload (n=46)
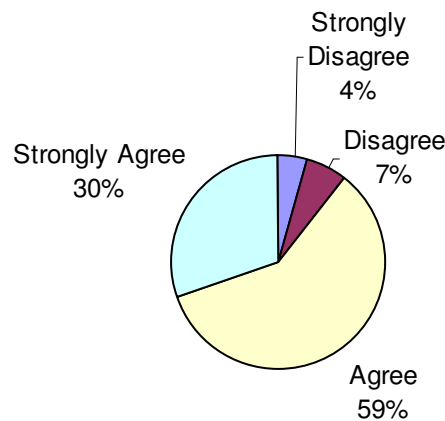
	Frequency
Strongly Disagree	2
Disagree	3
Agree	27
Strongly Agree	14

V. *Summary and Conclusions*

The following conclusions are derived from survey results and from content analysis of the Faculty Senate website, meeting minutes, and bylaws as well as individual committee bylaws, meeting minutes, and reports:

- The Faculty Senate experience has resulted in greater awareness and involvement of faculty in college affairs and increased communication and interaction among faculty. Furthermore, it has resulted in improved dialogue between faculty and administrators.

- Concerns were raised regarding disparity in faculty participation in committee work. These concerns relate to equity of work, accountability and evidence of performance. The Faculty Senate has been communicating with the Evaluation and Job Specification Committee to address these concerns.

- Feedback from the *general membership survey* reveals a concern with the length of membership in committees. Several respondents suggested that the minimum term on a committee should be two years in order to ensure continuity of work. Although there

isn't a standard committee membership term, the following committees address membership terms in their bylaws:

(a) Calendar Committee:

"To maintain continuity, the Chair elect and at least one additional faculty committee member shall remain on the Calendar Committee for 2 consecutive years."

(b) Curriculum Committee:

"To maintain continuity, active members of the Committee are to serve for two consecutive terms and are made on a staggered basis with at least three of the positions filled each year."

(c) General Education Committee:

"To ensure Committee continuity from year-to-year, faculty members will serve 'staggered' two-year terms."

(d) Promotions Committee:

"Staggered terms shall continue based on current years of service. Members may not serve more than two consecutive terms."

(e) Professional Ethics Committee:

"For this election only, two (2) of the four elected (4) members shall serve for a term of one (1) year. The remaining two (2) elected members shall serve for a term of two (2) years. Every election thereafter, an elected member's term shall be for a period of two (2) years."

- Qualitative responses from the *general membership survey* suggest that not all faculty understand the college's existing governance structure. When asked what seems not to be working with the Faculty Senate, respondents cited the following: (a) inadequate communication throughout the institution relative to shared governance and its importance, (b) understanding about the Senate, and (c) input not fully valued by all constituents. When asked to provide concrete suggestions on how the Senate's organization or structure can be improved, one suggestion that was made was *continual development of the importance of shared governance and the role everyone on campus can and should try to play*. The minutes of the Faculty Senate meeting held on March 10, 2008 reports concern about the "ineffectiveness of Shared Governance communications."

- The Senate did act on the recommendation made in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate to publish a newsletter that informs constituents internally about intra-committee and inter-committee issues on a regular and timely manner. The first GCC Faculty Senate newsletter was published in Fall 2007 and the second is expected to be published and disseminated on or before Fall 2008.

- There appears to be a compliance issue with the Faculty Senate reporting requirements outlined in Article III of the Faculty Senate Bylaws. According to information contained in the Faculty Senate website, "committee minutes are to be properly archived in a timely manner. Oversight Chairs and the At-Large Member will support this process."[6] A review of the Faculty Senate website reveals that not all committee agendas, minutes, and reports have been posted on the website. Also, the information contained in the Faculty Senate website is not current. This finding is supported by qualitative responses to the *general membership survey* which reveals a concern with the lack of information posted on the Faculty Senate website and on the individual committee pages.

