

**To:** Gregory Anderson, Faculty Senate President

**From:** Mallory Newell, De Anza Research

Nergal Issaie, Student Assistant

**Date:** 4/13/2011

**Subject:** Faculty Shared Governance and Decision Survey, Winter 2011

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The Faculty Shared Governance and Decision Making Survey was sent to all faculty members in the winter quarter of 2011 between March 1<sup>st</sup> and March 31<sup>st</sup>. The survey resulted in 131 valid responses. Respondents identified their academic department with the largest response rate from the Language Arts, Humanities, and Biological Health and Environmental Sciences departments.

Some important highlights include:

- Respondents were asked if they had participated in on-campus activities, 24% of respondents stated they participated in a hiring committee/tenure track review, 17% stated they participated in departmental leadership, 15% participated in SLO or curriculum leadership, 12% participated in accreditation, 9% in Academic Senate Executive Committee, 7% in a taskforce, and 6% in shared governance.
- Respondents were asked what motivates them to participate, 25% of respondents stated an interest in strengthening the college and its mission, 19% percent stated a desire to be involved in campus decision-making and an interest in seeing that faculty voices are valued, 18% stated they participate because of a desire for professional growth, 10% participate due to an interest in learning more about governance on campus, and 9% participate due to encouragement from peers.
- Respondents were asked if they have limited participation in shared governance, what factors contribute to their limited participation, 48% stated they are too busy, 23% stated a belief that participation will not lead to positive decisions that actually influence the institution, 16% stated a lack of understanding of how shared governance and decision making works, 5% stated they were never asked to participate, 4% stated their supervisor discourages participation or they have no interest in participating.
- Respondents were asked to rate the performance of shared governance at De Anza College, 47% stated good, 29% stated adequate, 15% stated poor, and 9% stated excellent.

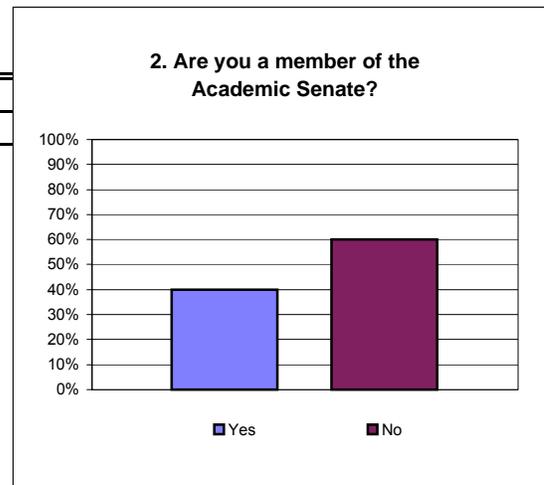
# Faculty Shared Governance and Decision Survey Result, Winter 2011

## 1. In what division do you work?

Response	N	%
Academic Services	3	2%
Anthropology	1	1%
Applied Technology	7	5%
BHES	14	11%
Business and CIS	12	9%
Counseling	9	7%
Creative Arts	5	4%
Disability Support Programs	9	7%
Humanities/Social Science	16	12%
ICS/IIS	6	5%
Language Arts	25	19%
Learning Resources	2	2%
PE	9	7%
PSME	10	7%
Student Development/Services	3	2%
<b>Total</b>	<b>131</b>	<b>100%</b>

## 2. Are you a member of the Academic Senate?

Response	N	%
Yes	53	40%
No	78	60%
<b>Total</b>	<b>131</b>	<b>100%</b>

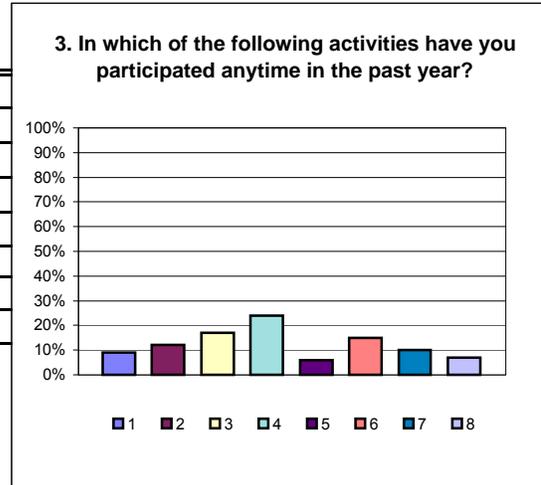


# Faculty Shared Governance and Decision Survey Result, Winter 2011

## 3. In which of the following activities have you participated anytime in the past year? (choose all that apply)

- 1= Academic Senate Executive Committee
- 2= Accreditation (e.g., self-study standards teams)
- 3= Departmental Leadership (e.g. chair, coordinator, etc.)
- 4= Hiring Committee / Tenure Review Committee
- 5= Shared Governance (e.g. College Council, SSPBT, IPBT)
- 6= SLO or Curriculum leadership (e.g. liaison, coordinator)
- 7= Standing Committee (e.g., Multi-Cultural Staff Association, Diversity Advisory Council, Budget Committee)
- 8= Taskforce (e.g. DARE, Tech Taskforce)

Response	N	%
1	26	9%
2	36	12%
3	51	17%
4	69	24%
5	18	6%
6	44	15%
7	29	10%
8	19	7%
<b>Total</b>	<b>292</b>	<b>100%</b>



# Faculty Shared Governance and Decision Survey Result, Winter 2011

## Other

### Comments

Academic senate

Advisory board meetings

APAX Heritage Month Committee, Women's History Month Committee, APASA, IMPACT AAPI Staff Support Meetings (with FYE and Sankofa staff/instructors),

Campus Budget / FA Representative

Catalyst advisory committee

Curriculum

Distance Learning Advisory Board: Club Advisor

FA

FA Executive Council

Facilities committee

Facilities Committee

Faculty Assn

FYE

FYE/Sankofa

GLobal Education Partnerships, Vets Club

Hiring committee previous year. Beta tester of new online grading, Course Studio. etc.

