

INPUT ON INSTRUMENT The members of the Faculty Rights and Responsibilities Committee welcome and appreciate any input from Faculty Senate Members in regard to the design of the ECU Shared Governance Survey, as we have welcomed suggestions from the Senate Executive Committee and the ECU Chapter of the AAUP. We ask that all comments be returned to us **no later than June 1st, 2004**. We will finalize the Survey with Institutional Research over the summer, for dispersal as soon as possible in Fall 2004 (when we are all rested).

**Assessing Shared Governance at Eastern Kentucky University (EKU):
Seeking Data to Plan for Increased Effectiveness in Shared Governance**

The following list of questions was designed by the Faculty Rights and Responsibilities Committee, in conjunction with the ECU chapter of the American Association of University Professors and the Office of Institutional Research, to allow for the immediate evaluation of the state of shared governance at ECU, based on faculty perception. The faculty are asked to answer these questions to help the Committee evaluate the institutional system of shared governance. A consideration and analysis of these questions will provide a useful framework for building and improving the practice of shared governance at ECU.

The issue of shared governance is just as complex as its definition (or explanation). However, the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges have defined ...[shared governance as a joint] effort in an academic institution [which takes] a variety of forms appropriate to the kinds of situations encountered. ...” These organizations recognize that although the “variety of ... approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand. . . . “ All three organizations also agree that faculty have “primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.”

(<http://www.aaup.org/Legal/info%20outlines/Leggovern.htm>)

This Survey will be electronically disseminated to all faculty at ECU. The results of faculty responses will remain confidential. No names or locations will be attached to the responses. The results will be reported to the Faculty Senate with recommendations for areas of improvement. Survey results and recommendations will also be used in reports to external entities, such as the University’s self-assessment in preparation for the Southern Association of Colleges and Schools (SACS) review.

Directions: Check the answer that *best* reflects the situation from your perspective

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
1. Faculty members exhibit collegiality, respect, tolerance, and civility toward other members of the EKU community.	SA	A	N	D	SD	DK
2. Faculty members have timely access to information necessary to give input into governance processes.	SA	A	N	D	SD	DK
3. The chair of my department effectively advocates the principles of shared governance to the dean of the college.	SA	A	N	D	SD	DK
4. The chair of my department models the principles of shared governance in interactions with faculty members.	SA	A	N	D	SD	DK
5. The chair of my department seeks faculty input on issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility.	SA	A	N	D	SD	DK
6. My department meetings are regular, effective, and open to faculty leadership and participation.	SA	A	N	D	SD	DK
7. Colleagues in my department participate effectively in shared governance at the department level.	SA	A	N	D	SD	DK
8. Only on rare occasions are faculty recommendations overturned in hiring, promotion, or tenure decisions.	SA	A	N	D	SD	DK
9. The dean of my college effectively advocates the principles of shared governance to administrators.	SA	A	N	D	SD	DK
10. The dean of my college models the principles of shared governance in interactions with department chairs.	SA	A	N	D	SD	DK
11. The dean of my college seeks department input on issues (such as budgeting) in which the department has an appropriate interest but not primary responsibility.	SA	A	N	D	SD	DK
12. My college meetings are regular, effective, and open to faculty leadership and participation.	SA	A	N	D	SD	DK
13. The Faculty is afforded an appropriate degree of autonomy with regard to its areas of responsibility by administrators.	SA	A	N	D	SD	DK
14. Resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of primary faculty responsibility.	SA	A	N	D	SD	DK
15. Faculty members and administrators share joint responsibility for decision making as it pertains to <i>long-range planning</i> .	SA	A	N	D	SD	DK
16. Faculty members and administrators share joint responsibility for decision making as it pertains to <i>facilities</i> .	SA	A	N	D	SD	DK
17. Faculty members and administrators share joint responsibility for decision making as it pertains to <i>budgeting</i> .	SA	A	N	D	SD	DK
18. Faculty members and administrators share joint responsibility for decision making as it pertains to <i>hiring, tenure, and promotion</i> .	SA	A	N	D	SD	DK

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
19. The structures and processes that allow for faculty collaboration in governance are clearly defined in ECU faculty policies.	SA	A	N	D	SD	DK
20. The Faculty Senate effectively supports faculty collaboration in university governance.	SA	A	N	D	SD	DK
21. Faculty representation on <i>joint committees</i> (university and college committees) reflects the appropriate degree of the faculty's stake in the committee's area or charge.	SA	A	N	D	SD	DK
22. Administrators exhibit collegiality, respect, tolerance, and civility toward other members of the ECU community.	SA	A	N	D	SD	DK
23. Communications between faculty members and administrators are open and carried out in good faith and an atmosphere of trust.	SA	A	N	D	SD	DK
24. Consultation by the administration with faculty leadership allows time and a mechanism for leadership to consult with their constituents before offering recommendations.	SA	A	N	D	SD	DK
25. The President seeks meaningful faculty input on those issues (such as budgeting) in which the Faculty has an appropriate interest but not primary responsibility.	SA	A	N	D	SD	DK
26. The President advocates the principles of shared governance to the Board of Regents.	SA	A	N	D	SD	DK
27. Board of Regents members exhibit collegiality, respect, tolerance, and civility toward other members of the ECU community.	SA	A	N	D	SD	DK
28. The Board of Regents supports the Faculty's traditional role in institutional governance.	SA	A	N	D	SD	DK
29. Overall, ECU as an institution reflects a commitment to shared governance.	SA	A	N	D	SD	DK
30. Over the last ten years, the effectiveness of shared governance at ECU has improved.	SA	A	N	D	SD	DK