- There appears to be a concern with how decisions are being made at the College. Qualitative comments from the *general membership survey* suggest that decisions are being made without input or participation from all stakeholders and are being made by a few individuals. Responses to the *faculty survey* reveal that 33% of faculty either disagreed or strongly disagreed with the statement "I am satisfied with the way decisions are currently made at GCC." Additionally, 37% of faculty either disagreed or strongly disagreed with the statement "I am able to participate in the decision-making process at GCC." Could it be that the concern with the college's current decision-making processes is a result of a disjointed understanding of what "shared governance" means? Do faculty and administration view "shared governance" as sharing in the decision-making process or is it collaborative or participatory governance? In an advisory from Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges to GCC's Academic Vice President on May 2, 2008 (Appendix E) she indicated that "the Commission does not require *shared governance* but instead, participation in governance." In her advisory, she referenced Standard IV.A.2 which states: "The

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[6] Guam Community College Faculty Senate Committee Evaluation Fall 2007. See Reports & Documents, Faculty Senate Templates

institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes." Moreover, she noted that "Shared governance has a specific legal meaning in the California public colleges that it established by state law/regulation, and pertains only to public community colleges in the CA system of colleges." Furthermore, she explains that "The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate as *appropriate* in decision making processes." She goes on to say that "standards do not suggest that all participants be weighed equally, or included equally, in all decisions."[7]

- Although the Senate did act on the recommendation made in the first survey report to strive for "representativeness" rather than just "representation" of various constituent voices in this year's survey of Senate effectiveness by administering the survey during the Professional Development day held this past Spring, more coordination with the Professional Development Review Committee may have resulted in higher return rates. Also, the Faculty Senate should have identified an alternate means of administering the survey to secondary faculty, administrators, staff, and students serving on committees who were not able to attend Professional Development Day.

- A recommendation that was made in the March 2007 Faculty Senate Effectiveness Report was "to 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." Article V of the bylaws of the Faculty Senate calls for a mandatory review of the constitution and bylaws of the College Faculty Senate and Shared Governance Council at the end of every year of operation. This review is part of the Senate's assessment process. In response to the recommendation made last Spring, the Faculty Senate created a committee evaluation process. As part of this process, the Faculty Senate along with committee members will evaluate the effectiveness of the Senate committees. Committee goals will be reviewed and approved by the Senate to ensure they support institutional goals. The Faculty Senate created a *Committee Goal*

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[7] Advisory from ACCJC President Dr. Barbara Beno on May 2, 2008. See Appendix E.

Reporting Matrix which includes committee goals, related college goals, committee activities or plan to address the goal, current status, and recommendations. The matrix was designed to assist the Senate in evaluating the effectiveness of faculty committees as a whole, and not individual committee members. As part of this evaluation process, committees must submit a copy of their goals to the Senate by the end of September. They must also submit a midterm report the first week of September which involves identifying their committee goals, related college goals, committee activities or plan to address the goal, and current status. They must also submit their annual closing report by the first week of April. In addition to the information provided in the mid-term report, the closing report should also include written recommendations for next year. As mentioned earlier, only eight committees submitted their annual closing report. Consequently, committee evaluations could not be completed before the end of Spring Semester. This is a compliance issue that the Senate needs to address.

VI. Recommendations

The following recommendations are given in relation to the conclusions above:

- The Faculty Senate should ensure that all required information is submitted to their office and posted on the Faculty Senate website in a timely manner. Additionally, the Faculty Senate as well as committees should ensure that the information contained in the website is current. The Faculty Senate should establish a compliance strategy including reminder notices sent to the committees of upcoming deadlines for submission of information to the Faculty Senate. Additionally, the Faculty Senate Past-President who serves as the College Faculty Senate Secretary should ensure that meeting agendas and minutes are posted regularly on the Faculty Senate website. Perhaps establish a standard operating procedure for submitting and posting meeting agendas and minutes on the Faculty Senate website. Also, as mentioned in the March 2007 Effectiveness Survey Report of the GCC Faculty Senate, the Faculty Senate should "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."

