

## Issues of Shared Governance That Need To Be Addressed: The Faculty Perspective

Prepared by Rob Demski for the Faculty Senate – January 2016

**Overview:** There was very little change in perceptions of shared governance from 2009 to 2015. In both shared governance surveys, the Board had the most positive perception of the health of shared governance, followed by Administration, then Faculty, and finally Staff. The issues listed below come from specific survey questions. The wording of the issues listed below reflects slight wording changes to the questions. These issues were selected because the original question wording had very low levels of faculty agreement, in contrast to higher agreement levels by either the Administration or Board. The original item wording and mean scores are contained in the report you received from Dr. Miller on Monday (see note below). Issues with intangible solutions require predominantly cultural or attitudinal shifts across stakeholders. Issues with tangible solutions require predominantly concrete organizational actions, such as altering committee composition or improving communication channels.

### Issues with Intangible Solutions

1. Relationships between the Board, Administration and Faculty need to be more cooperative. [BAF #7]
2. Negotiations and communications between the Board, President, and Faculty need to be carried out in good faith. [BAF #9]
3. Faculty members need to be able to express dissenting views without reprisal. [AF #5]

### Issues with Tangible Solutions

4. The President and Board need to use established mechanisms to ensure a Faculty voice in matters of shared concern. [BAF #28]
5. Faculty need to have a stronger influence in the selection academic administrators. [BAF #35]
6. The institution need to better foster shared governance by maintaining reasonable workloads, providing for faculty development and rewarding participation in governance work. [AFCS #4]
7. There needs to be more appropriate structures, policies, and procedures for processing grievances, appeals, and hearings. [AFCS #8]
8. Faculty members need to have more timely access to information needed to make recommendations on institutional matters. [AFCS #27]
9. Faculty need to have a more influential role in budget development. [AFCS #32]
10. Faculty needs to meaningfully participate in evaluation of academic administrators. [AFCS #36]

### Note

BAF = common items for the Board, Administration, Faculty; item number

AFCS = common items for the Administration, Faculty, Classified Staff; item number

AF = common items for Administration, Faculty; item number

# SHARED GOVERNANCE SURVEY ITEMS: 2009 & 2015 ADMINISTRATIONS

Prepared by Dr. Rob Demski, Department of Psychology – December 2015

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**Note:** The purpose of this report is to provide a detailed analysis at the item level. This reported is not intended to provide a broad overview of the health of shared governance as perceived by stakeholders. I have developed another report to provide an overview. Item analysis can be useful for identifying specific areas of concern for shared governance. Items where there are large mean differences across groups, or items with low mean scores may point to aspects of shared governance that need addressing. When reviewing the mean results, keep the following response format in mind.

Response Options: 1 = strong disagree 2 = disagree 3 = agree 4 = strongly agree

As an example, item 9 (Common Items for Board, Administration, Faculty) has a mean difference of 1.5 between the Board and Faculty. This implies from the faculty view that interactions are not carried on in good faith with the president or Board. What steps might be taken to increase perceptions of good faith?

Also, item 36 (Common Items for Administration & Faculty) has a faculty mean of 1.7. Shared governance involves some mechanisms for providing feedback up and down the institutional structure. This item shows that faculty feel they don't have much influence in administrator evaluation. What steps might be taken to rectify this situation?

## Common Items for the Board, Administration & Faculty (item numbers are from the Admin & Faculty survey results report)

1. The governing board acknowledges the importance of shared governance.

(BOT # 16: The governing board at ASC currently supports shared governance.)

