

Faculty Senate Review Report

10 April 2011

As mandated by the University Handbook, every five years the Faculty Senate must conduct a comprehensive review. In the fall of 2010, Faculty Senate president Dr. Peter Carlson organized and chaired a committee to perform that task that consisted of three senators, Dr. Carlson, Senate Vice President, Dr. Kathleen Brunke, and Senator Dr. William Connell who were joined by three members elected by electronic means from the University faculty representing each of the three colleges, Dr. Stephanie Bardwell, Dr. Edward Weiss, and Dr. Mary Wright. This committee met several times in the fall and early spring semesters of academic year 2010-2011. Deb Moore, Director of University Assessment and Evaluation, assisted with the preparation, distribution, and interpretation of the survey by providing relevant statistical measures for the raw data. The committee expresses its deep thanks for her contribution.

To measure progress effectively and to create comparative data, the committee decided to utilize the work of the previous Faculty Senate review committee chaired by then Faculty Senate President Dr. Tracey Schwarze. To that end, the committee developed a questionnaire based upon the twenty-question survey written for the 2005-2006 review. This questionnaire was presented to all full-time members of the instructional faculty (tenured, probationary, and restricted) in January 2011. With a 74% response rate (n 242) the survey provides an accurate reflection of the concerns of the faculty limited by the scope of the questions. In addition to the questionnaire, the committee, again following the work of President Schwarze, asked a number of free response questions that solicited faculty satisfaction and concerns regarding representation. President Carlson and Senator Connell reviewed the minutes from AY 2005-2006 through AY 2009-2010, to determine outcomes of the resolutions handled by the Senate. All of the raw data gathered are reported in Appendix A. The reported results of the survey, including the free responses are found in Appendix B.

Executive Summary

Survey: Adequacy of Representation

The survey was distributed to all instructional faculty of the University including the tenured of all ranks, the probationary faculty, and the restricted faculty. Of the respondents, 43 (25%) had at some time served on the Senate. The data reflect the changing demographics of the CNU faculty well. In the previous assessment, slightly more than half of the respondents had been at CNU for fewer than five years; in this survey, 59% had been at CNU for more than five years. The bulk of the respondents came from departments smaller than fifteen members (64%) which generally conforms to the proportions of the faculty as it exists. These data are all comparable to the data in the previous survey conducted five years ago. One problem identified by the committee was that the survey was distributed in close temporal proximity to a large number of tenure decisions and second and fourth year reviews. Because of the gravity and finality of some of these decisions, they likely affected the tenor of free-response commentary and may skew the data as to the general effectiveness of the senate as a representative body.

Survey: Communication effectiveness.

The Faculty Senate has several mechanisms to communicate with the faculty at large. Based upon the previous survey recommendations, the Senate has taken steps to improve communication with individual departments by appointing a Faculty Senate liaison. The Senate also maintains a website and publishes regularly the agendas for upcoming meetings and the minutes of its meetings after they have taken place. The president of the Faculty Senate speaks to the convened faculty on at least one occasion each semester at the general faculty meeting at the close of each term. The president also speaks in the fall during getting started week at the general faculty meeting. When functioning well, the Senate communicates to individual faculty members its work and provides a means to hear faculty concerns from individuals and departments. The Senate generally communicates effectively with departments, but as the survey demonstrates, there are areas where it might improve.

In terms of the data relevant to faculty members communicating with senators, the survey reports quite favorable information. The vast majority of the faculty who responded could identify one or more senators. Only 12 (7%) respondents reported that they could not identify a single senator. This is an improvement from 2006 when 17 (11.2%) could not identify a senator. A full 76% of the sample reported that they communicated periodically or regularly with a member of the Faculty Senate. Given the survey data, of the 171 who reported knowing a senator only 36 responded they knew a senator but did not communicate with her or him. All of these data indicate that faculty members have the ability to communicate with the senators directly and use that line of communication regularly or occasionally. Members of the faculty further indicated that they are generally satisfied with or neutral about their ability to communicate with the Senate. Although 73 respondents stated they agreed or strongly agreed that their ability to communicate with the Senate was adequate, 8 strongly disagreed, and 98 either disagreed or were neutral. These responses suggest that the Senate might do more to improve lines of communication with departments and individual faculty members so that concerns reach the Senate.

The Faculty Senate did not fare as well communicating with instructional faculty. The survey data seem to suggest in general that most faculty were satisfied with the way the Senate communicated its activities. Question 4 related that most faculty thought the minutes were written at an “appropriate level of comprehensiveness” and question 5 that the Faculty Senate did well to communicate its activities to faculty. The qualitative information, however, reveals a significant commentary regarding the recent irregularity of minutes and their inaccessibility at times. Recent changes in website update provisions have required the secretary of the Senate to complete a series of training workshops before earning the right to update the Faculty Senate webpage. These restrictions made it impossible to post minutes for much of the current academic year. These data, therefore, presumably would have been even more favorable had the minutes been consistently available this year when the survey was administered. With the faculty reporting that 75% read or skim the minutes at least occasionally, the Senate needs to develop procedures to ensure prompt dissemination of minutes and agendas.

Because of the way the report gathered data this year, comparisons based upon department size cannot be done. The data are not broken down by department size. Further problems for comparison exist as well. Since the previous assessment, the University structure has changed and with it the general groupings of departments and thus their representation on the Senate. The three-college model should even out general representation of colleges, but may still make smaller departments underrepresented.

Survey: Adequacy of Representation

Representation issues appear in the questionnaire in items 9-17. The data indicate mild support for most representation issues. Only 75 (42.6%) of the 176 responses to the query “my own views are adequately represented by the Faculty Senate” agreed or strongly agreed. Although only 34 disagreed (19%), twice that many were neutral (38%). These data seem to indicate that most respondents did not find their views represented on the Senate. The last survey in 2006 found a similar result (40.1% agreed, and 47.7% were neutral then). It seems the Senate initiatives designed to resolve the representation issue have driven some of those who were once neutral into the disagree category. The data also might be influenced by the change in governance structure discussed in the next section, with the result being the unintended consequence that faculty seem to feel less represented.