- The Faculty Senate should identify a standard membership term for all committees. This standard should take into consideration the continuity of work being done in the committees. Possibly adopt the suggested two-year minimum.
- Although the Faculty Senate has conducted several presentations on the College's current Faculty Senate structure and the current governance concept, the Senate should continue its efforts in educating all faculty about the college's governance process in order to ensure a good understanding of the concept. This would also address the concern mentioned above regarding how decisions are made at the College. Perhaps conduct presentations during department meetings. These presentations should also include information about committee reporting requirements and deadlines.
- If survey instruments are going to be used in future assessments of the Faculty Senate, they should be e-mailed to the target groups to ensure that all voices are heard. Also, since there are individuals who have multiple roles in the Faculty Senate or serve in several committees, instructions should be provided so that these individuals know which survey to complete.
- In terms of the concerns brought up in relation to equity of work, accountability, and evidence of performance, as suggested in the first survey report of the GCC Faculty Senate, a creative and balanced system of incentives and sanctions need to be developed in order to promote commitment, rather than mere compliance to Senate processes.

VII. Synthesis

The GCC Faculty Senate has been in existence for almost two years and many strides have been made since its implementation in Fall 2006. Nevertheless, there is still work to be done in the areas of compliance, equity of work, accountability, education, communication, and decision-making. Since the Faculty Senate structure is still new at the college and is a "work in-progress", experimentation and change is expected for the overall good of the institution. Therefore, the above results must be viewed from a formative perspective.

Continuous dialogue and collaboration between those who participate in the Senate activities are critical to the success of the college's governance structure. Also, broad

APPENDIX A

GENERAL MEMBERSHIP SURVEY

Guam Community College
Faculty Senate
Survey of Effectiveness
February 18, 2008

Part A. Self-Assessment:

WHO SHOULD TAKE THIS SURVEY: Faculty members, administrators, staff, and students who belong to college committees should complete this survey.

Directions: Indicate the single best item that best describes your situation.

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

   ☐ Committee chair (Faculty)

   ☐ Committee co-chair (Faculty)

   ☐ Committee chair-elect (Faculty)

   ☐ Committee co-chair (Admin)

   ☐ Committee member (Faculty)

   ☐ Committee member (Administration)

   ☐ Committee member (Staff)

   ☐ Committee member (Student)

   ☐ Oversight Chair

   ☐ Executive Council

2. **What is your primary committee responsibility?**

☐ **Resource & 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 Marketing**

☐ **Faculty Senate**

3. **Are you listed as a member of a second committee?**

☐ **No**

☐ **Yes If so what?_____**

4. **Select the campus where you currently work.**

☐ **GCC main campus**

☐ **George Washington**

☐ **Simon Sanchez**

☐ **John F. Kennedy**

☐ Southern High

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

    ☐ Weekly

    ☐ Bi-weekly

    ☐ Monthly

    ☐ Every other month

    ☐ Has not met at all

    ☐ Other _____(please specify)

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

    ☐ Less than one hour

    ☐ 1-1/2 hours

    ☐ Two hours

    ☐ 2-1/2 hours

    ☐ Other _____ (please specify)

7. **I have been absent in committee meetings for __ number of times this year.**

    ☐ None

    ☐ 1

    ☐ 2

    ☐ 3

    ☐ 4

    ☐ 5

    ☐ More than 5

8. **I have been absent in committee meetings because of :**

   ☐ **Off-island conference**

   ☐ **Sickness**

   ☐ **Scheduling conflict**

   ☐ **Personal reasons**

   ☐ **Other** _____ **(please specify)**

9. **What day works best for committee meetings for you?**

   ☐ **Monday**

   ☐ **Tuesday**

   ☐ **Wednesday**

   ☐ **Thursday**

   ☐ **Friday**

10. **What time slot below works best for committee meetings for you?**

    ☐ **8-10am**

    ☐ **10am-12pm**

    ☐ **12-2pm**

    ☐ **2-4pm**

    ☐ **6-8pm**

11. **In terms of the quality of my efforts in Faculty Senate activities at this point in time, I would rate myself as having:**