If you mean within the past 12 months, then #4, #5, #7, #8 above. If you mean in the 2010-11 academic year, then none of the above.

Member FDRG (Faculty Discipline Review Group for C-ID/Communication Studies); Member Teaching and Learning Conference Planning Committee

Mentor for a graduate student

OUTREACH

Professional Assn. activities, and mentor for a graduate student

Safety, behavioral intervention, advisory committees

Senate Faculty Discipline Review Group (FDRG), Partners In Learning Conference Planning Team

Served in past in senate and FA

SLO and PLO crafting

Sponsor for Photo club, coordinate exhibits in photo gallery

SSLO team member

State C-ID/Transfer Degree meetings

Tenure Review Committee

Tenure review, DIG, Curriculum Revisions, Program review, SLO/SLOACC

Textbook committees/media/workshops in math

Theatre Design for vpac/ 6 years

VOCATIONA L ADVISORY COMM COORDINATOR

Volunteer tutoring for the EDC and the SLC

Wrote slo's for all program curriculum and PLO's for certificates and degrees

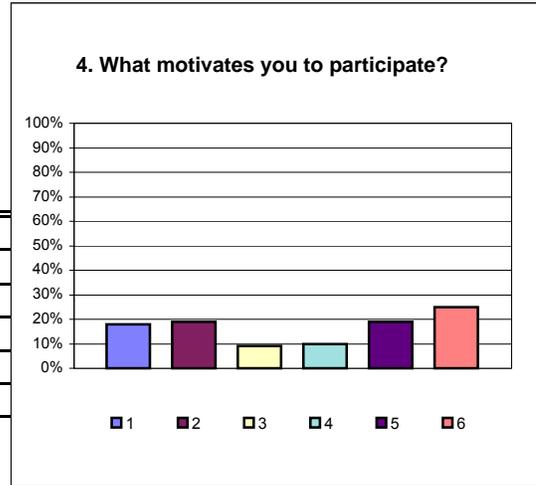
# Faculty Shared Governance and Decision Survey Result, Winter 2011

## 4. What motivates you to participate?

(choose your top two choices)

- 1= Desire for professional growth / new challenges
- 2= Desire to be involved in campus decision-making
- 3= Encouragement from peers
- 4= Interest in learning more about governance on campus
- 5= Interest in seeing that faculty voices are valued
- 6= Interest in strengthening the college and its mission

Response	N	%
1	54	18%
2	56	19%
3	27	9%
4	30	10%
5	55	19%
6	74	25%
<b>Total</b>	<b>296</b>	<b>100%</b>



# Faculty Shared Governance and Decision Survey Result, Winter 2011

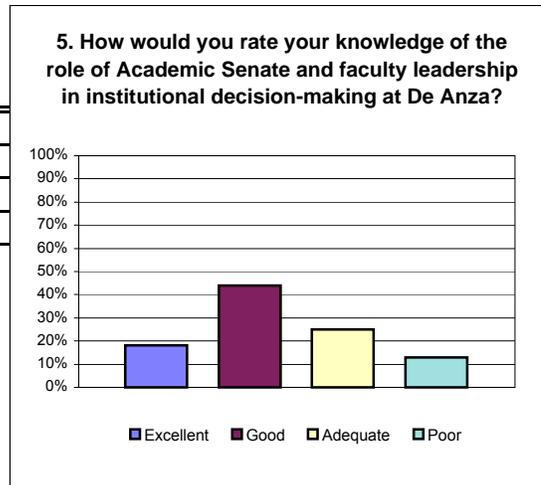
## Other

### Comments

1)Advancement of learner-centered pedagogy; 2)Interest in seeing that student voices are valued  
 A belief that it is part of my duty as a fulltime instructor  
 Advancement of learning-centered pedagogy; Interest in seeing that student voices are valued  
 Desire to learn about the campus. Desire to stay employed . . .  
 Desire to serve students and the college  
 Helping students succeed  
 Helps my dept.  
 It needs to be done  
 Meeting faculty from other departments/divisions  
 My professional responsibility  
 No choice about being chair; got recruited to serve on TRC; on DARE to learn more about basic skills  
 Out of duty, not really out of motivation. My motivation is really for teaching.  
 Oversight and accountability  
 Part of my job  
 Professional responsibility  
 Sense of responsibility  
 To make sure students are respected not disregarded especially in cost  
 Use the campus information given in these groups to make better decisions regarding DSPS programs

### 5. How would you rate your knowledge of the role of Academic Senate and faculty leadership in institutional decision-making at De Anza?

Response	N	%
Excellent	24	18%
Good	57	44%
Adequate	32	25%
Poor	17	13%
<b>Total</b>	<b>130</b>	<b>100%</b>



# Faculty Shared Governance and Decision Survey Result, Winter 2011

Please explain your response in the space provided.

## Comments

5 years on senate exc. comm.

A.S. is not my forte, I leave it to others

Academic Senate not able to help any of my concerns in the past.

As a new Senator, I'm still learning about AS and faculty leaderships' roles in institutional decision making

As the President is part of the senior staff meetings our faculty voice is heard every week = this is a good thing.

And then Faculty Senate also hears what's happening with senior staff = also a good thing

Basic knowledge. Note sure where to get info.