2015 Largest Diff. = 0.8	<u>Board M = 3.0</u>	Admin M = 3.0	<u>Faculty M = 2.2</u>
2009 Means =	3.3	2.7	2.6

1 7. Relationships between the faculty, academic administrators, and governing board are cooperative.  
(BOT # 1)

2015 Largest Diff. = 1.3	<u>Board M = 3.3</u>	Admin M = 2.9	<u>Faculty M = 2.0</u>
2009 Means =	3.4	2.7	2.5

2 9. Negotiations and communication between and among the faculty, president, and governing board are carried out in good faith. (BOT # 2)

2015 Largest Diff. = 1.5	<u>Board M = 3.7</u>	Admin M = 3.3	<u>Faculty M = 2.2</u>
2009 Means =	3.4	2.9	2.5

13. Given reasonable time, the governing board responds expeditiously to faculty concerns and to the need for action on institutional issues. (BOT # 4)

2015 Largest Diff. = 1.3	<u>Board M = 3.5</u>	Admin M = 3.0	<u>Faculty M = 2.2</u>
2009 Means =	3.3	2.7	2.3

21. The president and governing board avoid overturning faculty judgments in those areas in which the faculty has primacy (i.e., curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process). (BOT # 5)

2015 Largest Diff. = 1.3	<u>Board M = 3.7</u>	Admin M = 3.3	<u>Faculty M = 2.4</u>
2009 Means =	3.6	2.9	2.3

26. Formal arrangements exist for regularly and accurately communicating faculty positions and concerns to the governing board, and for regularly and accurately communicating the views of the governing board to the faculty. (BOT # 6)

2015 Largest Diff. = 1.1	Board M = 2.7	<u>Admin M = 3.5</u>	<u>Faculty M = 2.4</u>
2009 Means =	3.2	2.6	2.2

4 28. The president and board use established mechanisms to ensure a faculty voice in matters of shared concern, consulting either the faculty as a whole or representatives who have been selected or approved by the faculty. (BOT # 7)

2015 Largest Diff. = 1.2	Board M = 2.7	<u>Admin M = 3.3</u>	<u>Faculty M = 2.1</u>
2009 Means =	3.3	2.9	2.3

30. Faculty members who represent the faculty on the governing board, institutional committees, and advisory groups, or who represent the institution to outside agencies such as athletic conferences, are selected by the faculty or are selected by others from a list provided by the faculty. (BOT # 9)

2015 Largest Diff. = 0.9	<u>Board M = 3.7</u>	Admin M = 3.5	<u>Faculty M = 2.8</u>
2009 Means =	3.3	2.7	2.8

34. The faculty shares with the governing board the primary responsibility for selecting a president. (BOT # 10)

2015 Largest Diff. = 0.6	Board M = 2.0	Admin M = 2.6	Faculty M = 2.4
2009 Means =	3.0	2.6	2.5

5 35. The faculty has a strong influence on the selection of academic administrators. (BOT # 11)

2015 Largest Diff. = 1.3	<u>Board M = 3.0</u>	Admin M = 2.7	<u>Faculty M = 1.7</u>
2009 Means =	3.0	2.7	1.9

**Common Items for the Administration, Faculty & Classified Staff**  
(item numbers are from the Admin & Faculty survey results report)

2. The president verbally acknowledges the importance of shared governance. (CS # 1)

2015 Largest Diff. = 0.3	<u>Admin M = 3.1</u>	Faculty M = 3.0	<u>Staff M = 2.8</u>
2009 Means =	3.0	2.8	2.6

6 4. The institution fosters shared governance by maintaining reasonable workloads, supporting faculty development if governance skills, and rewarding participation in governance work. (CS # 3)

2015 Largest Diff. = 0.8	<u>Admin M = 2.6</u>	<u>Faculty M = 1.8</u>	Staff M = 2.2
2009 Means =	2.6	2.1	2.1

6. The campus climate supports a diversity of opinions, schools of thought, perspectives, and personal styles. (CS # 5)

2015 Largest Diff. = 0.9	<u>Admin M = 3.1</u>	<u>Faculty M = 2.2</u>	Staff M = 2.5
2009 Means =	3.0	2.6	2.5

7 8. Appropriate representation is apparent in the structures, policies, and procedures for disciplinary and dismissal hearings, grievance, appeals, and allegations of sexual harassment. (CS # 7)