    ☐ **Exceeded expectations**

    ☐ **Met expectations**

    ☐ **Met minimum expectations**

    ☐ **Did not meet minimum expectations**

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

13. **Identify the primary means of communication among the members of your committee.**

    ☐ Email

    ☐ Written memo

    ☐ Faculty Senate website

    ☐ Word of mouth

    ☐ Other _____(please specify)

14. **Overall, how do you assess the Faculty Senate structure and effectiveness in comparison with last year?**

    ☐ Better

    ☐ Same

    ☐ Worse

15. **Based on your Faulty Senate experience thus far, what seems to be working with the Senate?**

16. **Based on your Faculty Senate experience thus far, what seems NOT to be working with the Senate?**

17.   **In your opinion, how can this problem or issue be resolved?**

18.   **What would you say to be the one or two successes for the Senate?**

19.   **Pick one issue given below and provide a concrete suggestion on how this Senate issue can be improved.**

☐ **Length of membership**

☐ **Staggered terms**

☐ **Continuity of leadership**

☐ **Membership criteria**

☐ **Communication**

☐ **Senate Office Operations**

☐ **Any other issue?** _____

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

☐ **Strongly agree**

☐ **Agree**

☐ **Disagree**

☐ **Strongly disagree**

Thank you for your thoughtful participation.

APPENDIX B

LEADERSHIP SURVEY

Guam Community College
Faculty Senate
Survey of Effectiveness
February 18, 2008

Part B. Indicators of Committee Performance:

WHO SHOULD TAKE THIS SURVEY: Members of the College Governing Council, Faculty Senators, committee chairs, and co-chairs.

Directions: Indicate the single best item that best describes your situation.

1. **Please identify yourself:**

    ☐ Faculty

    ☐ Administrator

    ☐ Staff

    ☐ Student

2. **My committee 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. **My committee is engaged in dialogue with other Senate committees.**

   ☐ True

   ☐ More True than False

   ☐ More False than True

   ☐ False

   ☐ No basis for opinion

4. **My committee is in compliance with required guidelines on submitting reports and documents to the Faculty Senate.**

   ☐ True

   ☐ More True than False

   ☐ More False than True

   ☐ False

   ☐ No basis for opinion

5. **My committee is actively engaged in dialogue with the general faculty in order to solicit their views on critical issues that affect the College.**

   ☐ True

   ☐ More True than False

   ☐ More False than True

   ☐ False

   ☐ No basis for opinion

6. **My committee believes strongly that it can provide a significant contribution to the improvement of the campus through the thoughtful participation of faculty in shared governance.**

   ☐ True

   ☐ More True than False

   ☐ More False than True

☐ False

☐ No basis for opinion

7. **I feel satisfied with the progress of my committee in achieving its stated goals.**

☐ True

☐ More True than False

☐ More False than True

☐ False

☐ No basis for opinion

8. **How many members did your committee have at the beginning of Fall 2007?**

☐ 4 or less

☐ 5-6

☐ 7-8

☐ 9-10

☐ Over 10

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

☐ All

☐ Less 1

☐ Less 2

☐ Less 3

☐ Less 4 or more

10. I estimated my involvement (e.g. participating in discussions, setting up the agenda, writing the minutes, etc.) in ___ percent of the committee's work?

☐ About 25%

☐ Almost 50 %

☐ Almost 75 %

☐ Almost 90%

☐ More than 90%

11. How many secondary faculty belong to your committee?

_____

12. How many secondary faculty have dropped out from your committee or group
0r are unable to effectively participate?
☐ None

☐ 1

☐ 2

☐ 3

☐ 4 or more

13. My committee practices Interest bargaining in achieving consensus.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

Thank you for your thoughtful participation.

