

2003-2004 YEAR-END REPORT TO THE SENATE:
FACULTY RIGHTS AND RESPONSIBILITIES COMMITTEE

September 2003

Committee decided to explore assessing shared governance at ECU, in order to recommend enhancement strategies.

October 2003

DRAFT 1 AAUP Survey of Shared Governance

Discussed design of instrument currently being used around the U.S. and background materials regarding shared governance assessment from AAUP website. Instrument used yes/no answers on items located at the broadest administrative levels of the university. AAUP provided a guide for evaluating the results of the survey.

November 2003

DRAFT 2. The Committee, although refining some items on the AAUP draft to make the extensive instrument more useable here at ECU, left only one area for qualitative comments at the end, and left the Instrument divided into sections according to the AAUP design (“Climate for Governance, Institutional Communication, Board's Role, President's Role, Faculty's Role, Joint Decision Making, and Assessing Structural Arrangements for Governance”).

December 2003—February 2004

DRAFT 3 After further discussion and encouragement from both the AAUP representative and from the ECU Chapter of AAUP, the Committee included two additional sections on shared governance (the college and department level questions) and those additional questions in the “yes-no” format of the AAUP instrument.

March 2004

DRAFT 4 included a qualitative section after both the college questions and the department questions, and added these two note sections to the Instrument. The Senate Executive Committee gave input on the drafts. Both DRAFT 2 and DRAFT 4 were placed for Faculty Senate perusal at www.history.ecu.edu/dunston/governance.doc.

DRAFT 5 incorporated suggestions from the Executive Committee. FR&R Committee sent the Instrument forward for Institutional Research editing. Several challenges became immediately clear-

- the format suggested was a return to a scale of responses similar to the one previously used by the AAUP;

- the Zoomerang technology sets a limit to the number of questions at thirty (30) items;
- the only way to get all pertinent information into the Instrument was to link some questions together, i.e. “time and mechanism” and “regular, effective, and open.”

DRAFT 6 contained significant revision of the instrument by Institutional Research, removing most of the college and department level questions, and the qualitative input options, while designing for Zoomerang.

DRAFT 7 incorporated suggestions from Institutional Research, but included some of the deleted college and department level questions.

April 2004

At the Faculty Senate meeting in April 04, after the Faculty Rights and Responsibilities Committee reported the rationale for the shared governance instrument, a definition of shared governance and a note on disposition of the Survey results, the Faculty Senate voted positively on a motion from the Committee, which gave the Committee the charge of evaluating shared governance at ECU.

DRAFT 8 used suggestions by the Executive Committee, which resulted in the shifting/reordering/restating of some items to better meet the needs of the Faculty.

May 2004

DRAFT 8, appended to this Report, now contains the content and the order of items which the Committee believes will best assess shared governance at ECU through survey of the Faculty using Zoomerang technology.

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 EKU 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 EKU, 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 EKU.

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 EKU. 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