2015 Largest Diff. = 1.2	<u>Admin M = 3.2</u>	<u>Faculty M = 2.0</u>	Staff M = 2.5
2009 Means =	3.1	2.4	1.9

10. The campus community fosters participation and leadership by women, persons of color, part-time faculty, and members of other underrepresented groups. (CS # 8)

<b>2015 Largest Diff. = 0.2</b>	Admin M = N/A	<u>Faculty M = 2.4</u>	<u>Staff M = 2.6</u>
<b>2009 Means =</b>	2.6	2.6	2.6

**Common Items for the Administration & Faculty**  
(item numbers are from the Admin & Faculty survey results report)

3. Faculty members view participation in shared governance as a worthwhile faculty responsibility.

<b>2015 Largest Diff. = 0.3</b>	Admin Mean = 3.0	Faculty Mean = 2.7
<b>2009 Means =</b>	2.7	3.0

3 5. Faculty members can express dissenting views on governance without reprisal.

<b>2015 Largest Diff. = 1.0</b>	Admin Mean = 3.2	Faculty Mean = 2.2
<b>2009 Means =</b>	3.0	2.5

11. Given reasonable time, the faculty responds expeditiously to requests from the administration or governing board for recommendations and action on institutional decisions.

<b>2015 Largest Diff. = 0.0</b>	Admin Mean = 2.8	Faculty Mean = 2.8
<b>2009 Means =</b>	2.7	3.1

12. Faculty leaders look to national standards for the faculty's appropriate role in the governance of the institution.

<b>2015 Largest Diff. = 0.3</b>	Admin Mean = 3.0	Faculty Mean = 2.7
<b>2009 Means =</b>	2.9	2.6

14. Faculty committees determine educational policy, curriculum design, curriculum review, and standards and procedures for evaluating teaching and scholarly production.

<b>2015 Largest Diff. = 0.5</b>	Admin Mean = 3.2	Faculty Mean = 2.7
<b>2009 Means =</b>	3.1	2.9

15. Faculty committees largely determine policies and decisions concerning those aspects of student life that relate to the educational process.

<b>2015 Largest Diff. = 1.1</b>	Admin Mean = 3.3	Faculty Mean = 2.2
<b>2009 Means =</b>	2.4	2.3

16. Faculty committees largely determine standards and criteria for retention, promotion, and tenure.

<b>2015 Largest Diff. = 0.4</b>	Admin Mean = 3.2	Faculty Mean = 2.8
<b>2009 Means =</b>	2.9	2.8

17. Recommendations of faculty committees largely determine the nature of decisions regarding the faculty status of individuals.

<b>2015 Largest Diff. = 0.4</b>	Admin Mean = 3.3	Faculty Mean = 2.9
<b>2009 Means =</b>	2.9	2.5

18. There are formal procedures at the departmental level to give peers a voice in decisions on the appointment, retention, tenure, dismissal, and promotion of departmental colleagues.

<b>2015 Largest Diff. = 0.5</b>	Admin Mean = 3.2	Faculty Mean = 2.7
<b>2009 Means =</b>	2.8	2.8



33. The faculty's participation in governance can improve and has improved working conditions for the faculty.

**2015 Largest Diff. = 0.4**

Admin Mean = 3.0      Faculty Mean = 2.6

**2009 Means =**

3.0                      3.0

36. Faculty participation influences the evaluation of academic administrators.

**2015 Largest Diff. = 1.1**

Admin Mean = 2.8      Faculty Mean = 1.7

**2009 Means =**

2.6                      2.0

37. Faculty representatives to the senate, institutional committees, and other representative bodies keep their constituents informed of the agendas of those bodies and solicit constituents' views whenever appropriate.