Being a representative on Ex Committee educates me (and my division) on the issues facing the college in order that I may make informed decisions about DeAnza's direction

Being new, I am still learning

Decision making is fairly hidden and politicized in ways that are not transparent.

Dialog & discussions with governance leaders

From my participation in AS, but there are still gaps in my understanding.

Gained from FA newsletter

Good reports from Senate.

Have served on the Senate for over 8 years

I actually read newsletters and have occasionally attended meetings that are held hours I do not teach

I don't consider myself an active participant and having never been intimately involved with Academic Senate

I don't know how it all links up.

I have a basic understanding of the shared governance process at the college and pick and choose activities that seem to have the largest impact ON STUDENTS that are manageable with regards to time

I have served on Academic Senate in the past and I feel I have a good grounding in how decisions are made at De Anza

I keep up on the emails.

I know their responsibilities, but have no desire to serve as a senator.

I need more contact with the senate

I read the updates, but I don't always understand what is being decided upon

I recognize it could be better.

I was a division senator in the past

I was a member of Academic Senate for 4 years

I was a senator for 2 years

I was a Senator for two years.

I was on the senate many years ago

I would like to see more examples of Academic senate being faculty driven.

I'm sure I can be better educated on these issues.

it seems the academic senate only makes decisions the administration lets them make

It's not clear to me what the input/output loops are and what the results of Senate participation are

I've served on the senate before.

Lots of time on minor issues; little time on the most crucial items.

My understanding comes from being a senator during AY 2006-2007 and during Winter 2011

Never attended Senate meeting.

New to the college. Want to get involved, but very busy in my first year with course prep.

One more good thing to make time for in an overbusy teaching life

Participation/attendance keeps me up to date and able to participate and ask questions @ academic senate meetings

Past officer

Past Senate and committee involvement

Past Senate and committee involvement

PSME faculty are always somewhat disconnected, though we are becoming much more engaged than before because of the work of Greg and Colleen.

# Faculty Shared Governance and Decision Survey Result, Winter 2011

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Relationship of faculty leadership with senior management has never been higher. Level of respect for faculty leadership has never been higher

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Served on Senate for over 8 years

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Sometimes I feel my part-time faculty status limits my participation and even understanding of the Senate activities. Sometimes, some of the committees or workshops are only available for full-time faculty members but not clearly stated why.

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Spent 2 years as the division rep

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The academic senate does not orient new members, or simply put, there is no mentoring. One must learn the workings and procedures on their own.

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The communication is usually top-down and usually via email and limited to information on what was decided instead of being a dialogue between the senate and faculty before decision are made.

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The Senate is an integral part of shared governance

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The senate is on the watch for important issues that need faculty

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There is more to learn, that much I know for sure.

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This is only my second year at De Anza and there is a lot to learn.

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To be honest, I've been too busy teaching and other related duties to take the time to learn more about Academic Senate or other decision making bodies.

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Too many personal agendas

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Understanding how the different governance groups are connected is challenging

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Understanding it more in my 2nd year as senator

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Was a former officer of the Academic Senate

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Was A.S. president, interim dean, and interim avp

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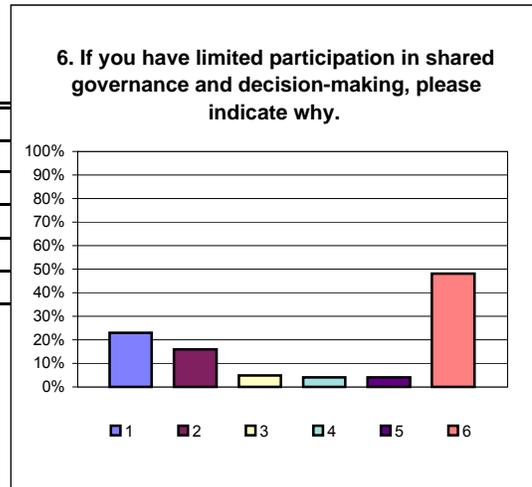
# Faculty Shared Governance and Decision Survey Result, Winter 2011

## 6. If you have limited participation in shared governance and decision-making, please indicate why.

(choose your top two choices)

- 1= Belief that participation will not lead to positive decisions that actually influence the institution
- 2= Lack of understanding of how shared governance and decision-making works
- 3= Never been asked to participate
- 4= No interest in participating
- 5= Supervisor discourages participation
- 6= Too busy

Response	N	%
1	29	23%
2	21	16%
3	7	5%
4	5	4%
5	5	4%
6	61	48%
<b>Total</b>	<b>128</b>	<b>100%</b>



# Faculty Shared Governance and Decision Survey Result, Winter 2011

## Other

### Comments

Adjunct faculty are not allowed to participate on many committees

Article 19

As a student services faculty member, I feel there are few of us who are asked more often than others to be a voice on various committees but it is very difficult. I can't be a great coordinator, service provider, classroom transformer and representative for faculty on hiring, tenure review and an active task force committee member. Its too much!!!! We seriously need to groom/grew some new faculty to share the responsibilities. I feel we don't do often mentoring of our own to encourage them to get involved.

Counseling Dept. dominated by a few individuals who try to silence the more independent voices .

Decisions were made administrators who influenced certain faculty to vote their way.

Do not want to take time away from struggling students unless I can help more students by participating

Fairly new on-campus

Honestly, my teaching takes an ENORMOUS amount of my waking hours

I AM ACTIVE IN CURRICULUM AND IN ACTIVITIES WITHIN MY DIVISION

I am dept chair- thats enough

I am in class during the meetings

I am part time faculty member

I consider myself pretty involved, actually, but would guess that these are the top reasons for others who aren't involved.