APPENDIX C

FACULTY SURVEY

Guam Community College
Faculty Senate
Survey of Effectiveness
February 18, 2008

Part C. Self-Assessment:

WHO SHOULD TAKE THIS SURVEY: All faculty members should complete this survey.

Directions: Indicate the single best item that best describes how you feel.

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

    ☐ Strongly disagree

    ☐ Disagree

    ☐ Agree

    ☐ Strongly agree

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

    ☐ Strongly disagree

    ☐ Disagree

    ☐ Agree

    ☐ Strongly agree

3. Committee assignments are a significant part of my normal workload.

    ☐ Strongly disagree

    ☐ Disagree

☐ **Agree**

☐ **Strongly agree**

APPENDIX D

FACULTY SENATE MEMBERSHIP SPREADSHEET PROVIDED BY THE FACULTY SENATE OFFICE ON MARCH 3, 2008

Names	Title	Committees	Branch Committees
Katherine Salzer	Instructor	Academic Advisement	Student Learning Excellence
Jonita Kerr	Instructor	Academic Advisement	Student Learning Excellence
Rose Nanpei	Instructor	Academic Advisement	Student Learning Excellence
Hernalin Analista	Instructor	Academic Advisement	Student Learning Excellence
Arline Leon Guerrero	Instructor	Academic Advisement	Student Learning Excellence
Patricia Terlaje	Chair	Academic Advisement	Student Learning Excellence
Norm Aguilar	Co-Chair	Accreditation Steering	Institutional Excellence
Katherine Salzer	Instructor	Calendar	Institutional Excellence
Latisha Leon Guerrero	Student	Calendar	Institutional Excellence
Dr. Michelle Santos	Administrator	Calendar	Institutional Excellence
Cathy Gogue	Assistant Director	Calendar	Institutional Excellence
Erwin Tudela	Instructor	Calendar	Institutional Excellence
Chris Dennis	Assistant Instructor	Calendar	Institutional Excellence
Phyllis Yurko	Instructor	Calendar	Institutional Excellence
Anthony Roberto	Assistant Professor	Calendar	Institutional Excellence
Reilly Ridgell	Administrator	Calendar	Institutional Excellence
Sally Sablan	Chair	Calendar	Institutional Excellence

Imelda Clymer	Instructor	Calendar	Instituational Excellence
Patrick Clymer	Administrator	Calendar	Instituational Excellence
Wilson Tam	Assistant Professor	College Committee on Assessment	Student Learning Excellence
Joleen Evangelista	Administrator	College Committee on Assessment	Student Learning Excellence
Ray Somera	Administrator	College Committee on Assessment	Student Learning Excellence
Klem Kio	Assistant Professor	College Committee on Assessment	Student Learning Excellence
Geri James	Associate Dean	College Committee on Assessment	Student Learning Excellence
Pearl Capindo	Instructor	College Committee on Assessment	Student Learning Excellence
Gina Tudela	Co-Chair	College Committee on Assessment	Student Learning Excellence
Kelly Sukola	Associate Dean	College Committee on Assessment	Student Learning Excellence
Richard Quiambao	Administrator	College Committee on Assessment	Student Learning Excellence
Doris U. Perez	Administrator	College Committee on Assessment	Student Learning Excellence
Mike Setzer II	Chair	College Committee on Assessment	Student Learning Excellence
Latisha Leon Guerrero	Student	College Committee on Assessment	Student Learning Excellence
Priscilla Johns	Administrator	College Committee on Assessment	Student Learning Excellence
Robert Balajadia	Instructor	College Committee on Assessment	Student Learning Excellence
Eric Chong	Associate Professor	College Committee on Assessment	Student Learning Excellence