Far more faculty members were satisfied that the interests of their department were well represented by the Faculty Senate. Fewer neutral and negative responses were recorded, and 95 (53.6%) agreed that their department was well represented. This number is essentially the same as the percentage from five years ago (53.7%). In other words, the new governance structure and measures adopted by the Senate have done little to alter the perception of the faculty that individual members and/or their departments are well represented. Although the numbers are generally favorable, they may indicate that a minority of the University faculty (likely those in smaller departments) is not adequately represented and the measures adopted in the last review did not solve this problem.

Survey: Governance Structure

The University academic structure has changed to a three-college model since the last report. With this change, so too has the structure of the Senate changed. The two-college system in place in 2006 provided for a

Faculty Senate made up of membership from four areas (three senators from business, four from liberal arts, four from science and technology, and four from social sciences) with all elected as “at large” from each division of the University faculty. The three-college model altered that structure to include a more equal representation, providing five members elected from each college. Provisions in the updated constitution prohibit larger departments from seeking excessive representation by limiting each department to a maximum of two senators.

The restructuring efforts undertaken by the Senate and University administration seemed to mitigate problems of representation. In the 2006 report, the Senate survey identified substantial complaint from departments with ten or fewer faculty. Although the opportunity for representation seems to have expanded in the three-college model, some voices of concern emerged in the comments section. The data from the survey, however, indicate that the vast majority of respondents to the survey prefer the current governance structure to any alternative proposed in the survey. With that said, question 16 seems to indicate that in general very few (26, 14.6%) support or strongly support the current governance model. This is contradicted in question 17 where 142 (85.4%) indicated they preferred the current model to the alternatives proposed (shuffling of the departments within colleges or moving to one senator per department). Although the majority preferred the current model, 109 supported the “one senator per department” option listed on the survey. It seems that there is some dissatisfaction with the current structure, but that the current is better than those particular alternatives.

Faculty members responding “Other, please describe” proposed dramatic expansions of the Senate including variants on proportional representation, efforts (not described) to ensure that each department has some representation, and adding a restricted or contingent faculty representative. One comment suggested that adding senators might compromise the effectiveness of the Senate by adding too many voices. One comment advocated the abolition of the Senate, but offered no insight as to the rationale.

Review of Senate Actions

As occurred in the review five years ago, determining the Senate resolutions over time and their status of implementation was difficult to accomplish. The resolutions made by the Senate are generally reported together in an annual summary, which greatly facilitated the process, but the challenge emerged in determining the status of initiatives in progress and the implementation of resolutions once passed by the Senate. In this report, there is a list of all Senate resolutions passed and their subsequent status, see Appendix D. Below are the most meaningful accomplishments as stated by members of the faculty paired with responses in the qualitative part of the survey.

Faculty appreciated broadly the efforts of the Senate and administration to transition to the 3/4 teaching load, the changes to the University EVAL-4, the increase in the number of sabbaticals and other faculty development support (e.g. Faculty Development Grants), and the recent increase in remuneration for summer teaching. In addition, the faculty reported it appreciated the Senate for its support of the Social Work program when reorganization threatened its continuance. The changes in representation by allowing non-tenured faculty to serve on the Senate were also mentioned. The survey respondents also noted the positive changes the Senate has had on updating the Faculty Handbook including changes in the post-tenure review system and in re-weighting teaching, research, and service requirements of faculty. It should be noted that the summer teaching remuneration, re-weighting for AR, and the post-tenure review modifications were recent initiatives not advanced during the five-year period under review.

The comments section also identified areas where the Faculty Senate might improve in its representation of the faculty and its position relative to the administration of the University. Many comments identified improved distribution and availability of minutes and agendas. Faculty expressed that the Senate should increase its ability to articulate a meaningful and authoritative voice as part of the governance structure of the University. Faculty also commented on less weighty issues, such as the development of child care options on campus, the elimination of the Wednesday University Reading Day, and improved access to University classes for family of faculty in the form of tuition remission or reduction for the children of faculty. Some called for increased oversight of the administration guided by the Senate in the form of performance evaluations of University officials. The comments also identified the need to develop more resources to evaluate teaching developmentally, particularly addressing some faculty

concern that IDEA surveys are overemphasized. The faculty also seemed concerned over the limitations on hiring imposed by lists of top-tier universities and wanted more control over hiring inside departments.

A number of responses to the general and open comments section noted with concern the exclusively advisory role of the Senate, suggesting that the Senate might serve faculty better were it to have a more active role in University governance. These voices exist and the commentary is spoken with passion; all resonate with the perception that the Senate is sometimes ignored or sidestepped on important University initiatives. The Senate might do a better job of communicating its duties to the faculty in general and also promoting its core mission to advocate for and give voice to the faculty of the University. However, the Senate must also communicate more effectively when the administration moves toward the Senate in compromise and negotiates over issues of importance for the University as a whole. To that end the Senate should do more to communicate the nature of its open dialogue with the administration, which although at times contentious, in the end is built on the value and virtues of communication and shared governance.

List of Recommendations

- Assess and respond to faculty concerns over communication and dissemination of minutes.
- Revisit the department liaison initiative to look for more effective ways to receive communication from departments not represented directly on the Senate.
- Assess the current number of senators to determine if more representatives would enhance the effectiveness of the Senate.
- Improve communication and transparency in decision making between the administration and the faculty.
- Continue to work on expanding lifestyle enhancements such as child care and tuition remission for faculty children.
- Continue to identify ways to keep detailed records of outcomes of Senate actions.
- Work toward developing additional measures to evaluate teaching and to promote the enhancement and development of classroom skills.