I would say "work situation"/supervisor discourage participation due to lack of adequate staffing

I'm a teacher not a decision maker

Many of the processes faculty are asked to participate in are a deadly waste of energy; those that are not are difficult to affect and real or different ideas are quickly shunted aside.

Mostly just too busy with other responsibilities

My simple rule is if it doesn't help students, I don't want to do it.

Not tenure

Off campus

Part time faculty

Part time instructor

Part-time faculty

Release time to work on governance activities is hard to come by

Schedule

Schedule did not match events

Senate and other committees are dominated by single-issue ideologues. It's painful to sit through these sessions.

Some individuals are stuck in their own box of thinking and are not open to hear others ideas for change

# Faculty Shared Governance and Decision Survey Result, Winter 2011

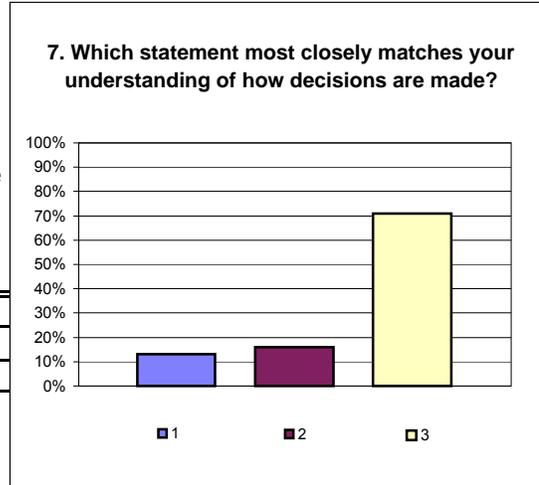
**7. In any large bureaucratic organization, both unofficial grassroots decisionmaking exists alongside formalized governance structures. Which statement most closely matches your understanding of how decisions are made?**

1= Formal Processes - real decisions that concretely affect the direction of the institution occur mainly within the confines of formal structures

2= Informal Processes - what happens outside of committees and other formal groups is more important than what happens inside them

3= Mixture of Formal and Informal Processes - informal processes are important in informing the work of stakeholders who participate in formal structures

Response	N	%
1	16	13%
2	20	16%
3	90	71%
<b>Total</b>	<b>126</b>	<b>100%</b>



# Faculty Shared Governance and Decision Survey Result, Winter 2011

Please explain your response in the space provided.

## Comments

"Grassroots" is not the proper adjective, as it implies a level of democracy that is absent.

Again, I was "turned off" by the influence of administrators on the committees to get their way.

All "politics" take place in both a formal and informal setting.

Although decisions are made formally, many important decisions are made in back-room negotiations. The cliché, "It's not what you know, but who you know" holds true at De Anza.

Back room decisions by management. meetings with us are window dressing. They do what they want

Because there are so many who are 'watching' the decisions and have their contracts in hand to allow or disallow them

Closer to formal, but some administrators don't consider or get input from their faculty or staff

DA seems to balance the informal grassroots process nicely with the formal processes, and they should be balanced. Without one, the other fails to function effectively. When there is too strong an emphasis on formal bureaucratic structures, creativity is stifled and innovation stagnates. When the grassroots unofficial roles are paramount, diverse voices are limited and faculty lose faith in their institution as confidence is eroded in the "sham" structures.

Decisions are made behind the scenes and faculty are unaware

Decisions are made with the input of committees

Each individual has a voice in the decisions at DeAnza...which is why, at times, it takes so long

Formal decisions are based/influenced by informal personal relationships.

I actually am guessing based on very limited experience

I believe many decisions are made in formal ways. However, I understand that what is proposed as a decision is frequently initiated by an individual or a group with particular desired outcomes. This is true of shared governance at all levels of our democracy. I agree strongly with the statement above that "informal processes are important in informing the work of stakeholders"... I must also note that I have not been incredibly impressed with the proposed link between program reviews/strategic initiatives and budget... In my perception, budget decisions may be informed by the conversation generated in the program review and strategic planning conversations - but in the end it is the numbers that talk...

I do believe that relationships formed during informal processes help decisions made in the formal process

I do believe that what you hear from people at informal meetings is taken seriously.

I don't believe informal processes have any real power to influence decision-making. Advisories are just that - they can advise but do not have the decision making power.

I don't feel that many of the processes are set for faculty to know and finding the correct answers is daunting...networking and using your contacts seems to be the most beneficial.

I don't know how informal processes really affect direction.

I served briefly on IPBT and quickly saw that all decisions had been wired by the co-chairs, against reason, against fairness. Similarly as faculty rep. to the Donna Jones-Dulin led building committee. She managed to waste hours talking about awnings while the classroom teaching situation crumbled.

I think many parts of the decision-making process are done informally through negotiation between the involved parties, especially something very important.

I think that most organizations work this way.

Informal processes play a role in the final decisions made in formal settings

Informally people get together and talk about issues and concerns and then come up with plans or ideas on how to resolve "x" This then is taken through our shared governance committees and on up to college council

Input from faculty and staff is an important factor in decision making on the campus

It varies, but most of the time I've been here, all money decisions have been made outside formal structure.

Lack of transparency on this campus

Luckily we have more power with grassroots initiatives than large corporations

Many decisions are made after a martini.

Mix is a better balance when it works and is not corrupted

Most work is done by departments.

Often decisions are made, and then actions are taken to make it appear as if there was a collective process.

Personalities usurp process; cronyism and subterfuge becomes the standard.

# Faculty Shared Governance and Decision Survey Result, Winter 2011

Politics are always involved.

Senior staff frame issues and present them as "sharing"

Sometimes it's hard to see the connection between the formal and the informal processes.