Ines Bukikosa	Assistant Instructor	College Committee on Assessment	Student Learning Excellence
Tony San Nicolas	Co-Chair	Curriculum	Student Learning Excellence
Michael Setzer II	Instructor	Curriculum	Student Learning Excellence
Marsha Postrozny	Chair	Curriculum	Student Learning Excellence
Theresa Hormillosa	Instructor	Curriculum	Student Learning Excellence
Nenita Perez	Instructor	Curriculum	Student Learning Excellence
Frank Evangelista	Assistant Instructor	Curriculum	Student Learning Excellence
Lani Gamble	Associate Professor	Curriculum	Student Learning Excellence
Carl Torres	Instructor	Curriculum	Student Learning Excellence
Ronnie Abshire	Associate Professor	Curriculum	Student Learning Excellence
Julie Cruz-Jones	Assistant Professor	Curriculum	Student Learning Excellence
Clare Camacho	Professor	Curriculum	Student Learning Excellence
Paul Parvin	Instructor	Curriculum	Student Learning Excellence
Doreen Blas	Assistant Professor	Curriculum	Student Learning Excellence
Cecilia Delos Santos	Assistant Professor	Curriculum	Student Learning Excellence
Ray Valenzuela	Assistant Professor	Curriculum	Student Learning Excellence
Carol Cruz	Assistant Professor	Curriculum	Student Learning Excellence
Sarah Leon Guerrero	Associate Professor	Evaluation/Job Specifications	Faculty Excellence
Karen Sablan	Associate Professor	Evaluation/Job Specifications	Faculty Excellence
Charles Meno	Assistant Instructor	Evaluation/Job Specifications	Faculty Excellence
Joann Waki-Muna	Administrator	Evaluation/Job Specifications	Faculty Excellence

Lolita Reyes	Administrator	Evaluation/Job Specifications	Faculty Excellence
Barry Mead	Chair	Evaluation/Job Specifications	Faculty Excellence
Michelle Santos	Administrator	Evaluation/Job Specifications	Faculty Excellence
Reilly Ridgell	Administrator	Evaluation/Job Specifications	Faculty Excellence
Coleen Reilly	Instructor	General Education	Student Learning Excellence
Tico Tenorio	Assistant Professor	General Education	Student Learning Excellence
Zhaopei Teng	Assistant Professor	General Education	Student Learning Excellence
Steve Lam	Assistant Professor	General Education	Student Learning Excellence
Lois Gage	Assistant Professor	General Education	Student Learning Excellence
Judy Salas	Co-Chair	General Education	Student Learning Excellence
Frank Camacho	Chair	General Education	Student Learning Excellence
Paul Kerner	Co-Chair	Institutional Marketing	Instituational Excellence
Sarah Leon Guerrero	Associate Professor	Institutional Marketing	Instituational Excellence
Kevin Dietrichs	Assistant Instructor	Institutional Marketing	Instituational Excellence
Katsuyosi Uchima	Chair	Institutional Marketing	Instituational Excellence
Joann Canovas	Instructor	Institutional Marketing	Instituational Excellence
Amada Manzana	Instructor	Institutional Marketing	Instituational Excellence
Nenita Perez	Instructor	Institutional Marketing	Instituational Excellence
Robin Roberson	Assistant Professor	Institutional Marketing	Instituational Excellence
Vicky Schrage	Assistant Professor	Institutional Marketing	Instituational Excellence
Yvonne Tam	Instructor	Institutional Marketing	Instituational Excellence
Christine Matson	Assistant Professor	Professional Development Review	Faculty Excellence
Sarah Leon Guerrero	Associate Professor	Professional Development Review	Faculty Excellence