Appendix A – Summary of Data from the Instructional Faculty Survey




Appendix B – Respondents Suggestions and Comments

Appendix C - Means and Standard Deviations for Responses to Individual Questions by Faculty Groups

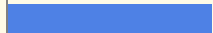



Appendix D – Overview of Senate Actions and their Outcomes 2006-2010

Appendix A: Summary of Data from the Instructional Faculty Survey

1. Do you know who your Faculty Senators are? (who represents your department?)



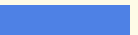

#	Answer		Response	%
1	I can identify more than one Senator.		115	62%
2	I can identify at least one Senator.		58	31%
3	I have no idea who the Faculty Senators are.		12	6%
	Total		185	100%

2. Do you (individually) communicate with at least one senator?

#	Answer		Response	%
1	I know at least one Senator and communicate with her/him regularly.		79	43%
2	I know at least one Senator and communicate with her/him periodically.		61	33%
3	I can identify at least one Faculty Senator, but I do not have occasion to communicate with her/him.		19	10%
4	I do not communicate with Faculty Senators.		26	14%
	Total		185	100%

Appendix A: Summary of Data from the Instructional Faculty Survey

3. How frequently do you read the minutes of Faculty Senate meetings?

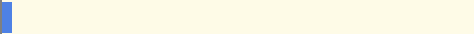

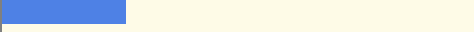

#	Answer		Response	%
1	I read all of the minutes.		34	18%
2	I read minutes occasionally.		55	30%
3	I skim minutes occasionally.		51	28%
4	I do not read the minutes.		45	24%
	Total		185	100%

4. For the three items below, please use the available scale to give your opinion.

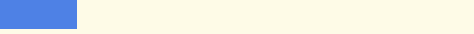

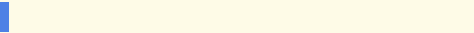

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	4. The Faculty Senate minutes are written at the appropriate level of comprehensiveness and detail.	0	3	56	79	41	179
2	5. The communication from the Faculty Senate to the Instructional Faculty is adequate.	9	21	45	76	30	181
3	6. The communication from the Instructional Faculty to the Faculty Senate is adequate.	8	30	69	59	15	181

Appendix A: Summary of Data from the Instructional Faculty Survey

5. How frequently do you access the Faculty Senate webpage?

#	Answer		Response	%
1	I access the webpage frequently.		4	2%
2	I access the webpage occasionally.		82	45%
3	I never access the webpage.		48	26%
4	I was not aware that there is a Faculty Senate webpage.		49	27%
	Total		183	100%

6. How do you prefer the minutes of Faculty Senate meetings be distributed?

#	Answer		Response	%
1	Faculty Senate webpage		31	17%
2	Electronic format		126	68%
3	Paper format		5	3%
4	No preference		22	12%
	Total		184	100%

Appendix A: Summary of Data from the Instructional Faculty Survey

7. For the eight items below, please use the available scale to give your opinion.





#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My own views are adequately represented by the Faculty Senate.	10	24	67	57	19	177
2	My department's views are adequately represented by the Faculty Senate.	4	19	59	70	26	178
3	The views of the Instructional Faculty are adequately represented to the administration by the Faculty Senate.	8	18	57	79	16	178
4	The online procedures by which we elect Faculty Senators are adequate.	1	12	36	99	31	179
5	Non-tenured faculty should be allowed to serve on the Faculty Senate (currently, non-tenured faculty can serve on the Senate and no more than 1 Senator per area can be non-tenured).	22	18	32	73	35	180
6	I am satisfied with the current governance structure. (i.e., 5 Senators elected from College of Arts and Humanities, College of Natural and Behavioral Sciences, and College of Social Sciences)	5	18	39	86	30	178
7	The current governance structure provides adequate representation for my department.	7	19	38	86	28	178
8	I would prefer a different governance structure.	26	70	55	21	6	178

Appendix A: Summary of Data from the Instructional Faculty Survey





8. Several options for Faculty Governance Structures are described below. Please rank them in the order of your preference.

#	Question	1st/best	2nd	3rd	4th/last	Responses
1	a. The current model (5 Senators elected from College of Arts and Humanities, College of Natural and Behavioral Sciences, and College of Social Sciences)	101	42	20	3	166
2	b. A model like the current one, with different groupings of departments (please describe)	9	46	51	14	120
3	c. One Senator per department	57	52	27	14	150
4	d. Other (please describe)	6	3	11	66	86

9. What is the size of your department?


#	Answer		Response	%
1	1 to 5		0	0%
2	6 to 10		28	17%
3	11 to 15		80	47%
4	16 to 20		26	15%
5	More than 20		35	21%
	Total		169	100%

10. How long have you been at CNU?

#	Answer		Response	%
1	0 to 2 years		30	18%
2	3 to 5 years		39	23%
3	6 to 8 years		40	23%
4	More than 8 years		62	36%
	Total		171	100%

Appendix A: Summary of Data from the Instructional Faculty Survey

11. Have you ever been a Faculty Senator?

#	Answer		Response	%
1	Yes		43	25%
2	No		128	75%
	Total		171	100%

Appendix B: Respondents' Suggestions and Comments

Concerning Faculty Governance Structure - keeping a model like the current one, with different groupings of departments (please describe):

- fine arts including music, art and theatre, chemistry, biology, physics, History including anthropology, etc
- something that ensures that largest depts don't always dominate with 2 members
- Number of senators proportional to number of faculty (full-time, visiting and adjuncts used to determine size of the department)
- Possibly grouping departments together by proximity. Currently, my department's faculty senator works in a building across campus and does not have occasion to communicate with our department except when invited to departmental faculty meetings.
- Two from each School
- % from small depts, % from med depts, % from large depts.
- sub sections and geographic consideration
- small college, at least one per department or if college departments have different foci/different needs
- proportional representation for each college

Other (please describe)