The formal processes really just rubber stamp what has already been decided

The informal process establishes relationships that make the formal process work.

The statement is self-explanatory

Think question is wrong...

This is what I have observed when I reflect on the many decisions I have seen take form.

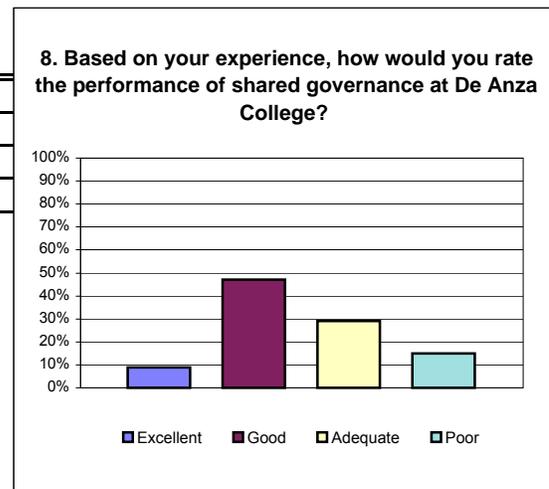
Though some faculty work hard and provide leadership, there are others who abuse the system and act without ethics.

We do not have collaborative leaders

With different/new decisions I hope each issue takes into account such factors as time urgency, respect for others ... Wouldn't this take some flexibility.

## 8. Based on your experience, how would you rate the performance of shared governance at De Anza College?

Response	N	%
Excellent	11	9%
Good	59	47%
Adequate	36	29%
Poor	18	15%
<b>Total</b>	<b>124</b>	<b>100%</b>



# Faculty Shared Governance and Decision Survey Result, Winter 2011

Please explain your response in the space provided.

## Comments

"Adequate" is not quite adequate; I think a more precise phrase may be "reactive rather than proactive." There are official channels/fora/bodies for faculty to be involved in governance, but senior administration too often gives these bodies too little time to consider proposals/new information before decisions are made, or sometimes even after the fact. The agendas of decision-making bodies seem overly determined by top-down mandate. For instance, in AS, it seems like most of the agenda items are determined by state-level mandates and Pres. Murphy's pet projects/priorities rather than by the senate itself.

Admin overrides faculty voice without full explanation of why

Administrators don't understand instruction/faculty

Depends on leadership, averages out to good

Depends on manager of project

Depends on who has time to get involved.

Every institution has competing values/power struggles, but at De Anza I see, at least in writing, a strong commitment to the health of the institution and a genuine interest in students

Faculty does have power, but the ultimate power always lies with the administration. Both sides need each other to succeed.

Focus on minor issues; Little focus on key issues.

For our division institutions like academic senate have been a hinderance to our division. I have to personally fight with them for personal and political decisions made about tenure and hiring committees.

From my limited observations, I believe it is between Adequate and Good. To improve we must simple expand the number of faculty and staff who understand the structure by actively participating in the structure.

Good interpersonal collaboration.. not as much transparency as there could be

Have been regarded as knowledgeable and asked to serve

Having an effective meeting facilitator (Anderson is good) keeps the talks productive. I wish more of the meetings (Wellness) were run effectively.

I am impressed with most decisions

I am still learning

I appreciate the lip service given to shared governance... I am not being facetious... I believe the institution is truly committed to shared governance. However, I do feel that some decisions do not follow the shared governance process AND saying that they do undermines the institutions faith in the process...

I believe the shared governance at De Anza works quite well compared to the other institution I taught at. However, I also feel there is room for improvement.

I do not have enough information

I honestly don't know too much about how shared governance works at De Anza to have an opinion.

I see that people generally get along and are respectful of each other. I have yet to see a real divisiveness between administration, faculty, and campus groups.

I think overall governance works well on campus, although there could be greater awareness of governance groups and decision-making processes on campus. I think we could do a better job of encouraging broader and deeper participation of faculty, staff, and students in governance. Moreover, we need to be more systematic in reflecting on governance so that we are in a position to improve and achieve even more effective performance outcomes. We need to establish a regular practice of assessing and enhancing governance. This could encourage transparency, awareness, and involvement, and it will most certainly strengthen our position when it comes to accreditation.

I think that although there is from faculty final decisions are done by few according to their own beliefs.

In my experience, decisions are made prior to any actual faculty involvement and shared governance operates primarily to provide perfunctory legitimation of those decisions

In some venues adjunct faculty opinions have not always been sought, but at least in meetings I have attended recently, they are.

In the end we are all advisory to the president, I get that. I also understand that there are other campuses where the administration and Academic senate do not work together as well as they do here. I feel like at least I have an opportunity to have my voice heard.

It appears that decisions made "ask" little from informals sources.

# Faculty Shared Governance and Decision Survey Result, Winter 2011

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It was not good several years ago

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It's messy and misunderstood at times, but decisions get made and the college continues to operate. There is room for improvement especially in times of crisis.

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Lack of interest & experience.

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lack of widespread involvement is the main obstacle

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Let me begin by saying how much I appreciate our senate leaders. You people are underpaid and undervalued! That said, we have a declining shared governance process due to political and economic constraints. Instead of a collegial community of scholars, we appear to exist in a perpetual state of conflict between competing interests and resources. The further from the source (educating our students), the more ineffectual. Our division faculty leaders (division council members) and department faculty tend to be more consensual in decision-making--however divisions and programs appear to compete for resources rather than look to the greater good of the community. Certainly political and economic factors at the state and federal levels are sadly affecting what is within our scope of influence (transfer model legislation, budget cuts, etc.).

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More like Good , but decisions need to involve more faculty and staff, need better communication.