**2015 Largest Diff. = 0.1**

Admin Mean = 3.0      Faculty Mean = 2.9

**2009 Means =**

2.5                      2.8

### Unique Items for the Board of Trustees

(item numbers are from the Board survey results report)

3. Given reasonable time, the faculty responds expeditiously to requests from the administration or governing board for recommendations and action on institutional decisions.

2015 Board Mean = 3.0

2009 Board Mean = 3.3

8. Faculty representatives to the governing board have adequate time to consult with constituents before making recommendations on important issues.

2015 Board Mean = 3.5

2009 Board Mean = 3.7

12. The ASC governing Board, as a whole, should support shared governance.

2015 Board Mean = 3.3

2009 Board Mean = 3.4

13. As an ASC Governing Board member, I am familiar with shared governance and support it as a matter of principle.

2015 Board Mean = 3.7

2009 Board Mean = 3.3

14. It is not the responsibility of the ASC Governing Board to be involved with this type or activity.

2015 Board Mean = 1.7

2009 Board Mean = 1.6

15. I would like to learn more about shared governance at ASC.

2015 Board Mean = 3.0

2009 Board Mean = 2.9

19. Although current Colorado statute states faculty trustees are non-voting members of the governing board, I support changing the statute to allow trustees to become voting members.

2015 Board Mean = 2.7

2009 Board Mean = 2.3

## Unique Items for Classified Staff

(item numbers are from the Classified Staff survey results report)

2. Staff members view participation in shared governance as a worthwhile staff responsibility.  
2015 Staff Mean = 2.7  
2009 Staff Mean = 2.5
4. Staff members can express dissenting views on governance without reprisal.  
2015 Staff Mean = 2.3  
2009 Staff Mean = 2.4
6. Relationships between the staff and administrators are cooperative.  
2015 Staff Mean = 2.5  
2009 Staff Mean = 2.2
9. Given reasonable time, the staff responds expeditiously to requests from the administration for recommendations and action on institutional decisions.  
2015 Staff Mean = 2.5  
2009 Staff Mean = 2.5
10. Given reasonable time, the administration responds expeditiously to staff concerns and to the need for action on institutional issues.  
2015 Staff Mean = 2.2  
2009 Staff Mean = 2.1
11. Staff participate on committees that largely determine policies and decisions concerning campus operations.  
2015 Staff Mean = 2.5  
2009 Staff Mean = 1.8
12. The Classified Employee Council representatives set agendas, choose leadership, and establish procedures for committees that oversee those areas in which the staff has a role.  
2015 Staff Mean = 2.9  
2009 Staff Mean = 2.8
13. Formal arrangements through Classified Employee Council exist for regularly and accurately communicating staff positions and concerns to the administration, and for regularly and accurately communicating the views of administration to the staff.  
2015 Staff Mean = 2.7  
2009 Staff Mean = 2.7
14. Staff members who represent the staff on institutional committees and advisory groups are selected in a fair and equitable manner.  
2015 Staff Mean = 2.5  
2009 Staff Mean = 2.7
15. The staff has a role in developing the institutional budget.  
2015 Staff Mean = 2.1  
2009 Staff Mean = 1.9

16. The staff's participation in governance can improve and has improved working conditions for the staff.  
2015 Staff Mean = 2.4  
2009 Staff Mean = 2.5
  
17. The staff have a means of providing input to the governing board when selecting a president.  
2015 Staff Mean = 2.8  
2009 Staff Mean = 2.6
  
18. The staff has an influence on the selection of administrators.  
2015 Staff Mean = 2.0  
2009 Staff Mean = 2.2
  
19. Staff participation influences the evaluation of administrators.  
2015 Staff Mean = 2.0  
2009 Staff Mean = 2.1
  
20. Staff representatives to institutional committees, and other representative bodies keep their constituents informed of the agendas of those bodies and solicit constituents' views whenever possible.  
2015 Staff Mean = 2.4  
2009 Staff Mean = 2.4