- Each dept. gets at least one senator, but number of senators per dept. depends on how many faculty are in the dept. So depts. with more faculty may have more than 1 Senator.
- Every department should have some form of representation at the faculty senate, but not necessarily every representative need have voting rights.
- would like to see restricted faculty have some representation on senate. The issues pertaining to restricted faculty are routinely ignored. I believe there should be a restricted faculty member elected to the senate and this position could rotate across the colleges This would simply be in addition to the current representation
- no "other" just really don't like option c (one per department)... too many cooks
- we need to fix English's over representation in the senate...smaller departments don't get people elected because, even when voting in blocks, they can't out weight large departmental voting...that's the real issue, small departments being underrepresented. I have no solution.sorry
- Representational--Based on the size of college and department
- no senate

Text Response to: Please list significant accomplishments of the Faculty Senate during the last 5 years

- They made that idiotic final exam schedule.
- I don't know
- - the abolition of scheduled post-tenure reviews - the establishment of a faculty memorial
- Hard to find out
- I would have said helping to clarify the tenure and annual review process, but the administration has willfully undermined that process in the last cycle.
- I think our ability to govern has so been undermined that I see more deficits than accomplishments--sorry. The Faculty Senate has saved some programs from the administrative axe. But this is a finger in the dike, not real "accomplishments."
- I am unaware of the accomplishments of the faculty senate. The large number of issues that have existed for a long period of time (ex. improper use of the IDEA survey by the administration, hiring practices), make me wonder if the senate is able to impact major issues.

Appendix B: Respondents' Suggestions and Comments

- I have not been at CNU for 5 years, so I'm not in a very good position to answer this question. But I am pleased that the Senate continues to advocate for the 3/3 teaching load for all faculty, and I believe that this is the most important objective we all face.
- revision of Post Tenure review; pushing for the shift to a 4-3 (and hopefully 3-3) teaching load
- changes to the teaching load of faculty
- The moving back of the due date for final grades.
- 3-4, hopefully 3-3
- The biggest accomplishment is the transition to a lower teaching load....that alone is enough.
- 3-3 and 4-3 load
- 4/3 teaching load, moving toward electronic Eval 6
- 4 -3 load
- Use of the AR for Post-Tenure Review Handbook weighting revisions shifted the weightings of Teaching, Research and Service from 50-25-25 to 50-30-20. EVAL6 revision Faculty Senate Goal: Hiring and Retention
- University EVAL-4 Increased sabbaticals and other faculty developments Course reduction to 4-3
- Getting teaching load toward 4/3 and 3/3 Building a cooperative and productive relationship with the administration
- Summer stipend increase for faculty teaching. Eval4 standards and time line for evaluation developed and revised. Senate input into new buildings. And probably much more, I just can't remember at this moment!
- Pay increases for summer school
- Projects led by Pres. Schwarze
- teaching load reduction; sabbaticals; research funding
- One of the greatest accomplishments was the switch to a 4-3 workload. Another was the current university EVAL-4.
- Representation on non-tenured faculty
- Ongoing updating of handbook policies.
- Helping manage transition to 3/4 load.
- Not familiar enough with accomplishments to say
- 4-3 Teaching Load, Revision of faculty evaluation process, confronting administration about new eval standards regarding grants, developing new faculty awards.
- I wish I were aware of the accomplishments but the minutes don't communicate them.
- The implementation of the 4-3 teaching load was the greatest accomplishment of the faculty senate over the past 5 years.
- Advocated the reduction of 4/4 teaching load to 4/3
- Opening a dialogue for a 3/4 load.
- Increased salary for summer classes
- has put in a good fight with the administration about the beliefs of faculty in regards to tenure-track positions.
- Worked to make sure the Provost and President heard and understood the concerns of the faculty.
- The input on P&T changes was significant - also helping with recommendations when we transitioned to the new Provost. When we moved to the 4-3 the Senate recommendations about staging were very important and I think inclusive of all faculty members to the changes/expectations of the university administration. The grant program has become more inclusive to accept (and fund) proposals from humanities perspectives rather than only science perspectives. Overall, I have been pleased with the Senate's performance.
- Moving faculty to 4-3 teaching load. Handling the budget cuts in collaboration with the administration.

Appendix B: Respondents' Suggestions and Comments

- Moving to the 4/3 load, working with provost to make tenure and promotion more transparent, insuring sabbaticals remain in spite of budget cuts.
- Moving towards 3-4 and 3-3 teaching load.
- 4-3 teaching load was, I think, in the last 5 years.
- This is my second year on the faculty----I am a restricted faculty member who "came out of retirement to teach for a few more years" and have no desire to climb the academic ladder again.---I am not a political animal, and I really do not pay a lot of attention to what the Faculty Senate does.----I have an extremely generic, almost totally unsubstantiated, belief that the Senate is doing a good job. Without any direct proof to support my beliefs, I believe that the Senate represents faculty interests to the best of its ability. I really should not be completing this survey.
- Strong support for sabbaticals Strong support for transition to 3-3
- Increase in summer salaries, positive input into the reforming of pre and post tenure review.
- 4/3 load increased sabbaticals on-line voting
- Their role in facilitating worthy candidates for professional development grants
- New faculty, cannot comment
- Summer salary increase University tenure expectations clarified Getting a vigorous sabbatical program
- The faculty senate has consistently upheld the ideals of faculty involvement in major decisions within the university. It is a valuable voice for faculty.
- Support of travel grants and release time; Semesterly held faculty meetings to approve graduates
- transition to 4-3; faculty mentor program; faculty review order changes; Transition to 3 college system.
- Has developed good communication with the administration. Has advocated for support of scholarship and an adjusted teaching load.
- Implementation of Faculty Course Load Reduction Streamlining of Review Process
- 1. Greater level of communication via electronic mail and website. 2. More involvement at the state level in awareness of Governance and Commonwealth decisions that could alter our paychecks and calendar. 3. Willingness to take on more extensive projects in regard to potential outcomes in changes of curriculum, etc. 4. Implementation of extension of grading period, which is better but still not adequate.
- Reduction of course load
- Important contribution to the restructuring of faculty evaluations.
- Save the Social Work department Protect faculty against budget cuts
- University Eval-4
- Lowering the teaching load. Keeping faculty informed about the views and goals of the administration.
- Reestablished communication with the administration. Improved communication between Senate and Faculty. Worked to reduce the burden of faculty evaluations.
- Reducing faculty teaching loads, working for pay increases for faculty

Text Response to: What changes would you like to see regarding Faculty Senate?