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More Transparency needed in Areas

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Most decisions made outside "shared gov"

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No clear cut procedure spelling out how shared governance takes place on campus. No clear-cut record of past practice or deliberations of concerns regarding process.

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Often times, it seems more of a top down process rather than truly shared

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Overall the work done under shared governance at DA is excellent, but full participation by all faculty members, of course, is not present. It would help to have wider participation, however I realize that is not realistic.

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Perennial problems with burnout of the small number of over-extended faculty members shouldering additional burdens

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President listens to those who share his agenda

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Presidents of the college come and go with their pet projects. \$ is found to shore up what they want to do and there is no real embracing of diversity at De Anza. The largest numbers of people in positions of "authority" dictate the diversity of voice. Meaning there isn't a diverse voice.

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Senate is weak and easily misled. Other bodies make important decisions out of public sight and accountability. Administrative "leadership" is weak also.

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Shared governance does not work when you have no power

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Some things get done; much does not

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Sometimes it is deliberated too long - with same opinion voiced again and again. We got it the first time!

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Sometimes the process is slow and this becomes an issue when there are deadlines and urgency in requiring action/decisions

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Thankfully we have a great number of effective individuals who care about what they do.

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The Curriculum Committee did not allow me to speak on an important issue and instead decided on an administrator's (Dean and VP of Instruction) input

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There are some good people but way too many in administration who are incompetent and under-motivated.

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There seems to be a big divide between faculty and senior administrators

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Too many "rubber stamp" decisions

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Varies significantly depending on leadership.

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Very committed/involved individuals in charge.

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Very little information from the numerous committees and groups is disseminated throughout the campus

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Voices are controlled by a few top administrators and faculty or diverse voices are usually ignored.

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We go in circles over the same issues for years, but sometimes we have been able to act decisively for the good.

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We had no say or knowledge of the top management slush/retirement fund

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We have strong senate leadership this year. That said, we have a declining shared governance process due to political and economic factors at the state and federal levels that sadly affect what is within our local oversight and scope of influence (program development, transfer model legislation, budget allocations, etc.). Divisions and programs compete for resources and the state and federal governments operate in a crippling state of turmoil and panic. We unfortunately find ourselves caught up in the turmoil.

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would like the deans/ president to hear more from faculty

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# Faculty Shared Governance and Decision Survey Result, Winter 2011

## 9. Do you have any suggestions on how to encourage faculty engagement in shared governance and college decision-making?

### Suggestions

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A lower work load would help, but I don't have any hope of that

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align calendar with timelines

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Align calendar with timelines, better feedback from senators to constituents, more mandatory college-wide meetings on issues, give faculty more of a stake in the decision making, commitment by president to support shared gov with a position or job duty as in SLO's

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Assurance that concerns are heard & will make a difference

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Better communication, emails

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Bribery. Sheer bribery. And maybe some cajoling.

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By truly demonstrating that faculty's opinion counts.

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Come to decisions in a more timely manor so that faculty can see that their input made a difference.

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Compensation. At one time, we banked committee work credit toward release time. Now we are expected to work many hours per week beyond contract for free. The people who are most involved let their teaching slide.

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Consultation and surveys before big decision and not after. Also do not rely on Deans to spread the word or assume that they understand the faculty pulse or the ground realities.

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Continue to represent faculty interests first.

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Continue trying to be fair and inclusive and keep communicating openly like you do.

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Demote all administrators to part time and have them teach the rest

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Devote more time in AS to collecting/discussing senators' concerns (ask them to attend their division council, for instance, and ask their divisions to contribute ideas for what AS should work on.

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Dissemination of relevant and timely information; inclusion.

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Donate some free time.

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Efforts to engage, much like our current faculty president is doing. first time to see such leadership in a long time.

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Emphasis on participation as an expected responsibility. Appeal to faculty's sense of professionalism. More information and transparency on how SG works and how to get involved.

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encourage dialogue not email

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Encourage shared governance when it will directly determine the outcome in an incredibly visible way - and make sure participants can clearly see the connection between their participation and the outcome. Until this happens, faculty will be reluctant and suspicious... Keep in mind that faculty participation will frequently be driven by their own special interests and not the interests of the college as a whole. When this is the case, this needs to be explicitly acknowledged - and it is therefore important not to use one of these situations as your "model" for demonstrating shared governance...

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Encouragement from faculty and stipends for those who participate.

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Faculty are overburdened; teaching assistants (if funding existed!) would help free some time. Also, hiring more full time faculty. There are many departments in my division staffed only by part time instructors.

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Faculty need to feel valued and supported

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Give an indication of potential outcomes from participation - then follow through with these outcomes!

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Have a college hour when full-time faculty would not be scheduled and use that time for all meetings: department, division, college. Otherwise, most meetings take place when we are teaching.

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Have more faculty who will stand up for what they believe instead of cowering to their administrator's wishes.

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Hire decent administrators.

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I am a citizen of De Anza College. Whether we are in lush times or poor, we all need to participate, but I doubt that you will get us all to do so. I have encouraged adjunct faculty participation but don't know how to make it happen. (Thinking back decades ago to when people needed an official to register them to vote, friends in college complained about everything, but many did not vote. I became a Deputy Registrar of Voters to be able to say "put up or shut up," and whip out a voter registration form when they expressed strong opinions but admitted they were not registered.)

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# Faculty Shared Governance and Decision Survey Result, Winter 2011

I believe more faculty would get involved if they were made aware of specific (tough) decisions that were made by the administration because of faculty input. I believe many faculty members are of the opinion that they have very little influence, and unless they feel their participation is warranted, they will be unwilling to devote the additional time and energy to the process.