Bob Neff	Associate Professor	Professional Development Review	Faculty Excellence
Eric Chong	Chair-Elect	Professional Development Review	Faculty Excellence
Vera De Oro	Chair	Professional Development Review	Faculty Excellence
Karen Sablan	Associate Professor	Professional Development Review	Faculty Excellence
Sandy Balbin	Associate Professor	Professional Ethics	Faculty Excellence
Lisa Baza-Cruz	Chair	Professional Ethics	Faculty Excellence
Gil Yanger	Assistant Instructor	Professional Ethics	Faculty Excellence
Richard K. Skipper	Assistant Professor	Professional Ethics	Faculty Excellence
Susan Seay	Associate Professor	Professional Ethics	Faculty Excellence
Jonathan Quan	Assistant Professor	Professional Ethics	Faculty Excellence
Barbara Mafnas	Instructor	Professional Ethics	Faculty Excellence
Polli Huseby	Assistant Professor	Professional Ethics	Faculty Excellence
Jonathan R. Quan	Chair	Promotions	Faculty Excellence
Cathy Leon Guerrero	Assistant Professor	Promotions	Faculty Excellence
Yvonne C. Flores	Assistant Professor	Promotions	Faculty Excellence
Sally Sablan	Assistant Professor	Promotions	Faculty Excellence
Julia D. Stein	Associate Professor	Promotions	Faculty Excellence
Brian J. San Nicolas	Assistant Professor	Promotions	Faculty Excellence
Reilly Ridgell	Administrator	Resource & Budget	Institutional Excellence
Jose Munoz	Assistant Professor	Resource & Budget	Institutional Excellence
John Armstrong	Co-Chair	Resource & Budget	Institutional Excellence

Gary Hartz	Instructor	Resource & Budget	Instituational Excellence
Barry Mead	Assistant Professor	Resource & Budget	Instituational Excellence
John Camacho	Administrator	Resource & Budget	Instituational Excellence
Michelle Santos	Administrator	Resource & Budget	Instituational Excellence
Elizabeth Duenas	Staff	Resource & Budget	Instituational Excellence
Cheryl San Nicolas	Staff	Resource & Budget	Instituational Excellence
Carmen Kwek Santos	Chair	Resource & Budget	Instituational Excellence
Mary Okada	Administrator	Resource & Budget	Instituational Excellence
Matt Keith	Instructor	Standard I - Institutional Mission & Effectiveness	
Norman Aguilar	Chair	Standard I - Institutional Mission & Effectiveness	
Rosemary Loveridge	Instructor	Standard I - Institutional Mission & Effectiveness	
John Limitiaco	Assistant Professor	Standard II - Student Learning Programs & Services	
Frank Tung	Professor	Standard II - Student Learning Programs & Services	
Heesuk Lee	Instructor	Standard II - Student Learning Programs & Services	
Lani Gamble	Chair	Standard II - Student Learning Programs & Services	

Lynn San Nicolas	Chair	Standard III - Resources	
Mary Heaney	Instructor	Standard III - Resources	
Rebecca Aguon	Chair	Standard IV - Leadership & Governance	
Pilar Pangelinan	Instructor	Standard IV - Leadership & Governance	
Barbara Bouchard-Miller	Associate Professor	Standard IV - Leadership & Governance	
Troy E.A. Lizama	Instructor	Technology Advisory	Institutional Excellence
Elaine C. Fejerang	Chair	Technology Advisory	Institutional Excellence
Brian J. San Nicolas	Assistant Professor	Technology Advisory	Institutional Excellence
Danilo J. Lawcock	Assistant Instructor	Technology Advisory	Institutional Excellence
Francisco C. Camacho	Administrator	Technology Advisory	Institutional Excellence
John C. Camacho	Administrator	Technology Advisory	Institutional Excellence
Josephine T. Arceo	Administrator	Technology Advisory	Institutional Excellence
Michelle M.S. Santos	Administrator	Technology Advisory	Institutional Excellence
Terry F. Kuper	Assistant Instructor	Technology Advisory	Institutional Excellence
Patrick L. Clymer	Administrator	Technology Advisory	Institutional Excellence

Council	Names	Title	Member
Faculty Senate	John Armstrong	Chair	Senate Member
Faculty Senate	Jose Munoz	Faculty	Senate Member
Faculty Senate	Frank Blas	Faculty	Senate Member
Faculty Senate	Gary Hartz	Faculty	Senate Member
Faculty Senate	Elaine Fejerang	Faculty	Senate Member