- I would like to see the faculty senate minutes. I think this should be the senate's highest priority. Having a web site should be second, but minutes can be distributed without the web site. They could be temporarily hosted on the secretary's web site.
- I would like to see the administration yield more authority to the faculty senate. In many ways, I feel that they are powerless. They have a voice, but no power to effect real, meaningful change on campus.
- Improved communication -- the last minutes published in the web page are 10 months old (3/19/10)!
- - more diverse representation - more faculty life initiatives
- Better communication between faculty and administrators
- The senate needs to stand up to the administration much more firmly, especially regarding increased class size and the tenure review process.

Appendix B: Respondents' Suggestions and Comments

- I would like on campus childcare to be seriously considered.
- The Faculty, unfortunately, does not have administrative representation as it should--from the Provost. This is an administration run by "stealth" moves. People with admirable records are not given tenure, people are removed from positions with no cause. We have a miserable record with minority faculty. The current climate is destabilizing and frightening--but the worst part is that I don't see a "conspiracy" at the top. What worries me more is that there is no plan--just hubris and narcissism. We need a courageous faculty senate--where is it?
- I believe the Faculty Senate listens to the problems of the faculty and works to address those issues as well as they can. It seems to me that the Faculty Senate lacks the appropriate power to enact change. All of our Full faculty meetings with the Provost feature him stating our issues clearly, then offering "solutions" that are unrelated to the problem. Only the faculty senate can fight this level of hypocrisy without fearing for their jobs/promotion/raises (assuming the last item exists).
- Thank you for your hard work.
- there is no reason for us to approve graduates in december and may. this is a waste of time.
- At this time I see that the faculty senate has little influence in shaping the policies mandated by the administration. The public knowledge that our university has a list of schools that we must hire from is making us look ridiculous to other universities even if they have similar policies that are not publicly known. We have asked the senate to take a stand on this by asking the faculty at large what their views are or at the very least for the senate to provide its own opinion. Nothing has been heard. The senate is not the voice of the professors and its purpose is unclear to me.
- Better communication between individual departments and the senate and personal feedback from the senator to the department members after the causes have been put in front of the Senate.
- Please, wear gowns and wigs at meetings...;)
- 1. I used to read the Senate minutes but changes to the CNU website apparently prevents this. Shouldn't the minutes be offered electronically by e-mail or on a faculty Google site regardless of the status of the website? After all, they were sent electronically before there was a Senate website. 2. The academic calendar needs improvement and only the Senate can present a plan to the Administration. The Reading Day should be on the Monday of exam weeks so faculty and students can use them to prepare for exams rather than on a wasted Wednesday after many students have taken exams. A Monday Reading Day would promote preparation and I would actually meet with students to prepare them for the test. Why are there exams on Saturday (in double-booked rooms that are locked, I might add)? The old calendar that had one week before graduation and one extra week during Winter Break made sense so we can prepare for the spring semester and have Spring Break in spring (rather than in February, as it is this year). Also, meetings now bleed into the week before Getting Started Week, before the spring semester, and during the 2 "dead" weeks before graduation.
- more elected positions
- Represent concerns of restricted/non-tenure track faculty
- More visible and more communication throughout the year. Some type of introductory session or connection with new faculty.
- One senator per college.
- None
- There needs to be more scope for faculty to provide input regarding the performance of staff, such as the business office (in need of serious reform of policies and procedures) to the library (doing great) to the IT department (definite need for more faculty feedback regarding not how to use features (latest gadgets on scholar) towards solving problems (how to use technology to help deal with large classes). Currently, there is no clear mechanism for faculty to provide feedback to CNU staff to provide the latter with information on how to further our educational mission. Can the faculty senate consider this issue?
- Find a better way to get input from departments - a question box perhaps

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- The current interaction with the Provost and President is timid, and does not make the Faculty seem to be major critical factor in decision-making, period.
- Just a change in governance structure as indicated earlier. Each department has its own challenges and desires and it is impossible for faculty from another department to anticipate ALL the needs of other departments, no matter how much they try to do so.
- more communication/defense of tenure and promotion criteria
- Maybe more "general discussion" meetings [like the "blessing" of the graduates]; it seems that the Faculty Senate is working on a fair number of things that many faculty, including myself, are unaware of. I wouldn't say this is a fault of the FS.
- Increased influence on provost and president regarding wages and tenure track positions.
- Representation by dept. Under the current system, with no one from my dept. on the Senate, I have no idea what is going on, and do not feel represented at all. Departments are the natural groupings of faculty and communication would doubtless be better if each dept had at least one senator.
- They're doing a good job.
- None at present
- None - they are doing a great job for us.
- None.
- POST THE MINUTES REGULARLY!! DISSEMINATE THEM TO FACULTY VIA D-LIST. LEAVE IT UP TO US TO DECIDE IF WE WANT TO READ THEM OR NOT, BUT DO SEND THEM OUT SO WE CAN.
- I would like to see our Faculty Senate listen to the faculty as a whole and do a better job at representing this voice and presenting (and implementing) the ideas of the faculty to administrators.
- One Senator per department Stronger leadership willing to challenge and debate the Administration More communication with Faculty Consistant tools to evaluate the Administration (esp. the Deans and Provost)
- None
- Have more power. It is too easily overruled by the administration.
- Find the magic potion that would get more members of the faculty engaged and involved in university governance.
- I don't mind the current governance structure - but I can see how it might be more effective to have one representative from each department. We currently have a Senate member in our department, but there were years we did not, and our "liaison" didn't really do much to keep us in the loop. So if that type of faulty communication is still going on, it might be a better choice so long as it doesn't add so many people that the meetings become ineffective. Also, I'd really like the Senate to keep harping on the admin about benefits for families of professors - with the lack of raises, it would be nice if my spouse could take a class or two (or ideally my children could attend the university). Other universities offer these benefits, and we've talked about it at times but it seems to come on and off the radar of the Senate quite a lot.
- Publish minutes and agendas on the web and send them electronically to faculty. Make faculty aware of progress on issues discussed (e. g. IDEA evaluation)
- More contact with upper administration
- Senate needs to be more aggressive in representing faculty needs
- Currently, not one member of Art, Music or Theater and Dance serves on the Senate. That should never be the case.
- None---
- No apparent changes necessary.
- Many faculty members feel that far more importance should be placed on providing some child-care options. Given the number of younger faculty who are starting families, some type of small facility would be extremely welcome and would considerably aid our ability to focus on our work. Along that vein, the