I heard that one campus actually has it written into their contract that each faculty member will give X number of hours of service to the campus/district! I was stunned ... on the other hand...why not? We also used to give a stipend for those who did a lot of committee work...yes I know there's no money...just saying

I think we need to strengthen the feelings of community and solidarity among the faculty. One way to do this is to encourage open, frank discussions about governance and participation. Another is to promote social occasions deliberately aimed at building relationships and connections among faculty around governance and our work at De Anza. We could also use a physical meeting place on campus where we can interact on a social basis. There are too few "meeting places" on campus where faculty can interact with each other. An idea might be a restaurant/cafe/gathering spot.

I think we should have a professional development workshop and/or opening day activity. I have many faculty (often newly tenured or part-time) who ask me how they could get more involved. I spend time with them trying to find a good "fit" for where they can serve.

Improve the communications on the campus

increased PGA and PAA is a good option

Informational "training" to explain "system" and process.

It is hard, but we need multiple meetings to help part-time faculty to participate

It must actually mean something.

It's more a lack of time than anything - maybe lessen course load to increase shared governance responsibilities

Keep asking

Keep the organizational flow charts up to date

Keeping the dialogue open and accessible has helped in resolving many complex issues on campus

Make it worth their time. In other words, implement the changes voiced!

Maybe administration should place some \$ at the disposal of faculty to launch worthwhile programs instead of mandating and dictating the programs embraced.

Maybe see how one or some can really effect decision making

Meetings need to be more productive - no one likes to attend meetings that go on and on with little to show.

More info on how shared governance works

New hires need to understand early what involvedmet is and way to do it.

Not sure but I'm open to learning more

Of first importance is direct responsiveness to faculty concern and issues at all levels, not just at the institutional level. Faculty who believe that their voices are not heard in their divisions or by entities such as academic senate will no be encouraged to participate.

Pay people to participate

Paying part timers more than a stipend to be involved

Reduce our teaching load! Good teachers spend so much time teaching, who has time for other stuff?

Remove all the administrators except one

Schedule meetings on Friday afternoons when all faculty can participate.

Senate doing very well

Show that it works

SLOAC and program review, if genuinely embraced, focus on higher ideals of learning and may bring colleagues together in dialogue within and across disciplines. We must be mindful not to use these gains for divisive decision-making. Our all-college convocation has potential for advancing self-reflexivity and interdisciplinary dialogue. This is progress. In my view, shared governance will only work when our individualistic ideologies that focus success and failure as self-determined transform to a conception of collective experiences and actions.

Staff development ways to change outlook and attitude about governance

Switch senate meeting times to mornings on alternate years to encourage faculty that teach afternoons. Also senate leadership could develop better relationship with faculty by visiting during

Teach / explain about it

The work fo the governance committee is super important

## Faculty Shared Governance and Decision Survey Result, Winter 2011

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There will always be those who find this interesting and want to be a part of the process, and those who couldn't care less. Not sure how you could make people get into it unless you give something in return (sad, I know, but it is the truth). PAA or PGA

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Too often it is the same folks who participate in governance activities, there needs to be more rotation

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Yes. It would help if EVERY governance structure meeting time included time for interpersonal interaction among the participants in small groups, so that they would be inherently interesting and satisfying (that way more people would be drawn to participate. Also, having opportunities for cross-role-group dialogue/interaction would make it more engaging and satisfying with more possibility for shared understanding.

# Faculty Shared Governance and Decision Survey Result, Winter 2011

## 10. Do you have any suggestions on ways to improve shared governance processes at De Anza?

### Suggestions

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At the beginning of each quarter--send out a mass e-mail listing the governacne committees along with the weekly times and dates they meet to all faculty -both full time and part time.Make it clear to all faculty that they can attend any meeting (these are not closed sessions) in order to voice suggestions/concerns. If you want transparency -more faculty and staff need to view what goes on in these committees.

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Counseling Dept. in particular need to value the independent voices and be more open to different perspectives.

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Deans need to get feedback from and listen to faculty and staff more.

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Do we all know where we can find online results of surveys, results of meetings?

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Document in writing what each group does and how it links with the other groups.

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Don't treat members of shared governance bodies/committees like they're just rubber stamps. Have administrators participate in actual discussions, not just come to silently observe or make an announcement and leave. Rowena's participation in AS is a good model.

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Enforce and support current model

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Establish agreed procedures and then make them as transparent as possible. Sworn oath from management not to circumvent the agreed process.

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Establish clear-cut procedures and protocols. Spell out succinctly when and where "we" have a voice in shared governance. FA generally speaks to "us," usually after the fact, instead of with "us". More forums where faculty can get together as a body (no administrators) to freely discuss issues or topics that concern faculty. Stop participating in the CYA (cover your ass) process! Strengthen means of communication with and among faculty. Slow things down and think about the long term effects as well as the immediate concerns.

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Faculty need to feel valued and supported

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Follow accreditation standards that require frequent ongoing evaluation of governance, incorporate administration decisions into the open Web site so staff can judge for themselves how effective those decisions actually are, publish the budget on the Web, develop a gov handbook and establish an ongoing process for gov evaluation, have a VP be responsible for this,

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From my perspective, it looks like it's done in a very productive way.

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Get new administrators who do not feel the need to keep faculty under control.

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Go to faculty office hours and recruit face-to-face.

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Greater rotation and perhaps term limits

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I recommend that shared governance training is mandatory for new hires so that one may quickly reach an understanding of the processes on campus. This would allow an otherwise capable person to effectively participate.

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keep working on transparency...be clear about the type of leadership that is being used at any given moment...I know that sounds elementary but I think some need to understand tht there are different leadership styles and skills being empolyed at any given moment in any given meeting.