Faculty Senate	Lisa Baza-Cruz	Faculty	Senate Member
Faculty Senate	Frank Camacho	Faculty	Senate Member
College Governing	Bobbie Leon Guerrero	Co-Chair	CGC Member
College Governing	Gary Hartz	Co-Chair	CGC Member
College Governing	John Armstrong	Faculty	CGC Member
College Governing	Frank Blas	Faculty	CGC Member
College Governing	John Camacho	Administrator	CGC Member
College Governing	Carmen Santos	Administrator	CGC Member
College Governing	Dr. Ray Somera	Administrator	CGC Member
College Governing	Elizabeth Duenas	Staff	CGC Member
College Governing	Latisha Leon Guerrero	Student	CGC Member
College Governing	Tara Pascua	Student	CGC Member

APPENDIX E

ADVISORY FROM THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES PRESIDENT, MAY 2, 2008

From: Barbara Beno [mailto:bbeno@accjc.org]
Sent: Friday, May 02, 2008 8:18 AM
To: reneray.somera@guamcc.edu
Cc: mary.okada@guamcc.edu
Subject: RE: Correction, please -- Dr. Hartley, not Lease
Importance: High

Dear Vice President Somera:

Thank you for clarifying the exact wording of the team report that we spoke about when I was at Guam CC last week. The language of the report, specifically the team report's discussion of Guam CC's governance system, uses the term "shared governance."   I reiterate here what I said while visiting with you last week: The Commission does not require "shared governance" but instead, participation in governance. Standard IV.A.2 states: "The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision making processes."

Shared governance has a specific legal meaning in the California public colleges that is established by state law/regulation, and pertains only to pubic community colleges in the CA system of colleges. The California-specific definition of shared governance has been the subject of much controversy in California, and is at times interpreted or applied it ways that do not meet ACCJC standards for governance and for quality processes. Therefore, the Commission does not use the words "shared governance" in evaluating its institutions, and does its best to edit the words "shared governance" from team reports and to train team chairs not to use the language. It appears the Commission failed to catch the use of the phrase "shared governance" in the team report you cite, and it should have done so and edited that phrase out of the report.

The Commission uses the concept of participatory governance to convey its requirements that there be broad-based participation in decision making processes so that members of the college community can participate *as appropriate* in decision making processes. That is to say, for example, that students are not required to be part of decision making processes that would be inappropriate for students. The same principle holds true for other groups.   You can see that part a. of Standard IV.A.2 begins to elaborate on the significant roles of faculty and administrators, and then says "students and (support) staff also have established mechanisms ….for providing input." So, standards do not suggest that all participants be weighed equally, or included equally, in all decisions.

As noted above in Standard IV.A.2., Commission standards state that the policy for who participates in what decisions be written, so that it is clear.

You can also see that Standard IV.A.2.b. states "the institution relies on faculty, its academic senate *or other appropriate faculty structures,* the curriculum committee and academic administrators for *recommendations* about student learning programs and services." The Standards do NOT specify that those groups have the responsibility to make all decisions; indeed, they imply that other bodies or individuals may be making some decisions.

The Commission requires an institution to delineate the governance structures, processes and practices (IV.A.3). But the main thrust of the standards is that decisions be evaluated in terms of their integrity and effectiveness (Standard IV.A.5) in enabling the institution to identify institutional values, set and achieve goals, learn and improve (Standard IV. Preamble). That is, the Commission evaluations decision making processes and structures on the basis of their outcomes, not who is included. The point of broad participation is to make the decision outcomes as effective as possible.

I hope this information is helpful to you and to Guam CC. Please feel free to write or call me if you have any additional questions.

Commissioner Floyd Takeuchi and I enjoyed visiting Guam CC last week and appreciate the time you and other took to meet with us.

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participation by all stakeholders will help to ensure that the collaborative environment at GCC is effective and sustained.