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fact that we have no tuition remission at CNU is disturbing. It is my understanding that this is quite unusual. I have never heard of a university that does not offer tuition remission for children and spouses.

- The Senate should issue opinion statements on new policies, even when (especially when) faculty are in disagreement with the administration. More gathering of faculty wide opinion through surveys/polling. (like this one) More faculty quality of life initiatives: parking, day care, tuition for children of faculty, swag discounts. More email broadcasts of senate news
- Representation of all departments/colleges
- None
- The only change i would like to see is representation of restricted faculty. We work full time and commit many many hours to this university but are given little to no representation on decision making bodies. In the years that i have been here the committees etc. that restricted are allowed to serve on has been steadily diminished. I believe it is a wrong direction to continually treat the restricted members of faculty as less than full partners. We also have thoughts and ideas that are useful and helpful and it provides a different perspective that needs to be heard.
- Email Fac. Senate Agenda and Minutes to all faculty.
- The Senate could work on reducing the over-emphasis and misuse of the IDEA survey.
- I think on the whole that the Faculty Senate does a great job of representing the instructional faculty and communicating its needs and concerns to the administration.
- Quite clearly, the faculty senate must take an intensely proactive role in protecting our faculty, both tenured and non-tenured against the oppressive "top-down", hire within "house" administration. We no longer possess a Provost or set of Deans that represent the faculty—they are minions of the Administration. Instead, we are submitted to a consistent, round-robin of faculty moving in and out of the university at alarmingly high rates due to the highest teaching loads in the state, coupled with an inhuman expectation of service and a required level of research that is found at Division I institutions. The apathy found in our College senator in stating, "We all know that the only criterion the administration is using to evaluate tenure and promotion is student evaluations" is staggering to me. The apathy displayed by the senate to maintain the status quo to protect their jobs (it would appear from the outside) rather than to protect faculty in difficult decisions is even more difficult for me to comprehend. One of our current new Deans does not even possess ONE qualification of the many that were listed in the previous job search and announcement for that position, and yet the entire senate and faculty just "roll over" and accept this announcement because we are all so busy just trying to keep up with the staggering daily workload is unthinkable. It would be helpful if the senate could begin to at least, address these issues in more than the committee fact finding research, passing along the information to us via senators, and then doing nothing to act on these incredibly problematic areas with our administration.
- - Each Department Represented Equally. - I would like to know what the senate's position is regarding any and all matters of the instructional faculty - AND all communication to and from University officials regarding such matters.
- More actual recognition and concern from the numbers of restricted faculty who serve as the backbone of most departments.
- None
- None at this time. Like all representative bodies, it all depends on the people who occupy the seats. If they are strong and intelligent, then the institution works well. If not, there are problems. Right now, I generally think we have quite competent people in the Senate.
- More electronic media outreach (for instance, I did not know that there was a faculty senate website)
- more representation of restricted faculty - perhaps even a representative from this group

Text Response to: Do you have other comments, either positive or negative?

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- Concerned about the direction that the hiring process is taking--only considering top-tier institution graduates, rather than experience, expertise, and publishing record.
- Keep up the good work!
- In general, I think the Senate does a great job advocating for the faculty.
- Senate needs to do more to gain control of the academics on campus. We are letting the administration run over us.
- Please send an email stating that the minutes from a particular meeting are available, and give a link to the minutes in the email. When we used to receive these email notifications regularly, I always read the minutes. Without the email notification I do not.
- Many thanks to the Faculty Senate for their work!
- Keep up the great work!!
- I appreciate the work that the senate does, and it is my fault as much as anything for not following along with what is happening. Yet the representative structure could make it easier to know what is going on, and to represent us. Having at least 1 senator for each dept. would mean more senators (I assume), which may make it unwieldy, but at least everyone would have a more direct connection to the Senate. Other universities have representation by dept., and that approach in my view is more truly representative. Senators then are more likely to communicate what is going on to fellow dept. members, and dept. members can more easily consult their representative.
- Nope.
- No
- Senate minutes have not been available this year. This is not acceptable.
- I find the current Senate very effective. I appreciate the effort our senator(s) go to to attend Faculty Meetings within Departments, etc. I also appreciate the effort that people have gone to to communicate more effectively. I think the Senate has been really effective in the last 3 years especially.
- I wish the Faculty Senate were more of a governing force at this university. To the junior faculty, it appears the Senate is more or less a figure head with some limited oversight ability, but it is essentially powerless to produce real change on the academic side of the university. Case in point: The closing of the bookstore. Why was this decided without any Senate involvement or discussion with the faculty? Another point: Growth of the university. We can continue to expand the geography of this campus but why are faculty not involved in these discussions? Students appear to have been involved, why not us?
- With a dismissive Provost and overpowering President, it's sometimes difficult to imagine faculty voices are heard at all. I admire faculty serving in the senate, but wonder how effective their representative voices can be. I know: I shouldn't be so skeptical.
- I don't feel that the senate has a strong voice on campus compared to mid- and top- level administrators. We talk a lot about shared governance, but I don't feel the faculty's voice is heard and it is the faculty senate that is supposed to represent and present our voice.
- No
- Overall, I am pleased with the Senate's performance. I honestly believe the Senate's work has become more transparent to the faculty in the last several years. As someone who consistently reads the minutes, I always feel informed on general issues as they come up. I don't always feel my opinion is part of the majority of faculty opinion, yet I never feel like I can't approach my Senators with my viewpoints. I appreciate all the work the Senate does.
- I think the faculty senate is vital in representing the faculty and has done a good job in this role over the last 5 years.
- Our senators work diligently, and I appreciate their willingness to push boulders up the mountains every semester.
- I was recently denied tenure so I have de-invested from most of these things so that I can keep up with all the classes I have to teach and still apply to other jobs, which is the equivalent of another part time job. The