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Large organizations make it difficult, just keep trying.

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Less bureaucratic word-smithing, t-crossing and i-dotting; more meaningful conversations

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Less paperwork, more engaged discussion

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Make every full-time faculty member have to serve in a leadership position at some point. They'll appreciate the challenges and learn a lot more about how the school runs by doing so.

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Make sure that faculty counts

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Maybe a flow chart that is easy to read containing the different processes

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Maybe have a regular column in La Voz

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More engagement, more transparency

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More opportunities to talk & share

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Rotation of leadership for all positions, Dominance and gossip have damaged the integrity of academic senate.

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## Faculty Shared Governance and Decision Survey Result, Winter 2011

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The curriculum committee is extremely bureaucratic/autocratic. Decisions are not at all transparent and the basis for such decisions is even less so. Simply putting decisions into the minutes (which are impossible to follow/read) is not adequate. There should be a more formal way of getting back to faculty about decisions made regarding proposals, requests, etc. How about a mechanism of WRITTEN notification. If WE are required to put everything in writing, why are they not required to do the same thing back to us?

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The first step is to better understand how governance works on campus, how decisions are made. Once this is clarified we will be in a position to assess and evaluate how well our governance groups and decision-making processes are working. I also think increased understanding and wider participation, along with consistent efforts to maintain openness and transparency, will improve governance. We need to demonstrate our commitment to democracy by practicing it in our governance bodies and decision-making processes. We owe it to our students to model democratic behavior and civic engagement.

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This will require a cultural transformation across the institution. How to do that is the \$64,000 question.

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Too often the same faculty and staff are on the numerous committees. We need to encourage committees to make the selection of members from a larger pool.

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Transparency, consistency and commitment to true diversity and competence.

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Use it effectively and transparently or you will not use it effectively or efficiently...

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We have incredible people resources in our organization. We need strong leadership at division and department levels to bring us together to make these resources work for us at all levels of the college.

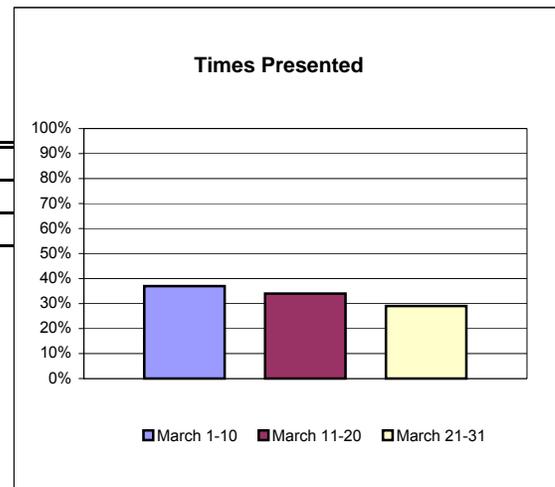
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Well organized meeting and structure - like Pres Anderson does!

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## Faculty Shared Governance and Decision Survey Result by Times Presented, Winter 2011

Response	N	%
March 1-10	15	37%
March 11-20	14	34%
March 21-31	12	29%
<b>Total</b>	<b>41</b>	<b>100%</b>



# Faculty Shared Governance and Decision-Making Survey

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**1. In what division do you work?**

**2. Are you a member of the Academic Senate?**

- Yes  
 No

**3. In which of the following activities have you participated anytime in the past year?** (choose all that apply)

- Academic Senate Executive Committee  
 Accreditation (e.g., self-study standards teams)  
 Departmental Leadership (e.g. chair, coordinator, etc.)  
 Hiring Committee / Tenure Review Committee  
 Shared Governance (e.g. College Council, SSPBT, IPBT)  
 SLO or Curriculum leadership (e.g. liaison, coordinator)  
 Standing Committee (e.g., Multi-Cultural Staff Association, Diversity Advisory Council, Budget Committee)  
 Taskforce (e.g. DARE, Tech Taskforce)

Other

**4. What motivates you to participate?**

(choose your top two choices)

- Desire for professional growth / new challenges  
 Desire to be involved in campus decision-making  
 Encouragement from peers  
 Interest in learning more about governance on campus  
 Interest in seeing that faculty voices are valued  
 Interest in strengthening the college and its mission

Other

**5. How would you rate your knowledge of the role of Academic Senate and faculty leadership in institutional decision-making at De Anza?**

- Excellent
- Good
- Adequate
- Poor

Please explain your response in the space provided.

**6. If you have limited participation in shared governance and decision-making, please indicate why.** (choose your top two choices)

- Belief that participation will not lead to positive decisions that actually influence the institution
- Lack of understanding of how shared governance and decision-making works
- Never been asked to participate
- No interest in participating
- Supervisor discourages participation
- Too busy

Other

**7. In any large bureaucratic organization, both unofficial grassroots decision-making exists alongside formalized governance structures. Which statement most closely matches your understanding of how decisions are made?**

- Formal Processes - real decisions that concretely affect the direction of the institution occur mainly within the confines of formal structures
- Informal Processes - what happens outside of committees and other formal groups is more important than what happens inside them
- Mixture of Formal and Informal Processes - informal processes are important in informing the work of stakeholders who participate in formal structures

Please explain your response in the space provided.

**8. Based on your experience, how would you rate the performance of shared governance at De Anza College?**

- Excellent
- Good
- Adequate
- Poor

Please explain your response in the space provided.

**9. Do you have any suggestions on how to encourage faculty engagement in shared governance and college decision-making?**

**10. Do you have any suggestions on ways to improve shared governance processes at De Anza?**