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national move to "corporate downsize" the academy and run with temporary full time faculty instead of tenured and tenure track will only result in more and more deinvested faculty, and a handful of overworked folks running the show.

- No, I am afraid that I am not being very helpful.
- Keep up the pressure for the 3-3 transition!!!!!!
- None
- I'm afraid I have not been a part of CNU for a sufficient amount of time to respond to most of the items on this survey. I look forward to a growing understanding of the faculty senate, and to developing ideas for its success and improvement.
- I would like to see constructive evaluations of the administration by the faculty in order to improve relations between the two.
- General opinion seems to be that the senate has no really authority. Rather they are merely an advisory board that the admin may ignore at will with no consequence.
- No
- No
- I wish that the administration were more amenable to suggestions from the Faculty Senate.
- The Senate works very hard. Thank you!
- Although I see some positive steps being taken by the senate I believe that most of these steps are in name only, while not in practice. Particularly regarding teaching loads, faculty evaluation and administrative problems, the senate must take a more proactive role in addressing these very serious issues in more than their minutes and committee assignments. Has the senate even begun to think about the calendar implemented this year? The university administration implemented a four week extension to our teaching year by proxy in the addition of the extended spring semester by keeping us here at the university for commencement exercises, thereby extending our calendar by starting earlier and ending later. Whether we are teaching during that time or not, we are still required to stay in the area for these exercises, limiting our own travel and personal business. Are we paid for these extra weeks? I am sure that we are not. And when are we going to see some actual faculty governance by our senate in the commitment to improve the amazingly unfair importance placed on student evaluations in their tenure and promotion practices? I ask this knowing that my own evaluations are currently in a very good place, but have swung with the wind, dependent upon that year's class in attitude and ability. Why are we running so scared? Because as individuals we can accomplish little. As a whole, we can accomplish much. In the meantime, if the senate refuses to stand up against unethical practices and quite possibly, illegal processes, then the faculty will continue to bury their heads in the sand to protect their own jobs rather than be run out the university because, at least, "it's a job?"
- None
- I feel the Senate doesn't have much real power at CNU, which is not its fault. When I first came here it didn't do much, but in the last 6 years or so it's really started to create a unified voice for the faculty, so thanks.
- I Think the senate is doing a good job I also feel the president of the senate is very dedicated and competent.

Appendix C: Means and Standard Deviations for Responses to Individual Questions by Faculty

1. Do you know who your Faculty Senators are? (who represents your department?)

Statistic	Value
Mean	1.44
Standard Deviation	0.62
Total Responses	185

2. Do you (individually) communicate with at least one senator?

Statistic	Value
Mean	1.96
Standard Deviation	1.05
Total Responses	185

3. How frequently do you read the minutes of Faculty Senate meetings?

Statistic	Value
Mean	2.58
Standard Deviation	1.05
Total Responses	185

- 4., 5., and 6.

Statistic	4. The Faculty Senate minutes are written at the appropriate level of comprehensiveness and detail.	5. The communication from the Faculty Senate to the Instructional Faculty is adequate.	6. The communication from the Instructional Faculty to the Faculty Senate is adequate.
Mean	3.88	3.54	3.24
Standard Deviation	0.77	1.06	0.97
Total Responses	179	181	181

7. How frequently do you access the Faculty Senate Webpage?

Statistic	Value
Mean	2.78
Standard Deviation	0.87
Total Responses	183

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8. How do you prefer the minutes of Faculty Senate meetings be distributed?

Statistic	Value
Mean	2.10
Standard Deviation	0.82
Total Responses	184

9. Through 16.

Statistic	9. My own views are adequately represented by the Faculty Senate.	10. My department's views are adequately represented by the Faculty Senate.	11. The views of the Instructional Faculty are adequately represented to the administration by the Faculty Senate.	12. The online procedures by which we elect Faculty Senators are adequate.	13. Non-tenured faculty should be allowed to serve on the Faculty Senate (currently, non-tenured faculty can serve on the Senate and no more than 1 Senator per area can be non-tenured).	14. I am satisfied with the current governance structure. (i.e., 5 Senators elected from College of Arts and Humanities, College of Natural and Behavioral Sciences, and College of Social Sciences)	15. The current governance structure provides adequate representation for my department.	16. I would prefer a different governance structure.
Mean	3.29	3.53	3.43	3.82	3.45	3.66	3.61	2.50
Standard Deviation	1.02	0.95	0.95	0.82	1.26	0.97	1.00	0.99
Total Responses	177	178	178	179	180	178	178	178

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17.

Statistic	a. The current model (5 Senators elected from College of Arts and Humanities, College of Natural and Behavioral Sciences, and College of Social Sciences)	b. A model like the current one, with different groupings of departments (please describe)	c. One Senator per department	d. Other (please describe)
Mean	1.55	2.58	1.99	3.59
Standard Deviation	0.78	0.79	0.97	0.86
Total Responses	166	120	150	86

18. What is the size of your department?

Statistic	Value
Mean	3.40
Standard Deviation	1.00
Total Responses	169

19. How long have you been at CNU?

Statistic	Value
Mean	2.78
Standard Deviation	1.12
Total Responses	171

20. Have you ever been a Faculty Senator?

Statistic	Value
Mean	1.75
Standard Deviation	0.44
Total Responses	171

Appendix D: Overview of Senate Actions and their Outcomes 2006-2010				
Date Brought to Floor	tracking resolution only Issue/Resolution	Initiated by	Passed by Senate	Outcome
		S = Seante		1 = Policy Implemented/Accpeted by Admin
		C = Standing Committee		2 = Implemented with modification
		G = SGA		3 = rejected by provost
		A = Admin		4 = rejected by Pres./Board
		O = Other		5 = Pending
				6 = Not enough information to determine
2005-2006				
9/2/05	Council of University Chairs	S	9/2/2005	Implemented 1
9/20/05	Buoncristiani Emeritus	S/O	9/20/05	Implemented 1
2/17/06	Durel Emeritus	S/O	2/17/2006	1
2/17/06	Bostick Emerita	S/O	2/17/2006	1
3/17/06	Librarians Employment Status	S	3/17/06	1
4/21/06	3-4 Teaching Load	S	4/21/06	1
2006-2007				
9/29/06	Support to SCHEV T. Schwarze	S	9/29/06	1
9/29/06	Support to SCHEV G. Green	S	9/29/2006	1
9/29/06	Support to SCHEV L. Spiller	S	9/29/2006	1
12/1/06	Lee Doerries Emeritu	S/O	12/1/2006	1
12/1/2006	Purtle Emerita	S/O	12/1/2006	1
1/19/06	Summerville Emeritus	S/O	1/19/06	1
2/16/06	Reed Emeritus	S/O	2/16/06	1
2/16/06	Alexick Emeritus	S/O	2/16/06	1
3/16/06	Powell Emeritus	S/O	3/16/06	1
3/16/06	Hicks Emeritus	S/O	3/16/06	4
2007-2008				
10/12/07	Support to SCHEV Kelly Cartwright	S	10/12/07	1
10/12/07	Support to SCHEV Lisa Spiller	S	10/12/07	1
10/12/07	Support to SCHEV Phil Hamilton	S	10/12/07	1
12/7/07	Revised Pass/Fail Option	C	12/7/07	1
12/7/07	Samuel Bauer Emeritus	S/O	12/7/07	1
1/25/08	Faculty Evaluation Schedule	A	1/25/08	1
2/22/08	Randy Caton Emeritus	S/O	2/22/08	1
2/22/08	Harold Cones Emeritus	S/O	2/22/08	1
2/22/08	Leeland Jordan Emeritus	S/O	3/28/08	1
2/22/08	Approval of UCC Curriculum Recommendations	C	2/22/08	1
3/28/08	Approval of UCC Curriculum Recommendations	C	3/28/08	1
4/25/08	3-3 Load	S	4/25/08	6
4/25/08	New Building Appreciation	S	4/25/08	1
4/25/08	Tuition Increase Resolution	S	4/25/08	1
4/25/08	Faculty Evaluation Schedule 1-Year Trial	S	4/25/08	1
2008-2009				
8/21/08	UCC Curriculum Recommendations	C	8/21/08	1
9/19/08	Support to SCHEV Quentin Kidd	S	9/19/08	1
9/19/08	Support to SCHEV Micaela Meyer	S	9/19/08	1
9/19/08	Support to SCHEV Nate French	S	9/19/08	1
9/19/08	Support to SCHEV Graham Schweig	S	9/19/08	1
9/19/08	UCC Curriculum Recommendations	C	9/19/08	1
10/3/08	St. Onge Emerita	S/O	10/3/08	1
11/14/08	Douglas Gordon Ermitus	S/O	11/14/08	1
11/14/08	Underload Catalog Change	C	11/14/08	1

12/5/08	UCC Curriculum Recommendations	C	12/5/08	1	
1/23/09	UCC Curriculum Recommendations	C	1/23/09	1	
1/23/09	Attendance at Senate Meetings Resolution	S	1/23/09	1	
2/6/09	University Eval 4	A	2/6/09	1	
2/27/09	Senate Membership Representation	S	2/27/09	1	
2/27/09	Changes to Faculty Evaluation Process	S	2/27/09	1	
2/27/09	Create Pre-Health Program	O	2/27/09	1	
2/27/09	Change Departmental Final Exam Archiving Policy	S	2/27/09	1	
2/27/09	Add Direct of Academic Advising to UDC	S	2/27/09	1	
2/27/09	Retirement Year Teaching Load	S	2/27/09	1	
2/27/09	Streamlined Curriculum Review	S	2/27/09	1	
2/27/09	All Faculty Graduate Faculty	O	2/27/09	1	
3/20/09	Social Work Majors	S	3/20/09	1	
4/17/09	Resolution to support Social Work Major	S	4/17/09	1	
2009-2010					
8/18/09	Walking in Graduation Resolution	S	8/18/09	1	
9/18/09	Support to SCHEV Graham Schweig	S	9/18/09	1	
9/18/09	Support to SCHEV Michaela Meyer	S	9/18/09	1	
9/18/09	Support to SCHEV Quentin Kidd	S	9/18/09	1	
9/18/09	Midterm Grade Entry for 100-200 level courses	S	9/18/09	1	
10/10/09	Senate support of Sexual Orientation and Non-Discrim	S	10/16/09	1	
2/19/10	Eliminate Education and Socialization within the SOCL	O	2/19/10	1	
2/19/10	Richard Beauchamp Emeritus	S/O	2/19/10	1	
2/19/10	James Hines Emeritus	S/O	2/19/10	1	
2/19/10	Ann Perkins Emerita	S/O	2/19/10	1	
2/19/10	Schedule for Nominating Distinguished Professors	S	2/19/10	1	
2/19/10	Faculty Senate President and Secretary Course Load	S	2/19/10	1	
3/16/10	Liberal Learning Emphasis	S/C	3/16/10	1	
4/16/10	Course Overload Policy	S	4/19/10	1	
4/16/10	Cheryl Matthews Emerita	S	4/16/10	1	